

BENEFITS MANAGEMENT PLAN



Program Title:

Ghazi School Digital Learning Improvement Program (GSDLIP)



2026

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1. Purpose of the Benefits Management Plan:

The purpose of this Benefits Management Plan is to establish a structured approach for identifying, planning, delivering, monitoring, and sustaining the benefits of the Ghazi School Digital Learning Improvement Program (GSDLIP). This plan serves as a guiding framework that ensures the program’s outputs and outcomes translate into measurable improvements in the educational environment at Ghazi High School. By clearly defining how benefits will be realized and managed, the plan helps ensure that the program delivers meaningful and sustainable value to students, teachers, the school administration, and the broader education system.

The Benefits Management Plan outlines the processes and responsibilities for managing program benefits throughout the entire program lifecycle—from the early stages of program planning and implementation to the transition of program outcomes into operational use. It provides a systematic approach for identifying expected benefits, aligning those benefits with strategic education goals, defining performance indicators to measure success, and monitoring progress to ensure that the intended improvements are achieved.

One of the primary purposes of this plan is to ensure that the program remains focused on delivering tangible and intangible benefits that directly contribute to improving education quality at Ghazi High School. These benefits include enhanced teaching effectiveness through the use of digital technologies, improved student academic performance, increased digital literacy among students, and greater access to modern educational resources. By establishing a clear benefits management approach, the program ensures that the investments made in digital infrastructure, teacher training, and online learning systems translate into meaningful improvements in the learning environment.

The plan also supports the alignment of program benefits with the broader strategic goals of the Ministry of Education of Afghanistan, which include modernizing teaching practices, expanding digital learning opportunities, and preparing students for participation in a technology-driven global economy. By connecting program benefits with national education priorities, the Benefits Management Plan helps ensure that the program contributes to long-term

educational development and supports broader policy objectives related to digital education and innovation in schools.

Another key purpose of the Benefits Management Plan is to establish clear mechanisms for measuring and evaluating program benefits. The plan defines how benefits will be assessed using specific performance indicators such as improvements in student academic performance, the level of digital literacy among students, teacher adoption of digital teaching methods, and the usage of the school's online learning platform. These indicators will allow program stakeholders to monitor progress and determine whether the program is successfully delivering the intended outcomes.

In addition, the Benefits Management Plan defines roles and responsibilities related to benefits realization. The Program Manager, in collaboration with the school administration, teachers, and the Ministry of Education, will oversee the monitoring of program benefits and ensure that necessary adjustments are made if the expected outcomes are not being achieved. Regular monitoring and evaluation activities will allow stakeholders to identify potential challenges, address risks affecting benefits realization, and implement corrective actions when necessary.

The plan also emphasizes the importance of benefits sustainment beyond the program lifecycle. While the program will focus on establishing digital learning systems and training teachers, the long-term success of these initiatives depends on continued use and maintenance after the program is completed. Therefore, the Benefits Management Plan includes provisions for transferring responsibility for sustaining program benefits to the school administration and the Ministry of Education once the program transitions into operational use. This ensures that digital infrastructure, learning platforms, and teaching capabilities continue to support improved education outcomes even after the program has formally ended.

Furthermore, the Benefits Management Plan supports effective communication and stakeholder engagement throughout the program. Regular reporting on benefits realization will provide stakeholders with clear visibility into the program's progress and its impact on the educational environment. Transparent communication helps maintain stakeholder support and ensures that program objectives remain aligned with the expectations of key decision-makers.

Ultimately, the purpose of this Benefits Management Plan is to ensure that the Ghazi School Digital Learning Improvement Program delivers measurable improvements in education quality and creates long-term value for the school community. By providing a structured framework for benefits identification, measurement, monitoring, and sustainment, the plan helps ensure that the program achieves its intended goals and contributes to the ongoing development of digital education in Afghanistan.

