

UNIVERSIDAD PARA LA COOPERACION INTERNACIONAL
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TO IMPLEMENT A PMO IN A SECONDARY SCHOOL

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ABSTRACT

In the context of a secondary school, establishing a Project Management Office (PMO) is an innovative intervention that is focused on providing solutions to the issues encountered in an educational setting. This study is therefore an exploration of the real-world outcomes of introducing a PMO into a school while also adhering to principles of sustainable development. This study is an identification of the project management gaps that exist in that school and by extension the educational industry while also exploring the implications that these gaps, particularly a lack of a structured approach to projects, can have on the teaching and learning environment. The research is therefore designed to assess the current project management practices of the school, design a PMO framework that is relevant to the school's context, conduct PMO training with staff, conduct a pilot project to test the PMO's efficacy and then assess the PMO's performance.

By utilizing a mixed-methods approach, which consists of qualitative and quantitative data collection and analysis, the researcher was able to arrive at findings which provide insights into stakeholder perceptions of current practices while also underscoring challenges and best practices in the PMO implementation process to improve future endeavors. The main aim of the research is therefore to design a PMO framework that suits the unique needs of stakeholders by implementing sustainable strategies and utilizing outcomes that are objective and measurable. As such this study goes beyond just adding to the body of scholarly knowledge to also being relevant to policy decisions regarding educational project management in the region. The results of the research indicate that the PMO framework implemented contributed to improvements in project governance, better communication and more defined roles and responsibilities. All these benefits led to more alignment with the school's goals. However, in assessing the PMOs performance in the pilot project, the need for more technological integration and more targeted training for staff is evident. In addition to contributing to the existing body of project management knowledge, this research provides the framework for the adoption of structured project management practices in the target school specifically and in the country's educational sector.

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ABBREVIATIONS AND ACRONYMS

CPEA- Caribbean Primary Exit Assessment

CSEC- Caribbean Secondary Education Certificate

COVID-19- Corona-virus Disease 2019

FGP- Final Graduation Project

GED- General Education Development

KPIs- Key Performance Indicators

PMI- Project Management Institute

PMO- Project Management Office

PMBOK- Project Management Body of Knowledge

RD- Regenerative Development

SDGs- Sustainable Development Goals

UN- United Nations

WBS- Work Breakdown Structure

EXECUTIVE SUMMARY

The Caribbean's current issues within the educational prove that a suitable framework to manage the projects undertaken in the industry is vital. The socio-economic challenges of the region require a more formal and structured project management process as the current practices create inefficiencies and issues with resource maximization (Kuhlmann & Stein., 2016). As a result, a project management office (PMO) was required.

Inherently the objectives of the research were to assess the school's project management practices, create a PMO to suit the needs of the school, training staff to adequately use the PMO, implement a small-scale project to test the PMO's viability and to evaluate the PMO's performance.

These objectives were achieved by utilizing a mixed methods approach to research; both quantitative and qualitative procedures were used to gather and analyze data. The methodology of the research consisted of a review of the relevant literature on issues such as stakeholder engagement and implementing PMOs into educational institutions.

The findings of this research made it evident that the objectives of the study were all met. In fact, the baseline evaluation showed that the project management strategies utilized at the school prior to the intervention were too inconsistent and informal to sustain their organizational needs. As such, the PMO framework which was designed addressed these deficiencies by developing structured tools and processes that staff could utilize in their project management processes. Moreover, due to the training used in the study, there were notable improvements in staff confidence, knowledge and skills as it relates to employing a

PMO. Additionally, the pilot project which was completed proved to be successful and therefore provided tangible benefits of the PMO framework used. Finally, the evaluation of the pilot project was effective as it utilized key performance indicators concerning stakeholder engagement, project communication as well as project governance.

As such, recommendations were made to develop a sustainable PMO. Routine evaluations of the project's processes as well as annual reviews of its procedures are paramount to PMO success. Another recommendation was to focus on staff certification and training in project management. Furthermore, it was recommended that pilot projects be conducted iteratively across departments in the school to refine the framework of the PMO. Additionally, both project effectiveness should be tracked using key performance indicators and investments in project management processes should be made. Moreover, a holistic change management plan should be adopted and that partnerships are made with other institutions for resource and knowledge sharing. Central to these recommendations is the need for the Choiseul Secondary School to adopt a supportive-type PMO. This PMO type is ideal for the school's low level of project management maturity, and it will allow the organization to use project management training and guidance without having to conform to rigid control.

1 INTRODUCTION

1.1. Background

The field of education has undergone drastic transformations in the last few years, due in part to the COVID-19 pandemic. These transformations have revealed the need to utilize efficient project management processes to be able to effectively attend to stakeholders' needs. Particularly in Saint Lucia where educational reform has been undertaken as part of the process to enhance the teaching process, introducing a Project Management Office (PMO) in secondary schools was a noteworthy approach as it is intended to streamline the procedures and processes of any projects undertaken in the school environment. As such, this study which is intended to investigate the viability of implementing a PMO at Choiseul Secondary School, which is a secondary school in St. Lucia, focused on providing a methodical approach to meeting the needs of those who operate within the educational system.

Moreover, Saint Lucia's educational landscape is extremely dynamic. What this means is that there are constant changes to the curricula and educational policies which affect the target school of this research. Thus, it is inherent that the processes and procedures being employed to undertake projects must also progress to meet those shifting expectations and demands.

The PMO provides organizations with a structured approach to the management of education-based projects because it serves as a hub for the planning, executing and controlling of projects based on standards outlined by the Project Management Institute.

Given that education-based projects are becoming more complex due to the evolving needs of stakeholders, it is evident that the PMO has a vital place in the school system.

Studies conducted before have stressed how vital it is to integrate the opinions of stakeholders into any project management initiative undertaken by the organization (Beringer et al., 2013; Kuhlmann & Stein, 2016). This is particularly relevant in secondary schools which possess several diverse groups of stakeholders. Stakeholders of educational ecosystems consist of parents, students, administrative staff, teaching staff, relevant ministries and even community members. Thus, an understanding of the underlying issues of this research will allow the researcher to design a PMO framework that is relevant to the specific educational context of the target school in Saint Lucia.

Consequently, this research will focus on improving these project management practices in a school in Saint Lucia by instituting a PMO. The systematic structuring of the PMO framework will help build capacity in the secondary school of choice to help the school meet its mandate to provide quality education-based initiatives within their educational institution.

1.2. Statement of the problem

There are many challenges which pertain to the efficient running of projects in Saint Lucia's educational industry. For one, growingly projects are becoming more diverse and more complex. This is because now, more than ever, there is a need to ensure that project management practices directly pertain to the needs and expectations of the school's stakeholders. Evidently, schools in Saint Lucia do not have the requisite formal structure or

approach to project management that will allow for effective communication, effective project management practices and overall efficient project outcomes (Jiang et al., 2019).

A significant issue which currently exists is that the current project management practices do not sufficiently address the needs of stakeholders. The lack of baseline assessments at the target school means that the school is not able to identify potential gaps and improvement areas in their project management practices (Khan et al., 2020). It is evident that failing to understand how stakeholder motivations and needs can impact projects which in turn can have detrimental effects on learning outcomes and the overall satisfaction of the stakeholders who interact with the school environment. This failure has also been shown to have a negative impact on value delivery (Kilibarda, 2021).

Given this lack of adequate baseline assessments, there is a lack of proper documentation within the school environment. Although projects are implemented at the target school, there is no particular structure or formal process utilized to undertake projects. What this means is that projects do not have official teams dedicated to their completion, nor do they have methodologies which delineate the way projects should be approached. This lack of project management framework is likely to create issues in project implementation as no standardized process can cause great variability in project processes and outcomes (Kelley et al., 2021). Thus, the school's project quality and consistency are constantly at stake.

Moreover, there is a propensity for schools to neglect the importance of training staff to acquire requisite project management skills and knowledge (Santos et al., 2021).

Since there is a lack of training it is expected that staff would feel frustrated and incapable of executing projects. In fact, the target school has never undertaken mentoring and training in project management for their staff.

Essentially the problem statement of this research is multifaceted. Evidently there is a deficiency in the project management practices being utilized in Saint Lucian secondary schools. As a result, there are several inefficiencies pertaining to lack of proper structure for implementing projects, an absence of documentation to aid the project's processes and procedures as well as a lack of training to acquaint staff with required project management knowledge and skills. Tackling these issues is fundamental to fostering more effective stakeholder engagement and overall project outcomes.

1.3. Purpose

Effective project management in all schools is paramount. Therefore, introducing a Project Management Office (PMO) within the school system will allow for a standardized method of managing projects to ensure that they meet the needs of the stakeholders within its ecosystem. Thus, this research is designed to authenticate the benefits of utilizing a PMO in a secondary school.

PMOs have been touted for their ability to improve the efficacy of projects by giving project teams a consistent approach to executing projects (Project Management Institute, 2020). As such, it is clear that there is merit in evaluating the current processes and procedures the organization employs to identify any areas that require targeted intervention as well as to better design a PMO structure that suits the reality of the

organization it is being implemented in. This is evident because improvements in project efficiency can have a positive impact on project budget and schedule and these benefits are instrumental when dealing with resources in the education sector which tend to be limited.

Additionally, the justification of this project rests on the fact that it promotes value delivery. Aaltonen and Kujala (2016) contended that project management structures that are efficiently implemented help to improve the project's ability to fulfill stakeholder's needs. This means that working to implement a PMO that fosters collaboration and stakeholder engagement would lead to alignment of project outcomes and stakeholder needs.

Moreover, there is a need to document the project's processes and procedures more formally. This project aims to introduce a well-defined PMO which will act as a model for future project practices within the school. By formally documenting the processes and procedures of the PMO, the project addresses the obvious ambiguities which exist not just within the target school but within schools in St Lucia in general. The aim is that after project completion the PMO's format can be replicated and utilized in future educational endeavors. This is because these practices of documenting project frameworks are known to create repositories of knowledge which can be shared among staff (Jiang et al., 2019).

Furthermore, the target school's lack of training in project management necessitates formal training for staff. Project management training is vital to the introduction of the PMO, or any project methodology as it provides the staff with avenues to acquire relevant resources as well as to provide standard information to everyone who will be involved in the process (Santos et al., 2021).

As such, this research's focus on training will directly meet this need for giving staff the requisite skills and knowledge needed to implement the PMO. Further justification is evident in the fact that Müller and Jugdev (2012) noted that training staff in project methodologies helps to improve team competency to enhance stakeholder satisfaction. What this push for training would lead to is an improvement in the school's skilled workforce and therefore an improvement in the institution's sustainability.

This project is also justified in the fact that its pilot project component will serve as a viable method of authenticating the efficacy of the PMO's framework. There are more than one use of pilot projects. Pilot projects act both as a litmus test of the implementation and as feedback that can be utilized to enhance the project's methodologies (Bryde & Flevy, 2020). Therefore, the project will provide real world data within which observations and evaluations can be made to assess the extent to which the project meets the overarching goals and objectives of the research being conducted.

1.4. General objective

The general objective of this project is to propose a PMO for a secondary school

1.5. Specific objectives

The specific objectives of this research are:

1. To conduct a baseline evaluation of current project practices to ascertain the extent to which they meet stakeholder needs
2. To design and document the processes and procedures of the PMO as a means of developing its framework
3. To implement training to acquaint staff with the methodology of the PMO
4. To conduct a small-scale pilot project so as to launch the PMO
5. To assess the PMO's performance in the pilot project so as to acquire feedback

THEORETICAL FRAMEWORK

2.1 Company/Enterprise framework

Company/Enterprise background

Choiseul Secondary School, the organization where this research takes place is located on the west coast of Saint Lucia, an island in the West Indies. The organization is a publicly funded secondary school with grades 7-11. The school, which is located in La Fargue, Choiseul serves approximately 525 students who come from diverse socio-economic backgrounds as well as different communities on the western and southern coast of the island. The school was first founded in 1984 as a junior secondary school. This

means that initially there were only grades 7-9 being housed at the school. In 1995 the school was granted full secondary school status and since then it has housed five grade levels to which students can be promoted to after successfully passing the Caribbean Primary Exit Assessment (CPEA) examinations.

The academic year for this institution begins in September every year and concludes in the first week of July. The school is closed three times a year, namely from July to August for summer break, for three weeks in December for Christmas break and for two weeks in April for the Easter break. The school's normal operating hours are from Monday to Friday from 8AM-4PM.

The school's curriculum is a comprehensive one, which spans a wide range of subjects which are in line with the Ministry of Education, Sustainable Development, Innovation, Science, Technology and Vocational Training national standards. The institution's academic program prepares students to undertake the Caribbean Examination Council's Caribbean Secondary Education Certificate (CSEC) exams at the end of grade 11. These examinations are the Caribbean's equivalent of the General Education Development (G.E.D), undertaken in the United States of America. This academic program designed by the school promotes problem solving, collaboration, critical thinking and analytical skills through both the intended and hidden curriculum.

In addition to its academic program, the school has an intra-curricular program that is used to teach students vocational skills. The clubs in this intra-curricular program range from life skills such as cooking, sewing and gardening to hobby skills such as boxing,

modeling and nail technology and design. This program runs every Wednesday during the regular teaching period, which excludes time for both internally and externally proctored examinations. Additionally, the organization has several sports teams for both its male and female students. The school participates in basketball, volleyball, rugby, pole vaulting, netball, football, cricket as well as track and field. This mixture of intra-curricular clubs and sports programs goes a long way in fostering students into holistic young adults.

Moreover, the school is involved in the community that it operates in. The school has undertaken several projects within the wider community. These projects undertaken by the school encompass environmental clean ups, community service programs, literacy initiatives and fundraisers. These projects have been taken on with local businesses and non-governmental organizations to address many of the issues that the residents of the community deal with.

Mission and vision statements

Mission

The mission statement of the school is, “Fostering excellence through student centered learning experiences in which academic achievement, sports and soft skills are utilized to provide students with a balanced education in preparation for their roles as valuable members of society” (Choiseul Secondary School Handbook, 2004, p. 5).

The mission of the organization is therefore contingent upon providing students with an inclusive and holistic secondary education. It is focused on creating students who

are lifelong learners, who are socially responsible and who are contributing and well-adjusted members of society. The organization's mission, as articulated above, is achieved through various means.

Firstly, the school facilitates an environment that promotes critical thinking and problem solving by engaging students in subject areas such as English Literature and Advanced Mathematical Computations.

Moreover, the organization's intra-curricular initiatives work towards encouraging students to engage in fulfilling and meaningful experiences that allow them to explore their creative potential as well as to work in group settings to achieve non-academic goals.

Additionally, the school's community-based partnerships go a long way in helping to achieve its mission. By engaging with local organizations to actively meet the needs of the community the school not only builds strong community partnerships, but it also instills social stewardship in students.

Also, in creating an environment that students feel safe and secured in. By building safe spaces for students to feel valued and supported despite their socio-economic backgrounds, varying abilities or learning challenges, the school works towards creating an institution that thrives on inclusivity and equity.

Finally, the school's push to integrate technology across the curriculum and within its social dynamics works towards promoting digital literacy among students. Since the

world we live in is increasingly more digital, students are being prepared to take their place in the world by being equipped with the requisite technology-based skills and knowledge.

Vision

The school's vision statement is as follows, "...to promote excellence and holistic development by catering to multiple intelligences as a way to meet the needs of a 21st century society" (Choiseul Secondary School Handbook, 2004, p. 5).

What this means is that the school's values are aligned with the following principles:

- a. Empowerment: students are given the skills and knowledge needed to succeed academically and interpersonally.
- b. Innovation: the school creates a learning environment that promotes adaptability and innovation as a means of both leveraging the opportunities and overcoming the challenges of the 21st century.
- c. Social Stewardship: the school promotes the values of taking social responsibility by being an active and vital stakeholder of one's community and addressing the issues faced in one's ecosystem.

Organizational structure

The organizational structure of the Choiseul Secondary school is akin to that of a typical secondary school on the island of Saint Lucia. The school has one principal who

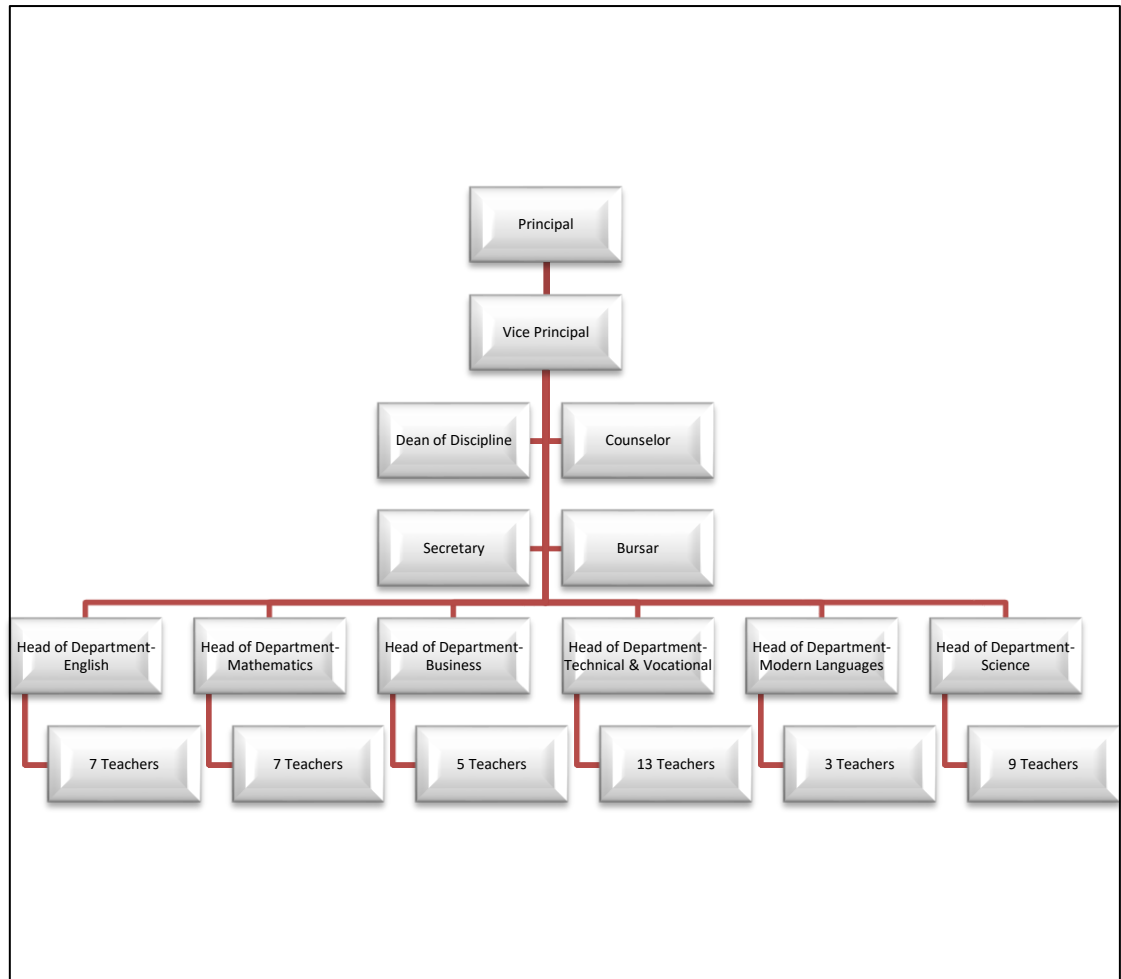
serves as the director of the organization, leading its overall vision and organizational strategy. The vice principal serves as the operational supervisor, overseeing the day-to-day affairs of the institution. The dean of discipline aids in instilling the culture of the school and ensuring discipline is maintained. On the same level of the organization structure, the counselor provides psycho-social support to both school staff and students.

At the next level of the organizational structure are the secretary and the bursar. The secretary provides administrative office support while the bursar is the chief financial officer of the organization, overseeing both the day-to-day financial operations and the overall financial health of the school.

At the fifth level of the organizational structure are the heads of departments. The school has six heads of departments to cover each aspect of the school's curriculum. Under each of these heads of departments are teachers for the varying subjects under each department.

Figure 1 pertains to objective one: conduct a baseline evaluation of current project practices to ascertain the extent to which they meet stakeholder needs.

Figure 1: Organizational structure of Choiseul Secondary School



Note. Chart depicting organizational structure of Choiseul Secondary School.
Own creation.

Products offered

The product offerings of the school are in line with the national standards. What this means is that its product offerings consist of:

- a) Educational services: curriculum-based skills and knowledge are provided to students in the form of subject offerings across the curriculum. In addition, one on one tutoring services are offered for students with different learning needs as well as students who may require more assistance grasping concepts. These services help students reach their academic goals by preparing them for internally and externally proctored examinations.
- b) Intra-curricular activities: the clubs and programs run by the school exposes students to a wide range of activities which help them discover areas of interest and talent.
- c) Professional development: for its staff, the school organizes and hosts professional development training that helps to improve their ability to deliver quality lessons to students.

2.2 Project Management concepts

Project management principles

The standard stipulated for project management delineates the twelve basic conventions that should be utilized to govern best practices in project management (PMI,

2021). An understanding of these principles is necessary for the successful implementation of a project management office (PMO) in a secondary school.

1. **Systems thinking:** This principle advocates for considering the interdependence of project elements and how these elements affect the overall system that they operate within. Evidently, introducing a PMO in a secondary school necessitates the use of the systems-thinking approach. This is because it is vital to bear in mind how the PMO will interact with the current processes and systems which exist at the school. This means considering the PMO's effect on the school's communication channels, decision-making processes as well as its workflows.
2. **Stakeholder engagement:** A main tenet of project management is that stakeholders should be engaged at each juncture of the project's life cycle. Since implementing a PMO calls for effective stakeholder engagement, the stakeholder management principle makes it clear that school administrators, teachers, parents, students and relevant external partners should be kept apprised of the project's progress. This includes making the PMO's objectives, purpose and impact on the school clear. It also means that stakeholder feedback should be sought out and should be used to address concerns.
3. **Tailoring:** This principle places emphasis on tailoring general project management practices to the particular context of the project being undertaken. What this means is that in the context of introducing a PMO in a secondary school context, there is a need to adapt the processes, tools and structure of the PMO to suit the prerequisites of the school environment. Therefore, factors such as the operating budget,

available resources, underlying organizational culture as well as the size of the school must be taken into consideration to ensure that the PMO is adequately suited to the projects it will manage.

4. **Leadership:** This principle focuses on effective leadership in the project management sphere. Since the institution of a PMO necessitates effective leadership, this principle is particularly relevant in an educational setting as there is need for strong leadership from both the manager of the PMO and the individuals who make up the school's administration. In this context the leadership would provide relevant direction for the project, help empower team members, provide guidance in setting expectations as well as encouraging a culture of collaboration.
5. **Risk management:** The risk management principle focuses on the identification, analysis and alleviating the risks associated with the project. The institution of a PMO necessitates that a holistic approach to risk management is undertaken so as to properly identify and deal with any risks affiliated with the planning and executing aspects of a project.
6. **Value delivery:** Value delivery focuses on ensuring that stakeholders receive value in the project's outcomes. To focus on delivering value in a PMO there should be focus on improving the school's project management practices, utilizing resources efficiently and improving the overall efficiency of projects within the school environment.
7. **Team:** This principle concerns itself with effective communication and trust as a means of facilitating collaboration among project teams. This means that in the

context of implementing a PMO in a secondary school there is a need to foster effective communication channels as well as support efforts for collaboration to ensure that the PMO is implemented successfully.

8. Quality: The needs of stakeholders must be met when delivering projects. As such, this principle would require all the tools, deliverables and processes of the PMO to meet the stipulated standards of the project.
9. Stewardship: Stewardship pertains to the ethical and social responsibility that all project teams have in project implementation. As such, the stewardship value would require the PMO implementation project to use responsible methods for utilizing project resources, ensuring that transparency is present in decision making and that ethical consideration is always part of the behavior of project teams.
10. Complexity: This principle provides an understanding of the complexities of projects and the structures that must be instituted to manage the interdependencies that exist in projects. Since the implementation of a PMO in a school environment must deal with operational constraints, diverse stakeholders and must integrate into the existing systems of the school, it is important to develop a standardized approach to dealing with these complexities.
11. Change: This value pertains to preparing the organization that the project pertains to adequately transition from their current means of operation to the new state that the project seeks to bring about. This means that for the PMO to be instituted adequately there is a need to prepare everyone involved in the school system to take on the innovative approach that the PMO will institute.

12. **Adaptability and resilience:** This principle delineates why it is important to make adjustments based on the conditions that the project and its environment undergoes. Since the priorities and needs of the school that the PMO is being implemented in can change suddenly, it is important that the PMO can adapt its methodology and processes to be resilient amidst these changes.

Project management domains

The project performance domains make up a framework proposed by the Project Management Institute to help project management professionals manage and audit the progress of a project (PMI, 2021). The domains have interdependencies as each domain has bearing on other domains throughout the lifecycle of the project. An understanding of these domains, particularly in the context of introducing a PMO in a secondary school, is essential to ensure that the implementation is successful.

2.2.1.1 Stakeholders

Within the field of project management, the stakeholders' domain pertains to the identification of groups and individuals who may have influence over the project or who may be influenced by the project's processes, to engage them thoroughly. In utilizing a PMO in a secondary school a PMO would work to ensure that the needs of stakeholders are identified and that communication plans are utilized to continuously involve and engage stakeholders to strengthen the decision-making process of the project.

2.2.1.2 Team

The team domain of the project is concerned with promoting collaboration by supporting professional development and clearly establishing roles and responsibilities within project groups. Given that a PMO delineates roles and responsibilities clearly as well as promotes collaboration (Ortner, G., & Stur, 2024), it would be effective in helping project teams undertaking educational projects undertake their tasks in a systematic manner.

2.2.1.3 Development approach and life cycle

The development approach and life cycle help project teams decide which method will be utilized within the project as well as to manage that work method. Since schools must conform to academic policies and calendars, a PMO would be effective in helping the project team determine the best approach to use when undertaking educational projects to promote smooth project implementation.

2.2.1.4 Planning

The planning domain considers the holistic efforts which must be undertaken to arrive at a cohesive project budget, schedule, scope, quality and risk management plan. The PMO would therefore provide the project team with relevant information into effective ways to allocate the resources, plan for risks and work through the project's processes within the school's operations.

2.2.1.5 Project Work

The project work domain is concerned with the aspects of the project which pertain to its execution; these aspects being knowledge sharing, employment of resources,

management of the project's processes and handling of issues which may arise (PMI, 2021). The PMO would provide a standardized approach to project execution, in this way projects undertaken under the PMO would be better regulated.

2.2.1.6 Delivery

The delivery domain of project management is concerned with ensuring that the project's deliverables are in line with the project's scope, stakeholders' expectations and the quality of the deliverables are not compromised. Thus, within the context of a school a PMO would help to validate the functionality and quality of project's deliverables prior to the completion of the project to ensure that the project benefits the school in meaningful ways.

2.2.1.7 Performance

The performance domain is concerned with measuring the project's performance using predetermined metrics used to track and report on the project and ultimately help inform the project's processes (PMI, 2021). The PMO would help in this regard by implementing Key Performance Indicators (KPIs) which will give the educational organization quantifiable data with which to judge the success of their projects.

2.2.1.8 Uncertainty

The uncertainty domain pertains to the identification and management of any risks and opportunities which arise in the lifecycle of the project (PMI, 2021). In the context of educational project management uncertainties may come in the form of changes in funding availability, delays in resources or even changes in project schedule due to natural disasters and other external factors. As such, implementing a PMO would help manage these

uncertainties by providing relevant documentation for risks, proactively planning by having contingencies and risk management plans.

Predictive, adaptive, and hybrid projects

The development approaches and life cycles utilized in project management have significant bearing on how the project is planned and implemented.

- The waterfall approach is among the oldest approaches to project management. It is also known as the predictive life cycle. One of the main characteristics of the waterfall approach is that it has structured phases. The waterfall approach advocates for the division of a project into distinctive phases. Each of these phases has requisite tasks and deliverables which must be completed for the phase to be considered finalized. The waterfall approach is distinguished by the planning, designing, executing, verifying and maintaining stages. One of the main drawbacks of the waterfall approach is that there is limited flexibility. What this means is that the completion of one of the phases of the waterfall approach makes it difficult to revisit and make changes to previous phases without having to undertake the formal change control process. Evidently, this drawback makes the waterfall approach ideal for projects that have fixed requirements and are not likely to have major changes that need to be undertaken after the goals of the project have been set.
- Another approach utilized in project management is the agile approach and it utilizes an adaptive life cycle. It is an incremental and iterative approach

that places emphasis on adapting to changes which arise in the project, embracing stakeholder engagement and utilizing flexibility to achieve the project's aims. When following the agile methodology, the project must be divided into small sections called sprints. These sprints or iterations give project teams the opportunity to evaluate the project's progress as they move along and to make adaptations as needed. In engaging frequently with stakeholders, particularly the clients of the project, the project team ensures that, through the agile approach, they are aligning the project's efforts with the stakeholder's needs. Moreover, the agile approach centers on delivering working increments of the project's deliverables to facilitate the feedback loop in which improvements are made before the final deliverable is handed over to the client.

- Scrum is another development approach utilized in project management and is a subset of the agile methodology. The scrum framework provides project professionals with guidelines on managing complex projects. One of the main characteristics of the scrum approach is that it specifically delineates the key roles of individuals involved in the project by specifying who the product owner, development team and the scrum master and outlining their responsibilities within the sphere of the project. Additionally, the scrum method places emphasis on creating artifacts such as the sprint backlog or the product backlog to ensure that everyone is adequately apprised of the status of the project by referencing these artifacts. Another facet of scrum is

that its sprints usually last between 2-4 weeks and utilizes daily stand-ups to ensure that the project team is aware of the progress thus far and the tasks of the day.

- The lean development is another approach that focuses on cutting out waste and improving efficiency in projects and it uses a hybrid approach. One of the main characteristics of this approach is that it advocates for project teams streamlining the project's processes to improve project productivity. Additionally, the lean approach is customer centric in that it prioritizes the customer's needs to ensure that value delivery is maximized.
- Finally, the six-sigma approach focuses on quality control to eradicate any defects the process may have and has been referred to as being the hybrid approach (Kerzner, 2017). In this way the project team places emphasis on data to inform its decision making and ultimately improve the outcome of the project. Projects which follow the six-sigma method tend to utilize the define, measure, evaluate, improve and control phases for systematic improvement of project processes.

For this project the waterfall approach is best suited. Since the establishment of a PMO has specific deliverables and requires a specific structure which is not likely to change, utilizing the waterfall approach would allow the researcher to plan and execute the project sequentially. Additionally, as Kerzner (2017) noted, the waterfall approach advocates for thorough documentation. Since this project will be undertaken in a governmental organization, this approach will allow the researcher to ensure that the

project adheres to governmental policies. Moreover, since educational projects are constrained by external factors such as regulatory compliance and shifts in the school's priorities, utilizing a straightforward methodology such as the waterfall approach would help the research minimize risks as advocated for by Jiang et al. (2022). Finally, since the structure and function of the PMO is substantiated based on the agreed upon requirements, the focus would not be on gradual changes since the introduction of a PMO is a non-iterative process.

Project management

Project administration, project direction or project management are terms which can be used interchangeably. These terms refer to the processes which entail planning, executing and controlling projects to bring about the goals of the project within its stipulated constraints.

