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

the **first catechist** of

 families –
  our parents,
 parishes –
  our priests,
 Ecclesiastical Territories –
  our bishops,
 our Universal Catholic Church –
  Pope Francis.

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

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Encountering Christ in the Eucharist

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
RCSSED	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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†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 (RCSSED)*. 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 Commisssion 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!

Preface

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 (RCSSED)* and *Episcopal Commission of Catechesis and Catholic Education (ECCCE)* of the *Catholic Bishops Conference*

📷 *: NCS 2016-2021: PARI Project*

of the Philippines (CBCP). Certainly, the mission of the 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).

📷 : Diocese of Iligan

Our Gratitude, Our Research Story

NCS 2021: PARI Project

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

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

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

Thank you to the *CBCP-ECCCE's* leadership of Most Rev. Roberto C. Mallari, DD (Chair 2016-2021); Fr. Ernesto de Leon (Executive Secretary); and Sr. Ma. Jesusa Enginco, OP (Assistant Executive Secretary); and the incoming Chair, Most Rev. Jose Elmer I. Mangalinao, 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 Pabalete, 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 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 Projec*t 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.

Katekista
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**In Progress (InP)

Researching Catechetical Ministry:
Methods, Strategies, and Challenges

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

: NCS 2016-2021: PARI Project

Chapter Overview

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.

Introduction

In the Philippines, researching CM primarily revolves around the experiences of catechists and the catechized. The first three *National Catechetical Studies (NCS)* (Catholic Bishops' Conference of the Philippines - Episcopal Commission on Catechesis and Catholic Education [CBCP-ECCCE], 2000; 1989; CBCP-Episcopal Commission on Education and Religious Instruction [ECERI], 1979) focused on the issues and challenges of religious education and catechesis among Filipino catechists. As a response, the *NCS 2016-2021* serves to address methodological limitations and provides a comprehensive study in exploring the CM in the country. More importantly, this study intends to contribute a dialogic approach between the researchers and the researched and to narrate many stories of catechetical experiences found within the five dimensions of CM.

📷 *: NCS 2016-2021: PARI Project*

This research is commissioned by the Catholic Church, through the *CBCP-ECCCE* in order to energize the catechetical scene in the Philippines. Since then, the *UST Social Research Center (SRC)* served as the research arm for the *CBCP*. It later on became known as the *Research Center for Culture, Education, and Social Issues (RCCESI)* when the *NCS 2016-2018* was initiated.

Eventually, the center was divided into several research streams where the *Research Center for Social Sciences and Education (RCSSED)* belongs to, which then launched the *NCS 2021: Pastoral Action Research and Intervention (PARI) Project*.

The *NCS 2021: PARI Project* reflects on the dynamics of CM through the lens of the catechists, catechetical leaders, and the catechized. Using an emic approach, it establishes an "insider approach", or looking from within, by privileging the voices of the selected respondents in providing an understanding of CM in the country. In addition, the emic approach is used in studying one specific culture by its own context without any cross-cultural focus (Fetvadjiev, 2015). As observed, it is potentially advantageous in inquiring everyday life experiences (Pilarska, 2018), particularly in the studies of sociology and cultural anthropology. In comparison with etic approach, this method is more commonly observed in qualitative research among ethnographers and conversation analysts (Markee, 2012). The distinction between the two approaches is rooted in linguistics between phonemic and phonetic accounts. Using an emic approach, several research techniques may be utilized such as structural, descriptive, and contrast questions (Morey & Luthans, 1984). The emic approach was used as it provides a strong foundation of a particular issue. The beliefs, perceptions, and practices of the members of the culture being studied are also considered as vital sources of information. Relatively, the Filipino language is preferably used as the primary language in the narratives of selected respondents of the study.

The *NCS 2016-2018* proceeded with the implementation of its data gathering and analysis according to its empirical research plan. Currently, the initial research plan of

17 Ecclesiastical Provinces (EPs)
&
86 Ecclesiastical Territories (ETs)

Figure 2.1. *The NCS 2016-2021: PARI Project's Intended Catechetical Situation Coverage*

the *NCS 2021: PARI Project* was to cover catechetical situations in the contexts of national, regional, and specific coverages of the 17 Ecclesiastical Provinces (EPs) and 86 Ecclesiastical Territories (ETs) in the Philippines (see *Figure 2.1*). Accordingly, research conceptualization process and fieldwork activities were conducted in various ETs to collect survey data, key informant interviews, archival documents, visual data, and field notes. However, the implementation of lockdown measures and travel restrictions due to the COVID-19 pandemic resulted in some adjustments on the original empirical research plan, primarily affecting the conduct of remaining data gathering and analysis. As a response, the *NCS 2021: PARI Project* utilized some research decisions toward the completion of the project amidst the pandemic. In so doing, this chapter discusses the methods, strategies, and challenges encountered during the five-year research journey of exploring the five dimensions of CM.

Methods

This study utilized a mixed methods approach (Creswell, 2006) in examining CM in the country. Primarily, the use of mixed methods intends to encapsulate the interplay among culture, context, and the individual (Ungar et al., 2007). It combines various quantitative, qualitative, and creative strategies as a means to triangulate (Timans et al., 2019) and ensure the validity and reliability of the

research findings. As a methodology, it highlights the strengths of both qualitative and quantitative design and identify relevant methods and approaches (Johnson & Onwuegbuzie, 2004). At the same time, the use of mixed methods highlights a cooperative technique (Pearce, 2012) directed at balancing the subject.

The general design of the study was cross-sectional (Neuman, 2011; Punch, 1998; Walliman, 2006), which involves a one-point-in-time data-gathering process at the convenience of the respondents under an inclusion criterion. While the first three *NCS* research (CBCP-ECCCE, 2000; 1989; CBCP-ECERI, 1979) have utilized similar research design by its conduct of surveys, the *NCS 2016-2021* provides more emphasis on the participatory approach (Coghlan & Brydon-Miller, 2014). of catechetical stakeholders (catechists, catechetical leaders, catechized) by formulating *Research-based Intervention Outcomes (RIO)* activities. Designing a good social science research is characterized by a rigorous process of conceptualizing and identifying effective strategies directed at a particular social phenomenon (Portus et al., 2018).

📷 *: NCS 2016-2021: PARI Project*

This process entails long periods of planning and consultation among key stakeholders and experts in the phenomenon being studied. Consequently, sound research decision-making is important in arriving at good research outputs. Thus, this study developed a relevant research design in exploring the state and dynamics of CM.

This chapter summarizes the methods utilized in examining the five dimensions of CM, namely catechists, catechetical leaders, the catechized, catechetical formation programs, and catechetical human resources (see *Table 2.1*). Specifically, it includes an elucidation of the research approach, respondents involved, data gathering strategies, types of data, analysis, data presentation, and expected outputs.

📷 *: NCS 2016-2021: PARI Project*

Table 2.1. *NCS 2021: PARI Project Research Data Matrix*

	Catechist (SFC)	Catechetical Leaders (SCL)	Catechized (SC)	Catechetical formation programs (SCFP)	Catechetical Human Resources (SCHR)
Approach	Mixed Methods (Qualitative, Quantitative, Creative)	Mixed Methods (Qualitative, Quantitative, Creative)	Mixed Methods (Qualitative, Quantitative, Creative)	Mixed Methods (Qualitative, Quantitative, Creative)	Mixed Methods (Qualitative, Creative)
Respondents	Catechists	Catechetical Leaders	Catechized	Catechists and Catechetical leaders	Catechists and Catechetical leaders
Strategies	Survey Interviews FGD Visual	Survey Interviews FGD Directory Visual	Survey Interviews Visual	Survey Interviews (Individual and group) Archival Visual	Interviews (Individual and group) Archival Visual
Data	*NCS* 2016-2018 Census survey SFC Interviews (Audio/video, Transcripts) FGD Photos Fieldnotes	*NCS* 2016-2018 Census survey SCL Interviews (Audio/video, transcripts) FGD Directory QQR Photos Fieldnotes	*NCS* 2021 SC-SQ Survey (KoBo, scanned SCSQ) SC-IG Interviews (KoBo, audio/video, scanned SCIG) QQR Photos Fieldnotes	*NCS 2021* FTST Tracer (Google Forms) SCFP-IG Interviews (Audio/video, scanned SCFP-IG) Archival QQR Photos Fieldnotes	*NCS 2021* SCHR-IG Interviews (Audio/video, scanned SCHR IG) Archival QQR Photos Fieldnotes
Analysis	Descriptive statistics Qualitative coding Joint analysis Visual analysis	Descriptive statistics Qualitative coding Joint analysis Visual analysis	Descriptive statistics Qualitative coding Joint analysis Visual analysis	Descriptive statistics Qualitative coding Joint analysis Visual analysis	Descriptive statistics Qualitative coding Joint analysis Visual analysis
Software and tools	MS Word MS Excel MS Powerpoint SPSS v 21 MaxQDA2020 Visme	MS Word MS Excel MS Powerpoint SPSS v 21 MaxQDA2020 Visme	MS Word MS Excel MS Powerpoint KoBo SPSS v 21 MaxQDA2020 Visme	MS Word MS Excel MS Powerpoint Google Forms SPSS v 21 MaxQDA2020 Visme	MS Word MS Excel MS Powerpoint MaxQDA2020 Visme
Data Presentation	Photo and video documentation Visme infographics Powerpoint presentation	Photo and video documentation Videos Visme infographics Powerpoint presentation	Photo and video documentation Videos Visme infographics Powerpoint presentation	Photo and video documentation Videos Visme infographics Powerpoint presentation	Photo and video documentation Video Powerpoint presentation
Output forms	Research report Journal article Research primer Video Conference	Research report Journal article Research primer Video Conference	Research report Journal article Research primer Video Webinars Conference	Research report Journal article Research primer Video Webinars Conference	Research report Journal article Research primer Video Webinars Conference

The initial approach of the *NCS 2016-2018* is exploratory which was utilized for research with limited studies (may be replaced by sources) and at the preliminary stage of investigation. Hence, the action research and multimethod technique of the *NCS 2021: PARI Project* provided sound bases in the formulation and implementation of *RIO* aimed at improving the delivery and pedagogy of catechesis in the Philippine Catholic Church. Each intervention was specifically formulated as a response to the research findings on the five salient dimensions of CM.

In general, each salient CM dimension underwent a series of research conceptualization, consultation, and workshops guided by catechetical sources (for example, CBCP-ECCCE). After the initial development, the survey questionnaires (SQ) and interview guide (IG) underwent the process of systematic pretesting, content validation, and pilot testing before finalization of these tools for ethical review process.

Methodologically, this project employed quantitative, qualitative, and mixed method approaches (Collier & Elman, 2008; Mik-Meyer, 2020). These approaches included traditional empirical techniques such as survey and interviews as well as archival, historical, and creative strategies. Specific research tools were designed for each research with unique sampling and analytical techniques Accordingly, it utilized a quantitative-qualitative form of sequential mixed methods sampling (Teddlie & Yu, 2007) in which the qualitative part captured a subsample from the quantitative sample. For its analysis, joint display tables of qualitative, quantitative, and creative findings are generated in order to present integrated results for each dimension. The data and findings from each dimension served as inputs in making various outputs such as research reports, journal articles, research primers, videos, webinar proceedings, and conference papers of the *NCS 2016-2021* study.

Strategies

Studying Filipino Catechists (SFC)

This inquiry on the Filipino catechists utilized a mixed method approach combining both qualitative and quantitative techniques (see *Figure 2.2*). It focuses on the perspectives of catechists relative to the CM in the country. The data were gathered during field visits in various ETs. A census survey provided a statistical overview of the catechists and catechetical leaders in the Philippines. Key informant interviews and focus group discussions provide in-depth understanding of their experiences and challenges relative to the CM.

