South Sudan

Secondary
Citizenship 2

Student's Book

How to take care of your books.

Do's

1. Please cover with plastic or paper. (old newspaper or magazines)
2. Please make sure you have clean hands before you use your book.
3. Always use a book marker do not fold the pages.
4. If the book is damaged please repair it as quickly as possible.
5. Be careful who you lend your schoolbook to.
6. Please keep the book in a dry place.
7. When you lose your book please report it immediately to your teacher.

Don'ts

1. Do not write on the book cover or inside pages.
2. Do not cut pictures out of the book.
3. Do not tear pages out of the book.
4. Do not leave the book open and face down.
5. Do not use pens, pencils or something thick as a book mark.
6. Do not force your book into your schoolbag when it is full.
7. Do not use your book as an umbrella for the sun or rain.
8. Do not use your book as a seat.

South Sudan

SECONDARY
2

Citizenship

Student's Book 2

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Contents

Unit 1 — How community action can be taken

What I will learn

- Know what it means to take an active part in democratic process.
- Know about electoral systems and how to participate.
- Know how to play an active part in democratic and electoral processes.

What I will do

- Investigate opportunities to participate in democratic and electoral processes.
- Explore examples of how communities are organised and how they function.
- Compare examples of community action locally and nationally.

Introduction

Activity 1.1

Study the picture above carefully and answer the following questions:

Questions

a) Identify and explain briefly the community action in progress.
b) In groups, discuss the possible reasons why this activity is being conducted by a group.
c) In groups, Identify similar activities that have been done through community action in national and local areas.
d) In groups, cite reasons why community action is essential for sustainable development.

Democratic processes

Democratic processes are practices that make democracy to exist.

The idea of democracy means that everyone has equal rights. Everybody is also allowed to participate in decision-making.

Every citizen who is eligible should be given equal participation chance either directly or indirectly.

Democratic processes shape all aspects of life such as social, economic and political aspects.

These democratic processes include:

Democratic Process

- Voting process
- Paying taxes
- Upholding the rule of law
- Involvement in constructive activities
- Vying for leadership position
- Reporting the law-breakers
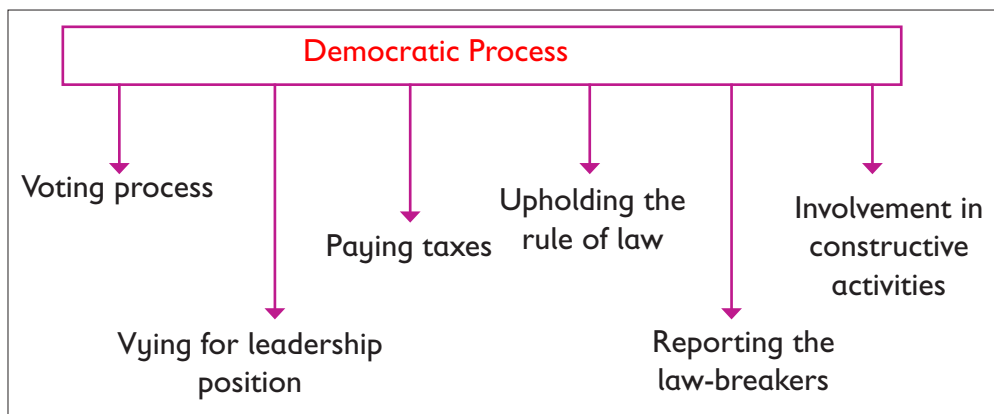
Activity 1.2

Group work

1. How would you argue to prove that democratic processes shape the aspects of life.
2. Suggest some of the constructive activities that you can be involved in as a way of promoting democracy.

The electoral system

The Republic of South Sudan is a democratic state that operates on a decentralised system of government.

The following are the processes of the electoral system in South Sudan: These process were briefly handled in Secondary One.

1.   Dissolution of parliament

At the expiry of its term, the parliament is dissolved by the president.

A parliamentary election is held and comprises of the national Legislative Assembly and the council of states.

Elections are also held at the state government level and other local government levels.

South Sudan Members of parliament during a parliamentary session.

2.   Registration of voters

This is conducted by the National Elections Commission.

The eligible persons in accordance with the law are registered and entered into a general electoral roll or register. This roll is revised every year.

3.   Nomination

The National Elections Commission in consultation with the president and the National Legislature announces the election date and the timetable for

party nominations, presentation of nomination papers to the commission and commencement of campaign period.

Political parties' candidates are supposed to conduct themselves in accordance with the law as stipulated in the constitution.

4.   The Elections

The National Elections Commission conducts the elections in the republic of South Sudan.

National elections commission forum.

The commission disperses its mandate based on universal democratic principles:
  i.   All eligible citizens have a right to vote.
  ii.   The principle of universal suffrage and equality of the vote will be applied.
  iii.   Free, fair and transparent election is another principle which must be in place.
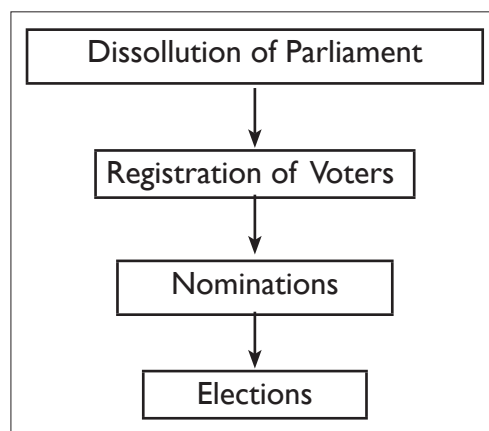
The election process in South Sudan.

1. Discuss how free and fair elections can lead to sustainable development of a country.
2. In groups, identify and discuss the roles of National Elections Committee.

Importance of community activities across South Sudan

1. Community activities create awareness and promote civic education on active citizenship.
2. They economically empower people by giving them opportunities to improve their livelihood.

Empowered community: people are able to practice income generating activities.

3. Some community-based activities strive to prevent sexual **gender based violence** and equality on education and health services.

Sustainable development

As we studied in Secondary One, sustainable development is the development that meets needs of the present without negatively affecting future needs.

Sustainable development addresses problems on environment, economy, social political fields without compromising any of them.

Sustainable development awareness walk.

Features that contribute to sustainable development

1. Some community activities create awareness on environmental conservation, which is a key component on sustainable development.

2. Some community activities emphasise on eco-friendly construction materials that do not harm the eco-system. Some construction materials are harmful to humans and may cause diseases. For example, using **asbestos** in construction may cause cancer. This is likely to hinder sustainable development.

A house with asbestos roofing material.

3. Community activities may also enlighten the people on the effects of industrial waste if not properly disposed. Through active citizenship, campaigns for accountability and responsibility by industries that pollute the environment are done. Sustainable development can only be achieved on clean environment.

Natural habitats for wild animals need to be protected.

4. Community activities also create awareness of need for protection of natural habitats for wildlife so as to achieve development without affecting the environment.

5. Community activities campaign for compensation or replacement of any resource used for development purposes. This ensures that the development pattern will be sustainable.

6. Renewable energy like solar and wind can lead to sustainable development. Some community activities create awareness on their use.

7. Recycling waste water can lead to sustainable development and some community activities are used to conduct these processes.

8. Use of *biodegradable* materials in the place of polythene materials ensures sustainable development. Community activities may include community actions such as Reed basket making entrepreneurship, which replaces polythene bags, that are **non-bio- degradable.**

Reed baskets can be used instead of polythene bags.

1. Discuss in groups of five, lessons that can be learnt from community activities in your area and across South Sudan.
2. In groups of five, explore main community activity features that contribute to sustainable development.

Glossary

Community - A social group sharing common characteristics or interests.

Sustainable development - It is the use of resources meeting the current needs without negatively affecting the future.

Democracy - Government systems in which the citizens exercise power directly or elect representatives from among themselves to form a governing body.

Communal actions - Actions in which community members are involved.

