



SCHOLANET TECHNOLOGIES

CONCEPT NOTE

UGANDA'S SOVEREIGN EDUCATIONAL DIGITAL PUBLIC INFRASTRUCTURE (DPI)

"No learner should disappear from the education system."

13.5M

LEARNERS
planning ambition

49,000

SCHOOLS
planning ambition

PRE-REVENUE · NO EXTERNAL FUNDING RECEIVED TO DATE



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01 Executive Summary

Scholanet is building Uganda's Sovereign Educational Digital Public Infrastructure (DPI): an offline-first digital education ecosystem designed to connect learners, schools, teachers, families, government and development partners through a unified digital platform.

Designed to serve Uganda's approximately 13.5 million learners across approximately 49,000 schools, Scholanet brings together school management, digital learner identity, payments, learning services, scholarships, social-protection linkages, education analytics, skills development and pathways toward employment.

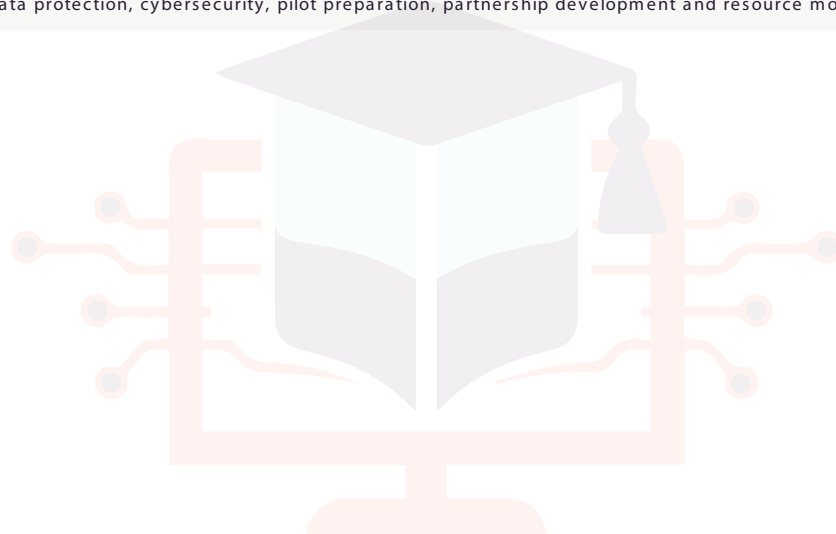
At the centre of the platform is the Permanent Learner Tracking ID (PLT-ID), designed to provide continuity across a learner's education journey from enrolment through skills development and employment.

No learner should disappear from the education system.

Scholanet is not intended to be only another school management system. School management is one component of a broader education ecosystem designed to improve continuity, inclusion, visibility and coordination across the education lifecycle.

The platform is being developed with an offline-first approach to address the realities of low-connectivity and low-resource environments, particularly communities where reliable internet access cannot be assumed.

Scholanet is currently at the product development and institutional-building stage. The immediate priorities are technical development, validation, governance, data protection, cybersecurity, pilot preparation, partnership development and resource mobilisation.



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02 The Problem

Uganda's education system serves millions of learners across public and private institutions, yet important information about learners and their educational journeys can become fragmented across schools, institutions, programmes and service providers.

2.1 Learner Identification & Continuity

Learners may change schools, locations or education pathways. Without a reliable mechanism for maintaining continuity, it can become difficult to maintain a complete picture of a learner's educational journey. This can contribute to:

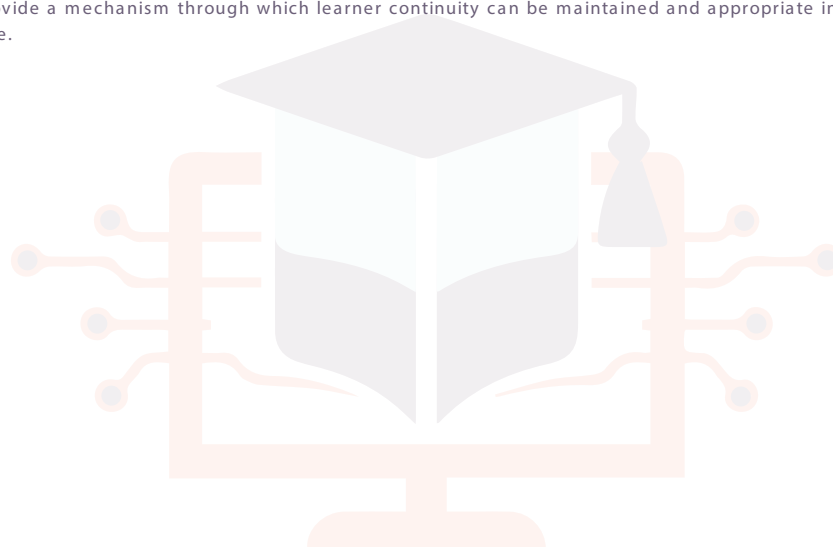
- Fragmented learner records
- Difficulties following learner progression
- Challenges identifying learners who leave school
- Difficulty reconnecting learners with education opportunities
- Limited continuity between education stages