Design	Approach
Exploratory & Descriptive	Mixed Method Quantitative & Qualitative
Strategies	**Analysis**
Census Survey, Key Informant Interview Focus Group Discussion	Descriptive Statistics Qualitative Data Analysis
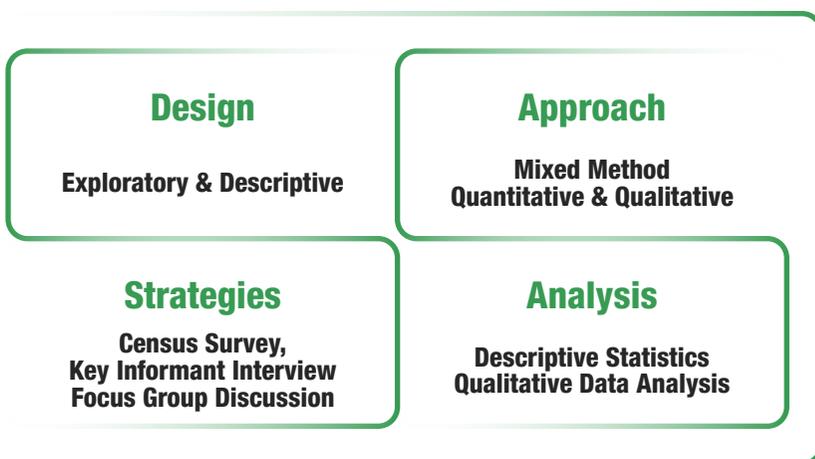
Figure 2.2. *Studying Filipino Catechists' (SFC) Mixed Methodology Matrix*

A cross-sectional study was employed in order to conduct a one-time survey and at a specific time. Quantitative descriptive and comparative methods were utilized to establish the formation of the catechists and compare the data gathered in each EP to the other provinces. The catechists were mobilized from 16 EPs with one archdiocese and each with two to 11 dioceses. The EPs are located and distributed in the different parts of the country. Since the exact number of catechists are not known at the time of the study, a census approach was done in each of the EPs. More than 5,000 invalid respondents of the study were mainly due to incomplete responses, double entries, and other technical issues. However, these data were also used to produce socio-demographic information about an ET whenever possible. Any available information that benefits the documentation of catechists in each ET was therefore utilized. As a result, a total of 26,978 Filipino catechists were surveyed for the study.

The qualitative data gathering tools followed the framework of the survey. The same themes were used as an outline for the guide questions in both the interviews and focus group discussions (FGD).

All data were collected through book/booklet returns, audio files, monitoring, and archiving of all materials. A monitoring sheet for the qualitative data was developed to aid the process. Once archived, the qualitative data processing commenced. The processing was aided by volunteers from various groups who underwent training on the transcription process. The returned transcripts were considered first as raw. Checking of the entered basic information data was first verified and cleaning of the transcripts were done. This was to ensure the transcripts followed the prescribed format.

The data analysis included both descriptive statistics and qualitative coding. The quantitative data were encoded, numerized, cleaned, and analyzed using IBM SPSS. For the data coding, a codebook served as a guide in the process. Afterwards, the statistical data were run and analyzed in order to generate frequency tables, crosstabulations, and other data. Meanwhile, qualitative coding of the key informant interviews and focus group discussions were analyzed through MaxQDA12 software. The first layer of coding was through the production of word clouds. Word clouds are a visual representation of the usage of the word on a specific question. A word count as done to further explain the word clouds. After the analysis, data visualization was prepared with the use of word clouds and infographics.

: Diocese of Dumaguete

Studying Catechetical Leaders (SCL)

Along with the Filipino catechists, a mixed methods design was utilized in exploring the experiences of catechetical leaders. Accordingly, this study's data gathering was conducted during field visits in various ETs before the pandemic. A census survey among a total of 303 catechetical leader respondents provided the statistical overview of catechetical leaders in the Philippines. Similar to Filipino catechists, this inquiry utilized key informant interviews in providing in-depth understanding of their experiences and challenges relative to the CM. A total of 28 catechetical leaders were interviewed. Accordingly, Accordingly, the data analysis for this CM dimension involved both descriptive
.

Studying the Catechized (SC)

For its sampling plan, the *SC* involved a multi-stage, stratified cluster and a lot sample strategies (see *Figure 2.3*). The identification of catechized respondents was based on the 2018 publication of the *Catholic Directory of the Philippines*. The "catechized respondents" in this study operationally refer to "those who received catechesis at any point in their lives". Correspondingly, the projected population were selected Filipino Catholics with catechetical experiences. In order to determine who are the participants of this study, it followed an inclusion criterion (Vaus, 2002; Visser et al., 2000). This was composed of three sets of indicators, namely: (a) knowledge of having been baptized in the Catholic Church; (b) being a Filipino citizen; and (c) self-reported membership in the Catholic Church. This means that the target respondents are Filipino Catholics who are engaged in various parishes across ETs.
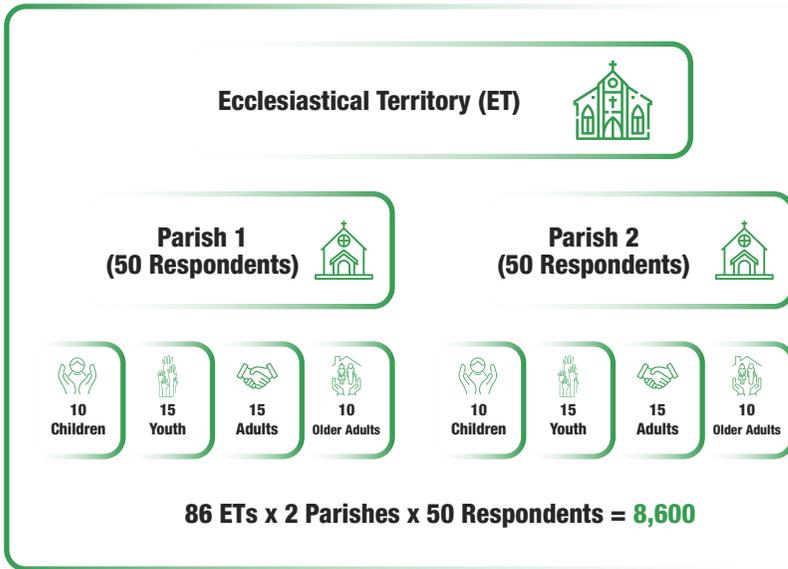
Figure 2.3. *Sampling Design of Studying the Catechized (SC)*

Due to the restriction of fieldwork activities brought by the COVID-19 pandemic, only 76 ETs from the total 86 ETs were drawn as respondents. From each ET, two parishes were randomly selected using a raffle system; one representing center-based parishes, and the other one, representing those parishes from the periphery. A sample of 50 respondents for each parish were selected, thus having a total of 100 respondents (from two selected parishes) for each ET. To ensure age group representation, catechized respondents were identified among four age groups, namely children (8 to 14 years old), youth (15 to 30 years old), adults (31 to 59 years old), and older adults (60 years and above). Accordingly, some ETs were unable to attain 100 respondents due to methodological limitations. Qualitatively, the survey was combined with a follow-up interview among selected respondents who agreed to be interviewed. Using an IG especially designed for Sthis project, the target number of respondents for each ET was four (4), representing four (4) age groups namely, children, youth, adults, and older adults. Thus, the total projected interview respondents from 86 ETs were 344.

This CM dimension utilized a combination of analytical software in analyzing the collected survey and interview data. For quantitative, the survey data were numerized and analyzed through the IBM SPSS software. The use of quantitative data provided national statistics on Catholics and CM in particular. It also responded to the changes that occurred since the first *NCS* study. The codes were based on a codebook that has been developed through a series of workshop and consultations among key stakeholders such as religious organizations and catechists. Primarily, frequency distribution tables and cross tabulations were generated for the quantitative analysis. For qualitative, it utilized the MaxQDA2020 software through coding and generating reports and word cloud visualizations. A closed coding technique was implemented through the help of conceptual codes based on the interview guide. For the analysis, the MaxQDA2020 was used to make a thematic analysis among the salient dimensions. The conceptual codes were utilized in generating the coding system for each MaxQDA Project. Accordingly, this analysis combined various coding strategies such as descriptive coding, focused coding, in-vivo coding, and emotional coding (Saldana, 2009). Descriptive and focused coding were used to have a general grasp of the focus of each dimension; in-vivo coding for analyzing key concepts provided by the respondents; and emotional coding provided a sense of the respondents' feelings and emotions toward their catechetical experiences.
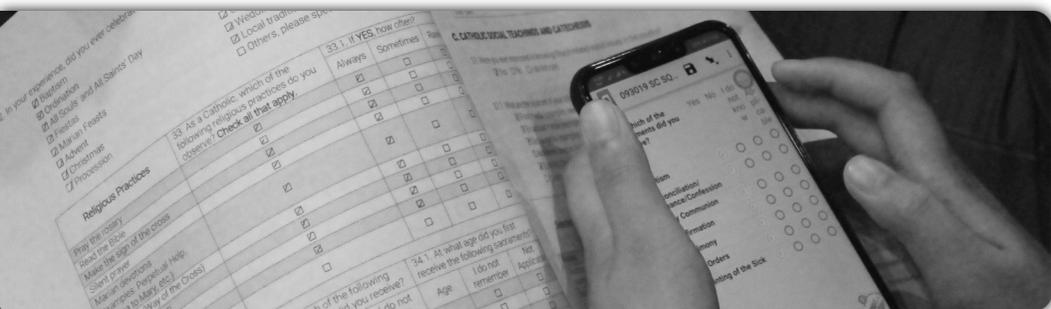
: *NCS 2016-2021: PARI Project*

Studying Catechetical Formation Programs (SCFP)

This dimension employed a multimethod research design by combining quantitative and qualitative techniques in exploring catechetical formation programs (Collier & Elman, 2008; Mik-Meyer, 2020). As a mixed methods research, it utilized a combination of qualitative and quantitative research tools. The interviews conducted were based on a convenience sampling depending on the availability of catechists and catechetical leaders during the *NCS 2021: PARI Project* field work activities. The survey utilized purposive sampling in identifying the respondents (Portus et al., 2018; Vaus, 2002). Each respondent underwent two criteria: a) has an experience in being a catechist and b) has undergone any type of catechetical formation program. The respondents were also encouraged to share the survey to their fellow catechists. In terms of sampling size, the study aimed to include a representative size from each ET in the Philippines. The duration of the data gathering is two months. The survey was administered online and shared to known catechists in a snowball sampling manner. Due to the limitations of this process, there is an oversampling in some ETs particularly in Manila which may affect the results of the study. In this regard, the sample for this study area was limited according to the average number of respondents via random selection.

