

UNIVERSIDAD PARA LA COOPERACION INTERNACIONAL  
(UCI)

A PROJECT MANAGEMENT PLAN FOR THE REVISION OF THE HEALTH AND FAMILY  
LIFE EDUCATION CURRICULUM IN SAINT LUCIA

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## **DEDICATION**

This project is dedicated to my husband, Earl Gabriel and my two children Jabari and Kimani Gabriel. This would not have been possible without your sacrifice, tolerance and patience. This was a long arduous journey, but we made it. “Many of life’s failures are people who did not know how close they were to success when they gave up.” Thomas Edison. Thank you for not giving up.

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Finally, to my husband and children who embarked on this journey with me. Your patience, sacrifice and support did not go unnoticed. This project is as much yours as it is mine. Thank you.

## **ABSTRACT**

The objective of this Final Graduation Project (FGP) is to develop a project management plan which is guided by the Project Management Institute's standards, for the revision of the Health and Family Life Education (HFLE) Curriculum for secondary schools in Saint Lucia. The HFLE Curriculum was reviewed over twenty years ago. It therefore does not adequately respond to the current context of learners. A revised curriculum will address gaps such as issues relating to cyber safety, climate change, and disease prevention and will provide not only the knowledge and skills to be studied but also the appropriate pedagogical practices for doing so. Given the absence of educators who are both experienced in Project Management and Curriculum Development, this project will serve as a complete guide for successful project planning and implementation.

The final product of this project is a complete project management plan inclusive of subsidiary management plans for integration, scope, schedule, cost, stakeholders, quality, communication, risk, procurement and resources. A sustainability management plan will also be included to address issues related to sustainability and regenerative development. To achieve this, the FGP uses both qualitative and quantitative research methods, and applies a variety of research and project management tools.

The FGP contributed to improved project management practices and the development and curation of valuable resources which can be used to develop curriculum in other subject areas. The final revised curriculum is relevant and responsive to the needs of the learners and society. It is recommended that the Ministry of Education incorporates professional project management practices into their projects and that the FGP be adapted to guide the development and revision of other curricula in the future.

## Table of Contents

DEDICATION.....	3
ACKNOWLEDGMENTS.....	4
ABSTRACT.....	5
INDEX OF FIGURES.....	9
INDEX OF CHARTS.....	11
ABBREVIATIONS AND ACRONYMS.....	14
EXECUTIVE SUMMARY.....	16
1 INTRODUCTION.....	18
1.1. Background.....	18
1.2. Statement of the problem.....	20
1.3. Purpose.....	21
1.4. General objective.....	23
1.5. Specific objectives.....	23
2 THEORETICAL FRAMEWORK.....	24
2.1 Company/Enterprise framework.....	24
2.2 Project Management concepts.....	28

2.3	Other applicable theory/concepts related to the project topic and context.....	48
3	METHODOLOGICAL FRAMEWORK.....	51
3.1	Information sources .....	51
3.2	Research methods .....	58
3.3	Tools .....	62
3.4	Assumptions and constraints .....	64
3.5	Deliverables .....	68
4	RESULTS.....	70
4.1	Overview of the Health and Family Life Curriculum .....	70
4.2	Results of analysis of the HFLE Curriculum.....	74
4.3	Integration Management Plan.....	77
4.4	Project Management Plan .....	83
4.4.2	Schedule Management Plan.....	105
4.4.3	Cost Management Plan.....	121
4.4.4	Stakeholder Management Plan .....	128
4.4.5	Communication Management Plan .....	146
	Note: Prepared by Author.....	147

4.4.6	Quality Management Plan .....	154
4.4.7	Resource Management Plan .....	175
4.4.8	Procurement Management Plan .....	186
4.4.9	Risk Management Plan .....	195
5	CONCLUSIONS .....	208
6	RECOMMENDATIONS .....	211
7	VALIDATION OF THE FGP IN THE FIELD OF REGENERATIVE AND SUSTAINABLE DEVELOPMENT .....	213
	BIBLIOGRAPHY .....	215
	APPENDICES .....	219
	Appendix 1: FGP Charter .....	220
	Appendix 2: FGP WBS .....	253
	Appendix 4: Preliminary Bibliographical Research .....	255
	Appendix 5: Philological Dictum .....	259



## INDEX OF FIGURES

Figure 1 <i>Organization Chart of the Ministry of Education and the units related to the research topic.</i> .....	27
Figure 2 Project Performance Domains.....	36
Figure 3 Sample Predictive Approach.....	40
Figure 4 A sample Adaptive Development Approach.....	41
Figure 5 A sample Hybrid Project.....	42
Figure 6 Project Life Cycle .....	45
Figure 7 Map of Schools in Saint Lucia .....	46
Figure 8 Categories of Information Sources.....	52
Figure 9 HFLE themes .....	71
Figure 10 The key ideas of the four HFLE themes. ....	72
Figure 11 WBS HFLE Curriculum Review .....	94
Figure 12 <i>Schedule for HFLE Curriculum Review Project</i> .....	119
Figure 13 Power Influence Matrix.....	135
Figure 14 PDCA Model.....	175
Figure 15 Organizational Breakdown Structure .....	178
Figure 16 Resource Breakdown Structure for the HFLE Curriculum Revision Project .....	179
Figure 17 <i>Key for interpreting the RACI chart</i> .....	181
Figure 18 Probability Impact Matrix with Scoring Scheme.....	203



## INDEX OF CHARTS

Chart 1 Project Management knowledge Areas and Mapping.....	44
Chart 2 Information sources .....	55
Chart 3 Research methods .....	60
Chart 4 Tools (Source Author’s note) .....	63
Chart 5 Assumptions and constraints (Source Author’s note) .....	66
Chart 6 Summary of the Scope Management Process with inputs, tools, techniques and outputs. .	84
Chart 7 Requirements Traceability Matrix .....	86
Chart 8 <i>Scope Statement</i> .....	88
<i>Chart 9 WBS Dictionary</i> .....	95
Chart 10 <i>Change Request Form</i> .....	104
Chart 11 <i>Summary of the Schedule Management Processes, Inputs, Tools, Techniques and Outputs for the HFLE Curriculum Review Project</i> .....	106
Chart 12 <i>Activity List</i> .....	108
Chart 13 <i>HFLE Curriculum Revision Project Milestone List</i> .....	118
Chart 14 <i>Inputs, tool, techniques and outputs of the Cost Management process</i> .....	122
Chart 15 <i>Project Cost Estimates</i> .....	123
Chart 16 <i>Summary chart of the project cost estimates, Cost Baseline and project budget</i> .....	126
Chart 17 <i>Summary of the Stakeholder Management Processes, Inputs, Tools and Techniques and Outputs for the Revision of The Health and Family Life Education Curriculum for Secondary Schools in Saint Lucia Project</i> .....	128
Chart 18 <i>List of Stakeholders</i> .....	131

Chart 19 <i>Stakeholder Register</i> .....	136
Chart 20 <i>Stakeholder Engagement Assessment Matrix</i> .....	143
Chart 21 <i>Summary of Communication Management Processes</i> .....	146
Chart 22 <i>Summary of Project Communication</i> .....	148
Chart 23 <i>Communications Roles and Responsibilities</i> .....	151
Chart 24 <i>Summary of Inputs, tools, techniques and outputs of the quality Management plan for the HFLE Curriculum Revision Project.</i> .....	155
Chart 25 <i>Stakeholder Prioritization Matrix</i> .....	157
Chart 26 <i>Requirements Prioritization for project Sponsor</i> .....	158
Chart 27 <i>Requirements Prioritization for Project Manager</i> .....	159
Chart 28 <i>Requirements Prioritization for Steering Committee</i> .....	159
Chart 29 <i>Requirements Prioritization for Curriculum Officers, Curriculum Writers and Digital Content developers</i> .....	161
Chart 30 <i>Requirements Prioritization for Principals, Teachers and DEOs</i> .....	161
Chart 31 <i>Requirements Prioritization for Students</i> .....	162
Chart 32 <i>Requirements Prioritization for Parents and External Agencies</i> .....	163
Chart 33 <i>Stakeholder Weighted Requirements</i> .....	165
Chart 34 <i>Quality Management Roles and Responsibilities</i> .....	166
Chart 35 <i>Quality Assurance Plan for the Revision of the Health and Family Life Education Curriculum for Secondary Schools in St. Lucia project.</i> .....	169
Chart 36 <i>Summary of the Resource Management processes inputs, tool/techniques, and outputs of the HFLE Revision Project</i> .....	176

Chart 37 <i>RACI chart for the HFLE Curriculum Revision Project</i> .....	180
Chart 38 <i>Resource Calendar for HFLE Revision Project</i> .....	183
Chart 39 <i>Summary of the processes for the procurement Management Plan for the HFLE Curriculum Revision Project.</i> .....	187
Chart 40 <i>Procurement Management Plan for “Revision of the Health and Family Life Education Curriculum for Secondary Schools in St. Lucia.” Project.</i> .....	189
Chart 41 <i>Procurement Roles and Responsibilities</i> .....	191
Chart 42 <i>Procurement risk and management for the HFLR revision project</i> .....	192
Chart 43 <i>Summary of the inputs, tools, techniques and outputs of the HFLE revision project</i> .....	196
Chart 44 <i>Risk Roles and Responsibilities</i> .....	198
Chart 45 <i>Risk Break Down Structure of the Revision of the HFLE Curriculum for Secondary School in Saint Lucia Project</i> .....	199
Chart 46 <i>Probability Rating Scale for HFLE curriculum revision project</i> .....	201
Chart 47 <i>Impact Scale</i> .....	202
Chart 48 <i>Risk Register for the Revision of the HFLE Curriculum for Secondary Schools in Saint Lucia</i> .....	204

## ABBREVIATIONS AND ACRONYMS

AC	Actual Cost
CAMDU	Curriculum and Materials Development Unit
CARICOM	Caribbean Community and Common Market
CDB	Caribbean Development Bank
CEO	Chief Education Officer
DDR	Disaster Risk Reduction
ECE	Early Childhood Education
EV	Earned Value
FBO	Faith Based Organization
FGP	Final Graduation Project
GOSL	Government of Saint Lucia
GPM	Green Project Management
HFLE	Health and Family Life Education
IT	Information Technology
MoE	Ministry of Education
MOU	Memorandum of Understanding
NGO	Non-Governmental Organization
OAS	Organisation of American States
OECS	Organisation of Eastern Caribbean States
PEARL	Programme for Educational Advancement and Relevant Learning

PMBOK	Project Management Book of Knowledge
PMI	Project Management Institute
PRISM	Project Integrating Sustainable Management
PV	Planned Value
RACI	Responsible-Accountable-Consult-Inform
RBS	Resource Breakdown Structure
SDG	Sustainable Development Goals
SEL	Social and Emotional Learning
SOW	Statement of Work
TOR	Terms of Reference
TVET	Technical Vocational Education Training

## EXECUTIVE SUMMARY

It is often said that a country's greatest asset is its human resource. The HFLE Curriculum is a life skills-based curriculum which seeks to develop the "Ideal Caribbean Person" who among other things is imbued with a respect for human life, is emotionally secure and is aware of the importance of living in harmony with the environment. While the primary goal of education is to promote academic achievement, teaching social emotional skills such as problem solving, self-regulation, critical thinking and effective communication helps to improve academics, reduce negative social behaviors and contribute to the development of the "Ideal Caribbean Person. The HFLE curriculum was developed over twenty years ago and since then it has not been revised despite the changing needs of learners. For the HFLE Curriculum to achieve its objective it is imperative to revise the existing curriculum so that it is better aligned to the needs of the Saint Lucian society.

The Curriculum and Materials Development Unit (CAMDU) of the Ministry of Education (MoE) is tasked with the responsibility of developing relevant curricula in collaboration with key stakeholders. Although the unit is staffed with several Curriculum Officers, the majority of them have very little experience in curriculum development and project management. Further, the potential of HFLE to address many social issues and attenuate their impact is under appreciated by school leaders and teachers. It is therefore critical that any attempt at curriculum review must be well thought out and planned to ensure that it is of a high quality, responsive to the needs of learners, educators and society, cost effective and can be adopted and implemented with ease.

The general objective of the FGP was to create a project management plan, framed by the Project Management Institute to effectively initiate and plan the revision of the Health and Family Life Curriculum for secondary schools in Saint Lucia. The specific objectives were to; create an integration management plan to integrate the various processes and project management activities throughout the project life cycle, create a scope management plan which identifies the deliverables agreed upon for the successful completion of the project, create a schedule management plan for planning the timeframe of the project activities, create a cost management plan to estimate and create, manage and control the project funds, develop a risk management plan for identifying, analyzing, monitoring and responding to risks associated with the project, develop a procurement plan to identify and purchase the resources required to implement the project, create a communication plan for the planning, development and dissemination of project related messages to all stakeholders and to determine the channels through which communication will be done, develop a stakeholder engagement plan to identify and assess project stakeholders and plan and manage how they will be engaged, develop a quality management plan to effectively manage the project's quality from throughout the project life cycle, develop a resource management plan to identify, acquire, and manage the resources needed for the project's successful completion and validate the project from a sustainability and regenerative development perspective.

A mixed method design was used for this project. Qualitative methods were used to collect data from stakeholders during the planning phase to collect requirements and conduct a situation analysis of the current context. Seeking expert judgement to guide the process also required the use of qualitative methods. The data collected was used to supplement the quantitative data gathered to inform the development of the plans. Both primary sources such as interviews,



conversations and documents and secondary sources including books and journal articles were used throughout the project.

## **1 INTRODUCTION**

There is a dire need for curriculum review in Saint Lucia. This chapter will present an assessment of the current context within which the Health and Family Life Education Curriculum will be reviewed including a summary of the background, the statement of the problem, and the purpose of the FGP.

### **1.1. Background**

Saint Lucia is the second largest Island of the Windward group in the Lesser Antilles. It is one of the nine Member States of the Organisation of Eastern Caribbean States (OECS) and is also a member of the Caribbean Community and Common Market (CARICOM). Both the OECS and CARICOM have been instrumental in shaping Saint Lucia's Education System over the years by providing guidance, technical support and training to develop educational policies as well as various curricula.

Formal Education in Saint Lucia begins in Early Childhood at age 3, with a number of Pre-schools and Day Care Centers and continues through, Infant, Primary, Secondary and Tertiary Education. The Ministry of Education has overall responsibility for and oversight of the sector. The Education Act of Saint Lucia which was revised in 2005 outlines the specific goal and objectives which should be pursued by the Minister of Education with the support of the Chief Education Officer (CEO). These include; critical and creative thinking skills for today's world, physical development and personal health and fitness, to increase awareness and appreciation of the natural environment of the state and to promote the importance of the family and community. The Health and Family Life Education (HFLE) curriculum has the potential for learners to achieve these

objectives through its life skills approach and its four content areas. The HFLE curriculum when experienced between the ages of 3-12 years, not only reinforces the connection between health and education, but also exposes the individual to a holistic approach within a planned and coordinated framework. (CARICOM, 2022). Despite the potential of the HFLE Curriculum to contribute to the achievement of the objectives which are outlined in the Education Act, it is outdated and in dire need of revision.

The CARICOM Regional Framework for HFLE was revised in 2022. A curriculum framework is part of an outcome-based education or standards-based education reform design. (Moss, 2019). Educators need to be specially trained to effectively develop curriculum. The curriculum development process is iterative and requires a well-designed plan to ensure that it is responsive to the needs of stakeholders.

Currently there is a dearth of educators who are trained and experienced in curriculum development. Additionally, many lack formal project management skills to successfully undertake a curriculum revision project. Efforts in the past have not yielded a fully revised curriculum but rather the revision of topics and modules. It should also be noted that curriculum revision has been led by consultants who often times have limited knowledge and understanding of the local context. Educators also tend to be distrustful of consultants and often times hold the perception that they are importing foreign ideas and approaches which are not relevant nor responsive to the needs of the country.

This FGP will help provide a framework with well-developed management plans that can serve as a blueprint for the development of not only the HFLE curriculum but other curricula both nationally and regionally.

## **1.2. Statement of the problem**

Saint Lucia has been faced with many social challenges in recent time including an increase in gun violence. A crime rate of 38.96% was recorded in 2021 (Macro Trends, 2023). A great percentage of these crimes were the result of domestic disputes, and interpersonal conflicts. The prevalence of overweight and obesity among people aged 15 and older was an alarming 48.1% in 2016. Also, in 2016, 39.8% of the population reported insufficient physical activity, (World Health Organization, 2021). Employers in various sectors have been lamenting the fact that young employees lack the requisite skills to make meaningful contributions at work.

The OECS Declaration on Education Statement (2022) highlighted a number of areas which were causes for concern including:

1. The unsatisfactory knowledge and skill levels of secondary school graduates, who are unable to successfully join the workforce or transition to tertiary education;
2. A need for diversified approaches to curriculum and assessment development, that reflect the relevant knowledge, skills and dispositions learners need for the future.

Additionally, the environmental vulnerability of the OECS Member States compounds these concerns, as these small island states are subject to the threat of climate change and natural hazards such as hurricanes, earthquakes, tsunamis and volcanic eruptions. The effects of climate

change such as increased temperatures, rise in sea levels, food scarcity and changes in weather patterns continue to plague the region and the island. There is need to be proactive in responding to these challenges. While a multi-sectoral response is best, one of the responses which the education sector can integrate into its response is Social Emotional Learning (SEL) through the HFLE curriculum. SEL is *“the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.”* (CASEL, 2023). Unfortunately, the HFLE curriculum in Saint Lucia is outdated and thus does not adequately address several relevant issues including climate change, conflict resolution, cyber safety and resilience.

### **1.3. Purpose**

Curriculum is the central roadmap for communicating essential learning outcomes for mastery by the end of a grade or grade band. The structure and organization of curriculum is guided by a curriculum framework that must include standards aligned concepts, skills, high impact instructional methods, high quality materials and multiple means of assessment aligned to standards. (Connecticut State Department of Education, ND). The principles of curriculum development must be considered when developing or reviewing curriculum. To ensure adherence to these principles a project management plan for the revision of the HFLE curriculum is proposed.

The project management plan will provide overall guidance to educators as they plan and implement a project to revise the HFLE Curriculum. There are very few educators who have formal education and experience in Project Management. This plan will therefore help to define

the scope of the project. This is critical as the Ministry of Education has limited financial and human resources to allocate to this endeavor. It is therefore imperative that scope creep is avoided and that the project is well managed and can deliver quality with each deliverable. Additionally, the plan will help to identify key stakeholders and assess their impact on the project. By engaging them during the planning stage they will contribute to the gathering of requirements. Further the Stakeholder Management Plan will provide guidance to identify and engage stakeholders throughout the project life cycle. Additional benefits to be derived through the development and use of the FGP are;

1. Will help estimate the project time line and major milestones.
2. The communication management plan will help identify effective channels of project communication with stakeholders.
3. Will identify risk and mitigation or response strategies which will help minimize any negative impacts such as delays or project failures and which can identify opportunities which can be maximized.
4. Will outline the acceptance criteria as well as quality assurance and control strategies thereby improving the overall quality of the HFLE curriculum.
5. Will establish the baseline for the scope, schedule and project cost. This will help the project sponsor and project manager make better decisions about project implementation
6. Identify existing resources and suggest ways of leveraging them for project success.

7. Result in an improved curriculum which is relevant and responsive to the needs of the country.

#### **1.4. General objective**

To create a project management plan, framed by the Project Management Institution to effectively initiate and plan the revision of the Health and Family Life Curriculum for Secondary Schools in Saint Lucia.

#### **1.5. Specific objectives**

The specific objectives of the project are outlined below.

1. To provide an overview of the Health and Family Life Education Curriculum for Secondary Schools.
2. To Identify gaps in the HFLE curriculum and make recommendations to address them.
3. To develop a project charter to formalize the existence of the project.
4. To develop the subsidiary plans of the initiation and planning phases of a project management plan.

## **2 THEORETICAL FRAMEWORK**

### **2.1 Company/Enterprise framework**

#### **2.1.1 Company/Enterprise background**

The Ministry of Education of Education, Sustainable Development, Innovation, Science, Technology and Vocational Training is one of several government entities. Over the years the structure of the Ministry has change many times based on the portfolio of the Minister of Education. These changes usually occur when a new government is elected. The most recent change was the removal of Gender Affairs and the addition of Science and Technology. Despite the many changes the responsibility for managing the education of Saint Lucia's citizens remain its core business.

The Core functions of the Ministry are

#### **Core Roles and Functions**

The Department's central role of effectively managing our nation's education sector and promoting creativity, inclusion and equity is accomplished through the strategic leadership and support of its various divisions, units, sub units and partner agencies. Among the Department's functions are to:

- Serve as the Saint Lucian Government's lead advisor and liaison on matters related to education, TVET and innovations.



- Develop, implement and supervise strategies, policies, internal regulations and programmes geared at supporting the education sector, and innovation.
- Monitor, evaluate and review different projects and programmes within the Department's purview.
- Provide administrative and financial management and support to all public education entities.
- Ensure quality standards are maintained through the supervision, inspection and evaluation of the operation of schools.
- Support teachers and principals' professional leadership, learning and teaching.
- Develop national curricula and syllabus for schools in collaboration with relevant partners.
- Manage national and regional assessment and examination for students' academic accreditation and school placement.
- Maintain an efficient system of collecting, analysing, reporting and disseminating reliable and accurate data as it relates to education, gender and innovation.

This mandate is achieved through all the units at the central office and the decentralized offices in the eight educational districts.

## **2.1.2 Mission and vision statements**

### **Mission Statement**

*“To enable all learners to realize their full potential in their fields of interest by facilitating affordable, equitable quality educational experiences that empower them with the knowledge, skills, and values conducive to achieving success in a 21st- century environment”* (About us, n.d.)

### **Vision Statement**

*“An education system that shapes the development of a literate, numerate, skilled, life-long learner; one who is values-driven, globally adaptable and contributing meaningfully to the development of self, community, nation, and the region”* (About us, n.d.).

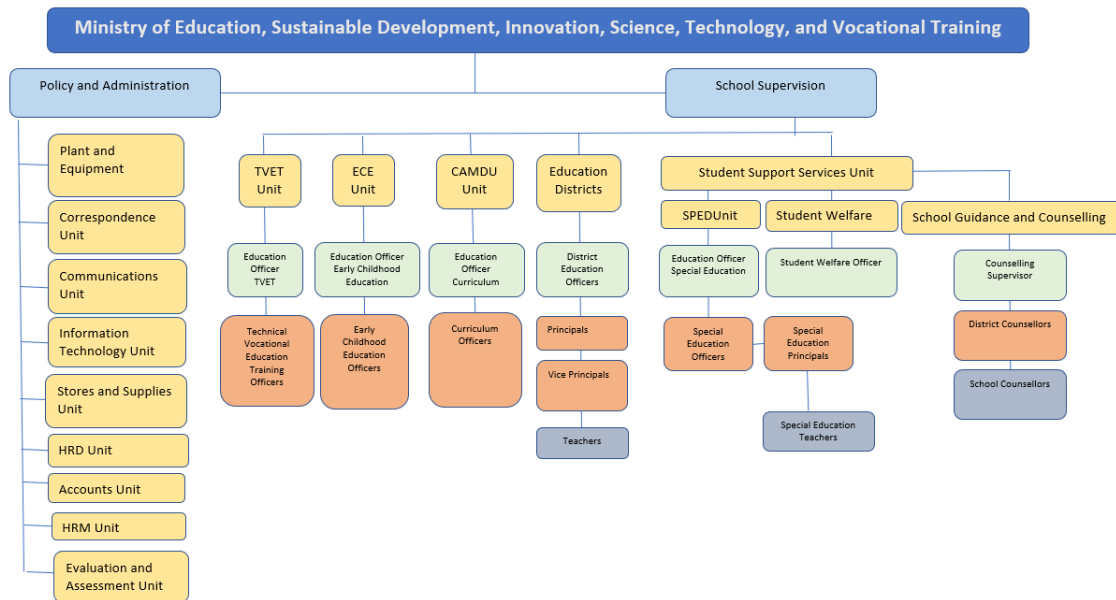
#### **2.1.3 Organizational structure**

The Ministry of Education, Sustainable Development, Innovation, Science, Technology and Vocational Training is a government entity with responsibility for the management and administration of the education sector as well as innovative thinking in Saint Lucia. “The Minister of Education heads the education system. He or she is assisted by the Permanent Secretary and the CEO. The CEO is responsible for the general administration of the Education Act while the Permanent Secretary works alongside with the Minister who is responsible for policy directions.” Knight et al, (2021). The Ministry has two main departments which work collaboratively. The Ministry is “committed to creating the necessary enabling environments which encourage individuals to reach their full potential and acquire the knowledge, skills, abilities and attitudes needed to contribute meaningfully to the development of self, community, nation, region and the world.” (Ministry of Education, 2023). The Curriculum and Materials Development Unit (CAMDU), is one of the units which falls under the supervision of the CEO. This unit is primarily

responsible for the development and monitoring of the implementation of curricula across the Education System. The unit provides instructional support to schools in the form of providing curricula; supervising instruction; conducting workshops on developing pedagogical practice; providing instructional support materials; revising existing curricula and developing curricula and programmes. This is done with the support of other units including the Technical Vocational Education Training (TVET), Education Evaluation and Assessment, and Special Education units.

**Figure 1**

*Organization Chart of the Ministry of Education and the units related to the research topic.*



Note. Prepared by Author

#### **2.1.4 Products offered**

The Ministry of Education, Sustainable Development, Innovation, Science, Technology and Vocational Training offers a number of products to its stakeholders. While Saint Lucia is an independent country, it is a member state of both the Organisation for Eastern Caribbean States (OECS) and the Caribbean Community and Common Market (CARICOM). Curriculum and assessment products are developed collaboratively with other members with guidance and through technical support from both OECS and CARICOM. CAMDU leads the curriculum development and review initiatives on the national level. The following products are offered through the unit.

- Curriculum and Assessment Framework (draft)
- OECS harmonized Primary School Curriculum for Primary Schools.
- Revised (CARICOM) Health and Family Life Education Regional Curriculum Framework.
- Professional Development Training for District Education Officers, Principals and Teachers.
- National Primary School Curriculum Revision with a Special Needs Focus.
- National Secondary School Curriculum Revision with a Special Needs Focus.
- Handbook for Curriculum Guide with SEN and TVET Integration.

#### **2.2 Project Management concepts**

The Project Management Institute (2017), defines a project as “a temporary endeavor undertaken to create a unique product, service, or result.” A project generally has specific objectives which are fulfilled by producing deliverables. This FGP has as its main deliverable a

project management plan for the revision of the HFLE Curriculum in Saint Lucia. As the HFLE Curriculum Specialist for Saint Lucia, this project will provide me with the inputs, tool and techniques to undertake the curriculum review which is one of my main duties in the post.

### **2.2.1 Project management principles**

According to the Project Management Institute, (2022) “Principles for a profession serve as foundational guidelines for strategy, decision-making and problem-solving. Professional standards and methodologies are often based on principles. The Standard for Project Management and a Guide to the Project Management Body of Knowledge (PMBOK Guide) (2021), identifies twelve principles of project management. While the principles serve as a guide for the managing projects, they application may vary depending on the organization and its context. An explanation of the twelve principles are presented below.

#### **Be a diligent, respectful, and caring steward**

“Stewards act responsibly to carry our activities with the integrity, care and trustworthiness while maintaining compliance with internal and external guidelines. They demonstrate a broad commitment to financial, social and environmental impacts of the projects they support.” (Project Management Institute, 2021) . In the role of Project Manager, it will be my duty to ensure all project activities are undertaken with integrity. The Curriculum review process will involve a number of stakeholder groups who will contribute to the requirements and also be part of the project team. Given the limited resources of the Ministry of Education it will also be necessary to manage financial resources prudently. Additionally, since this process will involve both internal

and external stakeholders it would be necessary to ensure alignment with their objects and values. Being transparent will help with building trust and mutual respect for all parties.

### **Create a collaborative project team environment**

Every project manager needs a team to successfully implement projects. Project teams comprise individuals with diverse knowledge, skills and experiences. A collaborative project team environment facilitates; alignment with other organizational cultures and guidelines, individual and team learning and development, and optimal contributions to deliver desired outcomes. (Project Management Institute, 2021). The project team will include; teachers, teacher educators, health educators, environmental health officers, and assessment officers who will be involved in the writing process. These persons have varying levels of authority and experience and will all contribute based on their area of expertise. To enhance collaboration among team members the plan will address roles and responsibilities using a RACI chart, communication channels and lines of communication will be defined in the communication management plan. Regular meetings will be held and team members will be assigned roles in the facilitation of the meeting. While most of the writing will occur asynchronously, synchronous and face to face sessions will be held to strengthen engagement and collaboration.

### **Effectively engage with stakeholders**

Stakeholders can be individuals, groups or organizations that may affect, be affected by or perceive themselves to be affected by a decision, activity or outcome of a portfolio, program or project. Stakeholders will also directly or indirectly influence a project, its performance, or outcome in

either a positive or negative way. (Project Management Institute, 2021). The stakeholder management plan will include stakeholder identification and a stakeholder analysis will be conducted to assess their levels of power and influence. The information yielded by the analysis will inform the communication and engagement plan.

### **Focus on value**

“The biggest impact you can make with your project management career is this one: focus on value. Challenge where you don’t see it, and look to get more of it with everything you do.” (Elizabeth Harrin). “Value focuses on the outcome of the deliverable. Value may be a measure of a public good achieved, for example social benefit or the customer’s perceived benefit from the project results.” (Project Management Institute, 2021). The FGP will support the project to deliver value directly to the key stakeholders with a revised curriculum which is more relevant and responsive to the country’s context. It will also deliver value indirectly through the actions of the students when they acquire the knowledge and skills to adapt their behavior and that of others to address degenerative issues.

### **Recognize, evaluate and respond to system interactions**

A system is a set of interacting and interdependent components that function as a unified whole. System thinking requires the team to have a global view of the project. While there may be many moving parts they should as much as possible move seamlessly. The curriculum development process is not linear. There are phases to the writing which will require team members to depend on each other for the completion of task. For instance, a writer may require a reviewer to provide feedback before the writing can proceed. The risk management plan will be

used to assess risk and take mitigation action to improve system interactions. The system for this project will require prudent management involving the use of integrated methods, artifacts and practices to gain consensus on the project deliverables and outcomes.

### **Demonstrate leadership behaviours**

Project success is hinged on good leadership. Leadership and authority are not synonymous and should not be confused. While the Project Manager is expected to be a leader, any team member may engage in effective leadership behavior once it aligns the project objectives. Team members who are able to influence others to work in the interest of the project goals will be valuable to project success. In an effort to integrate this principle in the project, writers will be subdivided into teams, which will work on separate learning objectives. Each team will have a lead who will be responsible for managing the process and keeping the others on task. The project manager will liaise with all teams regularly to help address any issue or challenge which may arise.

### **Tailor based on context**

“Tailoring is the deliberate adaptation of approach, governance, and processes to make them more suitable for the given environment and the work at hand. Project teams tailor the appropriate framework that will enable the flexibility to consistently produce positive outcomes within the context of the life cycle of the project.” (Project Management Institute, 2021). Considerations for tailoring will be dependent on the schedule, budget and any changes which occur in the environment. The FGP will address the need to tailor the project through a number of



sub plans including the change management plan. HFLE has been neglected over the years since more focus has been placed on the traditional core subjects. Many educators are not aware of the significance of the subject. Furthermore, there has been much debate about what should be included in the curriculum with parents, church leader and politicians having a huge stake in its contents. A case in point is the topic of comprehensive sexuality education which a number of international institutions have rallied for. Our laws and Education Act however, do not support this content being taught in schools. This is a clear example of how the content in the framework must be tailored to align to the values and cultural context within which the curriculum will be utilized. The Scope Management Plan will help to define what will be included and stakeholder consultations will assist in requirement gathering.

### **Build quality into processes and deliverables**

“Project Quality Management includes the processes for incorporating the organization’s quality policy regarding planning, managing, and controlling project and product quality requirements, in order to meet stakeholders’ expectations.” (Project Management Institute, 2017). To deliver quality the curriculum must fulfill the requirements of the stakeholders. To achieve this quality control and assurance processes will be integrated into the project management activities. The FGP will outline the activities such as writing workshops, and meetings as well as identify tools which can be used to monitor and evaluate progress.

### **Navigate complexity**

“Complexity is a characteristic of a project or its environment that is difficult to manage due to human behavior, system behavior, and ambiguity.” (Project Management Institute, 2021)

for successful project implementation, project teams need to be adaptable and have the capacity to modify project activities to address the impact of complexity. The curriculum development project will require diverse groups of stakeholders to work together. This can increase the complexity of the project. Although complexity cannot be predicted the project management plan will provide the tools to address it when it occurs,

### **Optimize risk response**

Risk optimization requires the project team to “continually evaluate exposure to risk, both opportunities and threats, to maximize positive impacts and minimize negative impacts to the project and its outcomes.” (Project Management Institute, 2021). The Risk Management Plan will be created and updated throughout the project life cycle to optimize risk.

### **Embrace adaptability and resilience**

Adaptability is the ability to respond to changing conditions while resilience refers to the ability to absorb impacts and recover quickly for a setback or failure. Given the short timeframe within which the project will be implemented the project team will need to plan for and respond to challenges in an efficient and timely manner. The risk and communication management plans will be most useful in this regard.

### **Enable change to achieve the envisioned future state**

Project implementation inadvertently results in some level of change. Stakeholders tend to be resistant to change when they do not fully understand the change and how it may be beneficial to them. Change management must be integrated throughout the first four phases of the project

life cycle. Enabling stakeholder change is part of facilitating the project to provide the required deliverable as well as the intended outcome. (Project Management Institute, 2021)

### **2.2.2 Project management domains**

A project performance domain is a group of related activities that are critical for the effective delivery of project outcomes. Project performance domains are interactive, interrelated, and interdependent areas of focus that work in unison to achieve desired project outcomes. (Project Management Institute, 2021). The eight project performance domains are shown in the figure below.

**Figure 2***Project Performance Domains*

Note: Copied from *A Guide to the Project Management Book of Knowledge* (p. 5), Project Management Institute, 2021.

The performance domains vary based on the organizational context, nature of the project deliverables, stakeholders and other factors. While they are presented as separate elements it should be noted that they are interconnected and they overlap. A brief description of each performance domain and how it is related to the HFLE curriculum review project and project management plan follows.

## **Stakeholder**

Stakeholders are the individuals, groups and organizations that may affect, be affected or have the perception that they are affected of affect the decisions, activities or outcomes of a project. While the FGP has a limited number of stakeholders, the curriculum revision project in comparison has a large, diverse number of stakeholders to consider and manage at all stages of the project.

## **Team**

This performance domain addresses activities and functions associated with the people who are responsible for producing project deliverables and realize business outcomes. (Project Management Institute, 2021). The FGP is made up of only on individual since it serves as an assessment of the knowledge gained over the master's program. In comparison the curriculum development project team will have educators and other team members with diverse experiences and capabilities as well as roles. The project manager will have to adapt his or her leadership style to ensure that the team is high performing and is delivering quality to the stakeholders.

## **Development Approach and Life Cycle**

This performance domain entails establishing the development approach, delivery cadence and project life cycle needed to optimize project outcomes. (Project Management Institute, 2021). Curriculum development is not a linear process hence a Hybrid Development Approach will guide the development of the Project Management Plan. This approach is best because on the limited time and resources available to implement the project. The implementation phase will allow for a

review process which will serve to enhance the quality of the final product. The delivery cadence will be based on the grade level for which the curriculum will be developed. This will function almost like a modular approach with the commencement of the writing of one grade being dependent on the completion of the academic grade before. A predictive approach will be used for the FGP since it is not complex and has limited resources and time frame.

### **Planning**

The Planning Performance Domain addresses activities and functions associated with the initial, ongoing and evolving organization and coordination necessary for delivering project deliverables and outcomes. (Project Management Institute, 2021). The FGP will serve as the plan for the initial phase of the project and the sub plans will provide the structure for the ongoing implementation of the curriculum project. Some of the variables which influence how project planning is done include; the development approach, project deliverables, organizational requirements, market conditions and legal or regulatory restrictions.

### **Project work**

Project work refers to the actual activities which are undertaken when implementing a project. The activities will vary based on the nature of the project as well as project governance. The project management plan which will be developed for the FGP will guide the project work for the curriculum revision.

### **Delivery**

Project Delivery focuses on meeting the requirements, scope and quality expectations to produce the expected deliverables that will derive the intended outcome. (Project Management Institute, 2021). The products which will be delivered in this case in the project management plan for the revision of the HFLE Curriculum. The value to be derived is that it will adequately provide the inputs, tools, techniques and outcomes relevant to the project. When the project is implemented then a quality curriculum which is relevant to the Saint Lucian culture and context will be delivered.

### **Measurement**

Project performance cannot be assessed without measurements. Metrics provide a description of a project or product attribute and how it will be measured. At the start of the project a baseline needs to be established. This will inform how much progress is made as during implementation. The PMI standards will serve as a baseline for the development of the project management plan.

