

Evaluation of Miska Youth Formation: The MFCMFI (Mother Francisca Catechetical and Missionary Formation Institute) Experience and Way Forward

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ABSTRACT

The Dominican Sisters of St. Catherine of Siena established the Mother Francisca Catechetical and Missionary Formation Institute (MFCMFI) in 1987 to respond to the call of the Church for renewed integral evangelization through its Bachelor in Secondary Education major in Religious Education Program. Since the Institute's inception, there has yet to be an adequate exploration of the helpfulness of its formation program to the graduates. With an exploratory-descriptive nature, this paper delves into the helpfulness of the MFCMFI's Religious Education program to the life and work status of the graduates, herein referred to as the *MisKa*. Utilizing an online survey technique, this paper mainly investigates the factors and motivations of the respondents in deciding to enroll and graduate under the Institute's Formation program, the extent of influence, relevance, contribution, and helpfulness of the formation program to the respondents' life and work status and the respondent's perception on the helpfulness of the four pillars of the Institute's formation program, namely, pray, play, study and serve, to their lives in general. Data gathered revealed that the respondents perceived the formation activities under the four pillars as generally helpful to their lives, current work status, and personal and professional growth. MFCMFI Religious Education Program is perceived by the *MisKa* graduates as highly influential and relevant, and to be a graduate of the Institute makes them very happy and very satisfied. It motivated them to be fully committed to their current work. While showing high satisfaction among MFCMFI graduates, this study emphasized the need to assess the program's impact beyond happiness. Future evaluations should focus on how graduate satisfaction translates into tangible outcomes aligned with the MFCMFI mission. The paper recommends that MFCMFI consider curriculum adjustments, enhanced activities within the four pillars, and improved post-graduation support. Further research is also recommended, including longitudinal studies, qualitative explorations of graduate experiences, and analysis of program impact on specific career paths.

Keywords: Religious Education; Youth Formation; Catechetical Formation Program; Catholic Youth; Vocation

INTRODUCTION

One fine day in October of 2016, a group of graduating Religious Education students of Mother Francisca Catechetical and Missionary Formation Institute defended their thesis, which claims that the primary reason why students entered the Institute was the scholarship offering. The data further reveals that while such was the primary reason for entering, the sense of mission started to grow in them as they continue on in the formation. The author of this study, who was the research adviser of the foregoing thesis, and a graduate of the program himself, developed the desire to delve into other factors and motivations for choosing to enroll and eventually deciding to graduate from the Institute, and the impact of their stay in the Institute to their life in general, hence this investigation. (Elisan, Gargar, Tion 2016)

With the hope to respond to the call of Pope John Paul II for renewed integral evangelization, as underscored in the Second Plenary Council of the Philippines (PCP II, 1992), The Congregation of the Dominican Sisters of St. Catherine of Siena launched a scholarship program for young students who have the desire to serve in the

Church as missionary catechists, through the Bachelor's Degree Program in Religious Education of Siena College, Quezon City. The scholarship program, under the Mother Francisca Catechetical and Missionary Formation Institute (MFCMFI), primarily aims to train religion and values education student-teachers imbued with Christian leadership and a sense of mission, dedication, and commitment to respond to the evangelizing mission of the Church through the practice of their teaching profession, especially in the rural areas.

The MFCMFI, inspired by the missionary spirit of the Servant of God, Mother Francisca del Espiritu Santo de Fuentes and the Dominican ideals of passion for truth and compassion for humanity, envisions itself as a community of disciples committed to the integral Christian formation of missionary-catechists in the service of the universal church.

For thirty-one (31) years since its inception in 1987, there has yet been no adequate research on the impact of the MFCMFI formation program to the life of its graduates. While there was an attempt to determine the rate of the positive influence of the four-year program to the graduating students (Binalay, dela Cruz, & Trocio, 1999) and attempts to study the effectiveness of the program to the life of the graduates right after graduation (Balanon, Perez, & Ticsay, 2003; Cinco, Nabunat, & Zamora, 2015) there has yet been no thorough investigation on the impact of the entire program to the life and work of the graduates, at least, in the last five years; hence, this exploration.

