

UNIVERSIDAD PARA LA COOPERACION INTERNACIONAL  
(UCI)

PROJECT MANAGEMENT PLAN FOR THE COMMUNITY AFTER-SCHOOL  
PROGRAMME (CASP) IN SAINT LUCIA

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partial fulfillment of the requirements to opt for the  
Master in Project Management (MPM) Degree

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## **DEDICATION**

This thesis is dedicated to the marginalized, impoverished, curious Saint Lucian youth whose futures depend heavily on programmes, such as the Community After-School Programme, for creative exploration in youth-friendly environments that activate goal-oriented thought and progressive life development.

## ACKNOWLEDGMENTS

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## **ABBREVIATIONS AND ACRONYMS**

BTC – Boys’ Training Centre

CARICOM - Caribbean Community

CASP – Community After-School Programme

CRC – Convention on the Rights of the Child

CSU – Community Services Unit

DoSJEHS - Department of Equity, Social Justice, Empowerment and  
Human Services

FGP – Final Graduation Project

FY – Financial Year

GoSL – Government of Saint Lucia

HRDC – Human Resource Development Centre

LIFO – Last in First out Inventory System

M&E – Monitoring and Evaluation

MDGs – Millennium Development Goals

MoSTLGCE – Ministry of Social Transformation, Local Government and  
Community Empowerment

MoE – Ministry with responsibility for Education

MoF – Ministry with responsibility for Finance

MoH – Ministry with responsibility for Health

MPM – Masters in Project Management

NCA – National Conservation Authority

NSPP – National Social Protection Policy

OAS - Organisation of American States

OECS - Organisation of Eastern Caribbean States

PAP – Public Assistance Programme

PMBOK – Project Management Book of Knowledge

PMI – Project Management Institute

SDGs – Sustainable Development Goals

## **ABBREVIATIONS AND ACRONYMS (Cont'd)**

SLHTA - Saint Lucia Hotel and Tourism Association

SRPU – Social Research and Policy Unit

SSDF – Saint Lucia Social Development Fund

STO – Social Transformation Officer

UCI – Universidad para la Cooperacion Internacional

UNDP - United Nations Development Programme

UNICEF - United Nations Children’s Fund

USAID - United States Agency for International Development

WBS – Work Breakdown Structure

## **EXECUTIVE SUMMARY (ABSTRACT)**

The increasing cost of living and social deprivation on the island of Saint Lucia have left a palpable taste of poverty and disillusionment that has increased the reliance of the nation's poor and indigent on assistance from the Ministry or Department of Government responsible for social assistance. The agency under review, currently themed Department of Equity, Social Justice, Empowerment and Human Services (DoESJEHS), Saint Lucia, has been responsible for the poverty reduction, social inclusion and sustainable development mandates for several decades now.

Recognized as the nation's single largest provider of social assistance, the Department provides a series of assistance packages that range from vision, general medical, academic, cash, psychosocial and disaster relief to its clients. The Community After-School Programme (CASP) is a key offering of the Department catered towards youth ages six (6) to sixteen (16). All services are fully established but are continuously adapted to meet the dynamic needs of the populace targeted for various interventions.

Currently, the DoESJEHS, has identified several inefficiencies in its execution of the CASP and this has in part been attributed to the lack of a general appreciation by Ministry Staff for projectized work and inadequate consultation with and subsequent disengagement of stakeholders throughout the various CASP processes. This Project Management Plan will strengthen organizational will; add order to various processes; improve the monitoring and reporting mechanism; provide for the timely engagement of stakeholders, and increase the overall efficiency of the CASP offering to the nation's youth.

The Final Graduation Project general objective was to develop a Project Management Plan for the CASP in Saint Lucia in order to create a methodology for efficient cost planning, resource allocation and adequate stakeholder engagement. The specific objectives were:

- objective 1 - To construct a scope management plan to ensure that the requisite cost planning, resource allocation and stakeholder engagement is done during the project life;
- objective 2 - To create a cost management plan to ensure that a more sustainable cash flow and adequate funds are allocated to the CASP;
- objective 3 - To draft a time management plan to ensure that the planning for the CASP is done within the preapproved times;
- objective 4 - To create a stakeholder management plan to ensure the proper identification, categorization and participation of programme stakeholders; and
- objective 5 - To establish a communications management plan to guarantee the timely production, transferral, monitoring and management of programme information to CASP stakeholders.

The methodology for the research was a combination of all four (4) approaches, namely; analytical, descriptive, qualitative and quantitative methods. A combination of interviews, open ended surveys, literature review exercises, and strategy and process mapping approaches provided for the holistic review of existing processes and resources within the CASP which will be used in the subsequent development of the CASP project management plan. In instances where collated information was not readily available, datasets were physically perused and collated for analysis.

In conclusion, sound stakeholder engagement; efficient resource allocation and financial sustainability have long been identified as under exploited within the existing CASP structure. This primary observation is associated with the absence of projectized approaches to CASP processes and activities; unexplored funding opportunities; a partially inadequate quota of trained and specialized support staff; and a poorly organized staff complement.

The project's scope of work was narrowed subsequent to a rigorous financial planning exercise and as such the establishment of a sales and marketing mechanism was proposed. Strict project timelines were also established to facilitate optimal stakeholder engagement.

It is recommended that the Ministry under study continue CASP improvement efforts through the development of its staff in project management approaches; provision of additional (biopsychosocial) support to CASP registrants; and provision of other supportive sessions for parent(s) or guardian(s) of CASP participants. Furthermore, it is proposed that the Ministry focuses on improvements to the existing CASP procurement processes; CASP project risk assessments and to the provision of high quality service delivery.

## **1. INTRODUCTION**

### **1.1. BACKGROUND**

This research project is based on the Community After-School Programme (CASP) offered by the Department of Equity, Social Justice, Empowerment and Human Services (DoSJEHS), Saint Lucia. This Government Department is currently housed within the Ministry of Equity, Social Justice, Empowerment, Youth Development, Sports, Culture and Local Government along with two (2) other Departments, namely; the Department of Youth Development and Sports and the Department of Local Government and Culture.

#### Ministry Mandate

Currently under review, the policies relating to the Social Safety Net Reform Process facilitate the poverty reduction, social inclusion and sustainable development mandates of the Ministry.

The three (3) key social safety net provisions spearheaded by the DoSJEHS include: resilience training for the disabled; public assistance for the poor and indigent coupled with psychosocial support for their families; and the offering of the CASP for youth of school-going age from deprived circumstances, who are traditionally left alone or poorly supervised during after-school periods. The DoSJEHS is also a critical partner in disaster relief to citizens in times of natural disasters and in mass emergency situations.

#### Institutional Framework

The chart below highlights the relevance of the former Ministry of Social Transformation, Local Government and Community Empowerment (MoSTLGCE), now DoSJEHS, in the coordination of the national social protection agenda. The nomenclature of some of the key stakeholders may have also changed within the last few months, but the general institutional framework and co-responsibilities remains unscathed.

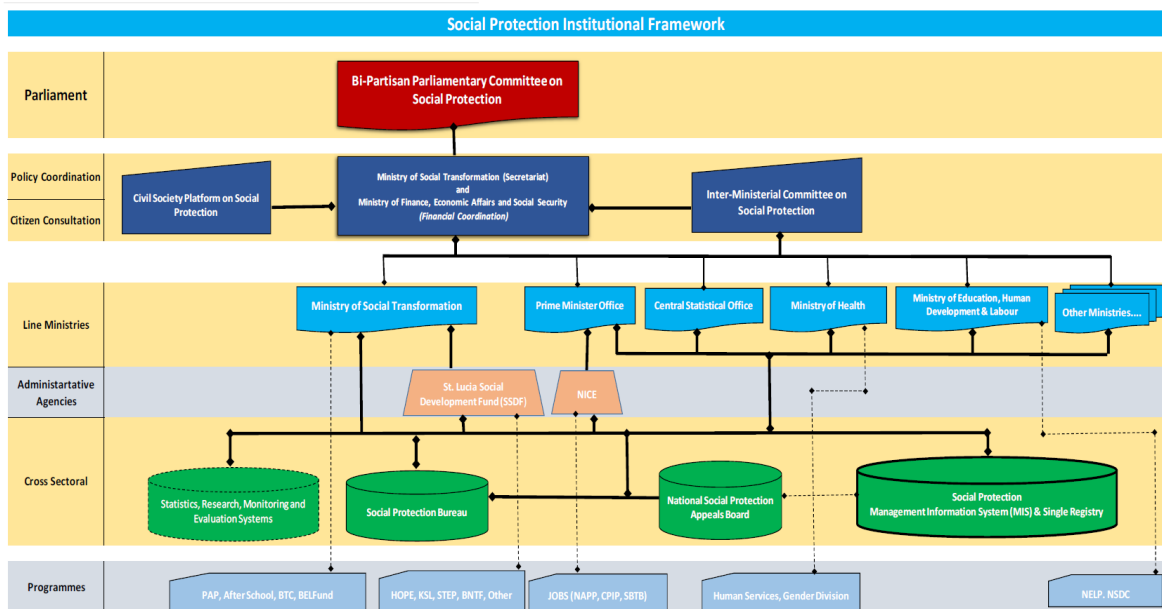


Figure 1: Social Protection Institutional Framework (Source: NSPP, Pg. 31)

Several stakeholders and an equal number of agencies help in the effective provisioning of public assistance to Saint Lucia's poor and indigent citizens. Primary contributors to this CASP, however, are: the Ministry with responsibility for Education (MoE), Private Sector Partners, community groups and local enterprises. The Department's Social Research and Policy Unit (SRPU) oversees the monitoring and evaluation (M&E) of the programme.

### International Partners

The DoESJEHS's projectized work is driven by the conditionalities, frameworks and reporting specifications of their respective donor partners, which include: United States Agency for International Development (USAID); United Nations Children's Fund (UNICEF); United Nations Development Programme (UNDP); Organisation of American States (OAS); Organisation of Eastern Caribbean States (OECS); and Caribbean Community (CARICOM). To increase efficiency in project or programme execution each unit is assigned specific initiatives based on its functional specialisation. Project management teams generally reflect an informal structure and typically comprise the relevant Permanent Secretary, Deputy Director and that unit's respective staff complement.

### Proposed Solution

The student proposes that a project management plan be developed for the CASP of the DoSJEHS. It is believed that a collaborative approach to programming will foster standardization and reap numerous other organizational benefits.

A project management plan will provide a “road map” for project accomplishment by facilitating planning, process reviews and the creation of a central repository for CASP matters. Communication between CASP stakeholders should be improved to foster improved client relationships and allow for risk identification and mitigation. Workflow enhancements will result in positive outcomes and heightened team motivation.

The ultimate goal of this project is to foster the superior performance and improved market placement of the CASP in primary consideration of the project’s triple constraints.

### Process

Currently done on an annual basis, planning for the CASP is facilitated by representatives of the Community Services Unit (CSU) and the SRPU. Aggregate public sector resource allocations determine Centre count and location as well as the terms and conditions for staff contractual arrangements. Each Centre is staffed by a Centre Supervisor, Life Skill Coordinator, Academic Support Facilitator, and a specialised Technical Instructor whose sessions are identified as one of the following tuition areas, including but not limited to: agriculture, music, information communications technology, craft and dance.

A caterer is employed at each Centre to provide a warm nutritious meal to each child on programme execution days. CASP is run on a three (3) day week cycle and registrants are referred by School Principals / Staff and Social Transformation Officers (STOs) based on their financial and social need. Each STO services his / her individual Centre(s) and may intermittently provide administrative support to Centre Supervisors who have the ultimate responsibility for Centre management.

Forms are distributed to selected students and once completed are ultimately returned to the Ministry for database creation and enrolment. The CASP staff recruitment process is finalized and concluded once contracts are signed off on. Staff are given some orientation on the CASP inclusive of basic training in the use of the M&E tools. Centres are identified, booked and stocked. The CASP is then launched. All financial transactions are handled by the Accounts Unit which also facilitates stipend payments and several procurement activities.

## 1.2. STATEMENT OF THE PROBLEM

Traditionally, the DoSJEHS has been the lead agency programming islandwide. The newest of its programme offerings is the CASP and over 900 children have been recipients of that offering over the years.

Emerging operational challenges resultant from the absence of a systematic approach to the management of the CASP have diluted staff efforts and even resulted in the premature closure or downsizing of Programme Centres around the island. These setbacks are most felt by the youth, as they are denied access to vital services, and are left unsupervised, prone to engaging in anti-social practices.



This project management plan is intended to add structure to and improve operational competencies within the CASP. It is anticipated that these changes will foster increased deliverability; heightened interest and commitment of financial partners; renewed staff commitment and palpable reliance on the CASP by the poor and indigent households around Saint Lucia.

#### Opportunity to be seized

This project will help remedy inefficiencies in resource mapping and fulfilment; help with staff development and team cohesion; enhance the service delivery on the part of better selected CASP staff complement; and unearth expansion prospects. So in essence, the opportunities exist for process reorganization and programme growth.

By the implementation of the proposed Final Graduation Project (FGP), the CASP will be better defined and better reporting and analysis of programme outcomes will become trademarks of this DoSJEHS offerings.

### 1.3. PURPOSE

The CASP has lately portrayed certain inefficiencies and several unexplored opportunities for improvement. The absence of a central repository for programme execution and development; adhoc stakeholder engagement processes and poorly sustained accounting assistance from donors impede progress of the programme. The SRPU within the parent Ministry is tasked with the responsibility of overseeing the improved operationalisation of the CASP. The CASP project management plan should facilitate the needed enhanced operational and financial efficiency of the Programme. Various document templates, reports and process plans will also be included herein.

Over One (1) Million Dollars have been spent on the CASP and a major portion of that amount has been covered by the Government of Saint Lucia (GoSL). Regrettably, there appears to be inconsistent regard for the CASP over recent years. This has resulted in highly inconsistent funding allowances being made to the CASP over successive budget periods. It is believed that improved processes and better communication between the policymakers and the staff of the DoESJEHS will result in sustained or even increased allocations and general commitment to the CASP.

Founded on internationally accepted practices, this project management plan, as proposed for the CASP, will be a vital resource for the Department. The correct use of the plan should serve to improve the operational efficiency of the unit, allow for increased stakeholder engagement and provide a financially sustainable product for the benefit of the nation's youth as we nurture them into pragmatic, assertive, progressive, well-rounded youth.

#### 1.4. GENERAL OBJECTIVE

To develop a Project Management Plan for the CASP in Saint Lucia in order to create a methodology for efficient cost planning, resource allocation and adequate stakeholder engagement.

## 1.5. SPECIFIC OBJECTIVES

- 1.5.1 To construct a scope management plan to ensure that the requisite cost planning, resource allocation and stakeholder engagement are done during the project life.
- 1.5.2 To create a cost management plan to ensure that a more sustainable cash flow and adequate funds are allocated to the CASP.
- 1.5.3 To draft a time management plan to ensure that planning for the CASP is done within the preapproved times.
- 1.5.4 To create a stakeholder management plan to ensure the proper identification, categorization and participation of programme stakeholders.
- 1.5.5 To establish a communications management plan to guarantee the timely production, transferral, monitoring and management of programme information to CASP stakeholders.

## 2. THEORETICAL FRAMEWORK

### 2.1 COMPANY/ENTERPRISE FRAMEWORK

#### 2.1.1 COMPANY/ENTERPRISE BACKGROUND

The DoESJEHS is the single largest provider of social assistance to the country's most vulnerable. Saint Lucia is 238 sq. miles in size and was last recorded as being home to nearly 170,000 people (Central Statistics Office, 2011).



Figure 2: Map of Saint Lucia (Source: [http://www.d-maps.com/pays.php?num\\_pay=157&lang=en](http://www.d-maps.com/pays.php?num_pay=157&lang=en))

The second draft of the Saint Lucia National Youth Policy Document describes 'youth' as anyone between the ages of 10 to 35 years. This categorization is accepted nationally as it is assumed that a certain level of autonomy and independence would have been achieved by any individual beyond that age range (Ministry of Education, Human Resource Development, Youth & Sports, 2000).

Saint Lucia's population is predominantly youth based. The last national population and housing census indicated that just about 35% of the population was beyond this age group at that time (CSO, 2011). Alarming, over 50% of Saint Lucia's poor were also defined as being under the age of 20 (Kairi Consultants Limited, 2007).

The multidimensional nature of poverty results in added responsibility for the DoESJEHS and so several other targeted programmes have had to be developed to meet the various needs of our nation's youth.

The CASP caters for youth ages six (6) to sixteen (16) and remains one of the key product offerings of the DoESJEHS. It allows for social risk management through youth-friendly poverty reduction interventions as a social protection mechanism for the most vulnerable. It is a place for positive youth engagement and access to nutritious meals. To date hundreds of children have benefitted from the offering and Table 1 (a few paragraphs below) highlights the reach of the programme in the last three (3) years.

The DoESJEHS is custodian to over forty (40) Human Resource Development Centres (HRDCs). These HRDCs are erected all over the island (see Appendix 4) and are safe communal spaces for the hosting of community meetings, the CASP, sporting activities, fund raising, emergency shelters and venues for the hosting of other local activities. Regrettably however, during financial year (FY) 2015/2016, fifteen (15) CASP centres were operational but nearly half of them were established at academic daytime institution facilities. Numerous HRDCs remain grossly under-utilized and sometimes poorly maintained. It is hoped that the development of this project management plan will facilitate better organized use of these HRDCs.

Development Committees are elected in each community with the primary responsibility of efficient oversight of community activities and coordination of public use of HRDCs within their individual jurisdictions. It is anticipated that a sense of empowerment will be fostered once Development Committee Members are engaged and optimal coordination of centre activities and other related activities will become second nature to these overseers.

### International Covenants

The mandate of the Department actioned through its various social programming components is carved around the concepts of social justice, poverty reduction and alleviation, productivity, self-reliance, environmental sustainability, social inclusion, professional (re)integration, citizen participation and protection of the elderly, vulnerable and differently-abled. Page 12 of the National Social Protection Policy (NSPP, 2015) succinctly highlights the work of the Department as being established on a rights based approach governed by the several international treaties and conventions that Saint Lucia has signed on to over the years. These agreements establish the terms of engagement for the DoSJEHS which sees societal fortification as a right and not mere provisioning.

A vast majority of CASP principles are founded on Articles 3 and 6 of the Convention on the Rights of the Child (CRC). Article 3 speaks to the standards of delivery of services to youth particularly in the areas of staff suitability, competent supervision and overall child health and safety. Article 6 supportingly highlights the need for state involvement in the survival and sustained development of children.

Further to that, the targetted assistance and comprehensive programming of the CASP helps the Department in its realization of Sustainable Development Goal (SDG) 1. A successor to Millenium Development Goal (MDG) 1, this goal speaks to poverty eradication by 2030. Through its programming and intervention mechanisms the prospects for respective households are improved through increased academic accomplishment, goal setting, social inclusivity and improvement in life views. The multidimensional nature of poverty further provides a perfect opportunity for concurrently improving at least four (4) more global targets ahead of the 2030 end date.

### Nomenclature

The GoSL follows a five (5) year general election cycle. Saint Lucia's last General Elections was held on June 6, 2016. Subsequent to elections, the nomenclature of various Ministries and their subsidiary Departments were changed to suit portfolio realignments geared at realizing the new mandate of the incoming administration. As such the DoSJEHS, formally the MoSTLGCE, is currently being restructured to serve an expanded mandate.

### Funding

The GoSL's financial year runs from April to March annually. Budget calls are made by the Ministry of Finance in October of every year and allocations are made to Government Departments thereafter. Once annual approvals are made, monies are disbursed on a quarterly basis and allocations are highly dependent on the outcomes of quarterly allocation meetings facilitated by Finance Officers with respective Ministries. Once approved the funds are released through the Treasury Department and programming is commenced by the various Departments.

Monthly reports of ongoing work must be submitted to Department Heads who in turn make their summary submissions to the Ministry of Finance. Expenditure is coordinated in the case of the CASP so that funds once received from the private sector and international donor agencies are pooled to support the expansion and dynamic facilitation of the youth-friendly programme. Traditional private sector partners include the Saint Lucia Hotel and Tourism Association (SLHTA), and the Republic of China (on Taiwan).

The budgetary allocations for the CASP have fluctuated over the years. An improved structure is the intended outcome of this project management plan through the added transparency, engagement and accountability of the Department's efforts. It is also believed that this will result in increased support from the GoSL and other donor agencies for the expansion of the CASP.

Over the years, staffing and student complement quotas have had to be reduced so as not to further compromise the quality of the product offering as funding fluctuated (See Table 1 Below). As such, over the years, several needy communities remained under or unserved.

Chart 1: Student Enrollment Patterns for CASP for the period April 2013 to March 2016

<b>FINANCIAL YEAR</b>	<b>CASP CENTRE COUNT</b>	<b>CENTRE CAPACITY</b>	<b>AGGREGATE STUDENT ENROLLMENT</b>
2013/2014	12	50	600
2014/2015	8	40	320
2015/2016	15	35	525

(Source: Deputy Director for Social Transformation, DoSJEHS)



## 2.1.2 MISSION AND VISION STATEMENTS

Prior to the General Elections of June 6, 2016, the then MoSTLGCE began stakeholder consultations towards the development of the Ministry's Strategic Plan. A vast amount of work has been done on this document and for the first time, efforts were made towards the establishment of several internal processes and core competency development for staff.

The last version of the Ministry's Strategic Plan is currently in draft form. Additional works should soon recommence once the various components of the new Departmental arrangements are confirmed. The draft plan speaks to, inter alia, the revising of the Department's current Mission Statement and the drafting of a Vision Statement which never existed previously.

### Mission Statement

The Ministry of Equity, Social Justice, Empowerment, Youth Development, Sports and Local Government (2016) on its website coined the Mission Statement as “to promote, support and facilitate the participation, development and organization of our people, in utilizing their resources to effect self-directed change towards the economic, social, cultural, political and spiritual advancement of themselves, their communities and the nation.”

### Vision Statement

The latest version of the Strategic Plan does however capture the intended inclusions for the Department's Vision Statement based on contributions from staff and other key stakeholders. Renard (2016) describes the intended vision as follows:

The Ministry has a vision of a Saint Lucian society based on the principles of social justice and equity, from which extreme poverty would have been eradicated and all forms of poverty significantly reduced, in which vulnerable citizens – including children, the elderly and people living with disabilities, are adequately protected – and in which there is no discrimination based on gender, culture, religion or sexual orientation. It envisions a society where people can live peacefully and in security, feeling safe from the threats of violence and disasters. (p. 2)

### 2.1.3 ORGANIZATIONAL STRUCTURE

While the recent General Elections has resulted in expressions of intent to revamp existing processes and staff assignments, the pre-election administrative structure remains pending official communication from the new management of the DoESJEHS. Figure 3 highlights the current administrative arrangements that exist within the Department.

