



South Sudan

Secondary Citizenship 3

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 3 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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South Sudan

**Secondary
3**

Citizenship

Student's Book

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FOREWORD

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

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

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

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



Deng Deng Hoc Yai, (Hon.)

Minister of General Education and Instruction, Republic of South Sudan

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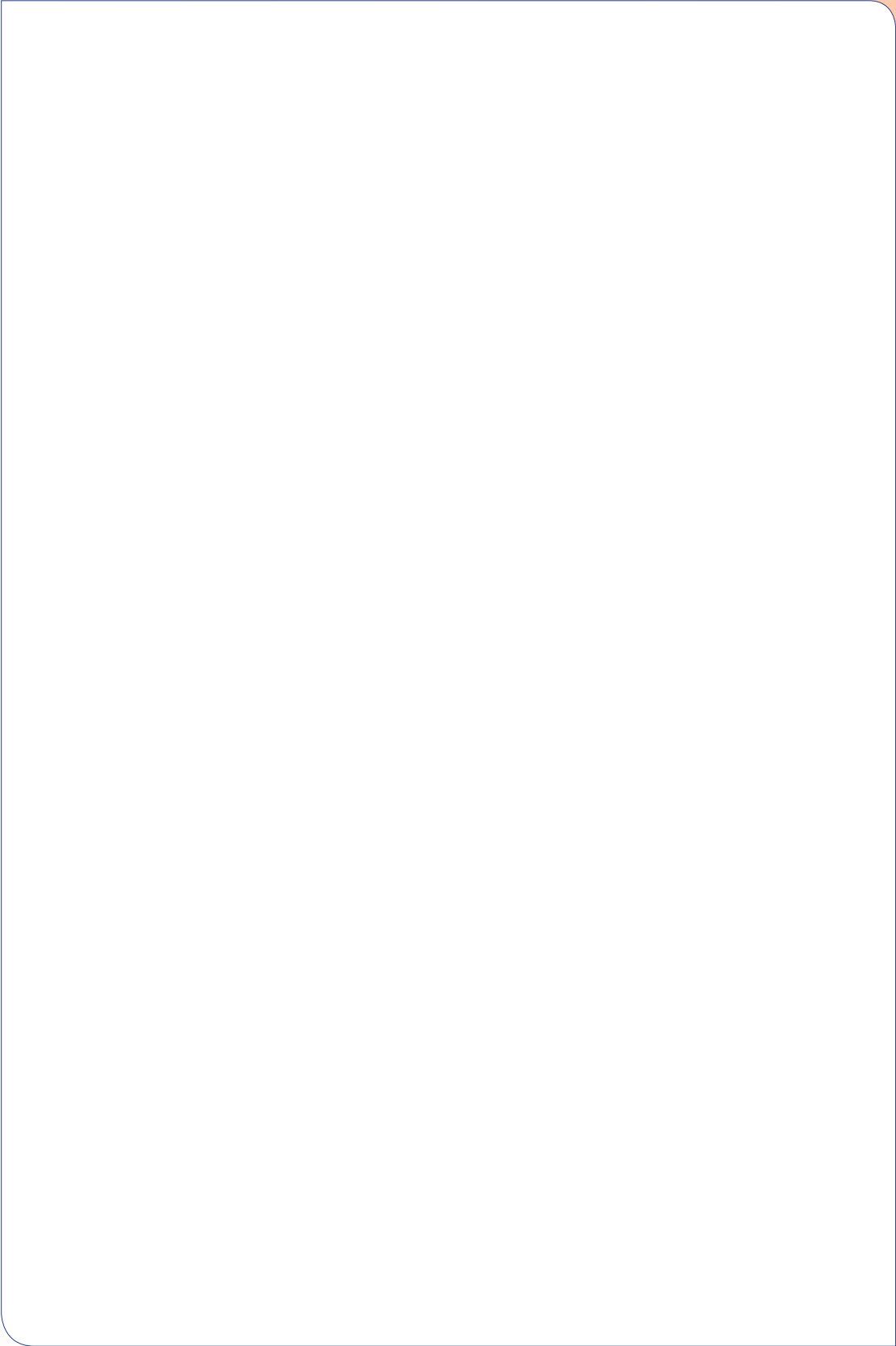
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Unit 1

Opportunities for individuals and groups to bring about social change

What I will learn

- How voluntary groups and individuals can bring about social change.
- How to identify important issues in communities.
- How to identify opportunities for voluntary groups to bring about social change.

What I will do

- Investigate cultural similarities and differences across South Sudan.
- Compare and contrast the way communities communicate and how they are organised.
- Explore and compare how voluntary groups and individuals bring about social change.
- Evaluate the impact of voluntary groups and individuals on communities and plans for social change.

Introduction

Activity 1.1

Group work

1. Listen to the resource person invited to talk about culture and social changes. Take note of:
 - Similar cultures in South Sudan.
 - Different cultures in South Sudan.
 - Organisation of various communities.
2. In groups of three, discuss the way various communities communicate and how they are organised in South Sudan. Make a presentation in class.

Social change

This refers to the changes in a society especially in social behaviour and relationship. It can also mean doing certain activities differently from how they were done in the past.

Social issues touch on; education, health, religion, culture and lifestyle. Social change has the following characteristics:

- i. **Universal** - Social change exists in all societies, in our country and also other parts of the world.
- ii. **Social** – It involves social interactions and organisations. It is not adhered to by an individual but through coming together as a group.
- iii. **Continuous and progressive** - Social change is a process that goes on and on until something new is achieved.
- iv. Social change may last forever or be **temporary**. This means that some social changes will have an impact while some disappear without succeeding.
- v. **Inevitable**- These social changes form part of human life and therefore they are necessary. Human beings always admire change to improve their lifestyle.
- vi. Social change **should have impact** on the society and community.

Social indicators in identifying the need for social change

Social indicators refer to the conditions that have influence on the well-being of people in a society.

Some of these social indicators include:

- i. The rate of poverty in a community.
- ii. The rate at which people give birth.
- iii. Opportunities for education within a society.
- iv. The life expectancy of people in a society.
- v. The rate of employment or unemployment.
- vi. The rate and level of youth education, access to job opportunities and other life opportunities.
- vii. Rate at which people commit suicide.
- viii. Inequality and equality rates in the society.
- ix. The amount of money spent on the health and medical services.
- x. The growth rate in terms of quality diet and problems related to obesity and lifestyle diseases.
- xi. Effects of natural calamities on population and economic growth.
- x. Impacts of population changes on the natural environment.

Activity 1.2

Pair work

1. Study the social indicators in pairs. Make a list of indicators which require social change in your country.
2. What role can you play in bringing these changes?

Strategies employed by voluntary organisations and individuals that impact on social change

Strategies refer to action plans meant to achieve an aim.

Voluntary organisations are groups that offer society service at their own will without being influenced or motivated by pay.

These organisations play a huge role in social change. Some of the strategies they employ include:

- Creating awareness on social change, national campaigns, caravans and rallies. Social issues such as education, health and religion can be championed.
- Through financing and funding projects which touch on social improvement. This include poverty eradication. This can be done on social areas such as organising charity events to support the poor.
- Individuals and non-governmental organisations can initiate projects such as construction of hospitals, schools and cultural centres. These can create employment and offer social services.
- International organisations play a huge role in offering help during calamities such as drought, famine, conflict and disease outbreaks. This goes a long way in helping the communities that are socially affected.
- The volunteer organisations can co-operate with local communities on initiatives such as environmental cleaning and conservation. This can reduce the risks of contracting diseases such as malaria and typhoid.



A doctor offering medical services in a local set-up.

Activity 1.3

Group work

1. In groups of three, visit the school library or use any available resources to research on other strategies used by the government to improve our society.
2. Discuss how the government co-operates with other organisations to promote social change.
3. Present your findings to the class.

How voluntary groups and individuals can bring about social change nationally and internationally

Social change can be initiated by individuals (Persons), voluntary groups such as the NGOs, civil society such as lawyers and the church leaders.

Individuals can play the following roles in social change:

- a) Funding projects which will change the lives of the community members socially. This can be through contributing in education, health and religion.
- b) Creating employment opportunities through community projects to reduce poverty levels.

The church has the duty to ensure that there is social justice and mutual respect regardless of religious differences. The church can also play a role in education, health and housing of the homeless children.

It can also offer a platform of educating members about positive social change and its benefits.



The church is instrumental in bringing about social change.

How Father John Lee contributed to social change in South Sudan



Fr. John Lee Tae-Seok was born on 17th October 1962, the ninth of 10 children. His parents, humble and committed Catholics lived in the town of Busan in South Korea.

As a bright student, John attended and graduated from Kyung Nam High in Busan. He proceeded to InJe medical school and graduated as a medical doctor. He later joined Gwanju Catholic University, school of Theology where he was ordained a priest by Pope John Paul II in Vatican.



John later travelled to Rome, met with Kenyan priests who guided him to Tonj in South Sudan. Apart from being a medical doctor and a priest, John was also a musician and a teacher of Mathematics. In Tonj he built a medical clinic with his own hands. He treated some 300 patients a day there. He had a Jeep so that he could make personal visits to patients who could never travel to him. In particular, he sought out Hansen's disease victims.

Fr. John had grown up in grinding poverty and never kept himself aloof from the poor of Tonj. He could have lived the affluent life of a highly qualified doctor. But instead, day after day, he was both nurse and doctor to some of the world's poorest people.



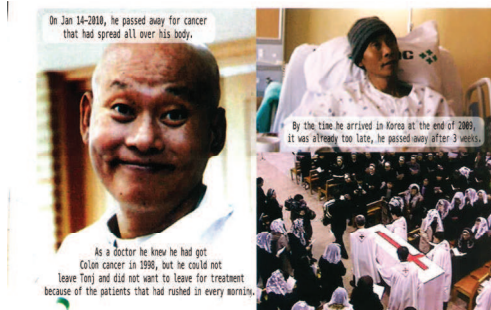
Fr. John Lee dedicated his life to the people of Tonj in South Sudan where he fought poverty, diseases, illiteracy and preached the Gospel.



He would spend much time in the leprosy villages such as Lychok looking after the leprosy patients. He even made sandals to these patients and showed them much love. He was fully committed to the well-being of these people.



He used his music talent to teach young people music. His efforts saw the start of the first ever student brass band in South Sudan, Don Bosco brass band. He spent much time with young people because he considered them his friends.



Father Lee's sacrifice of his life for the sake of the South Sudanese people influenced changes in the society in various aspects such as health, education and even music. He remains a hero among the people of South Sudan and even the whole world. Fr. John Lee died on 14th January 2010 at the age of 42 years.

Activity 1.4

Pair work

1. From the story of father Lee, discuss in groups how his involvement in different aspects led to social changes in South Sudan.
2. What can we learn from father Lee as young people?

Major contributions of Non-Governmental Organisations

- a) Providing humanitarian assistance during calamities.
- b) Empowering the communities financially to promote small businesses that help to end poverty.
- c) Engaging in development activities that touch on social aspects.
- d) Financing education and paying school fees for orphans and the poor.
- e) They champion for equality by preaching against discrimination.
- f) They uplift the health standards of communities through medical service provision, especially in areas where there are no such services.
- g) They educate the public on various social issues. For example, matters on healthy living.

Activity 1.5

Pair work

1. List three international organisations working in your local community.
2. What can you say about various activities they undertake to bring about social change?
3. What role would you play to ensure that they are successful in implementation of their activities?

International organisations also play a huge role in the social set up of our country, both nationally and at local levels.

Most of these international organisations are specialised agencies of the United Nations. They provide various social services to the people of South Sudan.

The United Nations International Children's Emergency Fund [UNICEF]



A Unicef camp in South Sudan for humanitarian assistance.

- The UNICEF provides help to countries in support of the children.
- Provides relief during times of calamities.
- Provides emergency services in times of conflict.

World Food Programme (WFP)

- Provide relief food during famine in the affected countries.
- Gives guidelines on sustainable ways of producing food to prevent hunger.



Stakeholders attending a training organised by FAO and WFP.

United Nations High Commission for Refugees (UNHCR)

- Plays a big role in assisting people affected by conflicts.
- Deals with refugees affected by conflict in their countries.

United Nations Mission in South Sudan (UNMISS)

This deals with conflict reduction, protection of civilians and resolution of conflict.

Other international organisations not related to the United Nations

World Vision International

It provides food, shelter and sanitation as a way of bringing social change to areas affected by conflicts or calamities.

CARE

Responds to famine, medical and food relief in various parts of our country.



CARE humanitarian staff in South Sudan.

Oxfam

Has played a huge role in assisting those affected by conflict, assisting those affected by drought and famine and providing medical services and relief food.

Water for South Sudan

Works to make clean water available in remote areas.