2. Benefits Identification:

The Ghazi School Digital Learning Improvement Program (GSDLIP) is designed to generate a range of benefits that contribute to improving the overall educational environment at Ghazi High School. Benefits represent the positive outcomes that will be realized as a result of implementing the program's initiatives, including the development of digital infrastructure, teacher training programs, and the introduction of an online learning platform. These benefits are expected to improve the quality of teaching and learning while supporting the long-term development of digital education within the school.

One of the primary benefits of the program is the improvement of student academic performance. By integrating digital learning tools, multimedia educational materials, and interactive learning resources into classroom instruction, students will be able to better understand complex subjects and engage more actively in the learning process. Digital tools can support visual learning, practical exercises, and interactive simulations that enhance students' comprehension and retention of academic concepts.

Another key benefit of the program is the increase in digital literacy among students. With access to computers, educational software, and online learning platforms, students will gain practical experience in using digital technologies for educational purposes. This exposure will help students develop important skills such as computer operation, online research, digital communication, and the effective use of digital learning resources. These competencies are increasingly essential for success in higher education and future professional careers.

The program is also expected to enhance teaching effectiveness among teachers at Ghazi High School. Through targeted digital skills training and professional development programs, teachers will learn how to integrate digital tools into their teaching practices. The use of multimedia presentations, online educational platforms, and digital learning resources will allow teachers to deliver lessons in more engaging and interactive ways. This improvement in teaching practices can lead to higher levels of student participation and improved learning outcomes.

Another important benefit is the expansion of access to digital learning resources for both teachers and students. The development of an online learning platform will enable users to access educational materials beyond the traditional classroom

environment. Digital textbooks, learning videos, assignments, and other educational content will be available through the platform, allowing students to continue learning outside school hours and providing teachers with additional resources to support their teaching activities.

In addition to these direct educational benefits, the program will contribute to creating a modern and technology-enabled learning environment within the school. By establishing digital infrastructure and strengthening teachers' capacity to use digital technologies, the program will transform the traditional learning environment into one that supports innovation, collaboration, and interactive learning.

Overall, the benefits identified for this program are closely linked to the program's strategic objectives and are expected to contribute significantly to improving the quality of education at Ghazi High School. Through the introduction of digital technologies and the strengthening of teacher and student capabilities, the program aims to create sustainable improvements in the school's educational environment and prepare students with the digital skills necessary for future academic and professional success.

3. Benefits Alignment with Strategic Goals:

The benefits of the Ghazi School Digital Learning Improvement Program (GSDLIP) are closely aligned with the national education development priorities of Afghanistan. The Ministry of Education has identified improving the quality of education, expanding access to digital learning opportunities, and strengthening students' digital skills as important strategic objectives for modernizing the education system. This program supports these priorities by introducing digital learning technologies and improving the capacity of teachers and students to effectively use modern educational tools.

One of the primary strategic goals supported by the program is improving the quality of education in public schools. By integrating digital infrastructure and learning technologies into the school environment, the program will enhance teaching methods and provide students with access to modern educational resources. The use of digital tools can make learning more interactive and engaging, allowing teachers to present complex subjects in ways that are easier for students to understand.

Another important strategic objective supported by the program is expanding digital literacy among students. In today's global knowledge economy, digital literacy is an essential skill that enables individuals to access information, communicate effectively, and participate in modern academic and professional environments. Through the introduction of computer laboratories, digital learning platforms, and technology-enabled teaching practices, the program will help students develop the digital competencies necessary for higher education and future employment.

The program also contributes to the modernization of teaching methods within the public education system. Traditional lecture-based teaching approaches are increasingly being complemented by technology-supported learning methods such as multimedia presentations, online learning resources, and interactive classroom activities. By providing teachers with digital training and access to modern educational tools, the program will support the adoption of innovative teaching practices that improve both teaching effectiveness and student engagement.

Furthermore, the program supports the national goal of preparing students for higher education and participation in the digital economy. As universities and workplaces increasingly rely on digital technologies, students must possess the necessary digital skills to succeed in these environments. The program will help equip students with practical digital knowledge and technological confidence that will support their academic and professional development.