📷 *: Apostolic Vicariate of Bontoc-Lagawe*

This data gathering process involved some biases. First, frame coverage bias is caused by missing some important part of the population. For instance, catechists who have no social media account or e-mail address were not able to participate in the survey. It also includes a size bias which refers to higher chances in being selected in comparison with other members of the target population. In this survey, catechists who have good Internet access and have sufficient knowledge on online-based surveys have higher chances of becoming respondents. In addition, a total of 134 different types of archival data were collected, scanned, analyzed for this dimension. *Figure 2.4* shows the distribution of the documents per EP.
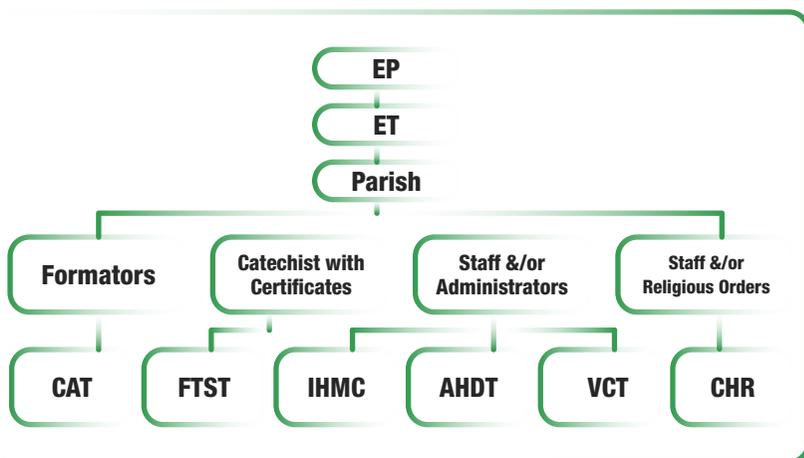
Figure 2.4. *Data Gathering Technique for Studying Catechetical Formation Programs (SCFP) & Studying Catechetical Human Resources (SCHR)*

AHDT	Archival Historical Data Tool	FTST	Formation Tracer Study Tool
CAT	Catechetical Assessment Tool	IHMC	Institutional Historical
CHR	Catechetical Human Resources		Matrix Calendar
EP	Ecclesiastical Province	VCT	Visual Creative Tool
ET	Ecclesiastical Territory		

Studying Catechetical Human Resources (SCHR)

This CM dimension employed the qualitative approach to show the overall condition of catechetical human resources in the Philippines through interviews with key informant or group of directors, coordinators, and leaders from selected EPs, field observations, and retrieval of secondary data. Initially, the study estimated a minimum of 17 (20% of total ETs) to a maximum of 54 (65% of total ETs) for the interviews. However, the project decided to utilize convenience sampling technique in identifying catechist respondents during data gathering activities in each ET. Furthermore, the restrictions of face-to-face activities and travel during the COVID-19 pandemic also hindered additional interviews from the remaining ETs in the country. Aside from coding, this CM dimension used various features of the MaxQDA2020 software such as memos, lexical search, crosstab, code matrix browser, MaxMaps, and word cloud in preparing research reports and data visualization materials. These outputs, along with statistical tables, were used in the conceptualization and development of data presentation materials.

Ethical Considerations

An ethical clearance was provided by the UST's Graduate School Research Ethics Committee for the conduct of the research process. The ethical clearance ensures that the tools and strategies employed in this study are cleared from any ethical issues before the conduct of the actual data gathering process. Furthermore, the process involved data sharing and validation workshops among selected respondents. Selected *Katekistang Kalakbay sa Pananaliksik (KKP)* volunteers underwent orientation workshop with the *NCS 2021: PARI Project*. It provided general background of the research project, data gathering procedures, and step-by-step process of KoBo Tool encoding. This process ensures proper interpretation and authentic representation of information. Participation in these workshops are voluntary. Moreover, the research team presented partial results of the study in various ETs and local and international conferences. This affirms the goal of establishing research transparency (Buthe & Jacobs, 2015) especially in conducting mixed methods and multimethods research projects.

Relations with KKP were further established through selected field visits and ethnographic observations. Also, constant and transparent communication online between the research team and KKP were encouraged. This included online-based data monitoring and encoding as well as securing all data gathering tools, materials, and partly in-charged of monitoring other research volunteers in their respective areas. Collaboration with local catechist partners highlights the principle of reciprocity in this study. Tokens of gratitude were provided to the KKPs who tirelessly helped in accomplishing the data gathering and encoding.

In particular, the ethical considerations include ensuring the consent of all respondents involved. Participation in survey, interviews, tracer study, and other qualitative inquiries (curricula analysis, archival historical methods, visual methods) was strictly voluntary. All research tools provided introductory letter stating the purpose of the project, study design, respondents participation, possible risks and benefits, the voluntary nature of participation, issues surrounding confidentiality, research results availability, and follow-up information. Accordingly, consent forms are integrated in all research tools especially in the survey and interviews. These consent forms included parental consent and assent forms for minor respondents (eight to 17 years old), and adult consent form for those who are 18 years old and above. Only those who voluntarily agree to give consent using the provided forms were considered as part of the study.

: NCS 2016-2021: PARI Project

One of the key ethical considerations of the project is the data archiving process. Any information gathered for the duration of this study were kept confidential and used for research purposes only. Data generated from this study were gathered from all respondents who signed the consent form to use and release research information. The first names and/or pseudonym relative to respondents' preference shall be used for the

reporting of interview data. Accordingly, filled-out print survey and interview tools were monitored and submitted for review and scanning. Meanwhile, interview recordings were transferred and secured properly. Additional notes and other printed materials were also stored accordingly. All data materials for the study were monitored regularly through both manual monitoring sheets and online MS Excel encoding.

All print and electronic data were stored on password protected laptops of the project. Other remaining data such as audio-video tapes were stored in locked cabinets at Meeting Rm.1 3F Tan Yan Kee (TYK) Student Center, University of Santo Tomas (UST), España, Manila. All data remain confidential to anyone but the researchers of *UST-RCSSED* and *CBCP-ECCCE*. All data (including notes and transcripts) would be retained for five years, post publication.

As part of the ethical process, data sharing and validation workshops among selected respondents are observed to validate the data from various research tools. This process ensures proper interpretation and authentic representation of information. Participation in these workshops was voluntary and proper consent was secured.

Challenges

Funding

One of the key determinants in the implementation of a study is the availability of funding for a strategic and effective allocation of resources. As a national study, this research takes into consideration many aspects in the data gathering such as geographical contexts of center (urban) and periphery (rural) areas, and limited amount of time for conducting fieldwork in various EPs and ETs. During the *NCS 2016-2018*, the research funding was primarily allocated for fieldwork activities and research presentations in different research sites. On the other hand, the grant obtained for the *NCS 2021: PARI Project* facilitated the allocation of research resources, more fieldwork opportunities, and strategic implementation of activities. Some challenges in funding needed to be addressed after the conceptualization and strategic planning and thus, decisions were made to realign some budget for the national data gathering and workforce restructuring such as the creation of a position for multimedia and visual analysis. Also, some accommodation and travel funds were diverted for reciprocity allowances of our research partners, the *Katekistang Kalakbay sa Pananaliksik (KKP)* (catechist research assistants).

The project allotted a significant part of its funding in purchasing "smartphones" for a more convenient and efficient data gathering process. Smartphones with programs (for example, Kobo Toolbox, Cam Scanner) and applications (for example, WPS Office, Recorder, Camera, Notes, Albums) were distributed in each ET through the assistance of KKPs. To ensure a more effective process, orientation workshops were provided in each ET for secured data processing and encoding.

This process facilitated the gathering, especially in areas with no to limited internet connection, while considering the pandemic situation in these areas.

Some of our realignment decisions in funding turned out to be blessings amidst the pandemic. During the data processing and analysis, the *NCS 2021: PARI Project* maximized the use of available research technologies. Aside from the KoBo Toolbox and MS Office, quantitative and qualitative data analysis software namely IBM SPSS and MaxQDA were purchased. Additionally, other technologies utilized include MailChimp for e-news; Wix for website, Visme and Canva for infographics; and Affinity Publisher for book layouting. The availability of funding primarily contributed in the implementation of *RIO* projects. Also, funding were alloted to establish connections with various local religious organizations and ETs, which were willing to serve as our partners in the conduct of research sharing, formation, publication, and human resources activities.

Network

A series of conceptualization and consultative meetings and workshops was conducted with key stakeholders. Accordingly, the key to this process was the *CBCP-ECCCE*-led activities which provide spaces for dialogue between the *NCS 2016-2021: PARI Project* research team and individuals involved. It provided a strong foundation for the implementation of the project.

With the help of the locally trained, KKP (catechists research assistants), all data were cautiously organized through the online mentoring of Manila-based *NCS 2016-2021: PARI Project* researchers. All the identified KKPs underwent orientation and mentoring by the *NCS* research team regarding the use of research technologies and overall process of the project.

After the conduct of the surveys, the KKPs were responsible for encoding all the responses using the KoBo Toolbox application available in the smartphones. Upon the completion of encoding, KKPs sent the data via Internet to the KoBo Toolbox of the project. Afterwards, the smartphones were retrieved where the audio recordings, videos, photos, and notes were stored. Hence, a relatively rich amount of mixed methods data in smartphones were sent through the Internet, using both emails and G-Drives, before being sent through couriers from various islands in the Philippines. Meanwhile, some ETs experienced low to no Internet connection. As a response, the smartphones were immediately couriered back to the *NCS 2021: PARI Project,* and the collected data were encoded by undergraduate research assistants. This allowed accessible shared online data management, analysis, and validation between the researchers and respondents.

COVID-19 Pandemic

After its completion, the *NCS 2016-2018* continuously conducted research presentations and data sharing in various ETs in the country. At the same time, the *NCS 2021: PARI Project* had continued with its fieldwork activities starting from March 2019. This included the conduct of interviews and gathering of archival documents. However, the remaining data gathering activities were halted due to the onset of the pandemic. For Welsch (2020), the use of mixed methods is crucial in adapting into the COVID-19 Pandemic situation.

Primarily, it allows researchers to utilize a variety of techniques to strengthen the quantity and quality of data. As a national study, this research takes into consideration many aspects in the data gathering such as geographical contexts of center (urban) and periphery (rural) areas, and limited amount of time for conducting fieldwork in various EPs and ETs. Accordingly, the project decided to allot a significant part of its funding in order to providing smartphones for a more convenient and efficient data gathering process.

The *NCS 2021: PARI Project* faced the catechetical pandemic challenge with utmost resolve. The use of a mixed methods design and various research technologies contributed in developing a sense of resilience of the study. The implementing activities will continue to focus on assisting the catechetical ministry in doing effective catechesis amidst the COVID-19 pandemic. That is, while this health crisis impacted lives across the world, the mission of catechesis remains salient in the lives of Catholics in the Philippines and around the globe.

: Archdiocese of Cagayan De Oro

Pastoral Relevance & Creativity

Two major challenges that our *NCS 2016-2021: PARI Project* dealt with pastoral relevance and creativity. The former allowed our team to learn and practice beyond our usual academic comfort zones, particularly on being aware of the power of working with inter- and multi-disciplines and on our close encounter with the CM practitioners, the catechists, and catechetical leaders themselves, whose interest in our study was more on the pastoral use of findings and insights than on mere academic purposes. The latter directs attention to our fieldwork discovery for our research to gain support from the ground and to aid in our orientations and presentations, while we employed the traditional use of survey and interview techniques in data gathering, the introduction of technologies like smartphones, and the application of creative techniques using research poems (Cousik, 2014; Furman et al., 2006; Furman et al., 2009; Lahman et al., 2018; McCulliss, 2013; Owton, 2017) and visual methods (Banks, 2001; Campion, 2007; Chaplin, 1994; Emmison & Smith, 2000; Emmison et al., 2012; Flick, 2009; Harper, 2001; Pauwels, 2010; Zuev & Nathansohn, 2013) afforded us more evocative engagements with our respondents.

Thus, our research decision to guarantee pastoral relevance was to frame this monograph in the most creative way that would entice our intended readers, who in this case, all people involved in CM and in our Catholic Church, and those in the academe who may be interested in how Filipino Catholicism was explored using mixed-methods and creative techniques anchored in Sociology and the social sciences. Taking into serious consideration the state and development of doing good social science research (Portus et al., 2018), this monograph also utilizes chapter guideposts in the presentation of five CM dimensions.

As seen in *Table 2.2* below, each chapter focuses on a specific CM dimension underscored by three conceptual anchors. It starts with an overview followed by the three major sections, namely (a) Research Story, (b) Findings, and (c) Insights. The Research Story tells the empirical narrative using some literature, observations, quotes, and research poems with analytical code maps, findings, and commentary. The next section, Findings, presents the research data and analysis according to the conceptual anchor of each chapter using the empirical findings matrix, infographics and joint-analysis (JA) tables.