International Medical Corps

They work to provide nutrition services, nutrition education for better health and emergency relief.

Community Based Organisation (CBOs)

These are local voluntary groups based at the grass root level. They are in contact with the local people at the community level. They have important social roles which include:

- Providing basic health services like safe water for drinking.
- Empowering locals on diseases such as malaria, HIV and AIDs and tuberculosis.
- Assisting expectant mothers on how to take care of themselves.
- Promoting gender based programmes for equality.
- Providing education and empowerment to create wealth and alleviate poverty.
- Facilitating projects which create employment such as poultry farming and irrigation to reduce dependency and poverty.

Activity 1.6

Pair work

Study the photograph below keenly.



1. What can you see in the photograph?
2. How does the activity in the photograph contribute to social change?
3. In pairs, discuss how the government partners with Non-Governmental Organisations and International Organisations to improve the social lives of citizens.
4. Share your findings with other pairs and make comparisons.

Activities and strategies that unite people in a peaceful co-existence

Various activities can help in bringing people together so as to peacefully co-exist. It is the role of every citizen to try and live peacefully with their neighbours regardless of class, background, tribe, race or ethnicity. Some of the activities and strategies that promote unity are:

1. Having a positive media - Television, newspapers and radio should focus on reporting positive news such as cultural diversity to promote unity and tolerance.
2. Activities such as sports - Games like football and athletics unite people. Various players from different backgrounds will represent the country at local and international levels.

- c. Equitable sharing of resources in all aspects will ensure that people co-exist peacefully.
- d Having public holidays as ways of bringing people together. All communities should feel appreciated irrespective of their background.
- e Having cultural competitions - This will play a big role in showcasing the various cultures in the country both locally and internationally. Communities will appreciate each other's culture hence promoting peace.



A traditional dance during the Independence Day.

- f Communities should be left to maintain their identity without any forced influence. Every culture and religious belief should be respected.
- g The introduction of activities such as tree planting act as unifying factors, this brings people together.
- h The civil societies, religious leaders and political leaders should act as role models in advocating for unity. National leaders in the Legislature should come up with punitive legislations against anyone who causes division and incites people to violence directly or indirectly.



Religious leaders during a peace function.

Activity 1.7

Group work

1. In secondary 1 and 2, we discussed the factors that promote national unity. Revisit the factors that are key in enhancing National unity. Make a list of those factors on a manila paper and pin it on the writing board in class. Guide the rest of the class in explaining these factors.
2. How do these factors affect students of South Sudan?

Pair work

In pairs, discuss how you can play a role in promoting peace within your community. Make a presentation in class.

Opportunities for individuals and groups that will bring about social change

From what we have learnt, it is clear that for social change to occur, various individuals and groups have to play important roles in providing support.

Some of the opportunities that can bring about social change include:

- a) Creation of employment opportunities to reduce poverty.
- b) Provision of educational opportunities.
This creates a society which can sustain its development programmes.
- c) Provision of health services at every level of the society.
A healthy nation is a prosperous nation.
- d) Promotion of cultural tolerance.
Various cultural activities, games and traditional dances can foster peace.
- e) Involvement in community service such as environmental cleaning.
This reduces the chances of contracting diseases from pollution of water, air and land.
- f) Civic education.
This creates a platform for leadership to foster change, especially in conflict reduction and resolution.



National pride as a an agent for change.

- g) Religious tolerance.
This brings about social change as individuals learn how to live together despite their religious differences. Opportunities to worship is important for peaceful existence.
- h) Economic empowerment through various development projects such as road construction and exploitation of resources. This creates wealth and reduces poverty levels.
- i) Construction of feeder roads into rural areas and markets to enhance trading activities.

Activity 1.8

Group work

Look at the picture below carefully.



Questions

- i. What is happening in the picture?
- ii. How do you think the work that is being done in this picture can bring about social change?

Glossary

Voluntary - Doing something without being forced. Doing something out of will.

Contrast - Different.

Interactions - Coming together.

Unpredictable - Not knowing how a situation will turn out to be.

Temporary - Something that doesn't last.

Life expectancy - The period which a human being is expected to live.

Suicide - The act of taking own life.

Lifestyle Diseases - Diseases occurring as a result of how we live.

Indicators - Something that shows direction.

Initiate - Start something.

Contracting - Making someone get something like a disease.

Civil society - A group of individuals who fight for the rights of people.

Empowering - Giving someone ability to do something like a disease.

Calamities - Problems.

Expectant - Pregnant/waiting for a child to be born.

Alleviate - Do away with.

Class - A social grouping based on the job or wealth.

Humanitarian assistance - Helping to improve the peoples, welfare by alleviating human suffering.

Eradication - Rooting out social problems such as poverty.

Social Change- Changes in the society especially in social behaviour and relationship.

Unit 2

Legal and human rights at national and international level

What I will learn

- Formation of political parties and elections of the members of parliament.
- How civic leadership can work together to promote peace.
- Understand how civic leadership can support conflict resolution.
- Know about the differences between civic and human rights.

What I will do

- Explain the differences between the roles and responsibilities of the government and the courts.
- Differentiate between citizen rights and duties according to the constitution.
- Explore the implications of the differences between human and legal rights.

Introduction

Activity 2.1

Pair work

In Secondary 1, Unit 1, we learnt the various rights and freedoms of the citizens of South Sudan. In pairs:

1. Mention the basic rights and freedoms you can recall.
2. What would happen if these rights and freedoms were not there?
3. What role has the parliament and executive played in promotion of these rights?

Creation of political parties

Political parties play a big role in the democracy of a country. South Sudan being a country that upholds democracy, it allows for creation of political parties that act as the voices of the people.

Political parties are formed in accordance with the law. They should also reflect on gender and youth representation and have a national outlook.

Examples of political parties in South Sudan are:

- Sudan People's Liberation Movement (SPLM). This is the ruling party.
- United Democratic Front.
- Labour Party of South Sudan.
- South Sudan Liberal Party.
- South Sudan Democratic Forum.

These political parties present leaders during general elections for the various elective positions such as presidency and members of the state legislature.

Activity 2.2

Pair work

1. Have you ever attended a political rally?
2. Share on what happened during the political rally?
3. Suggest what can you do to promote the roles of political parties in South Sudan?



SPLM is the ruling party.

Roles of political parties in Parliament and constituencies

- i. Political parties represent the interests of their followers in the national legislature on issues affecting them. These issues include; drought, insecurity, unemployment among others.

- ii. They provide avenues for political positions. This is because for one to run for a political office, he or she must belong to a political party.
- iii. Parties provide opportunities for citizens to participate in democratic processes.
- iv. Political parties help in keeping the government on its toes. This in turn helps the government to deliver on essential services.
- v. Parties provide employment opportunities for various people who will get jobs for various party positions.
- vi. Through political parties, civic education is achieved on issues to do with elections and governance.



People at a political rally.

Activity 2.3

Group work

1. In your discussion groups, research to establish whether indeed political parties perform their roles as we have learnt above.
2. Discuss the challenges that face political parties in South Sudan.

Elections in South Sudan

Activity 2.4

Pair work

In pairs, discuss and answer the following questions:

1. Mention some of the leaders in your school.
2. How are the student leaders elected or chosen?
3. Is the method used to choose the student leaders good? Support your argument.
4. Share your thoughts with other students.

Election of Members of Parliament

The constitution provides for the position of members for the National Legislature to represent the interests of the people in the constituencies.

The election of the members of the National Legislature is conducted by the **National Elections Commission of South Sudan**.

For one to qualify to be elected as a member of the National Legislature, he or she must fulfil the following requirements:

- a) Be a citizen of South Sudan.
- b) Be at least twenty one years of age.
- c) Be of sound mind.
- d) Be literate.
- e) Should not have been convicted during the last seven years for an offence involving honesty or morality.

Elections of the members of National Legislature takes place during:

- a) General elections
- b) By elections within sixty days following the occurrence of a vacancy.

Membership in the National Legislature cannot be combined with representation in the Council of States.

After elections, the elected members are **sworn in** by the **speaker** of the National Legislature.

The serving term of the National Legislature is **four years**.



Speaker of the South Sudanese parliament.

Circumstances under which a member of the National Legislature may lose his or her seat

The constitution defines the ground on which a member of the National Assembly can lose his or her seat making it to be declared vacant. Such circumstances include:

- i. Mental **infirmary** or physical incapacity.
- ii. Conviction of an offence involving honesty.
- iii. Declared bankrupt by a competent court.
- iv. Absence from a number of sittings in the parliament without permission or acceptable reasons.
- v. Resignation in writing to the appropriate house.
- vi. Change in affiliation of party that sponsored him or her to the National Legislative Assembly.
- vii. Death.
- viii. Assumption of any constitutional office.



Honourable MPs at the National Assembly.

Activity 2.5

Group work

1. Make a list of all constituencies that are found in the state that your school is located.
2. Write the name of the members of the National Legislature representing each of the constituencies that you identified.

Activity 2.6

Group work

1. In groups, make a research about the gender composition of members of National Legislature and write down your findings.
 - a) Which gender has the majority representation?
 - b) Is there any youth representing a constituency?
 - c) Is there any person with disability representing a constituency?
2. Suggest ways you think can help to balance the representation in the National Legislature as far as gender is concerned.

Roles of Parliament (National Legislature)

Roles of parliament in South Sudan are drawn from Chapter 1 and part 5 of the Transitional Constitution of the Republic of South Sudan, 2011. The parliament is made up of:

- The National Legislative Assembly
- The Council of States

The roles of the National Legislature include the following:

- a) Pass amendments to the constitution.
- b) Make laws(legislation) in line with the constitution.
- c) Authorise yearly allocation of resources and revenue.
- d) Approve declaration of war.
- e) Perform any other function as per the law.
- f) Can pass a vote of no confidence and impeach the president.
- g) Discuss statements by the president and take decisions as may be necessary.

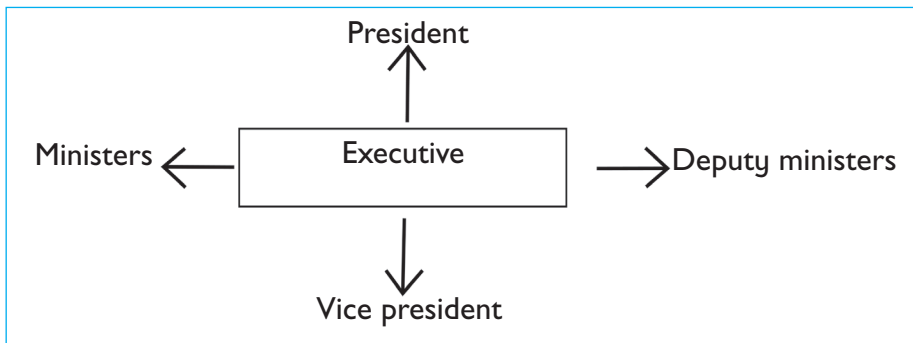
Activity 2.7

Group work

1. Choose one student amongst yourselves to lead the rest in discussing the functions of the parliament that have a direct effect on your day to day life.
2. Discuss how the functions you identified affect your lives directly.

The composition and functions of the Executive

The National Executive consists of the following:



Composition of the executive

The President

The constitution provides for the office of the President in the Republic of South Sudan.

The president is the leader of South Sudan.

The Current president of South Sudan is Salva Kiir Mayardit.

Qualifications for a presidential candidate in South Sudan

- i. Be a South Sudanese by birth.
- ii. Be of sound mind.
- iii. Be at least forty years of age.
- iv. Be literate.
- v. Must not have been convicted of an offence involving honesty or moral wrong.

One term of the presidency takes four years after which the general elections are held.

Activity 2.8

Group work

1. In groups, prepare a short speech that the president will make during the annual parliamentary address. The speech should be entitled: "The role of parliament in promoting peaceful co-existence."
2. Let one student from your group read out the speech to the rest of the students.

Functions of the President

1. Preserve the security and integrity of South Sudan.
2. Supervise constitutional and executive institutions through exemplary leadership.
3. Appoint constitutional and judicial post holders in accordance with the law.
4. Preside over the National Council of Ministers.
5. Declare and terminate a state of emergency.
6. Convene, summon, adjourn or prorogue the National Legislature in consultation with the speaker.
7. Appoint presidential advisors.
8. Represent the government and the people of South Sudan in international meetings.



President Salva Kiir Mayardit.

Activity 2.9

Pair work

1. With your friend, find out any other function of the president that has not been mentioned above.
2. Identify some of the international meetings that the president attends as a representative of the people of South Sudan.

Activity 2.10

Group work

Discuss in groups how the president of the Republic of South Sudan helps in the protection of the rights of the citizens.