### **Uncertainty**

All projects teams have to deal with uncertainty when working on projects. There can be uncertainty in any aspect of a project especially when the work to be done is new to the team or when the project environment is unfamiliar. Lessons learned can help to deal with uncertainty. Uncertainty can involve risk, ambiguity and complexity. Developing a project management plan is new to the author. Health and work-related matters which cannot be predicted may impact the schedule and associated cost of creating the FGP. Strategies to respond to uncertainty will be

integrated into the Project Management Plan and will be aligned to the project’s scope, budget and schedule.

### 2.2.3 Predictive, adaptative and hybrid projects

A project development approach as defined by the Project Management Institute (2021) “the means used to create and evolve the product, service, or result during the project life cycle”.

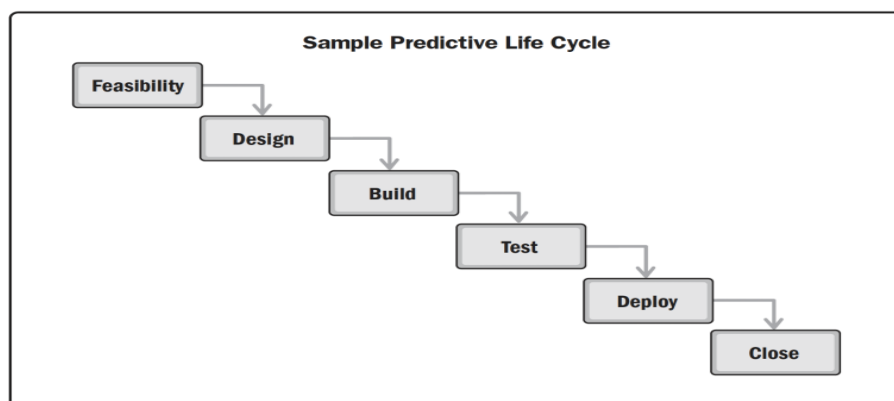
There are three main approaches to the project development.

#### Predictive Approach

A predictive project management refers to when the scope of work and requirements for the project are clear and justify the detailed upfront planning. It is also referred to as “**traditional**”, “**conventional**”, or “**Waterfall**” project management.

**Figure 3**

*Sample Predictive Approach*



*Note: Copied from A Guide to the Project Management Book of Knowledge (p. 43), Project Management Institute, 2021.*

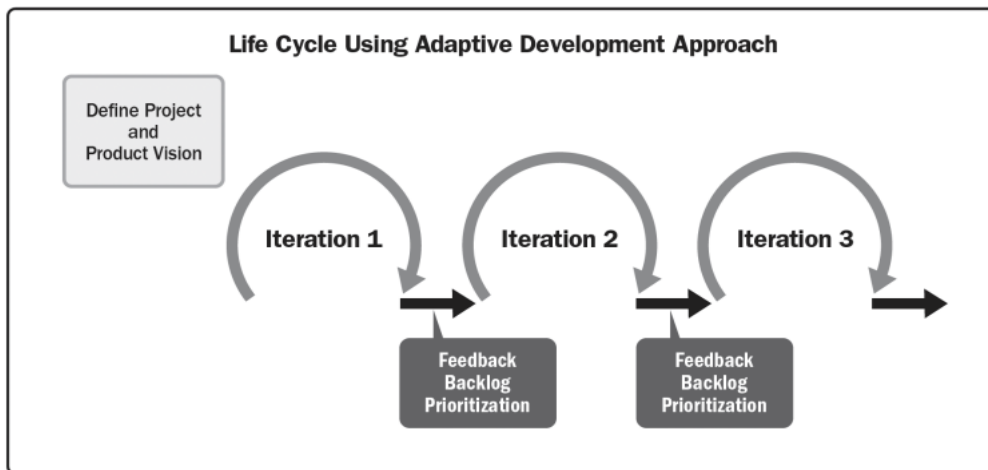


## Adaptive Development Approach

Adaptive is when the scope of work and requirements for the project are difficult to define, therefore creating a rapidly changing environment. Requirements are clarified in short iterations (cycles) and therefore require **an Agile approach**. Adaptive project management can also be referred to as “**responsive**” or “**iterative**”. It is most often simply called **Agile project management**, “Agile thinking”, or “an Agile approach”. (Professional Development, 2023).

**Figure 4**

*A sample Adaptive Development Approach*



Note: Copied from *A Guide to the Project Management Book of Knowledge 7<sup>th</sup> Edition* (p. 45), Project Management Institute, 2021.

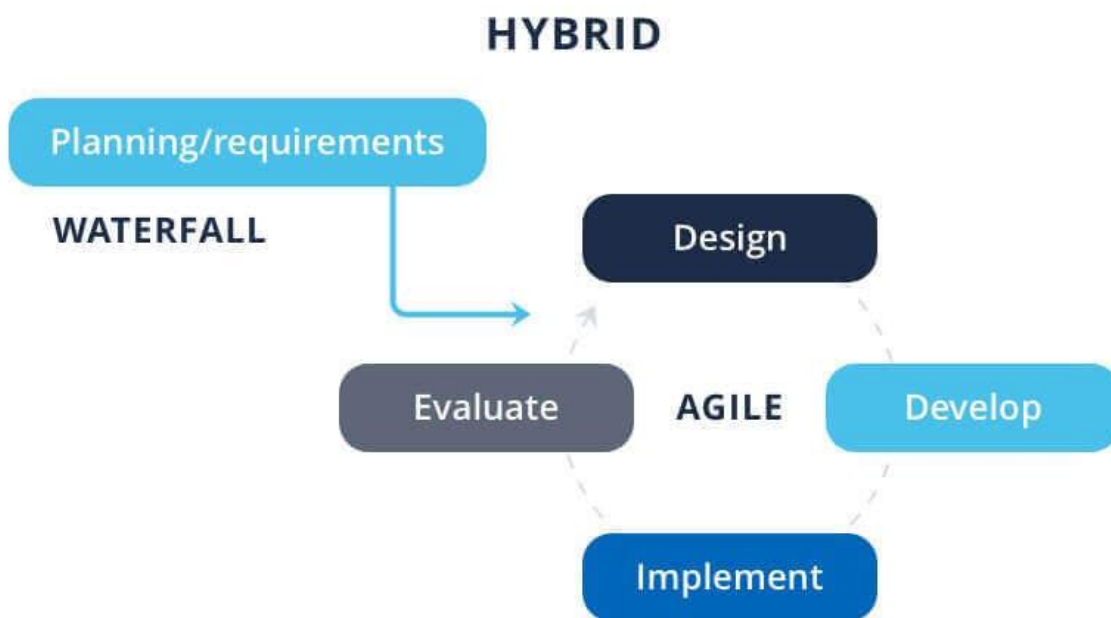
## Hybrid Developmental Approach

The hybrid development approach combines the predictive and adaptive approaches. It is useful in projects where deliverables are modular or where different teams can develop

deliverables. On the spectrum, the hybrid approach tends to lean more towards the adaptive approach and as such the approach, which often uses an iterative or incremental approach (PMI, 2021). This approach is best suited for the curriculum development project.

**Figure 5**

*A sample Hybrid Project*



Note: Copied from What is Hybrid Project Management: A complete Guide, Kagan, (2023)

#### **2.2.4 Project management**

*“Project management is the application of knowledge, skills, tools, and techniques to project activities to meet the project requirements. Project management is accomplished through the appropriate application and integration of the project management processes identified for the project. Project management enables organizations to execute projects effectively and efficiently.”*

(Project Management Institute, 2017). The current HFLE curriculum was developed over twenty years ago and there is a dearth of educators experienced in curriculum development. The success of this project therefore hinges on the effectiveness of the project management plan and the ability of the project team to use the plan and execute the project efficiently.

The PMBOK Guide suggests that there are five process groups and ten knowledge areas in Project Management. The process groups are aligned to the phases of the project life cycle and are discussed in more detail in that section. The ten knowledge areas combined comprise the project management plan and apply to different phases of the project.

Chart 1

*Project Management knowledge Areas and Mapping.*

Knowledge Areas	Project Management Process Groups				
	Initiating Process Group	Planning Process Group	Executing Process Group	Monitoring and Controlling Process Group	Closing Process Group
<b>4. Project Integration Management</b>	4.1 Develop Project Charter	4.2 Develop Project Management Plan	4.3 Direct and Manage Project Work 4.4 Manage Project Knowledge	4.5 Monitor and Control Project Work 4.6 Perform Integrated Change Control	4.7 Close Project or Phase
<b>5. Project Scope Management</b>		5.1 Plan Scope Management 5.2 Collect Requirements 5.3 Define Scope 5.4 Create WBS		5.5 Validate Scope 5.6 Control Scope	
<b>6. Project Schedule Management</b>		6.1 Plan Schedule Management 6.2 Define Activities 6.3 Sequence Activities 6.4 Estimate Activity Durations 6.5 Develop Schedule		6.6 Control Schedule	
<b>7. Project Cost Management</b>		7.1 Plan Cost Management 7.2 Estimate Costs 7.3 Determine Budget		7.4 Control Costs	
<b>8. Project Quality Management</b>		8.1 Plan Quality Management	8.2 Manage Quality	8.3 Control Quality	
<b>9. Project Resource Management</b>		9.1 Plan Resource Management 9.2 Estimate Activity Resources	9.3 Acquire Resources 9.4 Develop Team 9.5 Manage Team	9.6 Control Resources	
<b>10. Project Communications Management</b>		10.1 Plan Communications Management	10.2 Manage Communications	10.3 Monitor Communications	
<b>11. Project Risk Management</b>		11.1 Plan Risk Management 11.2 Identify Risks 11.3 Perform Qualitative Risk Analysis 11.4 Perform Quantitative Risk Analysis 11.5 Plan Risk Responses	11.6 Implement Risk Responses	11.7 Monitor Risks	
<b>12. Project Procurement Management</b>		12.1 Plan Procurement Management	12.2 Conduct Procurements	12.3 Control Procurements	
<b>13. Project Stakeholder Management</b>	13.1 Identify Stakeholders	13.2 Plan Stakeholder Engagement	13.3 Manage Stakeholder Engagement	13.4 Monitor Stakeholder Engagement	

Copied from A Project Management Book of Knowledge, 6<sup>th</sup> Edition, (P. 25) Project Management Institute (2017)

### 2.2.5 Project life cycle

Project management can be divided into five phases. First, stakeholders initiate the project, and then define and plan it. Next, the team executes the project and monitors its performance. Finally, once the project is completed, it must be closed out. (Eby, 2019). It is up to the project management team to determine the best life cycle for each project. The project life cycle needs to be flexible enough to deal with the variety of factors included in the project. Life cycle flexibility may be accomplished by: identifying the process or processes needed to be performed in each phase, Performing the process or processes identified in the appropriate phase, Adjusting the various attributes of a phase (e.g., name, duration, exit criteria, and entrance criteria). (Project Management Institute, 2017).

#### Figure 6

##### *Project Life Cycle*



Source: Eby, K. (2019, January 16). Demystifying the 5 Phases of Project Management. Smartsheet.

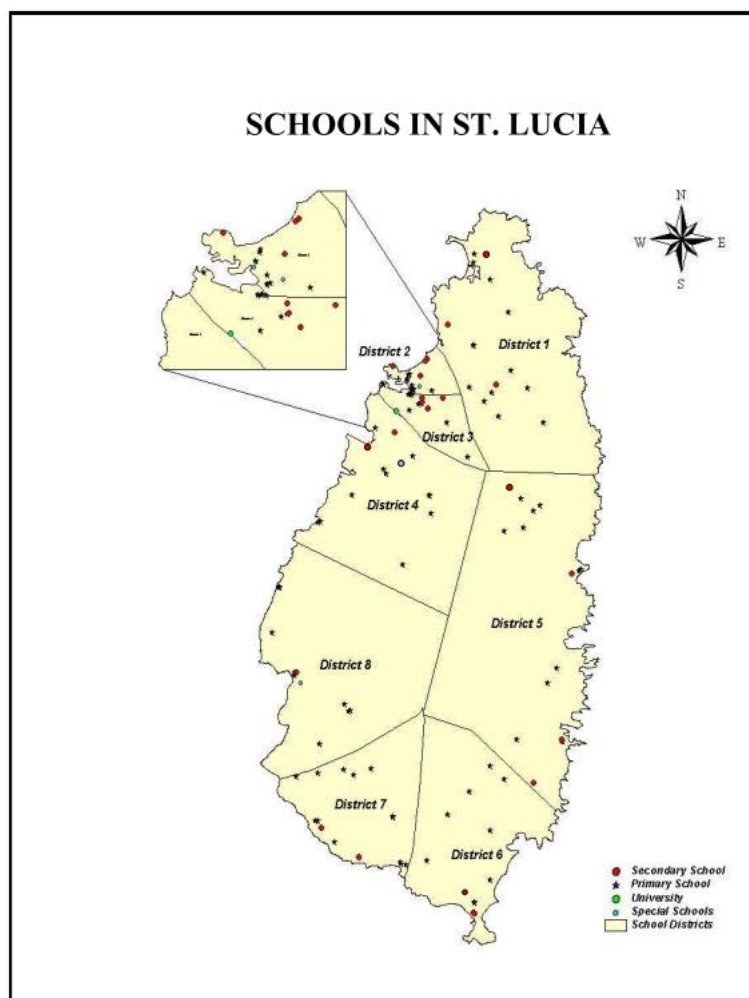
<https://www.smartsheet.com/blog/demystifying-5-phases-project-management>

### 2.2.6 Company strategy, portfolios, programs and projects

The Ministry of Education has the overall responsibility for Education in Saint Lucia. The ministry serves students from the Early Childhood Education to Tertiary and Adult Education across its eight educational districts.

**Figure 7**

*Map of Schools in Saint Lucia*



Source: Copied from *Statistical Digest 2020* (p.39) Government of St. Lucia, 2020

The Ministry of Education offers a range of programs which include; Early Childhood Education (ECE) for children from age 3-5 years. Most of the ECE centers are privately owned. Under the OECS PEARL project five Pre-K classes were established in primary schools with the goal of increasing access to the most vulnerable children

There are four Special Education schools on the island which serve students with a range of special education needs. Primary education is compulsory for all children and the formal school age ranges from five (5) to eleven (11) years. Secondary Education is compulsory up to the age of 15 years, however students generally complete Secondary Education by the age of 17 years. There are twenty-two secondary schools on the island. While the Ministry does not have direct control over our tertiary institutions, they authorize their operations and ensure that their standards are align to the Education Act.

One of the main programs offered by the Ministry is the Counselling Program which is headed by a Counselling Coordinator who supervises eight District Counsellors and twenty-two School Counsellors. A counsellor is assigned to every Secondary School however the Primary Schools do not have assigned Counsellors. To decrease on the level of absenteeism, a School Attendance Officer is responsible for following up on cases related to truancy and parental neglect. Other programs include book bursaries and transportation support for underprivileged students, scholarships for higher education and sporting programs for students.

The Ministry collaborates with many regional and international agencies including; The World Bank, the OECS Commission, CARICOM, United Nations Education Scientific and Cultural Organization (UNESCO), United Nations Children Fund (UNICEF), Organisation of American States (OAS) and Caribbean Development Bank (CDB) to plan and implement projects throughout the year.

## **2.3 Other applicable theory/concepts related to the project topic and context**

### **2.3.1 Current situation of the problem or opportunity in study**

The Health and Family Life Curriculum in Saint Lucia is outdated and needs to be revised. This subject was designed in response to the growing need for young people to develop 21<sup>st</sup> century life skills as well as resilience to the constant changes and challenges faced by the region. This goal has not been realized although it has been decades since the introduction of HFLE in schools. Other Caribbean territories such as Jamaica, Barbados and Guyana have lauded the positive impact the teaching of HFLE has had on their students. These countries have used the CARICOM Regional Framework for HFLE to design and develop a curriculum which is responsive to their needs.

In the case of Saint Lucia, the framework has been distributed to schools without a curriculum. Teachers are left on their own to interpret the framework and extract a curriculum from it. This has not yielded positive results especially in schools where teachers lack the pedagogical experience to interpret and use the framework to guide their practice.

It must also be noted that there are a number of topics such as cyberbullying, internet safety, climate change and resilience which are not included in the curriculum. The Covid-19



Pandemic brought to the fore the need for Saint Lucians to use skills such as coping with emotions, and protecting health and wellness.

There is a dire need to revise the curriculum so that our students are able to respond to the challenges they face in their daily life and make informed decisions which will positively impact their future.

### **2.3.2 Previous research done for the topic in study**

There has been a dearth on recent research done on curriculum development and the issues which the curriculum is intended to address. The Caribbean region including Saint Lucia is known for not engaging in research and data collection. Although there has been some research in the past, the findings are dated and may not be relevant at this time.

### **2.3.3 Other theory related to the topic in study**

Quality education begins with quality curriculum which is designed based on the needs of the learners. In addition to pedagogical training, educators need to be prepared to interpret and deliver curriculum effectively. Some of the theory which will be relevant to this project are briefly described below.

**Curriculum** - Mulenga (2018) defined curriculum as a set of performance objectives or student learning being a very practical orientation of curriculum. This approach focuses upon specific competencies that should be attained by learners.

**Curriculum Design** – Curriculum Design refers to the approach used to develop curriculum.

**The intended (or written) curriculum:** refers to the official expressions found in government documents that identify what students are set to learn and to become and how they are to act.

**Curriculum and Assessment Framework:** The theoretical underpinning of the curriculum and its process of assessment which is expected to guide the creation and implementation of the curriculum

### **3 METHODOLOGICAL FRAMEWORK**

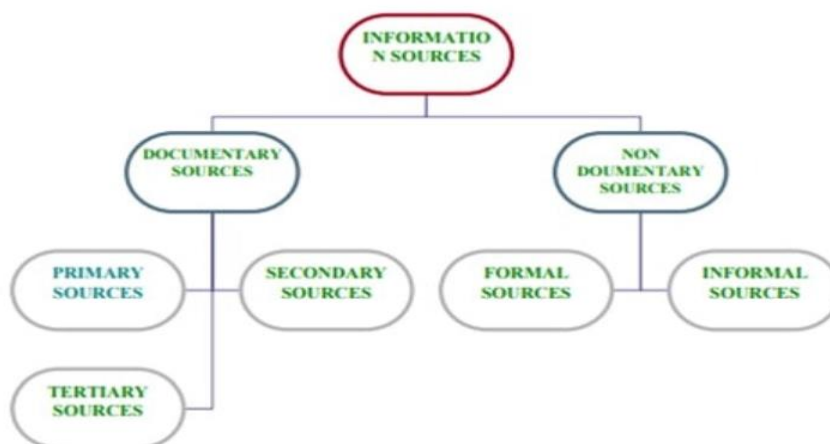
This chapter will present an explanation of the information sources, research methods, tools, assumptions, constraints and deliverables of the Final Graduation Project.

#### **3.1 Information sources**

An Information Source is a source of information for somebody, i.e. anything that might inform a person about something or provide knowledge to somebody. Information sources may be observations, people speeches, documents, pictures, organizations etc. (LISEDUNETWORK, 2022). There are several factors which may determine what information source is used when undertaking research including, the type of research and the availability of the information. (Library Info, 2020) suggests that information resources are broadly divided into two categories namely:

(1) Documentary Sources; and

(11) Non-Documentary sources.

**Figure 8***Categories of Information Sources*

Source: *Copied from Sources of Information/Types of Information*. Bhasin, (2023)

The FGP will utilize both Documentary and Non-Documentary Sources of information.

Documentary sources of information are “sources that are recorded or published documents are known as documentary sources. These are available in physical form and can be handled physically.” (Bhasin, 2023).

In comparison, according to LIS EDUCATION NETWORK (2023) “Non-Documentary sources of information refer to sources of information that are not in written or printed form. These sources provide information that other sources do not. There are two kinds of sources.

1. Formal sources of information which refer to sources that are systematically organized and recognized as authoritative within a particular field of study. These sources are typically

produced by institutions or individuals with expertise in the subject area and are often peer-reviewed or subjected to some form of quality control.

2. Informal sources of information which include conversations with colleagues, visitors, attendance at a professional meeting, etc. Very often, the conversation or discussion would point out primary or secondary sources. Informal sources are live sources, which are extremely important in communication.

### **3.1.1 Primary sources**

Primary Sources “Are essential types of documentary resources that are also known as first-hand information. The primary sources are the first records of the original research to be published and are often known as unfiltered and original ideas and information.” (Bhasin, 2023). The University of Minnesota, Crookston (2023) further defines Primary Sources as “These sources are records of events or evidence as they are first described or actually happened without any interpretation or commentary. It is information that is shown for the first time or original materials on which other research is based. Primary sources display original thinking, report on new discoveries, or share fresh information.”

The Primary Information Sources which will be used in the FGP include; interviews, books, published documents, research reports and company files, personal files and correspondence. These sources will help with the conceptualization of the FGP including the development of the scope, stakeholder and communication management plans.

### 3.1.2 Secondary sources

The information that refers to the primary source of information and is often compiled from it is known as the secondary source. This information source includes arranged or repackaged knowledge and not any new information. It is a fact that secondary information is readily available than the primary information and provides an in-depth analysis of primary sources. (Bhasin, 2023).

Secondary sources include:

- comments on, interpretations of, or discussions about the original material
- articles in newspapers and magazines
- reviews of books and movies
- articles in scholarly journals that evaluate someone else's original research

The secondary sources which will be used in the FGP include articles in scholarly journals, blogs and website posts, the e PMBOK Guide 6th and 7th edition, OECS Curriculum and Assessment Framework (draft), Revised CARICOM Regional Framework for HFLE, The Saint Lucia Education Statistical Digest and other national and regional publications.

A summary of information sources is presented chart 2.

## Chart 2

### *Information sources*

Objectives	Information sources	
	Primary	Secondary
1. To create an integration management plan to integrate the various processes and project management activities throughout the project life cycle.	Interviews and Focus Group Discussions with key stakeholders including parents, teachers, principals, district Education Officers Curriculum and Assessment Officers. Project Charter, recordings of meetings	Education Statistical Digest, PMBOK Guide 6th and 7 <sup>th</sup> Editions, Revised CARICOM Regional Framework for HFLE, Education Sector Plan, OECS Education Sector Strategy, Lessons Learnt register from previous Curriculum Development Projects, YouTube Videos,
2. To create a scope management plan which identifies the deliverables agreed upon for the successful completion of the project.	Interviews and Focus Group Discussions with key stakeholders including parents, teachers, principals, district Education Officers Curriculum and Assessment Officers. Project Charter, Recordings of planning meetings, email communication, Reports. Conversation with colleagues	Education Statistical Digest, PMBOK Guide 6th and 7 <sup>th</sup> Editions, Revised CARICOM Regional Framework for HFLE, Education Sector Plan, OECS Education Sector Strategy, Lessons Learnt register from previous Curriculum Development Projects, YouTube Videos,
3. To create a schedule management plan for planning the timeframe of the project activities.	Project Charter, Interviews, Recordings of meetings, Focus group Discussions, email communications, Research reports, conversation with colleagues	Education Statistical Digest, PMBOK Guide 6th and 7 <sup>th</sup> Editions, Revised CARICOM Regional Framework for HFLE, Education Sector Plan, OECS Education Sector Strategy, Lessons Learnt register from previous Curriculum Development Projects, YouTube Videos,
4. To create a cost management plan to estimate and create,	Scope Management plan, Project Charter, Estimates of	Education Statistical Digest, PMBOK Guide 6th and 7 <sup>th</sup>

Objectives	Information sources	
	Primary	Secondary
manage and control the project funds.	expenditure, website data, Expert judgement, program budget, conversation with colleagues	Editions, Revised CARICOM Regional Framework for HFLE, Education Sector Plan, OECS Education Sector Strategy, Lessons Learnt register from previous Curriculum Development Projects, YouTube Videos,
5. To develop a risk management plan for identifying, analyzing, monitoring and responding to risks associate with the project.	Interviews and Focus Group Discussions with key stakeholders including parents, teachers, principals, district Education Officers Curriculum and Assessment Officers.  Project Charter, meeting recordings, email communication, Reports. Lessons learned register, Conversation with Colleagues.	Education Statistical Digest, PMBOK Guide 6th and 7 <sup>th</sup> Editions, Revised CARICOM Regional Framework for HFLE, Education Sector Plan, OECS Education Sector Strategy, Lessons Learnt register from previous Curriculum Development Projects, YouTube Videos,
6. To develop a procurement plan to identify and purchase the resources required to implement the project.	Interviews and Focus Group Discussions with key stakeholders including parents, teachers, principals, district Education Officers Curriculum and Assessment Officers.  Project Charter, meeting recordings, email communication, Reports. Lessons learned register, Conversation with Colleagues.	Education Statistical Digest, PMBOK Guide 6th and 7 <sup>th</sup> Editions, Revised CARICOM Regional Framework for HFLE, Education Sector Plan, OECS Education Sector Strategy, Lessons Learnt register from previous Curriculum Development Projects, YouTube Videos,
7. To create a communication plan for the planning, development and dissemination of project related messages to all stakeholders and to determine the channels	Interviews and Focus Group Discussions with key stakeholders including parents, teachers, principals, district Education Officers Curriculum and Assessment Officers.	Education Statistical Digest, PMBOK Guide 6th and 7 <sup>th</sup> Editions, Revised CARICOM Regional Framework for HFLE, Education Sector Plan, OECS Education Sector Strategy, Lessons Learnt register from



Objectives	Information sources	
	Primary	Secondary
through which communication will be done.	Project Charter, meeting recordings, email communication, Reports. Lessons learned register, Conversation with Colleagues.	previous Curriculum Development Projects, YouTube Videos,
8. To develop a stakeholder engagement plan to identify and assess project stakeholders and plan and manage how they will be engaged.	Interviews and Focus Group Discussions with key stakeholders including parents, teachers, principals, district Education Officers Curriculum and Assessment Officers.  Project Charter, meeting recordings, email communication, Reports. Lessons learned register, Conversation with Colleagues.	Education Statistical Digest, PMBOK Guide 6th and 7 <sup>th</sup> Editions, Revised CARICOM Regional Framework for HFLE, Education Sector Plan, OECS Education Sector Strategy, Lessons Learnt register from previous Curriculum Development Projects, YouTube Videos,
9. To develop a quality management plan to effectively manage the project's quality from throughout the project life cycle.	Interviews and Focus Group Discussions with key stakeholders including parents, teachers, principals, district Education Officers Curriculum and Assessment Officers.  Project Charter, meeting recordings, email communication, Reports. Lessons learned register, Conversation with Colleagues.	Education Statistical Digest, PMBOK Guide 6th and 7 <sup>th</sup> Editions, Revised CARICOM Regional Framework for HFLE, Education Sector Plan, OECS Education Sector Strategy, Lessons Learnt register from previous Curriculum Development Projects, YouTube Videos,
10. To develop a resource Management Plan to identify, acquire, and manage the resources needed for the project's successful completion	Interviews and Focus Group Discussions with key stakeholders including parents, teachers, principals, district Education Officers Curriculum and Assessment Officers.  Project Charter, meeting recordings, email communication, Reports.	Education Statistical Digest, PMBOK Guide 6th and 7 <sup>th</sup> Editions, Revised CARICOM Regional Framework for HFLE, Education Sector Plan, OECS Education Sector Strategy, Lessons Learnt register from previous Curriculum

Objectives	Information sources	
	Primary	Secondary
	Lessons learned register, Conversation with Colleagues.	Development Projects, YouTube Videos,
11. To validate the project from a sustainability/regenerative development perspective	Interviews and Focus Group Discussions with key stakeholders including parents, teachers, principals, district Education Officers Curriculum and Assessment Officers.  Project Charter, meeting recordings, email communication, Reports. Lessons learned register, Conversation with Colleagues.	Education Statistical Digest, PMBOK Guide 6th and 7 <sup>th</sup> Editions, Revised CARICOM Regional Framework for HFLE, Education Sector Plan, OECS Education Sector Strategy, Lessons Learnt register from previous Curriculum Development Projects, YouTube Videos,

Source: Authors own creation

### 3.2 Research methods

Research methods are the strategies, processes or techniques utilized in the collection of data or evidence for analysis in order to uncover new information or create better understanding of a topic. There are different types of research methods which use different tools for data collection. (University of Newcastle, Australia, 2023). The best method for your project largely depends on your topic, the type of data you will need, and the people or items from which you will be collecting data. (Pfeiffer Library, 2022)

Research can either be qualitative, quantitative or use a mixed method. These are not specific data collection and analysis techniques, but instead they reflect the broader research strategies which will influence which data collection and analysis techniques can be utilized. A mixed method will be used to undertake the FGP. The following sub sections will provide a more in-depth explanation of the methods.

### **3.2.1 Qualitative Method**

Qualitative Methods uses “*data about lived experiences, emotions or behaviours, and the meanings individuals attach to them. It assists in enabling researchers to gain a better understanding of complex concepts, social interactions or cultural phenomena. This type of research is useful in the exploration of how or why things have occurred, interpreting events and describing actions.*” (University of Newcastle, Australia, 2023). Qualitative methods can help develop a deeper understanding of complex issues. According to Kandel (2020) “*Qualitative research is subjective and uses different methods of collecting information, including individual, in-depth interviews and focus groups discussion. The nature of this type of research is exploratory and open-ended.*” This method is well suited to the development of an project management plan for curriculum review since such a project needs to consider the cultural and social context of the society and schools as well as the requirements of the diverse group of stakeholders who will be served.

### **3.2.2 Quantitative method**

Quantitative methods “gather numerical data which can be ranked, measured or categorised through statistical analysis. It assists with uncovering patterns or relationships, and for making generalisations. This type of research is useful for finding out how many, how much, how often, or to what extent.” (University of Newcastle, Australia, 2023). Kandel (2020), asserts that “Quantitative research is controlled, obstructive, objective and product oriented which aims at quantifying the variation of certain situation, issue, even or phenomenon. The objective of quantitative research is to develop and employ mathematical models, theories and /or hypothesis pertaining to phenomena.”

### 3.2.3 Mixed Method

A Mixed Method design integrates both Qualitative and Quantitative methods. Creswell (2014) as cited in Kandel (2020) suggests that “mixed methods research is an approach in which the researcher collects analyses and interprets both quantitative and qualitative data, integrates the two approaches in various ways and frames the study within a specific design.” Given the nature of the FGP this approach is most suitable.

### Chart 3

*Research methods*

Objectives	Research methods	
	Qualitative Methods	Quantitative Methods
1. To create an integration management plan to integrate the various processes and project management activities	To gather data from stakeholders to develop Project Charter and project Management Plan.	To inform strategies to monitor and control project work

Objectives	Research methods	
	Qualitative Methods	Quantitative Methods
throughout the project life cycle.		
2. To create a scope management plan which identifies the deliverables agreed upon for the successful completion of the project.	To collect data from stakeholders and Secondary sources to gather requirements, define acceptance criteria and deliverables. To inform the assessment of assumptions and constraints.	
3. To create a schedule management plan for planning the timeframe of the project activities.	To collect data from stakeholders and engage in document analysis to schedule project activities.	To sequence, estimate, and schedule project activities.
4. To create a cost management plan to estimate and create, manage and control the project funds.	To collect data from document analysis to develop budget for Cost management plan.	To analyze numerical data to estimate cost and determine budget
5. To develop a risk management plan for identifying, analyzing, monitoring and responding to risks associate with the project.	To collect data to conduct quantitative risk analysis including recommending risk mitigation strategies.	To analyze trends which would facilitate risk analysis.
6. To develop a procurement plan to identify and purchase the resources required to implement the project.	To collect and analyze qualitative data to assess resources needed for the project and develop procurement plan to acquire them.	To analyze data to inform the development of the procurement management plan.
7. To create a communication plan for the planning, development and dissemination of project related messages to all stakeholders and to determine the channels	To collect and analyze data to inform the development of the communication management plan.	

Objectives	Research methods	
	Qualitative Methods	Quantitative Methods
through which communication will be done.		
8. To develop a stakeholder engagement plan to identify and assess project stakeholders and plan and manage how they will be engaged.	To collect and analyze data to inform the development of the stakeholder engagement plan.	
9. To develop a quality management plan to effectively manage the project's quality from throughout the project life cycle.	To collect qualitative data from stakeholders to develop the quality management plan.	
10. To develop a resource Management Plan to identify, acquire, and manage the resources needed for the project's successful completion	To collect qualitative data from stakeholders and through document analysis to identify, acquire and manage resources.	
11. To validate the project from a sustainability/regenerative development perspective	To collect data from various sources related to sustainability and regenerative development to validate the project.	

Note: Author's own creation

### 3.3 Tools

Project tools are software as well as mechanisms which are used to manage a project. They include tools developed by the project team or software already available in software or technology. (Wrike, n.d.). A number of tools will be used for the development of the FGP

including expert judgement, interviews, focus group discussions, document analysis and decomposition. A summary of these tools is presented in chart 4 below.

#### Chart 4

##### *Tools*

Objectives	Tools
1. To create an integration management plan to integrate the various processes and project management activities throughout the project life cycle.	Expert judgment, data analysis, document review, interviews
2. To create a scope management plan which identifies the deliverables agreed upon for the successful completion of the project.	Expert judgement, decomposition, interviews, focus group discussion, document analysis, prototype
3. To create a schedule management plan for planning the timeframe of the project activities.	expert judgement, interviews, document analysis, Microsoft Project, Bottom-up estimating, Analogous estimating, Critical Path method
4. To create a cost management plan to estimate and create, manage and control the project funds.	expert judgement, interviews, discussion, document analysis, Microsoft Excel, historical information review, Bottom-up estimating, Three-Point estimating, Cost aggregation.
5. To develop a risk management plan for identifying, analyzing, monitoring and responding to risks associate with the project.	expert judgement, interviews, focus group discussion, document analysis, historical information review, SWOT analysis, Probability and impact assessment
6. To develop a procurement plan to identify and purchase the resources required to implement the project.	expert judgement, interviews, focus group discussion, document analysis, historical information review

Objectives	Tools
7. To create a communication plan for the planning, development and dissemination of project related messages to all stakeholders and to determine the channels through which communication will be done.	Expert judgement, interviews, focus group discussion, communication technology, communication requirements analysis,
8. To develop a stakeholder engagement plan to identify and assess project stakeholders and plan and manage how they will be engaged.	Expert judgement, interviews, focus group discussion, document analysis, Stakeholder analysis
9. To develop a quality management plan to effectively manage the project's quality from throughout the project life cycle.	Expert judgment, benching marking, interviews, audits, decision making
10. To develop a resource Management Plan to identify, acquire, and manage the resources needed for the project's successful completion	Expert judgment, bottom-up estimating, analogous estimating, Responsibility assignment matrix,
11. To validate the project from a sustainability/regenerative development perspective	Expert Judgement, document review

Note: Author's own creation

### 3.4 Assumptions and constraints

The Project Management Institute (2021) defines an assumption as *“a factor in the planning process that is considered to be true, real or certain without proof or demonstration.”*

Project assumptions can vary at different stages of the project life cycle. In comparison, a project constraint is *“a limiting factor that affects the execution of project, program, portfolio or process.”*

Constraints can relate to the project budget, schedule and resources.



The assumptions and constraints of the FGP are summarized in the chart below.