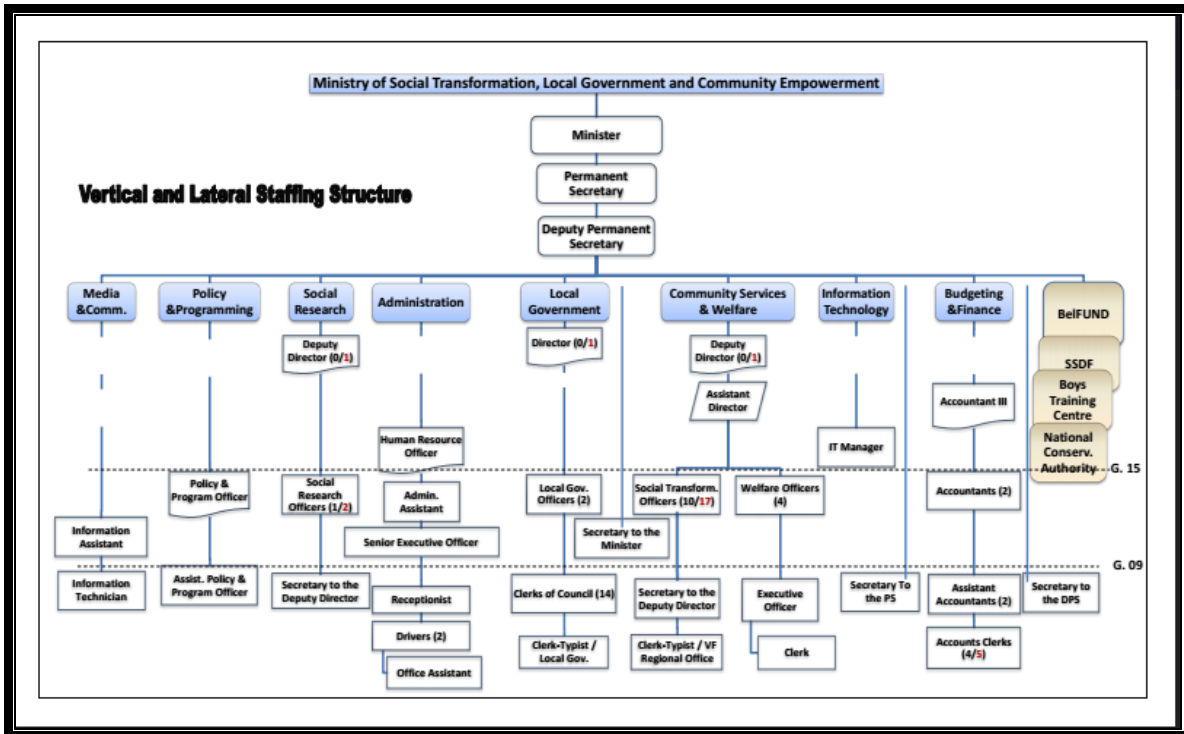


Figure 3: Organizational Structure of the DoESJEHS (Source: Internal Managerial Documentation)

The main units within the DoESJEHS include Administration, Local Government, and Community Services and Welfare. The Administrative Unit is further decomposed into the Accounts, Communications, Information Technology, Social Research, Policy and Programming Sub-units.

Operational oversight for all Department work is currently provided by the Permanent Secretary while policy direction is provided by the Minister. A Director heads the Local Government Section and two (2) other Deputy Directors manage the SRPU and CSU respectively.

The Community Services and Welfare Units are led by the Deputy Director, Social Transformation and are responsible for the operationalizing of the CASP. This work is primarily overseen by the Social Transformation and Welfare Officers who are field officers assigned to various constituencies around the island. The SRPU, serves the entire Ministry but for the purposes of the FGP, provides administrative and monitoring and evaluation guidance for the processes, and remains highly integrated into the CASP structure. The Communications Unit assists with the dissemination of information of all Departmental engagements including occurrences within the CASP. The Information Communication Technology and Accounts Units oversee the information communication technology and finance portfolios vital to the proper functionality of the CASP.

The work of the Department has attracted much attention and as such several public and private sector partners have now become medium to long term contributing partners in many of the Department's efforts.

The total staff complement of the Ministry of Equity, Social Justice, Empowerment, Youth Development, Sports, Culture and Local Government is over 300 persons, inclusive of the staff at our allied agencies: namely the Boys' Training Centre (BTC), Saint Lucia Social Development Fund (SSDF), National Conservation Authority (NCA) and Belfund. Regrettably however, the STO staff complement is vastly below what is required for effective programme execution and community mobilization, and so further reliance has been placed on other units, such as the Research Unit, for assistance with CASP implementation.

It is expected however that several changes may occur within the next few months in keeping with the plans of the incoming administration that is hoped will help remedy the existing human resource shortfall.

#### 2.1.4 PRODUCTS OFFERED

The DoESJEHS Saint Lucia offers several social assistance and community development programmes and projects. The main interventions spearheaded by the Department include:

- CASP
- Disaster Assistance
- Public Assistance Programme (PAP) – a conditional cash transfer product for poor households with disabled, children and the elderly. These beneficiaries also get burial, vision, medical, educational and general financial assistance.
- Koudmen Ste Lisi – a set of psychosocial and family support services for poor and indigent households.
- Community Development and Resilience Training for the differently abled and cohorts of community development practitioners

### 2.2 PROJECT MANAGEMENT CONCEPTS

#### 2.2.1 PROJECT

A Guide to the Project Management Body of Knowledge (PMBOK) 5<sup>th</sup> Edition describes a project as “a temporary endeavour undertaken to create a unique product, service or result” (Project Management Institute, 2013). For the purposes of this Final Graduation Project (FGP), this project speaks to the development of a project management plan for the CASP.

The CASP is an offering of the DoESJEHS, and like several other Government agencies, the Department does not follow a projectized structure. Most of DoESJEHS’ officers serve in technical roles but remain particularly peripheral in their approach to formal project development. There remains a general sense of concern about time, scope, cost and communications constraints but no fulltime, structured approach to project work exists within the DoESJEHS.

The ongoing academic development of the plan for CASP Project runs for the duration of the FGP and so should be fully developed by February 2017.

### 2.2.2 PROJECT MANAGEMENT

Project management is defined in the PMBOK as “the application of knowledge, skills, tools, and techniques to project activities to meet the project requirements” (PMI, 2013). This is accomplished through the synchronisation blending of 47 project management processes that are categorized into five (5) process groups namely; initiate, plan, execute, monitor and control and close.

The DoESJEHS has no formal project structure. As such, no project management office structure exists to oversee the Department’s several initiatives. Currently, projects are managed by the Unit whose mandate is most in sync with the mandate to be fulfilled and as such a Deputy Director or Unit Head may spearhead initiatives as he / she deems fit.

Through stakeholder engagement, the project management plan will serve to educate the key stakeholders of the intended outcomes for this FGP as well as educate them on best practices. This should certainly serve well to help foster Departmental cohesion, programme portfolio expansion and organizational growth.

### 2.2.3 PROJECT LIFE CYCLE

The Project Life Cycle is framed as “the series of phases that a project passes through from its initiation to its closure” (PMI, 2013). The book goes on to refer to the life cycle phases as being sequential, phased and highly derivative of the organizational needs at the time of project implementation. It is also a straightforward context for project management and is generally very specific in intention.

The general process for the CASP as it stands is as follows:

- Project Origination – At the commencement of every financial year, several internal meetings are held, traditionally between staff of the Research, Community Services and Finance Units. Approved budgetary allocations are discussed and subsequently Centre assignments and participant capacity is finalized. The programme outline is proposed. Schools and communities are informed of the intention to open the offering.
- Project Organization – Programme details are further decomposed internally. Final menu, syllabi, staffing and resource allocation decisions are made and communicated to relevant stakeholders, particularly the STOs who will oversee the respective Centres. The SRPU finalizes all monitoring and evaluation (M&E) document templates and CASP staff are trained in the M&E tools and in the effective integration of soft skills into programme components. Registration and consent forms are distributed by school teachers and STOs and are completed by parents.
- Project Implementation – Supplies are distributed, stations are manned, students report to Centres with completed registration forms and the programme is taught. Skills are sharpened and knowledge is expanded while pro-social friendships are forged. STOs support efforts at their assigned Centres and provide guidance to Centre Supervisors as necessary. Monies are disbursed to cover operation costs, supplies and salaries.

- Project Termination – Once the financial year is concluded and monies are exhausted the programme is closed.

#### 2.2.4 PROJECT MANAGEMENT PROCESSES

The PMBOK Guide 5<sup>th</sup> Edition defines project management processes as processes that “ensure the effective flow of the project throughout its life cycle” (PMI, 2013). Assigned to one of each of the five (5) process groups, processes span each of the ten (10) knowledge areas.

The DoESJEHS as a functional organization, generally does not subscribe to these formal templates. It is hoped that the development of the FGP will help integrate this most vital structure into the Department’s workflow.

#### 2.2.5 PROJECT MANAGEMENT KNOWLEDGE AREAS

There are ten (10) knowledge areas used in project management. The Department generally does not officially subscribe to this ordered format of project planning, execution and closure. However components of this model are integrated into the general operations.

The FGP will help bring focus and full clarity to the five (5) knowledge areas most pertinent to the realization of this project’s objectives, namely:

- Scope Management will ensure that only the required work will be done to ensure successful CASP implementation.
- Cost Management will help ensure that work is completed within the approved time allowances for the CASP.
- Time Management will help with the timely realization of CASP objectives.



- Stakeholder Management will ensure that everyone who is impacted by or can affect the CASP offering is identified, engaged (in a timely fashion) to ascertain his / her expectations and real impact on intended outcomes; and the subsequent development of mitigation plans to reduce negative interference by the lot.
- Communication Management is vital for the timely and proper propagation of all CASP information.

### 3. METHODOLOGICAL FRAMEWORK

#### 3.1 INFORMATION SOURCES

**Information Sources** are “the means by which a person is informed about something or knowledge is availed to someone, a group of people or an organization.”

([karibouconnections.net/medlibafrica/training\\_module/pdf/module1.pdf](http://karibouconnections.net/medlibafrica/training_module/pdf/module1.pdf))

##### 3.1.1 PRIMARY SOURCES

**Primary Sources** “provide the original materials on which other research is based and enable students and other researchers to get as close as possible to what actually happened during a particular event or time period.”

(<http://www.sccollege.edu/Library/Pages/primarysources.aspx>)

For this project several primary approaches will be used by staff of the DoESJEHS who are directly involved in CASP related activities.

##### 3.1.2 SECONDARY SOURCES

**Secondary Sources** “describe, discuss, interpret, comment upon, analyze, evaluate, summarize, and process primary sources.”

(<http://www.sccollege.edu/Library/Pages/primarysources.aspx>)

For this project, all documentation related to the CASP will be considered and revised particularly concerning the best practices identified in other local, regional and international After-school Programmes.

**Chart 2 Information Sources (Source: Author of the study)**

<b>Objectives</b>	<b>Information sources</b>	
	<b>Primary</b>	<b>Secondary</b>
To construct a scope management plan to ensure that the requisite cost planning, resource allocation and stakeholder engagement are done during the project life.	Interview, Observation, Internet Communications on email, Photographs, Books, Magazines, Newspaper Articles, Advertisements published at the time, Speeches and Oral Histories, Official and Unofficial Records of Organizations and GoSL Agencies, Technical Reports, OPA	Previous Research, Mass Media, Products, Letters, Government Reports, Web Information, Historical data and information, Reference Books, Articles from magazines, journals, and newspapers after the event, Literature Reviews, Review Articles, Works of Criticism and Interpretation, Commentaries and Treatises, Textbooks, Indexes, Abstracts
To create a cost management plan to ensure that a more sustainable cash flow and adequate funds are allocated to the CASP.	Interview, Action Research, Questionnaires, Internet Communications on email, Research Data, Official and Unofficial records of Organizations and GoSL Agencies especially Accounting Records, Technical Reports, OPA	Previous Research, Official Statistics, Mass Media, Products, Diaries, Letters, Government Reports, Web Information, Historical data and information, Bibliographies, Reference Books, Articles from magazines, journals, and newspapers after the event, Literature Reviews, Review Articles, Works of Criticism and Interpretation, Commentaries and Treatises, Textbooks

<b>Objectives</b>	<b>Primary Sources</b>	<b>Secondary Sources</b>
To draft a time management plan to ensure that planning for the CASP is done within the preapproved times.	Interview, Observation, Case Studies, Official and Unofficial Records of Organizations and GoSL Agencies, OPA	Previous Research, Official Statistics, Mass Media, Products, Diaries, Letters, Government Reports, Web Information, Historical data and information, Bibliographies, Reference Books, Articles from magazines, journals, and newspapers after the event, Literature Reviews, Review Articles, Works of Criticism and Interpretation, Commentaries and Treatises, Textbooks
To create a stakeholder management plan to ensure the proper identification, categorization, communication and participation of programme stakeholders.	Interview, Observation, Action Research, Case Studies, Questionnaires, Correspondence, Internet Communications on Email, Newsgroups, Books, Newspaper Articles, Official and Unofficial records of Organizations and GoSL Agencies, Video recordings, Technical Reports, OPA	Previous Research, Official Statistics, Mass Media, Products, Diaries, Letters, Government Reports, Web Information, Historical data and information, Bibliographies, Reference Books, Articles from magazines, journals, and newspapers after the event, Review Articles, Works of Criticism and Interpretation, Commentaries and Treatises, Textbooks

<b>Objectives</b>	<b>Primary Sources</b>	<b>Secondary Sources</b>
To establish a communications management plan to guarantee the timely production, transferal, monitoring and management of programme information to CASP stakeholders.	Interview, Observation, Questionnaires, Correspondence, Internet Communications, Books, Newspaper Articles, GoSL documents, Technical Reports, Scientific Journal Articles, Organizational Process Assets (OPA)	Previous Research, Letters, GoSL Reports, Web Information, Reference Books, Text books

## 3.2 RESEARCH METHODS

### 3.2.1 QUALITATIVE RESEARCH

As explained by Creswell (2013), the **qualitative research** approach “involves emerging questions and procedures, data typically collected in the participant’s setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data.”

### 3.2.2 QUANTITATIVE RESEARCH

In 2013, Creswell’s research defined the **quantitative research** approach as “testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures.”

### 3.2.3 ANALYTICAL RESEARCH

Kothari (2004) described **analytical research** thus “the researcher has to use facts or information already available, and analyze these to make a critical evaluation of the material.”

### 3.2.4 DESCRIPTIVE RESEARCH

In 2004, Kothari referred to **descriptive research** as “surveys and fact-finding enquiries of different kinds.” He went on to say, “the major purpose of descriptive research is description of the state of affairs as it exists at present.”

**Chart 3 Research Methods (Source: Author of the study)**

Objectives	Research methods			
	Qualitative Research Method	Quantitative Research Method	Analytical Research Method	Descriptive Research Method
To construct a scope management plan to ensure that the requisite cost planning, resource allocation and stakeholder engagement are done during the project life.	This method provides insight into various key components of this knowledge area; is a basis for further research and offers an indication of how and why decisions are made about scope management.	This unbiased, methodical sampling method analyses statistical records to describe variables to determine contributory proceedings between causal scope factors and to facilitate the best projections of future outcomes in this knowledge area.	This method facilitates the collation of information or literature pertinent to the CASP to evaluate the introduction of more sustainable scope management processes.	This method will provide a thorough explanation of the numerous components of the scope management plan, as they presently exist.

Objectives	Qualitative	Quantitative	Analytical	Descriptive
<p>To create a cost management plan to ensure that a more sustainable cash flow and adequate funds are allocated to the CASP.</p>	<p>This method provides insight into various key components of this knowledge area; is a basis for further research and offers an indication of how and why decisions are made about cost management.</p>	<p>This unbiased, methodical sampling method analyses statistical records to describe variables to determine contributory proceedings between causal cost factors and to facilitate the best projections of future outcomes in this knowledge area.</p>	<p>This method facilitates the collation of information or literature pertinent to the CASP to evaluate the introduction of more sustainable cost management processes.</p>	<p>This method will provide a thorough explanation of the numerous components of the cost management plan, as they presently exist.</p>



Objectives	Qualitative	Quantitative	Analytical	Descriptive
<p>To draft a time management plan to ensure that planning for the CASP is done within the preapproved times.</p>	<p>This method provides insight into various key components of this knowledge area; is a basis for further research and offers an indication of how and why decisions are made about time management.</p>	<p>This unbiased, methodical sampling method analyses statistical records to describe variables to determine contributory proceedings between causal time factors and to facilitate the best projections of future outcomes in this knowledge area.</p>	<p>This method facilitates the collation of information or literature pertinent to the CASP to evaluate the introduction of more sustainable time management processes.</p>	<p>This method will provide a thorough explanation of the numerous components of the time management plan, as they presently exist.</p>

Objectives	Qualitative	Quantitative	Analytical	Descriptive
<p>To create a stakeholder management plan to ensure the proper identification, categorization, communication and participation of programme stakeholders.</p>	<p>This method provides insight into various key components of this knowledge area; is a basis for further research and offers an indication of how and why decisions are made about stakeholder management.</p>	<p>This unbiased, methodical sampling method analyses statistical records to describe variables to determine contributory proceedings between causal stakeholder factors and to facilitate the best projections of future outcomes in this knowledge area.</p>	<p>This method facilitates the collation of information or literature pertinent to the CASP to evaluate the introduction of more sustainable stakeholder management processes.</p>	<p>This method will provide a thorough explanation of the numerous components of the stakeholder management plan, as they presently exist.</p>

<b>Objectives</b>	<b>Qualitative</b>	<b>Quantitative</b>	<b>Analytical</b>	<b>Descriptive</b>
To establish a communication management plan to guarantee the timely production, transferal, monitoring and management of programme information to CASP stakeholders.	This method provides insight into various key components of this knowledge area; is a basis for further research and offers an indication of how and why decisions are made about communication management.	This unbiased, methodical sampling method analyses statistical records to describe variables to determine contributory proceedings between causal communication factors and to facilitate the best projections of future outcomes in this knowledge area.	This method facilitates the collation of information or literature pertinent to the CASP to evaluate the introduction of more sustainable communication management processes.	This method will provide a thorough explanation of the numerous components of the communication management plan, as they presently exist.

### 3.3 TOOLS

#### 3.3.1 TOOLS

The PMI (2013) on page 565 describes a **tool** as “something tangible, such as a template or software programme, used in performing an activity to produce a product or result.”

**Chart 4 Tools (Source: Author of the study)**

Objectives	Tools
<p>To construct a scope management plan to ensure that the requisite cost planning, resource allocation and stakeholder engagement are done during the project life.</p>	<p>Plan Scope Management</p> <ul style="list-style-type: none"> <li>• Expert Judgment</li> <li>• Meetings</li> </ul> <p>Collect Requirements</p> <ul style="list-style-type: none"> <li>• Focus Groups</li> <li>• Group Decision-making Techniques</li> <li>• Document Analysis</li> </ul> <p>Define Scope</p> <ul style="list-style-type: none"> <li>• Expert Judgment</li> <li>• Facilitated Workshops</li> </ul> <p>Create WBS</p> <ul style="list-style-type: none"> <li>• Decomposition</li> <li>• Expert Judgment</li> </ul> <p>Validate Scope</p> <ul style="list-style-type: none"> <li>• Inspection</li> <li>• Group Decision-making Techniques</li> </ul> <p>Control Scope</p> <ul style="list-style-type: none"> <li>• Variance Analysis</li> </ul>

<p>To create a cost management plan to ensure that a more sustainable cash flow and adequate funds are allocated to the CASP.</p>	<p>Plan Cost Management</p> <ul style="list-style-type: none"> <li>• Expert Judgment</li> <li>• Meetings</li> </ul> <p>Estimate Costs</p> <ul style="list-style-type: none"> <li>• Expert Judgment</li> <li>• Bottom-up estimating</li> </ul> <p>Determine Budgets</p> <ul style="list-style-type: none"> <li>• Cost Aggregation</li> <li>• Reserve Analysis</li> <li>• Expert Judgment</li> </ul> <p>Control Costs</p> <ul style="list-style-type: none"> <li>• Reserve Analysis</li> </ul>
<p>To draft a time management plan to ensure that planning for the CASP is executed within the preapproved times.</p>	<p>Plan Schedule Management</p> <ul style="list-style-type: none"> <li>• Expert Judgment</li> </ul> <p>Define Activities</p> <ul style="list-style-type: none"> <li>• Decomposition</li> <li>• Rolling Wave Planning</li> <li>• Expert Judgment</li> </ul> <p>Sequence Activities</p> <ul style="list-style-type: none"> <li>• Dependency Determination</li> </ul> <p>Estimate Activity Durations</p> <ul style="list-style-type: none"> <li>• Expert Judgment</li> <li>• Reserve Analysis</li> </ul>

	<p>Develop Schedule</p> <ul style="list-style-type: none"> <li>• Schedule Compression</li> </ul>
<p>To create a stakeholder management plan to ensure the proper identification, categorization, communication and participation of programme stakeholders.</p>	<p>Identify Stakeholders</p> <ul style="list-style-type: none"> <li>• Stakeholder Analysis</li> <li>• Expert Judgment</li> <li>• Meetings</li> </ul> <p>Plan Stakeholder Management</p> <ul style="list-style-type: none"> <li>• Expert Judgment</li> <li>• Meetings</li> <li>• Analytical Techniques</li> </ul> <p>Manage Stakeholder Engagement</p> <ul style="list-style-type: none"> <li>• Communication Methods</li> <li>• Interpersonal Skills</li> <li>• Management Skills</li> </ul> <p>Control Stakeholder Engagement</p> <ul style="list-style-type: none"> <li>• Expert Judgment</li> <li>• Meetings</li> </ul>
<p>To establish a communications management plan to guarantee the timely production, transferal, monitoring and management of programme information to CASP stakeholders.</p>	<p>Plan Communications</p> <ul style="list-style-type: none"> <li>• Communication Requirements Analysis</li> <li>• Communication Methods</li> </ul> <p>Manage Communications</p> <ul style="list-style-type: none"> <li>• Communication Methods</li> </ul> <p>Control Communications</p> <ul style="list-style-type: none"> <li>• Expert Judgment</li> </ul>

### 3.4 ASSUMPTIONS AND CONSTRAINTS

#### 3.4.1 ASSUMPTION

An **assumption** is defined as “A factor in the planning process that is considered to be true, real, or certain, without proof or demonstration.” (PMI, 2013, p. 529).

