



South Sudan

# Secondary Citizenship 1

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 1 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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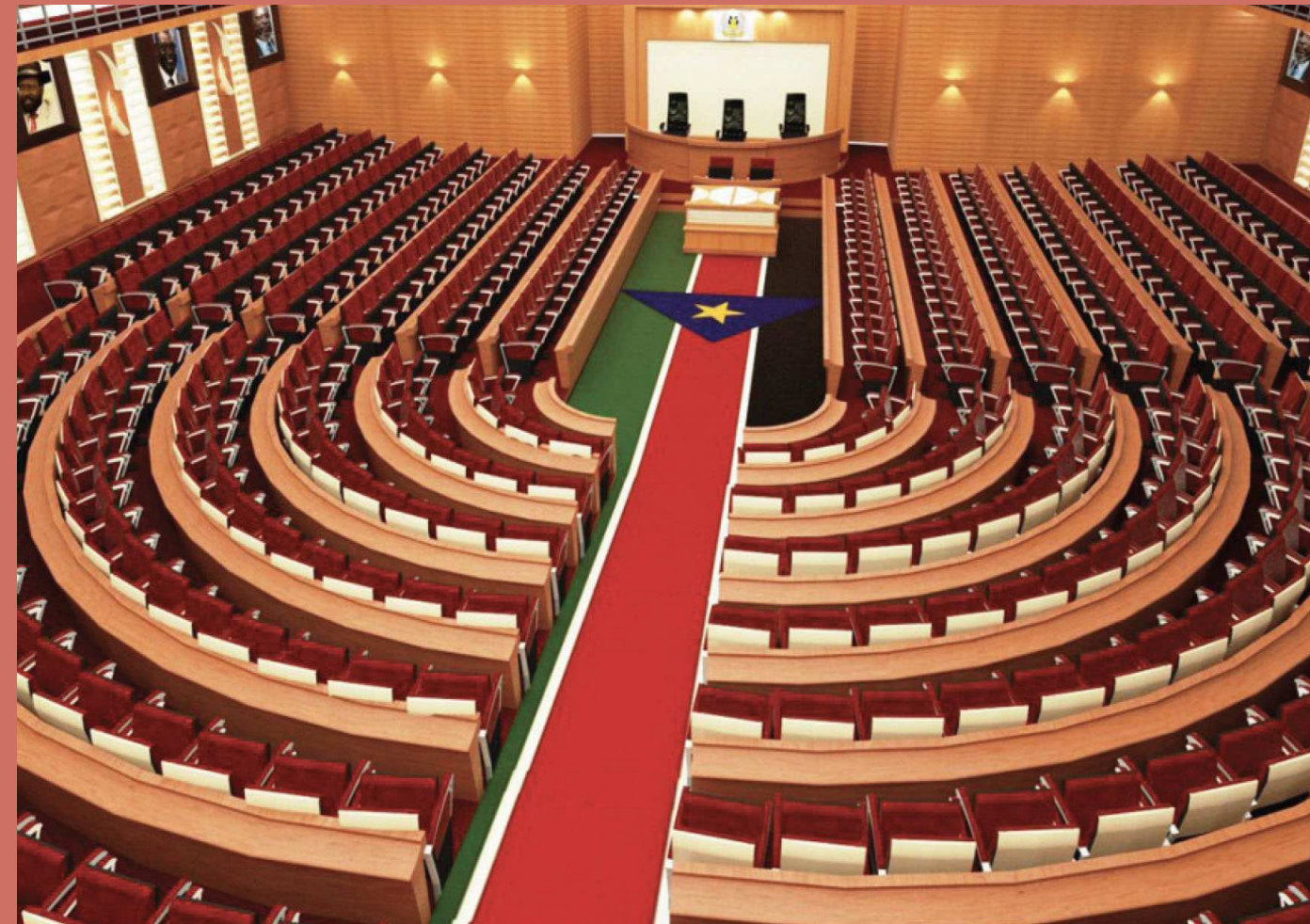
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South Sudan

SECONDARY

1

# Citizenship

## Student's Book I

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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

# Human Rights and the Criminal Justice System

### What I will learn

- Know about different kinds of rights and responsibilities.
- Understand that individuals, organisations and governments have responsibilities to ensure that rights are balanced, supported and protected.
- Know about the theory of peace and conflict resolution.
- Understand the importance of service delivery in conflict resolution.

### What I will do

- Investigate features of peace and conflict resolution.
- Compare rights and responsibilities as an individual at a local and national level.
- Value the rights we have as human beings.
- Explore the work of NGOs locally and nationally. Compare strategies for engagement and evaluation.

## Introduction

### What is Citizenship?

**Citizenship** is the legal right of a person to belong to a given country.

A **citizen** is a person who is a legally recognised member of a given country. In South Sudan, all the people who are recognised by law as members of the country can be termed as citizens of South Sudan.

Every person born to a South Sudanese mother or father has an **inalienable** right to enjoy South Sudanese citizenship and nationality.

Citizenship is a basis of equal rights and duties for all citizens of South Sudan.

Every citizen shall enjoy all the rights guaranteed by the Constitution.

The law regulates citizenship and naturalization; No naturalized citizen shall be deprived of his or her acquired citizenship except in accordance with the law.



A South Sudanese national may acquire the nationality of another country as prescribed by law without losing his or her South Sudanese citizenship.

Having two citizenships of two different countries is called **dual Citizenship**.

A non-South Sudanese may acquire the nationality of South Sudan by naturalization stated by law.



*Flag of the Republic of South Sudan.*

### **Duties of Citizens**

All South Sudanese Citizens have the following duties and responsibilities:

- i. Defend the country and respond to the call for national service in accordance with the provisions of the Constitution and the law.
- ii. Promote democracy, good governance and the rule of law.
- iii. Avoid violence and promote harmony, unity, fraternity and tolerance among all people of South Sudan in order to end ethnic, religious, geographical and political divisions.
- iv. Preserve and protect public funds and assets and respect legal and financial obligations.
- v. Prevent and combat corruption and sabotage.
- vi. Participate in the development of South Sudan.
- vii. Take part in general elections and referenda as stipulated in the constitution and the law.
- viii. Abide by the law and co-operate with the appropriate agencies in the maintenance of law and order.

### **Nationalism**

Nationalism refers to the political, social and economic system that aim at promoting the interests of a given nation.

Nationalism helps in maintenance of self-governance and sovereignty of the country.

As citizens of South Sudan we should be proud of our country. It is our duty to protect our country and develop it. It is our hard work that will see our country better each day.

A citizen who is proud of his or her country is said to be patriotic. We should all be patriotic to South Sudan, our country.

### Activity 1.1

#### Group work

In your working groups, discuss the following:

1. What is dual Citizenship?
2. Examine how dual citizenship may affect nationalism in a given country?
3. Summarise some of the disadvantages of having a dual citizenship?

### Activity 1.2

Look carefully at the map shown below.



*Map of the Republic of South Sudan and her neighbours.*

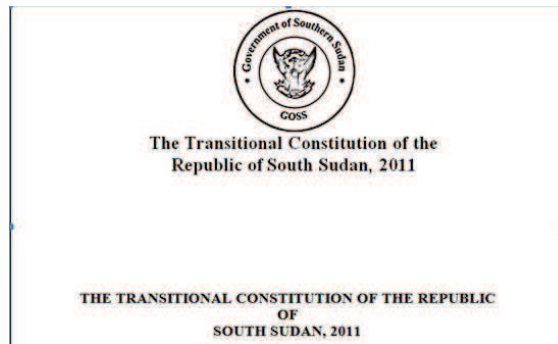
- Apart from South Sudan, what other countries can you see?
- Write down all their capital cities.

## Activity 1.3

### Group Work

1. In groups, find out the meaning of the following words and phrases. You can use the dictionary, existing textbooks or the internet if available.
  - a) Constitution
  - b) Human rights
  - c) Bill of rights
  - d) Justice
2. Share your findings with the rest of the class through presentations.

**Constitution** is a set of fundamental principles, rules and laws written or unwritten that regulate the state. The Republic of South Sudan has a written constitution titled, “**The Transitional Constitution of South Sudan.**”



*Picture of the constitution cover of South Sudan.*

**Human rights** are basic privileges and **liberties** that every human being is entitled to.

**Bill of rights** refer to a statement of human or civil rights in a constitution. It explains and guarantees rights of individuals. It also clarifies circumstances that may force the government to deny citizens some rights.

**Justice** is the righteousness, equitableness or the moral rightness.

### **The various rights and freedoms of the citizens of South Sudan**

The rights and freedoms of the South Sudanese people are found in the constitution. They are promoted and respected by both the government and the people of South Sudan. They include the following:

### Equality before the law

All people are equal before the law. Every citizen should therefore be treated equally and protected equally. This should be done without any form of discrimination with race, ethnicity or gender.

### Right to life and Human dignity

All citizens are entitled to life, dignity and their integrity. This is protected by law.

### Personal liberty

All citizens are entitled to liberty and security. No citizen should be arrested or subjected to restriction except for specified reasons.

### Freedom from slavery, servitude and forced labour

No citizen should be subjected to forced labour or servitude. **Servitude** is a state of being subjected to forced labour by someone more powerful.

### Right to family



*Every person of marriageable age has a right to start a family.*

Citizens of marriageable age have the right to marry a person of the opposite sex and establish a family.

### Right to fair trial

Accused citizens are all presumed innocent until proven guilty. They should be given time and chance to defend themselves before a court of law.

### Freedom from torture

No citizen of South Sudan should be subjected to torture, cruel or a degrading treatment or punishment.

## Freedom of expression and media



*Media should be given freedom to write and report what is happening.*

Every citizen has the the freedom of speech. No citizen should be harassed for speaking their mind.

## Freedom of assembly and association

All citizens have a right to assemble and associate with others. No citizen should be denied this freedom without being given a notice.

## Rights of children



*Children are entitled to their rights.*

Children are entitled to the following rights:

- Right to life, survival and development.
- Right to name and nationality.

- Right to know and be cared for by his or her parents, or legal guardian.
- Right not to be subjected to any form of exploitative practice or abuse. Not to be engaged in anything that will interfere with his or her education, health and well-being.
- Right to be free from any form of discrimination.
- Right to be free from any form of corporal punishment or any form of harsh treatment.
- Right to be protected from abduction and trafficking.
- Right to be protected from harmful practices that can affect his or her health, dignity and well being.
- Right to education.



Every child has a right to Education.

### Rights of women



Women are entitled to their constitutional rights.

- Women are given full and equal dignity with men.
- Women have the right to equal pay for equal work and other related benefits with men.



- Women have the right to participate equally with men in public life.
- All levels of government:
  - Promote women participation in public life and their representation in the legislative and executive organs by at least twenty-five per cent as an affirmative action. This is to address imbalances created by history, customs, and traditions.
  - Enact laws to combat harmful customs and traditions which undermine the dignity and status of women.
  - Provide maternity and child care and medical care for pregnant and lactating women.
- Women have the right to own property and share in the estates of their deceased husbands together with any surviving legal heir of the deceased.



*Jemma Nunu Kumba – Minister for Wildlife conservation and tourism. Women have rights to government jobs.*

#### Activity 1.4

Role play a case where a woman citizen of South Sudan is seeking justice in a court. This is because she has been denied a government job on the basis of being woman.