Table 2.2. *Chapter Guideposts in Five CM Dimensions*

Sections	Contents	Creative Techniques
Chapter Focus	◦ Three Conceptual Anchors	
Overview	◦ Chapter Summary	◦ Photo representation
Research Story	◦ Empirical Narrative ◦ Relevant quotes	◦ Research poems with analytical code maps, findings, and commentary
Findings	◦ Data presentation following the three thematic anchors ◦ Data analyses	◦ Empirical findings matrix ◦ Infographics ◦ Joint-analysis (JA) tables
Insights	◦ Themes ◦ Types	◦ Finding and Insights (FI) tables ◦ Infographics
Special section	◦ Visual representation thru photos	◦ Visual sociological analyses outputs

The discussion part that follows brings attention to Insights, which are presented using findings and insights (FI) tables, infographics, and whenever applicable, an additional findings matrix, and/or thematic or typification outputs. As can be surmised in all chapters, what weaves each chapter is a special section on the visual representation through selected photos derived from the visual sociological analysis. The creative use of photos in telling the research story, findings, and insights reflects our project's interest in visually uncovering, revealing, and provoking the reader's imagination. First and foremost, the texts in our manuscripts, whether in words or statistics, are from persons who have voices and faces that speak the first truths about CM dynamics, processes, and practices.

In this monograph, our deepest hope is to create a bridge between theory-knowledge and practice-application, which reflects the utmost challenge that our study intended to overcome. By employing the updated research approaches and strategies made available in the disciplinal practices of Sociology and the social sciences, in combination with creative techniques, this current monograph provides an example to doing social research that is both academic and pastoral.

📷 : *Prelature of Isabela de Basilan*

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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: *Quinnennial Reports (QQRs)*
[a]The year of data reporting between 2009-2015;
[b]The year of data reporting between 2016-2019.

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

Indicators	Time Period 1a	Time Period 2b	Percentage Change
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

Source: *Quinquennial Reports (QQRs)*
[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 Tagbiliran	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 Isabele (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	%
How many of years have you been in the ministry as catechist?		
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
How many numbers of hours per week do you catechize?		
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
Do you receive compensation?		
No	11,750	48.2
Yes	12,617	51.8
Total	24,367	100.0
How often do you receive compensation?		
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 (%)
Forms of support and assistance		
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 (%)
How helpful are the ongoing catechetical formation programs to your spiritual growth?		
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
Among those who conduct catechetical formation, whom do you find most helpful in your ongoing catechetical formation?		
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 (%)
In your observation, what issues and concerns do your students usually experience?		
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 (%)
At present, what external factors contribute most to doing your catechesis effectively?		
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 (%)
At present, what external factors make your ministry difficult?		
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 (%)
What best describes your life situation at present?		
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
Are you happy at the moment as a catechist?		
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
How satisfied are you as a catechist?		
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
Aside from being a catechist, do you have other works/services?		
Yes	16,973	72.2
No	6,532	27.8
Total	23,505	100.0
Does your family support your involvement in the catechetical ministry?		
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 (%)
In your opinion, do you consider your module as: (Multiple Responses)		
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
What medium is used in your module?		
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 (%)
Which of the following strategies do you find most effective?		
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 (%)
Which of the following strategies do you find most effective?		
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
Which of the following strategies do you find least effective?		
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
Which of the following teaching aids do you find most effective? (Multiple Responses)		
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
Which among the three goals of catechesis is your priority in catechizing?		
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 thve 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 (%)
Number of years as director/coordinator		
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
Number of hours per week as director/coordinator		
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 (%)
At present, what external factors contribute most to fulfilling your ministry as director/coordinator effectively?		
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 (%)
How would you rate your commitment as a coordinator/director at the moment?		
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 (%)
Is formal catechetical formation important?		
Yes	270	94.4
No	16	5.6
Total	286	100.0
Rate the degree of importance of a formal catechetical formation as a qualification in becoming a director/coordinator		
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
Did you have any formal Catechetical Formation?		
Yes	241	82.0
No	53	18.0
Total	294	100.0
If yes, what form?		
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 (%)
In your opinion, do you consider your current catechetical curriculum as:		
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 (%)
Which of the following topics are included in the curriculum?		
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 (%)
What language is/are often used in these curriculum content?		
English	128	59.8
Filipino	178	83.2
Who prepares the syllabus?		
Catechetical Coordinator	168	76.0
Catechetical Director	118	53.4
Catechists	132	59.7

Indicators	Frequency	Percent (%)
Which of the following items are primarily considered in preparing the syllabus?		
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
Which of these materials are often used in the syllabus?		
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
What language do you use in preparing syllabus?		
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 (%)
Which of the following catechetical materials are available in your office?		
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 (%)
Do you know certain issues and concerns your catechists are faced with?		
Yes	258	95.6
No	12	4.4
Total	270	100.0
Do you receive compensation?		
Yes	90	32.6
No	186	67.4
Total	276	100.0
How often do you receive compensation?		
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
In reference to your answer in the preceding number, how much monetary compensation do you receive?		
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 (%)
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
Do you have a clear understanding of your job as a director/coordinator?		
Yes	275	95.2
No	8	2.8
I do not know	6	2.1
Total	289	100.0
Do you keep an updated demographic profile of the catechists in your parish?		
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 (%)
Do you have an existing mission-vision statement in your diocese or parish?		
Yes	265	93.3
No	16	5.6
I do not know	3	1.1
Total	284	100.0
Do you refer to the mission-vision in planning programs and activities?		
Yes	243	87.4
Sometimes	20	7.2
No	9	3.2
I do not know	6	2.2
Total	278	100.0
Is your mission-vision well disseminated to your catechists in your parish/diocese?		
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 (%)
How often do you conduct consultation meetings with the catechists regarding their concerns?		
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
Do you assess/evaluate your catechists?		
No	28	10.0
Yes	251	90.0
Total	279	100.0
How often do you assess/evaluate your catechists?		
Weekly	27	10.2
Monthly	79	29.8
Quarterly	18	6.8
Annually	129	48.7
Other	12	4.5
Total	265	100.0
Do you have an existing standard assessment/evaluation tool for your catechists?		
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 (%)
Are you generally happy being Catholic?		
Yes	6,451	99.6
No	24	0.4
Total	6,475	100.0
Do you feel a sense of belongingness in your parish community?		
Yes	6,477	98.4
No	104	1.6
Total	6,581	100.0
Do you consider the Philippines as a Catholic country?		
Yes	6,394	97.0
No	76	1.2
Total	6,589	100.0
In your view, will the Catholic Church survive in the next 50 years?		
Yes	6,312	95.9
No	43	0.7
I do not know	225	3.4
Total	6,580	100.0
Do you know that the Catholic Church in the Philippines will celebrate its 500th year in 2021?		
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	%
In your view, which of the following statements best describe you? Choose only one. ***										
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
In your opinion, what kind of Catholic are you? Choose only one. ***										
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 (%)
Which of the following cultural phenomenon do you consider as part of the Filipino culture?		
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	%
In your view, which of the following statements best describe you? Choose only one. ***										
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

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	4217	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

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	%
From what you can recall, which of the following topics did you learn from your catechetical instruction? (Multiple Responses)										
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 (%)
If given the chance, are you interested in attending catechesis?		
Yes	5,559	91.1
No	233	3.8
I do not know	313	5.1
Total	6,105	100.0
If yes, which among the following goals describe your intention in attending catechesis? (Multiple Responses)		
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 (%)
Recalling your past catechetical experiences, do you find catechesis as a/an: (Multiple Responses)		
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 (%)
If given the chance, are you interested on being a catechist?		
Yes	4,558	71.3
No	923	14.4
I do not know	916	14.3
Total	6,397	100.0
If yes, which among the forms of catechetical services do you prefer?		
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
In your opinion, do you consider being a catechist like a "missionary"?		
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	%
In your view, which of the following statements contribute to an effective catechesis in the country? (Multiple Responses)										
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)

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 (RCSSED)* [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-RCSSED

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.

- ☐ 0 No formal education
- ☐ 1 Elementary level
- ☐ 2 Elementary Graduate
- ☐ 3 High school level
- ☐ 4 High school graduate

- ☐ 5 Vocational level
- ☐ 6 Vocational graduate
- ☐ 7 College level
- ☐ 8 College graduate
- ☐ 9 Masterate level

- ☐ 10 Masterate degree holder
- ☐ 11 Doctoral Level
- ☐ 12 Doctoral degree holder

9. State of life in the Church.
- ☐ 1 Lay Person
- ☐ 2 Religious Brother
- ☐ 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.
- ☐ Parish
- ☐ Diocese
- ☐ Private school
- ☐ 99 Other:_____
- ☐ Vicariate
- ☐ Archdiocese
- ☐ Public school

13. How are you ministering as a catechist? Mark only one box.
- ☐ 1 Full-time catechist
- ☐ 2 Part-time catechist
- ☐ 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.
- ☐ Adults
- ☐ High school students
- ☐ Out-of-school-youth
- ☐ 99 Other:_____
- ☐ College student
- ☐ Elementary pupils
- ☐ Out-of-school-children

17. In your observation, what issues and concerns do your students usually experience?
Mark all that apply.

- ☐ Jobless parents
- ☐ Separated parents
- ☐ Parents working abroad
- ☐ Parents who don't go to church
- ☐ Parents who are not married
- ☐ Incest

- ☐ Martial Fidelity
- ☐ Lack of Education
- ☐ Cutting/skipping classes
- ☐ Poor grades
- ☐ School related
- ☐ Bullying

- ☐ Vices (smoking, gambling)
- ☐ Drug addiction
- ☐ Premarital sex
- ☐ Low self-confidence
- ☐ 99 Other:_____

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

☐ Supportive family

☐ Supportive parish priest

☐ Supportive director/ coordinator

☐ Supportive co-Catechists

☐ Full, active, and conscious
classroom participation of students

☐ Cooperative parents of students

☐ Conducive teaching-learning environment

☐ Availability and easy access to teaching aids

☐ Convenient means of transportation

☐ Sufficient compensation

☐ 99 Other:_____

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

☐ Unsupportive family

☐ Unsupportive parish priest

☐ Unsupportive director/coordinators

☐ Unsupportive co-catechists

☐ Passive or indifferent students

☐ Passive or indifferent parents of students

☐ Not conducive teaching-learning environment

☐ Unavailability and accessibility of teaching aids

☐ Inconvenient to no means of transportation

☐ Insufficient compensation

☐ 99 Other:_____

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.

☐ Regular salary

☐ Honorarium / stipend

☐ Transportation/fare allowance

☐ Meal allowance

☐ Clothing allowance

☐ In kind/ goods such as: grocery items, sack of rice, fruits

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

☐ 1 Weekly

☐ 2 Semi– monthly (twice a month)

☐ 3 Monthly

☐ 4 Quarterly (every 3 months)

☐ 5 Semi– annually (every 6 months)

☐ 6 Annually (yearly)

☐ 99 Other:_____

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.

☐ Regular salary

☐ Honorarium/ stipend

☐ Transportation/fare allowance

☐ Meal allowance

☐ Clothing allowance

☐ In kind/ goods such as: grocery items,
sack of rice, fruits

☐ 99 Other:_____

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.

