KOLOSO Evidence & Impact Series

koloso.app/evidence

Evidence and impact programme 2026

Our commitment to building an honest, transparent, and rigorous evidence base for Koloso — and what we plan to do about it this year.

Published February 2026 | Updated as activities are completed | koloso.app/evidence

Why we publish this programme

Building a credible evidence base takes time and resources that as a small startup business, we cannot spend all at once. We are not waiting until we have perfect evidence to publish what we know, and we are not publishing what we know without being equally transparent about what we don't know. This programme sets out our planned evidence and research activities for 2026: what we intend to do, when, and what we expect it to tell us. We will update our website page as activities are completed, results are published, and new questions emerge. If you are a researcher, funder, government partner, or school leader who would like to contribute to or collaborate on any of these activities, please get in touch.

What is already published

Two working papers are available now in the Evidence & Impact Series. Both can be downloaded from this page.

WP/2026/01 Published March 2026

Assessment at scale: What a national competition tells us about Koloso's assessment methodology

Near-normal score distribution from 109 schools in the Mini CEO Round 2 competition — a proof of concept for Koloso's assessment instrument. Proposes a low-cost correlation study with Zambia's UNICEF/FCDO national learning assessment.

WP/2026/02 Published March 2026

Continuous curriculum-aligned digital assessment: Evidence foundations and a roadmap for evidence building

The theoretical foundations for Koloso's assessment design: formative assessment, retrieval practice, spaced learning, and low-stakes testing. Sets out six research questions and a four-stage evidence-building roadmap.

2026 programme: All planned activities

The table below lists every planned evidence and research activity for 2026. Status is updated as activities progress.

Status key: ● Published ● In progress ● Planned ● Dependent on funding / partnership

Q	Reference	Title / Subject	Type	Status	Summary
Q1	WP/2026/01	**Assessment at Scale**	*Working paper*	● Published	Near-normal score distribution from 109 schools. Mini CEO Round 2. Proof of concept for assessment instrument.
Q1	WP/2026/02	**Continuous Curriculum-Aligned Digital Assessment**	*Working paper*	● Published	Evidence foundations and roadmap for Koloso's Assess module. Six research questions. Four-stage evidence roadmap.
Q1	CS/2026/01	**School Case Study — Koloso v1 to K2**	*Case study*	● In progress	Single school: owner, teacher, and learner perspectives on v1 experience. K2 expectations as new term begins. Publishing March 2026.
Q1-Q2	PILOT/01	**Government School Pilot — Correlation Study Design**	*Research design*	● In progress	Offering free Koloso access to non-subscribing government schools from Mini CEO Round 2. Data to run parallel with UNICEF/FCDO national assessment. Correlation study design confirmed Q1.
Q2-Q3	CS/2026/02–04	**School Case Study Series — Rounds 2 & 3**	*Case studies*	● Planned	Three further case studies from Zambia, South Africa, and Nigeria. Structured interviews: head teacher, teacher, student voice.
Q2	DATA/01	**Mini CEO Round 3 — Data Analysis**	*Data analysis*	● Planned	Score distribution and performance categorisation analysis from Round 3. Comparison with Round 2 to identify trends. Short note published on evidence page.
Q2	WP/2026/03	**Teacher Impact Study — Design and Instrument**	*Working paper*	● Planned	Study design for structured teacher survey across 8–12 Zambia schools. Questionnaire instrument: planning practice, assessment use, workload, confidence. Pre-registration of study design.

Q2-Q3	STUDY/01	**Teacher Impact Study — Fieldwork**	*Empirical study*	• Planned	Baseline and endline teacher survey across 8–12 Zambia schools. Measuring changes in planning practice, assessment use, pedagogical confidence, and teacher workload.
Q3	DATA/02	**Mini CEO Round 4 — Data Analysis**	*Data analysis*	• Planned	Score distribution analysis. Comparison across all four rounds. Longitudinal note if Round 1–4 data can be combined.
Q3	WP/2026/04	**Government School Correlation Study — Preliminary Results**	*Working paper*	• Planned	First results from parallel Koloso / UNICEF national assessment data. Do Koloso scores correlate with national assessment scores in the same schools? Results published transparently regardless of outcome.
Q3-Q4	WP/2026/05	**Teacher Impact Study — Results**	*Working paper*	• Planned	Analysis and publication of teacher survey results. Thematic coding of qualitative responses. Quantitative summary of practice change indicators. Full results published regardless of direction.
Q4	WP/2026/06	**Evidence Review: What We Have Learned in 2026**	*Working paper*	• Planned	End-of-year synthesis across all working papers, case studies, and data analyses. What the evidence now supports, what it does not, and what the 2027 research agenda should prioritise.
Q4	COLLAB/01	**University / Ministry Research Partnership**	*Collaborative research*	• Dependent	Stage 4 of the evidence roadmap (WP/2026/02). Peer-reviewed, independently validated study. Dependent on identifying a suitable research partner and access to ministry-level data.

The school case study series

School case studies are the most direct evidence we can collect: honest, specific accounts of how real schools are experiencing Koloso, what has changed in teaching practice, and what teachers and school leaders observe. We are building a library of structured case studies, starting in March 2026.

What each case study covers

Every case study in this series follows the same structured format, covering three perspectives and two timepoints:

Perspective	What we explore
School owner / head teacher	Overall experience of Koloso v1: what changed in teacher quality, school management, and inspection readiness. Decision to adopt K2 and expectations for the new term.
Teacher	Day-to-day practice: how lesson planning, assessment use, and workload changed with v1. What was hard. What they are looking forward to in K2. Specific examples of lessons that worked differently.
Learner	Student voice: what assessment feels like with Koloso, whether it helps them understand where they are, and what they notice about how their teacher uses the results.
The K2 transition	CS/2026/01 is unique in the series: it captures the school's experience at the transition point from Koloso v1 to K2, as the new term begins. It documents what v1 achieved and what K2 is expected to add — creating a baseline against which future case studies of this school can be measured.

The government school correlation study

The most important new evidence activity in 2026 is the proposed correlation study described in WP/2026/01. The study is designed to test whether Koloso scores in curriculum-aligned mathematics assessment move together with scores on Zambia's UNICEF/FCDO national learning assessment instrument in the same schools — directly addressing the question of construct validity that is the main limitation of our current evidence.

Why this matters

If a positive correlation is confirmed, it would substantially advance the case for continuous digital assessment as a low-cost, real-time complement to periodic large-scale testing — one of the most significant contributions Koloso could make to education systems in sub-Saharan Africa. We will publish the results of this study in full, whatever they show.

Our commitments

- We will publish the results of every study in this programme, regardless of outcome (null results and weak correlations are as important as positive findings).
- We will not make claims that go beyond what our evidence supports - we will disclose where our evidence is preliminary.
- We will make our data available to accredited researchers on request.

- We will update our website programme page as activities are completed, results are published, and the research agenda evolves.
- We welcome collaboration - if you are a researcher, university, ministry of education, or development partner interested in working with us on any of these activities, please get in touch.

Get in touch

Questions about our evidence programme, requests for data, or interest in research collaboration: james@koloso.app | koloso.app/evidence

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