



# Foundation SOL-identity

Enhancing “Student Ownership of Learning” on our planet

Policy document 2025



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## 1. Introduction

The SOL-idity Foundation was formally established in the Netherlands on July 17, 2025 (KVK-number: 97839590, RSIN: 868254502).

The foundation is an initiative of board members of the SOL Foundation (Student Ownership of Learning), with which it is closely associated. The new foundation shares the same core objective as its parent organization: to strengthen student ownership of learning. SOL-idity specifically focuses on supporting students in developing countries. Students in these countries also deserve to experience "ownership of learning".

While the operational model of SOL has a more consultancy-oriented character, SOL-idity is funded by the donor community, which views its projects as a positive contribution to the development of students in less privileged regions.

The foundation has been granted the ANBI status (Public Benefit Organisation), which provides tax advantages both for the organization itself and for Dutch donors who contribute to its mission.\*

Although the formal incorporation took place in July 2025, the foundation has already been informally active since June 2024.

*\*The Dutch Tax Administration can designate an institution as a "Public Benefit Organisation" (Dutch: Algemeen Nut Beogende Instelling, ANBI). This document is one of the requirements to be designated this status.*

## 2. Mission and policy framework

### MISSION

The SOL-idity Foundation, in its articles of association, defines its mission as follows:

*The foundation aims to promote “ownership of learning” among students in developing countries through innovative educational projects and tools, as well as to foster collaboration with local and international partners in order to achieve sustainable impact. The foundation also seeks to engage in all activities that are directly or indirectly related to or supportive of this goal, in the broadest sense of the word.*

### BACKGROUND

The direct reason for establishing the foundation is a project that the SOL Foundation initiated in Kenya working with the Masine Muliro University of Science and Technology (MMUST) as its partner. Like all SOL projects, the central focus of this initiative is (enhancing)\_ownership of learning. The tools in use came directly from the SOL toolkit, and the theoretical foundation, methodology, and overall approach reflected the SOL philosophy.

However, the context was different. In this case, there was no possibility of offering the approach as a paid consultancy service. It became clear that the local partner was not in a financial position to contribute. This required a different form of funding — and thus led to the establishment of a separate foundation specifically for this project.

Initially, the SOL Foundation acted as the contracting party. Today, that role has been adopted by the SOL-idity Foundation.

### ORGANIZATION

At the time of its founding, the foundation is governed by a three-member board:

- Erik Denessen – Treasurer
- Edvard Houtkoop – Secretary
- Henk van Woudenberg – Chair

The board acts as the supervisory body of the project together with the steering committee.

The steering committee of the Kenyan project consists of four staff members of the school of Education, a department (School of Education) of MMUST.

### POLICY FRAMEWORK

At present, the CBC Kenya initiative is the first and single active project. However, SOL-idity aims to expand its activities to other projects and countries in the future. The current policy plan of the SOL-idity Foundation overlaps with the project plan for CBC Kenya. As such, this policy document pertains exclusively to that initiative.

The descriptions of ambitions, partnerships, activities, financing, and accountability therefore relate both to this project and to the work of the foundation as a whole.

## CBC-KENYA

The CBC Kenya initiative aims to support schools in Kenya in implementing the new Competency-Based Curriculum (CBC) — a major reform in the Kenyan education system. The SOL / SOL-idarity approach is designed to facilitate this implementation. At the heart of the initiative is a close collaboration between SOL-idarity and the Masinde Muliro University of Science and Technology (MMUST) in Kakamega.

### 3. Context

This project provides a solid foundation for promoting student ownership of learning through the implementation of an educational game aligned with Kenya's Competency-Based Curriculum (CBC).

