



SCHOLANET TECHNOLOGIES

THEORY OF CHANGE & LOGICAL FRAMEWORK

2026 – 2030

CONNECTING EDUCATION, OPPORTUNITY AND THE FUTURE

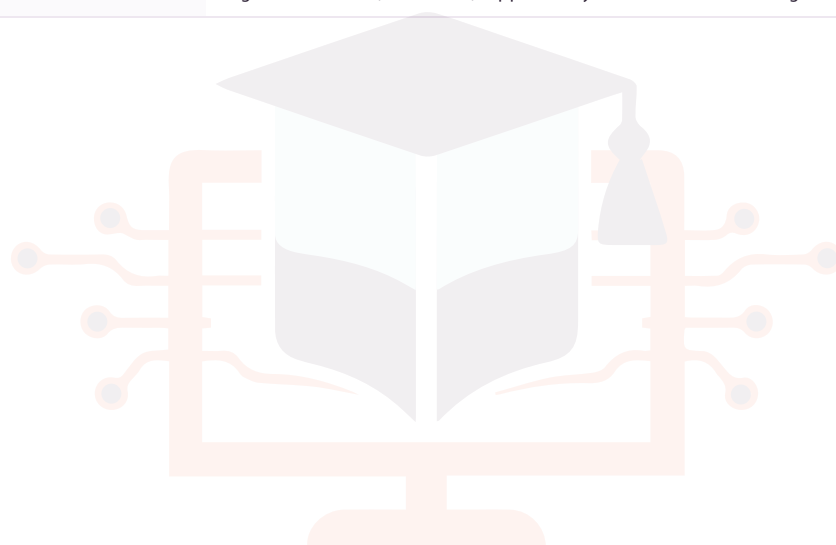
STRATEGIC / DONOR AND PARTNER DOCUMENT



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Document Control

Organisation	Scholanet Technologies
Country	Uganda
Strategy Period	2026–2030
Document	Theory of Change & Logical Framework
Version	1.0
Primary Audience	Donors, development partners, government, NGOs, foundations, investors and strategic partners
Implementation Status	Proposed / Progressive Implementation
Geographic Focus	Uganda, with potential future regional expansion
Core Theme	Digital Education, Inclusion, Opportunity and Education Intelligence



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01 Executive Summary

Scholanet Technologies is developing a digital education ecosystem intended to connect learners, parents, teachers, schools, colleges, universities, TVET institutions, education service providers, government stakeholders, NGOs, donors, scholarship providers and businesses.

The central theory of change is based on the principle that education challenges are interconnected.

A learner may require more than access to a school:



Similarly, a school requires more than student registration:



Scholanet therefore seeks to connect these needs through one digital ecosystem. The long-term vision is:

A trusted and inclusive digital education ecosystem in which learners can access education, parents can participate, teachers can teach and earn, institutions can operate more effectively, vulnerable learners can be identified and supported, and authorised stakeholders can use responsible education intelligence for planning and decision-making.



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02 Development Problem

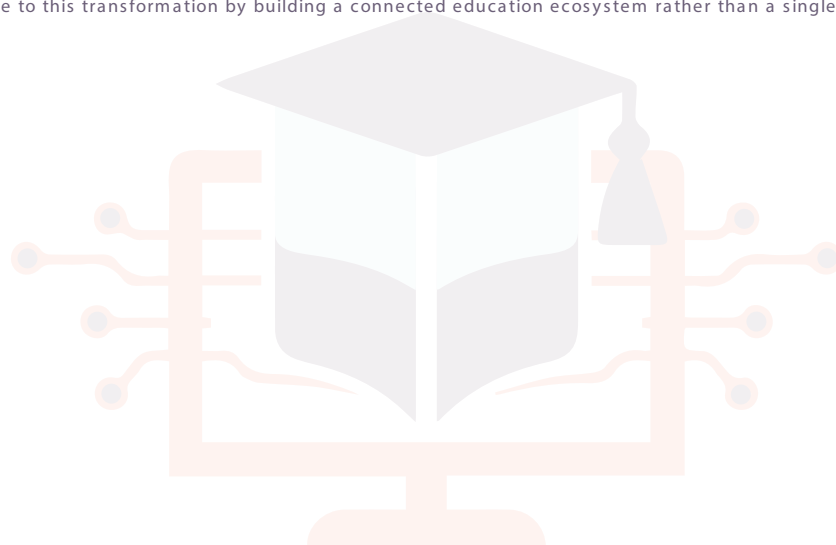
Uganda's education ecosystem contains many stakeholders and services, but access to education, information, learning opportunities, institutional services, scholarships, employment opportunities and education intelligence can remain fragmented.