Eligible - Qualified.

Nomination - Process of selecting a candidate for election to a public office.

Gender based violence - Violence against that degrades one gender.

Biodegradable - Things that can decompose.

Conflict resolution at local and international level

What I will learn

- Know the meaning of the word conflict.
- Understand the key areas of conflict in the community.
- Understand various types of conflict resolution.
- Understand the role of different institutions in conflict resolution.

What I will do

- Identify factors that have led to conflicts.
- Explore various ways on how conflicts have been resolved in our Society.
- Investigate some human rights that have been violated because of conflicts.

Introduction

This unit explores conflicts and key areas in the community that are affected when conflicts occur. As we peruse the unit, we shall learn about conflict resolution and how various institutions play roles in resolving conflicts among other things.

Activity 2.1

Read the following speech carefully.

Speech by Rooney Mara on CNN in 2014. Rooney Mara is a famous actress who visited South Sudan and had the following experience to share.

''*When most people think of South Sudan, they imagine poverty and war. They imagine a world and people that are far removed from everyday life that most of us reading this are lucky enough to enjoy. But that was not my experience in the world's youngest nation. What I saw on my three trips through South Sudan were people with desires and needs; people with love. Mothers and fathers, sisters and brothers, friends and enemies. People with resilience and determination. But above all, hope*''

(Mara for CNN 2014)

In groups of four, discuss what actress Rooney thinks about the people of South Sudan. Compare her thoughts to the thoughts of what other people imagine about South Sudan.

Conflict

As we learnt in Secondary one, conflict is a form of friction. It can also be said to be a situation where two or more parties are not agreeing about something. The parties may involve:

- Members of the family
- Individuals from different families
- Neighbours
- People from different religions
- People from different tribes or clans
- One nation with the other
- Members of different political parties

Where people do not agree, results can be such as:

- Quarrels
- Arguments
- War
- Anger
- Hatred

Activity 2.2

What would you say are some of the factors that cause conflicts among the following:

a) Families
b) Friends
c) Communities

Causes of Conflicts

Conflicts arise as a result of misunderstandings among people, communities and nations.

Activity 2.3

Work to do

1. List down some of the losses experienced when there are conflicts in a community.
2. How does the losses affect the community?

Conflicts and their causes can be put into different levels. These are:

i. Local level

ii.   National level

iii.   International level

Local level

Local level refers to a given region within the country. Conflicts at this level are said to be regional. They only occur in that region without affecting other parts of the country.

At this level, conflicts may involve:

- Members of the family for example father and mother.
- Members of different tribes.
- Employees of the same or different organisations.
- People from different religions such as Muslims and Christians.
- Friends conflicting among themselves.

Local conflicts may be caused by:

i.   **Lifestyle**

This refers to the way of life. Lifestyle may cause conflicts, for example, among the nomadic people through cattle raids between communities.

ii.   **Differences in opinion**

Opinions on various aspects of life such as politics, morality, religion and culture may cause conflicts.

iii.   **Social differences**

The common social differences include culture and religion.

iv.   **Economic differences**

Economic differences such as disagreements over land and inheritance cause conflicts.
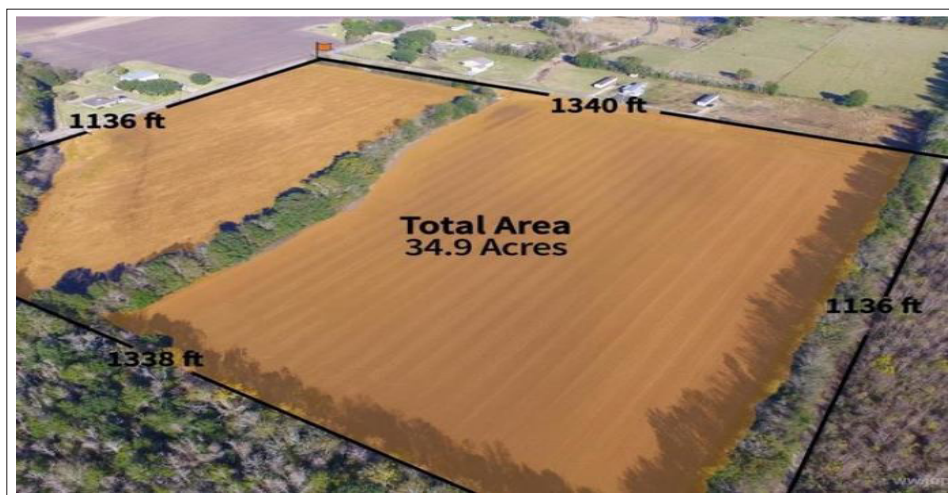
Land can be a cause of conflict.

National Level

National level refers to the entire country. The conflicts at national level are likely to spread through the entire nation. The result may affect all citizens.

At the national level, conflicts may involve:
- A community with the state.
- An opposition political party with the ruling party.
- Cultural and religious differences.

Activity 2.4

1. Suggest some of the likely causes of conflicts at national level.
2. Share your reseach with your friends through discussion.

International Level

At international level, Conflict refers to inter-state disagreements.

This is not just within one state but between two or more states.

At this level, conflicts may involve:
- One country with another.
- One region or group of countries with other countries.

The international conflicts may be caused by the following:

a) Economic Factors.

   This is where one country disagrees with the other over natural resources on the border.

b) Religion for example the conflicts between people of different faith.

c) Geographical boundaries between one country and her neighbours.

d) Political factors where one country may intrude into political affairs of another country.

Key areas of conflict

a) Power

When power is contested and one party loses, the losing party might not accept the results. This can easily lead to disagreements.

b) Religion

Religion is the belief and worship of a supernatural being. There are many religions in the world. These include Christianity, Islam, Buddhism, Hinduism among others. Religious disagreements often occur among people of different faiths.

A mosque and a Church.

c) Natural resources

Natural resources refer to materials of value that are provided freely by nature. Examples are; forests, oil, oceans, rivers, land among others. Because of the high value of these resources, conflicts are likely to occur as people fight for them.

d) Historical injustices

People or communities who feel neglected by the government for a long period might rebel against the authorities leading to conflicts.

e) Ideological differences

Ideology refers to the beliefs of a given social group or an individual. Ideological differences may result to conflicts between individuals or groups.

f) Inheritance

In situation where there is no clear communication of who inherits what in the community or family, conflicts might arise.

Conflict Resolution

Misunderstanding will never lack in a normal society. People, groups, communities and nations will always disagree in one way or another.

However, there should be a reasonable way of finding a long lasting solution so that the conflicts are resolved once and forever.

Conflict resolution is therefore a process of settling disputes when they occur so that involved parties come to agreement.

Methods of resolving conflicts

i. Traditional methods

This is where the elderly people, community chiefs and spiritual leaders are involved in solving the conflicts.

ii. Arbitration

This is the use of third Parties to help in resolving the conflicts. A third party is a person or an organisation which is not a member of any of the conflicting parties.

iii. Litigation

This is where the court of law is involved in solving the disputes.

iv. Negotiation

This is where the parties in conflict consult one another in talks in order to resolve their conflicts.

Peace negotiation process.

v. Diplomacy

This is used when there is a conflict between nations. The involved nations engage each other in talks in order to resolve existing conflicts.

All these methods of conflict resolution have been relevant to the communities living in South Sudan. Many people have since begun living harmoniously.

Using your home, friends, school or community experience of conflict, discuss how conflicts were resolved.

Hard Decisions

These are decisions that are not generally acceptable by many. However, it is the only decision that can lead to a solution.

Hard decisions are experienced when resolving a conflict in a situation where all the methods have failed.

Situations that can lead to hard decisions

- When dealing with highly emotional individuals

   When the conflicting parties are highly emotional, sometimes it becomes difficult to use other means of solving the conflict between them. Hard decisions have to be made to resolve the matter.

- When the conflict is infringing the basic human rights

   In such situations, the parties may not be willing to listen or negotiate. The hard decision has to be made.