The Competency-Based Curriculum (CBC) is a transformative approach to education, focusing on equipping students with practical skills, critical thinking, and personal development. However, successful implementation of the CBC requires tools that engage all stakeholders. This project introduces an innovative educational game designed to foster reflection, dialogue and goal setting among students, teachers, and administrators about their roles, progress, and aspirations within CBC. The game is a unique tool designed to bridge the gap between passive learning and active ownership by encouraging students to visualize and evaluate their educational journeys and contribute actively to its success.

The implementation of the Competency-Based Curriculum (CBC) in Kenya marks a significant shift from traditional education to a more student-centered, skills-based approach. CBC aims to equip students with practical skills, critical thinking, and the ability to apply knowledge in real-world contexts. However, its successful implementation requires overcoming challenges such as resource constraints, teacher training, and curriculum adaptation. The focus is on nurturing a holistic learner, where personal development and competencies are prioritized alongside academic achievements. This transition is ongoing, with stakeholders striving to align schools, resources, and educational practices with the new framework.

The government of Kenya, through the Ministry of Education, has spearheaded the implementation of the Competency-Based Curriculum (CBC) as part of a broader reform to align the education system with 21st-century demands. The Kenyan CBC Committee, established in 2017, is responsible for overseeing the transition and ensuring effective integration across schools. This ambitious project aims to be fully integrated by 2030, with phased rollouts and adjustments over time. The government continues to invest in training teachers, developing resources, and improving infrastructure to support this transformation.

A core principle of Stichting SOL-idarity is empowering students to take ownership of their education. When students are given a voice in their learning process, they are more likely to feel invested, motivated, and accountable. This sense of ownership

fosters deeper engagement and better outcomes, aligning perfectly with CBC's objectives. Generation Z in Kenya is growing up in an era of rapid technological change and increasing social consciousness. These students are not just passive recipients of education; they are critical thinkers, advocates, and innovators. Ignoring their voices risks alienating them from a system meant to prepare them for the future. Across Kenya, students have historically been agents of change, often leading movements for progress. Today's youth are vocal about issues like inequality, climate change, and access to quality education. Their perspectives are essential for identifying gaps and ensuring that CBC achieves its goal of inclusivity and equity.

## 4. Project Goal

To support CBC implementation by using an educational game as a reflective tool that complements the CBC's student-centered approach, helping students take ownership of their learning progress. This game helps participants understand where they stand, define their goals, and take ownership of the learning process. By stimulating active involvement and fostering strategic planning, the project aims to strengthen CBC's impact in schools across Kenya.

### Objectives

1. Develop and implement a CBC-aligned educational game that incorporates feedback from a diverse group of students, teachers and educational leadership in schools.
2. Train teachers and administrators on integrating the game into their curriculum.
3. Facilitate reflection among students, teachers, and administrators on their learning journey.
4. Scale the tool to ensure accessibility in rural and urban schools.
5. Measure and report the impact of the tool on learning methods and curriculum implementation.
6. Promote CBC Adoption of the program Nationwide: Use the insights and impact of the program to encourage widespread adoption of the Competency-Based Curriculum (CBC) framework.
7. Create a feedback loop through the game that allows students and teachers to reflect on and adjust learning methods



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## 5. The game

WOTS (We Own The School) is an easily accessible educational game that encourages participants to engage in dialogue about their educational experiences. Through the game, participants reflect on how they perceive their teaching environment and how they would like it to be. The game board visualizes the participants' experiences and opinions, creating a space for dialogue.

The game is played by a maximum of six participants around a table, in a group, classroom or other setting led by teacher or game instructor.. The players on every table can be students, teachers or a mix of them. The participants appoint a moderator and a notetaker. The conversation is organized around a “proposition card” on a certain topic. For example about “learner centred approach”. The participants select the proposition of their choice and put a chip on the playing board. Then the discussion starts.