### Protection of Human rights in South Sudan

Both the government and the citizens of South Sudan have a role to play in order to ensure protection of rights and freedoms.



## Responsibility of the government towards human rights protection

The Bill of Rights is a **covenant** between the people of South Sudan and their government. The commitment to respect and promote human rights and fundamental freedoms is enshrined in the Constitution.

This is the foundation of social justice, equality and democracy. The rights and freedoms of individuals and groups enshrined in this Bill should be respected, upheld and promoted by all organs and agencies of government. The government has the duty of treating its people equally.

This is achieved through fair trials for the accused and equal provision of the public resources to the people of South Sudan.

## Responsibility of citizens towards human rights protection

All South Sudanese citizens in their private capacity are expected to respect the rights and freedoms of fellow citizens. By doing so, they are promoting the protection of Human rights and freedoms.

The citizens are also expected to act as good people of South Sudan by reporting human rights violations to relevant authorities.

Individual citizens can as well ensure that human rights are protected by being gender sensitive. This means they should not discriminate anybody based on the gender of such a person.

Good citizens should maintain peace and security.

## Responsibilities of organisations towards human rights protection

Organisations such as the **Human Rights Commission** also play significant roles in ensuring enforcements of the Human rights.

The Human Rights Commission has power to summon representatives of relevant institutions of government or organisations. This is done so as to investigate against any misconduct towards human rights.



*South Sudan Human Rights Commission meeting.*

The Commission may request a government representative or any person or organisation to take part in its deliberations if and when necessary.

The functions of the Commission are:

- i. Monitor the application and enforcement of the rights and freedoms enshrined in the Constitution.
- ii. Investigate, on its own initiative, or on a complaint made by any person or group of persons, against any violation of human rights and fundamental freedoms.
- iii. Visit police jails, prisons and related facilities with a view to assessing and inspecting conditions of the inmates and make recommendations to the relevant authority.



Juba central women's prison.

- iv. Establish a continuing programme of research, education and information to enhance respect for human rights and fundamental freedoms.
- v. Recommend to the National Legislative Assembly effective measures to promote human rights and fundamental freedoms.
- vi. Create and sustain within society awareness of the provisions of this Constitution as the fundamental law of the people of South Sudan.
- vii. Educate and encourage the public to defend their human rights and fundamental freedoms against all forms of abuse and violation.
- viii. Formulate, implement and oversee programmes intended to instill in the citizens awareness of their civic responsibilities and understanding of their rights and obligations as citizens.
- ix. Monitor compliance of all levels of government with international and regional human rights treaties and conventions approved by the Republic of South Sudan.
- x. Express opinion or present advice to government organs on any issue related to human rights and fundamental freedoms.

## Activity 1.5

### Pair work

1. Discuss with your friend different ways that human rights may be violated.
2. Explain to each other how two people are affected when their rights are violated.

## Activity 1.6

Visit the school library, borrow newspapers of previous dates and try to identify articles on human rights violation. Read them and compare the information to what you have learnt in this topic. You may also use the internet if you have access to it

## Conflict Resolution

### Activity 1.7

### Pair work

1. Have you ever quarrelled with anybody?
2. Tell your friend what made you quarrel with that person.
3. How was the matter resolved? Discuss with your friend how the two of you resolved your differences.

A **conflict** is a form of friction or **discord** that arises within a group or society. This may occur as a result of beliefs or actions of one member or more members being resisted by the other members.

**Conflict resolution** refers to processes and methods involved in facilitating a peaceful ending of a conflict.

### Levels of Conflict

- Individual versus individual
- Individual versus society
- Society versus society
- Individual versus state
- State versus state

## Causes of Conflicts

The main causes of conflicts at individual level include:

- i. Differences in opinion.
- ii. Failure to fulfil expectations of the other person.
- iii. Failure to appreciate the rights and freedoms of other people.
- iv. Hatred or failure to interact with others due to hatred.
- v. Status threat. This is where an individual feels that his or her status is being threatened by another person.

In a country, conflicts may arise due to the following:

- i. Political differences.
- ii. Unequal distribution of national resources.
- iii. Cultural and religious differences.
- iv. Land ownership.

At the international level, conflicts mainly arise from social, economic and political factors. State boundaries also cause conflicts at this level.



*His excellency President Salva Kiir and the president of Kenya, Uhuru Kenyatta. Good relationship with neighbours promotes peace.*

## Methods of conflict resolution

### Activity 1.8

Dramatise the process of conflict resolution at the school level. For example, a conflict between two students over a lost book. In your play, reconcile the two students.

### The methods of conflict resolution include:

#### Reconciliation

In this method, conflicts are resolved through talking out the differences between the conflicting parties so that they can clear their differences.

#### Arbitration

This method involves the use of a third party to settle disputes between the conflicting parties. Both the two people or parties in conflict agree on using a third party who in most cases is of higher authority. The third party is called the arbitrator.



*People in an arbitration process*

#### Negotiation

Here, conflicts are resolved in a more relaxed manner. The parties in conflict consult each other in bid to end the conflict. They both agree on a solution that satisfies them both. This is after discussing all the relevant facts pertaining the conflict.

#### Diplomacy

This is mostly used when there is a conflict between nations. The two nations in conflict initiate talks with each other to facilitate peace agreement. If this fails, an arbitrator is usually used.



## Litigation

This is done through courts. An aggrieved person files a legal suit in court and the matter is put before judges or magistrates who hear and rule on it. Once the decision is made, the unsatisfied party is allowed to appeal for another hearing.



*A court session. Courts are used to solve conflicts.*

### Activity 1.9

1. Explain the various methods through which conflicts can be resolved.
2. How can conflicts be avoided in a society. Write a short essay to explain.

## Glossary

**Constitution** - Set of fundamental principles, rules and laws written or unwritten that regulate the state.

**Human rights** - Basic privileges and liberties that every South Sudanese citizen is entitled to. It explains and guarantees rights of people.

**Bill of rights** - The human rights clauses that form part of the constitutions of all nations in the world.

**Justice** - The righteousness, equitableness or the moral rightness. The art of fairness.

**Servitude** - A state of being subjected to forced labour by someone more powerful.

**Conflict** - A form of friction or discord that arises within a group or society. This may occur as a result of beliefs or actions of one member or more members being resisted by the other members.

**Conflict resolution** - The process and the methods involved in facilitating a peaceful ending of a conflict.

**Litigation** - Legal process.

**Arbitrator** - An independent person or body officially appointed to settle a dispute.

**Arbitration** - The use of an arbitrator to settle a dispute.

**Negotiation** - Discussion aimed at reaching a peaceful agreement.

**Discord** - Disagreement

**Covenant** – A binding agreement between two parties.

**Inalienable** - Can not be taken away from somebody.



## Unit 2

# The Key Characteristics of Parliament and Forms of Government

### What I will learn

- Understand the characteristics of the South Sudanese parliament.
- Know about the forms of government in South Sudan.
- Know about other forms of government in other parts of the world.

### What I will do

- Compare forms of government in South Sudan to other countries in Africa.
- Investigate and identify key characteristics of governance in South Sudan.
- Explore strategies and systems of governance in your state.
- Understand the characteristics of the South Sudanese parliament.
- Know about the forms of government in South Sudan.
- Know about other forms of government in other parts of the world.

## Introduction



*The government of South Sudan's logo.*

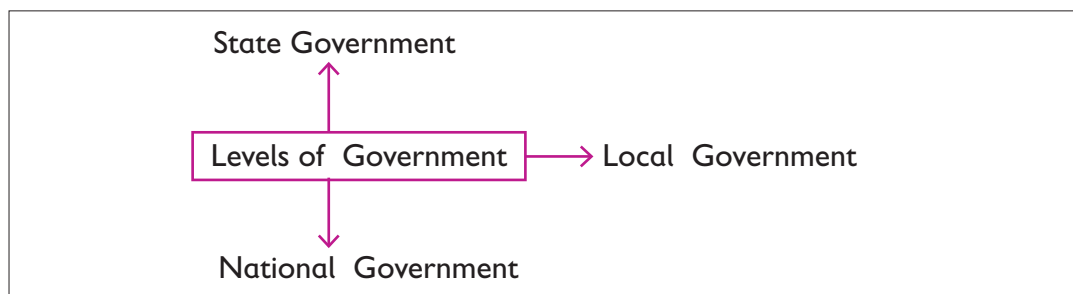
## Activity 2. I

### Group work

1. In your groups, identify the various departments found in the school.
2. Discuss the functions of each department you have mentioned.
3. As you complete the discussion, relate the school situation to the national government which has various departments (arms). Each has its own functions.

The Republic of South Sudan has a decentralised system of Government. It is made up of the following levels:

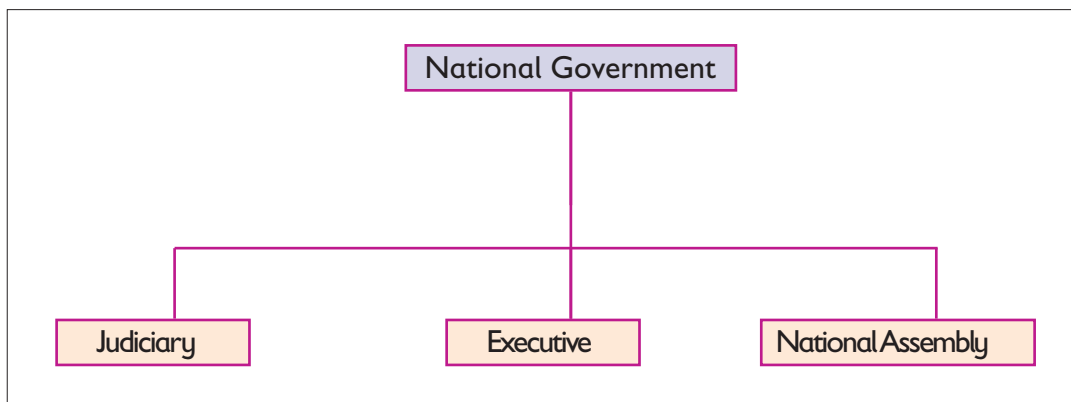
- a) The National Government.
- b) The State Government
- c) The Local Government



Each level of Government has its mandated functions defined in the Transitional constitution of South Sudan 2011.

### The National Government

The National Government has the following organs:



Each of the three organs functions independently as mandated by the constitution. At this level of learning, we will mainly focus on the national assembly (parliament).

## The Parliament of South Sudan (The legislature or the National Assembly)

A **parliament** is a legislative, elected body of government.

