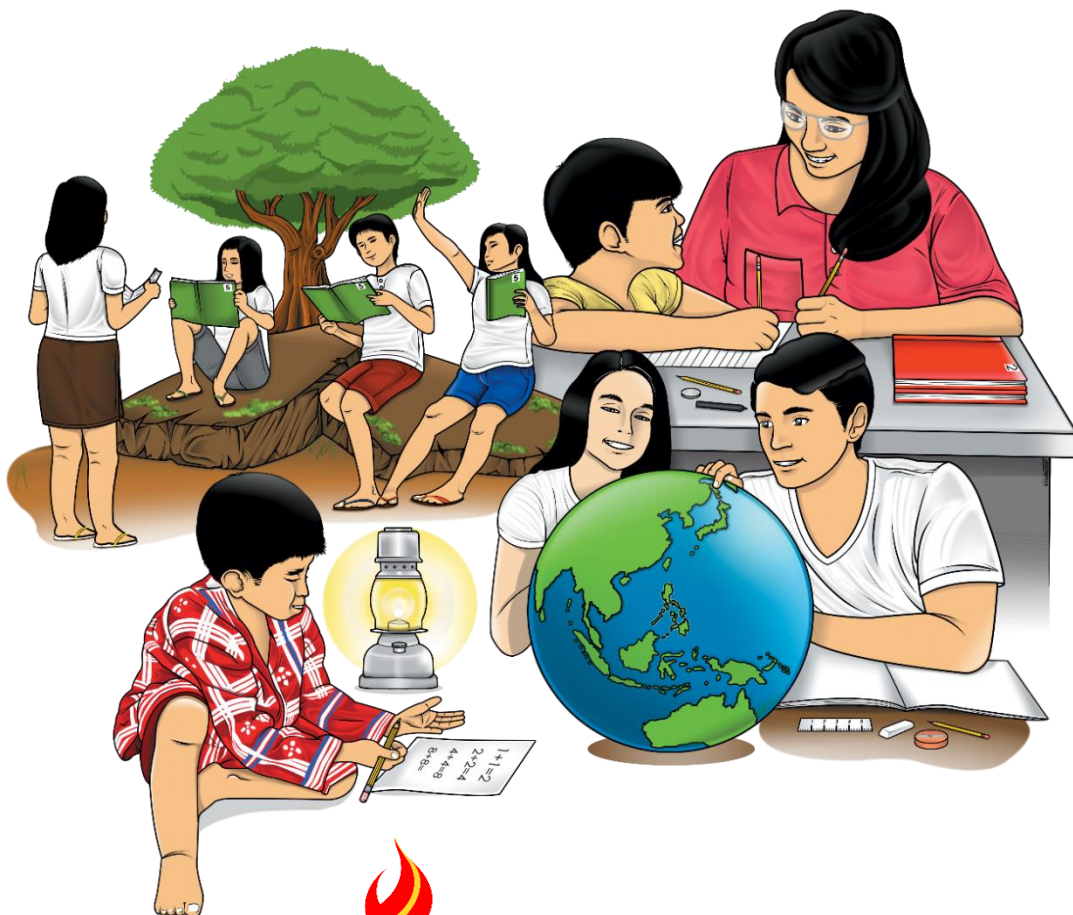


Senior High School

Understanding Culture, Society and Politics

Quarter 2 – Module 2: Function of Education in Society



ALTERNATIVE DELIVERY MODE
ADM

GOVERNMENT PROPERTY
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**Understanding Culture, Society and Politics– Senior High School
Alternative Delivery Mode
Quarter 2 – Module 3: Function of Education in Society
First Edition, 2020**

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Senior High School

Understanding Culture, Society and Politics

Quarter 2 – Module 3: Function of Education in Society

Introductory Message

For the facilitator:

Welcome to the Understanding Culture, Society and Politics for Senior High School Alternative Delivery Mode (ADM) Module on Function of Education in the Society!

This module was collaboratively designed, developed and reviewed by educators both from public and private institutions to assist you, the teacher or facilitator in helping the learners meet the standards set by the K to 12 Curriculum while overcoming their personal, social, and economic constraints in schooling.

This learning resource hopes to engage the learners into guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st century skills while taking into consideration their needs and circumstances.

In addition to the material in the main text, you will also see this box in the body of the module:



Notes to the Teacher

This contains helpful tips or strategies that will help you in guiding the learners.

