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Acronyms and Abbreviations

CBO	Community Based Organizations
CBR	Centre for Basic Research
CE	Civic Education
CG	Central Government
CSO	Civil Society Organizations
DGF	Democratic Governance Facility
EOC	Equal Opportunity Commission
IGG	Inspector General of Government
JSC	Judiciary Service Commission
LG	Local Government
MICT	Ministry of Information Communication Technology
MOES	Ministry of Sports, Education and Sports
MOGLSD	Ministry of Gender, Labour and Social Development
MOIA	Ministry of Internal Affairs
MP	Member of Parliament
NCDC	National Curriculum Development Council
NGOs	Non-Government Organizations
NRM	National Resistance Movement
OPM	Office of the Prime Minister
PO	President's Office
SH	State Office
SIG	Special Interest Groups
TORs	Terms of Reference
UEC	Uganda Electoral Commission
UHRC	Uganda Human Rights Commission
UPF	Uganda Police Force
UTODA	Uganda Taxi Operators and Drivers Association
SACCOs	Savings and credit Cooperatives Societies

Introduction

This paper set out to investigate the extent and implications of CE in the 2019/2020 national Budget. The terms civic education and implications are defined. Civics comes from French word “civique” or citizen. It is the study of the theoretical, political and practical aspects of as well as citizen *rights and duties* []. Civic Education is also known as democracy education [CE] [].

An implication is part of a wider term called interpretation. Interpretation means issues which are either associated or connected to a topic. An implication is also known as an inference, a deduction, an entailment, or illation. It is a reasoning used to draw a conclusion or making a logical judgment on the basis of circumstantial evidence and prior conclusions rather than on basis of a direct observation. It is a meaning that is not expressly stated but can be inferred, import, substance-the idea that is intended. It is a logical relation between variables. It is a conditional relation, involvement or logical implication or relationship. It is a relation between propositions. It has several related terminologies including involvement, associations, connections, incriminations, entanglement, consequences, result, developments, ramifications, or upshot [Collins Thesaurus, 2002].

CBR has argued that a concrete understanding of government funding modalities, allocations and approvals is indicative of where government civic education [CE] priorities are. The emphasis is essential to conceptually and theoretically clarify what government understands civic education [CE] to be, and who should delivery it [institutionally organized] [CBR, 2009, TORs].

Defining Civic Education [CE] & Financed CE Activities in 2019/2020 National budget

In Uganda, however, Civic education involves activities, among others, but are not limited to Voter education, domestic violence awareness and prevention, awareness of civic responsibilities and obligations, analysis and addressing community problems, political tolerance and peaceful co-existence, patriotism, human rights awareness, local government accountability, political leaders and central government [Muhereza Frank, Akim Okuni, Mugole Emmanuel, 2019 a:pg 2].

Government and Citizens Understanding of CE according to importance

According to government especially as inferred in the 2019/2020 national budget; government understood CE to mean mainly four things. First, CE according to government meant government mobilization of masses and giving them awards such as medals on important days such as *Starehe Sita* and, Independence day and 26 January 1986- when the NRM government came into power. Second most important item, according to government in her understanding of CE lay in the Citizens to be grilled in Protection and Promotion of Human rights as was being done by UHRC. Thirdly, government understood CE to mean effective communication & National Guidance which was being undertaken by Ministry of ICT. The fourth and last and most important definition of CE was related to Anti-Corruption and government having an Ombudsman such as Inspector General of Government [IGG]. According to government, the fight against corruption and having an ombudsman tied in importance of government understanding of CE in 2019/20 [See Figure 1].

Table 1 CE Activities are financed Central Budget 2019/2020

Provider	CE Activity	Rank in Budget	Rank in importance
President's office [PO]	Govt mobilization, Monitoring & Awards	1	
State House	Poverty reduction, peace & development	10	
NCDC	Curriculum., Instruct material development	9	
	Production of materials	16	
MICT	Effective com. & National Guidance	3	
UPF	Urban crime management	12	
	Community policing	7	
UEC	voter Education	17	
EOC	gender & equity	11	
	Promotion of equal opportunity	8	
UHRC	Protection & Promotion of HR	2	
	HR education	13	
IGG	General admin & support	6	
	Anti-Corruption	4	
	Ombudsman	4	
JSC	public legal awareness & judicial education	14	
	Complaints management	15	
	Total		

Source: Government of Uganda 2019/2020

On the contrary, according to government basing on amount of allocated for the CE activity, the four least important issues in understanding of CE include but are not limited to voter Education; Production of materials for CE curriculum; Complaints management and public legal awareness & judicial education as well as human rights education.

