

# PROGRAM GOVERNANCE FRAMEWORK

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**Program Title:**

Ghazi School Digital Learning Improvement Program (GSDLIP)

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**2026**

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## 1. Purpose of the Program Governance Framework:

The purpose of this Program Governance Framework is to establish the structures, roles, decision-making authorities, and oversight mechanisms that guide the effective management and execution of the Ghazi School Digital Learning Improvement Program (GSDLIP). This framework ensures that the program operates within a clear governance structure that supports accountability, transparency, and alignment with national education priorities established by the Ministry of Education of Afghanistan.

Program governance provides the foundation for supervising program activities, monitoring program performance, and ensuring that the program's objectives and expected benefits are achieved. By defining governance roles and responsibilities, the framework clarifies how strategic decisions are made, how program performance is monitored, and how stakeholders collaborate throughout the program lifecycle. A well-defined governance structure helps ensure that program activities are carried out efficiently and that all stakeholders understand their responsibilities in supporting the program's success.

The governance framework ensures that the Ghazi School Digital Learning Improvement Program remains aligned with the broader goals of improving education quality, expanding digital literacy, and modernizing teaching methods within public schools. Through strong governance practices, the program leadership can ensure that program resources are used responsibly, risks and issues are addressed in a timely manner, and program outcomes continue to support the long-term development of the education system.

Another key purpose of this framework is to support structured decision-making and accountability throughout the program lifecycle. Clear governance processes enable the program sponsor, steering committee, and program manager to make informed decisions regarding program direction, resource allocation, and performance management. This structure also ensures that major decisions and changes are reviewed and approved at the appropriate governance level.

The framework also establishes mechanisms for oversight and performance monitoring. Governance bodies such as the Program Sponsor and the Program Steering Committee will regularly review program progress, evaluate program performance, and ensure that the program remains aligned with strategic priorities. These oversight activities help ensure that the program continues to

deliver the intended benefits, including improved digital learning capabilities for teachers and enhanced educational opportunities for students.

In addition, the governance framework supports effective communication and collaboration among program stakeholders. The program involves multiple participants, including the Ministry of Education, program management teams, school administration, teachers, IT specialists, and technical service providers. Establishing structured communication channels and governance meetings helps ensure that these stakeholders remain informed about program progress and can work together effectively to address challenges and support program implementation.

Finally, this governance framework provides the foundation for maintaining transparency, accountability, and ethical management practices throughout the program lifecycle. By clearly defining governance structures and responsibilities, the framework ensures that program decisions are made responsibly and that program activities remain aligned with the program's objectives and stakeholder expectations.

Through this structured governance approach, the Ghazi School Digital Learning Improvement Program can maintain strong leadership oversight, effective stakeholder collaboration, and responsible management of program resources, ultimately supporting the successful delivery of digital learning improvements at Ghazi High School in Kabul Province, Afghanistan.

## 2. Governance Objectives:

The Program Governance Framework for the Ghazi School Digital Learning Improvement Program (GSDLIP) establishes clear objectives to ensure that the program is implemented effectively, remains aligned with national education priorities, and delivers the intended outcomes and benefits. Governance objectives provide direction for how program oversight, decision-making, and stakeholder coordination will be managed throughout the program lifecycle.

The first objective of program governance is to ensure alignment between the program and national education strategies. The program is designed to support broader national goals such as improving the quality of education, expanding digital literacy among students, and modernizing teaching methods within public schools. Governance oversight ensures that program activities remain consistent with these national priorities and contribute to the long-term development of the education system.

Another important objective is to provide effective oversight and accountability for program activities. Governance bodies such as the Program Sponsor and the Program Steering Committee will monitor program implementation and ensure that program activities are conducted according to approved plans and policies. This oversight helps ensure that program resources are used responsibly and that program teams remain accountable for achieving the program's objectives.

Program governance also aims to support timely and informed decision-making. Throughout the program lifecycle, decisions may be required regarding program priorities, resource allocation, risk management, and operational adjustments. The governance framework establishes a structured decision-making hierarchy that allows appropriate authorities to review information, evaluate options, and make informed decisions that support program success.

Another objective is to ensure the efficient use of program resources. Governance oversight helps monitor how program funds, personnel, and technical resources are utilized during program implementation. By regularly reviewing resource utilization, governance bodies can ensure that program resources are allocated effectively and that the program operates within its approved budget and schedule.

The governance framework also supports monitoring of program performance and benefits realization. Program governance ensures that progress toward program

objectives is regularly evaluated and that the benefits expected from the program—such as improved teaching practices, increased digital literacy among students, and access to digital learning tools—are being achieved. Performance monitoring allows program leadership to identify potential challenges and implement corrective actions when necessary.