#### 3.4.2 CONSTRAINTS

A **constraint** is defined as “a limiting factor that affects the execution of a project, programme, portfolio, or process.” (PMI, 2013, p. 533)

**Chart 5 Assumptions and Constraints (Source: Author of the study)**

Objectives	Assumptions	Constraints
<p>To construct a scope management plan to ensure that the requisite cost planning, resource allocation and stakeholder engagement are done during the project life.</p>	<ul style="list-style-type: none"> <li>• It is assumed that the work to be accomplished, as will be identified by stakeholders, will be adequately catered for in this plan.</li> <li>• It is assumed that the Ministry, as lead agency, will be supportive and instrumental in the facilitation of works related to the development of the scope management.</li> <li>• It is assumed that the work necessary for the realization of this component of the management plan will be executed effectively by relevant stakeholders.</li> <li>• It is assumed that the work within this plan will become institutionalized within the Ministry’s mandate.</li> </ul>	<ul style="list-style-type: none"> <li>• A substantial amount of work has to be collated in a short space of time.</li> </ul>

Objectives	Assumptions	Constraints
<p>To create a cost management plan to ensure that a more sustainable cash flow and adequate funds are allocated to the CASP.</p>	<ul style="list-style-type: none"> <li>• It is assumed that the Ministry will continue to oversee the finances of the CASP with full financial prudence.</li> <li>• It is assumed that the Government of Saint Lucia will commit to the provision of a sustained source of funds for the CASP.</li> <li>• It is assumed that the private sector will continue to support the CASP financially.</li> <li>• It is assumed that the Accounts Unit will be ready and able to provide all necessary financial records to facilitate the student in the completion of this management plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete recordkeeping for past CASP transactions has not always been practiced.</li> <li>• Funding for the CASP has traditional fluctuated erratically over the past few years.</li> <li>• The private sector is not always eager to fund Government initiatives.</li> </ul>
<p>To draft a time management plan to ensure that planning for the CASP is done within the preapproved times.</p>	<ul style="list-style-type: none"> <li>• It is assumed that the proposed time for the CASP pilot will be adequate for full project implementation to facilitate adequate impact on the youth.</li> <li>• It is assumed that implementing stakeholders will work expeditiously to ensure the timely preparation for and execution of their respective tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Delays in Government processes may impede project progress.</li> </ul>



Objectives	Assumptions	Constraints
<p>To create a stakeholder management plan to ensure the proper identification, categorization, communication and participation of programme stakeholders.</p>	<ul style="list-style-type: none"> <li>• It is assumed that all relevant stakeholders will be interested and available during the upcoming weeks to engage in frank discussion on the CASP.</li> <li>• It is assumed that the student will shortlist CASP stakeholders to ensure adequate representation of their concerns, affinities and requirements in subsidiary plans.</li> </ul>	<ul style="list-style-type: none"> <li>• Several stakeholders may not be available for discussion during the proposed timelines.</li> <li>• Not all stakeholders may be identified during the short planning period.</li> </ul>
<p>To establish a communications management plan to guarantee the timely production, transferal, monitoring and management of programme information to CASP stakeholders.</p>	<ul style="list-style-type: none"> <li>• It is assumed that pertinent CASP information will be communicated to the key stakeholders in a clear, concise and timely manner.</li> <li>• It is assumed that the Communications Unit at the DoESJSHS will collate and provide all relevant information to facilitate the development of this subsidiary plan.</li> <li>• It is assumed that information communicated during this planning process will be adequately comprehended, translated and acted upon by stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>• The Communications Unit of the DoESJEHS may not have a preexisting communication plan that can be adapted for inclusion in the plan</li> </ul>

### 3.5 DELIVERABLES

#### 3.5.1 DELIVERABLES

A deliverable is defined as “any unique and verifiable product, result, or capability to perform a service that is required to be produced to complete a process, phase, or project.” (PMI, 2013, p. 537)

**Chart 6 Deliverables (Source: Author of the study)**

Objectives	Deliverables
To construct a scope management plan to ensure that the requisite cost planning, resource allocation and stakeholder engagement are done during the project life.	Scope Management Plan
To create a cost management plan to ensure that a more sustainable cash flow and adequate funds are allocated to the CASP.	Cost Management Plan
To draft a time management plan to ensure that planning for the CASP is done within the preapproved times.	Time Management Plan
To create a stakeholder management plan to ensure the proper identification, categorization, and participation of programme stakeholders.	Stakeholder Management Plan
To establish a communications management plan to guarantee the timely production, transferal, monitoring and management of programme information to CASP stakeholders.	Communications Management Plan

## 4. RESULTS

### 4.1 CASP SCOPE MANAGEMENT PLAN

#### 4.1.1 CASP SCOPE MANAGEMENT PLAN

##### INTRODUCTION

This Scope Management Plan will ensure that the requisite cost planning, resource allocation and stakeholder engagement are done during the May 2017 pilot execution of the CASP in Monchy, Gros Islet, Saint Lucia. In planning the scope of CASP we will ensure that all requisite tasks are accomplished while unsanctioned work is excluded through the use of a collection of processes with associated tools. By so doing, the plan shall speak to how the work of the newly re-established CASP will be managed (by whom), outlined, guided, improved and confirmed.

The scope of the work to be accomplished (towards the improvement of the CASP) includes processes for: the efficient planning of and allowance for projected CASP related expenditure; the most representative and timely allocation of resources for the Monchy CASP Centre and the timely, sustained and representative engagement of CASP stakeholders over the project life.

The project will be hosted at the Monchy Primary School, Gros Islet, Saint Lucia during the month of May 2017 and will accommodate fifty (50) students. An additional allowance of three (3) weeks for planning and outfitting of the Monchy Centre ahead of programme commencement is envisaged. Finally, another week will be needed for Centre clean up and for the monitoring and evaluation of CASP staff and student findings. As such, the entire project will run for a period of eight (8) weeks from April 10, 2017 to June 6, 2017.

Financial contributions for the CASP for this period have been estimated at XCD\$6,450.00 with sessions organised for underprivileged youth three (3) days a week. Youth will be exposed to Academic Support, Life Skills and Music classes at a Centre supported by a complement of five (5) contracted members of staff.

The scope of the work in this project is limited to a financially sustainable, efficiently stocked and catered for Centre and for the real time involvement of programme stakeholders in the outcomes of the CASP. No extensive or deliberate work related to procurement, risk assessment, human resources, or quality of/for the CASP will be pursued in this project. This plan also does not speak to the identification and registration of CASP participants, venue identification and booking, staff recruitment, menu selection, Steering committee installation, etcetera

#### 4.1.2 SCOPE MANAGEMENT APPROACH

The four (4) planning processes will be conducted during the last week of April 2017 (ahead of the proposed commencement date) for:

- Plan Scope Management using Expert Judgment and Meetings with CASP stakeholders;
- Collect requirements using Focus Group Decisions, Group Decision-making Techniques (unanimity) and through the Analysis of a series of Organization Process Assets accumulated by DoSJEHS over years of programme implementation;
- Define Scope using the Institutional Knowledge of the in-house Experts and through facilitated workshops for key CASP stakeholders; and
- Create Work Breakdown Structure (WBS) through the use of Decomposition and Expert Judgment Techniques.

Comparatively, the two (2) monitoring and controlling processes are conducted at various points along the project timelines (inclusive of the stage of project closure) as follows:

- Validate Scope through Inspection and Group Decision-Making Techniques; and
- Control Scope through Variance Analysis Techniques.

The scope of this project is defined by the Work Breakdown Structure (WBS), WBS Dictionary and Scope Statement. The development of this CASP Project Management Plan will be the responsibility of the Project Manager in consultation with necessary stakeholders.

The National Steering Committee which comprises the Project Manager, Project Sponsor or Ministry with responsibility for Finance Representative (MoF), Ministry with responsibility for Education Representative (MoE), Ministry with responsibility for Health Representative (MoH) and Deputy Director, DoSJEHS will manage Project Scope measurement documentation templates for their subsequent assessment and approval of project works.

Requests for changes in Project Scope may be initiated by any Steering Committee Member or by extension a Project Team Member. All change requests will be submitted to and evaluated by the Project Manager for the estimation and evaluation of the impact of the requested changes on project costs and timelines. Upon acceptance by the Project Manager the rest of the National Steering Committee complement, led by the Project Sponsor, will now serve as the CASP's Change Control Board. This Board will be engaged for secondary approval. Once granted, the Project Manager communicates the Scope Change to stakeholders and updates all related documents. The Project Sponsor will consider feedback and input from stakeholders, especially that of the Project Manager, and will accept the final project.

### 4.1.3 ROLES AND RESPONSIBILITIES

Several individuals will be instrumental to the management of the scope process of the CASP. Identified in the chart below, the roles of key stakeholders are explained to ensure that all approved work and only that work is undertaken during the life cycle of the project.

**Chart 7 Scope Management Roles and Responsibilities**  
(Source: Author of the study)

Role	Description
Project Sponsor	<ul style="list-style-type: none"> <li>• Has overall accountability for the project</li> <li>• Provides financial resources (in cash or kind) for the project</li> <li>• Ensures that the project delivers the agreed business benefits and remains a viable business proposition</li> <li>• Involved from project initiation to closure</li> <li>• Works with Project Manager on project definition exercises</li> <li>• Approves key project deliverables</li> <li>• Deals directly with the Project Manager</li> <li>• Serves as an escalation path for matters beyond the control of the Project Manager and so is part of the project (management) team</li> <li>• Actively reviews the project and authorizes go/no-go decisions, scope changes and end-phase reviews (especially in the case of high-risk project components)</li> <li>• Provides additional funds for scope change</li> <li>• Leads the National Steering Committee or Project Board</li> </ul>
Project Manager	<ul style="list-style-type: none"> <li>• Manages all competing project requirements and assigned resources and leads the Project Team</li> <li>• Integrally involved in project planning, controlling and monitoring</li> <li>• Responsible for accomplishing project objectives and all associated outcomes within scope, cost, time and quality specifications</li> <li>• Develops the project management plan with the Project Team</li> <li>• Reviews and prioritizes project work plans as deemed necessary for timely completion of tasks</li> <li>• Participates in the approval of the project plan and deliverables</li> <li>• Critical in the assessment of organizational culture and the applicability of projectized approaches</li> <li>• Collates and communicates project specific information to stakeholders especially the Steering Committee</li> <li>• Detects, monitors and responds to project risk</li> <li>• Receives information from and reports to Project Sponsor</li> <li>• Secures acceptance and approval of deliverables, firstly from Project Sponsor then from other key stakeholders</li> <li>• Escalates issues that cannot be resolved by the Project Team to the Project Sponsor</li> </ul>

Project Team	<ul style="list-style-type: none"> <li>• Specifically assigned to work on the project during specific phases or throughout the project duration</li> <li>• May have specific roles for the specialized completion of various administrative or technical tasks as outlined in the project plan</li> <li>• Directed by the Project Manager</li> <li>• In large teams, some may serve as Team Leaders responsible for certain aspects of the project plan / project deliverables</li> <li>• Identifies and escalates policy issues to Team Leader or Project Manager for appropriate referral</li> </ul>
National Steering Committee	<ul style="list-style-type: none"> <li>• Provides policy and functional direction, leadership, assists in conflict resolution, and supervision to the project</li> <li>• May assume responsibility for further project related matters based on project organization e.g. fund sourcing and resource contributions</li> <li>• Stakeholder group representatives (possibly at management level) with vested interest in project outcomes</li> <li>• Involved in project oversight and general control</li> <li>• Independently or jointly are the champions of the project and its deliverables at the senior level within their respective organizations</li> <li>• Resolves issues escalated by the Project Manager or Project Team</li> <li>• Approves project deliverables and scope changes, implementation and work plans, milestones and prioritizes project goals</li> </ul>
Community of Monchy	<ul style="list-style-type: none"> <li>• Identifies product or service needs</li> <li>• Participates in defining the project requirements and expected results</li> <li>• Benefit from and affected by project outcomes</li> </ul>

#### 4.1.4 PRODUCT SCOPE DESCRIPTION

The product of this project is the CASP. This programme is designed to provide a safe space for the productive engagement of youth during after school hours while their parents are out seeking gainful employment. A fresh, nutritious meal will be provided to each child and social and psychosocial support is granted to each child.

All efforts are afoot in finance, scheduling, communication, stakeholder engagement and complete and targeted planning for the CASP so that it becomes a more impactful offering to Saint Lucia's youth.

#### 4.1.5 MEASURES OF PROJECT SUCCESS

The success of this CASP project will be realized once:

- A National Steering Committee is established to work towards the improved management of the CASP;
- An efficient, representative Cost Plan is developed for the running of the financials pertaining to the Monchy CASP Centre;
- A specific, instructive Scope Plan is developed for the clear indication of what work will be done to improve the CASP in Monchy;
- A Time Plan with clear scheduling instructions for the timely completion of CASP related matters;
- A Stakeholder Plan that allows for the engagement and participation of project stakeholders in CASP planning; and
- A Communications Plan that guarantees the timely, representative transferal and management of CASP information among project stakeholders.

Additionally, the project will need to be completed for final report submission to the Project Sponsor by June 6, 2017.

#### 4.1.6 SCOPE CONTROL

In this section, we work towards the maintenance of the approved scope baseline by monitoring the status of the project and product scope. We will also speak to how scope changes will be coordinated against the scope baseline.

The Scope of Works for the CASP project will be controlled by the Project Manager and his / her Project Team. The Project Team will perform the work (and only the work) reflected in the WBS and the WBS Dictionary or Glossary of Activities. These documents will be referenced in the development of each WBS deliverable. The WBS Glossary of Activities will also serve as a referential report on effort for each WBS component. The Project Manager will review weekly progress reports submitted by Team Members to ensure project works progress as planned. Project Scope Measurement Tools will also be utilized as part of the variance analysis process to ascertain project compliance and matters that need addressing.

#### 4.1.7 SCOPE CHANGE

The Project Sponsor or any other team member can request project scope changes throughout the life of the project. Such requests must initially be reflected in Section 1 of a CASP Change Request Form (See Appendix 5) and submitted to the Project Manager for consideration. At this point, a review and an estimation of the effect of said changes, given project constraints, is undertaken by the Project Manager with the findings and recommendations reflected in Section 2 of the form.

If the request is not in line with the intent of the CASP project, the Project Manager will reject the request.



However, if the request is in keeping with the intent of the project, a discussion will ensue between the Project Manager and Sponsor about it. On provisional consent by the two (2), the Sponsor signs the form and a Change Control meeting is held between the Project Manager, the Project Team Members and the Project Sponsor where further impact assessments of the change are undergone. Further notes from this meeting are recorded in Section 3 of the form. The Sponsor will then formally signoff on the request if the Change Control Board approves the change.

All project documents are then immediately amended by the Project Manager to reflect the new intention(s) for the project. New work activity assignments are then developed and the Team Member responsible for the execution of the project change will complete Section 4 of the form. The form will then be inspected and signed off by the Project Manager. Updates are simultaneously communicated to primary project stakeholders. The completed form is archived as an Organization Process Asset.

#### 4.1.8 SCOPE VERIFICATION

In this section, deliverables will be verified for formal acceptance through a series of periodic, individually scheduled meetings between the Project Manager and Sponsor. During that interaction, group decision-making techniques (mostly unanimity) will be utilized at every inspection of project deliverables throughout the life of the project.

As the CASP progresses, the Project Manager will verify interim project deliverables against the original scope as defined in the scope baseline (WBS, WBS Dictionary and Scope Statement). The Project Manager will grant provisional acceptance to individual deliverables submitted for review once each is satisfactorily attempted. The Project Manager then engages in subsequent deliberations with the Project Sponsor who ultimately provides formal acceptance for each deliverable.

Once approved, the Project Sponsor and Project Manager sign off on the Project Deliverable Acceptance Document (See Appendix 6). Items that fall short of specifications, at any point of inspection, are returned to the relevant Team Members for reworking. This should ensure that project work is consistently kept in scope as necessary changes are made at timely intervals.

#### 4.1.9 WBS AND DICTIONARY

The WBS for the CASP Project (see Appendix 7) provides the hierarchical decomposition of the total scope of work to be carried out in fulfillment of the objectives of the project. Decomposition techniques were applied in this process with assistance of several stakeholders such as, employees within the DoESJEHS, and those who have been affiliated with the CASP for several years now (representatives from MoE, representatives from MOH, etcetera).

Requirements for this process were developed during focus group discussions with key project stakeholders and group decision-making techniques allowed for the confirmation of various project components. Archived CASP literature and records were also reviewed and all pertinent requirements were built into the project scope.

Project scope requirements have ultimately been reflected in the WBS Dictionary (see Appendix 8).

#### 4.1.10 SCOPE ACCEPTANCE CRITERIA

The following requirements must be met for the project to be accepted as complete:

- All and only the work captured in the Scope baseline is completed;
- A robust plan, with clear steps is established for cash generation and financial management of CASP funds;
- A clear, timed execution plan for CASP related activities;
- A plan for the engagement of CASP stakeholders at the various stages of the project life cycle to ensure heightened appreciation for, and appropriate participation in CASP related activities; and
- A plan to produce, transfer, and manage CASP information to stakeholders at appropriate times in the project life cycle.

Once all of these requirements are met, the Project Manager and Project Sponsor will sign off on the project plan below.

Approved by:

\_\_\_\_\_

<Full Name>

Project Sponsor

Date: \_\_\_\_\_

\_\_\_\_\_

<Full Name>

Project Manager

Date: \_\_\_\_\_

## 4.2 CASP COST MANAGEMENT PLAN

### 4.2.1 CASP COST MANAGEMENT PLAN INTRODUCTION

This Cost Management Plan will ensure that a more sustainable cash flow and adequate funds are allocated to the CASP. To realize this objective the requisite effort will be made by the Ministry with responsibility for Social Services in Saint Lucia, to ensure the alignment of its staff complement and its accounting, sales and marketing practices so that various income analyses and resultant income generating activities will be conducted at key intervals for the successful offering of CASP to Saint Lucian youth.

The basic cost management approach will be maintained as project costs will be planned for, measured, determined, reported on and controlled. Baseline measures and amounts indicative of the minimum requirements for efficient cost systems will be established and defined.

The inclusion of a Sales and Marketing Team to the CASP structure will also be proposed and supporting literature for use in process governance will be developed or referred to.

#### 4.2.2 COST MANAGEMENT APPROACH

The three (3) cost planning processes will be incorporated into the new cost management approach such that cost planning and fund sourcing will be aggressively tackled and realized, as necessary for the effective flow of operations within the CASP, accordingly:

- Plan Cost Management using weekly meetings for the engagement of various combinations of primary CASP stakeholders in cost planning and for marketing engagements;
- Estimate Costs using expert judgement and bottom-up estimating through the analysis of a series of organization process assets accumulated over the years by the Accounts Unit of the DoSJEHS;
- Determine Budget using cost aggregation, reserve analysis and expert judgement; and
- Cost Control through the use of reserve analysis techniques.

This cost plan is driven by the realization of two (2) major deliverables. Firstly, the calculation of the minimum amount necessary for the effective operation of an offering to an individual CASP Centre. Secondly, plans related to the identification, solicitation and commitment of new sponsors and the retention of existing Project Sponsors for the financial sustainability of the CASP.

The National Steering Committee's Financial Subcommittee (which comprises the Project Manager, Project Sponsor and Accountant, DoESJEHS) will have core financial responsibility for this part of the project. They will provide initial oversight for the complimentary activities of cost planning and sales and marketing. The Financial Subcommittee will provide document templates as necessary for use by project staff.

The estimated minimum CASP budget will serve as the basis for project financial requests and may now allow for the inclusion of other project costs not currently considered due to the tight fiscal arrangements made for the CASP over the years.

The student does not have access to cost management or accounting software as such calculations will be slightly rudimentary but reflective of all project related expenses. Costs will be rounded up to the nearest dollar, and work hours, though pre-established for contractual purposes, are all rounded up to the nearest whole hour.

A three (3) member Sales and Marketing Team will be contracted (in the initial instance) by the Ministry to pursue fund generation and sensitization activities on and for the CASP. Under the direction of the Financial Subcommittee, each Sales and Marketing Officer will be required to engage in four (4) to six (6) donor engagement meetings weekly. Ultimately, they are each expected to secure at least four (4) cash and or non-cash financiers for the CASP programme after their four (4) weeks of contractual employment with the Ministry. A cash bonus of XCD\$100 will be paid to each officer for each new monthly commitment by separate donors over XCD\$700.00 in value and guaranteed for at least three consecutive months. A maximum bonus of XCD\$400 will be paid to each officer at contract expiration.

The outline for sponsorship meetings will be derived jointly by the Social Research and Community Services Units of the Ministry and supplied to the Sales and Marketing Team. The key discussion points would be developed as follows:

- History of the CASP;
- Traditional CASP partners;
- How the CASP is structured and ran;
- Rationale for the selection and information on target communities;
- Centres of operation;
- Enrolment, attendance and other general information about registrants;
- Successes within the CASP structure;
- Challenges within the CASP;
- Cost of the CASP;
- Ways to get involved in the CASP; and
- Benefits for becoming a CASP partner.

The Deputy Director, Community Services Unit will remain available to augment any additional knowledge gaps identified by the officers and available for further engagement by potential sponsors. Donors will be engaged and assistance will be solicited from them on a three (3) month retainer or quarterly basis and it is hoped that each sponsor will make a six (6) month to one (1) year commitment to the CASP in the initial instance.

Given the joint contributions of key CASP partners in the establishment of the CASP baseline for the short project period, project cost change requests are generally not expected. As a rule however, requests over 5% may be initiated by any Team Member and will need Project Steering Committee approval. Requests below a 5% change are at the discretion of the Project Manager who will communicate his decision to the Project Sponsor.

All change requests will be hand or type-written and submitted for evaluation by the Project Manager. He/she will then estimate the resultant impact of the requested changes to project cost. Once provisional approval is granted by the Project Manager, the Financial Subcommittee will provide feedback on the proposed change. Ultimate approval is granted by the Project Sponsor and the Change Control Board will be engaged accordingly. The Project Manager then communicates the Cost Change to stakeholders and updates related documents.

Reports on actual monies expensed and associated cost variances will be submitted to the CASP Project Steering Committee on weekly intervals by the Accountant, DoESJEHS.

#### 4.2.3 COST ROLES AND RESPONSIBILITIES

This section provides an indication of the various Cost Management and Accounting process roles and responsibilities of CASP team members throughout the project lifetime.



**Chart 8 Cost Management Roles and Responsibilities**  
**(Source: Author of the study)**

<b>Role</b>	<b>Description</b>
Project Sponsor	<ul style="list-style-type: none"> <li>• Provides financial resources (in cash or kind) for the project</li> <li>• Sits on the Financial Subcommittee</li> <li>• Provides ultimate sign off on all cost changes above 5% deviation</li> </ul>
Project Manager	<ul style="list-style-type: none"> <li>• Intimately involved in handling managing cost details with Project Sponsor</li> <li>• Works on role definitions, ownership for review, cost detail management and expectations for resources involved in managing overall project costs</li> <li>• Responsible for managing and reporting on project costs</li> <li>• Presents a reviewed cost performance report at weekly status meeting inclusive of cost deviation records for the attention of the Project Steering Committee and Change Control Boards</li> <li>• Provides viable alternatives for resolving financial shortages or overages and other important financial matters</li> <li>• Makes budgetary changes for the CASP on changes below 5% deviation to bring the project budget back inline</li> <li>• Sits on the Financial Subcommittee</li> <li>• Provides provisional acceptance for deviations above 5%</li> <li>• Coordinates the review of funding documents</li> <li>• Seeks out additional external funding as necessary</li> </ul>
Project Team	<ul style="list-style-type: none"> <li>• Issues cost change requests for the attention of the Project Manager</li> <li>• Helps in the development of various project reports</li> </ul>
Accountant, DoESJEHS	<ul style="list-style-type: none"> <li>• Custodian to financial records of the DoESJEHS</li> <li>• Creates and approves funding documents for the CASP</li> <li>• Leads the cost management efforts</li> <li>• Recommends allocation and expenditure of project budget</li> <li>• Finalises all sponsorship agreements</li> </ul>
National Steering Committee	<ul style="list-style-type: none"> <li>• Presides on discussions of cost change requests above 5%</li> <li>• Reviews monthly financial reports</li> <li>• Makes recommendations for the improvement of the project's cash flow</li> </ul>
DoESJEHS	<ul style="list-style-type: none"> <li>• Coordinates the CASP budget and accounting processes</li> <li>• Coordinates responses to questions from the National Steering Committee and other key stakeholders</li> </ul>
Sales & Marketing Team	<ul style="list-style-type: none"> <li>• Leads all CASP related sales and marketing pursuits to existing and potential donors</li> <li>• Identifies new donors for engagement</li> <li>• Provides all relevant CASP related literature and information to potential donors</li> <li>• Maintains a working relationship with donors to foster the heightened since of belonging to the CASP</li> <li>• Secures cash or non-cash resource commitments for donors</li> </ul>

#### 4.2.4 ESTIMATE COSTS

Here, we develop an estimation of the minimum amount necessary for the efficient running of the Monchy CASP Centre over a four (4) week period. This figure will (within the confines of this project) become the basis for all national aggregates. This figure will guide several processes activities and will be communicated to potential donor partners during formal sponsorship engagement exercises. As a unit measurement, this cost may be used by potential sponsors as a way to decide whether they will sponsor a particular Centre for a predetermined period or whether they will provide a particular amount or product to all Centres nationally for a predetermined period.

