

UNIVERSIDAD PARA LA COOPERACION INTERNACIONAL
(UCI)

A PROJECT MANAGEMENT PLAN FOR THE ENHANCEMENT OF CURRICULUM AND
ASSESSMENT FOR PRIMARY SCHOOLS IN SAINT LUCIA

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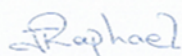
UNIVERSIDAD PARA LA COOPERACION INTERNACIONAL
(UCI)

This Final Graduation Project was approved by the University as partial fulfillment of the requirements to opt for the Master in Project Management (MPM) Degree

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DEDICATION

To Jolene Gale Raphael

May you know that life is about transitions and growth. This project illuminates these pertinent values as we walk through the valleys and mountains of life. This has been a learning experience.

It has been an experience of academic growth of developing project management skills and attitudes. Wherever life takes you, be formidable and focused on your goals.

ACKNOWLEDGMENTS

The completion of this project would not have been possible without the input and assistance of a number of stakeholders. These stakeholders all demonstrated a keen level of interest as it towards my completion of the Master in Project Management.

Special thanks to the OAS for the scholarship, a gracious gift, Professor Fabio Muñoz for his stewardship and guidance, and to my UCI colleagues and classmates who were always forthcoming with support and information sharing.

ABSTRACT

The objective of this document is to develop an integrated project management plan in fulfilment of the Master's Program of the University for International Cooperation. Therefore, the project focuses on Curriculum and Assessment in the Department of Education in Saint Lucia. Though the national project is a wider part of a regional project, the project management plan focuses on an integrated plan for Saint Lucia which is a member of the wider OECS.

The education system in Saint Lucia comprises of infant to tertiary levels within the system and employs a mixture of academic as well as technical and vocational methods. The Curriculum and Assessment development focuses on four core areas: English language, Mathematics, Social-Studies and Science.. The project management plan serves to provide an overall guide in the development and implementation plan of the project with the goal of project success. A mixed methodology is being used to conduct the necessary research with the use of both qualitative and quantitative data. The elements of project scope, scheduling, procurement and risk are necessary to successfully navigate the management of the project.

The expected benefits to be realized from this project are ultimately project success in its overall implementation as well as o provide opportunities to develop lesson learnt in this project to build upon for future project. Notwithstanding the final benefit of curriculum success for stakeholders at the national level.

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ABBREVIATIONS AND ACRONYMS

- CAMDU Curriculum and Material Development Unit
- CDB Caribbean Development Bank
- CEO- Chief Education Officer
- CPD Continuing Professional Development
- CPEA Caribbean Primary Exit Assessment
- CSEC Caribbean Secondary Education Certificate
- ECE Early Childhood Education
- GOSL Government of Saint Lucia
- GPE- Global Partnership in Education
- M & E Monitoring and Evaluation
- MOE Ministry of Education
- MOU Memorandum of Understanding
- OECS- Organization of Eastern Caribbean States
- PICT Programme Implementation Consultancy Team
- PMI Project Management Institute
- SIP School Improvement Plan
- SLU- Saint Lucia

EXECUTIVE SUMMARY

Education is a critical sector in any country's development. Stakeholders at the fore of the education system must be mindful of the far reach of their influence. As such, the curriculum used to develop its human resource in the person of students should not be left to chance. Curriculum and assessment at the primary school level is the beginning of the education journey. Teacher capacity, those who are tasked with facilitating the process are also important. Therefore, a project geared at developing the curriculum and building teacher capacity has a lasting impact and so a project management plan is necessary.

Many education projects have been undertaken to enhance and improve aspect of education. It was important to develop a project management plan for this project as Project Management Institute prides itself on carefully planning and processes. Lack of a project management plan may have developed limited success, project creep and poor management.

A project management plan was utilized to increase the success and benefit of the national project. Though the project itself had a work plan from the parent plan, the project management plan serves to give greater guidance and monitoring.

The general objective was to design a project management plan to enhance curriculum and assessment of primary schools and strengthen teacher capacity in Saint Lucia. The specific objectives were: To develop an integration management plan to create, manage and control the project, to develop a scope management plan to determine work to be done on project and that the project is successfully complete, to develop a schedule management plan to determine the project life cycle and the successful completion within the time period, to develop a risk management plan to mitigate against risk and respond to risk within the project, to develop a cost management plan to manage the finances and budget within the finances available, to develop a procurement plan to procure resources for the implementation of the project, to develop a stakeholder management plan to manage stakeholders within the project, to develop a communication plan to effectively communicate with stakeholders on the project, to develop a regenerative management plan to use regenerative practices throughout the project life cycle for sustainability purposes and to develop a control management plan to monitor and evaluate project outcomes to determine if project is meeting its objectives.

The methodology used was a mixed research approach. Both quantitative and qualitative methods were utilized to gather information and for data collection. As such the findings were also presented qualitatively and quantitatively.

The main conclusion emerges from the knowledge areas of PMI (2017) These knowledge areas are: Scope Management, Project Schedule Management, Project Risk Management, Project Cost Management, Project Procurement Management, Project Stakeholder, Project Communication Management, Quality Management and Project Resource Management

Management Projects need to be guided by the principle of PMI with careful planning, implementation, monitoring and control mechanisms. The project charter approved by the project sponsor provides a framework for the overall project. The scope management plan provides overall framework for the Enhancement of the Primary School Curriculum, which is approved by the project sponsor and serves to guide the project management team. The schedule management serves to guide the project life cycle so as to successfully complete the project within budget. A critical management plan is the Risk management plan. In this plan, the risks

are identified, assessed and managed. Risk management is important as risk is very dynamic. It may occur at any point in the project life cycle, however, planning how to deal with it and its probable impact is critical. Cost and procurement management serve to provide the framework for the finances and the acquisition of the services required, Project stakeholder management is essential in Curriculum Development as there are both direct and indirect stakeholders who will be involved and impacted by this project. They carry levels of interest, power and influence. Therefore, a Stakeholder Management Plan is integral to the success of the project. Communication management involves planning how the identified stakeholders will be engaged using effective and timely communication modes and media. The Resource Management Plan is the final plan which requires management of resources in the project through by resources management by identifying and estimating the resources needed for the various activities, developing and managing the team and highlighting the change process.

A project management plan should be used with any project which the Department of Education is undertaking. Lessons learnt on this project can be used as there are several opportunities and need for curriculum enhancement. Change management is an indispensable component of this project as it calls for a shift in the mindsets of stakeholders who will use the curriculum document.

1 INTRODUCTION

This chapter delves into the need for Curriculum and Assessment in Education and its relevance as it relates to the specific need of the education system in Saint Lucia. The Final Graduation Project provides a spring board to implement the principles of project management as articulated by the PMI and the PMBOK(2017). The statement of the problem, and the research questions will be explored. The general purpose of the FGP will also be explored along with the general and specific objectives presented.

1.1. Background

Curriculum and Assessment is critical to the overall success of education. The curriculum is defined as all the activities that occur within the teaching and learning process from activities to lesson planning and assessing. Rhode Island Department of Education defines curriculum as “a standards-based sequence of planned experiences where students practice and achieve proficiency in content and applied learning skills. Curriculum is the central guide for all educators as to what is essential for teaching and learning, so that every student has access to rigorous academic experiences.” (2022) It is therefore imperative that stakeholders are equipped with curriculum documents to guide the implementation of the curriculum and assessment for the benefit of the learner. The FGP studies the use of a management plan in assisting in the implementation of the project.

Saint Lucia’s curriculum has been enhanced through several projects. The Curriculum and Assessment process is a very comprehensive undertaking which involves curriculum experts throughout the country. It is based on research methodology and high stakeholder input. Notwithstanding the many challenges already in the system and compounded by the COVID-19 pandemic, the restructuring and enhancing of the curriculum is imperative. Advancements in

technology, changes in strategies and the needs of the students and several other innovations necessitate the need for curriculum enhancement.

Project management as a body of knowledge prides itself on the use of comprehensive processes in the execution of projects. The success of any project is consistent with careful planning from the inception to the close. Alexander (2018) asserts that planning is about “helping guide stakeholders, sponsors, teams, and the project manager through other project phases.” (Project Management Plan: Purpose and Examples - NTask, 2020) Therefore, planning determines how the project will be performed, monitored, and controlled, beginning from the initiation phase, and going all the way to the end product.

1.2. Statement of the problem

Many education projects are donor-funded. These donors are usually international donors. Many education related projects are usually funded by international donors. The outline and structure of the project is heavily influenced by the sponsor. A regional project which serves to enhance the primary school curriculum in four OECS member states, is the parent project. This project managed by a grant implementor is being conducted in several other member states at the same time. Each member state is given autonomy in the management of its project expected to manage its project. A project management plan would assist in the realization of successful implementation of the project in obtaining the project objectives. The FGP seeks to establish the possibility of increased success with the use of a management plan as advocated by PMI.

Chart 1 - SWOT Analysis of Education System

SWOT Analysis of Education System	
Strengths	Weaknesses
<ul style="list-style-type: none"> • All students are ensured a place at a secondary school because of universal secondary education (USE). • Students at all education levels are able to access public assistance programmes • The presence of the GINET Government of Saint Lucia Integrated wireless network which has enabled Wi-Fi connectivity in key population areas around the island • Membership in OECS and other regional institutions • Local policies are grounded in broader sub-regional policy frameworks • The E-Books Program which will allow for the distribution of an estimated 13, 000+ e-book devices and licenses to teachers and students • The research agenda for Saint Lucia with 	<ul style="list-style-type: none"> • Inequity in terms of student access to electronic devices and internet • Teachers require additional support in assessing students effectively in online contexts, further training for the use of e-learning platforms, maintaining student interest and in integrating and applying interactive activities during online instruction. • Need for continued research, monitoring and evaluation, data governance and management expertise to improve policy planning and implementation • The need for increased stakeholder engagement • The need for and the maintenance of a centralized EMIS to facilitate data entry at educational institutions, and retrieval of

SWOT Analysis of Education System	
Strengths	Weaknesses
<p>its focus on areas such as EDC and language policy and the inclusion of Kwéyòl in education, is reflective of encouraging equity and inclusion of all students and local culture.</p> <ul style="list-style-type: none"> • Large percentage of Trained Teachers at primary and secondary levels • Multiple options for in-service training of teachers 	<p>this data at the Education District and Ministry level</p> <ul style="list-style-type: none"> • A lack of social engagement opportunities with the Ministry of Education and other partners, in the education reform process. • High repetition rates at Kindergarten level • No clear special education (inclusion) policy • Need for procedures for accessing student support programmes to be more systematic • Performance gaps according to gender on national and regional examinations
Opportunities	Threats
<ul style="list-style-type: none"> • The revision and ratification of all policies to ensure inclusion and equity that are still in draft form, need to be completed 	<ul style="list-style-type: none"> • Attracting and subsequently retaining the services of qualified teachers particularly in some critical subject areas such as Mathematics, Science,

Opportunities	Threats
<ul style="list-style-type: none"> • Continued training of teachers and educational leaders in the integration of ICT in instruction. • The equipping of teachers and students with electronic devices that are suitable for blended and or online instruction • Strengthening of the pedagogical capacities of teachers of preschools and Kindergarten levels to ensure that foundational concepts are properly taught to students. • Seek funding from regional and international agencies to build research repository which will inform policy 	<p>English and ICT</p> <ul style="list-style-type: none"> • Student access to instruction and instructional materials due to disruptions because of COVID-19 • Unhealthy and unsafe working conditions for teachers • No incentives to attract teachers into the Teaching Service • Growing number of unemployed individuals

Source: Adopted from Challenges and opportunities in the education system of Saint Lucia country review. (n.d.). Retrieved December 23, 2022, from https://www.summaedu.org/wp-content/uploads/2022/04/Country_review-ST-Luci%CC%81a_OK.pdf (p.94-95)

1.3. Purpose

The Final Graduation project is in fulfillment of the Masters in Project Management at the University of International Cooperation. The FGP involves the development of a project management plan for the Enhancement of the Primary School Curriculum and Assessment. This project is a regional project which involves several member states. A project management plan will give guidance to the project at the specific national level. Each member state has a work plan. A project management plan will manage the project at the national level which may vary in context at the national level. A project management plan will increase project success and provide a local understanding and context. Working from a Project Management Plan serves to give guidance to the project from initiation to close. This allows for preplanning, managing of the various aspects of the project life cycle and controlling aspects of the project.

1.4. General objective

To develop a project management plan to enhance curriculum and assessment of primary schools and strengthen teacher capacity in Saint Lucia^[FMJ1] with the purpose of executing, implementing, and monitoring cost, resource and procurement planning and efficient communication and stakeholder engagement.

1.5. Specific objectives

1. To develop a scope management plan for the purposes of identifying and guiding work to be done on project.
2. To develop a schedule management plan for planning and managing the scheduled completion of the project.

3. To develop a risk management plan that identifies, analyzes, plans responses, implements, and monitors risks within the project.
4. To develop a cost management plan to ensure that finances and budget are efficiently managed and controlled within the project.
5. To develop a procurement plan that identifies and assigns contracts to suppliers who can procure goods and services for the implementation of the project.
6. To develop a stakeholder management plan that identifies persons and groups in the project, and to develop management strategies to effectively engage them.
7. To develop a communication plan for sharing information appropriately and punctually to all stakeholders involved.
8. To develop a quality management plan geared at effectively managing and controlling the project, ensuring that it meets the expectations of all stakeholders.
9. To develop a resource management plan that identifies the resources required, how to acquire them, and how to manage them.

2 THEORETICAL FRAMEWORK

This chapter presents the theoretical framework of the FGP. It provides the general framework of the primary school education system in Saint Lucia, the general education landscape of the education system in Saint Lucia including the organizational structure as well as the project management processes employed, the life cycle, concepts generally related to the project under study, knowledge areas which are necessary for such a project undertaking as well as its relatedness to the FGP.

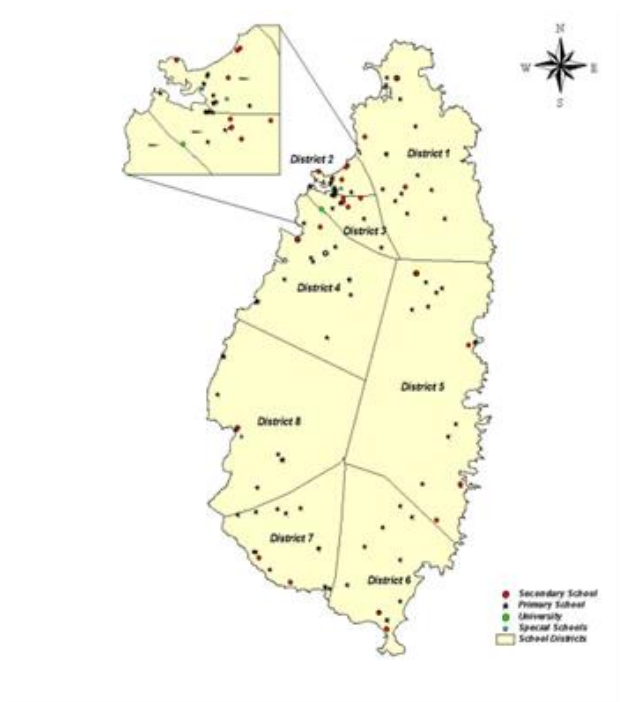
2.1 Company/Enterprise framework

The final graduation project is based on the study of an educational project in Saint Lucia, a small independent developing island state in the Caribbean. As such, the island, through various sources, is often granted financial assistance to embark upon various sponsored projects. “The GOSL subscribes to the notion that education is a basic human right and as such plays a crucial role in the holistic development of its citizens.” (Government of Saint Lucia, 2020).

2.1.1 Company/Enterprise background

The Ministry of Education is the main institution responsible for overseeing the education of the citizens of Saint Lucia and is spearheaded by the Minister of Education. The department employs a four-pronged approach guided by the balanced score card approach: stakeholder perspective; a business/operations perspective; an internal capacity perspective and a resource perspective. (Government of Saint Lucia, 2020) The north of the island which constitutes the urban environment is more densely populated with schools while the coastal areas and those in the south of the island are less densely populated. Figure 1 indicates school population across Saint Lucia. Districts two and three are situated in the capital city of the island. The schools in the rural section of the island are predominantly located near the coastal areas.

Figure 1 - School Population Across Saint Lucia



(Saint Lucia - Access Government, n.d.)

2.1.2 Mission and Vision statements

Vision

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. (Government of Saint Lucia 2020)

Mission

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 successfully in a 21st century environment.

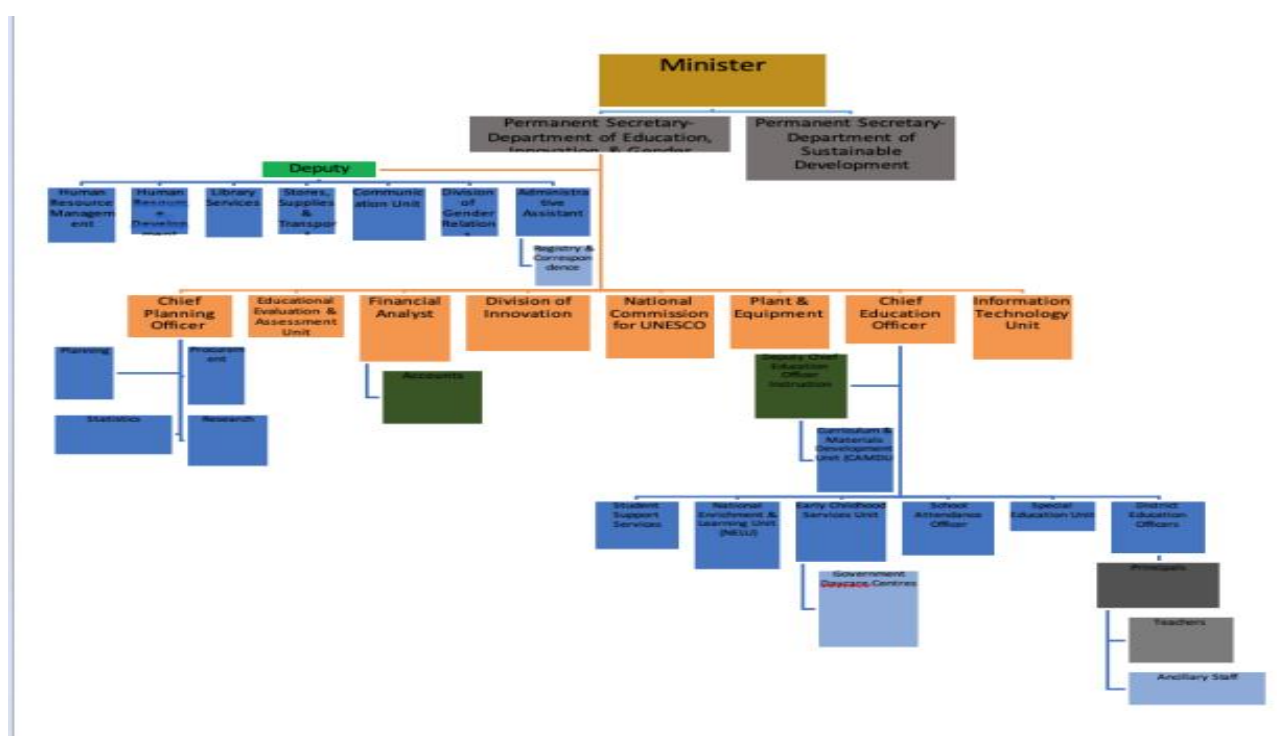
Government of Saint Lucia 2020)

2.1.3 Organizational structure

The Saint Lucia MOE is headed by the minister of education. The member of cabinet is assigned the portfolio by the prime minister. The responsibility of the minister is to give guidance to the national education policy and to set a constitutional framework upon which this vision and mission would be guided by. The minister is aided by a permanent secretary and a deputy permanent secretary who has “direct administrative control over the functions of the department and directs how the policy is carried out.” (Section 69 of the Constitution of Saint Lucia CAP.1.01 of the Revised Laws of Saint Lucia.) The deputy permanent secretary is tasked with managing specific departments as outlined in Figure 2 while the permanent secretary directly oversees other areas. The deputy permanent secretary holds responsibility and supervises the following units: Human Resource Management, Human Resource Development , Library services, Stores and Supplies, Communication Unit, Department of Gender and Administrative Assistants. The permanent secretary has overall responsibility but specifically oversees the chief planning officer, Educational Assessment and Evaluation unit, financial Analyst, Division of Innovation, National Division for UNESCO, Plant and Equipment and the Chief Education Officer. The Chief Education Officer holds responsibility for the school system which is guided by an Education Act. The school system is led by the Chief Education Officer who is aided in the task of leadership by Deputy Education Officer who oversees the curriculum. Education officers, Curriculum officers, principals and teachers all assist in the implementation and assessment of the curriculum. Education Officers are assigned to different educational districts.

There are presently eight educational districts in Saint Lucia. These education districts comprise of elementary, primary and secondary schools. These schools are managed by principals who report to the District Education Officers. Principals work with teachers who implement the curriculum as well as ancillary staff who assist in the effective management of the school plant.

Figure 2 - Organisational Structure of Education System

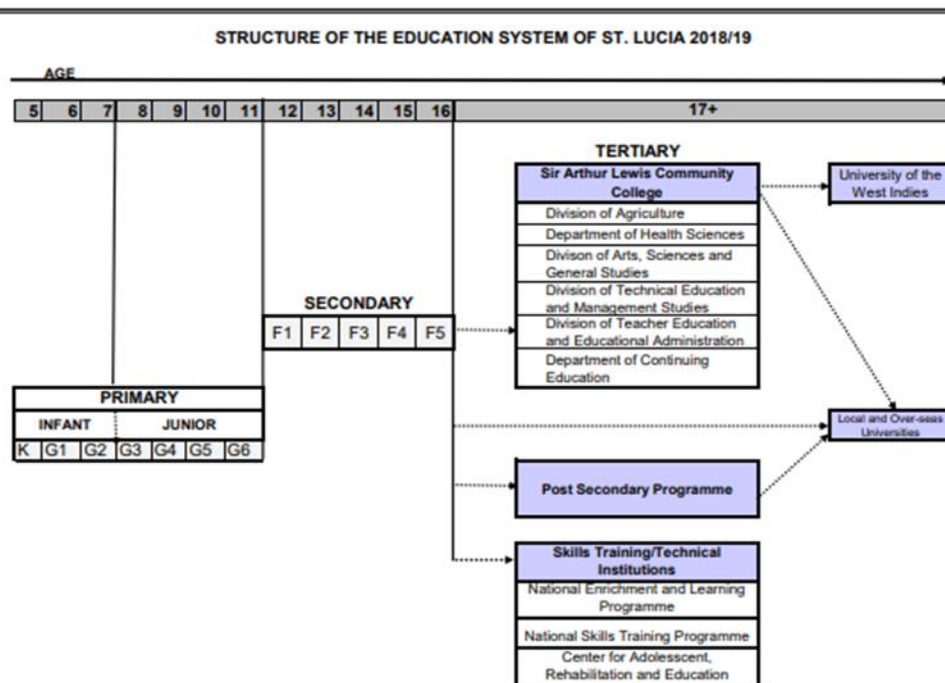


(Source: Government of Saint Lucia 2020)

The education system comprises of primary, secondary and tertiary levels. (See Figure 3. Students enter the education system at age five and spend on average seven years at the primary level. Generally, at eleven years old (the mean age), students move on to secondary school where they spend five years interacting with various subjects.

