Koloso

Theory of Change

K2 Teaching Support System — Africa-wide primary and secondary schools

Version 2.0 | February 2026 | Supersedes Koloso Theory of Change (2023)

1. Our vision and long-term goal

VISION

Every teacher in Africa focused on the learner in front of them.

LONG-TERM GOAL

Koloso is a commercially viable edtech product that contributes to the sustainable improvement of educational outcomes for children in sub-Saharan Africa — and can be delivered, deployed and used effectively at scale.

DEFINITION OF SUCCESS

Success is measured across two dimensions simultaneously: commercial viability (schools pay, renew, and grow their use) and developmental impact (teachers improve their practice; students learn more). Neither is sufficient without the other.

2. The problem we are solving

Sub-Saharan Africa faces a compounding learning quality crisis. Population growth means the region will be home to one in three school-age children on the planet by 2050 — yet more than 84% of students currently leave primary school without proficiency in reading or mathematics. This is not primarily a curriculum problem: most countries have structured national syllabi. It is a problem of implementation at classroom level.

WHY TEACHERS UNDERPERFORM	WHY ASSESSMENT IS UNDERUSED	WHY THE SYSTEM IS STUCK
• No structured curriculum-aligned lesson planning tools • Limited pedagogical guidance for specific content • Large classes (60–80+) make differentiation feel impossible • English is 2nd or 3rd language for most teachers • No time-efficient system for identifying learning gaps	• Assessment is time-consuming to design, administer, and mark manually • Results are rarely turned into action before moving on • Informal checks don't give reliable data across a class • Teachers don't know 'what to assess and when' without support	• Systems track inputs (enrolment, buildings, syllabus coverage), not learning • Learning is invisible to managers, parents, and policymakers • Teachers are evaluated on compliance, not outcomes • Technology solutions imported from high-income contexts don't fit

	• Parents receive no actionable information on their child's learning	• Generic PD training doesn't change day-to-day classroom practice

Megatrends make solving this problem both urgent and increasingly possible: rapid urbanisation, expanding mobile connectivity (near-universal 3G+ projected by 2030), and growing smartphone penetration are creating conditions for scalable teacher-support technology — if built right for the context.

3. How Koloso creates change: The teaching loop

Koloso does not deliver content directly to students. It supports teachers to plan better lessons, deliver them with structure and confidence, assess student understanding efficiently, and act on what they learn. The K2 teaching loop is Koloso's core mechanism for change:

PLAN	TEACH	ASSESS	ANALYSE	ADAPT
Curriculum-aligned lesson planning structured to national syllabi (ECZ, CAPS, Nigeria, Uganda)	Structured delivery with micro-guidance notes: what to teach, how to teach it, common misconceptions	Embedded formative assessment items, aligned to the specific objectives taught	Class-level results displayed simply: which students and groups need support on which objectives	Guided next steps: reteach, consolidate, or extend, based on what the data shows

★ **GUIDANCE at the centre:** Every stage of the loop is supported by Koloso's embedded guidance layer — contextualised to curriculum, class size, resource availability, and teacher experience. Guidance is the connective tissue of the teaching loop.

REPORT (outer ring)	**COMPLY (outer ring)**
Automatically generated progress data for school leaders, parents, and students. Teaching activity creates reporting, not the other way around.	Lesson records and assessment outputs map to TCZ professional competency standards in Zambia and equivalent obligations in other markets. Compliance is a by-product of good teaching, not a separate burden.

4. The three-stakeholder learning alliance

Koloso's founding Theory of Change identified a distinctive design principle that sets it apart from most edtech tools: learning is most effective when it is a shared experience, and when the three key actors are aligned around the same evidence. The K2 platform creates a structured data alliance between:

TEACHER	STUDENT	PARENT / GUARDIAN
Uses Koloso's full teaching loop • Plans lessons against curriculum • Delivers with structured guidance • Assesses student understanding • Analyses class-level results • Adapts next lesson accordingly • Reports and complies automatically	**Experiences better-prepared teaching** • More focused, structured lessons • Frequent low-stakes checks on understanding • Faster identification of gaps • Support targeted at actual needs • Sees own progress data	**Receives actionable information** • Progress reports in plain language • Specific curriculum topics where child needs support • Guidance on how to help at home • Direct channel to school on learning concerns

Evidence from parental engagement research confirms that programs providing parents with information about their child's performance increase learning outcomes. Koloso's three-stakeholder alliance operationalises this evidence at scale.