- . Stakeholders will be willing and available to provide information for the requirements.
2. The officials of the Ministry of Education will endorse and support this project.
3. That there will be efficient time management to complete the FGP on schedule
4. Information will be readily available to inform the development of the various management plans.
5. The tutor will provide quality feedback in a timely manner.
6. The researcher will have sufficient funds to cover all related costs

## Chart 5

### *Assumptions and constraints*

Objectives	Assumptions	Constraints
1. To create an integration management plan to integrate the various processes and project management activities throughout the project life cycle.	<ul style="list-style-type: none"> <li>• There will be sufficient information to develop plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Limited access to relevant information to develop plan</li> </ul>
2. To create a scope management plan which identifies the deliverables agreed upon for the successful completion of the project.	<ul style="list-style-type: none"> <li>• Stakeholders will openly share information to develop scope.</li> <li>• Budget will be adequate to support scope.</li> <li>• Ministry of Education will approve of scope.</li> </ul>	<ul style="list-style-type: none"> <li>• Limited budget</li> <li>• Regional standards limit the scope.</li> <li>• Insufficient information to develop scope baseline.</li> </ul>
3. To create a schedule management plan for planning the timeframe of the project activities.	<ul style="list-style-type: none"> <li>• Data to inform plan is accurate and readily available</li> </ul>	<ul style="list-style-type: none"> <li>• Limited access to data to develop plan</li> </ul>
4. To create a cost management plan to estimate and create, manage and control the project funds.	<ul style="list-style-type: none"> <li>• Budget will be adequate to undertake the project.</li> <li>• Estimated costs are accurate</li> </ul>	<ul style="list-style-type: none"> <li>• Limited budget to implement project.</li> <li>• Lack of data to inform estimates</li> </ul>
5. To develop a risk management plan for identifying, analyzing, monitoring and responding to risks associate with the project.	<ul style="list-style-type: none"> <li>• Risks are accurately identified.</li> <li>• Risk response strategies will be effective.</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of expert judgement to inform risk identification.</li> <li>• Insufficient time to conduct proper risk analysis</li> <li>• Some risks may not be identified</li> </ul>

6. To develop a procurement plan to identify and purchase the resources required to implement the project.	<ul style="list-style-type: none"> <li>Detailed specifications and other relevant information are readily available.</li> </ul>	<ul style="list-style-type: none"> <li>Insufficient data to develop plan.</li> <li>Restrictive organizational procurement policies and procedures</li> </ul>
7. To create a communication plan for the planning, development and dissemination of project related messages to all stakeholders and to determine the channels through which communication will be done.	<ul style="list-style-type: none"> <li>Inputs will be sufficient to inform Plan.</li> <li>Communication Plan will be effective</li> </ul>	<ul style="list-style-type: none"> <li>Limited communication channels.</li> </ul>
8. To develop a stakeholder engagement plan to identify and assess project stakeholders and plan and manage how they will be engaged.	<ul style="list-style-type: none"> <li>All stakeholders will be identified and can be engaged.</li> </ul>	<ul style="list-style-type: none"> <li>Competing priorities of stakeholders may limit their involvement.</li> <li>Key stakeholders may request compensation</li> </ul>
9. To develop a quality management plan to effectively manage the project's quality from throughout the project life cycle.	<ul style="list-style-type: none"> <li>The project deliverables meet the quality standards</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum Officers have limited experience in curriculum development</li> <li>Over allocation of resources and schedule limitations may impact quality</li> </ul>
10. To develop a resource Management Plan to identify, acquire, and manage the resources needed for the project's successful completion	<ul style="list-style-type: none"> <li>The resource management plan will ensure that the project delivers value to stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Limited pool of resources to assign to project.</li> <li>Project team do not fulfill responsibilities</li> </ul>
11. To validate the project from a sustainability/regenerative development perspective	Information sources are readily available and applicable to this project.	Limited expert judgement and resources to achieve objective.

Note: Prepared by Author

### 3.5 Deliverables

A project deliverable is “*any unique and verifiable product, result, or capability to perform a service that is required to be produced to complete a process, phase or project.*” (Project Management Institute, 2021). The deliverables for the FGP are aligned to the project objectives and include; a Project Charter, the ten subsidiary plans contained in the project management plan and an assessment of the integration of sustainable and regenerative elements of the project.

#### Chart 5

##### *Summary of deliverables*

Objectives	Deliverables
1. To create an integration management plan to integrate the various processes and project management activities throughout the project life cycle.	Integration Management Plan
2. To create a scope management plan which identifies the deliverables agreed upon for the successful completion of the project.	Scope Management Plan WBS Dictionary
3. To create a schedule management plan for planning the timeframe of the project activities.	Schedule Management Plan
4. To create a cost management plan to estimate and create, manage and control the project funds.	Cost Management Plan Budget
5. To develop a risk management plan for identifying, analyzing, monitoring and responding to risks associate with the project.	Risk Management Plan Risk Register
6. To develop a procurement plan to identify and purchase the resources required to implement the project.	Procurement Management Plan
7. To create a communication plan for the planning, development and dissemination of project related messages to all stakeholders and to determine the channels through which communication will be done.	Communication Management Plan
8. To develop a stakeholder engagement plan to identify and assess project stakeholders and plan and manage how they will be engaged.	Stakeholder Management Plan Stakeholder Register

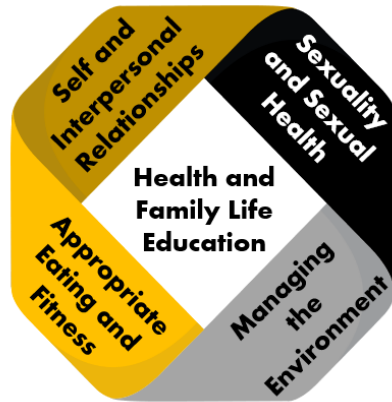
<b>Objectives</b>	<b>Deliverables</b>
9. To develop a quality management plan to effectively manage the project's quality from throughout the project life cycle.	Quality Management Plan
10. To develop a resource Management Plan to identify, acquire, and manage the resources needed for the project's successful completion	Resource Management Plan
11. To validate the project from a sustainability/regenerative development perspective	FGP chapter which will explain the impact of sustainability and regeneration on the project.

## **4 RESULTS**

The purpose of the FGP was to develop a project management plan to review the Health and Family Life Curriculum for Secondary Schools in Saint Lucia. The final results therefore include an overview of the existing HFLE curriculum, an analysis of the existing curriculum to identify its strengths and weaknesses, a project charter for the review process and the subsidiary plans which comprise the overall project management plan and recommendations for enhancing the curriculum. It is believed that the information presented will add much value to the review process if the plan is used to guide implementation. The following subsections provides details of the subsidiary plans as outlined in the specific objectives of the FGP.

### **4.1 Overview of the Health and Family Life Curriculum**

Health and Family Life Education (HFLE) was introduced to many Caribbean countries at the beginning of the 21<sup>st</sup> century as a priority for achieving national development goals. At the Sixth Special Meeting of the Council for Human and Social Development (COHSOD) which was held in April 2003, Ministers of Health and Education further endorsed the urgent need to strengthen the delivery of HFLE using a life skills-based approach. HFLE is a comprehensive, life skills-based subject which seeks to develop young people to promote the development of health knowledge, social and emotional competencies and behaviours needed for life. (Caribbean Community, 2022). The content of HFLE is subdivided into four broad themes; Self and Interpersonal Relationships, Sexuality and Sexual Health, Appropriate Eating and Fitness and Managing the Environment. Each of these themes are further broken down into Regional Standards and Core Outcomes.

**Figure 9***HFLE themes*

Note: Prepared by author

**Figure 10**

*The key ideas of the four HFLE themes*

Self and Interpersonal Relationships	Sexuality and Sexual Health	Appropriate Eating and Fitness	Managing the Environment
<ul style="list-style-type: none"> <li>❖ Human beings are essentially social, and human nature finds its fullest expression in the quality of relationships established with others.</li> <li>❖ Self-concept is learned, and is a critical factor in relationship building.</li> <li>❖ Effective or healthy relationships are dependent on the acquisition and practice of identifiable social skills.</li> <li>❖ Supportive social environments are critical to the development of social skills in order to reduce feelings of alienation, and</li> </ul>	<ul style="list-style-type: none"> <li>❖ Sexuality is an integral part of personality, and cannot be separated from other aspects of self.</li> <li>❖ The expression of sexuality encompasses physical, emotional, and psychological components, including issues related to gender.</li> <li>❖ Sexual role behaviours and values of teachers and children are conditioned by family values and practices, religious beliefs, and social and cultural norms, as well as personal experiences.</li> <li>❖ Educational interventions must augment the</li> </ul>	<ul style="list-style-type: none"> <li>❖ Dietary and fitness practices are influenced by familial, socio-cultural and economic factors, as well as personal preferences.</li> <li>❖ Sound dietary practices and adequate levels of physical activity are important for physical survival.</li> <li>❖ The quality of nutritional intake and level of physical activity are directly related to the ability to learn, and has implications for social and emotional development.</li> <li>❖ The eating and fitness</li> </ul>	<ul style="list-style-type: none"> <li>❖ All human activity has environmental consequences.</li> <li>❖ Access to, and current use of technologies have had an unprecedented negative impact on the environment.</li> <li>❖ Human beings are capable of making the greatest range of responses to the environment, in terms of changing, adapting, preserving, enhancing, or destroying it.</li> <li>❖ There is a dynamic balance between health, the quality of life, and the quality of environment.</li> </ul>

Note: Chart developed by author



The Regional Standards of the curriculum represent the overall benchmarks young people are expected to achieve upon completion of the HFLE curriculum. To achieve this a spiral approach is used with core outcomes aligned to specific age groups. This approach to teaching enables students to gain a deeper understanding of fundamental principles, whilst also ensuring that they are regularly exposed to subject matter at different levels of complexity. By utilising this approach, teachers can support better learning outcomes, enabling students to gradually build on their knowledge and understanding over time, rather than just focussing on the memorisation of isolated facts. (Structural Learning, 2023). Some of the key concepts covered in the curriculum include; sex, sexuality, sexually transmitted infections, puberty, understanding, developing and maintaining healthy relationships with family, friends and community members, reducing the incidence of chronic non-communicable diseases including diabetes and obesity, environmental protection, healthy eating, and drug abuse prevention. While all these concepts are quite relevant to young people and society in general, the main focus of the HFLE curriculum is on the development of the skills which would enable them to respond appropriately to everyday issues and challenges. The three broad categories of skills which are taught in HFLE are cognitive skills (critical thinking, creative thinking, problem solving, decision making), coping skills (healthy self-management, self-awareness) and social skills (communication, interpersonal skills, assertiveness, managing emotions). It is postulated that students who have gone through the HFLE curriculum will be more resilient and possess the requisite knowledge and skills to engage in positive behaviors, advocate for their rights and that of others and contribute meaningfully to the development of society.

## **4.2 Results of analysis of the HFLE Curriculum**

The CARICOM Regional HFLE Framework was crafted to align with the cultural context and specific requirements of each country within the region. Serving as a comprehensive reference, it offers guidance for curriculum development, anchored in the Regional Standards and Core Outcomes. The existing HFLE Curriculum for secondary schools in Saint Lucia dates back to 1999. However, emerging issues necessitate a response through a multi-sectoral approach. Undoubtedly, the significance of HFLE within the national curriculum cannot be over emphasized. Consequently, it is imperative that a prompt revision of the current curriculum be undertaken to address these evolving needs. The pertinent issues are presented in this section.

### **4.2.1 Resilience Education**

The COVID-19 pandemic has had a profound impact on the education sector, especially in the Eastern Caribbean. During the two years of the pandemic, the education sector underwent significant transformations. As a direct result of lock downs, physical classrooms transitioned to virtual spaces, heavily reliant on technology and the internet. This had a debilitating effect on the mental health and well-being of educators and learners alike, who not only struggled to adapt to this mode of delivery because of lack of capacity and access, but also to adjust to restricted movements and socialization. Moreover, our children “are growing up in a world that will be shaped by climate change and the impacts of increasing climate-induced disasters. These events can be frightening and traumatic, leaving lasting emotional and physical scars.” (UNICEF, 2023). In the OECS region, we have seen an increase in extreme weather events including category 4 and 5 hurricanes, volcanic eruptions, and earthquakes. Such events put children at risk for learning loss, and more susceptible to poor nutrition, health care and dangerous environments. These

effects can be mitigated by including Disaster Risk Reduction (DDR) and resilience education in the HFLE Curriculum. UNICEF, (2023) postulates that *“by focusing on Disaster Risk Reduction (DRR) education for children in schools, we can empower them with the knowledge and skills needed to not only cope with disasters but to actively contribute to building resilient communities. Resilient children are better equipped to handle the physical and emotional challenges posed by disasters, making them more likely to recover and lead healthy, fulfilling lives.”*

#### **4.2.2 Climate Change and the Blue Economy**

OECS Member States face susceptibility to climate change, enduring consequences like heightened average temperatures, rising sea levels, altered rainfall patterns, water scarcity, food insecurity, and health hazards. These patterns are anticipated to persist, posing a menace to the region's aspirations for sustainable development and long-term survival. In Saint Lucia, the impacts of food scarcity are increasingly apparent. The ready availability of fresh vegetables is dwindling, and farmers express concern about adverse weather effects on crop production, leading to a steady rise in food prices. Additionally, there is a pressing need to prioritize the sustainable utilization of ocean resources. Over time, the availability of fresh fish has notably declined, resulting in the complete eradication of certain species in local waters.

Although the theme of Managing the Environment touches on issues of environmental protection and sustainability, it falls short in adequately addressing these crucial aspects. It is imperative for young people to evaluate how they can actively contribute to environmental protection and regeneration. The curriculum should incorporate concepts such as the circular economy to enhance our capacity to respond effectively to the impacts of climate change.

### **4.2.3 Bully Prevention**

Bullying among secondary school students has become a persistent issue, despite the enforcement of a zero-tolerance policy. The number of fights in schools have increased. This has been exacerbated by a rise in gang rivalry resulting in bodily harm to students. There has been more than one incident of weapon wielding individuals trespassing on school grounds in search of students. Cyberbullying is also a concern for educators. The number of students who use the internet regularly has increased resulting in an increase in cyberbullying. Ministry officials have met with key stakeholders to assess the situation and to create a response plan. The HFLE curriculum is rights-based and is well placed to support article 19 of the United Nations Convention on the Rights of a Child which states that *”States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.”* To address the issue of bullying, a dedicated prevention module can be integrated into the curriculum, equipping students with the knowledge and skills necessary to foster respect, protect themselves and others, and ultimately reduce the prevalence of bullying within schools.

### **4.2.4 Instructional Strategies**

A student-centered, participatory approach is recommended for the delivery of the HFLE Curriculum. Many educators still rely heavily on the traditional, lecture approach to instruction. Integrating technology into instruction can also be challenging for teachers. Including resources to

support instruction and providing guidelines for creating learning experiences will enhance the capacity of educators to effectively deliver HFLE lessons.

### **4.3 Integration Management Plan**

Integration Management is a critical aspect of Project Management that involves coordinating and harmonizing various project elements to ensure a seamless and cohesive execution of the project. The Project Management Institute defines Integration Management as “The processes and activities to identify, define, combine, unify, and coordinate the various processes and project management activities within the Project Management Process Groups” (Project Management Institute, 2017). The following subsections presents the Integration Management processes which were used in the Initiation and Planning phases of the project.

#### **4.3.1 Project Charter**

The initiation of the Integration Management process commences with the development of the project charter. According to the Project Management Institute (2017), the project charter is defined as "A document that formally authorizes the existence of a project and provides the project manager with the authority to apply organizational resources to project activities." In the context of the HFLE curriculum revision project, the project charter was a collaborative effort between the Project Manager and the Project Sponsor.

This foundational document holds significance as it ensures alignment with the strategic objectives of the Ministry of Education (MoE) and serves as tangible evidence of the ministry's commitment to the project. The development process incorporated agreements such as a

Memorandum of Understanding (MOU) between the Ministry of Education and its funding agency, as well as a contract between the Project Manager and the ministry.

In shaping the objectives outlined in the project charter, consultations were conducted with key stakeholders, including the Education Officer for Curriculum and the HFLE Curriculum Officer. Their valuable insights contributed to the refinement of project objectives. Additionally, the project charter drew inspiration and guidance from authoritative frameworks such as the CARICOM Regional Framework for HFLE and the OECS Curriculum and Assessment Framework.

To further enrich the Project Charter, a series of focus group discussions were facilitated, engaging secondary school teachers, parents, representatives from non-governmental organizations (NGOs), other government ministries, and teacher educators. This collaborative approach ensured that diverse perspectives were considered, fostering a comprehensive and inclusive foundation for the HFLE Curriculum revision project. Through these concerted efforts, the Project Charter emerged as a robust document, laying the groundwork for the successful execution of the project while reflecting the collective commitment and input of key stakeholders.

<b>PROJECT CHARTER</b>	
<b>Date</b>	November 16, 2023
<b>Name of Project</b>	Revision of the Health and Family Life Education Curriculum for Secondary Schools in St. Lucia.
<b>Type of Project</b>	Hybrid
<b>Application Area</b>	Education

<b>Knowledge Areas</b>	<ul style="list-style-type: none"> <li>● Project integration management</li> <li>● Project scope management</li> <li>● Project schedule management</li> <li>● Project cost management</li> <li>● Project quality management</li> <li>● Project resource management</li> <li>● Project communication management</li> <li>● Project risk management</li> <li>● Project procurement management</li> <li>● Project stakeholder management</li> </ul>
<b>Process groups</b>	● Project initiation ● Project planning
<b>Tentative start Date</b> January 04, 2024	<b>Tentative End Date</b> January 05,2024
<b>General Objective</b> <p>To revise the Health and Family Life Curriculum for secondary schools in Saint Lucia.</p>	
<b>Specific Objectives</b> <ol style="list-style-type: none"> <li>1. To provide an overview of the existing Health and Family Life Education Curriculum for secondary schools in St. Lucia.</li> <li>2. To identify gaps in the HFLE Curriculum and make recommendations to address them.</li> <li>3. To enhance teacher capacity to review and develop curriculum</li> <li>4. To revise and pilot the HFLE Curriculum for secondary schools.</li> </ol>	
<b>Project Justification</b> <p>Like many other Social and Emotional Learning (SEL) curricula, the HFLE Curriculum holds the potential to address pressing social issues by equipping learners with the essential tools of emotional intelligence, interpersonal skills, and values. These skills are vital for meaningful engagement in society, advocating for positive change, and collaboratively tackling intricate challenges. However, unlocking this</p>	

potential hinge on the incorporation of culturally and contextually relevant content and learning experiences.

Saint Lucia currently grapples with issues such as escalating crime and violence, the impact of rising sea levels, and significant shifts in weather patterns affecting the agricultural sector. The lives and livelihoods of Saint Lucians are at stake. Unfortunately, the existing curriculum is outdated and urgently requires revision. Compounding this challenge is a scarcity of educators trained in the subject and equipped to undertake a comprehensive curriculum review.

This project aims to establish the foundation for the revision of the HFLE Curriculum. A well-crafted curriculum, delineating the scope, sequence, learning experiences, and assessments for each content area, will play a pivotal role in ensuring that students acquire the necessary skills and attitudes to assume personal responsibility and act to mitigate societal issues. Furthermore, it will offer teachers the training essential for developing the capacity to deliver effective instruction, addressing the critical need for qualified educators in this field.

### **Description of the Product**

The revised HFLE curriculum will include:

Modules on Disaster Risk Reduction, Resilience Education, Bullying Prevention, the Blue Economy and Violence Prevention.

E-Content including teaching and learning resources.

Teacher professional development to support instruction

### **Assumptions**

Teachers with the pre-requisite knowledge and skills will be willing to attend training and contribute to the writing process.

The Ministry of Education will release teachers to engage in the writing process.

All writers will remain committed until the end of the development phase.

The time allocated will be sufficient to complete the writing.

The budget will be sufficient.

Reference material will be readily available to writers.


### **Constraints**

Limited budget

Competing priorities of the writing team



Stakeholders especially parents are not readily available to participate in consultations		
A limited team to lead the curriculum review		
Reluctance of the Ministry of Education to release teachers to participate in professional development		
<b>Preliminary Risks</b>		
Project delays as a result of natural disasters or other disruptions		
Limited access to reference materials resulting in the development of an inadequate curriculum		
Teachers withdrawing from the writing process before completion on of deliverables		
Lack of standards for content to be included may result in a misalignment of outcomes and objectives		
Competing priorities may reduce on the amount and quality of feedback received on draft curriculum		
<b>Budget</b>		
Activity Description	Cost Description	Cost XCD
Stipend for Writers	Cost for 12 writers	60,000.00
Stipend for Reviewers	Cost for 4 reviewers	16,000.00
Stakeholder consultations	Venue and meals for 10 days	40,000.00
Reproduction of materials	Costing of printing	15, 000.00
Professional Development	Stipend for Facilitators	13441.00
Development of E-Content	Stipend for curation and development of E learning resource	25,000.00
<b>Milestones</b>		
Activity	Start Date	End Date
Project Start	January 04, 2024	
Needs Assessment	January 08, 2024	January 22, 2024
Training of Curriculum writers	January 26, 2024	January 28, 2024

Content development	February 01, 2024	July 31, 2024
Review of first draft	August 03,2024	August 17, 2024
Completion of second draft	August 20, 2024	September 13, 2024
Orientation of stakeholders to revised curriculum	September 18, 2024	September 19,2024
Piloting of curriculum	September 22, 2024	December 05, 2024
Final revision	December 07, 2024	January 07. 2025
Acceptance by Ministry of Education	January 11, 2025	January 20, 2025
Printing of Curriculum	January 23, 2025	February 06, 2025
Closing of Project	February 10 ,2025	February 17, 2025
<b>Stakeholders</b>		
Ministry of Education	School Counsellors	
Chief Education Officer	Project Manager	
Project Team	District Education Officers	
Secondary Schools Principals	Curriculum Officer for HFLE	
Curriculum writers	Secondary school Teachers	
Faith based organizations	Ministry of Health	
Parents	Students	
Facilitators	Content experts	
National Principals Association	NGOs	
National Emergency Management Organization		
Project Manager	Signature	
Sophia Edwards-Gabriel		
Authorized By		
Sharon Charles		

## **4.4 Project Management Plan**

A project management plan is a comprehensive document which defines all basis of all project work and how the work will be performed. It may include baselines, subsidiary management plans, and other planning documents. This document is used to define the approach the project team takes to deliver the intended project management scope of the project. (Simplilearn, 2023). The plan provided a roadmap for the project team to successfully implement the project.

### **4.4.1 Scope Management Plan**

The Scope Management Plan “defines how the scope will be defined, developed, monitored, controlled and validated.” (Project Management Institute, 2017). This plan outlines the objectives, work breakdown structure and deliverables for the curriculum review project.

#### **4.4.1.2 Scope Management Approach**

The Scope Management Plan was developed in collaboration with the Project Sponsor, key stakeholders and the Project Manager. Managing the project scope is primarily concerned with defining and controlling what is and is not included in the project (PMBOK) (2017). The project scope was determined through various stakeholder engagements including co-creations meetings with educators and select experts, interviews and focus group discussions with students, parents and teachers and from the results of document analyses. The scope management processes including the inputs, tools, techniques and outputs of each is summarized in Chart 6.

**Chart 6**

*Summary of the Scope Management Process with inputs, tools, techniques and outputs.*

<b>Project Scope Management Processes</b>	<b>Inputs</b>	<b>Tools and Techniques</b>	<b>Outputs</b>
Plan Scope Management	The Project Charter The development approach OECS Curriculum and Assessment Framework CARICOM Regional Framework for HFLE	Meetings with the Curriculum Officers Meeting with Senior Administrative Officers (Minister of Education, Permanent Secretary, Deputy Permanent Secretary, Chief Education Officer) Engagement of an Education Specialist Co creation meetings	Scope and requirements
Collect Requirements	Project Charter, Stakeholder register, lessons learned register	Interviews with HFLE Curriculum Officer, Focus group discussions with various stakeholder groups, analysis of existing HFLE Curriculum, facilitation of focus group sessions	Requirement traceability matrix
Define Scope	Project Charter, National Policies, Lesson learned register,	Co-creation meetings, document analysis, interviews with curriculum officers and subject matter experts Decision making, Interpersonal and team skills	Scope Statement
Create WBS	Project Scope Statement, Requirements Documentation, Scope Management Plan	Decomposition, Expert judgement	WBS Updated Assumption Log Updated requirements
Validate Scope	Scope Management Plan, Requirements Traceability Matrix, Lessons Learned Register, Verified Deliverables, Quality Reports	Inspection, Decision Making	Accepted Deliverables

Project Scope Management Processes	Inputs	Tools and Techniques	Outputs
Control Scope	Scope Management Plan, Lessons Learned Register, Requirements Traceability Matrix,	Variance Analysis	Work Performance Reports, Updated Project Management Plan,  Updated Project Documents

Note: Prepared by Author

#### 4.4.1.1 Plan Scope Management

The Project Charter was the main document used to guide the development of the scope of the project. A series of consultations were facilitated by the Education Technical Specialist to gain input from administrative and Curriculum Officers. The Project Manager also conducted a desk review of a number of documents including the CARICOM Regional Framework for HFLE, The OECS Education Sector Strategy, the draft Education Sector Plan for Saint Lucia and the OECS Curriculum and Assessment Framework to identify and assess the strategic priorities which was used to determine the overall scope of the project.

#### 4.4.1.2 Collect Requirements

Education ultimately seeks to develop individuals who can navigate the challenges of everyday life and make a meaningful contribution to their society. HFLE is one of the subjects which contributes significantly to this overall goal. Consequently, a number of strategies were used to collect requirements for the project to ensure that as many stakeholders as possible were represented. Subject matter experts were engaged in co-creation sessions where they discussed

and presented ideas on topics to be included and instructional strategies which should be considered. Focus group discussions were held with select groups including parents, students, teachers, school leaders, faith-based organizations (FBO), non-governmental organizations (NGO) and representative from various ministries. Several documents which guide curriculum development including the OECS Curriculum and Assessment Framework and the CARICOM Regional Framework for HFLE were also reviewed. The Sustainable Development Goals and resources on the Circular Economy were also consulted to finalize both the product and process requirements for the project.

## Chart 7

### *Requirements Traceability Matrix*

<b>Project Manager</b>		Sophia Edwards-Gabriel		<b>Project ID</b>	HFLE- 02-112023	
<b>Project Sponsor</b>		Ministry of Education		<b>Project Title</b>	Revision of the Health and Family Life Education Curriculum for Secondary Schools in St. Lucia.	
<b>Requirement Information</b>				<b>Relationship Traceability</b>		
ID	Category	Requirements	Source	Project Objectives	WBS Deliverables	Acceptance Criteria
REQ-001	Mandatory	Host consultations with diverse groups of stakeholders	Chief Education Officer	Curriculum is responsive to the cultural and social context of St. Lucia	Report on consultations held	Sufficient stakeholder engagement during initiation phase

REQ-002	Should have	All writers trained in curriculum Development	Curriculum Education Officer	Revised curriculum is well developed based on international standards	Training report including grades from training institute	At least 90 % of participants successfully complete the training course
REQ-003	Mandatory	Review existing curriculum	HFLE Curriculum Officer	Identify gaps in existing curriculum and address them	Curriculum evaluation report	Report is complete and identifies gaps to be addressed
REQ-004	Mandatory	Include content on Climate Change, Bullying Prevention and Resilience Education	Parents and teachers	Curriculum is responsive to the cultural and social context of St. Lucia	Final curriculum modules on required topics	Module contain adequate content, learning experiences and assessments on each topic
<b>Requirement Information</b>				<b>Relationship Traceability</b>		
REQ-005	Nice to have	All writers certified in specific content areas	HFLE Curriculum Officer	Topics are adequately and accurately presented for each grade level and thematic area	Well-developed modules based on assessment criteria	Modules are aligned to standards from the Regional HFLE Framework
REQ-006	Nice to have	All teachers in the pilot schools engaged in professional development in preparation for Pilot	HFLE Curriculum Officer	Reliable feedback is received from teachers during pilot	Training report including participant feedback	75% of teachers completing all Professional Development assignments
REQ-007	Mandatory	Revised Curriculum piloted in select schools	Project Manager	Requirements are satisfied in written curriculum	Report from Pilot	All Pilot schools complete observation and feedback reports
REQ-008	Nice to have	Open Source apps used for digital content development	Project Manager	Cost effective resources are utilized	Database of Open Source apps	Selected apps have creative commons license

Requirement Information				Relationship Traceability		
REQ-009	Should have	Bi-weekly meeting with writing and content development teams	Content writers and Developers	Project schedule is maintained and risks and challenges addressed	Meeting notes	Register of meeting participants

Note: developed by the Author

#### 4.4.1.3 Project Scope Statement

To revise the Health and Family Life Education Curriculum for Secondary Schools in Saint Lucia and strengthen the capacity of teachers to deliver and assess it. The project will provide training to equip a cadre of educators with the capacity to evaluate and develop curriculum. These educators will serve as the team of reviewers who will provide technical support to evaluate, write and implement the HFLE Curriculum. The project will also provide job embedded professional development to teachers and school leaders to effectively pilot and implement the revised curriculum. Additionally, appropriate e-content will be developed to support classroom instruction.

#### Chart 8

##### *Scope Statement*

Project Name	Revision of the Health and Family Life Education Curriculum for Secondary Schools in St. Lucia.
Date	November 16, 2023
<b>Project Justification</b>	



Like many other Social and Emotional Learning (SEL) curricula, the HFLE curriculum holds the potential to address pressing social issues by arming learners with the essential tools of emotional intelligence, interpersonal skills, and values. These skills are vital for meaningful engagement in society, advocating for positive change, and collaboratively tackling intricate challenges. However, unlocking this potential, hinges on the incorporation of culturally and contextually relevant content and learning experiences.

Saint Lucia currently grapples with issues such as escalating crime and violence, the impact of rising sea levels, and significant shifts in weather patterns affecting the agricultural sector. The lives and livelihoods of Saint Lucians are at stake. Unfortunately, the existing curriculum is outdated and urgently requires revision. Compounding this challenge is a scarcity of educators trained in the subject and equipped to undertake a comprehensive curriculum review.

This project aims to establish the foundation for the revision of the HFLE Curriculum. A well-crafted curriculum, delineating the scope, sequence, learning experiences, and assessments for each content area, will play a pivotal role in ensuring that students acquire the necessary skills and attitudes to assume personal responsibility and act to mitigate societal issues. Furthermore, it will offer teachers the training essential for developing the capacity to deliver effective instruction, addressing the critical need for qualified educators in this field.

### **Project Objectives**

**General Objective**

To revise the Health and Family Life Education Curriculum for secondary schools in Saint Lucia.

**Specific Objectives**

1. To provide an overview of the existing Health and Family Life Education Curriculum for secondary schools in St. Lucia.
2. To identify gaps in the HFLE Curriculum and make recommendations to address them.
3. To enhance teacher capacity to review and develop curriculum
4. To revise and pilot the HFLE Curriculum for secondary schools.

Deliverables	Persons Responsible
1. The revised HFLE Curriculum for Secondary Schools. 2. Twenty (20) Educators who are trained in Curriculum and Assessment. 3. E-Content package of instructional resources. 4. Implementation plan 5. Pilot Testing Report	1. Curriculum writing team 2. Selected training institute 3. Information Technology Integration team 4. Project Manager 5. Subject Leads

**Project Scope Definition**

To revise the Health and Family Life Education Curriculum for Secondary Schools in Saint Lucia and strengthen the capacity of teachers to deliver and assess it. The project will provide training to equip a cadre of educators with the capacity to evaluate and develop curriculum. These educators will serve as the team of reviewers who will provide technical support to evaluate, write and implement the HFLE Curriculum. The project will also provide job embedded professional development to teachers and school leaders to effectively pilot and implement the revised curriculum. Additionally, appropriate e-content will be developed to support classroom instruction.

<b>Expected Results</b>
<ol style="list-style-type: none"> <li>1. Expanded content of the HFLE Curriculum which addresses bullying, sustainability, climate change and Resilience Education.</li> <li>2. A Cadre of trained educators who have the capacity to review curriculum.</li> <li>3. Increased access to digital resources which support curriculum delivery</li> <li>4. An updated lesson learned register</li> <li>5. Reduction in negative behaviors among secondary school students.</li> <li>6. Less reluctance among teachers assigned to teach HFLE.</li> <li>7. Increased capacity of Secondary School students to take actions to mitigate the impact of climate change in Saint Lucia.</li> </ol>
<b>Assumptions</b>
<ol style="list-style-type: none"> <li>1. The training program in Curriculum and Assessment will adequately prepare educators to develop the curriculum.</li> <li>2. The project will be completed on schedule.</li> <li>3. The e-resources developed will be aligned to the curriculum.</li> <li>4. The schools will be willing to pilot the draft HFLE Curriculum with integrity.</li> <li>5. The budget will be sufficient to cover all related cost.</li> <li>6. The consultations with stakeholders will yield relevant information to inform the curriculum review.</li> <li>7. The project team will be fully supported by the Ministry of Education.</li> </ol>
<b>Inclusions</b>
<ol style="list-style-type: none"> <li>1. The curriculum will include content in support of all four thematic areas for Secondary School Students.</li> <li>2. A Project Management Plan to effectively guide the project activities.</li> </ol>

<ol style="list-style-type: none"> <li>3. A students guide for the Curriculum and Assessment Course.</li> <li>4. A summary of the results of the stakeholder engagements.</li> <li>5. a report of the results of the pilot</li> <li>6. A change Management Plan to support the new curriculum</li> </ol>
<b>Exclusions</b>
<ol style="list-style-type: none"> <li>1. The revised Curriculum will not address any standards for the Primary School or Early Childhood Level.</li> <li>2. The Curriculum Standards will not be revised under the project.</li> <li>2. Only Educators from the Public Schools will be eligible for participation in the Curriculum and Assessment training.</li> <li>3. Monitoring and evaluation of the implementation of the Revised curriculum is beyond the scope of the project.</li> <li>4. Procurement of physical resources to support curriculum implementation is not included in the scope of this project.</li> </ol>
<b>Acceptance Criteria</b>
<ol style="list-style-type: none"> <li>1. The revised curriculum reflects the national context and adequately addresses bullying, sustainability and climate change issues.</li> <li>2. Eighty percent (80%) or more of the Curriculum and Assessment training participants successfully completed the course.</li> <li>3. A representative group of stakeholders were engaged during the planning stage as required.</li> <li>4. The e-resources are curated and accessible through a functional online platform.</li> <li>5. The micro pilot of the draft curriculum with select schools is completed.</li> <li>6, all project documents are updated.</li> <li>7, All project reports are completed and submitted on schedule.</li> </ol>

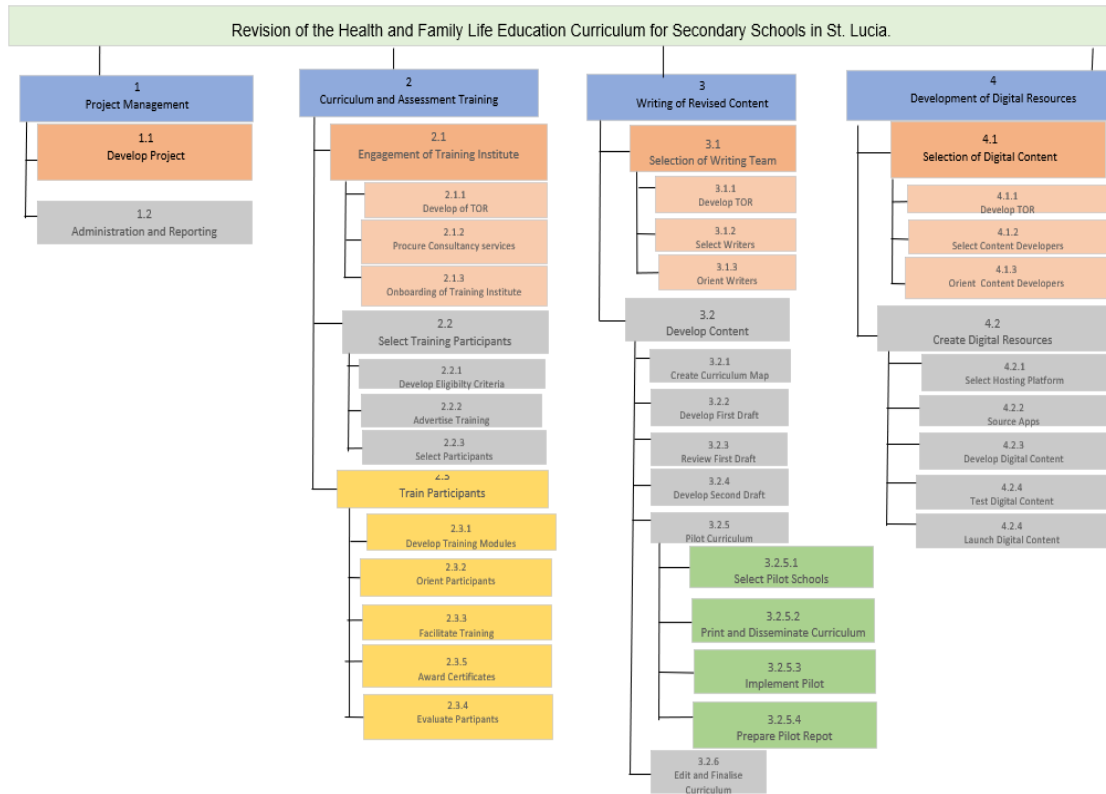
Note: Chart created by the Author

#### **4.4.1.4 Work Breakdown Structure**

The WBS organizes and defines the total scope of the project and represents the work specified in the current approved project scope statement. (Project Management Institute, 2017). The main deliverables for the HFLE Curriculum were identified and then each of these deliverables were further broken into sub components called work packages. This enables the project team to better understand and manage the project work and successfully produce the deliverables. The WBS for the HFLE Project is presented below in Figure 11. The second level shows the main deliverables and the third level outlines the work packages for each.

**Figure 11**

*WBS HFLE Curriculum Review*



Note: Developed by Author

**4.4.1.5 WBS Dictionary**

The WBS dictionary was developed to provide detailed information about each component of the WBS. The WBS dictionary presents the WBS codes, a description of work to be done, the deliverables, resources and budget.