Public Civic Education Players and Objectives in Uganda

“What is known as civic education [CE] today began a century ago to try to Americanize the various “Aliens” immigrants to assimilate them into the Northern European culture of Judeo-Christian, Greek-roman and the law,” []. In other words, the objective of CE education in the USA was to bring all citizens on the same page.

In 2019/2020 National Budget, CE provision in Uganda is carried out by 15 institutions including four Ministries and eleven Government departments. The Ministries include Ministry of Gender, Labour and Social Development [MGLSD], Ministry of Information Communications Technology [MICT], Ministry OF Education and Sports [MOES], and Ministry of Internal Affairs [MOIA]. The departments are than government ministries and include Inspector General of Government [IGG]; Justice, Law [JLOS], Uganda Electoral Commission [UEC], Equal Opportunity Commission [EOC], Uganda Police Force [UPF], President's office,

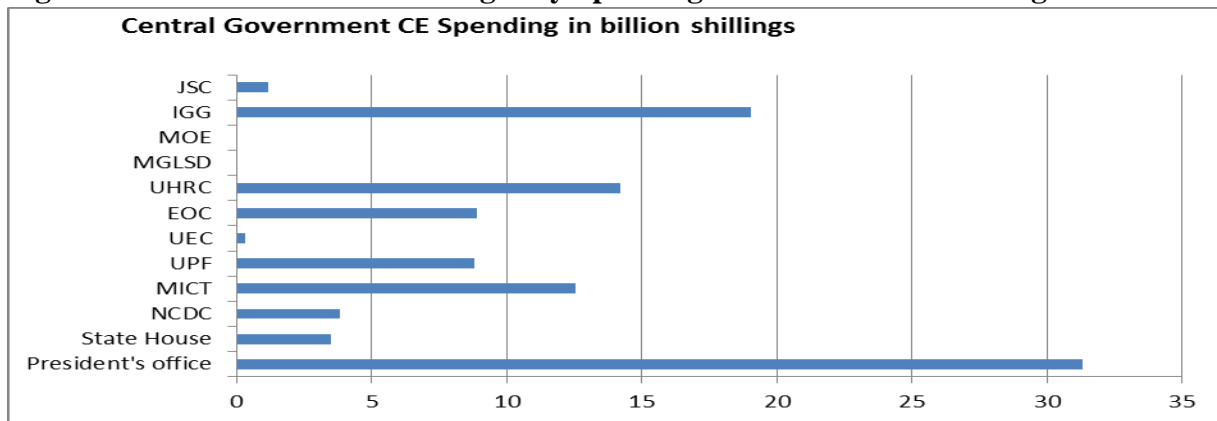
State House, Office of the Prime Minister [OPM], Uganda Human Rights Commission [UHRC], and National Leadership Institute [NALI].

Table 2 Central Government Budgetary Spending on CE IN Billion shillings in 2019/20

provider	PO	SH	NCDC	MICT	UPF	UEC	EOC	UHRC	MGLSD	MOE	IGG	JSC
b shs	31.3	3.5	3.84	12.6	8.8	0.31	8.9	14.2	0	0	19.1	1.16

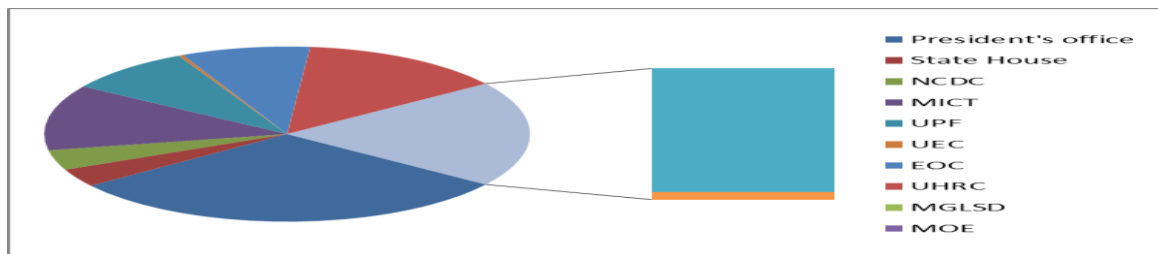
Source:

Figure 1 Central Government Budgetary Spending on CE IN Billion shillings in 2019/20



Source:

Figure 2 Percentage allocations of Central Government Budget to CE Providers in 2019/20



Source:

In 2019/2020 central National budget, the four major CE players included Presidents Office [PO], Inspector General of Government [IGG], Uganda Human Rights Commission [UHRC], and ministry of Information Communication Technology [MICT] in that order respectively.