- Stiff stands or demands

   One or both of the conflicting parties may be having stands that can't be provided at that moment. In such situations, hard decisions have to be made.

- Continuous violations of the law

   If the conflict between the two parties is leading to massive violation of the law, then hard decisions will be made.

Role of different institutions in conflict resolutions

i.   United Nations (UN)

United Nations headquarters in New York.

UN is a global organisation comprised of most of the world nations. South Sudan is a member. The army forces which are drawn from the member states of the Uunited Nations (UN) ensures that peace is maintained in South Sudan. This is through peace keeping missions.

ii.   African union AU

African Union headquarters in Addis Ababa, Ethiopia.

African Union is a pan African regional organisation that has helped in resolving peace especially in South Sudan.

For example, Abuja peace talks which led to the Darfur peace agreement (DPA).

iii.   South Sudan centre for conflict resolution

This is a local organisation that has an initiative to engage young people with ideas of peace, development and human rights for people of South Sudan.

iv.   Courts

The courts of law have been the main institution to resolve many conflicts where other methods have failed to apply.

A strong rule of law, which protects human rights helps to prevent violent crimes by providing legal ways to resolve conflicts.

Court room in Juba.

Process of resolving conflicts

For a conflict to be resolved, all involved parties should be clear about the issues affecting them and what they are expecting.

There are steps that have to be followed when resolving conflicts. These are:

i. Involved parties should state what the conflict is about.

ii. Summarise the story from both sides and suggest possible solutions.

iii. Invite each party to give their views according to the solutions suggested.

iv. Depending on the reactions from the conflicting parties, look for the possible solutions and settle on one.

v. Write down the agreement and let each party sign.

Activity 2. 6

Dramatise a conflict resolution scenario where two students have had a quarrel due to differences in opinion. Demonstrate how you will make use of the steps followed when resolving conflicts.

Ways of promoting peace in the society

• Make a personal commitment towards non-violence.

• Create awareness against prejudice and discrimination among individuals of different religions and tribes.

• Creation of non-governmental organisations that work towards peaceful communities.

Women peace groups helps in creating awareness about need for peace.

- Apart from the three ways explained above, think of other ways in which peace can be promoted in the society.
- Share them with your friends.

Women learning centres can be used to teach people about peace.

Laws broken during conflict and how they affect the human rights

Every South Sudanese citizen has rights and freedoms that protect him or her.

However, the presence of day to day conflicts in the country which are accompanied with high rate of law breaking has made it difficult for majority of the citizens to

enjoy these rights and freedoms.

Human rights are the social, economic and political advantages that have to be enjoyed by a citizen of a given country either morally or legally.

Human rights and freedoms belong to every citizen of South Sudan and they are not granted by the government.

The 2011 transitional constitution of the Republic of South Sudan provides a number of Human rights and freedoms that protect every South Sudanese citizen.
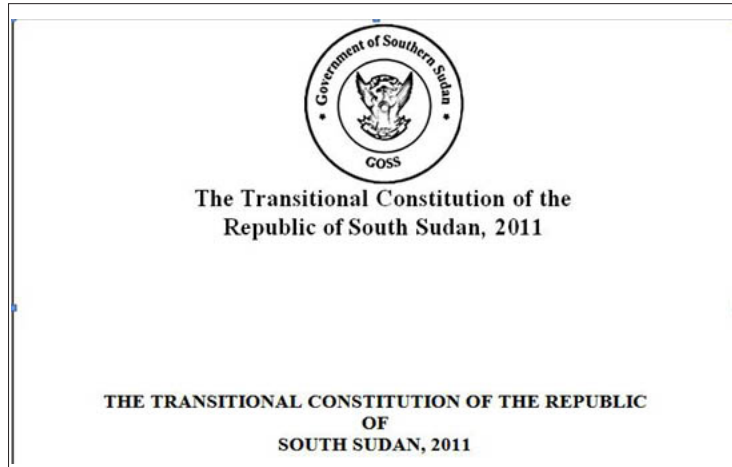
The constitution of South Sudan.

Activity 2.8

With your friend, identify and explain to each other the various human rights and freedoms as learnt in Secondary One.

Remind each other how important these rights are.

Balancing Rights that compete and conflict

Competing human rights posses multiple difficulties and challenges.

Some challenges are judicial in nature while others are social. The government may find it hard to balance between these two instances.

Everyone has a right to assemble but in a situation where their assembling is a threat to the security of others who have the right to security and peace, then the law will apply.

Basing on the above examples, we can simply conclude that the only tool to balance between the conflicting human rights is the rule of law.

In a situation where equity has to apply, the two conflicting rights will be considered and a medium solution given to suit each party.

Glossary

Conflict - Disagreement between two opposing groups or individuals.

Conflict resolution - Process of settling disputes or disagreement.

Resilience - Mental ability to recover quickly from depression.

Nomadic tribe - is a tribe that lives in different locations. They move from place to place looking for pasture for their animals.

Inheritance - Re-owning title or wealth from ancestors.

Trade unions - An organisation whose membership consist of workers and their leaders, united to protect and promote their common interest.

Arbitration - A process through which two conflicting parties use a neutral person in order to resolve their dispute.

Litigation - The conduct of law where two or more people disagree and one of them takes the case to court.

Negotiation - Process of achieving agreement through discussion.

Diplomacy - An art and practice of conducting internal relation by negotiating agreements.

United Nations - This is an intergovernmental organisation tasked to promote international cooperation and to create and maintain international peace.

Africa union - This is an intergovernmental organisation established to promote unity and solidarity of African states.

Unit 3

Advocates for Non-violence In South Sudan and the world

What I will learn

i. Know about key advocates for non-violence in South Sudan and the world
ii. Know about strategies for non-violence locally in South Sudan and other parts of the world.
iii. Know about different types of non-violence.

What I will do

i. Compare global ideas and issues to local ones.
ii. Analyse plans and projects carried out by Non-Governmental Organisations and governmental organisations.
iii. Evaluate the effectiveness of some local projects.
iv. Value the role of Non-Governmental Organisation in supporting development for peace, education and healthy living in South Sudan.

Introduction

Majority of the African countries have remained behind in terms of economic, social and political development due to violence that has been experienced in these countries.

Violence against humans range from armed violence, political unrest, violence against women, rebel movements and religious conflicts.

This violence has led to increased poverty, under-development and ill health in poor countries.

As a result of these trends, individuals and organisations in Africa and the outside world have risen. Their main concern is to advocate for non-violence approaches in dealing with issues in South Sudan and Africa at large.

Activity 3.1

1. Discuss different types of violence that you have experienced or you are aware of in your society.
2. Establish the possible causes of the different types of violence that you have mentioned.

Non-violence

Non-violence is the use of peaceful means without any physical force to resolve disputes among two or more conflicting parties.

Key advocates of non-violence

There are a number of individuals and institutions that have advocated for non-violence both in Africa and the outside world.

a) Institutions and organisations that have advocated for non-violence

1. United Nations Education, Scientific and Cultural Organisation (UNESCO)

This organisation has made efforts to promote a culture of peace in African countries like South Sudan and the whole world.

Its main objectives are:

i. Strengthening peace and non-violence through education, advocacy and media.

ii. Strengthen social cohesion and contributing to the African *renaissance* through the introduction of the general history of the Africans in school curriculums.

iii. Promote scientific and cultural co-operation to manage different countries' resources.

iv. Empowering and engaging young people women and men.

2. United Nations Mission in South Sudan (UNMISS)

This is a peacekeeping institution that has given a home to many South Sudanese citizens who fled their homes because of violence.

This institution has offered humanitarian assistance to many refugees.

The UNMISS institution also call on armed militia to follow humanitarian and human rights laws and refrain from targeting civilians and respect peace.

3. Organisation for Non-violence and Development (ONAD)

This is an organisation which was previously known as SONAD (Sudanese organisation for non-violence and development).

This organisation was formed in 2011 and works to achieve a non-violent and peaceful society where every person has access to basic rights.

