



South Sudan

Secondary Citizenship 4

Student's Book

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 4 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.
- It provides opportunities for collaboration through group work activities.
- Stimulating illustrations.



All the courses in this Secondary series were developed by the Ministry of General Education and Instruction, Republic of South Sudan. The books have been designed to meet the Secondary school syllabus, and at the same time equipping the Students with skills to fit in the modern day global society.

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Citizenship

Student's Book

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FOREWORD

I am delighted to present to you this textbook, which is developed by the Ministry of General Education and Instruction based on the new South Sudan National Curriculum. The National Curriculum is a learner-centered curriculum that aims to meet the needs and aspirations of the new nation. In particular, it aims to develop (a) Good citizens; (b) successful lifelong learners; (c) creative, active and productive individuals; and (d) Environmentally responsible members of our society. This textbook, like many others, has been designed to contribute to achievement of these noble aims. It has been revised thoroughly by our Subject Panels, is deemed to be fit for the purpose and has been recommended to me for approval. Therefore, I hereby grant my approval. This textbook shall be used to facilitate learning for learners in all schools of the Republic of South Sudan, except international schools, with effect from 4th February, 2019.

I am deeply grateful to the staff of the Ministry of General Education and Instruction, especially Mr Michael Lopuke Lotyam Longolio, the Undersecretary of the Ministry, the staff of the Curriculum Development Centre, under the supervision of Mr Omot Okony Olok, the Director General for Quality Assurance and Standards, the Subject Panelists, the Curriculum Foundation (UK), under the able leadership of Dr Brian Male, for providing professional guidance throughout the process of the development of National Curriculum and school textbooks for the Republic of South Sudan since 2013. I wish to thank UNICEF South Sudan for managing the project funded by the Global Partnership in Education so well and funding the development of the National Curriculum and the new textbooks. I am equally grateful for the support provided by Mr Tony Calderbank, the former Country Director of the British Council, South Sudan; Sir Richard Arden, Senior Education Advisor of DfID, South Sudan. I thank Longhorn and Mountain Top publishers in Kenya for working closely with the Ministry, the Subject Panels, UNICEF and the Curriculum Foundation UK to write the new textbooks. Finally, I thank the former Ministers of Education, Hon. Joseph Ukel Abango and Hon. Dr John Gai Nyuot Yoh, for supporting me, in my previous role as the Undersecretary of the Ministry, to lead the Technical Committee to develop and complete the consultations on the new National Curriculum Framework by 29 November 2013.

The Ministry of General Education and Instruction, Republic of South Sudan, is most grateful to all these key stakeholders for their overwhelming support to the design and development of this historic South Sudan National Curriculum. This historic reform in South Sudan's education system is intended to benefit the people of South Sudan, especially the children and youth and the future generations. It shall enhance the quality of education in the country to promote peace, justice, liberty and prosperity for all. I urge all Teachers to put this textbook to good use.

May God bless South Sudan. May He help our Teachers to inspire, educate and transform the lives of all the children and youth of South Sudan.



Deng Deng Hoc Yai, (Hon.)

Minister of General Education and Instruction, Republic of South Sudan

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UNIT 1

Charters for peace and conflict resolution

What I will learn

- The foundation of the United Nations and its Charter.
- How the UN charter is relevant to peace keeping and conflict resolution?
- The foundation of the African Union and its Charter.
- How the African Union has shaped South Sudan?
- The role of the United Nations (UN) and the African Union (AU).
- The role of the charter of the United Nations and the African Union on conflict and peace resolution.

What I will do

- Explore the relevance and impact of the AU and UN treaties, protocols and articles related to peace and conflict resolution.
- Investigate and compare the aims and objectives of AU and UN in relation to peace and conflict resolution.

Activity 1.1

- 1 Using the internet and other relevant materials, explain how the UN charter is relevant to peace keeping and conflict resolution.
- 2 In less than 100 words describe how the African Union has shaped South Sudan.
- 3 Make a presentation in class as a group and choose the best three.

The United Nations (UN)

The United Nations is an association of independent nations and countries.

It was formed immediately after the Second World War. Its **main aim** was to promote international peace and security. The UN came fully into its existence in 24th October, 1945.

Its membership is open to independent states. South Sudan became a member of the United Nations on 14th July, 2011.

Currently, the UN has a membership of 193 sovereign states with equal representation in the UN General Assembly.



President Salva Kiir of the Republic of South Sudan addressing a UN meeting.

Objectives of the United Nations

To promote and maintain international peace and security.

To develop friendly relationships and ties among members of the world.

To promote co-operation in handling international social, cultural and humanitarian problems.

To continue the diplomatic meetings that had begun during the wars.

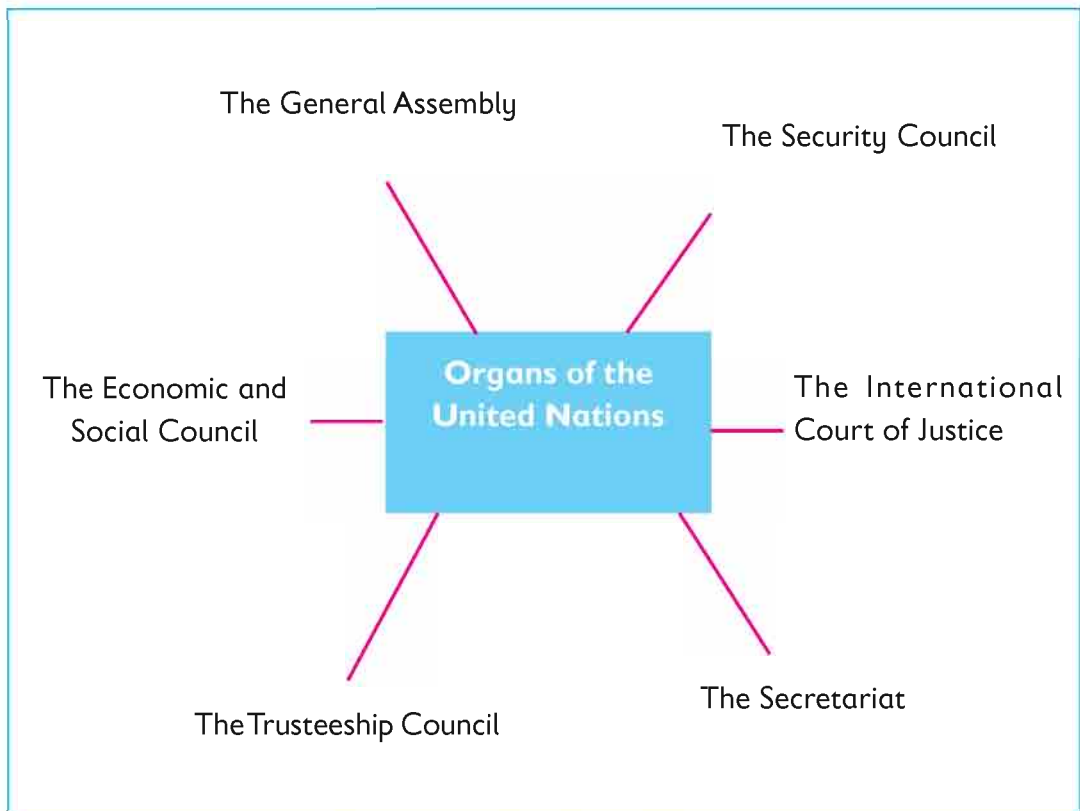
To prevent the occurrence of another war similar to World War I and World War II.

Activity 1.2 Field visit

1. Visit your local village and research on any organisation that has been established to maintain peace and security.
2. In your visit you will be required to come up with the following findings:
 - a) Has the organisation been able to achieve its objectives?
 - b) What are some of the challenges facing the organisation in solving the conflicts facing the society? Your arguments should be fully supported.

Organisation of United Nations

The United Nations is made up of six main organs as outlined in the structure below:



The organs of the United Nations.

a) The General Assembly

It consists of representatives of all member states.



A sitting of the UN General Assembly.

The roles of the General Assembly include:

To discuss issues that relate to UN objectives except matters touching on the Security Council.

To approve the UN budget.

To admit new members and expel those who do not adhere to the rules.

To appoint individuals to work in the different UN agencies.

Activity 1.3 Role play

1. Transform your class into a sitting similar to that of the UN General Assembly.
2. Choose one person to act as the chairperson. As the chair he or she should moderate the meeting as members give their views on important areas of maintaining peace, unity and conflict resolution.
3. The members should act as representatives from various countries in the world.
4. As you do so, ask for guidance from your subject teacher.

b) The Security Council

It is made up of five permanent members and ten members who are not permanent.

The Security Council is a permanent organ that makes decisions at the UN.

It formulates and implements policies.

The permanent members are:



Security Council permanent members.

The Council's main duty is to promote and maintain international peace and security.

It investigates disputes that may threaten peace and recommend possible course of action to be taken. For example, the Council can order sanctions against the offending state or deploy peacekeeping forces to the warring nations.



Troops of the peace-keeping mission of the UN in South Sudan.

c) The Secretariat

This is the main administrative organ of the United Nations.

It is headed by the Secretary General who is elected by the General Assembly. The Secretary General serves a term of five years upon recommendations from the Security Council.

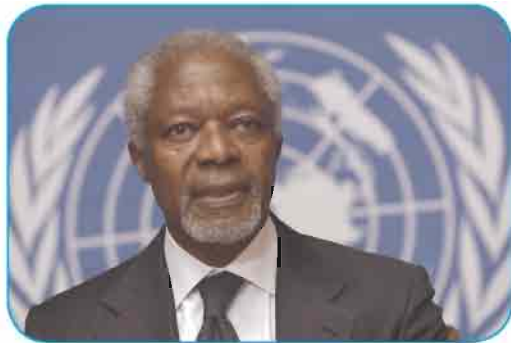
The Secretary General is elected from the non-permanent members of the United Nations.

One of the Africans to have held the seat of the Secretary General to the United Nations is Kofi Annan from Ghana.

The current Secretary General of the United Nations is António Guterres from Portugal.



President Salva Kiir with former UN Secretary General, Ban Ki-moon from South Korea.



Kofi Annan, onetime Secretary General to the UN from Ghana.



António Guterres the current Secretary General to the UN from Portugal.

d) The International Court of Justice

It is the judicial organ of the United Nations and its headquarters are in The Hague, Netherlands.

It is made up of fifteen judges each serving a nine-year term.

It is responsible on all legal issues and disputes which require to be dealt with at the UN. Its decisions are final.

The Court deals with international disputes such as:

Border conflicts.

Treatment of diplomatic staff.

Territorial waters.



A court session at The Hague, Netherlands.

e) The Economic and Social Council

It has twenty-seven (27) members elected by the General Assembly. The members serve a three-year term.

It deals with issues related to:

Economic development

Health issues

Education

These issues are dealt with through specialised agencies such as:

The United Nations Children's Emergency Fund (UNICEF)

The World Health Organisation (WHO)

The United Nations Development Programme (UNDP)

Food and Agricultural Organisation (FAO)



UN officials administering polio vaccines to children in South Sudan.

f) Trusteeship Council

It was established to monitor the political developments in territories that were dependent and advocated for decolonisation.

Dependent territories refer to former mandates of the League at the end of World War II.

Trusteeship Council suspended its operation in 1994 with the independence of Palau, the last remaining UN trust territory.

It however continues to exist on paper. It still has President and Vice President.

Achievements of the United Nations

The United Nations has encouraged the member countries to settle their disputes peacefully.

The UN has imposed sanctions on countries that threaten peace in the world.

Peace-making missions have been sent to areas with civil conflicts such as Somalia.

Through the International Court of Justice it has settled disputes between countries peacefully.

It has promoted social and economic development through its specialised agencies. For example, through the World Health Organisation, the UN has improved health standards of many African countries.

Activity 1.4 Group work

Study the photograph below keenly and use it to answer the questions that will follow:



What can you see from the above picture?

How do you think this activity is important in improving peace and unity in South Sudan?

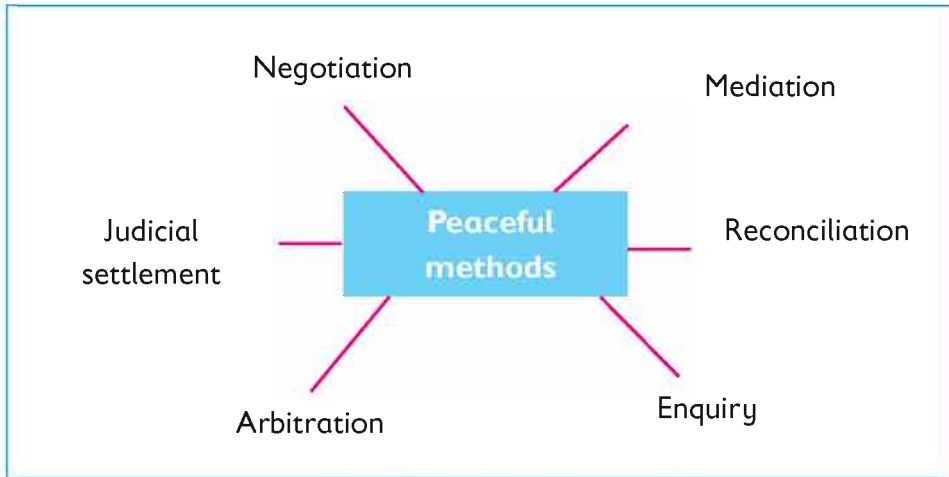
The role of the United Nations in peace and conflict resolution

Activity 1.5 Role play

1. Organise your class to form a UN security council round-table negotiation.
2. Choose a chairperson to lead the meeting.
3. Discuss on the importance of maintaining peace in our society. Write down your discussed points.

The United Nations Charter of 1945 articulated its commitment to uphold human rights of all citizens.

Chapter VI of the United Nations Charter deals with the peaceful settlement of disputes. It requires that disputes that may lead to war be dealt with first through peaceful methods such as;



peaceful methods of resolving conflicts.

If these methods of peaceful resolution fail, they should be forwarded to the United Nations Security Council.

The Security Council also sends troops to conflicting zones so as to maintain peace, carry out humanitarian activities and enforce United Nations resolutions.

The United Nations Education, Scientific and Cultural Organisation (UNESCO), a specific agency of the United Nations has played a major role in peace making in South Sudan. It encouraged universal peace for human rights and international peace.

The main roles of UNESCO in South Sudan are:

- Advocating for peace and non-violence through education and media.

- Empowering and engaging young people, women and children through education.

- Promoting scientific and cultural co-operation to manage the various resources in the country.

United Nations Mission in South Sudan (UNMISS) is also a peace-making agency of the United Nations. This agency has offered home to millions of South Sudanese refugees who fled their homes due to conflict. The agency offers the following:

- Humanitarian activities to refugees such as medical aid.