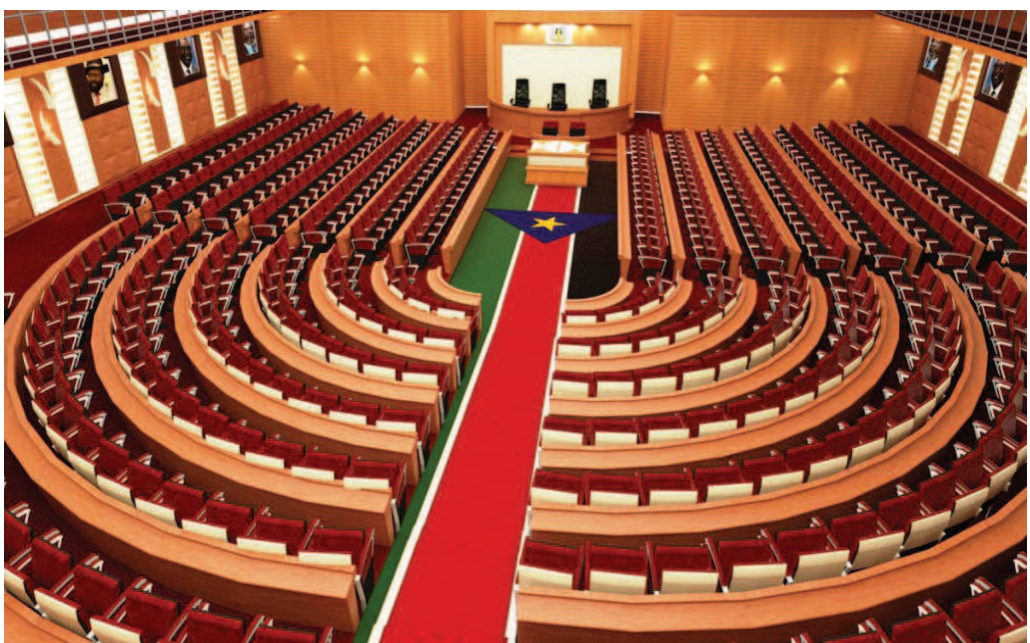
Generally, a parliament has three main functions:

- Representing the people.
- Making laws.
- Overseeing the government through hearings and inquiries.

### Characteristics of the South Sudanese Parliament

The parliament of South Sudan is characterised by the following:

1. It is the law making body in South Sudan.
2. It is composed of the National Legislative Assembly and the Council of states.
3. It is chaired by the speaker of the National Assembly.
4. The deputy chair is the speaker of the Council of states.
5. Each house sits separately to conduct its business.
6. It is **bicameral**. This means that it is made up of two chambers.



*An inside view of the parliament of South Sudan.*

## Functions of the South Sudan Parliament (National Legislative Assembly)

The National Legislative Assembly exercises the following functions:

1. Overseeing the performance of the National Government institutions.
2. Approving plans, programmes and policies of the National Government.
3. Approving the national budgets.
4. Ratifying international treaties, conventions and agreements.
5. Adopting resolutions on matters of public concern.
6. Summoning ministers to answer questions of members of the Assembly on matters related to their ministries.
7. Questioning ministers about the performance of their ministries.
8. Approving appointments as required by the Transitional Constitution or the law.
9. Casting a vote of no confidence against the Vice President and any minister.
10. Enacting legislation to regulate the conditions and terms of service of the Judiciary and its oversight mechanisms.
11. Performing any other function as determined by the Transitional Constitution or the law.

### Activity 2. 2

#### Pair Work

1. With your friend, review the functions of the parliament explained above.
2. Explain to each other the importance of each function.

## Other Forms of Government in South Sudan

Apart from the national government, the Republic of South Sudan has other levels of government.

These are:

- i. State level Government
- ii. Local Governments

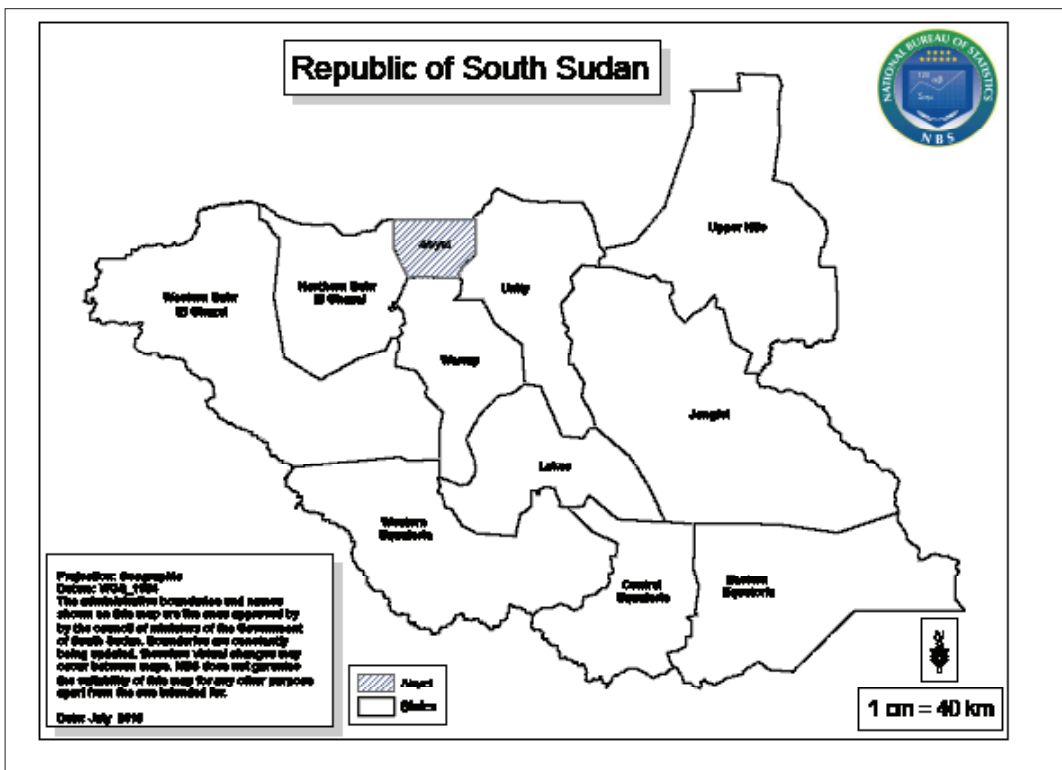
## The state level Government

### Activity 2.3

#### Group Work

The following map of South Sudan shows her various states.

1. Observe the map and tell your friend how many states you can see.
2. List down the names of all the states you have counted.
3. Identify the state that your school is located.
4. Which state do you come from?



*Map of South Sudan showing her various States.*

The state level government exercises authority within a state. It renders public services within the state.

All the states have their constitutions which conform to the country's constitution.

The states have the **legislative** and the **executive** organs which are at the centre of governance at state level.

These legislative and executive organs have different roles to play in the governance of the state.

Legislative organ ← **State government** → Executive organ

*Organs of the state government.*

## The Legislative Organ

The existing state legislatures are known as State Legislative Assemblies. They comprise of the current elected members.

Each State Legislative Assembly has law-making functions. Such legislative functions must be in line with the state constitution and the country's transitional constitution.

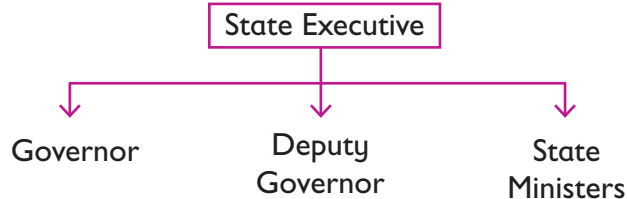
### Activity 2.4

#### Pair work

With your friend, discuss and write down the functions of the state legislative assembly and make brief notes. (Use the library, copy of the constitution and the internet if available as your sources of information.)

## The state Executive

The state executive is composed of a Governor, a Deputy Governor, and state Ministers.



*Composition of the state executive.*

The Governor of each state is the head of the executive. He or she appoints the deputy Governor, advisors and state ministers.

He also has the power to sack them. The governor appoints and sacks these workers in consultation with the president and in accordance with the state constitution.

The Deputy Governor acts as Governor in the absence of the Governor.

State ministers are answerable both individually and collectively to the state assembly ministers regarding performance in their duties. They also report to the state governor about their performance.

A state minister may be removed by the governor or through a motion of no confidence in the state assembly.

The motion must be supported by two-thirds majority in the state assembly. This may result from gross misconduct or underperformance of his duties.

## Activity 2.5

1. Name and discuss in groups the functions of the state executive.
2. Compare the work of your groups with other groups.

### Local Governments

The states make laws to establish local governments based on urban and rural councils. The states provide structures, composition, finance and functions of the local government.

The president forms the local government board which reviews the local governments and makes recommendations towards the running of these governments. They are divided into rural local governments and urban local governments as shown below:

<b>Rural local government</b>	<b>Urban local governments</b>
County governments	City councils
Payam governments	Town councils
Boma governments	Municipal councils

Local governments have powers to levy, charge, collect and appropriate fees and taxes in accordance with the law.

The objectives of local government include:

- (a) Promote self-governance and enhance the participation of people and communities in maintaining law and order.
- (b) Promoting democracy, transparency and accountability within the local government.
- (c) Make the local government institutions to be closer to the people.
- (d) Involve communities in matters of local government.
- (e) Promote and facilitate civic education.
- (f) Enhance social and economic development.
- (g) Promote self-reliance amongst the people through mobilisation of local resources.
- (h) Promote peace, reconciliation and peaceful coexistence among the various communities of South Sudan.



## Forms of Government in other parts of the world

### a) Monarchical Government

This is a type of government where a king or queen heads the government. There are two types of Monarchical government. These are:

#### i. Constitutional Monarchy

This is a type of monarchy where the monarchical power is restricted to what is written in the constitution. Examples of countries with this type of monarchical government are Lesotho and Britain.

#### ii. Absolute Monarchy

In this type of Monarchy, the power of the head of state is not controlled. He or she has unlimited power and this may result to **dictatorship**.

### b) Dictatorial government

This is a system of government where the ruler has absolute power on the people he rules. The ruler is normally referred to as the dictator and he is the only source of authority.

The dictators make the laws by themselves, they rule forcefully and suppress their subjects. They impose themselves on their subjects.

Examples of dictators in history are Adolf Hitler of Germany and Idi Amin of Uganda.

### Activity 2.6

Contrast the forms of government in South Sudan and the two forms advanced above.

## Contribution by South Sudanese leaders

### Dr. John Garang de Mabior



Dr. John Garang de Mabior

He was born on June 23, 1945 and died on July 30, 2005. John Garang led the Sudan people's Liberation Army (SPLA) which was a resistance movement. The resistance took place during the second Sudanese Civil war.

Dr. John Garang de Mabior is regarded by many as the most influential person in the history of South Sudan. His death resulted from a helicopter crash.

## Contributions of Dr. John Garang to the Republic of South Sudan

- He formed the Sudan People's Liberation Army (SPLA), an association of soldiers who fought for more than twenty years in the second 'Sudanese Civil War' of independence.
- He envisioned a united Sudan where people of all religions will be involved in the administration and co-habit peacefully.
- In January 2005, Dr. Garang's continued pressure on the government made President Omar al-Bashir to sign the 'Comprehensive Peace Agreement' (CPA). This agreement was a major step in the independence of South Sudan as a nation.
- Dr. John Garang was the first vice president of Sudan. The very first person from the south to hold such a high ranking position in the government of Sudan.
- He later became the leader of South Sudan.
- He served as a colonel in the military of Sudan. He also served as a military instructor.
- Dr. John Garang was a bright student. He was a holder of a masters and doctorate degrees in Agricultural Economics from universities abroad.

## Salva Kiir Mayardit



Mr Salva Kiir Mayardit,  
President of the Republic of South Sudan

Salva Kiir Mayardit was born on 13 September 1951.

He is the president of South Sudan since independence in the year 2011.

Before becoming president, Mr Kiir served as the head of government in South Sudan.

He also served as the first Vice President of South Sudan. This was between 2005 and 2011.