4. Intergovernmental Authority on Development (IGAD)

This is a body currently comprising eight countries in Africa.

Intergovernmental Authority on Development has been in front line to advocate for peace and development in African countries especially South Sudan. Members include Kenya, Uganda, South Sudan, Ethiopia, Somalia, Eritrea and Djibouti.

IGAD members in a meeting.

b) Leaders

Many leaders in Africa have used non-violent methods to resolve disputes among communities and nations in Africa.

Non-violence is a philosophy that has a history back to colonial times. A number of African leaders used non-violence methods to resolve their disputes. The leaders who advocated for non-violence include:

1) Kwame Nkrumah

Nkrumah who was born in Ghana in the year 1909 was totally committed for liberation of Africa.

He formed Organisation of African Union (O.A.U) in 1963 which was used as a tool of unity among African countries.

Because of him, many African leaders learned to unite among themselves to regain respect and equality in the world.
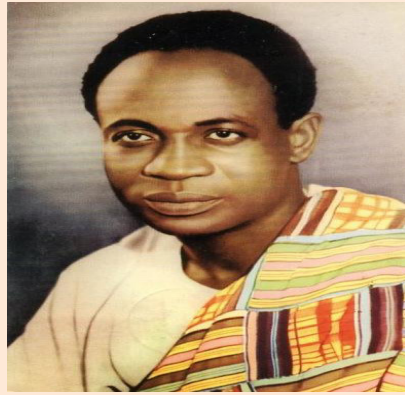
Kwame Nkrumah

2) Nelson Mandela

Mandela was born in 1918 in South Africa. He fought for independence of South Africa and was against the Apartheid Rule that was discriminative.

Mandela was the leader of peaceful protests against racial discrimination in South Africa.

He championed for peace and social justice in his own country and around the world until his death in 2013.

Nelson Mandela

3) Martin Luther King Jr.

Luther king is one of the famously known African Americans who fought against racial discrimination using non-violent means.

He believed that love, not violence was the powerful weapon to solve disputes.

Luther King said "Injustice anywhere is a threat to justice everywhere".

He also said that "Justice too long delayed is justice denied"

Luther's non-violent movement was inspired by the teaching of an Indian leader mahatma Gandhi.
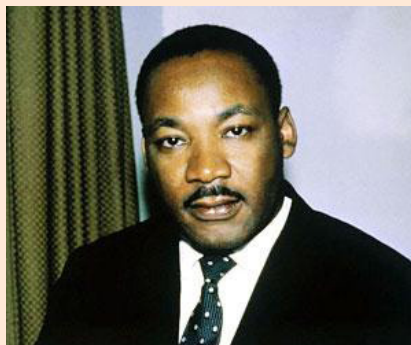
Martin Luther King Jr.

4) Desmond Tutu

Desmond Tutu is a South African social rights activist.

He spearheaded the truth and reconciliation commission after the apartheid.

The commission aimed at bringing back justice to those who suffered racial injustices.
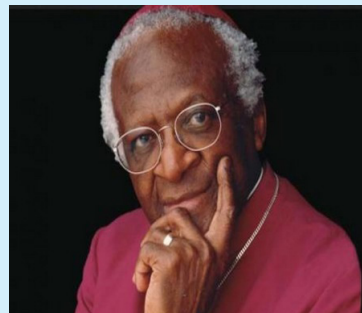
Desmond Tutu

5) Kofi Annan

Annan is a former United Nations Secretary General who has advocated for non-violence in Africa and the whole world.

Annan is a negotiator of peace in many African countries. This include:

Kofi Annan

I. The 2008 peace talks in Kenya between Mwai Kibaki who was the president and Raila Odinga the leader of opposition.

II. Annan six word peace in Syria.

III. General peace talks in 2017.
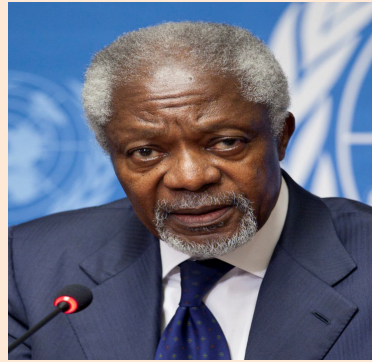
6) Ellen Johnson Sirleaf

Born in Monrovia Liberia in 1938, Sirleaf is famously known for being the first woman president in Africa.

She is a well-educated lady with credentials from Harvard University. Sirleaf worked as a minister for Finance in the government before later being elected president of Liberia in 2005.

Ellen Johnson Sirleaf

She was awarded the Nobel peace price alongside three other women in 2011 for their non-violent struggle for the safety of women and for women's rights to full participation in peace-building work.

7) Mama Rebecca Nandeng De Mabior

Rebecca Nyandeng is the wife of the late Dr John Garang de Mabior, founding father of South Sudan.

She was a strong advocate of the implementation of the Comprehensive Peace Agreement (CPA).

Rebecca visited the United States in 2005 and met president George Bush. She offered a message of appreciation for US involvement in the peace quest in South Sudan.

Mama Rebecca Nyandeng De Mabior

Activity 3.2

1. Is there any leader who has inspired you in your society for advocating for peace?
   a) Name the leader and his work.
   b) How did he or she help in making peace?
   c) Did he or she succeed in his or her initiative?
   d) Did he or she use violent or non-violent methods to make peace?

Theories of non-violence

I. Principled theory of non-violence

The theory was developed by **Mahatma Gandhi**.

Under this theory, Gandhi said that non-violence has the potential to create a long term change.

This theory advocates for non-violence as the method of resolving conflicts.

Gandhi saw non-violence as a matter of principle; it was a moral necessity.

Non-violence is a moral necessity because it is the best way to bring about genuine change in attitude.
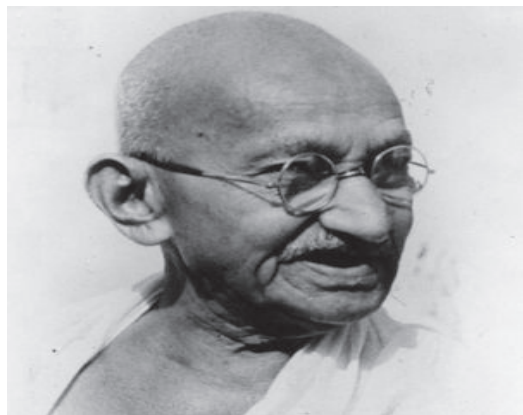
Mahatma Gandhi

Gandhi said that violence is not a good method, besides causing harm, it shuts down the dialogue, which is the best way to bring about change in attitude.

His non-violence approach had three main elements:

i. Self-improvement – efforts to make one a better person.

ii. Constructive programmes- work to create the new social order.

iii. Campaigns to resistance against evil.

2. Pragmatic theory of non-violence

This is a theory where non-violence is preferred because it is more effective than violence.

The theory was developed by **Gene Sharp** and this is the common approach followed by many.

Pragmatic approach is based on practical non-violent based on either lack of violent options or on the direct use of non-violence.

Gene sharp in his book *"The Politics of Non-Violent Action"* wrote three forms of non-violence. This were:

i. Protest and persuasion which include:

- Public statements
- Slogans
- Leaflets
- Banners
- Demonstrations
- Marches
- Mock funerals
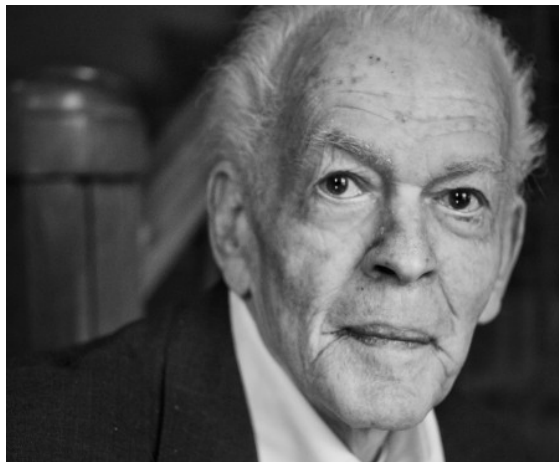
Gene Sharp

People in a peaceful demonstration.

ii. Non-cooperation where people refuse to work normally and may do the following:

- Stay at home
- Protest immigration
- Consumer boycotts
- Strikes
- Refusal to pay tax or debt
- Withdrawal of bank deposits
- Civil disobedience

Employees demonstrating in Juba.

iii. Intervention-This is active disruption of people such as:
- Obstruction of business.
- Creation of new social and economic institutions.
- Establishing of parallel governments which competes the existing ones.