- Prevents conflict through non-violent methods, which lead to peace.

The General Assembly of the United Nations has also passed key resolutions that have played a huge role in countries affected by war-related conflicts.

Activity 1.6 Group work

Observe the photographs below and read the article provided carefully.



The United Nations peacekeeping chief today hailed the involvement of Eastern African countries in revitalising the peace process in South Sudan. This was among the main topics he discussed with that nation's President, describing such regional engagement "a good thing."

"We discussed the initiative of IGAD towards the revitalisation of the peace process," said Jean-Pierre Lacroix, the UN Under-Secretary-General for Peacekeeping Operations, in the South Sudanese capital, Juba, following a meeting with President Salva Kiir.

Mr. Lacroix, on his first official visit to South Sudan, added that there was a convergence of opinion that it was "a good thing" that the countries forming the Intergovernmental Authority on Development (IGAD) are more engaged in helping South Sudan and its people.

These countries are Djibouti, Eritrea, Ethiopia, Kenya, Somalia, Sudan and Uganda.

The conflict in South Sudan began in December 2013 as a result of political face-off between President Salva Kiir and then First Vice-President Riek Machar. Despite the August 2015 peace agreement, violence has continued. To date, the crisis has left more than 5.5 million people in need of aid and some 1.7 million refugees have also fled to neighbouring countries.

Last month, the IGAD agreed to set up a high-level forum to work across the region to get the South Sudanese peace process back on track.

According to the UN Mission, known as UNMISS, South Sudan's Minister of Cabinet Affairs, Martin Lomuro told the press that "the President sent very clear message on what he would like the UN to do." Noting that the President would like the IGAD, UNMISS or the UN to "reach out to those rebels who are holding citizens hostage and engage them towards talking to one another in order to bring peace."

Mr. Lacroix met with senior Government officials including the First Vice President Taban Deng, and the Minister of Foreign Affairs, Deng Alor.

The peacekeeping chief said that there was a "shared understanding" with the government that "actions and initiatives to advance peace are important" and that they have to be put in place "to accelerate the implementation of the Peace Agreement and bring sustainable peace" to the world's youngest nation.

Mr. Lacroix underlined that the peace process could not move forward if fighting continued. He pledged the continued support of the UN towards providing aid for the most vulnerable people in South Sudan.

"UN humanitarian agencies are doing their best to help South Sudan and we look forward to further cooperation with the Government so that we can access populations in distress wherever the needs are."

Make a list of the organisations in the above text.

Mention the countries that are working closely with the government of South Sudan in bringing peace and resolving conflicts in the country as mentioned in the above text.

What does the text say about the government's efforts towards achievement of peace in the country?

From the article, find out the various issues that are important to peace in South Sudan.

Do you think such meetings are important in improving your country socially, politically and economically? Make a presentation in class.

The African Union (AU)

Before the establishment of the African Union, there existed the Organisation of African Unity (OAU) that had been formed on 25th May, 1963.

When the OAU became fully operational, it had a membership of 32 independent African nations.

Its objectives were:

To provide a platform through which African problems would be discussed and the strategies of solving these problems.

To create African identity and counter the European belief of being superior.

To fasten the decolonisation of African countries under colonisers.

Achievements of OAU

The OAU made the following significant achievements:

It contributed in uniting countries in Africa despite the differences in economic, social and political setup.

African countries such as Angola, Zimbabwe and Namibia attained independence through its liberation committee.

It made it possible for Africans to speak as one in the international front such as the United Nations.

It provided a platform for discussing challenges facing Africa such as refugee problem, foreign interference and dependence.

The OAU played a huge role in the refugee problem by providing material assistance.

It helped in establishing economic organisations such as the African Development Bank. This has promoted infrastructural and economic development.

The OAU played a key role in the establishment of regional organisations such as Economic Community of West African States (ECOWAS) and Common Market for Eastern and Southern Africa (COMESA).

Activity 1.7 Group work

Find out from materials in your school library, magazines and newspapers the challenges faced by the Organisation of African Unity (OAU).

The African Union was formed in the year 2000 to replace the Organisation of African Unity. This is after it was noted that the structures of the OAU setup in 1963 were not up to the required levels of operation.

By 11th July 2000, 53 heads of state and government signed the African Union Charter which outlined the operations of the organisation.

The African Union was officially established on 9th July, 2002 in Durban, South Africa.

South Sudan joined the AU on 27th July, 2011.

The headquarters of the AU is situated in Addis Ababa, Ethiopia.



Headquarters of the AU in Addis Ababa, Ethiopia.

The Africa Union Charter outlines the objectives of the Union as follows:

To defend the independence and territorial integrity of member states.

To promote unity and solidarity among countries and one people of Africa.

To ensure peace, stability and security in the continent.

To speed up socio-economic and political integration in the continent.

To encourage international co-operation by recognising the charter of the

United Nations and the Universal Declaration of Human Rights.

To promote good governance, popular participation and democracy.

Promote human rights in accordance with African Charter on human rights.

To work closely with international partners to deal with diseases that can be prevented and to provide good health in Africa.

To promote science and technology through research in all fields.

To promote co-operation in all human activities.

These are the rules meant to assist the Union achieve its objectives. They include: Peaceful co-existence of member states. Uphold the right to live in peace and stability. There is also the interdependence among member states of the African Union with emphasis on sovereign equality. Respect of the existing borders on achievement of independence is also emphasised.

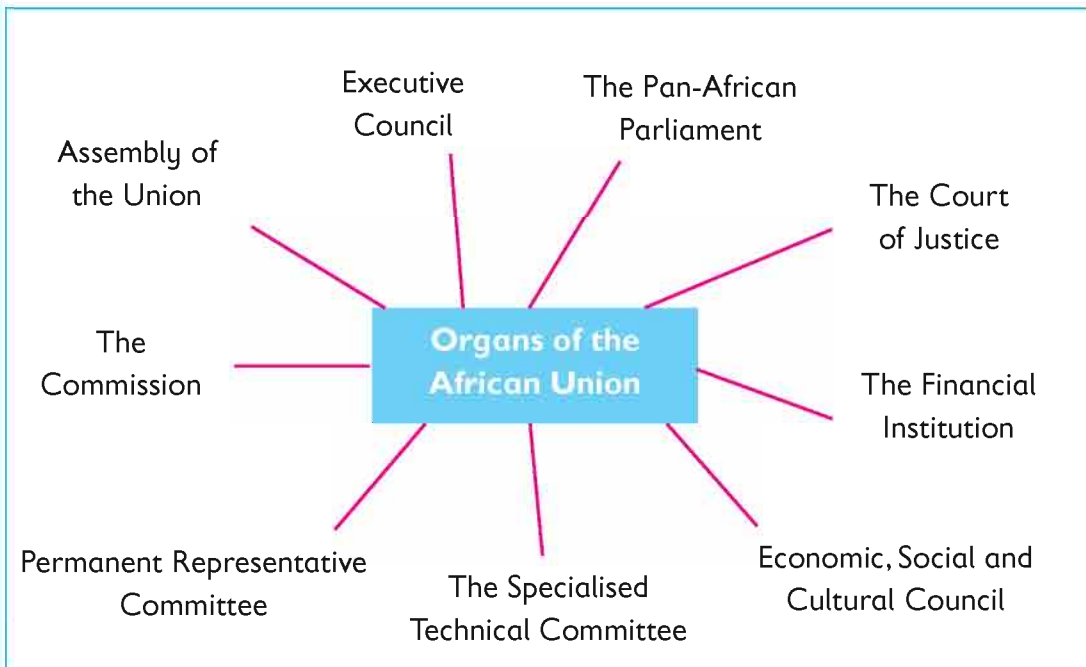
Active engagement and participation of the African people in the union's activities is highly regarded. Formation of common defence framework for the continent. There is the peaceful conflict resolution among member states through appropriate means as decided by the Assembly. Non-interference by any member state in the internal affairs of another.

The Union has a right to intervene if a member state has issues of war crimes, genocide and crimes against humanity. Respect for human life, condemning terrorism and rejecting impunity. Promoting gender equality. Rejecting unconstitutional changes of governments. Respect for the rule of law, human rights and good governance. The right of member states to request intervention from the union in order to restore peace and security.

Activity 1.8 Group work

From this passage, identify and write all the principles of African Union outlined.

The African Union is made up of the organs as outlined below:



Organs of AU.

a) The Assembly

The Assembly comprises of heads of state and the government.

It meets at least once a year to discuss important issues based on the agenda.

It has a chairperson who serves for a one-year period.



AU Assembly in Addis Ababa, Ethiopia.

b) The Executive Council

It comprises of ministers for foreign affairs from each member state and it meets twice a year in ordinary sessions.

The Executive Council takes decisions and co-ordinates on policies in areas of common interest such as transport, science and technology, foreign trade and industry.

c) The Pan-African Parliament

It consists of elected representatives from member states of the union.

d) The Court of Justice

It deals with issues to do with interpretation coming up from the application or implementation of the Act of the Union.

e) The Commission

This acts as the secretariat of the Union.

It comprises of the chairperson, deputy chairperson and commissioners.



f) The Permanent Representative Committee

It comprises of representatives of the committee.

g) The Economic, Social and Cultural Council

This is an advisory organ of the union with social and professional groups of the member states of the union.

h) Financial institutions

They include:

The African Central Bank

African Investment Bank

The African Monetary Fund



African Development Bank.

i) The Specialised Technical Committees

These are specialised technical committees that are answerable to the Executive Council.

The African Union has managed to reduce and settle conflicts within the region. For example, the post-election violence in Kenya in 2007.

It has helped in promoting peace through advocating for democracy. This has been fronted by its Peace and Security Council.

The AU has sent observers to countries that have elections to encourage democracy and good governance.

Through its financial institutions, it has played a huge role in developing growth across nations through offering loans.

The AU has played a huge role in humanitarian activities, especially in countries affected by conflict through offering aid. For example, the military troops in Somalia for peace keeping.

Activity 1.9 Group work

1. In groups, research on the challenges facing the African Union.
2. Suggest the ways in which the challenges can be dealt with. Make a presentation before your class.
3. Make a comparison and a contrast of the African Union (AU) and the United Nations (UN) in terms of structure and functions.

The African Union Protocol is an agreement that was signed by 53 African countries on how to ensure that there is peace among and within the African states. This covenant was signed on 9th July, 2002 in Durban, South Africa.

The protocol contained regional mechanisms that were to be put in place to prevent, manage and resolve conflicts should they arise.

During the Durban Protocol, there was an establishment of Peace and Security Council within the African Union. In addition, the African standby force and a special fund were also established.

The objectives of the Peace and Security Council included:

- Promotion of peace, security and stability in Africa so as to assure protection of lives and property.

- To promote peace and sustainable development.

- To anticipate and take measures of preventing conflicts.

In areas where conflicts have occurred, the Peace and Security Council is to ensure that the peace making and building initiatives to solve the conflicts are in place.

Promote democratic processes based on the rule of law, proper governance and respect for human life as mediums of controlling occurrence of conflicts.

Come up with a defence policy for the Union.

Activity 1.10 Group work

Study the following photographs:



A



B

- What do you see in the first photograph?
- What is the second picture showing? Share your thoughts with others in your class.
- How are the activities happening in the two pictures related to peace and security?

These are guidelines that direct its operations. They include:

Peaceful settlement of disputes and conflicts.

Respect for member states and integrity of their territories.

A relationship of dependence between security and socio-economic development.

Quick and early response to emergency situations to prevent conflict from blowing out of proportion.

Respect of boundaries after inheriting them when a country achieves independence.

Respect for member state internal affairs.

To promote peace, security and stability in the African Continent.

Provide early information on possibilities of conflict so as to have preventive diplomacy.

Using relevant peace making initiatives and conflict resolution mechanisms.

Providing disaster management and humanitarian action.

Peace intervention and support operation.

To support peace keeping missions and operations in countries faced with wars.

To observe and monitor various peace keeping missions in order to prevent crimes against humanity.

To build peace after conflict resolution through disarmament.

To provide humanitarian assistance such as food to countries faced by civil wars.

NOTE: The African Union through its Peace and Security Council shall build peace through the following activities:

Bringing together the negotiated peace agreements.

Establishing foundations of social, political and economic reconstruction of societies.

Carrying out demobilisation and disarmament.

Assisting vulnerable people such as the elderly, women and children.

Resettling refugees and internally displaced people.

Facilitating activities of humanitarian groups.

Activity 1.11 Group work

- 1 Gather information on the various ways our country has benefited from the initiatives by the African Union from newspapers and the internet or any other available resource.
- 2 Take note and present your findings to the class.

The Role of African Union in peace and conflict resolution in South Sudan

Activity 1.12 Group work

Carefully study the photographs below.



- What is happening in the photographs shown above?
- Explain how important the activity in the above photographs are in promoting peace and reducing conflicts in South Sudan.
- Compare the similarities between the AU and the UN with reference to peace and conflict resolution.

The African Union office was opened in Juba, South Sudan in 2008. This was as a result of the communication issued at the 89th meeting of the African Union Peace and Security Council held on 24th August, 2007.

The Juba office was in full support of the implementation of the comprehensive peace agreement with respect to South Sudan.

The AU set out an objective to promote peace between Sudan and South Sudan. This was meant to improve relations between the two countries.

The objectives of the AU in Juba were to monitor the political and security situation in South Sudan. They are also to assess the implementation of the Comprehensive Peace Agreement (CPA) and note the progress and challenges on economic and natural resources. They are also to support the working ties with African Union offices in Khartoum-Sudan with the target of promoting good relationship between South Sudan and Sudan.

Similarities in the role of United Nations (UN) and the African Union (AU) in peace and conflict resolution

Both recognise the need for peaceful co-existence of member states. They advocate for the right to a peaceful and secure continent.

Both condemn impunity through the respect for human life and fight against terrorism.

They provide a defence policy for the African continent as a way of maintaining peace.

Both advocate for respect of neighbour countries' borders as a way of evading conflict.

They advocate for peaceful resolution of conflict among member states.

Both provide avenues for development of friendly, social and economic relations among countries.

They uphold the need to follow the rule of law and good governance as avenues of promoting peace.

They help in conflict resolution through sending personnel to help in humanitarian and military activities.

Glossary

- Being independent.
- To come up with something.
- Measures that are meant to punish the offender for an offence done.
- To give a role to someone.
- To deal with a particular or specific issue, task or job.
- To follow the process or progress of something keenly.
- To rely on something or cannot do something on your own.
- The process of making a country independent.
- To make something properly known through clear argument.
- These are agreements or covenants.
- These are grounds of discussing issues.
- It refers to a plan or an order in which something will be done.

- It is an agreed rule of operation.
- It simply means unity.
- Something which is open to danger.
- A clear detailed piece of information.
- To fight for somebody.
- A person appointed by a body to attend to and investigate a situation and report back to the same body.