The office of the president can fall vacant in any of the following cases:

- i. Expiration of the term of office.
- ii. Resignation in a public address to the people.
- iii. Impeachment in accordance with the constitution.
- iv. Mental or physical incapacitation confirmed by a medical doctor.

The first Vice President



His excellency Taban Deng Gai – First vice president of the Republic of South Sudan.

The Vice President



His excellency Dr. James Wani Igga -Vice president of the republic of South Sudan.

Functions of the vice president

- i. In absence of the president, the vice president acts as president.
2. He is a member of the council of ministers.
3. He is a member of the security council.
4. Performs any work or duty assigned to him by the president.

Activity 2.11

Group work

1. In your discussion groups, discuss the circumstances under which the office of the vice president may fall vacant.
2. Write down your findings and compare them with those of other groups.

The Council of Ministers

The National Council of Ministers is composed of the President, the Vice President and the Ministers.

Twenty five per cent of the members of the council should be women for purposes of gender equality.

This is the highest executive authority in the republic. The membership also include the deputy ministers.

Functions of the Council of Ministers

- i. General planning and administration of South Sudan.
- ii. Approval of general policies initiated by respective ministers.
- iii. Overseeing, receiving and discussing reports about the executive and ministries.
- iv. Initiating, negotiating and discussing reports about the executive and the ministries.
- v. Initiating, negotiating and concluding **bilateral** and **multilateral** agreements.
- vi. Receiving reports from governors about executive performance of states.
- vii. Act as a link between National government and states.
- viii. Mobilising the public to achieve the objectives of government policy and promote public life.
- ix. Implementing the resolutions of the National Legislature.
- x. Formulating and implementing national policies

Activity 2.12

Group work

1. In your groups, discuss the roles of the Council of Ministers.
2. Let group leaders of each group to make presentations of the findings after the discussion.

Ministers

Ministers are in charge of various government ministries. They are appointed by the president and removed from office by the president.



Ministers in a meeting.

Their appointments are approved by a resolution of the National Legislative Assembly. Integrity, competence, ethnic and regional diversity and gender are considered when selecting ministers.

Activity 2.13

Pair work

Find out whether the following statements are True or False.

1. All appointments of ministers are approved by parliament.
2. Every minister has two deputy ministers.
3. One can be a member of the national legislature and a minister at the same time.
4. All ministers enact laws.
5. Ethnic composition and diversity is key to choosing ministers.

Functions of a minister

1. Implement policies and objectives of the National Government.
2. Collaborate and establish good working relations with ministers at state level.
3. Perform any other duty by law and delegation.

In absence of the minister, the deputy minister takes charge.

The deputy minister

The President appoints and removes the deputy ministers.

The National Legislative Assembly approves the appointment of deputy ministers by a simple majority of members present.

The deputy ministers assist the national ministers in the performance of their functions and duties and act as Ministers in their absence.

The office of ministers or deputy ministers of the National Government shall fall vacant in any of the following cases:

- Acceptance of a written resignation by the president.
- Removal from office by the president.
- Death.
- Mental or physical incapacitation.

Activity 2.14

Pair Work

1. With your friend, find out the number of national ministers and their deputies in our country.
2. List all the ministries in our country and the ministers in charge then present your findings before the whole class.

The Judiciary and its functions (Court system)

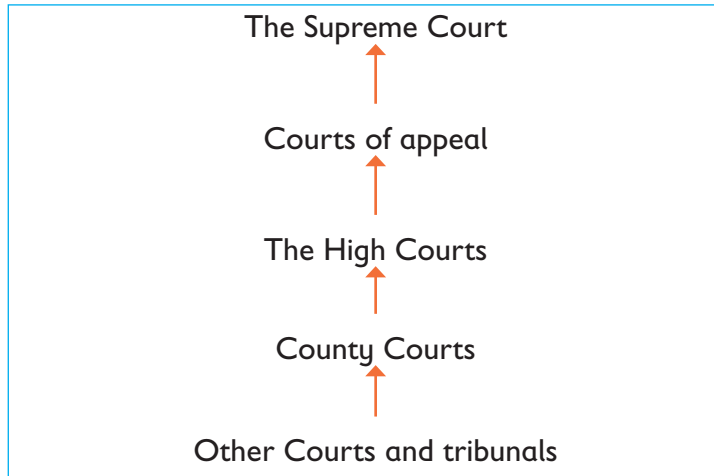
The power and functions of the South Sudan Court system are provided for in the constitution.

The powers of the courts are derived from the people and exercised by the courts.

This is in accordance with the customs, values, norms and aspirations of the people and in line with the constitution.

The courts work independently without interference.

To understand the work of the courts, let us study the structure below.



The Supreme Court

Composition and functions of the Supreme Court

The Supreme Court is the highest court in the country.

It is headed by the chief justice.

The chief justice is assisted by the deputy chief justice.

The Supreme Court should have not less than nine other judges.

Functions of the Supreme Court

- a) To interpret the constitution.
- b) It is the final court in the land.
- c) It can listen to criminal cases affecting the president.
- d) It can hear cases touching on the vice president, the speakers of assembly and council of states and other justices of the Supreme Court.
- e) It determines the constitutionality of laws and whether they conform with the constitution.
- f) It reviews death sentences imposed by other courts.
- g) Receive appeals against decisions and judgements of the court of appeal.
- h) Uphold and protect human rights and fundamental freedoms.
- i) Has original and final jurisdiction to resolve disputes between the states and National Government.
- j) Carry out any other function prescribed by the constitution and law.

Activity 2.15

Read the media extract below carefully and answer the questions that follow.

Newly Appointed Supreme Judges Sworn-In

JUBA, 10th October 2011 – The four Judges of the South Sudan Supreme Court appointed recently by the Presidential Decree No. 38/2011 were sworn-in last Thursday before President Salva Kiir. The judges are Justices Mohammed Ishmael Saed, Benjamin Baak Deng, John Gatwec Lul and Bullen Panchol Awan.



After the swearing-in ceremony, the President of the Republic congratulated the newly appointed judges for their new assignment and urged them to join hands with the Republic of South Sudan's Chief Justice in doubling efforts for resolving the many pending criminal cases. President Kiir also directed the South Sudan Judiciary to work hard and proliferate the law in every corner of the country, and prove to the world that South Sudan is able to govern itself by the law. The South Sudan Chief Justice Chan Reec said that the appointment of the four judges is a good addition to the Supreme Court and assured the public that the pending cases will soon be resolved. Justice Benjamin Baak Deng, on behalf of his colleagues, said that they were ready to support the Executive and Legislature in executing the law on the ground. The swearing-in ceremony was held at the Presidential Guest House Conference Hall in Juba.

Source: goss.org

Edited: Gurtong

Questions

1. What is happening in the picture in this activity?
2. What is the task ahead of the Supreme Court judges being sworn in? Highlight some of the tasks.
3. What would you say are the other functions of the supreme court judges not mentioned in the text.

The Court of Appeal

The composition of Court of Appeal is determined by law.

Decisions of Courts of Appeal shall only be appealed at the Supreme Court.

Functions of the Court of Appeal

The Court of Appeal has the main function of hearing appeal cases from the High Courts or other Lower Courts.

Decisions of the Courts of Appeal shall be appealed against before the Supreme Court.



Judges in a court room

The High Court

The establishment, composition, competence, **jurisdiction**, and procedures of High Courts are determined by law. The functions of the high court include:

Functions of the High Court

- a) The High court listens to cases brought to it and has jurisdiction over the cases.

- b) Listen to appeals from county courts.

Decisions of the High Court can be appealed in the Court of Appeal.

Activity 2.16

Group work

Visit a library if you have access to any and find newspapers and other reading materials.

Check and find articles about courts. Read and compare with what you have learnt.

Are there any similarities? Share with your class members.

The role of police in court operations

The Transitional Constitution of the Republic of South Sudan, 2011 recognises the existence of National Police Service.

The roles of the police service is to:

- a) Prevent, combat and investigate crime.
- b) Maintain law and public order.
- c) Protect people and other properties.
- d) Uphold and enforce the constitution and the law.



Police officers.

It is important for the police service to uphold the rule of law.

The police play an important role in the courts because:

- a) They arrest suspects who have committed crime.
- b) They carry out investigations on the crimes committed.

- c) They detain suspects as they conduct investigations.
- d) They present suspects before the courts for trial.

The courts rely on police investigations to get evidences in court.

In collecting evidence, the police should not **infringe** on the rights of the suspect unless directed by the courts.

The suspects should not be tortured to reveal information.

The suspects should not be held in detention for more than twenty four hours before being **arraigned** in the court.

The police must also adhere to other rights of the accused person such as:

- a) Right to an **attorney**.
- b) Right to legal representation.

In general, the courts might find it hard to carry out their roles without the input of the police service.

Activity 2.17

Group work

Role play an incident of a police officer arresting a suspected robber. The rights of the accused person at the time of arrest should be well brought out in the play.

Roles of citizens in their Government

A citizen is a person with the right to belong to a country.

A good citizen should fulfil the following roles:

- i. Defend the country and respond to any call for national service in accordance with provisions of the constitution.
- ii. Promote harmony, unity and tolerance among the people of South Sudan in order to end ethnic, religious, geographical and political divisions.
- iii. Preserve and protect public funds and assets and respect legal and financial obligations.
- iv. Prevent and combat political sabotage.
- v. Participate in and promote the development of South Sudan.
- vi. Take part in general elections and referenda as stated in the constitution.
- vii. Obey the laws and co-operate with other agencies in maintenance of law and order.
- viii. Protect the environment and conserve natural resources.
- ix. Respect the rights and freedoms of others.
- x. Promote democracy, good governance and rule of law.

Importance of voting

It is a constitutional requirement for every eligible citizen to take part in the general elections and the referenda.

Participating in the voting is also an important democratic right.

The importance of voting to citizens includes the following:

- i. Voting gives them a chance to exercise their democratic right.
- ii. Allows the citizens to oblige with the provision of the constitution.
- iii. People can choose leaders of their choice to lead them.
- iv. Keep leaders on their toes hence achieving the goals of development.
- v. Give the citizens a chance to present themselves for public office.



People queuing to vote.

Differences between Civil and Human rights

Civic rights

Civil rights are the rights that one acquires by virtue of being a citizen of a given country or living in a given society. Civil rights are basic rights enshrined in the constitution. It is the duty of the government to protect the civil rights of all its citizens.

Civil rights are captured in the Transitional Constitution of South Sudan under the Bill of Rights. They include:

- i. Right to freedom of religion, thought and conscience.
- ii. Right to opinion without being coerced.
- iii. Right to have the freedom of expression.

- iv. Right to nationality.
- v. Right to have a name after birth.
- vi. Right to culture, language and religion for the minority communities.
- vii. Right to vote.
- viii. Right to marry.
- ix. Right to access of information.

Activity 2.18

Group work

1. Find out what other civil rights are enjoyed in our country.
2. Make a list and present your findings before the class and your teacher.

Human Rights

These are rights which someone is entitled to by virtue of existing. This means that it doesn't matter where you come from. Citizens enjoy these rights regardless of religion, ethnicity, race or social status.

Characteristics of Human rights:

- They are **universal** which means that they apply all over the world, not just in South Sudan.
- They are **dependent**. This means that they depend on each other. One cannot ignore one right for the sake of another.
- They are **fundamental**. This means that they are very important.
- **Inalienable** to mean that they cannot be taken away from a person.

Pair work

The human rights have been covered extensively in Secondary One and Secondary Two. Together with your friend, remind one another the human rights.

Importance of Human Rights in our daily life

- i. Human Rights through the freedom of worship have enhanced peaceful coexistence among the people despite differences in religion.
- ii. Right to healthcare enables a country to have a healthy population which is crucial to national development.
- iii. Right to association and assembly enables us to interact freely through various activities such as games and festivals among others.
- iv. Right to media enables students to access crucial information. For instance information about education, health and social responsibilities. This makes people more knowledgeable.

- v. Human rights ensure that the rule of law is upheld.
- vi. Human rights promote democracy which leads to peace and cohesion.

Activity 2.19

Work to do

1. Explain why the human rights are important and must be protected.
2. Write down ways that you believe can be used to create awareness to the people about their rights.

Civic leadership in promoting peace

Civic leadership comprises of leaders elected by the people to represent them. These leaders have to ensure peace in the areas they represent.

It is important for the civic leadership to work together based on the various frameworks to promote peace.

- a) Through proper legislation, equal distribution of national resources can be attained. This in turn reduces conflict and enhances peace.
- b) Upholding the rule of law. The constitution advocates for the rule of law which is an avenue for peace. The civic leadership should be at the front in advocating for the constitution and rule of law.
- c) Respect for human rights. When leaders play their role in promoting human rights, there will be less room for disagreements leading to peace.
- d) Civic leaders should hold meetings with the people they represent so as to understand their challenges. From these meetings, sources of conflicts can be looked into and ensure peace.
- e) The civic leadership should be role models. Many of the people they represent look up to them and are likely to behave just like them. If leaders maintain peace, their people will uphold peace too.