Respondent ranked 8 selected CE providers on effectiveness in 16 selected thematic topics. NGOs both national and international were best, followed by Ministries, Departments and Agencies [MDAs] in anti-corruption and demanding accountability from political leaders and central government officials. MDAs, on the other hand, were best in voter education [UEC], human rights awareness, citizen awareness of their responsibilities and obligations [CBR, 2018, CBR Policy Brief 11, Page 2].

The President's Office [PO], State House [SH] and Prime Minister's Office

The Presidency is an institution put in place by the 1995 constitution Article 98 [1]. The President is the head of state, head of government and commander in chief of the Uganda People's Defence Forces [UPDF] and Fountain of Honour. Article 99 [3] of the same constitution provides that, among others, the President is mandated to promote the welfare of the citizens of Uganda.

The mandate of the President is provided for under Article 99 of the 1995 Constitution where all Executive Authority in Uganda is vested in the President. Article 108 of the 1995 Uganda constitution also provides for His Excellency [H.E] the Vice President [VP].

The State House [SH] facilitates and supports the President, The Vice President [VP] and their families while the private offices in particular provide the official linkages with government, the foreign diplomats and the general public. The mandate of State House is to provide at all times, support to the Presidency in order to facilitate effective and efficient performance of their constitutional and administrative responsibilities and to cater for welfare and security of the President, Vice President and their families.

Ministry of Internal Affairs and Ministry of Education and Sports

Ministry of Internal affairs [MOIA] is mandated to keep peace, law and order; provide forensic and scientific analytical testing and services; and ensure safe custody, humane treatment and rehabilitation of offenders [MOIA, 2020].

Ministry of Gender, Labour and Social Development [MOGLSD]

The Ministry [MOGLSD] has six [6] objectives including but not limited to i) Promote decent employment opportunities and labour productivity; (ii) Enhance effective participation of communities in the development process; (iii) Enhance the resilience and productive capacity of the vulnerable persons for inclusive growth; (iv) Empower youth to harness their potential and increase self-employment, productivity and competitiveness; (v) Promote rights, gender equality and equity and women empowerment in the development process; (vi) Strengthen the performance of the Social Development Sector (SDS) institutions; and (vii) Redress imbalances and promote equal opportunity for all [MOGLSD, 2020].

Ministry of Information Communication Technology [MICT: National Guidance]

The subject of National Guidance was not new in Uganda's history but had failed to take central stage till 2006 till a department was established in the directorate of information and national guidance in the office of the prime Minister [OPM]. The department was charged with ideological element of mass mobilization and political interpretation of news for socio-economic transformation. The primary responsibility of the national guidance in therefore is to build consciousness among the citizens and enhance community participation as well as to pro-actively avert the challenge of the ideological disorientation which is the worst binding constraint to national development [CBR, 2018, CE Policy Brief 4].

The department to national guidance therefore is to endeavor to create awareness and understanding of concepts of national vision, national values, national interests and the national common good as basic elements in shaping the behavior and character of the nation [CBR, 2018, CE Policy Brief 4].

The National Curriculum Development Centre [NCDC]

The National Curriculum Development Centre (NCDC) is a corporate autonomous statutory body/agency under the Ministry of Education and Sports (MoE&S) responsible for the development of educational curricula for primary, secondary and some tertiary institutions in Uganda [NCDC, 2020 webpage].

NCDC functions include, inter alia, initiating processes for curricula research, review and/or reform, updating, testing and coordinating the implementation of educational curricula at all levels of learning (Primary, Secondary and Tertiary) as well as promulgation of guidance for the implementation of improved educational curricula and pedagogy [[NCDC, 2020 webpage].].