UNIT 2

Systems of government around the world

What I will learn

- Systems of government in the selected countries in the world.
- Important similarities and differences between the government of South Sudan and other world countries.
- Wider issues and challenges of global interdependence.
- The responsibilities of individuals and governments to global interdependence.

What I will do

- To investigate systems of government around the world.
- To explore and solve problems associated with global interdependence.
- To explore the benefits of international partnership to challenge international conflict and promote peace.

Systems of government around the world

Activity 2.1 Pair work

Using the knowledge learnt from the previous topics on governance, make a list of the various aspects that comprise a government.

A government is a group of people with legal authority to govern and control the affairs of people in a given society.

A system of government refers to how administrative units in a given country are organised to properly function.

In both Secondary One and Secondary Two, we studied the functions of various

systems of government such as parliament in South Sudan. Therefore, this information will be so helpful in studying the systems of government in different countries around the world.

In this topic, we shall examine and explore the systems of government in Kenya, Britain and the United States of America.

We will also compare and contrast these aspects of government to those of South Sudan.

1. Kenya

Kenya is a country found in the Eastern part of Africa. It borders South Sudan to the South.

It is an ally of South Sudan in economic, social and political aspects. For example, Kenya has played a significant role in the attainment of peace and political stability in South Sudan.



The Republic of Kenya.

Kenya has a democratic system of government where citizens elect their leaders to run the affairs of the country. This is done through an electoral process conducted by an independent body.

The electoral process in Kenya

According to the Kenyan Constitution 2010, elections in Kenya are held after every five years. These general elections are held on the second Tuesday of August after every five years.

The elections are conducted by an independent body known as the Independent Electoral and Boundaries Commission (IEBC).



IEBC officials registering a citizen to be a voter.

The elections are guided by the following principles:

- Rights of all citizens to vote.
- Gender equity, that is, the balance between males and females.
- Free and fair elections.
- Universal suffrage, that is, one man one vote.

The following are ways of conducting a free and fair election in Kenya:

- Elections are done through secret ballot.
- Elections should be free from intimidation, violence and corruption.
- Transparency has to be upheld.
- Elections to be run by an independent body.

Dissolution of parliament. After every five years, the Parliament (National Assembly and Senate) is dissolved to give way for the new elections. The presidential elections also take place during this time.

Registration of voters. This process is carried out by an electoral body, the Independent Electoral and Boundaries Commission (IEBC).

The following conditions must be met for one to be registered as a voter:

- Be a Kenyan Citizen.

- Be of sound mind.

- Be 18 years and above.

- Possess a Kenyan passport or the national identification card.

Nomination. The electoral commission announces election dates and gives the timetable for:

- Party nominations.

- Presentation of nomination documents by candidates.

- Date for the beginning and ending of campaigns.

For one to qualify as a presidential candidate, he or she must be:

- A Kenyan citizen by birth.

- Nominated by a political party or run as an independent candidate.

- Nominated by at least 2000 voters from each of a majority of the counties.

For a parliamentary candidate he or she must:

- Be a Kenyan citizen.

- Have attained the age of 21 years.

- Be a registered voter in the parliamentary constituency he wishes to represent.

- Be nominated by a political party or run as an independent candidate.

However, a parliamentary candidate may be disqualified if he or she:

- Is holding a public office.

- Is a member of county assembly.

- Has not been a citizen of Kenya for at least 10 years before the election.

- Is declared bankrupt by the court of law.

- Is found to be of unsound mind.

For the county assembly candidate he or she must:

Be a citizen of Kenya.

Attain the age of 21 years.

Be nominated by a political party or run as independent candidate.

Be a registered voter in the ward he or she wants to represent.

Presentation of nomination papers. Here the candidates will present their nomination papers to the IEBC officials.

Campaigns. They begin after candidates have presented their nomination papers. Candidates must adhere to the electoral code of conduct during the campaign period. For example, they should desist from acts of violence, bribery and intimidation of opponents with their supporters.

Polling or voting. This is the day when the citizens go to their respective polling stations to cast their votes. It begins at 6 am and ends at 5 pm. Voters must present identification documents before voting.



People on a queue to vote.

Announcing and declaration of winners. After voting, counting is done and the winners of various electoral positions declared. This is done by electoral officials at various levels, like polling stations and consistency.

Activity 2.2 Pair work

From the information you have learnt in the electoral process in Kenya, point out the functions of the electoral body [IEBC]. Compare these functions to those of the south Sudanese electoral body. What are the similarities and differences?

Formation and functions of the government of Kenya

The government of Kenya is of two levels; the national government and the county or devolved government. All these levels of government are formed after the general elections.

According to the constitution of Kenya, 2010, there are 47 counties.

Each county has a government that has the County Executive, County Assembly and the County Public Service.

All counties are headed by a Governor assisted by a Deputy Governor. Hence the governor is the chief executive officer of the county.

The national government of Kenya is divided into the Legislature or Parliament, the Executive and the Judiciary.

a) The Legislature

The Legislature has two houses:

Legislature

Senate

National Assembly

The National Assembly has 290 members elected from each constituency, 47 women elected from 47 counties, 12 nominated members by political parties and the speaker as an ex-officio member.

The Senate has 47 members elected from each county, 16 women members nominated by political parties; a man and a woman to represent persons with disabilities; a man and a woman to represent the youth and a speaker as an ex-officio member.



A parliamentary session in Kenya.

The functions of the National Assembly are:

- To make and change laws of the land.
- To control government revenue and expenditure.
- To put the government on check so as not to misuse its powers.
- To act as a link between the people at the local level and the government.
- To pass a vote of no-confidence on the government and the president if necessary.
- To approve government actions making them acceptable.

The functions of the Senate are:

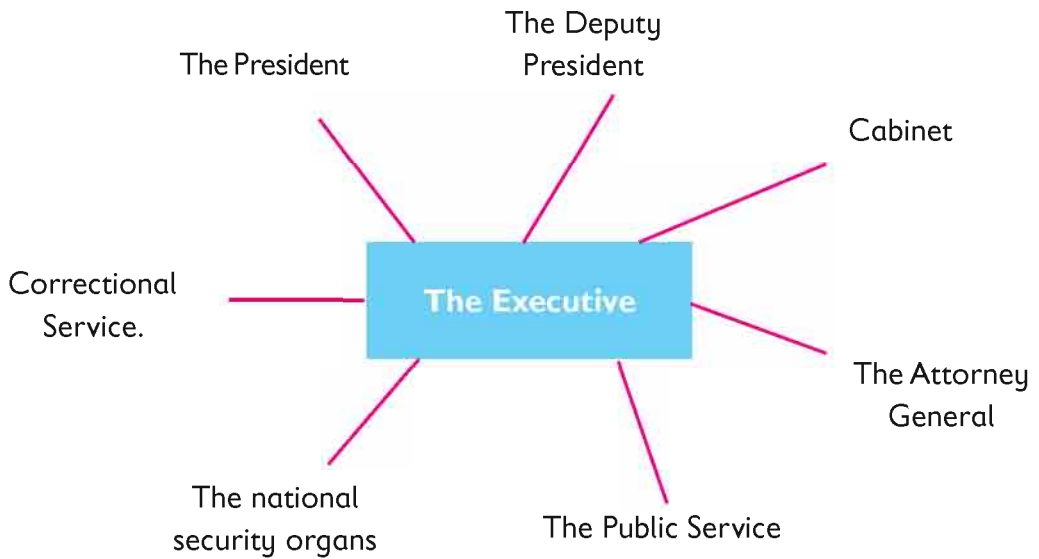
- It makes and amends law in collaboration with the National Assembly.
- To determine the money to be allocated to counties.
- To ensure that money allocated to counties is properly utilised.
- It ensures that public servants do their work accordingly.

Activity 2.3 Pair work

- 1 By the use of a table, compare the similarities between the Kenyan parliament and that of South Sudan in terms of composition and functions.
- 2 Make a presentation before your class.

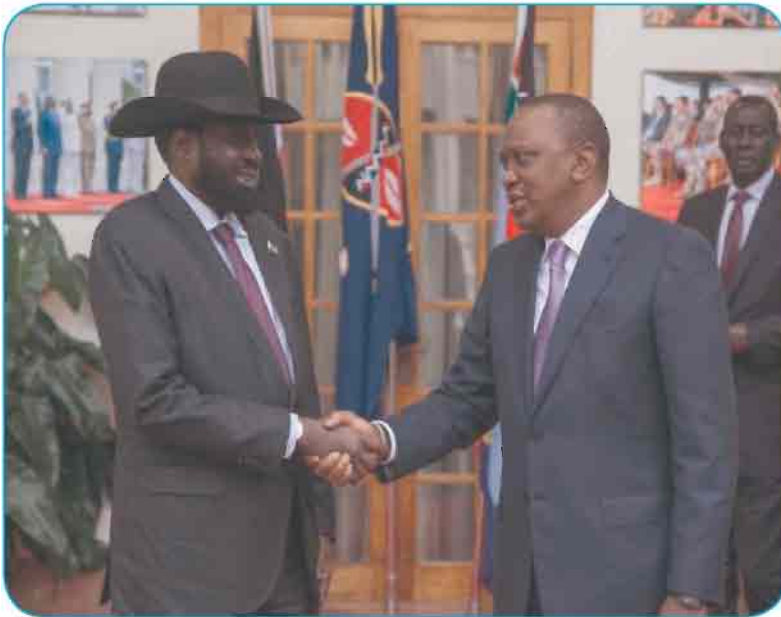
b) The Executive

The Executive consists of:



The president of Kenya is the Head of the Executive and he or she is the one who appoints cabinet secretaries with the approval of parliament.

The Cabinet consist of between 14-22 cabinet secretaries.



President Salva Kiir of South Sudan with President Uhuru Kenyatta of Kenya.

The power and functions of president of Kenya are:

- He or she chairs Cabinet meetings.
- He or she is the commander-in-chief of the Kenya Defence Forces.
- He or she ensures the protection of rights and freedoms of the people as enshrined in the constitution.
- He or she can appoint and dismiss public officers in line with constitution.
- He or she can offer pardon to convicted persons.
- He or she receives and entertains foreign leaders and presidents of other countries.

The cabinet has a role in:

- Making government policies.
- Defending the government and its functions.
- Advising the president on issues of governance.
- Taking part in the process of making the budget.
- Acting as a link between the government and the people.

The Public Service

The Public Service is headed by a Public Service Commission made up of members appointed by the president. The roles include:

- Interpreting the government policies to the people.
- Implementing government policies.
- Collecting government revenue and accounting for expenditure.
- Maintaining law and order through the National Police Service.
- Giving advice to cabinet secretaries on policy matters.
- Offering important and essential services to the people such as medical care.

The composition of the national security organs is the Kenya Defence Forces, the National Intelligence Services and the National Police Service.

The Kenya Defence Forces are entitled to:

- Defend the country from external aggression.
- Maintain international peace and security through peace keeping mission.
- Help in the maintenance of law and order.
- Provide emergency services during times of natural disasters.



Kenya Defence Forces in Somalia on peace-keeping mission.

The National Police Service comprises of the Kenya Police Service and the Administration Police Service. Its roles include preventing crime, arresting and prosecuting criminals and law breakers and helping fight international crime in collaboration with the International Police (Interpol).

They collect information on crime and act on it as well as protecting life and property.

Activity 2.4 Pair work

Compare and contrast by use of tables, the executive of South Sudan to the executive of Kenya.

c) The Judiciary

The Judiciary is the arm of government that interprets laws and is headed by the Chief Justice.

It is made up of a system of courts; the Supreme Court, the Court of Appeal, the High Court, the magistrate's courts, the Kadhi's courts, the Courts Martial and the Tribunals.

Functions of the Judiciary in Kenya involve the following:

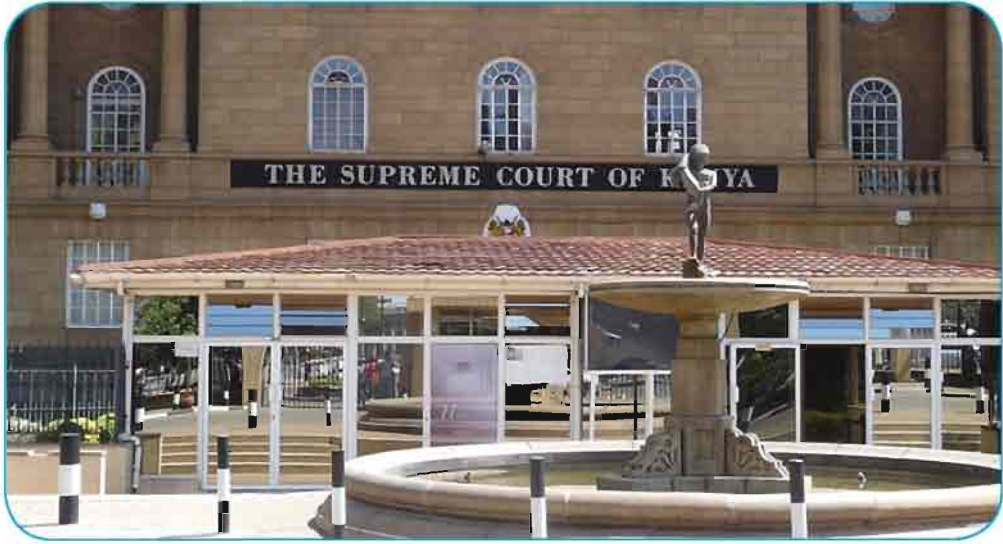
The Supreme Court listens and determines disputes from presidential elections.

The High Court hears cases that are being tried for the first time.

The Court of Appeal listens to cases appealed from the High Court.

The Magistrates courts will hear and determine criminal cases.

The Kadhi's courts will settle specific Islamic disputes related to marriage, divorce and inheritance.



The Supreme Court of Kenya

Activity 2.5 Pair work

What similarities and differences can you draw from the Kenya's judiciary and the judiciary of South Sudan?

2. Britain

Britain is found in Europe and it is made up of England, Scotland, Wales and Northern Ireland.



The position of Britain on the map of Europe.

Britain has a constitutional monarchical government. This is a government where the head of state is a queen or a king. The royalty rules according to the law of the land.

The residential place of the monarch is in Buckingham Palace.

Britain is a parliamentary democracy where the principle of representation by elected leaders is central.

Unlike other democratic countries like South Sudan, there is no specific date for elections in Britain. The date of elections is announced by the Prime Minister.

Elections in Britain are conducted by the Electoral Commission of Britain.

The role of the Electoral Commission of Britain include registration of political parties, conducting of civic education on electoral issues and conducting of the elections through distribution of election materials.

They also help in counting of votes and announcing results. On the other hand they have a responsibility of controlling how political parties use their campaign money.