03 Dropout & Learner Visibility

When learners leave school, the education system may have limited mechanisms to understand what happened next. A learner may:

- Relocate
- Change schools
- Leave education temporarily
- Enter vocational training
- Become economically active
- Require social support
- Experience circumstances that interrupt education

Scholanet is designed to provide a mechanism through which learner continuity can be maintained and appropriate interventions can be connected to the learner where possible.



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04 Fragmented Education Services

Education stakeholders often operate through separate systems. Schools, teachers, families, learners, government agencies, scholarship providers, NGOs and development partners may each maintain different processes and information. This fragmentation can make it harder to:

- Coordinate interventions
- Identify priority learners
- Connect scholarships with eligible learners
- Understand education needs
- Monitor programmes
- Support transitions
- Measure outcomes

Scholanet seeks to create a connected digital environment in which these stakeholders can interact through appropriate services and permissions.

05 Digital Access & Connectivity Challenges

Many communities cannot rely on continuous high-speed internet connectivity. A platform designed only for always-connected environments risks excluding the communities that may benefit most from digital education services.

Scholanet therefore follows an offline-first design philosophy, allowing essential services and data workflows to function in environments where connectivity may be intermittent.

06 Limited Education Data for Planning

Government, development partners and education organisations need better visibility into areas such as:

- Learner enrolment
- Progression
- Dropout
- School participation
- Education needs
- Intervention coverage
- Skills development
- Transition pathways



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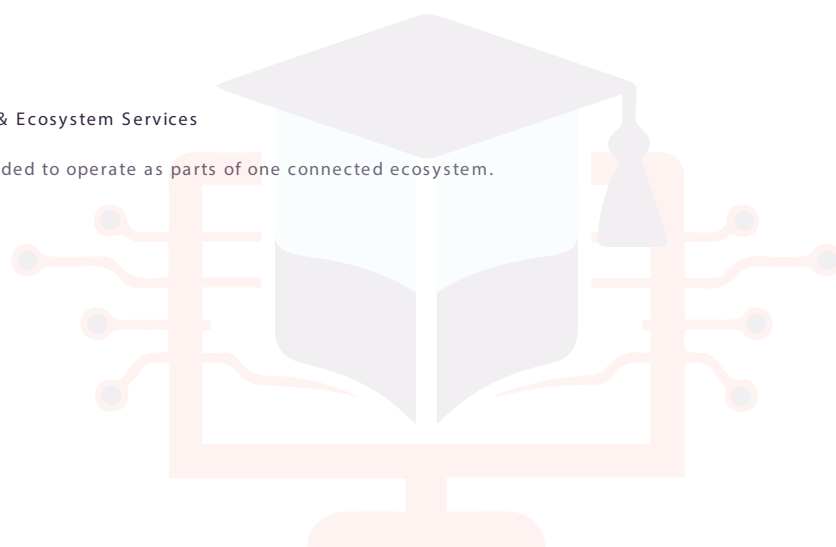
07 The Scholanet Solution

Scholanet is designed as a connected education ecosystem rather than a single-purpose school management application. The platform brings together multiple services around the learner.

Core ecosystem areas include:

- 1 School Management
- 2 Permanent Learner Tracking ID (PLT-ID)
- 3 Digital Learner Identity
- 4 Digital Learning Services
- 5 Teacher Services
- 6 Payments & Mobile Money Integration
- 7 Scholarship & Opportunity Linkages
- 8 Social Protection Linkages
- 9 Education Analytics
- 10 Skills Development
- 11 Career Guidance
- 12 Employment Pathways
- 13 Education Marketplace & Ecosystem Services

These components are intended to operate as parts of one connected ecosystem.



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08 Permanent Learner Tracking ID (PLT-ID)

The Permanent Learner Tracking ID (PLT-ID) is one of Scholanet's core innovations. It is designed to provide continuity to a learner's digital education record across different stages of the learner's journey.