The figures will be developed such that Centres serve as a reflection of the unit requirement for the programme and as such, expanded offerings of the programme to various communities will be positively correlated to aggregate fund receipts.

Estimates will be based on snapshots of information provided by the Accounts Unit, DoESJEHS and these costs would already have the costing alternatives, resource sharing and cost adjustments (e.g. develop vs. buy and lease vs. buy discussions) options built in. The costs provided by the Accountant will represent the minimum amount allocations that can serve the various project components. The Ministry with responsibility for Finance assesses the annual requests for the CASP as a new project request every year. Cabinet has not yet made a fixed commitment to the CASP and as such annual contributions have fluctuated and in financial year 2016 / 2017 no money was allocated to the CASP. Given the precipitous decline in financial support for the CASP by the Government of Saint Lucia, the main cost areas for CASP were identified and costed at the base level and that amount (see in Table below) is used to determine Centre count offerings when and if annual contributions are received. Over the years, the Saint Lucia Hotel and Tourism Association and other private Sponsors have contributed to the CASP.

To maintain these relationships we have used those funds for short term programme offerings in the most indigent community settings with minimal financial supplementation by the Ministry. When absolutely no funds are received this becomes a cost that the Ministry cannot bear and the programme is just not offered for that financial period.

The general practice of the Ministry is to bulk costs associated with equipment, supplies, hardware, software, and other resources under a Supply Ledger. Facility costs are not included as we get to use the Monchy Primary School (in this instance) for free. This is the general arrangement with the Ministry of Education as we are not required, because of the nature of the programme, to pay any monthly rental or lease charges. The alternative location for CASP Centres are the HRDCs and we are responsible for those facilities which each has a maintenance crew of sorts and so once again we are excused from hefty rental or leasing fees.

A basic “bottom-up” approach will be utilized in this project and the Financial Subcommittee will convene weekly meetings to ensure that all is in place financially. The Project Sponsor has the authority to make changes to the project so that future offerings are improved. At the conclusion of this project offering, the Project Manager will meet with Management to present and review the project’s cost performance for May 2017.

Estimates will be refined when more information about the project becomes available. Detailed estimates will allow for better provisioning for the CASP. Unknown or unaccounted for estimates will likely result in an additional expense that will erode the already minuscule reserves available for CASP related activities and processes. Upon approval by the Project Manager, the cost allocations are baselined

As alluded to earlier, cost estimation for the CASP are bulk estimates (on a per Centre basis) primarily inclusive of allocations for staff stipends, catering allowances, and Centre supplies. Staff stipends for facilitators and the Centre Supervisor are standard fees reduced to reflect the tight fiscal space within which the programme is offered. Catering allowance is established as unit cost paid for each registrant actively engaged within the programme at that time. Centre supplies are currently retrieved from the DoESJEHS' storeroom (or the supplies of other units) and as such lump sum payments are made internally from the Community Services Unit to the Accounts Unit of the Ministry.

It is realized that added reliance will have to be placed on the private sector and external donor partners for assistance and that will be facilitated by the contractual engagement of three (3) Sales and Marketing Officers for the month of May 2017.

While many supplies are currently housed in the storeroom of the DoESJEHS, additional funding is necessary for the restocking of the storeroom and to augment expansion initiatives such as student field trips, and parenting training sessions. Currently, monies are transferred from other control accounts of the DoESJEHS to help with CASP overheads and cost overruns.

CASP Activity Cost Estimates is reflected in Appendix 9.

#### 4.2.5 DETERMINE BUDGET

Here, the CASP unit budget is determined so that costs will be efficiently allocated over time. This figure is built from the cost estimates of core programme requirements. Cost aggregation, reserve analysis and expert contributions from CASP stakeholders produce the figures that are reflected in the resultant budget.

The DoESJEHS is regrettably almost totally dependent on the GoSL for financial assistance as the main Corporate Sponsors. Assistance has been received by the Private Sector particularly, the Saint Lucia Hotel and Tourism Association (SLHTA) and the Republic of China (on Taiwan) but in both instances the assistance has been targeted at particular centres or for specific programme components; resulting in limitations as to how cash can be spent.

Once all reviewed and approved the project budget will be baselined by the Project Manager. The cost baseline is then approved (for the entire project) as a time-phased budget against which cost performance is evaluated and reflective of the total amount for all WBS activities and processes. The baseline will also depict how costs will be incurred over the project life cycle. Contingency and management reserves will be defined as necessary though not currently established within any of the Ministry's programmes. A contingency reserve of 15% would be ideal for the CASP while a Management Reserve of approximately XCD\$1,000.00 per Centre is proposed as sufficient for effective programme execution. At this point, the baselined budget may only be changed with the authorization of the Project Sponsor.

The Cost Baseline for this project is \$7,923.50 +\$1,000.00 (Management Reserve) = XCD\$8,923.50 = XCD\$8,924.00. Supporting Budget calculations may be referred to in Appendix 10 below.

#### 4.2.6 CONTROL COSTS

This section is created for instances where changes may have to be made to the initial cost plan projections and follows into the change control process.

Reserve Analyses will be undertaken on a basis by the Accountant, DoESJEHS. Cost updates will be provided to the Financial Subcommittee (in the initial instance) for their review. This submission will be inclusive of preventative action(s) to be taken, triggers of cost overrun and variance thresholds. For activation of the Change Control Process the Change Control Form (Appendix 5) may be utilized and the process is generally in keeping with the established Change Control Process defined within the Scope Management Plan. The one exception in this case is that the second tier review of the change request is facilitated by the Financial Subcommittee. The ultimate approval for cost change requests will be granted by the Project Sponsor.

If the request is denied (at any successive stage) the requester is contacted and informed as to the rationale for that decision. Otherwise, the Project Manager will document the change request outcome and will update all necessary documentation. A new project baseline will be established for use by the Sales and Marketing Team. The sources of those change requests may be driven by changes in the cost of goods or services needed for the CASP; or in instances where a new expense that was previously unallocated for is now needed for the CASP.

## 4.3 CASP TIME MANAGEMENT PLAN

### 4.3.1 CASP TIME MANAGEMENT PLAN INTRODUCTION

This Time Management Plan was the component of the project roadmap that explains how the CASP project activities were planned and coordinated. This planning was done during the months of November 2016 to January 2017 in compliance with the Graduation Seminar preapproved timelines. In planning this project schedule, activities were established, managed, monitored and controlled within the preapproved three (3) month project timeline. This was an integral part of the project as it served as a guided plan for final project milestone accomplishment and for the coordination of other scheduled activities.

The Results Chapter Development phase is where the bulk of proposal development occurred which spanned November 7, 2016 to January 1, 2017. During this time, the student developed the five (5) Subsidiary Project Plans and the Conclusion and Recommendations sections. A schedule was developed to account for how and when work packages were to be realized. Throughout the aforementioned phases, the tutor provided feedback to the student at regular intervals to facilitate continuous proposal improvement and the student made the necessary project amendments ahead of each successive proposal resubmission to the tutor.

Schedule related matters were identified, assessed, recorded, prioritized, approved or rejected then published as necessary for project success realization. All project activities were defined and scheduled to allow for the timely realization of project objectives during the preapproved timeline. Once created, the schedule included activity tracking and schedule progress reporting templates. The project was then monitored and changes were controlled once the schedule baseline was established.

#### 4.3.2 TIME MANAGEMENT APPROACH

The five (5) schedule planning processes and the lone control process were planned during the three (3) month project timeline, as follows:

- Plan Schedule Management used the Student's Expert Judgment on the CASP;
- Define Activities used Rolling Wave Planning, Decomposition and the Student's Expert Judgment on the CASP;
- Sequence Activities using Dependency Determination;
- Estimate Activity Resources section was included herein as the student was the main resource for this plan's development and her efforts were highlighted throughout relevant proposal components;
- Estimate Activity Durations used Expert Judgment and Reserve Analysis;
- Develop Schedule used Schedule Compression Techniques; and
- Cost Control section was not included herein as allowance was made for it throughout this section's development.

The Time Management Plan included the Schedule Baseline and other Project Schedule measurement documentation as developed by the student (author of this study). Once all established the student then compared the actual expensed time with the pre-established timelines as part of the time management control process.

The schedule was developed over a three (3) month period. It comprised five (5) subsidiary plans (Scope, Cost, Time, Stakeholder and Communication), the Proposal's Conclusion and the Programme's Recommendations sections. Each deliverable was however further decomposed into respective activities to allow for complete deliverable realization.



In essence, the Tutoring Section of the FGP WBS was further detailed using a top-down approach indicative of the student's plan of action with regards to her realization of the outstanding project milestones. Time allocation for each proposal component was directly correlated to the level of detail needed for and the number of distinct functional parts of each project deliverable.

Due to the nature of the work to be done, very few, if any, activities occurred simultaneously. The preliminary schedule was developed, reviewed by the tutor and confirmed once consensus on the proposed action plan and supporting methodology was reached between the tutor and student.

MS Project software used to facilitate an organized pictorial representation of schedule plans. The fourth (4<sup>th</sup>) level of the WBS was identified for the creation of the CASP Activity Accounts. Time allotments were rounded up to the next nearest whole hour.

At some points, it became necessary to adjust a few schedule components in response to unforeseen matters that affected the timely realization of proposed project deliverables. These change requests were communicated to the tutor inclusive of existing limitations and newly proposed due dates. The tutor reviewed each request individually and provided guidance thereafter. Once provisional approval was granted the necessary adjustments were performed on relevant project components and revisions were submitted within the newly approved extension period.

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### 4.3.3 DEFINE ACTIVITIES

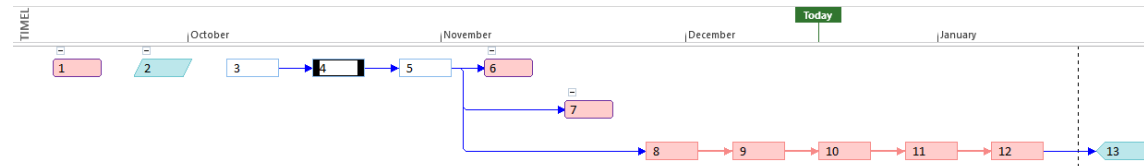
In this section, the actions necessary for the adequate planning for the CASP project during the preapproved three (3) month period are outlined. Derived from the existing work packages of the FGP WBS, this further decomposition provided a basis for the timely estimation, sequencing, production, monitoring and evaluation of project work.

The composite activity lists were assigned to their corresponding work packages (See Appendix 11) and the Project Milestone List was included as Appendix 12. Each activity was assigned a unique code of identification (which ranges from A to AM) which was critical to the development of supporting schedule templates later on in the project.

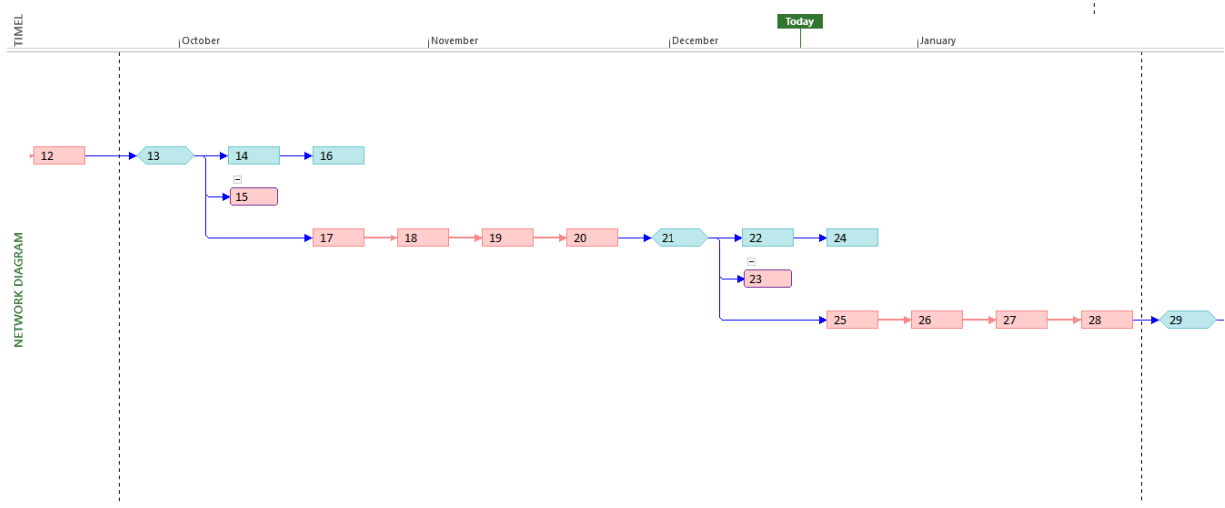
### 4.3.4 SEQUENCE ACTIVITIES

In this section, the ordered interaction between project activities was specified. Relationships were identified, documented and logically sequenced, with an indication of the nature of each interdependency, to realize optimal operational productivity in light of the prevailing schedule constraints.

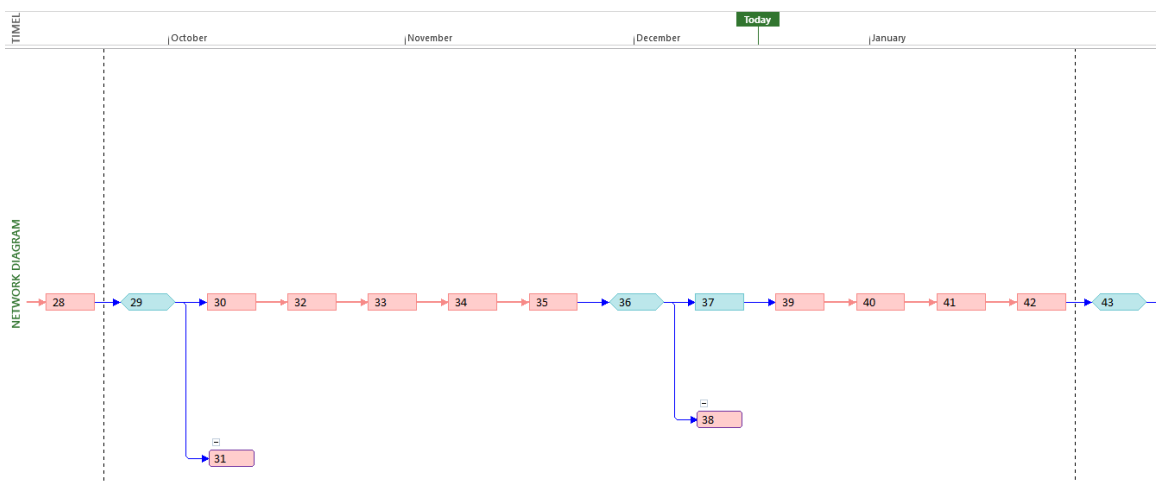
Most of the work for this process group was manually performed and then translated into an electronic version using Microsoft Projects software. Each task had at least one successor and or one predecessor so that no task remained unlinked in the sequencing of activities. The dependency determination technique was used and so dependencies were categorized as either mandatory or discretionary and external or internal. The resultant (disaggregated) project schedule network diagram is reflected below and is identified using the alphabetical code established in the last section.



NETWORK DIAGRAM



NETWORK DIAGRAM



NETWORK DIAGRAM

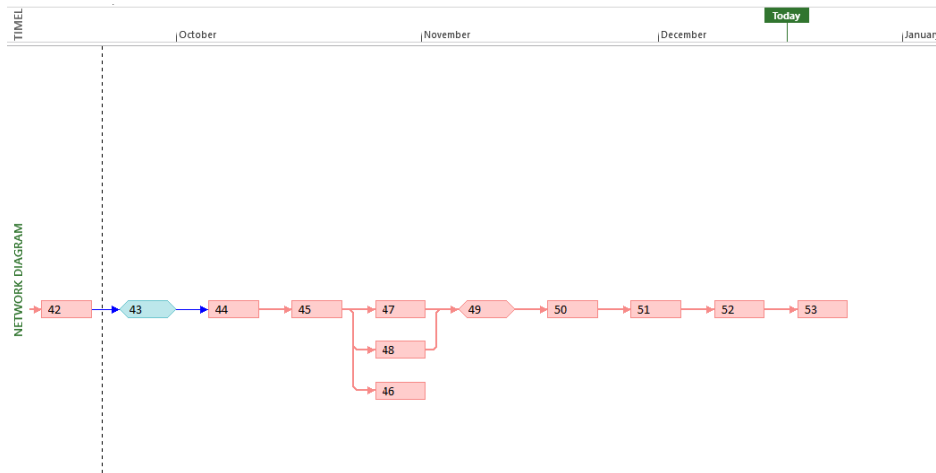


Figure 4: CASP Project Schedule Network Diagram  
(Source: Author of the study)

#### 4.3.5 ESTIMATE ACTIVITY DURATIONS

In this section, the amount of time necessary for the completion of each project activity was estimated based on prevailing CASP activity timelines. The number of work periods necessary for the completion of individual activities was then finalized and further buffered through the use of reserve analysis techniques.

Activities with durations less than one (1) day were inserted as work to be accomplished on particular days but were in some instances completed alongside other short duration activities. The maximum number of individual day allotments were allowed for subsidiary part development.

As some plans are more labour intensive or technically demanding average time allocations ranged from three (3) to seven (7) working days. An absolute time to completion is not developed in this section, rather half day apportions are rounded up to indicate the duration of time necessary for the completion of those respective project activities. This allows buffer times in instances of schedule slips due to the other conflicting professional or personal commitments of the student of the study.

With regards to duration allotments, exceptions were made for the M&E and project call for proposals surveillance exercises as, in this instance, they span the entire project life cycle. Of important note however is that while proposals may be drafted in response to calls for submission, some proposals may be drafted during project time as general, autonomous submissions for consideration by targeted sponsors.

Time allowances for the rest of the project were converted as follows:

- 1 working day < / = 8 working hours
- 1 week = 5 days (Monday to Friday excluding Public Holidays)
- 1 month = 4 weeks = 20 days

**Chart 9 Activity Resource & Duration Requirements**  
(Source: Author of the study)

<b>WBS ID.</b>	<b>Work Package</b>	<b>Activity</b>	<b>Duration (in Days)</b>
2.1.1	Tutor Assignment	Commence Tutor Assignment	1
2.1.2	Communication Establishment	Establish Communication	2
2.2	Previous Chapter Adjustments (if needed)	Make Adjustments on Previous Chapters	4
2.3.1	Scope Management Plan Submission	Draft Scope Management Plan Approach & Introduction	1
2.3.1	Scope Management Plan Submission	Draft Scope Roles & Responsibilities	1
2.3.1	Scope Management Plan Submission	Draft Product Description & measures of Project Success	1
2.3.1	Scope Management Plan Submission	Draft Scope Control, Change & Verification	1
2.3.1	Scope Management Plan Submission	Develop WBS & Dictionary & Scope Acceptance Criteria	1
2.3.2	Tutor Review	Allow for Tutor Review	3
2.3.1	Scope Management Plan Submission	Make corrections to Scope Plan	2
2.3.3	Cost Management Plan & Correction Submission	Draft Cost Management Approach & Introduction	1
2.3.3	Cost Management Plan & Correction Submission	Draft Cost Management Roles & Responsibilities	1
2.3.3	Cost Management Plan & Correction Submission	Estimate Project Costs & Determine Budget	2
2.3.3	Cost Management Plan & Correction Submission	Plan to Control Project Costs	1
2.3.4	Tutor Review	Allow for Tutor Review	2

<b>WBS ID.</b>	<b>Work Package</b>	<b>Activity</b>	<b>Duration (in Days)</b>
2.3.3	Cost Management Plan & Correction Submission	Make Corrections to Cost Plan	1
2.3.5	Time Management Plan & Correction Submission	Draft Time management plan approach and introduction	1
2.3.5	Time Management Plan & Correction Submission	Define & sequence Activities	1
2.3.5	Time Management Plan & Correction Submission	Estimate Activity Duration	1
2.3.5	Time Management Plan & Correction Submission	Develop & Control schedule	1
2.3.6	Tutor Review	Allow for tutor review	4
2.3.5	Time Management Plan & Correction Submission	Make Corrections to Time Plan	1
2.3.7	Stakeholder Management Plan & Correction Submission	Draft Stakeholder Management Plan Introduction	1
2.3.7	Stakeholder Management Plan & Correction Submission	List CASP Stakeholders & Draft Stakeholder Approach	1
2.3.7	Stakeholder Management Plan & Correction Submission	Plan Stakeholder Engagement Management & Control	1
2.3.8	Tutor Review	Allow for Tutor Review	4
2.3.7	Stakeholder Management Plan & Correction Submission	Make Corrections to Stakeholder Plan	1
2.3.9	Communications Management Plan & Correction Submission	Plan Communications Management Approach & Introduction	1
2.3.9	Communications Management Plan & Correction Submission	Manage Communications	1
2.3.9	Communications Management Plan & Correction Submission	Control Communications	1
2.3.10	UCI School Break	Commence UCI School Break	14
2.3.11	Tutor Review	Allow for Tutor Review	2
2.3.9	Communications Management Plan & Correction Submission	Make Corrections to Communications Plan	1
2.4	Chapter V. Conclusions	Draft Chapter V. Conclusions	2
2.5	Chapter VI. Recommendations	Draft Chapter VI. Recommendations	2
2.6	Tutor Review	Allow for Tutor Review	2
2.7	Final Project Submission	Make Final Proposal Corrections	1
2.7	Final Project Submission	Submit Final Project	3
2.8	Tutor Approval	Receive Tutor Approval	2

#### 4.3.6 DEVELOP SCHEDULE

In this section, all prior time management processes will be integrated so as to reflect the intended CASP project schedule. The sequenced activity list, and duration estimates will be approved for the timely execution of project tasks over time. Schedule compression techniques will be used and a few activities have been slotted for simultaneous completion with buffer periods for completion in each instance. This adaptation is hereby applied to ensure reduction in instances of negative variances in schedule compliance.

