

Section Two

The Process of Catechist Formation according to the *GDC*¹

The baptismal catechumenate is the inspiration for all catechesis.²

The process of catechist formation takes into account not only the need for theological formation, but also the need for the continual deeper spiritual development of the catechist. Therefore—like the baptismal catechumenate—the continual conversion of the catechist is primary. Theological formations is at the service of the catechist’s deepening conversion, which will strengthen the catechist’s ability to live, explain, and share the faith.

1. Does the process or program have a balance “between the general pedagogy of formation of catechists and the pedagogy proper to the catechetical process”³?
(Does it teach the content necessary to catechist formation while also evangelizing the catechist to a deeper faith in Jesus Christ?)
 Yes
 No
2. Is the process or program well-structured, and does it contain within it a harmony between the different elements regarding the “hierarchy of truths”⁴?
(Is the program being used balanced or does it over emphasize certain components to the detriment of others?)
 Yes
 No
3. Does the process or program include the necessary theological content (that is, Christology, Ecclesiology, Church History) while connecting the Gospel to the catechists’ lives?⁵
(Does it teach the necessary theology while presenting the Gospel and having it all connect to the catechists’ daily lives?)
 Yes
 No
4. Does the process or program contain a spiritual component which nourishes the spirituality of the catechists so they grow as believers?⁶
 Yes
 No

¹ The *GDC* paragraphs referenced for this section are 156, 237, 239, 241, 245, and 247.

² *GDC*, 90

³ *GDC*, 237

⁴ *GDC*, 241a

⁵ *GDC*, 241c

⁶ *GDC*, 239 and drawing from *Christifideles Laici*, 60

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5. Does the process or program have a strong practical component; for example does it teach methods for passing the faith on to children or adults?⁷
(Does theology touch practice?)
- Yes
- No
6. Does the process or program employ adult models of learning, where the catechist is the protagonist of their own learning?⁸
- Yes
- No
7. Does the process or program engage the catechist in “‘learning while doing,’ by employing research and dialogue, by exchanging challenging points of view”⁹?
- Yes
- No
8. Does the process or program help the catechist “to identify with the figure of Jesus Christ, teacher and formator of disciples by seeking to acquire the zeal which Jesus had for the Kingdom”¹⁰?
- (Does the program being used help the catechist to transform more into the person of Jesus Christ and, like Jesus, proclaim the Kingdom through their teaching?)
- Yes
- No
9. Does the process or program form the catechist within the context of their own community?¹¹
- Yes
- No
10. Does the process or program invite an evaluation by the catechist?¹²
- Yes
- No

⁷ GDC, 245

⁸ GDC, 245

⁹ GDC, 157

¹⁰ GDC, 239

¹¹ GDC, 246

¹² GDC, 247c

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11. Does the process or program create space for the catechist to share with others and to travel their own faith journey with humour and gentleness?

Yes

No

12. Does the process or program assist the catechist in integrating what they have learned?

Yes

No