In fact, Kerzner (2017) writing on the topic of project administration delineated the intricacies that pertain to managing projects. Kerzner's work also stipulates how standard approaches can be utilized to improve a project's chances of success (Kerzner, 2017). According to Kerzner (2017), project management does not simply adhere to stipulated budgets and schedules. There must be a comprehensive perspective of the field in which projects are a necessary component of the sponsoring organization. This perspective conveys the importance of ensuring that the goals of the project align with the organization's strategic objectives.

For Kerzner, each aspect of project management necessitates careful planning and management be undertaken. Additionally, he advocated for stakeholder management, as he

noted that the identification and engagement of all parties with involvement or interest in the project is necessary for project success. It must be noted that these acts of stakeholder engagement are only achieved through effective negotiation skills, efficient communication skills as well as conflict resolution skills.

Similarly, writer Mulcahy (2016) looked at the importance of possessing knowledge of the rudimentary concepts of project management to positively impact the success of the project. Mulcahy postulated the view that effective project management constitutes not only technical knowledge and skills but also soft skills which translate to effective communication, team building and efficient leadership. A balance of these two sets of skills is guaranteed to help project teams traverse the complexities they encounter in project implementation.

One of the main tenets of Mulcahy's argument was that the initiation phase of a project shapes the direction and therefore the overall management of the project (Mulcahy, 2016). Mulcahy argued that beginning the project with clearly defined objectives, goals and deliverables sets the foundation for the project's success. In fact, Mulcahy argued further that engaging stakeholders from the onset of the project is instrumental because it ensures that all parties have a clear understanding of the project's vision and direction and that in turn will avoid misunderstandings (Mulcahy, 2016).

Moreover, Mulcahy introduced the idea of adapting project management methods to suit the circumstances of each project. Mulcahy's reasoning was predicated on the fact that project managers had to have a thorough grasp of different project management

methodologies to facilitate the alteration of the project's processes and procedures in response to changes that the project may face (Mulcahy, 2016).


Another writer whose work on project administration and project management is noteworthy is David Cleland. Cleland (2015) noted that a tactical approach to project administration is necessary for the overall success of the project. According to Cleland, when project managers occupy the role of intercessors between the leadership of the organization and the project team, they ensure that the specific objectives of the project align with the organization's business strategy.

In fact, Cleland's research placed emphasis on undertaking projects that provide the clients with the most value delivery. To do so Cleland proposed developing criteria which can be utilized to assess the alignment, risk exposure and financial viability of the project. Cleland argued that utilizing these methods would allow organizations to make data driven decisions regarding the projects they take on. Additionally, Cleland's work stressed on the importance of an organizational culture that promotes values that benefit the long-term success of the project. Thus, organizational cultures must promote innovation, teamwork and transparency.

All these authors promote a holistic approach to project administration, management and direction. Their work adds to the growing body of project management knowledge and allows project professionals insights into methods and procedures that have been tested and represent best practices in the industry.

Figure 2 pertains to objective one: conduct a baseline evaluation of current project practices to ascertain the extent to which they meet stakeholder needs.

Figure 2: Summary Table of Project Management Process Groups



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

Project Management Institute. A Guide to the Project Management Body of Knowledge (PMBOK® Guide) - Sixth Edition. Project Management Institute Inc., 2017. Table 1-4, Page 25.
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 Project Management Professional (PMP)®, Certified Associate in Project Management (CAPM)®, PMP Scheduling Professional (PMP-SP)®, PMP Risk Management Professional (PMP-RMP)®, and A Guide to the Project Management Body of Knowledge (PMBOK® Guide) - Sixth Edition are registered trademarks of the Project Management Institute, Inc. Copyright and all rights reserved. Material from this publication has been reproduced with the permission of PMI.

Note. Adapted from A Guide to the Project Management Body of Knowledge (PMBOK® Guide) (6th ed., p. 25), by Project Management Institute, 2017, Project Management Institute, Inc. Copyright 2017 by Project Management Institute, Inc. Permission not sought.

The Project Management Institute delineated five process groups to represent the distinguishable phases of the project's life cycle. It is important to note that these process groups are interdependent and continual, which means they would allow projects to be completed utilizing a structured approach.

1. The first phase is the initiation phase which is a process group to distinguish the start of the project. This process group involves the definition of project scope, the establishment of the project's charter as well as the identification of the project's stakeholders.
2. The next process group is the planning stage of the project. This phase is concerned with the designing of the project's plan. This plan delineates the project's implementation strategy. At this stage the project team would focus on outlining the activities for the project, approximating the resources, designing the budget and generating the schedule for the project.
3. The execution process group is where the actual implementation of the project takes place. During this phase the project manager is tasked with coordinating the project's resources, managing the project team as well as controlling the project through progress monitoring.
4. The next process group is the monitoring and controlling phase. This process group is where the project tracking takes place. The project team monitors the project for the identification of any divergence from the project's plan. This is also the process group in which the project team will seek to make

adjustments to the aspect of the schedule, cost and or performance to get the project back on track.

5. The final process group is the closing phase. In this phase the project comes to its natural conclusion. This is where the project team works to ensure that the deliverables can be handed to the stakeholders to officially close off the project. This phase is also where the documentation of the lessons learned, formal acceptance from stakeholders and the resources released are undertaken.

Project life cycle

Figure 3 which follows pertains to objective one: conduct a baseline evaluation of current project practices to ascertain the extent to which they meet stakeholder needs

Figure 3:

Predictive Project Life Cycle



Note. The effectiveness of agile management on traditional projects within public organizations - Scientific Figure on ResearchGate. Available from:

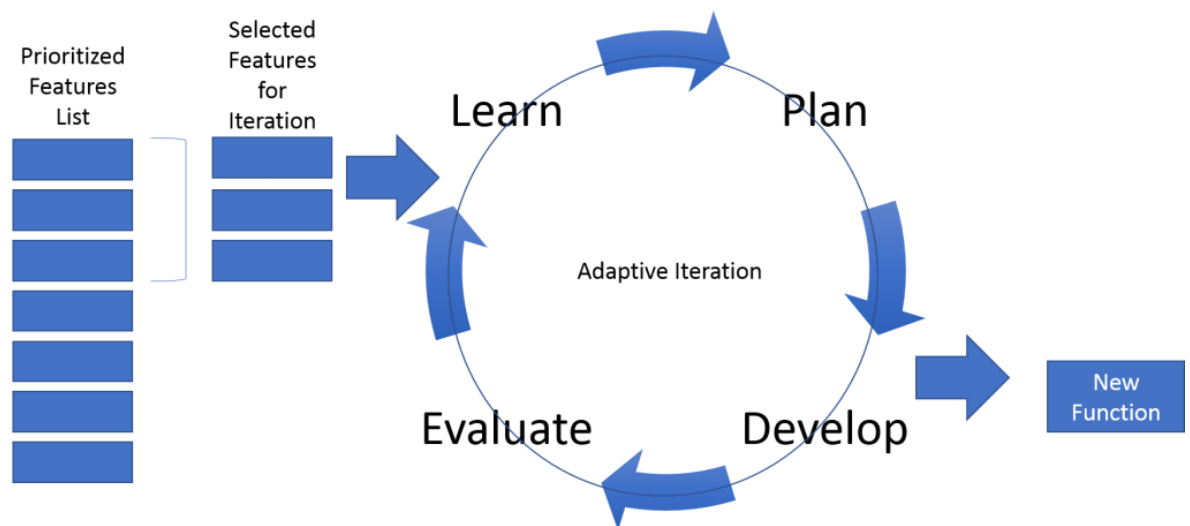
https://www.researchgate.net/figure/Predictive-life-cycle-3_fig1_358363964 [accessed 10 Mar 2025]

Satzinger et al. (2018) posited that the waterfall approach is ideal for projects with fixed requirements. This method is a linear model that dictates that each phase of the project be finished before another phase can be initiated.

Figure 4 which follows pertains to objective one: conduct a baseline evaluation of current project practices to ascertain the extent to which they meet stakeholder needs.

Figure 4:

Adaptive Project Life Cycle



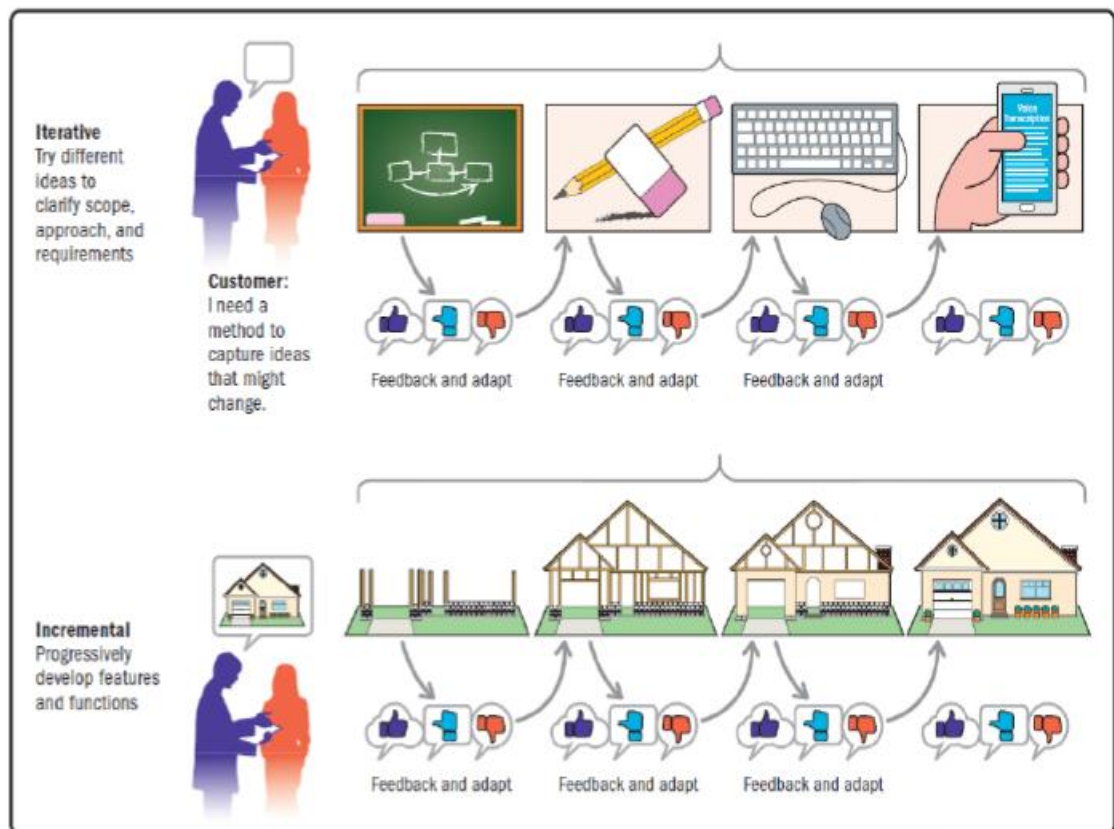
Note. Adapted from The Adaptive Iteration in Project Management. By The Digital Attitude. Available from <https://thedigitalattitude.com/2017/11/13/everything-you-need-to-know-about-project-life-cycles/> [Accessed on 10 Mar 2025]

The adaptive approach is utilized to reduce risks and handle uncertainties in projects. Since adaptive projects are time bound, they heavily rely on ensuring that the incremental requirements of each iteration are thoroughly defined and that the customer is involved at each juncture of the project to ensure that Project efforts are in line with customer needs and requirements.

Figure 5 which follows pertains to objective one: conduct a baseline evaluation of current project practices to ascertain the extent to which they meet stakeholder needs.

Figure 5:

Hybrid Project Life Cycle



Note. From PMBOK guide 7th edition, 2021, p. 37

The hybrid approach is a meld of the adaptive and predictive and is used to promote fluidity in projects as it contends that the more approaches that are utilized in project management, the easier it would be to identify and use the most effective approach.

As it pertains to the project to propose a PMO for a secondary school the life cycle, as required by the waterfall model, is the predictive life cycle and is as follows:

2. The requirement phase is used for the gathering and documentation of the requirements of the project. In the context of this project the requirements of the PMO will be identified and documented by engaging stakeholders to ascertain their expectations, concerns and needs through surveys and interviews.
3. The design phase is where the PMO framework will be designed. This design will take place by delineating the PMO's roles, responsibilities, processes, tools and structure. The goal at this stage is to ensure that the PMO aligns with both the regulatory policies of the corresponding ministry and the educational goals of the school.
4. The implementation stage is the part of the project where the actual PMO will be executed. This will include training and appointing staff to the PMO, developing relevant resources and helping stakeholders gain an understanding of the new processes that the PMO seeks to institute.
5. The verification stage is utilized to validate the features of the PMO in relation to its established requirements. This aspect is done by pilot testing the PMO to both ensure compliance with standards and to garner feedback from stakeholders.

6. The maintenance phase of the project includes ongoing assessment and refinement of the PMO's processes, stakeholder engagement methods and resources. At this point feedback mechanisms will be utilized to ensure that there is continuous improvement based on the needs of the organization.

Company strategy, portfolios, programs and projects

The business strategy delineates the organization's agenda for accomplishing its long-term objectives in the context of its competitive business environment. Carnero and González (2020) noted that a thorough business strategy works to coordinate the organization's resources with its work efforts to achieve its goals. An effective business strategy dictates which projects are initiated by the organization and determines the priority which should be given to these projects predicated on how well they correspond with the organization's aims.

As part of an organization's business strategy, it implements portfolios, programs and projects. A portfolio is the compilation of an organization's programs and management. Killen et al. (2020) outlined the importance of ensuring that portfolios represent the business interests and strategies of the sponsoring organization.

Programs, on the other hand, are one of the items that are subsumed under an organization's business strategy. A program is a series of projects that an organization takes on that are intertwined. Projects are managed under portfolios to ensure that these projects are given due diligence and can generate desired benefits. In fact, Mancini et al. (2022) posited the view that the cross-project symbiosis that programs offer organizations help to maximize efficiency and ensure the success of project deliverables.

Projects on the other hand are the time-bound efforts that have specific objectives and are intended to bring about specific outputs with a stipulated budget. Carnero and González postulated the view that projects which meet their goals contribute to the overall

business strategy of the organization. Thus, although projects are the most miniscule aspect of an organization's business strategy, they have significant bearing on the overall success of this strategy.

In this regard, working to implement a PMO in a secondary school would constitute a project. This is because it has a set time frame and budget, and it will be undertaken to bring about improvements in the existing structures of the sponsoring organization. If this project were not being done in isolation it could have been classified under a program.

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

2.3.1.1.1 Current situation of the problem or opportunity in study

Across many sectors project management offices (PMOs) have been touted for their ability to enhance the project delivery process and help ensure that the project aligns with the long-term goals of the organization. Within the context of the educational sector and particularly within secondary schools in Saint Lucia, the introduction of a PMO presents the chance to improve the way intra-curricular and instructional activities are managed. Thus, the institution of a PMO assures that road mapping for the project, resource allocation and stakeholder engagement are conducted efficiently.

There are several obstacles that the Saint Lucian education system currently faces. There are insufficient project management standards and procedures as well as inherent difficulties in tracking and recording the progress of projects. Reports showed that there are several inefficiencies within secondary schools because they run without a standardized framework for implementing project-based initiatives (Chamberlain & Mendez, 2019).

Thus, the introduction of a PMO could refine the project management practices of schools and therefore allow these organizations to allocate their resources more efficiently, prioritize their project-based initiatives and audit the outcomes of their projects more successfully.

Additionally, research has shown that educational institutions that implement project management principles in their practices receive the benefit of more operational efficiency. This is evident because according to Abu Baka et al. (2021) introducing a PMO in schools cultivates a culture of accountability and more collaboration between staff. These results are evident in the fact that the PMO acts as a consolidated guide regarding the standardization of project processes as well as a support system in the execution of the project.

Moreover, Vukovic et al. (2020) highlighted the fact that aligning the objectives of the project with the organization's strategic goals is extremely important for project support. Thus, research advocated for educational PMOs since they can promote this alignment. Utilizing an analytical approach to project management allows secondary schools to more efficiently attend to the unique issues that the school faces.

The need for an improvement in educational project management cannot be overstated, particularly since the advent of the COVID-19 pandemic. Particularly secondary schools in Saint Lucia have undergone several disruptions which necessitate adapting procedures to deal with these changes (Edwards et al., 2021). The framework of a PMO would adequately make up for this need for flexibility and efficiency.

Evidently the available research on project management has improved over the last decade and these studies have gone a long way in bringing to the fore how successful cases of PMO implementation can benefit organizations. Garel (2020) expounded upon the role of the PMO in promoting change within organizations by outlining the fact that PMO introduction not only enhances the project execution process but also creates an atmosphere conducive to collaboration among staff members.

Moreover, Hsu et al. (2022) noted that the PMO, when implemented in schools, can lead to great professional development. This is because it encourages the acquisition of project management skills and in turn increases the competence of the workforce and their ability to manage the school's academic endeavors. Also, research has shown that stakeholder buy-in is a crucial factor that the implementation of a PMO can encourage. This is evident because Kamal et al. (2023) noted that involving school administrators, school staff, parents and students in the implementation of the PMO is instrumental. The involvement of stakeholders is crucial because it ensures that their requirements and issues for the PMO implementation are adequately attended to, to ensure that ownership of the PMO process is ensured and that stakeholders remain committed to the process.

The Ministry of Education in Saint Lucia has begun the promotion of several initiatives geared towards refining the project management practices of schools on the island. For one, there have been sessions which seek to promote project management training to increase the capacity of workers to implement projects effectively (Joseph & Thompson, 2021). Additionally, the Caribbean Institute of Project Management has conducted consultations with schools in Saint Lucia to advocate for the institution of PMO

structures within their organizations. Wan et al. (2023) noted that these efforts go a long way in making school's project processes more efficient.

Inherently, however, there are some challenges. For example, a lack of resources has been presented as a major hindrance to the development of PMOs. Joseph and Thompson (2021) asserted that the constraints in budgets of schools in Saint Lucia can pose a challenge in resource allocation, particularly as it pertains to training and implementation of PMOs. Another challenge which has been noted is a resistance to change by staff of schools (Smith et al., 2022).

Evidently the future of PMO implementation requires a holistic approach. Stakeholders must be engaged at each crucial stage; staff must be adequately trained and lessons learned must be utilized to inform best practices for future PMOs. Additionally, there must be a structured approach to the implementation of PMOs to ensure the success of future projects.

2.3.2 Previous research done for the topic in the study

The literature on this issue has unveiled several overarching ideas. One notable idea arising from the research is that educational institutions must facilitate an environment that is conducive for project management to thrive.

Abdelwahed and Hossain (2019) noted that creating an environment where value is placed on effective project management cultivates the effective adaptation of PMOs. This means that school administrators must place emphasis on training for stakeholders to become acquainted with project management practices. By doing so both internal and external stakeholders will have requisite knowledge to streamline the process. This is

evident because research has shown that, when teachers have project management training the likelihood of them working to embrace and implement project management frameworks in the school enhancement projects they undertake.

Moreover, the literature strongly emphasized the need for leadership training in educators. Joseph and Thompson (2021) noted that a teacher's capacity for educational leadership can be significantly improved by undergoing relevant project management training. This is because teachers would then be able to make informed project management decisions in leadership roles which would in turn facilitate a culture of continuous improvement through professional development. These findings are in line with findings from Hsu et al. (2022) who illustrated that teacher development can be directly related to project management training and the utilization of PMO procedures and processes since this training helps teachers garner the knowledge and skills, they require to become transformational leaders in their schools.

Furthermore, Davis and Trebucq (2019) postulated the view that the flexibility of PMO frameworks lends itself to meeting the needs of secondary schools. There is therefore a need for schools to utilize PMOs to both utilize best practices in project management and to adapt the framework to suit the unique situations and issues they face in their learning environments.

Many studies also strongly advocated for stakeholder engagement. Kamal et al. (2023) opined that stakeholder collaboration is typically the deciding factor when implementing PMOs in the school setting. This means that the buy-in of members of the community, teachers, parents, students and school administrations is non-negotiable.

Facilitating this level of participation has been proven to improve stakeholder satisfaction since the engagements seek to directly address any concerns and needs that stakeholders have as it pertains to the PMO. These findings therefore stress the need to make stakeholder involvement a priority since it facilitates collaboration and a sense of ownership.

Further, the existing research advocated for an acute alignment of the PMO's objectives with the educational institution's goals. In this grain Vukovic et al. (2020) vehemently defended the view that PMOs must be implemented to aid the broader and more long-term goals of the school. These broader educational goals may be integrating innovative technologies into schools as well as facilitating improvements in students' academic performances, among other such aims. In aligning the PMO with the school's objectives project managers and educational researchers would then be able to quantify the extent to which the PMO measures up with pre-established standards. This in turn helps ensure that all the projects under the purview of the PMO are directly correlated to the mission and vision of the school system within which they are undertaken.

It is also considerably important to consider the role that resources, in particular technology, play in the successful implementation of PMOs within schools. Software that helps streamline the project management process is vital to this process. In fact, this assertion is in line with Gordon and Markman (2016) who noted that technology aids project management as it promotes efficiency. For schools where there are inherent challenges with staff availability, technology is particularly important as it can promote engagement and allow stakeholders to remain abreast of project progress without being confined to in-person meetings. Therefore, when considering implementing PMO practices

in their educational institutions, schools must invest in project management software where possible.

Moreover, the work conducted by Chamberlain and Mendez (2019) provided insight into the challenges that are likely to arise from PMO implementation. Their work cited inadequate PMO training, a resistance to undergoing the level of change a PMO requires and a lack of understanding of the objectives of the PMO, as key factors which can make the PMO implementation process unsuccessful. What this means is that for schools who desire to implement a PMO, preparation must be done to adequately attend to these issues. Chamberlain and Mendez (2019) suggested giving staff a cohesive support system to help them learn more about PMOs, changing the culture to make it more receptive to change and effectively communicating the roles and responsibilities of the PMO to all stakeholders involved. The hope is that such preemptive steps will help safeguard PMO implementation against potential failure.

Finally, KPMG (2016), postulated the view that as it pertains to more extensive trends in the field of education, the future of educational project management relies on flexibility, strategic alignment to the organizational goals of institutions and an overall push for collaboration. Thus, it is paramount that secondary schools remain acquainted with trends and developments in project management to ensure that their PMO methodology remains aligned with best practices.

2.3.3 Other theories related to the topic in the study

2.3.3.1 Change management theory

Change management theory is necessary to this study as it delineates the way institutions can effectively transition from their existing situation to their ideal state. This theory is therefore extremely relevant as it has bearing on the integration of PMOs in school environments.

A leading change management model is Kotter's theory on eight steps for leading change. This theory advocated for manufacturing urgency, forging powerful alliances, designing a vision and strategy, effectively communicating that vision, facilitating wide-reaching actions, creating immediate wins, compounding gains as well as securing new methodologies (Kotter, 1996; as cited in Kotter & von Ameln, 2019).

Synthesizing urgency is the initial step in the change process. This means that the need to utilize project management procedures and processes to improve the overall school ecosystem must be made clear. This creation of urgency is done by the school's administration advocating for the benefits of PMOs, promoting effective resource management and facilitating collaboration among staff. In doing so the implementation of a PMO in the school system would align with the kind of urgency that Kotter's model depicted.

Additionally, a wide range of stakeholders must be involved in the process of creating a PMO (Kamal, 2023). When effective partnerships are formed among stakeholders it facilitates their buy-in of the project's objectives and of the change that the project seeks to undertake.

Moreover, the effective implementation of a PMO is contingent upon having a vision and strategy that is in line with the environmental reality and needs of the school it is part of (Davis & Trebucq, 2019). As per Kotter (1996, as cited in Kotter & von Ameln, 2019), the vision must be used to delineate what the roles and responsibilities the PMO must undertake, and the strategy must map out how the implementation of the PMO will unfold as well as the expected outcomes of the PMO. In this regard Kotter's model advocated for a clear vision that identifies the direction of the PMO while simultaneously motivating its stakeholders.

Furthermore, communication is integral to any initiative that undergoes change. This aspect of change management theory aligns with the work of Davis and Trebucq (2019) who noted that dialogue with stakeholders is important throughout the PMO implementation process. This use of consistent communication is important as not only does it help to eradicate resistance to the change that the PMO will bring about, but it also helps stakeholders understand the vision of the PMO. Thus, stakeholders will garner a better understanding of how the PMO will influence their experiences within the school's environment.

In addition, Kotter (1996, as cited in Kotter & von Ameln, 2019) advocated for the empowerment of employees to streamline the change management process. In the context of a school's PMO implementation project there is a need to provide the teaching and administrative staff of the school with sufficient training to acclimatize to the processes and procedures of the project (Joseph & Thompson, 2021). Enfranchising stakeholders in this manner would therefore encourage willing and active participation in the operational proceedings of the PMO.

Further, Kotter's change management theory advocated for an acknowledgement and commemoration of all the small wins experienced during the change being undertaken. Garel (2020) noted that estimating the successes of the PMO from the incept helps to identify the value delivery it provides to the school's ecosystem. This assertion supports the change management theory's view that short term wins have a dual purpose: they provide cycles of feedback that promote more stakeholder engagement and help to substantiate the project's milestones.

Kotter (1996, as cited by Kotter & von Ameln, 2019) also noted that it is vital that the inceptive successes of the project should be leveraged to promote further change and progress in the project. In the context of the PMO implementation project this means that once the PMO has been implemented and favorable results are garnered, these results are likely to be encouraging to stakeholders and this in turn may spur on more momentum to pursue the other phases of the project.

Finally, Kotter's theory noted the final step of the change management process necessitated securing the change process by implementing innovative approaches in the organization's culture. In relation to the PMO in the school environment there is therefore a need to create a culture within the school that embraces and adopts the procedures and processes of the PMO even beyond the initial scope of the project.

2.3.3.2 Systems theory

Systems theory, which is a subset of the work of Ludwig von Bertalanffy (1968; as cited in Zhang & Ahmed, 2020), posited the view that institutions are mutually dependent parts that make up a more complex system. In the context of a secondary school, the subsystems or interdependent parts include the school's intra-curricular activities, academic initiatives as well as its administrative processes. As such, the process of implementing a PMO in a school must take into account how this PMO will impact the system it operates in and how the system will impact the implementation of the PMO.

The main tenet of the systems theory approach is that systems must be treated holistically as opposed to dealing with their subparts in isolation. Project management procedures and processes will inherently affect the allocation of the school's resources, professional development of its staff and its academic and intra-curricular initiatives. Therefore, a PMO that integrates itself seamlessly into the school's system would preemptively prepare to work in the context of the school's workflow to ensure that the new framework for project management aligns with the organizational strategy of the institution.

Moreover, the system theory contended that feedback loops are necessary since they allow for the evaluation and subsequent adjustment of the system (Sterman, 2000, as cited in Zhang & Ahmed, 2020). The implementation of a PMO requires such a feedback loop in the form of ongoing feedback from relevant stakeholders. Any project that is undertaken by the PMO can help refine the PMO's procedures and processes as incorporating feedback from previous projects can help innovate the process in much the same way that Garel (2020) posited that feedback in PMOs should be utilized to respond to school's changing needs.

Additionally, the systems theory declared that the nature of organizations is that they require dynamic interactions and flexibility (Checkland, 1981, as cited in Checkland, 2011). This level of flexibility is required in the context of introducing a PMO in a school because there are factors beyond the scope of the project, such as educational policies and natural disasters which may impact the direction, duration and sometimes even the focus of the project. Thus, the project management methods being utilized must allow for adaptability in dealing with these uncertainties. In this way the systems theory can be utilized to understand the work conducted by Kamal et al. (2023), who noted that it is paramount for stakeholders to be engaged throughout the duration of the PMO implementation process to ensure that the PMO remains relevant to stakeholder's needs and circumstances. This continuous engagement will ensure that the PMO remains adjustable.

Further, the systems theory advocated for people involved in the project to employ a systems thinking mindset. The systems thinking mindset includes advocating for

stakeholder collaboration, making communication more efficient and integrating the attempts of everyone involved in the project to create a more resilient approach to project management. Therefore, to put a PMO in place in a school the stakeholders who have a direct bearing on the project's progress must take into consideration how interconnected components work to make the project process cohesive.

Consequently, the systems theory is a holistic perspective of how versatility is required to ensure that the implementation of a PMO in a secondary school is successful. Inherently, utilizing the systems theory can help educational leaders gain an understanding of exactly what the interdependencies in the school system are and how these interdependencies can impact the PMO being implemented or vice versa. Employing this theoretical perspective therefore allows for enhanced project outcomes and adds to the existing body of best practices in project management.

2.3.3.3 Transformational leadership theory

Another theory which has bearing on this research is that of transformational leadership theory. This theory concerns itself with the role that leaders play in motivating stakeholders to undertake necessary changes within their organization. The transformational leadership theory was first postulated by Bass (1985; as cited in Zehndorfer, 2020) and is centered on people in leadership creating an effective vision, facilitating inclusivity and aiding innovation. This theory contends that the role of a transformational leader is to move their team from pursuing their own self-interest to ensuring that the organization's best interest is at the forefront.

To do so transformational leaders must be able to communicate an effective vision (Bass & Avolio, 1994; as cited in Zehndorfer, 2020). The proponents of the transformational leadership theory have contended that the transformational leader must be able to bring the vision of the PMO to life by portraying how the project corresponds with the business strategy of the organization. An effective PMO in a school must not only ensure that it is in line with the school's goals, but it must also create an environment in which open communication is used to facilitate a common push to achieve the organization's goals.

Additionally, transformational leaders must create an environment conducive for collaboration and support (Gordon & Markman, 2016). Hsu et al. (2022) noted that leaders who utilize the principles of transformational leadership help stakeholders feel authorized to share their ideas and concerns. The result of doing so would be that with improved collaboration among staff, the implementation of the PMO would be better suited to meeting the needs of its stakeholders.

Moreover, the transformational leadership theory advocates for taking calculated risks to arrive at innovative approaches to project management. This theory advocates for an environment that promotes the empowerment of project teams to arrive at creative and inventive solutions to the problems the project seeks to solve. Thus, in terms of implementing a PMO in a school this would mean altering the PMO's procedures and processes to suit the needs of the school it operates in.

Finally, transformational leadership is concerned with placing emphasis on the professional development of those under the purview of the leader. Applying this principle in the PMO of a school would mean making a concerted effort to provide avenues for teaching and administrative staff to pursue training that helps them become acquainted with the skills and knowledge needed to utilize best practices in project management. This theory is therefore in line with the work of Kamal et al. (2023) who argued that continuous training helps staff feel a sense of ownership in the PMO as they feel empowered to make project related decisions due to the training.

Additionally, transformational leaders are focused on promoting intrinsic motivation (Bass & Avolio, 1994; as cited in Zehndorfer, 2020). Leaders who demonstrate commitment to the project are likely to motivate their team to put in equal effort and to buy-in to the initiative that the project seeks to implement. In line with this theory Joseph and Thompson (2021) noted that institutions with transformational leaders have significantly higher rates of staff engagement. This factor is instrumental for the longevity of any PMO that would be implemented in the secondary school environment.

3 METHODOLOGICAL FRAMEWORK

In the field of academic research, the methodological framework is utilized to outline the project will be undertaken. As such, the methodological framework of any research frames the parameters of the research's conceptualization. It provides the researcher's viewership with an understanding of the methods which were utilized to undertake the research and provides a justification for these methods in the context of scholarly research.

It is for this reason that the methodological framework for this study explains, in detail, what methods were employed to gather relevant information for the research, what tools aided the data collection process, what the assumptions and constraints which governed the scope of the research were as well as what the resulting deliverables of this research were.