Activity 2.20

1. Narrate to one another instances where you have seen your civic leaders promote peace and resolve conflicts within your local area.
2. Explain in your narration the methods that the leader used when:
 - a) Promoting peace
 - b) Resolving conflicts

How civic leadership can support conflict resolution

- a) The civic leaders should be at the forefront in talks of resolving conflicts within their people. They should take an active role to enlighten their people about effects of conflicts.
- b) Civic leaders should finance workshops and seminars aimed at preaching against conflicts.
- c) They should train local leaders such as chiefs and village heads about conflict avoidance. They will in turn reach out to the people and pass information they received.
- d) Civic leaders should promote education of the citizens. Educated people understand dangers and effects of conflicts and will therefore not engage in things that can cause conflicts.
- e) Through legislation where civic leaders can come up with laws that encourage peace. For example, laws that ensures equal distribution of resources.

Activity 2.21

Role play

1. Role play a public education forum where a civic leader is addressing the people.
2. The speaker should talk about the following:
 - a) Dangers of conflicts.
 - b) Ways of preventing conflicts.
 - c) Advantages of a peaceful society.

Glossary

Infringe – Limit, violate or undermine rights of other people.

Infirmity – Mental weakness.

Arraigned – Presented in court.

Jurisdiction – The power to make legal judgements.

Bilateral – Relationship between two sides, for example, between two countries.

Multilateral – Relationship among three or more parties, for example, governments of many countries.

Adjourn – Break off temporarily from parliamentary sessions.

Unit 3

The Significance of the Media in Society

What I will learn

- Understand the meaning of media and society.
- Understand the importance of free and responsible press.
- Know how the media provides information and form opinion.
- Understand that citizens can be manipulated by the media.

What I will do

- Explore ways of helping citizens resist manipulation by media.
- Investigate ways in which the media has brought about social and political change.

Introduction

What is media?

Activity 3.1

Together with your classmates, read the following list of activities. Which activity or activities have you ever engaged in?

- a) Read a newspaper news item.
- b) Listened to music on a radio.
- c) Heard an announcement over the radio.
- d) Watched a television program.
- e) Searched for information from the internet.
- f) Seen an advertisement on a billboard.

If you selected any of the activities above, then you have been served by the **media!**

Media is the means or channels through which we receive information and other forms of communication. Because many people can collectively receive such information at the same time, such channels are known as **mass media**. Sharing information by many people at the same time is called **mass communication**.

Activity 3.2

1. Read through the activities listed in Activity 3.1 again. Which media can you identify?
2. Search for the various forms of media identified in (a) above in the puzzle below.

T	Y	X	T	W	I	T	T	E	R
T	E	L	E	V	I	S	I	O	N
E	B	D	C	A	R	E	F	T	X
N	E	W	S	P	A	P	E	R	S
R	V	Y	P	T	D	A	R	S	P
E	C	A	L	T	I	B	G	I	T
T	Q	X	V	J	O	K	L	M	N
N	B	I	L	L	B	O	A	R	D
I	C	O	M	P	U	T	E	R	O

Mass media is divided into two categories, These are, *print media* and *electronic media*.

Print media: This is also known as **published media**. It consists of channels of mass communication through the written word. Examples of printed media include newspapers, magazines and written notices.

South Sudan is served by local and international printed media. Local media consists of South Sudan newspapers and magazines. International media consists of newspapers and magazines from other parts of the world.



Newspapers found in South Sudan.



International newspapers on display.

Electronic media: This provides mass communication through electronic devices. Examples of electronic media include Television, radio and computers.

Computers have made possible use of the internet which has made sharing of information locally and internationally. Some newspapers can also be accessed on the internet.

Activity 3.3

Pair work

1. Are you using any social media platform? Tell your friend how it works.
2. Which social media platform is popular among young people in South Sudan?

Electronic media has also enabled mass communication through what is known as **social media**. This involves people using computers and internet enabled phones to communicate with others they are connected with. Examples of social media platforms include: Whatsapp, Facebook, Twitter and Instagram.



A television set is one of the electronic media.



A radio is an example of electronic media.

Activity 3.4

1. Find out the following in your local area:
 - a) The most widely read newspaper.
 - b) Any foreign newspapers and magazines.
 - b) FM radio station.
2. Look for a person you know who is connected to any type of social media. Ask the person to explain to you how that social media works.
3. When you get back to school, share your findings with your classmates.

Media in South Sudan

Our country's constitution guarantees press freedom. This provides a conducive atmosphere for media to operate. When media is allowed to do its work freely without external interference, we say we have media freedom.

In South Sudan, we have both government owned media and private media. The South Sudan Radio Network runs government owned radio stations which work alongside private radio stations. The government owned South Sudan Television Station (SSTV) is the major television station. Daily and weekly newspapers also provide news. Some newspapers are available on the internet. The media in South Sudan falls under the Ministry of Information Telecommunications and Postal Services.



A South Sudan journalist during an interview.

Functions of media in society

Activity 3.5

Explain the different forms of media and how they serve you and other people in your community? Share with your classmates the different ways media is useful to us.

Media plays three major roles in society. These are: **Informing, educating** and **entertaining** us.

a) **The informing role of the media**

Activity 3.6

In groups discuss information that you usually receive from radio, TV or newspapers.

To inform is to provide facts or enable people to be aware of what is happening around them. Media provides us with information on what is happening in our community, country and beyond.

Examples of how the media plays the informing role include the following:

- i. Providing local, national and international news. This enables us to keep track of what is happening in the world.

- ii. Radio and TV bring to us live coverage of events. Examples are national ceremonies and sports activities.
- iii. When our local or national leaders have an important message to pass on it can quickly reach a large population through a radio or TV broadcast.
- iv. Newspapers, radio, TV and the internet carry advertisements, notices and announcements. These give us information about availability of goods and their prices, job opportunities and when and where different activities are going to take place.
- v. Specialists in different areas write newspaper columns or present programs on radio or TV which give us important facts and information.
- vi. Social media helps to keep friends and relatives in contact.



A journalist covering a story.

b) Educating role of the media

The media is an important medium for teaching us or providing useful knowledge and skills. Through the internet, radio, TV and newspapers we learn things we did not know or add on to what we already know. Here are some examples:

- i. Importance of different national programs and how citizens can support them. Examples include immunisation programs and the national census.
- ii. Newspaper articles, TV and radio programs carry content that teaches us about the history of our country.
- iii. The media carries content on health issues and teaches us how to keep healthy. This includes content on HIV and AIDS, malaria, hygiene and recommended nutrition.
- iv. The media can be used to teach citizens new skills which involve keeping animals and growing crops



Media showing the location of a health centre.

Activity 3.7

Imagine you are a local leader in your area. Write an article that would appear in your local newspaper, teaching people about the importance of fulfilling their obligation of paying taxes.

c) The entertaining role of media

Media provides content that entertains or occupies us during our leisure time. Examples of entertainment in the media include the following:

Radio: Music, radio drama, quizzes and live sports coverage.

TV: Music, films, drama, cartoons and live sports coverage.

Newspapers: Puzzles, cartoons, stories (**fiction**), photographs of social functions and articles on fashion.

Activity 3.8

1. Look at the most recent newspaper you can find. Find out what entertainment is provided in the paper.
2. Which is your favourite radio station? What entertainment does it provide?



A mobile phone can entertain people through music and games.

Significance of media to society

Activity 3.9

Make a list of how people in your area benefit from the informing, educating and entertaining roles played by the media.

a) Positive influence of the media

The media has the following positive effects on society:

- i. Entertainment by the media helps us to rest and relax. This is good for our health.
- ii. Information and education provided by the media helps citizens to understand political, social and economic issues in South Sudan. An informed population is in the best position to serve the community and contribute to national development.
- iii. The media helps to influence public opinion. What we read in the papers, watch on TV and listen to radio provides information that helps us to develop positive attitudes towards different things. This in turn brings about positive social, political and economic change.



A citizen airing an opinion through the media.

- iv. Advertisements on radio, TV, newspapers and the internet inform buyers of available goods and services. They support the buying and selling of such goods. This is good for production and growth of our economy.
- v. The media also supports our economy. It provides employment opportunities. People get jobs as journalists, TV and radio presenters and newspaper vendors. We also get tax revenue from TV, radio and newspapers. This is paid by media houses to government as license fees.

Activity 3.10

1. Among radio, TV, internet, social media, magazines and newspapers, which media do you think best serves the needs of your local community? List down its merits. Compare your ideas with those of your classmates.
2. Inquire from people in your area the challenges that affect their benefits from different media.
If you were in a position of leadership, how would you help the people to overcome those challenges?

b) Negative influence of the media

Unfortunately, sometimes the media misleads and **manipulates** us. To manipulate is to control or influence someone to your own advantage or to suit your selfish interests. Negative influence makes us take up bad behaviour and wrong attitudes.

Activity 3.11

Together with your classmates, discuss examples you know of where the media manipulated or misled people. What were the consequences of this negative influence?

The media negatively influences people in the following ways:

- i. Radio, TV, newspaper and internet adverts and other materials sometimes persuade or influence us to like, buy and consume some products. Sometimes such products may not necessarily be the best or they may not even be good for us. For example, adverts for alcohol and cigarettes promote habits such as smoking and drunkardness. Such habits are dangerous to our health. Adverts for betting companies promise people quick riches. People are persuaded to engage in gambling instead of investing in productive work.
- ii. Some TV and radio programs are not suitable for children. They may contain violence, **obscene language** or **pornography**. They are therefore dangerous to the morals of the children.
- iii. Sometimes what we see, read and hear in the media influences us to admire foreign cultures. We get the impression that foreign lifestyles are better than ours. We then copy such lifestyles, culture and behaviour and abandon our good culture. Examples are styles of dressing, food, dating, and social behaviour. Sometimes we take up habits such as drinking, smoking and dangerous sex practices.



A computer.

Activity 3.12

1. Have you ever come across information that was inaccurate and misleading. Tell your friend how you reacted to it.
2. What can be the effect of fake news to the people and the country?
3. Suggest ways that can be used by the people to avoid being victims of fake news and misleading information.

- iv. The media sometimes presents inaccurate information and unfounded rumours. For example, news reports are exaggerated to make a situation appear better or worse than it really is.

Here is an example:

True story	Reported story
Two petty thieves broke into a shop at night. A resident noticed and raised an alarm which quickly alerted other people. The thieves who had picked a few items from the shop were arrested.	ARMED THUGS TERRORISE VILLAGE A gang of armed thugs invaded and robbed property worth millions from residents of Kiya village. The local Police did not respond to the people's calls for assistance.

What do you notice about the reported story? What impression would someone not aware of what actually happened get from the reported story?

Wrong facts misinform and mislead us. They make us get wrong opinions and attitudes.

- Media may also present propaganda. This is false information that is presented to influence people's beliefs or opinions. Propaganda may make us like or hate someone or something for no good reason other than serving the interests of those spreading the propaganda.
- The media must be impartial. This means it should not take sides. It should not present content that deliberately favours one group over another. However, at times the media is partial. This leads to biased reporting which favours and promotes interests of a person, region, ethnic or political group at the expense of other groups. When this happens, what the media presents may create disunity, mistrust and hatred between the people.

Protecting citizens from the negative influence of the media

What can be done to prevent the media from manipulating the citizens?

How can we be protected from misinformation or misleading news?

Activity 3.13

Discuss the following issues with your classmates, giving ideas in favour of and against each.

1. In order for the media to operate well it should be allowed to work in a free environment. This means it should operate freely without any barriers. However, at the same time the people need to be protected from negative influence of the media. Should media freedom be limited?
2. Right to privacy is a human right. At the same time the media has a duty to report news or inform us. Should the media be restricted from reporting on private issues?

The media has a role to play but it should not be at the cost of manipulating or misleading the people. The citizens can be protected from the negative influence of the media in the following ways:

- a) The media has the primary responsibility of protecting the citizens in the following ways:
 - i. It must report responsibly.
 - ii. It should first cross check its information to confirm its correctness.
 - iii. It should employ professional well trained people to collect and report information. This should further be backed up by refresher courses on responsible media practices.
 - iv. It should be impartial.
 - v. Where news or information that is not correct is presented, the media should immediately apologise and provide the true picture.
- b) Although our constitution provides for press freedom, it provides for regulation to ensure this freedom is not abused. For example, the media is not allowed to present content that compromises morality, national security and public order. The media should be regulated to ensure it conforms to that standard. Regulation of the media is the responsibility of the National Communication Authority of South Sudan.