Every child has a right to primary and secondary education. At the end of the secondary school period, student may choose to move into the world of work or continue onto the tertiary level.

Figure 3 - Structure of Education System in Saint Lucia



(Saint Lucia - Access Government, n. d.[FMJ2].)

2.1.4 Products offered

The Department of Education offers various products to its stakeholders. This project is specific to the Department of Curriculum and Material Development Department as well as the Assessment unit of the Ministry of Education. The department provides guidelines for teaching the curriculum. The curriculum document, the OECS Harmonized School Curriculum provides guidelines for the effective implementation of the curriculum. Contained in the document are objectives for teaching, teaching/learning activities and suggested activities. This is provided at each grade level (kindergarten to Grade 6).

Professional development exercises for teachers are usually offered through the provision of workshops provided throughout the year. Additionally, the department of education in collaboration with the island's only community college, provides training courses to teachers in the areas of Primary Education. The certification obtained upon completion is bestowed in conjunction with an endorsed university.

2.2 Project Management concepts

2.2.1 Project

“A project is a temporary endeavor undertaken to create a unique product, service, or result.” (PMI, 2017) The FGP presents the project of enhancing the Curriculum and Assessment of Primary Schools in Saint Lucia. This project seeks to resolve a problem at the core of teaching and learning which is providing clear and updated guidance to users such as teachers for the benefit of students and ultimately the nation. It is the hope that the project will deal with issues related to scope, sequence of the curriculum and provide to its users suggested activities for teaching and learning as well as assessment. Presently, OECS Harmonized Curriculum is the standard curriculum prescribed for primary school education. The project will provide a comprehensive tool for teachers to utilize in the teaching and learning process. Though the scope of the FGP is limited to the project, its impact will go beyond the FGP with social, educational gains for a long time.

2.2.2 Project management

In the execution of a Project it is necessary to effectively use knowledge, skills, tools and techniques (PMI 2021) “Project management refers to guiding the project work to deliver the intended outcomes.” (PMI 2021) The FGP utilises the project management process as well as the ten knowledge areas as a guide for the project outcome. In keeping with the standards of

identifying project requirements, managing and addressing those needs, the project will be guided by the supporting principles: Be a diligent, respectful, and caring steward; Create a collaborative project team environment; Effectively engage with stakeholders; Focus on value; Recognize, evaluate, and respond to system interactions; Demonstrate leadership behaviors; Tailor based on context; Build quality into processes and deliverables; Navigate complexity; Optimize risk responses; Embrace adaptability and resiliency and Enable change to achieve the envisioned future state

Figure 4 - 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>

2.2.3 Project Management Processes

In an attempt to meet project objectives, the process includes: initiating, executing, planning and controlling as seen in Figure 5. The processes, though distinct, do not have to be

done in a lineal manner (See Figure 6). The planning stage refines the objectives, PMI 2021 advises that the project may not go as planned and so the process of planning though comprehensive, may likely change along the way.

Initiation Process: During this process the need for the project is further confirmed. The value as well as the feasibility of the project is established. Essential in the process is the developing of the business case of the project. Though a project idea may be novel and innovative, there needs to be value and economic sense in its undertaking. This is not always seen in tangible, immediate terms as it relates to social and educational projects but establishing need (Project Management, n.d.). A feasibility study further strengthens the initiating process giving sponsors the assurance that the project can be completed within the triple constraint of Scope, Time and Cost. A project charter is then created followed by the formation of teams. (Project Management, n.d.)

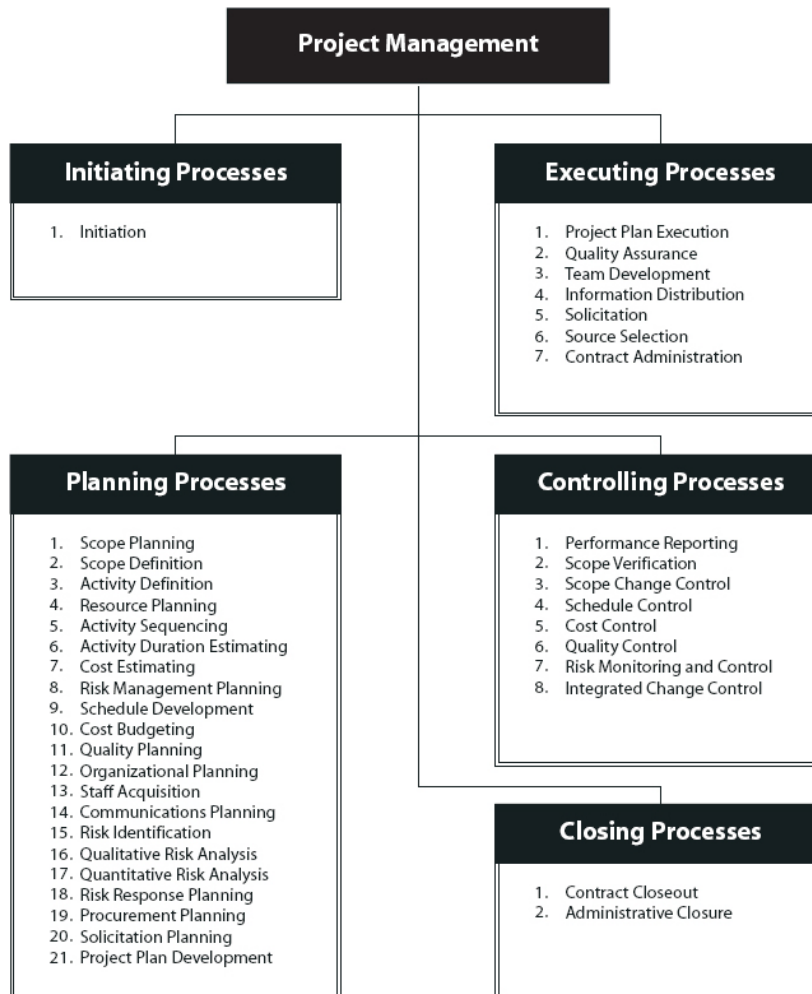
Planning: Planning does not ensure that things will be conducted as planned, however, planning in Project management helps to ensure that the project is on Schedule and if it is not, that there are things in place to manage and mitigate the situation. The following components are critical in the planning of a project: Schedule, Budget, Work Breakdown Structure, Scope Management Plan, Risk Management Plan, Resource Management Plan, Stakeholder Management Plan, Performance Measurement Baseline (Project Management, n.d.).

Executing: The execution process involves implementing the various plans in order to successfully complete the project. The process engages the project manager in the overall management of the project.

Controlling Processes: This process allows for tracking, monitoring and reviewing the various components of the project using control measures.

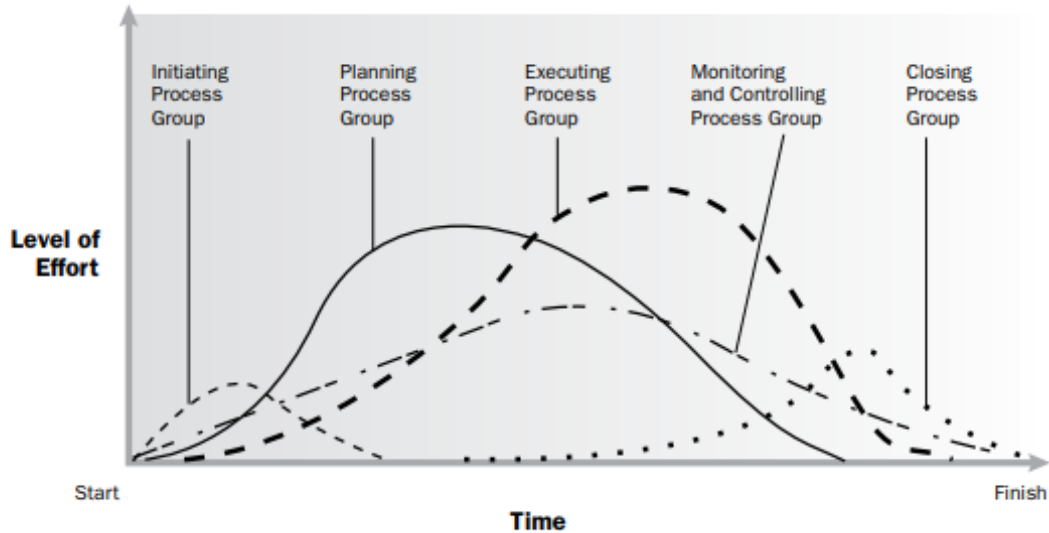
Closing Ensuring that project objectives are met.

Figure 5 - Project Management Processes



Source. Adopted from A Guide to the Project Management Body of Knowledge, (PMBOK® Guide), Sixth Edition, by the Project Management Institute. (2017,).

Figure 6 - Process Interaction



Source. Adopted from A Guide to the Project Management Body of Knowledge, (PMBOK® Guide), Sixth Edition, by the Project Management Institute. (2017, p.555).

2.2.4 Project management knowledge areas

There are ten knowledge areas as posited by Westland 2019. These knowledge areas included forty processes which explore inputs, tools techniques and outputs.

2.2.5 Project Integration Management

PMI (2017) defines Project 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.”(PMI,p. 69)

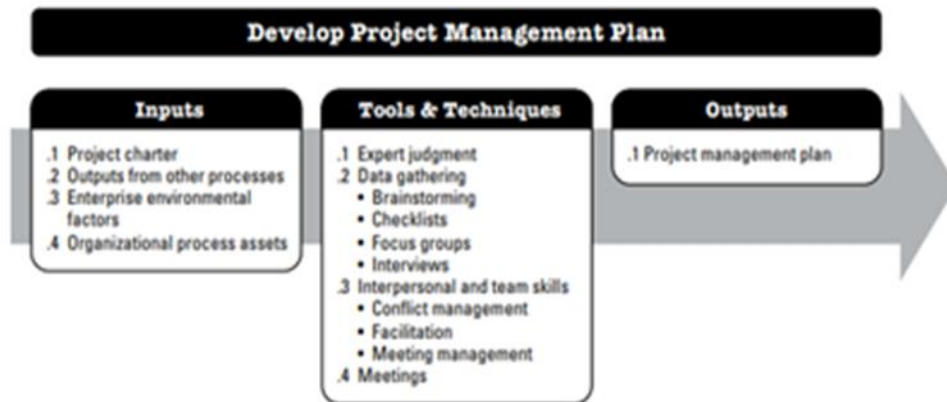
Develop Project Charter

Formally authorizes the project, giving the project manager the authority to engage in the organizational activities within the project.

Develop Project Management Plan

Defining, preparing and coordinating all the components of the project The FGP will serve as a guide to the effective management of the enhanced curriculum. Figure 7 presents the tools and techniques to be implored in the successful completion of the project.

Figure 7- Developing Project Management Plan



Source. Adopted from A Guide to the Project Management Body of Knowledge, (PMBOK® Guide), Sixth Edition, by the Project Management Institute. (2017, p.82).

Direct and Manage Project Work—guided by the objectives of the project directing and managing the project

Manage Project Knowledge—using existing knowledge as well as creating new knowledge to contribute to organizational learning.

Monitor and Control Project Work—tracking, reviewing, and reporting overall progress as defined in the management plan.

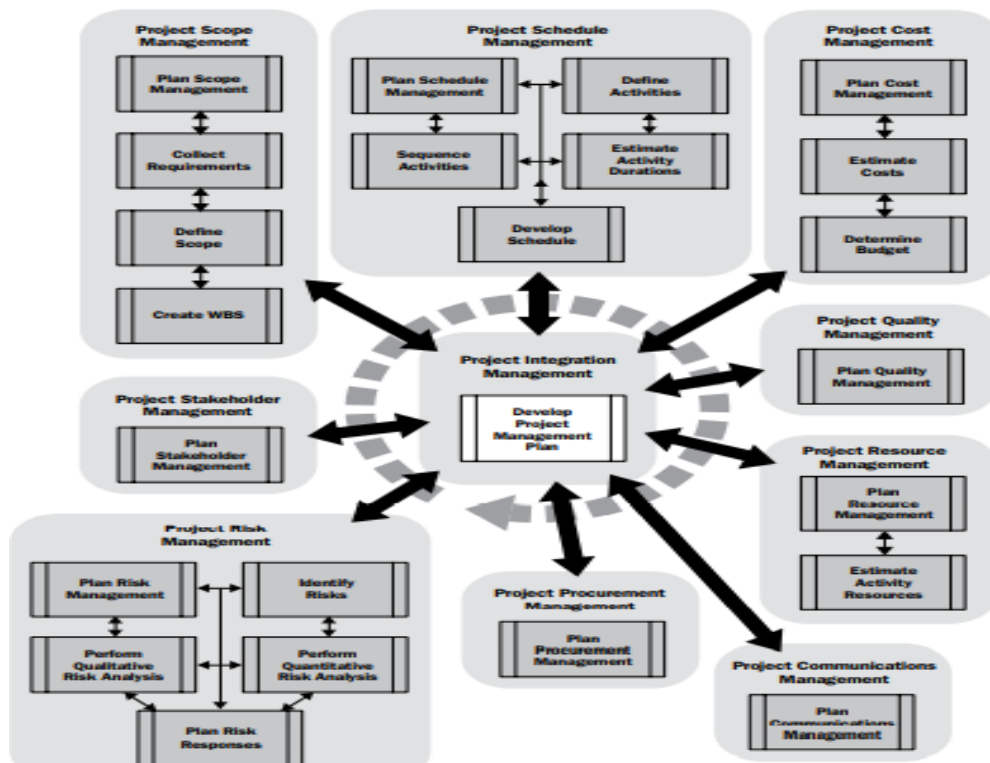
Perform Integrated Change Control—reviewing changes as they arise in the project.

Close Project or Phase— finalizing all activities for the project, phase, or contract

Integration Management serves to give overall direction to the project.

The project has several components and stakeholders and a project integration plan serves to pull together the various components and processes so that the project is successfully completed. Figure 8 shows the knowledge areas and how they are related to the management plan.

Figure 8 - Knowledge Areas



Source. Adopted from A Guide to the Project Management Body of Knowledge, (PMBOK® Guide), Sixth Edition, by the Project Management Institute. (2017, p.566).

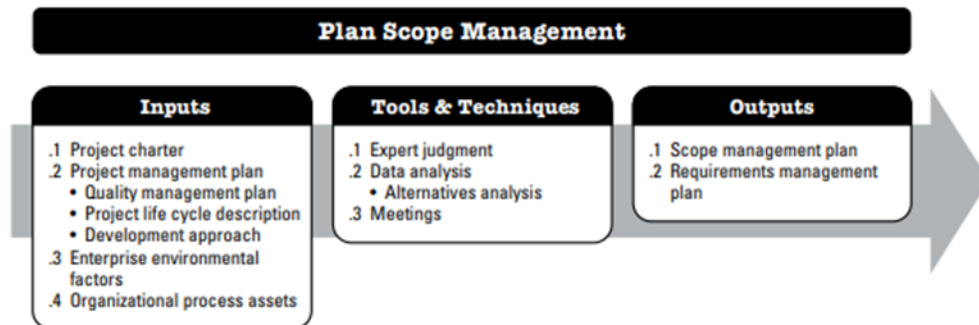
2.2.5 Project Scope Management

PMI (2017) defines the scope management as including “all the work required, and only the work required, to complete the project successfully. “

The Project Scope Management processes are:

Plan Scope Management—documents how the project and product scope will be defined, validated, and controlled.

Figure 9 - Plan Scope Management



Source. Adopted from A Guide to the Project Management Body of Knowledge, (PMBOK® Guide), Sixth Edition, by the Project Management Institute. (2017, p.134).

Collect Requirements—determining, documenting, and managing stakeholder needs and requirements to meet project objectives.

Define Scope—developing a detailed description of the project and product.

Create WBS— subdividing project deliverables and project work into smaller, more manageable components.

Validate Scope—formalizing acceptance of the completed project deliverables.

Control Scope—monitoring the status of the project and product scope and managing changes to the scope baseline.

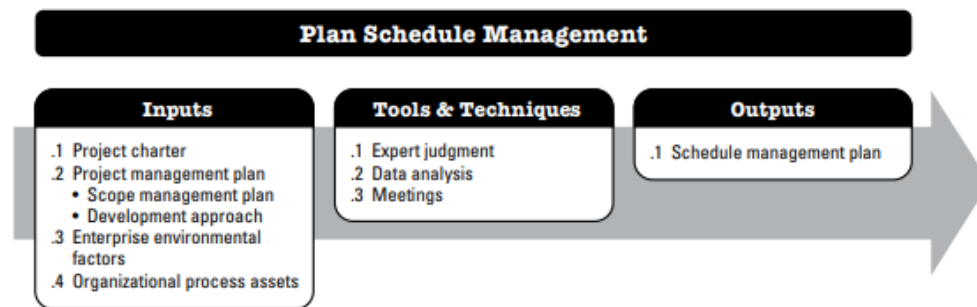
2.2.6 Project Schedule Management

Project Schedule Management includes the processes required to manage the timely completion of the project.

The Project Schedule Management processes are:

- **Plan Schedule Management**—The process of establishing the policies, procedures, and documentation for planning, developing, managing, executing, and controlling the project schedule.

Figure 10- Plan Schedule Management



Source. Adopted from A Guide to the Project Management Body of Knowledge, (PMBOK® Guide), Sixth Edition, by the Project Management Institute. (2017).

- **Define Activities**— identifying and documenting the specific actions to be performed to produce the project deliverables.
- **Sequence Activities**— identifying and documenting relationships among the project activities.
- **Estimate Activity Durations**— estimating the number of work periods needed to complete individual activities with the estimated resources.
- **Develop Schedule**— analyzing activity sequences, durations, resource requirements, and schedule constraints to create the project schedule model for project execution and monitoring and controlling.
- **Control Schedule**—monitoring the status of the project to update the project schedule and manage changes to the schedule baseline.

2.2.7 Project Cost Management

Project Cost Management includes “planning, estimating, budgeting, financing, funding, managing, and controlling costs in order for the project to be completed within the approved budget.” (PMI 2017)

The Project Cost Management processes are:

- **Plan Cost Management**—defining how the project costs will be estimated, budgeted, managed, monitored, and controlled.
- **Estimate Costs**—developing an approximation of the monetary resources needed to complete project work.
- **Determine Budget**- aggregating the estimated costs of individual activities or work packages to establish an authorized cost baseline
- **.Control Costs**- monitoring the status of the project to update the project costs and manage changes to the cost baseline.

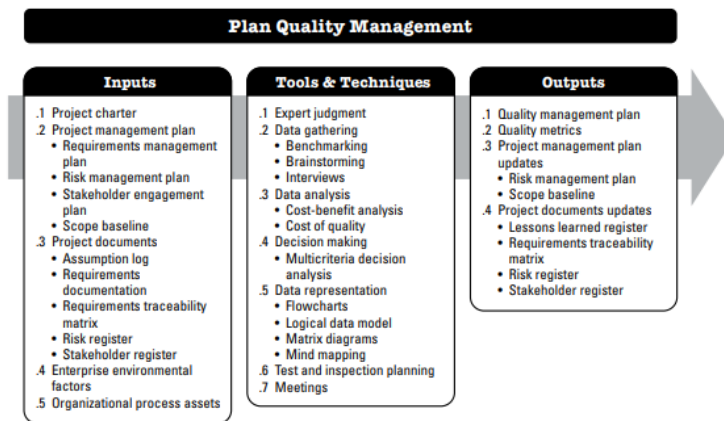
2.2.8 Project Quality Management

PMI(2017) defines Project Quality Management as “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.”

- **Plan Quality Management** - Identifying quality requirements and/or standards for the project and its deliverables, and documenting how the project will demonstrate compliance with quality requirements and/or standards.
- **Manage Quality** - Translating the quality management plan into executable quality activities that incorporate the organization’s quality policies into the project.

- **Control Quality** - Monitoring and recording the results of executing the quality management activities to assess performance and to ensure that the project outputs are complete, correct, and meet customer expectations.

Figure 11- Plan Quality Management



Source. Adopted from A Guide to the Project Management Body of Knowledge, (PMBOK® Guide), Sixth Edition, by the Project Management Institute. (2017).

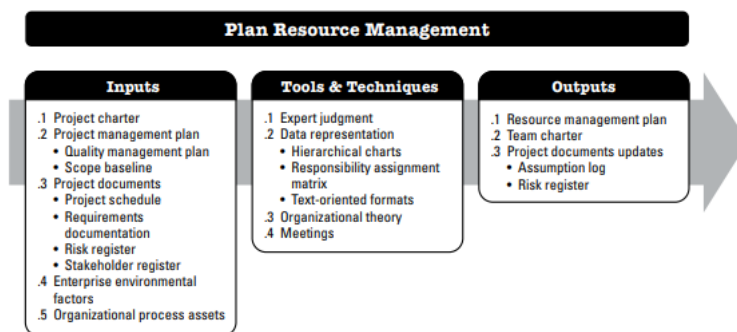
2.2.9 Project Resource Management

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. The Project Resource Management processes are:

- **Plan Resource Management**—The process of defining how to estimate, acquire, manage, and utilize physical and team resources.
- **Estimate Activity Resources**—The process of estimating team resources and the type and quantities of material, equipment, and supplies necessary to perform project work.

- Acquire Resources—The process of obtaining team members, facilities, equipment, materials, supplies, and other resources necessary to complete project work.
- Develop Team—The process of improving competencies, team member interaction, and the overall team environment to enhance project performance.
- Manage Team—The process of tracking team member performance, providing feedback, resolving issues, and managing team changes to optimize project performance.
- Control Resources—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 use of resources, and performing corrective action if necessary.

Figure 12 - Plan Resource Management



Source. Adopted from A Guide to the Project Management Body of Knowledge, (PMBOK® Guide), Sixth Edition, by the Project Management Institute. (2017).