For this particular study, the graduates are referred to as the *MisKa*. *MisKa* is an abbreviation for Misyonerong Katekista; a term that was coined by a group of MFCMFI BSE-Religious Education graduates on April 30, 2017, while the group was on their way to Siena College Mission School in Pasbul, Porac, Pampanga. It was there where the Institute's pioneering formator, Sr. Ma. Jesusa Enginco O.P. gave her blessing to use the term from then on.

Objectives

This study aims to delve into the impact of Mother Francisca Catechetical and Missionary Formation Institute (MFCMFI) Religious Education Program to the life and work status of *MisKa* Graduates from the Year 2013 – 2017 as perceived by the graduates themselves.

The following specific objectives provided direction to this study:

1. to trace the history and nature of the Mother Francisca Catechetical and Missionary Formation Institute (MFCMFI);
2. to determine the demographic profile of the respondents;
3. to identify the factors and motivations of the respondents in studying and graduating in MFCMFI;
4. to track the employment history and status of the respondents;
5. to find out the extent of influence, relevance, contribution of the MFCMFI formation program to the life and work status of the respondents;
6. to outline specific formation activities that were helpful to the respondents; and
7. to know how respondents perceive the impact of their formation on their lives in general in terms of degree of satisfaction, happiness and commitment.

Study Framework

Preparedness and formation are two factors that require an intensive program. Such is the case of the BSE-RE program offered at Siena College, Quezon City, under the MFCMFI. The Institute aims to prepare graduates with knowledge (orthodoxy) and skills (orthopraxis) to be teacher-catechists. The formation program is so unique and special that the balance of both academic and community life of the students under this program is vital for student catechists to thrive in their four years of formation and thereafter.

Following the Dominican Pillars of pray, play, study and serve, the student-catechists undergo a rigorous formation that includes spiritual, moral, intellectual, social, doctrinal, catechetical and missionary formation in

their course while living in a community.

This study will look into the history and nature of MFCMFI and the impact of the entire MFCMFI program on its graduates, considering their present life situation and work status as perceived by the *MisKa* graduates from the years 2013-2017, and how all these factors contribute in forming a well-rounded and integrated missionary-catechist, servant of God.

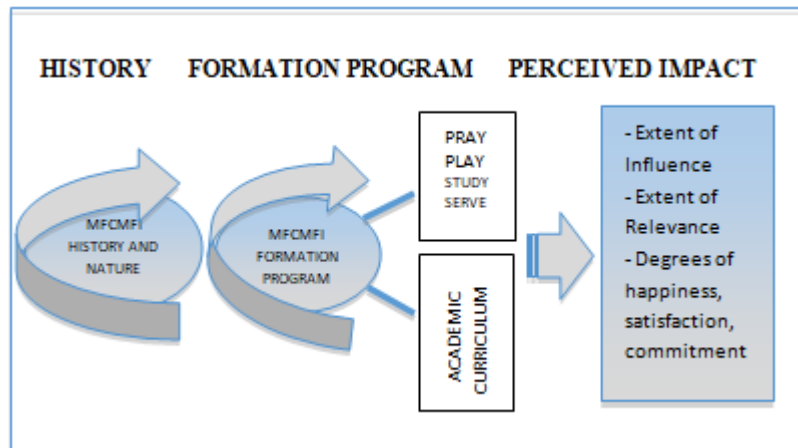


Figure 1. The Conceptual Framework

METHODOLOGY

Subject

The respondents for this study are the *MisKa* graduates from academic year 2013 – 2017. There is a total of eighty-nine (89) graduates for the last five years from 2018; twenty-five (25) from 2013, twenty (20) from 2014, eight (8) from 2015, fifteen (15) from 2016 and twenty-one (21) from 2017. The study, which initially aimed at a census, has a 74.16% response rate, which means that from the eighty-nine (89) graduates, sixty-six (66) responded to the survey.

Instrument

This study looks into available documents on MFCMFI formation for content analysis. It employs a researcher-developed online survey technique to gather data on the perceived impact of the formation on the lives of the *MisKa* graduates. The instrument was developed based on the researcher’s own formation experience and the manual on graduate tracer studies (Schomburg, 2016). The survey questionnaire has a total of 7 sections.