**Chart 9***WBS Dictionary*

Project Name: Revision of the Health and Family Life Education Curriculum for Secondary Schools in St. Lucia.						Project Manager Sophia Edwards-Gabriel	
WBS ID	Component	Description of Work	Deliverables	Responsible Party	Resources	Schedule	
<b>1. Project Management</b>							
1.1	Develop Project	Development of subsidiary Project Management Plans for revision of the HFLE Curriculum	Completed subsidiary plans	Project Management Team	Project Charter, Project Documents, Technical expertise	November 1, 2023 – February 02, 2024	
1.2	Administration and Reporting	Administration and reporting on project status and progress	Updated reports	Project management Team	Education Technical Specialist	Bi-weekly, Monthly and Quarterly	
<b>2 Curriculum and Assessment Training</b>							
<b>2.1 Engagement of Training Institute</b>							
2.1.1	Develop TOR	Create the TOR for the Curriculum and Assessment Training	Final TOR completed	Education Technical Specialist	Curriculum and Assessment Framework	January 3, 2024 – January 5, 2024	
2.1.2	Procure Consultancy Services	Conduct all aspects of the procurement process including	Consultant contracted.	Project Manager	Templates, Evaluation team,	January 10- 31, 2024	

Project Name: Revision of the Health and Family Life Education Curriculum for Secondary Schools in St. Lucia.					Project Manager Sophia Edwards-Gabriel	
WBS ID	Component	Description of Work	Deliverables	Responsible Party	Resources	Schedule
		advertising, receiving and evaluating bids and contracting the consultant			Copies of bids, internet and software for sharing with teams.	
2.1.3	Onboarding of Training Institute	Initial meeting, to discuss expectations and deliverables. Small introductory meetings with curriculum and assessment team and senior Administrative Officers	Sensitize consultant and establish working relationships	Project Manager	Web conferencing software	February 01-07, 2024
<b>2.2 Select Training Participants</b>						
2.2.1	Develop eligibility criteria	Creation of document to guide the candidate selection criteria	Completed eligibility criteria	Education Officer for Curriculum	Course information from consultants, MoE Policy documents, Selection team	January 4 – 12, 2024
2.2.2	Advertise training	Creation of PSA to disseminate via various media	Complete communication items including videos and Flyers	Graphic artist and Communications Officer	IT equipment, Graphic Artist, Social Media access,	January 15- February 08, 2024



Project Name: Revision of the Health and Family Life Education Curriculum for Secondary Schools in St. Lucia.					Project Manager Sophia Edwards-Gabriel	
WBS ID	Component	Description of Work	Deliverables	Responsible Party	Resources	Schedule
					Communication support	
2.2.3	Select participants	Meeting to assess applications and select final cohort	Final List of Participants selected	Curriculum and Assessment Education Officer	Meeting room, refreshments, evaluation criteria, spreadsheet software	February 12-17, 2024
<b>2.3 Train Participants</b>						
2.3.1	Develop training modules	Development of course content and assessments as well as learning experiences and delivery modes	Final training modules	Training consultant	Technical team to review and provide feedback on modules	February 14 – March 14, 2024
2.3.2	Orient participants	Host meeting with participants to provide an overview of the course and sensitize them about their roles after completion.	Participants prepared for course participation	Education Officer for Curriculum	Venue, course summary	February 23, 2024
2.3.3	Facilitate training	Facilitate the delivery of the training modules	A group of trained educators with the capacity to evaluate,	Training Institute supported by Education	Modules, Facilitators, Training platform, internet access	March 25, - August 30, 2024

Project Name: Revision of the Health and Family Life Education Curriculum for Secondary Schools in St. Lucia.					Project Manager Sophia Edwards-Gabriel	
WBS ID	Component	Description of Work	Deliverables	Responsible Party	Resources	Schedule
			develop and implement Curricula	Officer for Curriculum	and devices, Training materials	
2.3.4	Evaluate Participants	Administer both formative and summative assessments throughout the course	Data about participants knowledge and skills in Curriculum	Course Facilitators	Assessment activities	Ongoing throughout the course
2.3.5	Award Certificates	Issue either certificates of completion or achievement to participants	Evidence of Educators' training.	Training consultant	Printed certificates, Participant performance data	September 15, 2024
<b>3. Writing of Revised Curriculum</b>						
<b>3.1 Selection of Writing team</b>						
3.1.1	Develop TOR	TOR to guide the selection of writers and provide a summary of work to be done	Completed TOR	Project Manager with Curriculum	Sample TOR, Technical Support	February 20, 2024
3.1.2	Select writers	Assess the course participants and select some to be part of the writing process	A set of trained writers	Education Officer for Curriculum and Chief Education Officers	Selection Criteria	September 5 -10, 2024

Project Name: Revision of the Health and Family Life Education Curriculum for Secondary Schools in St. Lucia.					Project Manager Sophia Edwards-Gabriel	
WBS ID	Component	Description of Work	Deliverables	Responsible Party	Resources	Schedule
3.1.3	Orient writers	Host an orientation meeting with writers to outline roles, schedule, scope of works and other arrangements.	Writers who are prepared to undertake the writing	Project Manager and Chief Education Officer	Online access for virtual meeting	September 13, 2025
3.2 Develop Content						
3.2.1	Create Curriculum architecture	Develop the outline of the curriculum to guide writers. This will be embedded in the training program	Guide for writer to develop scope of writing	Technical expert	Curriculum and Assessment framework, HFLE Learning Standards, Curriculum Reference material	August, 1 – 30, 2024
3.2 Develop Content						
3.2.2	Develop first Draft	Writing of curriculum including learning experiences, and identifying instructional resources	First draft of HFLE Curriculum	Content Leads and writing teams	Curriculum and Assessment framework, HFLE Learning Standards, Curriculum Reference material	September 15 – October 30, 2024
3.2.3	Review first draft	Read and provide feedback on the first draft	Set of Feedback to inform editing of first draft	Review team and Project Manager	Curriculum and Assessment framework, HFLE Learning	November 1 – 15, 2024

Project Name: Revision of the Health and Family Life Education Curriculum for Secondary Schools in St. Lucia.						Project Manager Sophia Edwards-Gabriel
WBS ID	Component	Description of Work	Deliverables	Responsible Party	Resources	Schedule
					Standards, Curriculum Reference material	
3.2.4	Develop second draft	Revising of curriculum based on feedback received during review	Edited second draft of HFLE curriculum	Content Leads and writing teams	Curriculum and Assessment framework, HFLE Learning Standards, Curriculum Reference material	November 18 – December 16, 2024
3.2.5	Pilot Curriculum	Implement curriculum in select schools and collect feedback from Teachers and students	Data on curriculum effectiveness and feedback to inform any changes required	Curriculum team and Principals	Draft curriculum, observation tools, Observers	January 8, 2025 – March, 28, 2025
3.2.6	Edit and finalize curriculum	Use data and feedback from the pilot to make final revisions of the HFLE Curriculum	Revised HFLE Curriculum for Secondary Schools	Writing Teams	Data and feedback, writing resources.	April 1 – 30, 2025
4. Development of Digital Resources						
4.1 Selection of Digital Content Developers						
4.1.1	Develop TOR	TOR to guide the selection of Content developers and	Completed TOR	Project Manager Technology Lead	Lessons Learned, Project Charter	February 20, 2024

Project Name: Revision of the Health and Family Life Education Curriculum for Secondary Schools in St. Lucia.					Project Manager Sophia Edwards-Gabriel	
WBS ID	Component	Description of Work	Deliverables	Responsible Party	Resources	Schedule
		provide a summary of work to be done				
4.1.2	Select content developers	Shortlist and review the Curriculum Vitae of potential content developers to select the most suitable educators	A cadre of competent e-content developers	IT specialist	Hosting Platform, trained E-Content developers, Internet access, devices	February 26-27, 2024
4.1.3	Orient Content developers	Host a meeting to explain the project and the role of and expectations from the team. The vision of the digital curriculum will be shared.	A group of e-content developers who understand their roles and the tasks assigned to them	Project Manager and IT specialist	Core group of e-content developers	March 4-5, 2024

Project Name: Revision of the Health and Family Life Education Curriculum for Secondary Schools in St. Lucia.					Project Manager Sophia Edwards-Gabriel	
WBS ID	Component	Description of Work	Deliverables	Responsible Party	Resources	Schedule
4.2 Develop Digital Content						
4.2.1	Select hosting platform	Review a set of Hosting platforms and selection of most suitable and affordable one	Platform for hosting e-content	IT specialist	Technical expertise, Procurement support,	January 08 -26, 2024
4.2.2	Sources Apps	Identify and curate a set of apps to develop e-content	A suitable set of apps for digital content creation	It Specialist and HFLE Curriculum Officer	Technical expertise, Procurement support	March 6 – April 12, 2024
4.2.3	Develop Digital Content	Develop digital content and resources to support curriculum implementation	A set of digital content for HFLE	It Specialist and HFLE Curriculum Officer	Technical expertise, Procurement support	November 18, 2024 – May 02, 2025
4.2.4	Test Digital Content	Run assessments of digital content to ensure functionality, working links, ease of use and access.	Fully functional and accessible digital content to support curriculum Implementation	It Specialist and HFLE Curriculum Officer	Devices (Phones, Tablets, Laptops), internet connectivity, hosting platform, Feedback mechanism	November 30, 2024 – April 21, 2025

Project Name: Revision of the Health and Family Life Education Curriculum for Secondary Schools in St. Lucia.					Project Manager Sophia Edwards-Gabriel	
WBS ID	Component	Description of Work	Deliverables	Responsible Party	Resources	Schedule
4.2.5	Launch digital Content	Official ceremony to launch the digital content	Public awareness of Platform	Project Manager and HFLE Curriculum Officer	Venue, Host, Devices, Connectivity, Refreshments, events coordination team	May 12, 2025,

Note: Prepared by Author

#### 4.4.1.6 Scope Validation

According to the Project Management Body of Knowledge (PMBOK) Guide, Scope Validation is "the process of formalizing acceptance of the completed project deliverables" (Project Management Institute, 2017, p. 177). The Project Manager and Project Sponsor will examine the project scope based on the Project Charter and data gathered from stakeholders to confirm its accuracy and completeness. This will validate that the proposed curriculum changes address the intended educational goals and meet the needs of the target audience.

By conducting a thorough Scope Validation process, the project team was able to prevent Scope Creep and ensure that there was a shared understanding of the project's purpose and outcomes. Additionally, the scope validation process set the stage for effectively and successfully implementing the curriculum review project.

#### 4.4.1.7 Scope Control

“Scope Control refers to the process of continuously monitoring the status of the project and product scope and managing changes to the scope baseline” (Project Management Institute, 2017). The Project Manager and project team will work with the technical specialist to continuously monitor implementation to avoid Scope Creep. This is of vital importance to the HFLE Curriculum review project as all stakeholders have a strong desire to have their interests reflected in the revised document. Effective scope control mechanisms enable the project team to respond promptly to change requests which are either approved by the Project Manager or Sponsor without compromising the project's integrity or straying from its core objectives. This will result in a more efficient use of project resources and help to reduce schedule variance. The change request form (Chart 10) will be used as part of the Control Change process.

#### Chart 10

##### *Change Request Form*

Change Request Form
Project Name: Revision of the Health and Family Life Education Curriculum for Secondary Schools in St. Lucia.
Project Manager: Sophia Edwards-Gabriel
Date:
Requested by:
Email:
Phone:
Change Details
Description of Change: [Provide a clear and concise description of the proposed change]



Justification for the Change: [Explain the reason for the change and its impact on the project]
Scope Impact: [Describe how this change may affect the project scope]
To Be Completed by the Project Manager
Approval Requested Approval Date: Approver's Name: Approval Status: [Pending / Approved / Rejected] Approval Comments:

Note: Author's own creation

## **4.4.2 Schedule Management Plan**

### **4.4.2.1. Introduction**

The importance of schedule management to the successful execution of the curriculum review project cannot be underscored. This plan will outline the strategies and methodologies which will be employed to effectively plan, monitor, and control the project timeline. It will serve as a roadmap for the Project Manager and team members to ensure that the curriculum review process stays on track, adheres to deadlines, and meets key milestones. Chart 12 below presents a summary of the schedule management processes, tools, techniques and outputs for this project. Greater detail will be presented in the subsections which follow.

**Chart 11**

*Summary of the Schedule Management Processes, Inputs, Tools, Techniques and Outputs for the HFLE Curriculum Review Project.*

Project Schedule Management Processes	Input	Tools & Techniques	Outputs
Plan Schedule Management	Project Charter, Scope Management Plan	Meetings with MoE official and writing teams, Expert judgment of training consultants and technical team	Schedule Management Plan
Define Activities	Project Scope, MoE guidelines	Meetings with MoE official and writing teams, Expert judgment of training consultants and technical team, decomposition of WBS	Activity List and Milestone List
Sequence Activities	Scope Baseline, activity list, milestone list, MoE Calendar of Activities	Project Management Information System (Microsoft Project)	Project Schedule and schedule network Diagram
Estimate Activity Duration	Scope of work, Activity List, Milestone list, Lessons Learned, MoE policies and Calendar of events	Expert judgment, Analogous Estimating Three-point estimating, decision-making, Analogous Estimating	Expected Activity duration

Project Schedule Management Processes	Input	Tools & Techniques	Outputs
Develop Schedule	Scope Baseline, project documents	Critical Path Method, Project Management Information system	Project Schedule and Milestone Schedule
Control Schedule	Project documents, management plans, MoE Calendar	Critical Path Method, Project Management Information System	Updated schedule information in project documents

Note: Developed by Author

#### **4.4.2.2 Plan Schedule Management**

The Work Breakdown Structure is the basis for creating the schedule management plan. Once the schedule baseline is established, any changes which may affect it will be managed through the project change process. The Project Manager will be responsible for approving any change request made and has overall responsibility for managing the schedule.

#### **4.4.2.3 Define Activities**

The definition of project activities was primarily informed by the project scope. The process of developing a curriculum necessitates specific expertise, and the activities within the project are largely influenced by the chosen approach to curriculum development. The Project Manager engaged with the writing leads and a training consultant to delineate these activities. To streamline the tasks within the Work Breakdown Structure, the technique of decomposition was employed.

**Chart 12***Activity List*

Activity List				
Project Name: Revision of the Health and Family Curriculum for Secondary Schools in St. Lucia			Date: December 10, 2023	
Activity ID	Activity Name	Sub task	Description of Work	Person Responsible
1.1	Develop project management plan	Develop the Scope Management Plan	Developing the guidelines to keep the project within limits. It will include identifying the requirements which will be used to define the project goals deadlines, deliverables, and boundaries	Project Manager
1.1	Develop project management plan	Develop the Schedule Management Plan	Defining how the schedule will be developed, monitored and controlled.	Project Manager
1.1	Develop project management plan	Develop the Cost Management Plan	Describing how the cost will be planned, structured and controlled throughout the project.	Project Manager
1.1	Develop project management plan	Develop the Quality	Developing the guidelines for the project team to execute	Project Manager

Activity List				
Project Name: Revision of the Health and Family Curriculum for Secondary Schools in St. Lucia			Date: December 10, 2023	
Activity ID	Activity Name	Sub task	Description of Work	Person Responsible
		Management Plan	quality management and assurance activities.	
1.1	Develop project management plan	Develop the Resource Management Plan	Outlining the strategy for allocating, scheduling, and utilizing resources throughout the project life cycle thereby ensuring that the right resources are available at the right time to meet project deadlines and objectives.	Project Manager
1.1	Develop project management plan	Develop the Communication Management Plan	Describing how, when and who administers and /or disseminate project information.	Project Manager
1.1	Develop project management plan	Develop the Risk Management Plan	Outlining the procedures to identify, evaluate and plan for potential risks which may arise during the implementation phase.	Project Manager

Activity List				
Project Name: Revision of the Health and Family Curriculum for Secondary Schools in St. Lucia			Date: December 10, 2023	
Activity ID	Activity Name	Sub task	Description of Work	Person Responsible
1.1	Develop project management plan	Develop the Procurement Management Plan	Developing a strategic document which will guide the acquisition of goods and services from external sources.	Project Manager
1.1	Develop project management plan	Develop the Stakeholder Management Plan	Identifying the strategies to promote stakeholder involvement and participation in decision-making and execution	Project Manager
1.2	Administration and Reporting on project status and progress	Development of the project status and progress reports	Administration and reporting on project status and progress	Project Manager, Project Team
2.1.1	Procure Consultancy Services	Create the TOR for the Curriculum and Assessment Training	Outlining objective of the training, deliverables, Duties and task, qualifications and skills	Project Manager
2.1.2	Procure Consultancy Services	Advertise for invitation to tender	Prepare documents and advertise on GOSL and MoE media	Procurement Officer

Activity List				
Project Name: Revision of the Health and Family Curriculum for Secondary Schools in St. Lucia			Date: December 10, 2023	
Activity ID	Activity Name	Sub task	Description of Work	Person Responsible
2.1.3	Procure Consultancy Services	Receive and evaluate bids	Prepare evaluation package and disseminate to evaluation team.  Evaluate bids and select consultant	Procurement Officer
2.1.4	Procure Consultancy Services	Engage Consultant	Prepare and sign contracts	Procurement Officer and Project Sponsor
2.1.5	Onboarding of Training Institute	Orientation meeting with Training Consultant and Project Team	Host meetings with facilitators and Project team to discuss terms and conditions and roles and responsibilities	Project Manager
2.1.6	Onboarding of Training Institute	Introductory Meeting with Trainees	Host meeting to introduce Facilitators to training participants	Project Manager
2.2.1	Develop eligibility criteria	Create the eligibility criteria for	Review course requirements and objectives. Draft Criteria, solicit feedback from MoE, Finalize eligibility criteria	

Activity List				
Project Name: Revision of the Health and Family Curriculum for Secondary Schools in St. Lucia			Date: December 10, 2023	
Activity ID	Activity Name	Sub task	Description of Work	Person Responsible
		participation in the course		Curriculum Education Officer
2.2.2	Advertise training	Advertise Curriculum training	Create videos and posters and disseminate to all schools via the CEO	Curriculum Education Officer
2.2.3.1	Select participants	Review Applications	Selection team will review applications based on qualifications and criteria and short list participants	Curriculum Team
2.2.3.2	Select participants	Select final participants	Interview shortlisted participants and make final selection	Curriculum Team
2.3.1.1	Develop training modules	Draft Modules	Select content, create learning experiences and assessments	Training consultant



Activity List				
Project Name: Revision of the Health and Family Curriculum for Secondary Schools in St. Lucia			Date: December 10, 2023	
Activity ID	Activity Name	Sub task	Description of Work	Person Responsible
2.3.1.2	Develop training modules	Review training modules	Disseminate draft modules for feedback	Training consultant
2.3.1.3	Develop training modules	Finalize training modules	Use feedback to revise and finalise modules	Training consultant
2.3.2	Orient participants	Orient participants	Host sessions with participants to prepare them for the course and orient them on what to expect.	Training Consultant
2.3.3	Facilitate training	Host synchronous sessions	Prepare lessons and conduct synchronous sessions with participants	Facilitator
2.3.4	Facilitate training	Evaluate Participants	Assign Asynchronous activities with grading criteria	Facilitator
2.3.5	Host Graduation	Make logistical arrangements	Secure venue, plan ceremony, create and send out invitations, prepare certificates, order catering	MoE Curriculum Team
	Host Graduation	Host ceremony	Conduct graduation ceremony and distribute certificates	MoE

Activity List				
Project Name: Revision of the Health and Family Curriculum for Secondary Schools in St. Lucia			Date: December 10, 2023	
Activity ID	Activity Name	Sub task	Description of Work	Person Responsible
3.1.1	Develop TOR	Develop TOR for writing curriculum	Outlining objective of curriculum review process including deliverables, Duties and task to be completed, qualifications and skills	Education Technical Expert
3.1.2	Select writers	Select a team of curriculum writers to review the HFLE Curriculum	Identify potential writers, review their Curriculum Vitae, Short list and make final selection	Curriculum Team
3.1.3	Orient writers	Host orientation session with writers	Conduct meeting with selected curriculum writers to outline objectives, map out curriculum review process and discuss timelines, deliverables and compensation	Curriculum team
3.2.1	Create Curriculum architecture	Develop curriculum map	Outline curriculum structure, policies and procedures which guide development	Curriculum Consultant

Activity List				
Project Name: Revision of the Health and Family Curriculum for Secondary Schools in St. Lucia			Date: December 10, 2023	
Activity ID	Activity Name	Sub task	Description of Work	Person Responsible
3.2.2.1	Develop first Draft	Create draft curriculum	Design learning experiences and assessments for each module. Identify recommended resources	Writing team
3.2.2.1	Develop first Draft	Create enrichment activities for curriculum	Design activities and teaching strategies to support differentiation and Special Education Needs	Curriculum Enrichment Team
3.2.3	Review first draft	Edit first draft	Read first draft and provide feedback to the writing team	Review team
3.2.4	Develop second draft	Write second draft	Revise the first draft based on feedback from the review team.	Writing team
3.2.5.1	Pilot Curriculum	Select Pilot schools	Randomly select schools to participate in the piloting of the curriculum	Education Officer Curriculum
3.2.5.2	Pilot Curriculum	Sensitize and train teacher and principals	Orient teachers to revised curriculum through face to face sessions. Outline the procedures for piloting and the roles of the principals and teachers	Curriculum Team

Activity List				
Project Name: Revision of the Health and Family Curriculum for Secondary Schools in St. Lucia			Date: December 10, 2023	
Activity ID	Activity Name	Sub task	Description of Work	Person Responsible
3.2.5	Pilot Curriculum	Conduct piloting in selected schools	Print copies of the curriculum. Teachers will deliver curriculum to students while recording feedback using template provided. Observations will also be conducted by Curriculum Officers and District Education Officers	Curriculum Officers
3.2.6	Edit and finalize curriculum	Create final version of curriculum	Review feedback and make necessary changes to drafts	Curriculum writing team
4.1.1	Develop digital resources	Develop TOR	Outline the objectives of developing the digital content, deliverables, and task to be completed, additionally the qualifications and skills required and duties and responsibilities on the e-content developers.	IT technical Specialist

Activity List				
Project Name: Revision of the Health and Family Curriculum for Secondary Schools in St. Lucia			Date: December 10, 2023	
Activity ID	Activity Name	Sub task	Description of Work	Person Responsible
4.1.2	Develop digital resources	Select content developers	Identify potential e-content developers, review their Curriculum Vitae, Short list and make final selection	Curriculum Team and IT specialist
4.1.3	Develop digital resources	Orient Content developers	Host meeting to provide overview of curriculum, design of digital architecture, Tasks to be completed, expectations and processes to be followed.	IT specialist
4.2.1	Develop digital resources	Select hosting platform	Research and identify suitable platforms, evaluate platforms, select suitable platform	Project Manager and IT Specialist
4.2.2	Develop digital resources	Sources Apps	Research apps, Curate educational apps, test apps, curate a list of suitable apps	It Specialist and e-content developers
4.2.3	Develop digital resources	Develop Digital Content	Review curriculum, select appropriate app, develop digital resource	E-content developers

Activity List				
Project Name: Revision of the Health and Family Curriculum for Secondary Schools in St. Lucia			Date: December 10, 2023	
Activity ID	Activity Name	Sub task	Description of Work	Person Responsible
4.2.4	Develop digital resources	Test Digital Content	create test credentials, develop feedback tool, orient teachers in pilot schools, provide access to platform, collect feedback	
4.2.5	Develop digital resources	Launch digital Content	Make logistical arrangements including securing venue, sending out invitations and press releases, set up demonstration centers, Create promotional video, host launch ceremony	Curriculum Team

Note: Prepared by Author

### Chart 13

#### *HFLE Curriculum Revision Project Milestone List*

Milestone Number	Milestone	Projected Start Date	Projected End Date
01	Project Start	November 01, 2023	
02	Develop Project Charter	November 01, 2023	November 14, 2023
03	Develop Project Management Plan	November 15, 2023	February 02, 2024
04	Engagement of training - institute	January 03, 2024	February 07, 2024

Milestone Number	Milestone	Projected Start Date	Projected End Date
05	Selection of participants for Curriculum and Assessment	January 04, 2024	February 17, 2024
06	Training modules developed	February 14, 2024	March 14, 2024
07	Cohort of educators trained	February 23, 2024	September 15, 2024
08	Team of writers prepared	September 05, 2024	September 15, 20
09	Curriculum revised	August 01, 2024	April 30, 2025
10	e-content developers selected and prepared	February 20, 2024	March 03, 2024
11	E-content developed	November 16, 2024	May 01, 2025
12	Curriculum and E-content launched	May 10, 2025	May 10, 2025

Note: Prepared by Author

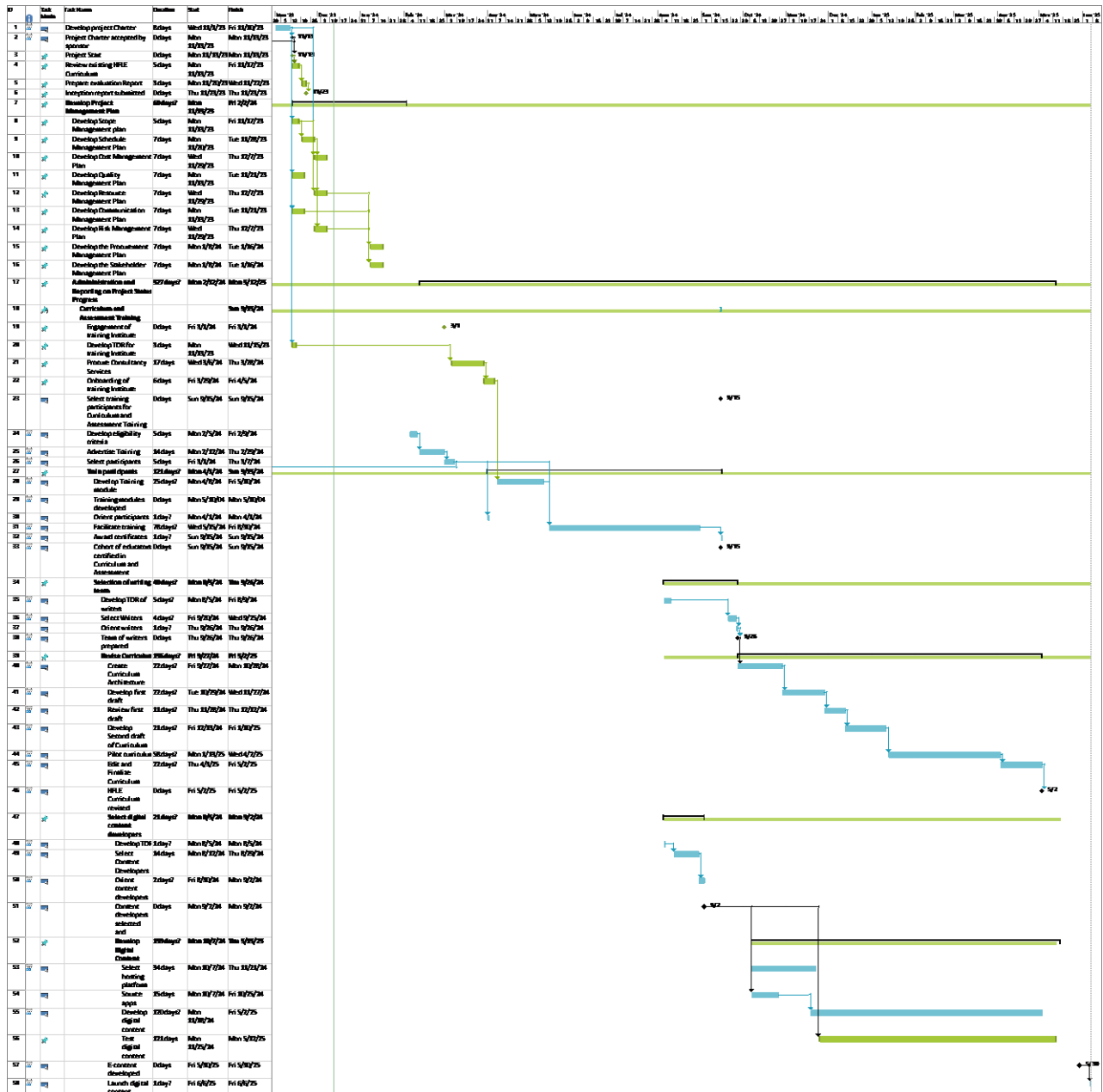
#### 4.4.2.4 Sequence Activities

Sequence Activities is the process of identifying and documenting relationships among the project activities. (Project Management Institute 2017). This process will help define the logical sequence of work and how efficiently this can be achieved despite project constraints. The scope baseline, activity list and milestone list will be the main inputs. The Project Manager will also draw on lessons learnt from previous projects to inform the development of the schedule.

Microsoft Project Professional was used to create the project schedule which is presented in figure 15.

Figure 12

Schedule for HFLE Curriculum Review Project





## Legend

Project: Project Project Schedul Date: Wed 12/13/23	Task		Inactive Summary		External Tasks	
	Split		Manual Task		External Milestone	
	Milestone		Duration only		Deadline	
	Summary		Manual Summary Rollup		Progress	
	Project Summary		Manual Summary		Manual Progress	
	Inactive Task		Start only			
	Inactive Milestone		Finish only			

Note: Prepared by Author using Microsoft Professional

### 4.4.2.5 Control Schedule

The Project Manager will continuously monitor the status of the project activities to ensure alignment with schedule. This will include reviewing project status updates from the project team and collaborating with key stakeholders through meetings and other communication methods to respond to risk and challenges which may delay the schedule. Any proposed changes will be facilitated through the change management process. The risk register will also be regularly updated.

### 4.4.3 Cost Management Plan

#### 4.4.3.1 Introduction

According to the Project Management Institute (2017) “Project cost management includes the processes involved in planning, estimating, budgeting, financing, funding, managing and controlling costs. This is critical to the success of the HFLE Curriculum revision project especially since there has been a dearth of resources to support this long overdue project. The plan follows the processes outlined by PMI recommendations of the PMBOK® with regards to planning,

managing, and controlling costs which are as follows: plan cost management, estimate costs, determine budget and control costs (PMI, 2017). Chart 14 presents a summary of the Inputs, tool, techniques and outputs of the process.

#### Chart 14

*Inputs, tool, techniques and outputs of the Cost Management process*

Process	Inputs	Tools and Techniques	Outputs
Plan Cost Management	Project Charter, the schedule management plan	Expert judgement from Curriculum Officers who have experience in curriculum development. Planning meetings with representatives from the MoE.	Cost Management Plan
Estimate Cost	The Scope Baseline, the project schedule, MoE policies including procurement guidelines, availability of resources.	Expert judgement, analogous estimating, decision-making, Data Analysis	Project cost estimates
Determine budget	The project cost estimates, project schedule, consideration of the project risks, and the budget-related policies and guidelines of the MoE. resource	Expert judgement, cost aggregation, Data Analysis	Cost baseline

Process	Inputs	Tools and Techniques	Outputs
	availability, business environment,		
Control Cost	Cost baseline, monitoring and reporting policies of the MoE.	Expert judgement, data analysis, variance analysis, Earned value analysis. Meetings.	Plan Cost Management

Note: Prepared by Author

#### 4.4.3.2 Plan Cost Management

The cost management plan will be the main output of this process. The Project Charter, schedule management plan, enterprise environmental factors such as the business environment will inform the plan. Further input will be obtained through meetings with the CEO and curriculum team to finalize the cost management plan.

#### 4.4.3.3 Estimate Costs

The cost estimates for the revision of the HFLE curriculum revision project were derived using Analogous estimating. The costs are denoted in Eastern Caribbean currency. The scope baseline was the main input for estimating the cost. Chart 15 presents the costs estimates.

#### Chart 15

##### *Project Cost Estimates*

WBS ID	Task	Estimated Costs (USD)	Contingency reserve (10%)
<b>1.1</b>	Develop project management plan	5000.00	500.00

WBS ID	Task	Estimated Costs (USD)	Contingency reserve (10%)
1.2	Administration and Reporting on project status and progress	6000.00	600.00
2.1	Engagement of training institute (developing of TOR, Advertising, Evaluation of BIDS, selection and onboarding	1,200.00	120.00
2.2	Select Training Participants	500 .00	50.00
2.3	Train Participants	20,000.00	2000.00
3.1	Selection of writing team	500.00	50.00
3.2	Develop HFLE Content	40,000.00	4000.00
4.1	Selection of Digital Content Developers	200.00	20.00
4.2	Develop Digital Content	40,000.00	4000.00
<b>Total Cost Estimate</b>		<b>113400.00</b>	<b>11340.00</b>

Note: prepared by author

#### 4.4.3.4 Determine Budget

The project budget comprises the cost estimates for all the work packages as well as contingency reserves and the management reserves. The Contingency Reserves is calculated at 6.5 % of cost estimates. This rate is in line with similar projects which have been implemented and will be used to respond to any uncertainties or risks which may impact the project. The

Management Reserve is an additional sum of money which will be managed by the Project Manager and will be used to respond to unforeseen changes in the project scope or unidentified risks of events. The overall budget for the Revision of the Health and Family Life Curriculum for Secondary Schools is presented in Chart 16.

**Chart 16**

*Summary chart of the project cost estimates, Cost Baseline and project budget.*

Component	Amount (USD)
Cost Estimate	<b>113,400.00</b>
Contingency Amount	<b>7,371.00</b>
Cost Baseline (Cost Estimate + Contingency)	<b>120,771.00</b>
Management Reserve (10 % x Cost Baseline)	<b>12,077.10</b>
Project Budget (Cost Baseline + Management Reserve)	<b>132, 848.10</b>

Note: Prepared by Author based on own research

**4.4.3.4 Control Cost**

Control Costs is the process of monitoring the status of the project to update the project costs and managing changes to the cost baseline. (Project Management Institute, 2017). It is imperative that the project cost is well managed especially given the tight fiscal space within which it is being implemented. The Project Manager will be ultimately responsible for controlling the cost. Given the nature of the project many of the associated costs can be controlled from the onset through the service contracts for training and content development. A firm fixed price contract will be used for these services since the scope of work will be determined from the onset. Fixed price with economic adjustment contracts will be used to procure resources for the digital and HFLE content development.

Recommended cost variance thresholds will be set and any cost which exceed them will need to be promptly identified, reported, and rectified to bring the cost and/or schedule performance indexes back within acceptable boundaries.

Cost control is a continuous process and thus will be performed throughout the project lifecycle. The project team will support the Project Manager to identify and employ adequate corrective action to address the variances in a timely manner. This will require close monitoring of the original budget, current approved budget, forecasted vs actual cost and committed costs. The project schedule will be used along with the detailed WBS to support cost monitoring. These will help to determine early if there are any overrun issues. Control of the expenses and tracking costs will alert of any unexpected cost changes.

Regular project performance reports will be produced to highlight both cost performance and assess planned versus actual costs. All changed request will be assessed to ascertain the associated cost of the change. Project performance will be tracked and analyzed to be able to control the budget. Cost reports to be analyzed include actual costs, cost variance, planned value and earned value. The Earned Value Management (EVM) technique will be useful in measuring the performance of work carried out against the plan to identify the cost variances. The Planned Value (PV) will provide information on the work scheduled and the authorized budget. The Earned Value (EV) will determine the physical work completed to date and the authorized budget for the work. Actual Cost (AC) will provide visibility on the actual amount of money incurred by the project to date. These will be valuable to the Project Manager and the stakeholders in balancing the project between cost and its schedule to be able to deliver the project within budget and on time.

#### 4.4.4 Stakeholder Management Plan

##### 4.4.4.1 Introduction

Project Stakeholder Management includes the processes required to identify the people, groups or organizations that could impact or be impacted by the project, to analyze stakeholder expectations and their impact on the project, and to develop appropriate management strategies for effectively engaging stakeholders in project decisions and executions. (Project Management Institute, 2017). This plan will identify the stakeholders of the HFLE Curriculum revision project and outline strategies to effectively manage their engagement in and impact on project activities and success. The processes, inputs, tools and techniques and outputs of the Stakeholder Management Plan are encapsulated in Chart 17 below and elaborated in the following sub sections.