By aligning program benefits with these strategic education priorities, the Ghazi School Digital Learning Improvement Program contributes to the long-term development of the education system in Afghanistan. The program not only addresses immediate challenges related to digital learning infrastructure and teacher capacity but also supports broader national efforts to build a modern, technology-enabled education system capable of preparing students for the demands of the future.

4. Key Program Benefits:

The Ghazi School Digital Learning Improvement Program (GSDLIP) is expected to generate several important benefits that will enhance the overall learning environment and educational outcomes at Ghazi High School. These benefits result from the successful implementation of the program's initiatives, including the development of digital infrastructure, teacher digital training, and the deployment of an online learning platform.

One of the primary benefits of the program is the improvement of student academic performance. By introducing digital learning technologies and interactive educational tools into the classroom, students will have access to more engaging and diverse learning materials. Digital tools such as multimedia presentations, interactive exercises, and online learning resources can help students better understand complex subjects and improve their overall academic achievement.

Another significant benefit of the program is the increase in digital literacy among students. With access to computers, digital platforms, and online educational resources, students will gain valuable experience in using technology for learning. This exposure will help them develop important digital competencies such as computer operation, online research skills, digital communication, and the effective use of educational software. These skills are essential for success in higher education and future professional careers.

The program will also lead to improved teaching effectiveness among teachers. Through digital training programs and practical workshops, teachers will learn how to integrate modern technology into their teaching methods. The use of digital learning tools will allow teachers to present lessons in more engaging and innovative ways, increasing student participation and improving the overall quality of instruction.

Another important benefit of the program is the creation of more interactive and engaging classroom learning environments. Digital technologies enable teachers to use visual content, videos, simulations, and other multimedia resources that make lessons more dynamic and easier for students to understand. This interactive approach to teaching can increase student motivation and improve the learning experience.

The program will also expand access to digital educational resources and online learning materials. The introduction of an online learning platform will allow students and teachers to access digital textbooks, educational content, assignments, and learning resources beyond the traditional classroom setting. This access supports both classroom instruction and independent learning, enabling students to continue studying and accessing educational materials outside school hours.

In the long term, the program will help prepare students for higher education and future employment opportunities that require digital skills. As modern universities and workplaces increasingly rely on digital technologies, students must develop the ability to use technology effectively for learning, communication, and problem-solving. By strengthening digital skills and improving the learning environment, the program will contribute to building a stronger educational foundation for students and supporting their long-term academic and professional success.

5. Benefits Realization Approach:

The realization of benefits for the Ghazi School Digital Learning Improvement Program (GSDLIP) will be achieved through the coordinated implementation of its component projects and the effective integration of digital technologies into the school's teaching and learning processes. The program is structured to ensure that the outputs delivered by individual projects lead to meaningful outcomes and measurable benefits for students, teachers, and the overall school system.

The primary mechanism for realizing these benefits is the successful implementation of the program's three component projects. The first project focuses on the development of a modern computer laboratory, which will provide students with access to computers, internet connectivity, and digital learning tools. This infrastructure will serve as the foundation for digital learning activities and allow students to develop essential computer and technology skills.

The second component project involves digital training programs for teachers. Through structured training sessions and professional development workshops, teachers will learn how to effectively use digital technologies in their classroom instruction. These training activities will equip teachers with the skills necessary to integrate multimedia presentations, digital learning platforms, and online educational resources into their teaching practices. As teachers adopt these digital teaching methods, the quality and effectiveness of classroom instruction are expected to improve.

The third component project focuses on the development and deployment of an online learning platform. This platform will provide students and teachers with access to digital educational materials, assignments, and learning resources. The platform will support both classroom instruction and independent learning, allowing students to access educational content beyond traditional classroom hours.