Once approved by the Tutor, this schedule can only be changed by formal change control requests issued by the student. The schedule includes project milestones and that will form the basis for comparison between actual and planned project schedule results.

The Schedule for this project is located within Appendix 13.

## 4.4 CASP STAKEHOLDER MANAGEMENT PLAN

### 4.4.1 CASP STAKEHOLDER MANAGEMENT PLAN INTRODUCTION

This Stakeholder Management Plan will ensure the proper identification, categorization and participation of programme stakeholders in CASP processes, decisions and activities throughout the project life cycle. In planning for optimal stakeholder engagement, a collection of processes with associated tools will be used to ensure a more communal and engaging approach for the inclusion and support of individuals, clusters of persons and entities, able to affect or be affected by the CASP in one way or another. Simultaneously, stakeholder expectations will be strategically analysed and managed based on their individual and or collective interests to ultimately work in the best interest of the young recipients of the CASP.

As this plan focuses on the management of CASP stakeholder requirements, most of the preparatory work will be performed at the early stages of project development. The Ministry will depend heavily on the early establishment of trusted relationships, with relevant CASP stakeholders. This will facilitate the realization of project objectives through the garnering of stakeholder support to mitigate resistance and internal or external project related conflicts.

Ultimately, CASP stakeholders will be categorized and engaged based on their relative levels of authority, internal or external placement; interests and general project perceptions.



#### 4.4.2 IDENTIFY STAKEHOLDERS

In this section, we create a listing of relevant CASP stakeholders, who are the individuals or groups who, in any way, are perceived to be affected, can affect or are affected by the CASP. Additionally, their relevant information is documented and analysed to allow for the adequate and appropriate engagement of each person, organization or group throughout the project life cycle. Herein the potential impact, influence, involvement, interests of and or interdependencies between project stakeholders will be examined and subsequently planned for as this information will directly influence project direction and success.

Stakeholders will be identified through the hosting of three (3) successive CASP brainstorming meetings comprised of members of the National Steering Committee, Community Services Unit and the Project Team. The first meeting will result in the identification of internal CASP stakeholders; the second, external CASP stakeholders and the third overall review and stakeholder analysis. The stakeholder analysis is the most important component of this process and will be conducted so that associated levels of interest, and influence over project changes and outcomes will be assessed for each stakeholder. Individual attitudes to change and proposed management actions will also be captured.

A criteria has been established for the identification of stakeholders and so anyone who meets at least one (1) component of the criteria will be deemed a stakeholder worthy of inclusion into the stakeholder register. As stakeholders are identified, interdependencies may arise and that will also be recorded for adequate management. To avoid potential project delays or inconveniences, no stakeholder will be omitted from the stakeholder register due to their perceived irrelevance to various project processes. Stakeholders will also be grouped based on their organization of employment and or representation and will be engaged and managed from that level.

A very important component in project stakeholder management is the identification of the point in the project life cycle that the various CASP stakeholders will most likely affect or be affected by project works. The aforementioned stakeholder criteria reads as follows and will provide the basis for the identification of CASP stakeholders:

1. Person or organization directly or indirectly affected by the project;
2. Person or organization in a position to influence the project;
3. Person or organization able to impact project resource availability i.e. human, financial and physical resources;
4. Person or organization with specialized capabilities, skills or services necessary for project success;
5. Person or organization that can potentially benefit from project execution;  
and
6. Person or organization able to resist and obstruct project changes.

As this is a living document, new stakeholders may be identified at any point in the project life cycle. In those instances, the Project Manager will record these individuals or groups and immediately conduct the stakeholder analysis process so as to allow for fluid project execution. The working team initially involved in stakeholder identification will then receive immediate communication on the list additions and of the intention for their engagement. Existing stakeholders will also be engaged for their assistance in the identification of other stakeholders who may have been inadvertently omitted in prior planning activities.

On completion of the stakeholder register (captured in appendix 14), a power/interest grid will be populated to allow for a pictorial representation of the ranking or categorization of programme stakeholders. Stakeholder quadrant and identification number assignments will be made herein and reflected within its corresponding quadrant along the stakeholder matrix. For ease of reference, the matrix will be analogized against the mathematical 'coordinate plane'.

For the purposes of this proposal, **Power** refers to the level of authority the individual or group has over the programme whereas **Interest** refers to the level of concern the individual or group has for the programme. Stakeholders are hence assigned to one (1) of four (4) groupings / quadrants, namely:

- High Interest / High Power – also known as **Key Stakeholders**, are most affected by project works. They have considerable influence over the project and so communication to this group needs to be well organized, timed and regularly issued. They need to be the most satisfied, well engaged and managed closely, and are assigned to the first quadrant.
- High Power / Low Interest – also known as **Important Stakeholders** but do not need to be bombarded with project communication. They prefer to be kept comfortably engaged and are satisfied with messages communicated to them intermittently. These stakeholders are assigned to the second quadrant.
- Low Power / High Interest – also known as **Affected Players**, should be kept up to speed on programme matters and are assigned to the fourth quadrant.
- Low Power / Low Interest – also known as **Potential Players**, need to be monitored but not bothered with unnecessary project communication and are assigned to the third quadrant.

The outcome of the CASP stakeholder register development exercise facilitates the population of the Stakeholder Analysis Matrix. The Power/Interest Grid (See Figure 5) will be used and the following stakeholder categorizations will supplement respective sections:

**Key CASP Stakeholders** as the Deputy Director of Community Services Unit, Ministry Accountant, Project Sponsor, Parents of CASP Registrants, Staff and Students of the Monchy Primary School, Government of Saint Lucia and the Private Sector.

No recorded **Important CASP Stakeholders**.

**Affected CASP Players** as CASP Coordinator, CASP Facilitators, Ministry of Health and Education Representatives, CASP Registrants and CASP Caterers.

**Potential CASP Player** as the Residents of the Monchy Community.

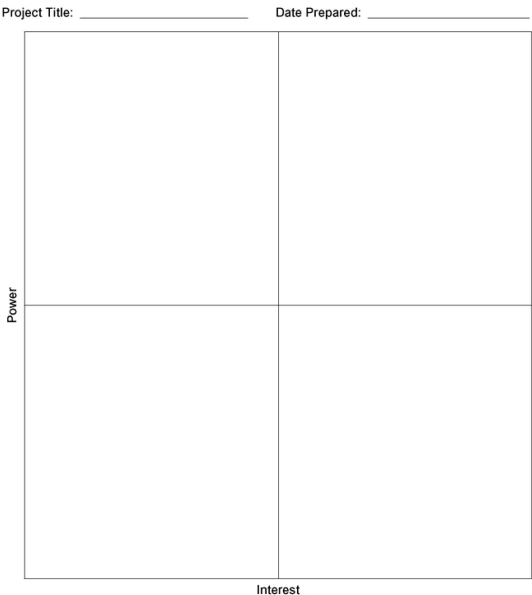


Figure 5: CASP Stakeholder Analysis Matrix (Synder, 2013, p. 12)  
Reprinted [adapted] from *a Project Manager's Book of forms (2nd ed.)*. A companion to the PMBOK guide (5th ed.) (p. 12), by C.S. Snyder, 2013, Hoboken, NJ: John Wiley & Sons. 2013 by John Wiley & Sons.

#### 4.4.3 STAKEHOLDER MANAGEMENT APPROACH

The remaining three (3) stakeholder management processes will be conducted at intervals throughout the project life cycle and are disaggregated as follows:

- Plan Stakeholder Management using Analytical Techniques, Expert Judgment and Stakeholder Meetings;
- Manage Stakeholder Engagement using Communication Methods, Interpersonal Skills and Management Skills; and
- Control Stakeholder Engagement through meetings and Expert Judgment Techniques.

This first part of this CASP subsidiary plan strategy was used to identify and classify project stakeholders. Key stakeholders have been identified so as to minimize the occurrence of competing objectives, to garner support for project works, balance conflicting interests and to facilitate resource optimization necessary for project success.

Henceforth, the stakeholder analysis will be referred to in the implementation of management and communication strategies necessary at different points of project execution. As CASP stakeholders (who span various organizations and parts of the island) contribute in a myriad of ways to programme development and are affected by programme activities, the Ministry will implement communication and management strategies specific to each respective stakeholder based on his / her / its quadrant placement.

The Project Manager will perform an analysis using the Stakeholder Engagement Assessment Matrix Template to identify the current level of engagement for each stakeholder vis-à-vis the desired level. “C” will be used (in the respective slot) to identify the current level of engagement while “D” (in the respective slot) to identify the desired level of engagement. These findings will feed into the next process group and an assessment matrix template is included below for ease of reference.

**Chart 10 Stakeholder Engagement Assessment Matrix  
(Source: Author of the study)**

<b>Stakeholder</b>	<b>Unaware</b>	<b>Resistant</b>	<b>Neutral</b>	<b>Supportive</b>	<b>Leading</b>

Requests for changes to the stakeholder listings and supporting documents may be suggested at any time by any Team Member. All change requests will be handled by the Project Manager. The Project Sponsor and other National Steering Committee Members will be informed of all suggested stakeholder inclusions.

#### 4.4.4 MANAGE STAKEHOLDER ENGAGEMENT

In this section, the Project Manager will work assiduously with his team to increase programme support and minimize associated resistance from stakeholders through the development of trusted relationships. Matters arising during this time will be handled expeditiously and conflict resolution techniques will also be applied. Additionally, stakeholder engagement and management will be systematically fostered throughout the project life cycle as alluded to for the three (3) identified cohorts of CASP stakeholders.

The **Key CASP Stakeholders** will be closely managed. They will be fully engaged about and involved in the project. Much effort will be put into ensuring their satisfaction with project outcomes and this relationship will be regularly monitored to ensure a sustained strong stakeholder relationship.

The **Affected CASP Players** must be kept adequately informed. They will be engaged to ensure that no major concerns are left unresolved as they are very helpful with project details and planning. The Ministry will capitalize on the interest of these stakeholders as they will be the best ambassadors and supporters of project related activities.

The **Potential CASP Players** though classified as low priority, must be monitored with minimal and controlled levels of engagement so as not to bore them with excessive communication about the CASP.

The subsequent communication plan and aforementioned strategies will govern communication with all programme stakeholders so as to sustain and ultimately heighten the chances of project success. These stakeholders will be engaged appropriately and issue logs will be used to collect, record and resolve concerns expressed by stakeholders. The members of the Project Team will be integral to this component of the management strategy as the primary contact to many CASP stakeholders. The proposed plan for engagement is captured below.

**Chart 11 Stakeholder Engagement Strategy Matrix**  
(Source: Author of the study)

<b>ID No</b>	<b>Position</b>	<b>Power</b> (High (H) vs. Low (L))	<b>Interest</b> (High (H) vs. Low (L))	<b>Strategy</b>
1	Deputy Director, Community Services Unit	H	H	<ul style="list-style-type: none"> <li>• Identified as a National Steering Committee Member</li> <li>• Solicits ideas and feedback on the project</li> <li>• Addresses concerns raised and incorporate ideas suggested</li> </ul>
2	Ministry Accountant	H	H	<ul style="list-style-type: none"> <li>• Identified as a National Steering Committee Member</li> <li>• Solicits ideas and feedback on the project</li> <li>• Addresses concerns raised and incorporates ideas suggested</li> </ul>
3	Project Sponsor	H	H	<ul style="list-style-type: none"> <li>• Identified as a National Steering Committee Member</li> <li>• Solicits ideas and feedback on the project</li> <li>• Addresses concerns raised and incorporates ideas suggested</li> </ul>
4	Ministry of Health Representative	L	H	<ul style="list-style-type: none"> <li>• Identified as a National Steering Committee Member</li> <li>• Communicates CASP outcomes regularly</li> <li>• Records and addresses matters of concern as they are identified</li> </ul>
5	Ministry of Education Representative	L	H	<ul style="list-style-type: none"> <li>• Identified as a National Steering Committee Member</li> <li>• Communicates CASP outcomes regularly</li> <li>• Records and addresses matters of concern as they are identified</li> </ul>
6	CASP Coordinator	L	H	<ul style="list-style-type: none"> <li>• Communicates CASP outcomes regularly</li> <li>• Addresses matters of concern as they are identified</li> <li>• Records and considers general observations, recommendations and plans for the project</li> </ul>
7	CASP Facilitators	L	H	<ul style="list-style-type: none"> <li>• Address matters of concern as they are identified</li> <li>• Record and consider general observations, recommendations and plans for the project</li> </ul>
8	CASP Caterer	L	H	<ul style="list-style-type: none"> <li>• Addresses matters of concern as they are identified</li> <li>• Records and considers general observations, recommendations and plans for the project</li> </ul>



<b>ID No</b>	<b>Position</b>	<b>Power (High (H) vs. Low (L))</b>	<b>Interest (High (H) vs. Low (L))</b>	<b>Strategy</b>
9	CASP registrants	L	H	<ul style="list-style-type: none"> <li>Record project concerns and successes</li> <li>Inform of upcoming programme activities</li> <li>Inform of programme rules and responsibilities</li> </ul>
10	Parents of CASP registrants	H	H	<ul style="list-style-type: none"> <li>Communicate project objectives, schedule and participant roles continuously</li> <li>Record and respond to concerns and recommendations for project improvement continuously</li> <li>Inform of project successes and limitations continuously</li> </ul>
11	Staff and Students of the Monchy Primary School	H	H	<ul style="list-style-type: none"> <li>Inform of project objectives continuously</li> <li>Record concerns and ideas for project improvement continuously</li> </ul>
12	Residents of the Monchy Community	L	L	<ul style="list-style-type: none"> <li>Communicate periodic project outcomes and schedule details to them</li> <li>Engage at project commencement and closure and record discussion outcomes</li> <li>Create an outlet for easy contact with project team members</li> </ul>
13	Government of Saint Lucia	H	H	<ul style="list-style-type: none"> <li>Communicates project plan and record feedback</li> <li>Communicates project outcomes</li> <li>Solicits support for project</li> </ul>
14	Private Sector Partners	H	H	<ul style="list-style-type: none"> <li>Communicate project plan and record feedback</li> <li>Solicit support for project</li> <li>Communicate project outcomes</li> </ul>

#### 4.4.5 CONTROL STAKEHOLDER ENGAGEMENT

In this section, stakeholder relationships will be monitored for the timely and appropriate strategic application of preventative and or corrective stakeholder engagement practices. During this phase, the Project Team and Project Manager are critical players, both individually and or in group settings, particularly in the exchange and analysis of various project related information. The dynamics of the project may mean that stakeholders (at any point in the project life cycle) may move between quadrants for one of several reasons and as such will need to be engaged appropriately so that the adequate response is applied.

The Senior STO with responsibility for the national coordination of the CASP will monitor and, if necessary, activate the control mechanism for stakeholder engagement at any point of the project life cycle.

This Senior Officer is expected to have a close working relationship with CASP stakeholders due to the intermittent interactions that would likely happen between them in the process of project execution. By so doing, a general and current sense of interest and power levels (among CASP stakeholders) should be easily detectable. Should a stakeholder be identified as moving within quadrants, the officer will record the stakeholder(s) name, role within the project, time of change specifications and the rationale for the movement. This information will immediately be sent electronically and expressed by the Senior STO to the Project Manager. The Project Manager will use this information to adequately reassign stakeholders within quadrants and for the adequate and timely strategic engagement of each of them. This will be further facilitated through the use of the Formal Change Request Form in Appendix 5.

The official changes once adopted by the Project Sponsor will be reflected within a revised stakeholder register and will highlight the new ranking and proposed communication approach for respective stakeholders. The amended stakeholder register will then be circulated by the Project Manager to all Project Team Members and National Steering Committee Members. This phase is paramount to the process as unidentified and or mal-adjusted placements may result in project conflicts or subpar interactions.

## 4.5 CASP COMMUNICATIONS MANAGEMENT PLAN

### 4.5.1 CASP COMMUNICATIONS MANAGEMENT PLAN INTRODUCTION

This Communications Management Plan will ensure the timely identification, collation, production, transferral, monitoring, storage, retrieval and management of programme information to CASP stakeholders. The ultimate purpose of all current and future CASP communication efforts will be to boost two-way communication (about the CASP) between stakeholders; heighten the general awareness of the general public on the CASP; garner financial and other support for the CASP and to sensitize all to their individual and collective roles during the project life cycle. Clear and concise project communication requirements and plans will be determined to ensure the timely engagement of the Project Sponsor, the general public (whose support is paramount to project success), and Ministry staff.

The CASP communication framework should facilitate project success as stakeholder information needs will be met through established communication efforts; dynamic project planning; increased stakeholder confidence; and results-based and strategic engagement. Information content; frequency, channels, media and levels of communication; and means of communication will be integral components of this process. The Project Manager will lead the Project Team throughout the planning process. Process considerations include: project communication objectives and requirements; screening and analysis of stakeholder communications needs; and design, creation, dissemination scheduling, M&E of CASP information. This working document feeds from the stakeholders identified in the preceding subsidiary plan and will be updated and utilized throughout the project life cycle.

The communications management plan will be extended to reflect associated resource allocations; identify communication constraints; select change and conflict management techniques; create communication templates; describe associated level of information confidentiality; inform of conditionalities and participants in various communication processes. A stakeholder feedback mechanism and communications directory will also be included to allow for timely decision-making, status updating and overall project goal and deliverable comprehension.

#### 4.5.2 COMMUNICATIONS MANAGEMENT APPROACH

The three (3) process groups will be activated at various times throughout the project life cycle:

- Plan Communications using Communication Requirements Analysis, Technology, Models and Methods; and Stakeholder Meetings;
- Manage Communications using Communication Technology, Models, and Methods; and Performance Reporting; and
- Control Communications using the Expert Judgment and through Stakeholder Meetings.

CASP Communication Plans will be represented within the Communications Matrix and other communication management templates. The Project Manager in consultation with particular stakeholders will proactively ensure effective project communication practices. This matrix will guide the over-arching communication process with each identified project stakeholder. The National Steering Committee will also serve in the development and oversight of the CASP communication mechanism.

Requests for changes in Project Communication mechanisms may be initiated by any Project Team or Steering Committee Member. Updates may also be requested as the project evolves and requirement needs mature.

All change requests will be submitted to the Project Manager for approval. He / She will assess the request for its practicality and on project communication goals and objectives. Upon acceptance of the request by the Project Manager, the Project Sponsor and Change Control Board will be informed of the decision taken and the Communications Team will be engaged for the revision of the existing plans to reflect recently approved communication changes.

The Project Manager will develop a sound understanding of the unique needs and expectations of each stakeholder group (as captured in Appendix 14) and will have a sustained exercise of Stakeholder Analysis.

The Senior STO and staff within the Communications Unit, DoESJEHS will become the primary Communication Liaisons or 'Communicators' for the CASP. The Communications Unit comprises an Information Officer and an Information Technician who will promote the CASP. The Senior STO will be the official face of the CASP and will be trained by the Communications Team in skills necessary for efficient engagement of CASP stakeholders. The team of three (3) will advise on the opportunities, challenges and communication methods to be used; such as technology-based, paper-based or face-to-face interactions. Other team members may be assigned to fit other intermittent communication roles at various points during the project life cycle.

### 4.5.3 STAKEHOLDER ANALYSIS

In this section project communications will be used in planning for the promotion of participation, cooperation, comprehension and coordination of CASP related activities and components.

The following contact directory will be populated and used as the primary listing template for CASP communications activities.

**Chart 12 CASP Stakeholder Directory Template (Source: Author of the study)**

<b>Professional Designation</b>	<b>Project Role</b>	<b>Full Name (First Name, Last Name)</b>	<b>Email Contact</b>	<b>Telephone Contact</b>	<b>Office Address</b>

The communication requirements; associated technology; timelines constraints; and the best communication methods for individual CASP stakeholders will be further reflected in Appendix 15. The communication reporting matrix will be developed within Appendix 16. Every effort henceforth is geared at catering for the CASP's three (3) primary stakeholder groupings namely: key CASP stakeholders, Affected and Potential CASP players. For ease of reference, groupings were previously aligned accordingly:

#### KEY CASP STAKEHOLDERS:

This group needs to be managed closely and to be fully engaged in CASP activities. They include: the Deputy Director of Community Services Unit, Ministry Accountant, Project Sponsor, Parents of CASP Registrants, Staff and Students of the Monchy Primary School, Government of Saint Lucia and the Private Sector.

#### AFFECTED CASP PLAYERS:

This group must be kept adequately informed of CASP activities. They include: CASP Coordinator, CASP Facilitators, Ministry of Health and Education Representatives, CASP Registrants and CASP Caterers.

#### POTENTIAL CASP PLAYER:

This group is of low priority, requires minimal monitoring and controlled levels of engagement. The residents of the Monchy Community are the sole cohort in this grouping.

Based on the predefined stakeholder listing, the CASP has  $14(14-1)/2 = 91$  potential communication channels and as such the implied strategies are paramount to limiting to whom and how CASP information is communicated.

#### 4.5.4 MANAGE COMMUNICATION

In this section, the Project Manager and his Communications Team will work steadfastly to ensure the highest quality CASP communication to relevant stakeholders. To maintain a high level of communication various communication methods will be applied. Every stakeholder grouping will be individually engaged and managed in consideration of the existing group dynamics.

Stakeholders will be appropriately informed of project successes, constraints, limitations, concerns and areas for possible collaboration. The schedule of engagements will most importantly elucidate pertinent areas of general operational significance to the CASP. All communication efforts will be considered within the confines of the project's time, cost and scope constraints based on the organizational policy requirements of the Ministry. The Project Manager will continue to provide direct supervision to the Communications Team who in turn will handle the development of communication materials and templates and spearhead all communication requirements as governed by the Communication Matrix.



All formal CASP communication will be delivered on or endorsed with and on official Ministry logos and document templates. Only the Project Sponsor, Project Manager or Senior STO under the direction of the Deputy Director may authorize the exposure of others to confidential CASP information.

CASP shall establish and maintain a two-way communication mechanism within the Ministry for real time provision of CASP updates, reports and pertinent communication to stakeholders during working hours. The Communications Unit may also consider the development of electronic / online feedback portals for the anonymous registration of stakeholder concerns. These submissions will assist the Project Manager in responding to the needs of the populace. Project Team Members will also be trained to respond to the frequently asked questions about the CASP and will be advised to refer certain concerns to the Project Manager, or Deputy Director or Senior STO.

#### 4.5.5 CONTROL COMMUNICATION

This section will cater for instances where changes may have to be executed against the initial communications management plan.

Through the continuous engagement of stakeholders clear indications of information inconsistency, insufficiency or tardy delivery will be made known to the Project Team Members. Once unable to be remedied through verbal communication by the attending officer; the established change control process will be activated and will be adjudicated over by the Project Manager. Legitimate areas of concern for the Project Manager may range from: the type and regularity of messages received; the type and amount of information remembered after communication; and the perceived relevance, comprehension, consistency and credibility of messages. At his / her discretion, other indicators may be added to this list.