The electoral process in Britain involves the following procedures:

Dissolution of the parliament by the Prime Minister with the approval from the Monarchy.

Issuance of a legal notice for holding elections – This makes it possible for elections to be held at various levels. It is the lawful way of notification for elections.

Voter Registration – This is a continuous process and voters must be of 18 years and above.

Setting of election dates – This is done by the Prime Minister.

Nomination of parliamentary candidates – This is done by political parties. The nominees must be of 21 years and above. They must also be British citizens.

Campaigns – This is done for two weeks. Here, candidates sell their policies through rallies and use of media.

Polling or voting – It is done through a secret ballot. It begins as early as 7.00 am and ends at 10.00 pm. The voter's name must be on a voter's register before voting.

Vote collection – This takes place after voting within the constituency in the presence of candidates or their agents. On conclusion, the returning officer announces results and declares the winner.

Activity 2.6

- Identify similarities and differences if any, between the electoral processes in South Sudan and the electoral process in Britain.

The British government has four arms; the Monarchy, the Executive, the Legislature and the Judiciary.

a) The Monarchy

The unwritten constitution of Britain recognises the role of the monarch who operates on policies approved by parliament.

The monarch is the legal head of state in Britain and his or her position is hereditary.



Queen Elizabeth II, the current British Monarch.

The following is the role of the Monarch:

To advise the government or Prime Minister on administrative matters.

To invite the leader of the party with many seats after elections to form a government.

To give royal assent to parliamentary bills for them to become laws.

To address both houses at the beginning of a new session.

He or she serves as the head of the Commonwealth.

b) The Executive

It comprises of the Prime Minister, the Cabinet and the Civil Service.

The functions of the Prime Minister are:

He or she is the head of government.

He or she chairs cabinet.

He or she implements government policies.

He or she is the chief spokesperson of the government in the House of Commons.

He or she acts as a chief legal adviser of the Monarch.

He or she represents the government in international events.



Theresa May, the Prime Minister of Britain.

The Cabinet is appointed by the Prime Minister with approval from the Monarch. It is made up of members from the House of Commons.

The members to the Cabinet are referred to as ministers who head each department in the government.

The role of the Cabinet is to determine the policies to be presented before parliament as well as ensuring that they are implemented.

The Civil Service is comprised of individuals who work for the government in various departments such as doctors, lawyers, clerks and messengers. Their main function is to implement government policies.

Activity 2.7 Pair work

How would you compare and contrast the executive of South Sudan and that of Britain with reference to composition and functions?

c) The Legislature

It is bi-cameral in nature, that is, it has two houses; House of Lords and the House of Commons. The House of Lords has a total of 900 members who are appointed by the Monarch or inherit their positions. They include the dukes, the princes, the barons and the head of the Church of England.

Their functions are to check on executive powers and debate on issues important to the nation.

They also act as a final court of appeal. They as well Introduce bills to parliament. The House of Commons is the main arm of legislation or law-making body in Britain. It has elected members representing constituencies. It also has the speaker who chairs parliamentary meetings or sessions.



The House of Commons in session.

On the other hand, the role of the House of Commons is to make and repeal laws, advice the Prime Minister and direct governance policies.

They also act as a link between people and the government.

They also have a role to determine how the government will acquire money through revenue collection as well as determining how the government will spend the money.

In addition to those roles, they have powers to terminate the life of the government.

Activity 2.8

Make comparisons between the Legislature of South Sudan and the British Legislature.

d) The Judiciary

This is the British legal system made up of courts.

The Judiciary is based on the supremacy of the rule of law.

Its court system is divided into two; the civil courts and the criminal courts.

The civil courts include the County Courts, the Court of Appeal and the High Court of Justice.

The criminal courts are the Magistrates courts, the Court of Quarter, the Sessions Courts of Assize and Courts of criminal Appeals.

There are also tribunals which are specialised courts dealing with road traffic, agriculture and rents.

The functions of Judiciary in Britain are:

- Settling disputes between individuals and government.

- Interpreting the constitution.

- Protecting citizen rights and freedoms.

- Punishing offenders through administration of justice.

3. United States of America (USA)

USA is the most powerful nation in the world today.

Its origin dates back to 1776 when 13 states declared their independence from Britain. Today, the USA is made up of more than 50 independent states.

The constitution of USA provides for a federal system of government.

Elections in the USA are conducted by two main bodies; the National Party Convention and the Electoral College.

The National Party Convention is entitled to announce party candidates to the public for the presidency and declare party manifestos to the people.

The Electoral College has electors from each state with varying numbers. The candidate with the highest number of votes from the Electoral College is declared the winner.

The following are some of the stages of the USA electoral process:

Voter registration

This is a major requirement before elections are held. For one to be voter he or she must;

be 18 years and above.

be a citizen of the USA.

Campaigns

After nominations, election campaigns begin.

The election campaigns are controlled by the Federal Election Campaign Act.



United States of America, US.

There are three levels of elections in the USA; the presidential, congressional elections and state elections.

State Elections are elections conducted to elect state governors and members of state congresses.

The presidential elections are meant to elect a federal government. These elections

are held every four years in the month of November and the US presidents serve a maximum of two-four year terms, a total of 8 years.

For one to be elected US president, he or she must be 35 years and above, be a naturally born citizen of the US and must have been living in the USA for at least four years prior to elections.

Congressional elections are conducted to elect members of the Congress. The Congress has the Senate and House of Representatives.

Qualifications for election to the Senate and House Representatives are:

He or she must be 35 years and above.

He or she must be a citizen of USA and should be residing in the US for nine years before the nomination.

He or she must be a resident in the state in which he or she intends to be elected.

Activity 2.9 Work to do

Make a comparison between the similarities of electoral process between South Sudan and the USA.

Compare your findings with those of your class members.

The US government is made up of three arms; the Legislature, the Executive and the Judiciary.

a) Legislature

Legislature is also called the Congress. It is bi-cameral, that is, the Upper House and the Lower House.

The roles of the Congress are:

To make and amend laws of the country.

To control foreign and domestic trade.

To act as a link between states and the federal government.

To control government revenue and expenditure.

To discuss and find solution to common problems in the federation.

To confirm senior government appointments made by the Head of State.

The functions of the House of Representatives are to:

Impose impeachment charges against government officials including the president.

Determine taxation and other financial policies.

Explore legal ways to remove president from power.

b) The Executive

The Executive is comprised of the President, the Vice President, the Cabinet and the Civil Service.

The President

He or she has the following functions:

Protect American citizens and people from other nations within USA.

He represents the voice of Americans at home and abroad.

Guides and controls foreign policies as approved by congress.

He is the commander-in-chief of the armed forces.

Appoints government officials and civil servants which are approved by the senate.

Can offer pardon to any person convicted of breaking the law.

Issues rules, regulations and instructions to the US public.



President Donald Trump of the US.



Barrack Obama, the former US president.

c) The Cabinet

The Cabinet is made of secretaries of state appointed by the president with the approval of Congress. They are also known as the Executive Heads of Departments.

The US Cabinet is entitled to:

Advise the president on issues touching on their departments.

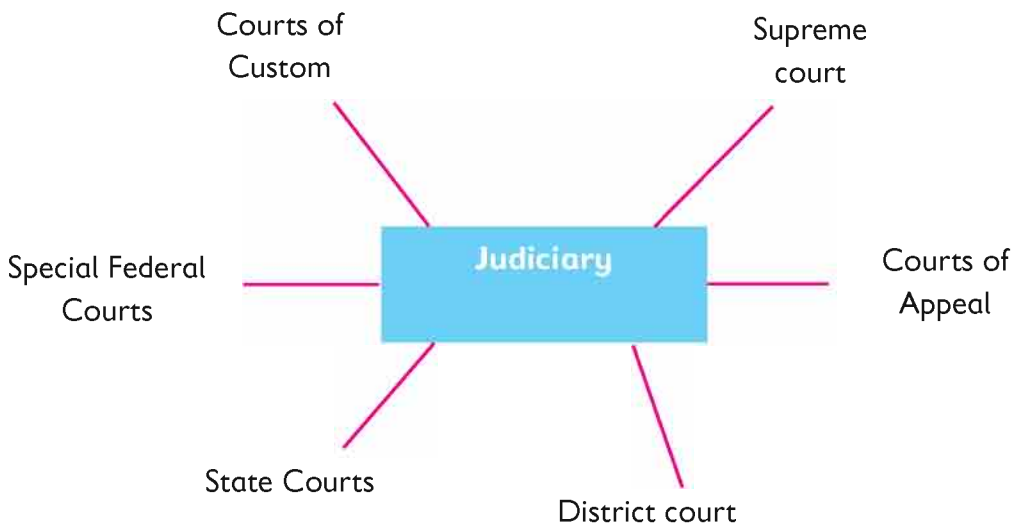
Implementing government policies.

Come up with public policy.

Represent the president in their departments.

d) The Judiciary

The Judiciary is an independent legal organ made up of the system of courts. These courts are:



The Supreme Court is the highest court in the land and is headed by a Chief Justice and eight other judges.

The judges are appointed by the president with the approval from the Congress.

The Supreme Court plays the role of:

- Settling disputes which are legal between states.
- Interpreting the law and the constitution.
- Settling disputes between USA and foreign nations.
- Hearing appeals with regard to sea or ships.

The Court of Appeal:

- Hears appeals on decision in cases related to international trade.
- Hears appeals on decisions made by lower courts.

The state courts are mandated to:

- Settle family disputes at family courts.
- Handle minor offences such as crime through trial courts.
- Dispose off property of dead persons.

The Special Federal Courts have a duty of:

Hearing cases where the USA is sued for damages.

Listening to and determining appeals on US cases office ruling.

Hearing appeals from the court martials.

Activity 2.10 Group work



- What do you think is taking place in these pictures?
- Single out the similarities between the two photographs.
- What is the importance of events happening in the pictures above?

South Sudan, Kenya and the USA are headed by the president while Britain is headed by the Prime Minister with the Monarch as a head of state.

South Sudan, Kenya and the USA have two levels of government while Britain has one level of government.

In South Sudan, Kenya and Britain the citizens vote directly to elect their leaders while in USA the Electoral College has a final say on the presidential results.

Britain is run by the constitutional monarchy while the rest have a presidential democratic system.

All have the Supreme courts as the highest court of the land except Britain.

Activity 2.11

Find out from materials in your school library, magazine and newspapers the challenges faced by the system of government used in Britain

All of them have a bi-cameral legislative system.

They all have multi-party provisions for democracy, which is the existence of many political parties.

They all have the three arms of government, that is, the Executive, the Legislature and the Judiciary.

They all have an electoral body that takes charge of elections.

They all share the same principle of the public service.

In all cases the Executive implements government policies.

This is where countries depend on each other for various things. This creates mutual dependence at global level.

The major contributor of global interdependence is importation and exportation of goods and services.

There are three major aspects of global interdependence. These aspects are economic, social and environmental aspects.

Economic aspect. This refers to cross border economic activities by which people coming from different countries conduct business through huge investments and flexible markets.

The factors that have contributed to or promoted economic globalisation are huge capital investment, labour flow, technology and logistics and the use of electronic media and internet.

Social aspect. This refers to effects of globalisation on the life of people, families and societies. This deals with issues of working environment, employment of foreigners, culture, security and social protection like employment inequality.

Environmental aspects. The earth is home to humans, humans have needs. These needs are met by using earth's resources and every human has the right

to use these resources. Such as clean, safe and healthy environment.

These basic resources for human survival are under threat from climate change and environmental degradation.

The environmental degradation has had great observable impact socially and economically. Therefore, this has prevented people and communities from optimally achieving their potential as human beings and attaining their basic rights.

The resources we have are limited and their existence threatened by pollution and consumption patterns.

Environmental degradation needs a collective approach through effective action plans and laid down policy measures in which humanity must work together. For instance, in the conservation of forests there should be a global approach.

To attain global interdependence, the world has come together to fight environmental degradation which risks sustainable development and existence of human and his or her eco-system. This has been achieved through United Nations climate conventions for environmental conservation.

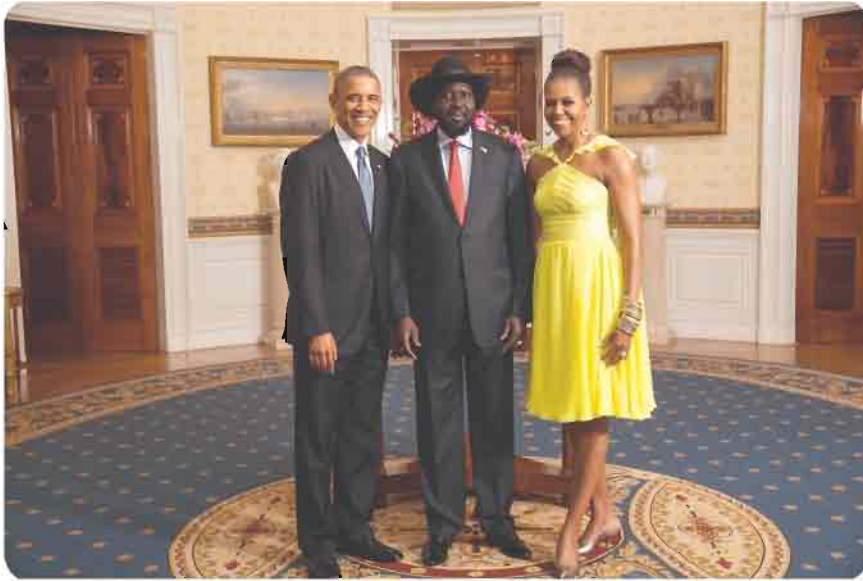
Some of these conventions are:

The Kyoto Protocol on Climate Change 1997

The Paris Climate Agreement 2015

The Bonn Climate Convection 2017

These conventions seek to create a global concern for climate change which is greatly global interdependence and world economy as a whole.



Former US president Barack Obama and former First Lady Michelle Obama with President Salva Kiir during a US-Africa Leaders Summit in US in 2014.

Both individuals and governments have a role to play on global interdependence.

There are some government factors that may have an impact on global interdependence. These factors include:

- Establishment of foreign investment policies to regulate operation of foreign businesses in a particular country.

- Establishment of market tariffs which involve the deductions of custom duties on goods imported from specific countries. When the tax levied on imports is reduced there is a growth of business because the operational cost has been brought down.

To promote global interdependence, institutions of governance have taken the following steps to attract foreign investors:

- Improvement of financial policies that adhere to global policies of conducting business. This promotes trust between foreign investors and a specific country.

- Strengthening of banking systems, transparency on financial transactions and adequate supervision and regulation of financial markets.

- Construction and improvement of infrastructure such as roads and airports to ease the logistic of doing business.



Construction of new roads.

Activity 2.12 Group work



Identify what is happening in the photograph.

