



AIRs - LM in

Understanding Culture, Society & Politics
Module 10: Government Programs and
Initiatives in Addressing Social
Inequalities



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Understanding Culture, Society & Politics

SHS-Module 10: Government Programs and Initiatives in Addressing Social Inequalities
First Edition, 2020

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Region I

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Understanding Culture, Society & Politics
Module 10:
Government Programs and Initiatives in
Addressing Social Inequalities



Target

Social inequality is the state of unequal distribution of valued goods and opportunities. All societies today have social inequality. In the Philippines for example, according to the ASEAN Trade Union Council, the Philippines has the highest rate of economic and social inequality in Southeast Asia. This problem is not limited to personal wealth. Land distribution, educational and vocational opportunities and basic welfare programs are also affected by the growing disparity between the Philippines' richest and poorest citizens.

Economic and social inequality are complex problems, but they can be addressed by governments and aid organizations working together to ensure that opportunities are more readily available for the nation's poorest people. So what are these programs or initiatives undertaken by the government to address these inequalities? Do you know some of them?

In your previous lesson, you learned and examined concept, characteristics and forms of stratification systems using sociological perspective. You identified situations that diversified the society. You learned also the different views on social stratification.

In this learning material, we are going to examine and **explain government programs and initiatives in addressing social inequalities in local, national and global**.

Specifically, after going through this module, you are expected to:

- a) identify the social inequalities prevalent in our society;
- b) identify and describe the programs and initiatives of the government in addressing inequalities.

Before proceeding further, check how much you know about the topic. Analyze and answer the questions below.



Jumpstart

ACTIVITY1: Fit Me In. From the list of government programs given below, identify what inequality you would think it addresses.

- Conditional Cash Transfer (CCT) program
- Universal Access to Quality Tertiary Education Act
- Philippine Plan for Gender Responsive Development
- Magna Carta for Women
- DepEd's Child Protection Policy of 2012
- Anti-Bullying Law 2013
- Indigenous People's Rights Act of 1997
- Magna Carta of Disabled Persons of 1995
- SK Reform Act of 2015

SOCIAL INEQUALITIES	GOVERNMENT PROGRAMS or INITIATIVES
1. social, political, and symbolic capital inequalities	
2. Gender Inequality	
3. Ethnic Minority	
4. Other Minorities like PWD's, Solo Parents and Others	



Discover

Social inequality is the state of unequal distribution of valued goods and opportunities. All societies today have social inequality. Examining social stratification requires a macro sociological perspective in order to view social systems that make inequalities visible, although individuals may support or fight inequalities, social stratification is created and supported by society as a whole through values and norms and consistently durable systems of stratification.

The Meaning of Social Inequality

Social inequality is the difference in the distribution of social desirables such as wealth, power, and prestige.

- It also refers to the unequal opportunities of individuals based on their social class or status.
- This explanation is mostly inspired by Karl Marx's analysis of the rise of industrialization.

Social inequality results from a society organized by hierarchies of class, race, and gender that unequally distributes access to resources and rights. It can manifest in a variety of ways, like income and wealth inequality, unequal access to education and cultural resources, and differential treatment by the police and judicial system, among others. Social inequality goes hand in hand with social stratification.

Social inequality is characterized by the existence of unequal opportunities and rewards for different social positions or statuses within a group or society. It contains structured and recurrent patterns of unequal distributions of goods, wealth, opportunities, rewards, and punishments.

The following are some of the social inequalities and the programs that the government is undertaking to address these inequalities.

1. Inequality in the access to social, political, and symbolic capital

For us to understand well these inequalities, we have to define first these concepts: Social Capital is the ability of a collective to act together to pursue a common goal. It refers to the connection of individuals within the society. An example of this is your social status. Rich people have preferential treatment than that of poor people.

Political Capital refers to the trust, good will, and influence possessed by a political actor, such as politician, to mobilize support toward a preferred

policy outcome. Example is that, governor will be given a preferential treatment over those with lower have no civic equality. Moreover, political actors coming from political families had given preferential treatment to enter politics than those who are not.

Symbolic Capital refers to the resources that one possesses which is a function of honor, prestige or recognition, or any other traits that one values within a culture. Like also in many other circumstances, rich people had greater opportunities to enter into politics or in any other aspects because of their level in the society.