The intended journey is:



The PLT-ID is designed to help reduce fragmentation by allowing authorised systems and stakeholders to associate relevant education information with the same learner over time.

The PLT-ID is not intended to eliminate the need for existing official identification systems. Instead, it is designed as an education-focused mechanism for maintaining continuity within the Scholanet ecosystem and interoperable services.



09 Offline-First Architecture

Scholanet is being designed with the realities of Uganda's connectivity environment in mind. An offline-first approach is intended to allow important workflows to continue when internet connectivity is weak or temporarily unavailable.

This approach can support:

- Schools in low-connectivity areas
- Rural communities
- Field-based education programmes
- Data collection
- Learner registration
- Synchronisation when connectivity becomes available

The goal is to make digital education infrastructure more inclusive rather than limiting participation to communities with reliable connectivity.



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10 Education Ecosystem

Scholanet is designed to connect the major stakeholders involved in a learner's journey.

Learners

Access appropriate education services, learning opportunities, identity services, scholarships and pathways.

Parents & Families

Participate in education-related services and receive relevant information about learner progression and opportunities.

Schools

Use digital tools for management, learner records, communication, reporting and other education workflows.

Teachers

Access professional and digital services, and create teacher digital learning content that can potentially be commercialised.

Government

Potentially access aggregated and authorised education information to support planning, monitoring and resource allocation.

NGOs & Development Partners

Use appropriate programme and impact information to support education interventions, scholarships and social protection.

Employers & Skills Partners

Support pathways from education and skills development toward employment and economic participation.



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11 Inclusion

Scholanet is designed with inclusion as a core principle. The platform aims to improve access and continuity for learners who may face barriers caused by:

Poverty Geographical isolation Limited connectivity Interrupted education Displacement Disability Gender-related barriers
Lack of information about opportunities

The platform can also support mechanisms for identifying learners who may require additional intervention and connecting them with appropriate programmes where such services and partnerships exist.

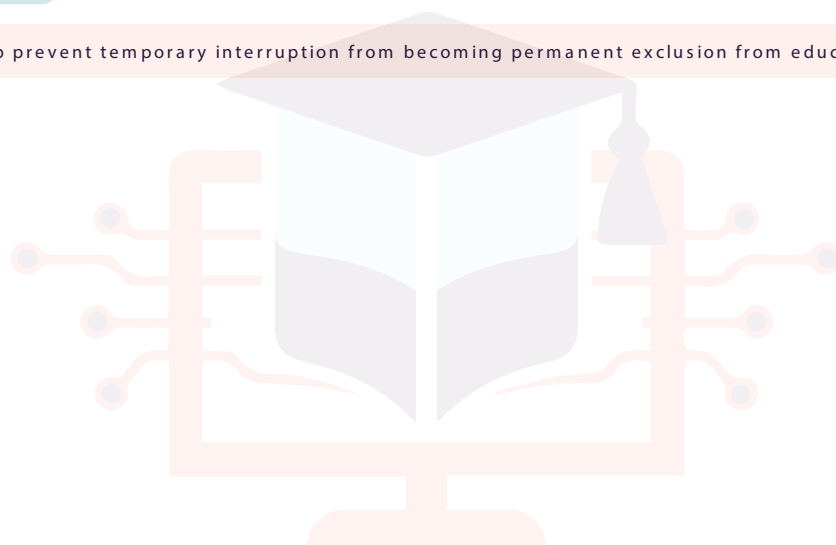
12 Girls & Interrupted Education

Education interruptions can disproportionately affect vulnerable learners. Scholanet's ecosystem is intended to support mechanisms through which learners whose education has been interrupted can remain connected to learning opportunities.

Where appropriate partnerships and services are available, learners who temporarily leave conventional schooling could potentially access:

Digital learning Alternative education pathways Information about schools Scholarships Social-support programmes
Skills-development opportunities

The objective is to help prevent temporary interruption from becoming permanent exclusion from education.



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13 Scholarships & Funding Linkages

Scholanet is designed to create stronger connections between learners who need support and organisations or individuals providing education funding. Potential services include:

- Scholarship discovery
- Learner opportunity matching
- Scholarship programme administration
- Donor programme monitoring
- Beneficiary tracking
- Impact reporting

The objective is to improve transparency and help education support reach intended beneficiaries.