South Sudan journalists.

- c) Where any media house peddles false news or acts unprofessionally, the courts of law should be used to bring it to order. Penalties to serve as a warning should be given. Examples include a fine or suspension of license.
- d) Citizens become victims of media manipulation where there are few sources of information to rely upon. Government should expand its radio and TV network to bridge this gap. It should provide regular press conferences to keep citizens up to date with what is taking place in the country and beyond. More investors in the media should be encouraged by providing incentives

such as tax breaks.

- e) Citizens should be cautioned on the possible negative influences of the media. The youth, especially, need to be sensitised about the dangers that are posed by internet sources and foreign media content like films. TV programs that have content unsuitable for non-adults should be preceded by a warning to parents.
- f) Advertisement in the media of health threatening substances should as a rule be accompanied by warning statements about the potential hazards of the substances. An example is advertisements for alcohol and cigarettes. Adverts for betting companies should also have a warning such as ruling out participation of those under 18. They should also warn about how betting may become addictive and lead to financial ruin.

Glossary

Press - Channels through which we receive information and other forms of communication.

Manipulation - Control or influence someone to your own advantage or to suit your selfish interests.

Mass media – The use of many media channels to give information to the people at the same time.

Mass communication – This is the sharing information with many people at the same time.

Print media – This are the channels of mass communication through the written word. Examples are newspapers and magazines.

Electronic media - This provides mass communication through electronic devices such as radios and televisions.

Social media - This is the use of computers and internet enabled phones by people to communicate with other people you are connected with.

Fiction – Unrealistic things such as stories and films.

Pornography - The show of sexual subject matter for the purpose of sexual arousal

Obscene language – Offensive language meant to cause uncontrolled sexual desire.

Unit 4

Working together to bring about change

What I will learn

- Know about some opportunities in which groups and individuals can bring change locally.
- Understand the main reasons for the need for social change.
- Know the strategies for engaging people in projects to bring about social change.
- Know the aspects of teamwork that bring about social change.

What I will do

- Investigate local examples of projects and activities that have brought about social change.
- Compare and analyse planning and evaluation strategies locally for projects aimed at bringing about social change.

Activity 4.1

Group work

Study the picture below and answer the questions that follow.



- a) What is happening in the picture above?
- b) Briefly explain the social changes that can be brought about by what is happening in the picture above.
- c) In pairs, discuss why team work activities are better channels to bring about social change.
- d) Mention other activities you would prioritise to bring about social.

Introduction

In the first unit of this book, we discussed the various opportunities for individuals and groups to bring about social change. In this topic, we will discuss the importance of teamwork in bringing about change.

Change is the transformation of something from its original form to a new form.

Social change is alteration of how a society behaves or relates over a period of time. Our societies keep on changing and this in turn changes our social structure.

Change has the following characteristics:

- i. Change is **social** in nature.
- ii. Change is **universal**.
- iii. Change is **continuous**.
- iv. Change is **inevitable**. It cannot be avoided.
- v. Social change is **multi causal**, can be caused by many things.
- vi. Social change creates a chain of reactions.
- vii. Prediction of changes is **uncertain**.

Factors that influence social change

Change takes place at all times in the society. It is influenced by the following factors:

1) Demographic Factors

Demography is the study of human population. Demographic factors therefore are the factors that involve human population such as population size, structure and development.

Demography deals with migration, mortality and fertility rate which are key components in influencing social change.

An increase in population will strain the existing resources hence a call for social change.

2) Biological factors

These factors include both human and non-human things. In the ecosystem, human beings relate with animals and plants in their daily activities.

Any increase or decrease in either of them will bring changes in the society.

Activity 4.2

Group work



- i. Examine the picture. What do you see?
- ii. In your groups, discuss how the things happening in this illustration may cause social change in this community.
- iii. Share your findings with class members.

3) Cultural factors

Culture can be defined as behaviour acquired and transmitted from one generation to another within a community.

It can also be said to be the behaviour learnt and transmitted by all the members of a community.

Culture keeps on changing thus social changes are altered every time culture changes.



Cultural dancers during a National Holiday.

4) Technological factors

Technology is the level of techniques, skills, methods, and processes used to achieve specific objectives.

Technology changes our society by altering our environment through which we adopt.

Due to technology, new inventions and discoveries are made which in turn produce large scale changes in our social life. For example, the influence of social media like Twitter, Facebook, WhatsApp and Instagram among others has brought major changes in our society.

Aspects of teamwork that can bring about social change

1. Communication

In **teamwork**, communication is very important. Any information should be passed to every team member as it comes.

The members should not assume that everybody in the team has information.

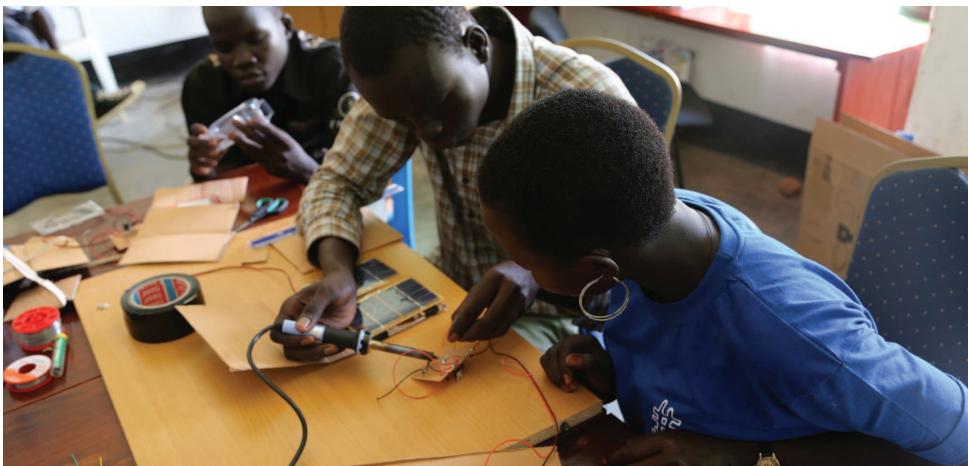
Active listening should be encouraged. This promotes trust and respect among the members.

When members encourage one another in a team, it strengthens and promotes cohesion.

Members of the team should be open to new ideas. This is an essential part of team strength and growth.

Good communication brings about positive social change. This is because it promotes values that can transform societal behaviour patterns such as:

- i. Respect for every person's opinion.
- ii. Need for unity in achieving a harmonious society.
- iii. Transmission of healthy information which guides the society on their daily lives.



Students communicate as they work on a technological project.

Activity 4.3

Role play

1. Role-play the essentials of good communication in a team.
 - a) Clearly bring out the aspects of active listening skills.
 - b) The speaker's role should be acted by one student who is the team leader while the rest of the members keenly listen to him or her.
2. Discuss the advantages of active listening.

2. Delegation

This means assigning duties to others.

When we work together, we understand the strengths and weaknesses of each member of the team.

In team work, we should give each member the tasks that best suits him or her.

When delegation is in place, members feel accepted in the team and their contribution appreciated. This strengthens and even alters the social behaviour positively hence bringing about social change.

3. Efficiency

Team members develop a plan of working together effectively and achieve their goals on set time.

Through working together, members of the team discover what they are capable of doing and what the entire group is capable of performing. This is important for the organisation of the group.

4. Ideas

In team work, the idea of every member is of great importance. This promotes productivity and ensures that the set goals are achieved.

The ideas used by a team in a project can be borrowed by another team thus transforming social structure of the community. For example, ideas on how to resolve and minimise gender based violence can bring social change.



People sharing ideas.

5. Support

Members need to support each other when challenges arise. They may also help one another to improve performance and grow professionally.

This enables bonding of members and promoting trust and reliance on each other while maintaining productivity.

This aspect of team work can change social structure of the society by promoting trust, unity and respect. This in turn creates a **harmonious** ground for sustainable development.

Need for change

Social change is a basic aspect of humans and the ecosystem they live in. It **alters** the behaviour of human beings to fit in the **dynamics** of the evolving world.

This dynamics can be in different aspects such as:

a) Demographic aspect

This is the study of human population with respect to population size, structure and development.

Migration is a key component of demographics and can affect people's lives in a positive or negative way.

When people move from their original demographic area, they alter their social behaviour so that they may adapt into their new lives.

Activity 4.4

Group work

Read the short story below and respond to the questions.

Pitia is a form three student in a school in the rural areas. Pitia visited his sister Keji in the city of Juba during the school holidays. When he arrived at his sister's home, he realised that the sister was sharing the house with some friends. During meal times, Pitia realised that his sister would prepare food and only share with him. After eating, the friends would also prepare their own food and eat alone. Two days later, Pitia asked his sister why they were not eating together like people do in the villages back at home. Keji just laughed and promised to answer the question when Pitia is back at home

Questions

- a) Which answer do you think Keji gave Pitia?
- b) Give reasons why life in Juba is different from life in rural areas as Pitia experienced?
- c) Discuss five social changes taking place in Juba in comparison with life in rural areas.

b) Cultural aspects

Culture is part of human and dictates every aspect of their life. Every behaviour in our society is moderated by culture. Our social structure is also modelled by culture.

Due to some factors such as population, migration, education and technology. Our culture has been changed unknowingly to adapt and cope with new dynamics of life.

Culture is important but social change is **inevitable**. We should keep the good culture intact. We should eliminate bad culture such as female genital mutilation and early marriages for our young girls. This violates the rights of people in our society.

Activity 4.5

Group work

- a) Discuss some aspects of culture that are good and need to be conserved in our community.
- b) Discuss what is meant by the term 'bad culture'.
- c) Identify and discuss aspects of social changes that are common in South Sudan.
- d) What alternatives can you propose for the bad culture. Give examples of what you think is bad culture and how it can be eliminated or improved.

Glossary

Universal – Accepted world wide.

Inevitable – Cannot be avoided.

Multi Causal - Involving several causes.

Uncertain – Without guarantee.

Demography - Study of human population.

Teamwork – Working together as a unit.

Dynamics – Manner of interaction or behaviour.

Harmonius – A pleasing combination of social elements.

Unit 5

HIV and AIDS and the role of media and voluntary groups to bring about change

What I will learn

- Understanding the importance of free and responsible media.
- Understanding the media's role in society in providing information.
- Know about the opportunities for voluntary groups to bring about social change locally.

What I will do

- Investigate what is known in my village about HIV and AIDS.
- Explore a range of sources of information about HIV and AIDS.
- Explain the effects of media campaigns have on communities.
- Carry out a plan to raise awareness of strategies to prevent the spread of HIV and AIDS.

Introduction

Study the newspaper extract about HIV and AIDS below.

Activity 5.1

IOM Rolls Out Comprehensive HIV and AIDS Services in South Sudan Displacement Sites

Posted:

11/07/17

Themes:

Humanitarian Emergencies, Migration Health

Juba – Thousands now have access to HIV and AIDS counselling, testing and treatment in South Sudan. This is after the International Organisation for Migration (IOM) completed the roll out of comprehensive services at the Bentiu, Malakal and Wau Protection of Civilian (PoC) sites in October 2017, benefiting an estimated population of 171,000 people, as well as the host community.

In 2016, HIV and AIDS and tuberculosis were the leading causes of mortality in the PoC sites, where people are often unable to access health facilities outside the sites due to protection concerns or destruction of public infrastructure.

“The expansion of services is a crucial development in South Sudan, where internally displaced persons such as those living in the PoC sites are among key populations that are considered to be at higher-risk of contracting HIV and AIDS” explained Salma Taher, IOM Global Fund Project Officer.

Since 2014, IOM has been providing HIV and AIDS services to pregnant mothers at the PoC sites through Prevention of Mother-to-Child Transmission of HIV (PMTCT) programme. Through the advocacy of IOM and the UN Development Fund, the Global Fund to fight AIDS, Tuberculosis and Malaria expanded funding to enable the start-up and roll out of services for the general population visiting the clinics in the PoC sites, not only pregnant mothers.

For more information, please contact Ashley McLaughlin at IOM South Sudan, Tel: +211 922 405 716, Email: amclaughlin@iom.int

A newspaper extract about HIV and AIDS.

In Unit 3 of this book, we discussed about the significance of the media in the society. In this topic, we will discuss the role of the media in disseminating information about HIV and AIDS.

HIV and AIDS is one of the most serious challenge facing South Sudan and the rest of the developing world. 2016 data indicates that 3% of adults in South Sudan in the age range of 15-49 years are living with HIV and AIDS.

It is a national priority to eliminate infection as well as taking care of the infected people. In this unit, we are going to examine how to create awareness about HIV and AIDS and why this is important in the campaign against HIV and AIDS.