Activity 3.3

Work to do

1. What contrast can you draw from the principled theory of non-violence and pragmatic theory as advanced by Gandhi and Sharp respectively.
2. Are there any similarities in the two theories? Discuss with a friend and record your points.

Role of Non-Governmental Organisations (NGO) in civil society

Activity 3.4

Work to do

1. Name any NGO that you know.
2. Discuss plans and projects that NGO's have carried out in your locality.
3. Comparing the government and NGO projects in your community, do you think the NGO's are of any importance to the community?
   Explain your response.

Non-governmental organisations play an important role in most communities in South Sudan and the whole world.

NGO'S contribute to civil society by providing a means for expressing and actively addressing the varied needs of society.

Some of the roles of NGO's are:
  i. They have promoted diversity and tolerance in the society by protecting and strengthening cultural, religious and linguistic identity.
 ii. They have advanced science and technology by developing culture and art, protecting the environment and supporting various activities in civil society.
iii. They motivate local citizens to work for themselves than depending on the government.
 iv. They have created an independent and flexible way of providing service to the civil society.
  v. They have developed way for making the government and marketing agencies transparent to the public.

vi.   NGO's have also promoted peace and reconciliation among communities especially in South Sudan.

vii. NGO'S have helped many Africans to manage disasters like hunger, health problems, floods, famine among others.

Borehole

How NGO's promote active citizenship

An active citizen is an individual of a given country who plays at least a certain role or responsibility towards growth of the society and environmental conservation.

An active citizen is the one who plays a role in the community development.

Many citizens in South Sudan have not been active citizens since they lacked the opportunity to do so.

The human rights violations experience in many sectors of South Sudan has encouraged some NGO's to intervene and help South Sudanese people to become active citizens.

Activity 3.5

Group work

1. In your groups, research and identify some of the roles played by NGO's in promoting active citizenship.
2. Make presentations of your research work in class.
3. Identify and discuss ways through which NG'OS have helped the people of Southern Sudan to be active citizens.

South Sudan NGO Forum meeting.

How NGO's identify areas of need in the society especially South Sudan

NGO's use a number of ways to assess the areas of need in the society. These include:

    i.   Gathering of information about exact problems facing different communities and their causes.

   ii.   Use of the media to get information about areas of need.

  iii.   Visiting areas experiencing war and other disasters.

  iv.   Employing of agents in areas prone to war and calamities.

Activity 3.6

1. What suggestions would you make to the NGOs within South Sudan that will help them improve on service delivery.
2. Share your suggestions with your friends.

Glossary

Political unrest- Widespread dissatisfaction with the current government.

Rebels- A person who resists an established authority.

Cohesion- State of working together.

Renaissance- Rebirth or revival.

Humanitarian- Concerned with peoples' welfare.

Refugees- A person seeking to stay in another country because of violence in his or her country.

Civilians- A person following the pursuit of civil life.

Apartheid- The policy of racial separation used in South Africa.

Reconciliation- Bringing friendship again.

Dialogue- Talks between two or more people.

Persuasion- The act of changing mind of someone.

Banner- Flag or any large flag.

Marches - Formal way of walking.

Mockfunerals- Funerals held for a loving person.

Ostracism- Exclusion from community or society.

Boycott- Stop using or buying a certain product.

Linguistic- Related to language.

Developing Informed Arguments

What I will learn

- Know how to develop informed arguments.
- Know how to take account of diverse viewpoints when forming arguments and developing own opinion.
- Know how to recognise assumptions and how to challenge them if necessary.

What I will do

- Explore ideas and assumptions about important issues.
- Investigate the ways in which rights might compete and conflict.

Introduction

Activity 4.1

In your discussion groups, identify any issue affecting the people of South Sudan. Hold a debate about it with each member of the group voicing his or her views about it genuinely.

You can also talk about its causes, effects and possible solutions.

Questions:

1. Did everyone respect the different viewpoints from the others?
2. Explain how you challenged the diverse views from your classmates.

What is an argument?

An argument is a reasoned attempt to convince an audience or those people you are addressing to accept a particular point of view about a debatable topic.

An argument strictly doesn't depend on passion or emotion but a reasoned attempt.

One must convince the audience to accept his or her point of view. One must make those listening to him or her believe his or her position, logic and evidence.

Debating

For a true argument to be developed, one must choose a "debatable topic." For example, consider the following statements:

i.   Juba is found in South Sudan.
ii.   The Republic of South Sudan borders Ethiopia to the East and Congo to the West.

The above statements are undisputable facts and that means no one can debate against them.

Activity 4.2

1. In pairs, read the following sentences

    Argue out your opinions concerning the statements

(a) South Sudanese citizens are happy in their country.

(b) There is need for constitutional changes in South Sudan.

2.   Do you think these statements are debatable? Explain your reasons for or against.

Activity 4.3

Class Activity

Identify the significant issues in our community that are debatable. Debate on any of them and convince the listeners. Support your arguments with good facts.

Activity 4.4

Work to do

State whether the following statements are debatable or not.
1.   South Sudan is the youngest nation in the world.
2.   Students are satisfied with the meals prepared in our school.
3.   Boarding schools offer better education than day schools.

Strategies of developing an argument

For a person to come up with an informed argument, he or she has to have some good strategies of developing such an argument. The strategies include;

1. Knowing about the topic

A person should ask himself or herself if he or she can answer the questions; who, what, when, where, why and how.

Key questions about the topic.

- What do I know about the context of my topic?
- What historical or cultural differences do I know about what seems important in the topic?

2. Knowing what seems to be important about the topic

A person should know the important facts about the topic he or she wants to argue about.

How important is the topic to other people that he or she needs to address? For example, one needs to ask him or herself;

- If I were to give the summary of this topic, what important points will I focus on?
- Which points look less important and why?

3. How does the topic relate to other issues that you know?

A person needs to know other ideas that relate to the topic. The ideas should be used to help more in understanding the topic.

For example, one needs to ask him or herself;

- What do I need to know about the topic to help me answer the expected question?

- Why am I interested in this topic? It must relate to other issues that I know or want to know.

4. What don't you know about the topic

Come up with a list of ideas on the topic you feel you do not know more about.

After knowing what you don't know about the topic, find out how you will look for those facts.

Activity 4.5

Prepare an argument about gender equality in your community and make a presentation.

Attributes of debating

According to Robert Branham, one of Americas leading debate proponents,

''Debate is the process by which opinions are advanced, supported, disputed and defended. The fulfilment of these actions in turn requires that the argument of the disputants possess certain attributes. Thus true debate depends on the presence of your characteristic argument. These are:

i. **Development, through which arguments are advanced and supported.**

   In debate, ideas and positions are developed. This involves description, explanation and demonstrations.

ii. **Clash through which arguments are properly disputed**.

   In a debate, ideas are refuted. This is a concept of clash in that opposing sides must not just agree but oppose the idea.

iii. **Extension through which arguments are defended against refutation**.

   In a debate, ideas are defended. This is a process of extension. One should answer any criticism from the opponent about his or her idea.

iv. **Perspective through which individual arguments are related to the large question at hand**.

Lastly, there must be a decision in a debate. This is a process of perspective. The decision is the sum of argument.

Qualities of a good debater compared to a less skilled debater.