3.1 Information sources

In the context of research information sources pertain to numerous forms of materials or mediums utilized to pass on data or knowledge. Ackerman and Hempel (2020) conferred that peer-reviewed journals, interviews, books, documentaries, encyclopedias and textbooks constitute information sources. Additionally, Fink (2019) categorized information sources into primary, secondary and tertiary sources and noted that each type of source has a distinct use in the field of academic research. Evidently in implementing a PMO information sources are extremely relevant as they allow the research pertinent information to formulate the PMO framework, to bolster assertions made in the research as well as to authenticate the discoveries uncovered in the PMO.

Primary sources

Primary sources denote any direct or original sources that provide firsthand knowledge on a topic. Parker and Basen-Engquist (2020) noted that surveys, photographs, historical documents, diaries and interviews are under the purview of primary sources. These sources of primary information are extremely relevant to academic research because they provide original sources of information to formulate insights and make conclusions based on.

As it relates to introducing a PMO in a secondary school the primary sources include surveys conducted with school administrators and teachers, direct interviews with stakeholders, the school's record of project management processes as well as any other pertinent documents which speak to the organizational structure relevant to the PMO implementation process. These sources are necessary as they provide an understanding of what the needs of educational institutions are in relation to implementing a PMO as well as what the outcomes of PMO implementation were.

The primary sources which will be utilized in this research are stakeholder feedback generated from interviews and surveys, templates of training materials for PMO workshops, documents pertaining to the school's current project management processes and both the project performance report and lessons learned document which will be generated as a result of completing the project. The data collected from the surveys, interviews and the school's project management documentation will allow the researcher the ability to generate a report on the current state of the school's project management practices. Additionally, the available information on how to implement PMO training sessions will give the researcher insight into conducting workshop sessions that are in line with best practices. Finally, the project performance reports and lessons learned documents which the project will generate are primary sources as their data will be utilized to assess the performance of the project and to inform future practice.

Secondary sources

Secondary sources typically provide analysis on primary sources of data or utilize primary evidence of data to support their findings. This is evident because secondary sources are utilized to serve as an evaluation of the original points of information (Rosenberg & Hanner, 2021). Common forms of secondary sources are literature reviews, documentaries and peer-reviewed journals.

This research which is focused on introducing a PMO in a secondary school utilized peer-reviewed journals that focused on case studies of previous PMOs implemented in schools, reviews of theories relevant to project management practices and theories in educational leadership as well as evaluations of various project management approaches. These secondary sources therefore provided much needed context on the concept of PMOs by putting the PMO into perspective the results garnered from the primary sources as well as contextualizing the insights found in the insight from the available body of research.

The secondary sources utilized in this research pertained to Peer-reviewed journals on PMO implementation, case studies of PMO implementation, literature review of project management theories and PMO training materials. The literature reviews, peer-reviewed journals and case studies provided the researcher with the theoretical basis needed to gain an understanding of how successful PMOs have been implemented as well as providing context for the challenges which may arise from implementing a PMO in the nuanced environment of an educational institution. Moreover, the training materials in the form of PowerPoint presentations and handouts will be made up of information garnered from

credible primary sources and will allow the researcher to utilize evidence-based approaches to training staff in the processes and procedures of the PMO they are expected to adopt.

Chart 1 below pertains to objective one: to conduct a baseline evaluation of current project practices to ascertain the extent to which they meet stakeholder needs.

Chart 1: Information sources (Source: Author of study, 2025)

Objectives	Information Sources	
	Primary Sources	Secondary Sources
Objective 1: Conduct a baseline evaluation of current project practices to ascertain the extent to which they meet stakeholder needs	Surveys Stakeholder interviews Organization's project management documents	Peer review journals on PMO implementation
Objective 2: Design and document the processes and procedures of the PMO as a means of developing its framework	Stakeholder interviews	Case studies of PMO implementation Literature review of project management theories
Objective 3: To implement training to	PMO training	Training resource

acquaint staff with the methodology of the PMO	templates	documents
Objective 4: Conduct a small-scale pilot project so as to launch the PMO	Stakeholder feedback Project performance report	
Objective 5: Assess the PMO's performance in the pilot project so as to acquire feedback	Project performance report Lessons learned document	Peer review journals on PMO implementation

3.2 Research methods

Research methods is the structured processes that researchers employ for the collection, analysis and interpretation of data and information to arrive at the answer to their research questions (Creswell & Poth, 2018). Additionally, Gelo et al. (2018) noted that research methods entail a few approaches that can be grouped based on quantitative, qualitative, and mixed methods approaches. Each of these research methods has their uses in the realm of academic research and are utilized to arrive at the answer to different research questions. Inherently, it is vital to select the most appropriate methods for the specific research being undertaken to ensure the validity and reliability of the research's findings.

3.2.1 Quantitative method

Quantitative methods allow for easy analysis of feedback patterns and trends (Dillman et al., 2014) since its measurement allows for objective interpretation. As such, the use of surveys and interviews in this study provided a structured format (Creswell & Poth, 2018) to acquire statistical data to conclude the baseline assessment of the institution's current project management practices.

As highlighted by Creswell and Poth (2018), surveys are advantageous for collecting data in a structured format, allowing easy comparison and statistical analysis.

Interviews- Using this method

3.2.2 Qualitative method

Qualitative research methods speak to research techniques that go beyond numerical data and analysis to provide contextual understanding of the issue being explored in the study. As such, document analysis was utilized to evaluate the institution's project management documents. This included looking into previous reports and project proposals. The validity of this method is supported by the assertion by Chik and Phillips (2020) who postulated that the document analysis technique gives researchers the opportunity to pinpoint best practices by gaining a holistic understanding of the organizational procedures and processes.

Additionally, the action research was another qualitative research method which helped improve the project management practices by engaging in the cycle of planning,

acting, observing and reflecting as Stringer (2014) advocated for. Moreover, McNiff and Whitehead (2018) noted that action research is instrumental in facilitating collaboration and professional development. Thus, it was well suited for the implementation of a PMO in a secondary school setting.

Finally, the case study method was employed as a qualitative method. The case study served as a means of documenting the PMO's processes, procedures and outcomes. The justification for this method relies on the fact that Stake (2010) noted that case studies give researchers the ability to conduct a comprehensive analysis of the processes being studied and that in turn allows the findings to be used to inform future practices and a broader scope.

3.2.3 Mixed methods

Mixed methods in the field of research pertain to a research method that utilizes a combination of both qualitative and quantitative data collection and analysis (Creswell & Plano Clark, 2017). This approach was chosen to allow the researcher to have a comprehensive perspective of the efficacy of the PMO by utilizing key performance indicators which are typically quantitative and qualitative insights (Tashakkori & Teddlie, 2010).

Chart 2 below pertains to objective one: to conduct a baseline evaluation of current project practices to ascertain the extent to which they meet stakeholder needs.

Chart 2: Research methods (Source: Author of study, 2025)

Objectives	Research methods		
	Quantitative	Qualitative	Mixed methods
Objective 1: Conduct a baseline evaluation of current project practices to ascertain the extent to which they meet stakeholder needs	Quantitative methodology was utilized to collect standardized information regarding the school's existing project processes through surveys and interviews.		
Objective 2: Design and document the processes and procedures of the PMO as a means of		Document analysis of school's current project management processes and procedures	

developing its framework			
Objective 3: To implement training to acquaint staff with the methodology of the PMO		Action research was undertaken to implement the intervention which this study is focused on	
Objective 4: Conduct a small-scale pilot project so as to launch the PMO		A case study was undertaken to implement the proposed PMO in the context of a project which would be relevant to the institution the PMO was being implemented in.	
Objective 5: Assess the PMO's			Mixed methods evaluation was used to

performance in the pilot project so as to acquire feedback			assess, using both qualitative and quantitative, the effectiveness of the PMO which was implemented as part of this research.
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3.3 Tools

A tool is an item utilized to achieve a particular aim. In the context of academic research tools are used to accomplish the objectives the study is framed around (Ackerman & Hempel, 2020). Thus, the tools in this final graduation project are employed to collect, analyze and interpret that data to generate information regarding insights gained on the PMO implementation process.

The surveys, interviews and feedback forms allowed the researcher to gain adequate knowledge of stakeholder perceptions about the school's current practices, the success of the pilot project and their level of buy-in to the practices of the PMO. Fink (2019) noted that a mixture of quantitative and qualitative data is extremely relevant to academic research as using both forms of data helps to provide context to the ambiguities which inherently exist in relatively subjective areas. Thus, the use of these tools provided the

research with relevant insights and helped to contextualize the data amongst more general trends and patterns.

Similarly, the benchmarking tools were vital to the process as from the onset they provided insight into what the realities of the school's project management practices were. This data was then instrumental further on in the project as it was utilized to measure against the new PMO procedures and processes which were instituted. Moreover, the stakeholder engagement assessment matrix helped to identify relevant stakeholders and to prioritize their needs in the context of the project being implemented. Similarly, hierarchy charts and mind maps were utilized to provide visual representations of organizational structures, to generate and brainstorm relevant ideas and to analyze relevant documents in much the same way that historical information reviews provided insight into the existing culture of project management.

Additionally, the training documents, the work breakdown structure, project charter and PMO roles and responsibilities handbook were utilized to provide accountability and transparency in the project's processes. Each of these tools worked to delineate the activities, milestones and expected milestones of the project. When paired with the performance metric dashboard which was utilized for analysis of all relevant project data and information, as well as the reflection meetings which gave the research insights into the outcomes of the project, worked to provide an understanding of the extent to which the project had met its stipulated objectives.

Chart 3 below pertains to objective one: to conduct a baseline evaluation of current project practices to ascertain the extent to which they meet stakeholder needs.

Chart 3: Tools (Source: Author of study, 2025)

Objectives	Tools
Objective 1: Conduct a baseline evaluation of current project practices to ascertain the extent to which they meet stakeholder needs	Survey, interview, benchmarking, historical information review, stakeholder engagement assessment matrix
Objective 2: Design and document the processes and procedures of the PMO as a means of developing its framework	Hierarchy charts, mind maps, PMO procedures and processes template
Objective 3: To implement training to acquaint staff with the methodology of the PMO	Training PowerPoint presentations, PMO roles and responsibilities handbook
Objective 4: Conduct a small-scale pilot project so as to launch the PMO	Project management software, project charter, project WBS
Objective 5: Assess the PMO's performance in the pilot project so as to acquire feedback	Performance metrics dashboard, feedback forms, reflection meetings

3.4 Assumptions and constraints

Assumptions pertain to any fundamental beliefs researchers hold as being correct without the need to provide material evidence according to the purview of the research being conducted. Assumptions are the rudimentary aspect of research design as they are used to govern the methodology being utilized in the project. In fact, Creswell and Poth (2018) noted that best practices in the industry as well as the available literature on the issue being explored are utilized to formulate assumptions.

On the other hand, constraints pertain to the limitations which have implications on the research. Newman and Benz (2017) noted that aspects such as the budget, availability of resources, access to participants and time allocated are common constraints to the research and project processes. Due to their nature constraints act as the bounds within which research must take place. Evidently constraints also have implications on the methodology, range and management of the research.

Chart 4 which follows pertains to objective one: to conduct a baseline evaluation of current project practices to ascertain the extent to which they meet stakeholder needs.

Chart 4: Assumptions and constraints (Source: Author of study, 2025)

Objectives	Assumptions	Constraints
Objective 1: Conduct a baseline evaluation of current project practices to	Stakeholders will provide valuable feedback regarding the current project	Stakeholders may feel reluctant to express their honest opinions due to fearing

ascertain the extent to which they meet stakeholder needs	practices Existing documentation regarding project practices is available to review	repercussions Limited access to project documentation may impede the baseline assessment
Objective 2: Design and document the processes and procedures of the PMO as a means of developing its framework	Existing project management approaches can be adapted to suit the context of the school Stakeholders will contribute to the creation of the PMO framework	A unified framework that meets the diverse needs of the school's stakeholders may be challenging Limited resources and time may place constraints on the quality of the stakeholder engagement
Objective 3: To implement training to acquaint staff with the methodology of the PMO	All staff members will engage meaningfully in the training sessions Training materials will adequately prepare staff members to implement the PMO using best practices in project management	Time constraints as well as conflicting priorities may hinder staff participation Prior knowledge and experience may hinder the effectiveness of the training as there may be large disparities in the knowledge gap of participants

Objective 4: Conduct a small-scale pilot project so as to launch the PMO	The pilot project will provide valuable insights which can be utilized to adapt the PMO on a larger scale Adequate resources will be available to execute the pilot project	The limited stakeholder buy-in due to skepticism may affect the effectiveness of the pilot project Logistical issues pertaining to resource allocation and scheduling may affect the implementation of the PMO
Objective 5: Assess the PMO's performance in the pilot project so as to acquire feedback	The metrics used to evaluate the PMO's performance are well defined Stakeholders will be open to the idea of providing feedback on their experiences in relation to the pilot project	The subjectivity of the feedback may cause issues with interpreting the PMO's effectiveness Time constraints may impact the ability to conduct in depth evaluation of the pilot project

3.5 Deliverables

In the field of project management, a deliverable pertains to any of the abstract and concrete outputs which are generated as a result of the project. Deliverables can therefore be termed as what must be achieved to consider the project's goals and objectives met.

Deliverables are instrumental to the project process, and they help to delineate the progression that has been achieved at each juncture of the project (Project Management Institute, 2017).

Since deliverables serve as milestones which assess the extent to which the project remains on task, within its scope and meets its requirements, they are vital to the measurement and control of the project. Additionally, deliverables allow project managers to adequately convey to stakeholder's project process and they give project managers the opportunity to assess how effective their project implementation processes and procedures are (Kerzner, 2017).

As it relates to the final graduation project, the deliverables for implementing a Project Management Office (PMO) in a secondary school help provide guidance on the structure and direction of the project. Each deliverable is directly aligned to the stipulated goals and objectives of the final graduation project and this strategy will seek to ensure that the research has a methodical approach to the completion of the research. Moreover, the deliverables help to communicate the findings of the research beyond just the research's relevant stakeholders. Thus, the deliverables help to present the final report which conveys the ramifications of instituting a PMO in a school setting (Lock, 2017).

There are a few deliverables relevant to this final graduation project. The project proposal is the document which provides an outline of the objectives, a literature review, the intended methodology as well as the budget and timeline of the project. Its development

is intended to explain the processes which will inform the implementation of the research being undertaken.

The baseline evaluation report was utilized to provide findings garnered from the stakeholder engagement tools and document analysis tools used to assess the school's current project management processes. The report contained analysis of both quantitative and qualitative data. This report was a summary of the baseline assessment's key findings by outlining key strengths and weaknesses in the organization's project management practices. A holistic assessment is vital to a project which seeks to implement a PMO as it provides much needed context and benchmarks to assess the PMO in the research's future undertakings (Creswell & Poth, 2018).

The PMO processes and procedures framework provided an organized format to delineate the operational structure as well as roles and responsibilities of the PMO. This document contains incremental guidelines for the entire implementation process. This document is also utilized to clearly outline the project management methodologies which the project will utilize. Thus, this document is vital as it provides documentation to provide accountability and transparency in the project management efforts which will in turn translate to more efficient stakeholder engagement and smoother execution of the project (Snyder et al., 2020).

Another deliverable was the PMO training materials. These documents were utilized to provide staff of the school with resources to gain a comprehensive understanding of the PMO's processes and procedures. These training materials contain presentation

slides and handouts with relevant information. In conjunction these training materials were intended to give the administrative and teaching staff requisite skills and knowledge to adapt the project management culture of the PMO (Perry et al., 2021).

The pilot project implementation report was intended to convey the activities, outputs and lessons learned from the pilot project that was implemented. This report delineated the applications of the PMO framework by outlining its relevance in the context of the school it is to be used in, an overview of the pilot project as well as a description of the performance metrics utilized to evaluate the effectiveness of the PMO in the pilot project. The report also delineated the analysis conducted and provided recommendations for future implementation. Evidently the pilot project document helps to validate the efficacy of the PMO and to make recommendations for the PMO's wider implications for implementation within the school's system (Yin, 2018).

Finally, the PMO performance assessment report provided a measurement of the PMO based on the pilot project's impact and the feedback of stakeholders. This deliverable provided overall conclusions of the entire process while also providing an action plan to attend to the issues which the pilot project's report uncovered. This deliverable is integral to the feedback loop of the project as its purpose is to provide avenues for the PMO's practices to be adjusted and refined based on the needs of the organization it is being utilized in (Schmidt et al., 2021).

Chart 5 below pertains to objective one: to conduct a baseline evaluation of current project practices to ascertain the extent to which they meet stakeholder needs.

Chart 5: Deliverables (Source: Author of study, 2025)

Objectives	Deliverables
Objective 1: Conduct a baseline evaluation of current project practices to ascertain the extent to which they meet stakeholder needs	Baseline evaluation report
Objective 2: Design and document the processes and procedures of the PMO as a means of developing its framework	PMO processes and procedures framework document
Objective 3: To implement training to acquaint staff with the methodology of the PMO	PMO training program materials
Objective 4: Conduct a small-scale pilot project so as to launch the PMO	Pilot project implementation report
Objective 5: Assess the PMO's performance in the pilot project so as to acquire feedback	PMO performance assessment report

4 RESULTS

4.1. School's Current Project Management Practices

4.1.1 Baseline Assessment

The baseline assessment entailed conducting a stakeholder identification and assessment, a survey and an interview to gauge stakeholder's perceptions of the current practices and to gain an understanding of what existed at the school in relation to project management.

4.1.1.1 Stakeholder Power/ Interest Matrix

To achieve objective one of this research, which seeks to assess the current project management practices of the school, a baseline assessment was conducted. The first step of the baseline assessment was to conduct an identification and assessment of stakeholders. This step was crucial as it allowed the researcher to understand which stakeholders should be targeted for the survey and interview. This aspect was documented in a stakeholder power/ interest matrix. The result of this analysis is displayed in Chart 6.

Chart 6 below pertains to objective one: to conduct a baseline evaluation of current project practices to ascertain the extent to which they meet stakeholder needs.

Chart 6: Stakeholder Power/Interest Matrix Results (Source: Author of study, 2025)

Stakeholder	Power	Interest	Strategy
School Administration	High	High	Manage Closely

Teachers	Medium	High	Keep Informed
Parents	Low	High	Keep Informed
Students	Low	Medium	Monitor
Community Members	Medium	Low	Monitor
Policy Makers	High	High	Manage Closely
Consultants	Medium	Medium	Keep Informed

Chart 6 shows that members of the school administration, teachers, and policy members have either high or medium power or high interest in the project process and therefore they were selected to take part in either the survey, the interview or both. Additionally, students, despite having low power in the project have medium interest and therefore were included in the survey aspect of the baseline assessment. Parents, community members and consultants despite having a mixture of low to medium power and low to high were not included in the survey or interview because they would not have first-hand knowledge of the project management practices being utilized at the school.

4.1.1.2 Survey

One survey (Survey A) was designed to assess stakeholder's perceptions of the current project management practices at the Choiseul Secondary School (see Appendix 5).

The survey was intended to gain insight into stakeholder satisfaction levels, levels of prior project management training, perceptions of features of successful projects, communication methods used for projects and overall areas of improvement.

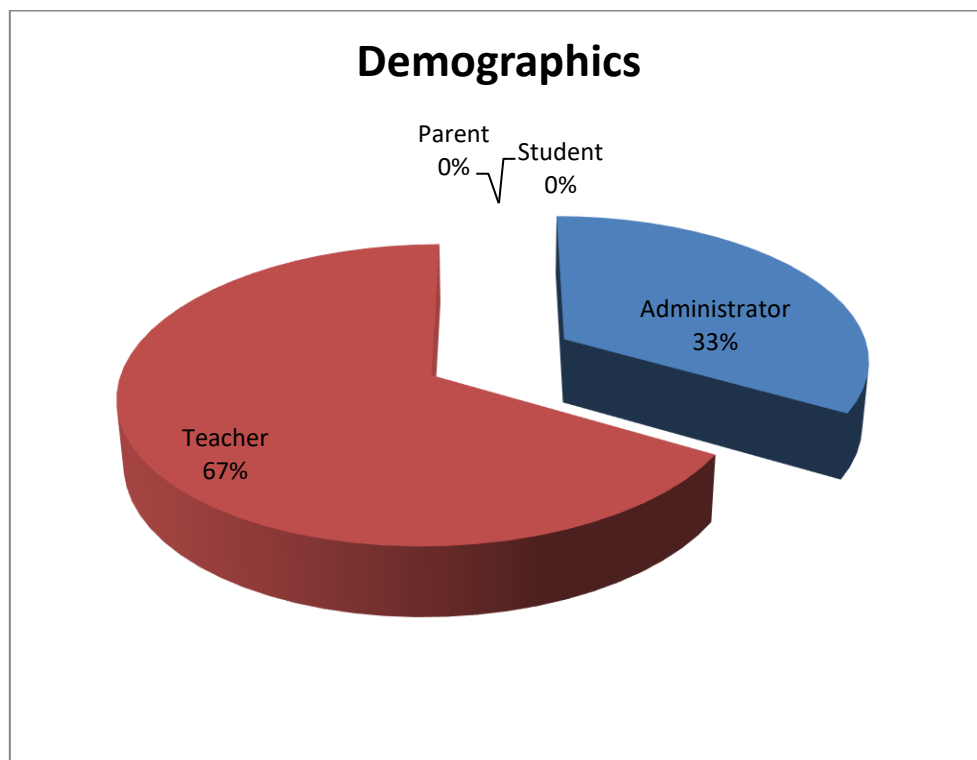
The survey was implemented by devising questions that represented a wide spectrum of questions pertaining to stakeholder perception of the school's current project management practices. The survey was then distributed via random sampling using an online link. The data from this survey was tabulated and an analysis of the data from the survey was conducted.

4.1.1.2.1 Demographics

The demographics of respondents in the survey were tabulated and presented in the pie chart which follows.

Chart 7 below pertains to objective one: to conduct a baseline evaluation of current project practices to ascertain the extent to which they meet stakeholder needs.

Chart 7: Demographics (Source: Author of study, 2025)



The chart above shows the demographics of the respondents in the survey. Most of the respondents in the survey, 67%, were teachers while the remaining 33% of respondents were administrators.

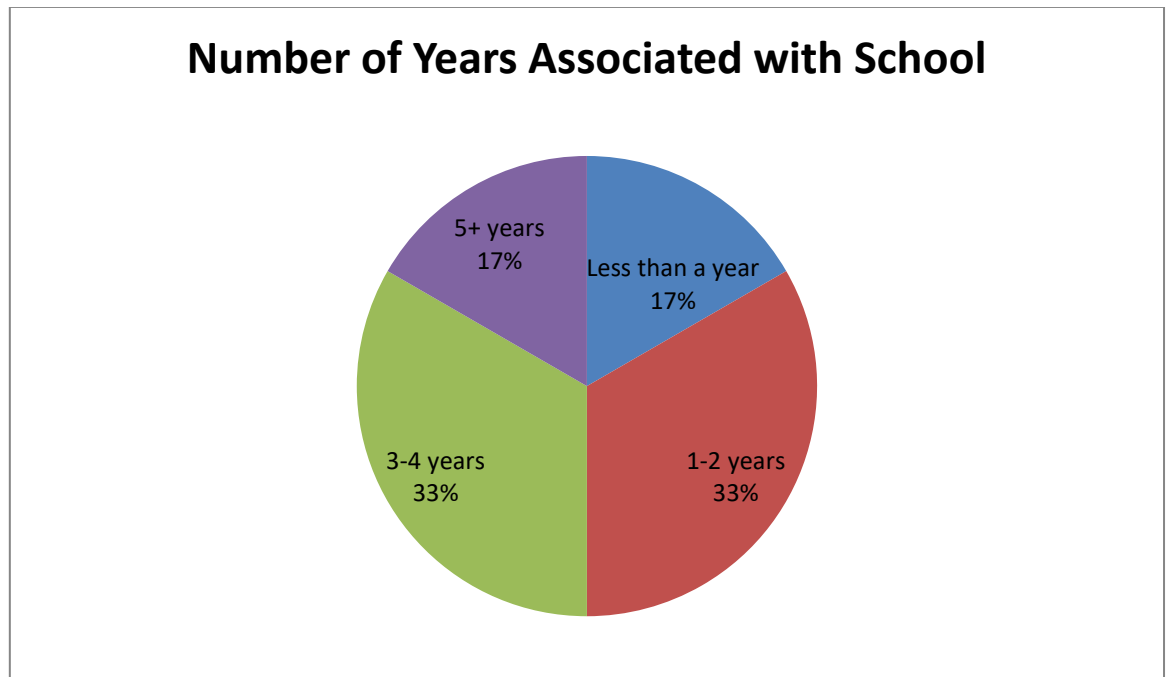
No parents or students made up the sample utilized to undertake the survey. The reasoning for their exclusion in this sample was that given the role that teachers and administrators play in defining the scope and operational details of PMOs (Hobbs & Aubry, 2007), it was integral to focus on insight from these stakeholders.

Additionally, utilizing a sample size of 10% of the school's population of 62 staff members was ideal as Creswell (2014) noted that smaller sample sizes are ideal as they are more manageable and therefore allow for more in-depth analysis in the field of quantitative research. Moreover, given the nature of schools is such that it operates within resource constraints (personnel, material and time), it was integral to work with a sample size that catered to this unique circumstance as Bell et al. (2022).

Another demographic question of the survey pertained to the number of years that the stakeholders had been associated with the target school. The responses to this question were tabulated in the following chart.

Chart 8, which follows pertains to objective one: to conduct a baseline evaluation of current project practices to ascertain the extent to which they meet stakeholder needs.

Chart 8: Respondents Number of Years Associated with School (Source: Author of study, 2025)



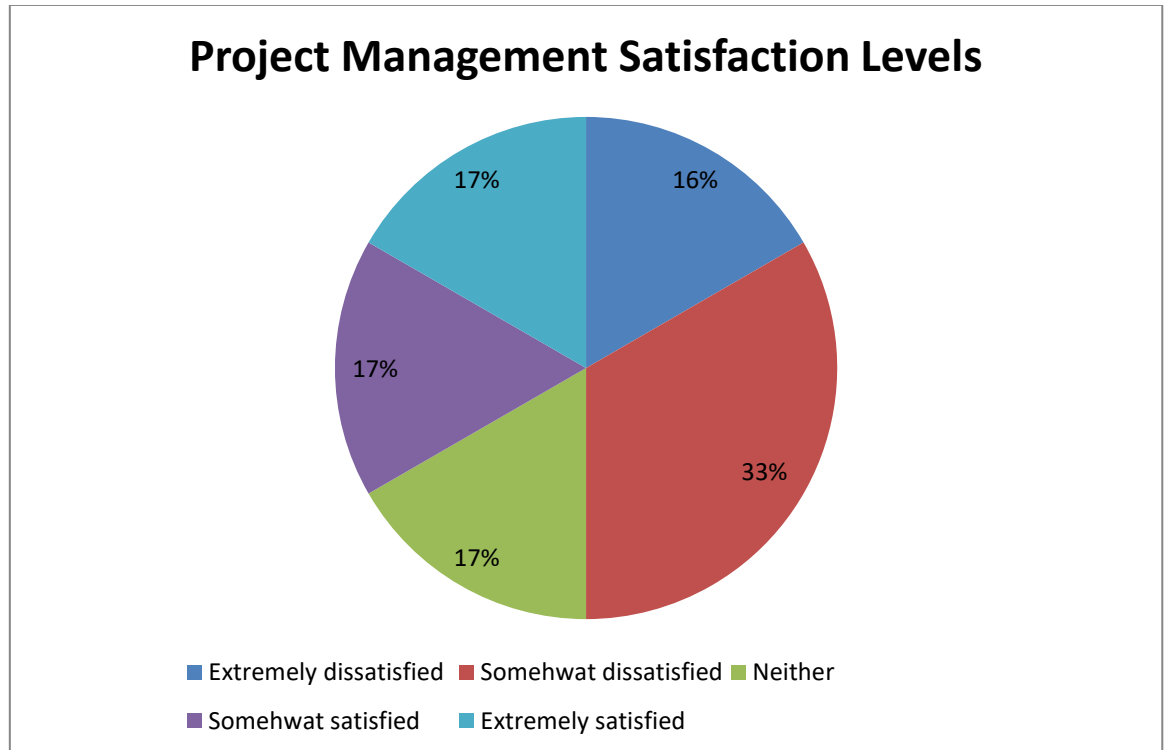
For this question the most selected responses were 3-4 years and 1-2 years. Both of these options were selected by 33% of the sample. Additionally, the remaining 34% of the sample was divided equally with 17% of the sample indicating that they had been associated with the school for 5 plus years while the other 17% indicated that they had been associated with the school for less than a year.

4.1.1.2.2. Project management satisfaction levels

Another aspect that the survey focused on was respondent's levels of satisfaction with the target school's existing levels of satisfaction. The responses garnered from this question were tabulated and represented in the pie chart which follows.

Chart 9 below pertains to objective one: to conduct a baseline evaluation of current project practices to ascertain the extent to which they meet stakeholder needs.

Chart 9: Project Management Satisfaction Levels (Source: Author of study, 2025)



The majority of respondents reported generally negative connotations of the school's project management practices. In fact, 33% reported being somewhat dissatisfied while a further 16% reported being extremely dissatisfied.

While there were some respondents who noted positive levels of satisfaction (17% reported being extremely satisfied and a further 17% reported being somewhat satisfied), there was a further 17% who noted being neither satisfied nor dissatisfied.

These findings support the justification for this research as it lends credibility to the claim that the school's current project management practices do not cater to the needs of its stakeholders.

4.1.1.2.3 Prior project management training

The survey also sought to find out whether respondents had any project management training. The results were tabulated and displayed in the following chart.

Chart 10 below pertains to objective one: to conduct a baseline evaluation of current project practices to ascertain the extent to which they meet stakeholder needs.