14 Payments & Financial Inclusion

Scholanet incorporates digital payment capabilities into the broader education ecosystem, designed to support appropriate payment workflows, including potential mobile-money integrations. These capabilities may support areas such as:

- School payments
- Education services
- Scholarships
- Approved programme disbursements
- Other education-related transactions

Payment services will be implemented subject to applicable financial, regulatory, security and partner requirements.



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15 Teacher Economy

Scholanet envisions a digital environment in which teachers can become active participants in the education technology economy. Teachers may be able to:

- Create educational content
- Publish digital lessons
- Reach learners beyond their physical classroom
- Participate in professional development
- Potentially earn income from approved content and services

This model is intended to recognise teachers not only as users of technology but also as creators and contributors to the education ecosystem.

16 Career Guidance & Skills Development

Education should not end at classroom completion. Scholanet is designed to support learners and families with information that can help them understand:

- Education pathways
- Vocational opportunities
- Skills development
- Career options
- Scholarships
- Employment pathways

The long-term vision is to create stronger continuity between education, skills and economic opportunity.



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17 Education Analytics

Scholanet is designed to generate structured and appropriately governed education information. Potential analytics areas include:

Enrolment Learner progression Dropout indicators School participation Education access Programme reach Intervention coverage

Skills pathways

Analytics should be provided according to appropriate permissions and privacy requirements. Scholanet's objective is to help stakeholders make better-informed decisions without compromising individual privacy.

18 Data Protection & Responsible Technology

Scholanet recognises that education systems involve sensitive learner information. Privacy and responsible data governance are therefore core design considerations. Scholanet will work toward compliance with applicable Ugandan laws and regulatory requirements relating to:

Personal data protection Data security Consent & lawful processing Data minimisation Access controls Data retention

Responsible information sharing Cybersecurity

Scholanet will also seek to align its data governance approach with applicable guidance from NITA-U and the Personal Data Protection Office.



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19 Technology Philosophy

Scholanet's technology approach is built around five principles:

- 1 **Offline-First**
The platform must consider low-connectivity environments from the beginning.
- 2 **Interoperability**
The ecosystem should be capable of connecting with appropriate existing systems and services rather than creating unnecessary duplication.
- 3 **Security**
Security must be incorporated into architecture, development, deployment and operations.
- 4 **Privacy by Design**
Personal data protection should be considered throughout the product lifecycle.
- 5 **Scalability**
The platform should be architected to grow from pilot deployments to larger national-scale implementation.



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20 Target Market & Beneficiaries

Scholanet's primary long-term target is Uganda's education ecosystem. The planning ambition is approximately:

13.5 Million

LEARNERS

49,000

SCHOOLS

The ecosystem is intended to support:

Learners Parents & guardians Teachers Schools Education institutions Government NGOs Development partners
Scholarship providers Skills organisations Employers

The 13.5 million learner and 49,000 school figures represent long-term national-scale planning ambitions and are not claims of current platform adoption.



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21 Current Stage

Scholanet is currently in the product development and institutional-building stage. Current priorities include:

- Product development
- Technical architecture
- Platform validation
- Governance development
- Data protection preparation
- Cybersecurity planning
- Institutional structuring
- Pilot preparation
- Partnership development
- Fundraising & resource mobilisation

Scholanet is pre-revenue and has not received external funding to date. The project is seeking strategic partners, technical support, investment, grants and institutional relationships that can support responsible product validation and pilot deployment.

22 Implementation Approach

Phase 1 — Product Development

Core platform development, identity architecture, school management functionality, offline-first capabilities, security, data governance.

Phase 2 — Validation & Pilot

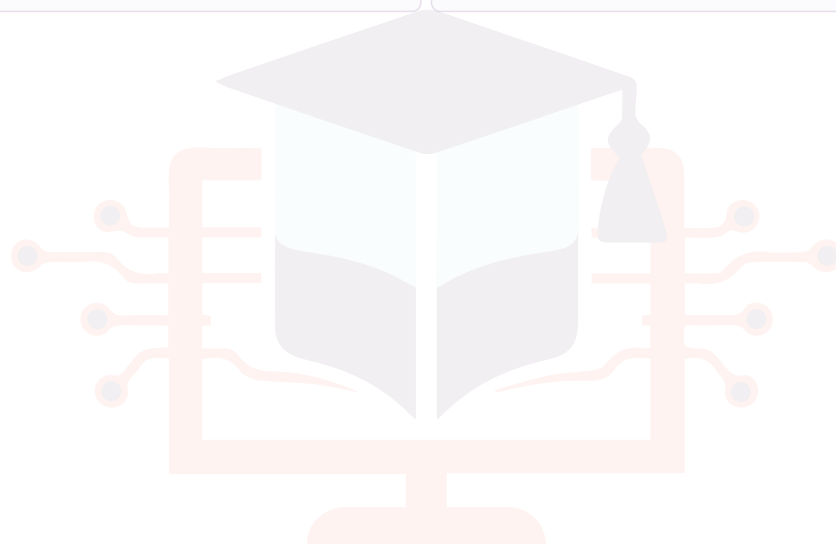
Validate usability, technical performance, learner registration, school workflows, offline functionality, data synchronisation, user experience.