Qualities of a good debater	Less skilled debater
i. Is a gracious winner and a respectful loser. ii. Makes others understand more about his or her arguments. iii. Argues with evidence but focuses mainly on his or her arguments not evidence. iv. Sees the bigger picture of how his or her ideas influence others. v. Understands the need for organisation in order to identify the critical points in the debate. vi. Portrays an image of an intelligent person who is seeking to understand and discover the truth.	i. Becomes frustrated when debate success is not easy and loses hope or determination to continue. ii. Feels that everything is against him or her iii. Fails to respect all the participants. iv. Speaks from a position of privilege, demands that you accept their ideas over those of the others. v. Fails to make connections between various issues and arguments in a debate. vi. Fails to have fun in the debate because of an overly competitive nature. vii. Fails to pay attention to the judge's critique, learning neither from failure nor success. viii. Fails to focus during the debate at hand, allowing their minds to be distracted by outside events.

Activity 4.6

Debate

Let half of the class represent the government while the other half represents the opposition. Prepare a debate where;

1. The group representing the government of South Sudan protects what the government advocates for and what it has already done to the citizens of South Sudan.
2. The group representing the opposition gives the drawbacks of the government basing on what they feel the government has not done.

   Focus on the good qualities of debating as you proceed.

Informed argument and behaviour change

Having learnt about how to come up with an informed argument. We all now understand that sometimes people may agree or disagree but that should not bring enemity.

People have different opinions about issues affecting them in the society and how they can solve such issues.

South Sudan is still a young nation and despite the efforts that are being made by the government to improve the living standards of the citizens, some challenges are still being experienced.

National pride contributes towards national building.

As an active citizen, one should always spearhead the behaviour change among the community that will help improve the living standards of every citizen.

Accommodating and tolerating everyone's opinion is important in terms of creating peace and cohesion among the South Sudanese citizens.

With an informed argument and knowledge, we all learn to come up with ideas to argue about what will help South Sudan to realise its sustainable development goals in the near future.

If everyone changes his or her behaviour against war crimes, violence against women and children, religious affiliations and tribalism. Then the South Sudanese country will have a good number of citizens who are contributing towards the national building.

Activity 4.7

1. What would you point out as being the importance of informed arguements?
2. Make a short presentation in class about inportance of informed arguements.

Glossary

Audience- A group of people listening to a specific person.

Passion- An act of love or strong interest.

Context- Surrounding background.

Disputed- Argued up on.

Clash- Opposing or contradicting.

Refutation-An act of disagreeing, disapproving or overthrowing.

Privilege- Favour or advantage.

Critique- Essay in which another piece of work is criticised or reviewed.

The work of parliament and the court in making law

What I will learn

- Know the legal systems of South Sudan and how they work.
- Know some principles of how government work.
- Know about courts and how they work.
- Understand and know how laws are made and shaped.

What I will do

- Investigate systems of governance and government of South Sudan.
- Explore and compare how government works at a local and national level.
- Use knowledge about government and parliament to understand how laws are shaped.

Introduction

Activity 5.1

1. Visit the National parliament of South Sudan or the state Assembly that is closer to your school. Attend a session and keenly follow the proceedings.
2. Find out how the parliament conducts its business.

The Republic of South Sudan became a Sovereign state on July 9, 2011.

This saw the end of a long period of fight for independence which was accompanied with civil wars between **1955-1972** and **1983-2005**.

The country then had a decentralised form of government which was divided into ten states. It was then divided into **28** states and later **32+1** states.

The founding of new country of South Sudan resulted from successful armed resistance.

Sudanese People Liberation Movement (SPLM) was the most feasible organisation that fought for the independence in South Sudan.

Founders of the SPLM formerly known as SPLA.

To understand the legal system of South Sudan, resolutions passed at the SPLM convention of 1994 which later evolved into the charter of the movement are significant.

The South Sudanese legal system is built on the combination of Statutory and Customary laws. The country has enacted dozens of laws since 2005, but their use in legal disputes and courts are limited.

Limitations to the use of Law in South Sudan

The use of law in South Sudan experiences quite a number of limitations.

Activity 5.2

Pair work

1. Why do you think there exists quite a number of limitations in the use of law in South Sudan?
2. Share your suggested reasons with the class through a presentation.

Sudan People's Liberation Movement [SPLM] Convention of 1994

The convention was held at Chukudum, Eastern equatorial in April 2, 1994.

The convention focused on question of governance, rather than strategies of on-going war with the government of Khartoum and had the following resolutions.

Resolutions of the SPLM convention of 1994

i   A system of local government was formalised with five levels; Boma, Payam, County, Region and Central Government.

ii. Five regional administrations of the New South Sudan were created, namely:
   • Bahr el-Ghazal

- Equatoria
- South Blue Nile
- Southern Kordufan
- Upper Nile

iii. Various laws, such as the new Sudan Penal code and new Sudan Traffic Act were drafted.

iv. There was election of new national liberation council/National executive committee of SPLA.

v. The composition of the National executive was established.

vi. SPLM regional structure was established.

vii Military affairs, the SPLA was established.

viii. Establishment of an independent Judiciary.

Activity 5.3

Pair work

1. From what you learnt in secondary one, what do you remember by the term constitution?
2. Can you elaborate why a constitution is important to a nation.

Interim Constitution and Transitional Constitution

a) Interim Constitution of South Sudan 2005

The interim Constitution of Southern Sudan was mandated by the Comprehensive Peace Agreement (CPA) and entered into force in 2005.

It set out the government's organisational structure.

The difference between the interim Constitution and the Transitional Constitution reflect on the on-going internal negotiations about the "right model" for South Sudan.

b) Transitional Constitution of the Republic of South Sudan.

The constitution was drafted by a South Sudan Constitutional Drafting Committee that was established in April 2011. The constitution replaced the existing 2005 interim constitution of South Sudan.

The Constitution established a presidential system of government headed by a president who is the head of state, head of government and the Commander-in-Chief of the armed forces.

The Government organs of the Republic of South Sudan

South Sudan has a decentralised system of government with the following levels:
  i.   The national level which exercises authority in respect to the people and the state.

  ii. The state level of government, which exercises authority within a state, and render public services through the level close to the people.

  iii. Local government level within the state which is the closest to the people.

The national government

The national government is the institution around which the people of South Sudan are politically, economically, socially and culturally organised.

The national government comprises of the following organs:

i.   The Legislature
ii. The Executive
iii. The Judiciary

Activity 5.4

Group work

1. What are the main functions of the national government? Discuss in groups.
2. Present your results to the class.

The State Government

The territory of South Sudan is composed of 32 states governed based on decentralisation.

Each state has its own legislative and executive organs that function in accordance with the transitional constitution.

The state promotes and empowers the local government institutions.

The states are headed by the governor and its executive comprises the Governor, Deputy Governor and ministers.

Local Government

The local government is based on urban and rural councils.

The state government provide structures, composition, finance and functions of the local government.

The objectives of a local government include the following:
  • Promote self-governance and enhance the participation of people in maintaining law and order.

- Establish the local government institutions as close as possible to the people.
- Encourage involvement of communities and community based organisations in matters of local government.
- Promote and facilitate civic education.
- Promote social economic development.
- Promote self-reliance among people.
- Promote peace, reconciliation and peaceful coexistence among various communities.
- Ensure gender *mainstreaming* in local system, local government levy, charges, collect fees and taxes in accordance with the law.

Activity 5.5

Work to do

With reference to the functions of national government and local government:

a) Identify the differences between the two governments?

b) What would you suggest to maximise the performance of the two levels of government?

Types of courts in South Sudan

The judiciary of Southern Sudan (Joss) is a constitutionally mandated government branch that oversees the court systems of South Sudan.

Judicial meeting.

The constitution was created after the *comprehensive peace agreement (CPA)* that took place in 2005.

The court system has the following levels: Supreme court, Court of Appeal, High Court, County court and other tribunals.