The twelve [12] Functions of NCDC as **provided for in the Statute, include:**

1. to investigate and evaluate the need for syllabus revision and curriculum reform at primary, secondary, tertiary levels of education, in pre-school and post-school education and in teacher education.
2. to initiate new syllabi, revise existing ones, carry out curriculum reform, research testing and evaluation to bring up-to-date and improve syllabi for school and college courses.
3. to provide consultancy services to institutions on matters relating to curriculum.
4. to draft teaching schemes, textbooks, teacher's manuals, syllabi and design specimen examination papers based on specification tables and marking guides.
5. to design and develop teaching aids and instructional materials to promote effective teaching and learning.
6. to devise, test and evaluate examination questions and methods of examining students with other appropriate teaching and examining bodies.
7. to organise and conduct in-service courses in collaboration with relevant institutions for persons intending or required to teach new courses developed at the Centre for acquisition of relevant competencies.
8. to organise and conduct courses in curriculum development for persons required to participate in curriculum development work.
9. to hold seminars and conferences on curriculum development projects and problems.
10. to collect, compile, analyse and abstract statistical information on curriculum and matters related thereto.
11. to publish and market syllabi, teacher's manuals, textbooks, bulletins, digests, periodicals or other written materials concerning curriculum and other matters related thereto.
12. to disseminate and promote general and other better knowledge and understanding of new curricula, teaching methods and teaching aids [[NCDC, 2020 webpage].].

Uganda Police Force [UPF]

Uganda Police Force [UPF] was formed by the Uganda Constitution 1995 Article 211 [1]. Its functions are made by the Uganda parliament [1995 Uganda Constitution, Article 211 [2]]. Among others, the functions of UPF are four as spelt out by the 1995 Uganda Constitution Article 212 [a-d]. They include to protect the life and property, preserve law and order, prevent and detect crime, and to *cooperate with the civilian authority* and other security organs established under the constitution and population generally.

Uganda Electoral Commission [UEC]

The Uganda Electoral Commission [UEC] was established under Article 60 and mandated under Article 61 of the Constitution of the Republic of Uganda 1995 (as amended) to organize, conduct and supervise regular, free and fair Elections and Referenda. The Commission is further empowered to formulate and implement voter education programs relating to elections [Uganda Constitution 1995, Article 61 [g]].

The UEC conducts continuous voter education through outreach programs in Educational Institutions, Industries/Factories and targeted groups of Stakeholders countrywide to enhance people participation in the electoral process [UEC, 2020].

The objectives of the voter education outreach program are fourfold. They include enhancing voter participation in the electoral activities, to utilize appropriate channels in the conduct of continuous voter education, to take voter education services nearer to the people; and to create awareness on the electoral process through massive sensitization of stakeholders [UEC, 2020].

The UEC targets the different categories of stakeholders in the dissemination of voter education Information that include among others Members of Parliament [MPs], Civil Servants; District, Municipality, Town and Sub county Council members; Business Community; Market vendors; Boda Boda Riders' Associations; Community women groups (CBOs); Savings and Credit cooperatives (SACCOs); Religious leaders and congregations; Cultural Leaders; Opinion Leaders; Special Interest Groups (SIGs); Civil Society Organizations (CSOs); Political Parties/Organizations; Security Personnel; Uganda Tax Operators and Drivers Association [UTODA]; Village and Parish committees; Industry/Factory workers; Youth in Institutions of Higher Learning, Secondary, Primary schools; Electoral Management Bodies in the Institutions of Higher Learning; Football Teams/Sports Academies/Associations, Drama Groups; and Fishing Communities/Farmers' cooperatives [UEC, 2020].

The Commission uses the nine [9] highlighted ways in delivering *voter education* information to stakeholders including Face to face interaction with identified groups; conducting sensitization sessions in educational Institutions; holding stakeholder sensitization workshops, seminars; Conveying sensitization messages in places of worship, Council meetings, community ceremonies and gatherings; Scheduling sensitization sessions in Industries, Factories meeting

workers; Conveying voter education messages to the public through Community Radios; Distribution of voter education materials such as Voter Education Handbooks, Brochures, Fliers and Posters; Conducting Radio talk shows; and Participating in public exhibitions [].

The Equal Opportunities Commission [EOC]

The Equal Opportunities Commission (EOC) is a constitutional body established by the Equal Opportunities Commission Act, No. 2 of 2007 (EOC Act)“to give effect to the State’s constitutional mandate to *eliminate discrimination and inequalities* against any individual or group of persons on the ground of sex, age, race, colour, ethnic origin, tribe, birth, creed or religion, health status, social or economic standing, political opinion or disability, and take affirmative action in favour of groups marginalized on the basis of gender, age, disability or any other reason created by history, tradition or custom for the purpose of redressing imbalances which exist against them; and to provide for other related matters” [EOC Act 2007, s.2].