2.2.10 Project Communication Management

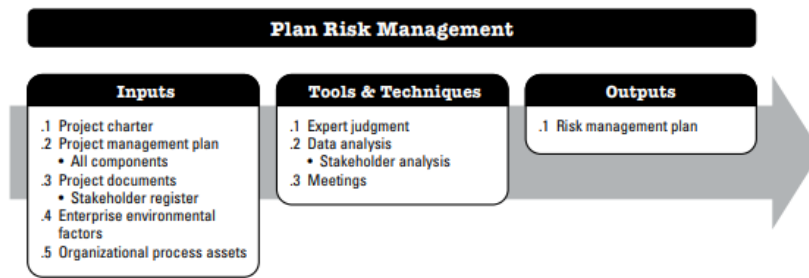
Project Communications Management. Includes the processes required to ensure timely and appropriate planning, collection, creation, distribution, storage, retrieval, management, control, monitoring, and ultimate disposition of project information.

2.2.11 Project Risk Management

Project Risk Management includes the processes of conducting risk management planning, identification, analysis, response planning, response implementation, and monitoring risk on a project. The Project Risk Management processes are:

- **Plan Risk Management**—The process of defining how to conduct risk management activities for a project.
- **Identify Risks**—The process of identifying individual project risks as well as sources of overall project risk, and documenting their characteristics.
- **Perform Qualitative Risk Analysis**—The process of prioritizing individual project risks for further analysis or action by assessing their probability of occurrence and impact as well as other characteristics.
- **Perform Quantitative Risk Analysis**—The process of numerically analyzing the combined effect of identified individual project risks and other sources of uncertainty on overall project objectives.
- **Plan Risk Responses**—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.
- **Implement Risk Responses**—The process of implementing agreed-upon risk response plans.
- **Monitor Risks**—The process of monitoring the implementation of agreed-upon risk response plans, tracking identified risks, identifying and analyzing new risks, and evaluating risk process effectiveness throughout the Project.

Figure 13 - Plan Risk Management



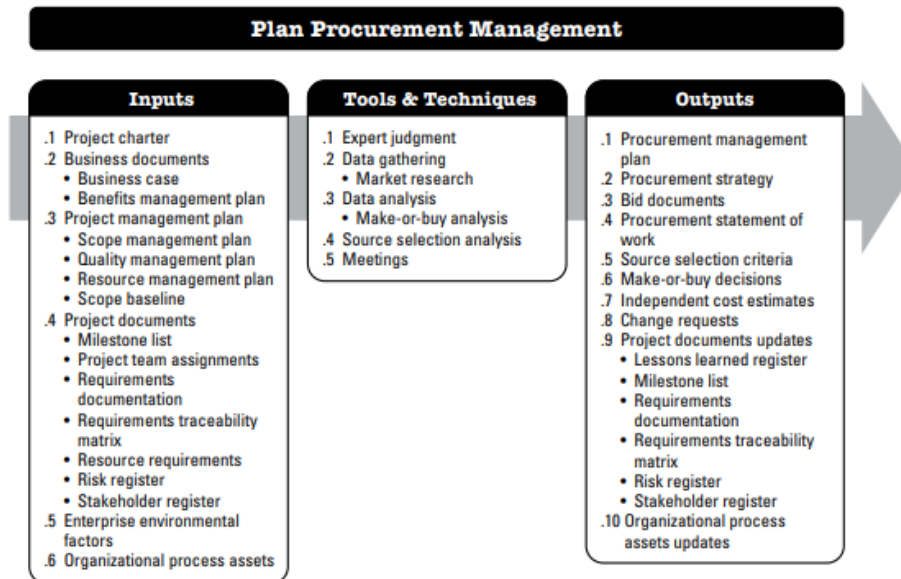
Source. Adopted from A Guide to the Project Management Body of Knowledge, (PMBOK® Guide), Sixth Edition, by the Project Management Institute. (2017).

2.2.12 Project Procurement Management

Project Procurement Management includes the processes necessary to purchase or acquire products, services, or results needed from outside the project team.

- **Plan Procurement Management**—The process of documenting project procurement decisions, specifying the approach, and identifying potential sellers.
- **Conduct Procurements**—The process of obtaining seller responses, selecting a seller, and awarding a contract.
- **Control Procurements**—The process of managing procurement relationships, monitoring contract performance, making changes and corrections as appropriate, and closing out contracts.

Figure 14 - Plan Procurement Management



Source. Adopted from A Guide to the Project Management Body of Knowledge, (PMBOK® Guide), Sixth Edition, by the Project Management Institute. (2017).

2.2.13 Project Stakeholder Management

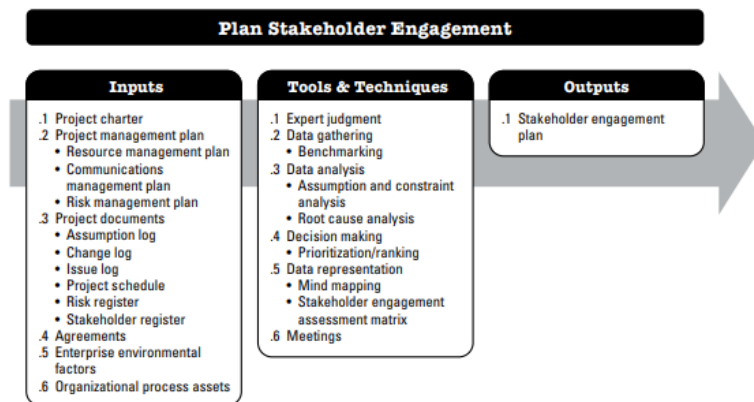
Project Stakeholder Management includes the processes required to identify the people, groups, or organizations that could impact or be impacted by the project, to analyze stakeholder expectations and their impact on the project, and to develop appropriate management strategies for effectively engaging stakeholders in project decisions and execution.

The Project Stakeholder Management processes are:

- Identify Stakeholders—The process of identifying project stakeholders regularly and analyzing and documenting relevant information regarding their interests, involvement, interdependencies, influence, and potential impact on project success.

- Plan Stakeholder Engagement—The process of developing approaches to involve project stakeholders based on their needs, expectation, interests, and potential impact on the project.
- Manage Stakeholder Engagement—The process of communicating and working with stakeholders to meet their needs and expectations, address issues, and foster appropriate stakeholder engagement involvement.
- Monitor Stakeholder Engagement—The process of monitoring project stakeholder relationships and tailoring strategies for engaging stakeholders through the modification of engagement strategies and plans.

Figure 15 - Plan Stakeholder Management



Source. Adopted from A Guide to the Project Management Body of Knowledge, (PMBOK® Guide), Sixth Edition, by the Project Management Institute. (2017).

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

Educators should be highly skilled and motivated. Continuous professional development for educators enable them to keep abreast with changing educational trends.

Teaching and learning. Learning is a two-way process where teachers can also learn from students. Learning should be relevant.

Technology. Education should produce learners who are technologically savvy and can compete in the current and future technological environment.

Curriculum : All the experiences within the teaching and learning environment.

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

The methodological framework focuses on the overall framework of the Final Graduation Project and the project deliverables. Information sources, research methods, tools, assumptions, constraints and deliverables are explained in this chapter.

3.1 Information sources

“A source means the origin of something.” An Information Source is a source of information for somebody, i.e. anything which may inform a person about something or provide knowledge to somebody. Information sources may be observations, people, speeches, documents, pictures, organizations etc.” (Sources of Information 2018). In completion of the Final Graduation Project, both primary and secondary sources will be used.

3.1.1 Primary sources

“Primary sources of information are the first published records of original research and development or description of new application or new interpretation of an old theme or idea.” (Sources of Information, 2018)

Primary source is a term used in a number of disciplines to describe source material that is closest to the person, information, period or idea being studied. (Sources of Information, 2018) In the initiating stage of the project, primary sources such as focus groups and expert judgement will be used to ascertain project background and to guide project through its stages of initiating, planning, execution, managing and monitoring and closing.

3.1.2 Secondary sources

“Secondary sources of information are those which are either compiled from or refer to primary sources of information.” (Sources of Information, 2018). Though secondary sources are not the original sources, they give clarity to discussion and ideas. Secondary sources will include the

body of knowledge of project management as well as publications such as statistical digest, and other documents to support primary sources. Chart 2 indicates the Project Objectives and how they are aligned to the secondary and primary sources,

Information Sources

Chart 2 - Information Sources

Objectives	Information sources	
	Primary	Secondary
1.To develop a scope management plan for the purposes of identifying and guiding work to be done on project.	Interviews MOU Project Charter	A Guide to Project Management Body of Knowledge PMBOK Guide Education sector plan Lessons Learnt from Other Projects
2.To develop a schedule management plan for planning and managing the scheduled completion of the project.	Project Charter	A Guide to Project Management Body of Knowledge PMBOK Guide Education Sector Plan OECS Education Strategy
3. To develop a risk management plan that identifies, analyzes, plans responses, implements, and monitors risks within the project.	Project Charter Project Cooperation Agreements; Focus Groups	A Guide to Project Management Body of Knowledge PMBOK Guide Education sector plan

Objectives	Information sources	
	Primary	Secondary
4.To develop a cost management plan to ensure finances and budget are effectively managed and controlled within the project.	Project Charter Program Budget	A Guide to Project Management Body of Knowledge PMBOK
5.To develop a procurement plan that identifies and assigns contracts to suppliers who can procure goods and services for the implementation of the project.	Project Charter Project Cooperation Agreements; standardized guidelines; lessons learned, other government documents or reports OECS agreement Education sector plan	A Guide to Project Management Body of Knowledge PMBOK Guide Education sector plan
6.To develop a stakeholder management plan to identify the persons and groups in the project, and to develop management strategies to effectively engage them.	Project Charter Project Cooperation Agreements; government documents	A Guide to Project Management Body of Knowledge PMBOK Guide Education sector plan
7. To develop a communication plan for sharing information appropriately and in a timely manner to all stakeholders involved.	Project Charter Focus Groups Interviews Document analysis	A Guide to Project Management Body of Knowledge PMBOK Guide Education sector plan

Objectives	Information sources	
	Primary	Secondary
8. To develop a quality management plan to manage and control the project to meet stakeholder's expectations.	Project Charter	A Guide to Project Management Body of Knowledge PMBOK Guide Muellers Regenerative Frame Work Education sector plan
9. To develop a resource management plan that identifies the resources required, how to acquire them, and how to manage them.	Project Charter Project Cooperation Agreements; standardized guidelines; lessons learned, other	A Guide to Project Management Body of Knowledge PMBOK Guide Education sector plan Lessons Learnt from other projects

Own Elaboration

3.2 Research methods

A method is the means for achieving an outcome, output, result, or project deliverable. (PMI, 2017) "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." (Booth, 2018). There are several research methodologies that researchers use. "Qualitative and quantitative research approaches and methods are usually found to be utilized rather frequently in different disciplines of education." (Rahman, 2017) The

researcher has decided to use a mixed method which integrate the use of both qualitative and quantitative methods.

3.2.1 Mixed methods

Mixed Methods Research integrates both Qualitative and Quantitative Research. It provides a holistic approach combining and analyzing the statistical data with deeper contextualized insights. Using Mixed Methods also enables triangulation or verification of the data from two or more sources.

Qualitative research is defined as a market research method that focuses on obtaining data through open-ended and conversational communication. Quantitative research is the systematic investigation of phenomena by gathering quantifiable data and performing statistical, mathematical, or computational techniques. Quantitative research collects information from existing and potential customers using sampling methods and sending out online surveys, online polls, and questionnaires, for example.

Chart 3- Research Methods

Objectives	Qualitative	Quantitative
1.To develop a scope management plan for the purposes of identifying and guiding work to be done on project.	Document Review Focus Group	Survey
2.To develop a schedule management plan for planning and managing the scheduled completion of the project.	Document Review Interview with Project steering committee	Survey
3. To develop a risk management plan to	Document Review Interviews	

Objectives	Qualitative	Quantitative
identify analyze, plan responses, implement, and monitor risks within the project.		
4.To develop a cost management plan to ensure finances and budget are effectively managed and controlled within the project.	Document review of previous projects	
5.To develop a procurement plan that identifies and assigns contracts to suppliers who can procure goods and services for the implementation of the project.	Document Review Focus Group interviews	Survey
6.To develop a stakeholder management plan to identify the persons and groups in the project, and to develop management strategies to effectively engage them		Survey
7.To develop a communication plan for sharing information appropriately and in a timely manner to all stakeholders involved.	Focus Group discussion	

Objectives	Qualitative	Quantitative
8.To develop a quality management plan to manage and control the project to meet stakeholders' expectations.	Interviews	
9. To develop a resource management plan that identifies the resources required, how to acquire them, and how to manage them.	Document review	Survey

Own Elaboration

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, 2019). Chart 4 shows the many tools which will be used in the Enhancement of the Curriculum for Primary Schools.

Definition of Tools

- i. Expert Judgement – judgment provided based upon expertise in an application area, knowledge area, discipline, industry, etc., as appropriate for the activity being performed (PMI, 2017, p.79).
- ii. Meetings – conducted within the structured way among the project team or project stakeholders to either obtain or share information.
- iii. Focus Group Interview – stakeholders brought together based on a specific subject to obtain specific project information.

- iv. Brainstorming – a technique used to identify a list of ideas in a short period, conducted in a group setting (PMI, 2017, p.80).
- v. Interview – to obtain information from key stakeholders by asking a series of questions.
- viii. Data analysis – techniques used to assess data and information.
- ix. Questionnaire – written sets of questions designed to quickly accumulate information from a large number of respondents (PMI 2017, p.718)
- x. Document analysis – the technique used to assess and evaluate project documents.
- xi. Prototypes – A method of obtaining early feedback on requirements by providing a working model of the expected product before actually building or doing it. (PMI 2017, p.717)
- xii. Team skills – the collective knowledge and experience of the project team.
- xiii. Variance analysis – a technique for determining the cause and degree of difference between the baseline and actual performance (PMI 2017, p. 725)
- xiv. Decomposition – a technique used for dividing and subdividing the project scope and project deliverables into smaller, more manageable parts. (PMI 2017 p. 704).
- xv. Dependency determination and integration - a technique used to identify the appropriate type of dependency used to create the relationship between two activities.
- xvi. Critical path method – the sequence of activities that represents the longest path through a project, which determines the shortest possible duration. (PMI 2017, p 704)
- xvii. Schedule network analysis – a technique to identify early and late start dates, as well as early and late finish dates for uncompleted portions of project activities. (PMI 2017, p. 722)

- xviii. Analogous estimating – a technique for estimating the duration or cost of an activity or a project using historical data from a similar activity or project. (PMI 2017 p.699).
- xix. Parametric estimating – an estimating technique in which an algorithm calculates cost or duration based on historical data and project parameters. (PMI 2017 p. 712).
- xx. Project management information system – an information system consisting of tools and techniques used to gather, integrate, and disseminate the outputs of the project management process. (PMI 2017, p. 716).
- xxi. Performance reviews – a technique that measures, compares, and analyzes actual performance of work in progress on the project against the baselines. (PMI 2017, p. 712).
- xxii. Root-cause analysis – an analytical technique used to determine the basic underlying reason that causes a variance, defect, or risk. (PMI 2017. p. 721).
- xxiii. Audits – an objective evaluation of a project.
- xxiv. Flowcharts – the depiction in diagram format of the inputs, process actions, and outputs of one or more processes. (PMI 2017, p. 707).
- xxv. Cost of quality – all cost incurred over the life of the product by investment in preventing nonconformance to requirements. (PMI 2017, p.703)
- xxvi. Cost-benefit analysis – a financial analysis tool used to determine the benefits provided by a project against its cost. (PMI 2017, p. 703).
- xxvii. Cost aggregation – summing the lower-level cost estimates associated with the various work packages for a given level within the project’s WBS. (PMI 2017, p. 703).
- xxviii. Historical information reviews - the review of data on previous projects.
- xxix. Reserve analysis – an analytical technique used to determine the essential features and relationships of the components of the project management plan to

- establish a reserve for the schedule duration, budget, and estimated cost of funds for a project. (PMI 2017, p. 719).
- xxx. Responsibility assignment matrix – a grid that shows the project resources assigned to each work package. (PMI 2017, p. 720).
 - xxxii. Resource breakdown structure – a hierarchical representation of resources by category and type. (PMI 2017, p. 719)
 - xxxiii. Interpersonal skills - Interpersonal skills are the behaviors and tactics a person uses to interact with others effectively. Interpersonal skills range from communication and listening to attitude and deportment.
 - xxxiiii. Training – Teaching a person a particular skill.
 - xxxv. Team assignments – provides information on the overall project team assignments, roles, and responsibilities.
 - xxxvi. Stakeholder engagement matrix – is a matrix that identifies project Stakeholders, their power and interest or power and influence.
 - xxxvii. Communication requirements analysis – an analytical technique to determine the information needs of the project stakeholders through interviews, workshops, and the study of lessons learned from previous Projects. (PMI 2017, p. 701).
 - xxxviii. Stakeholder analysis – is a technique of systematically gathering and analyzing quantitative and qualitative information to determine how to account for stakeholder interest throughout the project. (PMI 2017, 723).
 - xxxix. Checklist – is a list of completed project activities or actions.
 - xl. SWOT Analysis – analysis of strengths, weaknesses, opportunities, and threats of an organization. (PMI 2017, p. 724).

- xl. Risk categorization – a group of potential causes of risks. (PMI 2017, p. 720)
- xli. Probability and impact assessment - an analysis of the probability of occurrence as it relates to project risks.
- xlii. Stakeholder mapping – the process of outlining all stakeholders in a project on a map.
- xliv. Earned value analysis – an analysis of data related to scope, schedule, and resources.

Chart 4 - Summary of Tools

Objectives	Tools
1.To develop a scope management plan for the purposes of identifying and guiding work to be done on project.	Decomposition Prototype Brain Storming Expert Judgement Facilitated workshop Variance analysis
2.To develop a schedule management plan for planning and managing the scheduled completion of the project.	Expert judgment Data analysis Critical Pathway Microsoft Projects Work break down Structure
3. To develop a risk management plan to identify analyze, plan responses, implement, and monitor risks within the project.	Expert judgment Data analysis Root cause analysis SWOT analysis Document analysis Risk Categorization Probability and impact assessment
4.To develop a cost management plan to ensure finances and budget are effectively managed and controlled within the project.	Project Management estimating software Data analysis Bottom-Up Estimating
5.To develop a procurement plan that identifies and assigns contracts to suppliers who can procure goods and services for the implementation of the project.	Advertising Audits Source selection analysis Data Analysis
6.To develop a stakeholder management plan to identify the persons and groups in the project, and to develop management strategies to effectively engage them.	Stakeholder mapping/representation Stakeholder engagement assessment matrix
7.To develop a communication plan for sharing information appropriately and in a timely manner to all stakeholders involved.	Iteration Planning Meetings.

Objectives	Tools
8.To develop a quality management plan to manage and control the project to meet stakeholders' expectations.	Data representation Responsibility assignment
9. To develop a resource management plan that identifies the resources required, how to acquire them, and how to manage them.	Data gathering Data analysis Expert judgement Audits Inspections

Own Elaboration

3.4 Assumptions and constraints

Assumptions

A project assumption is a belief that a project manager forms based on their previous experience and analysis of available information. (Assumption vs. Constraint: Definitions, Types and Differences. (n.d).

Constraints

A project constraint is a limiting factor of a project. Constraints can affect the quality and overall success of a project, so project managers try to manage them. The three most common types of constraints are scope, cost and time, but project managers can also face other constraints. (Assumption vs. Constraint: Definitions, Types and Differences. (n.d.).)^[FMJ3]

Chart 5- Assumptions and Constraints

Objectives	Assumptions	Constraints
1.To develop a scope management plan for the purposes of identifying and guiding work to be done on project.	Adequate information to develop the scope of the project.	Agreements and standards restrict scope development

Objectives	Assumptions	Constraints
2.To develop a schedule management plan for planning and managing the scheduled completion of the project.	Timeframes are accurate. Project does not encounter significant delays.	Project funds are not always accessible.
3. To develop a risk management plan to identify, analyze, plan responses, implement, and monitor risks within the project.	Risk strategies are effective.	Changes in school schedule.
4.To develop a cost management plan to ensure finances and budget are effectively managed and controlled within the project.	Estimated costs are accurate and sponsor funding is secured.	Taxes and inflationary prices
5.To develop a procurement plan that identifies and assigns contracts to suppliers who can procure goods and services for the implementation of the project.	Consultants are available and proficient.	Timely access and availability of resources.
6.To develop a stakeholder management plan that identifies the persons and groups in the project, and to develop management strategies to effectively engage them.	Stakeholders will engage and be available.	Stakeholders are working on other tasks.
7.To develop a communication plan for sharing information appropriately and in a timely manner to all stakeholders involved.	Communication plan will be effective.	Various (<i>varying??</i>) arying communication strategies.
8.To develop a quality management plan to manage and control the project to meet stakeholders' expectations.	Standards are innkeeping with	Practices will be used after project close out.

Objectives	Assumptions	Constraints
	national standards	
9. To develop a resource management plan that identifies the resources required, how to acquire them, and how to manage them.	Changes will be executed in a timely manner.	Change request will have to go through clearances and approvals.

Own Elaboration

3.5 Deliverables

PMI defines a deliverable as “any unique and verifiable product, result of capability to perform a service that is required to be produced to complete a process, phase, or project” (Project Management Institute, 2017a, p. 704). The deliverables developed are contained in Chart 6.

Chart 6 - Deliverables

Objectives	Deliverables
1. To develop a scope management plan for the purposes of identifying and guiding work to be done on project.	Scope Management Plan WBS Dictionary
2. To develop a schedule management plan for planning and managing the scheduled completion of the project.	Schedule Management Plan will present the project life cycle
3. To develop a risk management plan to identify, analyze, plan responses, implement, and monitor risks within the project.	Risk Management Plan Risk Register
4. To develop a cost management plan to ensure finances and budget are effectively managed and controlled within the project.	Cost Management Plan Budget
5. To develop a procurement plan that identifies and assigns contracts to suppliers who can procure goods and services for the implementation of the project.	Procurement Management Plan

Objectives	Deliverables
6.To develop a stakeholder management plan to identify the persons and groups in the project, and to develop management strategies to effectively engage them	Stakeholder Management Plan Stakeholder Register
7.To develop a communication plan for sharing information appropriately and in a timely manner to all stakeholders involved.	Communication Management Plan
8.To develop a quality management plan to manage and control the project to meet stakeholders' expectations.	Regenerative Management Plan
9. To develop a resource management plan that identifies the resources required, how to acquire them, and how to manage them.	Control Management Plan Change Request Forms

Own Elaboration

4. RESULTS

This chapter presents the project charter which is presented in collaboration with the project sponsor and the project manager.