☐ Sacred Scriptures/Bible ☐ Human Relationship and Sexuality

☐ Fundamentals of faith ☐ Pastoral/Evangelizing Communication

☐ Sacraments and Liturgy ☐ Catholic Social Teachings

☐ Christian Morality ☐ Salvation History

☐ Current Moral Issues ☐ Christology

☐ Current Church Issues ☐ Ecclessiology

☐ Mass Media ☐ Mary and the Saints

☐ Marriage and Family ☐ 99 Other:_____

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

☐ Visual aids making ☐ Use of educational technology

☐ Lesson planning ☐ 99 Other:

☐ Teaching strategies and techniques

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

☐ Parents ☐ Priest ☐ Friends ☐ Sisters ☐ Bishops ☐ 99 Other:_____

☐ Siblings ☐ Preachers ☐ Catechist ☐ Seminarians ☐ Archbishop

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

☐ Vocation ☐ Sense of volunteerism

☐ Sense of mission/ apostolate ☐ Search for meaning in life

☐ Family background ☐ Retired status

☐ Church exposure ☐ Deep relationship with Jesus

☐ Compensation ☐ 99 Other:_____

☐ 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?	☐	☐	☐	☐	☐
How helpful are the on-going catechetical formation programs to the enhancement of your catechetical pedagogy?	☐	☐	☐	☐	☐
How helpful are the on-going catechetical formation programs to your spiritual growth?	☐	☐	☐	☐	☐

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	☐	☐	☐
Gender sensitive	☐	☐	☐
National Catechetical Directory of the Philippines-guided	☐	☐	☐
Doctrine, Moral, Worship structured	☐	☐	☐
Ecumenically sensitive	☐	☐	☐
Interreligious/interfaith sensitive	☐	☐	☐
Culturally-sensitive	☐	☐	☐

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?	☐	☐	☐	☐	☐
How familiar are you with the Catechism of the Catholic Church (CCC)?	☐	☐	☐	☐	☐
How familiar are you with the Catechism for the Filipino Catholics (CFC)?	☐	☐	☐	☐	☐
How familiar are you with the Youth Catechism of the Catholic Church (YouCat)?	☐	☐	☐	☐	☐
How familiar are you with the Social Doctrine of the Catholic Church for Youth (DoCat)?	☐	☐	☐	☐	☐

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?	☐	☐	☐	☐	☐	☐	☐	☐
Which of the following strategies do you find least effective?	☐	☐	☐	☐	☐	☐	☐	☐

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	☐	☐	☐	☐	☐
That marriage is sacred and a lifetime commitment	☐	☐	☐	☐	☐
That divorce is a desecration of the dignity of marriage	☐	☐	☐	☐	☐
That same sex marriage violates the dignity of marriage as well as the natural law	☐	☐	☐	☐	☐
That the use of contraceptives is against the procreative dimension of marriage and the sacredness of life	☐	☐	☐	☐	☐
That premarital sex is a violation of the sacredness of marriage	☐	☐	☐	☐	☐
That death penalty is opposed to life	☐	☐	☐	☐	☐
That the human person is the steward of God's creation	☐	☐	☐	☐	☐
That human dignity and human rights cannot be violated	☐	☐	☐	☐	☐

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?_____
　　_____

58. Does your family support your involvement in the catechetical ministry? ☐ 1 Yes ☐ 0 No

     58.a. If yes, Why?_____

     _____

     58.b. If no, Why?_____

     _____

59. How would you rate your commitment as a catechist at the moment?

☐ 1 Not at all committed ☐ 2 Somewhat committed ☐ 3 Neutral ☐ 4 Committed ☐ 5 Fully committed

     59.a. Why?_____

     _____

When you hear the word "catechist", what comes into your mind? Describe.

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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 (RCSSED)*

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 (RCSSED)* [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-RCSSED

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 (RCSSED) [*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-RCSSED

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*)

_____
Date (*Petsa*)

_____
FGD facilitator's Signature
(*Lagda ng tagapagtalakay ng GT*)

_____
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 pinagaralan*:

☐ 0 No formal education ☐ 5 Vocational level ☐ 10 Masterate degree holder
☐ 1 Elementary level ☐ 6 Vocational graduate ☐ 11 Doctorate level
☐ 2 Elementary graduate ☐ 7 College level ☐ 12 Doctorate degree holder
☐ 3 High school level ☐ 8 College graduate
☐ 4 High school graduate ☐ 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 kinabiblangan*:

_____

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 naiisip mo? Isalarawan*.)

3. How did you become a catechist? Narrate. (*Paano ka naging katekista? Isalaysay*.)

4. What makes your work as a catechist easier and motivates you to give your best in the ministry? Share a particular experience. (*Anu-anong mga bagay ang nagpapagaan ng iyong paglilingkod at naguudyok sa iyo upang pag-igihin ito? Magkuwento.*)

5. What makes it difficult thereby discouraging you to remain in the ministry? (*Anu-anong mga bagay ang nagpapabigat ng iyong paglilingkod at nag-udyok sa iyo upang hindi sumuko at tumigil sa pagiging katekista?*)

6. Do you receive compensation, salary, stipend or token of appreciation for the services you give to the ministry? Are you happy with it? Share your feelings about it. (*May natatanggap ka bang sahod, honorarium, stipend o anumang kabayaran sa iyong paglilingkod bilang katekista? Anong masasabi mo rito?*)

_____

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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?*)

_____
_____
_____
_____
_____
_____
_____
_____

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?*)

_____
_____
_____
_____
_____
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_____
_____
_____

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.*)

_____
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_____
_____

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. (*Ipaliwanag 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 tulong ng 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 maaaring 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 (RCSSED)*, 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 (RCSSED)*, 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 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 pananatilihing *confidential* at hindi maaring gamitin ninuman nang walang pahintulot 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 o 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

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?

□ **EP CACERES**
- □ Archdiocese of Caceres
- □ Diocese of Daet
- □ Diocese of Legazpi
- □ Diocese of Libmanan
- □ Diocese of Masbate
- □ Diocese of Sorsogon
- □ Diocese of Virac

□ **EP JARO**
- □ Archdiocese of Jaro
- □ Diocese of Bacolod
- □ Diocese of Kabankalan
- □ Diocese of San Carlos
- □ Diocese of San Jose de Antique

□ **EP NUEVA SEGOVIA**
- □ Archdiocese of Nueva Segovia
- □ Apostolic Vicariate of Bontoc-Lagawe
- □ Diocese of Baguio
- □ Diocese of Bangued
- □ Diocese of Laoag

□ **EP CAGAYAN DE ORO**
- □ Archdiocese of Cagayan de Oro
- □ Diocese of Butuan
- □ Diocese of Malaybalay
- □ Diocese of Surigao
- □ Diocese of Tandag

□ **EP LINGAYEN-DAGUPAN**
- □ Archdiocese of Lingayen-Dagupan
- □ Diocese of Alaminos
- □ Diocese of Cabanatuan
- □ Diocese of San Fernando (La Union)
- □ Diocese of San Jose (Nueva Ecija)
- □ Diocese of Urdaneta

□ **EP OZAMIZ**
- □ Archdiocese of Ozamiz
- □ Diocese of Dipolog
- □ Diocese of Pagadian
- □ Prelature of Marawi
- □ Diocese of Iligan

□ **EP CAPIZ**
- □ Archdiocese of Capiz
- □ Diocese of Kalibo
- □ Diocese of Romblon

□ **EP LIPA**
- □ Archdiocese of Lipa
- □ Apostolic Vicariate of Calapan
- □ Apostolic Vicariate of San Jose (Occidental Mindoro)
- □ Diocese of Boac
- □ Diocese of Gumaca
- □ Diocese of Lucena
- □ Prelature of Infanta

□ **EP PALO**
- □ Archdiocese of Palo
- □ Diocese of Borongan
- □ Diocese of Calbayog
- □ Diocese of Catarman
- □ Diocese of Naval

□ **EP CEBU**
- □ Archdiocese of Cebu
- □ Diocese of Dumaguete
- □ Diocese of Maasin
- □ Diocese of Tagbiliran
- □ Diocese of Talibon

□ **EP MANILA**
- □ Archdiocese of Manila
- □ Apostolic Vicariate of Puerto Princesa
- □ Apostolic Vicariate of Taytay
- □ Diocese of Antipolo
- □ Diocese of Cubao
- □ Diocese of Imus
- □ Diocese of Malolos
- □ Diocese of Kalookan
- □ Diocese of Novaliches
- □ Diocese of Parañaque
- □ Diocese of Pasig
- □ Diocese of San Pablo

□ **EP SAN FERNANDO**
- □ Archdiocese of San Fernando
- □ Diocese of Balanga
- □ Diocese of Iba
- □ Diocese of Tarlac

□ **EP COTABATO**
- □ Archdiocese of Cotabato
- □ Diocese of Kidapawan
- □ Diocese of Marbel

□ **EP TUGUEGARAO**
- □ Archdiocese of Tuguegarao
- □ Apostolic Vicariate of Tabuk
- □ Diocese of Bayombong
- □ Diocese of Ilagan
- □ Prelature of Batanes

□ **EP DAVAO**
- □ Archdiocese of Davao
- □ Diocese of Digos
- □ Diocese of Mati
- □ Diocese of Tagum

□ **EP MILITARY ORDINARIATE**
- □ Military Ordinariate

□ **EP ZAMBOANGA**
- □ Archdiocese of Zamboanga
- □ Apostolic Vicariate of Jolo
- □ Diocese of Ipil
- □ 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)*
☐ **Iglesia ni Cristo**
☐ **Seventh Day Adventist**
☐ **Protestant** *(Protestante)*
☐ **Aglipay** *(Aglipay)*

☐ **Jehovah's Witness** *(Saksi ni Jehova)*
☐ **Born Again**
☐ **Islam**
☐ **Others, please specify** *(Iba pa, pakitukoy)*:
————————————.

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)?

☐ **Yes** *(Oo)*   ☐ **No** *(Hindi)*

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?

19.1. **If YES, what kind of offerings do you give? Check all that apply.**
*Kung **OO**, anong uri ng alay ang iyong ibinibigay? **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?**
Isinasaalang-alang mo bang maglaan ng iyong pera o yaman bilang alay sa Simbahang Katoliko?
☐ **Yes** *(Oo)*   ☐ **No** *(Hindi)*

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

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

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?**
Bilang ninong/ninang, naibahagi mo na ba ang mga turo ng Simbahang Katoliko sa iyong mga inaanak?
☐ **Yes** *(Oo)*   ☐ **No** *(Hindi)*

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

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

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*	☐	☐	☐
The 'aswang' phenomenon *Ang paniniwala sa aswang*	☐	☐	☐
The querida (mistress) syndrome *Ang pagkakaroon ng kabit o ibang kinakasama*	☐	☐	☐
Pacquiao phenomenon *Pagturing kay Pacquiao bilang pambansang kamao*	☐	☐	☐
Filipinos' ability to smile during disasters *Ang kakayahang ngumiti ng mga Pilipino sa kabila ng kalamidad*	☐	☐	☐
Tingi-tingi phenomenon *Pagbebenta at pagbili nang tingi-tingi*	☐	☐	☐
Istambay phenomenon *Ang sitwasyong tambay at ugaling tumambay*	☐	☐	☐
Filipino text messaging phenomenon *Pagkahilig sa text messaging ng mga Pilipino*	☐	☐	☐
Filipino social media phenomenon (examples, FB, YouTube) *Pagkahilig ng mga Pilipino sa social media (halimbawa, FB, YouTube)*	☐	☐	☐
Filipino teleserye phenomenon *Pagkahilig ng mga Pilipino sa teleserye*	☐	☐	☐

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*)

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

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)

☐ **Fiestas** *(Mga Kapistahan)*

☐ **Marian Feasts** *(Kapistahan ni Maria)*

☐ **Advent** *(Adbiyento)*

☐ **Christmas** *(Pasko)*

☐ **Holy Week** *(Mahal na Araw)*

☐ **Easter Sunday** *(Linggo ng Muling Pagkabuhay)*

☐ **Local traditions (popular religiosity)**
Lokal na Tradisyon (Popular na pamamanata)

☐ **Others, please specify** *(Iba pa, pakitukoy).*
_____.