5. Logic model

The table below maps Koloso's inputs and activities to outputs, short-term outcomes, medium-term outcomes, and long-term impact. The logic model should be read as a system: each stage depends on the assumptions in Section 6 being broadly true.

INPUTS	ACTIVITIES	OUTPUTS	SHORT-TERM OUTCOMES (0–6 months)	MEDIUM-TERM OUTCOMES (6–24 months)	LONG-TERM IMPACT
• Curriculum databases (ECZ, CAPS, NGA, UGA) • K2 software platform • Micro-guidance library • Formative assessment banks • Team expertise • Commercial revenue • EdTech Hub evidence training	• Teachers plan lessons using curriculum-aligned tools • Micro-guidance delivered at point of use • Formative assessments embedded in lesson flow • Class-level results analysed automatically • Adaptive next-step guidance provided • Reports generated for heads and parents • Compliance records maintained automatically	• Structured lesson plans created • Lessons delivered with guidance • Assessment data collected per objective • Learning gaps identified at class level • Next-step actions identified • Parent progress reports distributed • TCZ / compliance records completed	• Teachers spend less time preparing from scratch • Lessons are better structured and paced • Assessment becomes routine, not exceptional • Teachers know which students need support • School leaders have real-time progress data • Parents engage more actively in their child's learning	• Sustained improvement in lesson quality • More targeted, differentiated instruction • Higher use of formative assessment across the school • Teachers renew subscriptions (commercial validation) • Reflective practice embedded in teaching culture • Stronger school–parent communication	• Improved student learning outcomes • Reduced learning gaps within classes • Greater equity in foundational literacy and numeracy • Stronger, more confident teaching profession • Contribution to national assessment and system data

6. Key assumptions

The theory of change holds if the following assumptions are broadly true. These were developed through the EdTech Hub Evidence for Entrepreneurs programme (Cohort 5, 2024) and reflect Koloso's current state of uncertainty, assessed against potential impact if wrong.

CATEGORY	ASSUMPTION	CONFIDENCE	RISK IF WRONG
People — Teachers	Teachers value the time saved on planning and assessment and will build Koloso use into their regular routine	HIGH — 100% renewal rate is consistent with this assumption	**Medium**
People — School leaders	Head teachers see Koloso as improving teaching quality and will champion adoption within their school	HIGH — school-level subscription requires head teacher buy-in	**High**
People — Parents	Parents will engage with progress reports when provided in accessible formats	MEDIUM — untested at scale; cultural variation across markets	**Medium**
Product	The K2 teaching loop is technically reliable and usable on low-bandwidth mobile connections in target schools	HIGH — validated in Zambia, SA, Nigeria, Uganda deployments	**High**
Pedagogy	Curriculum-aligned guidance improves lesson quality; improved lesson quality improves student learning	HIGH — supported by structured pedagogy research (RTI/Piper et al.)	**High**
Pedagogy	Teachers are able to interpret assessment results and translate them into adapted instruction	MEDIUM — the Adapt stage is the most dependent on teacher agency	**High**
Policy	National curricula (ECZ, CAPS, NGA, UGA) remain stable enough that Koloso's curriculum mapping stays current	MEDIUM — curriculum revisions happen; requires active monitoring	**Medium**
Place	Affordable mobile data and device access	HIGH — consistent with macro digital infrastructure trends	**High**

	continue to grow across target markets		
Provision	Schools can afford and will continue to pay for Koloso at current pricing	HIGH — 100% renewal rate; validated commercial model	**High**
Provision	Koloso can generate sufficient commercial revenue to fund product development and expansion	MEDIUM — requires continued growth; addressed in seed investment strategy	**High**

7. Evidence framework

Koloso's theory of change is itself a testable claim. We are committed to building evidence progressively and transparently, guided by the EdTech Hub's three-part evidence framework: using the evidence base to design, building new evidence through deployment, and enabling evidence uptake at school, system, and policy levels.