Activity 5.2

Group work

1. Write a list of the key facts you know about HIV and AIDS. Categorise them under the following sub-headings:
 - What is HIV?
 - What is AIDS?
 - How HIV is spread.
 - The economic and social effects of HIV and AIDS on families and our country.
 - How HIV and AIDS can be prevented.
2. Compare your facts with those of your classmates.
3. How did you get to know about these facts?
4. Do you think all members of your local community have this information about HIV and AIDS?

HIV and AIDS

HIV stands for **Human immunodeficiency Virus**. A virus is a causative agent for diseases. It is tiny in size and cannot be seen by naked eyes.

HIV virus affects the body's ability to fight diseases. The ability of a body to fight diseases is called immunity.

A person infected by the HIV virus is said to be HIV positive and will eventually develop AIDS.

People test for their HIV status through Voluntary Counseling and Testing (VCT) centres. It is good for one to know his or her HIV situation.



Awareness about HIV and AIDS testing.

AIDS stands for **Acquired Immune Deficiency Syndrome**. It is a condition an HIV positive person develops when the virus has destroyed the body's immune system. The victim's immune system can no longer effectively fight diseases.

HIV is spread through four main ways:

- (i) Sexual intercourse with an infected person.
- (ii) Mother to baby transmission (an infected mother may infect the baby at birth)
- (iii) Blood transfusion where contaminated blood is used.
- (iv) Sharing sharp objects such as syringes, safety pins and other sharp objects used by an infected person. HIV and AIDS cannot be spread through casual person to person contact.

Keeping safe from HIV and AIDS requires changing behaviour. It also requires protecting ourselves against the mediums through which infection takes place. These include: Abstinence from sex, couples being faithful to each other, using protections during sexual intercourse, screening blood for transfusion and providing medical protection for infected expectant mothers to prevent them from infecting their babies.

Influence of media on social change



A citizen being interviewed by a media personality.

Social change refers to the alteration in the social order of a society. This may include behaviour change, social relations and social institutions. HIV and AIDS is a social problem in the society.

The media can influence social changes in the society through the following different ways.

- i. The media, especially the broadcast media helps in creating awareness to many people about HIV and AIDS given their wide range of coverage. People of all kinds are able to access such information.
- ii. Various media platforms are actively used to spread information that helps reduce the levels of misconceptions about HIV and AIDS. The media therefore plays a vital role in ending stigmatisation and other misconceptions such as perceiving HIV and AIDS as a curse.
- iii. The government and other concerned bodies use the media, such as the print media and broadcast media in advancing their messages of fighting HIV and AIDS, the prevention measures and the treatment as well.



Government documents on HIV and AIDS intervention.

- i. Unfortunately, media has also negatively influenced the fight against HIV and AIDS. It is through media that some ill behaviour has been adopted by the youth in our society. Pornographic materials have been easily accessed by the youth. Other vices such as fornication, provoking dress codes that encourage misbehaviour and sexual immorality have been also learnt through the media. All these things have played part in increased spread of HIV and AIDS.

Activity 5.3

Group work

1. Discuss three negative ways the media has influenced social change with reference to HIV and AIDS.
2. How can these negative influences be combated?
3. Suggest ways through which the government could be useful in combating such influences.

Sources of information on HIV and AIDS

Broadcast media creates awareness and provide knowledge base about HIV and AIDS. They have tremendous reach and influence, particularly with young people, who represent the future and who are the key to any successful fight against HIV and AIDS.

Besides creating awareness and providing knowledge base about HIV and AIDS, media is also expected to remove the misconceptions about the transmission of the virus. Mass media can be instrumental in breaking the silence that envelopes the disease and in creating an encouraging behaviour for combating with existing social norms and making positive changes in the society.

The government creates awareness on HIV and AIDS, provides the antiretroviral drugs and also free counselling to the HIV and AIDS victims. The government does this by allocating resources through yearly budgeting and also by allowing different NGOs dealing with HIV and AIDS to operate in the country.



A man creating awareness on HIV/AIDS.

Much information is taught to young learners which include ways of contracting and preventing HIV and AIDS, how to treat HIV and AIDS victims and proper administration of HIV and AIDS drugs.

Churches have focused mainly on bringing about more awareness about the disease, its nature, modes of transmission and its social and spiritual consequences. Churches also educate on types of high-risk behaviours that increase its transmission, education for responsible and positive living, mainly focusing on human sexuality and related issues.



A television broadcast about HIV and AIDS on the world AIDS day.

Misconceptions about HIV and AIDS

Misconceptions are false ideas, assumptions and misinformation that people believe in and sometimes pass on to other people. They arise from people having little or no information, misunderstanding facts and relying on unfounded rumours.

Although we have enough information about HIV and AIDS, it is also true that some people in our community do not readily access this information. As a result, there are a lot of misconceptions about HIV and AIDS. This negatively affects the campaign for preventing new infections and taking care of those living with HIV and AIDS.

Misconceptions about HIV and AIDS are a result of false rumours, misinformation or lack of access to correct information. The following are examples of such misconceptions.

- AIDS is a result of witchcraft or a curse.
- HIV positive people must have been promiscuous.

- All HIV positive people have AIDS.
- Some herbalists can cure HIV and AIDS.
- You cannot be infected on your first sexual encounter.
- Young girls and married women are free from AIDS.
- You can tell an infected person from symptoms like being too thin.
- Close contact with an HIV positive person leads to infection.
- Circumcised men can't get HIV through sex.
- HIV is a death sentence.
- HIV positive people cannot safely have children.
- If you test negative for HIV, you can have unprotected sex.
- If both partners have HIV, there is no need of using a condom.

Activity 5.4

1. Read the story below and identify the misinformation about HIV and AIDS and the problems arising from the misinformation.

Ladu worked as a farm manager for Mr. Maker who is a local farmer. When Ladu took a voluntary blood test, results indicated he was HIV positive. Somehow his employer got to know about this. He fired him. His reasoning was that he could not continue to employ a worker who was about to die. The reality was that Ladu had not developed full blown AIDS. He was strong and in position to continue working. But even in the event of him developing AIDS, there were drugs (anti retrovile drugs) that would contain the virus and keep him healthy.

At the local school where Maker's wife was head teacher, Ladu's children started being discriminated by their teachers and other children. They concluded that like their father, these children were also HIV positive. There were fears that whoever came into close contact with them would get AIDS.

Problems arising out of misinformation about HIV and AIDS

Misinformation about HIV and AIDS affects our ability to change behaviour, reduce infections and does not support positive living and appropriate care for those infected.

Some of the problems arising out of misconceptions about HIV and AIDS include:

1. Stigma and discrimination

A person will be judged negatively if their HIV positive status is made known to others. This brings shame and negative self-image to those diagnosed or living with HIV.

It also causes delay in diagnosis and therefore delay in entry into treatment and adoption of a healthy lifestyle.

2. Increased spread of HIV and AIDS

Misconceptions such as HIV is a curse or it can be cured by herbalists among others has made people to engage in risky behaviours, leading to high rates of infection.

3. Poor management and treatment of HIV and AIDS

Misconceptions such as if both partners have HIV, there is no reason for using a condom causes poor management and treatment of HIV and AIDS.

Not all strains of HIV are the same and being infected with more than one can lead to greater complication. The new HIV strain may exhibit a different drug resistance profile than the original HIV infection.



Voluntary counseling and testing (VCT).

Raising awareness about HIV and AIDS

The struggle against HIV and AIDS can be best supported through creating awareness. Creating awareness involves disseminating information on what HIV and AIDS is, how it is spread, how it can be prevented and how if not controlled can affect households and the country.



A medical staff displaying information about ARVs.

This way the misconceptions will cease. An informed population is bound to change behaviour and take appropriate protection to be safe from HIV and AIDS. The media and voluntary groups are some of the most readily available means through which information on HIV and AIDS can be disseminated.

Activity 5.5

Pair work

1. Through what means have you and people in your local community accessed information on HIV and AIDS?
2. How effective and reliable are your sources? Do you trust this information? Discuss these sources with your friend.

The role of media

Media is one of the most viable means for disseminating information about HIV and AIDS. The media plays the following roles:

- Creating awareness of HIV and AIDS. Television, radio and newspapers are the primary sources of information about HIV and AIDS. This helps the people to make informed decisions to help prevent infections, protect themselves and encourage proper care for people living with HIV and AIDS.
- Educating the public. The media groups have an enormous influence in educating and empowering individuals to avoid contracting HIV.
- The media creates an enabling and supportive environment where some of the taboo issues and underlying driving forces of the epidemic can be addressed.

Activity 5.6

Group work

1. Research and find out how the following media are used to create awareness about HIV and AIDS in your local community. What kind of information does each carry?
 - (i) Newspapers, magazines, fliers and posters
 - (ii) Television and Radio
 - (iii) Social media like Whatsapp and Facebook
 - (iv) Billboards
2. Discuss with your classmates how you would use each of the following to disseminate HIV and AIDS information and cause behaviour change.
 - (i) A radio program
 - (ii) A weekly newspaper column
 - (iii) A notice board in a public place
 - (iv) A Whatsapp group

Different types of media can be used to sensitise people about HIV and AIDS.

The sensitisation is through the following:

- Providing facts and information about HIV and AIDS.
- Carrying adverts that advise on protection measures such as abstinence and use of condoms.
- Counseling sessions.
- Messages that inspire behaviour change.
- Carrying serialised stories and documentaries on HIV and AIDS.
- Interviews of experts and people with reliable information such as health workers.
- Testimonies from people living with HIV and AIDS.



Creating awareness is the best weapon against HIV and AIDS.

Activity 5.7

Pair work

In pairs, suggest the media that would be most suitable to carry out the sensitisation functions above in your local community. You need to take into account aspects like population, availability of service providers and cost of the media. Give supporting reasons for your choice.

Benefits of the media when highlighting issues such as HIV and AIDS

Media as a tool for sensitising people about HIV and AIDS has the following benefits:

- Chances of providing wrong information by media like radio, TV and newspapers are minimal. Unlike unfounded rumours, such media usually have credible sources and cross check their information. They would not want to carry information or stories that would affect their credibility. But even in the event of providing wrong information, concerned experts are bound to react to correct it.
- Wide circulation at minimal cost. For example, many people can listen to a radio broadcast or watch a TV program at the same time. A bill board message may cost a lot of money for installation but eventually many people get to read the same message at no extra cost.



A board on awareness about HIV and AIDs.

- A variety of experts and key players or stakeholders in the struggle against HIV and AIDS can be invited to share information.
- Media can employ attractive techniques that can persuade people to listen to or read a required message. However, in order for the media to serve its role well, it should be responsible and sensitive or it should be regulated. This helps to contain pornography and other content that may undermine rather than promote behavioral change.

Aspects of media campaign that are most effective in promoting social change about HIV

Newspapers have focused mainly on bringing about more awareness about the disease, its nature and modes of transmission. This is not the most effective way because it cannot be accessed by illiterate people.

Radio and television are generally doing a good job of communicating about HIV and AIDS (96%), and that TV or radio has had a positive impact on understanding of HIV and AIDS and related sexual behaviours (89%). Televisions and radio these days are affordable and no language barrier as most stations use local languages that can be easily understood by people.

Social media platforms such as facebook and twitter have been used by various organisations to spread messages about the fight against HIV and AIDS. Both the government and Non-governmental Organisations use these platforms to educate the youth about the dangers of irresponsible sexual engagements and the resultant problems. Many youth across the country are subscribed to these platforms and therefore access the information easily. Social media is therefore an effective way of promoting social change.

Role of voluntary groups

Activity 5.8

Group Work

1. In groups, find out the meaning of voluntary groups.
2. Tell your friend any voluntary groups that you know.
3. Discuss the roles of the voluntary groups you have named.
4. Suggest ways that can be used by voluntary groups to reach out to the youth in your local community.

These are groups that out of goodwill serve the community, mobilise or sensitise people to a worthy course such as creating awareness of HIV and AIDS. Examples of voluntary groups are scouts, student leaders, religious and local leaders, AIDS awareness clubs in schools and NGO's.

Voluntary groups can help to create awareness and promote behavioral change especially if trained and equipped with basic information about HIV and AIDS. They can engage in the following activities

- Performing drama and playing music with HIV and AIDS awareness messages.
- Providing peer discussions, talks and counseling.
- Speaking at gatherings like school assemblies, worship gatherings, weddings and parties.
- Organising activities where HIV and AIDS messages can be disseminated. For example art exhibitions and competitions, sports galas.
- Making and distributing simple fliers and posters.
- Identifying and inviting speakers for different congregations.
- Collecting and sharing relevant literature such as newspaper cuttings with information on AIDS.

Glossary

HIV – Human Immuno deficiency Virus.

AIDS – Acquired Immune Deficiency Syndrome.

Misconceptions – False ideas about something.