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

Sacraments *Mga Sakramento*	34. Which of the following sacraments did you receive? *Alin sa mga sumusunod na sakramento ang iyo nang natanggap?*			34.1. How old were you when you first received the following sacraments? *Ilang taon ka nang una mong natanggap ang mga sumusunod na sakramento?* *Note: If age is less than one year old, specify number of months.* *Kung ang edad ay mas mababa sa isang taon, tukuyin kung ilan buwan.*		
	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 *Binyag*	☐	☐	☐		☐	☐
Confession *Kumpisal*	☐	☐	☐		☐	☐
Holy Communion/Eucharist *Banal na Komunyon/Eukaristiya*	☐	☐	☐		☐	☐
Confirmation *Kumpil*	☐	☐	☐		☐	☐
Matrimony *Kasal*	☐	☐	☐		☐	☐
Holy Orders *Pagpapari/pagmamadre*	☐	☐	☐		☐	☐
Anointing of the sick *Pagpapahid ng Banal na Langis sa may sakit*	☐	☐	☐		☐	☐

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? *Alin sa mga sumusunod na gawaing-panrelihiyon ang ginagawa ng pamilyang kinalakihan mo?*		
	ALWAYS *PALAGI*	**SOMETIMES** *MINSAN*	**NEVER** *HINDI*
Parents attend Holy Mass with family members. *Nagsisimba ang mga magulang kasama ang kapamilya.*	☐	☐	☐
Family attends religious services together. *Sama-samang dumadalo ang pamilya ng mga gawaing-panrelihiyon.*	☐	☐	☐
Family prays together at home. *Sama-samang nagdarasal ang pamilya sa bahay.*	☐	☐	☐
Parents allow their children to attend Holy Mass on their own. *Pinapayagan ng mga magulang na dumalo ng Banal na Misa ang kanilang mga anak kahit nag-iisa.*	☐	☐	☐

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?**
Interesado ka bang malaman ang mga usaping panlipunan sa bansa na may kaugnayan sa Simbahan?

☐ **Yes** *(Oo)*   ☐ **No** *(Hindi)*
☐ **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 *Mga Piling Isyung-Panlipunan na may Kaugnayan sa Simbahan*	37.2.1. **Which of the following Church-related social issues are you aware of? Check all that apply.** *Alin sa mga sumusunod na isyung panlipunan na may kaugnayan sa Simbahan ang alam mo?* **Lagyan ng tsek ang lahat ng naaangkop.**	37.2.2. **Are you aware of the Church's position on the selected social issues? Check all that apply.** *Alam mo ba ang posisyon ng Simbahan sa mga piling social issue?* **Lagyan ng tsek ang lahat ng naaangkop.**
Abortion *Pagpapalaglag ng bata sa sinapupunan*	☐	☐
Church scandals (examples: sexual abuse and lavish lifestyle, etc.) *Mga iskandalo sa Simbahan (halimbawa: pang-aabusong sekswal at magarbong pamumuhay)*	☐	☐
Divorce *Paghihiwalay ng mag-asawa*	☐	☐
Labor-related issues (examples: child labor and contractualization, etc.) *Mga isyu tungkol sa paggawa (halimbawa: pagtatrabaho ng mga bata at kontraktwalisasyon)*	☐	☐
Reproductive Health Issues *Mga Isyung tungkol sa kalusugang reproduktibo*	☐	☐
Same-sex marriage *Pagpapakasal ng dalawang taong may parehong kasarian*	☐	☐
Politics-related issues *Mga isyung may kaugnayan sa pulitika*	☐	☐
Others, please specify *(Iba pa, pakitukoy)* _____.	☐	☐

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*	☐	☐
Theology professors *Mga propesor ng Teolohiya*	☐	☐
Christian Living Education teachers *Guro sa Edukasyon sa Kristiyanong Pamumuhay*	☐	☐
Values Education teachers *Guro sa Edukasyon sa Pagpapahalaga*	☐	☐
Catholic school teachers *Mga Gurong Katoliko*	☐	☐
Others, please specify (*Iba pa, pakitukoy*) _____.	☐	☐

41. **Are you aware of any church documents about Catholic teachings?** ☐ **Yes** *(Mayroon)* ☐ **No** *(Wala)*
May alam ka bang mga dokumento tungkol sa mga turo ng Simbahang Katoliko?

> 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?** ☐ **Yes** *(Oo)* ☐ **No** *(Hindi)*
☐ **I do not care** *(Wala akong pakialam)*
Sa pangkahalatan, dapat bang makisali ang pamayan ng Katolikong Simbahan sa mga isyung-pulitikal?

D. CATECHETICAL MINISTRY (CM)

43. **Do you know any catechist in your parish?** ☐ **Yes** *(Mayroon)* ☐ **No** *(Wala)*
May kakilala ka bang katekista sa inyong parokya?

44. **In your lifetime, have you ever been taught by a catechist?** ☐ **Yes** *(Oo)* ☐ **No** *(Hindi)*
Sa buong buhay mo, naturuan ka na ba ng isang katekista?

> 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)*   ☐ **Religious organizations**
      ☐ **Parish** *(Parokya)*   *Mga organisasyong Panrelihiyon*
      ☐ **School** *(Paaralan)*   ☐ **Others, please specify** *(Iba pa, pakitukoy)*
      ☐ **Community** *(Pamayanan)*   _____.

   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)*   ☐ **Religious Sister (nun)** *(Madre)*
      ☐ **Relative** *(Kamag-anak)*   ☐ **Religious Brother**
      ☐ **Friend** *(Kaibigan)*   ☐ **Seminarian** *(Seminarista)*
      ☐ **School Teacher** *(Guro)*   ☐ **Others, please specify** *(Iba pa, pakitukoy)*
      ☐ **Priest/Deacon** *(Pari/deacon)*   _____.
      ☐ **Bishop** *(Obispo)*

   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)*   ☐ **Faithful** *(Matapat)*
      ☐ **Joyful** *(Masayahin)*   ☐ **Helpful** *(Matulungin)*
      ☐ **Friendly** *(Palakaibigan)*   ☐ **Others, please specify** *(Iba pa, pakitukoy)*
      ☐ **Patient** *(Matiyaga)*   _____.
      ☐ **Prayerful** *(Madasalin)*

44.4. **Ideally, which among the list of skills are essential to become an effective catechist? Check all that apply.**
Alin sa mga nakalistang 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 Eukaristia, 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: pagpaplano ng pamilya, komunikasyon sa pag-aasawa, atbp.)
☐ **Human Sexuality (examples: chastity, sexuality, etc.)**
Sekswalidad ng Tao (mga halimbawa: kalinisang-puri, sekswalidad, 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.***

☐ **Freedom** *(Kalayaan)*
☐ **Justice** *(Katarungan)*
☐ **Sin** *(Kasalanan)*
☐ **Conscience** *(Konsensya)*
☐ **Good** *(Kabutihan)*
☐ **Evil** *(Kasamaan)*
☐ **Morals** *(Moralidad)*
☐ **Forgiveness** *(Pagpapatawad)*

☐ **Love** *(Pag-ibig)*
☐ **Sexuality** *(Sekswalidad)*
☐ **Human** life *(Buhay ng Tao)*
☐ **Environment** *(Kalikasan)*
☐ **Society** *(Lipunan)*
☐ **Others**, **please specify** *(Iba pa, pakitukoy)*
_____.

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

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

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***

☐ Manila paper
☐ Computer/laptop
☐ Cassette player/sound system/microphone
☐ Blackboard and chalk *(Pisara at chalk)*
☐ Overhead projector (OHP)
☐ Television *(Telebisyon)*
☐ Flashcards

☐ LCD projector
☐ Internet
☐ Storybooks *(Aklat ng mga kwento)*
☐ Whiteboard and whiteboard marker
☐ Others, please specify
   (Iba pa, pakitukoy) _____.

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***

☐ Lecture method
☐ Theater *(Teatro)*
☐ Song analysis *(Pagsusuri ng awit)*
☐ Role playing *(Pagsasadula)*
☐ Picture analysis *(Pagsusuri ng larawan)*

☐ Film analysis *(Pagsusuri ng pelikula)*
☐ Question and answer *(Tanong at sagot)*
☐ Story-telling *(Pagkukwento)*
☐ Others, please specify *(Iba pa, pakitukoy)* _____.

Languages *Mga Wika*	44.12. **When you were taught catechesis, which among the following languages were used? Check all that apply.** *Nang tinuruan ka ng katekesis, alin sa mga sumusunod na wika ang ginamit? **Lagyan ng tsek ang lahat ng naaangkop.***	44.13. **In your view, which among the following languages do you prefer using in learning catechesis? Check all that apply.** *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.***
Filipino	☐	☐
Waray	☐	☐
Cebuano	☐	☐
English	☐	☐
Bicol	☐	☐
Hiligaynon (Ilonggo)	☐	☐
Kapampangan	☐	☐
Ilocano	☐	☐
Pangasinan	☐	☐
Others, please specify *Iba pa, pakitukoy* _____.	☐	☐

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

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?**   □ **Yes** *(Oo)*   □ **No** *(Hindi)*
Sa iyong opinyon, nakikita mo bang makahulugan ang natanggap mong katekesis?   □ **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.***

□ **Parent** *(Magulang)*
□ **Relative** *(Kamag-anak)*
□ **Friend** *(Kaibigan)*
□ **School Teacher** *(Guro)*
□ **Priest/Deacon** *(Pari/deacon)*

□ **Bishop** *(Obispo)*
□ **Religious Sister (nun)** *(Madre)*
□ **Religious brother**
□ **Seminarian** *(Seminarista)*
□ **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 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, itinuturo 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 mahalin 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?** ☐ **Yes** *(Oo)* ☐ **No** *(Hindi)*
Itinuturing mo ba ang iyong sarili bilang bahagi ng pamayanan ng LGBTQ+? ☐ **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**
☐ **High School graduate** *(Natapos ng High school)* *(Natapos ng Masterado)*
☐ **Vocational level** *(Kumuha ng kursong vocational)* ☐ **Doctorate level** *(Nakaabot ng Doktorado)*
☐ **Vocational graduate** *(Natapos ang kursong vocational)* ☐ **Doctorate degree holder**
(Natapos ng Doktorado)

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**
☐ **Student** *(Estudyante)* *Walang bayad na trabahador sa pamilya*
☐ **Unemployed, looking for work** ☐ **Working (domestic helper included)**
Walang trabaho, naghahanap ng trabaho *May trabaho (kasama ang mga kasambahay)*
☐ **Housework** *(Gawaing-bahay)* ☐ **Others, please specify**
(Iba pa, pakitukoy) _____.

55.1. **If employed, how long have you been working?** ☐ **Less than one (1) year**
Kung may trabaho, gaano ka na katagal nagtatrabaho? *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

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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

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
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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 sagutin 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?**
   Ikaw ba ay bininyagan sa Simbahang Katoliko?   ☐ **Yes** *(Oo)*   ☐ **No** *(Hindi)*

2. **Are you a Filipino citizen?**
   Ikaw ba ay isang mamamayang Pilipino?   ☐ **Yes** *(Oo)*   ☐ **No** *(Hindi)*

3. **Do you consider yourself as a member of the Catholic Church?**
   Itinuturing mo ba ang iyong sarili bilang bahagi ng Simbahang Katoliko?   ☐ Yes *(Oo)*   ☐ No *(Hindi)*

> **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	***PAGPAYAG NG MAGULANG***

Dear Parents,

We, the **researchers** of the *University of Santo Tomas' (UST) Research Center for Social Sciences and Education (RCSSED)*, 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.

Mahal na Magulang,

Kami, **mga mananaliksik** ng *Unibersidad ng Santo Tomas (UST)* sa ilalim ng *Research Center for Social Sciences and Education (RCSSED),* 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) impluwensya 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 pananatilihing *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 makaaapekto sa ugnayan ng inyong anak sa UST at sa CBCP-ECCCE sa kasalukuyan maging sa hinaharap. Gayunpaman, may karapatan ang inyong anak na tanggihan ang pag-aaral na ito anumang oras.

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

Gumagalang,

NCS 2021: PARI Project Research Team

PARENTAL CONSENT TO PARTICIPATE

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

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

_____   _____
Signature of Parent/ Legal Guardian   Date

PAHAYAG NG PAGPAYAG NG MAGULANG

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

☐ 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 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

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 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?