Data Collection Procedure

The researcher subjected the questionnaire to data validation by two experts, a Statistician and Doctor of Education and a Professor of Theology and Missiology expert. After the validation, the survey questionnaire was encoded using *Google Forms* and uploaded online. The respondents were contacted through the following means: private messenger on *Facebook*, email, short messaging system, and phone calls. The researcher stopped receiving online responses when the response rate reached seventy-four and sixteen percent (74.16%). Upon closing the online response button, the reactions were downloaded via spreadsheet and were saved using the Excel file format for analysis and interpretation of data.

Data Analysis

For content analysis, the researcher used documents such as the Mother Francisca Catechetical and Missionary

Formation Institute manual, the Siena College curriculum, and the data of graduates from the Registrar's office.

This study employs essential statistical treatment utilizing the Statistical Package for Social Sciences (SPSS) program software for the quantitative part.

Section I on the demographic profile, section II on the factors and motivation in deciding to enroll in and graduate from MFCMFI, section III on current employment status, and Section V the helpfulness of the specific formation program activities under pray, study, serve, and pray pillars, frequency distribution was used.

For section IV on the MFCMFI formation program with questions on the extent of influence of the spiritual formation to life using, the relevance of the academic formation to current work, and the rate of contribution of the formation program to personal and professional growth, all used Likert-scale interpretation and section V on the degrees of happiness, satisfaction, commitment, mean and standard deviation where used.

A Word cloud analysis was used to determine what the respondents remember about their entire formation experience and their other suggestions for program development and revision.

RESULTS AND DISCUSSION

The findings of this study are presented in two sections. Section 1 is all about the foundation and nature of MFCMFI based on the MFCMFI Manual and the researcher's first-hand formation experience, and section 2 is on the perceived impact of Mother Francisca Catechetical and Missionary Formation Institute (MFCMFI) Religious Education Program to the life and work status of *MisKa* from the Year 2013 – 2017.

Foundation and Nature of MFCMFI

The Foundation of MFCMFI

In 1987, under the leadership of then-President Sr. Prudencia Andan, O.P. and then Prioress-General Mother Ma. Cecilia Calaguas, O.P., a grant-in-aid for student missionary catechists, was launched in Siena College, Quezon City, the first OP-Siena School to offer a four-year scholarship for a Bachelor in Secondary Education major in Religious Education minor in English Literature. Sr. Ma. Jesusa Enginco, O.P., was the first formation director who proposed forming student missionary catechists in the community. Through the generosity of Mrs. Ester Vibal, the first grantees had the basement of Vibal Publishing House as their first formation house. The student missionary catechists shouldered food, transportation, and other expenses at that time. Two years later, in 1989, the students moved to live in the Siena dormitory, and a formation program was developed for them to live in a community where they were intellectually, socially, and spiritually reared. In 1991, through the kind assistance of some foreign funding agencies, a new building was constructed annexed to the Mother House, which became the home of the missionary catechists until 2013 (Varon. et al., 2013). Since then, the missionary catechists have been residing in the building near the Siena swimming pool. Since its 1st batch of graduates in 1991, there is already a total of 539 graduates and 11 formation Directors.

The Nature of the MFCMFI Program

With the hope to respond to the Church's evangelizing mission, the Dominican Sisters of St. Catherine of Siena launched a scholarship program primarily aimed at training religion and values education teachers imbued with Christian leadership and a sense of mission and dedication. Hence, the Mother Francisca Catechetical and Missionary Formation Institute was established. In the years 1988-1989, the initial curriculum of the Religious Education program was enhanced to include spiritual, moral, intellectual, social, doctrinal, catechetical, and missionary formation in their course through living in a community inside the College campus. During this time, only female candidates were admitted to the course, and it was only in the third year of the program's operation (1990-1991) that male students were accepted (Enginco, 2000).

In 1991, the Act of the 8th Ordinary General Chapter of the Congregation of the Dominican Sisters of St.

Catherine of Siena Philippines (OP-Siena) elevated the school program to a congregational program to respond to “the urgency of having formed and trained proclaimers of the Word and Truth in the catechetical field of the local Church.” This elevation gave the program its official name—Mother Francisca Formation Institute for Religion Teachers and Catechists (MFFIRTC).