In groups, discuss how good financial policies have promoted existence of foreign financial institutions in South Sudan.

In groups, discuss the improvements the government needs to conduct to attract more financial investors.

Protection of domestic – young industries. These industries are important for they ensure continuous supply of goods and services in case multinational companies pull out of the country. These industries need protection from being bullied by stable international companies through unfair competition.



Basket weaving in South Sudan.

Global inter-dependence is facing numerous challenges as the world moves forward in becoming a global village. These challenges may include regional integration and differences in trade agreements. Proportion of population with access to proper sanitation is another great challenge to many. Demographic trends of different regions also affect global interdependence. Demand for sustainable development and climatic conservation threatens global interdependence. Lack of enough infrastructural facilities such as roads and housing due to increasing urbanisation has negatively impacted on global interdependence.



Modern housing.

Glossary

- A friend.
- An act of scarring someone.
- To be clear over something.
- Many people supporting an issue.
- The state having no money.
- The acceptable set guidelines on how to behave during a particular exercise, for example elections.
- the senior most judge in a country.
- To forgive someone for a crime committed.
- To be found guilty by the court of law and jailed.
- To charge someone in the court.
- An institution of the queen or king.
- To accept.
- The process where people become integrated through free trade, free transfer of capital and labour in the world.
- Refers to all countries that are former colonies of Britain

UNIT 3

How the economy functions in South Sudan

What I will learn

- Meaning of economy.
- How an economy operates.
- The role of individuals, businesses and government in the working of the economy.
- The role of taxes in balancing the economy.
- Laws and systems affecting the management of the economy.
- Rights and responsibilities of consumers.
- Rights of employers and employees.
- Impact of local and national economy on consumers, employers and employees.

What I will do

- Investigate the role of individuals, businesses and government in the working of the economy.
- Explore how the economy has a direct impact on trade and consumerism.
- Analyse why the economy has a challenging effect on employers and employees

Activity 3.1 Group work

1. In groups, discuss the role of an individual citizen, businesses and government in the working of the economy and make a brief report on the following:
 - a) How money flows between individuals, businesses and government.
 - b) How is family expenditure done and managed.
 - c) How does the government collect and spend taxes.
2. Share the report with the rest of the class through group presentation.

The word economy refers to a process or a system of production, distribution and consumption of goods and services by different agents. An economy is therefore a network of individuals and entities that exchange their goods, knowledge and labour.

An economy can be as small as two people. However, an economy of two people will have a limited exchange of goods and services. Thus, it is evident that as more people enter into the exchange network or business, the economy grows.

Transactions in an economy occur when different agents agree on the value or price of goods and services, usually done using certain currency. Different countries have different currencies that vary in value due to different economic levels. In our country, people use the South Sudanese Pounds as a medium of exchange.



South Sudanese currency.

Economic growth is driven by production that uses natural resources, labour and capital. Technological development, creativity and innovation have also impacted on economic development and growth of the world economies.

In South Sudan, petroleum and gas resources have a key role in the economy and measures have been taken to regulate the development and management of these resources.



Wind energy.

An economy operates within a set of procedures that involves the cultural values, education, history and technology; political, social and legal systems. These factors can directly or indirectly affect the operation of the economy.

Various methods have been developed to measure the economic activities of countries. These parameters include;

- | | |
|------------------------|----------------------|
| Consumer spending | Exchange rate |
| Gross Domestic Product | Stock market |
| Interest rates | Government debt |
| Rate of inflation | Rate of unemployment |
| Balance of trade | |



(a) People in the market.

ABC	COUNTRY	CURRENCY	WE SELL	WE BUY
A-B	Australia	Dollar	1.4036	1.7463
C	China	Yuan	9.214	12.096
D-F	East Carib.	Dollar	3.7042	5.1517
G-I	Hungary	Forint	272.78	360.87
J-L	Japan	Yen	116.40	144.64
M	Maldives	Rufiyaa	23.148	29.100
N-P	New Zealand	Dollar	1.7257	2.2066
Q-S	Russia	Rouble	39.625	52.636
T	Thailand	Baht	43.128	55.130
U-Z	USA	Dollar	1.4783	1.8350

(b) Exchange rates.

Different aspects of economy.

Governments do not create economies but can influence which exchanges are outlawed or get favourable treatment. For example, the government can stop the importation of some commodities while waiving taxes on other commodities.

The role of the government in the economy include:

Regulation. The government provides legal and social framework of doing businesses. For example, it can ensure that legal contracts for businesses are enforced through the court system. This helps to keep all people accountable when doing business.

Competition. The government helps to maintain competition. Here, the government may enforce anti-trust laws to ensure that all businesses are able to favourably compete and offer products and services to consumers without feeling exploited.

Correcting externalities. Externalities refer to effects of business decisions that can affect people or parties that have no say or control over decisions in the first place. An example is industrial pollution.

An industry can be producing an important product to the economy but creating a lot of pollution or waste. In this case the government sets policies to manage pollution by keeping it to acceptable levels.

Provision of national security. The government has a responsibility of ensuring that there is political stability in the country. This will positively influence both domestic and foreign investors to establish their businesses in the country.



President Salva Kiir and Riek Machar.

Formulating fiscal and monetary policies. This refers to adjustment of the rate of spending and taxation by the government.

Both individual citizens and business entities have a vital responsibility in the growth of the country's economy. The following are some of the roles:

They both provide goods and services that people need or want.

Businesses provide employment opportunities to people.

Individuals pay taxes that fund government operations.

Individuals and businesses can influence government fiscal and trade policies.

Individuals are consumers of products produced by both government and private companies.

Activity 3.2

1. In groups and with the help of your teacher, discuss some of the ways your school raises and spends money.
2. Share your discussion with the rest of the class through presentations.

In Unit Four of Secondary one, we discussed about the sources of government revenue. Most of the government revenue is from taxes levied on individuals, locals, foreign businesses and state operations. The government levies taxes on commodities, transactions and incomes. These taxes need to be controlled for economic balancing.

Taxes can be either direct or indirect. Direct taxes are mainly levied on taxpayers' income. They include income tax that is levied on incomes of individuals, especially on monthly salaries, royalties paid to writers, wages and allowances; corporate tax levied on profits made by companies and capital gains tax levied on profits or gains obtained from the value of an asset, such as machinery and land.

Indirect taxes include custom duties levied on imported goods, excise duty on goods produced in South Sudan, export duty levied on goods exported from South Sudan and Value Added Tax (VAT) which is a general consumption tax levied on goods and services.

The government needs to strike a balance on all their taxes for a balanced economic development and national building. The importance of taxes in balancing the economy of South Sudan include:

Taxes are important in supporting and developing government infrastructure such as road construction.

Taxes can be used to cater for health services such as buying of drugs for patients hence improving the living standards of citizens.



Part of Juba Teaching Hospital.

Taxes are used to fund general government operations such as payment of salaries to public servants.

Taxes are useful for funding education projects of a nation such as, construction of schools and buying of learning materials for learners.

Through taxation, the government is able to repay borrowed loans.

The government of South Sudan uses taxes to cater for emergency needs such as outbreak of hunger and floods.

Activity 3.3 Group work

- 1 In groups, discuss the spending priorities that should be put in place by both the national and state governments in managing the economy of South Sudan.
- 2 In your discussions, you should consider issues like health, education, infrastructure among others. You should also give reasons for your answer.

Managing an economy needs laws and systems to make it more efficient and effective.

Therefore, for the government to properly manage and improve its economy, it should employ the following strategies:

Promoting income equality between people and gender.

Introduction of new communication technologies for efficient management of tax collection and government expenditure.

Increased standardisation of accounting practices and introduction of new financial markets to manage capital movement from South Sudan to other countries.

Introduction of political support for privatisation, competition and agreements to lower trade barriers and to open up borders for trade interdependence.

Increasing trading activities between people and businesses creating more competition hence production of higher quality goods and lower prices for consumers.



A supermarket.

Encouraging domestic borrowing to finance government operations.

Exempting poor people from paying taxes. Such exemption is defined by law.

Creating employment for the citizens to increase their purchasing power.

Implementing government and state budgets by looking at priority areas like health, infrastructure and education.



Juba Diocesan model secondary school.

Enhancing public-private partnerships in investing in various sectors of the economy.

Passing legislations to tackle corruption and other economic crimes and fraud.

In regulatory economies, consumer rights refer to a group of laws and strategies designed to ensure that consumers are protected at the same time ensuring fair trade and competition in the market place.

These rights include:

Right to claim for a refund, repair or replacement when the product bought is not of satisfactory quality or it does not fit its purpose or use.

Right to information regarding the goods, for example, the date of manufacture and expiry and chemical composition of the products.

Right to provisions that protect vulnerable consumers such as children.

Right to compensation for loss or injury arising from defects in goods and services.

Activity 3.4 Group work

1. From the rights of consumers outlined above, to what extent do you think these rights are protected?
2. What would you suggest as the good measures that the government can apply apart from the ones existing so as to fully protect the consumers?

NOTE: The implementation of consumer rights faces some current challenges that need to be addressed. These include:

Online market and digital goods and services like films and online shopping.

Cross-border shopping with multiple policies between countries.

Be honest with the information by giving accurate information when you are filling consumer documents.

Carefully read all information provided on goods and services.

Ask questions about anything that is unclear on commodities.

Know how to make a complaint and use the right procedure to make them.

Use the product or service in line with the terms and conditions.

Review all your documents after buying commodities.

Apply or request for products and services that meet your needs.

Be environmentally conscious when using products, that is, do the right disposal.

Use your own mail address or mobile number when giving contact details.

The main responsibilities of the employees include:

To personally do the work they are hired for.

To do their work carefully and seriously.

To avoid putting themselves or others in danger.

To follow their employer's instructions.

To be loyal to their employees.

Fair pay for work that has been done, for example, good housing.

Reasonable working conditions.

Right to join, form or participate in trade unions.

Right to go on strike.



Workers in a trade union meeting.

The main responsibilities of employers include:

Employers must give their employees a place to work and make sure they have access to it.

They must give employees proper tools and equipment needed to do their work.

They must make sure their employees working conditions are safe.

They must give their employees written notice that their contracts are ending or they are being laid off.

They must treat their employees with respect.

Employers are also guaranteed the following rights:

Right to attend hearings related to a claim filed by the employees.

Right to seek administrative review of employment laws.

Right to form and join an employers' organisation.

Right to participate in the activities of an employer's organisation.

Economic growth or stagnation directly affects behaviours of consumers, employers and employees in the following ways:

Consumerism through consumers purchasing goods. This increases total output especially the GDP because an increase in a consumer's demand of product by purchasing it, brings about an increase in supply of that product by the producer.

Increased purchasing of goods increases the output level of the employers. This brings about a multiplier effect such as hiring of more workers, purchasing more raw materials and increase in tax collection.

Economic decline can lower the consumers' purchasing power. This will cause the decrease of price of goods and services. This affects the local state – economy.

Economic stagnation affects real wages for the employees. Real wages refer to wages that have been adjusted for inflation. The worker might be making the same amount of money but his or her purchasing power has been reduced.

Local and national economy affects the consumer's confidence. For example, if consumers believe the economy is bad, they are less likely to spend their money.

Activity 3.5 Group work

1. In groups, discuss more impact of local and national economy on consumers, employees and employers that are not outlined above.
2. In groups of two discuss how local economy impacts national economy.

Glossary

- The system of production, distribution, and consumption of goods and services.
- A person who uses goods or services.
- A theory that states that an increase consumption of goods is economically beneficial.
- A business relation in which two or more parties compete to gain customers.
- Utilisation of economic goods and services to satisfy needs.
- Effects of business decisions on the people.
- Government policies which deal with budget, taxation and borrowing.
- Money paid to the government for various operations.

UNIT 4

The rights and responsibilities of consumers, employers and employees

What I will learn

- The rights and responsibilities of consumers.
- The rights and responsibilities of employers.
- The basis of holistic peace-making.

What I will do

- Investigate how rights of consumer, employers and employees are related and interdependent.
- Explore relevant laws and policies on consumer and employment.
- Explore the effects and benefits of well-developed clear rights.

Activity 4.1 Pair work

- 1 Name some of the goods that you have bought from the market or shop for the last one week. What was the reason of you buying those goods?
- 2 How were you served? What are some of the rights a buyer is entitled to?

In the previous unit we studied how South Sudan economy functions. We also discussed about general rights and responsibilities of consumers. In this topic, we are going to discuss this in detail. We will first define the terms consumer, good or service.

A consumer is a person or an organisation that uses a good or a service.

A good is a tangible item that you can touch and feel, for example, mango, bread, table and pen.

A service is an intangible activity provided to people either through physical energy or mental abilities.



People buying food stuff.

Consumers have their rights that protect them from exploitation.

In 2011, the South Sudan government passed Consumers Protection Act that outlines the rights of consumers against exploitation.

The following are some of the consumer rights according to the 2011 Consumer Protection Act of South Sudan.

Right against unfair or unjust transaction – Consumer is protected against any unfair transaction of goods and services from the supplier such as excessive buying price of a commodity.

Rights against false or misleading presentation – The consumer should be shown the right information about the material facts on the product he or she wishes to buy.

Rights to safe state and good quality – A consumer has a right to receive goods that are of good quality and free of defects.

Right to implied warranty of quality – A consumer has the right to receive the implied warranty of quality of goods as stipulated by the producer or retailer.

Right to demand for quality services – A consumer has a right to performance and completion of service in an acceptable manner, time and quality. Any delays should be communicated to the consumer in time.

Right for compensation for damages and loss – The supplier should compensate the consumer for goods that are damaged when being transported by the supplier.

Right to be heard – A consumer has a right to have assurance that the government will take full responsibility of all the concerns expressed and act on them according to administrative procedures.

Right to complain and redress – Consumers have a right to receive fair settlement of just claims of service failure or interruption.

Right to end a contract – Consumers have a right to cancel a contract within reasonable period not exceeding three days from date of signing contract. Cancelling provisions and procedures must be indicated in all contracts.

Activity 4.2 School visit

Visit all departments in your school and list types of products that are used, starting from your class, library, laboratory, departmental offices and others.

You as the consumer of some of the products you have identified, explain the rights that have towards the products.

A responsibility is the ability or power to act or decide on one's own obligation without supervision. It is a duty to act on something.

Consumer responsibility is therefore the ability of a consumer to act in a way that will benefit him or her and the economy in general.

In South Sudan, consumer responsibilities may include the following:

Environmental responsibility – A consumer should always be sensitive to the impact of their consumption activities in the surrounding environment. His actions must be aimed at fostering conservation of the environment for the safety and quality of life.



A nursery of seedlings.

Action or involvement – He or she must assert himself or herself to ensure that they get fair deals. It is his or her responsibility to ensure that he or she participates in policy formulation and legislation for the services they use.