☐ **EP CACERES**
- ☐ Archdiocese of Caceres
- ☐ Diocese of Daet
- ☐ Diocese of Legazpi
- ☐ Diocese of Libmanan
- ☐ Diocese of Masbate
- ☐ Diocese of Sorsogon
- ☐ Diocese of Virac

☐ **EP JARO**
- ☐ Archdiocese of Jaro
- ☐ Diocese of Bacolod
- ☐ Diocese of Kabankalan
- ☐ Diocese of San Carlos
- ☐ Diocese of San Jose de Antique

☐ **EP NUEVA SEGOVIA**
- ☐ Archdiocese of Nueva Segovia
- ☐ Apostolic Vicariate of Bontoc-Lagawe
- ☐ Diocese of Baguio
- ☐ Diocese of Bangued
- ☐ Diocese of Laoag

☐ **EP CAGAYAN DE ORO**
- ☐ Archdiocese of Cagayan de Oro
- ☐ Diocese of Butuan
- ☐ Diocese of Malaybalay
- ☐ Diocese of Surigao
- ☐ Diocese of Tandag

☐ **EP LINGAYEN-DAGUPAN**
- ☐ Archdiocese of Lingayen-Dagupan
- ☐ Diocese of Alaminos
- ☐ Diocese of Cabanatuan
- ☐ Diocese of San Fernando (La Union)
- ☐ Diocese of San Jose (Nueva Ecija)
- ☐ Diocese of Urdaneta

☐ **EP OZAMIZ**
- ☐ Archdiocese of Ozamiz
- ☐ Diocese of Dipolog
- ☐ Diocese of Pagadian
- ☐ Prelature of Marawi
- ☐ Diocese of Iligan

☐ **EP CAPIZ**
- ☐ Archdiocese of Capiz
- ☐ Diocese of Kalibo
- ☐ Diocese of Romblon

☐ **EP LIPA**
- ☐ Archdiocese of Lipa
- ☐ Apostolic Vicariate of Calapan
- ☐ Apostolic Vicariate of San Jose (Occidental Mindoro)
- ☐ Diocese of Boac
- ☐ Diocese of Gumaca
- ☐ Diocese of Lucena
- ☐ Prelature of Infanta

☐ **EP PALO**
- ☐ Archdiocese of Palo
- ☐ Diocese of Borongan
- ☐ Diocese of Calbayog
- ☐ Diocese of Catarman
- ☐ Diocese of Naval

☐ **EP CEBU**
- ☐ Archdiocese of Cebu
- ☐ Diocese of Dumaguete
- ☐ Diocese of Maasin
- ☐ Diocese of Tagbiliran
- ☐ Diocese of Talibon

☐ **EP MANILA**
- ☐ Archdiocese of Manila
- ☐ Apostolic Vicariate of Puerto Princesa
- ☐ Apostolic Vicariate of Taytay
- ☐ Diocese of Antipolo
- ☐ Diocese of Cubao
- ☐ Diocese of Imus
- ☐ Diocese of Malolos
- ☐ Diocese of Kalookan
- ☐ Diocese of Novaliches
- ☐ Diocese of Parañaque
- ☐ Diocese of Pasig
- ☐ Diocese of San Pablo

☐ **EP SAN FERNANDO**
- ☐ Archdiocese of San Fernando
- ☐ Diocese of Balanga
- ☐ Diocese of Iba
- ☐ Diocese of Tarlac

☐ **EP COTABATO**
- ☐ Archdiocese of Cotabato
- ☐ Diocese of Kidapawan
- ☐ Diocese of Marbel

☐ **EP TUGUEGARAO**
- ☐ Archdiocese of Tuguegarao
- ☐ Apostolic Vicariate of Tabuk
- ☐ Diocese of Bayombong
- ☐ Diocese of Ilagan
- ☐ Prelature of Batanes

☐ **EP DAVAO**
- ☐ Archdiocese of Davao
- ☐ Diocese of Digos
- ☐ Diocese of Mati
- ☐ Diocese of Tagum

☐ **EP MILITARY ORDINARIATE**
- ☐ Military Ordinariate

☐ **EP ZAMBOANGA**
- ☐ Archdiocese of Zamboanga
- ☐ Apostolic Vicariate of Jolo
- ☐ Diocese of Ipil
- ☐ 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. **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 belonginess 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 *Mga Sakramento*	Sacramental Experiences *Mga Karanasan sa Sakramento*
Baptism *Binyag*	
Confession *Kumpisal*	
Holy Communion/Eucharist *Banal na Komunyon/Eukaristiya*	
Confirmation *Kumpil*	
Matrimony *Kasal*	
Holy Orders *Pagpapari/pagmamadre*	
Anointing of the sick *Pagpapahid ng Banal na Langis sa may sakit*	

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-drowing 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.

_____
_____
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End of Interview | *Katapusan ng Panayam*

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

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 *(Apelyido)*	First Name *(Pangalan)*	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 *(Mga Lugar/Gawain)*	Photo-taken *(Nakuhaan ng Larawan)*	Not Available *(Walang Nakuhaan)*	Purpose/Notes *(Layunin/Mga Tala)*
A. Structures (examples: church/ chapel, office, classroom, library, etc.) *Mga Istruktura (mga halimbawa: simbahan/kapilya, opisina, silid-aralan, aklatan, atbp.)*			
1.	☐	☐	
2.	☐	☐	
3.	☐	☐	
4.	☐	☐	
5.	☐	☐	
6.	☐	☐	
7.	☐	☐	

Areas/Activities *(Mga Lugar/Gawain)*	Photo-taken *(Nakuhaan ng Larawan)*	Not Available *(Walang Nakuhaan)*	Purpose/Notes *(Layunin/Mga Tala)*
8.	☐	☐	
9.	☐	☐	
10.	☐	☐	
11.	☐	☐	
12.	☐	☐	
B. Catechetical Ministry Activities (examples: catechetical classes, sacramental rites, religious activities, etc.) *Mga Gawain sa Catechetical Ministry (mga halimbawa: mga klase sa katekesis, mga seremonyang sakramental; mga gawaing panrelihiyon, atbp.)*			
1.	☐	☐	
2.	☐	☐	
3.	☐	☐	
4.	☐	☐	
5.	☐	☐	
6.	☐	☐	
7.	☐	☐	
8.	☐	☐	
9.	☐	☐	
10.	☐	☐	
11.	☐	☐	
12.	☐	☐	
C. Teaching Aids (examples: catechetical chart, storybook, etc.) *Mga Biswal na Pantulong sa Katekesis (mga halimbawa: tsart sa pagtuturo ng katekesis, aklat ng mga kwento, atbp.)*			
1.	☐	☐	
2.	☐	☐	
3.	☐	☐	
4.	☐	☐	
5.	☐	☐	
6.	☐	☐	
7.	☐	☐	
8.	☐	☐	
9.	☐	☐	
10.	☐	☐	
11.	☐	☐	
12.	☐	☐	

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

The National Catechetical Study (NCS) 2021:
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and the *UST Research Center for Social Sciences and Education*
(RCSSED)

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-RCSSED.

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

In what (1.) *Ecclesiastical Province (EP)* and (1.1) *Ecclesiastical Territory (ET)* do you belong to?

☐ **EP CACERES**
- ☐ Archdiocese of Caceres
- ☐ Diocese of Daet
- ☐ Diocese of Legazpi
- ☐ Diocese of Libmanan
- ☐ Diocese of Masbate
- ☐ Diocese of Sorsogon
- ☐ Diocese of Virac

☐ **EP JARO**
- ☐ Archdiocese of Jaro
- ☐ Diocese of Bacolod
- ☐ Diocese of Kabankalan
- ☐ Diocese of San Carlos
- ☐ Diocese of San Jose de Antique

☐ **EP NUEVA SEGOVIA**
- ☐ Archdiocese of Nueva Segovia
- ☐ Apostolic Vicariate of Bontoc-Lagawe
- ☐ Diocese of Baguio
- ☐ Diocese of Bangued
- ☐ Diocese of Laoag

☐ **EP CAGAYAN DE ORO**
- ☐ Archdiocese of Cagayan de Oro
- ☐ Diocese of Butuan
- ☐ Diocese of Malaybalay
- ☐ Diocese of Surigao
- ☐ Diocese of Tandag

☐ **EP LINGAYEN-DAGUPAN**
- ☐ Archdiocese of Lingayen-Dagupan
- ☐ Diocese of Alaminos
- ☐ Diocese of Cabanatuan
- ☐ Diocese of San Fernando (La Union)
- ☐ Diocese of San Jose (Nueva Ecija)
- ☐ Diocese of Urdaneta

☐ **EP OZAMIZ**
- ☐ Archdiocese of Ozamiz
- ☐ Diocese of Dipolog
- ☐ Diocese of Pagadian
- ☐ Prelature of Marawi
- ☐ Diocese of Iligan

☐ **EP CAPIZ**
- ☐ Archdiocese of Capiz
- ☐ Diocese of Kalibo
- ☐ Diocese of Romblon

☐ **EP LIPA**
- ☐ Archdiocese of Lipa
- ☐ Apostolic Vicariate of Calapan
- ☐ Apostolic Vicariate of San Jose (Occidental Mindoro)
- ☐ Diocese of Boac
- ☐ Diocese of Gumaca
- ☐ Diocese of Lucena
- ☐ Prelature of Infanta

☐ **EP PALO**
- ☐ Archdiocese of Palo
- ☐ Diocese of Borongan
- ☐ Diocese of Calbayog
- ☐ Diocese of Catarman
- ☐ Diocese of Naval

☐ **EP CEBU**
- ☐ Archdiocese of Cebu
- ☐ Diocese of Dumaguete
- ☐ Diocese of Maasin
- ☐ Diocese of Tagbilaran
- ☐ Diocese of Talibon

☐ **EP MANILA**
- ☐ Archdiocese of Manila
- ☐ Apostolic Vicariate of Puerto Princesa
- ☐ Apostolic Vicariate of Taytay
- ☐ Diocese of Antipolo
- ☐ Diocese of Cubao
- ☐ Diocese of Imus
- ☐ Diocese of Malolos
- ☐ Diocese of Kalookan
- ☐ Diocese of Novaliches
- ☐ Diocese of Parañaque
- ☐ Diocese of Pasig
- ☐ Diocese of San Pablo

☐ **EP SAN FERNANDO**
- ☐ Archdiocese of San Fernando
- ☐ Diocese of Balanga
- ☐ Diocese of Iba
- ☐ Diocese of Tarlac

☐ **EP COTABATO**
- ☐ Archdiocese of Cotabato
- ☐ Diocese of Kidapawan
- ☐ Diocese of Marbel

☐ **EP TUGUEGARAO**
- ☐ Archdiocese of Tuguegarao
- ☐ Apostolic Vicariate of Tabuk
- ☐ Diocese of Bayombong
- ☐ Diocese of Ilagan
- ☐ Prelature of Batanes

☐ **EP DAVAO**
- ☐ Archdiocese of Davao
- ☐ Diocese of Digos
- ☐ Diocese of Mati
- ☐ Diocese of Tagum

☐ **EP MILITARY ORDINARIATE**
- ☐ Military Ordinariate

☐ **EP ZAMBOANGA**
- ☐ Archdiocese of Zamboanga
- ☐ Apostolic Vicariate of Jolo
- ☐ Diocese of Ipil
- ☐ 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 *(examples: encyclicals, Vatican II documents, etc.)*	☐		☐	☐
10. Catechetical Formation Program brochures	☐		☐	☐
11. Official letters/correspondence *(examples: between and among catechists, with other offices, such as other dioceses, government offices, etc.)*	☐		☐	☐