As a facilitator you are expected to orient the learners on how to use this module. You also need to keep track of the learners' progress while allowing them to manage their own learning. Furthermore, you are expected to encourage and assist the learners as they do the tasks included in the module.

For the learner:

Welcome to the Understanding Culture, Society and Politics for Senior High School Alternative Delivery Mode (ADM) Module on Examine the Concept, Characteristics and Forms of Stratification Systems Using Sociological Perspectives!

The hand is one of the most symbolized part of the human body. It is often used to depict skill, action and purpose. Through our hands we may learn, create and accomplish. Hence, the hand in this learning resource signifies that you as a learner is capable and empowered to successfully achieve the relevant competencies and skills at your own pace and time. Your academic success lies in your own hands!

This module was designed to provide you with fun and meaningful opportunities for guided and independent learning at your own pace and time. You will be enabled to process the contents of the learning resource while being an active learner.

This module has the following parts and corresponding icons:



What I Need to Know

This will give you an idea of the skills or competencies you are expected to learn in the module.



What I Know

This part includes an activity that aims to check what you already know about the lesson to take. If you get all the answers correct (100%), you may decide to skip this module.



What's In

This is a brief drill or review to help you link the current lesson with the previous one.



What's New

In this portion, the new lesson will be introduced to you in various ways such as a story, a song, a poem, a problem opener, an activity or a situation.



What is It

This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.



What's More

This comprises activities for independent practice to solidify your understanding and skills of the topic. You may check the answers to the exercises using the Answer Key at the end of the module.



What I Have Learned

This includes questions or blank sentence/paragraph to be filled in to process what you learned from the lesson.



What I Can Do

This section provides an activity which will help you transfer your new knowledge or skill into real life situations or concerns.



Assessment

This is a task which aims to evaluate your level of mastery in achieving the learning competency.



Additional Activities

In this portion, another activity will be given to you to enrich your knowledge or skill of the lesson learned. This also tends retention of learned concepts.



Answer Key

This contains answers to all activities in the module.

At the end of this module you will also find:

References

This is a list of all sources used in developing this module.

The following are some reminders in using this module:

1. Use the module with care. Do not put unnecessary mark/s on any part of the module. Use a separate sheet of paper in answering the exercises.
2. Don't forget to answer *What I Know* before moving on to the other activities included in the module.
3. Read the instruction carefully before doing each task.
4. Observe honesty and integrity in doing the tasks and checking your answers.
5. Finish the task at hand before proceeding to the next.
6. Return this module to your teacher/facilitator once you are through with it.

If you encounter any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator. Always bear in mind that you are not alone.

We hope that through this material, you will experience meaningful learning and gain deep understanding of the relevant competencies. You can do it!



What I Need to Know

This module was designed to help you understand the difference between the formal and nonformal education. This module will also disclose the two primary functions of education namely; to develop a productive citizenry and to promote self-actualization.

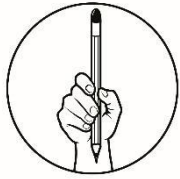
In addition, this topic will lead to the understanding that education is connected to the basic human rights of every being in the world. And this will enable the learners to know the importance of education in their lives.

The module is about:

- Lesson : Function of Education in Society

After going through this module, you are expected to:

1. differentiate formal from nonformal education
2. identify the two functions of education;
 - a. productive citizenry
 - b. self-actualization
3. appreciate the importance of education as basic human rights



What I Know

A. DIRECTIONS: Encircle the letter of the best answer.

1. What are the composition of a formal school?
A. school B. teachers C. school with facilities D. school & teachers
2. Which among the country that colonize us has the great influence in our education?
A. America B. China C. Japan D. Spain
3. What program of government implements the Senior High?
A. NFE B. BCE act of 1982 C. K 12 program D. TESDA
4. What Executive Order was NFE created?
A. E.O. no. 114 B. E.O. no. 115 C. E.O. no. 116 D. E.O. no. 117
5. Who can be in the nonformal education?
A. Old people C. person w/ disability
B. out of school youth D. all of the above
6. What republic Act stipulates ALS ?
A. R.A 9155 B. R.A. 9154 C. R.A. 9153 D. R.A. 9152
7. What agency is created to promote non-degree technical programs?
A. NFE B. BCE C. ALS D. TESDA
8. Which of the following is the purpose of TESDA?
A. Develop the skill of unemployed C. Educate all
B. Enhance the skills of teachers D. To create jobs
9. What is in the top of hierarchy of needs according to Maslow?
A. Safety needs C. love and belonging
B. Self-actualization D. physiological needs
10. Which of the following can greatly influence a productive citizen?
A. peers C. education
B. friends D. workplace

