

Deliverables

Below you can find the deliverables.

1. Finding a client.

- 1.1 Making an email to send to NGO's.
- 1.2 Search for companies
- 1.3 Contacting companies

2 Contact with a client.

- 2.1 Making an appointment with Mr. Ruud.
- 2.2 An appointment with someone from Kenya.

3 Conduct preliminary research into Teachers 4 teachers.

- 3.1 What is T4T?
- 3.2 What exactly do they do and why?
- 3.3 What are the TPAD-competences?

4 Plan of Approach.

The client and the teachers expect a plan of approach, where we describe who the client is, what the subject of the assignment is and what the deliverables are going to be. These deliverables are written out in the plan of approach with not too much context, so the teammates have enough freedom to go their own way. Beside that, the deliverable will give the project and schedule more structure.

- 4.1 Information
- 4.2 Lay out
- 4.3 Summary
- 4.4 Assignment or case
- 4.5 Preliminary research
- 4.6 Research Questions
- 4.7 Deliverables
- 4.8 Process and rounding
- 4.9 Schedule

5 Sub Questions research.

In these deliverables, the team will conduct research based on the sub questions. With these questions we want to gain more knowledge into how people in Kenya already use the competences, what they exactly mean and how we can use them. We going to do this with the help of a Kenyan teacher or team leader

- 5.1 How is competence-based learning already used in the lessons?
- 5.2 In what different ways does a teacher put the TPAD-competence-based learning in use on students in the same class that are on different learning levels.
- 5.3 Why is it important that teachers have to master the 5 TPAD(Teachers Performance Appraisal and Development)?
- 5.4 Which are the best ways that teachers can learn to master the competencies?
- 5.5 What do the Kenyan teachers need to understand and master the TPAD competencies easier?

6 Extra research

In extra research, we are going to do extra research that will not answer any of the leading or sub questions, which is why we call it extra research. However, with this research, we can answer the sub and leading questions easier and with more arguments. The client expects the results of the research put into a document.

- 6.1 The team is going to research the 2 TPAD competencies
- 6.2 The team is going to research how you can master the 5 TPAD competencies with an easy method.

7 Brainstorm

During our brainstorm sessions, we will think of many possible ideas for the project, and we will then choose which idea we want to further work out for our advisory report. Brainstorming is very important because otherwise we can't get the ideas for the advisory report. The client expects a mindmap with ideas.

- 7.1 The team will brainstorm with all the information from deliverable 5 and deliverable 6 to come up with a way to put the TPAD competencies into practice in the lower secondary classes.

8 Working out the concept

In working out the concept we take the chosen idea and we work it further out and we give a substantiation of why it is a good solution for the project. This is important because we need to substantiate the solution that we come up with. The client expects a report in which we substantiate and work out the concept.

- 8.1 Working out the concept.
- 8.2 Substantiation of the idea.

9 advisory report

The advisory report provides a detailed answer to our main question and how the team thinks it is best to proceed.

- 9.1 Layout
- 9.2 Introduction
- 9.3 The assignment
- 9.4 Result
- 9.5 Conclusion
- 9.6 Reflection

10 Presentation for Technasium parade

In the Technasium parade we present our project and how far we are with progress at that moment. The Technasium parade will be during the project, so we won't be finished. We also update the client furthermore on how we are doing with the Technasium parade. This is important because we can present the progress that we made and we can update the client. The client expects a presentation about the project.

- 10.1 Layout
- 10.2 Content