TYPE OF DOCUMENT	AVAILABILITY	QUANTITY	PHYSICAL DOCUMENT	DIGITAL DOCUMENT
12. Photograph/s file of the catechetical formation program activities	☐		☐	☐
13. General description of catechetical formation programs *(course description, basic catechetical formation subjects)*	☐		☐	☐
14. Projects/outputs of formants *(examples: lesson plans, visual aids, modules, etc.)*	☐		☐	☐
15. Modules from catechetical formation program *(teaching materials)*	☐		☐	☐
16. Annual calendar of activities	☐		☐	☐
17. Public information materials				
17.1. Leaflet/flyer	☐		☐	☐
17.2. Posters/infographics	☐		☐	☐
17.3. Newspaper article/s	☐		☐	☐
17.4. Newsletter	☐		☐	☐
18. Catechetical formation program annual report	☐		☐	☐
19. Catechetical formation program annual financial report	☐		☐	☐
20. Formants' assessment file *(example: 101 file)*	☐		☐	☐
21. Record of number of enrollees (for five years)	☐		☐	☐
22. Annual minutes of meetings	☐		☐	☐
23. Supplies inventory *(examples: requests, quotations, acknowledgment receipts, procurement)*	☐		☐	☐
24. Catechetical formation program organizational charts	☐		☐	☐
25. Catechetical formation handbook				
25.1. Student handbook	☐		☐	☐
25.2. Faculty handbook	☐		☐	☐
25.3. Employee handbook	☐		☐	☐
26. Forms				
26.1. Application Form	☐		☐	☐
26.2. Contract of Employment	☐		☐	☐
26.3. Job Description	☐		☐	☐
26.4. Evaluation Form	☐		☐	☐
26.5. Leave Form *(examples: sick leave, personal leave, maternity leave, etc.)*	☐		☐	☐
26.6. Attendance sheet	☐		☐	☐
26.7. Termination Form	☐		☐	☐
27. Others, please specify _____.	☐		☐	☐

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 Tagbiliran	- Most Rev. Alberto S. Uy, DD
Diocese of Talibon	- Most Rev. Patrick Daniel Y. Parcon, DD

EP Cotobato

Archdiocese of Cotabato	- Most Rev. Angelito R. Lampon, OMI, DD
Diocese of Kidapawan	- Most Rev. Jose Colin M. Bagaforo, DD
Diocese of Marbel	- Most Rev. Cerilo U. Casicas, DD

EP Davao

Archdiocese of Davao	- Most Rev. Romulo G. Valles, DD
Auxiliary Bishop of Davao	- Most Rev. George B. Rimando, DD
Diocese of Digos	- Most Rev. Guillermo V. Afable, DD
Diocese of Mati	- Most Rev. Abel C. Apigo, DD
Diocese of Tagum	- Most Rev.Medel S. Aseo, DD

EP Jaro

Archdiocese of Jaro	- Most Rev. Jose Romeo O. Lazo, DD
Diocese of Bacolod	- Most Rev. Patricio A. Buzon, SDB, DD
Diocese of Kabankalan	- Most Rev. Louie P. Galbines, DD
Diocese of San Carlos	- Most Rev. Gerardo A. Alminaza, DD
Diocese of San Jose de Antique	- Most Rev. Marvyn A. Maceda, DD

EP Lingayen-Dagupan

Archdiocese of Lingayen-Dagupan	- Most Rev. Socrates B. Villegas, DD
Auxiliary Bishop of Lingayen-Dagupan	- Most Rev. Fidelis B. Layog, DD
Diocese of Alaminos	- Most Rev. Fidelis B. Layog, DD (Apostolic Administrator of Alaminos)
Diocese of Cabanatuan	- Most Rev. Sofronio A. Bancud, SSS, DD
Diocese of San Fernando (La Union)	- Most Rev. Daniel O. Presto, DD
Diocese of San Jose (Nueva Ecija)	- Most Rev. Roberto C. Mallari, DD
Diocese of Urdaneta	- Most Rev. Jacinto A. Jose, DD

EP Lipa

Archdiocese of Lipa	- Most Rev. Gilbert A. Garcera, DD
Apostolic Vicariate of Calapan	- Rev. Fr. Nestor Adalia, DD (Apostolic Administrator of Calapan)
Apostolic Vicariate of San Jose (Occidental Mindoro)	- Most Rev. David William V. Antonio, DD (Apostolic Administrator of San Jose, Occ. Mindoro)
Diocese of Boac	- Most Rev. Marcelino Antonio M. Maralit, Jr, DD
Diocese of Gumaca	- Most Rev. Victor C. Ocampo, DD
Diocese of Lucena	- Most Rev. Mel Rey M. Uy, DD
Prelature of Infanta	- Most Rev. Bernardino C. Cortez, DD

EP Manila

Archdiocese of Manila	- Jose F. Cardinal Advincula, Jr. DD
Apostolic Vicariate of Puerto Princesa	- Most Rev. Socrates C. Mesiona, MSP, DD
Apostolic Vicariate of Taytay	- Most Rev. Broderick S. Pabillo, DD
Diocese of Antipolo	- Most Rev. Francisco M. De Leon, DD

Auxiliary-Bishop of Antipolo   - Most Rev. Nolly C. Buco, DD
Diocese of Cubao   - Most Rev. Honesto F. Ongtioco, DD
Diocese of Imus   - Most Rev. Reynaldo G. Evangelista, DD
Diocese of Malolos   - Most Rev. Dennis C. Villarojo, DD
Diocese of Kalookan   - Most Rev. Pablo Virgilio S. David, DD
Diocese of Novaliches   - Most Rev. Roberto O. Gaa, DD
Diocese of Parañaque   - Most Rev. Jesse E. Mercado, DD
Diocese of Pasig   - Most Rev. Mylo Hubert C. Vergara, D.D
Diocese of San Pablo   - Most Rev. Buenaventura M. Famadico, DD

EP Military Ordinariate
Military Ordinariate   - Most Rev. Oscar Jaime L. Florencio, DD

EP Nueva Segovia
Archdiocese of Nueva Segovia   - Most Rev. Marlo M. Peralta, DD
Apostolic Vicariate of Bontoc-Lagawe   - Most Rev. Valentin C. Dimoc, DD
Diocese of Baguio   - Most Rev. Victor B. Bendico, DD
Diocese of Bangued   - Most Rev. Leopoldo C. Jaucian, SVD, DD
Diocese of Laoag   - Most Rev. Renato P. Mayugba, D.D

EP Ozamis
Archdiocese of Ozamiz   - Most Rev. Martin S. Jumoad, D.D
Diocese of Dipolog   - Most Rev. Severo C. Caermare, DD
Diocese of Pagadian   - Most Rev. Ronald I. Lunas, DD
Prelature of Marawi   - Most Rev. Edwin A. De La Peña, MSP, D.D
Diocese of Iligan   - Most Rev. Jose R. Rapadas III, DD

EP Palo
Archdiocese of Palo   - Most Rev. John F. Du, DD
Diocese of Borongan   - Most Rev. Crispin B. Varquez, DD
Diocese of Calbayog   - Most Rev. Isabelo C. Abarquez, DD
Diocese of Catarman   - Most Rev. Emmanuel C. Trance, DD
Diocese of Naval   - Most Rev. Rex C. Ramirez, DD

EP San Fernando
Archdiocese of San Fernando   - Most Rev. Florentino G. Lavarias, DD
Diocese of Balanga   - Most Rev. Ruperto C. Santos, DD
Diocese of Iba   - Most Rev. Bartolome G. Santos, Jr., DD
Diocese of Tarlac   - Most Rev. Enrique V. Macaraeg, DD

EP Tuguegarao
Archdiocese of Tuguegarao	- Most Rev. Ricardo L. Baccay, DD
Apostolic Vicariate of Tabuk	- Most Rev. Prudencio P. Andaya, CICM, DD
Diocese of Bayombong	- Most Rev. Jose Elmer I. Mangalinao, DD
Diocese of Ilagan	- Most Rev. David William V. Antonio, DD
Prelature of Batanes	- Most Rev. Danilo B. Ulep, DD

EP Zamboanga
Archdiocese of Zamboanga	- Most Rev. Moises M. Cuevas, DD (Apostolic Administrator of Zamboanga)
Apostolic Vicariate of Jolo	- Most Rev. Charlie M. Inzon, OMI, DD
Diocese of Ipil	- Most Rev. Julius S. Tonel, DD
Prelature of Isabela de Basilan	- Most Rev. Leo M. Dalmao, CMF, DD

Apostolic Nunciature
Apostolic Nuncio	- Most Rev. Charles John Brown, DD
First Counsellor	- Rev. Msgr. Julien Kaboré, DD

Congregation for the Evangelization of Peoples
Prefect	- Most. Rev. Luis Antonio G. Cardinal Tagle, DD

Catechetical Leaders (CL)
Based on CBCP-ECCCE Directories from 2016-2021

*Years 2018 and 2020 as CL were not reported due to the lack of available data.

Ecclesiastical Territory (ET)	Name	Designation	Year/s as CL
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 Tagbiliran	FR. CRAIG JUBAC	Catechetical Director	2016
Diocese of Tagbiliran	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 VILLAFLOR	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 VILLAFAÑE	Catechetical Director	2017
Diocese of Gumaca	FR. GABRIEL S. VILLAFAÑE	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. MUNGCAL	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

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Ms. Ma. Josefina Javier
Mr. Junie N. Cabantoc
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Milagros L. Lacsa
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Mary Grace P. Agayyong
Sr. Shayne Marie R. Carino, MCST
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Sr. Ma. Agnes Cardino, OP
Sr. M. Gwendolyn O. Condor, MCSH
Sr. Perlita P. Nicolas, RCM
Sr. Ma. Elena V. Antonio, MCST
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Inocencia A. Cabarles
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Sr. Mariben M. Espinosa, LGC

Sr. Grace Ordillano Almira, MCST
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Dr. Linda T. Tacorda
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Esguerra, FDCC
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Marites G. Dejanio
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Sr. Felipa Galeon
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Sr. Lucia S. Arana, OND
Maritess D. Galila
Sr. Nellie L. Margate, OND
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About the
Monograph Writers

Clarence M. Batan is Professor and Head of the *Department of Sociology*, and former Director of the *Research Center for Culture, Education, and Social Issues (RCCESI)* from 2015 to 2016 at the *University of Santo Tomas (UST)*, Philippines. Clarence was instrumental in reorganizing the *RCCESI* that led to the establishment of two multi-disciplinal-based centers namely, the *Research Center for the Social Sciences and Education (RCSSED)*, and the *Research Center for Culture, Arts, and Humanities (RCCAH)* in 2017. He led the *National Catechetical Study (NCS) 2016-2021: Pastoral Action Research and Intervention (PARI) Project*, a project with the *Catholic Bishops' Conference in the Philippines (CBCP) – Episcopal Commission on Catechesis and Catholic Education (ECCCE)*. His involvement in this project inspires him to pursue further studies on the Sociology of Filipino Catholicism and Pastoral Issues.

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 (RCSSED)*. 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.

Tisha Isabelle M. de Vergara earned her Bachelor of Arts in Sociology (magna cum laude) from the *University of Santo Tomas (UST)* and is currently taking up Master of Arts in Sociology in the *University of the Philippines (UP) Diliman*. Her research interests include sociology of Catholicism and religion, social health, and environmental sociology. She served as a Project Assistant for Research and Documentation for the *NCS 2016-2021: PARI Project*.

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Heiden C. Anorico is a Senior Facilitator 4 at *University of Santo Tomas (UST)-National Service Training Program (NSTP)*. She obtained her Bachelor in Secondary Education-Major in History from the *UST College of Education* and Master of Arts in Education, Major in Educational Management from *UST Graduate School*. She is currently taking her doctoral program in Education, Major in Management and Leadership at *UST Graduate School*. Her research interest includes evaluation, management & leadership, and service-learning. Her research work includes Service-learning in the Philippines: The University of Santo Tomas' National Service Training Program (2019) published by *Gateways: International Journal of Community Research* and Engagement and Teachers' perspective on upward evaluation in basic education departments in Metro Manila (2016) published by *Studies in Educational Evaluation*.

Jaycar P. Espinosa is a research assistant of the *University of Santo Tomas (UST) Research Center for the Social Sciences and Education (RCSSED)* 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 Schoo*l, 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 a s 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*

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
(RCSSED), University of Santo Tomas (UST)*.