Solidarity – Consumers have the responsibility to organise themselves in form of consumer associations in order to promote and protect their interest or protect themselves against any type of exploitation.

Critical awareness – As a consumer, one must always be aware of the quality and variety of goods and services being offered in the market.

Prompt payment of bills – A consumer has an obligation to pay all their bills and clear the debts when they are due. This will foster a good relationship with their suppliers.

Protection of communication facilities – Some of the suppliers use communication facilities like posters, bill boards and flyers to advertise their products. A good consumer has an obligation of protecting such facilities against vandalism.

Activity 4.3 Group work

1. Discuss and explain reasons why consumer responsibilities are important and why all consumers should adhere to them.
2. Use a short essay to put forward your argument.

National economy is a broad combination of individual, business and government spending or investment.

The government has to pay good attention to economic factors in order to measure the strength of its economy.

a) Impacts to consumers

Consumers play a major role in the economy hence any changes in the economy will have a great impact on them. The following are some of the impacts of national economy on consumers:

Consumer spending – A significant change in consumer spending behaviour highly depends on the state of national economy. For instance, lower spending may indicate a decrease in individual income while higher spending indicates an increase in the individual income.



Women selling vegetables.

Demand for products – In a situation where the price of goods is continuously increasing, the consumer's demand for the goods will decrease. This will in turn affect the supply of products which will have a negative impact on the economic growth in general.

Dominance of foreign commodities – If the government is over relying on the imported goods, the locally produced goods will lack market and production firms will close down. This will force the consumer to purchase foreign goods which may be very expensive for them.



A manufacturing industry.

High taxation – Tax is the main source of government revenue. If the government wants to increase its revenue for economic development then the tax will be raised. This will have an effect of an increase in the price of goods, thus, affecting consumption negatively.

Activity 4.4 Group work

In groups discuss the link between national economy and behaviour of consumers, employees and employers.

b) Impacts on employees and employers

Employment and unemployment are the driving forces behind economic growth and stagnation.

Economic improvement has an impact on employment in the following ways.

Increased employment opportunities – Increase in employment opportunities provide chances for previously unemployed people to be employed. This reduces the idleness by many people and earns them income thus, improving the standards of living.

Increase in income paid to employees – Improvement in economy increases employees' earnings leading to a higher rate of consumer spending which benefits businesses that depend on consumers.

Employees' strikes – In a situation where the economy of a country negatively drops due to high inflation rate, the employees will demand for more wages so that they maintain their living standards through strikes and other industrial actions.

Economic retrenchment – Retrenchment is an act of an organisation or government reducing the number of workers because of the increased wage bill that it cannot afford to meet. This act happens in a situation where the state of economy is under decline and the government cannot meet higher wage bills.

Consumerism is the continual expansion of one's wants and needs for goods and services.

Responsible consumerism is the role that a consumer plays in helping the society to be more sustainable.

A responsible consumer can be seen through a variety of activities as indicated hereby:

He or she should stop or reduce excessive consumption of some products. This will ensure that the income saved can be used to other investment projects in the society.

He or she should support responsible companies which produces quality products and in accordance with the law. This can be through increasing the purchase of their products so that they feel encouraged.

Carrying out demonstration or picketing. A responsible consumer can carry out a peaceful demonstration against harmful products that are produced by a certain company. This will help in creating the awareness to the society to stop buying such products.

Consumer activism. This is an act of carrying out awareness activities about consumption of certain products through rallies or street walks. The activism will make other consumers aware of good quality or harmful products, thus deciding on which products to purchase.

Fair trade certification. He or she should purchase goods with the label of fair trade. The label is a guarantee that no forced labour was used in generating a product and employees were paid promptly and fairly.

Sustainable resources. He or she should ensure that the natural resources are well preserved for other generations to use.

Activity 4.5 Group work

Write a short essay about responsible consumerism. In your essay, put forward suggestions of how you believe consumers should present their grievances as far as their rights are concerned.

Effects of consumerism

a) Positive effects

Creation of employment – Many people buy goods and services. Gross expenditure on the quality products increase leading to increased sales. Manufacturers of these goods will be forced to increase manpower, thus, leading to more employment opportunities.

Production of better products – The act of consumers only purchasing goods of good quality will compel the producers to produce better products to meet their customer's needs. Lower quality products receive criticism from consumer and companies that sell them face the risk of being edged out of the market.

Better living standards – The availability of quality goods in the market improves one's lifestyle as one can access better and more variable goods.

b) Negative effects

a) The decline of small industries

The existence of large industries with a strong financial base can lead to production of high quality goods and sell them at lower prices without making losses. This can lead to the closure of local industries which can not meet such qualities.

b) Over-reliance on imports

In many countries people are willing to pay a higher price for established brands with high quality satisfaction. This leaves goods that are locally produced, hence frustrating local industries which at last get closed.

c) Ecological destruction

Excessive consumerism results in the construction of more factories and large scale urbanisation. This leads to a serious depletion of natural resources like forests and water bodies to create room for commercial development.

The environment is also polluted by factories, settlement and direct products being purchased.



A factory polluting the environment.

Activity 4.6 Group work

Using the knowledge learned about consumerism, discuss how you can support responsible consumerism at local level in your country.

Labour law of South Sudan

The South Sudan transitional parliament passed the new labour bill in November 2017 in Juba. The labour bill protects the rights of workers in the country and provides guidelines for employment of foreigners.

The bill reserves exclusively for South Sudan nationals jobs such as vending, hawking, driving, office support works and other manual works.

There is a labour court established that will help to hear labour disputes in the country. The disputes may involve individuals with companies or individuals themselves.

The bill provides for employment inspection in South Sudan. This is to ensure that local citizens are allowed to work in the country and reduce foreign dominance in the labour market.

The bill also fosters the activities of trade unions since it gives the guideline on their formation.

The law contains some rights of workers in South Sudan.

Some of these rights are:

Women employment – This bill protects women against employment in dangerous areas for example where a lot of physical efforts are required.

Child labour – The law protects children against heavy work, exposure to poisonous or injuries and any other working conditions unfit for a child. The bill also prohibits employment of a child under the age of twelve.

Work contract – The law provides how the contract between employers and employees should be written, terms of contract and how the contract can be terminated.

Wages and salaries – The law states that workers' wages and salaries should be paid in cash and this can be done daily, weekly or monthly depending on the agreement between the employer and employees.

Loans – The law allows the employer to lend their employees loans at a very low interest which should not exceed 15% of their basic interest.

Transport – An employer is supposed to transport the workers or pay transport expenses where they have been sent to work.

Statements of entitlement – The employer should at the termination of the contract provide the worker with detailed statement of entitlement.

Activity 4.7 Group work

In a group of five students, discuss any type of business activity that you can start.

During your discussion:

- a) Write down the sources of capital and how much you need.
- b) State where you will start the business and the name.
- c) State the type of consumers you are targeting.
- d) Explore how you will share responsibilities in the business.
- e) Outline the rights of people you may hire to assist you.

a) High dependency on imports

The South Sudanese economy is characterised by high rate of imported goods.

With foreign goods dominating the market local business like locally manufacturing industries will not improve since the market is flooded with foreign goods.

b) High levels of competition

The presence of many foreign business firms operating in the country has led to the facing out of local businesses since they cannot overcome the pressure of competition.

c) Poor infrastructure

South Sudan is facing the challenge of poor infrastructure. Thus poor infrastructure in terms of poor road networks has stressed the local business vendors to transport their goods to the market.



Poor road network.

d) Low levels of personal income

Many of the south Sudanese citizens are earning very low income or even nothing at all. This has reduced the purchasing power, thus low demand for goods. Less demands for goods will affect the local business to thrive.

e) Lack of government subsidies and incentives

Lack or low level government subsidies and incentives like reduction of taxes on locally produced goods discourage many potential business investors.

f) High taxes

High taxes levied on locally produced goods discourage local investors. This is because the production process becomes expensive.

Activity 4.8 Group work

In groups of six students visit different businesses premises and establish the following:

- a) How they manage their business.
- b) Challenges they are facing locally.
- c) How they address those challenges.

Glossary

- Something that can be touched and felt.
- Something that cannot be touched or felt.
- The act of making or creating goods.
- The act of being misused or used in the wrong way.
- The process of exchange.
- Being unfavourable or hostile.
- Refers to an assurance attached to something or somebody.
- It is an agreement between two or more parties.
- It is an act of binding oneself to something.
- The state of not moving forward.
- An increase in price of goods and services.
- Stopping or dealing with.

UNIT 5

Peace-making

What I will learn

- The basis of holistic peace making and conflict resolution.
- Individuals and organisations who participated in peace-making in South Sudan.
- The role of the United Nations (UN) Charter and African Union (AU) Charter on conflict resolution.

What I will do

- Investigate a range of resources that describe approaches and strategies for peace making in South Sudan.
- Identify significant extracts from research findings in order to illustrate important aspects of peace making in South Sudan.
- Compose a report or article about peace making in South Sudan.

Activity 5.1 Individual work

- a) Explore the individuals and organisations that you know have participated in peace-making in South Sudan.
- b) Using the internet and other available materials, do a research on the role of the United Nations (UN) Charter and African Union (AU) Charter on conflict resolution.
- c) What do you understand by the term peace?

The following are some aspects that can define peace of a given society.

Sincere attempts of reconciliation between or among conflicting parties.

Existence of healthy or newly healed interpersonal or international relationship.

Existence of prosperity in matters of social and economic welfare.

Establishment and existence of equality and equity.

Existence of a working political order that serves the true interest of all.

In a situation where the above attributes of peace do not exist then there is no peace.



UN peace troops.

The meaning of peace-making

Peace-making is a process of settling a conflict between the disputing or conflicting parties. Peace-making seeks to achieve full reconciliation and mutual understanding among the disagreed parties.

When applied in criminal justice matters, peace-making is usually called **restorative justice**.

Peace making is not the final process of achieving peace. It needs a collaboration of peace keeping and peace building.

Peace keeping means keeping people from attacking each other by putting some kinds of barriers between them such as the use of police.

When using soldiers as peace keepers, the soldiers do not necessarily settle the disputants' differences but they simply keep the two sides apart.



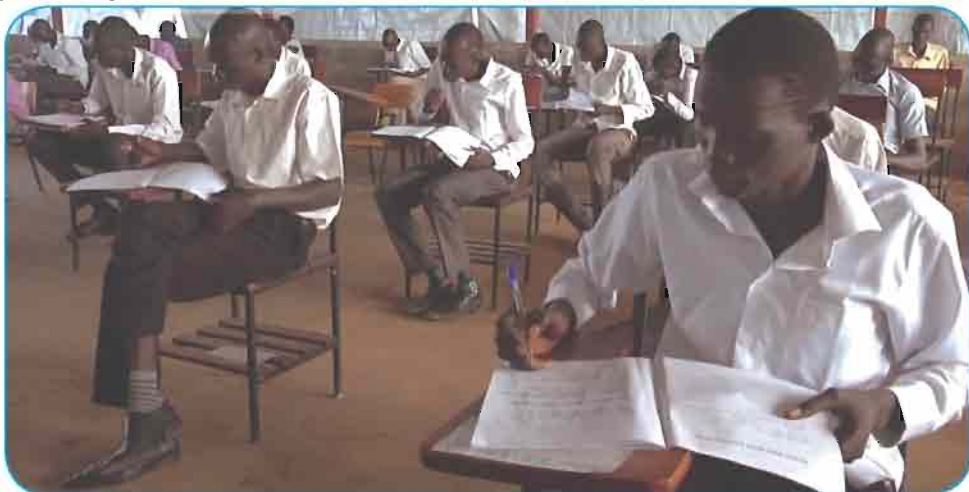
UN soldiers in a peace keeping mission in South Sudan.

Peace building is the process of normalising relations and reconciling differences between all citizens.

Other terms associated with peace

Restorative justice – Is the process of bringing those harmed by a crime and those responsible for the crime into communication and mutual agreement rather than punishing the offender. This enables everyone affected by the conflict or crime to play a part in repairing the harm and finding a positive way out.

In a school set up, the goal of restorative justice is to enable learners, accused of the crime come up with the solution of the mistake committed rather than punishing them.



Students sitting for an exams.

Retributive justice – It is a theory which holds that the best response to a crime is punishment proportional to an offense committed because the offender deserves it.

Armistice – This is a formal agreement between or among the conflicting parties to stop fighting.

It is a temporary suspension of hostilities of warring parties by an agreement.

Reconciliation – Is a situation in which two people or groups of people become friendly again after they have argued.

It can be also defined as a process of making two opposite beliefs, ideas or situations agree.

Activity 5.2 Group work

In groups, discuss and make notes on advantages of restorative justice over retributive justice as a way of solving conflicts

Peace-makers of South Sudan

By the year 2013, conflicts between two rival political sides in South Sudan had led to a civil war. This in turn resulted to a national conflict.

The consequence of this civil war was the loss of lives by a large number of South Sudanese citizens. In addition, millions of people were displaced and became refugees in the neighbouring countries especially Kenya and Uganda.

The conflict led to crimes against humanity, thus triggering the intervention of several non-governmental organisations and advocates of peace to settle the disputes.



A group of displaced South Sudanese citizens.

Organisations that have helped in peace-making in South Sudan

This is an organisation that works towards eradicating and reducing social challenges such as poverty in South Sudan.

OPRD aims to achieve its objectives through implementation of peace and conflict mitigation programmes, infrastructure rehabilitation and community development projects.

Some of the activities OPRD is involved in are:

- Conflict mitigation and reconciliation.

- Working towards strengthening of customary laws.

- Facilitating the work of civil authorities in managing conflicts.

- Educating citizens about their rights and freedom and supporting those victims whose rights have been violated.

- Working towards eradication of cattle rustling.

- Setting up programmes to fight gender-based violence.

- Offering civic education, community dialogue and empowerment programmes.

This was an agency formed in 2010 to enhance peaceful co-existence, good governance and better living standards in South Sudan.

It has partnered with local NGO's such as Mundri Active Youth Association (MAYA) and international organisations such as the UN World Food Programme to carry out its work.

GREDA works in the following areas:

- Peace building, conflict mitigation and resolution.

- Promotion and protection of human rights.

- Prevention, management and response to gender-based violence.

- Economic empowerment of women and youth through micro-finance and vocational trainings.

- Promotion of agriculture and food security.

- Construction of low cost houses for the poor and the vulnerable such as widows.

- Provision of humanitarian relief aids to victims of disasters.

This is an indigenous organisation which started in 2008 as an initiative to engage young people with the idea of peace, development and human rights.

The organisation which is situated in Bentiu Town and Juba works in collaboration with both local and international NGOs and UN agencies to achieve and keep the peace in the region.

It was previously known as Sudanese Organisation for Non-violence Development (SONAD).