B. DIRECTIONS: Write TRUE if the statement is correct and FALSE if not.

_____ 11. It is through education that an individual is taught to have a positive view about government authority.

_____ 12. When an individual learns to the value of doing what is right, he /she is now free to do anything

_____ 13. Educators must aim to help the learners to develop their own perception of themselves and their environment.

_____ 14. Education is only for those who can afford it.

_____ 15. Education as an answer to poverty

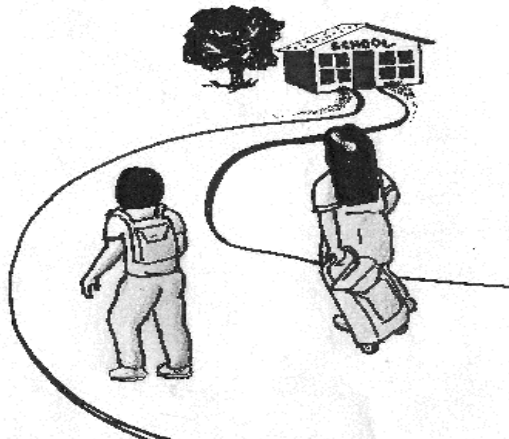
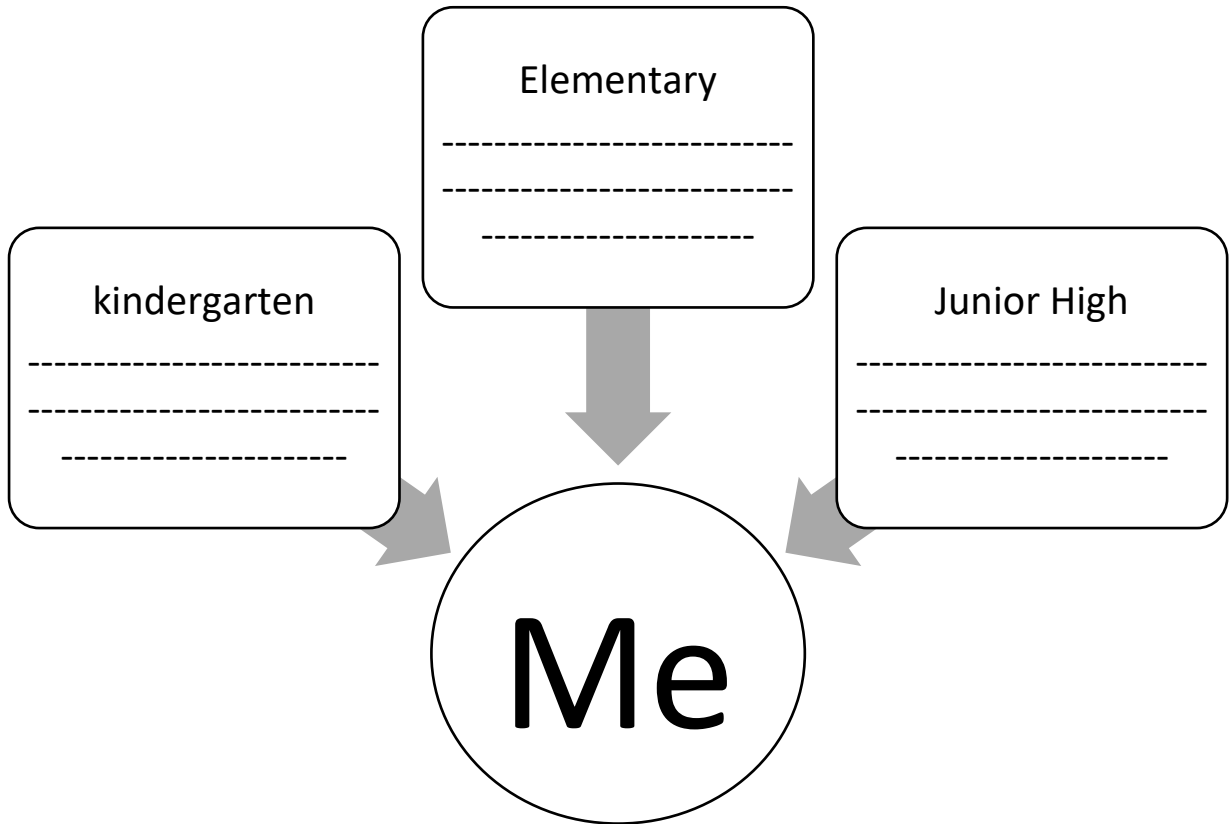
Lesson