Phase 3 — Evidence Generation

Measure adoption, user engagement, learner continuity, operational efficiency, service utilisation, inclusion, education outcomes.

Phase 4 — Scale

Use evidence from pilots and partnerships to progressively expand, dependent on readiness, funding, partnerships, regulation and capacity.



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23 Sustainability Model

Scholanet is intended to develop a diversified sustainability model rather than depend on a single funding source. Potential sustainability channels may include:

- Institutional subscriptions
- Education technology services
- Approved transaction services
- Enterprise partnerships
- Development partnerships
- Government-supported programmes
- Grant-funded programmes
- Premium ecosystem services
- Teacher digital-content services
- Other appropriate technology-enabled services

Any commercial model will be designed to avoid creating unnecessary barriers for vulnerable learners.

24 Funding Requirement

Scholanet is seeking early-stage support to move from product development toward validated deployment. Potential funding would support areas including:

- Software development
- Infrastructure
- Cybersecurity
- Data protection
- Product testing
- Pilot deployment
- School onboarding
- User training
- Monitoring & evaluation
- Institutional development
- Partnership development
- Operational capacity

Funding requirements will be developed around specific implementation phases, measurable milestones and verified deployment costs.



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25 Expected Impact

Learner Level

- Improved learner continuity
- Improved access to education opportunities
- Better visibility of education pathways
- Improved access to scholarships & support
- Stronger transitions into skills & employment

School Level

- Improved digital administration
- Better learner record management
- Improved communication
- Improved access to education services

Teacher Level

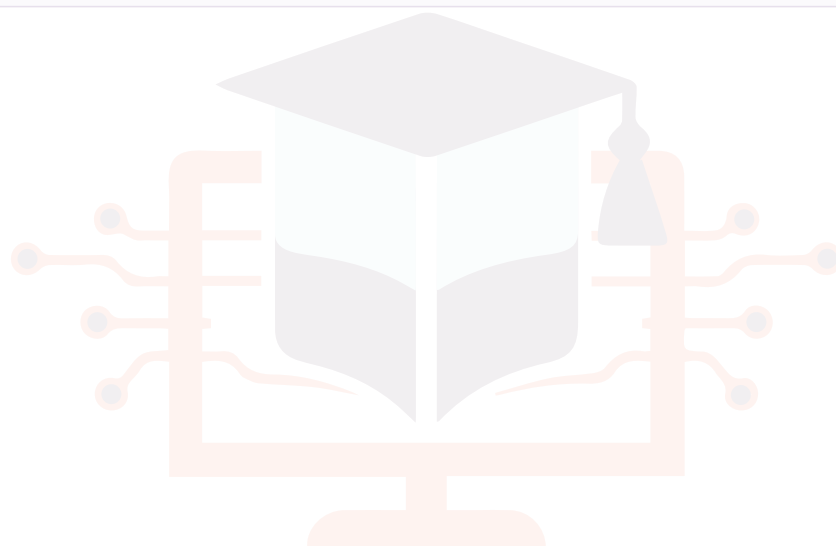
- Greater access to digital tools
- Digital content creation opportunities
- Professional development opportunities
- Participation in the digital education economy

Government Level

- Improved education information
- Stronger planning capabilities
- Improved programme monitoring
- Better evidence for resource allocation

Development Partner Level

- Improved programme targeting
- Stronger beneficiary monitoring
- Better impact reporting
- Improved coordination of education interventions



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26 Monitoring, Evaluation & Learning

Scholanet intends to establish measurable indicators for each implementation phase. Potential indicators include:

- Institutions onboarded
- Learners registered
- Retention & continuity
- Teachers participating
- Digital service utilisation
- Scholarship opportunities facilitated
- Education interventions supported
- System availability
- Offline synchronisation performance
- User satisfaction
- Cost per learner onboarded
- Programme outcomes

The monitoring framework will be refined during pilot implementation to ensure that indicators are realistic, measurable and relevant.