Chart 10: Prior Project Management Training (Source: Author of study, 2025)



The chart above represents respondents' answers to question 5, which required them to indicate whether they had any prior project management training. The majority of respondents, 67%, indicated that they had no prior training in the area of project

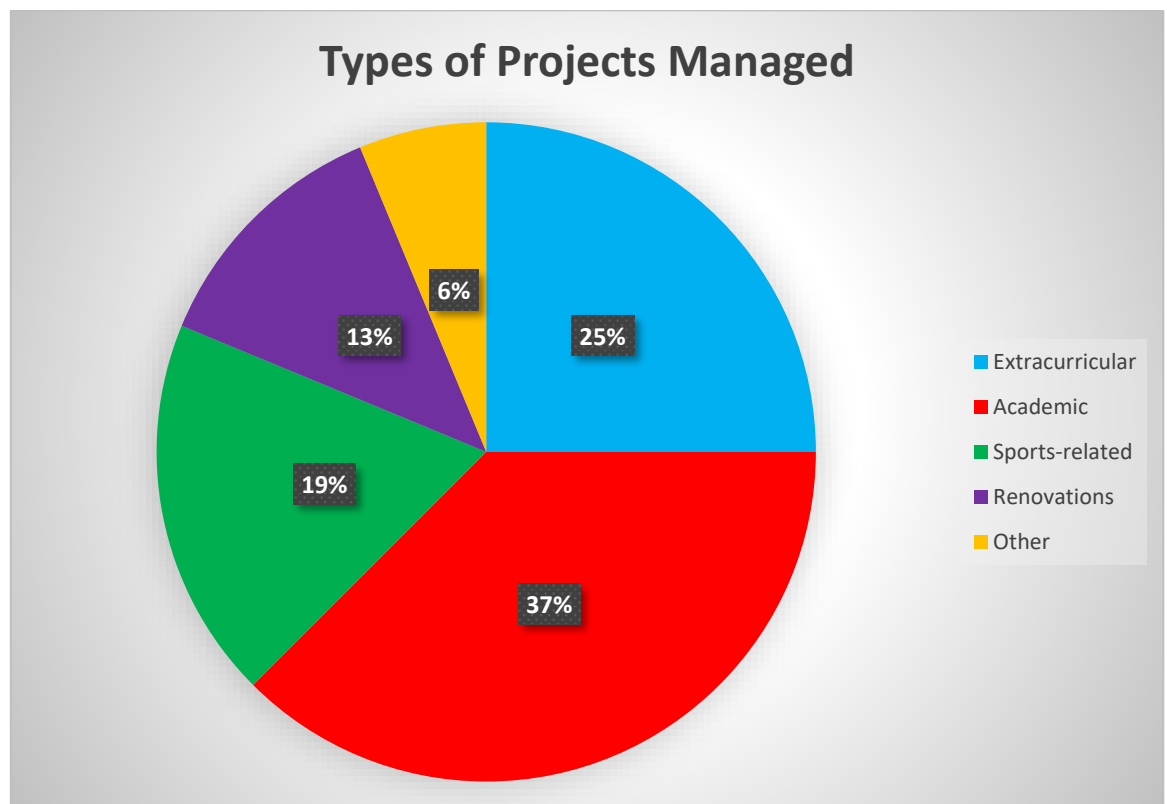
management. On the other hand, only 33.33% of respondents postulated the view that they had prior project management training. This statistic provided a compelling case for project management training to close the knowledge and skills gap that the staff at the school had.

4.1.1.2.4 Types of projects managed

The survey also focused on identifying the types of projects that respondents had been engaged in. The chart below was used to illustrate their responses.

Chart 11 below pertains to objective one: to conduct a baseline evaluation of current project practices to ascertain the extent to which they meet stakeholder needs.

Chart 11: Types of Projects Managed (Source: Author of study, 2025)



The pie chart above represents the data collected in the interview regarding respondents' responses about the types of projects they have managed or been involved in previously. Many respondents, 37%, noted that they had been involved in academic projects while 25% of respondents noted that they had been involved in extra-curricular activities. Moreover, 19% of respondents noted that they had been involved in sports-related activities while 13% and 6% of respondents indicated that they had been involved in renovations and other forms of projects. It is also important to note that the respondent who selected the option of "other" provided qualitative data to indicate that the type of project they have been involved in was environmental in nature.

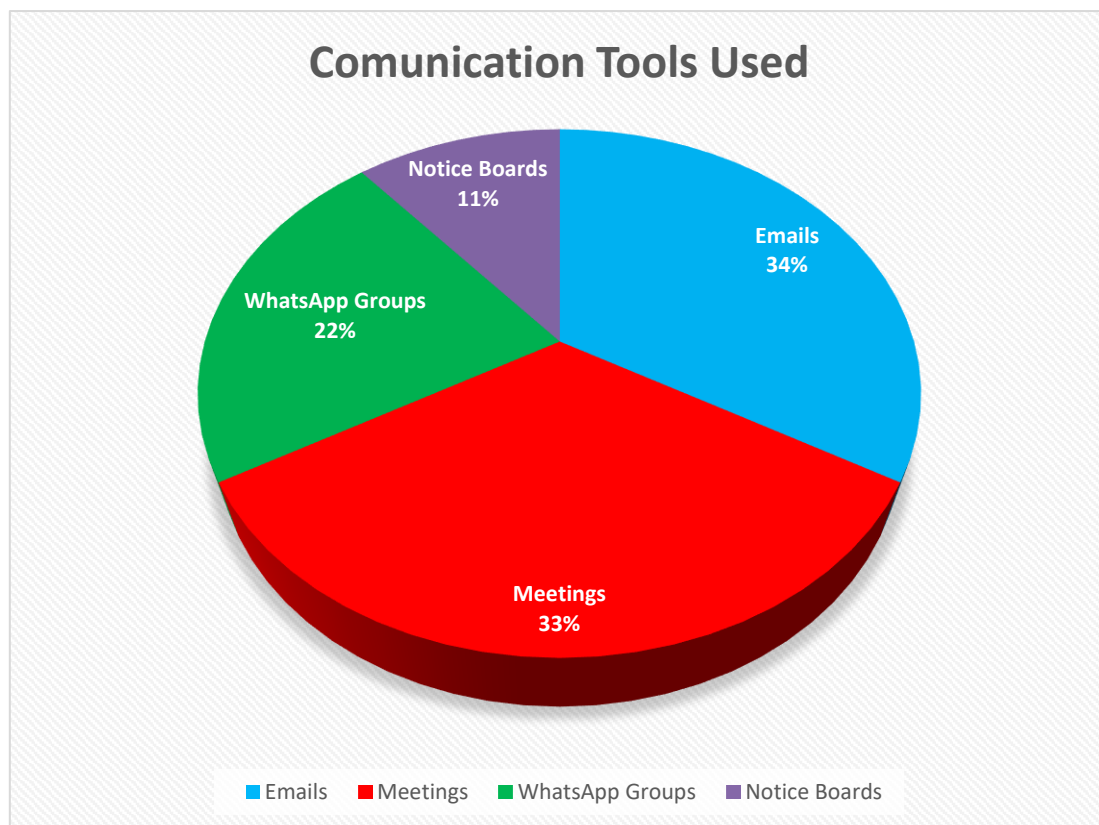
These statistics are encouraging as although the respondents noted not having any formal project management training, their involvement in a wide variety of projects is indicative of the fact that there would be some rudimentary understanding of some aspect of the project process. These findings are supported by research by Van der Hoorn and Whitty (2016) who noted that most employees, by nature of their profession, have had some form of project management experience, albeit informally.

4.1.1.2.5 Communication tools used

Another aspect of the survey was used to identify the communication tools that respondents had utilized previously in the project processes they had been involved in. Their responses were sorted and visually represented in the following pie chart.

Chart 4 below pertains to objective one: to conduct a baseline evaluation of current project practices to ascertain the extent to which they meet stakeholder needs.

Chart 12: Communication Tools Used (Source: Author of study, 2025)



The chart above shows the results of question seven of the survey. The two most selected responses were emails and meetings. Evidently, 34% and 33% of respondents respectively indicated that emails and meeting were used for communicating during projects while. The third most selected response was WhatsApp groups, as 22% of respondents subscribed to that option. The least selected response was notice boards as only 11% of respondents indicated that this was a communication tool utilized.

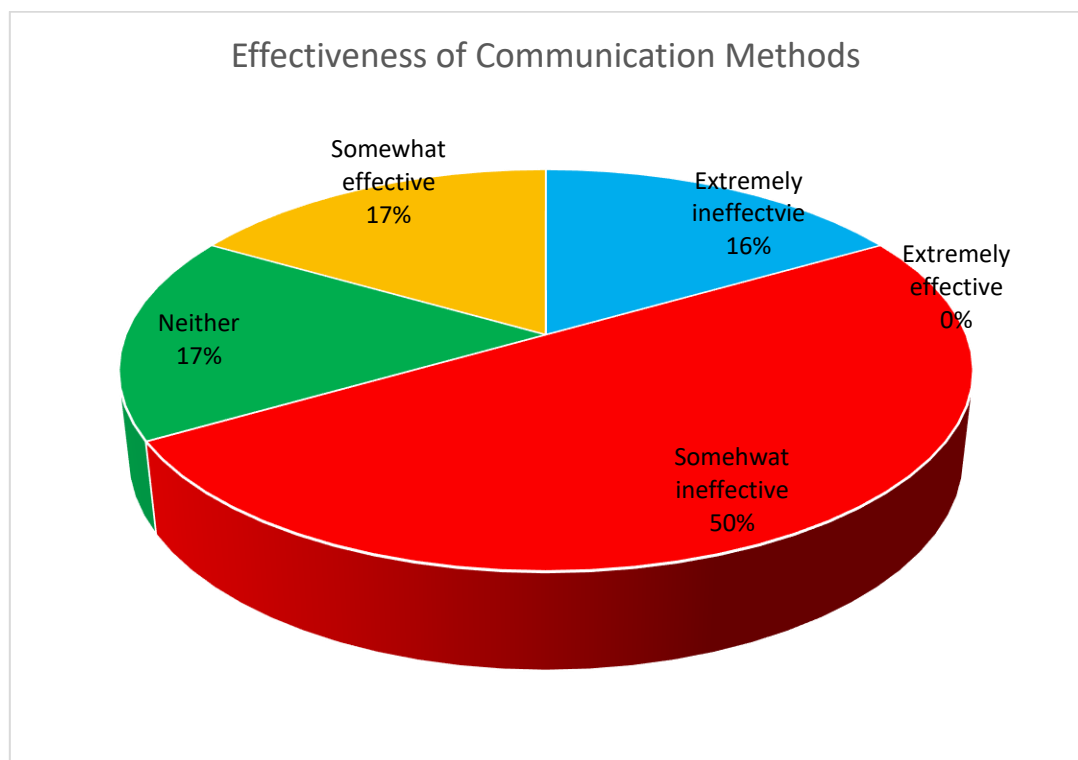
These results indicate that respondents in the target school are used to utilizing a mixture of both traditional and modern forms of communication throughout the project

process. These findings make it clear that the PMO being utilized requires a communication plan that takes this factor into consideration.

Additionally, the survey intended to ascertain respondents' perceptions regarding the effectiveness of the communication methods being utilized at the school. The responses were tabulated and recorded below.

Chart 13 below pertains to objective one: to conduct a baseline evaluation of current project practices to ascertain the extent to which they meet stakeholder needs.

Chart 13: Effectiveness of Communication Methods (Source: Author of study, 2025)



The majority of respondents, 50%, indicated that they believed the communication methods being utilized to be somewhat ineffective. Furthermore, 17% of the sample

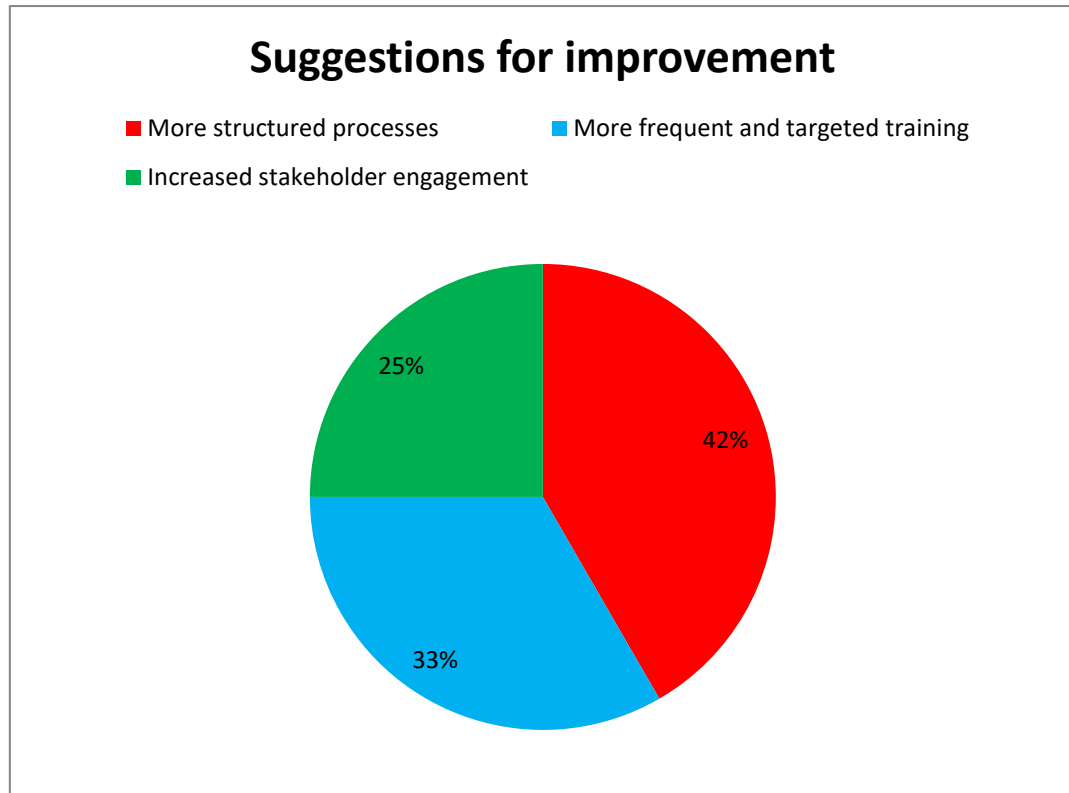
indicted that they believed the communication methods to be extremely ineffective. While a further 17% noted that they believed the communication methods to be neither effective nor ineffective, only 17% of the sample had positive perceptions regarding the effectiveness of the communication methods. That 17% indicated that they believed the communication methods to be somewhat effective. No respondent reported feeling that the communication methods were extremely effective.

4.1.1.2.6 Suggestions for Improvements

Question 11 in the survey was an open-ended question which required respondents to identify possible suggestions for improving the project management processes of the school. A thematic summary of their responses was conducted, and the results were represented in the chart which follows.

Chart 14 which follows pertains to objective one: to conduct a baseline evaluation of current project practices to ascertain the extent to which they meet stakeholder needs.

Chart 14: Suggestions for improvement (Source: Author of study, 2025)



Respondents identified three main suggestions for improving the project process. These suggestions were adopting a more structured project management process, undergoing more frequent and targeted training as well as increasing stakeholder engagement. The majority of respondents, 42% indicated that they believed a more formal project management process would help improve the school's project management methodology while 33% of respondents indicated that more deliberate training would make the process more effective. Additionally, 25% of respondents noted that an increase in stakeholder engagement would help make the process more efficient.

These responses are in line with the feedback received throughout the survey. In fact, these findings support respondent's answers in question 6 which asked respondents to identify what they deemed to be crucial factors in the project management processes. Overwhelmingly respondents noted communication, access to resources and stakeholder engagement as key factors. Evidently, the PMO being implemented in the school must take these factors into consideration as they are important to the stakeholders for whom the PMO must be implemented.

4.1.1.3 Interview

One set of interview questions (Interview A) was employed to gain insight from staff members of the school regarding their role within the school's project management initiatives and their perceptions of the project management practices being employed at the school.

The questions which were devised to guide the interview process were intended to expound on the closed and open-ended questions in the survey conducted (See Appendix 6). This interview was conducted by selecting six stakeholders, namely four teachers and two administrators. These members of staff were selected randomly to generate an accurate representation of the general opinions of members of staff. The data was then tabulated and an analysis of the data from the interview was conducted.

The data analysis conducted provided insight into the perceptions of the stakeholders to gauge the extent to which the school's project management practices met stakeholders' needs.

Chart 15 below pertains to objective one: to conduct a baseline evaluation of current project practices to ascertain the extent to which they meet stakeholder needs.

Chart 15: Interview Results (Source: Author of study, 2025)

Question	Theme	Stakeholder Responses
<p>1. What is your role within the projects being implemented at the school?</p>	<p>Role Clarity</p>	<p>Teachers take the role of content expert (Teacher 1), manage academic initiatives (Teacher 2), coordinate extracurricular programs (Teacher 3), incorporate technology into initiatives (Teacher 4). Administrators provide direction (Administrator 1) and handle budgeting and scheduling (Administrator 2).</p>
<p>2. Which projects have been implemented at the school that would you consider successful and why?</p>	<p>Successful Projects</p>	<p>Teachers highlighted successful projects such as the modeling club (Teacher 1), STEM program (Teacher 2), environmental awareness campaign (Teacher 3), and COVID online learning platform (Teacher 4). Administrators identified successful projects like the school infrastructure upgrade (Administrator 1) and professional development workshops (Administrator 2).</p>

<p>3. What are the stakeholder engagement strategies used for projects at the school?</p>	<p>Stakeholder Engagement</p>	<p>Teachers use meetings with parents and students (Teacher 1), WhatsApp groups (Teachers 2 and 4), and “other” digital platforms (Teacher 4). Administrators form committees (Administrator 1) and hold staff meetings (Administrator 2).</p>
<p>4. What are the main challenges that the school faces regarding managing its projects?</p>	<p>Project Management Challenges</p>	<p>Teachers noted a lack of time and resources (Teacher 1, Teacher 3), ineffective communication (Teacher 2) and limited professional development (Teacher 4). Administrators delineated budget constraints (Administrator 1) and cross curriculum coordination issues (Administrator 2).</p>
<p>5. Do you believe staff members are adequately trained to handle the projects being implemented?</p>	<p>Training Gaps</p>	<p>Teachers feel that training is insufficient or non-existent (Teacher 1, Teacher 2), with limited professional development opportunities (Teacher 3) (Teacher 4). Administrators report staff training programs exist are not aligned with needs (Administrator 1, Administrator 2).</p>
<p>6. What do you know</p>	<p>PMO</p>	<p>Teachers are unaware of what a PMO does</p>

<p>about how a Project Management Office (PMO) should operate?</p>	<p>Expectations</p>	<p>(Teacher 1, Teacher 3 and Teacher 4), but one teacher believes it is used to monitor the progress of projects (Teacher 2). Administrators view the PMO as an opportunity to improve the staff's project management skills (Administrator 1, Administrator 2).</p>
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The results of the interview provided valuable qualitative data with which the primarily quantitative data of the survey can be paired up to provide holistic insight into stakeholder's perspective of the efficacy of the organization's project management principles and practices.

The findings of the interview suggest that there were significant issues pertaining to the areas of role clarity, stakeholder engagement as well as project management training.

4.1.1.3.1 Role clarity

One of the first thematic summaries of the interview was the issue of role clarity in the school's project management processes. For the most part teachers assume roles that pertain to being content experts, academic coordinators, extracurricular managers and integrators of technology. On the other hand, the school's administration assumes roles pertaining to providing direction and guidance as well as the completion of academic tasks.

The distribution of roles is aligned with the typical division of roles and responsibilities within a school as teachers usually manage tasks pertaining to academics

and extra-curricular while school administrators work to allocate and manage general resources (Patton et al., 2019).

It must however be noted that there is role ambiguity as the responses did not indicate the specific project relevant roles that teachers and administrators assume when there is an active project. This is important as definitive roles and responsibilities are the hallmark of a successful PMO as it provides a systematic way to track responsibilities and avoid diffusion of accountability as Kerzner (2019) warned against.

4.1.1.3.2 Successful projects

Stakeholders noted a few successful projects which have been implemented at the school. These projects included a modeling club, the STEM program, an environmental awareness program and the school's COVID online learning platform. The factors which were noted as contributing to the success of these projects were stakeholder coordination and effective leadership. Despite these factors being identified it is evident that these project successes were not because of a formal project management approach. Given that the Project Management Institute noted that standardized project management practices help to ensure consistent success across projects (PMI, 2021), using a PMO would be beneficial in the execution of projects at the school.

4.1.1.3.3 Stakeholder engagement

Another thematic issue which arose from the interviews was that of stakeholder engagement. The responses indicated that teachers utilized a mix of digital and traditional forms of communication. Meanwhile, administrators communicated with stakeholders using staff meetings and by forming committees.

These communication methods are indicative of attempts to engage stakeholders meaningfully. However, they inherently lack formal structures which are necessary to facilitate ongoing communication. Given that Choudhury and Smith (2020) noted that project management is made successful through effective stakeholder engagement, it is evident that a PMO would be beneficial in streamlining the stakeholder engagement processes by ensuring that formal processes are maintained to promote efficient feedback loops.

4.1.1.3.4 Project management challenges

Another key issue which came out from the pre-implementation interview was that there were challenges with the general project management practices pertaining to resource constraints, ineffective communication and ineffective coordination across the curriculum. Specific mention was made by teachers of a lack of time, insufficient resources and a lack of opportunities to engage in professional development. On the other hand administrators made note of budget issues and difficulties with coordinating projects across the school's different departments. It is important to note that these challenges are in line with findings from a study conducted by McGrath (2019) who noted that these factors are common hindrances to projects conducted in educational settings.

As such, these assertions make it evident that a formalized PMO was needed to promote more effective resource management, functional collaboration across departments and more adherence to project timelines (Baker & Miller, 2020).

4.1.1.3.5 Training gaps

Finally, issues pertaining to training gaps were noted in the responses. Teachers repeatedly noted that the professional development training either did not exist or was not sufficient to their needs. Similarly, administrators indicated that although there is training, they believed the training did not align with the project needs of the staff. This lack of training is a considerable issue to consider as project management necessitates adequate skills and knowledge which often are not adequately developed in school settings (Schwalbe, 2018).

In this regard this finding of the interview underscores the importance of objective three of this research which is intended to train staff of the school in the PMO methodology. This finding is also supported by claims from Martin and Deline (2020) who noted that PMOs have the potential to lead to successful project implementation because they improve teacher and administrator capabilities.

4.2 New PMO processes and procedures

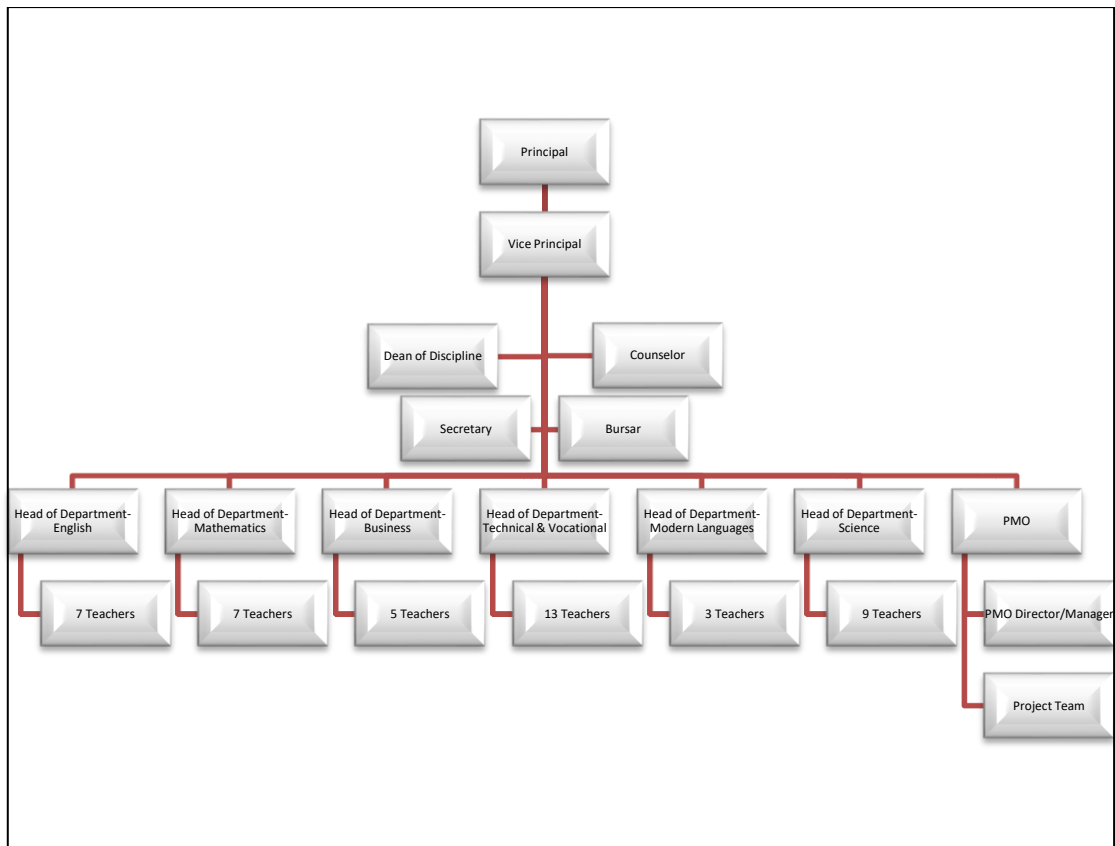
The purpose of this PMO is to delineate the processes, procedures, roles and responsibilities as well as the structure of the Project Management Office (PMO) to be implemented in a secondary school in Saint Lucia. The target for the PMO is therefore to bring about more efficient project management practices while improving the educational outcomes and overall stakeholder satisfaction of the school.

4.2.1. PMO structure

The structure of the PMO will be centralized to allow direct reporting to the school’s administration to ensure that the initiatives undertaken by the PMO are directly aligned with the school’s organizational goals.

Figure 6 which follows pertains to objective two: design and document the processes and procedures of the PMO as a means of developing its framework

Figure 6: Organizational Chart (Source: Author of study, 2025)



The revised organizational chart of the organization includes the PMO. The Project Management Office reports directly to the principal but within the hierarchy of the school its function is in line with that of various departments. The PMO is headed by the Project Director/ Manager and this role is supported by the project team which is made up of various teachers.

4.2.2. Roles and responsibilities

The roles and responsibilities of the individuals involved in the PMO being implemented within the organization is as follows:

4.2.2.1 Principal

- Ensures that project's objectives align with the overall goals of the school
- Approves the budgets and charters of various projects

4.2.2.2 PMO Director/Manager

- Coordinates the activities of the project and serves as the lead of the PMO
- Facilitates stakeholder engagement
- Implements the procedures and policies of the PMO
- Oversees the training of staff to implement the PMO

4.2.2.3 Project Team (Teachers and Staff)

- Provides logistical and administrative support to the project
- Responsible for execution of project
- Collects and analyzes relevant data for the project

4.2.3. PMO Processes

4.2.3.1 Project Lifecycle Stages

4.2.3.1.1. Initiation

- a) Project Idea Submission: Project ideas are submitted via a standard form.
- b) Feasibility Assessment: The PMO conducts a feasibility assessment of each project idea.
- c) Approval: A review of the project is conducted by the Principal and PMO Manager for approval of the project charter.

4.2.3.1.2. Planning

- a) Project Planning: Detailed plans of the project are designed to delineate the objectives, tasks, activities and outcomes of the project to be able to ascertain resources and timelines.
- b) Stakeholder Identification: Pinpoint relevant stakeholders for each project to ensure that stakeholder engagement is effective.

4.2.3.1.3. Execution

- a) Implementation: Implement the project while simultaneously ensuring stakeholder communication is effective
- b) Monitoring and Controlling: Monitor the progress of the project to adjust where necessary.

4.2.3.1.4. Closure

- a) Project Review: Evaluate the project post completion to determine the extent to which the outcomes match up to the objectives.
- b) Final Reporting: Create a report that synthesizes the lessons learned as well as recommendations for projects conducted in future.

4.2.4. PMO Procedures

4.2.4.1 Documentation and Reporting

- a) Templates for the project charter, project progress report and closure reports must be designed.
- b) MS Project and other collaborative tools will be used to communicate, track and document project decisions and progress.

4.2.4.2. Training and Development

Project management training for staff will equip them with the skills and knowledge for specific methodologies based on what the target projects require.

4.2.4.3. Stakeholder Engagement

- a) Stakeholder meetings should be regularly scheduled to provide consistent updates as part of the stakeholder feedback mechanism
- b) Relevant project information should be dispensed via effective channels.

4.2.4.4. Quality Assurance

- a) Quality assurance frameworks must be instituted to evaluate the deliverables of the project in relation to the objectives of the project.
- b) Integrate feedback loops to ensure that the project team can work on improvements.

4.2.4.5. PMO Goals and Benefits

- a) To improve the school's project management processes.
- b) To promote stakeholder and staff collaboration to achieve project alignment with the needs of the school.
- c) To utilize well executed projects to enhance the school's educational outcomes.
- d) To clearly delineate the initiation, execution and evaluation aspect of the project process.

4.2.5. Analysis of PMO

The feedback generated from the survey and the interview was indicative of a clear need to design a PMO that would provide a structured approach to project management processes at the school. The PMO processes and procedures designed were intended to meet the second objective of this research which was to design and document the processes and procedures of the PMO of the school.

4.2.5.1. Organizational structure and hierarchy

Based on the organizational chart of the PMO (see Figure 6), the PMO occupied a spot directly under the principal in the school's hierarchy. This meant that the organization utilized a top-down management structure. Additionally, the PMO, which was intended to be headed by the project manager, was aligned with the school's different departments.

Critical analysis of this hierarchical model would indicate that the PMO's organizational structure is typical of what obtains for most PMOs that require executive sponsorship to promote long term success (Marnewick & Marnewick, 2020). In fact, the

direct involvement of the principal was intended to ascertain that the PMO's projects would be in line with the school's objectives.

It is, however, important to note that this type of centralized control may result in bottlenecks in relation to decision making. In turn, this bottlenecking may hinder the PMO's ability to be flexible in relation to uncertainties that may arise (Too & Weaver, 2017). Evidently, the school's organizational structure may require autonomy at the PMO level to allow the project manager more adaptability in response to project needs as Aubry and Lavoie-Tremblay (2018) advocated for.

4.2.5.2. Roles and responsibilities

One of the strengths of the PMO is the definitive manner in which the roles and responsibilities were outlined. The responsibilities that the principal, project manager and the members of the project team will assume were clearly delineated.

Moreover, the consistent role of a project manager within the PMO was in line with the requirements for educational project management (Crawford & Pollock, 2021). It must, however, be noted that the reliance on teaching staff to form part of the project team may pose problems within projects due to conflicts in time commitments, given that their primary role is to provide instruction to students. This issue is one that is common to school-based project management as Kerzner (2019) noted that resource limitation is likely to occur as staff at school are likely already pressed for time. As a consequence, the projects that the PMO undertakes must include padding in the schedule to account for this likelihood.

4.2.5.3. PMO processes and project lifecycle stages

The processes of the PMO followed the format for the structured lifecycle of projects. Each of the phases delineated in the PMO included detailed steps to guide project decision-making and execution.

The decision to require ideas for the PMO to be submitted through a standard form which would be approved by the principal and the PMO's project manager was intended to ensure that due diligence was achieved. However, such a process may delay momentum of the project from inception. As such, a more feasible alternative may be to fast-track the approval process by undertaking projects which are already included in the organization's calendar such as graduation, Mathematics month celebrations, and in the case of the pilot project, Reading month awareness.

Furthermore, the planning phase of the PMO is adequately documented. Given the duality of teacher's roles as both teaching and project staff, however, the planning process may suffer complications due to time constraints. As such, it is important to ensure that the project manager is an individual with a lighter teaching staff, or in the least bit, takes on a great share of the responsibility for planning to help offset issues which may arise from this situation (Marnewick & Marnewick, 2020).

Additionally, the processes of the PMO in the execution and monitoring stages are effective because they emphasize the monitoring of project's progress and effective stakeholder communication. Consideration must however be given to the fact that the feedback loops and adjustments may be affected if adequate time cannot be allocated to the

project tracking process. Evidently, utilizing MS project would be useful in addressing this issue as it works to streamline the project monitoring process.

Finally, the formal review of the project which exists in the closure stage of the PMO is effective as it provided an opportunity for lessons learned to be documented. This practice is effective particularly because it will add to the existing body of project management knowledge as Too and Weaver (2017) advocated for.

Evidently, a strength of this PMO's processes was that it is clear and uncomplicated nature was deliberate to be easy to understand to stakeholders who may not have much experience with project management principles (Joslin & Müller, 2016).