The function of Education in Society



What's New

DIRECTIONS: Describe your most memorable experience while you were in Kindergarten, Elementary, and Junior High School that help you become a better person today .





What is It

The footprints of the education system of the Philippines can be traced from the countries that colonized it, namely Spain, America, and Japan. The education system was highly influenced by the years the Philippines was under these occupations. The most lasting and powerful change that occur in the area of education was in the period of American occupation, where English was used as the primary language of instruction and a system of public education was first established. (Education in Philippines, n.d)

When the education system was established in the Philippines, schools has provided the learner to interact in groups which allows them to become aware of their individual differences, gender roles, values, and capacities for growth and survival.

FORMAL EDUCATION- in the Philippines

A formal education comprises an institution (school) and trained teachers that will facilitate the learning process.

Previously education in the Philippines usually spans 14 years, 6 years in the primary, 4 years in secondary, and 4 years in higher education leading to a bachelor's degree. But since the implementation of the K12 program, the span of the year students spend in secondary had increased to two years. So the additional years had made the span of 16 years, and plus the early entrance of 5 years old pupils to start the K 12 program.

“The Foundation Policies of K 12 program is found in President’s Campaign’s 10 point Agenda for Education, Social Contract with the Filipino People, includes; making education the central strategy for investing in people, reducing poverty and building national competitiveness. Becoming trilingual as a country: Learn English well and connect to the world. Learn Filipino well and connect to your country. Retain your dialect and connect to your heritage” (Sarvi, 2015)

The very reason why, the medium of instruction in our school system nowadays is both in English and in Filipino, and those who are in provinces use their own dialect in teaching, especially in the primary years.

NON –FORMAL EDUCATION –in the Philippines

The Bureau of Continuing Education was created from the Education Act of 1982 Section 24 from the office of Nonformal Education. Under the Aquino government the Bureau of Nonformal education was created under the Executive Order No.117, in Article 14 sec 2(4) of 1987 Philippine Constitution; “The state shall encourage, formal, indigenous learning system, as well as self-learning, independent and out of school study programs, particularly this that respond to community needs; and provide adult citizens, the disabled and out of school youth training in civics, vocational efficiency and other skills” (“Philippines Nonformal Education” , 2019)

The creation of NFE leads to the establishment of the Technical Education and Skills Development Authority known as TESDA. This agency is created to promote non-degree technical programs. Furthermore, it is also in charge of the skill orientation, training, and development of out-of-school youth and unemployed adults.

Another non-formal school is ALS (Alternative Learning System) it is parallel to an existing formal instruction only it is offered for those students who were not given a chance to complete their basic education due to many reasons. “The Governance Act for Basic Education otherwise known as the Republic Act 9155 stipulates the establishment of the Alternative Learning System (ALS) to provide out-of-school children, youth and adults population with basic education.” (About Alternative Learning System, Deped, n.d.)

Primary Functions of Educations:

1. Develop a Productive Citizenry – A productive citizen is greatly influenced through his/her education. An individual learns to socialize in the school, once the learner enters the school he or she would be involve in a community and that involvement would lead to lifelong learning of values that will shape an individual. Together with this, a curriculum designed by the state will have an additional means of shaping the individual’s intelligence. Furthermore, it is through education that an individual is taught to have a positive view towards liberty and democracy as well as the view about government authority. With this, an individual would learn to do the value of doing what is right to be a useful and concerned citizen of this country.

2. Promote self-actualization – In Maslow’s hierarchy of needs, the last to be achieved must be self-actualization, where a person must realize the sense of self-sacrifice, where the person no longer thinks of himself/herself but what he /she can contribute to the community. And education has the way to help this person achieved this. It is through education that an individual learns the value of self and the purpose of his/her existence. In this regard, the

educators must aim to help the learners to discover personal meanings and develop their own perception of themselves and their environment.