Government Programs Addressing these Inequalities are:

- **Conditional Cash Transfer program** locally known as Pantawid Pamilya Pilipino Program, or 4Ps, is a government program that provides conditional cash grants to the poorest of the poor in the Philippines. Households receive cash grants if children stay in school and get regular health check-ups, have their growth monitored, and receive vaccines. Pregnant women must get prenatal care, with their births attended to by professional health workers. Parents or guardians are required to participate in monthly community-based Family Development Sessions to learn about positive child discipline, disaster preparedness, and women's rights.
- **Agrarian reform in the Philippines** seeks to solve the centuries-old problem of landlessness in rural areas. Through the Comprehensive Agrarian Reform Program (CARP) initiated in 1987, the government addressed key national goals: the promotion of equity and social justice, food security and poverty alleviation in the countryside. After over 14 years of the CARP, however, the program is yet to be completed and is currently burdened with major issues - from opposition by landlords and lack of support from legislators, to wide gaps in fund resources.
- **SK Reform Act of 2015** has the provisions that prohibits political dynasty. It prohibits any person to run in any Sanggunian Kabataan Office either elected or appointed if it has a relative up to second degree in the barangay level to governorship.
- The **Universal Access to Quality Tertiary Education Act** is a law that institutionalizes free tuition and exemption from other fees in state universities and colleges (SUCs), local universities and colleges (LUCs) in the Philippines. The law also foresees subsidies also for private higher education institutions. It is intended to give underprivileged Filipino students a chance to earn a college

degree. The law allows financially-able students to avail of the free higher education provision but also contribute a specific amount to the higher education institution (HEI). SUCs, LUCs, and TVET providers are required to create a proper system so students can make voluntary contributions for their education.

2. **Minority groups** are groups composed of less-dominant classifications in society that experience disproportionately lower opportunities than their dominant counterparts.

Below are some relevant issues involving minority groups:

1. **Gender Inequality**

- In some countries women are paid relatively lower than men due to their sexuality and biological differences.
- The LGBT community has always been treated indifferently and discriminatively because they do not fall within a biologically defined gender group.

Programs:

- The **Philippine Plan for Gender-Responsive Development (PPGD)** rests on a vision of development that is equitable , sustainable, free from violence, respectful of human rights, supportive of self-determination and the actualization of human potentials, and participatory and empowering . It places people at the center and aims to make development work for all groups. However, it recognizes that discrimination exists on the basis of gender, class and ethnicity. In the light of historical gender inequalities and inequities, it puts greater emphasis on women as a disadvantaged group. It is in here where gender and development was anchored into.
- The **Magna Carta of Women (MCW)** is a comprehensive women's human rights law that seeks to eliminate discrimination through the recognition, protection, fulfillment, and promotion of the rights of Filipino women, especially those belonging in the marginalized sectors of the society. It conveys a framework of rights for women based directly on international law. Its salient features are:

- Increasing the number of women in third level positions in government to achieve a fifty-fifty (50-50) gender balance within the next five years while the composition of women in all levels of development planning and program implementation will be at least 40 percent;

- Leave benefits of two (2) months with full pay based on gross monthly compensation for women employees who undergo surgery caused by gynecological disorders, provided that they have rendered continuous aggregate employment service of at least six (6) months for the last twelve (12) months;
- Non-discrimination in employment in the field of military, police and other similar services that include according the same promotional privileges and opportunities as their men counterpart, including pay increases, additional benefits, and awards, based on competency and quality of performance.
- Provision for equal access and elimination of discrimination in education, scholarships, and training. Thus, “expulsion, non-readmission, prohibiting enrollment, and other related discrimination of women students and faculty due to pregnancy out of marriage shall be outlawed.
- Non-discriminatory and non-derogatory portrayal of women in media and film to raise the consciousness of the general public in recognizing the dignity of women and the role and contribution of women in family, community, and the society through the strategic use of mass media;
- Equal status given to men and women on the titling of the land and issuance of stewardship contracts and patents.

2. Ethnic Minorities

- Because some minorities live traditionalistic lives far away from the city and technology, and some may appear differently than usual, they have been consistently labeled and treated as people with minimal knowledge and capabilities.
- Lack of resources easily available for many are not utilized within their group, and thus receive negative attention from the dominant public.

Programs:

- Republic Act 8371, known as the Indigenous Peoples Rights Act (IPRA), was enacted in 1997. It has been praised for its support for the cultural integrity of indigenous peoples, the right to their lands and the right to self-directed development of these lands. Under the Indigenous Peoples' Rights Act of 1997 (IPRA), self-

delineation shall be the guiding principle in identifying and delineating ancestral domains. As such, indigenous cultural communities (ICC) and indigenous people (IP) shall have a decisive role in all activities pertinent thereto.

Read

more: <https://business.inquirer.net/294122/understanding-the-indigenous-peoples-rights-to-their-ancestral-domain#ixzz6cFd64VGL>

3. Other Minorities

- This may include people with disabilities or people with religions that are less prevalent in society.
- These minorities experience discrimination in work, especially when the disabled have physical limitations, while the religious have practices and beliefs that are greatly disagreed upon by the majority.