Another General Chapter followed after six years (9th Ordinary General Chapter 1997), which moved to rename the institution into Mother Francisca Catechetical and Missionary Formation Institute (MFCMFI) to spell out more the institute’s catechetical and missionary identity (Enginco, 2000).

From then on, MFCMFI was recognized by the Catholic Church in the Philippines as one of its catechetical missionary training centers. As a mission training center, the students undergo formation that exposes them to a life of prayer, community life, and study enriched by apostolic awareness of the Church.

Missionary-catechist Formation

After completing a four-year formation program, the student-catechist shall earn a Bachelor’s Degree in Religious Education and be conferred with a *Missio Canonica* and a Mission Cross during the graduation ceremony. The MFCMFI manual (Varon. et al., 2013) claims that such public conferment is a way for the catechist to proclaim to offer a ‘willing, noble, enthusiastic and generous response to the voice of Christ, who at this hour is summoning them more urgently, and to the urging of the Holy Spirit.’

Objectives of the Formation Program

The Manual of the Mother Francisca Catechetical and Missionary Formation Institute outlines the following objectives:

Guided by the vision and mission of the MFCMFI, the formation center aims to develop and produce students and graduates in term of the following:

PERSONAL:

1. To make students aware that they are being formed as missionary-catechists.
2. To make them realize that they are rooted in their biological family and theological family (Church).
3. To enrich their faith life experiences.
4. To make them aware of and participate in Church concerns and issues.
5. To expose them to and make them learn the latest trends in teaching-learning process and technology.

SPIRITUAL:

1. To make the student missionary-catechists aware that they are children of God endowed with dignity and created in His image and likeness.
2. To immerse them in the Word of God, sacramental life and prayer.
3. To promote to them the values of communal life, contemplation, compassion and integrity of creation.
4. To imbue them with Gospel and cultural values.

PROFESSIONAL:

1. To provide opportunities to train students to become missionary catechist and community-forming catalysts.
2. To appoint highly competent Formation Directors and professors.
3. To provide administrative and operational support.
4. To actuate alumni to give their share in the sustainability of the Institute.

The Academic Curriculum

The MFCMFI in coordination with Siena College, Quezon City offers a program of studies leading to a four-year Bachelor in Secondary Education Degree major in Religious Education. The program of studies has ecclesiastical and Commission on Higher Education (CHED) recognition.

After completing the four-year formation program, the missionary-catechist shall also be conferred with *Missio Canonica* by a bishop or his delegate to signify that they are being sent to the mission in the name of the Church.

The Formation Program Activities

The following are the formation activities, which are patterned after the Dominican pillars of pray, play, study and serve:

Pray Pillar

Personal and community prayers and devotions help build a community of faith, hope and love that is anchored on a deeper relationship with God and with one another. In prayer and worship, the missionary-catechist becomes one with the Universal Church and with the entire community.

Thus, the community shall observe the following prayer schedule: daily mass, community prayer, Eucharistic adoration, faith sharing, recollection, retreat, confession and prayer in secret.

Study Pillar

Animated by the apostolic zeal of the Servant of God Francisca del Espiritu Santo de Fuentes and the beatas who devoted themselves to a life of penance and formation of the young in faith and in Christian life, MFCMFI provides the student missionary-catechists four years of instruction in doctrine, moral and worship even as they interact with other students of academic community. Some activities students engaged to in relation to study pillar are: study period, English campaign, thought for the day, catequiz, etc.

Serve Pillar

The best way to express you love is through loving service and charity to others, to the community and to the Church. Student missionary-catechists are encouraged to serve through different ways: areas of joy assignment (i.e. cleaning), weekend apostolate and summer apostolate

Play Pillar

A strong body is ready to serve and can render a mission. Throughout their formation, student missionary catechists have some time to relax and strengthen their community bond through the following activities: sports day, TV viewing, guitar recital, choir practice, birthday bash, etc

Perceived Impact of the MFCMFI to the life & work status of MisKa graduates

Table 1 shows that what made most *MisKa* graduates choose to study in MFCMFI is the availability of scholarship with 54.5% response rate. Vocation of becoming a Missionary Catechist ranks second (51.5%) and better career opportunities ranks third. The last in the rank is prospect for better employability with only 19.7% response rate.