One common value the Filipinos have is the prestige of educational attainment among family members. It is the pride of every Filipino family to have children who have attained higher education.

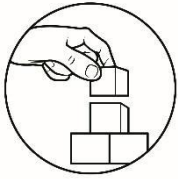
EDUCATION AS A BASIC HUMAN RIGHT

It is common knowledge that education is a basic human right for everyone. All nations would agree that the answer to poverty is education. However there are those who opted to hold guns than pencils due to exposure to wars and conflict, so the idea of education as an answer to poverty and as a basic human right is set aside.

In the Philippines, education has become fairly important to many deprived families. Since this is their only hope to uplift their condition economically. Unfortunately due to many reasons, the quality of education is affected by cycles of societal problems such as worsening of poverty condition and deterioration of family values.

All the same, the Education for All movement lead by UNESCO in 2015 endeavors that all children, particularly in difficult circumstances, and those belonging to ethnic minorities should have an access to a free and compulsory education of good quality.

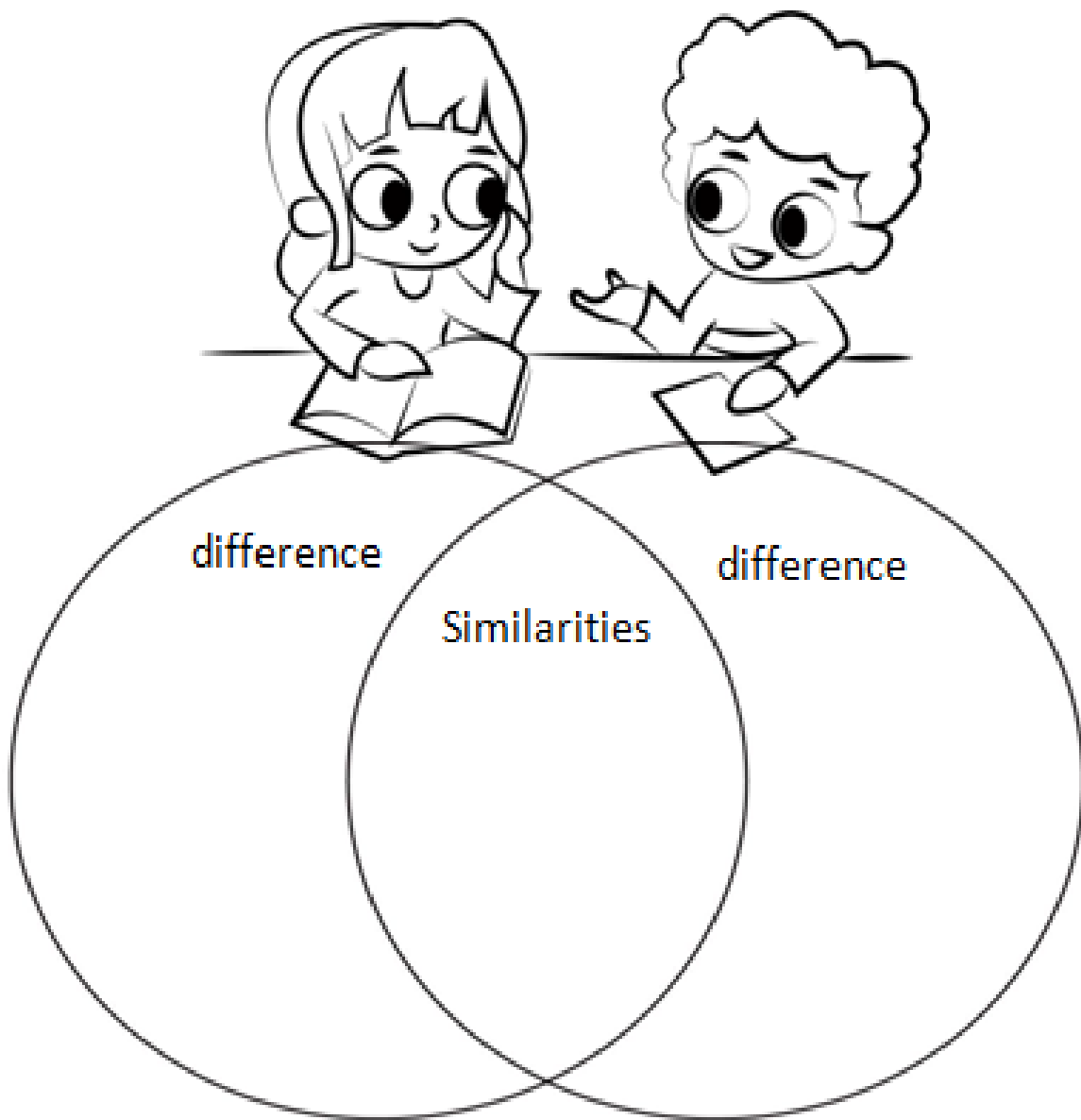




What's More

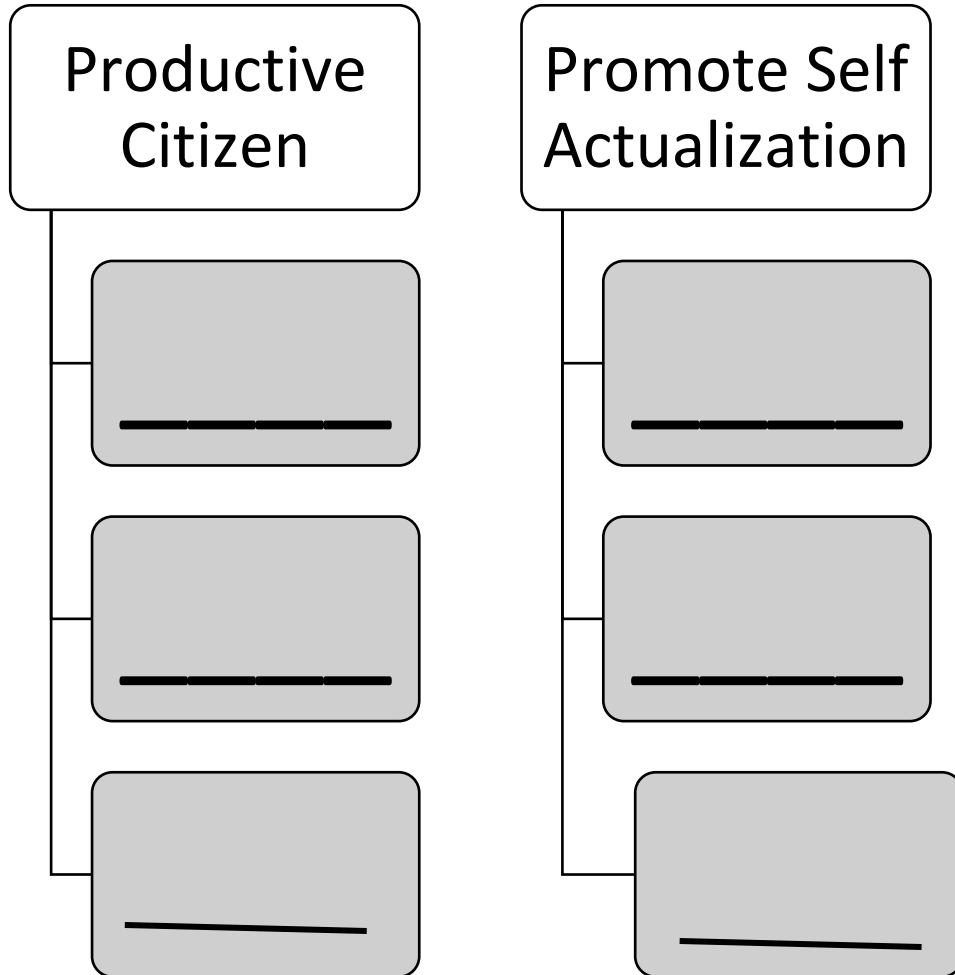
Activity 1:

DIRECTIONS: Complete the Venn Diagram of **Formal Education** and **Non-Formal Education**



Activity 2:

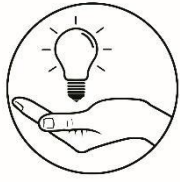
A. DIRECTIONS: Write the function of education in the proper heading



B. DIRECTIONS: Answer the following by writing 5 sentences about it.

What can you say about the phrase "Education for all" ?