#### Chart 17

*Summary of the Stakeholder Management Processes, Inputs, Tools and Techniques and Outputs for the Revision of The Health and Family Life Education Curriculum for Secondary Schools in Saint Lucia Project*

<b>Stakeholder Management Processes</b>	<b>Inputs</b>	<b>Tools and Techniques</b>	<b>Outputs</b>
Identify Stakeholders	Project Charter, Project Management Plan, Stakeholders Register from the Ministry of Education, Lesson	Expert judgement Meetings Focus group sessions, Brainstorming with Curriculum Officers, Stakeholder analysis,	Stakeholder register Project Management Plan updates including Communications Management Plan,



<b>Stakeholder Management Processes</b>	<b>Inputs</b>	<b>Tools and Techniques</b>	<b>Outputs</b>
	learnt repository, Issue log	Analysis of documents from previous similar projects, Data representation,	Risk Management Plan
Plan Stakeholder Engagement	Project Charter, Resource Management Plan, Communications Management Plan  Risk Management Plan, Stakeholder Register, Risk Register, Project Schedule, Ministry of Education's Policy guidelines relating to communications, procurement and other governance issues	Expert Judgement including knowledge of characteristics of stakeholders, understanding of the environment and culture of the Ministry of Education including the politics and power structures, stakeholder engagement assessment matrix, Meetings	Stakeholder Engagement Plan
	Communication Management Plan, Risk Management	Expert judgement of MoE officials and project team,	Change requests, updates to the project

<b>Stakeholder Management Processes</b>	<b>Inputs</b>	<b>Tools and Techniques</b>	<b>Outputs</b>
Manage Stakeholder Engagement	plan, Change Management Plan, Stakeholder register, Lessons learned repository, MoE policies and procedures for use of media, ethics, and risk	meetings, communication skills, Political and cultural awareness, conflict management	Management plan and project documents
Monitor Stakeholder Engagement	Communication Management Plan, Resource Management Plan, stakeholder engagement plan, risk register, stakeholder register	Stakeholder analysis, stakeholder engagement assessment matrix, communication skills, interpersonal and team skills	Updates of Project Management plans and project documents.

Note: Prepared by Author

#### 4.4.4.2 Identify Stakeholders

Identify stakeholders is the process of identifying project stakeholders regularly and analyzing and documenting relevant information regarding their interest, involvement, interdependencies, influence and potential impact on project success. The stakeholders were identified during an initial meeting with the HFLE Curriculum Specialist using brainstorming and lessons learnt from previous curriculum revision projects. The Stakeholders register was then created, assigning each a unique ID, identifying their roles and responsibilities as well as their levels of influence and impact on and the project. The list of stakeholders is presented in Chart 18 below and Chart 19 presents the Stakeholders Register.

#### Chart 18

##### *List of Stakeholders*

ID	Stakeholder	Direct/Indirect	Roles/Responsibility
1	Project Sponsor (CEO)	Direct	Conceptualization of the project, ensuring alignment with organizational goals and strategies. Approval of the Project Charter Provision of resources for project implementation Communicating the project goals to stakeholders Assist in identifying key stakeholders and engaging them. Addressing risks and challenges. Advocating for stakeholder involvement Ensuring effective communication channels and stakeholder engagement

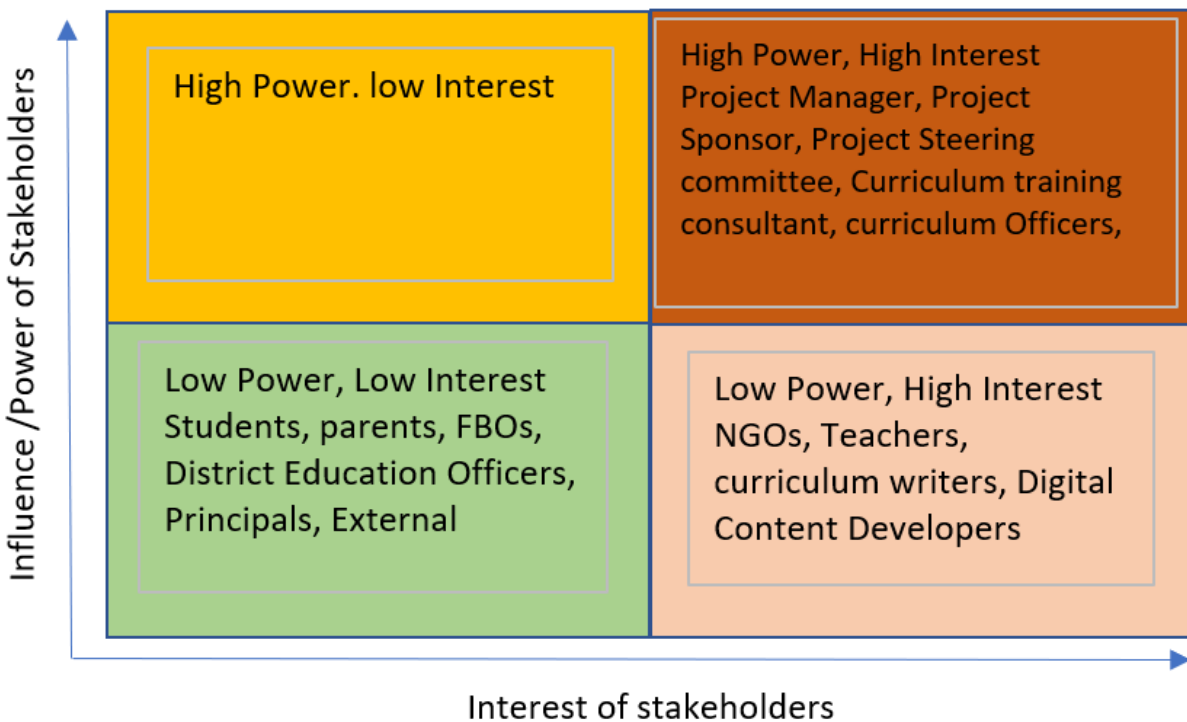
ID	Stakeholder	Direct/Indirect	Roles/Responsibility
2	Project Manager	Direct	<p>Develop the Project Charter and Project Management Plan</p> <p>Identify potential risks and mitigation strategies</p> <p>Clearly define and assign roles and responsibilities to project team</p> <p>Provide daily guidance and support for project implementation</p> <p>Facilitate effective communication among stakeholders</p> <p>Monitor and track project timelines</p> <p>Report and document project progress.</p>
3	Project Steering Committee	Direct	<p>Assist with the development of the stakeholder plan</p> <p>Provides support with implementation</p> <p>Helps with decision-making and mitigating risks</p> <p>Provide information and guidance related to MoE policies and other organizational process assets and environmental factors</p> <p>Provide support with stakeholder engagement.</p>
4	Curriculum Training Consultant	Direct	<p>Develop eligibility criteria for training.</p> <p>Develop training modules based on project needs</p> <p>Conduct training for participants</p> <p>Prepare and submit reports on program delivery</p> <p>Provide certification to successful candidates</p>
5	Curriculum Officers	Direct	<p>Engage stakeholders through meetings and focus group sessions</p> <p>Participate in training.</p> <p>Identify content developers</p> <p>Review curriculum and provide feedback</p>

ID	Stakeholder	Direct/Indirect	Roles/Responsibility
			Support the piloting of the curriculum Provide reports on pilot Identify risk and challenges and support the project team to resolve them
6	District Education Officers	Indirect	Inform schools and other stakeholders of project Support the participation of schools in their district Support stakeholder engagement
7	Secondary Schools Principals	Direct	Supervise the piloting of the revised curriculum Participate in sensitization sessions Sensitize teachers about the project Inform parents about the project Submit reports to project team
8	Teachers	Direct	Develop content Pilot revised curriculum and provide feedback Inform students about the project Identify risks and challenges of implementation
9	Curriculum Writers	Direct	Attend training and sensitization sessions Develop revised modules for the HFLE Curriculum Curate resources to support the delivery of the curriculum Collaborate with Curriculum Officers and project team to revise drafts Create outlines and instructions to guide digital content development
10	Digital Content Developers	Direct	Identify and recommend appropriate apps for creation and use of digital content Develop digital content

ID	Stakeholder	Direct/Indirect	Roles/Responsibility
			Test digital content Submit progress reports to Project Manager and Curriculum Officers Identify risks and recommend actions to mitigate them Prepare Curriculum Officers and teachers to use digital content
11	Students	Indirect	Participate in the pilot
12	Parents	Indirect	Participate in stakeholder consultations Consent to students' participation in the pilot
14	External Ministries (Health, Agriculture, Youth and Sports)	Indirect	Participate in Stakeholder consultations Provide content for inclusion into revised HFLE Curriculum
15	Non-Governmental Organizations (NGOs)	Indirect	Participate in Stakeholder consultations Support the implementation of the revised HFLE Curriculum
16	Faith Based Organizations (FBOs)	Indirect	Participate in stakeholder consultations Support the implementation of the revised HFLE Curriculum

Note Prepared by author after consultation with the MoE

Stakeholder analysis is a systematic process of identifying, assessing, and understanding the individuals, groups, or organizations that can significantly impact or be impacted by a project, decision, or initiative. The purpose of stakeholder analysis is to gather information about stakeholders' interests, expectations, influence, and potential impact on the project. The perceived level of power and interest of the stakeholders was assessed and summarized in the Power/Interest Matrix in figure 12

**Figure 123***Power Influence Matrix*

The strategies used for stakeholders who were determined high power, high interest were consultations, keeping them updated and collaborating when necessary. Those who had high interest but low power were consulted and kept informed with project updates and those with low power and interest were kept informed. The data from the Power and Influence Matrix was used to inform the Stakeholder Register

**Chart 19***Stakeholder Register***STAKEHOLDER REGISTER MATRIX**

ID	Stakeholders	Functional Area	Roles and Responsibilities	Main Expectations	Major Requirements	Influence Low, medium, high	Impact Low, medium, high
1	Project Sponsor (CEO)	Sponsorship	<p>Conceptualization of the project, ensuring alignment with organizational goals and strategies.</p> <p>Approval of the Project Charter</p> <p>Provision of resources for project implementation</p> <p>Communicating the project goals to stakeholders</p> <p>Assist in identifying key stakeholders and engaging them.</p> <p>Addressing risks and challenges.</p> <p>Advocating for stakeholder involvement</p> <p>Ensuring effective communication channels and stakeholder engagement</p>	The project is successfully completed within budget and online	<p>Feedback and reports from project team</p> <p>Efficient project management</p>	High	High



**STAKEHOLDER REGISTER MATRIX**

ID	Stakeholders	Functional Area	Roles and Responsibilities	Main Expectations	Major Requirements	Influence Low, medium, high	Impact Low, medium, high
2	Project Manager	Project Management and Implementation	<p>Develop the Project Charter and Project Management Plan</p> <p>Identify potential risks and mitigation strategies</p> <p>Clearly define and assign roles and responsibilities to project team</p> <p>Provide daily guidance and support for project implementation</p> <p>Facilitate effective communication among stakeholders</p> <p>Monitor and track project timelines</p> <p>Report and document project progress.</p>	Successful project Completion	<p>Active participation from project team and stakeholders</p> <p>Efficient Project implementation by team.</p> <p>High quality deliverables</p> <p>Regular meetings with project team</p>	High	High
3	Project Steering Committee	Project Management	<p>Assist with the development of the stakeholder plan</p> <p>Provides support with implementation</p> <p>Helps with decision-making and mitigating risks</p> <p>Provide information and guidance related MoE policies and other organizational</p>	Successful project implementation	<p>Timely updates and reports</p> <p>Scheduled meetings</p> <p>Accurate information</p>	High	High

### STAKEHOLDER REGISTER MATRIX

ID	Stakeholders	Functional Area	Roles and Responsibilities	Main Expectations	Major Requirements	Influence Low, medium, high	Impact Low, medium, high
			<p>process assets and environmental factors</p> <p>Provide support with stakeholder engagement.</p>				
4	Curriculum Training Consultant	Technical Support	<p>. Develop eligibility criteria for training.</p> <p>Develop training modules based on project needs</p> <p>Conduct training for participants</p> <p>Prepare and submit reports on program delivery</p> <p>Provide certification to successful candidates</p>	Successful delivery of training programme	<p>Well-developed TOR and Concept Note</p> <p>Participants with pre-requisite knowledge</p> <p>Active participation of trainees</p> <p>Timely submission of assignments</p>	High	High
5	Curriculum Officers	Technical Support	<p>Engage stakeholders through meetings and focus group sessions</p> <p>Participate in training.</p> <p>Identify content developers</p> <p>Review curriculum and provide feedback</p> <p>Support the piloting of the curriculum</p>		<p>Curriculum Architecture</p> <p>Feedback from stakeholders</p> <p>Well trained and competent curriculum writers and</p>	High	High

**STAKEHOLDER REGISTER MATRIX**

ID	Stakeholders	Functional Area	Roles and Responsibilities	Main Expectations	Major Requirements	Influence Low, medium, high	Impact Low, medium, high
			<p>Provide reports on pilot</p> <p>Identify risk and challenges and support Project team to resolve them</p>		content developers		
6	District Education Officers	Supervision	<p>Inform schools and other stakeholders of project</p> <p>Support the participation of schools in their district</p> <p>Support stakeholder engagement</p>	Successful completion of Project	<p>Active participation of schools in their district</p> <p>Regular project updates</p> <p>Engagement through meetings and correspondence</p>	Low	Low
7	Secondary Schools Principals	Supervision	<p>Supervise the piloting of the revised curriculum</p> <p>Participate in sensitization sessions</p> <p>Sensitize teachers about the project</p> <p>Inform parents about the project</p> <p>Submit reports to project team</p>	<p>Successful implementation of Pilot</p> <p>Revised relevant curriculum</p>	<p>Project updates</p> <p>Timely information from project team</p> <p>Meaningful engagement to provide input</p>	High	Medium

### STAKEHOLDER REGISTER MATRIX

ID	Stakeholders	Functional Area	Roles and Responsibilities	Main Expectations	Major Requirements	Influence Low, medium, high	Impact Low, medium, high
8	Teachers	Curriculum Implementation	<p>Develop content</p> <p>Pilot revised curriculum and provide feedback</p> <p>Inform students about the project</p> <p>Identify risks and challenges of implementation</p>	Completed revised curriculum	<p>Engagement to share requirements and provide feedback</p> <p>Well-developed curriculum</p> <p>Training to implement</p> <p>Appropriate resources</p>	High	Low
9	Curriculum Writers	Technical Support	<p>Attend training and sensitization sessions</p> <p>Develop revised modules for the HFLE Curriculum</p> <p>Curate resources to support the delivery of the curriculum</p> <p>Collaborate with Curriculum Officers and Project team to revise drafts</p> <p>Create outlines and instructions to guide digital content development</p>	<p>Training to develop capacity</p> <p>Well-developed curriculum</p>	<p>Compensation for writing</p> <p>Well-developed curriculum Architecture</p> <p>Curriculum Expert to lead writing process</p> <p>Timely Feedback</p>	High	Low
10	Digital Content Developers	Research and Development	Identify and recommend appropriate Apps	To create relevant and user-friendly digital resources	<p>Curriculum Outline</p> <p>Functional hosting platform</p>	High	Low

### STAKEHOLDER REGISTER MATRIX

ID	Stakeholders	Functional Area	Roles and Responsibilities	Main Expectations	Major Requirements	Influence Low, medium, high	Impact Low, medium, high
			<p>for creation and use of digital content</p> <p>Develop digital content</p> <p>Test digital content</p> <p>Submit progress reports to project manager and Curriculum Officers</p> <p>Identify risks and recommend actions to mitigate them</p> <p>Prepare Curriculum Officers and Teachers to use digital content</p>		Access to suitable apps		
11	Students	End User	Participate in the pilot	Interesting, engaging revised curriculum	Opportunities to provide feedback	Low	Low
12	Parents	Socio-economic	<p>Participate in stakeholder consultations</p> <p>Consent to students' participation in the pilot</p>	Curriculum is appropriate for students	<p>Content is age appropriate</p> <p>Opportunity to share their interests</p> <p>Request for consents for student participation</p>	Low	Low

**STAKEHOLDER REGISTER MATRIX**

ID	Stakeholders	Functional Area	Roles and Responsibilities	Main Expectations	Major Requirements	Influence Low, medium, high	Impact Low, medium, high
13	External Ministries (Health, Agriculture, Youth and Sports)	Socio-economic	Participate in Stakeholder consultations  Provide content for inclusion into revised HFLE Curriculum	None	None	Low	Low
14	Non-Governmental Organizations (NGOs)	Socio-economic	Participate in Stakeholder consultations  Support the implementation of the revised HFLE Curriculum	Their interests are represented in the curriculum	Participation in stakeholder engagements	Low	High
15	Faith Based Organizations (FBOs)	Socio-economic	Participate in Stakeholder consultations  Support the implementation of the revised HFLE Curriculum	Their interests are represented in the curriculum	Participation in stakeholder engagements	Low	Low

#### 4.4.4.3 Plan Stakeholder Engagement

Stakeholder engagement is not just a process; it is a commitment to open dialogue, proactive communication, and collaborative decision-making. The inputs for this stakeholder engagement plan were the Project Charter, Resource Management Plan, Communications Management Plan, Risk Management Plan, Stakeholder Register, Risk Register, Project Schedule, and the Ministry of Education's policy guidelines relating to communications, procurement and

other governance issues. The main tools and techniques used were expert judgement, which included knowledge of stakeholder characteristics, comprehension of the Ministry of Education's environment and culture, including its political and power structures, the stakeholder engagement assessment matrix, and meetings. The stakeholder engagement assessment matrix (Chart 20) supported the identification and encouragement of stakeholders to work towards successful project delivery. The output of this process was the Stakeholder Engagement Plan which is presented in Chart 20 below.

### Chart 20

#### *Stakeholder Engagement Assessment Matrix*

ID	Stakeholders	Unaware	Resistant	Neutral	Supportive	Leading
1	Project Sponsor (CEO)				C, D	
2	Project Manager					C, D
3	Project Steering Committee				C	D
4	Curriculum Training Consultant					C, D
5	Curriculum Officers					C, D
6	District Education Officers			C	D	
7	Secondary Schools Principals				C, D	
8	Teachers		C		D	
9	Curriculum Writers				C	D
10	Digital Content Developers				C	D

ID	Stakeholders	Unaware	Resistant	Neutral	Supportive	Leading
11	Students	C			D	
12	Parents	C			D	
13	External Ministries (Health, Agriculture, Youth and Sports)	C			D	
14	Non-Governmental Organizations (NGOs)	C			D	
15	Faith Based Organizations (FBOs)	C			D	
		D = Desired level of engagement		C = Current level of engagement		

#### 4.4.4.4 Manage Stakeholder Engagement

In managing stakeholder engagement for the curriculum revision project, the main goal was building meaningful relationships and fostering collaboration with both internal and external stakeholders. The stakeholder analysis and data collected through stakeholder engagements and meetings provided information on the expectations and influence of each group of stakeholders. The use of proactive communication, open dialogue, and tailored engagement strategies, served to keep stakeholders informed and involved, in the project's activities. The engagement plan will be updated as new stakeholders are identified and with any change requests made throughout implementation. This will also inform the updates of other project plans.

#### 4.4.4.5 Monitor Stakeholder Management

Monitoring stakeholder engagement involves continuously assessing, tracking, and adapting to the evolving needs and expectations of our diverse stakeholders. The project team



should conduct periodic audits to assess the effectiveness of stakeholder engagement efforts. The audit results should be used to make improvements and adjustments to the engagement strategies. The inputs, tools and techniques are detailed in the Chart 17. The output is a work performance information update of the project management plans and the project documents.

## 4.4.5 Communication Management Plan

### 4.4.5.1 Introduction

The communication management plan outlines how communication will be handled throughout the course of the project. It provides a roadmap for the planning, execution, monitoring, and controlling of communication activities to ensure that information is effectively disseminated to all relevant stakeholders. Changes may be made to the plan when necessary. The communications management processes are summarized in Chart 21 below.

#### Chart 21

##### *Summary of Communication Management Processes*

<b>Communication Management Process</b>	<b>Inputs</b>	<b>Tools and Techniques</b>	<b>Outputs</b>
Plan Communications Management	Project Charter, Project Management Plan, project documents, media engagement guidelines, MoE policies, Project Implementation Manual	Expert judgement, stakeholder communication requirement analysis, stakeholder engagement assessment matrix, meetings, communication technology	Communication Management Plan
Manage Communications	Stakeholder Management plan, Resource Management Plan, Risk Management Plan, MoE policies and guidelines related communicating	Communication technology and methods (Collaboration with the Communications and IT units), Press releases, Conventional media,	Project communications (correspondence, reports, presentations,

<b>Communication Management Process</b>	<b>Inputs</b>	<b>Tools and Techniques</b>	<b>Outputs</b>
	information to stakeholders, Project Implementation Manual	electronic communications management (email, video conferencing websites), social media management (Facebook, Instagram online communities etc.), project reporting and meetings	
Monitor Communications	Project Management Plan, MoE guidelines and policies related communicating information to stakeholders, Project Implementation Manual	Meetings, Reports, Feedback from stakeholders, Interpersonal skills	Work performance Information

Note: Prepared by Author

#### **4.4.5.2 Communications Management Approach**

The communication management approach outlines how the project manager and the project team will communicate with the stakeholders throughout the project lifecycle. The inputs are outlined in Chart 20. One of the key inputs was the stakeholder analysis matrix which provided valuable data.

The proposed approach was developed to ensure effective and efficient communication that can enhance the project quality and outcomes, as well as foster trust and collaboration among the project participants. The effectiveness of the communication approach will be assessed

periodically during the project, and adjustments will be implemented as needed. A summary of the project communication is presented in Chart 22.

## Chart 22

### *Summary of Project Communication*

<b>Who</b>	<b>Interest</b>	<b>Communication Type</b>	<b>Strategy/Channel</b>	<b>frequency</b>
Project Sponsor (CEO)	Responsible for the supervision of new initiatives including curriculum and teacher training which must first be approved by the CEO before being introduced to schools. Requires regular updates and is the key decision maker for the project.	personal communication, reports, project documents, presentation	e-mail, meetings, conferences, telephone calls, WhatsApp messages,	Initial meetings at the start of the project, Bi-weekly project updates and as required
Project Manager	Effectively coordinating project activities, delivering quality to stakeholders, reporting on project status, Monitoring and evaluating all project activities	personal communication, reports, project documents, presentation, ceremonies, project announcements	e-mail, meetings, conferences, telephone calls, WhatsApp messages, Google Calendar	As required
Project Steering Committee	Support project implementation, participate in decision-	personal communication, reports, ceremonies	emails, meetings, presentations, Google Calendar	initial sensitization meeting, monthly

<b>Who</b>	<b>Interest</b>	<b>Communication Type</b>	<b>Strategy/Channel</b>	<b>frequency</b>
	making, attend meetings, provide feedback on reports and activities			meetings, emails as required
Curriculum Training Consultant	Designing Training programs, delivering training, Providing feedback,	personal communication, reports, reminders and notices,	emails, training manuals, meetings, Moodle training platform, Google Calendar	As required
Curriculum Officers	Providing support to curriculum writers and content developers, provide feedback on curriculum and digital resources	personal communication, reports, reminders and notices,	e-mails, WhatsApp messages, meetings, draft curriculum, project documents, conferences, Telephone calls, videos, Google Drive for collaboration, Google Calendar	As required throughout implementation
District Education Officers	Providing support to schools for participation in pilot, participating in stakeholder consultations during requirements gathering	personal communications, reminders, notices,	Telephone calls, WhatsApp messages, emails, Flyers, PSAs, social media posts, videos	during planning, in preparation meetings for pilot and as required otherwise.
Secondary Schools Principals	Provide requirements, participate in stakeholder consultations,	personal communication, notices, draft documents, manuals	e-mails, WhatsApp messages, meetings, draft curriculum, project documents, telephone calls	weekly emails and WhatsApp messages, telephone call if required, weekly meetings during Piloting, Manual to guide rollout of the pilot
Teachers	participate in consultations,	personal communication,	meetings, flyers, PSAs, emails, reports,	stakeholder consultations during

<b>Who</b>	<b>Interest</b>	<b>Communication Type</b>	<b>Strategy/Channel</b>	<b>frequency</b>
	conduct pilot of curriculum and digital resources, sensitize students and parents about curriculum review	notices, draft documents, guidelines for piloting,	focus group meetings, lesson observations during pilot phase.	planning, participation is sensitization meetings in preparation for pilot, emails and WhatsApp messages as required
Curriculum Writers	participate in meetings, revise curriculum, Identify risks and challenges	personal communication, notices and reminders, ceremonies, project documents, presentations	meetings, e-mails, WhatsApp messages, project document, reports, webinars, synchronous training sessions, ceremonies, Google Drive for collaboration, Google Calendar	e-mails and meetings as required. Weekly synchronous sessions during training, bi-weekly meetings during writing phase,
Digital Content Developers	collaborate with curriculum writers to develop digital resources	personal communication, notices and reminders, ceremonies, project documents, presentations	meetings, e-mails, WhatsApp messages, project document, reports, webinars, ceremonies, Google Drive for collaboration, Google Calendar	sensitization meetings to prepare for content development, weekly meetings with curriculum writers, one ceremony to present final digital resources,
Students	participate in piloting of	presentations, ceremonies,	face to face sensitizations, lesson delivery, focus group discussions	during piloting
Parents	engage in stakeholder consultations, support student participation, attend ceremony	presentations, ceremonies, notices	e-mails, WhatsApp messages, PSAs,	when required
External Ministries (Health, Agriculture, Youth and Sports)	engage in stakeholder consultations and participate in ceremony	presentations, ceremonies, notices	e-mails, WhatsApp messages, PSAs,	when required

Who	Interest	Communication Type	Strategy/Channel	frequency
Non-Governmental Organizations (NGOs)	engage in stakeholder consultations and participate in ceremony	presentations, ceremonies, notices	e-mails, WhatsApp messages, PSAs,	when required
Faith Based Organizations (FBOs)	engage in stakeholder consultations and participate in ceremony	presentations, ceremonies, notices	e-mails, WhatsApp messages, PSAs,	when required

Note: Prepared by Author

#### 4.4.5.2.1 Roles and Responsibility

Project communication is of paramount importance in ensuring the success of a project. To ensure that all project stakeholders are informed, aligned, and engaged throughout the project lifecycle, it is important to assign responsibilities for managing the communication to select team members. The roles and responsibilities are presented in Chart 23.

#### Chart 23

##### *Communications Roles and Responsibilities*

Role	Responsibility
Project Sponsor	<ul style="list-style-type: none"> <li>Clearly communicates all aspects of the project to the Project Manager and other key stakeholders, as needed</li> <li>Provide guidelines for communication mechanisms to be used in the project.</li> <li>Address issues which may be beyond the capacity of the Project Manager</li> <li>Provide feedback on proposed communication management plan and requisite reports.</li> </ul>
	<ul style="list-style-type: none"> <li>Coordinate the development of the communications management plan</li> <li>Shares the project sponsor's vision and communicates parameters for the project</li> </ul>

Role	Responsibility
Project Manager	<ul style="list-style-type: none"> <li>• Facilitates meetings with other stakeholders to ensure that the project is successful</li> <li>• Reviews reports from other key stakeholders</li> <li>• Manages and resolves issues related to the project</li> <li>• Escalates issues to the project sponsor, when necessary</li> </ul>
Project Steering Committee	<ul style="list-style-type: none"> <li>• Contributes to the development of the project management plan</li> <li>• Prepares reports which are shared with the Project Manager</li> <li>• Manages and resolves issues within the remit of the work of the committee</li> <li>• Escalates issues to the Project Manager, if needed</li> <li>• Communicates with Curriculum Officers to ensure that information is shared with the principals</li> <li>• Receives feedback from Curriculum Officers</li> </ul>
District Education Officers	<ul style="list-style-type: none"> <li>• Disseminate information to principals and teachers.</li> <li>• Address issues relating to participation of schools</li> </ul>
Principals	<ul style="list-style-type: none"> <li>• Dissemination of information to teachers and parents</li> </ul>
Curriculum Training Consultant	<ul style="list-style-type: none"> <li>• Communicate with students, conduct sensitization</li> <li>• deliver training, prepare reports</li> </ul>
Curriculum Officers	<ul style="list-style-type: none"> <li>• Disseminate information to DEOs, principals, curriculum writers and content developers</li> <li>• Sensitize external stakeholders about revised curriculum</li> <li>• Prepare presentations to create awareness among stakeholders</li> </ul>
Communications unit	<ul style="list-style-type: none"> <li>• Prepare and disseminate communication products to sensitize and educate stakeholders.</li> <li>• Document project activities</li> </ul>

Note: Adapted from previous curriculum revision project

#### 4.4.5.3 Manage Communications

Manage Communications is the process of ensuring timely and appropriate collection, creation, distribution, storage, retrieval, management, monitoring, and the ultimate disposition of project information. The key benefit of this process is that it enables an efficient and effective information flow between the project team and the stakeholders. This process is performed throughout the project. (Project Management Institute, 2017). The inputs for the Manage



Communications process are the Stakeholder Management Plan, Resource Management Plan, Risk Management Plan, and MoE policies and guidelines related communicating information to stakeholders. The Project Manager will be supported by the MoEs Communication Unit to prepare and disseminate communication products including PSAs, videos, press releases. The tools and techniques which were used to manage communication are Press releases, Conventional media, electronic communications management (email, video conferencing websites), social media management (Facebook, Instagram), Google Calendar to coordinate project reporting and meetings. Notifications and meeting agendas were circulated via email prior to meetings. This served to prepare stakeholders for active engagement in meetings and to manage effective communication.

Clear guidelines and standards for communication were also set to manage communication. Standard forms and templates were developed for ease of reporting and sharing information. Any departures from the agreed upon guidelines are addressed immediately. Issues and challenges were first documented via emails to the Project Manager who then met with relevant parties to discuss and resolve them. Any challenge which could not be resolved at that level was escalated to the Project Sponsor and steering committee. Project documents were updated as required.

#### **4.4.5.4 Monitor Communications**

This process ensures that the information requirements of the project stakeholders is being met. The process also enables the project team to track whether or not the artifacts and communication activities had a desired effect. Data gathered can help determine whether there is a need to maintain or even increase the support of stakeholders for project's deliverables and

activities. The inputs for this process were the project management plan, Project Implementation Manual and MoE's guidelines and policies for communications. The tools and techniques used were meetings, reports, stakeholders' feedback, updated communication and stakeholder engagement plans. The risks and lessons learned register were also updated as necessary.

#### **4.4.6 Quality Management Plan**

##### **4.4.6.1 Introduction**

Delivering quality is critical to the success of any project. It is imperative that the revised curriculum is responsive to the agreed upon requirements which were gathered. Most importantly it needs to be relevant and user friendly. The quality management plan will identify quality requirements and or standards for the HFLE curriculum revision project and its deliverables. The key benefit of this plan is that it provides guidance and direction on how quality will be managed and verified throughout the project. The main inputs for the Quality Management Plan were the HFLE Curriculum Standards, the OECS Curriculum and Assessment Framework, lessons learnt from similar projects, Inputs, tools, techniques and outputs of the Quality Management Plan are summarized in the following sections. The inputs, tools, techniques and outputs are summarized in chart 24.

**Chart 24**

*Summary of Inputs, tools, techniques and outputs of the quality Management plan for the HFLE Curriculum Revision Project.*

<b>Quality Management Process</b>	<b>Inputs</b>	<b>Tools and Techniques</b>	<b>Outputs</b>
Plan Quality Management	Project Charter, project scope baseline, requirement traceability matrix, CARICOM Regional Framework for HFLE, OECS Curriculum and Assessment Framework, project performance indicators,	benchmarking, expert judgement from curriculum officers and content developers, meetings, data gathering	Quality Management plan, quality metrics, updates to project documents
Manage Quality	Quality baseline (indicators and standards) project scope baseline, lessons learned from previous projects, MoE's quality guidelines, progress reports, risk reports,	Reviews by Curriculum Officers, data analysis from curriculum pilot, decision making based on feedback and reports from writers and content developers and reviewers, problem solving to address risk and challenges, quality improvement method (Plan-Do-Check-Act)	Change requests. Quality reports Updates to project management plans as required.
Control Quality	Quality Management Plan, lessons learned register, quality metrics, approved change requests deliverables (revised curriculum, cohort of trained curriculum writers, digital content and resources)	checklists performance reviews testing of digital resources cause and effects diagrams meetings	work performance information verified deliverables work performance data updates to the quality management plan and other project documents

Note: Prepared by Author

#### **4.4.6.2 Quality Management Approach**

A collaborative approach was used to develop the quality Management plan for the revision of the HFLE curriculum project. To determine the quality requirements of the project, several consultations facilitated by the Project Manager were conducted with the Project Sponsor, Curriculum Officers, HFLE teachers and Information Communication (IT) Officers in the Ministry of Education. The OECS Curriculum and Assessment Framework and the CARICOM Regional Standards for HFLE were also reviewed to define the requirements. The quality requirements were documented and prioritized using an L-shaped matrix to prioritize stakeholders and then prioritize requirements. Stakeholders with common requirements were grouped for this analysis. The L-Shape Prioritization Matrix is presented in figure 13. The results of the prioritization suggest that the Project Sponsor is the most important stakeholder, followed by the Steering Committee and the Curriculum Officers, Curriculum Writers and Digital Content Developers.

## Chart 25

### Stakeholder Prioritization Matrix

Stakeholder Prioritization Matrix	Project Sponsor	Project Manager	Steering Committee	Curriculum Officers, Curriculum writers and Digital Content Developers	Principals, Teachers and DEOs	Students	Parents, External Ministries and Agencies	Row Total	Relative Decimal Value
Project Sponsor		5	1	1	5	10	10	32	0.24
Project Manager	0.2		0.2	0.2	5	5	10	20.6	0.15
Steering Committee	1	5		1	5	5	10	27	0.20
Curriculum Officers, Curriculum writers and Digital Content Developers	1	5	1		5	5	10	27	0.20
Principals, Teachers and DEOs	0.2	0.2	0.2	0.2		10	10	20.8	0.16
Students	0.1	0.2	0.2	0.2	0.1		5	5.8	0.04
Parents, External Ministries and Agencies	0.1	0.1	0.1	0.1	0.1	0.2		0.7	0.01
							Grand Total	133.9	

Key	
10	Much more important
5	More important
1	Equally important
1/5	Less important
1/10	Much less important

The overall success of the HFLE revision project hinges on the delivery of quality project artifacts. It is therefore essential that stakeholders' requirements are identified and prioritized

during the planning phase. The key requirements for the Revision of the Health and Family Curriculum for Secondary Schools in Saint Lucia were identified and prioritized based on stakeholders' interest, influence, power and impact on the project and how they aligned to overall project objectives. The results are presented in the following charts. The scores can be interpreted using the key above.