Supreme court

High courts ← **Court system** → Court of appeal

County courts   Other courts and tribunals
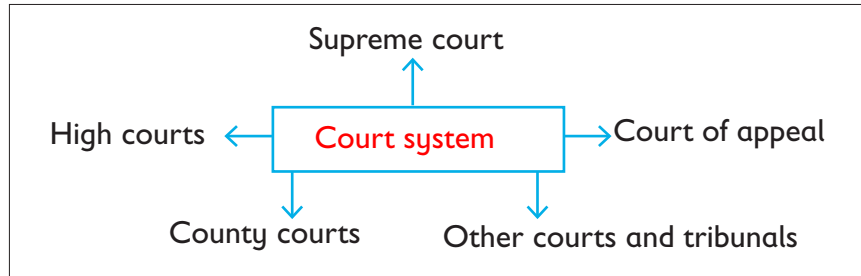
Court levels in South Sudan.

The supreme court of South Sudan

The supreme court of South Sudan is the highest court among all.

The court comprises of:
- The chief justice
- Deputy chief justice
- Not less than nine other justices

The chief justice is the head of this court and is responsible for administration and supervision of other courts.

Supreme court judges workshop.

Court of appeal

This is a court where the decisions of high court are appealed.

The composition and procedures of these court is determined by the law.

The decisions of the courts of appeal shall be appealed against in the Supreme Court.

High courts

The high courts are found in states.

Each state should have one high court.

The high court hears appeals from all the lower courts.

County and other courts

County and other tribunal courts are established under the law.

These are courts that operate at the local level in South Sudan.

Decisions of the county courts are appealed against before the high court.

From the above structure, we have clearly seen how courts work and relate to each other from the local level to the national level.

County courts	→	High court	→	Court of appeal	→	Supreme court
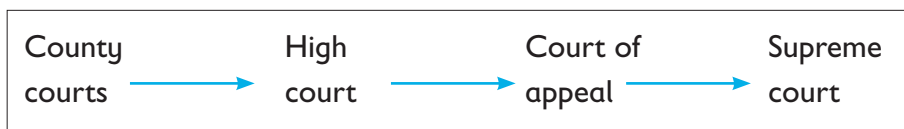
The law of South Sudan

There are various Acts of law that are used to govern people, institutions and the nation of South Sudan.

There are those laws that affect people directly while others affect them indirectly

Some of the laws that affect people directly include:

- The child Act of 2008.
- Human rights commission act 2009.
- Local government act 2009.

The Child Act 2008

This act was established and signed on 13th October 2008.

Activity 5.6

1. Can you recall the rights of children from Secondary One? List all of them.

2. To what extent would you argue these rights are being implemented? Using the knowledge you have learnt about government and parliament, write a short essay explaining how laws are shaped in South Sudan.

All children have the right to education.

Children have a right to life, survival and development.

Human Rights Commission Act 2009

This act was established to give the mandate to the Human rights commission to extend, promote and protect the human rights of South Sudanese citizens.

The functions of these commission include:

- Monitors the application of human rights and freedoms of citizens as written in the constitution.
- Investigate about complains from persons or group of persons against violation of human rights.

Dinka Youth Danching in Bor during the International Human Rights Day.

- Visit jails, prisons or places of detention, asses the conditions of the **inmates** and make recommendations to relevant authorities.
- Establish continuous educational and research programs to enhance respect for human rights.
- Creates awareness to the society about the human rights and freedoms of the people of South Sudan.

Human rights awareness forum.

Local Government Act 2009

This act was meant to establish the local government.

The act gives powers, functions and duties, structure, composition and finances of the local governments of South Sudan.

The act states out the following;

a) Nature and establishment of local government and local councils.

b) Territory of local government councils.

c) Local government authority which is derived from the people.

d. Sources of local government laws which include the constitution and customs and tradition of people.

e. The act of rights and citizenship which should be upheld by the local government.

f. Principle of governance which is decentralised and democratic.

Activity 5.7

Work to do

Basing on the children rights that you have learned:

a) Which rights do you feel you have enjoyed as a South Sudanese child and why?

b) Which rights do you feel have been violated against you? Support your answer?

Principles of Governance

These are guidelines of a good governance system. These principles enable good leadership in government and other levels of leadership.

They include:

1. Transparency and accountability

Transparency is where the leader communicates openly and regularly with his people about government matters. Everything is open to the public.

Accountability is where the government takes responsibility of its actions. All government expenditures and incomes are openly displayed to the people.

2. Effectiveness and efficiency

Ensuring that the government meets all its responsibilities perfectly for the benefit of the people.

It is the duty of the government to ensure proper delivery of its services to the people.

3. Participatory

This is the inclusion of the people in the management, decision making and leadership of the country.

4. Rule of Law

The law is supreme and above everyone. Everybody should be treated equally.

5. Responsive

The government should be quick to respond to arising issues effectively.

6. Equitable

The government is for all citizens. Public resources should reach everybody in equal measure.

Comparisons between National and State Government

State Government	National Government
Headed by the governor.	Headed by the president.
Has only two organs; legislative and executive.	Has three organs legislative, executive and judiciary.
Has no control over security matters.	Controls all the security matters and organs in the whole country.
Collects taxes at the local level.	Collects taxes at the national level including the customs duty.
Each state government has its headquarters.	Has one capital city which is Juba.

Activity 5.8

- What similarities can you draw between the state and national governments?
- Share your answer with friends as you learn from their answers too.

Glossary

Governance - Specific system by which a political system is ruled.

Sovereign -   Having supreme, ultimate power.

Decentralised – Authority distributed among various bodies.

Convention - Formal deliberate assembly.

Statutory- Enacted by statute.

Customary - Holding or held by customs.

Resolution - A formal statement adopted by an assembly.

Penal code - A document which compiles all criminal laws.

Executive – A branch of government which is responsible for enforcing laws and judicial decisions.

Interim -Temporary.

Mainstream- Normalise.

Oversee- Survey, look or supervise.

Mandate – An official or authoritative command.

Appeal - To apply for the removal of a case from an interior to a superior judge or court for re-examination.

Unit 6

The World as Global Communty:
From the African Federation to the UN

What I will learn

- Know how to develop informed arguments.
- Know the role of environment to the economy of South Sudan.
- Know how to recognise assumptions when exploring issues and ideas.
- Understand the benefits of playing an active part in the democratic and electoral processes.

What I will do

- Construct balanced arguments, challenging ideas and assumptions appropriately.
- Explore South Sudan as part of global community.

Introduction

South Sudan as a young nation has many challenges of dealing with legacy of more than 50 years of conflict and continued instability.

Formal institutions are being built from a very low base and the capacity of government programs is limited but growing.

South Sudan also has significant oil wealth which if effectively used to drive development and could provide the basis for progress in the coming years.

Outside the oil sector, livelihoods are concentrated in low productive, unpaid agricultural and pastoralism.

However, new regional organisations like East African community (EAC) have come in to help South Sudan in global development.

The support of USAID has led to improved markets and viable opportunities for economic development.

Activity 6.1

Argue the importance of oil to the economy of South Sudan as compared to agriculture. Write a short story to put forward your case.

Agriculture and economy in South Sudan

South Sudan is rich in agricultural land and has one of the largest population of pastoralists in the world.

However, the agricultural production is declining due to over reliance on oil exports.

Currently, South Sudan relies on food imports from neighbouring countries such as Uganda, Kenya and Sudan because of ongoing war in the country.

Small farming accounts for 80 per cent of the country's cereal production. However, the farmers are facing a lot of challenges like:

  i.   High transport costs.
  ii.   Unavailability of agricultural inputs.
  iii. Underdeveloped agricultural extension.

Groundnuts farm in South Sudan.

Donor countries feel that industrial farming will help South Sudan to rise.

USAID (United States Agency for Information Development) is working with Citi bank, corporate council on Africa and others to help the country market their resources and attract private investors in South Sudan to promote agriculture.

A cabbage farm.