4.2.5.4. PMO procedures

The PMO's documentation and reporting procedures work to promote transparency and efficiency in school-based projects. This PMO places emphasis on more definitive roles and clear-cut responsibilities within the project management processes. Additionally, this PMO advocates for communication as a core asset to the functionality of the PMO. Moreover, the responses generated by stakeholders clearly noted that stakeholders' active participation was crucial to the success of projects as it provides opportunities for projects to adequately meet the needs of those they are intended to serve. Thus, the fact that the PMO was designed to include strategies to engage stakeholders through regular meetings and effective communication channels would work to improve the project management capabilities of the school.

The framework of this PMO was designed to tackle the issues that the organization faced in regard to their project management practices by delineating the protocol for clear

processes, making concessions for holistic project management skills and knowledge training as well as engaging stakeholders adequately to ensure that future projects align with stakeholders' needs. In line with objective two of this research the project sought to both design and document the framework of a functioning PMO within the secondary school setting. To do so tools such as the project checklist (see Appendix 7), project charter (see Appendix 8), work breakdown structure (see Appendix 9), risk management plan (see Appendix 11), project schedule (see Appendix 12), status report template (see Appendix 13), project feedback form (see Appendix 14), and lessons learned document (see Appendix 16) were designed to promote improved efficiency and thorough documentation.

These templates served as an organized way to foster efficiency in decision making as well as in project communication (Crawford & Pollack, 2021). In fact, the templates were intended to promote consistent feedback loops. This benefit of the PMO's features was meant to solve a pressing issue of stakeholder fatigue that hosting meetings too frequently or poorly managing these meetings can cause (Joslin & Müller, 2016).

Moreover, feedback was solicited from stakeholders to ascertain their perception of the usefulness, ease of use and adoption rate of the PMO templates. The result of this evaluation was scored below.

Chart 16 which follows pertains to objective two which is concerned with design and document the processes and procedures of the PMO.

Chart 16: Evaluation of PMO Templates by School Staff (N = 20)

PMO Tool	Usefulness (1–5)	Ease of Use (1–5)	Adoption Rate (%)
Project Charter Template	4.7	4.6	100%
Work Breakdown Structure	4.3	3.9	90%
PMO Checklist	4.9	4.8	95%
Project Status Report	4.1	3.7	85%
Feedback Form	4.8	4.9	100%
Lessons Learned Document	5.0	4.8	100%

The data presented in chart 16 indicates high levels of satisfaction and acceptance of the tools developed for utilizing the PMO in the pilot project. In fact, the project charter, feedback form, the PMO checklist and the lessons learned document received strong reviews, scoring 4.7, 4.8, 4.9 and 5.0 in the usefulness category respectively.

Given that these documents are the foundational documents for the initiation and project tracking phases, these statistics point towards the viability of the PMO being implemented.

Additionally, the adoption rates of the PMO tools were extremely high as well. 100% of respondents indicated that the adaptability of the charter, the feedback form and the lessons learned document and 95% of respondents indicated that the adaptability of the checklist was suitable. What this means is that the tools have significant practical applicability in the school context.

It must however be noted that the work breakdown structure and the project status report template while receiving positive reviews, had slightly lower scores, particularly for the category of ease-of-use. The scores were 3.9 and 3.7 respectively. In informal follow ups staff members suggested that some of the tools may be too technical for all educators to adapt. This suggests that continued training in project management practices and more exposure to these tools may improve staff perception of their ease of use. In fact, this finding is supported by research conducted by Müller et al. (2022) who indicated that the tools and processes of the PMO must be adequately contextualized for schools to offset the inherent lack of exposure to project management that some educators must have.

4.2.5.5. Training and development

Furthermore, the documentation of this PMO covered a need for training the school's staff in project management practices. This is a fundamental aspect of the new PMO being instituted as it speaks to building capacity. The PMO's emphasis on training is instrumental in improving the capacity of staff to undertake project management ventures. The aim of an effective PMO should be to equip staff with the requisite training to align their skills and knowledge with best practices in the industry (Aubry & Lavoie-Tremblay, 2018). As such, an issue with this PMO's training methodology may be the perception that

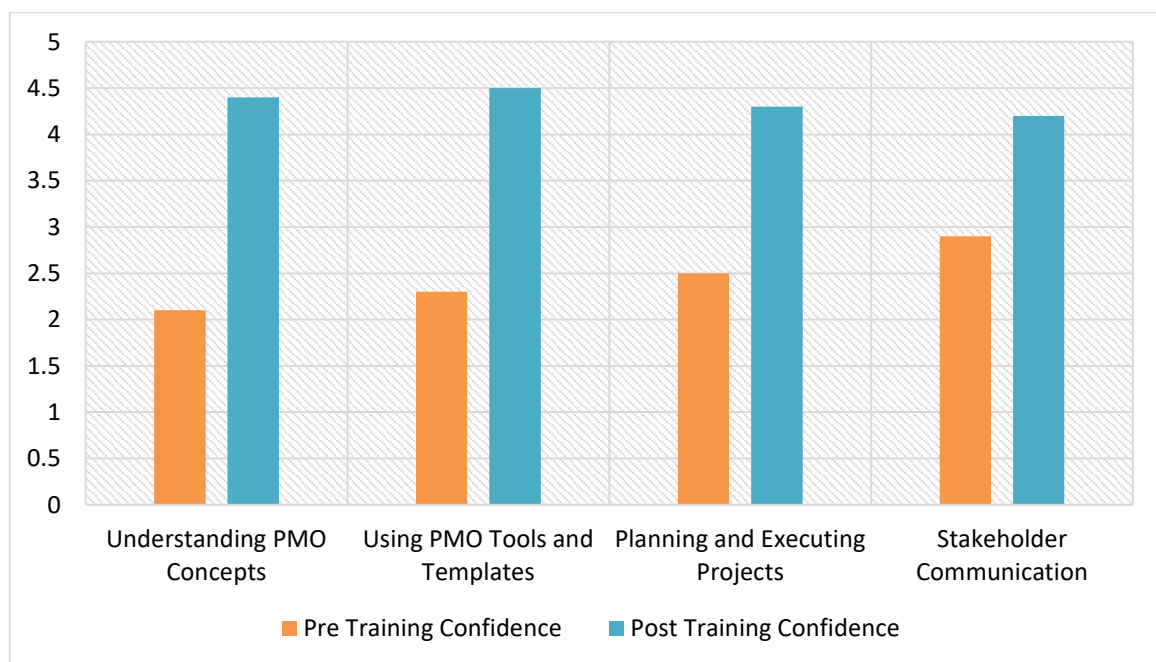
it places too much of a burden on teacher's already cumbersome schedules. As such, it may be prudent to integrate project management practices into the school's professional development initiatives as Kerzner (2019) opined.

4.3. Training staff in PMO processes and procedures

Objective three of this research was intended to provide training to staff members to increase their capacity to utilize the proposed PMO's processes and procedures. The data presented in the following column graph speaks to the effects that the training had on participants.

Chart 17 which follows pertains to objective three: implement training to acquaint staff with the methodology of the PMO.

Chart 17: Staff Confidence Before and After PMO Training (Scale 1–5, N = 20) (Source: Author of study, 2025)



The previous chart was used to delineate the results of stakeholders' confidence levels pre and post intervention. Participants in the training were asked a series of questions pre-training (see Appendix 18) and the same questions were asked post-training to gauge their level of confidence and ability in using PMO tools and processes for the purposes of educational project management.

The factors considered ranged from stakeholder understanding of PMO concepts, stakeholder utilization of PMO tools and templates, stakeholder's planning and execution of projects and stakeholder communication. Across all domains the post intervention scores recorded were a net gain. In fact, there was a 109.5%, 95.7%, 72.0%, and 44.8% improvement in stakeholder confidence respectively.

This is indicative of the fact that prior to the training undertaken the stakeholders who participate were not familiar with the processes and procedures of the PMO. However, after the training intervention undertaken participants felt more equipped to utilize these PMO tools in the project implementation and execution processes. These findings are in line with research conducted by Brady and Davies (2021) who noted that training that is targeted has the potential to considerably improve the project management capacity of non-specialists. Additionally, Garcia- Sánchez et al. (2019) opined that the adoption of a PMO in non-profit sectors is best undertaken when great emphasis is placed on training. As such, the approach undertaken in this project focused on providing staff with practical skills and knowledge to implement projects utilizing PMO processes and procedures.

Evidently, the training sessions were effective as the results of these sessions were quantifiable improvements in the confidence and competences of staff. This is because

providing training that is contextually relevant to the target school makes the feasibility of establishing a PMO extremely high.

4.4. Pilot project utilizing the new PMO processes and procedures

The fourth objective of this research was to conduct a small-scale pilot project to launch the PMO. The small-scale pilot project which was launched was a mobile library project to coincide with reading month in May 2025.

4.4.1. Project charter and scope definition

The formal project charter was developed for the pilot project (Appendix 8). This pilot project delineated the objectives, scope, success criteria as well as the assumptions and constraints of the project. The Project Management Institute noted that project charters are essential to any project as they provide management support, especially within organizations and or settings in which project maturity has not been fully developed (PMI, 2021). Thus, in the context of this project utilizing the project charter as a PMO tool was effective in helping the project team prevent issues such as scope creep so as to ensure that the project remained within its budget and timeframe.

4.4.2. Work Breakdown Structure (WBS) and project scheduling

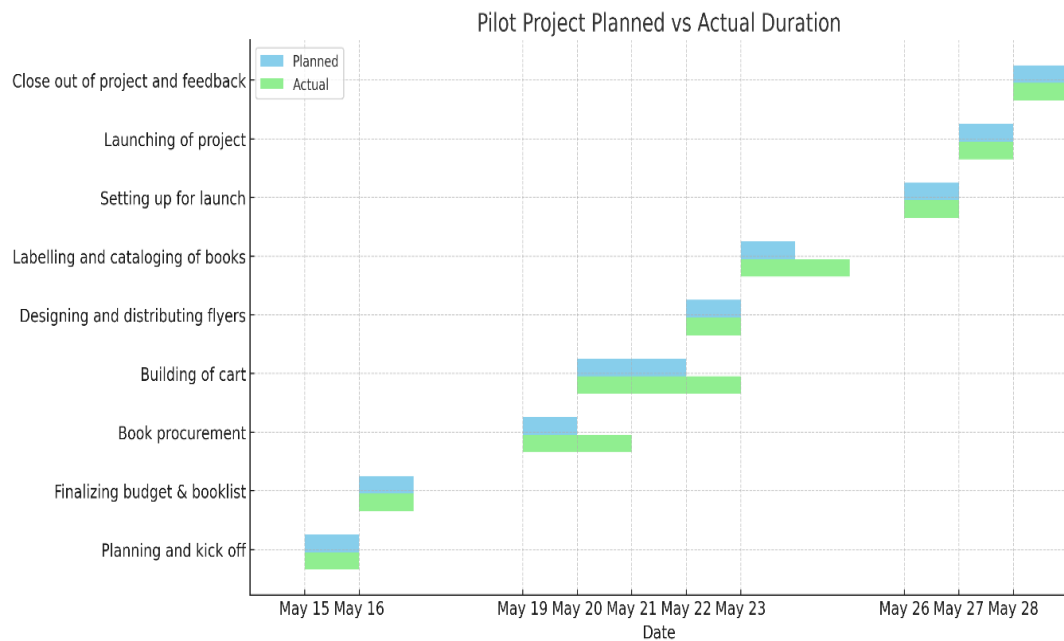
The Work Breakdown Structure (WBS) (Appendix 9) and the project schedule (Appendix 12) were also important tools utilized to undertake the project using a PMO. These tools promoted task management through efficient task assignment, sequencing and tracking in much the same way that Kerzner (2017) advocated for. In fact, utilizing the WBS the project team was able to outline six high level deliverables for the project. These

deliverables were then divided into subtasks. The hierarchical decomposition afforded by the WBS was effective because it bolstered task visibility (Kerzner, 2017).

Moreover, the schedule which was created from the onset of the project was effective as it allowed the project manager to track the project’s tasks in relation to their dependencies. For example, the nature of the schedule made it evident that the booklist had to be finalized prior to procurement of the books, yet the design and distribution of the flyers were not contingent upon the cart being completed. Additionally, the schedule helped the project team remain flexible and employ adaptive responses to the changes that the project faced. Evidence of this flexibility is delineated in the Gantt chart below.

Chart 18 which follows pertains to objective four: conduct a small-scale pilot project so as to launch the PMO.

Chart 18: Pilot Project Planned vs. Actual Duration (Source: Author of study, 2025)



The Gantt chart above shows the timeline variance of the project. Based on the data above it is evident that the project's schedule was adhered to for the most part. This pilot project was made up of a 10-day schedule intended to assess the real-world applicability of the PMO's processes and procedures in the context of a secondary school. In fact, the project kickoff meeting, finalization of the budget and booklist, the designing of the promotional materials, the set up for the launch, the mobile library launch event and the feedback collection occurred as scheduled. The book procurement, cart assembly process as well as the book labeling and cataloging processes all experienced time variances of one day.

It is important to note that despite these variances the project was completed within the stipulated time frame. Evidently, as Kerzner (2022) postulated, when projects have clear scopes and are scheduled efficiently, disruptions in the project are considerably minimized. Thus, using the Gantt chart as a PMO tool to schedule as well as the WBS template designed for the school's PMO were effective in facilitating the on-time execution of the project (Too & Weaver, 2014).

4.4.3. Risk management planning

A risk management plan (Appendix 11) was utilized to plan for disruptions to the project. This tool was used as part of the PMO process as Hill (2013) noted that integrating risk management practices into a PMO works towards building resilience in the projects undertaken.

Hill's assertion therefore lends credence to the view that the pilot project's risk management plan was instrumental in providing proactive responses to the issues encountered during the project. In fact, the sample status report (Appendix 15) provided an example of an instance in which the project's risk management planning was utilized to mitigate risks. For example, the delayed arrival of supplies for the cart being built was a severe risk as it could have an impact on its dependencies such as organizing the book and even the launch event. However, this risk was mitigated by utilizing in-house-resources. The school's caretakers were employed to make modifications to the cart with the available resources.

4.4.4. Project budgeting

Another PMO tool utilized was the project budget (Appendix 10). The pilot project's budget segmented costs according to distinct categories. This means that each aspect of the project was delineated according to the order in which it had to be done and the associated costs were identified as well as any notes needed for explanation. Concession was also made for contingency reserves. The contingency reserve being part of the project's budget provided the project with financial flexibility. This decision is in line with the argument brought by Pinto (2013) who noted that the purpose of a PMO is to provide financial forecasting to projects by promoting more feasible cost control and management. Additionally, utilizing a budget from the onset of the project was an effective PMO tool as it added transparency and that likely had the effect of promoting stakeholder trust.

4.4.5. Project monitoring

The pilot project benefited from utilizing the status report (Appendix 15) as a PMO monitoring tool. This tool was employed to document the progress of the project by underscoring the endeavors which had already been undertaken, the challenges that the project faced at the time of reporting and mitigation strategies moving forward.

The real-world applications of this status report were made evident in the sample status report (Appendix 13). This sample report indicated that at 83% complete the project had accomplished several milestones which included the kickoff meeting as well as the approval of the budget. Moreover, the status report on day 6 of the project delineated the early indications of risks as well as provided insight into available stakeholder feedback. Given that adaptive project management is contingent upon being reflective and making corrections throughout the lifecycle of the project, it is inherent that the PMO being utilized displays maturity. This is because it allows for dependable monitoring of the project's project and that in turn allows the project team to make the necessary interventions (PMI, 2021).

4.4.6. Stakeholder engagement

Another tool employed in the PMO used in the pilot project was a communication plan integrated into both the checklist (Appendix 7) and project schedule (Appendix 12) which were created. In fact, the posters which were distributed formed part of the stakeholder outreach strategy. Moreover, the anecdotal feedback provided in the status report provided insight into the levels of stakeholder engagement which were maintained

during the project. In this regard the project's use of PMO tools to foster organized and frequent communication with stakeholders is in line with Turner & Müller's assertion that the PMO's integration of communication mechanisms is critical to the success of projects undertaken within educational organizations (Turner & Müller, 2005).

4.4.7. Project closeout and feedback collection

The project's closeout processes also benefited from PMO tools and processes. One tool of note utilized in this phase of the project was the feedback collection form (Appendix 14). The insight garnered from this PMO tool was useful in helping the project team analyze feedback received and engage in continuous improvement as Turner (2016) advocated.

Moreover, the lessons learned document (Appendix 16) was an effective tool utilized in this phase of the project. Firstly, the template utilized to produce the lessons learned document exhibited great alignment with the acceptable formats utilized for the documentation of PMO processes by capturing relevant project closeout information about the different aspects of the project in much the same way that Bennett and Durkin (2017) advocated for. It accounts for the project's schedule, budget, stakeholder engagement and its general processes and procedures. This scope is in line with best practices in project management as the PMBOK guide (2018) stated that the lessons learned document must provide information from multiple domains of project management knowledge.

Evidently the use of the lessons learned document was effective as it also helped with identifying areas and strength and weaknesses in the pilot project as well as summarizing recommendations which can be used in future projects (see Appendix 17).

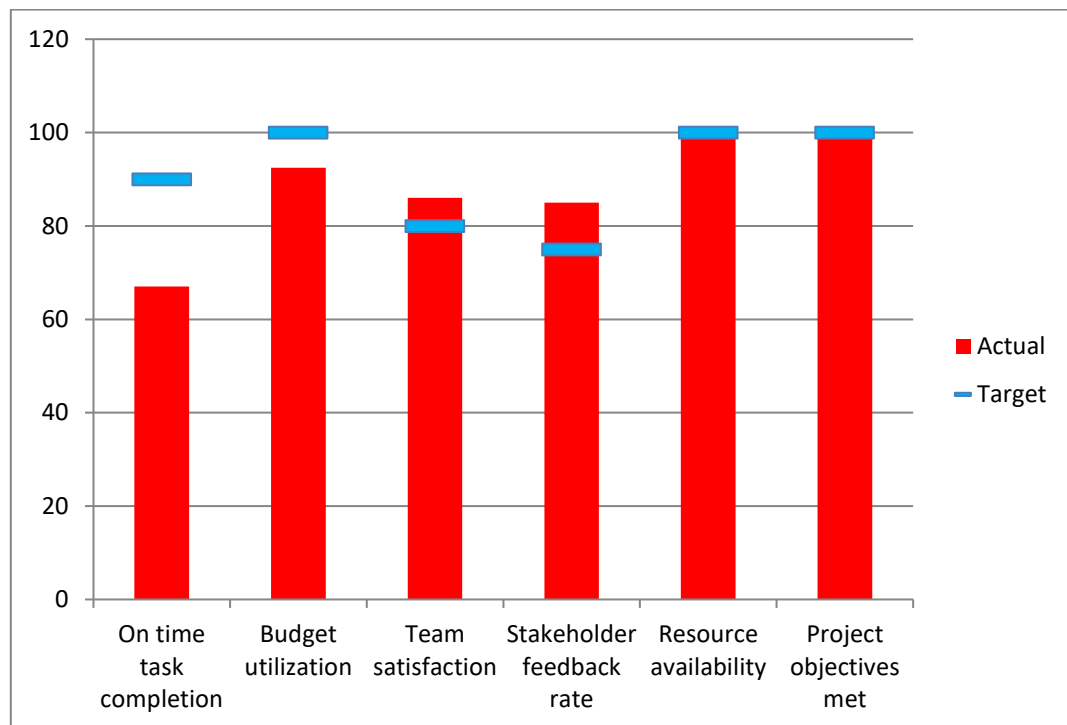
4.5. Performance evaluation of PMO

The fifth and final objective of this project pertained to assessing the performance of the PMO being implemented in the target school.

The table which follows provides data regarding the performance indicators of the PMO which was put in place for the executed pilot project.

Chart 19 which follows pertains to objective five: assessing the PMO's performance in the pilot project so as to acquire feedback.

Chart 19: Variance of Key Performance Indicators (Source: Author of study, 2025)



4.5.1. Project schedule

The data outlined in the chart above shows that the project experienced an overrun in the schedule as only 67% of tasks were completed on time. This statistic is 27% below the target of 90% time on task. This task completion variance is attributed to issues in coordinating the tasks of the project with the day to day running of the school. Given that staff had to handle academic responsibilities, align the project to the school's reading month activities while concurrently coordinating the logistics of the project, prioritization conflicts arose. This occurrence is in line with Müller et al. (2019) who noted that external factors are likely to cause challenges in the early stages of rolling out a PMO within an organization. Moreover, Aubry & Lavoie-Tremblay (2018) noted that overruns in project schedule are likely to occur during the early stages of implementing a PMO because the school environment may have a limited amount of time to implement projects and therefore be less flexible than other project environments.

4.5.2. Project budget

Despite this delay in the project schedule, all other aspects of the project either met or exceeded expectations. In fact, the pilot project remained within the stipulated budget, employing only 92.5% of the allocated budget. This adherence to the budget was indicative of effective financial planning and control- a key indicator of an efficient PMO (Too & Weaver, 2017). Additionally, the real-time tracking of the budget through the status report form helped to assert cost efficiency. Evidently, the PMO can be deemed a success in terms of its adherence to the budget as Marnewick and Marnewick (2020) noted that when

implementing an intervention in resource-constrained schools the extent to which the project remains within the stipulated budget is an effective measure of the success of the intervention.

4.5.3. Team satisfaction

Additionally, team satisfaction levels were recorded via a post-project feedback form (Appendix 14). The results of this form were scored and tabulated above. The researcher expected that project team satisfaction levels would be at 80%, in line with accepted standards for first time implementation (Olsson, 2018). However, team satisfaction levels were reported as being 83%.

In fact, the project team noted that their active involvement in the project's processes created positive experiences particularly in terms of project communication, role clarity and the processes of the project. These findings correlate with Serrador and Pinto (2017) who noted that team morale is typically higher when team members can directly pinpoint the ways their effort has contributed to the project. Furthermore, findings from Olsson (2018) suggested that team satisfaction often correlates with factors such as involvement in the planning process and a clear delineation of responsibilities. Evidently the staff focused training, clear distinction of roles and responsibilities in the PMO's processes and the active involvement in the project led to the high degree of satisfaction that the respondents noted.

4.5.4. Stakeholder feedback

Stakeholder feedback was garnered at the end of the project during its closeout stage. A project feedback form (see Appendix 14) was used as the post implementation feedback collection method. The use of the quantitative feedback form was used in conjunction with the qualitative feedback from the pilot project closure meeting to garner relevant feedback from stakeholders.

The results of the project feedback form were tabulated and displayed in the table in chart 20 which follows. Chart 20 pertains to objective five: : assessing the PMO's performance in the pilot project so as to acquire feedback.

Chart 20: Results of project feedback form (Source: Author of study, 2025)

Evaluation Item	Mean Score	Interpretation
Project goals were clear	4.8	Strong consensus that project's objectives were effective
Communication process was effective	4.5	Project team collaborated effectively External stakeholders were adequately engaged
PMO tools were efficient	4.5	Positive perception of PMO tools efficacy
Stakeholder engagement was adequate	4.4	High involvement of stakeholders

		was achieved
Overall project execution satisfaction	4.7	High level of approval for project execution process

With an average post-implementation survey score of 4.58/5, it is evident that stakeholders were largely satisfied with the pilot project which was implemented. These findings are in line with research conducted by Crawford and Pollack (2021) who postulated the view that PMOs are integral in educational project management as they foster greater levels of stakeholder engagement and therefore more efficient project management.

Specifically, such a high mean score (4.8/5) pertaining to the clarity of project goals was indicative of consensus that the project's three goals were effectively defined and succinctly communicated. This data is supported by information in the lessons learned document (see Appendix 17), which also reported that the project's goals were clearly outlined and communicated.

Moreover, the feedback from stakeholders also indicated that the project's communication process was efficient. This aspect received a score of 4.5/5. The insights from this finding are further corroborated from the data in the lessons learned document (see Appendix 17). The projects use of flyers, the status report form and the checklist, among other tools, served as effective communication tools.

These findings are also in line with research from Turner and Müller (2017) who noted that communication is a vital aspect of promoting positive relations with stakeholders as it ensures that stakeholders are aware of all the changes, challenges and general progress

of the project. In the same grain, stakeholders noted high levels of stakeholder engagement specifically. This aspect of the post implementation survey received a 4.5/5 score.

Evidenced by the information in the lessons learned document, stakeholder engagement was a strength of the pilot project implementation.

Despite these positive forms of feedback it must however be noted that the lessons learned document indicated that real time analysis of feedback would improve the project's communication process. This aspect was a pitfall of the execution of the PMO as efficiency in communication does not only involve the solicitation of feedback, but there must also be deliberate attempts to act on the feedback received to enhance the process. Evidently, engaging in continuous feedback loops help to foster trust and showcase to stakeholders that their concerns are duly addressed (Alharbi & Aziz, 2020).

Additionally, the efficiency of the PMO tools utilized were rated highly with a score of 4.5/5. Respondents noted that tools such as MS project for tracking the project's planned versus actual schedule, the project charter and the risk management plan were pivotal in providing accountability and transparency to the project. A sore point in this regard, however, is that the lessons learned document indicated that stakeholders deemed the use of hard-copy templates were not ideal in terms of efficiency. This type of feedback makes it evident that resources must be channeled into the PMO to facilitate the electronic use of PMO tools. This adaptation of tools to the electronic format would also facilitate more flexibility in projects (Abdellatif et al., 2021). This more integrated approach would work to streamline aspects of the project such as the communication process as well as the feedback loops.

Finally, overall satisfaction with project execution was noted as being 4.7/5. What this means is that generally, stakeholders are content with the delivery of the project. Such high levels of confidence in the project execution reflected that the pilot project aligned with the expectations of stakeholders. In conjunction with the factors discussed above, this high level of confidence may also stem from the fact that, as the lessons learned document noted, the project had strong budget adherence and finished on time. Kerzner (2019) noted that the success of a project is contingent upon the ability to meet the project's goals by meeting stakeholders' expectations.

4.5.5. Resource availability

Based on the data in Chart 19 all the resources necessary for the completion of the pilot project were available. However, there was a delay in procuring resources for the cart build (see Section 4.4.3), and this delay had an impact on the project's ability to complete some tasks on time (see Chart 18; Chart 19).

Despite this delay, the full availability of all resources is indicative of the fact that the planning of the pilot project was effective enough to adequately account for delays and to have a contingency plan in place. These facts were bolstered by claims made by Kerzner (2019), who noted that consistent availability of resources is a confident indicator of the maturity of a PMO's planning processes.

4.5.6. Project objectives

Apart from adherence to PMO processes the tangible outcomes of the pilot project are evidence of the PMO's successes. The pilot project had three objectives: to create a

mobile library, to give students access to at least 50 books and to promote literacy throughout reading month. At the end of the project the mobile library had been launched, the target of having 50 books in that library was obtained and these accomplishments helped to achieve the third goal of the pilot project. Moreover, feedback from stakeholders in the project's closeout phase indicated that the pilot project's goals had been met.

The accomplishments of these objectives go beyond just anecdotal accomplishments. They also align with the framework posited by Joslin and Müller (2016) who indicated that communication, alignment of goals and communication are positive indicators of a flourishing PMO. In this regard, the delivery of the pilot project's goals was demonstrative value realization.

5 CONCLUSIONS

Given that the general objective of this research was to implement a PMO in a secondary school, the following conclusions have been drawn pertaining to this general objective as well as the specific objectives of the research.

The research was successful in achieving each of the five objectives of the study. The baseline assessment was conducted using surveys, interviews and document analysis. Several gaps pertaining to the planning, documentation and project execution processes were found in that baseline assessment. These gaps supported the hypothesis of a lack of a structured project management system and thus gave credibility to the need for utilizing a PMO as an intervention to remedy this situation.

Secondly, the PMO framework which was developed included standard procedures, governance structures and project templates to both align with best practices in project management and to suit the context of the school the PMO was implemented in.

Additionally, the research's third objective, which was to implement training for staff, was successful. The training exposed staff to the PMO's methods and procedures and to ensure that the objective was achieved, staff confidence and understanding of PMO tools and concepts were evaluated both before and after training.

Afterwards, a small-scale pilot project was implemented to assess the viability of the PMO's framework. This project followed the processes of the PMO and was implemented to create and launch a mobile library.

Finally, the fifth objective was met by evaluating the PMO's performance using key performance indicators which pertained to stakeholder satisfaction, schedule adherence and overall process compliance.

As a result, the following conclusions have been drawn:

1. The existing project management practices at the school were too informal and inconsistent to be in line with the accepted standards for project management.
2. The PMO which was designed was tailored to the specifications of the school within which it would be implemented. Its framework delineated roles, responsibilities, reporting structures and processes to align projects with the school's strategic goals.
3. The training implemented was effective because it improved the staff's understanding of project management skills and knowledge. Staff confidence and competence levels were significantly improved at the end of the training. However, it was reported that support was needed to help them adequately embed their new skills and knowledge into the organizational culture of the school.
4. Evidence from the pilot project indicated that the framework of the PMO could be used to improve the outcomes of projects instituted at the school. The structure that the PMO afforded the pilot project fostered more efficient project planning, project execution and stakeholder communication.

Challenges pertaining to the limitation of resources and technological gaps were also observed in the pilot project.

5. Measurable improvements in project delivery were identified in the pilot project. Successes such as timely completion, budget adherence, improved documentation and higher levels of stakeholder engagement and satisfaction were noted. An area for refinement was also identified; the ability to integrate the PMO into efficient digital systems was noted.
6. This research both successfully proposed and tested the framework of a PMO to assess its ability to align with the school's organizational goals. The study demonstrated the ways in which the PMO can result in value realization by improving accountability and promoting more efficient project governance, all in an effort to promote the broader educational objectives of the school.

6 RECOMMENDATIONS

Given the conclusions generated from the project, the following recommendations were formulated:

1. Routine baseline evaluations of project practices should be conducted to ensure that any inefficiencies and gaps are preemptively identified. This would ensure that the PMO's framework would remain responsive to the evolving needs and expectations of stakeholders.
2. The procedures and processes of the PMO should be reviewed and amended at the end of every school year. This review must take into account feedback from all completed projects and any changes in educational priorities to ascertain the relevance of the PMO.
3. Professional development programs must be improved to include advanced training and certification in project management to build staff's project management capacity.
4. The pilot project initiative can be scaled up by utilizing the PMO across different departments to conduct different projects. This will allow for an iterative refinement of the PMO's framework.
5. Key performance indicators (KPIs) which track the performance of both projects and the PMO itself should be developed. The focus of these KPIs should be stakeholder satisfaction, project efficiency and project alignment with organizational goals.

6. An investment in project management software should be undertaken to support the functions of the PMO and promote collaboration through more efficient data management.
7. A change management plan should be developed. It should focus on the processes for responding to resistance, acknowledging milestones and overall incorporating the PMO's practices into the wider culture of the school.
8. Partnerships with other schools should be pursued to collaborate on lessons learned. This would have the effect of promoting a more standard approach to national educational project management.
9. Therefore, the target school should utilize a supportive-type PMO to align with the PMI's classification of PMO types (see Appendix 19).
Considering the school's current project management maturity levels, the supportive PMO would provide flexibility that is necessary to promote staff buy-in. Moreover, it will allow the school's management to gradually implement more formal project management practices. The focus here would be professional development, knowledge sharing and project management standardization without the limitations of the rigidity of other PMO types.

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

Issues of social injustice, environmental deterioration and economic instability necessitate a thorough understanding of the concepts of sustainable development and regenerative development (United Nations, 2015). These terms provide a structured approach to attending to the issues that pertain to project management, and they also place emphasis on utilizing an equitable method to address issues such as environmental stewardship, social stewardship and economic development.