A large rectangular box with a folded bottom-right corner, containing five horizontal lines for writing.



What I Have Learned

1. A formal education comprises of an institution (school) and training teachers that will facilitate the learning process. And K 12 program is an education system under the Department of Education that aims to enhance learners' basic skills, produce more competent citizens, and prepares graduates for lifelong learning and employment.
2. Under the Aquino government the Bureau of Nonformal education was created under the Executive Order No.117, in Article 14 sec 2(4) of 1987 Philippine Constitution
3. NFE leads to the establishment of Technical Education and Skills Development Authority is known as TESDA. This agency is created to promote non-degree technical programs
4. ALS (Alternative Learning System) is parallel to an existing formal instruction only is offered for those students who were not given a chance to complete their basic education due to many reasons
5. There are two primary functions of education namely; develop productive citizenry and promote self-actualization
6. Everyone is entitled to education because it is a basic human rights



Assessment

A. DIRECTIONS: Make a group of 3 then make a survey among your family (compose of student and parent) that will describe the function of education. After which consolidated and make a report on your findings.

See sample questionnaire:

<p>For student:</p> <p>1. Why do you go to school ? (Bakit kailangan kang mag aaral ?)</p> <p>_____</p> <p>_____</p> <p>2.What benefits will your education bring to your family ?(Ano ang maidudulot ng pag aaral sa inyong pamilya)?</p> <p>_____</p> <p>_____</p>

<p>For Parent</p> <p>1.Why do you bring your child to school ? (Bakit kailangan pag aralin nyo ang inyong anak?)</p> <p>_____</p> <p>_____</p> <p>2. What benefits will your child education do to your family ? (Ano ang maidudulot ng pag aaral ng inyong anak sa inyong pamilya ?)</p> <p>_____</p> <p>_____</p>

Rubrics for the presentation of the report

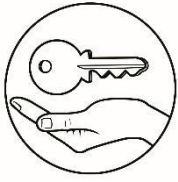
Category	5	4	3	2
Content	The presentation had an exceptional amount of valuable material and was extremely beneficial to the class	The presentation had a good amount of valuable material and benefited the class	The presentation had moments where valuable material was presented but a whole content was lacking	The presentation contains little to no valuable material
Presentation	The report is well organized and contains accurate quotations and facts taken from the survey	The report is organized and contains quotations and facts taken from the survey	The report is not so organized and lack quotations and facts taken from the survey	The report shows little to no organized and does not contains accurate quotations and facts taken from the survey

B. DIRECTIONS: Make a poster, showing the importance of education to you.



Rubrics in Poster making

	5	4	3	2
Graphics Relevance	All graphics are related to the topic and make it easier to understand.	Most graphics are related to the topic but it is not easier to understand	Some graphics does not relay a message connected to the topic	Graphics do not relate to the topic
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness	The poster is attractive in terms of design, layout, and neatness	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.



Answer Key

<p>What I Know</p> <p>A.</p> <p>1. C</p> <p>2. A</p> <p>3. C</p> <p>4. D.</p> <p>5. D</p> <p>6. A</p> <p>7. D</p> <p>8. A</p> <p>9. A</p> <p>10. C</p> <p>B.</p> <p>11. TRUE</p> <p>12. FALSE</p> <p>13. TRUE</p> <p>14. FALSE</p> <p>15. TRUE</p>	<p>What's more</p> <p>Answers may vary</p> <p>ASSESSMENT</p> <p>Answers may vary and please see the rubrics</p>			
5	4	3	2	1
Has written 5 interesting and descriptive details relating to the topic	Has written 4 interesting and descriptive details relating to the topic	Has written 3 details relating to the topic	Has written 2 details relating to the topic	Has written vague and insufficient detail

Rubric for checking the answer in Activity 2 : B

References

Jouko Sarvi, Fredi Munger, Hitendra Pillay Transitions to K–12 Education Systems: Experiences from Five Case Countries Asian Development Bank, 2015

Joe B. Sta Rita and RM Madrid, Understanding Culture, Society and Politics, Quezon city: Vibal Publishing, 2016, 91-94

Education in Philippines

<https://studycountry.com/guide/PHeducation.htm>

“Philippines Nonformal Education”, 2019

<https://education.stateuniversity.com/pages/1204/Philippines-NONFORMAL-EDUCATION.html>

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