Programs:

- Republic Act No. 9442, an Act Amending Republic Act No. 7277, Otherwise known as the Magna Carta for Disabled Persons, and For Other Purposes' Granting Additional Privileges and Incentives and Prohibitions on Verbal, Non-verbal Ridicule and Vilification Against Persons with Disability. Its objective is to provide persons with disability, the opportunity to participate fully into the mainstream of society by granting them at least twenty percent (20%) discount in all basic services. It is a declared policy of RA 7277 that persons with disability are part of Philippine society, and thus the State shall give full support to the improvement of their total well-being and their integration into the mainstream of society. They have the same rights as other people to take their proper place in society. They should be able to live freely and as independently as possible. This must be the concern of everyone the family, community and all government and non-government organizations. Rights of persons with disability must never be perceived as welfare services. Prohibitions on verbal, non-verbal ridicule and vilification against persons with disability shall always be observed at all times.
- Department of Education has adopted the policy to provide special protection to children who are gravely threatened or endangered by circumstances which affect their normal development and over which they have no

control, and to assist the concerned agencies in their rehabilitation. Furthermore, the Department aims to ensure such special protection from all forms of abuse and exploitation and care as is necessary for the child's well-being, taking into account the primary rights and duties of parents, legal guardians, or other individuals who are legally responsible and exercise custody over the child. DepEd recognizes the participatory rights of the child in the formulation and implementation of policies, and in all proceedings affecting them, whether they be victims or aggressors, either directly, or through a representative.

- **Enactment of Anti-Bullying Law** which mandates directed all elementary and secondary schools to adopt policies to address the existence of bullying in their respective institutions.

Analyzing Social Inequalities

The existence of minority groups in functionalist and conflict societies are also embedded in each type of society's principles.

- In a functionalist society, minorities also play social roles that contribute to social balance and equilibrium. However, these roles are bound by limitations and social norms.
- In conflict societies, minority groups are seen as lower-class individuals that will not be able to keep up with the consistent competition occurring within the environment.
- In both societies, discrimination against minorities is possible. Inequality among minority groups is greatly driven by global inequalities significantly coming from the influence of richer, more influential countries.

Transforming our World: the 2030 Agenda for Sustainable Development

This Agenda is a plan of action for people, planet and prosperity. It also seeks to strengthen universal peace in larger freedom. We recognize that eradicating poverty in all its forms and dimensions, including extreme poverty, is the greatest global challenge and an indispensable requirement for sustainable development. All countries and all stakeholders, acting in collaborative partnership, will implement this plan. We are resolved to free the human race from the tyranny of poverty and want and to heal and secure our planet. We are determined to take the bold and transformative steps which are urgently needed to shift the world onto a sustainable and resilient path. As we embark on this collective journey, we pledge that no one will be left behind. The 17 Sustainable Development Goals and 169 targets which we are announcing today demonstrate the scale and ambition of this new universal Agenda. They seek to build on the Millennium Development Goals

and complete what these did not achieve. They seek to realize the human rights of all and to achieve gender equality and the empowerment of all women and girls. They are integrated and indivisible and balance the three dimensions of sustainable development: the economic, social and environmental.

The Goals and targets will stimulate action over the next fifteen years in areas of critical importance for humanity and the planet:

- a) People.** We are determined to end poverty and hunger, in all their forms and dimensions, and to ensure that all human beings can fulfil their potential in dignity and equality and in a healthy environment.
- b) Planet.** We are determined to protect the planet from degradation, including through sustainable consumption and production, sustainably managing its natural resources and taking urgent action on climate change, so that it can support the needs of the present and future generations.
- c) Prosperity.** We are determined to ensure that all human beings can enjoy prosperous and fulfilling lives and that economic, social and technological progress occurs in harmony with nature.
- d) Peace.** We are determined to foster peaceful, just and inclusive societies which are free from fear and violence. There can be no sustainable development without peace and no peace without sustainable development.
- e) Partnership.** We are determined to mobilize the means required to implement this Agenda through a revitalized Global Partnership for Sustainable Development, based on a spirit of strengthened global solidarity, focused in particular on the needs of the poorest and most vulnerable and with the participation of all countries, all stakeholders and all people.

The interlinkages and integrated nature of the Sustainable Development Goals are of crucial importance in ensuring that the purpose of the new Agenda is realized. If we realize our ambitions across the full extent of the Agenda, the lives of all will be profoundly improved and our world will be transformed for the better.