The organisation campaigned for non-violence solutions to conflicts and peaceful co-operation between **North Sudan** and **South Sudan**.

It organises workshops and training sessions in which it teaches about human rights, democracy participation and non-violence.

The main area of concern for this organisation is the inter-religious dialogue between Christians and Muslims.



Muslims praying for peace.

NOTE: All the organisations discussed above were locally formed in South Sudan and are really helping in peace making in the country.

However, there are a few international or inter-governmental organisations that have also helped to create peace in South Sudan.

Some of these organisations include:

a) Inter-Governmental Authority and Regional Integration (IGAD)

This is a body currently comprising of 8 countries. They include Sudan, Kenya, Uganda, Ethiopia, Eritrea, Djibouti, Somalia and South Sudan.

IGAD is a subordinate organisation to the UN and the AU. Since its formation, its mandates have gradually expanded to address both political, peace and security issues.

IGAD's intervention in Sudan took place after Nigeria failed to broker peace in the country.

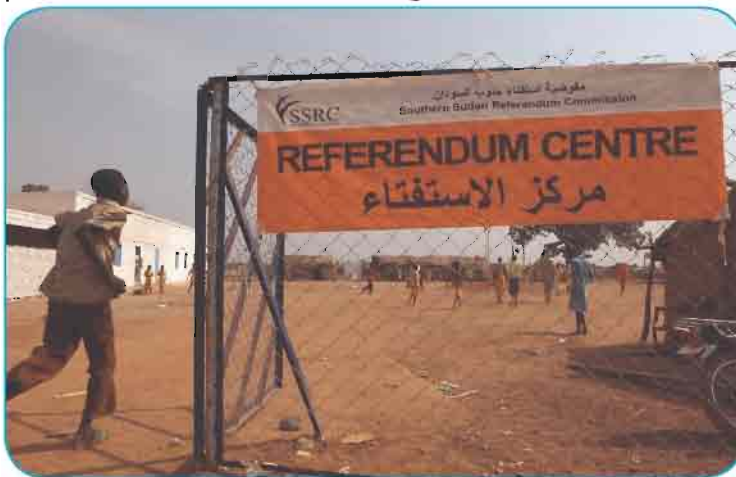
In September 1993, the president of Sudan, Omar El-Bashir invited IGAD, to intervene and assist in solving the North–South conflict of secession.

Following Omar's request, the IGAD Standing Committee on Peace in Sudan was formed chaired by the then president of Kenya, Daniel arap Moi together with former prime minister of Ethiopia, Meles Zenawi, President Isaias Afewerki of Eritrea and President Yoweri Museveni of Uganda.

The committee began its work with the 1994 peace talks to get the parties agree on a common agenda. However, the talks did not give the expected fruits since the Sudanese government argued that self-determination and the religious orienting of post conflict Sudan towards Sharia laws were not subject to negotiation.

In October 1997, another mediation talk was held but it failed again on self-determination and religious primary of Sharia Law.

In May 1998, a new round of talk began again but now with the inclusion of more international actors such as the UN. At this point the parties were able to agree on the principal of self-determination through a referendum.



Southern Sudan Referendum Centre.

Despite the efforts, some nations such as Egypt and Libya viewed the IGAD initiative as a potential blueprint for the division of Sudan. The process of mediation and the challenges went on for several years with little results being experienced.

In September 2003, the IGAD mediators facilitated high-level talks between the first vice president of Sudan, Ali Osman Mohamed Taha and John Garang in a Kenyan town, Naivasha.

Eventually, the parties drafted and signed a Comprehensive Peace Agreement (CPA) in Nairobi on 9th January, 2005, bringing to an end the IGAD peace-making initiative.

Since December, 2013, IGAD has been mediating the South Sudan conflict of achieving a long-lasting peace among warring communities.



Former vice president of Sudan, Ali Osman Mohamed Taha and the late John Garang in IGAD peace talks.

b) United Nations education, scientific and cultural organisation (UNESCO)

This is an agency of the (UN)

The objectives of UNESCO in South Sudan are:

- To advocate for peace and non-violence through education and media.

- To promote scientific and cultural cooperation to manage the country's resources.

- To empower and engage young people, women and men.

c) United Nation Mission in South Sudan (UNMISS)

This is a peace keeping organisation that has offered home to millions and thousands of South Sudanese refugees who fled their homes because of violence.

UNMISS was established on 8th July, 2011 by United Nations Security Council.

The organisation offers humanitarian programmes such as healthcare and food to thousands in South Sudan.

The stated UNMISS functions include:

To support for peace consolidation and foster long-term state building and economic development.

To support the government of the Republic of South Sudan in exercising its responsibilities for conflict mitigation and resolution and protect civilians.

To support the government of South Sudan in establishing the rule of law and strengthen the security and justice sectors.



UNMISS troops in South Sudan.

Activity 5.3 Pair work

- 1 State some of the community projects that the UN or any other organisation has initiated in your community.
- 2 Name sectors in your community that you feel the NGOs should assist South Sudan to become a better nation in the world.
- 3 What would you argue as the evidence that the above named organisations have been of great help in South Sudan? Explain.

d) The African Union (AU)

African leadership is an essential element in bringing about peace.

The AU office in South Sudan, Juba was opened in 2008 following the communication issued at the 89th meeting of the AU held on 28th August 2007.

The Juba office supported the implementation of the Comprehensive Peace Agreement (CPA) with respect to South Sudan.

After the independence of South Sudan, the AU set a strategic objective to promote good relations between the North and South Sudan.

The main objectives of the AU Juba office are:

Monitoring the overall political and security situation in South Sudan and report to the headquarters.

Assessing the implementation of the outstanding CPA issues and post-independence matters. This includes the political and security situation between the two states.

Collaboration with the AU liaison office in Khartoum, Sudan and the broad international community.



His Excellency President Salva Kiir with other AU leaders.

e) UN Charter of 1945

This is a treaty of the United Nations. The UN Charter articulates for a commitment to uphold human rights and outlines a broad set of principles relating to achieving higher standards of living among people by addressing economic, social and health problems.

Chapter VI of the UN charter deals with the peaceful settlement of disputes. It requires that disputes which may lead to war be first solved through peaceful methods such as negotiation, mediation, enquiry, arbitration, judicial settlement and the use of regional agencies.

If the above methods of peaceful dispute resolution fail, then they must refer it to the UN Security Council.

a) Peace dialogue

There are various dialogues that are being held in different parts of South Sudan with humanitarian agencies like NGOs, churches and other self-sponsored groups. The dialogues have contributed to a culture of non-violence aimed at conflict resolution and transformation of South Sudan.

b) Strengthening of peace networks across borders

Churches and youth organisations of South Sudan are creating networks with other organisations or churches in other countries like Kenya and Uganda.

These organisations observe the human rights situation and any infringements to the citizens of South Sudan.



His excellency President Salva Kiir in peace dialogue.

c) Peace, sports and theatre

Traditionally, cattle raiding was a way of young men to achieve the status of heroism. Possessions of many cattle continue to be a measuring device for status over generations to the livestock owners of South Sudan.

Today, sports and theatres are used to change the mind-set of warriors and break the cycle of violence. Messages on human rights, peace and security are transferred to a largely illiterate population in a creative manner.



Art and sports by youth promotes peace.

d) Promoting education

Different organisations like UNESCO have been promoting education in South Sudan. This is meant to enhance awareness among youths in economic projects that will help them improve their living standards.

Activity 5.4 Group work

Using newspapers, journals, magazines, internet and other sources of information available to you, collect the photos, quotes and other pieces of evidence about leaders and organisations that you believe to be significant in the peace making in South Sudan. Support your choices with good evidence.

Glossary

- Refer to opponents.
- A system of practices and institutions of government directed at upholding social control and mitigating crime.
- Act of lessening the force or intensity of something unpleasant.
- Being concerned with people's welfare.
- A formal expression of opinion.
- Being friendly.
- The act of working together.
- To express.
 - Justice that demands punishment for the offenders.
 - Justice that calls for mutual agreement rather than punishment of the offenders.
- This is a formal agreement between or among the conflicting parties to stop fighting.

UNIT 6

The need for sustainable development

What I will learn

- Issues and challenges of global interdependence and responsibility, including sustainable development.
- How to manage the impact of natural disasters.

What I will do

- Investigate different contexts for sustainable development.
- Explore the impact of natural disasters on the environment and how this is managed.
- Evaluate strategies for managing the impact of natural disasters.
- Explore and illustrate everyday activities that support sustainable development.

The meaning of sustainable development

Activity 6.1 Group work

- 1 In your working groups, explore the meaning of sustainable development as learnt in the previous classes.
- 2 Share the agreed group definition of sustainable development with other groups.



A UN summit on sustainable Development Goals in 2015.

In secondary 1, 2 and 3, we have discussed about sustainable development.

Sustainable development emphasises on joint efforts towards an inclusive and sustainable future for people and the natural world.

It analyses the core elements of human development that include economic growth, social inclusion and environmental protection for future generations.

In September, 2015 at a historic United Nations Summit, world leaders adopted 17 Sustainable Development Goals (SDGs) of 2030. These goals aimed at directing human development around the world.

These Sustainable Development Goals (SDGs) were laid down in line with the Millennium Development Goals (MDGs) on ending poverty.

Sustainable development goals call for action by all countries to promote prosperity while protecting the planet.

South Sudan has recognised the importance of ending poverty around the country by putting in place strategies to build economic growth. This is done by addressing several needs such as creation of job opportunities, tackling climate change and protecting the environment.

This requires collaboration among different stakeholders such as the central government, local and international organisations like the UNESCO and UNICEF.



An airport.

Ways of achieving sustainable development

As we have mentioned earlier, sustainable development has been applied in policy formulation and implementation in various sectors of the economy.

Examples of such cases include:

Scaling up nutrition among the children and people through educating parents on appropriate hygiene.



A child being fed during a UNICEF rapid response mission.

Ensuring healthy lives and well-being for all by preventing diseases at early stages through vaccination.

Ensuring inclusive and equitable quality education and promoting life-long learning opportunities for all.

Promoting gender equality and women empowerment through creation of jobs for women and controlling early marriages.

Promoting availability and sustainable management of water and sanitation for all.

Promotion of a sustained and all-inclusive economic growth, full and productive employment and decent work for all people.

Building of good infrastructure and ensuring inclusive and sustainable industrialisation and fostering innovation.

Promoting environmental protection through sustainable use of natural resources, combating desertification and controlling land degradation.



A forest on Mount Kinyeti, the highest peak in South Sudan.

Promoting equality within different states and between South Sudan and other countries.

Making South Sudan cities and urban areas habitable through ending urban crime and social problems.

Promoting peaceful, just and inclusive society in South Sudan.

Activity 6.2 Group work

Using a flow chart, illustrate some of the important aspects of sustainable development in the education sector of South Sudan.

Share the group work with the rest of the class members.

The United Nations Decade of Education for Sustainable Development (DESD), 2005-2014

Education for Sustainable Development (ESD) refers to inclusion of sustainable development issues into teaching and learning in a more participatory fashion that motivates and empowers learners to change their behaviours and take action for sustainable development.

Education for sustainable development promotes competencies like critical thinking, imagination and decision-making for future generations.

This learning process is meant to transform the learner's behaviour and enable him or her know how to live in a society and withstand challenges.



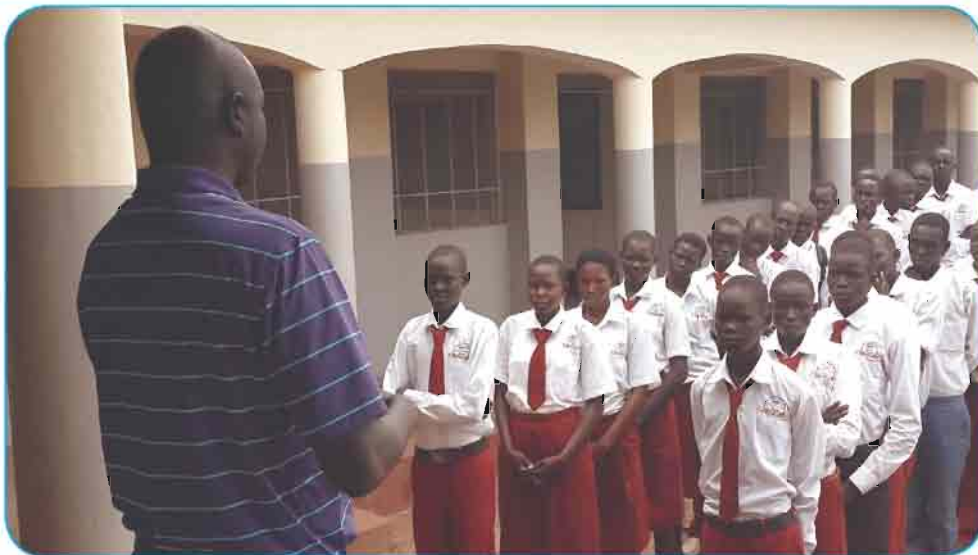
School children.

In 2005, the United Nations launched the Decade of Education for Sustainable Development (DESD). This was as a result of long process of international consultation and deliberation on the sustainable development models. It took place in 1972 at the United Nations Conference on Human Development in Stockholm, Sweden.

In 2005, UNESCO released an international implementation scheme for the United Nations Decade of Education for Sustainable Development. This led to implementation processes across the world at regional, sub-regional and national levels.

The objectives of Decade of Education for Sustainable Development included:

- To improve quality of education at all levels for sustainable development.
- To reorient education at all levels for sustainable development.
- To enhance public understanding and awareness of sustainable development.
- To build capacity for sustainable development.



A teacher instructing learners.

Since its establishment, South Sudan has put strategies to implement these goals. This includes developing new strategies and frameworks and reviewing the existing ones.

Some of the strategies the government of South Sudan has laid down are:

- Improving the competence of teachers.

- Improving the learning environment and setting.

- Improvement of the mode(s) of learning and teaching assessment.

- Making policies on culture and language and promoting equality.

The impact of DESD on shaping public opinion, school curriculum and government policies

Education for Sustainable Development (ESD) has presented a chance for countries around the world to incorporate a culture that is respectful to the principles of Sustainable Development.

ESD has brought far-reaching changes to the way education functions in the modern society.

The implementation of DESD has had the following effects:

- It has led to enhanced advocacy and vision building through public sensitisation by the government, private sector and civil organisation.

- It has enhanced local and international partnership and networking for resource mobilisation and co-operation. This has provided a platform for dissemination of information on sustainable development.

It has led to the development of infrastructure, especially resource centres and libraries to contribute to awareness.

It has led to intensification of capacity training and building to improve sustainable development skills among the people. For example, UNESCO has helped different countries to train trainers on sustainable development.

It has promoted research and innovation in different areas of the economy, for example, use of renewable energy.

It has improved ICT infrastructure like E-learning in schools.