The problem is not simply a lack of schools. The broader challenge includes:

- Unequal access to education opportunities
- Education interruption
- Learner dropout
- Limited access to learning resources
- Gaps in parent-school communication
- Fragmented education services
- Limited digital access
- Teacher economic opportunities
- Limited access to career guidance
- Difficulty connecting scholarship providers with eligible learners
- Challenges in education-sector planning
- Limited visibility of education-related opportunities
- Limited access to specialised and inclusive learning resources

Uganda's Ministry of Education and Sports has recognised digital transformation as an important mechanism for improving education service delivery, including teaching, learning and management. The Ministry's current Digital Agenda direction for 2025–2032 is intended to expand access to technology-driven education.

Scholanet seeks to contribute to this transformation by building a connected education ecosystem rather than a single-purpose application.



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03 Core Problem Statement

Many learners, parents, teachers, institutions and education-support organisations operate within an education ecosystem where services, opportunities, information and support mechanisms can be fragmented, difficult to access or poorly connected.

This can contribute to:

Missed education opportunities

Delayed interventions

Learner disengagement

Limited access to scholarships

Weak communication

Inefficient administration

Underutilisation of teachers' skills

Limited youth economic opportunities

Difficulty identifying education needs

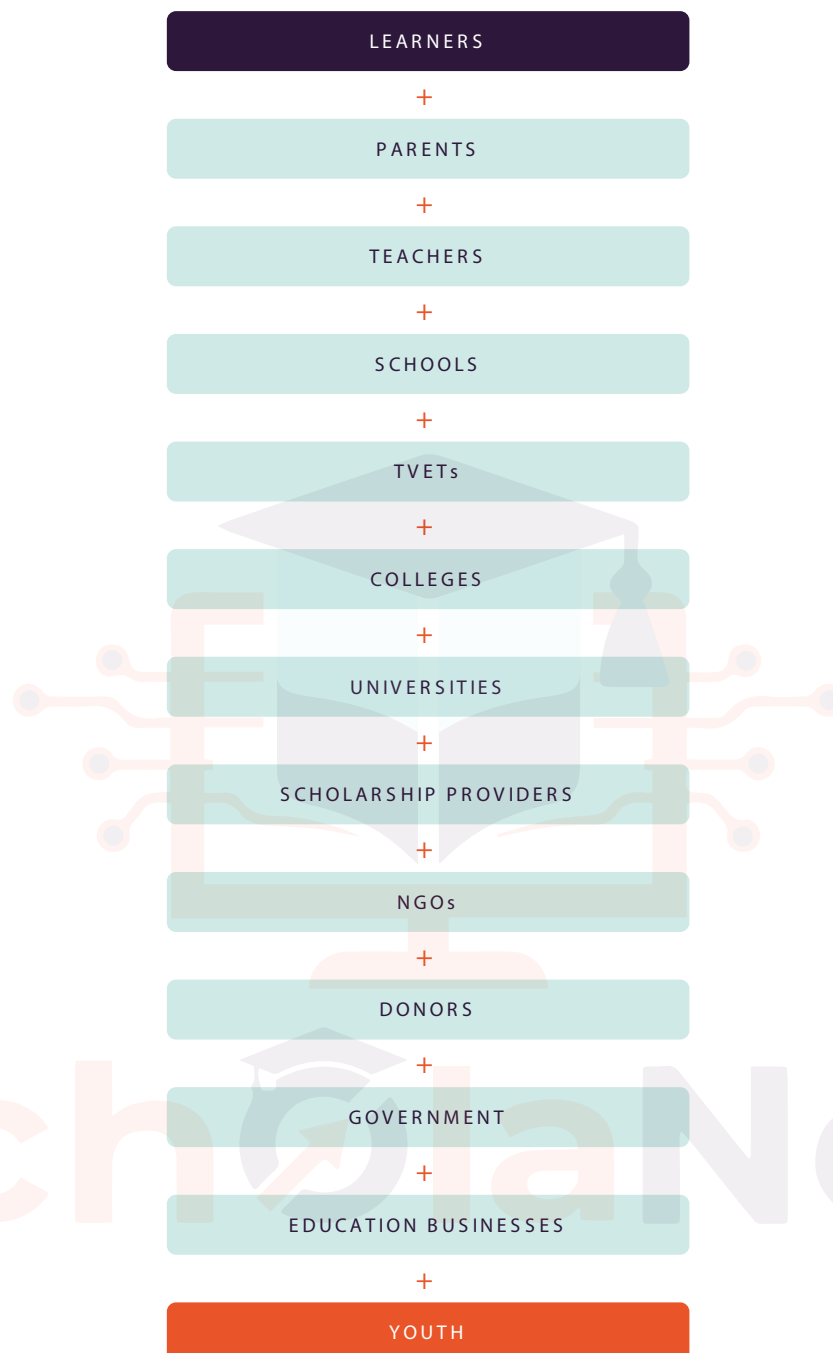
Inefficient coordination between stakeholders



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04 Scholanet's Response

Scholanet proposes an integrated digital ecosystem connecting:



Note: This is a proposed theory of change and logical framework for strategic and donor engagement. Unless expressly identified as operational or verified, statements regarding outcomes, impact pathways and results represent planning intentions rather than confirmed or achieved implementations.