Officers will be further encouraged to, on a regular basis, further probe stakeholders on their level of satisfaction in the established communication mechanisms. Secondary to request approval (by the Project Manager), the Communications Team on review of the case will commence the restorative work. For activation of the Change Control Process the Change Control Form (Appendix 5) may be utilized and the process is generally in keeping with the established Change Control Process defined within the Scope Management Plan. The one exception in this case is that it is only in cases of mass confusion or uncertainty on the part of the Project Manager that the Project Sponsor will give the ultimate approval for communication change requests.

Regardless of the outcome the requester is contacted and informed as to the rationale for the selected decision. Otherwise, the Project Manager will document the change request outcome and will update all necessary documentation with the Communications Team. A new project communications baseline will then be established for use by the CASP Project Team by the Communications Team.

## 5. CONCLUSIONS

Having developed this Community After-School Programme (CASP) Management Plan, we may conclude that a methodology for improved efficiency in cost planning, resource allocation and stakeholder engagement can be derived through strategic enabling of the CASP's scope, cost, time, stakeholder and communication components. Every component of this study was geared towards ensuring that the underprivileged youth, enrolled at the Monchy CASP Centre, are exposed to a sustained, well-organized, child-friendly environment. Through a series of established project management tools and techniques; process reevaluation; and continuous consultation a plan has been developed for the CASP.

Firstly, the scope of works for this project was narrowed to reflect plans for the improvements in cost planning, resource allocation, and stakeholder engagement. Management Teams were established; roles were defined; processes were re-engineered and project management frameworks were established. Remarkably, information on the project was readily available from experienced staff within the Department of Equity, Social Justice, Empowerment and Human Services (DoESJEHS).

Secondly, rigorous financial planning was undertaken to ensure that adequate funds are received (from the Private and Public Sector) for the CASP. Traditionally, the CASP has had to downsize and in some instances discontinue offerings for short intervals, as funds were not always forthcoming for the programme. Through this project, a marketing and sales strategy for the Private Sector and sensitisation, engagements for the Public Sector have been proposed. The robust cost-planning proposal is very applicable to the current Ministry structure and once adequately activated this should spell well for financial security, overall improvement and possible expansion for the CASP.

Thirdly, a detailed and strict CASP timeline has been established for the timely execution of project related activities. The project tasks and deadlines span the entire project life cycle and are reflected within the MS Projects. Noteworthy, the perennial delays experienced, when doing business with the Public Service, are acknowledged so allowance has been made to buffer such delays throughout key project components.

Fourthly, key, potential and affected CASP stakeholders were collectively identified, classified, and management measures were developed for each based on their individual categorisations. Key and affected stakeholders were identified for their important roles in the process. Potential stakeholders were also planned for although they pose no immediate threat to the project's work. Contact details were also requested for project stakeholders to allow for ease of reference and allowance has been made for the inclusion of new (other) stakeholders once identified.

Fifthly, systems were established for the timely production, transferal, management and evaluation of communication tools, methods, modes and techniques utilized by the Ministry for the CASP. A Communications Team comprising in-house staff was developed and they with the Project Manager spearhead the most pertinent components of this subsidiary plan. The sensitive nature of this area meant that several control measures had to be established for real-time response to any stakeholder's communication needs.

Full consideration was given to the existing organizational structure and culture of the DoESJEHS to facilitate real-time application of the proposed project components. The student's appreciation for projectized work has been exponentially expanded and she is confident that the structured management of the CASP will spell for major efficiency gains and this project proposal will be of paramount relevance to the Management of the Ministry.

## 6. RECOMMENDATIONS

Having completed the exercise the student makes the following recommendations to the Permanent Secretary (Operational Head) of the DoESJEHS. The following recommendations are related to the above captioned CASP Project Management Plan and are meant to further augment the current project objectives.

- 1) The development of a complementary human resource management plan to ensure an organised, well managed and efficiently led team of programme resources;
- 2) The development of a complementary quality management plan to ensure that a youth-friendly and well organized programme, consistent with international standards, is provided to Saint Lucian Youth;
- 3) The development of a complementary risk management plan to allow for the establishment of predefined responses to events or incidents that may negatively or positively impact the CASP in any way;
- 4) The development of a complementary procurement management plan to facilitate the acquisition of services or products from outside sources;
- 5) The development of complementary training modules for Ministry staff (in the efficient use of project management tools, techniques and material) and for CASP staff (in soft and social skills, M&E particulars and child engagement and protection realities.)
- 6) Exploration of timetable expansion to include better biopsychosocial support for CASP participants during the academic year in collaboration with other social partner agencies and Ministries; and
- 7) Exploration of the inclusion of Parenting Sessions for parents whose child(ren) or ward(s) are enrolled in the CASP (in areas such as Child Care and Protection, Nutrition, Healthy Life Styles, Parenting, Family Dynamics, etcetera).

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## APPENDICES



## Appendix 1: FGP Charter

**Figure 6: CASP FGP Charter (Source: Author of the Study)**

<b>PROJECT CHARTER</b>	
<b>Formalizes the project start and confers the project manager with the authority to assign company resources to the project activities. Benefits: it provides a clear start and well defined project boundaries.</b>	
<b>Date</b>	<b>Project Name:</b>
August 28, 2016	Project Management Plan for the Community After-School Programme in Saint Lucia
<b>Knowledge Areas / Processes</b>	<b>Application Area (Sector / Activity)</b>
<b>Knowledge areas:</b> Scope, Cost, Time, Stakeholder, Communications  <b>Process groups:</b> Initiate, Plan, Monitor and Control	Social Safety Net Protection
<b>Start date</b>	<b>Finish date</b>
August 28, 2016	February 17, 2017
<b>Project Objectives (general and specific)</b>	
<p>General objective:            To develop a Project Management Plan for the Community After-School Programme (CASP) in Saint Lucia to create a methodology for efficient cost planning, resource allocation and adequate stakeholder engagement.</p> <p>Specific objectives:</p> <ul style="list-style-type: none"> <li>• To construct a scope management plan to ensure that the requisite cost planning, resource allocation and stakeholder engagement are done during the project life.</li> <li>• To create a cost management plan to ensure that a more sustainable cash flow and adequate funds are allocated to the CASP.</li> <li>• To draft a time management plan to ensure that planning for the CASP is done within the preapproved times.</li> <li>• To create a stakeholder management plan to ensure the proper identification, categorization and participation of programme stakeholders.</li> <li>• To establish a communications management plan to guarantee the timely production, transferral, monitoring and management of programme information to CASP stakeholders.</li> </ul>	
<b>Project purpose or justification (merit and expected results)-deliver</b>	
<p>The Community After-school Programme (CASP) is offered by the Department of Equity, Social Justice and Empowerment in Saint Lucia. The programme has lately portrayed certain inefficiencies which has resulted in several operational setbacks for the CASP in Saint Lucia. The fluctuations in and sporadic financial assistance from Government and other private partners; dwindling commitment from CASP stakeholders; time deficient and in complete communication mechanisms; and inconsistent preparation for and execution of various programme components impede the programme's development. It is believed that improved processes and better execution of said will remedy these matters.</p> <p>The Social Research Unit within the parent Ministry (Ministry of Equity, Social Justice, Empowerment, Youth Development, Sports, Culture and Local Government) is tasked with the responsibility of improving the operationalization of the CASP. This project management plan is supposed to facilitate smooth transitioning to the use of best practices and will include various document templates and process plans for use moving forward.</p>	

**Description of Product or Service to be generated by the Project – Project final deliverables**

A framework for the development of a project management plan that speaks to the structuring of various CASP processes through the development of the five (5) subsidiary plans most pertinent to this project's objectives.

The subsidiary plans will capture the following information:

- Plan of the exact intention of the project scope.
- Guidelines on prudent programme expenditure and fund generation practices.
- Outlines of schedule of various programme components.
- Collation and categorization of stakeholders and their associated requirements.
- Plan specific to communication methods and channels.

**Assumptions**

- It is assumed that the formal knowledge from the Master's in Project Management courses is sufficient for the complete execution of the final graduation project by the student.
- It is assumed that the student has full comprehension of final graduation project requirements.
- It is assumed that a proper support system will be made available to student by university staff.
- It is assumed that the student will be in good health to complete assignment within scope and time.
- It is assumed that the university will remain open throughout the duration of the final graduation project.
- It is assumed that the requirements for the FGP will remain as currently established.
- It is assumed that funding will be made available for the implementation of the CASP.
- It is assumed that the youth will continue to express interest in the offering.
- It is assumed that other stakeholders within the CASP structure will be willing to participate in the exercise and that all key stakeholders will be identified.
- It is assumed that staffing will be sufficient to successfully run the CASP.
- It is assumed that the project scope will not be changed in the short to medium term.
- It is assumed that the private sector will also commit financially to the running of the CASP.

**Constraints**

Time: The twelve (12) weeks for the completion of the Final Graduation Project (FGP) is very short.

Ambiguity: The student may not always comprehend the tutors instructions in the initial instance.

Scope: There is no reference material for document creation as this is the first English speaking group to develop a final graduation project.

Cost: The student has no budget allowance should it become necessary for physical visits to remote or distant areas for the facilitation of project creation.

**Preliminary risks**

If student submissions are late, grades standing are forfeited.

If student does not understand the assignment/weekly requirement, the deadline may be missed.

**Budget**

Overall Budget is \$ 0.00 as there is currently no cost to activities of the twelve (12) week period.

**Milestones and dates**

Milestone	Start date	End date
Submission of Charter	August 22, 2016	August 28, 2016
Submission of WBS	August 22, 2016	August 28, 2016
Submission of Introduction Chapter	August 29, 2016	September 4, 2016
Submission of FGP Schedule	August 29, 2016	September 4, 2016
Submission of Theoretical Framework	September 5, 2016	September 11, 2016
Submission of Methodological Framework	September 12, 2016	September 18, 2016
Submission of Executive Summary	September 12, 2016	September 18, 2016
Submission of Bibliography, Indexes	September 12, 2016	September 18, 2016
Acquisition of Signed Charter	September 19, 2016	September 25, 2016

Scope Management Plan	November 7, 2016	November 11, 2016
Tutor Review	November 12, 2016	November 15, 2016
Cost Management Plan	November 16, 2016	November 24, 2016
Tutor Review	November 25, 2016	November 28, 2016
Time Management Plan	November 29, 2016	December 3, 2016
Tutor Review	December 4, 2016	December 7, 2016
Stakeholder Management Plan	December 8, 2016	December 12, 2016
Tutor Review	December 13, 2016	December 16, 2016
Communications Management Plan	December 17, 2016	December 21, 2016
UCI School Break	December 22, 2016	January 10, 2017
Tutor Review	January 11, 2017	January 12, 2017
Conclusion and Recommendations	January 13, 2017	January 16, 2017
Tutor Review	January 17, 2017	January 19, 2017
Final Project Submission	January 20, 2017	January 24, 2017
Completion of Final Graduation Project	February 17, 2017	February 17, 2017

### Relevant historical information

The organization under review is a government department that currently falls within the Ministry of Equity, Social Justice, Empowerment, Youth Development, Sports, Culture and Local Government. Though the nomenclature may change, inkeeping with the five-year general election cycle of the island, the Department of Equity, Social Justice and Empowerment is traditionally responsible for Social Protection programming on the island. Several programmes, projects and initiatives have been undertaken by the department which has also developed sound corporate partnerships with several other local, regional and international donor partners. Past projects have been geared at training the poor, differently-abled, marginalized and indigent in resilience, life skills, professional development and business ethics.

A poverty assistance programme, in which cash transfers and psychosocial assistance are core components, is also offered to Saint Lucia's most indigent by this department. Moreover, the department continues its social assistance support to Saint Lucians through relief assistance programmes in cases of natural disaster and emergency.

### Stakeholders

Direct stakeholders:

- Global School of Project Management, Universidad para la Cooperacion Internacional
- Organization of American States
- Laverne Verdant-Desir (Student)
- Tutors and Course Lecturers
- Reviewers
- Board of Examiners

Indirect stakeholders:

- Family of Laverne Verdant-Desir
- Friends of Laverne Verdant-Desir
- Prospective Cohorts to the Master's in Project Management
- Government and People of Saint Lucia

**Project Manager:**  
Laverne Verdant-Desir

**Signature:**

**Authorized by:**

**Signature:**

**Appendix 2: FGP WBS**  
**Chart 13: CASP FGP WBS (Source: Author of the study)**

No.	Task
	Final Graduation Project
1	<b>Final Graduation Seminar</b>
1.1	Week 1 Deliverables
1.1.1	Charter
1.1.2	WBS
1.2	Week 2 Deliverables
1.2.1	Introductory Chapter
1.2.2	FGP Schedule
1.3	Week 3 Deliverables
1.3.1	Theoretical Framework
1.4	Week 4 Deliverables
1.4.1	Methodological Framework
1.5	Week 5 Deliverables
1.5.1	Executive Summary
1.5.2	Bibliography
1.5.3	Indexes
1.5.4	Signed Charter
2	<b>Tutoring Process</b>
2.1	Tutor
2.1.1	Tutor Assignment
2.1.2	Communication Establishment
2.2	Previous Chapter Adjustments (If needed)
2.3	Chapter IV. Development (Results)
2.3.1	Scope Management Plan Submission
2.3.2	Tutor Review
2.3.3	Cost Management Plan & Corrections Submission
2.3.4	Tutor Review
2.3.5	Time Management Plan & Corrections Submission
2.3.6	Tutor Review
2.3.7	Stakeholder Management Plan & Corrections Submission
2.3.8	Tutor Review
2.3.9	Communication Management Plan & Corrections Submission
2.3.10	UCI SCHOOL BREAK
2.3.11	Tutor Review
2.4	Chapter V. Conclusions
2.5	Chapter VI. Recommendations

No.	Task
2.6	Tutor Review
2.7	Final Project Submission
2.8	Tutor Approval
3	<b>Reading by reviewers</b>
3.1	Reviewers assignment Request
3.1.1	Assignment of two reviewers
3.1.2	Communication establishment
3.1.3	FGP Submission to reviewers
3.2	Reviewers Work
3.2.1	Reviewer
3.2.1.1	FGP Reading
3.2.1.2	Reader 1 Report
3.2.2	Reviewer
3.2.2.1	FGP Reading
3.2.2.2	Reader 2 Report
4	<b>Adjustments</b>
4.1	Report for reviewers
4.2	FGP Update
4.3	Second Review by Reviewers
5	<b>Presentation to Board of Examiners</b>
5.1	Final Review Board Meeting
5.2	Loading of FGP Grade Report
FGP End	

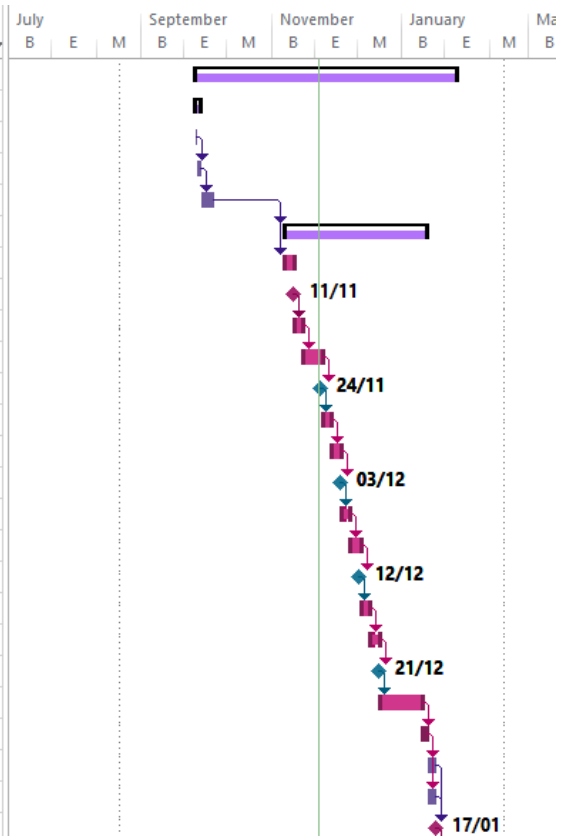
## Appendix 3: FGP Schedule

	Task Mode	Task Name	Duration	Start	Finish	Predecessors	July			September			November			January			Ma
							B	E	M	B	E	M	B	E	M	B	E	M	B
2		Final Graduation Project	130 days	Mon 22/08/16	Fri 17/02/17														
3		<b>Final Graduation Seminar</b>	25 days	Mon 22/08/16	Fri 23/09/16														
4		<b>Week 1 Deliverables</b>	5 days	Mon 22/08/16	Fri 26/08/16														
5		Prepare Charter	2 days	Mon 22/08/16	Tue 23/08/16														
6		Prepare WBS	3 days	Wed 24/08/16	Fri 26/08/16	5													
7		Charter and WBS Completed	0 days																
8		<b>Week 2 Deliverables</b>	5 days	Mon 29/08/16	Fri 02/09/16														
9		Prepare Introductory Chapter	5 days	Mon 29/08/16	Fri 02/09/16														
10		Prepare FGP Schedule	5 days	Mon 29/08/16	Fri 02/09/16														
11		Introductory Chapter and Schedule Completed	0 days																
12		<b>Week 3 Deliverables</b>	5 days	Mon 05/09/16	Fri 09/09/16														
13		Prepare Theoretical Framework	5 days	Mon 05/09/16	Fri 09/09/16														
14		Theoretical Framework Completed	0 days																
15		<b>Week 4 Deliverables</b>	5 days	Mon 12/09/16	Fri 16/09/16														
16		Prepare Methodological Framework	5 days	Mon 12/09/16	Fri 16/09/16														
17		Methodological Framework Completed	0 days																
18		<b>Week 5 Deliverables</b>	5 days	Mon 19/09/16	Fri 23/09/16														
19		Prepare Executive Summary	5 days	Mon 19/09/16	Fri 23/09/16														
20		Draft Bibliography	5 days	Mon 19/09/16	Fri 23/09/16														
21		Create Indexes	5 days	Mon 19/09/16	Fri 23/09/16														
22		Get Signed Charter	5 days	Mon 19/09/16	Fri 23/09/16														
23		Executive Summary Completed and Charter Signed	0 days																

GANTT CHART

	Task Mode	Task Name	Duration	Start	Finish	Predecessors	July			September			November			January			Me
							B	E	M	B	E	M	B	E	M	B	E	M	B
24	🚀	▶ <b>Tutoring Process</b>	89 days	Mon 26/09/16	Thu 26/01/17														
25	🚀	▶ <b>Tutor</b>	3 days	Mon 26/09/16	Wed 28/09/16														
26	👉	Commence Tutor Assignment	1 day	Mon 26/09/16	Mon 26/09/16														
27	📅	Establish Communication	2 days	Tue 27/09/16	Wed 28/09/16	26													
28	📅	Adjustments of Previous Chapters (If needed)	4 days	Thu 29/09/16	Tue 04/10/16	27													
29	🚀	▶ <b>Chapter IV. Development (Results)</b>	49 days	Mon 07/11/16	Thu 12/01/17	28													
30	🚀	Scope Management Plan	5 days	Mon 07/11/16	Fri 11/11/16	28													
31	🚀	Scope Management Plan Submission	0 days	Fri 11/11/16	Fri 11/11/16														
32	🚀	Tutor Review	3 days	Sat 12/11/16	Tue 15/11/16	31													
33	🚀	Cost Management Plan	7 days	Wed 16/11/16	Thu 24/11/16	32													
34	🚀	Cost Management Plan Submission	0 days	Thu 24/11/16	Thu 24/11/16	33													
35	🚀	Tutor Review	2 days	Fri 25/11/16	Mon 28/11/16	34													
36	🚀	Time Management Plan	5 days	Tue 29/11/16	Sat 03/12/16	35													
37	🚀	Time Management Plan Submission	0 days	Sat 03/12/16	Sat 03/12/16	36													
38	🚀	Tutor Review	4 days	Sun 04/12/16	Wed 07/12/16	37													
39	🚀	Stakeholder Management Plan	3 days	Thu 08/12/16	Mon 12/12/16	38													
40	🚀	Stakeholder Management Plan Submission	0 days	Mon 12/12/16	Mon 12/12/16	39													
41	🚀	Tutor Review	4 days	Tue 13/12/16	Fri 16/12/16	40													
42	🚀	Communications Management Plan	4 days	Sat 17/12/16	Wed 21/12/16	41													
43	🚀	Communications Management Plan Submission	0 days	Wed 21/12/16	Wed 21/12/16	42													
44	🚀	UCI School Break	14 days	Thu 22/12/16	Tue 10/01/17	43													
45	🚀	Tutor Review	2 days	Wed 11/01/17	Thu 12/01/17	44													
46	📅	Chapter V. Conclusions	2 days	Fri 13/01/17	Mon 16/01/17	45													
47	📅	Chapter VI. Recommendations	2 days	Fri 13/01/17	Mon 16/01/17	45													
48	🚀	Conclusion and Recommendations Submission	0 days	Tue 17/01/17	Tue 17/01/17	47,46													

GANTT CHART



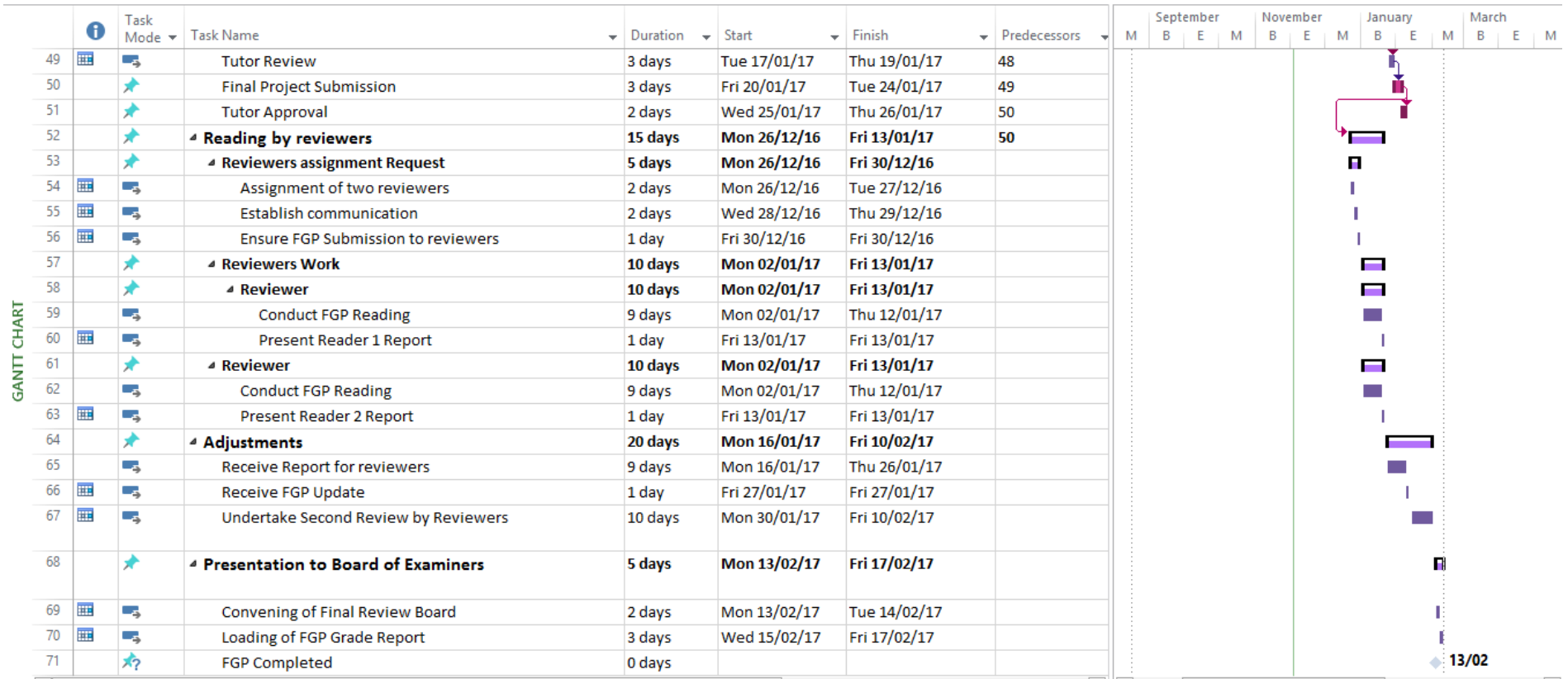


Figure 7: CASP FGP Schedule



**Appendix 4: Human Resource Development Centres**  
**Chart 14: 2016/2017 List of Community Human Resource Development**  
**Centres (Source: Author of the study)**

