

Involving stakeholders in educational planning and meeting societal needs for education in Rwanda: a case of Kayonza, Rwanda.

Albert Byiringiro

Faculty of Education, Mbarara, Bishop Stuart University, Uganda.

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ABSTRACT

Background

Inclusion of stakeholders has been identified as an important component in modern education planning, especially in a decentralized context where education can be aligned with the needs of society. Within the Rwandan context, Vision 2050 recognizes stakeholder engagement as a way of not only ensuring relevance but also of achieving greater accountability and transformation of society. But in spite of these commitments, not much has been documented in relation to the constructivist component of stakeholder engagement. In light of these limitations, the research adopted a qualitative research paradigm that conformed to constructivist principles.

Methods

The study targeted 28 participants using purposively targeted sampling. These participants included district education authorities, schools' head teachers, teachers, parents, as well as students. The study involved conducting semi-structured interviews and Focus Group Discussions that were analyzed thematically based on the Braun and Clarke framework.

Results

Findings show that early and continued engagement of stakeholders improves the relevance of the curriculum, accountability, policy/project implementation, and student motivation in secondary schools. The study also shows that successful engagement of stakeholders helps to improve trust within schools and indeed aligns school planning with social needs in society. However, the study has identified some challenges, which include planning structures that are centralized and hierarchical, with barriers that are socio-cultural and communicative.

Conclusion

The study concludes that stakeholder participation in planning for secondary education in Rwanda is, in fact, a social and learning process rather than an administrative process.

Recommendation

The study therefore recommends that Rwandan education planners should enhance stakeholder capability for participation in planning and adopt culturally responsive approaches to improve planning outcomes.

Keywords: Stakeholders, planning in education, Rwanda, societal needs, inclusion of stakeholders

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Corresponding Author: Albert Byiringiro

Email: albertfee2017@gmail.com

Faculty of Education, Mbarara, Bishop Stuart University, Uganda.

INTRODUCTION

Among the core assumptions in the education management frontier is the engagement of stakeholders because of the convergence between the acquisition of knowledge for developmental purposes and the educational needs of the individual (Kwaah & Nishimuko, 2023; Mashyaka & Ndayambaje, 2025). Stakeholder engagement includes the engagement of all actors involved in educational management, from teachers to students, in order to make education relevant, accountable, and sustainable (Bryson, 2004; Cornwall, 2008).

In the sub-Saharan environment, educational sectoral change tends to embrace decentralization with stakeholder engagement for improving the sector's quality. However,

involvement in the educational sector may be characterized by issues about its integrity and formality due to structural and power issues (Amoako & Akorfa, 2020; Aryeh Adjei, 2021). Subsequently, involvement may end up being tantamount to mere symbolism concerning planning, human resources, and society (Mburuki & Thinguri, 2024).

The efforts made by the Rwandan educational system can be contextualized as part of Vision 2050, where a goal for a knowledgeable, competent, and esteemed population is pursued. Activities such as the strategy for managing the education system and the competency-based curriculum emphasize the importance of participation for relevance and performance (Mashyaka & Ndayambaje, 2025; Mekolle & Lyonga, 2025). Yet disparities emerge regarding

participatory levels of decision-making, especially at the district and institutional levels (Muhire & Kiarie, 2024).

There still exists limited qualitative research that focuses on conceptualization, participation, and evaluation of stakeholders within the context of Rwanda. The major challenge with previous studies that have discussed stakeholder participation is that they have generalized the aspect of participation without considering capacity and involvement. Therefore, the study seeks to determine stakeholder participation in planning secondary education within the context of Rwanda, with case study research in Kayonza.

THEORETICAL FRAMEWORK

It is hypothesized that effective educational planning occurs due to the co-construction of knowledge through social interactions. The theoretical perspective combines concepts from theory on participatory governance to explain stakeholders' perceptions and engagement with educational planning practices in an institution.

Constructivism Theory

It argues that knowledge is constructed and obtained through engagement and dialogical processes, and not by mere reception (Vygotsky, 1978). In the context of education, agenda and policy making are determined by engagement between different individuals within a particular social environment (Flick, 2018). It is for this reason that planning within the education sector is a social process that is determined by various individuals such as policymakers, leaders of the sector, teachers, and members of society (Vygotsky, 1978; Kwaah & Nishimuko, 2023).