Factors	<i>f</i>	%
Availability of scholarship	36	54.5
Prestige to study at SCQC	20	30.3

Prospect for better employability	13	19.7
Better career opportunities	22	33.3
Vocation of becoming a Missionary-catechist	34	51.5
Forces by parish/ school administrators	14	21.2

Table 1 Factors that made a *Miska* choose to study in MFCMFI

Motivations	<i>f</i>	%
Vocation as a Missionary-catechist	50	75.8
Sense of gratitude to sponsors	31	47.0
Possibility of higher employability	18	27.3
Personal desire to graduate with a teacher education course	32	48.5
Sense of belonging to the community of <i>MisKa</i>	39	59.1

Table 2 Motivations in deciding to finish and graduate in MFCMFI

Table 2 reveals that what motivated most the respondents to finish and graduate in MFCMFI is their vocation as Missionary-catechist as revealed by a 75.8% response rate. What comes 2nd in rank is the sense of belonging to the community of *MisKa* with 59.1% response rate. The personal desire to graduate with a teacher education course comes and sense of gratitude to sponsors come almost in the same level with 48.5% and 47% response rate respectively. The possibility of higher employability comes last in the motivating factors with only 27.3% response rate.

Data in preceding tables reveals that what motivated most respondents to finish and graduate in MFCMFI is their vocation as Missionary-catechist as revealed by a 75.8% response rate. It can be inferred that student missionary-catechist respond to the call in following their baptismal promises and living the call of full, conscious, and active participation in the life of the Church (Sweeney, 2005) is the primary reason for undergoing the formation. In the thesis (Elisan, Gargar, & Tion, 2016) that the researcher was an advisee last year, this very same phenomenon was seen in the study conducted. It's good to note also that this sense of vocation develops as the student missionary-catechist progress in their formation at MFCMFI and could be the reason why the sense of belonging to the Community of *MisKa* with 59.1% response rate ranked second in the factors and motivations in studying and graduating in MFCMFI.

MFCMFI Formation Program in General	\bar{x}	SD	Interpretation
To what extent has the MFCMFI spiritual formation influenced your life in general?	4.621	0.575	Very Great Extent
How relevant is your academic formation in MFCMFI to your current work?	4.576	0.657	Very Relevant

Table 3 Extent of Influence and Relevance of MFCMFI Formation Program

Table 3 presents that the respondents consider the extent of influence of the MFCMFI Formation Program to their life in general to a very great extent as revealed by the mean of 4.621. Further, they consider the extent of relevance of their academic formation in MFCMFI to their current work as *Very relevant* as revealed by the mean score of 4.576. There is no significant difference in the answers of the respondents as revealed by less than 1% of the standard deviation score both for the extent of influence and the extent of relevance of the MFCMFI formation to their life and work status.

Table 4 presents how the respondents rate the contribution of their MFCMFI formation to their personal and professional growth. Of the 15 elements, the respondents rated 8 as *Very High*; namely, Leadership skills, ability to work independently, ability to work in a group, communication skills, decision making-ability, research competence, passion for truth and compassion for humanity, with passion for truth getting the highest rate, with 4.485 mean score, followed by research competence and ability to work in a group which garnered an equal mean score of 3.79. All the rest were rated by respondents as having high degree of contribution to

their personal and professional life. The table also shows that there is no significant difference in the responses as revealed by less than 1% standard deviation score.

Skills	\bar{x}	SD	Interpretation
Organizational Skills	4.136	.7623	High
Leadership skills	4.227	.7999	Very High
Problem Solving	4.091	.8362	High
Ability to work independently	4.303	.8222	Very High
Ability to work in a group	4.379	.7599	Very High
Creative thinking skills	4.121	.8136	High
Critical Thinking Skills	4.167	.8336	High
Writing skills	4.030	.8222	High
Multimedia skills	3.985	.8502	High
Communication skills	4.318	.8257	Very High
Decision-making ability	4.212	.8860	Very High
Research Competence	4.379	.8369	Very High
Passion for truth	4.485	.7492	Very High
Compassion for humanity	4.439	.7469	Very High
Social Responsibility	4.136	.7623	High