	<b>AREA</b>	<b>CONSTITUENCY</b>
<b>1</b>	1. Tete Chemin Community Centre 2. Roseau Community Centre (Old - Under renovation) 3. Jacmel Community Centre	<b>ANSE-LA-RAYE / CANARIES</b>
<b>2</b>	1. Babonneau Community Centre 2. Laguere Community Centre 3. Fond Assau Community Centre 4. Plateau Community Centre	<b>BABONNEAU</b>
<b>3</b>	1. Wilton's Yard Community Centre 2. Rose Hill Community Centre 3. Bois Patat Community Centre	<b>CASTRIES CENTRAL</b>
<b>4</b>	1. Marchand Community Center 2. Entrepot HRDC	<b>CASTRIES EAST</b>
<b>5</b>	1. Faux A Chaux Community Centre 2. Ciceron Community Centre	<b>CASTRIES SOUTH</b>
<b>6</b>	1. Barres Denis Community Centre 2. Coolie Town Community Centre 3. La Bayee Community Centre 4. Odsan Community Centre 5. Bel Air Community Centre	<b>CASTRIES SOUTH EAST</b>
<b>7</b>	1. Saltibus Community Centre 2. La Maze Community Centre 3. Piaye Community Centre (under Reconstruction) 4. La Fargue Community Centre (Under Reconstruction) 5. Roblot Community Centre	<b>CHOISEUL</b>
<b>7</b>	1. Dennery Multipurpose Centre 2. Grande Riviere HRDC	<b>DENNERY NORTH/SOUTH</b>

8	<ol style="list-style-type: none"> <li>1. Riviere Mitant Community Center</li> <li>2. Monchy HRDC</li> <li>3. La Feuille Centre</li> </ol>	<b>GROS ISLET</b>
9	<ol style="list-style-type: none"> <li>1. Laborie HRDC</li> </ol>	<b>LABORIE</b>
10	<ol style="list-style-type: none"> <li>2. Desruisseaux Multipurpose Centre</li> <li>3. Blanchard Multipurpose Centre</li> <li>4. Ti Rocher Multipurpose Centre</li> <li>5. Micoud Multipurpose Centre</li> <li>6. Mon Repos Community Centre</li> <li>7. Praslin Community Centre</li> <li>8. Malgretoute Community Centre</li> <li>9. Dugard Community Centre</li> <li>10. La Courville Community Centre</li> </ol>	<b>MICOUD NORTH/SOUTH</b>
11	<ol style="list-style-type: none"> <li>1. Grace Community Centre</li> <li>2. Belle-Vue HRDC</li> </ol>	<b>VIEUX FORT NORTH/SOUTH</b>

## Appendix 5: CASP Change Control Form

**COMMUNITY AFTER-SCHOOL PROGRAMME (CASP)  
SAINT LUCIA  
CHANGE CONTROL FORM**

**SECTION 1**

DATE (DD/MM/YY): \_\_\_\_\_

PROJECT NAME: \_\_\_\_\_

CHANGE NUMBER: \_\_\_\_\_

ITEM VERSION: \_\_\_\_\_

IDENTIFICATION OF ASPECT TO BE CHANGED (Indicate Document Page No.)  
\_\_\_\_\_

AREA OF CHANGE  
 Scope  Cost  Time  
 Stakeholders  Communication

CHANGE DETAILS (Indicate importance and urgency)  
\_\_\_\_\_  
\_\_\_\_\_

JUSTIFICATION  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

RECOMMENDATION  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1

**COMMUNITY AFTER-SCHOOL PROGRAMME (CASP)  
SAINT LUCIA  
CHANGE CONTROL FORM**

REQUESTER OF CHANGE: \_\_\_\_\_

JOB TITLE: \_\_\_\_\_

PHONE CONTACT: \_\_\_\_\_

EMAIL CONTACT: \_\_\_\_\_

**SECTION 2**

DATE INVESTIGATED (DD/MM/YY): \_\_\_\_\_

INVESTIGATOR OF CHANGE: \_\_\_\_\_

IMPACT: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

SUGGESTED PRIORITY  
 High  Low  Medium

INVESTIGATION OUTCOME: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

ALTERNATIVE SOLUTION:  
\_\_\_\_\_

2

**COMMUNITY AFTER-SCHOOL PROGRAMME (CASP)  
SAINT LUCIA  
CHANGE CONTROL FORM**

Provisional Approval/Decline by:  
 \_\_\_\_\_ Date: \_\_\_\_\_  
 <Full Name>  
 Project Manager

Provisional Approval by:  
 \_\_\_\_\_ Date: \_\_\_\_\_  
 <Approver's Name>  
 Project Sponsor

**SECTION 3**

CHANGE CONTROL BOARD MEETING DATE: \_\_\_\_\_

MEETING VENUE: \_\_\_\_\_

ATTENDEES: \_\_\_\_\_  
 \_\_\_\_\_

COMMENTS: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Approval by:  
 \_\_\_\_\_ Date: \_\_\_\_\_  
 Project Sponsor

3

**COMMUNITY AFTER-SCHOOL PROGRAMME (CASP)  
SAINT LUCIA  
CHANGE CONTROL FORM**

**SECTION 4**

CHANGE IMPLEMENTED: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

IMPLEMENTATOR: \_\_\_\_\_

DATE: \_\_\_\_\_

PROJECT MANAGER: \_\_\_\_\_

DATE: \_\_\_\_\_

4

**Figure 8: CASP Change Management Control Form**

## Appendix 6: CASP Deliverable Acceptance Form

<b>COMMUNITY AFTER-SCHOOL PROGRAMME (CASP) SAINT LUCIA PROJECT DELIVERABLE ACCEPTANCE FORM</b>	
<b>SECTION 1</b>	
DATE (DD/MM/YY): _____	
PROJECT NAME: _____	
ITEM/DELIVERABLE: _____	
ITEM VERSION: _____	
GENERAL OBSERVATION: _____ _____ _____	
APPROVED ( )	DENIED ( )
Validated by: _____ <Full Name> Project Sponsor	
Date: _____	
Signed by: _____ <Full Name> Project Manager	
Date: _____	
○	
1	

Figure 9: CASP Project Delivery Acceptance Form

## **Appendix 7: CASP Project WBS**

### **1.0 CASP PROJECT**

#### **1.1 PROJECT MANAGEMENT**

- 1.1.1 PROJECT INITIATION
- 1.1.2 PROJECT PLANNING
- 1.1.3 PROJECT MONITORING
- 1.1.4 PROJECT CONTROL
- 1.1.5 CLOSE PROJECT

#### **1.2 STAKEHOLDER MANAGEMENT**

- 1.2.1 STAKEHOLDER MAPPING
  - 1.2.1.1 STAKEHOLDER LIST
  - 1.2.1.2 STAKEHOLDER CATEGORIES
- 1.2.2 STAKEHOLDER ENGAGEMENT
  - 1.2.2.1 STAKEHOLDER MEETING ROSTER
- 1.2.3 CASP STAKEHOLDER REPORT

#### **1.3 COST MANAGEMENT**

- 1.3.1 PUBLIC SECTOR ENGAGEMENT
  - 1.3.1.1 CASP PRESENTATION DEVELOPMENT
  - 1.3.1.2 CABINET OF MINISTERS PRESENTATION
  - 1.3.1.3 MINISTRY OF FINANCE BUDGET SUBMISSION
- 1.3.2 PRIVATE SECTOR COMMITMENT
  - 1.3.2.1 PRIVATE SECTOR ENGAGEMENT
- 1.3.3 REGIONAL/INTERNATIONAL DONOR AGENCIES
  - 1.3.3.1 PROPOSAL SUBMISSION

## 1.4 RESOURCE MANAGEMENT

### 1.4.1 ORGANIZATIONAL RESOURCES

#### 1.4.1.1 PHYSICAL RESOURCES

#### 1.4.1.2 INFORMATION TECHNOLOGY RESOURCES

### 1.4.2 CENTRE NEEDS

#### 1.4.2.1 HUMAN RESOURCE

#### 1.4.2.2 PHYSICAL RESOURCE

#### 1.4.2.3 INFORMATION TECHNOLOGY RESOURCES

### 1.4.3 INVENTORY SYSTEM DEVELOPMENT

#### 1.4.3.1 LAST IN FIRST OUT (LIFO) SYSTEM DEVELOPMENT

### 1.4.4 INVENTORY SYSTEM TRAINING

### 1.4.5 SUPPLY DISTRIBUTION & BOOK KEEPING

### 1.4.6 SYSTEM AUDIT & CLOSURE

**Appendix 8 CASP Project WBS Dictionary**  
**Chart 15: CASP PROJECT WBS Dictionary (Source: Author of the study)**

CODE OF ACCOUNT ID.	DESCRIPTION OF WORK	ASSUMPTIONS / CONSTRAINTS	RESPONSIBLE ORGANIZATION	SCHEDULE MILESTONES	ASSOCIATED SCHEDULE ACTIVITY	RESOURCES REQUIRED	COST EST.	QUALITY REQUIREMENT	ACCEPTANCE CRITERIA	TECHNICAL REFERENCES	AGREEMENT INFORMATION
1.0	CASP PROJECT	It is assumed that the CASP will continue to be a program of the DoESJEHS. -	DoESJEHS	CASP will be offered.							
1.1	PROJECT MGT	It is assumed that a projectized approach will be used for project work moving forward. -	DoESJEHS	Projectized approach established for CASP processes.							
1.1.1	PROJECT INITIATION	It is assumed that the initiation phase of the project has already commenced. -	DoESJEHS								
1.1.2	PROJECT PLANNING	It is assumed that the various stakeholders will actively participate in the planning phase. -	DoESJEHS and other key stakeholders								
1.1.3	PROJECT MONITORING	It is assumed that the appropriate monitoring systems will be implemented at the DoESJEHS.	DoESJEHS								
1.1.4	PROJECT CONTROL	It is assumed that adequate controls will be followed throughout the project. -	DoESJEHS								
1.1.5	PROJECT CLOSURE	It assumed that the time line for the CASP is finite in nature and as such will conclude at some time. -	DoESJEHS	Project will be closed.							
1.2	STAKEHOLDER MGT	It is assumed that the CASP Stakeholders are integral to the successful implementation of the project. -	DoESJEHS								
1.2.1	STAKEHOLDER MAPPING	It is assumed that CASP stakeholders need first to be identified for future engagement. -	DoESJEHS and other key stakeholders	Master stakeholder lists are created.							
1.2.1.1	STAKEHOLDER LIST	It is assumed that pertinent stakeholders can be rostered. -	DoESJEHS and other key stakeholders								
1.2.1.2	STAKEHOLDER CATEGORIES	It is assumed that stakeholders each fall into distinct categories. -	DoESJEHS								
1.2.2	STAKEHOLDER ENGAGEMENT	It assumed that stakeholders will participate in discussion geared at the improvement of CASP. -	DoESJEHS	Stakeholders are engaged.							



1.2.2.1	STAKEHOLDER MEETING ROSTER	It is assumed that scheduled, mutually convenient meetings will heighten their chances of participation in CASP processes.	DoESJEHS										
1.2.3	CASP STAKEHOLDER REPORT	It is assumed that this collated information will serve well as an organizational process asset in all upcoming CASP related activities. -	DoESJEHS	Final CASP Stakeholder Report is produced.									
1.3	COST MGT	It is assumed that the realization of a sustained cash flow will result in adequate funding for the running of the CASP. -	DoESJEHS and Ministry with responsibility for Finance										
1.3.1	PUBLIC SECTOR ENGAGEMENT	It is assumed that the Government needs to be engaged further in a more structured way about the CASP.	DoESJEHS and Ministry with responsibility for Finance										
1.3.1.1	CASP PRESENTATION DEVELOPMENT	It is assumed that a well-developed presentation will allow for buy-in by Ministers on the ideas of the CASP. -	DoESJEHS and Ministry with responsibility for Finance										
1.3.1.2	CABINET OF MINISTERS PRESENTATION	It is assumed that the permission will be granted for the DoESJEHS to make the said presentation to the Ministers. -	DoESJEHS	Cabinet of Ministers are engaged.									
1.3.1.3	MINISTRY OF FINANCE BUDGET SUBMISSION	It is assumed that the resultant submission to the Ministry of Finance will be better met in lieu of the presentation. -	DoESJEHS										
1.3.2	PRIVATE SECTOR COMMITMENT	It is assumed that the private sector is able to support this government project.	DoESJEHS										
1.3.2.1	PRIVATE SECTOR ENGAGEMENT	It is assumed that the private sector is willing to be engaged in CASP related discussions. -	DoESJEHS	Private Sector engaged.									
1.3.3	REGIONAL / INTERNATIONAL DONOR AGENCIES	It is assumed that opportunities for funding will avail itself through the issuance of various calls for assistance by outside donors. -	DoESJEHS										
1.3.3.1	PROPOSAL SUBMISSION	It is assumed that the CAP submission will be given due review and consideration for funding by outside donors. -	DoESJEHS	External funds are sourced.									
1.4	RESOURCE MANAGEMENT	It is assumed that resource management is an integral component to the efficient running of the CASP. -	DoESJEHS										
1.4.1	ORGANIZATIONAL RESOURCES	It is assumed that some resources needed for the CASP are housed within the DoESJEHS. -	DoESJEHS	Organizational resources are identified.									
1.4.1.1	PHYSICAL RESOURCES	It is assumed that physical resources within the Department are available for use during the implementation of CASP. -	DoESJEHS										
1.4.1.2	INFORMATION RESOURCES	It is assumed that information resource needs for CASP can be met from supplies housed at the DoESJEHS. -	DoESJEHS										

1.4.2	CENTRE NEEDS	It is assumed that the Centre will need particular things for the effective execution of the CASP. -	DoESJEHS and the Monchy CASP Centre Staff	Centre requisition list will be created.								
1.4.2.1	HUMAN RESOURCES	It is assumed that the CASP Monchy Centre staff will be adequately skilled and experienced to effectively handle their co-responsibilities at the Centre. -	DoESJEHS									
1.4.2.2	PHYSICAL RESOURCES	It is assumed that there will be a need for some physical resources for the effective running of the CASP at the Monchy Centre. -	Monchy CASP Centre Staff									
1.4.2.3	INFORMATION TECHNOLOGY	It is assumed that there will be a need for information technology supplies at the CASP Monchy Centre. -	DoESJEHS and the Monchy CASP Centre Staff									
1.4.3	INVENTORY SYSTEM DEVELOPMENT	It is assumed that an inventory system will help with the efficient use of supplies within the CASP. -	DoESJEHS	Inventory system processes will be established.								
1.4.3.1	LIFO SYSTEM DEVELOPMENT	It is assumed that a system which facilitates the systematic use of the oldest of stock supplies will do well for the efficient utilization of CASP supplies. -	DoESJEHS									
1.4.4	INVENTORY SYSTEM TRAINING	It is assumed that training will be integral to the effective running of the new inventory system. -	DoESJEHS	Staff will be trained to use the system.								
1.4.5	SUPPLY DISTRIBUTION & BOOK KEEPING	It is assumed that proper distribution records will be kept in the utilization of the inventory system. -	DoESJEHS	System Records will be produced.								
1.4.6	SYSTEM AUDIT & CLOSURE	It is assumed that an inventory audit will be conducted to confirm the efficient utilization of the proposed system. -	DoESJEHS	System audit performed.								

**Appendix 9: CASP Activity Cost Estimates**  
**Chart 16: CASP Activity Cost Estimates (Source: Author of the study)**

<b>Item</b>	<b>Quantity</b>	<b>Unit Cost (XCD\$)</b>	<b>Resource (Labour, Material, Equipment, Service)</b>
Supervisor Stipend	1	<b>600.00</b>	Labour
Facilitator Stipend	3	<b>450.00</b>	Labour
Caterer Payment	1	{8.00 (per child) * 40 children * 12 teaching days} = <b>3,840.00</b>	Service
Supplies	1	<b>1,000.00</b>	Material, Equipment
Sales & Marketing Officer	3	<b>700.00</b>	Service
Maintenance Transportation Stipend	1	<b>300.00</b>	Service

**Appendix 10: CASP Activity Preliminary Budget Estimates**  
**Chart 17 CASP Budget Calculations (Source: Author of the study)**

<b>Item</b>	<b>Activity Cost (XCD\$)</b>	<b>Contingency Reserve</b>	<b>Control Account</b>
Supervisor Stipend	<b>600.00</b>	<b>90.00</b>	<b>690.00</b>
Facilitator Stipend	<b>450.00</b>	<b>67.50</b>	<b>517.50</b>
Caterer Payment	<b>3,840.00</b>	<b>576.00</b>	<b>4,416.00</b>
Supplies	<b>1,000.00</b>	<b>150.00</b>	<b>1,150.00</b>
Sales & Marketing Officer	<b>700.00</b>	<b>105.00</b>	<b>805.00</b>
Maintenance Transportation Stipend	<b>300.00</b>	<b>45.00</b>	<b>345.00</b>
<b>AGGREGATE</b>	<b>6,890.00</b>	<b>1,033.50</b>	<b>7,923.50</b>

**Appendix 11 CASP Activity List**  
**Chart 18: CASP Project Activity List (Source: Author of the study)**

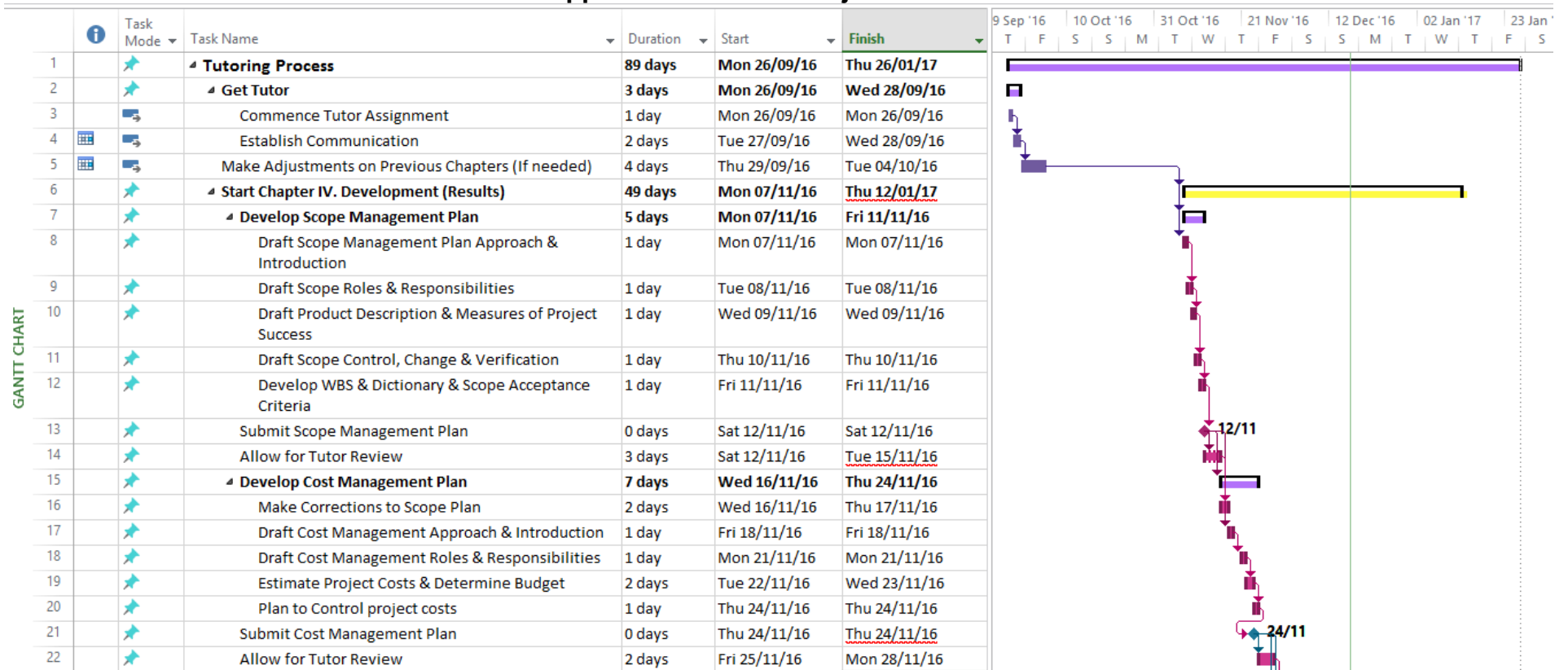
<b>ID NO.</b>	<b>ACTIVITY</b>	<b>DESCRIPTION</b>
A	Commence Tutor Assignment	A tutor is assigned to each student. At any time, one teacher may assist more than one student at a time.
B	Establish Communication	The Academic Advisor will establish a communication channel between the student and his/her assigned tutor via the web portal.
C	Make Adjustments on Previous Chapters	If necessary, recommendations made on the content of the final Graduation Seminar submission, will be incorporated into the revised version of the CASP project literature. This should all be reflected ahead of the development of the five subsidiary plans, conclusion, and recommendations on instruction by the tutor.
D	Draft Scope Management Plan Approach & Introduction	The Scope plan introduction and approach will speak briefly to how the various processes will be handled to ensure that only the preapproved scope of work (deliverables) are realized at project closure.
E	Draft Scope Roles & Responsibilities	Key officers involved in the efforts towards project scope realization will be recorded with their relevant role assignments.
F	Draft Product Description & measures of Project Success	The project's product will be described fully and requisite indicators of project success will be finalized.
G	Draft Scope Control, Change & Verification	Project scope control, change and verification will be planned at this juncture.
H	Develop WBS & Dictionary & Scope Acceptance Criteria	The project's WBS & WBS Dictionary and Product Scope Acceptance criteria will be finalized herein.
I	Allow for Tutor Review	The tutor will review the proposed project scope management plan and provide feedback on improvements to the student.
J	Make corrections to Scope Plan	The student will make corrections to the initial scope management plan submission based on feedback from the tutor.
K	Draft Cost Management Approach & Introduction	The Cost plan introduction and approach will speak briefly to the strategic approach to be utilized in the financing of the various project components.
L	Draft Cost Management Roles & Responsibilities	The roles and responsibilities of key individuals in the cost management process will be defined.
M	Estimate Project Costs & Determine Budget	CASP project costs will be estimated based on past average annual expenditure patterns and the CASP project budget will be defined.
N	Plan to Control Project Costs	A guide on the approach for project cost control imposition will be developed.
O	Allow for Tutor Review	The tutor will review the proposed project cost management plan and provide feedback on improvements to the student.
P	Make Corrections to Cost Plan	The student will make corrections to the initial cost management plan submission based on feedback from the tutor.
Q	Draft Time management plan approach and introduction	The Time plan introduction and approach will speak to how times are allotted for various processes and how it will be financed will be financed and supported to ensure delivery realization.
R	Define & sequence Activities	Project activities will be defined and sequence for ease of reference in project execution.