## Chart 26

### *Requirements Prioritization for project Sponsor*

Requirements Prioritization, Project Sponsor	Curriculum is responsive to the cultural and social context of St. Lucia	Revised curriculum is well developed based on international standards	Identify gaps in existing curriculum and address them	Topics are adequately and accurately presented for each grade level and thematic area	Reliable feedback is received from teachers during pilot	Curriculum writer and content developers are adequately trained	Cost effective resources are utilized	Project schedule is maintained and risks and challenges addressed	Row Total	Relative Decimal Value
Curriculum is responsive to the cultural and social context of St. Lucia	5		1	5	5	5	0.1	0.2	21.3	0.14
Revised curriculum is well developed based on international standards	0.2	5	1	0.2	5	1	5	5	17.4	0.11
Identify gaps in existing curriculum and address them	1	1	5	0.2	1	0.2	0.1	0.1	3.6	0.02
Topics are adequately and accurately presented for each grade level and thematic area	0.2	5	5	5	1	5	0.2	0.2	16.6	0.11
Reliable feedback is received from teachers during pilot	0.2	0.2	1	1	5	0.02	0.1	0.1	4.6	0.03
Curriculum writer and content developers are adequately trained	0.2	1	5	0.2	5	5	0.2	0.2	11.8	0.08
Cost effective resources are utilized	10	0.2	10	5	10	5	5	1	41.2	0.27
Project schedule is maintained and risks and challenges addressed	5	0.2	10	5	10	5	1	5	36.2	0.24
								<b>Grand Total</b>	<b>152.7</b>	

## Chart 27

### Requirements Prioritization for Project Manager

Requirements Prioritization, Project Manager	Curriculum is responsive to the cultural and social context of St. Lucia	Revised curriculum is well developed based on international standards	Identify gaps in existing curriculum and address them	Topics are adequately and accurately presented for each grade level and thematic area	Reliable feedback is received from teachers during pilot	Curriculum writer and content developers are adequately trained	Cost effective resources are utilized	Project schedule is maintained and risks and challenges addressed	Row Total	Relative Decimal Value
Curriculum is responsive to the cultural and social context of St. Lucia	5	1	5	5	1	5	0.1	22.1	0.14	
Revised curriculum is well developed based on international standards	0.2	1	1	5	1	5	0.1	13.3	0.09	
Identify gaps in existing curriculum and address them	1	1	1	5	0.2	0.1	0.1	8.4	0.05	
Topics are adequately and accurately presented for each grade level and thematic area	0.2	1	1	0.2	0.2	0.1	0.1	2.8	0.02	
Reliable feedback is received from teachers during pilot	0.2	0.2	0.2	5	1	5	5	16.6	0.11	
Curriculum writer and content developers are adequately trained	1	1	5	10	1	0.2	0.2	18.4	0.12	
Cost effective resources are utilized	0.2	0.2	10	10	0.2	5	1	26.6	0.17	
Project schedule is maintained and risks and challenges addressed	10	10	10	10	0.2	5	1	46.2	0.30	
								<b>Grand Total</b>	<b>154.4</b>	

Note: Prepared by Author

## Chart 28

### *Requirements Prioritization for Steering Committee*

<b>Requirements Prioritization Steering Committee</b>	Curriculum is responsive to the cultural and social context of St. Lucia	Revised curriculum is well developed based on international standards	Identify gaps in existing curriculum and address them	Topics are adequately and accurately presented for each grade level and thematic area	Reliable feedback is received from teachers during pilot	Curriculum writer and content developers are adequately trained	Cost effective resources are utilized	Project schedule is maintained and risks and challenges addressed	Row Total	Relative Decimal Value
Curriculum is responsive to the cultural and social context of St. Lucia	5	1	5	5	5	10	5	0.2	31.2	0.25
Revised curriculum is well developed based on international standards	1	5	5	1	5	1	5	1	19	0.15
Identify gaps in existing curriculum and address them	0.2	0.2	5	1	5	1	5	5	17.4	0.14
Topics are adequately and accurately presented for each grade level and thematic area	0.2	1	1	5	5	1	0.2	0.2	8.6	0.07
Reliable feedback is received from teachers during pilot	0.2	0.2	0.2	2	5	1	0.2	0.2	4	0.03
Curriculum writer and content developers are adequately trained	0.1	1	0.1	1	1	5	0.2	0.2	3.6	0.03
Cost effective resources are utilized	0.2	0.2	0.2	5	5	5	5	1	16.6	0.14
Project schedule is maintained and risks and challenges addressed	5	1	0.2	5	5	5	1	5	22.2	0.18
									<b>Grand Total</b>	<b>122.6</b>



## Chart 29

### *Requirements Prioritization for Curriculum Officers, Curriculum Writers and Digital Content developers*

<b>Requirements Prioritization Curriculum Officers, Curriculum Writers and Digital Content Developers</b>	Curriculum is responsive to the cultural and social context of St. Lucia	Revised curriculum is well developed based on international standards	Identify gaps in existing curriculum and address them	Topics are adequately and accurately presented for each grade level and thematic area	Reliable feedback is received from teachers during pilot	Curriculum writer and content developers are adequately trained	Cost effective resources are utilized	Project schedule is maintained and risks and challenges addressed	Row Total	Relative Decimal Value
Curriculum is responsive to the cultural and social context of St. Lucia	5		1	0.2	0.2	0.2	10	10	26.6	0.14
Revised curriculum is well developed based on international standards	0.2	5	0.2	0.1	0.1	0.2	10	10	20.8	0.11
Identify gaps in existing curriculum and address them	1	5	5	0.2	0.2	0.2	5	5	16.6	0.09
Topics are adequately and accurately presented for each grade level and thematic area	5	10	5	5	1	1	10	10	42	0.22
Reliable feedback is received from teachers during pilot	5	10	5	1	5	1	10	10	42	0.22
Curriculum writer and content developers are adequately trained	5	5	5	1	1	5	10	10	37	0.20
Cost effective resources are utilized	0.1	0.1	0.2	0.1	0.1	0.1	1	1	1.7	0.01
Project schedule is maintained and risks and challenges addressed	0.1	0.1	0.2	0.1	0.1	0.1	1	1	1.7	0.01
									<b>Grand Total</b>	<b>188.4</b>

Note: Prepared by Author

### Chart 30

#### *Requirements Prioritization for Principals, Teachers and DEOs*

Requirements Prioritization, Principals, Teachers and DEOs	Curriculum is responsive to the cultural and social context of St. Lucia	Revised curriculum is well developed based on international standards	Identify gaps in existing curriculum and address them	Topics are adequately and accurately presented for each grade level and thematic area	Reliable feedback is received from teachers during pilot	Curriculum writer and content developers are adequately trained	Cost effective resources are utilized	Project schedule is maintained and risks and challenges addressed	Row Total	Relative Decimal Value	
Curriculum is responsive to the cultural and social context of St. Lucia	10		1		1	5	0.2	10	10	37.2	0.21
Revised curriculum is well developed based on international standards	0.1	5		0.2		0.2	0.2	5	5	10.9	0.06
Identify gaps in existing curriculum and address them	1	5	5		1	1	1	5	5	19	0.11
Topics are adequately and accurately presented for each grade level and thematic area	5	5	5	5		1	5	10	10	41	0.23
Reliable feedback is received from teachers during pilot	0.2	5	1		1		0.2	10	10	27.4	0.16
Curriculum writer and content developers are adequately trained	5	5	1		0.2	5		10	10	36.2	0.21
Cost effective resources are utilized	0.1	0.2	0.2		0.1	0.1	0.1		1	1.8	0.01
Project schedule is maintained and risks and challenges addressed	0.1	0.2	0.2		0.1	0.1	0.1	1		1.8	0.01
								<b>Grand Total</b>	<b>175.3</b>		

Note: Prepared by Author

Chart 31

*Requirements Prioritization for Students*

Requirements Prioritization, Students	Curriculum is responsive to the cultural and social context of St. Lucia	Revised curriculum is well developed based on international standards	Identify gaps in existing curriculum and address them	Topics are adequately and accurately presented for each grade level and thematic area	Reliable feedback is received from teachers during pilot	Curriculum writer and content developers are adequately trained	Cost effective resources are utilized	Project schedule is maintained and risks and challenges addressed	Row Total	Relative Decimal Value
Curriculum is responsive to the cultural and social context of St. Lucia	5	0.2	5	5	10	10	10	45.2	0.27	
Revised curriculum is well developed based on international standards	0.2	10	0.1	5	10	1	1	18.3	0.11	
Identify gaps in existing curriculum and address them	5	10	1	0.2	5	5	5	31.2	0.19	
Topics are adequately and accurately presented for each grade level and thematic area	0.2	0.2	1	5	0.2	5	5	16.6	0.10	
Reliable feedback is received from teachers during pilot	0.2	0.1	5	5	10	5	10	35.3	0.21	
Curriculum writer and content developers are adequately trained	0.1	10	0.2	0.2	0.2	1	1	12.7	0.08	
Cost effective resources are utilized	0.1	1	0.2	0.2	0.1	1	1	3.6	0.02	
Project schedule is maintained and risks and challenges addressed	0.1	1	0.2	0.2	0.1	1	1	3.6	0.02	
								<b>Grand Total</b>	<b>166.5</b>	

Note: Prepared by Author

## Chart 32

### *Requirements Prioritization for Parents and External Agencies*

Requirements Prioritization, Parents and External Agencies	Curriculum is responsive to the cultural and social context of St. Lucia	Revised curriculum is well developed based on international standards	Identify gaps in existing curriculum and address them	Topics are adequately and accurately presented for each grade level and thematic area	Reliable feedback is received from teachers during pilot	Curriculum writer and content developers are adequately trained	Cost effective resources are utilized	Project schedule is maintained and risks and challenges addressed	Row Total	Relative Decimal Value
Curriculum is responsive to the cultural and social context of St. Lucia		10	5	10	5	5	5	10	50	0.31
Revised curriculum is well developed based on international standards	0.1		0.2	0.2	0.2	0.2	0.1	0.2	1.2	0.01
Identify gaps in existing curriculum and address them	0.2	5		1	5	1	5	10	27.2	0.17
Topics are adequately and accurately presented for each grade level and thematic area	0.1	5	1		1	5	5	10	27.1	0.17
Reliable feedback is received from teachers during pilot	0.2	5	0.2	1		1	0.2	1	8.6	0.05
Curriculum writer and content developers are adequately trained	0.2	5	1	0.2	1		5	5	17.4	0.11
Cost effective resources are utilized	0.2	10	0.2	0.2	5	0.2		5	20.8	0.13
Project schedule is maintained and risks and challenges addressed	0.1	5	0.1	0.1	1	0.2			6.7	0.04
								<b>Grand Total</b>	<b>159</b>	

Note: Prepared by Author

The Stakeholder Weighted Requirements prioritization chart is presented below. The assessment revealed that the most important requirement was the need for the revised curriculum to be responsive to the culture and social context of Saint Lucia. It was also deemed important that the project was completed on time. Of the least importance was the need for the revised curriculum to be based on international standards. This would inform the quality assurance and control processes.

### Chart 33

#### *Stakeholder Weighted Requirements*

Stakeholder Weighted Requirements Prioritization	Project Sponsor	Project Manager	Steering Committee	Curriculum Officers Curriculum Writers Digital Content Developers	Principals Teachers DEOs	Students	Parents and External Agencies	Row Total	Relative Decimal Value
Curriculum is responsive to the cultural and social context of St. Lucia	0.03	0.02	0.05	0.03	0.03	0.01	0.00	0.17	0.17
Revised curriculum is well developed based on international standards	0.03	0.02	0.03	0.02	0.01	0.00	0.00	0.11	0.11
Identify gaps in existing curriculum and address them	0.01	0.01	0.03	0.02	0.02	0.01	0.00	0.10	0.10
Topics are adequately and accurately presented for each grade level and thematic area	0.03	0	0.01	0.04	0.04	0.00	0.00	0.12	0.12
Reliable feedback is received from teachers during pilot	0.01	0.02	0.01	0.04	0.03	0.01	0.00	0.12	0.12
Curriculum writer and content developers are adequately trained	0.02	0.02	0.01	0.04	0.03	0.00	0.00	0.12	0.12
Cost effective resources are utilized	0.06	0.03	0.03	0.00	0.00	0.00	0.00	0.12	0.12
Project schedule is maintained and risks and challenges addressed	0.06	0.04	0.04	0.00	0.00	0.00	0.00	0.14	0.14
								Grand Total	1.00

Note: Prepared by Author

#### 4.4.6.3 Roles and Responsibilities

Delineating clear roles and responsibilities is foundational in ensuring a project delivers quality. Quality plays a pivotal role in meeting and exceeding stakeholder's expectations. The roles and responsibilities of key stakeholders for quality management is detailed in chart 34.

#### Chart 34

##### *Quality Management Roles and Responsibilities*

Role	Quality Responsibilities
Project Sponsor	<ul style="list-style-type: none"> <li>• Set clear and realistic expectations for quality standards including establishing quality goals, defining acceptable levels of performance, and communicating these expectations to the project team.</li> <li>• Ensure that adequate resources, including budget, personnel, and tools, are allocated to support the quality assurance activities.</li> <li>• Promote a culture of quality among internal stakeholders by emphasizing the importance of quality in project outcomes.</li> <li>• Review and approve the project's quality management plan.</li> <li>• Support risk identification and mitigation.</li> <li>• Regularly monitor project progress, quality metrics and key performance indicators to ensure adherence to quality metrics.</li> <li>• Provide support and guidance for quality related decisions.</li> <li>• Review and endorse reports, audit findings and recommendations.</li> </ul>
Project Manager	<ul style="list-style-type: none"> <li>• Develop the quality management plan.</li> <li>• Collaborate with stakeholders to define quality objectives which will be used as benchmarks for assessing adherence to quality standards.</li> <li>• Establish the quality standards for the project deliverables.</li> <li>• Ensure project team members are adequately trained in quality management processes and methodologies.</li> <li>• Implement and oversee quality assurance processes throughout the project lifecycle.</li> </ul>

Role	Quality Responsibilities
	<ul style="list-style-type: none"> <li>• Conduct quality audits.</li> <li>• Review change requests associated with quality and taking relevant action in response.</li> <li>• Document quality related information.</li> <li>• Identify and address quality related issues.</li> </ul>
Steering Committee	<ul style="list-style-type: none"> <li>• Review and provide feedback on quality policies, standards, and procedures.</li> <li>• Ensure that potential risks impacting the project's quality objectives are identified, assessed, and addressed.</li> <li>• Review quality assurance processes and ensuring corrective actions are taken.</li> <li>• Resolve critical quality issues.</li> <li>• Review and approve changes to the project's quality management plan.</li> <li>• Ensure that quality assurance practices align with organizational standards and best practices for curriculum revision.</li> </ul>
Teachers and Principals	<ul style="list-style-type: none"> <li>• Adhere to quality processes and policies.</li> <li>• Provide timely accurate feedback on curriculum Pilot.</li> <li>• Contribute to the identification of requirements and quality standards.</li> </ul>
Curriculum Officers	<ul style="list-style-type: none"> <li>• Support the creation of quality metrics.</li> <li>• Review and provide feedback on draft curriculum and digital resources.</li> <li>• Support the identification and selection of qualified curriculum writers and digital content developers.</li> <li>• Provide feedback on training programs for curriculum writers.</li> <li>• Ensure that quality assurance practices align with organizational standards and best practices for curriculum revision.</li> <li>• Ensure that risks to quality are identified and addressed.</li> <li>• Participate in risk mitigation and response</li> </ul>
Curriculum Writers	<ul style="list-style-type: none"> <li>• Participate in trainings and capacity building sessions.</li> </ul>

Role	Quality Responsibilities
	<ul style="list-style-type: none"> <li>• Adhere to curriculum standards and guidelines when revising curriculum.</li> <li>• Use feedback on drafts to improve final product.</li> <li>• Ensure the curriculum is culturally and socially relevant.</li> <li>• Attend regular meetings related to quality.</li> </ul>
Digital Content Developers	<ul style="list-style-type: none"> <li>• Participate in trainings and capacity building sessions.</li> <li>• Ensure that digital documents align with quality management expectations.</li> <li>• Source and utilize reliable apps and software which are appropriate for digital educational content.</li> <li>• Review content and resources based on user feedback</li> <li>• Conduct quality checks on digital resources and hosting platforms.</li> <li>• Identify and report issues and challenges to curriculum and IT team.</li> </ul>
Training facilitators	<ul style="list-style-type: none"> <li>• Develop training modules which are aligned to quality standards.</li> <li>• Provide high-quality training to participants.</li> <li>• Prepare and submit performance reports to Project Manager.</li> <li>• Participate in meetings with project team including writers to ensure quality metrics are being met.</li> <li>• Revise training as required based on feedback from participants and project team.</li> </ul>

Note: Prepared by the Author

#### 4.4.6.4 Quality Assurance

Quality Assurance is central to the quality management process of the HFLE Curriculum Revision Project. By systematically assessing, monitoring, and improving the quality of instructional content, learning materials, assessment methods, and overall educational processes, the final deliverable will be aligned to the prioritized requirements and expectations of the Sponsor and other key stakeholders. The main elements of the Quality Assurance Plan are the work



breakdown structure reference number, statement of the requirement, statement of specification which is specific and measurable, description of the assurance activity, schedule information and designation of responsibility. The Quality Assurance Plan for this project is detailed in Chart 35 below.

### Chart 35

*Quality Assurance Plan for the Revision of the Health and Family Life Education Curriculum for Secondary Schools in St. Lucia project.*

WBS ID	Requirement	Specification	Assurance Activity	Schedule	Responsible Entity
1.1	Develop Project Management Plans	All subsidiary plans are fully developed including component by February 02, 2024	Completed Project Management plans for: <ul style="list-style-type: none"> <li>• Integration Management</li> <li>• Scope Management</li> <li>• Schedule Management</li> <li>• Cost Management</li> <li>• Stakeholder Management</li> <li>• Communication Management</li> <li>• Quality Management</li> <li>• Resource Management</li> <li>• Procurement Management</li> <li>• Risk Management</li> </ul>	during the planning Phase	Project Manager and Project Team

WBS ID	Requirement	Specification	Assurance Activity	Schedule	Responsible Entity
1.1	Develop Project Management Plans	Host 4 stakeholder consultations to inform the development of the plans between	summary reports of stakeholder consultations prepared and submitted to Sponsor	during first month of the project	Project Team and Curriculum Officers
1.2	Administration and Reporting	All required reports will be submitted by the due date stipulated. All Project staff will be assigned duties and responsibilities	Develop reporting templates Develop TORs for all project roles. Submit reports using templates provided	during the planning phase and as required during implementation  reports will be submitted Bi-weekly, monthly and quarterly	Project Manager, Project Team and Project steering Committee
2.1	Engagement of training Institute	Engage an accredited training institute to train curriculum writers	TOR must be developed  Call for expressions of interest must be advertised publicly for at least three weeks.  Bids must be evaluated by an evaluation committee using set criteria.  Contract is well written, align to MoEs policies and procedures and are reflective of the TOR.	once during the procurement process	Project Manager, Procurement Officer
3	Curriculum is responsive to the cultural and social context of St. Lucia	At least four stakeholder consultations must be conducted with key stakeholders to gather requirements  Draft curriculum must be reviewed by a local team to assess cultural relevance.	Plan consultation, invite participants, select venue, select facilitators, prepare materials, analyze findings and prepare report of consultations.	consultations to be conducted during the first month of the project  evaluation will be done two weeks after each	Project Manager  Curriculum Unit.

WBS ID	Requirement	Specification	Assurance Activity	Schedule	Responsible Entity
		Revisions based on feedback must be completed within three weeks of submission to writers	Soft copies of draft modules to be circulated with guidelines for reviewing. Feedback template will be developed and disseminated with soft copies. Modules will be reviewed and feedback submitted.  Writing team will revise modules based on feedback received.	module is written  modules will be revised within two weeks of receiving feedback	Curriculum Writers
3.2	Revised curriculum is well developed based on international standards	cUsed CARICOM HFLE standards as a benchmark for developing curriculum  Train Writers to enhance their capacity to develop curriculum.	Create curriculum architecture before writing process.  Conduct curriculum mapping against standards  Conduct curriculum and assessment training over a six-month period.  Writers must attend at least 90 percent of training and successfully complete program	Curriculum Architecture will be done once before writing starts  curriculum mapping will be done at least one week after each module is completed	Curriculum writing team  HFLE Curriculum Officer  Training institute
3.2	Identify gaps in existing curriculum and address them	Include content on Climate Change, Bullying Prevention and Resilience Education	Create at least two new standards for each grade which are aligned to each topic	during the first two weeks of the writing period	HFLE curriculum Officer  Curriculum writing team

WBS ID	Requirement	Specification	Assurance Activity	Schedule	Responsible Entity
3.2	Topics are adequately and accurately presented for each grade level and thematic area	<p>Select writers who have technical knowledge in at least two thematic areas.</p> <p>Develop scope and sequence for each topic.</p> <p>Hold planning meetings with writers to plan and monitor writing process.</p>	<p>Verify 100% of CVs submitted by all writers</p> <p>Scope and sequence for each topic is developed per grade and included in the curriculum architecture</p>	<p>once during selection process.</p> <p>at the start of the writing process</p>	<p>Project Manager and Curriculum Officers</p> <p>content specialists</p>
3.2	Draft curriculum must be piloted at select schools	Eight schools will be selected to pilot the draft revised HFLE Curriculum	<p>Select one secondary schools from each educational district to revised curriculum.</p> <p>Conduct a professional development session with HFLE teachers in preparation for the pilot</p>	<p>schools will be selected at the start of the writing process</p> <p>pilot will be conducted for one month after drafts are developed</p> <p>observations will be done during the 1<sup>st</sup>,</p>	<p>Project sponsor</p> <p>HFLE Curriculum Officer and school Principals</p>

WBS ID	Requirement	Specification	Assurance Activity	Schedule	Responsible Entity
			<p>Conduct 3 Observation sessions during Piloting</p> <p>Prepare templates for observations and feedback from teachers</p>	<p>3<sup>rd</sup> and 4<sup>th</sup> week of the pilot</p> <p>One template each will be created for observations and teacher self-assessment</p>	<p>District Education Officers and Principals Curriculum Officers</p>
4.2	<p>Digital resources for curriculum content must be cost effective</p>	<p>Curate educational apps with Open Source Licenses to create digital resources and host curriculum.</p>	<p>Create a list of specifications for apps. Based on the curriculum architecture.</p> <p>Curate apps with open source licenses.</p> <p>Test apps for ease of use and functionality.</p>	<p>Hosting platform will be identified and tested at the start of the project.</p> <p>Digital Apps and resources will be curated at least one week after the</p>	<p>IT Curriculum Specialists content developers</p> <p>Project Managers</p> <p>IT Curriculum Specialist</p>

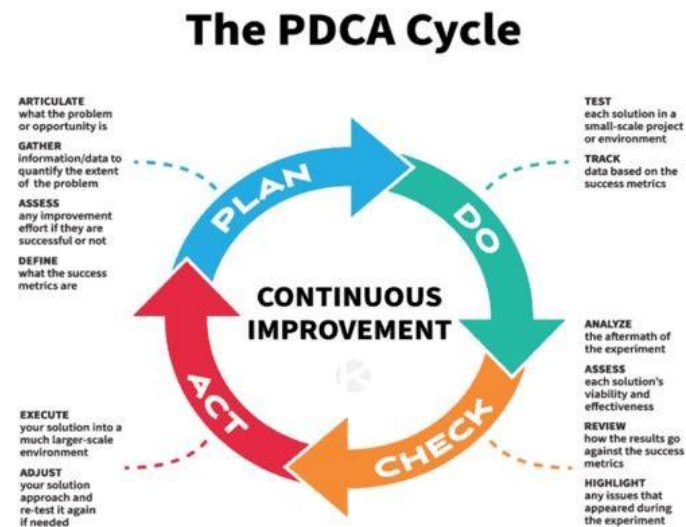
WBS ID	Requirement	Specification	Assurance Activity	Schedule	Responsible Entity
				writing process has started for each module  Apps will be tested at least three times during content development	Content Developers

Note: Prepared by Author

#### 4.4.6.5 Control Quality

Quality control refers to the process of monitoring project results to ensure the results conform to specifications. If there are instances of non-conformance then corrective action must be taken where necessary. The Changes will be requested through the established change process and the Plan-Do-Check-Act model illustrated below, will be used for quality improvement.

Figure 134

*PDCA Model*

Source: elaborated by Richard Wall, 2022

## 4.4.7 Resource Management Plan

### 4.4.7.1 Introduction

Project resources refer to the assets, materials, personnel, and equipment that are allocated and utilized to execute a specific project. Project Resource Management includes the processes to identify, acquire, and manage the resources needed for the successful completion of the project. These processes help ensure that the right resources will be available to the project manager and project team at the right time and place. (Project Management Institute, 2017). The Resource Management processes are plan resource management, estimate activity resource, acquire

resources, develop team, manage team, control resources. Effectively managing project resources is crucial for ensuring that the project stays on schedule, within budget, and meets its objectives.

The resources for the Revision of the Health and Family Life Curriculum for Secondary Schools in Saint Lucia project include human resources (HR), equipment, materials and facilities. The Project Manager will be primarily responsible for the management of the project resources. A summary of the inputs, tool, techniques and outputs for the six processes of the Resource Management plan is given in Chart 36 and further detailed in the following subsections.

### Chart 36

*Summary of the Resource Management processes inputs, tool/techniques, and outputs of the HFLE*

*Revision Project*

Resource Management Processes	Input	Tools & Techniques	Outputs
Plan Resource Management	Project Charter Quality Management Plan, Scope baseline, Project schedule, Risk and stakeholder registers MoE's HR policies, and physical resource management and policies	Expert judgement, WBS, Organizational Breakdown Structure (OBS), Resource Breakdown Structure, RACI Chart, meetings	Resource Management Plan, Updated Risk Register
Estimate Activity Resources	Resource Management Plan, Scope baseline, Activity list and attributes, Cost estimates, Resource availability, team resource skills, resource location	Expert judgement, meetings, analogous and bottoms up estimating, Microsoft Project	Resource Breakdown Structure
Acquire Resources	Resource Management Plan, Procurement Management Plan, Cost baseline, Project	Negotiation skills, Decision-making, Pre-assignment, Market place conditions, MoE's policies for acquiring,	Resource calendar, Updates to project documents,



<b>Resource Management Processes</b>	<b>Input</b>	<b>Tools &amp; Techniques</b>	<b>Outputs</b>
	schedule, stakeholder Register,	allocating and assigning resources, Historical information, Pre-assignment, virtual teams	
Develop Team	Resource Management Plan, Lessons learnt register	Colocation, virtual teams, Google Drive, Email, Zoom, Interpersonal and team skills, training, meetings	Team performance assessments
Manage Team	Team performance assessment, work performance reports, Resource Management Plan, lessons learned register, MoEs Policies and Procedures	Leadership skills, Conflict resolution, Decision-making, Emotional intelligence	Project document updates
Control Resources	Resource breakdown Structure, project schedule, MoE guidelines and policies,	Problem solving, decision-making, performance reviews, cost benefit analysis	Work performance information

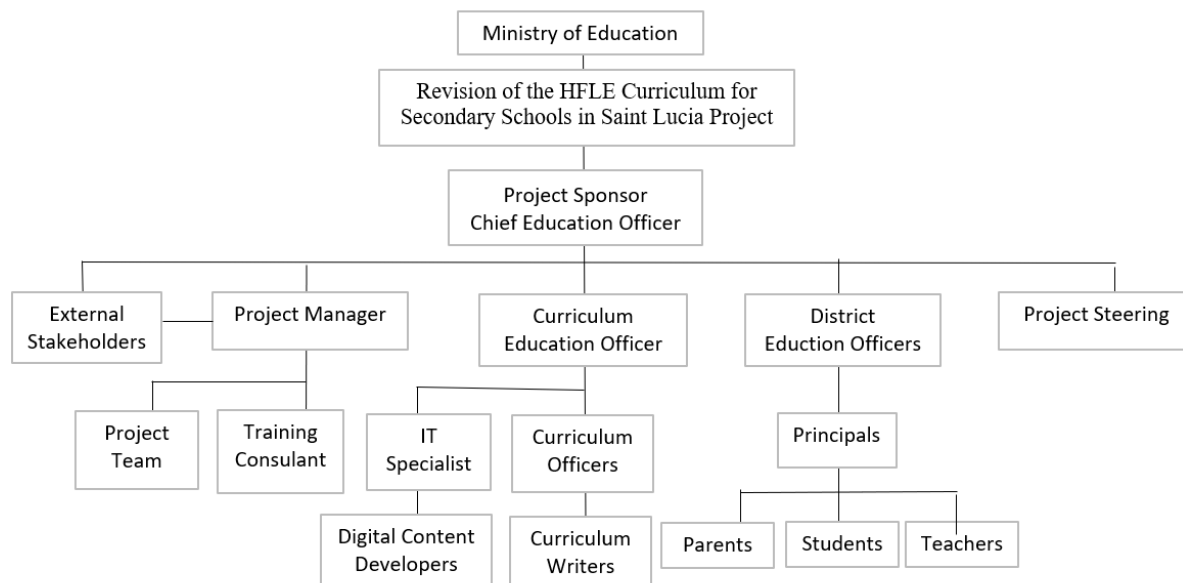
Note: Prepared by Author

#### 4.4.7.2 Plan Resource Management

The inputs for this process were the Project Charter, Quality Management Plan, scope baseline, project schedule, risk register, stakeholder register and the MoE's human resource and physical resource management policies. The Organisation Breakdown Structure (OBS) (Figure 14) of the Ministry of Education will help to understand reporting relationships, roles and levels of authority. The Resource Breakdown Structure (RBS) (Figure 15) will enable effective planning, allocation and management of the project's resources. The RACI chart will clearly illustrate the assignment of roles and responsibilities to the project team and key stakeholders.

**Figure 14**

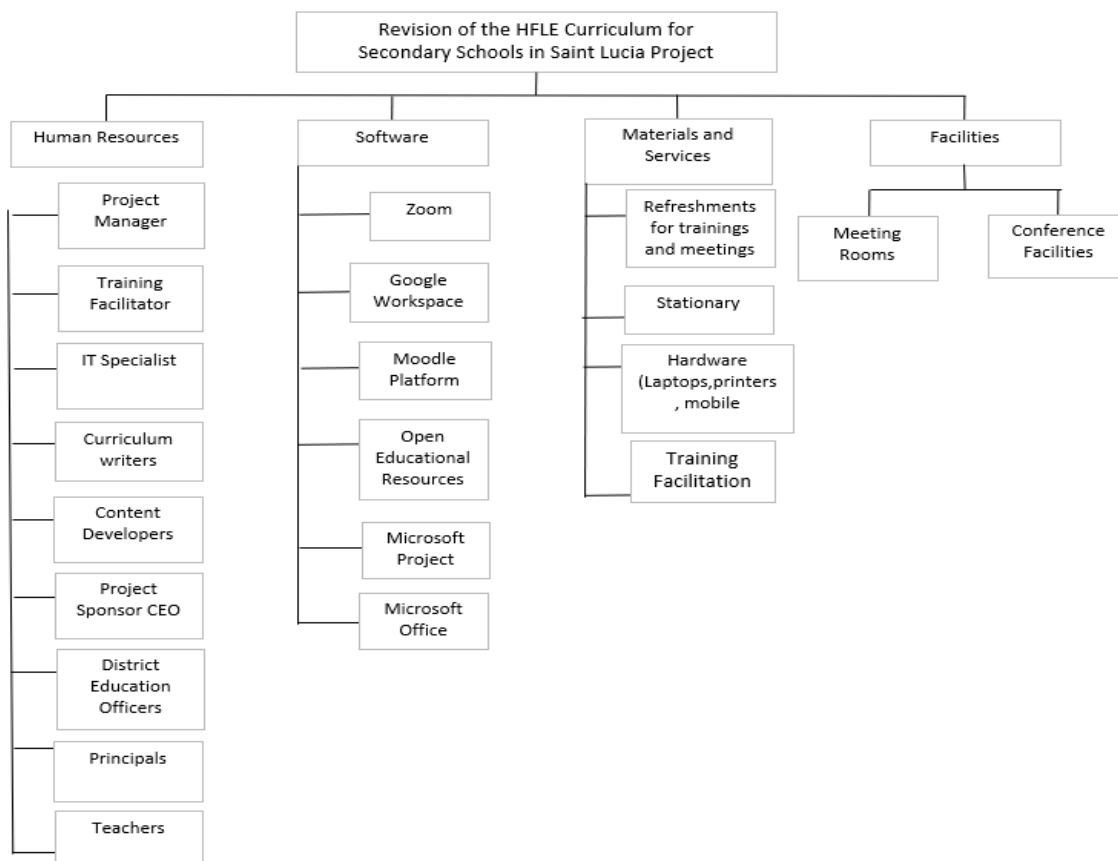
#### *Organizational Breakdown Structure*



Note: Prepared by Author

**Figure 156**

*Resource Breakdown Structure for the HFLE Curriculum Revision Project*



Note: Prepared by Author

The RACI chart below defines and communicates the roles and responsibilities of the project stakeholders. It outlines the four roles which are assigned to stakeholders for each project task.

Figure 16 summarizes the four roles of the RACI chart.

### Chart 37

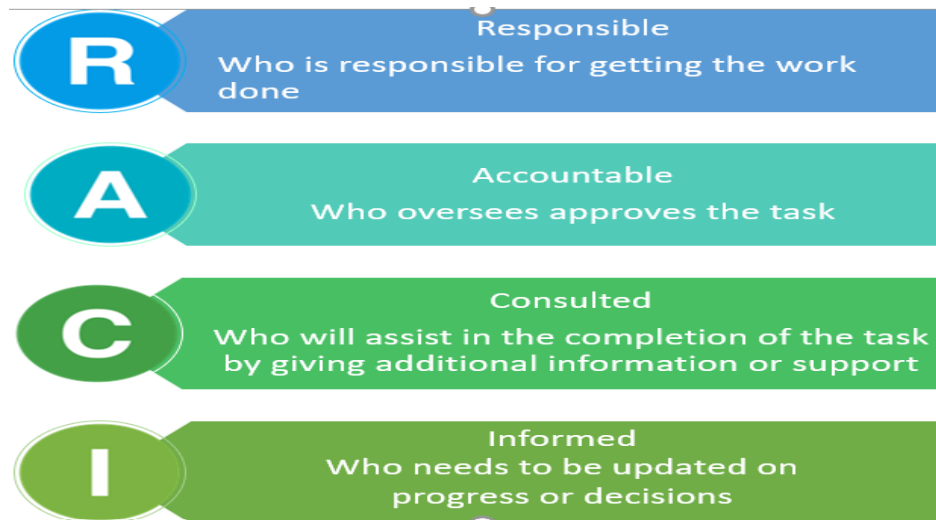
#### *RACI chart for the HFLE Curriculum Revision Project*

Project Task	Project Sponsor	Project Manager	DEOs	Curriculum Officers	Curriculum writers	Digital Content developers	IT Specialist	Principals	Teachers	Training Facilitator	Steering Committee
Conduct a desk review of the current HFLE Curriculum	I	R		A							C
conduct a gap analysis of HFLE Curriculum	I	A		R							C
Develop TOR for training	I	A		R			C			I	I
Develop TOR for Curriculum Writers	I	A		R	I					I	I
Develop TOR for Content Developers	I	A		C		I	R				I
Stakeholder sensitization	C	A	I	R	I	I	I	C	C		I
Focus group Facilitation	I	A	I	R	I	I	C	C	C		I
Conduct Lesson Observations	I	I	R	A			I	C	C		
Pilot Curriculum	I	A	I	R	I	I	I	C	C		I
Prepare project reports	I	R	I	A	I	I	I	I	I	I	I
Procure Services	A	R	I	C	I	I	C				I

Note: Prepared by Author

**Figure 167**

*Key for interpreting the RACI chart*



#### **4.4.7.3 Estimate Activity Resources**

The main inputs for estimating the resource needs of the project were the scope baseline, activity list and attributes, and cost estimates. Consideration was also given to the team resource skills, resource location and availability. Given the need to digitize the curriculum, special technical skills were required. Having recently reviewed the Physical Education Curriculum the expert judgment of the Curriculum Officers combined with both bottoms-up and analogous estimating were the main tools and techniques used to estimate the activity resources. This was achieved through a number of face-to-face and virtual meetings between the Project Manager, IT Specialist and Curriculum Officers. The outputs for this process were the resource requirements and the Resource Breakdown Structure illustrated in Figure 15 above.

#### **4.4.7.4 Acquire Resources**

As with many projects implemented by the Ministry of Education, most of the human resources required for the project were pre-assigned. The Project Manager was specially engaged through a formal procurement process and was contracted for the duration of the project life cycle. A similar process was used for the engagement of the Training institute for curriculum writers. The Expert judgement of both the Curriculum Officers and IT specialist was used to develop the TORs for the curriculum writers and digital content developers. Decision-making played a critical role in the selection of both human and physical resources. This was more so with the selection of various software and apps to create the digital curriculum and instructional resources. The main output for this process is the resource calendar in chart 38

### Chart 38

#### Resource Calendar for HFLE Revision Project

WBS ID	Task	Duration in days	Start	Finish	Human Resource
1	Project Management	561	01-Nov-23	15-May-25	Project Manager, Curriculum Officers, It Specialist, Steering Committee
2.1	Engagement of training institute	2	03-Jan-24	05-Jan-24	Curriculum Specialist
2.2	Selection of Training Participants	44	04-Jan-24	17-Feb-24	Curriculum Specialists, Communications Officer, Project Manager
2.3	Develop training modules and conduct training	214	14-Feb-24	15-Sep-24	Training Institute and Facilitators, Education Officer for Curriculum, Project Manager
3.1	Select Writing Team	207	20-Feb-24	14-Sep-24	Project Manager, CEO, Education Officer for Curriculum
3.2.1	Create Curriculum architecture	29	01-Aug-24	30-Aug-24	HFLE Curriculum Specialist, Project Manager
3.2.2	Develop first Draft	45	15-Sep-24	30-Oct-24	Content writers, HFLE Curriculum Specialist, Education Officer for Curriculum
3.2.3	Review first draft	14	01-Nov-24	15-Nov-24	Project Review team, HFLE Curriculum Officer, Project Manager
3.2.4	Develop second draft	30	16-Nov-24	16-Dec-24	Content writers, HFLE Curriculum Specialist, Education Officer for Curriculum
3.2.5	Pilot Curriculum	81	08-Jan-25	30-Mar-25	Principals, Teachers, DEOs Curriculum Team
3.2.6	Edit and finalize curriculum	29	01-Apr	30-Apr-25	Content writers, HFLE Curriculum Specialist, Education Officer for Curriculum
4.1	Select Digital Content Developers	12	20-Feb-25	04-Mar-25	Project Manager, It Specialist
4.2.1	Select hosting platform	21	06-Jan-24	27-Jan-24	IT Specialist
4.2.2	Sources Apps	39	06-Mar-24	14-Apr-24	IT Specialist, Digital content creators, HFLE Curriculum Officer
4.2.3	Develop Digital Content	167	16-Nov-24	02-May-25	IT Specialist, Digital content creators, HFLE Curriculum Officer
4.2.4	Test Digital Content	411	06-Mar-24	21-Apr-25	IT Specialist, Digital content creators, HFLE Curriculum Officer
4.2.5	Launch digital Content	30	01-Apr-25	01-May-25	Project Manager, HFLE Curriculum Officer, Communications Specialist

Note: Prepared by Author

#### **4.4.7.5 Develop Team**

The Project Management Institute (2017), defines Develop Team as “The process of improving competencies, team member interaction, and the overall team environment to enhance project performance.” This process should result in improved team work, enhanced interpersonal skills and competencies and improved overall project performance. The inputs for this process were the Resource Management Plan, project schedule, resource calendar and the operational guidelines and policies from both the Ministry of Education and the Saint Lucia Teachers Union. This approach was necessary because most of the human resources for the HFLE revision project will be assigned from existing staff whose employment is guided by the “Staff Orders” and the writing teams and digital content developers will be most teachers whose engagement will be guided by the collective agreement between the Saint Lucia Teacher’s Union and the Government of Saint Lucia.