Kiir served as the deputy of the Sudan People's Liberation Army (SPLA). The late Dr. Garang was his senior at the time. Kiir Later rose to become the leader of SPLA .

## Rebecca Nyandeng



*Rebecca Nyandeng de Mabior*

Born in 1956, Nyandeng is the wife to the late founding father of South Sudan, Dr. John Garang.

Madam Rebecca has served in different positions in the government of South Sudan. She was appointed as Minister of Roads and Transport.

She also served as an advisor to the President of South Sudan.

Apart from government service, madam Rebecca also played a key role in the Comprehensive Peace Agreement signed by Dr. John Garang before his death.

## Hon. Mama Keziah Lanyigwa Nicodemus



*Hon. Mama Keziah Lanyigwa  
Nicodemus*

Mama Kezia was born on the 29th March 1939. She was a schooled lady who trained as a teacher. She served as the headteacher of Itri primary school from 1958 to 1990.

Mama Kezia joined SPLM in 1989. In 1991, she was appointed chairperson of Maridi Women Association. This was the start of her political career. She mobilized women to support the movement. In 1994, she attended the first SPLM convention where her abilities were hailed by leaders of SPLM. In 1996 she was appointed as a member of SPLM National Council (NLC) and later the secretary for women gender and child welfare. By the time the Comprehensive Agreement was signed, Kezia was among the few women to have risen to that level.

## Glossary

**State Government** – Governments that are in charge of the states of South Sudan.

**National Government** – The government of the Republic of South Sudan.

**Local Government** – Lower governments that are more close to the citizens. Found in both rural and urban centres.

**Urban councils** – Local governments found in urban centres.

**Rural councils** – Local governments in rural areas.

**Monarchy** – A form of government led by a king or queen.

**Dictatorial** – A government that is in exploitation of its people. Harassment of the citizens by their government.

## Unit 3

# Local Government

(HOW DECISIONS ARE MADE AT LOCAL LEVEL)

### What I will learn

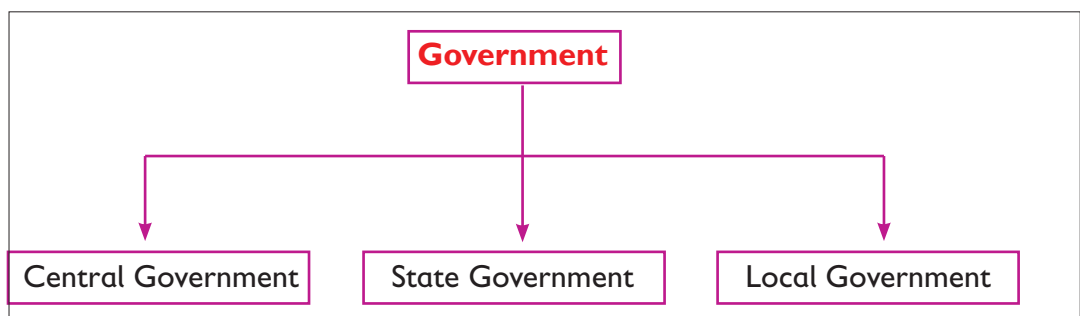
- Understand the meaning of local government.
- Understand the functions of central and local Government.
- Know the similarities and differences between the local governments and central government.
- Know the impact of local government on the local community.

### What I will do

- Explore systems that support the functions of the local and central governments.
- Analyse the effectiveness and decisions made by the government at a local and central level.
- Inform plans for change in my own community based on my knowledge about government decisions.

### Introduction

According to the 2011 Transitional Constitution of South Sudan, a decentralised system of governance with three levels of government was established. The three levels are as presented below.



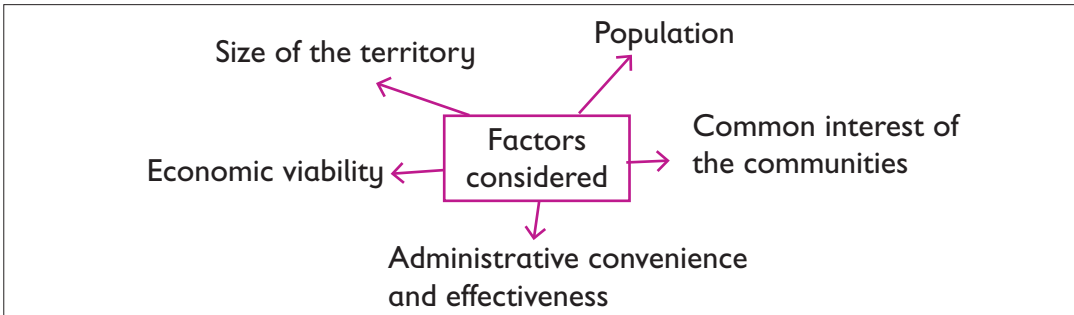
A chart showing the various levels of government in South Sudan.

In this topic, our main focus is the local government.

## Meaning of local government

The term local government refers to a lower tier of administration within a given state. It is a **subordinate government** to the higher ranked governments such as the central government.

Several factors are considered when establishing local governments. These include:



### Activity 3.1

#### Group Work

1. In your discussion groups, identify and discuss examples of local governments found in our country.
2. Explain to each other why the local governments are important.

## Structure and functions of the local government

The system of local governments in South Sudan is overseen by the Local Government Commission. It is headed by a chairman who is supported by board members.

South Sudan is divided into 28 states and 180 Counties (localities).



*Local government administrative buildings.*



The local government tiers consist of county, Payam (District) and Boma (Village) in rural areas and city, municipal and town councils in urban areas.

Each local government has two tiers, the urban council and the rural council.

### Activity 3.2

1. Write down some of the activities done by the urban and rural councils.
2. Identify some of the factors that enable the councils to perform the above activities.

### Functions of the central governments

The primary functions of our national government include:

- i. Maintenance of peace and security.



The government maintains law and order through the police. This leads to peace and security.

- ii. Reconstruction and development of the country.
- iii. Promotion of good governance and welfare of the people.
- iv. Exercising authority with respect to South Sudan and the states.
- v. Ensuring the protection of the rights and interests of the people.



## Functions of local government

The functions of the local government include:

- i. Promotes self-governance through public participation.
- ii. Establishes the local government institutions as close as possible to the people.
- iii. Encourages the involvement of communities and community-based organisations in the matters of local government. It also promotes dialogue among them on matters about local government.
- iv. Promotes and facilitates civic education.
- v. Promotes social and economic development.
- vi. Mobilises local resources to the communities in a sustainable manner. This enables provision of services such as education and health facilities.



School children.

- vii. Acknowledges the role of traditional law in the local government system.
- viii. Promotes safe and healthy environment by involving the people in decision making.



*An official conducting civic education.*

### Activity 3.3

#### Role play

As a class, role play a presentation where the leader of Payam (District) is addressing the citizens about the importance of being a good citizen. Choose among yourselves the leader who will speak while the other students listen as citizens.

### Activity 3.4

#### Pair work

In groups, identify some of the activities your school has been involved in to support local government. If there is none, which projects do you think the school should be involved in? Suggest some.

## Relationship between the central and local government

The central and local governments work closely with each other towards delivering services to the citizens of South Sudan.

The linkage between the national government and the local governments is through the state government.

The relationship of national government and local government is based on the following principals:

- i. Acknowledgement of the roles of the national government and the states in the promotion of the welfare of the people and protection of the human rights and freedoms.

- ii. Recognition of the need for involvement and participation of all people at all levels of government.
- iii. Pursuit of good governance through democratic means.
- iv. Adherence of the norms and standards of good governance and administration.

### Activity 3.5

1. In groups, make table to compare and contrast the central and local government with reference to their functions.
2. What interdependence can you bring out between the central and local government.

### Impacts of the local governments on the local community



*Road construction.*

### Activity 3.6

Has the local government near you affected your life positively? Write about how your life has improved as a result of local government. Use the functions of the local government that you learnt to derive the positive impacts

## Activity 3.7

### Group Work

1. In groups, research the challenges facing local government in South Sudan.
2. Suggest possible solutions to the challenges you have mentioned.

### Glossary

**Local government** - A form of administration that exists as a lower tier of administration in a state.

**Central government** - The national government in a state.

**State government** - A level of administration that excises power authority within a state.

**Local participation** - Involvement of the local citizens in the administration of the states and the local level government tier.

**Public participation** - Involving the citizen in the government.

**Transparency** - The openness of the government to its people on everything it does.

**Accountability** - The taking of responsibility by the government over its actions

**Administration** - The management of public affairs.

## Unit 4

# Government: Priorities, Finance and Opportunity to Contribute

### What I will learn

- Understanding the functions of the central and local governments.
- Know about the public service that government bodies offer.
- Know and understand how public services are financed.
- Know how to identify opportunities to contribute to public services.

### What I will do

- Investigate how public services are organised and financed.
- Explore reasons for government priorities in terms of finance.
- Contribute to debates about identifying priorities for local and central government.

## Introduction

In unit 3, we learnt the various functions of the local and central government. We also mentioned that the central governments are committed to providing various public services and sustaining development in the country.

### Activity 4.1

1. In your working groups, discuss the following topics:
  - a). Functions of the national and local governments.
  - b). Public services provided by the local government and the national government.
  - c). Sources of revenue for various public services.
2. Share your findings with the class through presentations.

## Activity 4.2


### Group work

1. Name and discuss some of the public services provided by the national government to the people.
2. Make class presentation of your finding.

The aim of the local government is to improve the living standards and welfare of the people. This can be achieved if the government has money to finance the public services and other socio-economic activities. The government therefore raises revenue which is called public revenue. The use of these funds raised is referred to as **public expenditure**. The spending of public revenue requires the government to prioritise through laying down strategies. These agreed plans and strategies are referred to as **budget**.

The budget preparation is an important function whether at the central or local level of government.

2017 BUDGET ALLOCATION				
Programmes	2016/2017 Adjusted Appropriation	Proposed 2017/18	Indicative baseline	Indicative baseline
		Budget allocation R'000	2018/19 R'000	2019/20 R'000
Administration	1 545 334	1 556 613	1 682 779	1 728 278
International Relations	3 752 198	3 568 901	3 552 051	3 221 420
International Cooperation	485 500	565 440	584 182	591 195
Public Diplomacy and Protocol	267 210	266 085	288 057	307 577
International Transfers	788 409	617 840	658 590	657 055
<b>Total</b>	<b>6 838 651</b>	<b>6 574 879</b>	<b>6 765 659</b>	<b>6 505 525</b>
<b>Economic Classification</b>				
Compensation of employees	3 071 372	2 914 027	2 964 489	2 874 494
Goods and services	2 673 593	2 740 694	2 823 546	2 643 941
Transfer payments	795 990	625 545	667 261	666 213
Payments for capital assets	297 696	294 613	310 363	320 877
<b>Total</b>	<b>6 838 651</b>	<b>6 574 879</b>	<b>6 765 659</b>	<b>6 505 525</b>



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REPUBLIC OF SOUTH AFRICA

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*A sample budget [extracted from international relations and cooperation]*

**Note:** Local governments have powers to levy, charge, collect and appropriate fees and taxes in accordance with the law.

However, the national government may offer financial help to states in support of their budgetary deficits and that of local government councils.



### Activity 4.3

1. How would you use the knowledge about the budget in spending your pocket money during the school term.
2. What would you cite to defend the importance of a budget?
3. How would you rephrase the meaning of budget allocation?