The combined implementation of these three component projects will create a technology-enabled learning environment at Ghazi High School. The computer laboratory will provide the necessary digital infrastructure, teacher training will strengthen the capacity of educators to use digital tools, and the online learning platform will expand access to educational resources. Together, these elements

will support the adoption of modern teaching practices and improve the overall learning experience for students.

Benefits will begin to emerge as teachers start integrating digital tools into their lessons and as students gain regular access to computers and digital learning resources. Over time, the increased use of digital technologies in teaching and learning will lead to improved student engagement, stronger digital literacy skills, and enhanced academic performance.

To ensure that benefits are realized effectively, the Program Manager will monitor the progress of component projects and evaluate whether the intended outcomes are being achieved. Key performance indicators related to digital learning adoption, teacher participation in training programs, and student usage of the digital learning platform will be regularly reviewed. If any challenges or barriers to benefits realization are identified, corrective actions will be implemented to ensure that the program continues to deliver its expected outcomes.

Through this structured approach, the program ensures that the outputs produced by individual projects translate into tangible improvements in teaching quality, student learning outcomes, and the overall educational environment at Ghazi High School.

6. Benefits Measurement:

The realization of benefits for the Ghazi School Digital Learning Improvement Program (GSDLIP) will be evaluated through a structured measurement process that uses specific performance indicators to assess improvements in teaching quality, student learning outcomes, and the overall digital learning environment at Ghazi High School. Measuring benefits is essential to determine whether the program is successfully achieving its intended objectives and delivering value to students, teachers, and the education system.

To ensure accurate assessment, the program will establish Key Performance Indicators (KPIs) that reflect the expected outcomes of the program's initiatives. These indicators will allow program stakeholders to track progress and evaluate whether the program's outputs—such as the establishment of a computer laboratory, teacher training programs, and the implementation of an online learning platform—are leading to meaningful improvements in the school's educational environment.

One of the primary indicators used to measure program benefits will be student academic performance. This will be evaluated through improvements in examination results, classroom assessments, and overall academic achievement among students who participate in digital learning activities. The introduction of digital learning tools and interactive teaching methods is expected to enhance student understanding of subjects and contribute to improved academic outcomes.

Another important indicator will be the level of digital literacy among students. Digital literacy assessments and practical evaluations will be used to measure students' ability to use computers, access digital learning resources, conduct online research, and utilize educational software. These assessments will help determine whether the program is successfully improving students' technological competencies.

The adoption of digital teaching tools by teachers will also serve as a key measurement indicator. This will be evaluated by monitoring the number of teachers who actively incorporate digital tools, multimedia presentations, and online resources into their classroom instruction. Teacher participation in digital

training programs and the frequency of technology use during lessons will provide insight into the effectiveness of the program’s teacher capacity-building initiatives.

Another important measure of program success will be the usage of the online learning platform by students and teachers. System usage data, including the number of active users, frequency of platform access, and participation in digital learning activities, will help determine the extent to which the digital learning system is being utilized. Increased engagement with the platform will indicate that students and teachers are effectively adopting the new digital learning environment.

In addition to these quantitative indicators, the program may also collect qualitative feedback from teachers and students to better understand their experiences with digital learning tools and platforms. Surveys, feedback sessions, and classroom observations can provide valuable insights into how digital technologies are influencing the teaching and learning process.

By continuously monitoring these indicators, the program will be able to assess whether the expected benefits are being achieved and identify any areas that require improvement. This measurement approach ensures that the program remains focused on delivering meaningful educational improvements and provides stakeholders with clear evidence of the program’s impact on teaching and learning outcomes.

7. Benefits Monitoring:

Benefits monitoring is a critical process that ensures the Ghazi School Digital Learning Improvement Program (GSDLIP) continues to progress toward achieving its intended outcomes and delivering value to stakeholders. Throughout the program lifecycle, the realization of expected benefits will be monitored regularly to determine whether the program initiatives are effectively improving the teaching and learning environment at Ghazi High School.