Participatory-Governance Theory

Complementing this approach, participatory governance considers stakeholders' involvement as an issue of democratic right aimed at countering power exercised in decision-making processes (Freire, 1972; Cornwall, 2008). In the context of education, adopting a participatory governance approach can result in greater policy validity, legitimacy, and appropriateness (Cornwall, 2008; Mekolle & Lyonga, 2025). Involvement strategies play a crucial role in increasing curriculum validity, promoting institution–community interaction, and promoting accountability (Mburuki & Thinguri, 2024).

However, challenges like the existence of a hierarchical framework for the creation of policies, a lack of capacity among stakeholders, and discriminatory social norms could limit the process of involvement to mere symbolic engagement (Muhire & Kiarie, 2024; Hakizimana & Sikubwabo, 2024). Based on the combination of constructivism and participatory governance approaches, this research explores the advantages and disadvantages of the process of co-creation of knowledge.

Stakeholder Engagement for Educational Planning Practices

Stakeholder engagement has come to be realized as an important factor in ensuring that responsive education systems are more effective in their functioning. The main stakeholders in this process are policymakers and administrators in the education department, along with teachers, parents, and students (Mekolle & Lyonga, 2025; Mashyaka & Ndayambaje, 2025). From a constructivist perspective, stakeholder engagement helps in building shared understanding around education needs and aligning policies accordingly (Flick, 2018).

Empirical studies conducted in Africa show that stakeholder engagement increases social and cultural contextualization (Amoako & Akorfa, 2020; Aryeh Adjei, 2021). For the fulfillment of this aim, capacity enhancement, formulation of policies, and strategies need to go beyond the scope of consultation, aiming for joint decision-making (Cornwall, 2008; Kwaah & Nishimuko, 2023). Nevertheless, difficulties in implementation, such as a lack of acquaintance with governance methodology, hierarchical governance, and cultural traditions, are also recognized (Mafora, 2018; Hakizimana & Sikubwabo, 2024). The current study focuses on stakeholders' experiences, attitudes, and influence.

Research Questions

Based on the conceptual framework, the research examines the concept of stakeholder engagement mediated by social interactions and governance. This study aims to highlight the interpretation and experience of stakeholder participation, the related process, as well as the implications for secondary education planning from the Rwandan perspective (Cornwall, 2008; Mekolle & Lyonga, 2025). The research questions include: What is the experience of participation for different groups of stakeholders engaged in the process of educational planning? What are the barriers that affect the success of stakeholder engagement, interaction, and implementation at the district and institutional levels? To what extent does the engagement of stakeholders affect the planning of the education sector in Rwanda in meeting the needs of society?

RESEARCH METHODOLOGY

Research design

The paper used a case study research design based on a constructivist paradigm that enabled it to focus on understanding stakeholder involvement in the planning of secondary education in a real-life institutional setting (Yin, 2018; Flick, 2018). The constructivist paradigm believes that reality is a construction that is produced through an interaction between an individual and their surroundings, focusing on individual meanings, constructions, and perceptions (Vygotsky, 1978; Flick, 2018). The paradigm and research design used are effective for understanding

how different stakeholders perceive and participate in educational administration processes (Yin, 2018; Flick, 2018; Bryson, 2004). The research design also permits a comprehensive investigation related to participation practices, providing insights into educational administration (Yin, 2018).

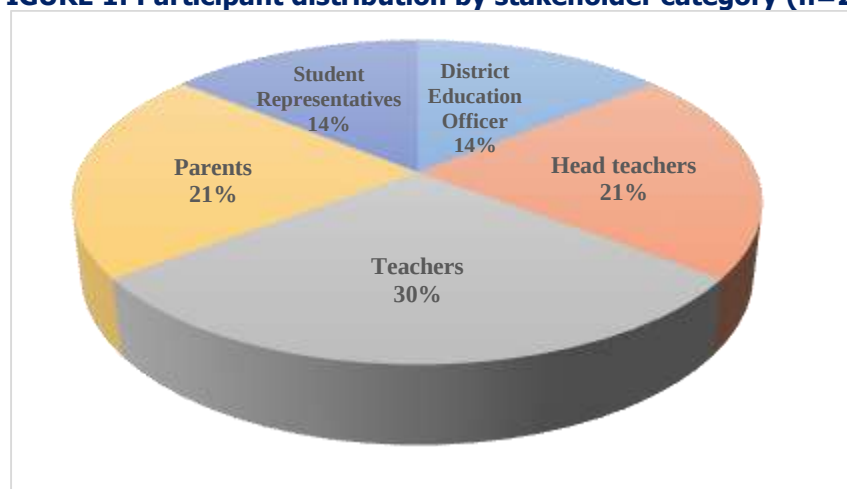
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Participants and Sampling Technique