## Sources of public revenue

### a) National Government

The national government gets revenue to finance public services from the following sources:

- i. Oil and mineral revenue.
- ii. National personal income tax
- iii. Corporate and business profit tax
- iv. Custom duties and import taxes
- v. Airports and river transport revenue
- vi. Service charges, fees and fines
- vii. National government enterprises and project revenue
- viii. Value added tax and services
- ix. Excise duties
- x. Loans and borrowing from the banks of South Sudan
- xi. Fees from nationality, passports, immigration and visas
- xii. Any other tax or revenue approved by the law
- xiii. Royalties

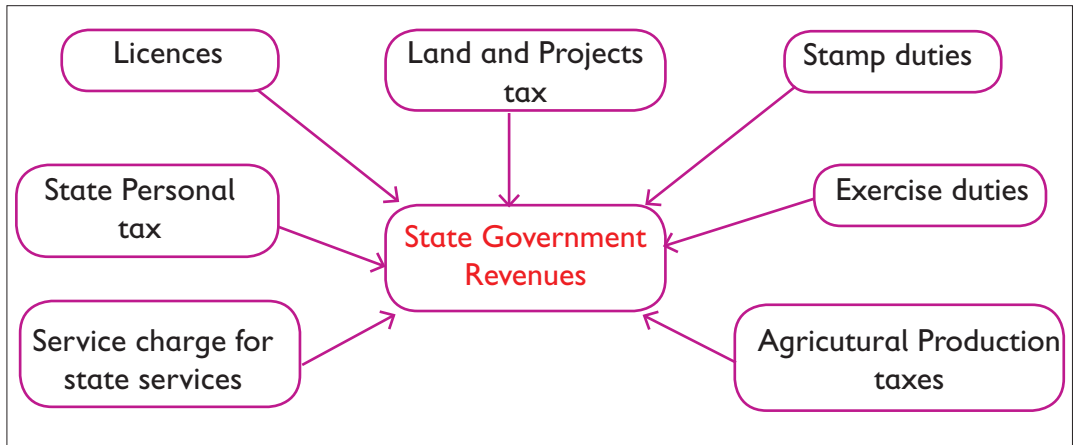


*Juba International Airport: airports provide revenue for the government.*



## b) State governments

The state governments raise revenue from the following sources:



### Regulations that govern government's public revenue

- i. All revenue collected by the national government is deposited into national revenue fund administered by the ministry of Finance and Economic Planning.
- ii. All revenue at each level of government shall be on budget operations and made public to the citizens.
- iii. All levels of government hold all the income and revenue received in public accounts and subject to public scrutiny and accountability.
- iv. Accounting procedures, standards and fiscal responsibility shall be regulated by law.
- v. The criteria and conditions for allocation of revenue to the states are determined by law.
- vi. The national and state governments may borrow money with the approval of their respective legislatures.
- vii. All the foreign borrowing transactions of national and state governments must conform to the specifications of the bank of South Sudan.

#### Activity 4.4

##### Work to do

1. How would you show your understanding of public revenue regulations?
2. Why is it important to regulate public revenue?

## Expenditure of the Public Revenue

Money raised by the national and state government is spent on various public services in accordance with the budget.

The money is spent in two main ways:

- i. To finance development projects. This is called **capital** or development expenditure.
- ii. To maintain the existing facilities. This is called **recurrent** expenditure.

### a) National Government Expenditure

- i) Development of government projects such as roads, educational institutions, government offices and hospitals.



*Juba Hospital: an example of development project that the government finances.*

- ii) Payment of salaries to civil workers.
- iii) Maintenance of government facilities like roads and hospitals.
- iv) Repayment of loans borrowed by the government.
- v) Funding of emergencies such as natural calamities (example is famine and floods)



*Water scarcity problems are addressed by the national government.*

- vi) Payment of subscription fees and other obligations to the international and regional organisations, such as the African Union (AU).
- vii) Giving grants to state and local governments.
- viii) Assistance to other countries.

#### **b) State Government Expenditure**

- i) Payment of salaries and wages to state employees.
- ii) Development of state government projects such as schools and roads.
- iii) Repairing and maintaining state government facilities such as state hospitals, roads and schools.
- iv) Repayment of loans borrowed by state government.
- v) Contribution of funds to state organisations such as cultural clubs.

#### **Activity 4.5**

Using a table, make comparisons between the state government and national government expenditure.

#### **Management of Public Finance**

Public finance or revenue is raised to be spent on the public services that are to benefit the citizens.

The money is therefore not for an individual, an institution or a group of people.

Systems are put in place to protect public finances from theft and abuse.

The measures put in place to ensure protection of public finance include the following:

- i) Funds raised by both national and state governments are managed openly to ensure transparency and accountability.
- ii) **Auditing** of the public funds is done by the national audit chamber consisting of competent and professional personnel.
- iii) Establishment of the **fiscal** and Financial Allocation and Monitoring Commission. This commission ensures fairness in allocation of funds both at national and state levels.
- iv) National **budget** and state government budgets are in place to ensure proper and adequate allocation of funds to carry out the projects intended.
- v) The **Anti-corruption** Commission monitors and investigates cases about theft and misuse of public funds.

### Public Finance Institutions

Public finance offices have been established to ensure efficient and effective management of public revenue. The offices include:

- a) The National Audit Chambers
- b) The Fiscal and Financial Allocations and Monitoring Commission

### The National Audit Chambers

It is made up of persons appointed by the president with the approval of the National Legislative Assembly.

This office is accountable to the president.

It is led by the **Auditor General**.

### Functions of the National Audit Chambers

- i) Setting audit standards for the whole country.
- ii) Supervising financial performance of all government levels.
- iii) Auditing the accounts of the national government levels, state and local government levels and public institutions and corporations.
- iv) Presenting the annual reports to the president and the national legislature.

### The Fiscal and Financial Allocation and Monitoring Commission

It is made up of a chairperson, deputy Chairperson and members appointed by the president.

The powers and functions of the commission are determined by the law.

## Functions of the Fiscal and Financial Allocation and Monitoring Commission

- i) Recommends criteria for allocation of National Revenue to the state and local government levels.
- ii) Ensures and monitors grants from the national revenue funds to respective levels of government.
- iii) Guarantees appropriate sharing and utilisation of financial resources at the state and local government levels.
- iv) Safeguards transparency and fairness in the allocation of funds to the state and local government levels.
- v) Monitors allocation and utilisation of funds by the state and local governments.
- vi) Performs any other function as prescribed by the law.

### Activity 4.6

1. Cite some of the possible challenges likely to hinder effective management of public finance.
2. What would you suggest as possible solutions to these challenges?

## Glossary

**Public Revenue** – Funds raised by the national government, state governments and local governments for public use.

**Public Expenditure** – Paying out of funds for public services.

**Public Service** – Things done by the government for the public good.

**Budget** – Well planned financial goals

**Audit** – Review of financial records of an organisation or government. This is to see whether the money raised and the money spent is in balance.

**Tax** – Money paid to the government by the businesspeople, employees and the rest of citizens to facilitate government projects. It is a legal fee.

**Fiscal** - Relating to government revenue, especially taxes.

**Auditor General** – A government officer in charge of providing checks in the government revenues and expenditure. He then reports any misappropriation of funds if any is discovered.

**Evasion** – Illegal practice of intentionally avoiding to pay taxes to the governments. It can be either by an individual or organisation.

## Unit 5

# The community and the environment: The importance of sustainability

### What I will learn

- Understanding the interdependence between human beings and environment.
- Know how to gather evidence and information about topical and controversial issues.
- Know about ways to care for the environment.
- Understanding the importance and impact of sustainable development.

### What I will do

- Explore issues that have the potential to cause conflict in our communities.
- Discussing together what makes a community strong, healthy and successful.
- Exploring the roles that the environment plays in our community.
- Debate on strategies and goals for sustainable development.

## The interdependence between humans and the environment

### Activity 5.1



Study the figure above carefully.

- I. Identify the activities going on in the photograph.

2. Discuss in groups, the effects of the activities you have mentioned above on the environment and health of humans.
3. Share your findings with the rest of the class through presentations.

Environment refers to external conditions or elements which surround a living organism in its habitat (home).

Most activities that humans do are related to the environment. The life of humans is defined by what is around them. The earth affects humans and humans affect it too.

Humans use what is present in the environment for their survival. Food, water and building materials are extracted from the environment. Humans must therefore take care of environment because of the following:

- i) Clean environment is essential for good health.



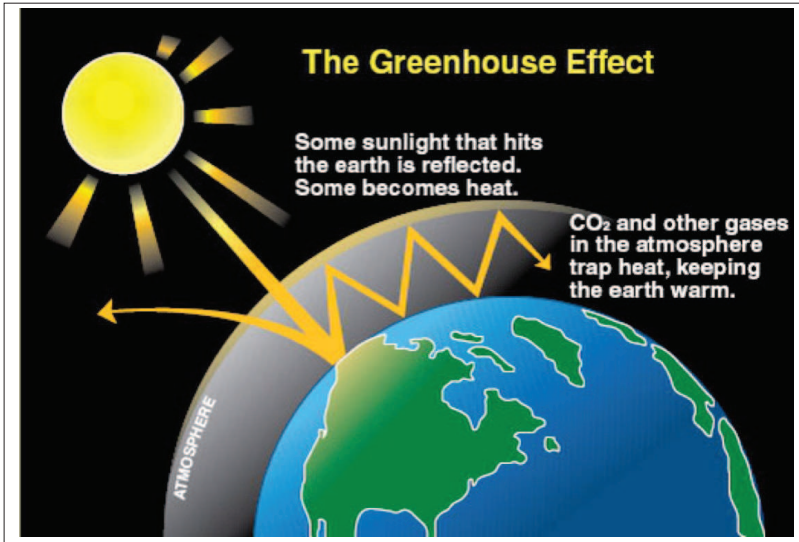
*A clean environment.*

- Air pollution may bring harmful effects on humans such as respiratory diseases, cancer among others.
  - Water pollution may cause water borne diseases such as typhoid and cholera.
- ii) The temperature of earth's atmosphere has rapidly increased.

Industrialisation has led to emissions of toxic gases which weaken the ozone layer. When carbon dioxide is released from industries, it forms a cloud-like shield on the ozone layer and blocks the sun rays from being reflected back.

The rays hit the earth surface multiple times thus increasing the earth's temperatures. This leads to global warming.





*The greenhouse effect.*

iii) The earth is a home to humans.



*Earth is a home to human beings.*

Humans live on the earth as their home thus they have responsibility of keeping it safe and sustainable.