4.1. Project Charter

PROJECT CHARTER	
Project Name:	
A Project Management Plan for the Enhancement of Curriculum and Assessment for Primary Schools in Saint Lucia	
Commencement date	Completion date
15 January 2023	30 Jan 2025
General objective: To develop a comprehensive, harmonized curriculum for use at the primary school level in Saint Lucian classrooms that is guided by scientific research and provides the learner with skills for global citizenship.	
Specific objectives:	
1.To train a cadre of curriculum experts who will serve as leaders/coaches/experts in curriculum writing, implementing and evaluation.	
2.Enhance teacher capacity through professional development activities and training in developing, implementing and evaluating the curriculum.	
3.To develop Early Reading Assessment (ERA) to assess students' foundational reading skills	
4. To develop an Early Numeracy Assessment (ENAFMJ4) to assess students' early numeracy skills.	
Project Justification (Business Case)	
Curriculum and assessment are integral to and at the very heart of the education system. The OECS Harmonized Curriculum which is used as the standard curriculum, was developed in 2005. The world has	

since changed in relation to advancements in technology and other innovations. The need for the learner to meet those advancements has also become more essential as learners must transition into the world of work with an adequate skill-set. Consequently, the education sector must also evolve. The enhancement of the curriculum serves to equip teachers with the tools for instruction, giving guidance to the scope, sequence, activities and assessment at the various grade levels. To complement the development of the curriculum, teachers also need to build their capacity to effectively implement the curriculum and optimize students' success, not just in terms of knowledge acquisition but also as it pertains to acquiring pertinent skills and attitudes. Students need a balanced combination of knowledge, skills and attitudes to become competent citizens in their communities and by extension, the world.

Description of Product to be generated by the Project

Enhanced OECS Harmonized Curriculum for K-6: This product will be a document which serves as a guide to stakeholders as to the scope and sequence of the curriculum. The focus will be on the four core subject areas, namely Language Arts, Science and Technology, Social Science and Mathematics.

Contained in the curriculum document will be the Essential Learning Outcomes, Grade Level Expectations, Specific Learning Outcomes as well as Assessment and Inclusive Learning Strategies. The curriculum will also provide opportunities for integration across curriculum and support for struggling students as well as students who need to be challenged.

Cadre of Curriculum Developers: A group of 20 trained and certified curriculum writers who will serve the MOE in further curriculum review and modification at the primary school level.

Early Reading Assessment: An assessment tool which will collect and assess data on students' early reading ability.

Early Numeracy Assessment [FMJ5]: An assessment tool which will collect and assess data on students' early numeracy ability.

Assumptions

- A Curriculum Development Course is available for the training of writers.
- Participants will complete the prescribed training.
- Curriculum writers will complete the writing and implementation process.

<ul style="list-style-type: none"> - Teachers and other stakeholders will be willing to participate in workshops. - Project Schedule will be on time. 				
<p>Constraints:</p> <ul style="list-style-type: none"> - Other Projects competing for the time of the stakeholders. - Timely procurement of resources. 				
<p>Risks:</p> <ul style="list-style-type: none"> - Disaster and/or pandemic affecting the schedule - Lack of awareness of the project processes by stakeholders. - Lack of awareness on the importance and the need for curriculum reform. - Teachers not successfully completing training - Technology is advancing so quickly that curriculum implementation pace may not be able to keep up. - The curriculum must remain relevant with new emerging ideas in the field of education. 				
Budget	Type of Expense	Sponsor	Government of Saint Lucia (in-kind)	Total
	Training	50, 000.00		50, 000.00
	Consultants	50,000.00		50,000.00
	Procurement of teaching and learning materials	20, 000.00		20,000.00
	Curriculum Development, Implementation and Evaluation	50, 000.00		50, 000.00

	Use of Facilities		25,000.00	25,000.00
	Sensitization and Marketing	15,000.00	10,000.00	25,000.00
	Reserve	18,500.00		18,500.00
	Total	203,500.00	35,000.00	238,500.00
Milestones	Start Date	Finish Day		
- Training of curriculum writers	9/9/ 2023	10/26/23		
- Write curriculum	10/27/23	03/14/24		
- Print copies of the new curriculum	May 2024	June 2024		
- Procure devices for electronic data capture	Jan 2024	April, 2024		
- Establish an information management system for curriculum monitoring	August 2024	Sept 2024		
- Conduct pilot implementation training	September 2024	Jan 2025		
- Report on the process and findings	January 2025			
Stakeholders				
Direct Stakeholders				
Project Team				
Program Implementation Team				
Ministry of Education: Permanent Secretary				
Curriculum Writers				
Curriculum Officers				

Principals
Consultants
Teachers
Indirect Stakeholders
Students
Parents
Cooperate Society
Project Manager Sophie Charles
Signature
Authorized By Signature

4.2. SCOPE MANAGEMENT PLAN

PMI (2017) describes the scope management plan as “the project management plan that describes how the scope will be defined, developed, monitored, controlled, and validated”. As such this tool outlines objectives, work down structure, project baseline and deliverables.

4.2.1 Scope Management Approach

The scope management will be managed by the Project Manager along with the Project Sponsor, Project Management Team, and the Project Steering Committee. The execution of the Scope management plan will be managed by the Project manager. The project management team will work under the guidance of the Project Management Team. The Sponsor will work closely with the Project Manager. Any occurrence which may affect the scope of the work should be discussed with the sponsor. The Project Steering Committee works at guiding the project.

4.2.2 Roles and Responsibilities

Chart 7 - Scope Roles and Responsibilities Matrix

Scope Roles and Responsibility Matrix		
Name	Role	Responsibility
Project Manager	Manager	Measure and verify project scope. Assess scope change requests. Make recommendations for scope change requests to the Project Steering Committee. Organize and convene change control meetings. Communicate outcomes of scope change requests. Update project documents upon approval of all scope changes. Monitor project performance.

Scope Roles and Responsibility Matrix		
Name	Role	Responsibility
		<p>Monitor project risk and implement risk responses measures.</p> <p>Receive information from and report to the Project Steering Committee.</p>
GPE	Project Sponsor	<p>Provide project finances.</p> <p>Provide policy direction throughout the execution of the project.</p> <p>Final approval of project deliverables.</p> <p>Approve or deny scope change requests.</p> <p>Review and evaluate scope change requests.</p> <p>Approve and provide additional project funds based on changes to scope and cost.</p>
PSC	Project Steering Committee	<p>Communicate directly with the sponsor.</p> <p>Provide overall guidance on the monitoring of the project.</p> <p>Review, evaluate, and make recommendations on projects scope baseline.</p> <p>Review, evaluate, and recommend scope changes to the sponsor for approval.</p> <p>Resolve project implementation issues escalated by the project manager.</p> <p>Provide technical and functional direction to the project manager and team.</p> <p>Review and approve scope changes.</p>
Project Team	Support the work of the Project under the	<p>Provide technical guidance to the project manager.</p> <p>Recommend scope changes to the project manager.</p>

Scope Roles and Responsibility Matrix		
Name	Role	Responsibility
	guidance of the Project manager	Escalate technical and functional issues to the project manager. Participate in scope changes meeting. Participate in meetings with the project manager on issues relating to the project scope. Communicate scope changes to stakeholders. Receive feedback from stakeholders.
Ministry of Education	Beneficiary	To undertake the logistical arrangements for the many training programmes and consultative workshops that are critical to the success of all the activities. Provide project implementation guidance and support. Participate in meetings of the Project Steering Committee. Receive and approve reports on project implementation. Communicate with project manager on project implementation.
OECS/ EDMU Educational Development Management Unit	Grant Manager	Coordination of regional activities and program oversight. Providing input and advice to grant implementers consistent with the OECS Commission Grants Manual; and monitoring and following-up with grant implementers on fiduciary matters. Give general oversight of the Programme. He/she will be supported by a Programme Manager with responsibility for the day-to-day

Scope Roles and Responsibility Matrix		
Name	Role	Responsibility
		<p>management of the Programme, technical specialists, and an accounting and administrative officer Programme.</p> <p>Responsibilities for this group will include: development of annual work plans in collaboration with the MoEs; coordination of programme activities being undertaken at the regional level; and monitoring and reporting on the results framework in coordination with the OECS M&E unit.</p>

Own Elaboration

4.2.3 Scope Definition

The scope was defined based on the findings of education data, consultation with key stakeholders, educational research and trends. These results assisted in defining the project scope. The Project Charter determined the scope definition.

4.2.4 Project Scope Statement

To enhance primary school curriculum and to strengthen teacher capacity to deliver and assess the primary school curriculum in Saint Lucia. The Project will deliver a national curriculum, supported by teacher capabilities to implement and assess learning. The Project will provide a physical curriculum with inclusive teaching and learning strategies supported by assessment strategies with other supplementary resources to assist in the curriculum implementation

4.2.4.1 Project Scope Description

Project Management Plan which includes the plan for scope, schedule, cost, resource, communication, risk, procurement quality and stakeholder management.

4.2.5 Project Benefits

The Project will provide a scope and sequence to teachers in the implementation of the curriculum:

- Provide supporting resources in implementing the national curriculum
- Development of a cadre of curriculum experts nationally
- Provide a lean and adaptive curriculum to implementers
- Develop key stage assessment in reading and numeracy

4.2.6 Project Acceptance Criteria

The project will operate within the realm of the Education Act of Saint Lucia while guided by recent education research. The curriculum should also be culturally relevant. For the project to be successful, it must be completed on schedule, i.e. within 24 months and within a budget of **US\$238,500.00**

4.2.7 Project Deliverables

Enhanced Curriculum and Assessment

Improved capacity to develop and implement the school curriculum.

Conduct professional training in Curriculum and Assessment.

More relevant Harmonised Primary Curriculum (OHPC)

Conduct an evaluation of the OHPC and key stage assessments.

Develop the new OHPC

Procure and develop curriculum support materials.

Conduct a pilot implementation of the OHPC.

Improved key stage assessment in Reading and Mathematics

Strengthen OECS early grade (K2) reading assessment.

Develop OECS early grade (K2) numeracy assessment.

4.2.8 Project Exclusions

The Project does not include the following:

- Payment for the use of training facility
- Evaluation of key stage assessment in Reading and Mathematics
- The development of a curriculum and assessment framework

4.2.9 Key Performance Indicators

According to Wootton (2020), Key Performance Indicators (KPIs) are quantifiable measures that the project team will use to measure the project performance. The KPIs will help the project manager and team to evaluate and determine the project's critical success factors while identifying how to measure each KPI. The Specific, Measurable, Achievable, Results-Oriented, and

Time-bound (SMART) goals would be used to measure the project's KPIs. The project manager will evaluate changes to the KPIs, approved by the Project Steering Committee and sponsor.

Chart 8 Key Performance Indicators

Key Performance Areas	Success Criteria	KPI	Timeline	How is it going to be measured	How often to measure
Conduct Training in Curriculum and Assessment	Development of a cadre of curriculum experts nationally	100% of selected curriculum personnel trained curriculum development	1 month	Certification upon completion of training course Involvement in the writing of the curriculum	Quarterly
Curriculum Development	Completion of enhanced primary school curriculum	Published copies of Curriculum for schools and teachers	2 years	Curriculum document is in every public school	Once
Implementation of New Curriculum	Students learning success in use of curriculum	Improvements in national assessments	2 years	Key stage assessments	Yearly

Own Elaboration

4.2.9 Project Assumptions

Stakeholders are available to participate in the project.

The project achieves its objectives.

Qualified consultants are available to be engaged in the project.

The sponsor promptly provides the financial resources for the project.

The government provides the required support on a timely basis.

The project is completed within the stated timeline.

The project will solve the intended problem.

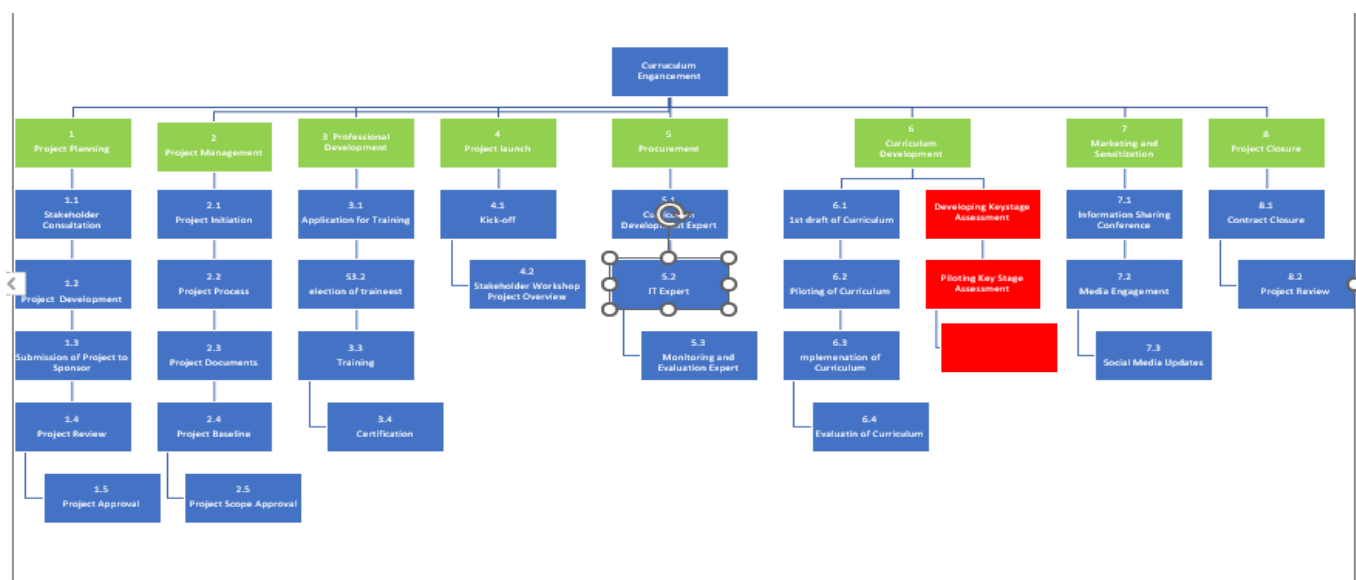
The project will receive the support needed for its implementation.

4.2.10 Work Breakdown Structure

The Work Breakdown Structure illustrates how the Project deliverables are broken down.

As such Figure 16 illustrates work packages. The second level shows the eight main project deliverables, while the third level shows the project work packages that will yield the deliverables of the project.

Figure 16 – Work Breakdown Structure



Own Elaboration

4.2.11 WBS Dictionary

The WBS dictionary presents the WBS Code, and the Component with a description of work including the deliverables and resources.

WBS Dictionary				
Project Title				
Project Number				
WBS Code	Component Name	Description of Work	Deliverables	Resources
1.1		Project Planning		
1.1 .1	Stakeholder Consultation	Engage with stakeholders to determine their needs, expectations and expertise.	Stakeholder power, influence matrix and inputs Communication g Plan	Zoom Software Internet
1.1.2	Project Development	The Project documents are developed, reviewed and updated according to requirements of the project sponsor	Project concept and approval documented	Internet access, printer, computer
1.1.3	Submission of Project to the Sponsor	Review of project documents by the project manager and PSC for submission to the sponsor	Draft project documents developed and approved by PSC	Internet Access Printer computer
1.1.5	Project Review	Review of	Reviewed and	Internet access

WBS Dictionary				
Project Title				
Project Number				
WBS Code	Component Name	Description of Work	Deliverables	Resources
		comments and feedback by sponsor on the project documents	updated project documents	Printer Computer
1.1.5	Project Approval	Submission of updated project documents to sponsor	Approved project documents circulated to the project team	Internet access Printer computer
2.1 Project Planning				
2.1.1	Project Initiation	Project Charter Developed	Project Charter approved and circulated	Internet access Printer Computer
2.1.2	Project Process	The processes involved in the implementation of the project are developed by the project manager and team through data gathering	Project process approved by the PSC and sponsor	Internet access Printer Computer

WBS Dictionary				
Project Title				
Project Number				
WBS Code	Component Name	Description of Work	Deliverables	Resources
		and research methods		
2.1.3	Project Documents	All relevant project documents for the execution and implementation of the project developed.	Project Management Plan Developed.	Internet access Printer Computer
2.1.4	Project Baseline	Project baselines are developed based on the Project Charter and Business Case.	Approved project Baselines.	Internet access Printer Computer
2.1.5	Project Approval	Project scope developed based on the Project Charter.	Approved project Scope.	Internet access Printer Computer
3.1 Training				

WBS Dictionary				
Project Title				
Project Number				
WBS Code	Component Name	Description of Work	Deliverables	Resources
3.1.1	Application for Training	Development of application for training and advertisement of training.	Application for training approved.	Communication specialist, printer, computer, social media tools
3.1.2	Selection of Trainees	Conduct selection through application and communicate selection to awardees.	Trainees selected	Selection committee
3.1.3	Training	Training conducted through the University of the West Indies in collaboration with Joint Board of Education Curriculum Evaluation, Development and Implementation	Professional Development through training workshops Report on Training Completed participants feedback survey training	Curriculum training Consultant, Training materials, Training hardware and software Virtual teaching software

WBS Dictionary				
Project Title				
Project Number				
WBS Code	Component Name	Description of Work	Deliverables	Resources
		Assessment and evaluation of learning		
3.1.4	Certification	Assessment of trainees for diploma in Curriculum Training	Award trainees diploma certificate	Curriculum Development Consultant Certificates
4.1 Project Launch				
4.1.1	Project Kick Off	An official start to the project	A meeting	Zoom software
4.1.2	Stakeholder Workshop Project Overview	Meeting with stakeholders to present Project overview	One day conference	Room Lunch and snacks for attendees Stationery
4.1.3 Procurement				
4.1.4	Curriculum Experts	Implement procurement strategy and process for the hiring of a consultant	Report procurement process and actions	Curriculum Expert consultant

WBS Dictionary				
Project Title				
Project Number				
WBS Code	Component Name	Description of Work	Deliverables	Resources
4.1.5	IT Expert	Implement procurement strategy and process for the hiring of a consultant	Report procurement process and actions	IT Expert Consultant
4.1.6	M and E Expert	Implement procurement strategy and process for the hiring of a consultant	Report procurement process and actions	M and E Expert Consultant
4.1.7	Assessment Expert	Implement procurement strategy and process for the hiring of a consultant	Report procurement process and actions	Assessment Expert Consultant
4.1.8	Change Management Expert	Implement procurement strategy and process for the	Report procurement process and actions	Change management Expert Consultant

WBS Dictionary				
Project Title				
Project Number				
WBS Code	Component Name	Description of Work	Deliverables	Resources
		hiring of a consultant		
5.1 Curriculum Development				
5.1.1	Curriculum Writing	Write curriculum for Grades k-6 in the four core subject areas	Printed Curriculum for Grades K-6	Computer Access to internet Writing material Printer Stationery
5.1.1.2	Development of Key stage Assessment	Create an assessment tool to assess early stage reading and numeracy	Assessment tool	Computer
5.1.1.3	Selection of Software Management Tool	Select software for housing assessment tool	Software	Computer
5.1.1.4	Pilot of Assessment Tool	Testing the instrument in identified school	Report	50 Tablets
5.1.2	Piloting Curriculum	Run several pilot cycles to assess the curriculum	Report on Pilot cycles	Tracking forms and software Survey tools

WBS Dictionary				
Project Title				
Project Number				
WBS Code	Component Name	Description of Work	Deliverables	Resources
			Recommendaions for modification or improvements	Researchers
5.1.3	Curriculum Implementation	Curriculum is used in public schools	Use of curriculum in all schools	Coaches Tracking tools
5.1.4	Curriculum Evaluation	Curriculum provides for avenues for overall assessment of its usefulness	Evaluation reports	Tablets
5.1.5	Printing of Curriculum	Published copies of the curriculum	100 Copies of the curriculum	Printing resources Binding resources
Marketing and Sensitization				
7.1	Information Sharing Conference	A conference held to disseminate information on the project	Hosted conference	Venue Snacks Stationery
7.2	Media Engagement	Organize monthly media engagements to provide status updates on the	Status update developed	Computer Internet

WBS Dictionary				
Project Title				
Project Number				
WBS Code	Component Name	Description of Work	Deliverables	Resources
		project		
7.3	Social Media Updates	Design and implement a social media campaign	Social media campaign implemented, uploaded, and information updated daily	Social media tools, information
Project Closure				
8.1	Contract Closure	Handing over deliverables to the beneficiary, closing supplier contracts, releasing staff and equipment, and informing stakeholders of the closure of the project	Project Closure Report	Computer Printing
8.2	Project Review	Review project impact and implementation	Project Implementation Report	Computer Printing

WBS Dictionary				
Project Title				
Project Number				
WBS Code	Component Name	Description of Work	Deliverables	Resources

Source: Own Elaboration

4.2.12 Scope Verification

The scope will be verified by the Project Manager. The verification process will include cross-checking against the project scope, WBS, WBS dictionary and the KPIs. The Project manager will work with the PSC and the sponsor who is responsible for the formal acceptance of deliverables. Acceptance of the deliverable will be done through signing a Project deliverable acceptance form. Once the PDA has been signed off, the outcomes will be communicated to the Project Team.

4.2.13 Scope Control

The Project Manager and the team will control the scope of work. The team will perform the work reflected in the Work Breakdown Structure (WBS) and the Work Breakdown Structure (WBS) Dictionary. These documents will serve as a guide in the development of each of the WBS deliverables. The weekly progress report will be reviewed by the Project Manager to ensure that project works are progressing as planned. If there is a request made for a scope change, a change request form must be completed and submitted to the Project Manager and the Project Sponsor for review and approval. If the change is approved, the Project Manager is responsible for updating the project documents with the approved changes and subsequently communicate the changes to the project stakeholders.

4.3 SCHEDULE MANAGEMENT PLAN

The schedule management plan is a necessary tool to ensure that the project is completed within the estimated time frame. Upon the establishment of the schedule baseline, any change which will affect the project baseline will be handled through the project change control process with approval from the sponsors. Changes outside of these parameters will be submitted to the project manager for deliberation and approval.

4.3.1 Schedule Model Development

The Work Breakdown Structure was explained in the Scope Management Plan (Figure 16). The WBS was developed as the basis for the development of the project schedule. Schedule tasks are represented by level three of the WBS. The project schedule was guided by expert judgement, through focus group discussions with consultants and lessons learned from previous projects. This provided clarity to the sequence and the schedule of the project. Microsoft Project is the chosen software tool and will be used to enter tasks, associated activities, and durations. The project manager will oversee the schedule and ensure that it allows for the projected to be completed within the allotted time.