Participants were selected based on purposive sampling techniques and involved stakeholders who participate in or are impacted by planning in the realm of secondary education with a view to getting diversified and information-rich data (Flick, 2018; Bryson, 2004). A total of 28

participants were chosen for this qualitative study and comprised people who are education officers (n = 4), head teachers (n = 6), teachers (n = 8), parents (n = 6), and representatives of students (n = 4) (see Figure 1). Participants for this qualitative study were solicited through personal interactions coordinated through the district administration offices and school administrations, with follow-up interactions through personal or phone calls whenever necessary. The inclusion of participants belonged to different categories and thus improved the study's credibility and validity through participants having different roles, different levels of experience, and different capacity levels for making decisions (Amoako & Akorfa, 2020; Cornwall, 2008; Bryson, 2004; Flick, 2018).

FIGURE 1: Participant distribution by stakeholder category (n=28)



Research Instruments (Tools)

Research Data were gathered using semi-structured interviews and Focus Group Discussions (FGDs). These were preferred for their flexibility in addressing individual views while remaining focused on the study goals (Flick, 2018; Bryson, 2004). FGDs promoted interaction between the participants, allowing for the development of joint meanings, variations in opinions, and collective inference about stakeholder engagement practices (Cornwall, 2008; Flick, 2018). Interviews and FGD guides were pre-tested with a small set of participants not included in the final study sample to ensure understandability, cultural appropriateness, and relevance (Flick, 2018; Bryson, 2004).

Data Collection Procedure

Methodological triangulation was practiced in this study to promote the reliability and validity of the methodology (Flick, 2018; Bryson, 2004). Procedures for Data Collection: The data was collected between the months of June and August 2025. The interviews and Focus Group Discussions were done face-to-face and took between 60-90 minutes. They were conducted in Kinyarwanda to make the

participants feel at ease and free to contribute. The audio was later translated into English for the analysis. Conducting the interviews was done in accessible settings that did not interfere with the participants' daily activities. The participants were fully informed of the content of the study, the confidentiality and anonymity rights that the researcher could provide, and that withdrawal would not be associated with any negative consequences (Flick, 2018; Bryson, 2004).

Data analysis

Analysis of the results utilized thematic analysis employing a six-step approach to identify themes proposed by Braun and Clarke (Flick, 2018; Bryson, 2004); the six steps include familiarization, initial coding, theme generation, theme review, defined themes, and report writing. Coding was carried out by the lead author, who was the sole coder, and employed memoing to improve the rigor of analysis. The coding tree utilized a hierarchical coding approach that started with very broad codes that corresponded to the groups of stakeholders and participation processes, and sub-codes that encompassed items such as perceptions of

engagement, barriers, results, and relevance of the results to society. Themes were discovered through a continuous comparative method of analyzing data (Bryson, 2004).

Ethical Considerations

The principles of empirical research related to obtaining informed consent, voluntary participation, right to privacy, and anonymity were maintained in this study as well (Flick, 2018; Bryson, 2004). Prior permission for conducting this study in terms of collecting data has been taken from the appropriate institutional review committee of ethics in research before commencing data collection, in May 2025.

RESEARCH FINDINGS

Thematic analysis of the qualitative data led to the identification of four overarching themes among the stakeholders, and these themes comprise shared understandings, along with specific ideas for each category. The findings are provided along with sample tables for better clarity, enhancement of scientific rigor, and a comprehensive interpretation of the stakeholder perspective of educational governance.

Theme 1: Conceptualisations of stakeholder engagement

For the various categories of stakeholders, engagement was viewed as having occurred when participation started early and was considered, meaning that it encompassed more than simply consulting when the decision had already been made (Bryson, 2004; Cornwall, 2008). They included the importance of two-way communication and listening, associating it with the concepts of value and respect within the school governance structure (Amoako & Akorfa, 2020; Aryeh Adjei, 2021). District authorities and headteachers reflected on the need for following processes and administration rules, which dominated the way engagement was seen, according to the hierarchical perspective (Bryson, 2004; Mekolle & Lyonga, 2025).

Trust building and problem-solving were seen to be essential for engagement that mattered. Inclusion of teachers in decision-making was identified as playing a role in ensuring the implementation of policies and curriculum changes, hence contributing to a shared ownership of the outcomes (Kwaah & Nishimuko, 2023; Flick, 2018). The student stakeholders identified that their engagement in the governance of the learning institution helped them feel a sense of ownership of their learning.