Sustainable development pertains to the approach to human advancement that utilizes resources to develop human needs while also advocating for an environmentally friendly approach (Brundtland Commission, 1987; as cited in Kutlu, 2023). There are three main tenets of sustainable development which Elkington (1998, as cited in Kutlu, 2023), referred to as being the triple bottom line. The main aim of sustainable development is to facilitate the long-term feasibility of the systems the sustainable interventions are being implemented in. What this means is that the implications that the decisions being made will have on future generations must be considered to promote resilience.

On the other hand, regenerative development's aim surpasses that of sustainable development. The main aim of regenerative development is the enhancement and restoration of social and ecological systems beyond what they currently are (Kibert, 2016). Thus, this concept promotes practices that assiduously work to ameliorate communities and

ecosystems by advocating for holistic perspectives on how human beings should operate within the environments they occupy (Fullerton, 2020).

Regenerative development's importance lies in the fact that it works to transform ecosystems beyond their current situation. Tackling the rudimentary issues in the system and focusing on creating interdependencies between the constituent parts of the ecosystem helps to generate value beyond what these individual components are worth.

As such, understanding both sustainable and regenerative development helps project professionals make relevant decisions regarding risk management, stakeholder engagement and allocation of resources. When projects place emphasis on sustainability the project team would assess the ways in which the project's life cycle is impacted and would design measures to alleviate the harm done to their lifecycle. On the other hand, regenerative development goes a step further by seeking ways to improve the natural systems of the project (Müller & Jugdev, 2012).

Moreover, stakeholder engagement is integral to both sustainable development and regenerative development. This is because participatory approaches to stakeholder engagement have been proven to give marginalized communities ownership of the project's processes and that in turn creates social equity as all stakeholders involved in the project are more likely to be satisfied with the outcomes (Patton, 2020).

Additionally, sustainable development and regenerative development require projects to be adaptable to stakeholder's needs and the changes occurring in the project's ecosystem. Fields that are particularly susceptible to social and environmental instability

and change require high levels of adaptability as dictated by Béné et al. (2016). In this regard regenerative projects have the potential to be utilized to add to the body of scientific research as well as to provide feedback to enhance regenerative efforts in an attempt to make more viable contributions to the ecological and social ecosystems of the project.

Finally sustainable development and regenerative development are important to project management because they utilize a lifecycle approach to the implementation and management of projects. What this means is the long-term viability of project decisions must be taken into account to ensure that the benefits and implications of the project over time are carefully considered (Holt & Mørck, 2020).

7.1 Relationship of the project to the Sustainable Development Goals.

The Sustainable Development Goals (SDGs) consist of 17 global and interconnected goals which were curated by the United Nations (UN) to address the world's most pressing economic, social and ecological needs (United Nations, 2015). The SDGs were designed in 2012 at a United Nations Conference hosted in Rio de Janeiro, Brazil on the topic of sustainable development.

This final graduation project which focused on implementing a Project Management Office (PMO) within a Saint Lucian secondary school aligns with the SDGs in several ways which is evident in the PMO's operation, products and maintenance.

The first SDG which is aimed at the eradication of poverty globally pertains to this project as the project takes place in a school in which the main aim is to provide free access

to quality education. Education has long been considered by economists as a vital part of eradicating poverty. Therefore, projects which are aimed at empowering students help eradicate poverty eventually. Another SDG which this project pertains to is SDG number three. This SDG pertains to good health and well-being and pertains to the project since an improvement in educational outcomes has been proven to have a direct correlation to health literacy in terms of issues such as mental health (Holt & Mørck, 2020). Thus, the learning outcomes of this project are likely to improve the health and well-being of stakeholders involved.

The main SDG that pertains to this project is SDG number 4, which is focused on quality education. This project is primarily focused on implementing a PMO as a tool to improve the governance of education-based projects. Therefore, it specifically supports SDG number 4 by creating avenues for more meticulous project implementation and more efficient resource allocation so as to achieve better quality educational experiences. SDG number 8 also relates to this project. This SDG focuses on the promotion of sustained economic growth led by decent work and productive employment for all. Since the project has a training component it works to improve the employability of the staff undertaking the PMO training as it would give them some of the requisite skills and knowledge to work in the field of educational project management.

Moreover, the project pertains to SDG number 9, 12 and 17 respectively. The ninth SDG is focused on the manufacturing of resilient infrastructure that is fueled by innovation. The PMO being implemented can be utilized to create a more innovative teaching and

learning environment within the school by incorporating educational technology to facilitate the projects being undertaken and that in turn can lead to improvements in the school's infrastructure. The twelfth SDG pertains to this project as the PMO being incorporated will focus on sustainable operational practices facilitated by communicating the importance of a sustainable culture beyond the lifecycle of this final graduation project. The seventeenth goal is the last SDG which relates to this project. This SDG concerns itself with creating partnerships that are aimed at collaboratively attending to sustainable development. Thus, the collaborative nature of this project both among staff, the wider community of the school and with local businesses, works towards strengthening the implementation of the SDGs.

While the other SDGs do not relate to the project being implemented, their importance for sustainable development cannot be underestimated. The second SDG pertains to ending hunger by means of promoting sustainability, the fifth SDG relates to achieving equality in genders by empowering girls and women. The sixth SDG relates to making clean and sustainable water systems available to all. The seventh SDG relates to making clean and affordable energy accessible. The tenth SDG pertains to a reduction in inequalities among various countries and the eleventh SDG pertains to making human settlements more inclusive and safer for all. SDG number 13 pertains to making immediate improvements to offset the negative effects of climate change and SDG number 14 concerns itself with the conservation and sustainable use of the world's fresh and sea water sources. The final two goals, SDG number 15 and SDG number 16 pertain to managing the

earth's land resources and promoting inclusive and peaceful societies through social justice, respectively.

Since the project seeks to implement the framework of a PMO into the school, there is the possibility that this PMO can undertake many projects in the future that pertain to all the other SDGs that this initial project does not cover as all the SDGs are relevant to the school's ecosystem. Thus, the products engineered under this PMO will seek to improve the school's processes for project management as well as its structures for the engagement of stakeholders. The operational and maintenance aspects of the project will also work to guarantee that the projects undertaken reflect sustainable practices. Operationally the PMO will train staff to continue the culture of sustainability which will ensure the adherence to the principles of the SDG and the educational standards of the school. The maintenance aspect would involve the establishment of mechanisms that allow the efficacy of the projects being implemented to be assessed to ensure that the interventions of the PMO are relevant to the institution it is established in.

7.2 Analysis of the project according to Standard P5

The impact analysis is the process through which project teams garner an understanding of how implementation will affect the project's stakeholders as well as the project's environment. The Standard P5 framework was developed by the Project Management Institute (PMI) and is a widely accepted format for conducting the aforementioned analysis. This analysis is vital because it guarantees that the projects align with the strategic goals of the organization, it conforms to stakeholder expectations and that

it utilizes efficient project management practices. Moreover, the impact analysis is important because it promotes accountability in the project's processes because it gives project teams a distinct framework to evaluate the project's contribution to the environment it operates in (Björk et al., 2020). Furthermore, impact analysis has significant bearing on institutional learning as it allows organizations to reflect on the information found in the P5 assessment. This in turn would allow these organizations to pinpoint weaknesses and leverage strengths to fortify their project management strategies (López et al., 2021).

The P5 Standard is a component of the PMI's project management supporting documentation. The P5 aspect of the term pertains to five criteria utilized to assess the impact of a project. These five criteria are the purpose, process, performance, product and post-implementation. The people component considers the social impacts that the project will have on its stakeholders. As such the focus here is to evaluate the deliverables in relation to stakeholder satisfaction. The process aspect assesses the efficacy of the project management strategies and methods used throughout the lifecycle of the project. The product aspect of this concept considers the actual outputs of the project, that is, the deliverables of the project, to evaluate its merits in relation to the stipulated baseline specifications. Moreover, the planet aspect considers the environmental effects of the project. The focus here would be on the extent to which the project adheres to environmental regulations and its overall impact ecologically. The final P5 Standard is the prosperity domain. It considers the economic viability of the project in relation to economic development and job creation within the community that the project is implemented.

There is a particular criterion which must be utilized to evaluate a project's degree of success. There must first be a baseline assessment prior to project implementation. This baseline assessment is conducted for all of the P5 criteria and utilizes both quantitative and qualitative data points to conduct this assessment. There must also be definitive key performance indicators (KPIs) for each of the domains of the P5 framework. There is a need for the indicators being implemented to be aligned with the objectives of the project and to also be measurable (Silvius et al., 2019). There must also be a collection of input from all relevant subsections of stakeholders to gain insights into the perceived success of the outcomes of the project. The qualitative data collected is particularly important as it provides insights that help provide a clearer understanding of the people and process domains of the P5 (Eskerod & Huemann, 2017). Additionally, there is a need for a rational and dependable rating scale that can be used to assess the changes which occur in each of the P5 domains. The scores must be uniform across domains and must have a distinct definition to ensure that the rating is objective and consistent. Finally, the project must be reassessed post implementation to ensure that the pre and post implementation phases can be comparatively evaluated to determine the degree to which the interventions used were effective. This comparative analysis will also allow for data driven decision making as the analysis will provide insightful information.

Subcategory: Labor Practices and Decent Work

Chart 21 pertains to the only general objective of the research which is concerned with implementing a PMO in a secondary school.

Chart 21: People Impacts (Source: Author of study, 2025)

Element	Lens	Scored ?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
Employment and Staffing	Lifespan	Yes	The training sessions organized seek to give staff requisite skills and knowledge	Staff of the school will be able to carry on with the PMO beyond the initial scope of the project	10	Ensure that training is in line with acceptable standards	10	0

Element	Lens	Scored ?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
	Servicing	Yes	The project's training will be given through relevant sessions backed by resources in the form of handouts	The resources from the training will help staff refresh their knowledge and skills where needed	10	Provide avenues for staff to have access to resources at their own pace	10	0
	Effectiveness	Yes	The training follows best practices in project management	Staff will acquire relevant information on the implementation of a PMO	10	Continue to implement as planned	10	0

Element	Lens	Scored ?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
	Efficiency	Yes	The project aims to train staff to promote efficiency in project implementation	The skills of the project will reduce staff turnover and increase efficiency of projects	10	Continue to implement as planned	10	0
	Fairness	No						

Element	Lens	Scored ?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
Labor Management Relations	Lifespan	Yes	Currently staff does not feel like their concerns regarding projects are adequately addressed	Staff are likely to have low levels of buy in of the project being implemented		Improving workplace culture by conducting surveys to address concerns and having regular feedback loops will lead to higher levels of staff satisfaction		

Element	Lens	Scored ?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
	Servicing	Yes	Lack of morale among staff	Service delivery in projects is affected due to the apathy of staff		Improve team morale to positively impact value delivery to stakeholders		
	Effectiveness	Yes	Currently there are few opportunities for collaboration	Projects being implemented lack support and therefore project execution suffers		Encourage elevated levels of collaboration among staff		

Element	Lens	Scored ?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
	Efficiency	Yes	Currently there is a lack of effective dialogue in the project process	Organizational processes are not streamlined due to breakdown in communication		Foster open communication as a means of resolving conflicts and concerns		
	Fairness	Yes	There are no clear-cut guidelines in terms of management practices	Staff may feel disenfranchised due to lack of transparency		Provide staff with opportunities to express their concerns and share ideas they may have		

Element	Lens	Scored ?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
Project Health and Safety	Lifespan	No	Safety protocols are unclear	Staff health and safety may be compromised	3	Comprehensive health and safety protocols must be implemented	7	+4
	Servicing	No	Limited safety measures are in place	The project environment is prone to accidents as a result	4	Safety training and audits must be implemented	8	+4

Element	Lens	Scored ?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
	Effectiveness	No	There are inconsistencies in health and safety measures	The project environment is prone to accidents and staff morale may be impacted since there are inconsistencies	5	There must be the standardization of health and safety compliance measures	8	+3

Element	Lens	Scored ?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
	Efficiency	No	There are delays in project progress due to health and safety measures being inefficient	This may cause disruptions in the project and a decrease in workflow	4	Reporting process for safety issues must be modernized to include frequent feedback loops	7	+3

Element	Lens	Scored ?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
	Fairness	No	Resources allocated for health and safety are lacking	Not all staff assigned to the PMO will have equitable access to relevant health and safety resources	3	Health and safety resources must be distributed equitably	6	+3

Element	Lens	Scored ?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
Training and Qualification	Lifespan	Yes	Lack of professional development	Staff competency levels may be significantly impacted by the lack of professional development	4	Conduct professional development sessions as part of the PMO workshops	8	+4
	Servicing	Yes	Inadequate preparation for staff to manage educational changes	Staff would not be able to adapt effectively to the evolving environment	4	Training sessions should focus on adaptability	8	+4

Element	Lens	Scored ?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
	Effectiveness	Yes	There is a correlation between staff lacking relevant competencies and subpar project outcomes	Project quality is impacted negatively due to this lack of competencies	5		9	+4
	Efficiency	Yes	Training resources are not being utilized effectively	Training impact is not maximized due to this inefficiency	4	Training programs must be assessed for impact and relevance	8	+4

Element	Lens	Scored ?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
	Fairness	Yes	Some staff do not have the same level of access to training	Disproportionate levels of access can cause disparities in competence levels	3	More equitable access to training and resources should be promoted	7	+4
Organizational Learning	Lifespan	Yes	There are insufficient mechanisms to acquire and disseminate relevant knowledge	Project success is negatively impacted due to this issue	3	A thorough protocol for project documentation must be created	7	+4

Element	Lens	Scored ?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
	Servicing	Yes	There are learning processes that are inconsistent	These inconsistencies cause time wastage	3	The processes for disseminating knowledge must be streamlined	7	+4
	Effectiveness	Yes	There are low learning curves	These low learning curves can cause the same project pitfalls to be experienced repeatedly	4	Post project reviews must be conducted to adequately capture lessons learned	8	+4

Element	Lens	Scored ?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
	Efficiency	Yes	There are significant knowledge gaps regarding the utilization of resources and the execution of projects	These knowledge gaps cause inefficiencies in the operational management of projects	3	A knowledge management system must be utilized	7	+4
	Fairness	Yes	There are inconsistent opportunities to acquire training	These inconsistencies may discourage some staff	3	Access to relevant training must be assessed frequently	7	+4

Element	Lens	Scored ?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
Equal Opportunity	Lifespan	No						
	Servicing	No						
	Effectiveness	Yes	Inequity may cause a lack or reduction in innovation	These inequities may stifle creativity and collaboration	3	Monitor and adjust efforts as needed	7	+4
	Efficiency	Yes	There are ineffective utilizations of strategies for equal opportunity	Project outcomes may be negatively impacted by this practice	3	Monitor and adjust efforts as needed	7	+4

Element	Lens	Scored ?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
	Fairness	Yes	There are conflicts which arise from these practices	These practices may affect staff ability to collaborate	3	There should be clear policies for treatment of staff	7	+4
Local Competence Development	Lifespan	Yes	Insufficient capacity	This factor may hinder efforts towards development	3	Partner with local community to build competences	7	+4

Element	Lens	Scored ?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
	Servicing	Yes	Lack of local input hinders the effectiveness of programs	Project outcomes may be affected by the lack of input	3	Implement processes that encourage participation	7	+4
	Effectiveness	Yes	Lack of local expertise	This lack of local expertise may affect the delivery of the project	3	Invest resources to build competences	7	+4

Element	Lens	Scored ?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
	Efficiency	Yes	Inefficiencies in the use of project resources	Cost may be negatively impacted by these inefficiencies	3	Allocate resource for local skills development	7	+4
	Fairness	Yes	Some local voices may not be included in processes	Practices that are not inclusive can breed mistrust and resentment	2	Ensure that all stakeholders have opportunities to be part of planning processes	6	+4

Element	Lens	Scored ?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
Work Life Harmony and Mental Health	Lifespan	Yes	There may be unsustainable workloads because of integrating this new framework into existing structures	The unsustainable workloads may cause high stress levels	4	Strategies for the management of workload must be implemented	8	+4
	Servicing	Yes	There is a lack of support structures	This lack of support may negatively affect work-life balance	4	Wellness resources must be made available to staff	8	+4

Element	Lens	Scored ?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
	Effectiveness	Yes	Burn out is extremely likely	Staff productivity levels may be caused by this burnout	4	Workload must be monitored and measures to promote balance must be instituted	8	+4
	Efficiency	Yes	Inefficient resource management exists	Work-life conflicts may result from this inefficient management of resources	4	Flexible work arrangements must be instituted to help staff	8	+4

Element	Lens	Scored ?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
	Fairness	Yes	Unfair division of labor may exist	This unfair division of Labor may put a strain on individual staff and on staff relations in general	3	Frequent evaluations of division of labor must be conducted	7	+4
Subcategory	Society and customers							

Element	Lens	Scored ?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
Community Engagement	Lifespan	Yes	Minimal engagement with community is the current reality	Lack of communal ties may jeopardize project sustainability as they are important stakeholders	3	Actively involve community members in stakeholder decision processes	7	+4

Element	Lens	Scored ?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
	Servicing	Yes	Extremely limited feedback from the community is currently available	The lack of feedback may affect the project's ability to align with stakeholder's needs	4	Create a community advisory committee	8	+4

Element	Lens	Scored ?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
	Effectiveness	Yes	Ineffective or inefficient communication channels utilized to engage the community	These issues in communication may lead to a breakdown in communication which would be detrimental to gaining insights into stakeholders' concerns, needs and expectations	3	Employ local notice boards, meetings and social media to engage the community	7	+4

Element	Lens	Scored ?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
	Efficiency	Yes	Community engagement processes are time consuming	The lack of time related efficiency regarding engagement may lead to delays in the project	4	Utilize digital tools and mediums to refine the feedback collection process	8	+4

Element	Lens	Scored ?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
	Fairness	Yes	Input of marginalized stakeholders not available	Inclusivity and equality in project implementation are at risk if all relevant stakeholders are not engaged sufficiently	3	Make concession in the PMO to prioritize feedback from a diverse subsection of stakeholders	7	+4

Element	Lens	Scored ?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
Public Policy and Compliance	Lifespan	Yes	Little to no awareness of project management policies among stakeholders	This lack of awareness significantly hampers stakeholder's ability to comply with policy	3	PMO training must include workshops on relevant policies stakeholders should be aware of	7	+4

Element	Lens	Scored ?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
	Servicing	Yes	Inefficient supervision of the issues which arise regarding compliance	Issues regarding compliance may go unaddressed if they are not adequately monitored	4	A compliance monitoring structure must be designed, and all stakeholders must have access to it	7	+4

Element	Lens	Scored ?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
	Effectiveness	Yes	Public policy compliance mechanisms are lacking	The lack of mechanisms may cause issues with adherence and diminish stakeholder confidence in the project's ability to comply with public policy	3	There must be a standardization of audits and compliance checks	6	+3

Element	Lens	Scored ?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
	Efficiency	Yes	The compliance process is inefficient as it does not respond to issues quickly enough	The inefficiencies lead to delays in the execution of the project	4	Protocols regarding compliance response needs to be modernized to place emphasis on resolving compliance issues	7	+3

Element	Lens	Scored ?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
	Fairness	Yes	There may be the perception that unequal treatment regarding public policy compliance exists	There may be mistrust which can lead to negative stakeholder relations	4	An accessible and transparent framework to the public policy is needed	8	+4
Protection for Indigenous and Tribal Peoples	Lifespan	No						
	Servicing	No						
	Effectiveness	No						
	Efficiency	No						

Element	Lens	Scored ?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
	Fairness	No						
Customer Health and Safety	Lifespan	Yes	There is a lack of emphasis on health and safety protocols in the current project management practices	Issues regarding student health and safety may have negative implications for the learning environment	3	Develop a comprehensive protocol for health and safety of students	7	+4

Element	Lens	Scored ?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
	Servicing	Yes	Response protocol for health emergencies is lacking	Reactive approach to health-related issues can endanger stakeholders	4	A crisis response protocol for health-related emergencies must be created	8	+4
	Effectiveness	Yes	There is a lack of safety training	This may lead to incidents that affect students and other beneficiaries of the project	4	Safety training should form part of the PMO workshop sessions	8	+4

Element	Lens	Scored ?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
	Efficiency	Yes	There are delays in the response to health and safety issues	The operation of the project is hindered by this inefficient response to health and safety incidents	3	Mechanisms for reporting issues regarding health and safety must be streamlined	7	+4
	Fairness	No						
Subcategory	Human Rights							

Element	Lens	Scored ?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
Harassment and Discrimination	Lifespan	Yes	There are currently no formal mechanisms for	Reporting issues regarding discrimination and harassment	1	There must be a clear procedure for reporting and resolving issues regarding harassment and discrimination	7	+6

Element	Lens	Scored ?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
	Servicing	Yes	There are insufficient resources for addressing complaints	Lack of resources to address complaints can hinder the PMO's ability to adequately address issues regarding harassment and discrimination	3	There must be adequate resources dedicated to the PMO to address harassment issues	7	+4

Element	Lens	Scored ?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
	Effectiveness	Yes	Staff may not have requisite awareness or knowledge of the organization's policies regarding harassment	This lack of awareness may hinder the organization's ability to cultivate a culture of support and respect	4	Workshops which cover these issues should be incorporated in the training	4	0

Element	Lens	Scored ?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
	Efficiency	Yes	There are currently slow response times in relation to complaints	Frustration is created as a result of these slow response time	3	The complaint handling process must be streamlined to allow prompt action	7	+4
	Fairness	Yes	There may be perceptions of bias in the handling of complaints	These perceptions of bias can lead to mistrust	4	A committee must be set up within the PMO's framework to address issues of harassment	4	0

Element	Lens	Scored ?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
Age-Appropriate Labor	Lifespan	No						
	Servicing	No						
	Effectiveness	No						
	Efficiency	No						
	Fairness	No						
Forced and Involuntary Labor	Lifespan	No						
	Servicing	No						
	Effectiveness	No						

Element	Lens	Scored ?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
	Efficiency	No						
	Fairness	No						
Dignity, Diversity, Equity and Inclusion	Lifespan	Yes	There is an under representation of diverse groups in the PMO	There may be a culture that does not value inclusivity	3	A diversity drive for the PMO should be conducted to encourage staff from diverse backgrounds to be part of the PMO	7	+4

Element	Lens	Scored ?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
	Servicing	Yes	Lack of resources for training on inclusivity	The PMO culture may not encourage inclusivity as staff do not possess requisite skills and knowledge	4	Training sessions must include information on diversity and inclusion	8	+4

Element	Lens	Scored ?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
	Effectiveness	Yes	There is inefficient implementation of the PMOs efforts to have a diverse team	The impact of the PMO's diversity initiative may be diluted	3	Monitor and control PMO diversity initiatives based on feedback	7	+4
	Efficiency	Yes	There may be delays in decision making	These delays hinder progress regarding inclusivity	3		8	+5
	Fairness	No						
Subcategory	Ethical Behavior							

Element	Lens	Scored ?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
Sustainable Procurement and Contracts	Lifespan	Yes	Lack of clear procurement policies	These ambiguous policies may cause inefficiencies in resource use	3	Sustainable contracts can afford value in the long term	7	+4
	Servicing	Yes	Some contracts are not adequately monitored	This practice of not monitoring contracts may cause wastage	3	Audits must be part of the project procurement process	7	+4

Element	Lens	Scored ?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
	Effectiveness	Yes	There are inefficient processes for procurement	These inefficient processes may cause inadequate project services	4	Modernize procurement practices	7	+3
	Efficiency	Yes	There is a lack of clarity in contract results	This ambiguity causes delays in procurement	4	Utilize a digital tracking system for procurement	7	+3

Element	Lens	Scored ?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
	Fairness	Yes	The unclear procurement policies may lead to the exclusion of some vendors	These unclear procurements may lead to lack of community support	2	Advocate for fair sourcing of local resources	6	+4
Anti Corruption	Lifespan	Yes	Lack of policies may serve as an opportunity for corrupt practices	This may lead to a lack of credibility and trust	3	Zero-tolerance towards corruption policies must be implemented	7	+4

Element	Lens	Scored ?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
	Servicing	Yes	Service delivery and project objectives are undermined by corrupt practices	Project integrity may be compromised as a result of this factor	3	Ethics training must be implemented for all staff	7	+4
	Effectiveness	Yes	Project impacts and timelines are affected by corrupt practices	The project's development may not unfold as planned as a result of these practices	3	Accountability mechanisms must be created and shared with all stakeholders	7	+4

Element	Lens	Scored ?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
	Efficiency	Yes	Inefficient management of corruption claims may exist	This mismanagement may affect efforts to be transparent	3	There must be clear cut channels for responding to and reporting issues of corruption	7	+4

Element	Lens	Scored ?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
	Fairness	Yes	Decision making may be biased	This biased decision making may marginalize some stakeholders	2	Fair processes for investigating instances of corruption should be implemented	6	+4
Fair Competition	Lifespan	No						
	Servicing	No						
	Effectiveness	No						
	Efficiency	No						

Element	Lens	Scored ?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
	Fairness	No						
Responsible Technology	Lifespan	Yes	There are issues of misuse of technology	Project effectiveness may be hindered by this misuse	3	Technology stewardship practices should be implemented	7	+4
	Servicing	Yes	There is inequitable access to relevant technology	This inequitable access may hinder full participation	3	Technological resources should be made available to staff	7	+4

Element	Lens	Scored ?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
	Effectiveness	Yes	Negligence in technology use is likely	Project success is hindered if there is no accountability in practices	3	Regular technology audits should be conducted to ensure compliance	7	+4
	Efficiency	No						
	Fairness	No						

Element	Lens	Scored ?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
Green Claims and Green washing	Lifespan	Yes	Misleading claims about the project's sustainability may be made	The credibility of the project may be jeopardized, and trust may be lost with the community	3	Transparent practices must be implemented to align with sustainability claims	7	+4

Element	Lens	Scored ?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
	Servicing	Yes	Unsustainable practices may have a damaging effect on the school's reputation	School's sustainability profile may be impacted if disingenuous claims are made	3	Regular auditing of sustainability claims and practices must be implemented	7	+4

Element	Lens	Scored ?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
	Effectiveness	Yes	Green washing practices diminish project's sustainability claims	Community participation may be endangered if Greenwashing claims persist	3	Sustainability claims must be measured using key performance indicators that are objective	7	+4

Element	Lens	Scored ?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
	Efficiency	Yes	There is ineffective communication regarding sustainability efforts	Wasted efforts and misunderstandings are likely to happen as a result of ineffective communication	3	A thorough sustainability communication plan should be developed	7	+4
	Fairness	No						

Chart 23: Planet Impacts (Source: Author of study, 2025)

Planet Impacts (Source: Author of study, 2025)

Subcategory: Transport

Element	Lens	Scored?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
Local Procurement	Lifespan	No						
	Servicing	No						
	Effectiveness	No						
	Efficiency	No						
	Fairness	No						
Digital Communication	Lifespan	Yes	Digital channels will be utilized for project communication	These digital communication channels will help to lessen carbon	8	Continue to utilize communication channels that work. Utilize	10	+2

Element	Lens	Scored?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
				footprint as communication will be done digitally where necessary		feedback from stakeholders to make changes where necessary		
	Servicing	Yes	Efficient digital communication will positively impact project budget	Project efficiency will be improved	8	Continue to utilize communication channels that work. Utilize feedback from	10	+2

Element	Lens	Scored?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
						stakeholders to make changes where necessary		
	Effectiveness	Yes	Effective digital communication will help avoid delays in project	Project communication will be more effective due to digital communication	8	Continue to utilize communication channels that work. Utilize feedback from stakeholders to	10	+2

Element	Lens	Scored?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
						make changes where necessary		
	Efficiency	Yes	Efficient digital communication is utilized to engage stakeholders	Stakeholders buy in will increase and as a result project success will be bolstered	8	Continue to utilize communication channels that work. Utilize feedback from stakeholders to make changes	10	+2

Element	Lens	Scored?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
						where necessary		
	Fairness	No						
Traveling and Commuting	Lifespan	No						
	Servicing	No						
	Effectiveness	No						
	Efficiency	No						
	Fairness	No						
Logistics	Lifespan	No						

Element	Lens	Scored?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
	Servicing	No						
	Effectiveness	No						
	Efficiency	No						
	Fairness	No						
Subcategory	Energy							
Energy Consumption	Lifespan	Yes	There are ineffective energy usage practices	There may be high operational costs for projects	3	Utilize renewable resources where possible	7	+4

Element	Lens	Scored?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
	Servicing	No						
	Effectiveness	No						
	Efficiency	Yes	Inefficiencies in energy consumption may affect project budget	These inefficiencies may increase organizational cost	3	Implement efficient measures for project energy consumption	7	
	Fairness	No						
GHG Emissions	Lifespan	No						
	Servicing	No						

Element	Lens	Scored?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
	Effectiveness	No						
	Efficiency	No						
	Fairness	No						
Renewables and Clean Energy Return	Lifespan	No						
	Servicing	No						
	Effectiveness	No						
	Efficiency	No						
	Fairness	No						

Element	Lens	Scored?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
Subcategory	Land, Air and Water							
Biological Diversity	Lifespan	No						
	Servicing	No						
	Effectiveness	No						
	Efficiency	No						
	Fairness	No						
Air and Water Quality	Lifespan	No						
	Servicing	No						

Element	Lens	Scored?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
	Effectiveness	No						
	Efficiency	No						
	Fairness	No						
Water Consumption	Lifespan	No						
	Servicing	No						
	Effectiveness	No						
	Efficiency	No						
	Fairness	No						

Element	Lens	Scored?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
Water Displacement	Lifespan	No						
	Servicing	No						
	Effectiveness	No						
	Efficiency	No						
	Fairness	No						
Soil Erosion and Regeneration	Lifespan	No						
	Servicing	No						
	Effectiveness	No						

Element	Lens	Scored?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
	Efficiency	No						
	Fairness	No						
Noise Pollution	Lifespan	No						
	Servicing	No						
	Effectiveness	No						
	Efficiency	No						
	Fairness	No						
Subcategory	Consumption							

Element	Lens	Scored?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
Element	Lens	Scored?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
Recycling and Reuse	Lifespan	Yes	There is high consumption rates in school based projects without recycling practices	Wastage is high	3	There must be a zero waste approach to school initiatives	7	
	Servicing	Yes	There are poor	Contamination	2	Community	7	

Element	Lens	Scored?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
			waste management practices in projects being implemented	of local areas is likely		clean up campaigns can be undertaken		
	Effectiveness	Yes	There are ineffective processes for recovering resources that can be reused	These can lead to unsustainable resource management practices	3	Audits on project waste management practices should be conducted	7	

Element	Lens	Scored?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
	Efficiency	Yes	There are inefficient waste management practices	These inefficiencies may cause extra costs	3	There must be cost effective waste management practices used	7	
	Fairness	Yes	There are inequitable disposal practices in school initiatives	Some communities are disadvantaged by these practices	2	Utilize equitable waste management practices	6	

Element	Lens	Scored?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
Disposal	Lifespan	No						
	Servicing	No						
	Effectiveness	No						
	Efficiency	No						
	Fairness	No						
Contamination and Pollution	Lifespan	No						
	Servicing	No						
	Effectiveness	No						

Element	Lens	Scored?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
	Efficiency	No						
	Fairness	No						
Waste Generation	Lifespan	No						
	Servicing	No						
	Effectiveness	No						
	Efficiency	No						
	Fairness	No						

Subcategory Project Feasibility

Chart 22 pertains to the only general objective of the research which is concerned with implementing a PMO in a secondary school.