Discrimination – Unjust treatment of different groups of people on basis of race, sickness, age, sex among others.

Voluntary groups – Organisation of people who work for free towards HIV and AIDS awareness and eradication.

VCT – Voluntary Counselling and Testing. The place where people visit to be tested for the HIV virus and AIDS.

Unit 6

Linking environmental conservation to peace

What I will learn

- Know about the links between conservation of the environment and peace.
- Understand the interaction between people and the environment.

What I will do

- Explore the relationship between people now and in the past with the environment.
- Explore today's behaviours that can affect the environment in future.
- Investigate direct viewpoints about the role of environment in security.

Introduction

Activity 6.1

Group work

1. Look at the photographs below carefully.



Photo A



Photo B



Photo C

2. What can you observe in the pictures?
3. Discuss what can cause the situations you have seen in the pictures above.
4. How can the above situations be controlled? Share your views and findings with the rest of your class members.

Sustainable development

As defined in Secondary 1 and 2, sustainable development refers to guidelines for achieving human development goals, without affecting the natural systems.

In following these guidelines, natural systems should be protected from destruction. In the end, the society can be sustained without interfering with the condition of natural systems such as rivers, forests, climate and the atmosphere.

Sustainable development focuses on social and economic development with the emphasis on environmental protection for future generations.

Certain strategies are required to ensure that there is sustainability in the environment.

These include:

- **Enactment** of environmental laws which will regulate how people use land and consequences of environmental **degradation**.
- Exploration on how to tap and use green energy. Green energy comes from natural sources of energy.

These include:

- a) Solar power- generated from the sun.
- b) Wind power- generated from fast moving wind.
- c) Geothermal energy- power from hot springs.
- d) Hydro power- from the moving water.

- Coming up with modern ways of tapping minerals such as oil during drilling. This is to avoid spillage which can cause water and land pollution.
- Pollution from **non-biodegradable** materials can be avoided by embracing efficient ways of recycling waste materials. This will keep the environment clean. These recycling industries will create employment for the citizens and still play a role in sustainable development. The education system should emphasise on environmental studies as a core area of study in school. This will make students value the need for a clean and friendly environment.
- Coming up with modern materials of disposal of waste which will not cause pollution. This includes materials produced such as bags which should be environmentally friendly.

Activity 6.2

Nature walk

1. Take a walk within your school compound in pairs. Have a pen and a note book. Observe the various ways in which the environment has been neglected and misused.
2. Go back to class, discuss and suggest how your school compound can be improved to look better.
3. Make brief presentations to the class.

The role of the environment in the society

The environment plays a crucial role in the society. This is because it includes the earth, **atmosphere**, natural resources and air which are all needed by man to live. Despite challenges like economic crisis, war and other social problems, the environment will remain key to peaceful coexistence in the society.

These roles are:

a) Providing a home for human beings

Everything that we have comes from the environment directly or indirectly. The earth forms a key component of our environment.

The earth is the only **planet** that can support life. It is our responsibility therefore to ensure that we make our environment a better place for the current and the future generations.



Human settlement in Akot-Tirol.

b) Problems in our environment will affect human life

All the problems within our environment will have consequences on human beings.

Environmental degradation and over-population threatens the natural resources such as clean water supply and food supply.

Climate change is one of the most serious challenges facing our country and the whole world. Everyone can contribute in fighting **global warming**. Global warming results in large scale melting of ice which increases water sea levels. This affects the homes of animals and human settlement.

- c) Pollution** of air, water and land affects human health and the country's economy. Diseases caused by pollution require a lot of money to contain. It is therefore important to control pollution so as to live in a friendly and sustaining environment.



Children beside a polluted stream.

d) Natural beauty

The environment acts as a source of beauty. Trees, flowers, mountains, lakes, rivers and natural forests create a great sense of beauty.

People can also engage in leisure from these natural resources such as mountain climbing. Forests act as a home for our wildlife. They are also tourist attraction sites. This generates income for the country.



Clean and beautiful environment.

e) The environment supports population size of living things

When we cut down trees in our forests so as to carry out agriculture, the soil loses its nutrients. This affects productivity and forces us to use fertilizers, hence reducing crop production. Fertilizers have chemicals which reduce soil fertility when frequently used.

This will probably lead to famine hence inadequate food production.

f) Balancing the ecosystem

The ecosystem is made up of living and non-living things which are found on the land and water. Non-living things include soil, water, and air while living things are; plants, human beings and animals. The environment ensures that there is a balance between these two groups.



Imatong watershed.

g) The environment provides useful natural resources and products

These include:

- Clothing – These are found from plants and animals. Examples include leather, wood and cotton.
- Wood – Wood from trees is used as fuel for construction and making furniture.
- Water – This is a human need used for domestic purposes like washing, cooking. It is also important in irrigation to promote agriculture.
- Medicine – Some plants are of medicinal value. In traditional societies they were the main sources of medicine. Modern medicine is made from plants.
- Fuel- Coal, gas and crude oil. These are used in factories, lighting homes and transport activities.

h) The environment provides air and temperature regulation

Forests and trees help a lot in the quality of air. Air comprises of oxygen which is crucial in photosynthesis. This is important in food production by plants.

Trees also remove pollutants such as Carbon(iv)Oxide and provide shades.

Activity 6.3

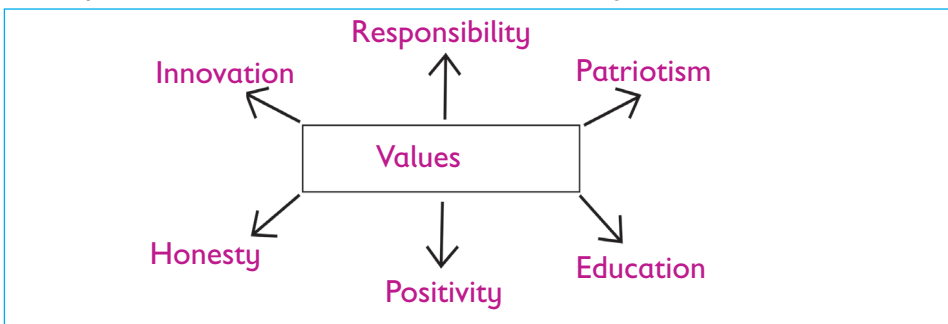
Group work

Using flash cards from manila papers, list:

- a) The living things supported by the environment.
- b) The components that make your environment beautiful.
- c) Discuss ways in which people can be involved in environmental conservation activities.

The relationship between our values and behaviour towards the environment

Values refer to things that are important and useful. Every society has its values which it upholds. Some of our values in our society are;





A citizen preparing a tree nursery.

It is important to note that our values play an important role on how we behave towards our environment. Some of the roles our values play in shaping our behaviour towards the environment include:

- Responsibility – As a value, it teaches us to be responsible caretakers of the earth and everything in it. This creates a better place for future generations.
- Values -Values such as religious beliefs play a role in conservation of the environment. Some trees are seen as sacred hence reduce deforestation. This maintains forest area.
- Through patriotism, citizens can volunteer to participate in community projects that affect environmental conservation.
- Teamwork among community members -Community members can come together for activities to control the destruction of the environment. They can control soil erosion by planting trees and building gabions together.
- Respect - Respect for life makes it wrong for a person to interfere with nature which is believed to have life.
- Environmental education - This is a learning process. This value increases knowledge on the environment issues. Issues such as soil conservation and tree planting are included in the school curriculum.
- Hard work as a value where people engage in fruitful activities related to environmental conservation. Agriculture is emphasised in communities.

Activity 6.4

Group work

1. In groups, discuss other values which are important in our society and how the values influence our behaviour towards the environment.
2. Make a presentation before the class.

Our responsibilities towards the environment

The environment is our home.

The environment provides us with water, food, air and natural resources. It is therefore fair for us to take care of the environment. Some of our responsibilities towards the environment are:

- i. Ensuring that our environment is clean and free from garbage.
- ii. Planting trees as a means of creating forests.
- iii. Proper disposal of waste and controlled waste management.
- iv. Keeping our water bodies intact to save marine life. This is done through conservation of water bodies.
- v. Reducing human activities that may degrade the environment.
- vi. Controlling harmful emissions into the environment.
- vii. Ensuring that technological developments are environmentally friendly.
- viii. Incorporating environmental skills in school curriculum.

Activity 6.5

Pair work

1. Tell your friend how you can be actively involved in environmental conservation as an individual.
2. Why is tree planting important to the environment?

Relationship between environment and conflict

We have observed that environment plays an important role in the day to day activities of the people. Without the environment it is impossible to survive.

Conflicts may arise out of disagreement relating to the environment. However, it is important to ensure that conflicts don't arise. We should resolve our differences peacefully.

Some of the environmental conflicts are caused by:

- i. Population growth - population growth will make resources such as land for settlement and water scarce. This in turn might lead to conflict as people compete for the available scarce resources.
- ii. Uneven distribution of natural resources can lead to conflict. Areas with resources such as oil and wildlife reserves can get into conflict with communities which do not have such resources.
- iii. Scarcity of land for grazing especially in pastoralist communities. This may lead to conflict as various communities compete for grazing fields.
- iv. Human wildlife conflict can also exist in areas where wild animals are

close to human beings. The animals might come out to seek for water and food. This may lead to serious conflicts. These animals pose a danger to both human beings and their crops.

- v. Human activities such as waste disposal and pollution might cause diseases. These diseases might affect an entire community. The blame that comes out might cause a serious conflict. This happens in shared social resources such as water.



A woman coming from the stream with water. Scarcity of water can cause conflicts in the society.

Activity 6.6

Group work

1. Share with members of your class various ways in which the environment has led to conflict within your state.
2. Research on how the conflicts you have mentioned above were solved.

Need for changing lifestyles to conserve the environment

Lifestyle change may be crucial in making our environment safe. The following lifestyle change can be applied to have a clean and safer environment.

- Using recyclable materials for packing of goods.
- Using green energy such as solar and hydroelectricity.
- Advocating through awareness and sensitisation campaigns on the need to change the lifestyle to protect the environment.



Solar panel on a roof top in a village.

Activity 6.7

Pair work

1. In pairs, explore other ways in which lifestyle change can help in the conservation of the environment.
2. Make a presentation in class from your findings.

Links between conservation of environment and peace

Peace through environmental conservation can be achieved through:

- i) Having a tree planting programme countrywide to promote unity and emphasise the need for forest coverage.
- ii) Creation of public parks in disputed lands. The disputing communities can have access to these areas at the same time they can generate revenue.
- iii) Having a national clean-up day to save the environment from pollution. This will bring various communities together.
- iv) Environmentalists and organisations to carry out peace initiatives linked to the environment conservation such as advocating the use of clean energy.
- v) Encouraging resource mobilisation and local participation of leaders from various communities.
- vi) Educating communities on the need to share the scarce resources like water, pasture and minerals without engaging in conflict.



People celebrating the launching of a new water pump.

Activity 6.8

Group work

1. In groups, research on how the understanding of different viewpoints compared to our own helps us to understand important issues on environment.
2. Make a presentation before your class.

Glossary

Non biodegradable material – Materials that cannot decompose.

Degradation – Loss of value.

Enactment – Making of laws.

Atmosphere – Air around the earth.

Pollution – Putting harmful substances in the environment.

Global warming – Overheating of the earth.

Values – Good standards of behaviour.

Unit 7

Involvement in a community project

What I will learn

- Opportunities in a community for active citizenship.
- Measuring the impact of a project on a community.
- Gathering information in order to make informed contribution to community projects.
- Plans for monitoring and evaluation to illustrate the overall success of a community project.
- Importance of developing aims and objectives in the planning process for community projects.

What I will do

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

Introduction

Activity 7.1

Group work

Look at the illustration below and answer the questions that follow.



1. What can you understand from the above picture?

2. What usually happens during the International day illustrated above?
3. In groups, research to establish the accessibility of women to the following services in your community?
 - a) Education
 - b) Employment
 - c) Leadership
 - d) Health facilities
4. How are such projects planned and monitored in order to establish their impact on the community?
5. In your groups, design various media in form of cards, placards, drawings and videos to sensitise the community on the rights of women.

As we have seen in Secondary 1 and Secondary 2, a project can cover a wide range of operations, from initiatives to complex programs. For instance, a dairy co-operative union can run a project to empower women on good dairy management skills. This would involve training women and offering employment to women.

A more complex program might be setting up a national health insurance scheme through co-operatives that would involve many shareholders such as the government, health care providers, advisory services, legal services, future clients, trade unions and leaders.



Women play an important role in community projects.