TABLE 1: Perspectives of Stakeholders on Engagement (n = 28)

Stakeholder Category	Engagement domains	Highlighting Early Involvement %	Highlighting Dialogue/ Feedback %	Emphasis in Engagement %
District Officials (n=4)	Formal consultative	75%	25%	100%
Head Teachers (n=6)	Structured meetings & policy adherence	67%	50%	83%
Teachers (n=8)	Dialogue & feedback	88%	100%	38%
Parents (n=6)	Feedback & responsiveness	83%	100%	33%
Students (n=4)	Ownership & involvement	50%	75%	25%

Note: Percentages refer to the number of participants who cited the particular engagement domain. Multiple domains of engagement were cited at the same time, so the percentages may not add up to 100% per row. This concern regarding percentage addition also applies to Tables 2 and 3, where percentage totals may exceed 100 or fall below 100.

Table 1 shows the variation in the perceptions of engagement between the stakeholders. While the participants placed emphasis on following the processes, the other stakeholders focused on the interactive aspects. This is consistent with the argument that engagement goes beyond the administrative processes and is embedded (Cornwall, 2008; Flick, 2018).

Theme 2: Barriers to effective participation

Some of the barriers identified by the stakeholders are both structural and socio-cultural. According to Matete, Komba, & Mhina (2022) and Mekolle & Lyonga (2025), the barriers include centralised planning, hierarchical bureaucracy, resource allocation, and rigid policies, identified by the district authorities, headteachers, and other stakeholders. Such factors hampered the adaptability of the governance structure of the schools.

Both parents and students identified the presence of socio-cultural challenges like communication, gender, and hierarchical cultural practices that tended to exclude the participation of women and youth in decision-making processes (Cornwall, 2008; Mashyaka & Ndayambaje, 2025). The parents felt that unconscious cultural

insensitivity during participation processes made their participation seem less important, while the youth felt that their participation was devalued because of their hierarchical subordinate status on the basis of their youth.

TABLE 2: Barriers reported by stakeholder category (n=28)

Type of Barrier category	District Officials	Head Teachers	Teachers	Parents	Students	Overall % Reporting
Centralized planning	100%	83%	50%	0%	0%	60%
Bureaucracy hierarchy	75%	67%	38%	17%	0%	40%
Communication gaps	25%	33%	50%	83%	75%	54%
Cultural/gender norms	0%	17%	25%	67%	50%	33%

Table 2 suggests that the interplay between the rigidity of the structure and the dynamics of the socio-cultural environment restricts engagement, affirming that the administration of learning environments demands both administrative and relationship-focused approaches (Kwaah & Nishimuko, 2023; Mburuki & Thinguri, 2024).

Theme 3: Perceived outcomes of engagement

Stakeholders identified positive results of active participation, consistent with their involvement. Faculty members and parents saw the benefit of alignment of the curriculum, accountability, classroom practices, and policies within schools (Amoako & Akorfa, 2020 & Kwaah

& Nishimuko, 2023). Pupils recognised participation as a means of boosting their motivation, confidence, and freedom of idea-expression (Mburuki & Thinguri, 2024 & Musekiwa, 2025). School authorities saw the effectiveness of efficient implementation of policies and alignment with educational standards (Mashyaka & Ndayambaje, 2025 & Mekolle & Lyonga, 2025).

They stressed that participation, regardless of how minimal, helped build trust and a sense of cohesion within the school community, aligning well with the concepts of learning as a social mediation process, as illustrated by Vygotsky (1978), and dialogue for empowerment, as discussed by Freire (1972).

TABLE 3: The Perceived Benefits of Stakeholder Participation

Stakeholder Category	Academic Outcomes	Social/Relational Outcomes	Governance/Implementation Outcomes
District Officials	25%	50%	100%
Head Teachers	50%	67%	83%
Teachers	75%	88%	50%
Parents	67%	83%	33%
Students	50%	100%	25%

The table shows that the stakeholders tended to highlight numerous facets of benefits that range from academic to relationship to governance aspects. This, again, highlights the fact that the multidimensional aspect of participative governance practices adds value to schools (Mafora, 2018; Esther & Irechukwu, 2025).

Theme 4: Attendance and social needs

The group was in consensus that educational planning is of broader social importance, which also includes the promotion of employability, inclusion, and community development. However, their respective priorities were: alignment with national educational objectives for the administration, learning applications for teachers, child

development for parents, and participation, belonging, and decision-making for the students.