Sustainable Development Goals

- Goal 1. End poverty in all its forms everywhere
- Goal 2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture
- Goal 3. Ensure healthy lives and promote well-being for all at all ages
- Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
- Goal 5. Achieve gender equality and empower all women and girls

- Goal 6. Ensure availability and sustainable management of water and sanitation for all.
- Goal 7. Ensure access to affordable, reliable, sustainable and modern energy for all.
- Goal 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.
- Goal 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation.
- Goal 10. Reduce inequality within and among countries.
- Goal 11. Make cities and human settlements inclusive, safe, resilient and sustainable.
- Goal 12. Ensure sustainable consumption and production patterns.
- Goal 13. Take urgent action to combat climate change and its impacts*
- Goal 14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development.
- Goal 15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss.
- Goal 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.
- Goal 17. Strengthen the means of implementation and revitalize the global partnership for sustainable development.

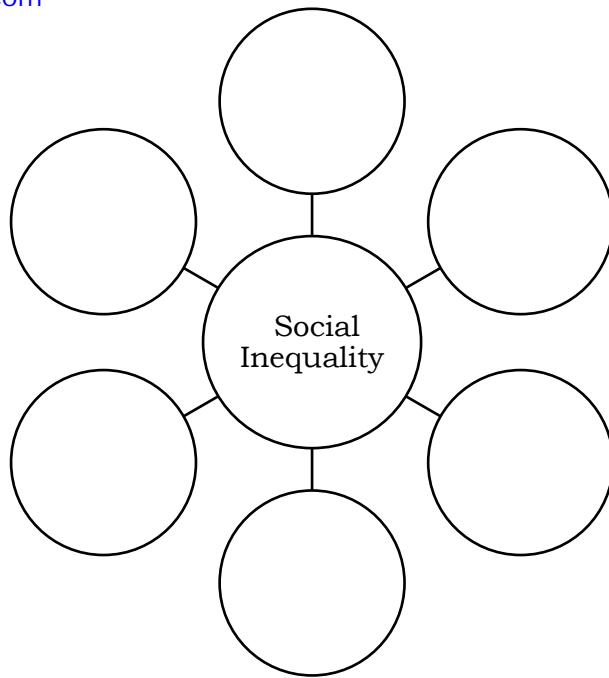
* Acknowledging that the United Nations Framework Convention on Climate Change is the primary international, intergovernmental forum for negotiating the global response to climate change.



Explore

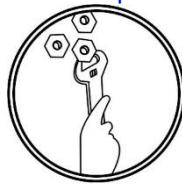
ACTIVITY1: My Semantic Web. This activity will help you recall the previous lesson easily. Write your answer on a separate sheet of paper.

1. Write inside the circles the different ways on how to eliminate social inequality.
2. Write a short description below the semantic web how you can help improve our society.



ACTIVITY 2: IDENTIFY and DESCRIBE. Aside from the cited programs and initiatives in the discussion above, what other government programs and initiatives can you identify? Research and enumerate some then describe each.

Inequalities	Programs/Initiatives	Description



Deepen

ACTIVITY1: Wrap it up! Read and analyze each question. As a student, if you are going to make programs on each of the inequalities enumerated, what will it be?

Inequalities	Title of your proposed program	Description of your program

Rubrics

Criteria	5	4	3	2	1
Ideas	This paper is clear and focused. It holds the reader's attention. Relevant details and quotes enrich the central theme.	This paper is mostly focused, and has some good details and quotes.	The writer is beginning to define the topic, even though development is still basic or general.	Topic is not well-defined and/or there are too many topics.	As yet, the paper has no clear sense of purpose or central theme. To extract meaning from the text, the reader must make inferences based on sketchy or missing details.
Organization	The organization enhances and showcases the central idea or theme. The order, structure of information is compelling and moves the reader through the text.	Paper (and paragraphs) are mostly organized, in order, and makes sense to the reader.	The organizational structure is strong enough to move the reader through the text without too much confusion.	Sentences within paragraphs make sense, but the order of paragraphs does not.	The writing lacks a clear sense of direction. Ideas, details, or events seem strung together in a loose or random fashion; there is no identifiable internal structure.