S	Estimate Activity Duration	The proposed duration for each project activity will indicated for ease of reference.
T	Develop & Control schedule	The project schedule will be finalized and control mechanisms will be developed to ensure the highest level of execution compliance.
U	Allow for tutor review	The tutor will review the proposed project time management plan and provide feedback on improvements to the student.
V	Make Corrections to Time Plan	The student will make corrections to the initial time management plan submission based on feedback from the tutor.
W	Draft Stakeholder Management Plan Introduction	The Time plan introduction will speak briefly as to how stakeholders will be engaged during the project life cycle.
X	List CASP Stakeholders & Draft Stakeholder Approach	Stakeholders critical to this CASP project will be identified and listed. An approach for stakeholder engagement will also be developed to guide activities within this knowledge area.
Y	Plan Stakeholder Engagement Management & Control	Plans shall be established for the management and control of stakeholder engagement activities so as to ensure inclusion and participation.
Z	Allow for Tutor Review	The tutor will review the proposed project stakeholder management plan and provide feedback on improvements to the student.
AA	Make Corrections to Stakeholder Plan	The student will make corrections to the initial stakeholder management plan submission based on feedback from the tutor.
AB	Plan Communications Management Approach & Introduction	The CASP's project's Approach and Introduction sections will be developed herein to give an indication of the direction that will be taken in the development of this knowledge areas.
AC	Manage Communications	Plans will be made for the timely and complete management of the CASP project's communication management needs.
AD	Control Communications	Plans will be made for the thorough control of the CASP project's communication control mechanism.
AE	Commence UCI School Break	The university will be closed for approximately three weeks during the holiday season.
AF	Allow for Tutor Review	The tutor will review the proposed project communications management plan and provide feedback on improvements to the student.
AG	Make Corrections to Communications Plan	The student will make corrections to the initial communications management plan submission based on feedback from the tutor.
AH	Draft Chapter V. Conclusions	The student will draft project conclusions based on all the work untaken on the CASP thus far.
AI	Draft Chapter VI. Recommendations	The student will record programme recommendations based on areas identified for improvement in the general CASP structure.
AJ	Allow for Tutor Review	Tutor performs the final proposal review inclusive of advisory notes for the student's attention.
AK	Make Final Proposal Corrections	The student reviews and attempts to incorporate all of recommendations made by tutor.
AL	Submit Final Project	The student submits the final proposal inclusive of all proposal corrections recommended over the last few months
AM	Receive Tutor Approval	The tutor approves the FGP proposal contingent on her satisfaction with the amount and quality of work produced by student in the final instance.

**Appendix 12: CASP Project Milestone List**  
**Chart 19: CASP Milestone Listing (Source: Author of the study)**

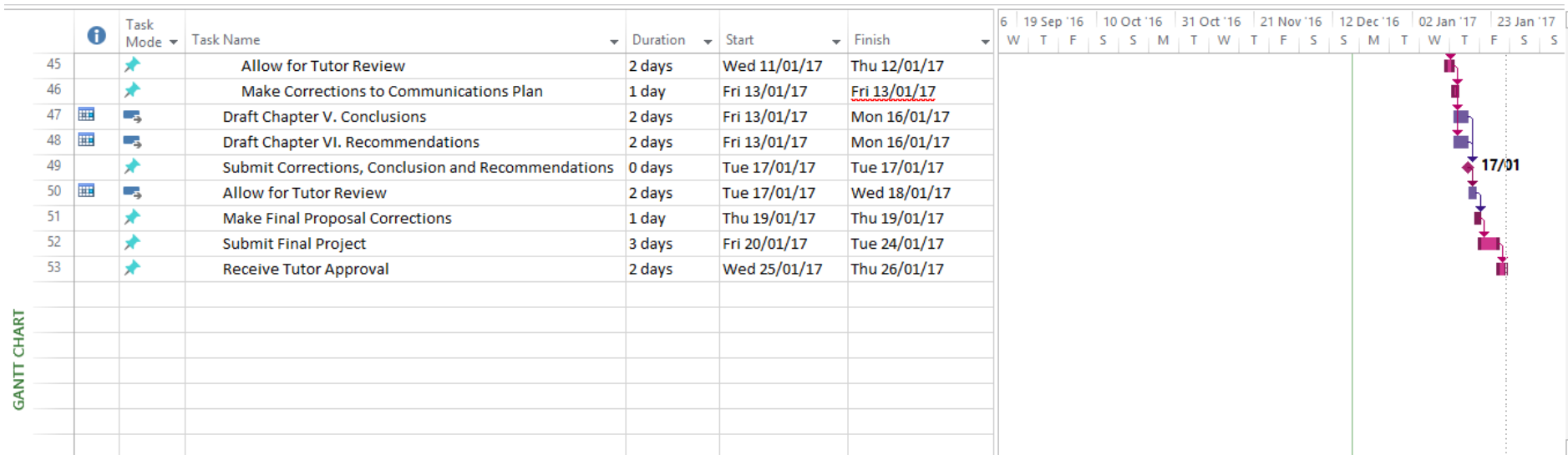
<b>MILESTONE</b>	<b>DESCRIPTION</b>	<b>TYPE (INTERNAL / EXTERNAL)</b>	<b>TYPE (FINAL / INTERIM)</b>	<b>TYPE (MANDATORY / OPTIONAL)</b>
Scope Management Plan Submission	Stakeholders to the CASP project ought to be identified from Project Commencement	Internal	Final	Mandatory
Cost Management Plan Submission	CASP stakeholders should be provided with adequate levels of access to project related matters to assist with the effective running of it	Internal	Final	Mandatory
Time Management Plan Submission	The findings of discussions from CASP stakeholders ought to be reflected in a central repository for ease of reference and continuity	Internal	Final	Mandatory
Stakeholder Management Plan Submission	The Ministers will be given first-hand information about the CASP in a historic format and also provided with relevant current day matters that support or affect the effective execution of the CASP.	Internal	Final	Mandatory
Communications Management Plan Submission	Three (3) private sector partners will be engaged in the hopes of their commitment in cash or kind to CASP processes and activities	Internal	Final	Mandatory
Conclusion & Recommendations Submission	By so doing a better indication will be created of the needs of the Centre as it pertains to information technology, human and physical resources	Internal	Final	Mandatory

## Appendix 13: CASP Project Schedule









**Figure 10: CASP Working Project Schedule**

## Appendix 14: CASP Stakeholder Register

### Chart 20: CASP Stakeholder Classification and Engagement Listing (Source: Author of the study)

ID No	Position	Requirements	Expectations	Stakeholder Classification (Internal vs. External, Supporter vs. Resistor vs. Neutral, Leading vs. Unaware)	Phase in Life of Project with Most Influence	Power (High (H) vs. Low (L))	Interest (High (H) vs. Low (L))	Plans for Engagement (Keep satisfied, Manage closely, Monitor, Keep informed)
1	Deputy Director, Community Services Unit	Project be completed within scope, time and cost constraints	Internal and external staff will work assiduously towards project objective realization	Internal, Supporting, Leading	Entire Project	H	H	Manage Closely
2	Ministry Accountant	Project be adequately funded and funds appropriately apportioned	Government of Saint Lucia will propose a term commitment to the CASP	Internal, Supporting	At Project Commencement	H	H	Manage Closely
3	Project Sponsor	Project receives all necessary resources for successful project implementation	This project will be a success	Internal, Supporting, Leading	Entire Project	H	H	Manage Closely
4	Ministry of Health Representative	CASP participants be adequately nourished by food catered for them during the programme	The best health practices, as proposed by us, will be reflected in the caterer's outline	External, Supporting	At Project Commencement	L	H	Keep Informed
5	Ministry of Education Representative	CASP teaching curriculum be adequately geared for proper engagement and stipulation of participants	The best academic practices, as proposed by us, will be reflected in the facilitator's outline	External, Supporting	At Project Commencement	L	H	Keep Informed
6	CASP Coordinator	CASP mandate and programming be adequately developed and communicated to staff to facilitate smooth programme implementation and for the timely provision of CASP supplies to the Centre / Adequate training be provided to CASP staff ahead of programme commencement	The CASP staff will commit fully to contractual obligations and the DoESJEHS will be available for to support his/her project directives	External, Supporting	During Programme Offering	L	H	Keep Informed
7	CASP Facilitators	Respective course outlines and supporting resources be available as necessary for successful curriculum completion / Adequate prerequisite training be provided to them ahead of programme commencement	All course outlines will be presented for early review and familiarization and be user-friendly	External, Supporting	During Programme Offering	L	H	Keep Informed
8	CASP Caterer	Clear indication of catering quota be established / Supplementary	Meals will be enjoyed by CASP registrants	External, Supporting	During Programme	L	H	Keep Informed

		supplies be availed in a timely fashion so as not to hinder meal preparation and delivery			Offering			
9	CASP registrants	CASP be informative, engaging and sustained as a prosocial source of engagement	Meals will be tasty and sufficient, the Centre will provide comfortable accommodation and a safe space for interaction	External, Supportive	During Programme Offering	L	H	Keep Informed
10	Parents of CASP registrants	CASP be a space for youth engagement, growth and exposure to prosocial experiences under the supervision of caring and responsible adults	Centre staff will be adequately equipped and trained to provide this service to youth	External, Supportive, Neutral	During Programme Offering	H	H	Manage Closely
11	Staff and Students of the Monchy Primary School	CASP provide added social and academic support for the school's most indigent youth population to further support efforts made during regular school hours	The physical structure of the school will be respected and possibly improved	External, Neutral	During Programme Offering	H	H	Manage Closely
12	Residents of the Monchy Community	CASP to help with community development, citizen security, and as food security mechanism for needy families	Youth at the community to get a bit noisy at certain times and for adequate security and provision to be made for the youth enrolled in the programme	External, Neutral, Unaware	Entire Project	L	L	Monitor
13	Government of Saint Lucia	CASP be a self-sufficient, non-discriminatory, adaptive but promotive social safety net programme available for access by indigent households	Funds will be transparently and prudently administered to the programme	Internal, Supportive, Leading	Entire Project	H	H	Manage Closely
14	Private Sector Partners	Financial and physical contributions be used for the expansion of CASP efforts geared at the provision of social, academic and nutritional needs of the nation's youth	This is a great opportunity for corporate social responsibility exploits	External, Neutral	Entire Project	H	H	Manage Closely

**Appendix 15: CASP Information Requirements**  
**Chart 21: CASP Stakeholder Communication Requirements**  
 (Source: Author of the study)

<b>Stakeholder(s)</b>	<b>Document Name</b>	<b>Document Format</b>	<b>Due Date</b>	<b>Method</b>
Deputy Director, Community Services Unit	End of Month Reports and other project related documents, project schedule, issue lists,	Printed & Electronic copies & meeting	Every Monday or as may be otherwise necessary	Interactive
Ministry Accountant	Financial Status Reports, project schedule	Printed & Electronic copies	Every Monday or as may be otherwise necessary	Interactive
Project Sponsor	Status Reports, Status meeting summary notes, Financial status reports, project schedule, issue list	Email & meeting	Every Monday or as may be otherwise necessary	Interactive
Ministry of Health Representative	Status Reports, bulletin board	Email	Every first Monday of the month or as may be otherwise necessary	Interactive
Ministry of Education Representative	Status Reports, bulletin board	Email	Every first Monday of the month or as may be otherwise necessary	Interactive
CASP Coordinator	Status Reports, Inventory Requests, Training Plan, project schedule, issue lists, feedback form	Printed & Electronic copies & Meeting	Every first Monday of the month or as may be otherwise necessary	Interactive

CASP Facilitators	End of Month Reports, Training Plan, project schedule, feedback form,	Meetings	Every second Monday of the month or as may be otherwise necessary	Interactive
CASP Caterers	Inventory Requests, project schedule, feedback form	Meetings	Every second Monday of the month or as may be otherwise necessary	Interactive
CASP Registrants	Classroom offerings	Meetings	As may be necessary based on programme outlines	Push
Parents of CASP Registrants	Training Plan, Status Sensitization Report, Travel and Participation Consent Forms, project schedule, feedback form	Printed & Electronic copies & meeting	Every first Monday of the month or as may be otherwise necessary	Interactive
Staff and Students of the Monchy Primary School	Access to facility form, CASP proposal, promotional literature & registration forms, project schedule, bulletin board,	Electronic Copies & Meeting or presentations	Every first Monday of the month or as may be otherwise necessary	Interactive
Residents of the Monchy Community	CASP proposal, promotional literature & registration forms, project schedule, bulletin board	Hard copies & presentations	The Monday of the week before CASP commences and the second Monday after the programme concludes	Push and Pull

Government of Saint Lucia	CASP proposal, status reports, internal memos, project schedule, bulletin board	Printed & Electronic copies & meeting or presentations (on request)	Every first Monday of the month or as may be otherwise necessary	Interactive
Private Sector Partners	CASP proposal, status reports	Printed & Electronic copies & presentations (on request)	Every first Monday of the month (for Corporate Partners) or as may be otherwise necessary (for prospective partners)	Interactive

**Appendix 16: CASP Stakeholder Reporting Matrix**  
**Chart 22: CASP Communication Reporting Matrix (Source: Author of the study)**

From \ To	Deputy Director, Community Services Unit	Ministry Accountant	Project Sponsor	Ministry of Health Representative	Ministry of Education Representative	CASP Coordinator	CASP Facilitators	CASP Caterers	CASP Registrants	Parents of CASP Registrants	Staff and Students of the Monchy Primary School	Residents of the Monchy Community	Government of Saint Lucia	Private Sector Partners
Deputy Director, Community Services Unit		X	X	X	X								X	X
Ministry Accountant	X		X	X	X								X	
Project Sponsor	X												X	
Ministry of Health Representative	X		X		X								X	
Ministry of Education Representative	X		X	X									X	
CASP Coordinator	X									X	X	X	X	
CASP Facilitators	X					X				X				
CASP Caterers	X					X								
CASP Registrants	X					X	X	X		X				
Parents of CASP Registrants	X					X	X							
Staff and Students of the Monchy Primary School	X					X								
Residents of the Monchy Community	X					X							X	
Government of Saint Lucia	X	X	X	X	X					X	X	X		
Private Sector Partners	X	X											X	

## Appendix 17: FGP Philology Letter

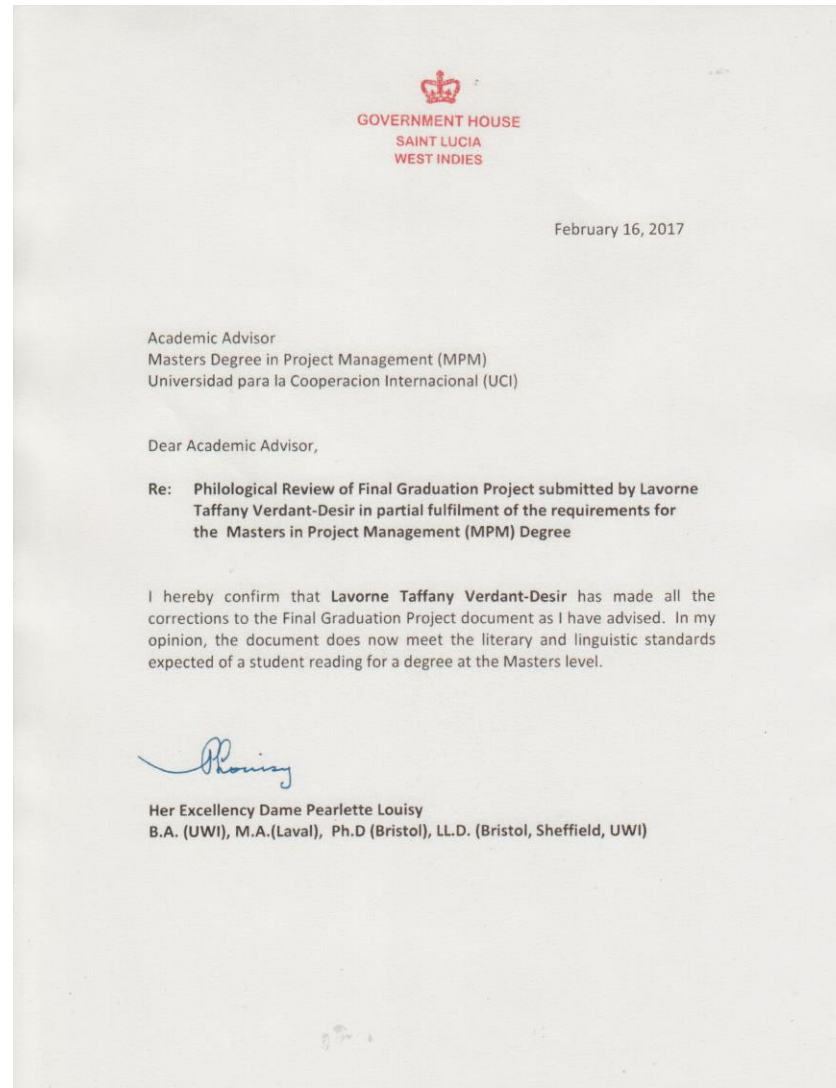
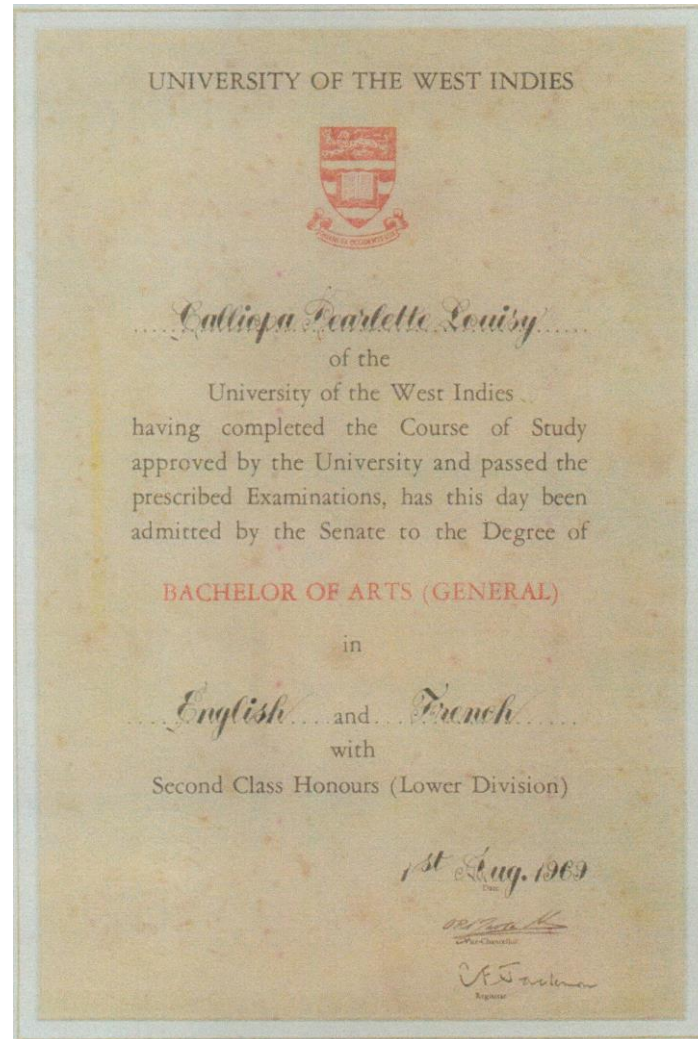


Figure 11: Philology Letter in name of Mrs. Laverne Verdant-Desir



**Appendix 18: Undergraduate Academic Qualification of the Philologist**



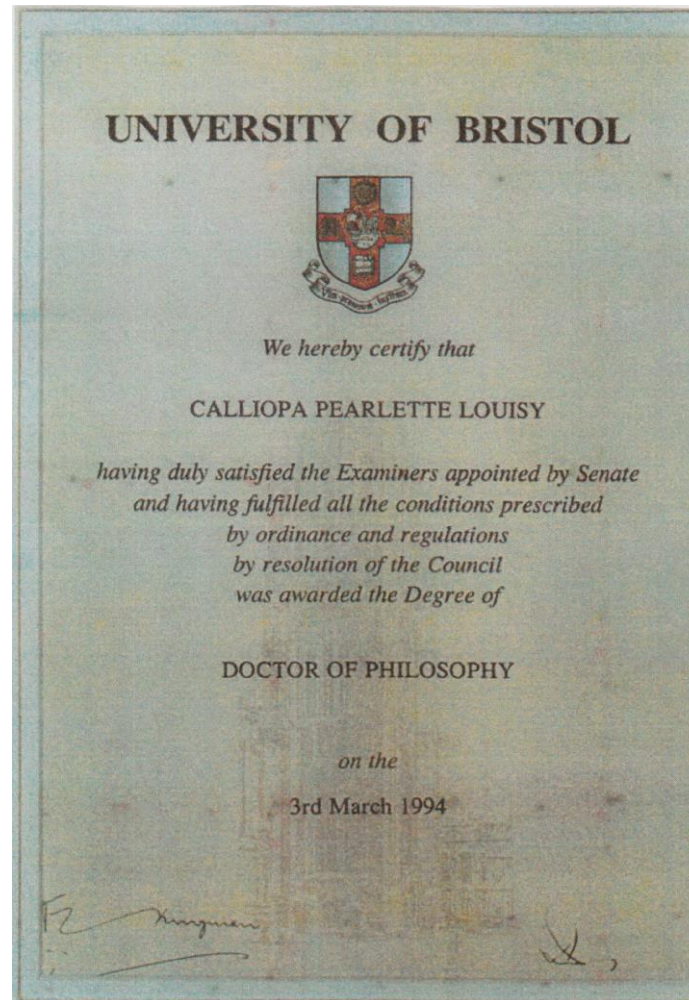
**Figure 12: Undergraduate Degree of Her Excellency, Dame Calliopa Pearllette Louisy, Governor General of Saint Lucia**

**Appendix 19: Post Graduate Academic Qualification of the Philologist**



**Figure 13: Masters Degree of Her Excellency, Dame Calliopa Pearlette Louisy, Governor General of Saint Lucia**

**Appendix 20: Doctoral Academic Qualification of the Philologist**



**Figure 14: Doctoral Degree of Her Excellency, Dame Calliopa Pearlette Louisy,  
Governor General of Saint Lucia**