The data reveal that stakeholder engagement links the micro-processes of schools with the macro-aspirations of society, thus substantiating the fact that learning and governance are interlinked, socially constructed concepts (Freire, 1972; Vygotsky, 1978). Engagement, therefore, acts as a conduit between the processes of learning and the social goals of citizenship (Muhire & Kiarie, 2024; Uzabakirho et al., 2025).

DISCUSSION OF FINDINGS

The results indicate that stakeholder engagement with secondary learning planning is a relationship and learning-based process and not a mere administrative requirement

(Flick, 2018; Bryson, 2004). Engagement is most effective when done early and through dialogue and mutual feedback processes, and therefore can easily allow collective problem-solving and sharing. The use of quotations by the participants highlights the diversity of perceptions and experiences among the groups, and therefore the need to provide differentiated engagement strategies depending on the potential and positionality (Cornwall, 2008; Mashyaka & Ndayambaje, 2025).

Barriers related to the structure and socio-culture of schools and institutions include decision-making approaches that involve hierarchies, planning by command, masculine and feminine ideologies related to decision-making participation, as well as a lack of information flow for participative involvement by parents and young participants in institutions (Matete et al., 2022; Mekolle & Lyonga, 2025). Despite these barriers, involvement has shown positive outcomes in terms of increasing accountability in institutions, alignment of policies within those institutions, increasing motivation among students, as well as increasing social cohesion within those institutions and structures. Practical recommendations focus on using culturally responsive engagement methods, participatory techniques, and monitoring mechanisms to enhance engagement outcomes (Hakizimana & Sikubwabo, 2024; Ndayishimye & Dushimimana, 2024). Future studies should use longitudinal methodologies to determine the sustained effectiveness and use a mix of methodologies to obtain more accurate information (Flick, 2018; Yin, 2018). Even though the current data only applies to the Kayonza District, these results can help other decentralized learning environments within sub-Saharan Africa, thus improving generalization.

CONCLUSION

The case study involving stakeholder engagement in Kayonza District brings to bear issues of complexity, relations, and learning, as opposed to mere bureaucratic ritual processes as outlined by Bryson in 2004. The processes involving engagement, interaction, dialogue, as well as two-way communication build on trust, ownership, as well as problem-solving, as earlier outlined by various scholars (Kwaah & Nishimuko, 2023; Musekiwa, 2025). Findings from empirical research have shown that stakeholder engagement enhances policy implementation, motivation of students, as well as inclusivity in decision-making processes (Mashyaka & Ndayambaje, 2025; Mburuki & Thinguri, 2024). The challenges listed underscore the need to involve marginalized groups, including women, to effect inclusivity in decision-making (Cornwall, 2008; Mekolle & Lyonga, 2025). The report recommends the use of optimal engagement practices, culturally responsive strategies, feedback systems, and structural changes to optimize stakeholder engagement (Flick, 2018; Bryson, 2004). In future studies,

research designs such as longitudinal designs and mixed-method designs should be used to provide insights into the processes and consequences surrounding stakeholder engagement in educational governance at the international and national levels (Amoako & Akorfa, 2020; Aryeh Adjei, 2021; Vygotsky, 1978).

Acknowledgement

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List of Abbreviations

FGDs – Focus Group Discussions

PhD – Doctor of Philosophy

STEM – Science, Technology, Engineering, and Mathematics

n – Number of participants

Source of Funding

This research is self-sponsored and undertaken for academic endeavors.

Conflict of Interest

The author has no conflicting interests with respect to this research.

Contributions

The study was conceptualized and conducted by the author. The data was also analyzed, and the entire manuscript was written by him. This study contributes to the body of knowledge about participatory approaches in educational planning, management, and administration.

Availability of data

The data to support these findings can be obtained from the author on reasonable request.

Author's Biography

Albert Byiringiro is a part-time lecturer at Mount Kigali University and Institut Catholique de Kabgayi (Rwanda), where he lectures and supervises student teachers in education-related fields. He has vast experience in education planning, management, and research, with emphasis on innovations in teaching and learning processes. He is currently pursuing his PhD in Education Planning, Management, and Administration at Bishop Stuart University (Uganda), having contributed to publications engaging stakeholders in Rwanda's secondary education sector. This is his second research involving these issues. Byiringiro is conversant in English, French, Swahili, and Kinyarwanda. He is also involved in research and consulting in his area of interest, aiming for improvements in education, as well as digital transformation for social developments.

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