Table 4 Rate of Contribution of MFCMFI Formation Program to MisKa’s Personal and Professional Growth

Pray Pillar	f	%	Study Pillar	f	%
Daily Mass	63	95.5	Study Period	60	90.9
Community prayer	51	77.3	English Campaign	52	78.8
Eucharistic Adoration	55	83.3	Thought for the day	40	60.6
Faith Sharing	53	80.3	Catequiz	50	75.8
Recollection	55	83.3	Play Pillar	f	%
Retreat	50	75.8	Sports day	55	83.3
Confession	52	78.8	TV viewing	37	56.1
Serve Pillar	f	%	Guitar recital	50	75.8
Weekend Apostolate	48	72.7	Choir practice	52	78.8
Summer Apostolate	61	92.6	Birthday bash	37	56.1
Areas of Joy assignment	55	83.3			

Table 5 Helpfulness of the MFCMFI specific formation activities to MisKa’s

Life

Table 5 presents the specific activities that are helpful to the MisKa graduates, categorized according to the four pillars.

Almost all respondents consider daily mass helpful in the pray pillar, with a 95.5% response. Many respondents also consider Eucharistic adoration and recollection helpful, with an equal response rate of 83.3%. What comes after is faith sharing (80.3%), followed by confession (78.8%), then community prayer (77.3%) and retreat (75.8%)

In the study pillar, the study period comes first, with almost all respondents (60 or 90.9%) considering it helpful. English campaign ranks second with a 78.8% response rate, followed by date quiz (78.8%) and thought for the day (75.8%)

In the serve pillar, summer apostolate ranks first as 92.6% of the responses consider it helpful, followed by Areas of Joy with an 83.3% response rate, and last is the weekend apostolate with a 72.7% response rate.

In the play pillar, 55 of the 66 or 83.3% of respondents consider sports day as helpful; choir practice is considered helpful by 52 respondents (78.8%); 50 respondents (75.8) consider guitar recital as helpful; and TV Viewing and birthday bash got an equal number of responses (56.1%).

From the data presented in the three preceding tables, it is evident that the respondents consider the extent of influence of the MFCMFI Formation Program on their life in general to a great extent, as revealed by the mean of 4.621. Further, they consider the relevance of their academic formation in MFCMFI to their current work as *Very Relevant*, as revealed by the mean score of 4.576. There is no significant difference in the respondents' answers, as shown by less than 1% of the standard deviation score, regarding the extent of influence and relevance of the MFCMFI formation to their life and work status.

It is safe to conclude that academic and community life balance played a significant role in forming the *MisKa*'s, as evident in their life in general based on the data collected.

A certain degree of skill utilization was apparent among the study's respondents. Of the 15 elements, the respondents rated eight as *Very High*; namely, leadership skills, ability to work independently, ability to work in a group, communication skills, decision-making ability, research competence, passion for truth and compassion for humanity, with passion for truth getting the highest rate, with 4.485 mean scores, followed by research competence and ability to work in a group which garnered an equal mean score of 3.79. Respondents rated all the rest as having a high degree of contribution to their personal and professional life. The table also shows no significant difference in the responses, as revealed by the score of less than 1% standard deviation.

It is worth mentioning that passion for truth and compassion for humanity, a Dominican dictum, is among the highest respondents rated in their personal and professional growth. A *MisKa* graduate is truly Dominican!

The four pillars of Dominican Spirituality of pray, play, study, and serve, which is part of the formation activities of the *MisKa*'s at MFCMFI, played an important role in their personal and professional growth, as revealed by the data. Almost all respondents consider daily mass helpful in the pray pillar, with a 95.5% response. In the study pillar, the study period comes first, with almost all respondents (60 or 90.9%) considering it helpful. In the play pillar, summer apostolate ranks first, as 92.6% of the responses consider it helpful. In the play pillar, 55 of the 66 or 83.3% of respondents consider sports day helpful.