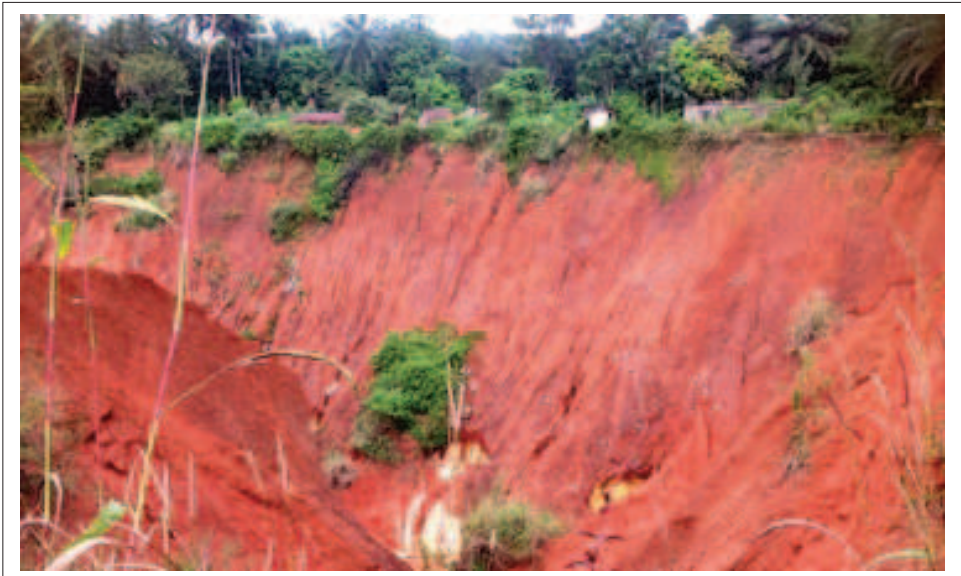
### **Environmental issues that can cause conflict**

#### **Activity 5.2**

1. Write a short essay defending interdependence between human beings and the environment.
2. What could be done to minimise degradation of the environment?

The environmental issues that can cause conflicts include the following:

- a) Soil degradation - This has been caused by deforestation and overstocking in various parts of the country.
- b) Pollution of rivers - This has been caused by oil drilling in the wetlands. The oil spills pollute the waters from the river sources.
- c) Over-exploitation of fisheries - Due to the increase in population, the demand for fish has increased leading to conflict over fishing grounds.
- d) Diminishing resources - Due to the increase in population of the livestock and humans, grazing lands and water sources for livestock have drastically diminished.
- e) Poor sanitation - Water contamination by urban run has led to increase of diseases such as malaria due to stagnant water ponds which act as breeding grounds for mosquitoes, typhoid and other water bone diseases.



*Soil erosion and degradation destroys the environment.*

### **Effective strategies for presenting new information about important issues**

- i. Group discussion - Group discussion can be done in two forms which are:
  - Small group discussion.
  - Whole group discussion.
- ii. Role playing - This involves acting out as a character in a group.
- iii. Simulation - As opposed to role playing, simulation involves using our own intellect to work through a simulation. For example, students may form a model legislature and pass legislation.

- iv. Presentation through media - Media is a means of broadcasting and publishing information. The media methods may include slide shows, power point, presentation and audio recordings.
- v. Team work - It involves working together in a group to compete a rival group in class for the purposes of involving every member in the group.
- vi. Student presentation- this is where the students are assigned individual topics to go and prepare through their own research and later present the information they gathered in class.

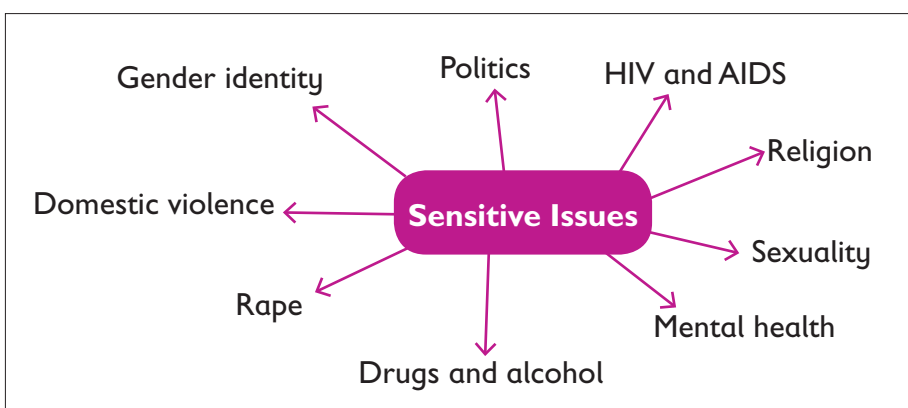
### Guidelines for presenting controversial issues

#### Activity 5.3

How would you handle sensitive issues during a presentation?

Some issues can be sensitive and their presentation in class may harm our unity in class and in our society.

Some of the sensitive issues that may affect us may include:



#### Activity 5.4

Simulate model legislature debate during legislation. Choose the speaker from among yourselves in class and let him or her moderate the session. Your teacher will help you to come up with the topic for the debate.

### Ways of caring for environment

Environment is part of us and should be taken care of it.

The following are ways which may be effective and essential in environmental conservation.

- i. Creating a compost heap in our garden and using it as compost bin. This

helps in recycling of bio-degradable materials into organic manure.



*Compost pit.*

- ii. Using eco-bags when going for shopping and avoiding use of plastic bags.
- iii. Participating in tree planting in our school and at our home.
- iv. Reducing carbon dioxide emissions from industries by using alternative sources of energy such as solar system.



*Solar-panels for generating energy.*

- v. Sending water bottles, used oil, used tires for recycling and safe disposal to avoid pollution.
- vi. Chemicals and oil should not be poured on to the ground or water bodies.



### Activity 5.5

- i. Think of any agricultural land that has been polluted in your local area. Discuss in your groups how this has affected food production in our country.
- ii. Share your findings with the rest of the class.



*Tree planting is a way of protecting the environment.*

### Strategies for sustainable development

Sustainable development is a term used to explain growth and development that meets the needs and requirements of the present. This however does not negatively affect the ability of future generations in meeting their needs.

Sustainable development aims at addressing all problems on environmental, economic, social and political fields without compromising any.

Sustainable development aims to achieve the following goals:

- i. End poverty in all its forms everywhere.
- ii. End hunger, achieve food security and improved nutrition and promote sustainable agriculture.
- iii. Ensure healthy lives and promote well-being for all the ages.



*A surgery ward in Bor, South Sudan.*

- iv. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.



*Supiri Secondary school students in Juba.*

- v. Achieve gender equality and empower all women and girls.
- vi. Ensure availability and sustainable management of water and sanitation for all.



*A school water project.*

- vii. Ensure access to affordable, reliable, sustainable and modern energy for all.
- viii. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.
- ix. Build resilient infrastructure, promote inclusive and sustainable industrialisation and innovation.
- x. Reduce inequality within and among countries.
- xi. Make cities and human settlements inclusive, safe, resilient and sustainable.
- xii. Ensure sustainable consumption and production patterns.
- xiii. Take urgent actions to combat climate change and impacts.
- xiv. Conserve and sustainably use oceans and lakes.
- xv. Protect, restore and manage forests, combat desertification and halt biodiversity



*A forest.*

- xvi. Strengthen the means of implantation and revitalize the global partnership for development.



## Activity 5.6

### Group work

1. How would you rephrase the meaning of sustainable development?
2. What are some of the ways you can contribute to sustainable development as young South Sudanese citizens?

### Glossary

**Greenhouse effect** – Overheating of the earth by sun's rays as a result of blockage of ozone layer by carbon dioxide.

**Sustainable development** – Projects of developments that meet current needs without affecting future needs negatively.

**Diminish** – Reduce in amounts.

**Soil Degradation** – This is over – exploitation of soils leading to unproductivity.

## Unit 6

# The Electoral System and the Importance of Voting

### What I will learn

- Understand the characteristics of parliamentary and other forms of government.
- Know how the electoral system works.
- Understand why it is important to vote.
- Understand the importance of participating in democratic life.
- Know about the functions of central and local governments.

### What I will do

- Explore the history of voting at the regional and national level.
- Analyse the effectiveness of the current electoral process.
- Investigate strategies employed by or for electorate to secure and protect votes.

## Introduction

South Sudan operates a decentralised democratic system.

Every citizen has the right to take part in any level of government directly or through freely chosen representatives.

It is also from our constitution that every citizen has a right to present himself or herself or be considered for a public office.

Citizens can also freely vote or be elected during elections.

The elections are based on the following universal democratic principles:

1. All citizens have a right to vote.
2. The principle of **universal suffrage** and equality of the vote will be applied.
3. The elections will be free and fair.

Electoral process in South Sudan begins after the term of a particular government ends as per the constitution and law.

Presidential and parliamentary elections can also be held in the event when the

national legislature passes a vote of no confidence in a sitting government. In case this happens, a **by-election** is called.

## Stages of the electoral system in South Sudan

### Dissolution of parliament

(Parliament is dissolved upon expiry of its term)



### Registration of voters

(People eligible to vote are registered)



### Nominations

(The various candidates for the elective posts are nominated)



### Elections

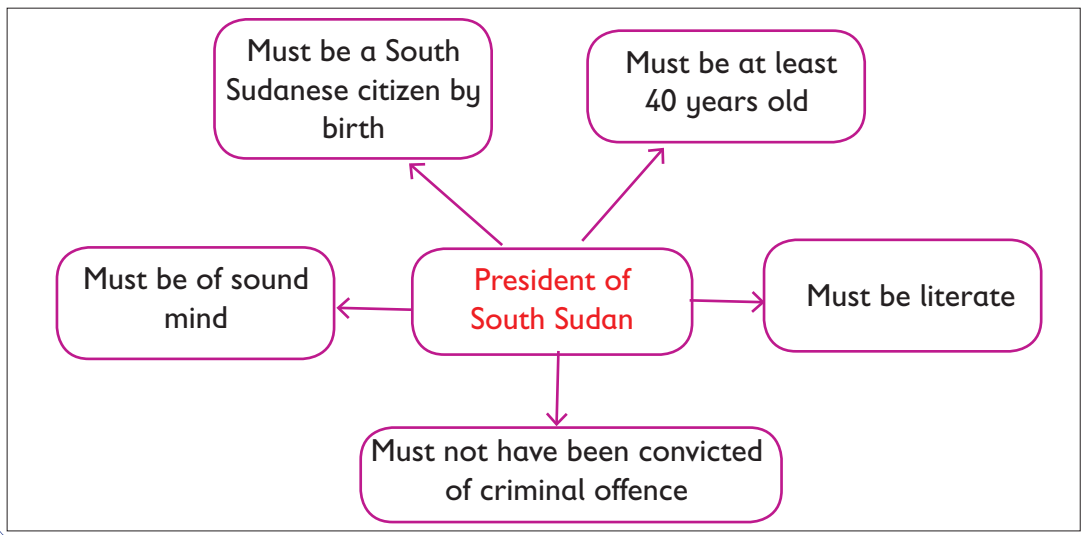
## Activity 6 .1

As a class, dramatise a voting session at a polling station. Organise yourselves and choose officials and leaders of the elections, and those who will vote.

Improvise the voting materials. You can use cartons as the ballot boxes.

## Qualifications for nominations

### I. Presidential candidates



## 2. Parliamentary candidates

A person who wants to vie for membership of the national legislature should:

- i. Be a South Sudanese citizen.
- ii. Be at least 21 years of age.
- iii. Be of sound mind.
- iv. Be literate.
- v. Must not have been convicted of any criminal offence during the last seven years.

## 3. State legislature assembly candidates

A person to vie for membership of state legislature assembly should:

- i. Be a citizen of South Sudan.
- ii. Be at least 21 years of age.
- iii. Be of sound mind.
- iv. Be literate.
- v. Not have been convicted of an offence involving honesty or moral **turpitude**.

## 4. Campaigns

Campaigns are done after the candidates have presented their nomination papers to the officials of National Elections Commission.

During campaigns, all candidates are required to adhere to the laid down electoral code of conduct.