Activity 6.2

1. What can be done to improve agriculture in our country? Discuss and give suggestions.
2. Share your findings.

South Sudan is working on a program to boost agricultural production with the aim of reducing its dependence on oil.

The plans include:
   i.   Opening up foreign investment so that foreigners can come up with new farming techniques.
   ii. Reviewing land lease laws to allow the locals to own land for agricultural activities.
   iii. Organising the youth to engage more in agriculture.

A cassava farm.

Exports and imports of South Sudan

South Sudan has one of the largest oil reserves in sub-Saharan Africa but with low commercial agricultural production industries.

South Sudan therefore exclusively exports oil. Due to high dependency on oil exportation, the country is left behind in other economic sectors.

The ministry of Petroleum and mining is responsible for the mining of oil in South Sudan.

This has forced the country to import other many products from the outside world.

The imports include; row sugar, package medicaments, cereal flours, building materials and many other goods.

Sugar is one of the goods imported by South Sudan.

The Ministry of Foreign Affairs and International Cooperation (MFAIC) is responsible for formulation of foreign policies for GOSS (Government of South Sudan)

Foreign policy means the linking of domestic internal and external global environments.

It is through this ministry that regionalism like the joining of the East African community has been enhanced.

The neighbouring East African countries are the major allies of South Sudan for example Kenya. In addition to cultural links, Uganda, Ethiopia, Eritrea and Kenya offered political support to SPLM during the fight for independence.

Kakuma reception centre in Kenya that has hosted South Sudanese refugees.

Kenya hosted and led regional Intergovernmental Authority on Development (IGAD) peace process. This resulted into the CPA that facilitated emergence of the new nation.

The neighbouring countries have also been generously hosting South Sudan refugees for number of years.

United States and all member countries of the EU lent their support to the CPA negotiation process and has been providing humanitarian and development aid to the government of South Sudan.

South Sudanese citizens speak Arabic language. Therefore, this should be an avenue for the government of South Sudan to seek alliances with the Arabic world.

This can open up major employment and economic opportunities for South Sudan.

Sustainable development

According to Brundtland report 1987, sustainable development can be defined as development that meets the needs of the present day without compromising the ability of future generations to meet their own needs.

The report gave three main components of sustainable development as:
  i.   Environmental protection.

ii.   Economic growth.

iii.   Social equity.

Sustainable development focuses attention on finding strategies to promote economic and social advancement in ways that avoid:

i.   Environmental degradation.

ii.   Over-exploitation.

iii.   Side lined less productive debate.

The United Nations (UN) came up with the sustainable development goals. The goals have been adopted by many countries. Some of these goals include:

i.   Reduction of poverty.

ii.   Creating a society with zero hunger.

iii.   Good health and well-being.

iv.   Quality education to all.

v.   Gender equality.

Activity 6.3

1.   In your groups, research and find out other goals of sustainable development apart from the ones listed above.

2.   Using manila paper, prepare two charts showing all the sustainable development goals that you have discussed.

3.   Why do you think the republic of South Sudan should adopt and work towards achieving the sustainable development goals?.

Glossary

Legacy- Something inherited

Regionalism - Act of countries found in one geographical area coming together

Commercial - Pertaining to trade

Medicament- A medicine or drug

Cereal - Grains such as those of wheat, rice, beans and maize.

Intergovernmental - Comprising many governments

Sustainable - Able to stay for a long time without damaging

Sanitation- The policy and practice of protecting health hygiene

Involvement in Community Projects

What I will learn

- Opportunities in a community for active citizenship.
- Impact of project on a community.
- Requirements to participate in a project.
- Evaluating a community project.
- Activities in a community that promote positive change.
- Significance and effects of developing aims and objectives for a project.

What I will do

- Plan and carry out research to identify important issues in the community.
- Explore activities in the community that impact them positively.
- Investigate the present projects and how they have impacted the environment, economy and social structures of the country.

Opportunities in a community for active citizenship

Activity 7.1

Study the picture below and answer the questions that follow.

Community Project: Planting of trees

A community project may cover a wide variety of activities which are carried out for the welfare of the community.

- Planting of trees helps in environmental conservation.
- Planting of trees show the responsibility that humans have in rewarding back the environment.
- Tree planting brings the members of the community together, hence fostering unity.
- Trees give us fresh and clean air to breathe. This reduces **respiratory** diseases.
- A project such as tee planting can generate income through harvest of horticultural products.
- The trees make the environment beautiful and attractive.

Students preparing land for a vegetables project.

Active Citizenship

This refers to the involvement of the people on matters of a community both locally and nationally.

Such matters include education, democracy, environmental awareness and peace talks among other things.

Benefit of active citizenship include the following:

- Active citizenship promotes peace and harmony.
- Active citizenship promotes **transparency** and **accountability** of the authorities to the people.
- It promotes **cohesion** which fosters unity.
- Ensures the security and the rule of law are advocated for.
- It creates awareness among the citizens on environmental matters.
- Active citizenship promotes rights of the citizens through the enlightenment of the people about their rights.

Impacts of the project

Any project conducted on earth has impacts on our social, economic, environmental and political livelihood.

Social impacts

They include:

- Improved standards of living.
- Crime reduction as a result of jobs created.
- Improved education

The Economic Impacts

They include**:**

- Financial empowerment of the community.
- The country will experience economic growth.
- Improved standards of living.
- Reduction of corruption cases.
- Employment opportunities.

Political Impacts

They include:

- Citizen participation in matters of development.
- Creation of the bodies that champion for rights of the **vulnerable** groups in society.
- Promotion of basic rights.
- Equal access to government facilities and resources.

Environmental impacts

They include:

- Protection of wildlife.
- Conservation of water catchment areas.
- Improved soil conservation.

- Improved food supply.
- Proper disposal of industrial waste.
- Protection of endangered plant species.

Development skills

They include:
- Training crafts and **entrepreneurial skills**.
- Formation of small business groups to generate income.
- Workshops and seminars for given projects.
- Formation of foundations where community members volunteer in doing projects.

Evidence of these impacts

They include:
- Improved soil conservation practices.
- Improved sanitation.
- Improved food supply.
- Improved cohesion on communal affairs.
- Reduction of disease outbreak.
- Improved **infrastructure** which has been caused by availability of horticultural produce.
- Improved health services.
- Availability of social amenities.

Activity 7.2

Identify any community project within your locality. In a short essay, explain how the activity you have identified positively affects the lives of people around.

Significance of developing aims and objectives during a project

i. Objectives explain why the project is being conducted.

ii. Saves time because the action plan has already been laid.

iii. There is clear definition of the chain of communication during the project. This helps to enhance smooth running of the project.

iv. Aims and objectives give room for flexibility in case there may be alterations during the project.

v. Lays strategies from the beginning to the end of the project.

Activity 7.3

In your groups, discuss the impacts of any two governmental projects in your state. In your discussion, suggest what can be done to improve these projects.

Glossary

Vulnerable – Weaker, prone to something harmful and dangerous.

Entrepreneurial Skills - The skills of coming up with business ideas.

Infrastructure – Physical structures such as roads and buildings that enable proper running of a society.

Cohesion - Togetherness

Transparency – Openness and accountable

Environmental Awareness – Educating people about the environment

Respiratory diseases – Illnesses related with the breathing system of human diseases.

Secondary
Citizenship
Student's Book

2

Secondary Citizenship has been written and developed by Ministry of General Education and Instruction, Government of South Sudan in conjunction with Subjects experts. This course book provides a fun and practical approach to the subject of Citizenship, and at the same time imparting life long skills to the Students.

The book comprehensively covers the Secondary 2 syllabus as developed by Ministry of General Education and Instruction.

Each year comprises of a Student's Book and a Teacher's Guide.

The Student's Books provide:

- Full coverage of the national syllabus.
- A strong grounding in the basics of Citizenship.
- Clear presentation and explanation of learning points.
- A wide variety of practice exercises, often showing how Citizenship can be applied to real-life situations.
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