The functions of the Commission are spelt out under section 14 of the EOC Act, 2007. In brief these are: to monitor, evaluate and ensure that policies, laws, plans, programmes, activities, practices, traditions, cultures, usage and customs of organs of state at all levels, statutory bodies and agencies, public bodies and authorities, private businesses and enterprises, non-governmental organizations, and social and cultural communities, are compliant with equal opportunities for all and affirmative action taken in favour of groups marginalized on the basis of sex, age, race, colour, ethnic origin, tribe, birth, creed or religion, health status, social or economic standing, political opinion or disability or any other reason created by history, tradition or custom [EOC Act 2007, s,14].

The Uganda Human Rights Commission [UHRC]

This organ was put in place by article 51 [1] of the 1995 Uganda constitution. The functions of the UHRC, with CE among others, are seven in subsections a-g of Article 52 [2] of the Uganda Constitution 1995 [Article 52 [2] [a-g] , Uganda Constitution 1995]. Article 52 [2] [a] , Uganda Constitution 1995 involves investigating at its own initiative, on a complaint made by any person or group of persons against the violations of any human right. Article 52 [2] [b] , Uganda Constitution 1995 involves to visit jails, prisons, and places of detentions or related facilities, with a view to assisting and inspecting conditions of the inmates and make recommendations. Article 52 [2] [c], Uganda Constitution 1995 involves to establish a continuing programme of research, education and information to enhance respect of human rights. Article 52 [2] [d] , Uganda Constitution 1995 involves recommendations to parliament effective measures to promote human rights, including provisions of compensation to victims of violations of human rights or their families. Article 52 [2] [e], Uganda Constitution 1995 involves creation and sustaining within society the awareness of the provisions of the 1995 constitution as the fundamental law of the people of Uganda. Article 52 [2] [f] involves to educate and encourage the public to defend the 1995 constitution at all times against all forms of abuse and violations. Article 52 [2] [g] involves formulation, implementation, and oversee programmes intended to

inculcate the citizens of Uganda awareness of their civic responsibilities and an appreciation of their rights and obligations as free people.

The Inspectorate of General of Government [IGG]

The IGG was first established under the Inspector General of Government [IGG] Statute of 1988 as a department in Office of the President [PO]. It later became a constitutional body established under Chapter 13, Article 223 [1] of the 1995 Constitution of Uganda. The Inspectorate of Government [IGG] by law is an independent and autonomous public institution [IGG, 2019].

The Inspectorate of Government (IGG), is an office provided for by Chapters 13 and 14 of the Constitution of the Republic of Uganda [GOU]. The IGG is also governed by the Inspectorate of Government Act of 2002 which spells out its functions, responsibilities and jurisdiction [IGG Act 2002]. The mandate of the IGG as stipulated under Article 225 of the Constitution is to promote and foster strict adherence to the rule of law and principles of natural justice in administration, to eliminate and foster the elimination of corruption, abuse of authority and of public office, to promote fair, efficient and good governance in public offices, to supervise the enforcement of the Leadership Code Act, to investigate any act, omission, advice, decision or recommendation by a public officer or any other authority to which this article applies, taken, made, given or done in exercise of administrative functions, and to stimulate public awareness about the values of constitutionalism in general [IGG Uganda Constitution 1995, Chapters 13 & 14, Article 225].

CE functions of the IGG are spelt out in the Uganda Constitution 1995, 225 [1] [b-f]. Article 225 [1] [b] empowers the IGG to eliminate and foster the elimination of corruption. All abuse of authority and of public office. Article 225 [1] [c] empowers the IGG to promote fair, efficient and good governance in public offices. Article 225 [1] [d] empowers the IGG to supervise the leadership code of conduct. Article 225 [1] [e] empowers the IGG to investigate any act of omission, advise, decision or recommendation by public officer or any other authority to which this article applies taken, made, given or done in exercise of any administrative functions. Article 225 [1] [f] empowers the IGG to stimulate public awareness about the values of constitutionalism in general and in the activities of its activities.