The Program Manager will be responsible for overseeing the benefits monitoring process. This includes conducting periodic program reviews to evaluate whether the program is progressing toward its expected objectives and whether the planned benefits are being achieved. These reviews will provide an opportunity to assess program performance, identify potential challenges, and implement corrective actions if necessary.

Monitoring activities will include the preparation of regular program performance reports that provide updates on the progress of program initiatives and the achievement of expected benefits. These reports will summarize key findings related to program performance, highlight improvements in digital learning adoption, and identify any issues that may affect the realization of program benefits. The reports will be shared with the program sponsor, the Ministry of Education, and other key stakeholders to ensure transparency and informed decision-making.

Another important component of benefits monitoring will involve the analysis of Key Performance Indicators (KPIs) that were established during the benefits measurement process. These indicators will track improvements in areas such as student academic performance, student digital literacy, teacher adoption of digital teaching tools, and the usage of the online learning platform. By regularly reviewing these indicators, the program team can assess whether the expected outcomes are being achieved.

In addition to performance metrics, stakeholder feedback will play an important role in monitoring program benefits. Feedback from teachers, students, school administrators, and technical support staff will provide valuable insights into how the digital learning systems are functioning in practice. This feedback will help

identify areas where additional training, technical support, or improvements may be required.

If monitoring activities indicate that the program is not progressing as expected or that certain benefits are not being realized, the Program Manager will work with relevant stakeholders to implement corrective actions. These actions may include adjustments to program activities, additional training sessions for teachers, improvements to digital infrastructure, or modifications to the online learning platform.

Through continuous monitoring and evaluation, the program will ensure that the expected educational improvements are achieved and that the investments made in digital learning technologies deliver meaningful and sustainable benefits for students and teachers at Ghazi High School.

8. Benefits Transition:

At the completion of the Ghazi School Digital Learning Improvement Program (GSDLIP), responsibility for sustaining the program's benefits will be formally transferred to the school administration and the Ministry of Education. This transition will ensure that the digital learning systems, infrastructure, and teaching capabilities established through the program continue to operate effectively after the program has concluded.

The school administration will be responsible for managing the daily use of the digital learning infrastructure, including the computer laboratory, digital educational resources, and the online learning platform. Teachers will continue integrating digital tools into their classroom instruction, while students will continue using the digital systems to support their learning activities. The Ministry of Education will provide oversight and support to ensure that the digital learning environment remains aligned with national education objectives and continues to deliver long-term educational value.

In addition, technical support and maintenance responsibilities will be assigned to appropriate operational teams to ensure that the computer equipment, network infrastructure, and digital platforms remain functional and accessible. Training resources and operational guidelines developed during the program will also be transferred to the school administration to support the continued use and improvement of digital learning practices.

This transition process will ensure that the benefits generated by the program—such as improved digital literacy, enhanced teaching effectiveness, and greater access to digital learning resources—are sustained beyond the program lifecycle and continue contributing to improved educational outcomes at Ghazi High School.

Further details regarding the transfer of responsibilities, operational ownership, and sustainment activities are provided in the Benefits Transition Plan, which is attached as a supporting document to this Benefits Management Plan.

9. Benefits Sustainment:

To ensure the long-term sustainability of the benefits generated by the **Ghazi School Digital Learning Improvement Program (GSDLIP)**, the school administration will assume responsibility for maintaining and supporting the digital learning infrastructure established during the program. This includes the ongoing management of the computer laboratory, maintenance of computer equipment and network systems, and the continued operation of the online learning platform.

The school administration will also ensure that teachers continue to integrate digital tools and resources into their teaching practices. Ongoing support and guidance will be provided to teachers to help them effectively use digital learning technologies and maintain the improvements achieved during the program. In addition, technical support services will be organized to ensure that digital systems remain operational and accessible to both teachers and students.