Chart 22: Prosperity Impacts (Source: Author of study, 2025)

Element	Lens	Scored?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
Business Case Analysis	Lifespan	No						
	Servicing	No						
	Effectiveness	No						
	Efficiency	No						
	Fairness	No						

Element	Lens	Scored?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
Financial Analysis	Lifespan	No						
	Servicing	No						
	Effectiveness	No						
	Efficiency	No						
	Fairness	No						
Social Return on Investment	Lifespan	No						
	Servicing	No						
	Effectiveness	No						

Element	Lens	Scored?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
	Efficiency	No						
	Fairness	No						
Modeling and Simulation	Lifespan	No						
	Servicing	No						
	Effectiveness	No						
	Efficiency	No						
	Fairness	No						
Subcategory	Business Agility							

Element	Lens	Scored?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
Flexibility/ Optionality	Lifespan	Yes	There are currently either very rigid policies or no policies	The current state of the policies may hamper ability to adapt	3	The PMO must adapt a culture of flexibility	7	+4
	Servicing	Yes	There is a lack of responsiveness	Reactive strategies have bearing on decisions which are time sensitive	3	Processes must be revised periodically to adapt to changing needs	7	+4

Element	Lens	Scored?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
	Effectiveness	Yes	There are limited adaptabilities in the current processes	Project optimization is impacted by this factor	3	Agile methodologies must be implemented	7	+4
	Efficiency	Yes	There are inefficient responses to current changes	Resource utilization is affected as a result	3	A practice of utilizing rapid responses to challenges must be embraced	7	+4
	Fairness	Yes	There may be	This factor may	2	There must be	6	+4

Element	Lens	Scored?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
			the perception of bias due to favoring certain projects over others	cause mistrust among stakeholders		equitable processes for project selection and review		
Resiliency	Lifespan	No						
	Servicing	No						
	Effectiveness	No						
	Efficiency	No						
	Fairness	No						

Element	Lens	Scored?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
Subcategory	Market and Economic Stimulation							
Element	Lens	Scored?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
Local Economic Impact	Lifespan	No						
	Servicing	No						
	Effectiveness	No						
	Efficiency	No						
	Fairness	No						

Element	Lens	Scored?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
Indirect Benefits	Lifespan	No						
	Servicing	No						
	Effectiveness	No						
	Efficiency	No						
	Fairness	No						
BAG disclosures and	Lifespan	No						
	Servicing	No						
	Effectiveness	No						

Element	Lens	Scored?	Description	Potential Sustainability Impact	Impact Score Before	Proposed Response	Impact Score After	Change
sustainability reporting	Efficiency	No						
	Fairness	No						

Chart 23 pertains to the only general objective of the research which is concerned with implementing a PMO in a secondary school.

Chart 23: Scoring Summary (Source: Author of study- adapted from Consolidated Guide of the FGP, 2025)

People Impacts	Initial Impact Score	New Impact Score	Change
Labor Practices and Decent Work	133.0	261.0	128.0
Society and Customers	46.00	94.0	48.0
Human Rights	28.0	59.0	31.0

Ethical Behavior	51.0	117.0	66.0
Overall People Score	531.0		

Planet Impacts	Initial Impact Score	New Impact Score	Change
Transport	32.0	40.0	8.0
Energy	6.0	14.0	8.0
Land Air, and Water	13.0	34.0	21.0
Consumption			
Overall Planet Score	84.0		

Prosperity Impacts	Initial Impact Score	New Impact Score	Change
Project Feasibility			
Business Agility	14.0	34.0	20.0
Local Economic Impact			

Overall Prosperity Score	34.0
Overall Project Score	649.0

7.3 Relationship of the project to the dimensions of Regenerative Development

The introduction of a Project Management Office (PMO) in a Saint Lucian secondary school provides the opportunity to utilize tenets of regenerative development (RD) in an educational setting. The validation process, as described by Bennet et al. (2020) pertains to a structured evaluation that ascertains the extent to which the project aligns with regenerative principles, succeeds in meeting its goals and satisfies the needs of stakeholders. Thus, validating the products of this PMO project is paramount to ensure that the project meets its objectives and has a positive net effect on the ecological, social and economic environment it is situated in.

As such validation for this project is concerned with ascertaining the extent to which the project meets its targets for community involvement, use of sustainable practices and the improvement of educational quality. This validation must be done with both quantitative and qualitative data (Kates et al., 2017).

One aspect of validation which is integral to regenerative is the extent to which the project fosters active involvement with stakeholders. For this project the stakeholders consist of the students, staff of the school, parents, relevant ministry and members of the community. Utilizing feedback mechanisms that collect both qualitative and quantitative data will allow the researcher to gain an understanding of stakeholder expectation initially, and their perception of project success regarding the role and function of the PMO (Meng et al., 2021).

Another critical part of the validation process is to create validation criteria that are unambiguous and relevant to the PMO project. Therefore, the criteria must consider engagement levels of student and staff, the ecological impact of the project, overall stakeholder satisfaction and delivery times of the project (Dempsey et al., 2018). Creating measurable criteria is essential for efficient analysis of project outcomes. In the same grain, the indicators and metrics which will be used to identify whether or not the project has met its aims must be established. The quantitative metrics may consider the number of staff members who received project management training as a result of this project while the qualitative indicators may look to evaluate the changes in stakeholder's perceptions of the use of a PMO in a school setting.

Clearly then, feedback mechanisms must be incorporated. Frequent assessments which provide feedback of the PMO's implications must be conducted to ascertain which areas of the PMO are working as they should and which areas require improvement. These feedback mechanisms allow for the use of adaptive management practices where the methods being employed can be fine-tuned constantly based on the needs of the project's environment (Ness et al., 2017).

Additionally, there must be thorough documentation of the processes utilized to validate the project. What this means is that reporting must be clear and concise using detailed methods, assessments and consultations (Cornforth & Spear, 2020). This rigorous documentation helps to ensure that future endeavors can be tailored to follow regenerative principles.

Moreover, the project will design practices to integrate sustainability both in the operational practices of the school and across the school's curriculum. This is evident because the PMO is intended to spearhead initiatives that promote environmental restoration within the school. These hands-on projects are likely to promote environmental stewardship among students which will in turn translate into a culture of respect for their natural environment (Agarwal, 2020). What this means is that the PMO will be designed to utilize energy efficient and eco-friendly resources as a way to actively mitigate environmental harm (Carlisle & Faraj, 2021).

Additionally, the project will provide an understanding of the planetary boundaries particularly in the context of a climate vulnerable country such as Saint Lucia. The planetary boundaries speak to issues such as climate change, the acidification of the ocean, loss of biodiversity and cycling of nutrients relevant to sustainable and regenerative development (Rockström, 2017). Thus, this PMO implementation project will work to institute frameworks to be mindful of these planetary limits so as to streamline the management of project operations while also achieving the sustainable development goals. Of particular interest is the PMO's efforts to integrate biodiversity into the curriculum. Managing projects such as a sustainable garden that are aimed at reducing the carbon footprint of the school will help to address issues such as climate change. Organic farming practices, which will be integrated across the school curriculum will help to prioritize the management of toxins such as nitrogen runoff. In this regard the PMO will be useful in counteracting the negative effects of agrochemical usage in local farming processes as delineated by Guimaraes et al. (2022). Furthermore, the PMO will be utilized in the future

to conserve fresh water by undertaking rainwater catchment areas. Overall projects of this nature will help to implement policies that provide a clear understanding of sustainable water usage practices.

Moreover, the project will work to promote dignified lives for all inhabitants as outlined in the SDGs by bolstering the school's educational offerings. An institution that promotes an awareness of its social and environmental context helps to give students the requisite skills and knowledge to make relevant decisions today to positively impact the future (United Nations, 2022). The PMO will also work to promote community involvement in educational endeavors. Employing a participatory approach to sustainability helps to create a sense of ownership among students as the PMO will work to promote collaboration towards and awareness of the SDGs.

The PMO is also designed to generate benefits for the least favored members of the community. The aim is that beyond the scope of this final graduation project the PMO will work to partner with NGOs and relevant local businesses to host programs that benefit underprivileged students. These programs will take the shape of mentoring, school feeding programs and in the long term, scholarships.

The project will also seek to cause a significant reduction in the economic gap in the country. Students will be given requisite skills and knowledge through the projects the PMO will institute. These benefits will also translate to economic growth eventually as these students will be able to utilize these skills when they enter the world of work. What is more so is that the PMO has the potential to implement systematic approaches that allow

for partnerships with local businesses. A benefit of these partnerships can be internships for students that help to promote economic growth and economic viability for students. In this regard the PMO provides employment opportunities for students and provides economic prosperity to the community. The utilization of local resources (both human and material) will also help to solidify the concept of sharing economies. The PMO can be used to help students understand the value of goods and services by creating learning activities that are project based. In creating the school garden or other such projects students can learn to produce and exchange goods. This practice would serve as a good exercise in learning about downtown economic ecosystems (Parker et al., 2021).

Further, the PMO will seek to cultivate human connections among stakeholders, particularly students. The initiatives undertaken by the PMO will place emphasis on activities that require students to build their language skills through collaboration and active listening (Hattie, 2019). Eventually the PMO can implement workshops to help students with conflict resolution as well as work to integrate conflict resolution topics across the curriculum. These initiatives can provide opportunities for dialogue that encourages students to express their ideas in safe spaces (Edelstein et al., 2022). These safe spaces can then translate into effective spaces for meditation and rest for students. Eventually the PMO can work to create a school environment that encourages emotional regulation and self reflection by creating initiatives that target the specific needs of students.

The PMO being implemented also has the potential to promote the artistic and cultural context of St Lucia. Since the PMO will be integrated into the school's ecosystem,

it can be used to spearhead activities that enrich their education experience by engaging them creatively. By utilizing the PMO to support cultural festivals and activities which form part of the school's social calendar, the PMO has the potential to help students foster national pride and gain a sense of their own identity (Larsson, 2020).

Doing so would only be possible by utilizing the expertise of elders within the wider community. Stakeholder engagement will be a hallmark of this PMO. This strategy is particularly important because it helps with the transfer of relevant cultural capital from generation to generation in much the same way that Davis et al. (2022) advocated for. The project's emphasis on stakeholder engagement will both enrich students' learning experiences through the vicarious experiences of older individuals and provide opportunities for individuals whose voices are marginalized to not be excluded from the PMOs processes and initiatives. The PMO will seek to do so by utilizing relevant forums within the community to ensure that members of all the project's demographics can provide relevant input into the project (Levin & Augustin, 2021).

Additionally, the PMO will seek to have a positive impact on the natural visual and auditory environment it exists in. Designs employed by the project will seek to blend seamlessly into the local landscape and can take inspiration from the visual environment without straying too far away from the source material. This ensures that the project remains in equilibrium with the ecosystem it is embedded in (Huang & Ding, 2020). Moreover, the PMO has the potential to initiate projects which will reduce noise pollution. Since the PMO will be implemented to meet the needs of the school, it is clearly evident

that it has the potential to implement projects that promote auditory landscapes that are favorable to the teaching and learning environment of the school.

Finally, the PMO's validity in the field of regenerative development relies on its ability to promote active participation among stakeholders. The PMO will institute leadership workshops and other initiatives geared towards empowering all stakeholders. The empowerment drives can go beyond the initial scope of this final graduation project to provide the school's students with insights into their civic duty, working to streamline its Students' Council initiative as well as its Young Leaders program. In this way the PMO works to bolster participation in school governance and helps students learn the importance of their franchise in the context of making decisions that impact their school currently and the world they live in, overall (Hyatt et al., 2021). There can also be emphasis on the PMO's role in empowering girls and young women into taking on leadership roles both inside and outside of the school setting. This gender equality initiative can help empower a marginalized group and prepare young women of the school to take on their roles as change makers in their communities (Chege & Makinde, 2020).

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

1. Student name

Lee Ann Loraine Edgar

2. FGP name

Establishing a project management office (PMO) in a secondary school

3. Application Area (Sector or activity)

Education

4. Student signature

L. Edgar

5. Name of the Graduation Seminar facilitator

Carlos Brenes

6. Signature of the facilitator

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7. Date of charter approval

--

8. Project start and finish date

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9. Research question

What are the benefits of establishing a project management office (PMO) in a secondary school?
--

10. Research hypothesis

The establishment of a project management office (PMO) in a secondary school will refine its project execution methods and promote collaboration and accountability among staff

11. General objective

1. To propose a PMO for a secondary school
--

12. Specific objectives

1. To conduct a baseline evaluation of current project practices to ascertain the extent to which they meet stakeholder needs.
2. To design and document the processes and procedures of the PMO as a means of developing its framework.
3. To implement training to acquaint staff with the methodology of the PMO
4. To conduct a small-scale pilot project so as to launch the PMO
5. To assess the PMO's performance in the pilot project so as to acquire feedback

13. FGP purpose or justification

The introduction of a Project Management Office (PMO) in the context of a secondary school environment is instrumental for planning and implementing education-based projects. The significance of this project is inherent as it directly addresses the project management inadequacies that exist in the target school. In fact, Abdelwahed and Hossain (2019) noted that ineffective project management practices in the field of education may lead to ineffective employment of resources, impactful project delays and both internal as well as external miscommunications. Thus, by establishing a PMO, the school would be able to use a structured approach to project management that directly meets the needs of its stakeholders.

As such, the main basis for this project is to enrich the methods and procedures that are currently being utilized by the school to execute projects. The establishment of a PMO will provide the opportunity for a structured approach to managing projects. This approach is integral, particularly in an educational environment where there are several initiatives going on concurrently. It is predicted that having a PMO in the target school will improve project efficiency by at least 30%, based on metrics from studies in the same industry where PMOs were instituted (Buchanan & Miller, 2016; Patel, 2018). Therefore, this quantitative measure conveys the potential that exists for improvements in project productivity and efficiency to be achieved.

Moreover, the anticipated benefits of this project surpass just these efficiency metrics. It is the expectation that the PMO will be utilized as a hub for staff

transparency and accountability. This in turn would strengthen the organizational culture of the school to promote values such as innovation, collaboration and accountability. By thoroughly documenting the processes of the PMO as well as undertaking thorough training, the staff of the school would be positioned to manage projects more effectively. The foreseen byproduct of this process would be a more effective educational setting. Moreover, undertaking a pilot project is ideal as it would allow the researcher to implement real-time evaluation of the PMO and in turn be able to amend its operation based on the feedback from stakeholders and lessons learned.

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

1 FGP

1.1 FGP profile

1.1.1 Introduction

1.1.2 Theoretical Framework

1.1.3 Methodological Framework

1.1.4 Initial Bibliographical Research

1.1.5 Annexes (FGP Charter, FGP WBS, FGP Schedule)

1.2 FGP Development

1.2.1 Stakeholder Identification

1.2.2 Preliminary Definition of Project Scope

1.2.3 Baseline Assessment

1.2.3.1 Baseline Assessment Report

1.2.3.2 Literature Review

1.2.3.3 Stakeholder Interviews and Surveys

1.2.4 Data Analysis

1.2.4.1 Analysis of Quantitative Data

1.2.4.2 Analysis of Qualitative Data

1.2.5 Development of PMO Framework

1.2.5.1 Design of Process

1.2.5.2 Documentation of Procedure

1.2.6 Review of Framework

1.2.6.1 Assessment of Best Practices

1.2.6.2 Incorporation of Stakeholder Feedback

1.2.7 Training of Staff

1.2.7.1 Development of Training Program

1.2.7.1.1 Creation of Training Materials

1.2.7.1.2 Scheduling Training Sessions

1.2.7.2 Delivery of Training

1.2.7.2.1 Workshops

1.2.7.2.2 Collection of Feedback

1.2.8 Implementation of Pilot Project

1.2.8.1. Objectives of Pilot Project

1.2.8.2 Allocation of Resources

1.2.9 Execution of Pilot Project

1.2.9.1 Project Monitoring

1.2.9.2 Engagement of Stakeholders

1.2.10 Report of Performance Assessment

1.2.10.1 Analysis of Feedback

1.2.10.2 Performance Metrics Compilation

1.2.11 Conclusions

1.2.12 Recommendations

1.2.13 Reference lists

1.2.14 Annexes

1.3 Tutor approval for reading

1.4 Reader's review

1.5 Board of Examiners evaluation

15. FGP budget

Description	Estimated Cost (USD) \$
MS Project Software License	55.00
Miscellaneous cost	40.00
MS Word Software License	99.99
Contingency Fund (10% of total budget)	19.50

TOTAL	214.49
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16. FGP planning and development assumptions.

Assumptions

1. The school's administration will provide support to the research for the duration of the project. This assumption is relevant as the cooperation of the administration is needed for gaining access to school resources including staff and material resources such as data.
2. The pilot project which will be implemented using the new PMO framework will be relevant to the learning environment. This assumption is critical since it would ensure that the pilot project allows the researcher to glean insights about the effectiveness of the methodology being used.
3. Various stakeholders will consent to their participation in the research by way of interviews and surveys. This assumption is important because it allows the researcher to collect data in order to evaluate stakeholders' needs.
4. Staff will be open to undergoing training for the PMO. This assumption is important because without active participation in the workshops, the successful implementation and adoption of the PMO methodology is jeopardized.

17. FGP constraints

1. The researcher's limited experience in project management may affect the design and implementation of the framework being created for the PMO.
2. Given the time allocated for the project, it is possible that staff of the school may not be able to allocate enough time towards the training sessions and that may hinder the success of the implementation of the PMO.
3. Given the nature of the organization, there is a constraint on the type of project which can be implemented. Thus, the scope of this research is confined to education-based projects.
4. The lack of access to relevant resources such as project management technology may impact the quality of the PMO implementation project's deliverables.

FGP development risks

18. FGP main milestones

1. If effective channels are not utilized for feedback in the pilot project, it is likely that vital insights may be bypassed and that can result in an ineffective or incomplete evaluation of the PMO's performance.
2. Due to the geographical location of the institution, the risk of hurricanes or any other natural disaster is likely to hinder or delay the project's implementation.
3. The stakeholder needs assessment may be compromised if there are low participation rates in the interviews and surveys.
4. If the training sessions are ineffective there is a risk that the knowledge staff receive will lead to more confusion and may inadvertently lead to an inadequate adoption of the procedures and processes of the PMO.

Deliverable	Finish estimated date
1.1 FGP profile	04/04/25
1.1.1 Introduction	21/02/25
1.1.2 Theoretical Framework	07/03/25
1.1.3 Methodological Framework	14/0/25
1.1.4 Initial Bibliographical Research	28/02/25

1.1.5 Annexes (FGP Charter, FGP WBS, FGP Schedule)	21/03/25
1.2 FGP development	12/06/25
1.2.1 Stakeholder Identification	25/03/25
1.2.2 Preliminary Definition of Project Scope	25/03/25
1.2.3. Baseline Assessment	11/04/25
1.2.3.1 Baseline Assessment Report	04/04/25
1.2.3.2 Literature Review	04/04/25
1.2.3.3 Stakeholder Interviews and Surveys	11/04/25
1.2.4 Data Analysis	18/04/25
1.2.4.1 Analysis of Quantitative Data	18/04/25
1.2.4.2 Analysis of Qualitative Data	18/04/25
1.2.5 Development of PMO Framework	25/04/25
1.2.5.1 Design of Process	25/04/25
1.2.5.2 Documentation of Procedure	25/04/25
1.2.6 Review of Framework	09/05/24
1.2.6.1 Assessment of Best Practices	02/05/25
1.2.6.2 Incorporation of Stakeholder Feedback	02/05/25
1.2.7 Training of Staff	16/05/25
1.2.7.1 Development of Training Program	09/05/25
1.2.7.1.1 Creation of Training Materials	09/05/25

1.2.7.1.2 Scheduling of Training Sessions	07/05/25
1.2.7.2 Delivery of Training	16/05/25
1.2.7.2.1 Workshops	16/05/25
1.2.7.2.2 Collection of Feedback	16/05/25
1.2.8 Implementation of Pilot Project	21/05/25
1.2.8.1 Objectives of Pilot Project	21/05/25
1.2.8.2 Allocation of Resources	21/05/25
1.2.9 Execution of Pilot Project	04/06/25
1.2.9.1 Project Monitoring	28/05/25
1.2.9.2 Engagement of Stakeholders	03/06/25
1.2.10 Report of Project Performance	09/06/25
1.2.10.1 Analysis of Feedback	05/06/25
1.2.10.2 Performance Metrics Compilation	04/06/25
1.2.11 Conclusions	11/06/25
1.2.12 Recommendations	11/06/25
1.2.13 Reference Lists	10/06/25
1.2.14 Annexes	10/06/25
1.3 Tutor Approval for Reading	10/07/25
1.4 Reader's Review	31/07/25
1.5 Board of Examiners Evaluation	28/08/25

19. Theoretical framework

19.1 Estate of the “matter”

Estate of the matter

A critical step in improving the management of education-based projects in the school system is to implement a Project Management Office (PMO). Thus, this theoretical framework delineates the issues that currently exist with executing projects within the education industry while also outlining the inherent benefits of establishing a PMO. Moreover, this theoretical framework looks at relevant methodologies for the introduction of the PMO.

The project management practices which currently exist in secondary schools encounter several difficulties. These issues range from delays in project completion, miscommunication among stakeholders, inefficiencies in the utilization of resources and inadequacies in project execution. In fact, Abdelwahed and Hossain (2019) noted that these issues have the potential to be detrimental to not only the projects that are undertaken, but also the educational environments that the projects take place in. This is evident because the practices which lead to these shortcomings do not align with stakeholder needs and in turn generate substandard project deliverables (Abdelwahed & Hossain, 2019). Thus, the PMO that this research proposes is intended to provide a methodical system for project management in a secondary school, to promote efficiency through accountability and collaboration.

Addressing these challenges means that refinement to the project management processes

must be undertaken. Fundamentally there must be a baseline assessment of the institution's existing project management processes and procedures. This would be integral in providing the researcher with an understanding of the extent to which these processes align with the needs of the organization's stakeholders. Subsequently the design and documentation of the PMO's framework must be undertaken to establish best practices in the organization's management of projects. The intention for utilizing the PMO methodology to carry out project management training is to equip the staff of the school with requisite project management skills and knowledge relevant to the efficient running of a PMO. Thus, a pilot project will be undertaken to validate the efficiency of the PMO as well as to acquire feedback necessary to improve the school's project management practices in the future. It is noteworthy that within similar educational environments studies have shown that the institution of a PMO improves the efficacy of projects by at least 30% percent (Buchanan & Miller, 2016; Patel, 2018). The expectation is that the PMO will promote collaboration among staff as reported by Winefeld et al. (2019). Moreover, it is likely that the PMO will also facilitate a transparent project management process that improves the overall organizational culture of the school.

Many studies aimed at establishing PMOs in educational institutes have garnered favorable results. Studies have shown that the adoption of a PMO resulted in higher rates of staff engagement (Crawford & Pollack, 2018; Davis & Trebucq, 2019). Thus, this research underscores the need to utilize PMOs for the structured approach it provides to the field of project management.

The involvement of other factors within the implementation of the PMO must be taken into consideration. Stakeholder involvement, particularly school administration, staff, parents and students is vital. Their support of the project determines its success as it is their feedback and insights that help steer the research in the right direction regarding the design and execution of the PMO. Additionally, the availability of relevant resources has bearing on the successful execution of the PMO in the educational setting. Thus, it is clear that a lack of resources can cause inefficiencies in the planning, executing and assessing aspects of implementing the PMO. Moreover, a factor that has bearing on the implementation of the PMO is the support of the organization. It is vital for the researcher to garner the support of the school's administration so as to ensure that the PMO's longevity is ensured for the duration of the project's life cycle.

19.2 Basic conceptual framework

Project management, educational Project management, stakeholder engagement, Project management office, baseline assessment, capacity building, pilot project, process documentation, organizational culture, performance evaluation, resource management, continuous improvement

20. Methodological framework

Objective	Name of deliverable	Information sources	Research method	Tools	Restrictions
Conduct a baseline evaluation of current project practices to ascertain the extent to which they meet stakeholder needs	Baseline Assessment Report	School project documentation	Interviews/surveys with staff and other stakeholders	Quantitative and qualitative survey, interviews Survey software (Google Forms) Interview scripts	Staff may be hesitant to participate. Historical data regarding project outcomes may be limited

<p>Design and document the processes and procedures of the PMO as a means of developing its framework</p>	<p>PMO Framework Document</p>	<p>Existing PMO frameworks Best practices in project management Literature review</p>	<p>Benchmark against successfully executed PMOs in the field of education Descriptive analysis of literature</p>	<p>Document processing software (Microsoft Word and Google Docs) Data analysis tools</p>	<p>Issues with adapting project management models utilized in different educational contexts Resistance to changing existing project management methods</p>
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Implement training to acquaint staff with the methodology of the PMO	Training Program and Materials	Project management training resources Interviews with training experts Feedback from school staff	Action research to plan and test training effectiveness	Presentation tools (PowerPoint presentation) Feedback forms	Varying levels of project management knowledge in staff Conflicts in teacher schedules
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<p>Conduct a small-scale pilot project to launch the PMO</p>	<p>Pilot Project Report</p>	<p>PMO framework Project plan Stakeholder feedback</p>	<p>Action research to assess performance of the PMO</p>	<p>Project Management software (MS Project) Document processing software (Microsoft Word, Google Docs)</p>	<p>Regular school activities may interfere in project</p>
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<p>Assess the PMO's performance in the pilot project to acquire feedback</p>	<p>PMO Performance Evaluation Report</p>	<p>Feedback from participants in the project</p>	<p>Performance rubric established prior to project execution</p>	<p>Data Analysis Software (Microsoft Excel) Document processing software (Microsoft Word, Google Docs)</p>	<p>Issues with quantifying subjective experiences Collating all the feedback may be time consuming and challenging</p>
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21. Validation of the work in the field of regenerative and sustainable development.

Issues of social injustice, environmental deterioration and economic instability necessitate a thorough understanding of the concepts of sustainable development and regenerative development (United Nations, 2015). These terms provide a structured approach to attending to the issues that pertain to project management, and they also place emphasis on utilizing an equitable method to address issues such as environmental stewardship, social stewardship and economic development.

Sustainable development pertains to the approach to human advancement that utilizes resources to develop human needs while also advocating for an environmentally friendly approach (Brundtland Commission, 1987; as cited in Kutlu, 2023). There are three main tenets of sustainable development which Elkington (1998, as cited in Kutlu, 2023), referred to as being the triple bottom line. The main aim of sustainable development is to facilitate the long-term feasibility of the systems the sustainable interventions are being implemented in. What this means is that the implications that the decisions being made will have on future generations must be taken into account to promote resilience.

On the other hand, regenerative development's aim surpasses that of sustainable development. The main aim of regenerative development is the enhancement and restoration of social and ecological systems beyond what they currently are (Kibert, 2016). Thus, this concept promotes practices that assiduously work to ameliorate

communities and ecosystems by advocating for holistic perspectives on how human beings should operate within the environments they occupy (Fullerton, 2020).

Regenerative development's importance lies in the fact that it works to transform ecosystems beyond their current state of affairs. Tackling the rudimentary issues in the system and focusing on creating interdependencies between the constituent parts of the ecosystem helps to generate value beyond what these individual components are worth.

As such, having an understanding of both sustainable and regenerative development helps project professionals make relevant decisions regarding risk management, stakeholder engagement and allocation of resources. When projects place emphasis on sustainability the project team would assess the ways in which the project's life cycle is impacted and would design measures to alleviate the harm done to their lifecycle. On the other hand, regenerative development goes a step further by seeking ways to improve the natural systems of the project (Müller & Jugdev, 2012).

Moreover, stakeholder engagement is integral to both sustainable development and regenerative development. This is because participatory approaches to stakeholder engagement have been proven to give marginalized communities ownership of the project's processes and that in turn creates social equity as all stakeholders involved in the project are more likely to be satisfied with the outcomes (Patton, 2020).

Additionally, sustainable development and regenerative development place a requirement for projects to be adaptable to stakeholder's needs and the changes occurring

in the project's ecosystem. Fields that are particularly susceptible to social and environmental instability and change require high levels of adaptability as dictated by Béné et al. (2016). In this regard regenerative projects have the potential to be utilized to add to the body of scientific research as well as to provide feedback to enhance regenerative efforts in an attempt to make more viable contributions to the ecological and social ecosystems of the project.

Finally sustainable and regenerative development are important to project management because they utilize a lifecycle approach to the implementation and management of projects. What this means is the long-term viability of project decisions must be taken into account to ensure that the benefits and implications of the project over time are carefully considered (Holt & Mørck, 2020).

APPENDIX 2: FGP WBS

Work Breakdown Structure (WBS)

1 FGP

1.1 FGP profile

1.1.1 Introduction

1.1.2 Theoretical Framework

1.1.3 Methodological Framework

1.1.4 Initial Bibliographical Research

1.1.5 Annexes (FGP Charter, FGP WBS, FGP Schedule)

1.2 FGP Development

1.2.1 Stakeholder Identification

1.2.2 Preliminary Definition of Project Scope

1.2.3 Baseline Assessment

1.2.3.1 Baseline Assessment Report

1.2.3.2 Literature Review

1.2.3.3 Stakeholder Interviews and Surveys

1.2.4 Data Analysis

1.2.4.1 Analysis of Quantitative Data

1.2.4.2 Analysis of Qualitative Data

1.2.5 Development of PMO Framework

1.2.5.1 Design of Process

1.2.5.2 Documentation of Procedure

1.2.6 Review of Framework

1.2.6.1 Assessment of Best Practices

1.2.6.2 Incorporation of Stakeholder Feedback

1.2.7 Training of Staff

1.2.7.1 Development of Training Program

1.2.7.1.1 Creation of Training Materials

1.2.7.1.2 Scheduling Training Sessions

1.2.7.2 Delivery of Training

1.2.7.2.1 Workshops

1.2.7.2.2 Collection of Feedback

1.2.8 Implementation of Pilot Project

1.2.8.1. Objectives of Pilot Project

1.2.8.2 Allocation of Resources

1.2.9 Execution of Pilot Project

1.2.9.1 Project Monitoring

1.2.9.2 Engagement of Stakeholders

1.2.10 Report of Performance Assessment

1.2.10.1 Analysis of Feedback

1.2.10.2 Performance Metrics Compilation

1.2.11 Conclusions

1.2.12 Recommendations

1.2.13 Reference lists

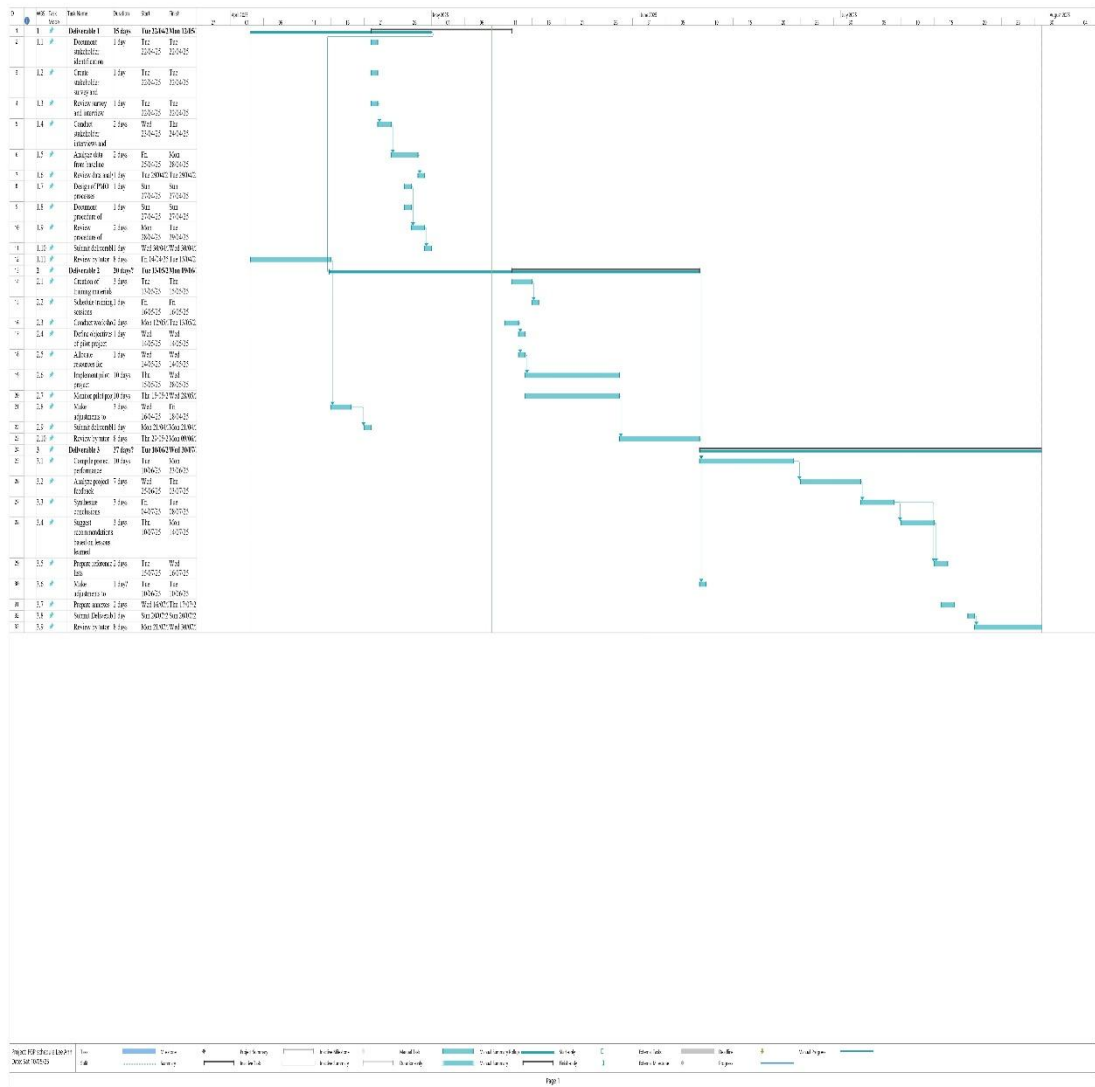
1.2.14 Annexes

1.3 Tutor approval for reading

1.4 Reader's review

1.5 Board of Examiners evaluation

APPENDIX 3: FGP SCHEDULE



Abdelwahed, A., & Hossain, M. (2019). Project management culture in education: enhancing student success through PMOs. *International Journal of Project Management*, 37(3), 353-365.