The tools and techniques for this process are colocation of some project staff including the Project Manager being accommodated at the Curriculum and Materials Development Unit (CAMDU) with the Curriculum Officers and IT Specialist. Virtual teams will also be established to facilitate the writing process and the development of the digital resources. The main communication technology to be used are Zoom using the existing accounts of the MoE, WhatsApp for messaging and calls, as well as emails and Google Workspace. This will capitalize on existing resources since all schools and units have Google accounts which are funded through the MoE. Some face-to-face meetings will be held at the CAMDU conference room. Writing teams will be trained through a formal six-month program which will be facilitated by an institution which will be selected through the formal procurement process. Various interpersonal



skills including team building, negotiation and motivation will be used when necessary to address any risk and challenges which may arise. The outputs for this process are team performance assessments, change requests and any necessary updates to the project management plans.

#### **4.4.7.6 Manage Team**

Team management ensures that team members understand their roles, responsibilities, and how their contributions align with the project's overall objectives. A well-managed team is more likely to work cohesively toward common goals. For the HFLE Curriculum Revision Project specific attention must be given to team management. This is especially important because of the varying levels of experience and capacities of the team. Furthermore, the policies and guidelines which pertain to teachers are not the same as those which govern other public officers. The inputs, tools and techniques for this process are similar to those used in developing team. Most importantly it will be essential to utilize lessons learned from similar projects including the recently revised secondary schools' curriculum for Social Studies and Physical Education. The use of a range of interpersonal and team skills especially emotional intelligence and influencing will be crucial for project success especially when consideration is given to the differences between the project schedule and the academic schedule. The anticipated outputs for this process are change requests, and updates to the project management plan and project documents.

#### **4.4.7.7. Control Resources**

According to the Project Management Institute (2017), Control Resources is the process of ensuring that the physical resources assigned and allocated to the project are available as planned, as well as monitoring the planned versus actual utilization of resources and taking corrective action as necessary. The key benefit of this process is ensuring that the assigned resources are available to the project at the right time and in the right place and are released when no longer needed. The key input for this process is the project schedule, resource breakdown structure and related policies and guidelines from the MoE. All physical resources which are procured through the project will be tagged and documented in the resource register. The following information will be recorded for each piece of equipment; type of resource, serial number, date acquired, physical location or the personnel to whom it is assigned. The steering committee and IT specialist will provide support to the Project Manager to control the resources. The main tools and techniques to be used are decision making and cost benefit analyses. The main output will be the work performance information which gives details on the progress of the work concerning the resource requirements, allocation, and utilization across the project activities. Any gaps in the availability of resources will be identified and addressed through the change request process.

#### **4.4.8 Procurement Management Plan**

##### **4.4.8.1 Introduction**

The Procurement Management Plan serves as a roadmap for executing procurement activities within a project. It provides a structured approach to acquiring necessary resources, managing risks, and ensuring that the project's procurement processes are conducted efficiently,

ethically, and in accordance with the project's overall objectives. The processes for the procurement management plan for this project is summarized in Chart 39.

### Chart 39

*Summary of the processes for the procurement Management Plan for the HFLE Curriculum Revision Project.*

<b>Procurement Management Processes</b>	<b>Input</b>	<b>Tools &amp; Techniques</b>	<b>Outputs</b>
Plan Procurement Management	Project Charter, scope management plan, quality management plan, resource management plan scope baseline, milestone list, the requirements traceability matrix, resource requirements, the risk register, lessons learned register, financial accounting and contract payment systems, MoE procurement policy and guidelines for	Expert judgement, meetings, negotiation, market research, source selection analysis	Procurement Management Plan, procurement Terms of Reference (TOR) source selection criteria, project document updates
Conduct Procurements	scope management plan, requirements management plan, cost baseline. procurement management plan, lessons learned register, procurement documentation	Expert judgement, advertising, proposal evaluation, negotiation	agreements, project management plan updates, project documents updates,
Control Procurements	requirements management plan, procurement management plan, schedule baseline, agreements, approved change requests, lessons learned register, requirements traceability matrix, quality reports, MoE procurement policies and guidelines	Expert judgement, performance reviews, inspections, audits	work performance information, procurement documentation updates, change requests, project management plan updates, project documents updates

Note: Prepared by Author

#### 4.4.8.2 Plan Procurement Management

The Project Manager will be ultimately responsible for the project procurement but will be supported by the MoE's Procurement Officer and Accountant. The Revision of the Health and Family Life Education for Secondary in Saint Lucia Project will require limited procurement since most of the human resources will be assigned and the technological resources such as software and

hardware are already available in the MoE. The resources required for developing the digital content will be primarily open educational resources. The inputs for this process included the Project Charter, scope management plan, quality management plan, resource management plan, milestone list, the requirements traceability matrix, resource requirements. Since the curriculum for other subject areas including Social Studies and Physical Education were recently reviewed, the lessons learned register from both of these projects were a key input. Additionally, the MoE's procurement policy and guidelines must be followed to ensure there is adherence and to mitigate risk and challenges. Specific reference was made to guidelines relating to procurement methods, required documentation and approvals, financial accounting and contract payment systems. This helped to determine the procurement schedule and the nature of the activities to be undertaken. The main procurement activities were the engagement of the training institute, an online platform for hosting the digital curriculum and resources, small contracts for the writing and content development teams and catering services for meetings. Given the well-defined scope of works for the project, fixed priced contracts will be used. This will allow for more efficient control of the budget and allocation of resources accordingly.

The main tools and techniques which were used included expert judgement from the MoE officers assigned, meetings to discuss selection criteria and to develop the TORs. Make or buy analysis was used to determine whether to engage external consultants or to use the existing skills of teachers and curriculum officers for the actual revision of the curriculum. It was determined that the in-house human resources were adequately skilled to revise the curriculum and develop the digital resources. Each writer and content developer would be compensated with a stipend for their

contribution. Engagement agreements would be signed between the writers and content developers and the MoE. Other tools and techniques used were negotiation, market research and source selection analysis. A “qualifications only” selection method was used for the services of the curriculum writers and content developers, “quality-based highest technical score for the training institute and single source for catering services and stationery and supplies.

**Chart 40**

*Procurement Management Plan for “Revision of the Health and Family Life Education Curriculum for Secondary Schools in St. Lucia.” Project.*

Procurement Plan for the Revision of the HFLE Curriculum for Secondary Schools in Saint Lucia								
<b>MoE Procurement Procedures:</b>								
	RFB	Request for Bid						
	SHP	Shopping						
	RFQ	Request for Quotation						
	ITB	Invitation to Bid						
	DSSP	Direct Sole Source Purchase						
	DC	Direct Contracting						
WBS Code	Resources & Related Activities	Estimated Cost (USD) Total Cost	Procurement Methods	Contract Type	Procurement Documents	Contract period	Name of Supplier/ Consultant	Remarks
2.1.2	Engagement of training Institute	20,000.00	ITB	Fixed Price	Request for Expressions of Interest, Contracts, Evaluation Template, Declaration of Impartiality and Confidentiality, SOW	21 Dec 23 to 9 June 24		
<b>3.2 Develop revised HFLE</b>								
3.2.1 a	Stipends for content writers (1000 * 12)	12000	DC	Fixed Price	TOR, Letters of agreement	16 Jan 24 to 02 May 25		
3.2.1 b.	Conduct writing workshops – catering (100 * 20*15)	10000	RFQ	Fixed Price	Quotations, invoices	27 Nov 24 to 10 Jan 24		
3.2.1 c.	Pilot (8 schools) (2000 * 8)	16000	SHP		Open Bills, Purchase Orders, Invoices	13 Jan 24 to 02 April 24		
3.2.1. d.	Consultation meetings venue (500 *4)	2000	RFQ		Quotations, invoices, letters of agreement	9 Sep 2024 to 13 Sep 24		
<b>4.2 Develop digital content</b>								
4.2.1	Stipend for Digital Content Developers (2000 *10)	20000	DC	Fixed Price	TOR, Letters of agreement	7 Oct 24 to 15 May 25		
4.2.2	2-day Orientation workshop for content developers catering	4000	RFQ	Fixed Price	Quotations, invoices	8 Oct 24 to 9 Oct 24		
4.2.3	Formatting of hosting Platform	5500	SHP		Quotations, invoices, payment receipts	15 Oct 24 to 02 Nov 24		
4.2.4	Piloting of digital content 8 secondary schools	8000	SHP		Quotation, invoices, payment receipts	15 Apr 25 to 30 April 25		
4.2.5	Launch of digital curriculum	2500	SHP		Quotation, invoices, payment receipts	15 May 25 to 13 June 25		

Note: Prepared by Author

The successful completion of the procurement management process relies on assigning specific responsibilities to key stakeholders. Chart 41 presents a summary of key personnel in the procurement process.

#### Chart 41

##### *Procurement Roles and Responsibilities*

Roles	Responsibilities
Project Sponsor	<ul style="list-style-type: none"> <li>• Provides the framework and guidelines for the procurement management plan.</li> <li>• Approves the procurement management plan.</li> <li>• Reviews reports on procurement management</li> <li>• Resolves issues which may be escalated from the project manager.</li> <li>• Provides guidance and support, as needed, to the project manager.</li> <li>• Approves the TORs and contracts.</li> <li>• Approves payment requests</li> </ul>
Project Manager	<ul style="list-style-type: none"> <li>• Leads the process of creating the procurement management plan.</li> <li>• Provides guidance in the creation of the TORs and contracts.</li> <li>• Edits and provides feedback on the TORs and contracts.</li> <li>• Presents the TORs and contracts to the project sponsor for final approval.</li> <li>• Resolves issues related to procurement management.</li> <li>• Escalates issues to the project sponsor, where necessary.</li> <li>• Provides reports to the project sponsor.</li> <li>• Approves or denies requests for changes to the procurement management plan.</li> <li>• Prepares payment requests</li> </ul>
Procurement Officer (assigned)	<ul style="list-style-type: none"> <li>• Prepares procurement documents.</li> <li>• Publishes invitation to tender or bid.</li> <li>• Receives bid.</li> <li>• Convenes evaluation team</li> <li>• Leads evaluation</li> <li>• Prepares the evaluation report</li> </ul>

Roles	Responsibilities
	<ul style="list-style-type: none"> <li>• Prepares contracts</li> <li>• Engages the consultant of service provider.</li> <li>• Shares procurement documents with relevant parties.</li> </ul>
Accountant (assigned)	<ul style="list-style-type: none"> <li>• Prepares documents to facilitate payments.</li> <li>• Prepares and issues cheques for payments</li> <li>• Files and payment documents</li> <li>• Prepares and submits financial reports</li> </ul>

Note: Prepared by Author

During procurement planning it is essential to consider and plan for any potential risk which may arise. Overall project risk assessment and mitigation are presented in the risk management plan. Risk management specific to the procurement process is summarized in Chart 42.

#### Chart 42

##### *Procurement risk and management for the HFLR revision project*

Procurement Risk	Risk Mitigation
Delays in the development of the procurement documents including TORs	Source templates from previous projects and prepare at least three weeks in advance.
Lack of existing courses to meet the training needs of participants	Conduct a thorough needs analysis of participants in advance of procurement process.  Include module development in TOR and contracts and conduct co-creation meetings with training institute and curriculum experts.
Applicants lack the requisite requirements.	Develop clear TORs and SOWs and select technical experts to serve on the evaluation team.  Allow sufficient time to re-advertise if necessary.
Training offered does not align to SOW and participant's needs	Establish clear communication channels with training institute.



Procurement Risk	Risk Mitigation
	Assign the HFLE Curriculum Officer as the Focal Point to audit the course and identify issues.  Meet bi-weekly with participants to gather feedback and respond to any challenges.
Venues and caterers for consultations, meetings and launch unavailable	Determine specifications for venue and catering and create a shortlist of suitable venues.  Request quotations from shortlisted venues and catering three months prior to event.  Reserve venue and catering service immediately after selection
Stipends for writers and content developers delayed by Finance department	Share workplan with finance department as soon as they are developed.  Prepare and submit payment request within stipulated time frames
Pilot schools do not adhere to procurement guidelines and processes	Prepare and disseminate manual for implementing pilot.  Provide templates for procuring any resources or materials required by schools.  Create drive for schools to upload and share procurement documents.  Create WhatsApp group to share reminders and provide information and clarification about procurement procedures.

Note: Prepared by the Author

#### 4.4.8.3 Conduct Procurement

Conduct Procurement is the process of obtaining seller responses, selecting a seller and awarding a contract. The key benefit of this process is that it selects a qualified seller and implements the legal agreement for delivery. (Project Management Institute, 2017). The main inputs for this process were the management plans developed for procurement, communication, risk, cost, scope and requirements as well as the project schedule. The project schedule provided vital information to initiate the procurement process and determine when deliverables are due. The Project Manager will use the lessons learnt register from earlier projects to ensure greater

efficiency during this process. The procurement documents which were developed during the planning phase will be used to conduct procurement.

The tools and techniques that would be used include advertising the invitation to tender on the Government of Saint Lucia and MoE's social media platforms as well as in the traditional media. expert judgement from the pre-selected evaluation team which will be comprised of technical experts in curriculum as well as procurement and finance. The evaluation committee will evaluate the sellers' proposals based on the pre-determined evaluation criteria. The finance team, led by the project accountant will evaluate the financial proposal. Negotiation will be used if it is required. This can be related to the final cost of the consultancy, the composition to the training team, and any other criteria which may need to be negotiated.

The outputs for this process will include a selected training institute, content writers and developers, venues and other service providers needed during implementation, signed contracts and letters of agreement, any required procurement related change request, and requisite updates to project documents and plans. The guidelines for these will be included in the procurement manual.

#### **4.4.8.4 Control Procurements**

Control Procurements is the process of managing procurement relationships, monitoring contract performance, making changes and corrections as appropriate and closing out contracts. (Project Management Institute, 2017). The inputs for this process would be the requirements management plan, procurement management plan, schedule baseline, agreements, approved change requests, lessons learned register, requirements traceability matrix, quality reports, MoE procurement policies and guidelines.

The tools and techniques that would be used are expert judgement from the project team and other technical experts. Course participants will provide feedback on the content and delivery of each training module completed. The trainers will also be required to provide performance reports to the Project Manager. Meetings and event attendees will provide feedback on the meals and venues used. Each grade of the curriculum which is developed as well as the digital content will be reviewed by curriculum and assessment officers to ensure that the deliverables are aligned to the terms of reference. This will also determine the payment schedule.

The outputs for this process would be work performance information, updates to the procurement documentation where required, change requests, project management plan updates, project documents updates. The formal documents for closing each procurement process will be prepared and requisite payments made and documented by the project team.

#### **4.4.9 Risk Management Plan**

##### **4.4.9.1 Introduction**

Project Risk Management includes the processes of conducting risk management planning, identification, analysis, response planning, response implementation, and monitoring risk on a project. The objectives of project risk management are to increase the probability and/or impact of positive risks and to decrease the probability and/or impact of negative risks, in order to optimize the chances of project success. (Project Management Institute, 2017). The inputs, tools, techniques and outputs of the Risk Management Plan for this project are summarized in Chart 43 and further detailed in the following subsections.

**Chart 43**

*Summary of the inputs, tools, techniques and outputs of the HFLE revision project*

<b>Risk Management Processes</b>	<b>Input</b>	<b>Tools &amp; Techniques</b>	<b>Outputs</b>
Plan Risk Management	Project Charter, Project management plan,	Expert judgement, meetings, data analysis	Risk management plan
Identify risk	Schedule Management Plan, Cost Management Plan, Quality Management Plan, Resource Management Plan, Scope baseline, Schedule baseline, Cost baseline, cost estimates, requirements documents	Expert judgement, data gathering, data analysis, meetings, interpersonal and team skills	Risk Register
Perform qualitative risk	Risk register, information from similar projects conducted by MoE	Expert judgement, data gathering, data analysis, meetings, interpersonal and team skills, data representation	Updates to project documents
Perform quantitative risk analysis	Scope baseline, schedule baseline, cost baseline, milestone list, resource	Expert judgement, data gathering, data analysis, interpersonal and team skills	Updates to project documents

<b>Risk Management Processes</b>	<b>Input</b>	<b>Tools &amp; Techniques</b>	<b>Outputs</b>
	requirements, risk register		
Plan risk responses	Cost baseline, project schedule, risk register	Expert judgement, data gathering, interpersonal and team skills, decision making, risk response strategies	Change requests, Project management plan updates, project document updates
Implement risk responses	Risk register	Expert judgement, interpersonal and team skills	Change requests. Project document updates
Monitor Risk	Risk register	Data analysis, audits meetings	Work performance information, change request, project management plan updates, project documents updates

Note: Prepared by Author

#### **4.4.9.2 Plan Risk Management**

Plan Risk Management is the process of defining how to conduct risk management activities for a project. (Project Management Institute, 2017). This initial plan will be updated as necessary during project implementation. The inputs for this process were the Project Charter, the subsidiary project management plans, the risk policy and thresholds set by the MoE and key stakeholders, roles and responsibilities, templates for the risk management plan, the risk register, the authority levels for decision making and lessons learned from previous projects.

The tools and techniques used were expert judgement from the project team and other essential stakeholders including curriculum officers, IT specialists and principals who can provide

insight into potential project risk. Data analysis to assess the probability and impact of potential risk and meetings were also used.

The outputs of this process are the Risk Management Plan which included the roles and responsibilities for risk management, risk strategy and risk break down structure.

The Project Manager, with the support of stakeholders will have ultimate responsibility for managing the project risk. The initial risk assessment will be conducted during the initiation phase using a SWOT analysis. Project risks will be documented in the risk register and the Project Manager will meet with the steering committee to identify possible mitigation strategies. During project implementation the register will be updated as necessary. The roles and responsibilities for risk management are summarized in Chart 44

#### **Chart 44**

##### *Risk Roles and Responsibilities*

Roles	Responsibilities
Project Sponsor	Provide the guidelines for the project risk management  Approve the risk management plan  Provide support to address project risk and opportunities
Project Manager	Guides the creation of the risk management plan  Facilitates meetings to discuss risks and response strategies.

Roles	Responsibilities
	Update the risk register
Project Steering Committee	Contribute to the development of the Risk Management Plan  Participate in meetings  Escalate risk management issues when necessary  Participate in risk management meetings

Noted: Developed by Author

A Risk Breakdown Structure (RBS) will help the project team to systematically identify, categorize and understand project risks. The RBS (Chart 45) for the HFLE curriculum revision project will provide a comprehensive view of the potential challenges which may arise during implementation.

#### **Chart 45**

*Risk Break Down Structure of the Revision of the HFLE Curriculum for Secondary School in Saint Lucia Project*

RBS Level 0	RBS Level 1	RBS Level 2
All Sources of risk for the "Revision of the HFLE Curriculum for Secondary	1. Project Management Risk	1.1 Inexperience project team 1.2 Poor project scheduling 1.3. Ineffective communication and reporting mechanisms

RBS Level 0	RBS Level 1	RBS Level 2
Schools in Saint Lucia” Project		1.4 Delays in Procurement 1.5 Insufficient cost estimates 1.6 Unavailability of human resources 1.7 Poor quality management
	2. Technical Risk	2.1 Under qualified technical staff 2.2 Inaccessibility of required software. 2.3 Unreliable internet connectivity 2.4 Incompatibility of educational apps and platform 2.5 Increased capacity of development team
	3. Curriculum and Content Development Risks	3.1 Misalignment of curriculum standards and content 3.2 Delays in the writing process 3.3 Digital resources are inappropriate for curriculum content 3.4 inaccessibility of reference materials 3.5 Inconsistent assessment strategies
	4. External Risk	4.1 Unavailability of venues and service providers 4.2 Resistance from teacher and Principals to participate in Pilot



RBS Level 0	RBS Level 1	RBS Level 2
		4.3 Improved delivery of HFLE at Secondary Schools 4.4. Disruptions in school calendar impacting implementation 4.5 Insufficient stakeholder engagement

Note: Author's own elaboration

The project will use the following rating scale (Chart 46) to assess the probability of a risk occurring. It will help to quantify and express the degree of uncertainty associated with the various project risks.

#### Chart 46

*Probability Rating Scale for HFLE curriculum revision project*

Scale	Probability	Description
Very High	0.9	Almost certain to occur
High	0.7	Likely to occur
Medium	0.5	May occur
Low	0.3	Unlikely to occur
Very Low	0.1	Rare/ minimal chance will occur

The impact scale in (Chart 47) will be used to assess the impact of project risks.

### Chart 47

#### *Impact Scale*

Level of Impact	+/- Impact on Project Objectives			Impact Descriptors
	Cost	Schedule	Scope	
Very High	> 40%	> 6 months	Major change in project objectives	Detrimental Impact
High	21% - 40 %	4-6 months	Unacceptable change in scope	Major/Severe impact
Medium	11% -20%	2 - <4 months	Key areas affected	Moderate Impact
Low	5% -10 %	> 2 week but < 2 months	Minor areas affected	Minimum Impact
Very Low	Less than 5%	< 2 weeks	Barely noticeable change	Negligible Impact/ undetected

Note Author's own creation

The project will use the prioritization rules which were used for previous curriculum revision projects. Opportunities and threats are represented in the probability and impact matrix (Figure 17). This will be used to evaluate the relative priority of individual risks within each priority level. The risk rank for the project is (Probability x Impact): Low (0.01 - 0.07), Medium (0.08 – 0.20), High (0.24 – 0.72)

**Figure 17**

*Probability Impact Matrix with Scoring Scheme*

		Threats					Opportunities						
Probability	Very High 0.9	0.05	0.09	0.18	0.36	0.72	0.72	0.36	0.18	0.09	0.05	Very High 0.9	
	High 0.7	0.04	0.07	0.14	0.28	0.56	0.56	0.28	0.14	0.07	0.04	High 0.7	
	Medium 0.5	0.03	0.05	0.1	0.2	0.4	0.4	0.2	0.1	0.05	0.03	Medium 0.5	
	Low 0.3	0.02	0.03	0.06	0.12	0.24	0.24	0.12	0.06	0.03	0.02	Low 0.3	
	Very low 0.1	0.01	0.01	0.02	0.04	0.08	0.08	0.04	0.02	0.01	0.01	Very Low 0.1	
		Very Low 0.05	Low 0.1	Medium 0.2	High 0.4	Very High 0.8	Very High 0.8	High 0.4	Medium 0.2	Low 0.1	Very Low 0.05		
Negative Impact						Positive Impact							

Adapted from A Guide to the Project Management Book of Knowledge (p. 408), Project Management Institute, 2017.

**4.4.9.3 Identify Risk**

This process included the identification of individual project risk as well as the sources of the overall project risks allowing the project team to respond appropriately to them. The key inputs for this process are the subsidiary plans of the project management plan including; schedule, costs, requirements, quality, resource and risks management plans, and the costs, scope and schedule baselines. The tools and techniques include expert judgement, data gathering (brainstorming, interviews) data analysis, meetings with various key stakeholders, interpersonal

skills and team skills. The main output was the risk register (Chart 48) which will include the identified risk, the probability-impact assessment and the planned risk response.

**Chart 48**

*Risk Register for the Revision of the HFLE Curriculum for Secondary Schools in Saint Lucia*

RBS Code	Risk Description	Opportunity threat	Risk Cause (Explain why something could go wrong and what needs to be done to prevent it)	Probability (Determine the likelihood of the risk identified occurring)	Impact (Determine the level of effect the risk will have on the program)	Rank (Pxi)	Response	Strategy	Risk Owner	Comments
1.1	Inexperienced project team	Threat	Lack of training opportunities for curriculum writers	0.1	0.8	0.08	Avoid	Provide job-embedded training to build capacity	Project Manager	
1.2	Poor project scheduling	Threat	Insufficient information	0.3	0.4	0.12	Mitigate	Create a shared calendar with key stakeholders. Plan in advance and notify team of schedule	Project Manager	
1.3	Ineffective communication and reporting mechanisms	Threat	Inadequate stakeholder consultation and analysis	0.5	0.8	0.4	Mitigate	Use modes of communication which are approved by stakeholders and use more than one channel for communicating. Conduct sensitization sessions on reporting mechanisms and provide templates for reporting	Project Team	
1.4	Delays in procurement	Threat	Long bureaucratic processes	0.9	0.8	0.72	Mitigate	plan for additional procurement time and begin procurement early	Procurement officer	
1.5	Insufficient cost estimates	Threat	Inflation and changes in the market prices	0.5	0.4	0.2	Accept	Use contingency if required	Project Manager	
1.6	Unavailability of human resources	Threat	Limited assigned staff with competing priorities	0.9	0.8	0.72	Mitigate	Plan schedule ahead and strengthen change management strategies to help with prioritization	Project Manager	
1.7	Poor quality management	Threat	Project team lack project management skills	0.5	0.8	0.4	Avoid	conduct capacity building sessions for project team	Project Manager	
2.1	Under qualified technical staff	Threat	Insufficient training opportunities and negotiation in recruiting	0.3	0.5	0.15	Mitigate	Source training opportunities and enrol staff	Project manager and steering committee	
2.2	Inaccessibility of required software	Threat	Insufficient budget allocation	0.5	0.4	0.2	Mitigate	Adapt existing software and source open educational resources	IT Specialist	
2.3	Unreliable Internet connectivity	opportunity	Poor service from service providers, limited access points	0.9	0.2	0.18	Mitigate	Expand access points and utilize portable wifi connectors	Project Sponsor	
2.4	Incompatibility of educational apps and platforms	threat	Insufficient research on apps	0.3	0.2	0.06	Mitigate	Test and review specifications before utilising	IT Specialist	
2.5	Increased capacity of development team	opportunity	Participation in training programs	0.9	0.8	0.72	exploit	Provide training and support to participants to ensure completion	Training institute	
3.1	Misalignment of Curriculum Standards and content	Threat	use of standards other than OECS standards and/or use of content from foreign curricula	0.5	0.4	0.2	Mitigate	Sensitization of writing team to curriculum standards. Curriculum Mapping before writing begins	HFLE Curriculum Officer	
3.2	Delays in the writing process	Threat	Competing priorities of writers	0.9	0.2	0.18	Mitigate	Request temporary release for writers to engage in the process	Education Officer Curriculum	
3.3	Digital resources are inappropriate for curriculum content	Threat	insufficient communication between writers and digital resource developers	0.3	0.2	0.06	Mitigate	Collaborative working sessions with writers and resource developers	HFLE Curriculum Officer	
3.4	Inaccessibility of reference materials	Threat	dearth of resources at the national level	0.5	0.2	0.1	Mitigate	Curate content in advance and share in an e-folder. Allow for addition of resources by writers throughout the process	HFLE Curriculum Officer	
3.5	Inconsistent assessment strategies	opportunity	Insufficient knowledge of writers in assessment design	0.5	0.4	0.2	Mitigate	Include persons certified in curriculum assessment on the writing team	Education Officer Curriculum	
4.1	Unavailability of venues and service providers	Threat	Limited venues which are highly subscribe to	0.9	0.1	0.09	Mitigate	Book venues and service providers in advance. Create a database of potential venues and service providers during planning phase	Project Manager	
4.2	Resistance from teachers and principals to participate in the pilot	Threat	Lack of understanding of their roles and the benefits to them		0.8	0.8	Mitigate	Conduct sensitization sessions and launch media campaign to educate about project and gain buy in.	Project Steering committee	
4.3	Improved delivery of HFLE at Secondary Schools	opportunity	improved curriculum and sufficient training to implement it	0.9	0.8	0.72	Enhance	Pilot curriculum and train teachers in effective delivery.	Curriculum team	
4.4	Disruptions in school calendar impacting implementation	Threat	Adverse weather systems, national activities and events being celebrated	0.5	0.5	0.25	Accept	Have contingency plans for responding to these risks	Project Manager	
4.5	Insufficient stakeholder engagement	Threat	lack of interest by stakeholders and insufficient time to engage them	0.5	0.2	0.1	Mitigate	Plan stakeholder engagement and use strategies which are most suitable for the various groups. Enlist of group of persons to conduct the sensitization. Combine with communication campaign	Project Steering committee	

Note: Author's own creation

#### **4.4.9.4 Perform Qualitative Risk Analysis**

The Perform Qualitative Risk Analysis process was used to prioritise the project risks by assessing their probability of occurrence and their impact. This risk analysis process allowed the identification of the high-priority risks for further action (Chart 48). The main inputs for this process were the stakeholder register, the risk register and information from similar projects conducted by MoE. The main tools and techniques were expert judgement from MoE staff with information gathered through interviews, information from other stakeholders gathered during meetings, risk probability and impact assessment for data analysis and risk characterization. The main output of the Perform Qualitative Risk Analysis process was the update to the risk register.

#### **4.4.9.5 Perform Quantitative Risk Analysis**

This process allowed for the numerical analysis of individual project risks and other sources of uncertainty on overall project objectives. The main inputs in this process were the scope, schedule and cost baselines and project documents including the risks register, milestones list, duration estimates and resource requirements. The tools and techniques used were expert judgement, facilitation and interviews. The outputs of this process would be updates to the risks register.

#### **4.4.9.6 Plan Risk Response**

Plan Risk Responses is the process of developing options, selecting strategies, and agreeing on actions to address overall project risk exposure, as well as to treat individual project risks. The key benefit of this process is that it identifies appropriate ways to address overall project risk and individual project risks. (Project Management Institute, 2017). The inputs for this process were the

resource and risks management plans, the cost baseline and the risk register. The main tools used were interviews with stakeholders and strategies for responding to threats and opportunities as detailed in Chart 48. The outputs would be change requests, and updates to the project management plans and documents.

#### **4.4.9.7 Implement Risk Response**

During this process the team will implement the risk response plan which was agreed upon. This should help the team to minimize overall project threats and maximize overall opportunities. The risk response plan will be implemented throughout project implementation. The risk management plan, lessons learned register and risk register would be the main input for the process. The tools and techniques will be expert judgement to support the effective and efficient implementation of risk responses, team and interpersonal skills including critical thinking and problem solving. The outputs would include change requests and updates to the project management plans and documents.

#### **4.4.9.8 Monitor Risk**

The Project Manager and project team will monitor the implementation of the risk response plans, tracking identified risk using a predetermined process, identify and analyze new risk and also evaluate the effectiveness of the risk response process throughout the project. The main inputs for this process will be the Risk Management Plan, lessons learned register, risk register and work performance data and reports. Meetings will be led by the Project Manager as needed to discuss risks, brainstorm responses and make decisions to activate risks responses. Audits and data analysis will be used to inform decision making and identify risk. The outputs for this process will

be updates to project documents and plans, work performance information and possible change requests.

## 5 CONCLUSIONS

The development of the Revised HFLE Curriculum for Secondary Schools in Saint Lucia was guided by the Project Management Institute's principles and best practices. The general objective of the project was to revise the Health and Family Life Curriculum for secondary schools in Saint Lucia. The PMBOK Guide 6<sup>th</sup> edition was the main resource used however, the team also used other practice guides published by the Project Management Institute and other resources to ensure the development of a robust plan.

With reference to the specific objectives the following can be concluded.

1. The existing HFLE curriculum addressed several salient topics under the four broad themes of Self and Interpersonal Relationships, Sexuality and Sexual Health, Appropriate Eating and Fitness and Managing the Environment. It recognized the importance and promoted the teaching of social emotional and other life skills as a key feature of the curriculum. The curriculum scope sequence was appropriate for the target age group and provided guidance to educators for effective delivery.

2. Despite the continued relevance of the HFLE curriculum, a number of gaps were identified through a series of stakeholder consultations and a document analysis of the existing curriculum. It was determined that current issues such as Climate Change and its impact on the environment,



the Blue Economy, Bullying (especially with the increased use of the internet) and Resilience Education were not adequately addressed. In fact, some of these topics were not included in the curriculum at all. The recent Covid-19 Pandemic and the visible effects of Climate Change on the region has made it imperative that these issues are included in the curriculum. As such there was a dire need to revise the HFLE Curriculum accordingly.

3. The education system in Saint Lucia has not undergone many significant changes over the last decade. Curriculum revision should be undertaken frequently to ensure that it remains relevant and responsive to the needs of learners and society. In the case of Saint Lucia, the HFLE Curriculum like other subject areas have not been reviewed in over two decades. The number of persons who had the knowledge and capacity to review and develop curriculum was small.

The project provided the opportunity for a cadre of educators to receive the requisite training through an accredited institution. This resulted in greater capacity for curriculum development on the island. Additionally, it helped to mitigate the risk of curriculum writers having insufficient capacity to undertake the task.

4. The project management plan will significantly contribute to the successful revision of the HFLE Curriculum for secondary schools. It has outlined the requisite policies and procedures to be followed during implementation. Moreover, the engagement of a diverse group of stakeholders during the initiation and planning phase has ensured the requirements were gathered and considered in the development of the subsidiary plans. The cost, schedule and scope management plans served to frame the project and guide the implementation. The communication management approach which included change management strategies secured the buy-in from educators

including the principals and teachers to ensure a commitment to successfully pilot the revised curriculum and resources.

Overall the project was successfully planned and implemented. The Project Charter was approved by the sponsor, the requisite staff were assigned to undertake project activities and appropriate templates and guidelines were developed. The overall quality of the final deliverables was deemed acceptable.

## 6 RECOMMENDATIONS

The implementation of the “Revision of the Health and Family Life Curriculum for Secondary Schools in Saint Lucia” project was successfully implemented. It contributed to strengthening institutional capacity in a number of areas including project management and curriculum development. There were a number of lessons learned which can be beneficial to similar projects in the future and to the Ministry of Education on the whole. The following recommendations are therefore proposed.

1. The MoE should use the project management methods and tools used in this project as a guide for similar projects.

2. The Project steering committee should use the data from the stakeholder analysis to develop a change management plan which would help to reduce resistance to the piloting and subsequent implementation of the revised curriculum.

3. The Project Manager should update the lessons learned register to include the effective risk management strategies. These will serve as significant inputs for other projects.

4. The Project Steering Committee should ensure effective and regular monitoring and evaluation of project implementation to ensure a quality product is being developed as per the requirements. The committee should work closely with the Corporate Planning unit to accomplish this.

5. The MoE should utilize sustainable procurement practices for this and other projects.

6. The Project Sponsor should ensure that staff who are assigned to the project are thoroughly sensitized about the importance of their roles and ensure that the project activities are included in their overall work plan. This will ensure the requisite priority is given to project activities thus mitigate the risk of significant delays.

7. Recognizing the significant gaps in the Secondary Schools HFLE Curriculum, the MoE should revise the “HFLE Curriculum for Primary Schools” to ensure its relevance and to include the same topics as the secondary curriculum. This will help to maintain the spiral approach and expose younger students to age appropriate information on climate change, bullying prevention and resilience education.

8. The HFLE curriculum and digital resources which are developed through this project should be made readily available to parents and other stakeholders. This will help to strengthen the home, school and community relationship. It will also ensure that students who are homeschooled have equal access to the curriculum and its resources.

9. The MoE should develop a communication package to promote the revised curriculum. Resources such as brochures and PSAs can be included. Additionally, interviews and panel discussions can follow the official launch.

## **7 VALIDATION OF THE FGP IN THE FIELD OF REGENERATIVE AND SUSTAINABLE DEVELOPMENT**

For a project to be sustainable, the requirements and constraints must include mitigation of negative environmental, social, and economic impacts and attainment of the benefits outlined in the business case. (GPM Global, 2018). Responding to the Sustainable Development Goals is one of the best ways a country can address issue related to Sustainable Development. The HFLE Curriculum is rights-based and seeks to address many human rights issues relating to stigma and discrimination. It also helps young people to acquire the knowledge and skills to advocate for their rights. The curriculum will address issues related to climate change, sustainable consumption, peace and justice which are all elements of the SDGs.

The Theme of Managing the Environment will respond directly to the sustainable development goals which relate to the planet; “to protect the planet from degradation, including sustainable consumption and production, sustainably managing its natural resources and taking urgent action on climate change, so that the planet can support the needs of the present and future generations.” (Carboni et al, 2018). Learners will be sensitized about the effects of human action on the environment and will be engaged in learning experiences which will help them think critically, engage in problem solving and creative thinking to change their behaviors, educate others and contribute to the use of sustainable practices to protect the environment.

The theme of Self and Interpersonal Relationships will help address the critical area of peace. “There can be no sustainable development without peace and no peace without sustainable

development. (United Nations, 2016). Students will engage in learning experiences which promote positive relationships, train them to respect others and engage in conflict resolution and to build stronger, healthy relationships with family, friends and community members.

The FGP will promote the principles of sustainability and regeneration by using the GPM PRISM method to account for sustainability elements to ensure the best outcome from both a project success criterion and the impact of the delivery. from a social, environmental and economic standpoint. Training and education will be built into the initiation phase to increase the capacity of educators to revise the curriculum and produce a final product which is of international standard and incorporates best practices. The procurement processes for engaging writers and acquiring resources will be well documented and follow the national procurement guidelines and policies to avoid nepotism and corruption in the process.