4.3.2 Unit of Measure

This project will use number of days as the unit of measurement for each task and associated activity

4.3.3 Estimate Activity Duration

Defined activities were sequenced to document relationships among the project activities. Activity durations were estimated based on an analogous estimation, using data from projects of a similar size and type. Chart 8 below depicts the project duration activities with their start and finish dates, along with duration and predecessors.

Chart 9 - Project Activities and Sequence

WBS Code	Task Name	Duration	Start	Finish	Predecessors
	Project schedule	268 days	Sat 9/9/23	Wed 9/18/24	
1.1	Project Planning				
1.1.1	Stakeholder Consultation	1 day	Mon 9/11/23	Mon 9/11/23	
1.1.2	Project Development	10 days	Tue 9/12/23	Mon 9/25/23	1
1.1.3	Submission of Project to the Sponsor	1 day	Tue 9/26/23	Tue 9/26/23	2
1.1.4	Project Review	7 days	Wed 9/27/23	Thu 10/5/23	3
1.1.5	Project Approval	3 days	Fri 10/6/23	Tue 10/10/23	4
2.1	Project Initiation	0 day	Wed 10/11/23	Wed 10/11/23	5
2.1.1	Project Process	6 days	Thu 10/12/23	Thu 10/19/23	6
2.1.2	Project Documents	2 days	Fri 10/20/23	Mon 10/23/23	7
2.1.3	Project Baseline	1 day	Tue 10/24/23	Tue 10/24/23	8
2.1.4	Project Approval by Sponsor	3 days	Wed 10/25/23	Fri 10/27/23	9
2.1.5	Project Approval	1 day	Mon 10/30/23	Mon 10/30/23	10
3.1	Training	0 days	Sat 9/9/23	Sat 9/9/23	
3.1.1	Application for Training	1 day	Wed 10/25/23	Wed 10/25/23	9
3.1.2	Selection of Trainees	1 day	Thu 10/26/23	Thu 10/26/23	13
3.1.3	Training	30 days	Thu 10/26/23	Wed 12/6/23	13
3.1.4	Certification	1 day	Thu 10/26/23	Thu 10/26/23	13
4.1	Project Launch				
4.1.1	Project Kick Off	1 day	Mon 10/30/23	Mon 10/30/23	10
4.1.2	Stakeholder Workshop Project Overview	1 day	Mon 10/30/23	Mon 10/30/23	10
4.1.3	Procurement	30 days	Mon 9/11/23	Fri 10/20/23	
4.1.4	Curriculum Experts	10 days	Mon 10/30/23	Fri 11/10/23	10
4.1.5	IT Expert	10 days	Mon 10/30/23	Fri 11/10/23	10
4.1.6	M and E Expert	10 days	Mon 10/30/23	Fri 11/10/23	10
4.1.7	Assessment Expert	10 days	Mon 10/30/23	Fri 11/10/23	10
4.1.8	Change Management Expert	4 days	Mon 10/30/23	Thu 11/2/23	10
5.1	Curriculum Development				
5.1.1	Curriculum Writing	100 days	Fri 10/27/23	Thu 3/14/24	17
5.1.1.2	Development of Key Stage Assessment	10 days	Mon 11/13/23	Fri 11/24/23	25
5.1.1.3	Selection of Software management tool	10 days	Mon 11/13/23	Fri 11/24/23	23
5.1.1.4	Pilot of Assessment Tool	3 days	Mon 11/13/23	Wed 11/15/23	25
5.1.2	Piloting Curriculum	90 days	Fri 3/15/24	Thu 7/18/24	28
5.1.3	Curriculum Implementation	30 days	Fri 7/19/24	Thu 8/29/24	32
5.1.4	Curriculum Evaluation	14 days	Fri 8/30/24	Wed 9/18/24	33
5.1.5	Printing of Curriculum	14 days	9/19/24	10/8/24	34

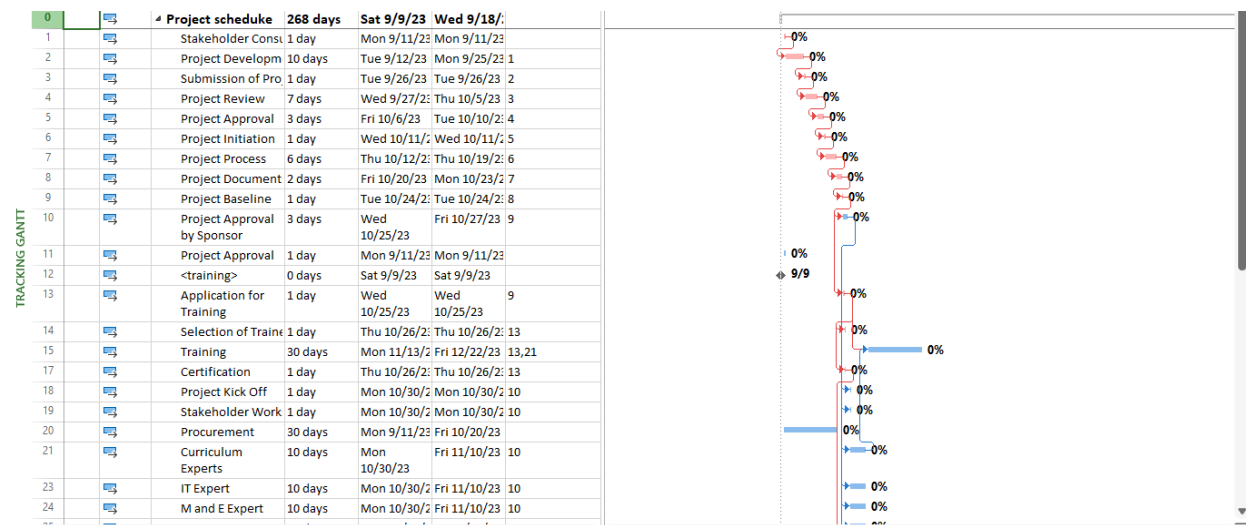
6.1	Marketing and Sensitization	1 day	Mon 10/30/23	Mon 10/30/23	10
6.1.1	Information Sharing Conference	10 days	Tue 10/31/23	Mon 11/13/23	35
6.1.2	Media Engagement	1 day	Tue 11/14/23	Tue 11/14/23	36
6.1.3	Social Media Updates	1 day	Tue 11/14/23	Tue 11/14/23	36
7.1	Project Closure	1 day	Fri 8/30/24	Fri 8/30/24	33
7.2	Contract Closure	1 day	Mon 9/11/23	Mon 9/11/23	
7.3	Project Review	1 day	Mon 9/11/23	Mon 9/11/23	

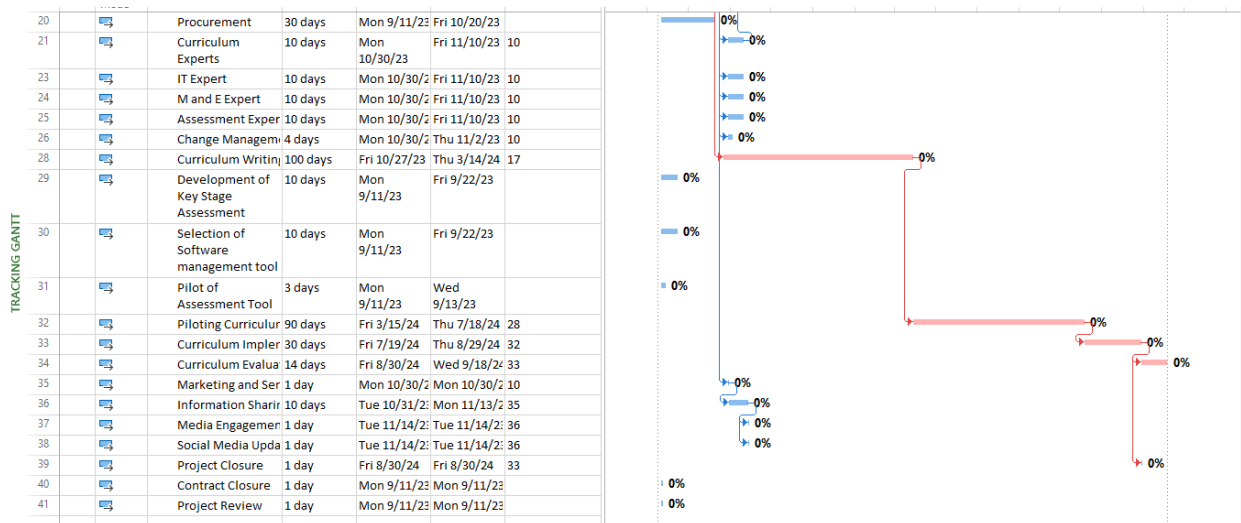
Own Elaboration

4.3.3 Project Schedule

The project schedule (Figure 17) includes all the assigned tasks. Members of the project team will be assigned these tasks. The project will be tracked according to the base line. Timely execution of tasks is necessary and so, this should be in keeping with approvals to avoid any lag in tasks. The project schedule will be tracked during regular team meetings. Actual start and finish dates will be added to tasks along with a column that indicates whether the task/project is on schedule.

Figure 17- Project Schedule





Own Elaboration

4.3.4 Control Schedule

The project manager will monitor the project to ensure alignment with the schedule.

Any proposed change to the schedule must go through a change management process.

4.4 RISK MANAGEMENT PLAN

4.4.1 Introduction

This chapter deals with risk management in the Enhancement of the Primary School Curriculum Project. It outlines the risk management plan, the roles and responsibility of stakeholders within the project, the process of identifying and analyzing risk and responding to it.

4.4.2 Risk Management Plan

Risk management will be a continuous process of the Enhancement of the Primary School Curriculum Project. The risks will be identified and monitored throughout the life cycle of the project to guarantee its successful implementation. The management of the risk component of the project will be undertaken by the project manager. The project manager will identify risks; qualitative analysis will be used to determine both the impact and the likelihood of the risk, to determine the risk response that will be applied.

4.4.3 Plan Risk Management

In order to successfully manage risks, they must be identified. This is an iterative process, as new risks may arise at any point of the project life cycle. The process of identifying risk involved discussion with experts and consultants as well as the acknowledgement of lessons learned from previous curriculum development projects. The project manager then performed a qualitative risk analysis to prioritize individual risks. The probability of occurrence of each risk was determined so that their impact could be assessed. Results were documented in the risk register.

4.4.4 Risk Management and Responsibilities

The roles and responsibilities of stakeholder are defined to in an effort to monitor and take appropriate action. Chart 9 identifies the roles and responsibilities of the key stakeholders on the risk management team.

Chart 10 - Risk Roles and Responsibilities

Roles	Responsibilities
Project Sponsor	<p>Provides the framework and guidelines for the project risk management plan</p> <p>Approves the risk management plan</p> <p>Provides feedback on the risk management plan throughout the project</p> <p>Resolves issues which may be escalated by the project manager</p> <p>Reviews reports on risk management</p> <p>Support and guide risk management related matters</p>
Project Manager	<p>Leads the development of the risk management plan</p> <p>Conducts meetings to review risk management</p> <p>Reviews reports on risk management Compiles risk management reports for the project sponsor</p> <p>Reviews, approves or denies risk management change requests.</p> <p>Escalates risk management issues to the project sponsor, if necessary</p>
Project Steering Committee	<p>Assists with the development of the risk management plan.</p> <p>Reports on project risk management.</p> <p>Attends risk management meetings.</p> <p>Submits requests for changes to the risk management plan, when necessary.</p> <p>Escalates risk management issues to the project manager.</p>

Own Elaboration

4.4.6 Identify Risks

Risks for the enhancement of the Primary School Curriculum Project are identified during the development of the project charter and are continuously updated throughout the project. The process is iterative and will be carried out through meetings and reports. Risk will be entered in the Risk Breakdown Structure. Subsequently, codes will be assigned. Chart 10 indicates the Risk Breakdown Structure for the project.

Chart 11 - Risk Work Breakdown Structure

RBS Level 0		RBS Level 1	RBS Level 2
Project Risk		1.0 Finance	1.1 Insufficient budget allocated 1.2 Contingency Reserve not sufficient 1.3 Inadequate in-kind contribution from country
		2.0 People	2.1 Lack of interest in training program 2.2 Insufficient persons registered for curriculum training program 2.3 Drop out during training program 2.4 Lack of interest and motivation to write the curriculum 2.5 Sustained interest in writing the curriculum
		3.0 Management	3.1 Lack of experience of the project team
		4.0 Technical	4.1 Rigorous training program 4.2 Inexperienced project team 4.3 Outdated Curriculum 4.4 Software upgrade not available 4.5 Cultural relevance of project maintained 4.6 Failure to hire a change management specialist
		5.0 Organizational	5.1 Stakeholder requirement not understood 5.2 Teachers unwillingness to change and implement curriculum
		6.0 External	6.1 Parents not included in the curriculum process 6.2 Increasing cost of materials 6.3 Private sector not included in the development of the curriculum
		7.0 Procurement	7.1 Inadequate response to tender advertisement 7.2 Delays in shipping

Own Elaboration

Chart 12 - Probability Scale

Scale	Very Low	Low	Medium	High	Very High
Probability	0.1	0.3	0.5	0.7	0.9
Description	Very minimal chance of occur	Unlikely to occur	May occur	Likely to occur	Very Likely to occur

Own Elaboration

Chart 13 - Impact Scale

Scale	Very low	Low	Medium	High	Very High
Impact	0.10	0.30	0.50	0.70	0.90
Scope	Barely noticeable change	Minor areas affected	Important areas affected	Unacceptable change in scope	Change in project objectives
Cost	Insignificant cost increase	Less the 10% cost increase	10-20% cost increase	21-40% cost increase	More than 40% cost increase
Schedule	Can be absorbed	Less than 5% change	6-10% change	11-20% change	More than 20% change

Chart 14- Probability and Impact Results

Risk	Score
High	Greater than 0.2
Medium	0.05- 0.20
Low	Less than 0.05

Chart 15- Probability and Impact Scale

Probability	Scale		Threats					Opportunity					Scale		Probability
	Very high	0.9	0.09	0.27	0.45	0.63	0.81	0.81	0.63	0.45	0.27	0.09	0.9	Very high	
	High	0.7	0.07	0.21	0.35	0.49	0.63	0.63	0.49	0.35	0.21	0.07	0.7	High	
	Medium	0.5	0.05	0.15	0.25	0.35	0.45	0.45	0.35	0.25	0.15	0.05	0.5	Medium	
	Low	0.3	0.03	0.09	0.15	0.21	0.27	0.27	0.21	0.15	0.09	0.03	0.3	Low	
	Very low	0.1	0.01	0.03	0.05	0.07	0.09	0.09	0.07	0.05	0.03	0.01	0.1	Very low	
			0.1	0.3	0.5	0.7	0.9	0.9	0.7	0.5	0.3	0.1			
		Very low	Low	Moderate	High	Very high	Very high	High	Moderate	Low	Very low				
		Negative Impacts					Positive Impact								

Own Elaboration

4.4.7 Qualitative Risk Analysis

The risks for the Enhancement of the Primary School Curriculum Project must be analyzed using qualitative analysis. The probability and impact scales are vital to this process. There are five levels reflected in the probability and impact scales for the project. Chart 11 reflects the probability scale and Chart 12 reflects the impact scale. Chart 13 indicates the probability and impact results. Scores greater than 0.20 are considered to be high risk and are colored red; scores between 0.05 and 0.20 are considered to be medium risk and are colored orange, and lower than 0.05 are considered to be low risk and are colored green. The qualitative analysis of risk is illustrated in Chart 14 as it relates threats and opportunities.

4.4.8 Risk and Opportunities Register

Capturing the risk and opportunities in the project is important as these may impact the success of the project as such they are documented and updated as they arise. This is done in the work break down structure as follows in Chart 15. By the end of the project, the risk and opportunities register serve as documentation of the risks throughout the project. An integral part is the Probability x Impact which is referred to as the P x I. Chart16 reflects the Risk Breakdown Structure.

Chart 16 - Risk Register

RBS	Cause	Risk	Consequence	Opportunity /Threat	Probability	Impact	PxI
1.1	Inflation	Insufficient budget allocated	Some activities which are critical will not be completed	Threat	0.3	0.50	.15
1.2	Inflation Fluctuation in market prices	Contingency reserve not sufficient	Some activities which are critical will not be completed		0.3	0.50	.15
1.3	Lack of Stakeholder involvement	Inadequate in-kind contribution from country	Some activities which are critical will not be completed	Threat	0.3	0.7	0.21
2.1	Lack of sensitization	Lack of interest in training program	Best experts will not be trained	Threat	0.3	.50	0.15
2.2	Lack of sensitization	Insufficient persons registered for curriculum training program	Insufficient persons will be trained	Threat	0.1	.50	.50
2.3	Motivation and buy-in lacking	Drop out during training program	Sufficient persons will not be trained	Threat	0.3	.50	.15

RBS	Cause	Risk	Consequence	Opportunity /Threat	Probability	Impact	PxI
2.4	Lack of buy-in	Lack of interest and motivation to write the curriculum	Poor quality to the curriculum Curriculum not meeting universal standards ?? Consider rewording	Threat	0.1	.50	.50
2.5	Lack of buy-in	Lack of sustained interest in writing the curriculum	Incomplete curriculum	Threat	0.1	0.3	0.3
3.1	Personnel engaged in other projects	Inexperienced project team	Opportunities for new persons to gain experience	Opportunity	0.3	0.5	0.15
4.1	Matriculation and quality assurance stands	Rigorous training program	Burn-out of training program	Threat	0.5	0.5	0.25
4.2	Personnel engaged in other projects	Inexperienced project team	Best perons for the project not used which will affect quality of work	Opportunity	0.5	0.5	0.25
4.3	Traditional curriculum program	Lack of Freshness of Curriculum	Curriculum not suitable to students' need	Threat	0.3	0.5	0.15
4.4	Need for culturally relevant context	Software upgrade not available	Assessment tool not relevant and valid	Threat	0.3	0.5	0.15
4.5	Availability of expert in the region	No change management specialist hired/available	Resistance to change	Threat	0.5	0.5	0.25
5.1	Lack of consultation	Stakeholder requirement not understood	Curriculum not culturally relevant	Threat	0.3	.5	\.15

RBS	Cause	Risk	Consequence	Opportunity /Threat	Probability	Impact	PxI
5.2	Lack of change management framework	Teachers' unwillingness to change and implement curriculum	Curriculum not used in the schools	Threat	.3	.3	.9
6.1	Lack of consultation	Parents not included in the curriculum process	Parents lacking understanding and not in agreement with what is in the content the curriculum	Threat	.3	.3	.9
6.2	Market prices	Increasing cost of materials	Exceeds the budget	Threat	.5	.5	.25
6.3	Lack of private sector involvement	Private sector not included in the development of the curriculum	Curriculum not relevant to labor market needs	Threat	.3	.3	.9
7.1	Expert/consultant deficit	Inadequate response to tender advertisement	Experts not available	Threat	.3	.3	.9
7.2	Shipping delays	Delays in shipping	Materials do not arrive in a timely manner	Threat	0.3	0.5	.15

Own Elaboration

4.4.10 Plan Risk Response

Chart 17 - Risk Response Strategy

Risk Level	Strategy/Response	Explanation
High	Transfer	Risk may be transferred to a third party if unable to resolve internally
Medium	Mitigate	Changing the project's risk to achieve the project's objectives
Low	Accept	Continue with project as defined

4.4.11 Risk Response

Chart 18 - Risk Response

RBS	Risk	PxI	Strategy/Response
	Fluctuation in market prices	.15	Mitigate
	Contingency Reserve not sufficient	.15	Mitigate
1.3	Inadequate in-kind contribution from country	0.21	Transfer
2.1	Lack of interest in training program	0.15	Mitigate
2.2	Insufficient persons registered for curriculum training program	.50	Transfer
2.3	Drop out during training program	.15	Mitigate
2.4	Lack of interest and motivation to write the curriculum	.50	Transfer
2.5	Lack of sustained interest in writing the curriculum	0.3	Transfer
3.1	Lack of experience of the project team	0.15	Mitigate
4.1	Rigorous training program	0.25	Transfer
4.2	Inexperienced project team	0.25	Transfer
4.3	Lack of freshness of curriculum	0.15	Mitigate

RBS	Risk	PxI	Strategy/Response
4.4	Software upgrade not available	0.15	Mitigate
4.5	Lack of a change management specialist	0.25	Transfer
5.1	Stakeholder requirement not understood	0.15	Mitigate
5.2	Teachers' unwillingness to change and implement curriculum	.9	Transfer
6.1	Parents not included in the curriculum process	.9	Transfer
6.2	Increasing cost of materials	.25	Transfer
6.3	Private sector not included in the development of the curriculum	.9	Transfer
7.1	Inadequate response to tender advertisement	.9	Transfer
7.2	Delays in shipping	.15	Mitigate

Own Elaboration

4.4.12 Risk Monitoring and Response

Throughout the life cycle of the project, risks will be monitored and controlled. For the Enhancement of the Primary School Curriculum, risks will be monitored continually with meetings conducted weekly. Reports will be sent monthly reflecting the risks and the responses. The project manager is responsible for ensuring that the machinery outlined for risk management is implemented.

4.4.13 Project Risk Management and Change Response

Any changes to the Project Risk Management Plan will be submitted using the change request form. The project manager will assess the submission and determine whether the request would be accepted or denied. Consultation with the project sponsor would be done to assist with

the final decision. After a decision is made, a response will be sent. If the request is approved, the project manager would update the Risk Management Plan.

4.5 COST MANAGEMENT PLAN

4.5.1 Introduction

The cost management plan serves to establish the policies for managing the finances of the project. The elements for the estimates, budgets, management and control of the project throughout the project life cycle are also contained in the cost management plan.

4.5.2 Cost Management Approach

The project sponsor will provide the financial support for the project. The project manager will have general oversight and will ensure that the project is completed within the approved budget.

4.5.3 Cost Estimates

Cost estimates were based on previous projects and on expert advice from consultants.