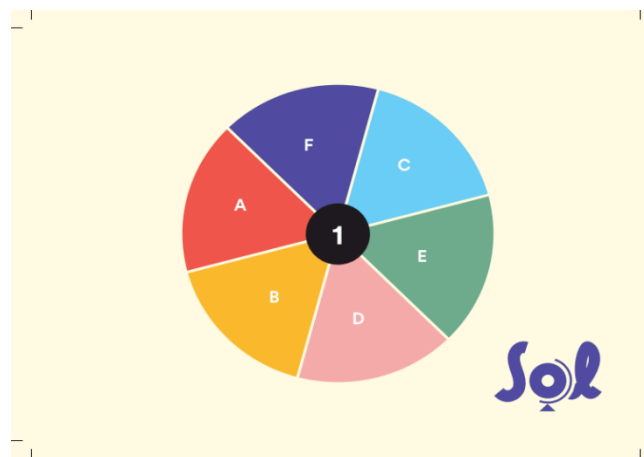
There are student, teacher and organization cards with different themes. Below is an example of a teacher card.



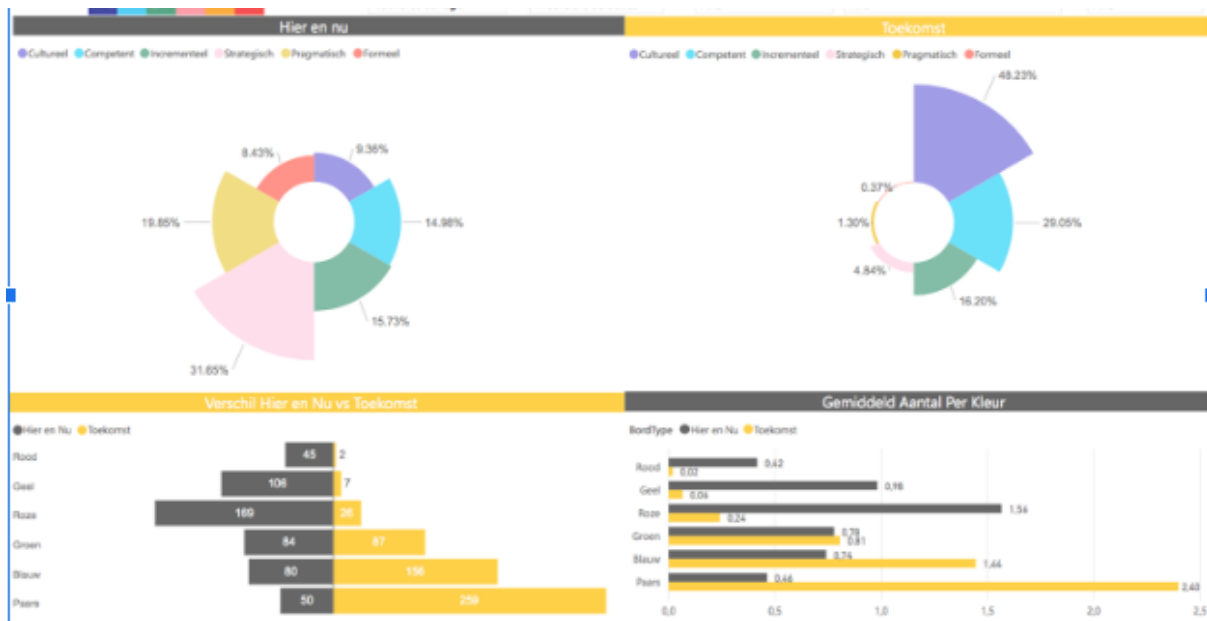
## Theme propositions

Teacher themes	7. Learner-centered approach
Formal	The teacher's approach is directive and leads the educational process. The learners follow.
Pragmatic	The teacher's approach is directive and leads the educational process. The teacher emphasizes problem-solving and critical thinking and offers mentorship and coaching.
Strategic	The teacher sets clear and ambitious goals and provides timely and constructive feedback.
Incremental	The teacher encourages self-directed learning.
Competent	Learning activities are initiated by teachers and learners. Teachers bring in their professional knowledge and their coaching skills. Students bring in their experiences and competences.
Cultural	Everyone within the school community is a learner. Learning activities are initiated by teachers and learners. Teachers bring in their professional knowledge and their coaching skills. Students bring in their experiences and competences. Ownership of learning is the core value.