The Judicial Service Commission [JSC]

The JSC is a body put in place by the 1995 Uganda Constitution article 146, [1]. The CE functions, among others, are found in the Uganda constitution 1995 Article 147 [1] [c & d]. Uganda constitution 1995 Article 147 [1] [c] empowers the JSC to prepare and implement programmes for education and dissemination of information to Judicial Officers and the public about the law and administration. Uganda constitution 1995 Article 147 [1] [d] mandates the JSC to receive and process peoples' recommendations and complaints concerning the judiciary and the administration of Justice and generally to act and a link between the people and judiciary.

The National Leadership Institute [NALI]

The global International Social survey project framework uses four indicators to measure patriotism, including: how close one feels towards his country [emotional attachment to it]; how strongly one feels about being a citizen of that country; how important to feel as a member of the country how important it is to be a member of the country of one's citizenship; and lastly whether you would support one's country even if it was in the wrong [CBR, 2018, CBR Policy Brief 12, Page 2].

Liberalism justifies patriotism on four main grounds. These include, that the state is modeled more on the family where it is an accepted fact of common sense morality that we have due to our family members that we did not have towards non-family members. Second, the mere fact of sharing the state with someone else give us a reason to prioritize their interests over those of foreigners because our political choices will result laws which they are bound to obey. Thirdly, that patriotism facilitates the stability of the [just] liberal state. Lastly, patriotism is instrumental for distributive justice [CBR, 2018, CBR Policy Brief 12, Page 2].

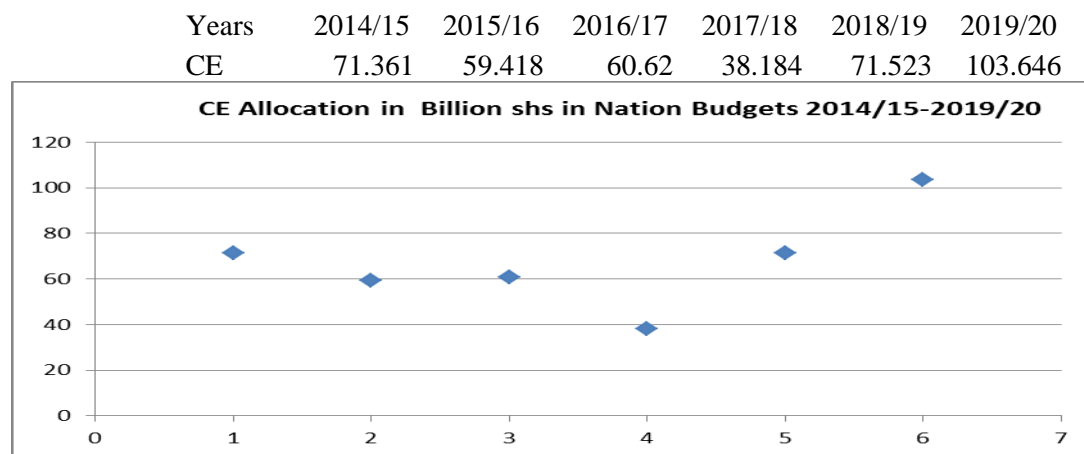
NALI, provides ideological direction to Uganda to enable citizens to regain their power, freedom and Independence as provided in Article 1 of Uganda's 1995 constitution. Political education was the pillar of the 1981 to 1986 liberation struggle that brought the National Resistance Movement [NRM] to power in January 1986. NALI teaches patriotism; education, community policing and military education.

Locating CE in 2019/2020 National Central Budget in Uganda

Trends in Central National Budget Allocations on Civic Education Activities

Looking at trends over time of central budget allocations for CE allocations depict a cyclic trend between 2014/5 and 2019/20 financial years period. This seemed to tend to move together with election periods for both the presidency and members of Parliament. Elections were last held in Uganda in 2016? and expected again in 2021.

Table 3 Uganda Central Government Budgetary CE spending Trends in billion shs 2014/5-2019/20



The implication of such a trend was that CE, besides those going on in the schools, was only good for winning votes and hence maintaining the ruling regime in political power.

Impact of 2019/2020 CE Financing on Democracy

According to 2019/2020 national budget, CE was 0.37 per cent of the national budget of Uganda. This was about double of what it was [0.02 per cent] in 2018/2019 Uganda national budget. CE expenditure seemed to be motivated by national elections implying that CE was only important for keeping the current regime into power. CE expenditure rose when there was an election coming and fell after the elections.