It has improved quality and equitable education through improved accessibility to education.

It has led to constant review of the curricula in both primary, secondary and tertiary education

The meaning of natural disasters

Activity 6.3 Group work

- 1 In groups, discuss examples of natural disasters that have affected the people of South Sudan.
- 2 What has been the response of the citizens of South Sudan to these natural disasters?
- 3 What can be done to avoid such disasters in the future? Explain.

A natural disaster refers to a harmful event resulting from a natural process and which can lead to destruction of property and loss of lives.

They include floods, hurricanes, tornadoes, volcanic eruptions, earthquakes, outbreaks of diseases and other geological processes.

Examples of natural disasters that have taken place around the world include the 2010 Guatemala city sink hole, the 2000 Mozambique flood caused by Limpopo River, Fukushima Tsunami in Japan, the 2005 Hurricane Katrina in USA, 1997-2009 Millennium drought in Australia, 2009 Victorian Bush fires, Oklahoma rope Tornado in Japan among others.

South Sudan has experienced different natural disasters. These include outbreak of diseases especially measles, malaria and cholera in 2016 in the states of Juba, Terekeka, Jonglei, Eastern Lakes and Imatong. World Health Organisation in co-operation with the state governments responded through extensive health promotion campaign and support through early warnings, alert and medical response.

South Sudan has also experienced floods in Aweil North and Aweil West in the recent years.

Torrential rains caused major damage across the region due to the Kengen, Lothila and Kybal rivers bursting their banks. This led to deaths and injuries. Transport was also made difficult due to destruction of roads. UNICEF together with other partners responded through provision of food supplies, household water treatment products and water containers.



The Aweil Floods in South Sudan.

Management of the impact of natural disasters



Being taught on disaster management.

Natural disaster management refers to organisation of resources and responsibilities to deal with the effects of disasters.

Activity 6.4 Group work

In you groups; research, discuss and suggest possible ways that can be used to manage the effects of natural disasters.

Some of disaster management measures include:

Training of disaster management personnel responsible for decision making during disasters.

Use of drilling exercises in preparation and public awareness for predictable hazards.

Establishment of a communication policy during disasters.

Setting up good evacuation plans during disasters.

Use of effective equipment like fire extinguishers during fire outbreaks.

Setting up sustainable funding plans and mechanisms for disasters.

Activity 6.5 Group work

Discuss, research and identify some of the effective strategies that can be used to protect the environment.

Present each group's work in class so that you can share with all class members

Activity 6.6 Pair work

- 1 In pairs, what would you cite as the challenges facing implementation of sustainable development in South Sudan?
- 2 Propose possible solutions to the challenges mentioned.
- 3 Share with the rest of the class through brief class presentations.

Glossary

- A harmful event that can lead to loss of lives and destruction of property.
- The popular view emanating from citizens.
- Raw materials that exist within a particular place.
- A system formed by interaction of a community of organisms.
- Creating knowledge or awareness among the citizens.
- Improving the capability of the human resources to perform various tasks.
- An increase in the average temperature of the earth's atmosphere due to global warming.
- A diversity of plants and animal life in a particular habitat.
- Energy that can be used for a long time without getting depleted.

UNIT 7

Organising a community project

What I will learn

- Opportunities in a community for active citizenship.
- Measuring the impact of a project on a community.
- Requirements for informed contribution to a community project.
- Plans for monitoring and reviewing of a community project.
- Evidence for description of the impact of a community project.

What I will do

- Plan and carry out research in order to identify important issues in a community.
- Investigate activities in a community that are working to promote change.
- Explore the significance and effect of developing robust plan and opportunities for monitoring and review.

Activity 7.1 Group work

Community projects are important in our society. You have learnt implementation of different projects from Secondary One to Secondary Three. Considering what you learnt, in groups of four discuss the following things about the participation in community projects.

- Requirements to participate in a community project.
- Different community projects that we can implement in our community.
- Measuring the impact of a project in our community.
- Plans for monitoring and review of a community project.

Introduction

We have previously discussed the meaning of community project and some of the core requirements that are needed to implement a community project. While discussing the various community projects, you identified available opportunities that you can explore to make a positive impact in our society.

Some of these available community project opportunities include:

Environmental conservation such as tree planting, sewage and waste management.

Health and public hygiene management such as upgrading hygiene in slums.

Volunteer work in local and international organisations around the community.

Doing social work such as linking children in children homes and care centres to their families.



School children digging in their garden.

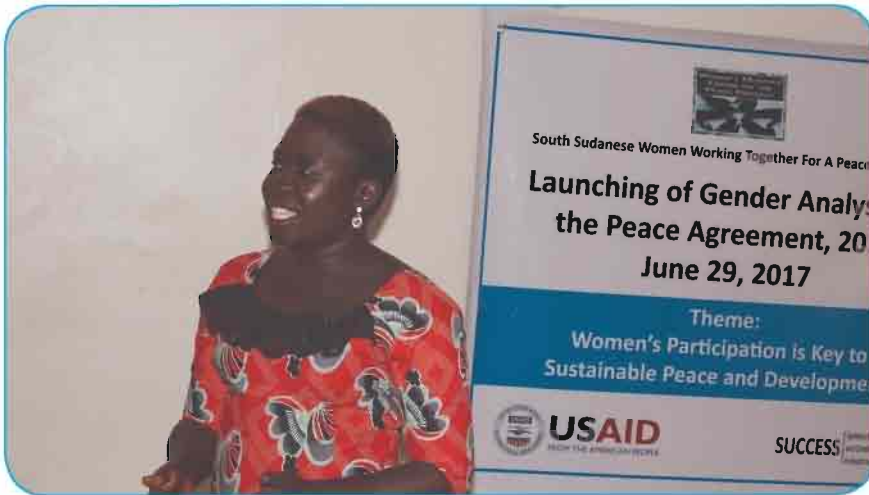
Community awareness on peaceful existence, voting, political rights and other social issues.

Offering counselling services to children and people in the rehabilitation centres and prisons.

We also discussed some opportunities that call for active citizenship through participation.

Can you remember some of these opportunities from your previous lessons?

Remind one another in pairs.



A project on women participation in peace-building.

Stages of carrying out a community project

It has been said that doing a community project involves two major considerations; doing the right project and doing the project in the right manner.

Ensuring that your project is based up on a true need and justified from information gathered are two important aspects of the right project. The following are phases of doing a community project:

1. Gathering of information

This is an on-going process that is done during project planning and implementation in order to make informed decisions and contribution. Gathering of information involves:

Administering and analysing questionnaires.

Reading programmes or project documents and other resources like books.

Interviewing the local people and leaders.

Doing observation schedules.

Doing internet research.

NOTE: This can be an instrumental tool for you as you try to identify the project to implement.



A community project on empowering street children.

2. Planning for a project

It's hard to imagine how a project could be successful without some planning. Planning for a project involves an analysis of requirements that will make the implementation process to be a success.

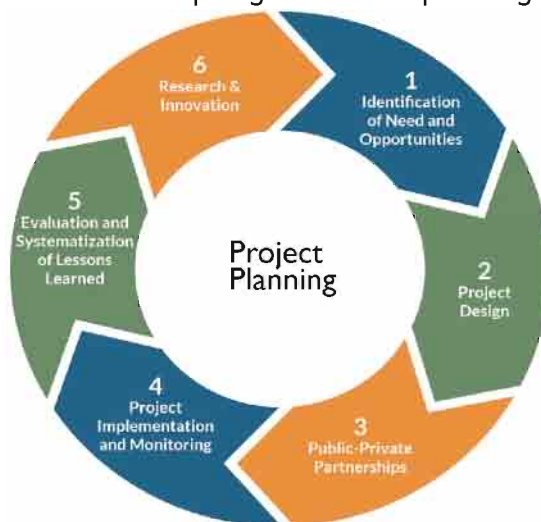
This analysis involves three fundamental dimensions as mentioned below:

Cost – How much the project requires.

Time – How long it will take.

Scope – What is to be done.

The following figure can be a helpful guideline for planning for a project:



A project planning guideline

Project planning should also involve an analysis of ways on how to deal with the following:

- Dealing with risks and uncertainties.
- Maintaining control during project execution.
- Managing the project interphases.
- Project communication and documentation.
- Project monitoring and evaluation.
- Bringing the project to a successful conclusion.

The above mentioned stages need skills for successful implementation of the project. These skills include:

- Organisational skills like teamwork.
- Research skills like developing questionnaires.
- Management and leadership skills.
- Communication skills.
- Creative and critical thinking skills.

Activity 7.2 Group work

1. In small groups, discuss and analyse the project ideas given below to come up with a short term project.
 - a) Identification of the project.
 - b) Gathering of information about the project.
 - c) The cost of the project.
 - d) The time and scope of the project.
 - e) Aims and objectives of the project.
 - f) Risks and challenges associated with the project.
 - g) Monitoring and evaluation of the project.
 - h) How the project is related to sustainable development.
2. As a class and with the help of your teacher, execute the project you have come up with.

3. Project development

The ideas for developing a project include:

Developing community based projects with particular theme.

Gathering and recording interviews with community members about an important issue either for a radio show or broadcast.

A community clear up a space that could be used by the young people to congregate safely.

4. Project monitoring and evaluation

Monitoring and evaluation helps to know whether project objectives have been achieved and to what extent there is need for mid-course corrections to address emerging problems.

Monitoring and evaluation both examine the indicators, targets, criteria and standards of a project.

Monitoring is the routine tracking of the key elements of a programme performance, usually inputs and outcomes through record keeping, regular reporting, surveillance and observation studies.

Monitoring helps to identify trends and patterns, adopt strategies and inform decisions for programme management.

During monitoring and evaluation, the following questions should be asked:

Are outputs leading to achievement of programmes?

How do beneficiaries feel about the work?

Are the activities leading to expected programmes?

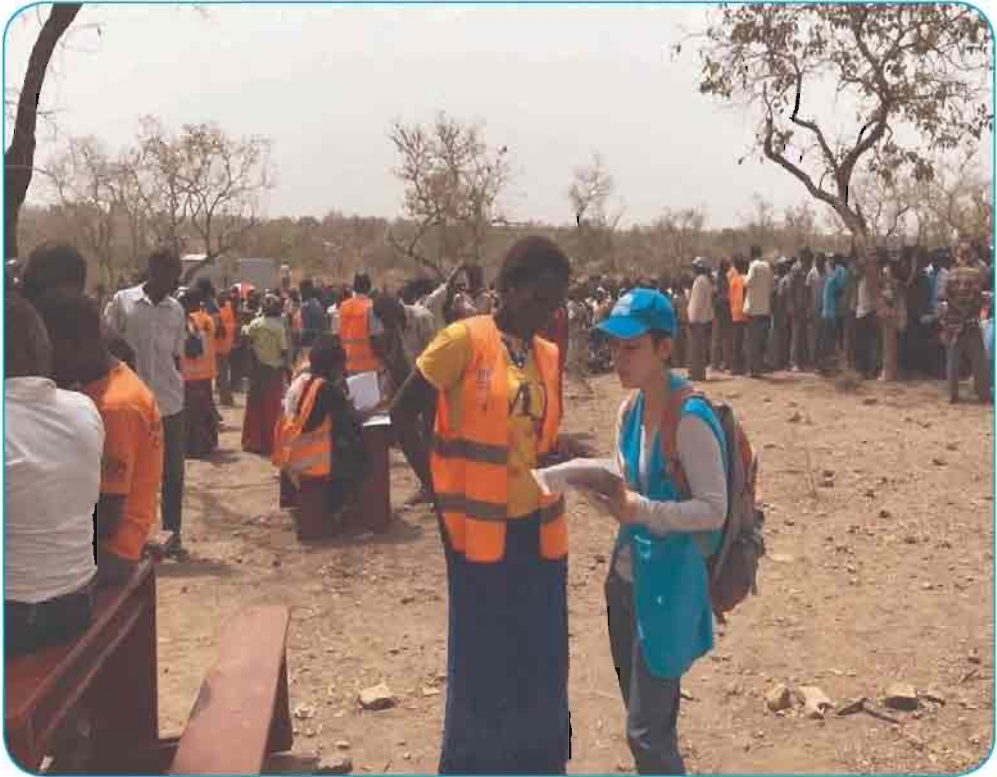
Are activities being implemented on schedule and within the budget?

Are personnel, finance and materials available on time and in the right quantities and quality?

Evaluation is the process of gathering and analysing information to assist in comparing and knowing whether the pre-determined objectives were achieved.

Activity 7.3

Supposing you are a leader of a project team undertaking a hygiene upgrading project in a slum, write a short essay narrating an evaluation that you have just carried out on the on-going project. Consider all the project evaluation aspects.



A follow-up activity on a community project.

Questionnaires

Checklists

Programme documents

Observation schedules

Interview guides

Diary or journals

Focus group documents

Analysis of records and data

The illustration below shows the evaluation process of a project.

Project evaluation and monitoring

Communication

**Data
collection**

**Impact of
the project**

Evaluation process of a community project.

The most compelling evidence collected and evaluated to describe the impact of a project includes:

Feedback on the financial status of the project.

Areas of accountability like coverage accountability, service delivery accountability, fiscal accountability and legal accountability.

Problems that require solutions and actions.

Sustainability of the project.

Human resource capacity.

Sustainability of community projects

Sustainability of a project refers to the ability of the project to maintain its operations and benefits during its projected lifetime. A sustainable project will be able to continue once the initial one has ended.

The following are reasons that can justify project sustainability:

To ensure that beneficiaries will continue to be served.

To reassure donor agencies that their investment will not be lost.

To convince the donor that you have planned wisely for the project.

To ensure that the organisation's investment is not lost.



A community project team marches in the streets to celebrate the project.

A community project should include a plan or strategic approach of making it sustainable. The sustainability should describe what components to offer people beyond the end date of the project.

Integrating the project into the organisation's overall budget and covering the costs through normal fundraising means.

Seeking support from local, national or international donors.

Signing agreements with other institutions for a long-term project.

Involving the community or beneficiaries in planning for the sustainability of the project.

Improving efficiency and reducing costs.

Offering expertise acquired from the project to other organisations.

Integrating advocacy and awareness to already funded life skills for sustainability.

Activity 7.4

Referring to the evaluation report that you wrote in activity 7.3, suggest some strategies that can make a project more sustainable.

Glossary

- A description of an aim.
- A series of planned future events with common development objectives.
- A series of activities aimed at bringing about clearly specified objectives within a set time.
- Individuals or institutions with clear concern of doing something, especially a business.
- Implementation plan of the project that sets out work breakdown structure, responsibility, calendar of activities and a resource plan.
- A phase or a process of putting a plan or decision into action to achieve the intended objectives.
- A periodic assessment of the efficiency, effectiveness, impact and relevance of a given process in line with the stated objectives.