Chart 19 -Project Budget

WBS Code	Task Name	Cost -USD
	Project schedule	
1.1	Project Planning	20,000.00
1.1.1	Stakeholder Consultation	
1.1.2	Project Development	
1.1.3	Submission of Project to the Sponsor	
1.1.4	Project Review	
1.1.5	Project Approval	
2.1	Project Initiation	15,000.00
2.1.1	Project Process	
2.1.2	Project Documents	
2.1.3	Project Baseline	
2.1.4	Project Approval by Sponsor	
2.1.5	Project Approval	
3.1	Training	50,000.00
3.1.1	Application for Training	
3.1.2	Selection of Trainees	
3.1.3	Training	
3.1.4	Certification	

WBS Code	Task Name	Cost -USD
4.1	Project Launch	150,000.00
4.1.1	Project Kick Off	
4.1.2	Stakeholder Workshop Project Overview	
4.1.3	Procurement	
4.1.4	Curriculum Experts	
4.1.5	IT Expert	
4.1.6	M and E Expert	
4.1.7	Assessment Expert	
4.1.8	Change Management Expert	
5.1	Curriculum Development	75,000.00
5.1.1	Curriculum Writing	
5.1.1.2	Development of Key Stage Assessment	
5.1.1.3	Selection of Software management tool	
5.1.1.4	Pilot of Assessment Tool	
5.1.2	Piloting Curriculum	
5.1.3	Curriculum Implementation	
5.1.4	Curriculum Evaluation	
5.1.5	Printing of Curriculum	
6.1	Marketing and Sensitization	40,000.00
6.1.1	Information Sharing Conference	
6.1.2	Media Engagement	
6.1.3	Social Media Updates	
7.1	Project Closure	15,000.00
7.2	Contract Closure	
7.3	Project Review	
	Total Cost	365,000.00
	Contingency 10 %	36,500.00
	Management Reserve 5%	18,250.00
	Total Cost	419,750.00

Own Elaboration

4.4.5 Cost Control

In order to minimize and prevent cost overruns, cost control measures are necessary.

Throughout the life cycle of the project, cost control procedures will be used. The cost baseline will identify work types with excessive costs, forecast the final cost, indicate trends for each cost,

and update cost record. This will enable the budget baselines to include only the necessary project changes, and will also facilitate the communication of authorized changes to project manager and sponsor.

The project manager will approve any procurement after ensuring that resources are within the scope of the project. Budget allocation will be determined based on cost variance which compares the difference between the budget at completion and the actual amount spent. In addition, the project officer will prepare monthly reports which include detailed expense reports and variance reports.

4.6 PROCUREMENT MANAGEMENT PLAN

4.6.1 Introduction

The procurement process is integral in project management. PMI (2017) posits that Project Procurement Management includes the processes which are needed to purchase or acquire products, services or results from outside the remit of the project team. Additionally, Project Procurement Management captures the management and control processes needed to develop and administer agreements such as contracts, purchase orders, memoranda of understanding or internal service-level agreements. The goal of the enhancement of the Primary School Curriculum is “to develop a procurement Management Plan which outlines the expectations for procurement of resources needed for the project. The Plan Procurement Management process has several inputs, tools, techniques and outputs.

4.6.2 Procurement Management Approach

The Enhancement of the Curriculum project includes the procurement of resources such as services and materials. The project manager has the ultimate responsibility for the Procurement Management Plan. However, other members of the team, predominantly the Project Steering Committee, would provide support. The Curriculum Enhancement Project will see to the procurement of the services of trainers, curriculum development through the development of Terms of References (TORs) and contracts. Materials and resources will be procured from vendors. Any changes to the Procurement Management Plan will be done through the change management process.

4.6.3 Roles and Responsibilities

The Procurement Management Process can be successfully completed by ensuring that key stakeholders are assigned certain responsibilities. Chart 19 highlights the roles and responsibilities which facilitate the project's success.

Chart 20 – Procurement Roles and Responsibilities

Roles	Responsibilities
Project Sponsor	<ul style="list-style-type: none"> • Provides the framework and guidelines for the Procurement Management Plan • Approves the Procurement Management Plan • Reviews reports on the Procurement Management • Resolves issues which may be escalated from the project manager. • Provides guidance and support, as needed, to the project manager. • Approves the TORs and contracts.
Project Manager	<ul style="list-style-type: none"> • Leads the process of creating the procurement management plan. • Provides guidance in the creation of the TORs and contracts. • Edits and provides feedback on the TORs and contracts. • Presents the TORs and contracts to the project sponsor for final approval. • Resolves issues related to procurement management. • Escalates issues to the project sponsor, where necessary. • Provides reports to the project sponsor. • Approves or denies requests for changes to the procurement management plan.

Project Steering Committee	<ul style="list-style-type: none"> • Assists the project manager with the development of the procurement management plan. • Develops the TORs and contracts. • Provides recommendations for changes in the procurement management plan, when needed. • Provides reports to the project manager.
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Own Elaboration

4.6.4 Procurement Definition

There are several services needed to facilitate the success of the project. These services are outlined in Chart 20 below.

Chart 21 – Procurement Definition

Services		
Curriculum Trainers	Identify trainers to teach curriculum course	6 months before curriculum writing
Curriculum Course	Develop curriculum for training of writers	3 months before curriculum writing begins
Curriculum Developer	To support the presenters in the role of writing of the curriculum	One month before writing begins
Reviewers	To review and make modifications of draft curriculum	2 weeks into the writing of the curriculum

Own Elaboration

4.6.5 Procurement Terms of Reference and Contracts

In relation to the procurement of services, a TOR will be created for the Curriculum Trainers and writers. After the selection process, contracts which align with the TOR will be signed. Time and Material Contracts will be used in this regard.

4.6.7 Procurement Risks and Risk Management

There are some potential risks in the area of procurement management. These risks were identified in Chart 21 outlines procurement risks and management of those risks.

Chart 22- Procurement Risk and Risk Management

Procurement Risk	Risk Management
------------------	-----------------

Lack of curriculum course to meet the needs ((of??))of education sector	Develop/ adapt existing course to meet needs of project
Applicants for services do not meet TOR requirements.	Build schedule contingency for extension of call for applicants.
Output from service providers does not meet expectations and specifications.	Ensure that feedback component of communication management plan is implemented.

Own Elaboration

4.6.8 Cost Determination

Procurement of services will reflect fixed rates according to current market value. This rate will be fixed in the service provider's contract.

4.6.9 Vendor and Service Provider Management

In order to ensure that deliverables are met, the project manager will organize meetings with service providers. During the initial meeting, the requirements and expectations will be shared. Following the initial contact, follow-up, check-in meetings will be conducted to ensure that procurement expectations are being met. Meetings will be scheduled by the project steering committee who would in turn report to and update the project manager. An established feedback mechanism which captures the vendor's performance in the following areas will be documented by the project steering committee using Google Forms. Results will be sent directly to the project manager. Any areas falling below expectations will be addressed by the project steering committee and escalated to the project manager, where necessary.

4.6.10 Procurement Management, Change Process

Any changes in relation to procurement must be submitted to the project manager via the change management form. The project manager will discuss with the project sponsor and will

respond in 1-2 days outlining whether the request is accepted or denied. Any changes will lead to an update of the procurement management plan.

4.7 STAKEHOLDER MANAGEMENT PLAN

4.7.1 Introduction

The objective of the stakeholder management plan is to identify and manage stakeholders on the project. It is also an important part of the Enhancement of the Primary School Curriculum. PMI (2017) indicates that Project Stakeholder Management includes the processes required to identify the people, groups or organizations that may impact or be impacted by the project, and to develop suitable management strategies for effectively engaging stakeholders in project decisions and execution. The project stakeholder management processes include: identify stakeholders, plan stakeholder engagement, manage stakeholder engagement and monitor stakeholder engagement.

4.7.2 Stakeholder Management Approach

Stakeholders will be identified at the beginning of the project and will be included in all project management plans as well as the project charter. Stakeholders for the Enhanced Primary School Curriculum are direct or indirect and have various levels of power, interest and impact. Stakeholders will be engaged from the very start of the project, right through to its close. To ensure effective stakeholder engagement, communication with the stakeholders will be constant. Additionally, planning stakeholder management is vital.

4.7.3 Stakeholder Management Roles and Responsibilities

In order for the stakeholder management plan to have effective stakeholder engagement, some key stakeholders must execute responsibilities in stakeholder management and engagement. Chart 22 outlines the roles and responsibilities in relation to stakeholder management and engagement.

Chart 23 - Stakeholder Management Roles and Responsibilities

Role	Responsibilities
Project Sponsor	<ul style="list-style-type: none"> • Provides a framework for stakeholder engagement and management • Provides support to the project manager • Resolves stakeholder issues when escalated by project manager • Ensures that stakeholders are involved in the project • Ensures that the proper communication strategies are in place which facilitate stakeholder engagement and involvement
Project Manager	<ul style="list-style-type: none"> • Works with members of the steering committee and project sponsor to create a stakeholder management plan • Identifies and ranks stakeholders • Manages relationships with and among various stakeholders • Keeps stakeholders abreast and informed • Escalates stakeholder issues which cannot be resolved to the project sponsor
Project Steering Committee	<ul style="list-style-type: none"> • Assists the project manager with the development of the stakeholder management plan • Engages stakeholders such as the curriculum officers and vendors • Provides reports on stakeholder engagement to the project manager • Resolves stakeholder issues • Escalates stakeholder issues which cannot be resolved to the project manager
Curriculum Officers	<ul style="list-style-type: none"> • Engage stakeholders such as the principals, teachers, parents and vendors (if assigned/necessary) • Provide reports on stakeholder engagement to the project steering committee

	<ul style="list-style-type: none"> • Resolve stakeholder issues • Escalate stakeholder issues which cannot be resolved to the project steering committee
Principals	<ul style="list-style-type: none"> • Engage stakeholders such as teachers and parents • Provide reports on stakeholder engagement to the Curriculum Officers • Resolve stakeholder issues • Escalate stakeholder issues which cannot be resolved to the Curriculum Officer
Curriculum Writers	<ul style="list-style-type: none"> • Engage stakeholders such as teachers and parents • Engage in the writing of the primary school curriculum • Escalate stakeholder issues which cannot be resolved to the curriculum officer
Teachers	<ul style="list-style-type: none"> • Engage stake holders such as parents and students • Engage in the implementation of the curriculum

Own Elaboration

4.7.4 Identify Stakeholders

The identification of stakeholders involves effectively managing and engaging stakeholders. All stakeholders are essential to the success of the project. Chart 23 outlines the stakeholders of the Enhancement of Primary School Curriculum. Each stakeholder is identified by a uniquely assigned ID number which starts with one. The stakeholder is also identified as direct or indirect.

After identifying the stakeholders, a stakeholder register is created in order to document the stakeholders. The matrix includes the ID number which was assigned to the stakeholder, the stakeholder, the functional area which indicates the way in which the stakeholder is involved, the

roles and responsibilities, main expectations and requirements as well as the influence and impact of the particular stakeholder on the project. Chart 24 provides the Stakeholder Register.

Chart 24 - Stakeholders

ID	Stakeholder	Direct/Indirect
1	Project Sponsor	Direct
2	Department of Education	Direct
3	Project Manager	Direct
4	Project Steering Committee	Direct
5	Curriculum Officers	Direct
6	Principals	Indirect
7	Teachers	Direct
8	Curriculum Writers	Direct
9	Curriculum Trainers	Direct
10	Private Sector	Indirect

Own Elaboration

Chart 25 - Stakeholder Register

ID	Stakeholders	Functional Area	Roles/Responsibilities	Main Expectations	Major Requirements	Influence	Impact	Additional Comments
1	Project Sponsor	Sponsorship	Provide overall support for the project including funding.	Project completion	Successful completion of project within schedule, cost and scope requirement	High	High	
2	Department of Education	Sponsorship	Provide in-kind contributions to the project	Project completion	Successful completion of project within schedule, cost and scope requirement	High	High	
3	Project Manager	Project Management	General oversight of the project and all project management processes	Project completion	Successful completion of project within schedule, cost and scope requirement	High	High	
4	Project Steering Committee	Project Management	Support the project manager in project planning and implementation.	Project completion	Successful completion of project within schedule, cost	High	High	

					and scope requirement			
5	Curriculum Officers	Content Expert	Liaise between Steering Committee, curriculum writers and schools to ensure efficient flow of information and feedback.	Smooth flow of information	To be kept abreast of project information	High	High	
6	Curriculum Trainers	Content Experts	Train curriculum writers	Completion of training course	High level of commitment by trainees			
7	Principals	Curriculum implementer	Liaise with Curriculum Officers, schools and community to ensure efficient flow of information and feedback.	Timely updates and information	Provision of updates and forum for feedback.	Medium	Medium	
8	Curriculum Writers	Curriculum developers	Draft and review curriculum	Completed curriculum	Timely feedback from curriculum officers	Medium	High	
9	Teachers	Curriculum Implementers	Implement and monitor the curriculum	Completed curriculum	Professional development sessions	Medium	High	
10	Parents		Support Curriculum	Clear information and feedback	Support the curriculum implementation	Medium	Low	

11	Students	End Users	Use the curriculum and engage in key stage assessment	none	None	Low	Low	
12	Private sector	End Users	Use curriculum	Curriculum is transferable to labor market	None	Medium	Low	
13	Digital Content Generators	Workshop	Create digital content related to the project for informational and marketing purposes.	Content generation and dissemination	Provision of information to create digital resources	Low	High	
14	Vendors	Supply and sales	Provide the requested resources and the requisite quantities.	Costs not exceeding current market value	Clearly outlined item and quantity lists	Medium	High	
15	Community members	Other	None	None	None	Low	Low	

Own Elaboration

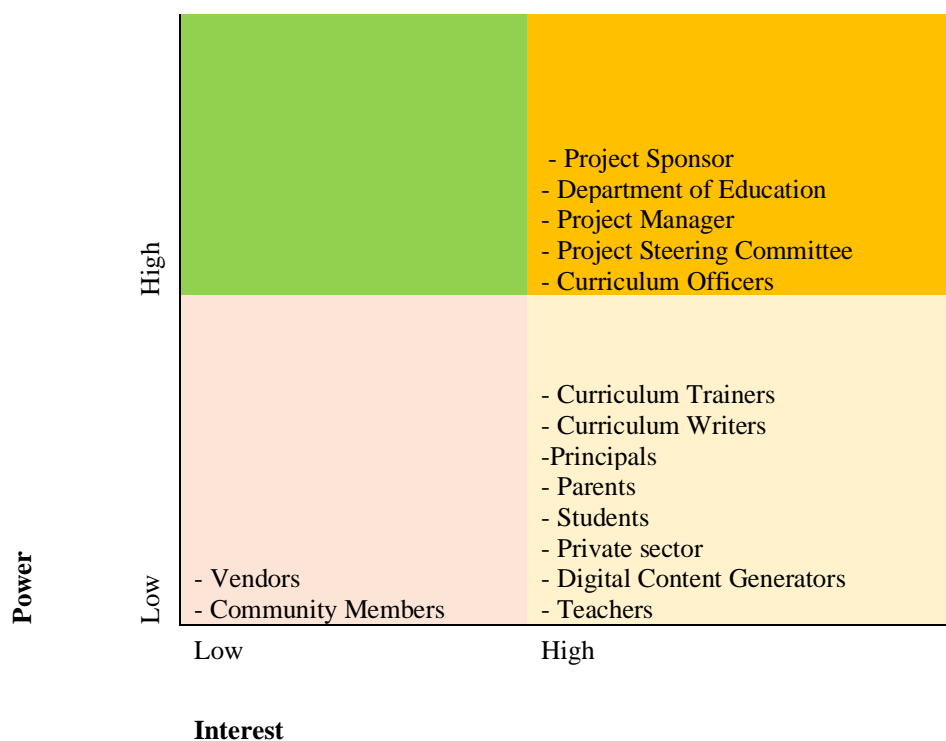
4.7.5 Analyze Stakeholders

In order to ensure successful stakeholder engagement, analysis of the stakeholders is necessary. A power interest matrix which reflects the stakeholders' grouping according to their power and interest in the project's completion had to be conducted. Firstly, A power interest matrix was developed. The matrix is shown in Chart 25. Following the creation of the matrix, a power/interest matrix was generated. Figure 25 reflects the power/interest matrix of the Enhancement of the Primary School Curriculum Project.

Chart 26 - Stakeholder Power Interest Matrix

ID	Stakeholders	Classification	
		Power (Low/High)	Interest (Low/High)
1	Project Sponsor	High	High
2	Department of Education	High	High
3	Project Manager	High	High
4	Project Steering Committee	High	High
6	Curriculum Officers	High	High
7	Curriculum Trainers	Low	High
8	Principals	Low	High
9	Curriculum` Writers	Low	High
9	Teachers	Low	High
10	Parents	Low	High
11	Students	Low	High
12	Private sector	Low	High
13	Digital Content Generators	Low	High
14	Vendors	Low	Low
15	Community members	Low	Low

Own Elaboration

Figure 18 - Power/ Interest Matrix

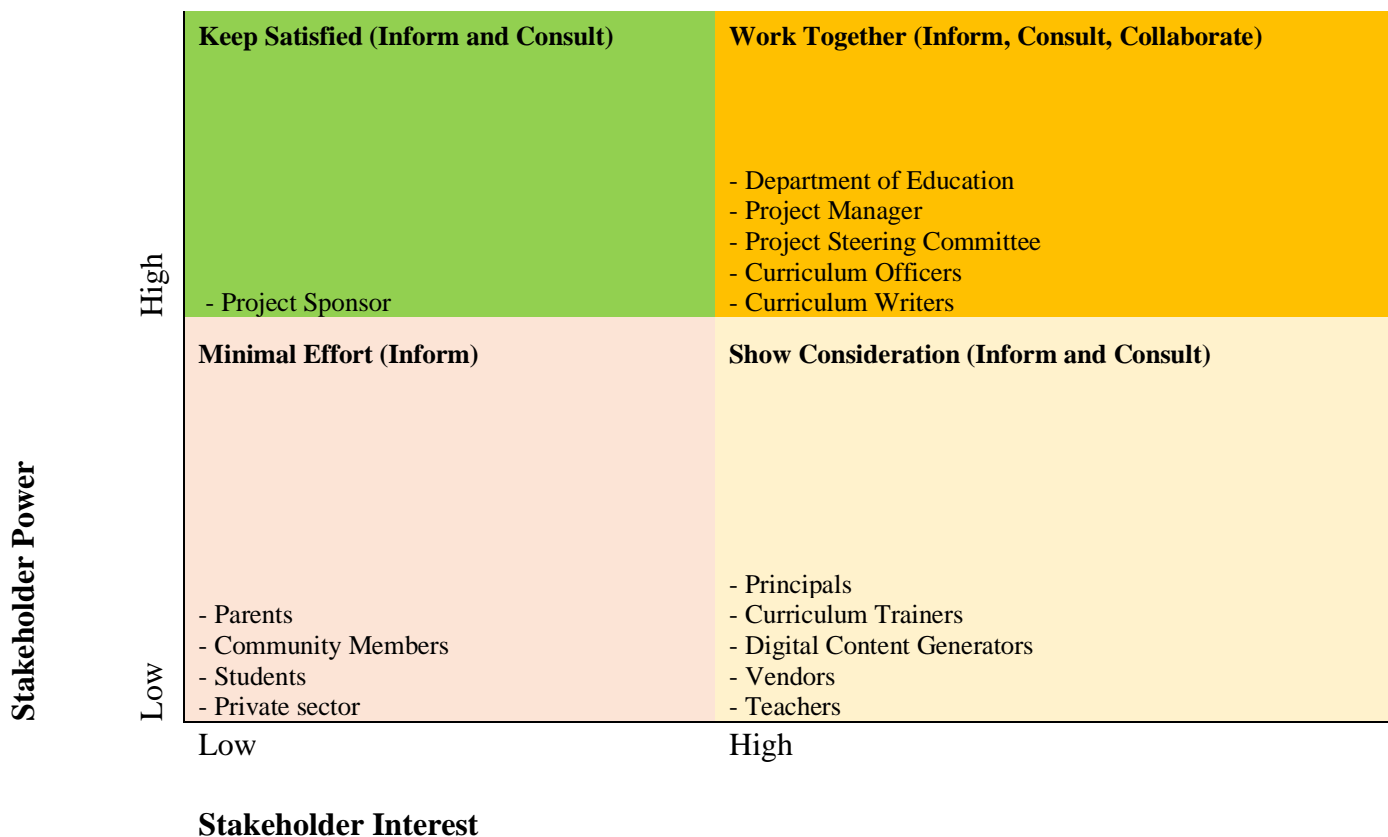
Own Elaboration

4.7.6 Manage Stakeholders

It is necessary to know how to approach each stakeholder, this is a necessary aspect of the stakeholder management plan. The aim is to maintain or increase the stakeholders' level of interest in the project. Therefore, Figure 19 outlines the management strategy for each stakeholder. Having an understanding and awareness of the stakeholders' interest and power can then help to gather support from reluctant or indifferent stakeholders, which would in turn contribute to the success of the project. The management strategies to be implemented are: Keep Satisfied (Inform and Consult), Work Together (Inform, Consult and Collaborate), Minimal Effort (Inform) and Show Consideration (Inform and Consult). The matrix will be updated throughout the project. Additionally, an assessment will be done of each stakeholder's current

(C) and desired (D) status. PMI (2017), outlines the following categories for the Stakeholder Engagement Assessment Matrix: Unaware, Resistant, Neutral, Supportive and Leading. Chart 23 indicates the Stakeholder Engagement Assessment Matrix for the project.

Figure 19- Stakeholder Engagement Matrix



Own Elaboration

Chart 27 - Stakeholder Engagement Assessment Matrix.

ID	Stakeholders	Unaware	Resistant	Neutral	Supportive	Leading
1	Project Sponsor					CD
2	Department of Education				C	D
3	Project Manager					CD
4	Project Steering Committee					CD

ID	Stakeholders	Unaware	Resistant	Neutral	Supportive	Leading
5	Curriculum Officers				C	D
6	Principals				C	D
7	Curriculum writers				C	D
8	Teachers				C	D
9	Parents	C			D	
10	Students			C	D	
11	Private sector			C	D	
12	Digital content developer			C	D	
13	Vendors			C	D	
14	Community Members	C			D	

Own Elaboration

4.7.7 Stakeholder Management Plan, Change Process

The Stakeholder Management Plan can only be changed through the change management processes. Formal requests can be made through the change management form. The requests will either be accepted or denied by the project manager. Should the request be accepted, the stakeholder management plan would be updated. Should the request be denied, the rationale would be communicated to the relevant member of the team.

4.8 COMMUNICATION MANAGEMENT PLAN

4.8.1 Introduction

Good communication and the structure to support proper communication are paramount to the development of every project. Communication is the exchange of information and can be verbal or nonverbal, formal or informal. Various mechanisms are used to facilitate communication. The PMI (2017) states that Project Communications Management includes the processes necessary to ensure that the information needs of the project and the needs of stakeholders are met. This is accomplished putting activities in place which allow for information to be exchanged efficiently and effectively. The project communications management processes are: plan communications management, manage communications and monitor communications.