While colocation of the project team would be ideal, this may not be possible. Team members may need to work remotely but at times travel to facilitate face to face meetings. Project governance policies will result in the management of travel resources to minimize unnecessary travel thereby reducing cost and the carbon footprint of the project.

A P5 Impact Analysis will be conducted during the initiation phase of the project using the PRISM Methodology. Doing this will help “define and prioritize sustainability risks and opportunities from 360o standpoint to improve the project’s value; the impact to the environment, society and economy; the alignment to the organization’s strategy.” (Green Project Management, 2023). Overall the FGP will make allowance to assess both the product and process impacts of the project by evaluating them using the five focus lenses at the various project stages.

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**APPENDICES**

**Appendix 1: FGP Charter****CHARTER OF THE PROPOSED  
FINAL GRADUATION PROJECT (FGP)**

1. Student name

Sophia Edwards-Gabriel

2. FGP name

A Project Management Plan for the Revision of the Health and Family Life Education Curriculum in Saint Lucia.

3. Application Area (Sector or activity)

Education

4. Student signature



## 5. Name of the Graduation Seminar facilitator

Prof. Carlos Brenes Mena

## 6. Signature of the Facilitator



## 7. Date of charter approval

September 08, 2023

## 8. Project start and finish date

November 13 2023

June 06, 2025

## 9. Research question

What are the elements required to develop a project management plan for a curriculum revision project?

## 10. Research hypothesis

Can a project management plan contribute to the successful design and implementation of a project to revise the Health and Family Life Education Curriculum in Saint Lucia which

is responsive to the requirements of the stakeholders, and address sustainability and regenerative issues?

#### 11. General objective

To create a project management plan, framed by the Project Management Institution to effectively initiate and plan the revision of the Health and Family Life Curriculum in Saint Lucia.

#### 12. Specific objectives

1. To create an integration management plan to integrate the various processes and project management activities throughout the project life cycle.
2. To create a scope management plan which identifies the deliverables agreed upon for the successful completion of the project.
3. To create a schedule management plan for planning the timeframe of the project activities.
4. To create a cost management plan to estimate and create, manage and control the project funds.
5. To develop a risk management plan for identifying, analyzing, monitoring and responding to risks associate with the project.

6. To develop a procurement plan to identify and purchase the resources required to implement the project.
7. To create a communication plan for the planning, development and dissemination of project related messages to all stakeholders and to determine the channels through which communication will be done.
8. To develop a stakeholder engagement plan to identify and assess project stakeholders and plan and manage how they will be engaged.
9. To develop a quality management plan to effectively manage the project's quality from throughout the project life cycle.
10. To develop a resource Management Plan to identify, acquire, and manage the resources needed for the project's successful completion.
11. To validate the project from a sustainability/regenerative development perspective

### 13. FGP purpose or justification

The Health and Family Life Education (HFLE) Curriculum is a human rights-based program which aims to provide young people with relevant knowledge and skills to effectively respond to the challenges of daily life. The curriculum addresses issues related to sexuality and sexual health, eating and fitness, self and interpersonal relations and managing the environment. Currently, Saint Lucia

and the rest of the Caribbean region are faced with many challenges including crime and violence and the adverse effects of climate change.

According to the World Meteorological Organization (2023), only 15% of the Sustainable Development Goals (SDGs) are on track. The effects of global warming are quite evident with July 2023 recording some of the hottest days. According to the Food Security and Livelihood Survey (2023), 52% of the population in English speaking households remain food insecure. The Prime Minister of Saint Lucia, in his recent remarks at the “Regional Symposium: Violence as a Public Health Issue -The Crime Challenge”, noted that Saint Lucia had an average homicide rate of two weekly. These crimes were committed by mostly young people. To address these issues a multi-disciplinary approach is needed. This involves teaching young people the requisite skills to respond positively to adverse situations and to engage in rational decision-making. HFLE is a critical part of this response given the nature of the subject and the opportunity it presents to help young people develop not only the skills but also the values and attitudes to build resilience and help them proactively respond to such challenges.

A project Management Plan is essential to the success of any project. It provides the guidelines to execute, monitor, control and close a project. In saint Lucia



there is a dearth of educators who are qualified in curriculum review and development. Currently only 33% of Curriculum Officers are certified in curriculum development. The Health and Family Life Curriculum Officer is not one of them. Additionally, Curriculum Development is done in collaboration with a team of teachers none of whom are trained. The project management plan which will be developed for this FGP will therefore serve as the road map for the team which will be developing the HFLE Curriculum to ensure that it adequately responds to the needs of the country and includes content which aligns to the SDGs and the current challenges faced by the country.

14. Work Breakdown Structure (WBS). In table form, describing the main deliverable as well as secondary, products or services to be created by the FGP.

## 1. Graduation Seminar

### 1.1 FGP deliverables

1.1.1 Appendix 1: FGP Charter Items 1-10

1.1.2 Preliminary Bibliographical Research

1.1.3 WBS and FGP Charter Items 11-12

1.1.4 Appendix 1: FGP Charter Items 13-19

1.1.5 Appendix 1: FGP Charter Items 20 and Theoretical framework

1.1.6 Appendix 1: FGP Charter Items 21 and Methodological  
Framework

1.1.7 Introduction and Appendix 1: FGP Charter Items 22

1.1.8 Validation of FGP Concerning the Regenerative and Sustainable  
Development

1.1.9 Executive Summary, Abstract and Bibliographical References

### 1.2 Graduation Seminar Approval

## 2. Tutoring Process

### 2.1 Tutor

### 2.1.1 Tutor Assignment

### 2.1.2 Communication

## 2.2 Adjustment of previous chapters

## 2.3 Chapter 4 Development

### 2.3.1 Integration Management

#### 2.3.1.1 Develop Project Charter

### 2.3.2 Scope Management Plan

#### 2.3.2.1 Collect requirements

#### 2.3.2.2 Define Scope

#### 2.3.2.3 Create WBS

#### 2.3.2.4 Validate Scope

#### 2.3.2.5 Control Scope

### 2.3.3 Schedule Management Plan

#### 2.3.3.1 Plan Schedule Management

#### 2.3.3.2 Define activities

#### 2.3.3.3 Sequence activities

#### 2.3.3.4 Estimate activity duration

#### 2.3.3.5. Develop schedule

### 2.3.4 Cost Management Plan

#### 2.3.4.1 Plan cost management

#### 2.3.4.2 Estimate cost

2.3.4.3 Determine budget

2.3.4.4 Control Cost

2.3.5 Stakeholder Management Plan

2.3.5.1 Identify stakeholders

2.3.5.2 Plan stakeholder engagement

2.3.5.3 Manage stakeholder engagement

2.3.5.4 Monitor Stakeholder engagement

2.3.6 Resource Management Plan

2.3.6.1 Plan resource management

2.3.6.2 Estimate activity resources

2.3.7 Communication Management Plan

2.3.7.1 Plan Communication Management

2.3.8 Procurement Management Plan

2.3.8.1 Plan procurement management

2.3.9 Risk Management Plan

2.3.9.1 Plan risk management

2.3.9.2 Identify risk

2.3.9.3 Perform qualitative risk analysis

2.3.9.4 Plan risk response

2.3.10 Quality Management Plan

2.3.10.1 Plan quality management

2.3.10.2 Manage quality

2.3.10.3 Control quality

2.4 Conclusions

2.5 Recommendations

3 Reading by Reviewers

3.1 Reviewers Assignment Request

3.1.1 Assignment of two reviewers.

3.1.2 Communication

3.1.3 FGP Submission to reviewers

3.2 Reviewers Work

3.2.1 Reviewer 1

3.2.1.1 FGP reading

3.2.1.2 Reader 1 report

3.2.2 Reviewer 2

3.2.2.1 FGP reading

3.2.2.2 Reader 2 report

4. Adjustments

4.1 Report for reviewers

4.2 FGP Update

4.3 Second review by reviewers

5. Presentation to Board of Examiners.

5.1 Final review by board

5.2 FGP grade report

15. FGP budget

Cost Description	Unit Cost (XCD)	Quantity	Total (XCD)
Internet Subscription	\$160.00	4	\$640.00
Translation of Documents	\$75.00	7	\$525.00
Endorsement of passport	\$20.00	1	\$20.00
Apostille of Documents	\$50.00	3	\$150.00
Procure Philologist Services	\$150.00	1	\$150.00
Print FGP	\$150.00	1	\$150.00
Bind FGP	\$45.00	1	\$145.00
Ship FGP and Other Documents	\$300.00	1	\$300.00

PMI Student Membership for access to reference resources	\$86.72	1	\$86.72
Total Budget			<b>\$2166.72</b>

#### 16. FGP planning and development assumptions

1. Stakeholders will be willing and available to provide information for the requirements.
2. The officials of the Ministry of Education will endorse and support this project.
3. That there will be efficient time management to complete the FGP on schedule
4. Information will be readily available to inform the development of the various management plans.
5. The tutor will provide quality feedback in a timely manner.
6. The researcher will have sufficient funds to cover all related costs

### 17. FGP constraints

1. Time allocated for the final graduation project is only three months. This does not allow for much flexibility to adjust the schedule.
2. The project team is limited to one individual.
3. The HFLE Curriculum Officer has limited knowledge of Curriculum Development so will not be able to provide much guidance to the researcher.
4. Key stakeholders have demanding work schedules so they will not be actively involved in providing information to the researcher.
5. Guiding Documents for HFLE curriculum Revision are older than seven years old so they cannot be used in the bibliographical reverence.

The Researcher is employed full time so has little time available to undertake the FGP.

### 18. FGP development risks



The following risks may impact the completion of the FGP.

1. Delays in receiving feedback from tutors may delay the completion of project activities.
2. Stakeholders may not agree to provide information which would make it difficult to develop a good project Management Plan.
3. An adverse effect such as a natural disaster may occur resulting in a delays in data collection and shipping the FGP to UCI.
4. The researcher may experience ill-health which would impact her ability to complete the FGP.
5. The Ministry of Education may welcome this project and provide resources to support it.

#### 19. FGP main milestones

<b>Deliverable</b>	<b>Finish estimated date</b>
1.1 FGP profile initiation	August 29, 2023
1.1.1 Appendix 1: FGP Charter Items 1-10	September 4, 2023
1.1.2 Preliminary Bibliographical Research	September 4, 2023

1.1.3 WBS and FGP Charter Items 11-12	September 11, 2023
1.1.4 Appendix 1: FGP Charter Items 13-19	September 18, 2023
1.1.5 Appendix 1: FGP Charter Items 20 and Theoretical framework	September 25, 2023
1.1.6 Appendix 1: FGP Charter Items 21 and Methodological Framework	September 25, 2023
1.1.7 Introduction and Appendix 1: FGP Charter Items 22	October 02, 2023
1.1.8 Validation of FGP Concerning the Regenerative and Sustainable Development	October 09, 2023
1.1.9 Executive Summary, Abstract and Bibliographical References	October 16, 2023
1.2 Graduation Seminar Approval	October 23, 2023
2 FGP development	
2.1 Tutor Assignment	October 30, 2023
2.3 Chapter 4 - Development	November 20, 2023
2.4 Chapter 5 - Conclusions	November 27, 2023
2.5 Chapter 6 - recommendations	December 4, 2023

3.1.3 Submission of FGP to Reviewers	December 5, 2023
3.2.1.2 Reader 1 Report	December 19, 2023
3.2.2.2 Reader 2 Report	December 19, 2023
4.2 FGP update	December 29, 2023
4.3 Report of Second Review	January 05, 2023
5 Board of examiners evaluation	
5.1 Final Review by Board	January 19, 2023
5.2 FGP Grades Report	January 26, 2023
FGP End	January 31, 2023

## 20. Theoretical framework

### 20.1 Estate of the “matter”

The Health and Family Life Curriculum (HFLE) aims to develop life skills in young people. In Saint Lucia the curriculum which is currently being used was developed in 1999. This curriculum is highly content based and does not adequately respond to the ever-changing needs of the country. St. Lucia, like many small island developing states

lack the resources to effectively respond to the many challenges faced by the region. Its greatest resource is its people so it is imperative that they are trained to acquire the knowledge and skills which are relevant to its current context.

“In 1994, the Caribbean Community (CARICOM) Standing Committee of Ministers of Education passed a resolution supporting the development of a comprehensive approach to Health and Family Life Education (HFLE) by CARICOM and the University of the West Indies (UWI). Support was sought from United Nations (UN) agencies working in the Region to streamline and enhance the delivery of HFLE in CARICOM countries”. (CARICOM, 2022). The Regional Framework was developed in 2008 and revised again in 2022. It is meant to serve as the basis for curriculum review and emphasizes the importance of a life-skills based approach to curriculum delivery. The United Nations Education, Scientific and Cultural Organization (UNESCO) has joined its regional counterparts in advocating for the educators to play a part in preparing young persons to address the challenges faced not only in the region but globally. “Education for sustainable development (ESD) is UNESCO’s education sector response to the urgent and dramatic challenges the planet faces. The collective activities of human beings have altered the earth’s ecosystems so that our very survival seems in danger because of changes more difficult to reverse every day.” (UNESCO, 2023).

Despite these efforts the HFLE Curriculum in St. Lucia has not been revised in over twenty years. Recently, under the Education Quality Improvement Project (EQUIP), efforts were made to revise a small section of the curriculum to integrate TVET and Special Education needs. While this was a useful activity it does not speak to the gap which currently exist in the HFLE Curriculum.

According to UNESCO (2017), “Education is both a goal in itself and a means for attaining all the other SDGs. It is not only an integral part of sustainable development, but also a key enabler for it. That is why education represents an essential strategy in the pursuit of the SDGs.” The HFLE content is centered around the four themes of Sexuality and Sexual Health, Self and Interpersonal Relationships, Appropriate Eating and Fitness and Managing the environment. Through these content areas young people learn about the impact of their decisions on themselves, the community and the environment. They are taught to be resilient, and to take positive action to reduce the impact of human action on the environment and engage in regenerative practices. HFLE therefore is one of the key strategies of Saint Lucia’s education system to address the SDGs.

St. Lucia is currently feeling the impact of global warming with record high temperatures, reduced rainfall, extreme weather systems and food shortages to name a few. Teaching life-skills such as creative and critical thinking, effective decision-making and effective

communication will help our young people to build resilience, advocate for and contribute positively towards the donut economy. For HFLE to be effective in achieving this, there is a dire need to revise the curriculum to enhance the relevant content areas and contribute to upskilling teachers for effective delivery. A well-developed project management plan which is reflective of the PMI standards will ensure the curriculum is effectively revised incorporating the requirements of the stakeholders and country at large and reflective of the CARICOM and OECS standards for curriculum and assessment.

## 20.2 Basic conceptual framework

- Budget
- Cost Management Plan
- Communications Management Plan
- Curriculum Development
- Integration Management Plan
- Life Skills Curriculum
- Organizational Chart
- Organizational Structure
- Procurement Management Plan

- Project Charter
- Project Life Cycle
- Project Management
- Project Management Knowledge Areas
- Project Management Plan
- Project Management Process Groups
- Project Scope
- Project Schedule
- Quality Management Plan
- Regenerative Development
- Resource Management Plan
- Risk Management Plan
- Risk Register
- Schedule Management Plan
- Scope Management Plan
- Stakeholder
- Stakeholder Management Plan
- Stakeholder Register
- Sustainable Development
- Work Breakdown Structure

## 21. Methodological framework

Objective	Name of deliverable	Information sources	Research method	Tools	Restrictions
To create an integration management plan to integrate the various processes and project management activities throughout the project life cycle.	Integration Management Plan	Education Statistical Digest, PMBOK Guide 6th and 7 <sup>th</sup> Editions, Revised CARICOM Regional Framework for HFLE, Education Sector Plan, OECS Education Sector Strategy, Lessons Learnt register from previous Curriculum Development projects, videos	Qualitative and Quantitative	Expert judgement, decomposition, interviews, focus group discussion, document analysis, prototype	Limited access to relevant information to develop plan
To create a scope management plan which identifies the deliverables agreed upon	Scope Management Plan WBS Dictionary	Education Statistical Digest, PMBOK Guide 6th and 7th Editions, Revised CARICOM Regional Framework for HFLE, Education Sector Plan, OECS	Qualitative	Expert judgement, decomposition, interviews, focus group discussion, document	Limited budget Regional standards limit the scope.



for the successful completion of the project.		Education Sector Strategy, Lessons Learnt register from previous Curriculum Development Projects, YouTube Videos, Interviews and Focus Group Discussions with key stakeholders		analysis, prototype	Insufficient information to develop scope baseline.
To create a schedule management plan for planning the timeframe of the project activities.	Schedule Management Plan	Interviews, Recordings of meetings, Focus group Discussions, email, Research reports, conversation with colleagues, Education Statistical Digest, PMBOK Guide 6th and 7th Editions, Revised CARICOM Regional Framework for HFLE, Education Sector Plan, OECS Education Sector Strategy, Lessons	Qualitative and Quantitative	expert judgement, interviews, document analysis, Microsoft Project, Bottom-up estimating, Analogous estimating, Critical Path method	Limited access to data to develop plan

		Learnt register from previous Curriculum Development projects, videos,			
To create a cost management plan to estimate and create, manage and control the project funds.	Cost Management Plan Budget	Scope Management plan, Project Charter, Estimates of expenditure, website data, Expert judgement, program budget, conversation with colleagues, Education Statistical Digest, PMBOK Guide 6th and 7th Editions, Revised CARICOM Regional Framework for HFLE, Education Sector Plan, OECS Education Sector Strategy, Lessons Learnt register from previous Curriculum	Qualitative and Quantitative	expert judgement, interviews, discussion, document analysis, Microsoft Excel, historical information review, Bottom-up estimating, Three-Point estimating, Cost aggregation.	Limited budget to implement project.  Lack of data to inform estimates

		Development projects, videos,			
To develop a risk management plan for identifying, analyzing, monitoring and responding to risks associate with the project.	Risk Management Plan Risk Register	Interviews and Focus Group Discussions with key stakeholders including parents, teachers, principals, district Education Officers Curriculum and Assessment Officers. Project Charter, meeting recordings, email communication, Reports. Lessons learned register, Conversation with Colleagues. Education Statistical Digest, PMBOK Guide 6th and 7th Editions, Revised CARICOM Regional Framework for HFLE, Education Sector Plan,	Qualitative and Quantitative	expert judgement, interviews, focus group discussion, document analysis, historical information review, SWOT analysis, Probability and impact assessment	Lack of expert judgement to inform risk identification.  Insufficient time to conduct proper risk analysis  Some risks may not be identified

		OECS Education Sector Strategy, Lessons Learnt register from previous Curriculum Development Projects, videos,			
To develop a procurement plan to identify and purchase the resources required to implement the project.	Procurement Management Plan	Interviews and Focus Group Discussions with key stakeholders including parents, teachers, principals, district Education Officers Curriculum and Assessment Officers.  Project Charter, meeting recordings, email communication, Reports. Lessons learned register, Conversation with Colleagues. Education Statistical Digest,	Qualitative and Quantitative	expert judgement, interviews, focus group discussion, document analysis, historical information review	Insufficient data to develop plan.  Restrictive organizational procurement policies and procedures

		<p>PMBOK Guide 6th and 7th Editions, Revised CARICOM Regional Framework for HFLE, Education Sector Plan, OECS Education Sector Strategy, Lessons Learnt register from previous Curriculum Development Projects, videos,</p>			
<p>To create a communication plan for the planning, development and dissemination of project related messages to all stakeholders and to</p>	<p>Communication Management Plan</p>	<p>Interviews and Focus Group Discussions with key stakeholders including parents, teachers, principals, district Education Officers Curriculum and Assessment Officers.</p> <p>Project Charter, meeting recordings, email communication,</p>	<p>Qualitative</p>	<p>Expert judgement, interviews, focus group discussion, communication technology, communication requirements analysis,</p>	<p>Limited communication channels.</p>

determine the channels through which communication will be done.		<p>Reports. Lessons learned register, Conversation with Colleagues. Education Statistical Digest, PMBOK Guide 6th and 7th Editions, Revised CARICOM Regional Framework for HFLE, Education Sector Plan, OECS Education Sector Strategy, Lessons Learnt register from previous Curriculum Development Projects, videos,</p>			
To develop a stakeholder engagement plan to identify and assess project stakeholders	Stakeholder Management Plan Stakeholder Register	Interviews and Focus Group Discussions with key stakeholders including parents, teachers, principals, district Education Officers Curriculum	Qualitative	Expert judgement, interviews, focus group discussion, document analysis,	Competing priorities of stakeholders may limit their involvement.

<p>and plan and manage how they will be engaged.</p>		<p>and Assessment Officers.</p> <p>Project Charter, meeting recordings, email communication, Reports. Lessons learned register, Conversation with Colleagues. Education Statistical Digest, PMBOK Guide 6th and 7th Editions, Revised CARICOM Regional Framework for HFLE, Education Sector Plan, OECS Education Sector Strategy, Lessons Learnt register from previous Curriculum Development Projects, videos,</p>		<p>Stakeholder analysis</p>	<p>Key stakeholders may request compensation</p>
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<p>To develop a quality management plan to effectively manage the project's quality from throughout the project life cycle.</p>	<p>Quality Management Plan</p>	<p>Interviews and Focus Group Discussions with key stakeholders.</p> <p>Project Charter, meeting recordings, email communication, Reports. Conversation with Colleagues.</p> <p>Education Statistical Digest, PMBOK Guide 6th and 7th Editions, Revised CARICOM Regional Framework for HFLE, Education Sector Plan, OECS Education Sector Strategy, Lessons Learnt register from previous Curriculum Development Projects,</p>	<p>Qualitative</p>	<p>Expert judgment, benching marking, interviews, audits, decision making</p>	<p>Curriculum Officers have limited experience in curriculum development</p> <p>Over allocation of resources and schedule limitations may impact quality</p>
<p>To develop a resource Management Plan to</p>		<p>Interviews and Focus Group Discussions with key stakeholders</p>	<p>Qualitative</p>	<p>Expert judgment, bottom-up estimating,</p>	<p>Limited pool of resources to assign to project.</p>



<p>identify, acquire, and manage the resources needed for the project's successful completion</p>	<p>Resource Management Plan</p>	<p>Project Charter, meeting, recordings, email communication, Reports., Conversation with Colleagues. Education Statistical Digest, PMBOK Guide 6th and 7th Editions, Revised CARICOM Regional Framework for HFLE, Education Sector Plan, OECS Education Sector Strategy, Lessons Learnt register from previous Curriculum Development Projects, Videos,</p>		<p>analogous estimating, Responsibility assignment matrix,</p>	<p>Project team do not fulfill responsibilities</p>
<p>To validate the project from a sustainability/regenerative</p>	<p>FGP chapter which will explain the impact of sustainability</p>	<p>Interviews and Focus Group Discussions with key stakeholders Project Charter, meeting recordings,</p>	<p>Qualitative</p>	<p>Expert Judgement, document review</p>	<p>Limited expert judgement and resources to achieve objective</p>

development perspective	and regeneration on the project.	email communication, Reports. Conversation with Colleagues. Education Statistical Digest, Revised CARICOM Regional Framework for HFLE, Education Sector Plan, OECS Education Sector Strategy, Videos, Publications on Sustainability and regeneration			
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22. Validation of the work in the field of the regenerative and sustainable development.

How is the FGP to comply with the concepts of the regenerative and sustainable development?

How adds the proposed project to the regenerative and sustainable development?

Include potential indicators and way to measure them.

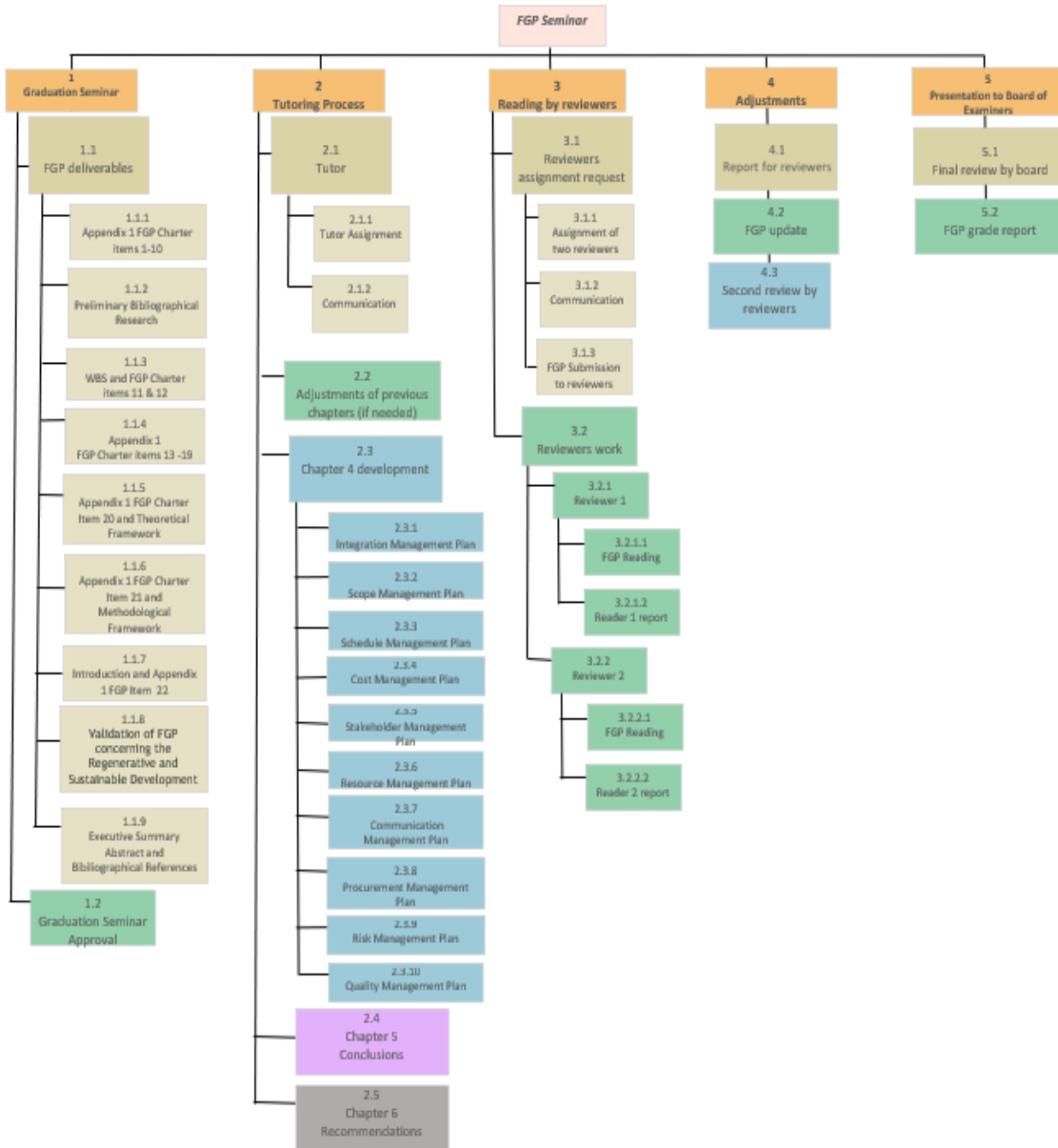
All projects should seek to incorporate elements of regenerative and sustainable development into their project management plans. A P5 impact analysis will be conducted on the process of the FGP using the fairness, efficiency and effectiveness lenses. Additionally, the FGP will increase the effectiveness and efficiency of the project team, thereby using the resources in a sustainable way.

The actual project of revising the HFLE curriculum will result in a curriculum which includes content related to sustainability and regeneration. Through the enactment of the curriculum, students will acquire knowledge and skills and develop behaviors and attitudes to engage in sustainable and regenerative practices and to advocate for others to do the same. This curriculum will align with the Inner Development Goals (IDG) framework of skills and qualities which relate to what is needed in order to successfully

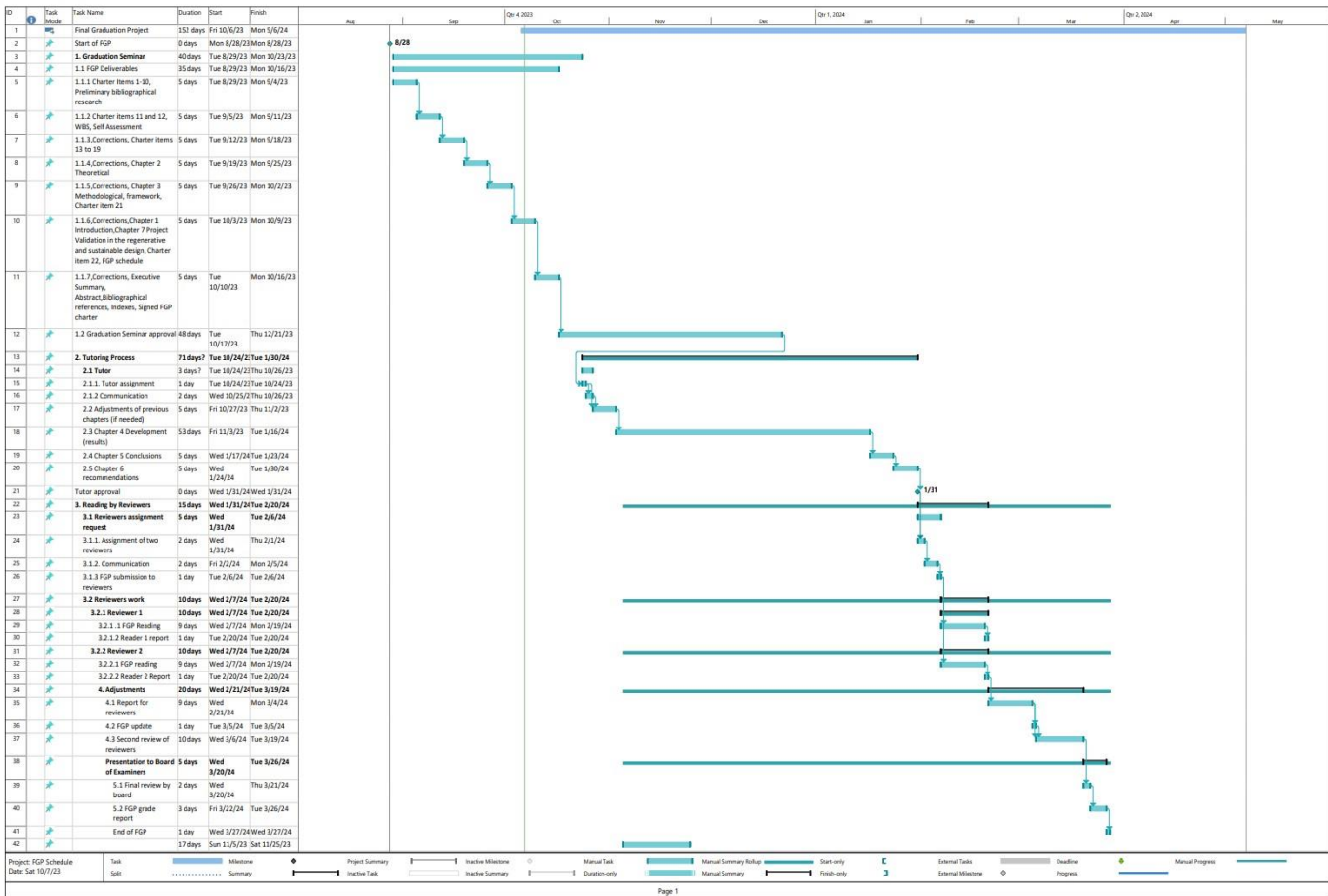
work with complex societal issues, in particular those identified in UN's Agenda 2030 and the 17 Sustainable Development Goals. (Inner Development Goals, 2021).

Some metrics which will be used to assess efficiency with resources include, schedule performance index, budget variance,

Appendix 2: FGP WBS



### Appendix 3: FGP Schedule



#### Appendix 4: Preliminary Bibliographical Research

Bibliographical List	Contribution to FGP
<p>CARICOM (2022), Revised CARICOM Health and Family Life Education Regional Curriculum Framework. CARICOM</p>	<p>This source will provide insight about the HFLE Curriculum and will be used as part of the requirements gathering. The insight into curriculum content and pedagogical approaches will inform the development of the communication and change management plan and well as other plans including the risk management plan.</p>
<p>Digital Learning Planning Guidelines nd retrieved from <a href="https://www.dlplanning.ie/wp-content/uploads/2018/10/Digital-Learning-Planning-Guidelines.pdf">https://www.dlplanning.ie/wp-content/uploads/2018/10/Digital-Learning-Planning-Guidelines.pdf</a></p>	<p>This source will provide information on an approved method to digitalized curriculum. The processes outlined will be used to develop some of the process plans for the overall Project Management Plan.</p>
<p>Gonsalves, S.-L., Regis, C., Theeb, T. A., &amp; Haßler, B. (2022). <i>OECS Declaration on Education Statement</i> (Academic Recovery Programme Phase II No. 6). Organisation</p>	<p>This source will provide insight into the vision of Education for the OECS Region which Saint Lucia belongs. It will therefore guide the development of the Project Management plan so aligns to the objectives of the project.</p>

<p>of Eastern Caribbean States.  <a href="https://doi.org/10.53832/opendeved.0261">https://doi.org/10.53832/opendeved.0261</a></p>	
<p>GPM Global. (2023). The GPM® P5™ standard for sustainability in project management. (V.3.0). GPM Global.</p>	<p>This source will guide the development of the project management plan, ensuring that it incorporates sustainability with respect to product and process management impacts as well as the social, environmental, and economic impacts</p>
<p>Knight, V., Marshall, J., Depradine, K., &amp; Moody-Marshall, R. (2021). Country review. Challenges and opportunities in the education system of Saint Lucia. Serie Working Papers SUMMA. N° 15. Published by SUMMA. Santiago de Chile</p>	<p>This will provide information to assess the current education system as part of the requirements gathering to develop the Project Management Plan.</p>
<p>Müller, E. (2018). Regenerative development in higher education: Costa Rica's perspective. In N. W. Gleason (Ed.), Higher Education in the Era of the Fourth Industrial Revolution (pp. 121– 144). Springer Singapore. <a href="https://doi.org/10.1007/978-981-13-0194-0_6">https://doi.org/10.1007/978-981-13-0194-0_6</a></p>	<p>This resource will provide information for the chapter on regeneration and how it can be integrated into the project management plan.</p>
<p>Project Management Institute. (2017). A guide to the project management body of knowledge / Project Management Institute (PMBOK® Guide) (Sixth edition). Project Management Institute</p>	<p>This source will be used extensively throughout the FGP to give information on PMI standards for effective and efficient project management, including guidance on developing the project management plan; explaining the project</p>



	<p>processes and knowledge areas; developing the respective plans for the relevant knowledge areas; justifying and identifying project management tools and techniques in the FGP; describing the critical success criteria and its impact on performance/project success</p>
<p>Project Management Institute. (2019). The Standard for Risk Management in Portfolios, Programs and Projects. Project Management Institute. Inc</p>	<p>This source will serve as a reference guide for the development of the risk management plan.</p>
<p>Project Management Institute. (2021). The standard for project management and a guide to the project management body of knowledge (PMBOK® Guide) (Seventh edition). Project Management Institute, Inc</p>	<p>This source will be used extensively throughout the FGP to give information on PMI standards for effective and efficient project management including guidance on delivering value concerning the project products; explaining the project management principles in the context of the objectives of the project management plan; explaining the project performance domains most relevant to the objectives of the project.</p>
<p>Project Management Institute, (2023). Process Groups: A Practice Guide, Project Management Institute, Inc</p>	<p>This source will be used throughout the FGP to get specific information on the Project Management process groups which will support the development of the project management plan.</p>

<p>World Meteorological Organization, (2023). United in Science 2023 Sustainable Development Edition, <a href="https://library.wmo.int/records/item/68235-united-in-science-2023">https://library.wmo.int/records/item/68235- united-in-science-2023</a></p>	<p>This source will be used to assess some of the environmental issues faced in the region to inform the development of regenerative chapter as well as the justification for the FGP.</p>
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## Appendix 5: Philological Dictum

**KENTILLIA LOUIS**

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12 February 2024

Academic Advisor

Master's Degree in Project Management

University for International Cooperation (UCI)

San Jose

Costa Rica

Dear Academic Advisor,

**Re: Thorough review and proof-reading of Final Graduation Project submitted by Sophia Edwards-Gabriel in partial fulfilment of the requirements for the Master's Project Management (MPM) Degree**

I hereby confirm that Sophia Edwards-Gabriel has made all the necessary corrections to the Final Graduation Project document as I have advised. In my opinion, the document: A Project Management Plan For The Revision Of The Health And Family Life Education Curriculum In Saint Lucia, meets the literary and linguistic standards expected of a student for a degree at the masters level.

Sincerely,



Kentillia Louis