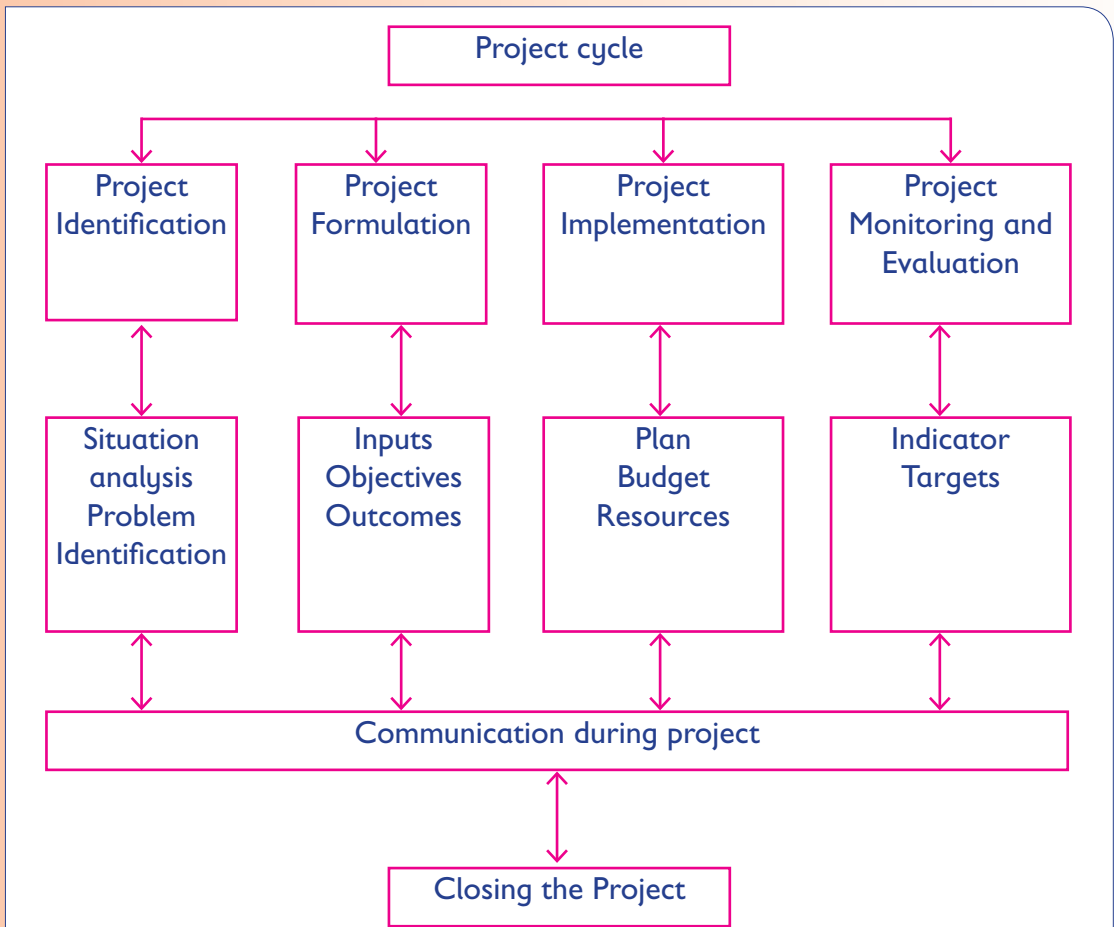
To be viable and sustainable, a community project, whatever its size and outreach, should consider the following factors:

- The starting point of a project is the existence of a problem affecting a certain group; especially the community.

- A sustainable community project is integrated and in line with development or business plans.
- A project is a participation exercise from the beginning to the end.
- Sustainable projects are **gender sensitive**.
- A well-defined project is result-based. Result-based Management is about setting objectives and targets and what you do to achieve them.
- Project implementation is organised with a fixed budget, limited resources and specific deadlines.
- Each project has a specific management structure.
- Each project includes a monitoring and evaluation (M&E) system.
- A project has to be sustainable. The important elements of sustainability are:
 - a) Social sustainability - Impact on working conditions, compliance with international labour standards, social protection, among others.
 - b) Financial sustainability- Financing of follow-up activities, sources of revenue for all future operating and maintaining costs.
 - c) Institutional sustainability- Structures that allow results of the action to continue.
 - d) Environmental sustainability- Impact on the environment. Avoid negative effects on natural resources on the broader environment.



Some projects are funded by international organisations.



A summary of project design process.

Steps in designing a project

There are four main steps of project design. These include:

- i. Project identification.
- ii. Project formulation.
- ii. Project implementation planning.
- iv. Project monitoring and evaluation.

i) Project identification

Identification is a participatory consultative process that analyses the situation and the problem.

People's views on a problem are essential to understanding its nature and possible solutions.



Project leaders listening to peoples views.

ii). Project formulation

This involves establishing outcomes, objectives and outputs. It should also establish proper indicators for each objective.

The following are critically analysed:

- a) Project mission- why do we need the project?
- b) Project objectives- what do we want to achieve?
- c) Project deliverables- the steps we need to achieve our objectives.
- d) Project stakeholders- who has interest in our project or results?
- e) Project beneficiaries- who will enjoy the fruits of the projects?



An art illustration with the objective of peace promotion.

To formulate an effective project strategic objective, a project design team should use the SMART approach. The most common explanation of SMART is Specific, Measurable, Achievable, Relevant and Time-Bound project. To design a SMART objective or outcome, consider the questions listed below:

- **Specific:**What exactly is the project going to do, where, with or for whom?
- **Measurable:** Are the stated results measurable? Does the organisation have the capacity to measure them?
- **Achievable:** Can we get it done in the time frame? In this political climate? With this amount of money and resources?
- **Relevant:** Is the objective or outcome important to achieving the desired result? Is it in line with the organisation strategy?
- **Time-bound:**When will these objective or outcome be accomplished?

It is important to formulate aims and objectives because of the following:

- Aims help in establishing activities during the implementation.
- Help to establish the required inputs.
- It is an important tool of monitoring and evaluation.
- It helps in mobilisation of resources required for implementation.
- Helps in meeting targets and set indicators.

iii. Implementation planning

An implementation plan is devised based on logical framework in order to have a result-based work plan and a budget.

Examples of core issues during implementation include:

- Evaluation
- Conflicts
- Change management
- Risk management

Changes to projects are inevitable. It is the one thing we can be sure of in a project: There will be change.

Project implementation requires different skills such as persuasion skills, influencing skills, problem-solving skills, creative and critical thinking skills, leadership skills and management skills.



Team work is important in project implementation.

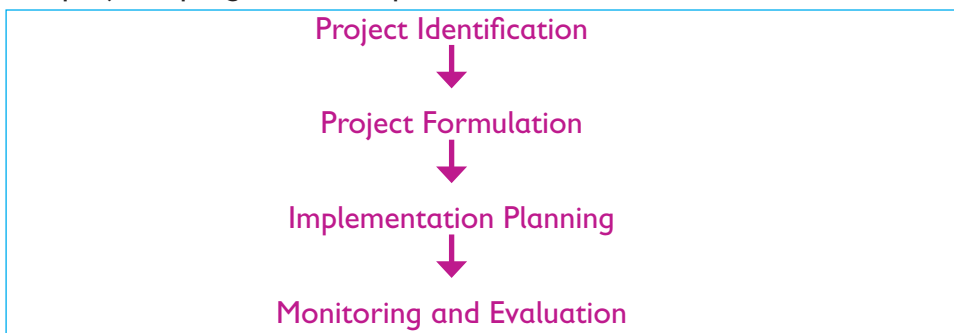
iv. Monitoring and evaluation

Monitoring is the routine tracking of a project's activities by measuring on a regular on-going basis whether planned activities are being carried out. A project can be monitored at any level such as inputs, outputs and outcomes. The figure below provides an example of monitoring focus at different levels:

Outcomes	Monitor to assess expected change and progress towards results .
Output	Monitor to ensure expected results of activities.
Activities	Monitor to verify progress against work plan/schedule.
Inputs	Monitor to manage against budget and non-financial sources.

Evaluation is a process that attempts to determine as systematically and objectively as possible the outcomes and impact of project interventions relative to specific project objectives.

Evaluation occurs less frequently than monitoring which allows for more in-depth analysis of project's progress and impact.



A summary of project design cycle.



Monitoring the progress of a project.

A Monitoring and Evaluation plan is a systematic plan for collection, entry, editing, analysis and interpretation of data needed for project management.

Monitoring and Evaluation plans include the following information:

- A description of intended results
- Indicators
- Targets
- Data source or means of verification
- Baseline values
- Monitoring and Evaluation tools
- Responsible persons



Follow-up activity on a project.

Monitoring and Evaluation involves the use of indicators. An indicator is an observable or measurable characteristic that shows (or indicates) the extent to which we have reached the intended results.

Indicators are closely related to targets. A target is a precisely anticipated level of progress towards an objective, within a given period of time.

Targets will always reflect the condition that is expected at the end of the project. Usually, targets are expressed in one of four forms such as:

- A number, which represents an absolute level of achievement.
- A percentage change in the indicators over the baseline level.
- A percentage change in relation to the indicator in the overall target population. For example, 80 per cent of young people with the age of 15-19 years living in the project area will know where to obtain VCT services.
- Establishment of something new (new service, new policy, new law).

Activity 7.2

1. In your working groups, discuss what knowledge and skills are necessary to take part in one or two projects that are of a particular concern to you.
2. How can you make the most valuable contribution during implementation of the project?

Communication during project implementation

Effective communication is critical to the success of the project. Communication not only provides stakeholders with the key information and milestones, but it also creates a dialogue among stakeholders, surfacing pockets of resistance and building commitment to the project.

The communication process can face problems such as the semantic problems, absence of feedback, improper channels, physical distractions, status effects and cultural differences.



A project leader communicating to members.

Communication should include speaking opportunities for managers, informal communications, face-to-face discussions, scheduled discussions, scheduled meetings as well as formal methods such as memos, notice boards, e-mail and newspapers.

A communication plan should both be a dynamic document used for the management and control of planned communications.

The communication plan includes the infrastructure for the dissemination of information throughout the departments involved, the allocated responsibilities and the expected timetable of events.

Activity 7.3

1. In your working groups, identify a project of your choice and make plans on how you will be involved in the project. In the discussion make plans for the following:
 - a) Your role or aspect of project that you can add value to.
 - b) How the project will add knowledge and build your capacity or that of community members.

- c) Monitoring and evaluation of the impact of the project.
 - d) Communication goals and structure during the project.
 - e) Indicator of what will be used to measure the impact of the project.
2. Share with the class through group presentations.

Closing the project

This is the bringing of a project to a successful conclusion.

It requires close attention to several different managerial functions.

Some of the things to be considered for ensuring a successful completion of your project include:

- Ensure that the project will deliver what was promised.
- Actively lead the project team through difficult times.
- Ensure timely completion of client sign-off documentation.
- Prepare for the transition into the next phase in the overall project life cycle.
- Secure consensus that the project has met the completion criteria.
- Obtain customer acceptance and verify customer satisfaction.
- Ensure that the project records reflect accurate data.
- Transfer what you have learned to others.
- Acknowledge the contribution by the contributors.
- Bring the project to efficient administrative closure.

Activity 7.4

Pair work

1. In pairs, discuss how a community project can be brought to an end. Have you ever been involved in a community project? How was it wound up? Share with your friends.
2. Present your work in class.



A project team communicating to people.

General challenges that can affect the implementation of a project

1. Lack of sustainable funding for projects in the community.
2. Fear of no future work can lead to foot-dragging during implementation.
3. Incomplete human resources may pose a big challenge to implementation.
4. Loss of team functionality as some members complete their tasks during project implementation.
5. Change of responsible personnel at critical transition stages.
6. Resistance to the project from local people and other shareholders.
7. Lack of skills and knowledge among the local people may limit their participation in the project.
8. Difficulties in securing data on project implementation, like historic data.
9. General sustainability of data may lead to incomplete project implementation.
10. Weak monitoring and evaluation of the project may lead to unintended outcome.
11. Lack of support from local leaders and authorities may lead to implementation delays.

Activity 7.5

Group work

Project implementation is usually faced with quite a number of challenges. In your groups, discuss and write down these challenges.

What solutions would you suggest for such kind of challenges in a project?

Glossary

Indicators - These are measurable, tangible signs that something has been done.

Inputs - Physical and non-physical resources that are necessary to carry out the planned activities and manage the project.

Gender mainstreaming - The process of assessing the implications for men and women of any planned action, including legislation policies or programme, in all areas and at all levels.

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

Efficiency - The fact that the outputs were obtained at reasonable costs.

Effectiveness - Contribution made from outputs to achievement of the project's immediate objective, and how assumptions have affected project achievements.

Feasibility - Examines whether the project objective can really be achieved.

Activities - Actions and means that have to be taken or provided to produce the output.

Beneficiaries - Those who benefit in whatever way from a project.