Conclusions

This paper set out to investigate the extent and implications of CE in the 2019/2020 national Budget. According to 2019/2020 national budget, CE was 0.37 per cent of the national budget of Uganda. This was about double of what it was [0.02 per cent] in 2018/2019 Uganda national budget. CE expenditure seemed to be motivated by national elections implying that CE was only important for keeping the current regime into power. CE expenditure rose when there was an election coming and fell after the elections.

Implications of CE in the 2019/2020 national Budget

CBR has argued that a concrete understanding of government funding modalities, allocations and approvals is indicative of where government civic education [CE] priorities are. The emphasis is essential to conceptually and theoretically clarify what government understood civic education [CE] to be, and who should deliver it [institutionally organized] [CBR, 2009, TORs].

Empirical findings revealed that government especially as inferred in the 2019/2020 national budget; understood CE to mean mainly four things. First, CE according to government meant government mobilization of masses and giving them awards such as medals on important days such as *Starehe Sita* and, Independence day and 26 January 1986-when the NRM government came into power. Second most important item to how government conceived CE lay in the grilling of the Citizens in Protection and Promotion of Human rights as was being done by UHRC. Thirdly, government understood CE to mean effective communication & National Guidance which was being undertaken by Ministry of ICT. The fourth and last definition of CE was related to Anti-Corruption and government having an Ombudsman such as Inspector General of Government [IGG]. According to government, the fight against corruption and having an ombudsman tied in importance of government understanding of CE in 2019/20.

Further, according to 2019/2020 central National budget, government believes that the right organs to deliver CE are four including Presidents Office [PO], Inspector General of Government [IGG], Uganda Human Rights Commission [UHRC], and ministry of Information Communication Technology [MICT] in that order respectively. Empirically, this was a fallacy because government was good in only a few areas of CE provision and not all.

Policy Implications

It is therefore recommended to government the importance of CE that it goes beyond a regime keeping in power but also good for national development and democratization. It was necessary, for government to apportion a constant portion in the national budget annually instead of rising during election period and falling after elections.

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Website%20Voter%20Education%20Outreach%20Program%20_%20Electoral%20Commission.html]

Appendices

Table 4 Uganda Central government budget allocations to civic education in b shs years 2015/16-2019/2020

Entity	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
President's office Govt mobilization, Monitoring & Awards	0.288 awards +10.2 + [10.488]	19.899*	12.4 *		13.6	31.3
Patriotism clubs				2.16		
State House Poverty reduction, peace & dev't		3.408 b	3.408*		3.5	3.5
OPM Special projects	28.511					
NCDC Curri., Instruct material dev't		-	4.5		3.5	3.8
Production of materials					0.044	0.039
Ministry of ICT Effective com. & National Guidance				12.413	1.025	12.55
UPF Urban crime management				-	1.7	2.3
Community policing				-	4.299	6.5
UEC voter Education				0.312	0.312	0.312
EOC gender & equity		0.072	0.454	1.637	3.8	3.3
Promotion of equal opportunity	1.380			1.463	5.1	5.6
Legal services, invest'ion & compl'ce	0.135					
UHRC Protection & Promotion of HR		7.408	7.508		13.2	13.1
HR education	0.010			1.318	1.47	1.12
IGG General admin & support	6.261	17.815	19.720	7.13	7.6	8.93
Anti-Corruption				10.275	9.254	9.3
Ombudsman					1.1	0.833
CILA investigation, litigation & awareness	16.448					
JSC public legal awareness & judicial education	0.153	2.1	2.354	0.875	0.778	0.709
Complaints management				0.601	0.453	0.453
MGLSD Advocacy & networking		2.005	2.005			
Youth Livelihood Program [YLP]		-	0.696			
omm. mobilization & empowerment	1.899					
main streaming Gender & rights	1.622					
MOE Ethics & Integrity						
Governance & accountability –ethics education	4.454					
Total	71.361	59.418	60.62	38.184	71.523	103.646
% of Total budget					0.002	0.0026

Table 5 Central Government CE Interviewees

Serial	Institution	Name & contact
1	PO	
2	SH	
3	OPM	
4	MOE	
5	MOGLSD	
6	MICT	
7	UPF [Police]	
8	NCDC	
9	UEC	
10	EOC	
11	UHRC	
12	IGG	
13	JSC	
14	NALI	
	Total	

“The first commandment is, and you shall love your neighbor/brother as yourself”[KJV Bible Mark 12:29-32].