MFCMFI Formation Program in General	\bar{x}	SD	Interpretation
How happy are you to be a graduate of MFCMFI?	4.70	.554	Very Happy
How satisfied are you as a graduate of MFCMFI?	4.67	.591	Very Satisfied
Having been formed in MFCMFI, how would you rate your commitment to your current work?	4.41	.581	Fully Committed

Table 6 Degree of Satisfaction, Happiness and Commitment of *MisKa*

Graduates

Table 6 reveals that the respondents are generally very happy and very satisfied to be graduates of MFCMFI, as indicated by mean scores of 4.70 and 4.67, respectively. With the degrees of happiness and satisfaction comes their commitment to their current work, with a mean score of 4.41, and interpreted as fully committed. The less than 1% standard deviation scores reveal no significant difference in the response among the degree of happiness and satisfaction of the *MisKa* graduates and their degree of commitment to work.

This reveals that *MisKa* graduates are generally happy and satisfied with their lives and fully committed to their work. When asked what they fondly remember about MFCMFI, most responses speak of their life in the

formation, prayer, and dormitory experience. However, it is essential to note that the *Wordcloud* analysis (figure 2) reveals that the part respondents most fondly remember is their entire formation life, which goes to say that for four years in the program, what they most perceive as influential, relevant and contributory to their life and work status is, indeed, the life in formation. The *Wordcloud* analysis (figure 3) further reveals that the *MisKa*'s find the formation's strengths in the entire program, touching on the four pillars, with mention of prayer, seminars, music, liturgy, and apostolate, among others.

Generally, the entire MFCMFI Religious Education program benefits the *MisKa* graduates from 2013-2017, and they are genuinely very happy and delighted to have graduated from Mother Francisca Catechetical and Missionary Formation Institute.



Figure 2. *MisKa*'s Memory of the MFCMFI Religious Education Program



Figure 3. *MisKa*'s Perception on the Strengths of MFCMFI Religious Education Program

CONCLUSIONS

For almost three decades, MFCMFI produced over five hundred *MisKa* graduates. With these numbers of graduates, no study has been conducted on the effect of the formation program on the life and work status of the *MisKa* in general.

The evidence drawn both from available written documents and data gathered from *MisKa* graduates shows that while the Mother Francisca Catechetical and Missionary Formation Institute has evolved from a formation house under Siena College Quezon City to three other OP-Siena School's administrative system, it has remained steadfast to its primary objective of training young students to become Missionary Catechists

through a scholarship program for the Bachelor's Degree in Religious Education. While the availability of scholarship is the primary motivation factor of most respondents in choosing to study at Siena College, Q.C., the sense of vocation as missionary-catechists is the primary reason for deciding to finish and graduate in the Institute, together with, among others, the sense of belonging to the community and the feeling of gratitude to sponsors.

Moreover, data gathered reveals that the specific formation activities categorized under the four pillars of pray, play, study and serve are perceived by the respondents as helpful to their life, current work status, and personal and professional growth. While the academic curriculum has also evolved with the formation system, the curriculum remains consistent with the Siena College Quezon City curriculum. While it is consistent with the Siena College curriculum, it is contextualized to cater to the needs of forming the young missionary catechist to be equipped to face the challenges of responding to the thrust of renewed integral evangelization. Almost all respondents consider the extent of relevance of the contextual curriculum as very relevant to their current work.

In capsule, the MFCMFI Religious Education Program is perceived by the MisKa graduates from the year 2013-2017 as highly influential and very relevant to their life and work status and that to be a graduate of the Institute makes them very happy and very satisfied and it motivated them to be fully committed to their current work.

RECOMMENDATIONS

While the study revealed high satisfaction among MFCMFI graduates, moving beyond simply acknowledging their happiness is crucial. The accurate measure of the program's success lies in the tangible outcomes of that positive experience. Future research and program evaluation should focus on how this satisfaction translates into concrete actions and achievements that align with MFCMFI's mission. It is not enough to produce happy graduates; the program should strive to cultivate empowered individuals to live out their faith and contribute meaningfully to the world.

Hence, based on the findings, the paper offers the following recommendations:

- 1) For MFCMI to consider in their program evaluation, planning and implementation
 - curriculum adjustments
 - enhancement to specific activities within the four pillars
 - strategies to better support graduates in their post-graduation lives
- 2) Future research
 - longitudinal studies to track the long-term impact of the formation program
 - In-depth qualitative studies to explore graduates' experiences in the field
 - Impact of the program on specific career paths

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