The participants play the game in two rounds. The first round is to define where the school stands now. And the second time is meant to express where the players want their school to be in a few years' time. The positions of the chips on the board are collected using a photograph of the board. The colours of the propositions but also the colours of the fields on the board represent an educational culture. The taxonomy of prof. John MacBeath from Cambridge University is the theoretical background of these cultures and can be used as background stories to indicate the present and the desired educational culture.



Data collected during the game is displayed using a custom-designed Power BI data tool, which visually represents where the school community stands and the direction it wishes to go. It not only provides actionable insights, but also shows trends such as areas of high student engagement or common gaps in learning.



## 6. Detailed Activities and Timeline

A committee consisting of academics of the school of education, teachers and school leaders is formed to get familiar with the game and its theoretical background. The committee designs a draft version of the Kenyan version of the game aligned to the Kenyan context and tailored for the CBC implementation. The game needs to be professionally designed and printed.

Several educators are selected to be trained on how to play the game and how to organize the game sessions at schools. The training is about how the game works, the theoretical background and how to organize the game at a school. It takes about 16 hours to become a certified WOTS trainer.

The trainers will go to five different schools. They need to prepare school leadership for organizing the game in the school. They play the game with at least 66 percent of the students, the teachers and the school leadership. They collect the data of the different playing tables and import the data into the data tool.

The data needs to be implemented and interpreted by the steering committee.

Feedback is used to refine the game to be adjusted to fit its purpose.

In the second phase of the project the adjusted game is used to widen the scope of the game and to get more feedback and refine the training, the content and organization of the game.

In the third phase even more data is collected and an evaluation and reporting is done. The committee will share advice about how the game can be used in a broader context to support the Kenyan CBC implementation process. This is also to address the sustainability aspect. SOL and MMUST will work with local education authorities to ensure that the game continues to be used effectively beyond the three-year timeline."

### **Year 1: Development and Pilot Phase**

- Game Design and Development: Creating an engaging tool aligned with CBC goals.
- Training Workshops: Training educators and staff.
- Pilot Testing: Implementing the game and gathering feedback in five pilot schools.
- Data Collection and Initial Evaluation: Analysing the games impact and refine the tool.
- Creating the framework for a research.

### **Year 2: Scaling and Optimization**

- Expansion: Playing the game to 10 additional schools.
- Ongoing Training: Conducting workshops for new schools and staff.
- Refinements: Updating the game based on data and feedback.
- Mid-Term Evaluation: Assessing the progress and identifying areas for improvement.
- Data collection and expanding the research.

### **Year 3: Full Implementation and Impact Analysis**

- Wider Scaling: Extending the game to 20 more schools, including rural areas.
- Comprehensive Training Program: Providing advanced workshops for educators.
- Final Evaluation and Reporting: Measuring the tool's long-term impact on CBC implementation.
- Stakeholder Engagement: Sharing findings with government bodies and donors to encourage broader adoption.

## **7. Roles of partner organizations**



### **Foundation Ownership of Learning (SOL)/ SOL-Idarity**

SOL is a Netherlands-based non-profit organization with an international reach, focused on empowering learners through ownership and innovative educational tools. The organization is responsible for the development and implementation of the educational game aligned with Kenya's Competency-Based Curriculum (CBC). SOL also conducts research on the effects of learner ownership and is dedicated to fostering partnerships to ensure the program's success. In addition to designing the game and training educators, SOL monitors and evaluates the program's impact on CBC adoption. Foundation SOL-Idarity is closely affiliated with SOL. Its objectives and policies are aligned, though SOL-Idarity focusses on learners in developing countries.