*People attending a campaign rally.*

## 5. Polling

On the polling day, polling stations are opened as stipulated by law.

Electoral officials appointed by the national election commission manage the polling process in accordance to the law.

Voter identification is done before voting where the voters produce their identity cards.

Voting is through a secret ballot.

Once voting exercise is over, votes are counted and announced by the national elections commission officials at various levels in accordance with the law.



*A Polling station in Juba.*

## 6. By-elections

Apart from the general elections, by-elections are also conducted in South Sudan.

By-elections are occasioned by the following circumstances:

- i. Death of the sitting member of the state or national legislature.
- ii. Resignation of the sitting member in writing to the appropriate house.
- iii. **Mental infirmity** or physical incapacity.
- iv. Assumption of any other constitutional office or local government office.
- v. Change of political affiliation on whose ticket he or she was elected.
- vi. Conviction for the offence involving honesty or moral turpitude.

A vacancy in the office of the president can arise due to the following reasons:

- i. Expiration of the term of office.
- ii. Resignation in public address to the people through the national legislature.
- iii. **Impeachment** in accordance with the provisions of the constitution.
- iv. Mental infirmity or physical incapacity based on an official medical report.
- v. Death of the president.

## Activity 6.2

### Group work

In your working groups, what would you argue as the importance of citizen participation in elections.

## The National Elections Commission

This is the Body that runs the elections in South Sudan. It is in charge of registering the voters and conducting the elections.

### Functions of the National Elections Commission

- 1) Preparing the general electoral roll or register and pursue its annual revision.
- 2) Organise and conduct general elections, by-elections and local elections in accordance with the constitution and law.
- 3) Organise and conduct any referendum in accordance with the law and constitution.
- 4) Perform any other function as may be prescribed by the law.

### Importance of elections and voting

- 1) It is a constitutional requirement that the citizens of South Sudan should exercise their democratic right.
- 2) They enable the South Sudanese to have a chance to practice their democratic right of choosing their representatives.
- 3) It enables the people of South Sudan to control their elected representatives.
4. It enables South Sudanese to choose between representatives and parties that express policies on their behalf.
- 5) It enables South Sudanese to be able to participate in the activities of their government.

### Importance of participating in democratic activities

- 1) It promotes peaceful co-existence and cohesion in the country.
- 2) It ensures that the rule of law is exercised and adhered to.
- 3) It promotes good governance, accountability and participation of the citizens.
- 4) It helps in safeguarding the constitution and other state laws.
- 5) It promotes good understanding between the people and the government.





*Political leadership forum. Such forums promote democracy.*

### **Structure and functions of the government:**

The constitution of South Sudan provides for three levels of government namely:

1. Central government
2. State government
3. Local government

The constitution has promoted the decentralisation of power to lower levels of government.

The effects of decentralisation have improved the lives of the local citizens. For example:

- i. It has enhanced and promoted the welfare of the people.
- ii. It has led to the protection of the human rights and freedoms.
- iii. It has increased involvement and participation of the people in the administration.
- iv. It has promoted equitable sharing of resources.
- v. It has promoted good governance through democracy, separation of power, transparency, accountability and respect for the rule of law.
- vi. It has promoted peaceful co-existence and political stability.

#### **Activity 6.3**

- 1) Draw a chart showing the structure of the central and the state governments.
- 2) Make group presentations on the following:
  - a. How the president is an important figure.
  - b. How the roles of the judiciary are important.

## The National Government

The national government has three arms which include the legislature that makes law, the executive that implements the law and the judiciary that interprets the law.

The constitution provides for a **bicameral legislature** consisting of the council of states. Each is headed by the speaker.

The executive is headed by the president. It also consists of the vice president, ministers and deputy ministers.



*Cabinet of South Sudan.*

The judiciary comprises the court system of South Sudan that consists of: Supreme Court, courts of appeal, High courts, County courts and other courts established by law. It is headed by the chief justice.

### Functions of the national legislature

- i. Considers and passes amendments to the constitution.
- ii. Enacts legislation on different matters.
- iii. Discuss statements by the president and takes necessary decisions.
- iv. Authorises annual allocation of resources and revenue.
- v. Reconsiders a bill that has been rejected by the president.
- vi. Impeaches the president when there is need.
- vii. Approves declaration of war.
- viii. Confirms declaration of the state of emergency.
- ix. Performs any other function assigned by the constitution.

## Functions of the president

### Activity 6.4

1. In your groups, research on the functions of the president.
2. Share your findings through class presentations.



*Office of the president.*

### Functions of the vice president

- i. Act as the president when the president is absent from the country.
- ii. Is a member of the council of ministers.
- iii. Is a member of the Security Council.
- iv. Perform any other function assigned to him by law.

### Functions of the council of ministers

- i. General planning and administration of South Sudan.
- ii. Approval of the general policies initiated by the respective ministries.
- iii. Overseeing, receiving and discussing report about the executive.
- iv. Initiating, negotiating and concluding judgments of courts.
- v. Receiving reports from governors about executive performance of the state.

- vi. Receiving reports on matters that are current.
- vii. Acting as a link between the national government and the states.
- viii. Providing reports upon request of the national legislative assembly.
- ix. Formulating and implementing government policies.
- x. Initiating national legislature.

## Functions of the judiciary

### Activity 6.5

1. Using the internet if available, or other sources within your reach, research on the functions of the judiciary.
2. Share the research findings with your friends through presentations.



*Training of Judges who are key members of the judiciary.*

## Functions of the state government

South Sudan has state governments guided by state constitutions.

Each state has legislative and executive organs functioning in accordance with the state constitution.

The legislative arm of the state government is called state legislative assembly while the executive arm is headed by the governor assisted by a deputy governor and state ministers.

## Activity 6.6

### Group work

From the information you have learnt about state governments, establish the general functions of the state government.

## Activity 6.7

Imagine you were the president of this country, in a five minute speech; address the country on the need for peaceful co-existence and cohesion among the people of South Sudan. Let the class members act as citizens to listen to your speech.

## Glossary

**Decentralisation** – Transfer of power from central government to lower level governments.

**Universal suffrage** – An inherent right to vote in elections.

**Electoral roll** – Voters list or register.

**Campaign** – A series of rallies done by political parties to popularise their manifestos.

**Turpitude** – Corrupt act or practice.

**Polling station** – Officially recognised centre where voters go to vote.

**Secret ballot** – A vote in which the voter's choice is secret but the total votes are public.

**Bicameral legislature** – Parliament divided into two chambers. This is the legislative assembly and the council of states in the case of South Sudan.

**Assent** – Signing of a bill into a law by the president.

**By-election** – An election held in a single political constituency to fill a vacancy arising during a government's term of office.

## Unit 7

# Involvement in Community Project

### What I will learn

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

### What I will do

- Plan and carry out research in order to identify important issues in a community.
- Investigate activities in the community that promote positive change.
- Explore strategies for engaging others in projects that support positive changes around important issues.

### Activity 7.1

#### Introduction

#### Opportunities in a community

Look at the following illustration and answer the questions that follow:





## Questions

1. What do you see in the above illustration?
2. Assume you stay within that community, in groups, discuss the following:
  - a) The health conditions of the members of the community.
  - b) Cleanliness of the environment in this community.
  - c) Accessibility to recreational facilities.

The term **community project** has two words; **community** and **project**. A community refers to a group of people sharing a common understanding, tradition, language, manners and law.

The term “project” has several definitions. A project is a temporary endeavour undertaken to achieve a particular aim.

By definition, a project is temporary in nature; meaning that it has a specific start and finish. A project consists of a well-defined collection of small tasks that ordinarily leads to the creation of an end product or products.

Here are some examples of projects:

<b>Project</b>	<b>Not a Project</b>
Introducing a new product to the market place.	Operating a manufacturing facility.
Building and sensitising people on HIV and AIDs.	Supervising a work group.
Running a political campaign.	Running a retail business.

## Activity 7.2

### Work to do

From the two words you have learnt; community and project, how would you define community project?

Some of these projects can involve schools. Generally, opportunities to participate in such projects can be individual school initiative or a school helping the local government to implement some of its policies.

Examples of community projects available to us as students include:

- i. Planting of trees around the school.



- ii. Volunteer to clean up the local market.
- iii. Volunteer to sensitise the community on the importance of peaceful co-existence.
- iv. Donate used textbooks to students from a poor background.
- v. Visit and donate basic needs such as, clothes and food to the children homes.
- vi. Providing remedial classes to lower grade students.

The implementation of such projects calls for certain management and leadership skills. This is called **project management**. Project management can be defined as the application of knowledge, skills, tools and techniques to project activities to meet project requirements.

The project management process calls for the creation of a small organisational structure (the project team), which is often a microcosm of the larger organisation. Once the team has produced the desired outcome, the process then calls for the decommissioning of that small organisational structure.

### The Project Cycle and Process

There are four basic project phases that can be identified. The phases are:

During the first of these four phases, the **Initiation Phase**, the need is identified. An appropriate response to the need is determined and described.

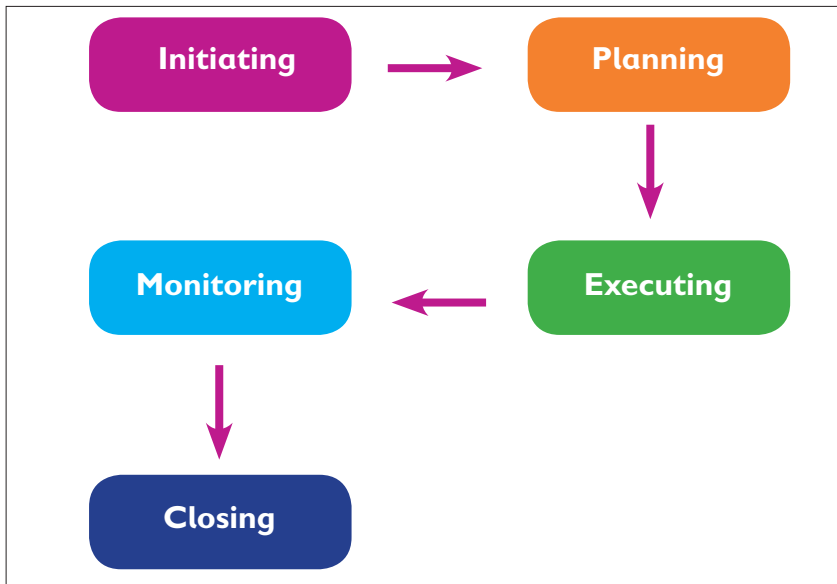
Next is the **Planning Phase**, where the project solution is further developed in as much detail as possible.

During the third phase, the **Execution Phase**, the prescribed work is performed under the watchful eye of the project manager. Progress is continuously monitored. Appropriate adjustments are made and recorded as variances from the original plan.

The **monitoring Phase**. At this phase, the project is put under continuous checks and observation. This is to ensure that the progress of the project is good.

During the final phase, or the **Closing Phase**, the emphasis is on verifying that the project has satisfied or will satisfy the original need.

The illustration below summarises the basic project phase.



*Phases of a project.*

### Activity 7.3

Come up with a project in your groups. Choose the team leaders from within yourselves. Using the phases of project management, execute your project. The project should be within the school.