Five key questions guiding our evidence agenda:

- Does using Koloso lead to a sustained impact on learning outcomes?
- Does Koloso work for the most marginalised children and enhance equity?
- Is it feasible to scale Koloso in a cost-effective manner affordable for the context?
- Is Koloso effective in the specific implementation contexts in which it is deployed?
- Does Koloso align with government priorities and contribute to the strengthening of national education systems?

EVIDENCE TYPE	DESCRIPTION	STATUS / TIMELINE	QUESTIONS ADDRESSED
Theory of change	K2 articulation of change mechanism, assumptions, and logic model	Complete — March 2026 (this document)	Q1, 3, 4
EdTech Hub Evidence Training	CEO completion of Evidence for Entrepreneurs programme, Cohort 5	Complete — June 2024	QAll
Commercial adoption data	50+ schools, 4 countries, 100% renewal rate	Ongoing — updated quarterly	Q3, 4
Structured pedagogy research base	RTI/Piper, Black & Wiliam, Rosenshine, Hattie et al. — cited in Pedagogical Rationale	Complete — referenced in PR v4	Q1, 2
Educator case studies	Structured 2–3 school narratives from engaged schools	In development — Q2 2026	Q1, 4

Internal teacher impact study	Teacher survey: planning practice, assessment use, confidence, workload (8–12 Zambia schools)	Planned — Q2–Q3 2026	Q1, 2, 4
Evidence page on koloso.com	Public-facing evidence portal: ToC, case studies, impact study results	In development — Q2 2026	QAll

8. Contextual adaptation: Why this ToC works in Africa

Koloso's theory of change was built for the African primary school context, not adapted from elsewhere. This is a core strategic advantage. Research consistently shows that edtech solutions imported from high-income contexts underperform in low-resource settings when not adapted. Koloso's context-first design is built into every stage of the teaching loop:

DESIGN AREA	CHALLENGE IN TARGET CONTEXT	HOW KOLOSO ADDRESSES IT
Language	English is 2nd or 3rd language for most teachers; complex text reduces adoption	All guidance written at Grade 8 reading level or below; simple, direct language tested with users
Class size	60–80+ students in many government and low-fee private schools	Micro-guidance notes include specific class-size variations; whole-class assessment tools, not individual tracking
Resources	Limited printed materials; unreliable power and connectivity common	Zero-resource delivery activities; low-bandwidth optimised app; offline capability
Curriculum	Four different national syllabi across current markets; not interchangeable	Full LO-level mapping to ECZ (Zambia), CAPS (SA), Nigerian and Ugandan curricula
Compliance burden	Teachers face accountability requirements that take time away from teaching	Compliance records generated automatically from teaching activity, not separately
Cultural context	Collective learning culture; family involvement in education is valued and normal	Three-stakeholder alliance built into product architecture from the outset

9. Commercial viability as developmental proof

Koloso's commercial model is not separate from its developmental mission — it is evidence of it. A 100% school renewal rate across 50+ subscribing schools in four countries is not primarily a business metric. It is evidence that school leaders and teachers find genuine value in Koloso, that the product is working in the way the theory of change predicts, and that schools are experiencing the kind of sustainable change the model requires.

50+ paying schools	100% renewal rate	4 countries
Active subscribers across Zambia, South Africa, Nigeria, and Uganda	No school that has subscribed has chosen not to renew — consistent with the ‘sustainable change’ prediction of the original ToC	Validated across multiple national curriculum and regulatory contexts, confirming the platform’s adaptability

We acknowledge that commercial adoption is a necessary but not sufficient condition of impact. It tells us schools want the product and teachers use it; it does not yet tell us the precise effect on student learning outcomes. This is what the 2026 evidence agenda is designed to establish.

This theory of change is a live document.

It will be updated as Koloso builds its evidence base, scales across new markets, and learns what works in practice. Version 2.0 supersedes the K1 Theory of Change (2023).