### **School of Education, Masinde Muliro University of Science and Technology (MMUST)**

Masinde Muliro University of Science and Technology (MMUST) is one of Kenya's leading institutions of higher learning, located in Kakamega, a central hub for educational development in the western region. As a key academic partner in this project, MMUST's School of Education provides vital expertise in curriculum development and teacher training. The university will facilitate the training of support officers and teachers, ensuring that they are equipped to implement the educational game effectively. Additionally, MMUST acts as the liaison between trainers and participating schools, providing academic oversight and ensuring the program aligns with the goals of the CBC. The university's involvement is integral in facilitating research, feedback, and the evaluation of the program's success in local contexts.



## 8. Executing roles partner organizations

### SOL-idarity:

- **Program Development:** SOL leads the design and refinement of the educational game, ensuring it aligns with CBC principles.
- **Training Facilitation:** Organizes and oversees the training of support officers and teachers who will implement the game in schools.
- **Monitoring and Evaluation:** Tracks the program's impact through data collection, feedback, and analysis to guide scaling efforts.
- **Resource Mobilization:** Secures funding and builds partnerships with stakeholders to ensure sustainable growth.

### School of Education, Masinde Muliro University of Science and Technology (MMUST):

- **Academic Expertise:** Provides curriculum guidance to ensure the game addresses key CBC objectives.
- **Local Implementation Support:** Facilitates connections with schools in Kakamega County for pilot testing.
- **Research and Feedback:** Conducts studies to assess the program's effectiveness and supports evidence-based improvements.
- **Capacity Building:** Engages students and faculty to contribute to training and implementation efforts.
- **Training Delivery:** Facilitates the training of support officers and teachers to ensure they are well-prepared to execute the program.
- **School Liaison:** Acts as the primary link between the trainers and participating schools, ensuring smooth coordination and communication.

## 9. Budget

### **Year 1: Development and Pilot Phase (€50,200)**

- Game Development: €15,020
- Teacher Training: €13,320
- Pilot Implementation: €13,320
- Evaluation and Data Analysis: €5,540
- Administrative Costs: €3,000

### **Year 2: Scaling and Optimization (€51,400)**

- Expansion to new Schools: €14,040
- Training and Workshops: €14,040
- Technical Support and Updates: €7,000
- Feedback & Optimization 13,320
- Administrative Costs: €3,000

### **Year 3: Full Implementation (€51,880)**

- Scaling to 20 Additional Schools: €12,840
- Advanced Training and Workshops: €13,320
- Comprehensive Impact Analysis: €8,600
- Stakeholder Reporting and Dissemination: €9,120
- Technical support & updates €7,000
- Administrative Costs: €1,000

Total Project Budget: €153,480

A more elaborate version of the budget is available: Budget SOL Project CBC Kenya – and Coverage plan version 1.4. (2025)

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## 10. Expected Outcomes

1. Increased engagement with CBC among students and educators.
  2. Improved understanding of personal and institutional goals in education.
  3. Enhanced learning outcomes and teaching practices.
  4. A scalable model for CBC implementation support.
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## 11. Monitoring and Evaluation

The project will include regular assessments to measure its effectiveness. Impact will be measured through pre- and post-implementation surveys on student engagement and ownership, teacher interviews etc., looking into the levels of increase of student self-reported ownership of learning, level of improvement of teacher's readiness to adopt student centered learning methods etc.

Key indicators include:

- Percentage of student and teacher engagement levels.
  - Improved understanding and implementation of CBC principles.
  - Positive changes in learning outcomes.
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## 12. Conclusion

This project provides an innovative and practical solution to strengthen CBC implementation in Kenya. By using an interactive game, it empowers students, educators, and schools to embrace reflection and collaboration. The project's scalable model and measurable outcomes make it a sustainable investment in the future of Kenyan education.

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## 13. References:

Website SOL: [Student Ownership](#).

Information: [MMUST newsletter about the project](#).