### Steps involved in Project management process

The eight-step process of project management is as follows:

#### Step 1. Identify and frame the problem or opportunity



#### Step 2. Identify and define the best project solution



#### Step 3. Identify task and resource requirements



**Step 4. Prepare the control schedule and resource allocation plan**



**Step 5. Estimate project costs and prepare a project budget**



**Step 6. Analyse risk and establish stakeholder relationships**



**Step 7. Maintain control and communicate as needed during execution**



**Step 8. Manage to an orderly close-out**

**Requirements to participate in a community project**

As we have seen in the above analysis, before a project is implemented, these are several things that should be taken into consideration for a successful implementation. These include:

- i. Gathering of information to identify the immediate and future needs of the society.
- ii. Resource mobilisation that include financing of the project and other resources.
- iii. Consultation with the local authority and other stakeholders. This helps in formulation, implementation and monitoring of ways that involve all stakeholders.
- iv. Analysis of the anticipated challenges and how the challenges can be minimised for success of the project. The better the problem is understood, the better a project can be designed to address it.
- v. The time and scope of the implementation of the project.
- vi. Skilled human resource and team spirit among the members implementing the project.

- vii. Ensuring that the project is in line with the broader development plans and goals of the country and the community, like fostering sustainable development.
- viii. Ensuring that the project is gender-sensitive due to differences between the roles and responsibilities of women and men, their access to and control over resources, and their participation in decision-making.

#### Activity 7.4

Why do you think each of the above requirements is important? Discuss with your friend.

### Community project and active citizenship

Some of the community projects require us to be involved actively as responsible citizens.

#### Activity 7.5

1.
  - a) In your working groups, explore some community projects being implemented in your community that requires you active involvement and citizenship. Discuss the value of the project to the community and explore the impact of the project(s).
  - b) Share finding with the rest of the class.
2. Explain the skills required to successfully implement a project?
3. What roles can you play to ensure that such a project is successfully implemented?

### Impact of a project on a community

The main importance of implementing a project in the community is making the lives of the people better. The essence of community projects is to bring about positive change. These effects can be social, economic, environmental and political effects.

#### Social Impacts

#### Activity 7.6

In your groups, cite a few social impacts that a community project can have on the people.



*School construction project. This is an example of social impacts of a project.*

### **Economic Impacts**

- Improvement of livelihoods of the people, for example, through enhanced access to employment, creation of jobs to youth, women and disabled people.
- Reduced corruption cases therefore saving public funds.
- Economic growth of a country, for example enhanced tax collection and creation of jobs.



*People doing business in Juba.*

- Expansion of taxation due to entrepreneurship opportunities.

## Political Impacts

- Increased citizen participation due to increased political awareness.
- Allocation of more seats to vulnerable groups: The disabled, women and the youth.
- Informed legislation has impacted on people's lives through preservation of people's rights and how citizens react in terms of unfavourable law, for example the referenda and peaceful demonstrations.
- Improvement of electoral processes and procedures therefore enhancing democracy.
- Increased access to government services and social amenities.
- Increased accountability and transparency among the leaders.

## Impacts of community projects on development of skills

- Community projects that involve vocational and technical training like crafts have enhanced entrepreneurial skills.
- Formation of groups to get funds to start business has also enhanced financial literacy skills.
- Improvement of literacy among children due to enhanced critical and creative thinking skills.



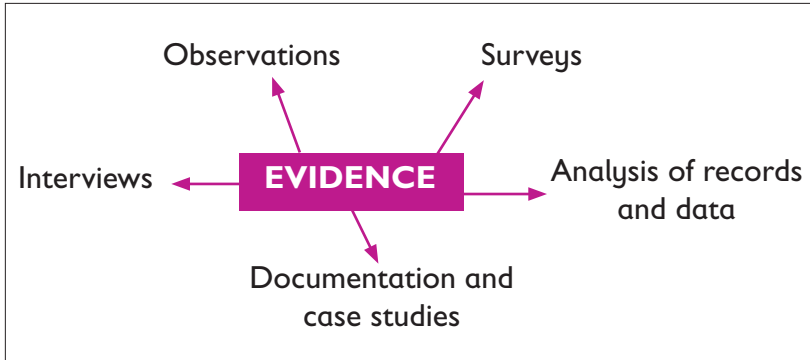
*School children being addressed about life skills.*

- Improved human relations have enhanced social skills.
- Community projects that integrate ICT technologies have enhanced digital literacy skills.
- Community projects emphasising on local capacity building have enhanced development of leadership and management skills, team work skills, communication skills and persuasion skills.



## Evidence for description of impact of a community project

There are various methods to gather evidence for assessing the impacts of a community project. This includes collecting data using the following methods:



The evidence gathered from the above mentioned methods of data collection may reveal the following things.

- i. Improved hygiene as compared to the situation before the implementation of the project.
- ii. Improved social amenities such as schools, health centres, church, food, shelter, and clothing.
- iii. Increase in tax payments by the citizens due to increased fiscal sensitisation.
- iv. Improvement of maternal and infant health care among the local people.
- v. Presence of important infrastructure and increased rural accessibility such as roads, schools, bridges and police posts.
- vi. Reduction in levels of social crimes and insecurity in the local community.
- vii. Increased accessibility to schools among the children.
- viii. Better performance in school due to efficient educational programmes.
- ix. Reduced corruption cases and increased accountability among the political leaders.

### Activity 7.7

#### Work to do

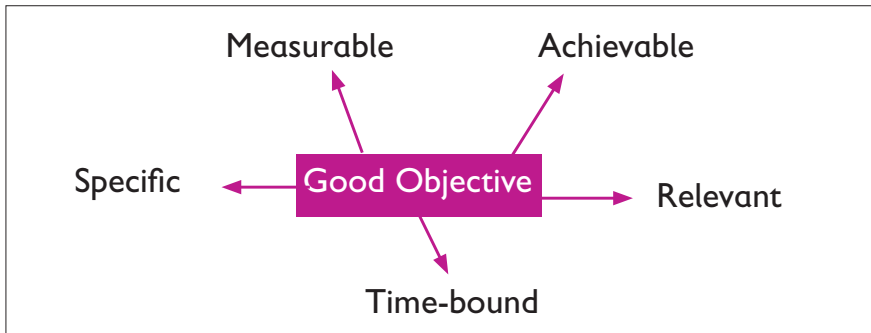
1. What questions would you ask in an interview to assess the impacts of a community project?
2. How does a community project influence the skills of the citizens?
3. How can the community members participate actively in a community project.

## Significance of developing aims and objectives for a community project

Implementation of a community project requires formulation of objectives and aims. An objective refers to a strategic goal that needs to be achieved.

The project goal signifies positive social changes in the lives of the target population after the project has been completed. Aim refers to the purpose of the project being implemented.

To formulate a good objective, we should use the **SMART** approach. The most common explanation of SMART is *specific, measurable, achievable, relevant* and *time-bound*.



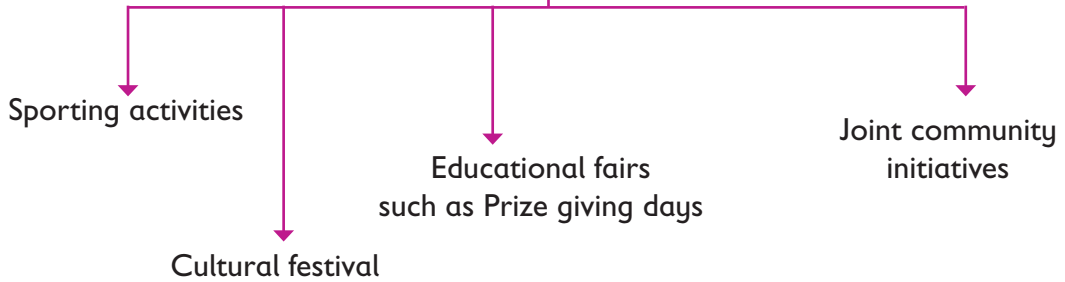
## The reasons for formulation of objectives and aims for a community project are:

- To have a set number of goals to be achieved during the project implementation.
- Provides a time frame on which the goals are realised and attained during project implementation.
- Enables one to understand the actual realities on the ground before implementing the project.
- To identify target group and other stakeholders involved. These can be; women, children and the youth.
- Helps in the budgeting process for the project.
- Makes one accountable to his or her duties during the project implementation process.
- Determines the relevance of a project to a given community.

## Activities that promote positive change in a community

Activities that can be used to promote the implementation of various community projects include the ones shown below.

## Activities that promote positive change



### Strategies community projects need to employ to have a positive impact on the communities

Project implementers need to put some strategies in place to ensure that their projects have a positive impact in the community. These strategies include:

- Seeking local, national or international donors who can support the project and who may have a long-term interest in the project's success.



*Water project funded by an international donor.*

- Signing agreements or entering into collaborations with other institutions, such as governmental agencies, that can assume some responsibility for the project or can finance the project.
- Involving the community or beneficiaries in planning for the sustainability of a project that affects them.
- Offering to sell the organisation's expertise gained from the project to other organisations through the provision of technical assistance or training.

- Improving efficiency and reducing costs of the project.
- Community project implementers should look at high impact projects that affect most of the people.
- Community project implementers should encourage teamwork and have high expectations from various human resources being involved.
- Focusing on fairness, like gender equality through mainstreaming.
- Taking care of diverse views from the various stake holders to enjoy support during implementation.
- Considering the sustainability of the project, for example sustainable financing mechanisms.

### Activity 7.8

Consider being involved in planning for a community project; prepare a presentation on the following items:

- a) Communication strategies during the implementation process.
- b) Team spirit and roles of different partners involved in the project.

## Communication and Community project

### Activity 7.9

#### Group work

In your discussion groups:

- a) Discuss and write the definition of the word communication.
- b) Tell one another the ways through which people communicate.
- c) Elaborate why communication is important in a community project.

General guidelines for effective communication during project implementation include:

- Choosing the right approach and the best medium are critical decisions.
- Consider the function of the communication.
- Pay attention to spelling, grammar, sentence structure and composition when communicating, particularly in written communication.
- Avoid distractions.
- Choose the right timing and physical setting.
- Consider long-term effects of the communication.

## Glossary

**Solution-jumping** - The tendency of people to talk about what to do before analysing the situation adequately, trying to develop a solution before thoroughly understanding the problem.

**Project stakeholder** - Anyone who has interest in a project. This group ordinarily includes those who stand to gain or lose through the success or failure of your project.

**Activities** - The actions that have to be taken or provided to produce the outputs.

**Beneficiaries** - Those who benefit, in whatever way, from the project.

**Budget** - An itemized summary of estimated or intended expenditure for a given period, along with proposals for financing it.

**Gender** - Social differences and relations between women and men that are learned, changeable over time, and have wide variations both within and between societies and cultures.

**Objective** - Description of the aim of a project or programme.

**Programme** - A series of projects with a common development objective.

**Project** - A project is a series of activities or a structure aimed at bringing about clearly specified objectives within a set time and a given budget.

**Project cycle** - The project cycle follows the life of a project from the initial idea through to its completion.

**Results** - The “products” of the activities undertaken, the combination of which achieve the outcome of the project, namely the start of sustainable benefits for the target groups.

**Sustainability of the project** - The likelihood of a continuation in the stream of benefits produced by the project after the period of external support has ended.

**Community** - A group of people sharing similar traditions, manners and aspirations.

**Community project** - Planned activities implemented within a community to bring about positive changes.

**Involvement** - Engagement in certain community project.