4.8.2 Communication Management Approach

In order to be able to manage communications and create a communications management plan, the various stakeholders engaged in communication had to be identified. Then, the various structures and expectations for communication were identified and outlined. The efficiency of the approach to communication will be reviewed throughout the project and any necessary adjustments will be made.

Chart 28 - Summary of Project Communication

Who	What	When	Where	Why	How
Project Manager	Updates the Project Sponsor	Weekly Monthly	Meetings Reports	To keep abreast of any developments, issues and the general status of the project	Project Manager updates Project Sponsor Project Manager → Project Sponsor

Who	What	When	Where	Why	How
Project Steering Committee	Updates project manager	Weekly	Debriefings Meetings Reports Emails	To interact with and receive updates from various stakeholders which serve to compile information for reporting and responding To ensure that project manager is abreast and that all proposed changes are documented and responded to	Project Steering Committee →Project Manager→Project Sponsor
Education Officials	Update curriculum officers	As needed	Meetings Debriefings Emails	To ensure smooth flow of information between the Department of Education and the schools.	Education Officials→Project Steering Committee→Project Manager→Project Sponsor
Curriculum Officers	Update curriculum Writers	As needed	Meetings Emails	To ensure that information reaches writers	Curriculum Officers →Project Steering Committee→Project Manager→Project Sponsor

Who	What	When	Where	Why	How
Principals	Update Teachers and parents and send feedback to curriculum officer	As needed and per project schedule	Letters Briefings Meetings	To ensure that information reaches parents and teachers	Principals→ Education Officials→Project Steering Committee→Project Manager→Project Sponsor

Own Elaboration

4.8.3 Roles and Responsibilities

To facilitate meaningful and clear communication across and among stakeholders, The key stakeholders have responsibilities which, once properly executed, will lead to successful communication and by extension a successful project. Chart 25 outlines the roles and responsibilities of key stakeholders in the communications management plan.

Chart 29 - Communications Management Roles and Responsibilities

Role	Responsibility
Project Sponsor	<ul style="list-style-type: none"> • Clearly communicates all aspects of the project to the project manager and other key stakeholders, as needed • Sets parameters for communication mechanisms to be used in the project. • Facilitates the resolution of issues which may be beyond the capacity of the project manager • Reviews proposed communications management plan and requisite reports and provides feedback
Project Manager	<ul style="list-style-type: none"> • Leads the creation of the communications management plan • Shares the project sponsor's vision and communicates parameters for the project • Facilitates meetings with other stakeholders to ensure that the project is successful • Reviews reports from other key stakeholders • Manages and resolves issues related to the project • Escalates issues to the project sponsor, if needed
Project Steering Committee	<ul style="list-style-type: none"> • Contributes to the development of the project management plan • Prepares reports which are shared with the project manager

	<ul style="list-style-type: none"> • Manages and resolves issues within the remit of the work of the committee • Escalates issues to the project manager, if needed • Communicates with Curriculum Officers to ensure that information is shared with the principals • Receives feedback from Curriculum Officers
Curriculum Officers	<ul style="list-style-type: none"> • Facilitate the flow of information between the project steering committee and principals • Manage and resolve issues within the remit of the work of the curriculum officer • Escalate issues to the project steering committee, if needed
Principals	<ul style="list-style-type: none"> • Share information related to the project with parents and teachers • Provide feedback to the curriculum officers

Own Elaboration

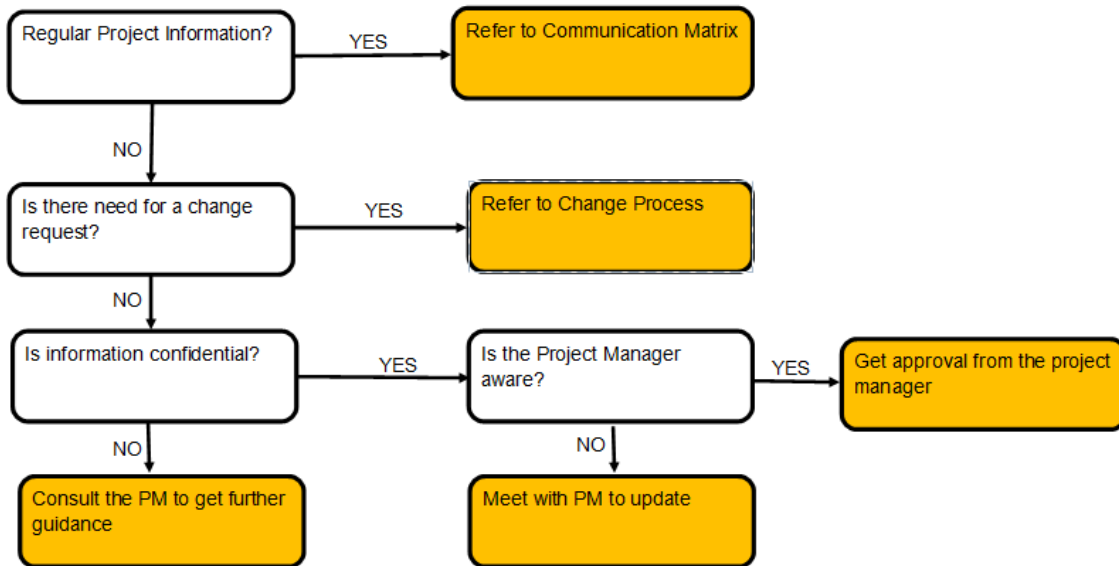
4.8.4 Communication Standards

Standards for communication are needed to create clear guidance on the expectations for communication within a project. Consequently, the Enhancement of the Primary School Curriculum has standard forms and templates for communication. The authorized communication channels are outlined in Chart 29 below. The communication flow chart (Figure 20) also provides further guidance as to how the various stakeholders should manage communication related matters.

Chart 30 - Authorized Communication Channels

Authorized Channel	Description
Shared Documents via Google Drive	Documents intended for collaboration between members of the project steering committee and project manager should be uploaded to Google Drive. The initiator must give clear guidelines in relation to the expectations and timelines.
Written Communication (Letters, flyers etc.)	All communication should be done in standard English.
Emails	All correspondence sent via email should be sent to the learning.edu.lc emails as assigned by the Department of Education. Emails sent to external stakeholders such as the project sponsor should be sent to and from the organization's assigned email. Emails should not be sent to personal email addresses.
Meetings, Briefings, Debriefings	Meetings, briefings or debriefings can be held either virtually via the organization's assigned Zoom account or in person. Minutes must be recorded and circulated following meetings. A timeline for recommendations for amendments as well as acceptance of the minutes must be given. The deadline for amendments must be no later than two (2) days following receipt of the minutes and acceptance of the amendments should form part of the next meeting. Dates, times and topic or subject of discussion should be documented for briefings and debriefings.

Own Elaboration

Figure 20 - Communication Flowchart

Own Elaboration

4.8.5 Communications Matrix

The Communications Matrix guides the plan for communicating among stakeholders. The project manager develops the communications matrix with input from the project sponsor and project steering committee. The communications matrix is maintained by the project manager. Chart 30 outlines the communications matrix.

Chart 31 - Communication Matrix

Communication Type	Audience	Description/Purpose	Frequency	Owner	Channel
Personal Communication	Project Sponsor	Regular communication to ensure that project objectives are being met.	Weekly or as needed	Project Manager	Virtual meetings, face-to-face meetings, telephone calls
	Project Steering Committee	Regular communication to ensure that project objectives are being met.	Two times per week	Project Manager	Meetings, emails, telephone calls
	Curriculum Officers	Providing updates and fostering an environment for feedback from the schools and community	Weekly	Project Steering Committee	Meetings, emails
Reports	Project Sponsor	Updates on the status of the project	Bi-weekly	Project Manager	Emails, Meetings, Written reports
	Project Manager	Updates on the status of the project	Weekly	Project Steering Committee	Emails, Meetings, Written reports
	Project Steering Committee	Updates on the status of the project, particularly feedback from schools	Weekly	Education Officers	Emails, Meetings, Written reports

		(principals and teachers) and parents			
	Project Steering Committee	Reports on the project, including whether objectives were met and outlining deliverables per terms of reference.	After completing the workshop	Presenters	Emails, Meetings, Written reports
Project Announcements	Project Steering Committee	Provides updates, scheduled activities, timelines etc.	As needed	Project Manager	Emails, meetings
	Curriculum Officials	Provide updates, scheduled activities, timelines etc.	As needed	Project Steering Committee	Meetings, emails
	Principals	Provide updates to be shared with school personnel and parents	As needed	Education Officials	Letters, emails, meetings
	General Public	Provide information on scheduled activities.	As needed/in accordance with the scheduled timeline	Project Manager Project Steering Committee Principals	Letters, flyers, social media, television, radio

Presentations	Project Sponsor	Provides updates and allows for feedback and discussion	Monthly End of project	Project Manager	Meetings (virtual and in person)
	Project Manager	Shares content for feedback and approval	Bi-weekly or as needed	Project Steering Committee	Meetings
	Project Steering Committee	Shares content for feedback and approval	Per schedule management plan	Presenters Digital Content Generators	Meetings

Own Elaboration

4.8.6 Project Reporting

Project reporting is an integral part of ensuring that information in the project is successfully reported. As such, various reports will be generated and presented throughout the project. Status updates will be provided weekly. These will be shared via email or during meetings. A monthly report will be generated and presented to the project manager. The reports will be submitted at key, communicated stages throughout the project with each key stakeholder presenting a final report to the project manager at the end of the project. Those reports will then be used to generate the final report to the project sponsor. To capture feedback from the parents following the workshop, a survey will be administered using Google Forms. The data captured will be used to generate a report using Microsoft Excel.

4.8.7 Change Process

In order for any changes to be made to the communications management plan, the change process must be followed. The individual or individuals requesting the change must submit a change request via the change request form. The project manager will review the request and respond accordingly. The project manager may choose to accept or deny the request. Approved changes will lead to an update in the communications management plan.

4.9 QUALITY MANAGEMENT PLAN

4.9.1 Introduction

Quality is important in every project and features throughout the project. According to PMI (2017), quality Management involves planning, managing and controlling project and product quality requirements so that they can meet the stakeholders' objectives.

4.9.2 Quality Management Approach

For the Enhancement of the Primary School Curriculum, the quality management approach will start with defining quality requirements. Defining quality requirements will be carried out by the project manager in consultation with the project sponsor and the steering committee. The project manager will document the quality requirements and implement measures to continuously measure quality throughout the life cycle of the project. Training of curriculum writers will be conducted prior to the writing of the curriculum. The curriculum program will be vetted for quality assurance and trainees continuously monitored. Curriculum writers will be monitored by the lead which will be the Curriculum Officer. The terms of reference and contracts act as quality control mechanisms. Recommendations for quality improvements can be made by any key stakeholder and must be approved prior to implementation.

4.9.3 Roles and Responsibilities

The roles and responsibilities in the area of quality are shared across the key stakeholders (See Figure 31. The responsibility of the quality of the project is dependent on all stakeholders.

Chart 32 - Quality Management Roles and Responsibilities

Role	Responsibility
Project Sponsor	<ul style="list-style-type: none"> • Outlines the expectations for the project's quality and quality management plan • Supports the project manager in maintaining the quality expectations and requirements outlined for the project • Interacts directly with the project manager • Approves or denies proposed quality changes, or quality issues which are out of the project manager's reach • Provides support for internal and external quality audits for the project if and when necessary
Project Manager	<ul style="list-style-type: none"> • Leads the process of creating the quality management plan • Communicates quality management plan and expectations to the key stakeholders • Communicates the plan for reporting quality related updates to stakeholders • Receives and reviews reports in relation to project quality • Schedules and leads internal quality audits • Ensures that project quality is upheld in all aspects of the project • Reviews change requests associated with quality and takes the relevant action • Updates quality documents, when needed
Project Steering Committee	<ul style="list-style-type: none"> • Assists the project manager with the creation of the quality management plan • Leads the process for the creation of the Terms of Reference and Contracts for external personnel • Ensures that the components of the quality management plan under their purview are conducted • Reports updates on quality to the project manager • Completes the change management form where there are recommendations for changes which affect quality

Workshop Presenters	<ul style="list-style-type: none"> • Attend presenter meeting • Ensure that presentations align with quality management expectations • Make adjustments as recommended by the steering committee and project manager • Attend scheduled rehearsals
Digital Content Generators	<ul style="list-style-type: none"> • Attend scheduled meetings and site visits • Ensure that digital documents align with quality management expectations • Make adjustments as recommended by the steering committee and project manager. • Attend scheduled rehearsals

Own Elaboration

4.9.5 Quality Assurance

Quality Assurance in the Enhancement of the Primary School Curriculum is paramount as the curriculum will be the basis for educating students. The main components of the quality assurance plan are the work breakdown structure, statement of the requirement, statement of specification, description of the assurance activity, schedule information and designation of responsibility.

Chart 33 - Quality Assurance Plan

ID	WBS	Description/ Requirement	Specification	Assurance Activity	Schedule	Responsible	Status/Comments
1	1	Project Management Plan	Completed plans for: <ul style="list-style-type: none"> • Project Integration Management • Project Scope Management • Project Time Management • Project Cost Management • Project Resource Management • Project Resource Management • Project Communication Management • Project Risk Management • Project Procurement Management • Project Stakeholder Management 	Percentage/ level of completion should increase by no less than 10% at each reporting period, once initiated.	Weekly	Project Manager, Project Steering Committee	
2	2	Terms of Reference should be clearly written.	Document is void of ambiguous language.	Number of ambiguous words and phrases	Twice by steering committee, once by	Steering Committee	

ID	WBS	Description/ Requirement	Specification	Assurance Activity	Schedule	Responsible	Status/Comments
				included after vetting at various levels	project manager within one week of completing document		
3	2	Terms of reference should contain the relevant sections.	Document contains a minimum of the following sections: background, objectives, scope of services, expected outputs, experience, deliverables, time frames, reporting, application process	Number of mandatory sections included to date	Once by steering committee, once by project manager, no later than one week after completion.	Steering Committee	
4	2	Contracts should be clearly written	Document is void of ambiguous language.			Steering Committee	

ID	WBS	Description/ Requirement	Specification	Assurance Activity	Schedule	Responsible	Status/Comments
5	2	Contracts should be meet standards of the constitution of Saint Lucia	Document is approved by the Attorney General's Chambers.			Attorney General's Chambers	
6	2.1	Curriculum Trainers .	Trainers should possess a masters in curriculum development and at least 5 years of experience in the field.	High	Project Manager	Education Officers	
7	2.1	Curriculum Writers	Writers must have at least five years of experience as primary school teachers	High	Project Manager	Curriculum Officers	
8	2.1	Curriculum writers should have technology skills.	Writers should have basic knowledge of computer literacy .	Medium	Project Manager	Curriculum Officers	
9	2.2	Writers should be available.	Writers' schedules allow for attendance of meetings and sessions.	High	Project Manager	Curriculum Officers	

ID	WBS	Description/ Requirement	Specification	Assurance Activity	Schedule	Responsible	Status/Comments
10	2.2	Writers should be open minded.	Writers receive and follow instructions without resistance.	High	Project Manager	Curriculum Officers	
11	3	Professional development training venue should be spacious.	Venue should allow for group work	High	Project Manager	Steering Committee	
12	3.1	Venue should be affordable.	Venue costs no more than \$400.00 XCD daily.	High	Project Manager	Steering Committee	
13	3.1	Venue should be accesible.	Venue can be accessed by public transportation	High	Project Manager	Steering Committee	
14	3.1	Venue should be available.	Venue is available for meeting and workshop dates.	High	Project Manager	Steering Committee	

ID	WBS	Description/ Requirement	Specification	Assurance Activity	Schedule	Responsible	Status/Comments
15	3.1	Venue should have stable internet access	Internet access allows for uninterrupted streaming of workshop.	High	Project Manager	Steering Committee	
16	3.2	Venue should have procedure for booking.	Application form and contract are available.	Medium	Project Manager	Steering Committee	
17	4.1	Digital curriculum should be attractive.	Font size and style is clear to the reader graphics/images are included.	High	Project Manager	Steering Committee	
18	6.1	Materials should be accesible.	Materials are readily available at most homes.	High	Project Manager	Steering Committee	
19	6.1	Materials should be affordable.	Materials cost are based on cost market prices(<i>missing</i>).	High	Project Manager	Steering Committee	

Own Elaboration

4.9.6 Quality Control and Quality Improvement

Any changes will be requested through a change management form this remains so for quality purposes. However, should the project manager accept any requests for change which affect quality, the plan-do-check-act cycle will be implemented. The plan-do-check-act cycle is a four-step disciplined approach to quality improvement and involves planning by identifying the opportunity and planning for change; doing, which involves implementing the change, usually on a smaller scale; checking whether the adjustments have made a difference; and acting, which involves increasing to a larger scale if the small-scale trial is successful. This cycle is repeated if the change is unsuccessful.

4.10 RESOURCE MANAGEMENT PLAN

4.10.1 Introduction

Like all the other plans, the resources management plan is necessary. Project Resource Management includes the processes involved in identifying, acquiring and managing the resources, which are needed to successfully complete the project. (PMI 2017). Through the plan, the project manager and team will have the resources they needed at the time. The project resource management processes are: planning resource management, estimating activity resources, acquiring resources, developing team, managing team and controlling resources. Resources can be either team resources or physical resources. Team resources refer to the human resources and physical resources include supplies, materials, facilities or infrastructure. The resource management plan ensures that the resources can be effectively catered for and allocated.

4.10.2 Resource Management Approach

The approach to developing the resource management plan for the Enhancement of the Primary School Curriculum Project involves identifying the resources, generating a responsibility assignment matrix as seen in Chart 30, estimating the resources needed for the various activities, developing and managing the team and highlighting the change process.

Chart 34- Responsibility Assignment Matrix-RACI Chart

RACI KEY	
R	Responsible
A	Accountable
C	Consult
I	Inform

Chart 35 - Responsibility Assignment Matrix

WBS Code	Element Name	Role								
		Project Sponsor	Project Manager	Project Steering Committee	Curriculum Officers	Curriculum Writers	Curriculum Reviewer	Teachers	Students	Parents
1	Project Management		A	R						
1.1	Project Charter	I	A	R	I					
1.2	Scope Management	I	A	R	I					
1.3	Schedule Management	I	A	R	I					
1.4	Risk Management	I	A	R	I					
1.5	Cost Management	I	A	R	I					
1.6	Procurement Management	I	A	R	I					
1.7	Stakeholder Management	I	A	R	R					
1.8	Communication Management	I	A	R	R					
1.9	Quality Management	I	A	R	R					
1.10	Resource Management	I	A	R	R					
2	Terms of Reference	I	A	R	R					
2.1	Presenters' TOR	I	A	R	R					
2.2	Digital Resource Generator's TOR	I	A	R	R					
3	Sensitization	I	A	R	R					
5.2	Review Content	I	A		R	C				
	Pilot Curriculum	I	A		R	C				

WBS Code	Element Name	Role								
		Project Sponsor	Project Manager	Project Steering Committee	Curriculum Officers	Curriculum Writers	Curriculum Reviewer	Teachers	Students	Parents
6	Materials	I	A		R					
6.1	Selection	I	A		R					
6.2	Procurement	I	A		I					
6.3	Packaging of curriculum	I	A		I					
8	Workshops				I	C				
8.1	Professional Development Workshops	I	A		I	I				

Own Elaboration

4.10.3 Resource Management Roles and Responsibilities

In order for all resources to be effectively managed, there are some responsibilities which must be performed by key stakeholders. Chart 32 below reflects the roles and responsibilities for the Enhancement of the Primary School Curriculum.

Chart 36 – Resource Management Roles and Responsibilities

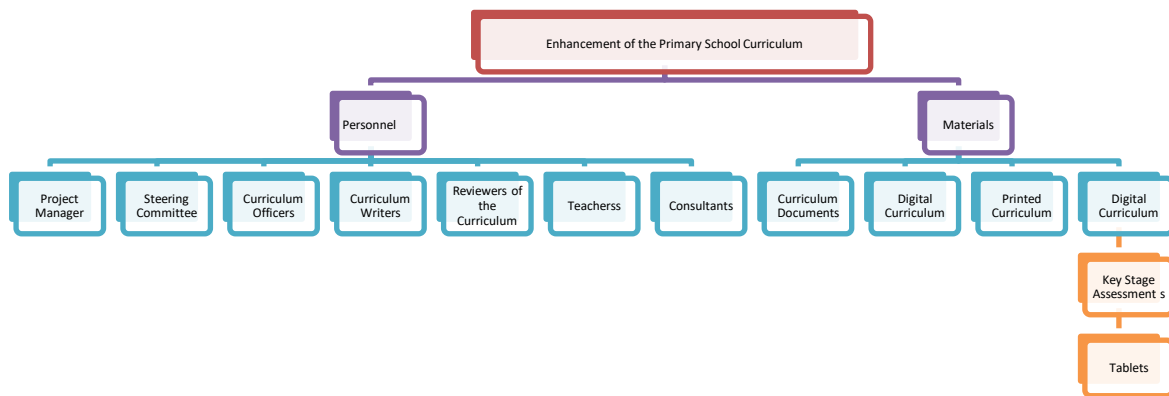
Role	Responsibilities
Project Sponsor	<ul style="list-style-type: none"> • Provides guidelines and a framework for the development of the resource management plan • Formally accepts the resource management plan • Ensures that the resources needed are available for the project manager to distribute or use accordingly • Resolves any issues related to resources which may be escalated by the project manager • Receives reports related to resource management • Provides guidance to the project manager as needed
Project Manager	<ul style="list-style-type: none"> • Leads the development of the resource management plan • Oversees the use of resources in the project • Collates reports and present to the project sponsor • Communicates resource management expectations to other stakeholders
Project Steering Committee	<ul style="list-style-type: none"> • Ensures that resources are monitored and utilized according to the resource management plan • Escalates any issues to the project manager • Provides reports to the project manager, as requested • Makes any recommendations for changes and submits the change management form

Own Elaboration

4.10.4 Estimating Resources

PMI (2017) explains that the process of estimating resources includes estimating team resources as well as the quantities of materials needed to perform the project work. The resources needed can be divided into categories and then further subdivided. This division allows for the creation of the resource breakdown structure. Figure 19 reflects the resource breakdown structure for the Enhancement of the Primary School Curriculum Project.