27 Governance & Institutional Development

Scholanet recognises that strong technology requires strong institutional governance. The organisation is developing an administrative and governance structure covering:

- Executive leadership
- Technical leadership
- Legal & governance
- Finance
- Operations
- Partnerships
- Monitoring & evaluation
- Data protection
- Communications
- Programme implementation

The current leadership includes the Executive Chairman, Legal Director and Technical Director, with additional positions planned as the organisation expands. This structure is intended to strengthen accountability, operational capacity and investor and partner confidence.



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28 Partnership Opportunity

Scholanet is seeking partnerships with organisations that can contribute to the development and responsible deployment of the platform. Potential partners include:

- Government institutions
- Schools
- Universities
- Technology companies
- Telecommunications providers
- Financial service providers
- NGOs
- Development agencies
- Education organisations
- Scholarship providers
- Employers
- Research institutions
- Investors
- Philanthropic organisations

Partnerships may involve:

- Funding
- Technical assistance
- Pilot deployment
- Research
- Infrastructure
- Data governance
- Distribution
- Education content
- Programme implementation



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29 Why Scholanet Matters

Education systems are increasingly dependent on digital infrastructure. However, digital transformation should not simply digitise individual administrative processes. It should help create stronger connections between learners, institutions, services and opportunities. Scholanet seeks to address this broader challenge.

Its central proposition is:

Build education infrastructure around the learner, not around disconnected systems.

Through an offline-first architecture, learner continuity, connected education services and responsible data governance, Scholanet aims to create a foundation on which Uganda's education ecosystem can progressively become more connected, inclusive and data-informed.

30 Long-Term Vision

Scholanet's long-term vision is to become a trusted digital infrastructure layer supporting Uganda's education ecosystem. The ambition is to enable a learner to move through education without becoming invisible to the systems designed to support them.

ENROLMENT

LEARNING

PROGRESSION

SKILLS

OPPORTUNITY

EMPLOYMENT

Scholanet seeks to help maintain continuity across the journey.



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31 Conclusion

Scholanet is building an ambitious but phased digital education infrastructure for Uganda. The platform combines offline-first technology, learner identity, school management, digital learning, payments, scholarships, social-protection linkages, analytics, skills development and employment pathways into a connected ecosystem.

The project is currently at the product development and institutional-building stage and has not yet received external funding.

Scholanet is seeking strategic partners and early-stage funding to validate the technology, conduct pilots, generate evidence and establish the foundation for responsible national-scale deployment.

The ultimate goal is straightforward:

No learner should disappear from the education system.

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Uganda's Sovereign Educational Digital Public Infrastructure

TECHNOLOGY · EDUCATION · INCLUSION · LEARNER CONTINUITY · OPPORTUNITY

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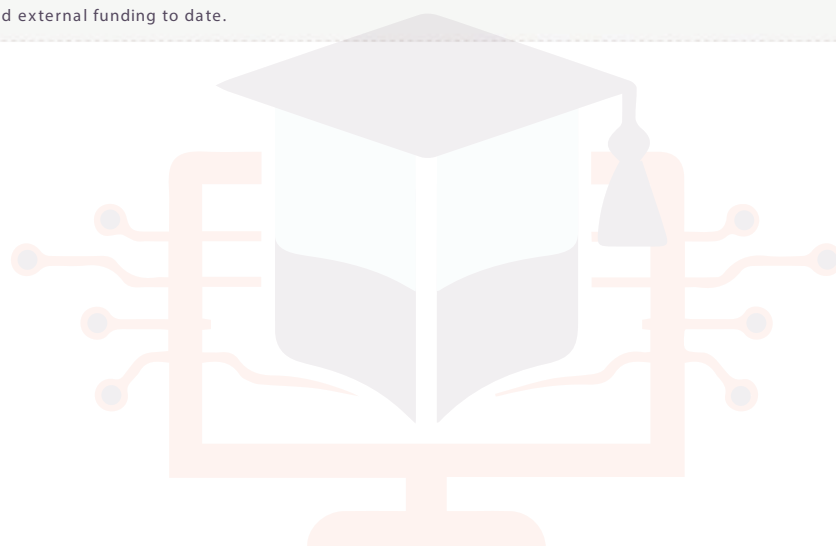
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Note: This is a proposed concept note describing Scholanet's strategic direction, planning ambitions and intended architecture. Unless expressly identified as operational or verified, statements regarding scale, funding, partnerships and impact represent plans, targets or strategic intentions. Scholanet is pre-revenue and has not received external funding to date.



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