Regular monitoring of system performance and digital learning usage will be conducted to assess the continued effectiveness of the digital learning environment. This monitoring may include reviewing system usage data, evaluating student engagement with digital learning resources, and assessing the ongoing adoption of digital teaching methods. These activities will help ensure that the program's benefits—such as improved digital literacy, enhanced teaching effectiveness, and better access to educational resources—continue to be realized after the program has been formally closed.

Through these sustainment activities, the digital learning infrastructure and teaching practices introduced by the program will continue to support improved educational outcomes for students at Ghazi High School.

Further details regarding the operational support, maintenance responsibilities, monitoring processes, and long-term sustainment activities are provided in the **Benefits Sustainment Plan**, which is attached as a supporting document to this Benefits Management Plan.

10. Benefits Risks:

Several risks may affect the realization of benefits for the Ghazi School Digital Learning Improvement Program (GSDLIP). Identifying and managing these risks is important to ensure that the program successfully delivers its intended educational improvements and long-term value to students, teachers, and the school system.

One potential risk is teacher resistance to adopting digital technologies in classroom instruction. Some teachers may be accustomed to traditional teaching methods and may initially be reluctant to integrate digital tools into their lessons. If not properly addressed, this resistance could limit the effective use of digital learning systems and reduce the overall benefits of the program.

Another risk relates to limited or unstable internet connectivity, which may affect the accessibility and reliability of the online learning platform. Since the digital learning system relies on internet access for many of its features, connectivity challenges could reduce the ability of teachers and students to fully utilize the available learning resources.

Technical equipment failures or maintenance issues also represent a potential risk. Computer hardware, networking systems, and digital platforms may require ongoing maintenance and technical support. If equipment is not properly maintained or repaired in a timely manner, the digital learning environment may be disrupted, affecting teaching and learning activities.

In the context of Afghanistan, electricity interruptions or power outages may also affect the operation of digital learning infrastructure. Frequent or prolonged power disruptions could limit the availability of computers and online systems, reducing the effectiveness of digital learning activities.

Another important risk is insufficient funding for long-term maintenance and operational support. After the program is completed, ongoing financial resources will be required to maintain digital equipment, update software systems, and provide technical support. If adequate funding is not secured, the sustainability of the program's benefits may be compromised.

To address these risks, the program will implement proactive risk management measures, including teacher training and engagement programs, technical

support services, backup connectivity solutions, and operational planning for long-term system maintenance. The Program Manager and relevant stakeholders will regularly monitor these risks and take corrective actions when necessary to ensure that the expected program benefits are successfully achieved and sustained over time.

11. Benefits Reporting and Communication:

Effective reporting and communication are essential to ensure transparency and accountability in the realization of benefits for the Ghazi School Digital Learning Improvement Program (GSDLIP). Regular communication will enable stakeholders to understand the progress of the program, evaluate whether the expected benefits are being achieved, and make informed decisions when adjustments or corrective actions are required.

Progress toward benefits realization will be communicated to key stakeholders, including the Ministry of Education, the program steering committee, school administration, and other relevant stakeholders involved in the program. These stakeholders play an important role in providing oversight, guidance, and support to ensure the program continues to deliver its intended outcomes.

The Program Manager will be responsible for preparing and presenting periodic reports that summarize the status of program implementation and the progress of benefits realization. These reports will include updates on key performance indicators, improvements in digital learning adoption, and measurable outcomes related to student academic performance and digital literacy development.

Benefits reporting will also highlight any challenges, risks, or issues that may affect the achievement of program benefits. When such challenges are identified, the reports will include recommendations for corrective actions or adjustments to program activities in order to ensure that the program remains aligned with its objectives.

In addition to formal reporting, regular communication channels such as stakeholder meetings, progress briefings, and program review sessions will be used to keep stakeholders informed about program performance and benefit realization. These communication activities will help ensure that stakeholders remain engaged, informed, and supportive of the program's goals.

Through consistent reporting and open communication, the program will maintain strong stakeholder engagement and ensure that the expected educational improvements and digital learning benefits are successfully achieved and sustained.