Figure 21 - Resource Breakdown Structure



Own Elaboration

4.10.5 Acquiring the Team

The majority of personnel needed for the project are under the employment of the Department of Education. However, there are some roles which need specialized skills and, therefore, need to be advertised. These roles include curriculum trainers, digital content developers, and procurement officers. Therefore, terms of references will be created and the

contracts for the purposes of the project advertised. An interview process will follow.

Following the selection of the best candidates, the candidates will sign contracts which are aligned with the terms of reference.

4.10.6 Developing the Team

The team development process aims to improve competencies, team member interactions and the overall environment, to enhance the project performance. (PMI, 2017). Individuals involved in the Enhancement of the Primary School Curriculum Project would be involved in some of team development activities during the course of the project. These activities include training, team building exercises and meetings.

4.10.6.1 Training

The members of the project steering committee will be engaged in training activities which would assist with developing terms of references (TORs). Likewise, all main stakeholders will be involved in some training activity in order to prepare them for or supporting them in their role. Curriculum trainers and writers will be trained in relation to the curriculum and assessment framework which would guide the writing process.

4.10.6.2 Team Building

Team cohesiveness is critical to the success of the project. Therefore, there will be a few sessions geared at team building. These will be embedded in meetings and implemented as the need arises.

4.10.6.3 Meetings

Meetings will be conducted to ensure that the project is progressing as expected. There will be several meetings throughout the duration of the project. For instance, the project steering committee will meet weekly to ensure that the requisite updates are done. The project manager will meet with the project team monthly. The curriculum officers will

meet with lead consultants to monitor and discuss progress. The writers will meet on a weekly basis to write and to discuss progress.

4.10.7 Managing the Team

PMI (2017) indicates that team management is the process of tracking team member performance, providing feedback, resolving issues and managing team changes. The process influences the team's behavior and allows for conflict and issues to be dealt with. Enhancement of the Primary School Curriculum Project has structures in place for managing the team which include managing conflict and tracking team performance.

4.10.7.1 Tracking Team Performance

Team Performance will be tracked by a completion of a performance report which will take place every 2 months. The metrics measured for the performance assessment are: Attendance, Efficiency, Initiative, Quality of Work and Completion of Task according to schedule. Each metric would be scored on a Likert Scale of 1-5 and will be completed by the individual or committee directly supervising the individual being assessed. The results go directly to the project manager. Persons having 3 or more areas with fewer than 3 stars will be part of a follow-up conversation with the project manager. The document can be completed via Google Forms and has a view for both the computer and mobile device.

4.10.8. Conflict Resolution

In addition to training on resolving conflict, the following steps will be taken, should conflicts arise during the project's duration.

Step 1: Try to resolve the conflict among yourselves.

Step 2: If Step 1 is not possible, alert the individual overseeing that component of the project. A meeting would be arranged to attempt to resolve the conflict.

Step 3: Should Steps 1 and 2 prove unsuccessful, a formal complaint should be logged with the project manager, via email. A meeting and subsequent investigation would take place and a decision made as to the way forward.

4.10.9 Resource Management Plan Change Process

Any changes to the resource management plan must be done via a request using the change management form. The form will be evaluated by the project manager and a response will be given to the team member or members who completed the form. In instances when the project manager is unable to make a decision, the request will be escalated to the project sponsor.

5. CONCLUSIONS

The Enhancement of the Primary School Curriculum Project was guided by practices presented by the Project Management Institute.

The general objective of the project was to develop a project management plan that highlighted the standards of the Project Management Institute. The use of the PMBOK® Guide 6th Edition was integral in the design of this Project Management Plan as it provided best practices used by the project team.

The following can be concluded regarding the ten (10) specific objectives of the project.

1. The Project Charter was designed using a template as a guide to capture and organize important aspects of the project such as the objectives, description of the project, preliminary risks and scope, identifying the stakeholders, project milestones and the budget. The Project Charter was authorized by the sponsor for the project to begin. This plan also contains how changes will be controlled throughout the project.
2. To properly define and develop the project scope, the project scope management plan was developed with the WBS, WBS Dictionary Template and the Scope Acceptance Template. These documents contain information gathered from experts in the project meetings and from information gathered from document reviews. All project roles and responsibilities were also clearly specified.
3. The schedule management plan includes the project delivery schedule which was designed to ensure that each project activity is completed within the specified time frame.
4. To address project risk that may occur, the risk management plan was developed to address how project risk will be addressed and the responsible person. The Risk

Register template was developed to capture and classify the risks associated with the project and to allow for the effective planning of risk response.

5. The cost management plan is a guide to the funding requirements, the cost baseline and the reporting format, expert judgment and meetings were used. In addition, a template was used to design the budget. This was done to ensure that all project expenditure was captured and adequate funding will be available for project activities.
6. The Procurement Management Plan was important to the project. The plan details how procurement risk will be managed. Additionally, a roles and responsibility template was designed which details name, roles, responsibility, level of authority and spending power.
7. The quality management plan and the quality management checklist template were used to categorize quality requirements and approach for the project. Quality control and assurance standards that would be used throughout the project were identified to ensure that quality is built into the project's products and also its processes.
8. The communication management plan which included the stakeholder's list of roles and responsibilities was used to identify their communication requirement and design the communication matrix. This will ensure that the communication requirements are met and information is disseminated at the right time, by the correct medium and to the right person by the responsible officer.
9. The Stakeholder Management Plan was developed through expert judgement and meetings to ensure all stakeholders were properly identified. The plan that specifies how stakeholders will be identified, classified, engaged and managed throughout the project life cycle, the stakeholder register and stakeholder engagement matrix templates

were designed as a source of additional information to ensure complete stakeholder engagement.

10. The resource management plan was created. The human resources required for the successful completion of the project were identified and their roles and responsibilities were also clarified. In addition to the project organization chart being designed, this plan detailed how human resource will be managed throughout the project.

6. RECOMMENDATIONS

1. The Department of Education should use the project management methods and tools employed in the Enhancement of the Primary School Curriculum as a guide for other similar projects
2. The Department of Education should develop future scope management plan using the template developed during this project to minimize scope creep. The Key Performance Indicators should serve as a monitoring mechanism which will keep project focused and on task.
3. The project manager should focus on ensuring that the necessary stakeholders are informed in a timely manner so that the project will be on schedule and subsequently successfully completed. Too many deviations from the schedule would lead to delays and possibly impact the successful completion of the project.
4. The Project Steering Committee should pay special attention to the cost management plan to ensure that there are no cost overruns.
5. As resources are integral to the project, the project manager should ensure that human resources are managed well. The various stakeholders can negatively affect the project if they do not receive the necessary support.
6. The Project Manager should pay keen attention to the identified risks and remain alert as risks may arise with the project. The established risk management strategies and resources should be applied to new risks which may be identified during the project.
7. The Project Manager should place emphasis on ensuring that change management is carefully monitored during the project implementation phase as the final

implementation of the project will be based on stakeholders' ability and willingness to embrace and adapt to change.

8. The Department of Education should ensure the development of a monitoring and evaluation unit for all its projects. This unit will ensure projects are monitored and assessed throughout from an independent body.
9. The balanced approach can be used as a tracking tool to measure the success of the Department of Education as well as individual projects undertaken by the department. A balanced approach should be utilized to track the implementation of the Enhancement of the National Primary School curriculum. This approach focuses on the financial tracking financial performance, customer satisfaction, attitudes, and market share goals, covers internal operational goals needed to meet customer objectives and learning and growth or innovation perspective. Using such an approach for project monitoring which is critical in this project and provides a model for other projects to follow.

7. VALIDATION OF THE FGP IN THE FIELD OF REGENERATIVE AND SUSTAINABLE DEVELOPMENT

Muller (2017) explains that “Complex problems require complex thinking and holistic approaches that do not fit into an academic world with ever growing specialization.” (p.7). Therefore the problems of the world need a holistic approach to solve them. The education system holds the greatest responsibility in developing creative, holistic individuals who may think divergently. Sustainable development goal number three is Quality Education. The United Nations asserts that ‘Achieving inclusive and quality education for all reaffirms the belief that education is one of the most powerful and proven vehicles for sustainable development.’”

This goal ensures that all girls and boys complete free primary and secondary schooling by the year 2030. This curriculum project targets students of primary school age who will receive free education for all. Free education includes the quality education for all students notwithstanding background gender, or ability. The curriculum will provide opportunities for developing divergent thinkers who will work towards poverty alleviation.

Regenerative development speaks to “Holistic approaches that do not fit into an academic world with ever growing specialization” Muller, 2017) Transends education. Though this Enhancement of the National Primary School Curriculum is focused on the discipline of education, its approach is transdisciplinary. The inclusion of various stakeholders and the reach of the project Brings together discipline who all impact the holistic development of the society. The curriculum is geared at wholistic development for a people not just for today but for future generations to come: an understanding that the whole is greater than the sum of the parts.”

The economic development of the regenerative approach recognizes that persons matter more than economic gains. The heavy stakeholder engagement and involvement is testimony of the importance of mankind. The enhancement of the curriculum is geared at long-term economic development which has the reach of impact of not just today's children but also that of the next generation.

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APPENDICES

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

1. Student name

Jennifer Raphael

2. FGP name

Design a project management plan to enhance primary school curriculum and strengthening teachers capacity to deliver and assess the primary school curriculum in Saint Lucia

3. Application Area (Sector or activity)

Education

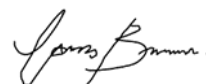
4. Student signature



5. Name of the Graduation Seminar facilitator

Carlos Brenes

6. Signature of the facilitator



7. Date of charter approval

30 July 2022

8. Project start and finish date

18 July 2002

30 September 2022

9. Research question

Is it possible to develop a project management plan to improve student success by implementing an enhanced primary school curriculum and strengthening teacher capacity to deliver and assess the primary school curriculum?

10. Research hypothesis

It is possible to develop a project management plan to improve student success by implementing an enhanced primary school curriculum and strengthening teacher capacity to deliver and assess the primary school curriculum

11. General objective

Design a project management plan to enhance curriculum and assessment of primary schools and strengthen teacher capacity in Saint Lucia

12. Specific objectives

1. To develop a scope management plan for the purposes of identifying and guiding work to be done on project.
2. To develop a schedule management plan for planning and managing the scheduled completion of the project.
3. To develop a risk management plan that identifies, analyzes, plans responses, implements, and monitors risks within the project.
4. To develop a cost management plan to ensure finances and budget are effectively managed and controlled within the project.
5. To develop a procurement plan that identifies and assigns contracts to suppliers who can procure goods and services for the implementation of the project.
6. To develop a stakeholder management plan that identifies the persons and groups in the project, and to develop management strategies to effectively engage them
7. To develop a communication plan for sharing information appropriately and in a timely manner to all stakeholders involved.
8. To develop a quality management plan to manage and control the project to meet stakeholders' expectations.
9. To develop a resource management plan that identifies the resources required, how to acquire them, and how to manage them.

13. FGP purpose or justification

The Final Graduation project is in fulfillment of the Masters in Project Management at the University of Cooperate International. The FGP involves the development of a project management plan for an identified project. This project is a regional project which involves several member states. A project management plan will give guidance to the project at the specific national level. Each member state has a work plan. A

project management plan will manage the project at the national level which may vary in context at the national level. A project management plan will increase project success and provide a local understanding and context.

Working from a Project Management Plan serves to give guidance to the project from initiation to close. This allows for preplanning, managing of the various aspects of the project life cycle and controlling aspects of the project.

14. Work Breakdown Structure

Final Graduation Project	
WBS No.	Task
1	<i>Final Graduation Seminar</i>
1.1	Final Graduation Project Deliverables
1.1.1	Charter
1.1.2	Work Breakdown Structure
1.1.3	Chapter 1
1.1.4	Chapter II: Theoretical Framework
1.1.5	Chapter III: Methodological Framework
1.1.6	Annexes:
2	<i>Tutoring Process</i>
2.1	Assignment of Tutor
2.2	Communication with Tutor
2.3	Adjustments of deliverables based on feedback
2.4	Chapter IV: Final Project Management Plan Deliverables
2.5	Chapter V: Conclusion
2.6	Chapter VI. Recommendations
2.7	Bibliography and Annexes
3	<i>Reading by Reviewers</i>
3.1	Reviewer's Appointment Request
3.2	Appointment of Reviewers
3.3	Reviews of draft plan
4	Adjustments
4.1	Adjustments based on feedback from reviewers
4.2	Update of Final Graduation Project
5	<i>Defense to Board of Examiners</i>
5.1	Final Review by Board
5.2	FGP Grade Report

15. FGP budget

Software licensing: PMI, Project Management Software	US\$100
Printing	US\$150
Binding	US\$150
Shipping	US\$100

TOTAL	US\$500
--------------	----------------

16. FGP planning and development assumptions

The FGP planning and development is based on the following assumptions

Information about the project is available.

There will be no limitation to the use of the information regarding the enhancement of the primary curriculum.

Researcher time for the FGP will be at least 10 hours per week during the FGP development process.

Researcher will meet all deadlines.

17. FGP constraints

Several project constraints may impact the successful completion of the project,

Time: The maximum time frame to finalize the FGP is 12 weeks.

Cost: The cost of completing the FGP may be affected by recession as prices of goods and services continue to rise.

Scope: The scope of the FGP is limited as the entire project cannot be integrated into the project management Plan. Therefore, one component of the project will be used to engage in the FGP.

Quality: The quality of work is dependent on time and access to the available material in the given time frame

18. FGP development risks

There are several risk factors which may affect the project.

They are as follows:

A strong hurricane season may delay the work tours and the data collection in the field, which may in turn, delay the deliverables development.

Lock-down due to the pandemic may restrict access to data collection.

Illness of the researcher may affect completion of the task.

19. FGP main milestones

Deliverable	Start Day	Finish estimated date
Start of FGP	18 July 2022	

Completion of Final Graduation Seminar	18 July 2022	30 Sept, 2022
Assignment of Tutoring	19 September 2022	30 Sept, 2022
Final Project Management Plan Deliverables	1 October	December 13
Reader's review	15 Jan 2023	30 Jan
Board of examiners evaluation	30 th Jan 2023	30 th March 2023

20. Theoretical framework

20.1 Estate of the “matter”

Curriculum Development and enhancement is a very current topic. The difficulty lies in staying updated as learning is ever changing, Technological advancement and the COVID-19 pandemic have further impacted this area.

20.2 Basic conceptual framework

Project management, curriculum development, learners, activities, teacher training, assessment, technology

21. Methodological framework

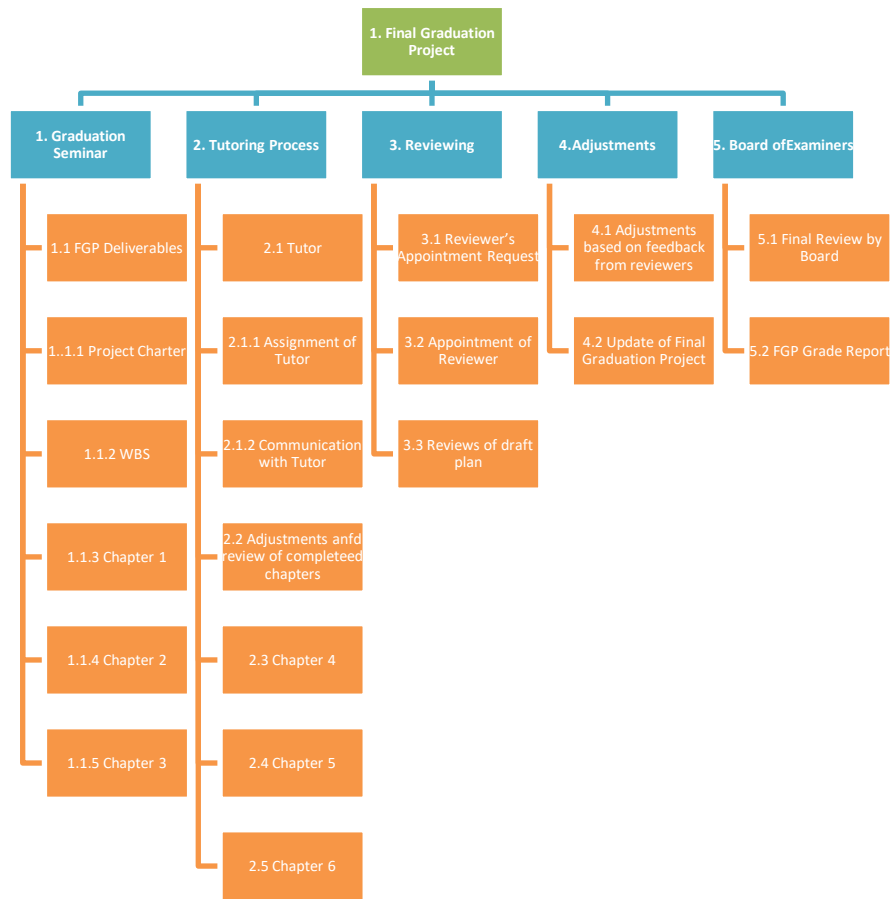
Objective	Name of deliverable	Information sources	Research method	Tools	Restrictions

To develop a scope management plan to determine work to be done on project and that the project is successfully completed.	Scope management plan	Secondary: PEMBOK 2017 Primary: field interviews. Document review	Mixed Methodology	Scope management plan Semi-structured interviews Expert judgement	Agreements and standards restrict scope development
To develop a schedule management plan to determine the project life cycle and the successful completion within the time period.	Schedule Management Plan	Secondary: PEMBOK 2017 Primary: field interviews. Document review	Mixed Methodology	Schedule Management Plan Semi-structured interviews Expert judgement	Project funds are accessible
To develop a risk management plan to mitigate against risk and respond to risk within the project	Risk Management plan	Secondary: PEMBOK 2017 Primary: field interviews. Document review	Mixed Methodology	Risk Management plan Semi-structured interviews Expert judgement	Changes in school schedule
To develop a cost management plan to manage the finances and budget within the finances available.	Cost Management Plan	Secondary: PEMBOK 2017 Primary: field interviews. Document review	Mixed Methodology	Semi-structured interviews Expert judgement	Taxes and inflationary prices
To develop a procurement plan to procure resources for the implementation of the project	Procurement management plan	Secondary: PEMBOK 2017 Primary: field interviews. Document review	Mixed Methodology	Semi-structured interviews Expert judgement	Timely access and available resources
To develop a stakeholder management plan to manage stakeholders within the project	Stakeholder Management Plan	Secondary: PEMBOK 2017 Primary: field interviews. Document review	Mixed Methodology	Semi-structured interviews Expert judgement	Stakeholder are working on other tasks.
To develop a communication plan to effectively communicate with stake holders on the project.	Communication management Plan	Secondary: PEMBOK 2017 Primary: field interviews. Document review	Mixed Methodology	Semi-structured interviews Expert judgement	Various communication strategy
To develop a control management plan to monitor and evaluate project outcomes to determine if project is meeting its objectives	Control Management Plan	Secondary: PEMBOK 2017 Primary: field interviews. Document review	Mixed Methodology	Semi-structured interviews Expert judgement	Change request will have to go through clearances and approvals

22. Validation of the work in the field of the regenerative and sustainable development.

Quality Education is the central sustainable goal in the creation of the FGP. The FGP hones the skills used in the Project management Masters and therefore the FGP allows for the opportunity to apply what the student has learned. Therefore, allowing for application of the process as it relates to concepts in regenerative and sustainable development.

APPENDIX 2: FGP WBS



Appendix 3: FGP Schedule

ID	TYPE	SUBJECT	STATUS	2021												2022												2023												2024												2025											
				Q3			Q4			Q1			Q2			Q3			Q4			Q1			Q2			Q3			Q4			Q1			Q2			Q3			Q4																				
				4	7	10	8	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12																		
63	TASK	3.1 Request Reviewer	New	02/18/2022												02/19/2023												3.1 Request Reviewer																																			
68	TASK	4.2 Update of Final Graduation Project	In progress	07/18/2022												01/15/2023												4.2 Update of Final Graduation Project																																			
61	TASK	2.7 Bibliography and Annexes	New	07/18/2022												12/04/2022												2.7 Bibliography and Annexes																																			
53	TASK	1.1.6 Annexes	New	07/18/2022												12/05/2022												1.1.6 Annexes																																			
48	TASK	1.1.1 Charter	In progress	07/18/2022												08/07/2022												1.1.1 Charter																																			
46	TASK	1.1 Final Graduation Seminar	In progress	07/18/2022												07/25/2022												1.1 Final Graduation Seminar																																			
51	TASK	1.1.4 Chapter 2 Theoretical Framework	New	08/08/2022												08/14/2022												1.1.4 Chapter 2 Theoretical Framework																																			
52	TASK	1.1.5 Chapter 3 Methodological Framework	New	08/15/2022												08/21/2022												1.1.5 Chapter 3 Methodological Framework																																			
50	TASK	1.1.3 Chapter 1	New	08/22/2022												08/28/2022												1.1.3 Chapter 1																																			
70	TASK	5.1 Review by Board of Examiners	On hold	09/05/2022												12/01/2022												5.1 Review by Board of Examiners																																			
74	MILESTONE	Assignment of Tutoring	To be sched													09/19/2022																																															
75	MILESTONE	Final Project Management Plan Deliverables	To be sched													09/30/2022												Final Project Management Plan Deliverables																																			
47	TASK	1.1. Final Graduation Project Deliverables	New	09/30/2022												12/01/2022												1.1. Final Graduation Project Deliverables																																			
62	TASK	3 Reading by Reviewer	New	12/09/2022												09/19/2023												3 Reading by Reviewer																																			
76	MILESTONE	Board of examiners evaluation	New													01/02/2023												Board of examiners evaluation																																			

APPENDIX 4: PRELIMINARY BIBLIOGRAPHICAL RESEARCH

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APPENDIX 5: PHILOLOGICAL DICTUM

Castries
Saint Lucia
West Indies

June 02, 2023

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 Jennifer Raphael in partial fulfillment of the requirements for the Master's in Project Management.

I hereby confirm that Jennifer Raphael has made all necessary corrections to the Final Graduation Project document: A Project Management Plan for the Enhancement of Curriculum and Assessment for Primary Schools in Saint Lucia as I have advised. In my opinion, the document meets the literary and linguistic standards expected of a student at that academic level.

I hold a Bachelor's degree in Linguistics from the Universidad Autonoma Metropolitana in Mexico City, Mexico and a Postgraduate Diploma in Methodologies in Teaching Spanish as a Second Language from the Universidad Metropolitana de Ciencias de la Educación in Santiago, Chile with more than a decade of experience as an educator. I believe this suitably qualifies me to make the above assessment.

Sincerely,



Johan Annerville