Sentence Fluency	The writing has an easy flow, rhythm, and cadence. Sentences are well built, with strong and varied structure that invites expressive oral reading.	The writing mostly flows, and usually invites oral reading.	The text hums along with a steady beat, but tends to be more businesslike than musical, more mechanical than fluid.	The text seems choppy and is not easy to read orally.	The reader has to practice quite a bit in order to give this paper a fair interpretive reading.
Conventions	The writer demonstrates a good grasp of standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing) and uses conventions effectively to enhance readability.	The writer understands good writing conventions and usually uses them correctly. Paper is easily read and errors are rare; minor touch-ups would get this piece ready to publish.	The writer shows reasonable control over a limited range of standard writing conventions. Conventions are sometimes handled well and enhance readability; at other times, errors are distracting and impair readability.	The writer seems to have made little effort to use conventions: spelling, punctuation, capitalization, usage, grammar and/or paragraphing have multiple errors.	Errors in spelling, punctuation, capitalization, usage, and grammar and/or paragraphing repeatedly distract the reader and make the text difficult to read.
Presentation	The form and presentation of the text enhances the ability for the reader to understand and connect with the message. It is pleasing to the eye.	The format only has a few mistakes and is generally easy to read and pleasing to the eye.	The writer's message is understandable in this format.	The writer's message is only understandable occasionally, and paper is messily written.	The reader receives a garbled message due to problems relating to the presentation of the text, and is not typed.



Gauge

Directions: Read the sentences carefully and write the letter of the correct answer on a separate sheet of paper.

1. Which of the following programs addresses inequality on ethnic minorities?
 - A. Magna Carta for Disabled Persons
 - B. IPRA Law
 - C. Anti-Bullying Act
 - D. 4P's
2. Anti-Bullying mandates directed all elementary and secondary schools to adopt policies to address the existence of bullying in their respective institutions. Which of the following inequalities does it addresses?
 - A. Ethnic Minority
 - B. Gender Inequality
 - C. Global Inequality
 - D. Other Minority
3. We can understand social inequality from a macro-sociological perspective because
 - A. lived experience is impacted by gender, race and class
 - B. we see inequality in everyday life
 - C. some people work harder than others
 - D. meritocracy is focused on structure rather than individual
4. Magna Carta for Disabled Persons, and For Other Purposes' Granting Additional Privileges and Incentives and Prohibitions on Verbal, Non-verbal Ridicule and Vilification Against Persons with Disability. Its objective is to provide persons with disability, the opportunity to participate fully into the mainstream of society by granting them at least twenty percent (20%) discount in all basic services. Which of the following inequalities does it addresses?
 - A. Ethnic Minority
 - B. Gender Inequality
 - C. Global Inequality
 - D. Other Minority
5. The Department of Education has adopted the policy to provide special protection to children who are gravely threatened or endangered by circumstances which affect their normal development and over which they have no control, and to assist the concerned agencies in their rehabilitation. This government initiative wants to address which of the following inequality?
 - A. Inequality in the access to social, political, and symbolic capital
 - B. Gender Inequality
 - C. Global Inequality
 - D. Other Minority

6. Which of the following demonstrate a large pattern of inequality?
 - A. Social security and other state benefits are given to those who fall below a certain income.
 - B. In the UK the top 10 percent get 31 % of all income in the UK while the bottom 10 percent get just 1 %
 - C. In Singapore, the top 20 richest percent of the population are about 10 times richer than the poorest 20 %
 - D. Different countries have the same levels of inequality
7. The Philippine Plan for Gender-Responsive Development (PPGD) rests on a vision of development that is equitable , sustainable, free from violence, respectful of human rights, supportive of self-determination and the actualization of human potentials, and participatory and empowering . This program addresses the equality between whom?
 - A. Gender
 - B. Ethnicity
 - C. Political Ideology
 - D. Cultural Ideology
8. Agrarian reform in the Philippines seeks to solve the centuries-old problem of landlessness in rural areas. Through the Comprehensive Agrarian Reform Program (CARP) initiated in 1987, the government addressed key national goals. These are:
 - A. address the inequality in labor and gender sensitivity
 - B. promotion of cultural based work and ethnic identity
 - C. address the needs of the less privilege like those of challenge persons
 - D. promotion of equity and social justice, food security and poverty alleviation in the countryside
9. Which of the following programs addresses gender inequality?
 - A. Magna Carta for Disabled Persons
 - B. IPRA Law
 - C. Anti-Bullying Act
 - D. Magna Carta of Women
- 10.Under the Indigenous Peoples' Rights Act of 1997 (IPRA), self-delineation shall be the guiding principle in identifying and delineating ancestral domains. As such, indigenous cultural communities (ICC) and indigenous people (IP) shall have a decisive role in all activities pertinent thereto. Which of the following inequalities does it addresses?
 - A. Gender Inequality
 - B. Global Stratification
 - C. Ethnic Inequality
 - D. Social Deviance



Answer Key

Post Test Answer Key

1. B
2. D
3. A
4. D
5. D
6. B/C
7. A
8. D
9. D
10. C

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