This source examined the ways in which PMOs can impact the educational goals of institutions. As such, it would be useful to the research by outlining the potential effectiveness of PMOs in a secondary school.

Buchanan, C., & Miller, J. (2016). Building a project management office in higher education: a case study. *Project Management Journal*, 47(3), 53-66.

This source is a case study that focused on how PMOs can be introduced in education settings. Thus, this source gives insights into the most efficient ways to establish PMOs as well as potential challenges that establishing a PMO in a secondary school may pose.

Choiseul Secondary (2004). *Handbook*.

Crawford, L., & Pollack, J. (2018). The role of project management offices in public sector education. *Public Administration Review*, 78(4), 620-629.

This article explored the impact that PMOs have in the public-school environment. Given the information in this source elucidates upon real world examples of how PMOs have been implemented, it will inform this research into establishing a PMO in a secondary school.

Davis, K., & Trebucq, S. (2019). Adapting project management principles for education: case studies of implementing pmos in schools. *Educational Management Administration & Leadership*, 47(5), 759-780.

Much like the third source, this article examined some case studies which provide evidence of how PMOs can be successfully integrated into the organizational structure of schools, while also outlining lessons learned.

Graham, J. (2016). *Implementing Project Management Offices: A Methodological Approach*. CRC Press.

This source is a book that elucidated upon an established methodology for introducing PMOs. Its step-by-step guide makes it possible to adapt the knowledge in the book to the secondary school setting for the implementation of a PMO.

Gordon, M. E., & Markman, R. (2016). Agile project management in schools: Implementing PMOs in education. *Journal of Educational Technology Systems*, 44(3), 247-261.

This source is a study that assessed the ways in which agile project management methodologies can be used in the education industry. Thus, the source is useful in researching the practicalities of designing a PMO framework in a secondary school.

KPMG. (2016). *The Future of Project Management in Education*. KPMG International.

This source is a report that evaluated trends pertaining to the changing role of PMOs within educational institutions. In its examination it outlines a structure that would be useful to integrating PMOs in schools.

Mir, F. A., & Pinnington, A. H. (2016). Exploring the relationship between project complexity and project management office competence. *International Journal of Project Management*, 34(6), 989-997.

Mir and Pinnington's research outlined the correlation between the complexity of the project and the competency of the PMO, by arguing for a PMO that both suits the organization's needs and

considers the organization's abilities. As such, this source will be insightful to this research for realistically tailoring the PMO to the school's capabilities.

Patel, S. A. (2018). The role of project management offices in educational institutions.

International Journal of Educational Management, 32(2), 234-247.

The article by Patel (2018) expounded upon the ways in which the integration of PMOs in educational settings can improve the project implementation and management processes. As such, the source provides information that pertains specifically to this research's focus on the utilization of a PMO in a secondary school setting.

Winefield, H. R., et al. (2019). The role of collaborative learning in project-based learning: A case study. *Journal of Educational Computing Research*, 57(10), 2334-2356.

This source evaluated the role of collaborative learning in educational institutions that utilize a project-based approach. The source's focus on the ways in which PMOs can improve collaboration among staff makes it a valuable resource in this research as it provides an understanding of the role of collaboration in the establishment of a PMO.

APPENDIX 5: SURVEY QUESTIONS FOR BASELINE ASSESSMENT

Survey A

Demographics:

a) Which of the following are you?

Administrator

Teacher

Parent

Student

b) How many years have you been associated with the school?

Less than a year

1-2 years

3-4 years

5 years plus

7.2 How satisfied are you with the project management practices currently being used in the school?

Extremely dissatisfied

Somewhat dissatisfied

Neither satisfied nor dissatisfied

Somewhat satisfied

Extremely satisfied

7.3 Which of the following types of projects are managed within the school? (Select all that apply)

Extracurricular

Academic

- Sports related
- Renovations
- Other _____

7.4 Do you have any prior project management training?

- Yes
- No

If you answered 'Yes', please specify what training you have on the line below:

7.5 What factors do you consider to be the most important when undertaking projects?

7.6 How are project management responsibilities assigned at the school? (If you do not know please indicate on the line below)

7.7 Are your needs and expectations for projects being implemented at the school met?

- Yes
- No

If no, please explain what needs and or expectations are not met on the line below

8 Which of the following methods or tools are utilized for project management communication at the school?

- Emails
- Meetings
- WhatsApp groups
- Notice boards
- Others _____

9 How effective are the communication methods utilized regarding project management at the school?

- Extremely ineffective
- Somewhat effective
- Neither effective nor ineffective
- Somewhat effective
- Extremely effective

10 What would you suggest can be done to make the school's project management practices more effective?

APPENDIX 6: INTERVIEW QUESTIONS FOR BASELINE ASSESSMENT

Interview A

1. What is your role within the projects being implemented at the school?
2. Which projects that have been implemented at the school would you consider to be successful and why?
3. What are the stakeholder engagement strategies used for projects at the school?
4. Do you think all relevant stakeholders are engaged in the project process?
5. What are the main challenges that the school faces regarding managing its projects?
6. Do you believe staff members are adequately trained to handle the projects being implemented?
7. What do you know about how a project management office should operate?

APPENDIX 7: PILOT PROJECT CHECKLIST

CHECKLIST				
Project Title: _____				
Project Manager: _____				
Start Date: _____				
Checklist Completed By: _____				
Category	Task	Status	Date	Comments

Initiation	Project charter approved	<input type="checkbox"/> Started <input type="checkbox"/> In Progress <input type="checkbox"/> Completed	_____	
	Stakeholders identified and informed	<input type="checkbox"/> Started <input type="checkbox"/> In Progress <input type="checkbox"/> Completed	_____	
	PM assigned	<input type="checkbox"/> Started <input type="checkbox"/> In Progress <input type="checkbox"/> Completed	_____	
	Team roles defined	<input type="checkbox"/> Started <input type="checkbox"/> In Progress <input type="checkbox"/> Completed	_____	
Planning	WBS created and reviewed	<input type="checkbox"/> Started <input type="checkbox"/> In Progress <input type="checkbox"/> Completed	_____	
	Budget allocated	<input type="checkbox"/> Started <input type="checkbox"/> In Progress <input type="checkbox"/> Completed	_____	
	Schedule			

	created	<input type="checkbox"/> Started <input type="checkbox"/> In Progress <input type="checkbox"/> Completed	_____	
	Communication plan created	<input type="checkbox"/> Started <input type="checkbox"/> In Progress <input type="checkbox"/> Completed	_____	
	Resources procured	<input type="checkbox"/> Started <input type="checkbox"/> In Progress <input type="checkbox"/> Completed	_____	
Execution	Team trained	<input type="checkbox"/> Started <input type="checkbox"/> In Progress <input type="checkbox"/> Completed	_____	
	Project launched	<input type="checkbox"/> Started <input type="checkbox"/> In Progress <input type="checkbox"/> Completed	_____	
	Daily check-ins planned	<input type="checkbox"/> Started	_____	

		<input type="checkbox"/> In Progress <input type="checkbox"/> Completed	<hr/> <hr/>	
Monitoring	Risks monitored and addressed	<input type="checkbox"/> Started <input type="checkbox"/> In Progress <input type="checkbox"/> Completed	<hr/> <hr/> <hr/>	
	Progress documented	<input type="checkbox"/> Started <input type="checkbox"/> In Progress <input type="checkbox"/> Completed	<hr/> <hr/> <hr/>	
	Feedback collected	<input type="checkbox"/> Started <input type="checkbox"/> In Progress <input type="checkbox"/> Completed	<hr/> <hr/> <hr/>	
Closing	Lessons learned documented	<input type="checkbox"/> Started <input type="checkbox"/> In Progress <input type="checkbox"/> Completed	<hr/> <hr/> <hr/>	
	Report submitted	<input type="checkbox"/> Started <input type="checkbox"/> In Progress	<hr/> <hr/>	

		<input type="checkbox"/> Completed	_____	
		<input type="checkbox"/>		

APPENDIX 8: PILOT PROJECT CHARTER

Project Charter – Mobile Library Pilot Project

Project Title: Mobile Library for Reading Month

Project Sponsor: Principal of Choiseul Secondary

Project Manager: Lee Ann Edgar

Start Date: 15th May 2025

End Date: 28th May 2025

Project Purpose and Justification

To foster a culture of reading among students by increasing their access to diverse reading materials. The project will also serve as a test of the newly implemented PMO procedures and processes in a controlled educational environment to evaluate its viability.

Objectives

- 10.2 To create a mobile library
- 10.3 To provide access to at least 50 books via a book lending system
- 10.4 To promote literacy throughout reading month

Scope

- 1. Set up of mobile book cart

2. Acquisition of level appropriate books
3. Development of book cataloguing system
4. Launch of mobile library

Assumptions

1. School administration will promote the project and authorize its launch
2. Book vendors and or donors will make inventory available in the stipulated timeline
3. Feedback will be received in a timely manner to assess the project

Constraints

1. 10 day allotted period for project execution
2. Fixed budget
3. Limited space for the storage and display of the books

Success Criteria

1. At least fifty books are added to the library
2. PMO templates are utilized to document and review each aspect of the project
3. Feedback forms collected from at least 10 stakeholders



Key Stakeholders

Stakeholder	Role
Principal	Sponsors project
Project Manager	Plans, coordinates and monitors project
Teachers (Project	Executes project

team)	
Students	End users of project
Parents	Provides secondary support

Milestones

Milestone	Target Date
Planning and kick off	15/05/2 5
Procurement of resources	19/05/2 5
Building of cart	21/05/2 5
Designing and distributing flyers	22/05/2 5
Labelling of books	23/05/2 5
Setting up for launch	26/05/2 5
Launching of project	27/08/2 5
Close out of project and feedback	28/05/2

			5
Approval Signatures			
Name	Role	Signature	Date
Mr. McCarrian Augier	Sponsor		14/05/25
Lee Ann Edgar	Project Manager		14/05/25

APPENDIX 9: PILOT ROJECT WORK BREAKDOWN STRUCTURE

Mobile Library Project

- 1 Project Start
 - 1.1 Planning and Approval of Project Charter
 - 1.2 Kick Off Meeting
 - 1.3 Approval of Budget and Schedule
- 2 Procurement of Resources
 - 2.1 Finalize book list
 - 2.2 Purchase supplies
- 3 Build of Cart
 - 3.1 Design cart

- 3.2 Construct cart
- 4 Set up of Cart
 - 4.1 Catalog books by genre
 - 4.2 Label and code books
 - 4.3 Organize books on cart
- 5 Launch Mobile Library
 - 5.1 Host opening ceremony
 - 5.2 Begin circulation of books
- 6 Monitor and Close Project
 - 6.1 Conduct feedback surveys
 - 6.2 Submit final report and lessons

APPENDIX 10: PILOT PROJECT BUDGET

Category	Item	Estimated Cost \$ (XCD)	Notes
Books	55 used books	165.00	Average \$3 per book
Promotions	Posters, flyers	50.00	Wood/ metal, paint and screws
Equipment	Mobile cart	250.00	Tools cataloguing
Stationery	Labels, logbook, markers	50.00	Printing and materials
Launch Event	Refreshments, decoration	180.00	Finger foods
Contingency Reserve (10%)	Miscellaneous	70.00	Unexpected costs
Management Reserve (5%)	Unaccounted for risks	35.00	
TOTAL		800.00	

APPENDIX 11: PILOT PROJECT RISK MANAGEMENT PLAN

Risk	Impact	Likelihood	Mitigation
Untimely delivery of books	Delay in the project schedule	Medium	Utilize donations and locally sourced books

Delay in building the cart needed for the book launch	Delay in the official launch	Medium	Utilize caretakers to help build the cart
Cost overrun	Substandard quality of project	Low	Use the allotted contingency reserve
Low stakeholder engagement	Project impact reduced	Medium	Use various means of promoting the project, secure the endorsement of the principal

APPENDIX 12: PILOT PROJECT SCHEDULE

Day	Task	Responsible	Dependencies
One	Project briefing and kick off	Project Manager	
Two	Finalize project budget and booklist	Project Manager	Completion of kickoff
Three	Purchase supplies and inventory	Project Team	Book list finalized
Four	Build cart	Project Team	Supplies available
Five	Build cart	Project Team	Supplies available, first day of building

			complete
Six	Design and distribute posters	Project Team	
Seven	Label and catalogue books	Project Team	Books acquired
Eight	Set up for launch	Team Member	Cart built
Nine	Launch event	All Stakeholders	Set up completion
Ten	Wrap up and feedback collection	Project Manager, Project Team	Project execution

APPENDIX 13: PILOT PROJECT STATUS REPORT TEMPLATE

PROJECT STATUS REPORT
<p style="text-align: center;">Project: Mobile Library for Reading Month</p> <p>Prepared by: _____</p> <p>Date: _____</p> <p>Reporting Period: _____</p> <p>1. Overall Status</p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Minor Issues <input type="checkbox"/> At Risk</p> <p>2. Progress Summary</p> <ul style="list-style-type: none"> • % of Completion: _____% • Major accomplishments this period: <p style="text-align: center;">_____</p> <p style="text-align: center;">_____</p>

3. Upcoming Activities

- _____
- _____
- _____

4. Challenges/Risks

- _____

- _____

- _____

- Risk Mitigation Plan: _____

5. Budget Update

- Budget allocated: \$800 XCD
- Amount spent: \$ _____
- Notes on variances: _____

6. Team Engagement

- Training completed? Yes No
- Team members active? Fully Partially Not Yet

7. Additional Notes or Support Needed

APPENDIX 14: PILOT PROJECT FEEDBACK FORM**Project Feedback Form**

For each of the following statements select the rating that best represents your opinion on the matter.

Item	Rating
The project's goals were clear	<input type="checkbox"/> 1-Strongly disagree <input type="checkbox"/> 2- Somewhat disagree <input type="checkbox"/> 3- Neither agree nor disagree <input type="checkbox"/> 4- Somewhat agree <input type="checkbox"/> 5- Strongly agree
The communication process was effective	<input type="checkbox"/> 1-Strongly disagree

	<input type="checkbox"/> 2- Somewhat disagree <input type="checkbox"/> 3- Neither agree nor disagree <input type="checkbox"/> 4- Somewhat agree <input type="checkbox"/> 5- Strongly agree
The PMO tools used were efficient	<input type="checkbox"/> 1-Strongly disagree <input type="checkbox"/> 2- Somewhat disagree <input type="checkbox"/> 3- Neither agree nor disagree <input type="checkbox"/> 4- Somewhat agree <input type="checkbox"/> 5- Strongly agree
Stakeholders were engaged throughout the project	<input type="checkbox"/> 1-Strongly disagree <input type="checkbox"/> 2- Somewhat disagree <input type="checkbox"/> 3- Neither agree nor disagree <input type="checkbox"/> 4- Somewhat agree <input type="checkbox"/> 5- Strongly agree
Overall the project was executed satisfactorily	<input type="checkbox"/> 1-Strongly disagree <input type="checkbox"/> 2- Somewhat disagree <input type="checkbox"/> 3- Neither agree nor disagree <input type="checkbox"/> 4- Somewhat agree <input type="checkbox"/> 5- Strongly agree

APPENDIX 15: PILOT PROJECT STATUS REPORT SAMPLE ENTRY

PROJECT STATUS REPORT

Project: Mobile Library for Reading Month

Prepared by: Lee Ann Edgar

Date: 22nd, May, 2025

Reporting Period: Project day 6

1. Overall Status

On Track Minor Issues At Risk

2. Progress Summary

- % of Completion: 83%
- Major accomplishments this period:

Kick off meeting was held

The project budget and book list were finalized

Cart construction process is 80% completed

3. Upcoming Activities

- Finish labeling books
- Start promotional posters
- _____

4. Challenges/Risks

- Delivery of some cart supplies delayed
- _____

- _____

- _____

- Risk Mitigation Plan: Utilize the expertise of the school's caretakers to modify with cart to function with available resources

5. Budget Update

- Budget allocated: \$800 XCD
- Amount spent: \$495_____
- Notes on variances: Project on schedule to be within budget_____

7. Team Engagement

- Training completed? Yes No
- Team members active? Fully Partially Not Yet

8. Additional Notes or Support Needed

Students are showing great interest in the mobile book project so far_____

Teachers involved in the project have provided positive feedback_____

APPENDIX 16: LESSONS LEARNED DOCUMENT TEMPLATE

Project Title:*[Insert Project Title]*

Project Duration:*[Insert Start Date] – [Insert End Date]*

Project Manager:*[Insert Name of Project Manager]*

Date of Completion:*[Insert Date]*

Project Team:*[Insert Names/Roles of Project Team Members]*

PMO Reference:*[Insert PMO Code, PMO-LLD-XXX]*

1. Project Overview

Provide an overview of the project including the project's goals and scope.

2. Lessons Learned Summary Table

<i>Category</i>	<i>What Went Well</i>	<i>What Could Be Improved</i>	<i>Recommendations</i>
<i>Schedule Management</i>	<i>[Insert]</i>	<i>[Insert]</i>	<i>[Insert]</i>
<i>Budget Management</i>	<i>[Insert]</i>	<i>[Insert]</i>	<i>[Insert]</i>
<i>Team Engagement</i>	<i>[Insert]</i>	<i>[Insert]</i>	<i>[Insert]</i>
<i>Stakeholder Communication</i>	<i>[Insert]</i>	<i>[Insert]</i>	<i>[Insert]</i>
<i>Resource Allocation</i>	<i>[Insert]</i>	<i>[Insert]</i>	<i>[Insert]</i>
<i>Training and Capacity</i>	<i>[Insert]</i>	<i>[Insert]</i>	<i>[Insert]</i>

Documentation & [Insert] [Insert] [Insert]

Reporting

3. Key Success Factors

Identify the factors which contributed to the project's success (e.g., leadership, tools, team collaboration).

4. Major Challenges

Identify the issues faced during the project and the impact of these challenges.

5. Recommendations for Future Projects

Synthesize suggestions based on the processes and results of the project to help improve future projects.

6. Follow-up Actions

<i>Action Item</i>	<i>Responsible Party</i>	<i>Due Date</i>
--------------------	--------------------------	-----------------

<i>[Insert Follow-up Action]</i>	<i>[Insert Person/Team]</i>	<i>[Insert Date]</i>
----------------------------------	-----------------------------	----------------------

<i>[Insert Follow-up Action]</i>	<i>[Insert Person/Team]</i>	<i>[Insert Date]</i>
----------------------------------	-----------------------------	----------------------

<i>[Insert Follow-up Action]</i>	<i>[Insert Person/Team]</i>	<i>[Insert Date]</i>
----------------------------------	-----------------------------	----------------------

7. Approval and Sign-Off

<i>Name</i>	<i>Role</i>	<i>Signature</i>	<i>Date</i>
-------------	-------------	------------------	-------------

<i>[Insert Name]</i>	<i>PMO Manager</i>		<i>[Insert Date]</i>
----------------------	--------------------	--	----------------------

<i>[Insert Name]</i>	<i>Principal</i>		<i>[Insert Date]</i>
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End of Document

Document Version: [Insert Version] | Last Updated: [Insert Date]

APPENDIX 17: PILOT PROJECT LESSONS LEARNED DOCUMENT

Project Title: Mobile Library Project

Project Duration: 15th May, 2025- 28th, May 2025

Project Manager: Ms. Lee Ann Edgar

Date of Completion: 28th, May, 2025

Project Team: 5 teachers, 2 administrators

PMO Reference: PMO-LLD-001

1. Project Overview

The project was intended to:

- i. create a mobile library
- ii. provide access to at least 50 books via a lending system
- iii. promote literacy during reading month

Additionally this project was conducted under a new project management office as a means to test the feasibility of its processes and procedures.

2. Lessons Learned Summary Table

Category	What Went Well	What Could Be Improved	Recommendations
Schedule	The milestones	Delays in task	Embed projects into
Management	were clearly	completion could	the school's calendar

	defined. MS project and a status report form were utilized to track project	be better managed	to provide cushioning for project schedules
Budget Management	The project adhered to its budget	The budget could have been greater if local partnerships were formed	Engage external stakeholders to aid school ventures
Team Engagement	High level of team satisfaction was achieved	Some staff felt their teaching and project roles were a big workload	The PMO may have to rotate members to avoid burnout or bringing on more members to reduce the workload
Stakeholder Communication	The rate of stakeholder feedback was extremely high.	Analysis of stakeholder feedback could have been done	Include milestone in future projects to periodically analyze stakeholder feedback

	Team members made mention of their appreciation for clear project roles. Feedback methods used were effective	in real time	and make adjustments as necessary
Resource Allocation	Cart construction finished on time	Initial delays in construction of the cart	Continue to fortify project supply chain by including contingencies in the procurement process
Training and Capacity	Staff became acquainted with PMO procedures and processes due to training sessions	Rapid implementation pressure- staff had to implement their new knowledge and skills too quickly	Schedule relevant training at least two weeks in advance of any projects being implemented
Documentation	The templates used	Staff had to	Provide digital and

& Reporting	help to standardize	complete hard	easily fillable
	and improve	copies of	versions of templates
	project	documents	
	communication		

3. Key Success Factors

- i. The support from the principal helped to ensure that the project aligned with the school's overarching vision
- ii. The PMO tools facilitated transparency and accountability
- iii. Stakeholder engagement methods lead to high rates of participation and feedback

4. Major Challenges

- i. There were some delays in task completion
- ii. Training took place too close to the project's execution phase

5. Recommendations for Future Projects

- i. Conduct training sessions earlier to allow staff ample time to adopt the PMO's methodologies
- ii. Implement a more standard project procurement process
- iii. Embed time for projects in the school's calendar of activities

6. Follow-up Actions



Action Item

Responsible Party

Due Date

Incorporate PMO calendar into school's calendar	Project Manager & Principal	12 th , September, 2025
Utilize feedback to refine PMO processes	Project Manager	22 nd , August, 2025

7. Approval and Sign-Off

Name	Role	Signature	Date
Ms. Lee Ann Edgar	PMO Manager		28 th , May, 2025
Mr. McCarrian Augier	Principal		28 th , May, 2025

End of Document

Document Version: 1.0 | Last Updated: 28th, May, 2025

APPENDIX 18: PRE AND POST TRAINING CONFIDENCE LEVEL SURVEY

Rate your confidence level pertaining to each of the questions asked, where:

1 = Not at all confident

4 = Very confident

2 = Slightly confident

5 = Extremely confident

3 = Moderately confident

Section A: Before Training

- | | |
|--|--|
| <p>1. How confident are you currently in your understanding of basic concepts of project management?
_____</p> | <p>3. How confident are you in planning and implementing school-based projects currently?
_____</p> |
| <p>2. How confident are you currently in using various project management tools (e.g., work breakdown structure, project charter)? _____</p> | <p>4. How confident are you currently in communicating regarding the progress of projects with stakeholders? _____</p> |

Section B: After Training

- | | |
|--|--|
| <p>1. How confident are you now in your understanding of basic concepts of project management after undergoing training?
_____</p> | <p>2. How confident are you in using various project management tools (e.g., work breakdown structure, project charter) after training ?
_____</p> |
| <p>3. How confident are you now in planning and implementing school-based projects? _____</p> | <p>communicate with stakeholders regarding the progress of projects?
_____</p> |
| <p>4. How confident are you, after training, in your ability to</p> | |

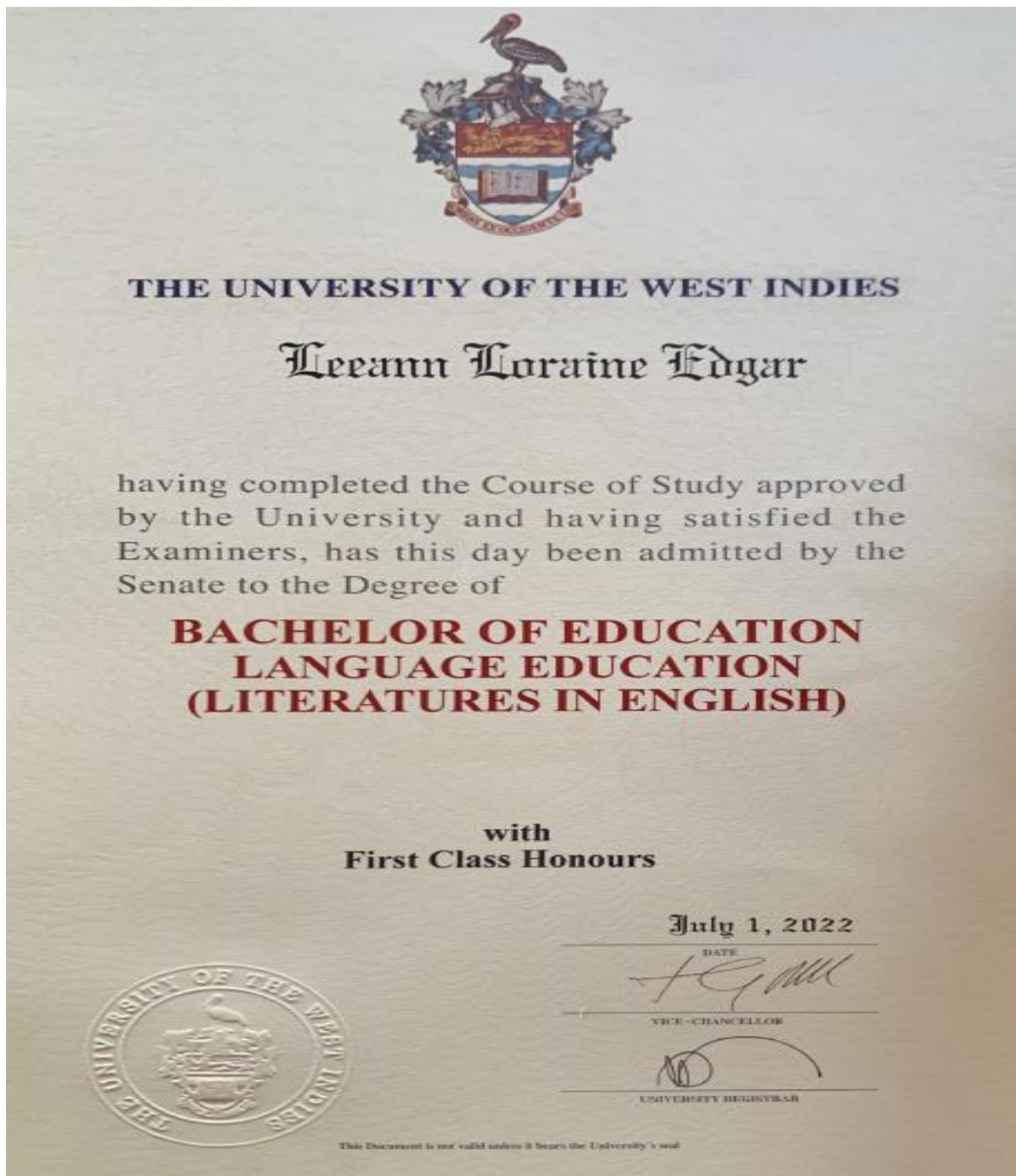
APPENDIX 19: COMPARISON OF PMO TYPES

(Source: Author of study-adapted from PMI, 2017; PMI, 2021; Kerzner, 2017)

PMO Type	Level of Control	Functions	Context
Supportive	Low	Provides templates, focuses on training and relying on best practices	Ideal for organizations with decentralized compositions and or low levels of project management maturity
Controlling	Moderate	Insists upon the enforcement of systematic methodologies and tools and is contingent upon compliance with specified frameworks	Ideal within organizations that require more process adherence and have moderate project management experience and are ready to improve their project consistency
Directive	High	Employs project managers whose main responsibilities are to ensure the successful execution of the project and its outcomes	Ideal for organizations whose strategic alignment needs are strong. Moreover, it is suited to organizations who have achieved high project

			management maturity
--	--	--	---------------------

APPENDIX 20: PHILOLOGIST CREDENTIALS



APPENDIX 21: REVISION DICTUM

Piaye
Saltibus
Saint Lucia
West Indies.

27th, July, 2025.

TO WHOM IT MAY CONCERN:

Dear Sir/Madame,

This letter serves as notice that in my capacity as an English Language teacher I have reviewed the contents of this Final Graduation Project, making the necessary typographical, grammatical and structural revisions necessary to meet the standards stipulated by Universidad para la Cooperacion Internacional.

I currently serve as an English Language teacher of over 9 years at the Choiseul Secondary School and received my Bachelors of Education from the University of the West Indies in English Language teaching with a focus on Literatures in English. A copy of this accreditation is attached to the appendix of this document for your perusal.

Respectfully,



Lee Ann Edgar (Miss)

BEd (Hons) UWI