Finally, the governance framework aims to facilitate coordination among program stakeholders. The successful implementation of the program requires collaboration among multiple stakeholders, including the Ministry of Education, program management teams, school administration, teachers, and technical service providers. Governance mechanisms such as coordination meetings, reporting structures, and communication channels help ensure that stakeholders remain informed and work together effectively to achieve the program’s objectives. Through these governance objectives, the program establishes a structured oversight and management approach that supports transparency, accountability, and effective coordination. These objectives help ensure that the Ghazi School Digital Learning Improvement Program is implemented successfully and that it continues to generate long-term educational benefits for students and teachers.

### 3. Governance Structure:

The Governance Structure of the Ghazi School Digital Learning Improvement Program (GSDLIP) establishes the leadership hierarchy responsible for guiding program implementation, providing strategic direction, and ensuring accountability throughout the program lifecycle. A well-defined governance structure helps clarify decision-making authority, strengthens coordination among stakeholders, and ensures that program activities remain aligned with national education priorities and organizational goals.

The governance structure ensures that strategic leadership, program management, and operational implementation work together in a coordinated manner. Strategic oversight is provided by senior leadership within the Ministry of Education, while the program management team oversees day-to-day coordination and implementation activities. Operational stakeholders such as the school administration and IT support teams support the practical execution and integration of digital learning initiatives within the school environment.

The following table outlines the key governance roles and their responsibilities within the program:

Governance Role	Responsibilities
<b>Program Sponsor (Ministry of Education)</b>	Provides overall strategic direction and leadership for the program. The sponsor approves major program decisions, secures funding, ensures alignment with national education policies, and supports the long-term sustainability of digital education initiatives. The sponsor also ensures that the program contributes to broader educational development goals.
<b>Program Steering Committee</b>	Provides governance oversight and strategic supervision of the program. The committee reviews program performance reports, monitors progress toward program objectives, resolves major issues that require high-level intervention, and supports key strategic decisions affecting the program.
<b>Program Manager</b>	Responsible for the overall planning, coordination, and management of the program. The Program Manager oversees program implementation, monitors performance, manages program risks and issues, coordinates project

Governance Role	Responsibilities
	teams, and reports progress to the Program Sponsor and Steering Committee.
<b>Project Managers</b>	Manage individual component projects within the program, including infrastructure development, teacher digital training, and digital platform development. They ensure that project deliverables are completed on schedule and align with overall program objectives.
<b>School Administration</b>	Supports program implementation at the operational level within Ghazi High School. The administration facilitates infrastructure installation, coordinates training schedules, supports teacher participation, and ensures that digital learning systems are integrated into daily educational operations.
<b>IT Support Team</b>	Responsible for maintaining and supporting the technical infrastructure introduced by the program. This includes managing computer laboratory systems, maintaining network connectivity, supporting the digital learning platform, and resolving technical issues that may affect system functionality.

This governance structure ensures that leadership responsibilities are clearly defined and that program stakeholders work together effectively to implement the program. By establishing clear oversight and coordination mechanisms, the governance framework supports accountability, transparency, and the successful delivery of the program’s intended outcomes and benefits.

#### 4. Governance Decision-Making Authority:

The Governance Decision-Making Authority for the Ghazi School Digital Learning Improvement Program (GSDLIP) establishes a structured hierarchy for making decisions throughout the program lifecycle. Clearly defining decision authority helps ensure accountability, transparency, and efficiency in program management. It also ensures that decisions are made at the appropriate level of leadership based on their strategic importance and operational impact.

Within this governance structure, strategic decisions are made by senior leadership at the Ministry of Education, while operational and implementation decisions are handled by the program management team and operational stakeholders within the school. This layered decision-making approach ensures that high-level program direction remains aligned with national education policies, while day-to-day program activities can be managed efficiently by those directly responsible for program implementation.

The following table outlines the major types of decisions within the program and the authorities responsible for making those decisions:

Decision Type	Decision Authority
<b>Strategic Program Direction</b>	<b>Program Sponsor</b> – The Ministry of Education provides strategic leadership and ensures that the program aligns with national education priorities and long-term policy objectives.
<b>Major Program Changes or Budget Approvals</b>	<b>Program Steering Committee</b> – Reviews and approves significant changes to program scope, budget adjustments, or major strategic decisions affecting program implementation.
<b>Program Planning and Coordination Decisions</b>	<b>Program Manager</b> – Responsible for planning program activities, coordinating program teams, managing program risks and issues, and ensuring that program deliverables are implemented according to the program roadmap.
<b>Component Project Execution Decisions</b>	<b>Project Managers</b> – Responsible for making decisions related to the execution of individual component projects, including scheduling activities, managing project resources, and ensuring that project deliverables are completed successfully.
<b>Operational School-Level Decisions</b>	<b>School Administration</b> – Responsible for operational decisions related to implementing program activities within the school environment, including coordinating teacher participation and facilitating the use of digital learning systems.

This structured governance approach ensures that strategic decisions remain under the authority of senior leadership, while operational decisions are managed by program management and implementation teams. By clearly defining decision-making authority, the governance framework helps improve accountability, streamline program operations, and ensure that the program remains aligned with its strategic objectives.

## 5. Program Governance Meetings:

Regular governance meetings will be conducted throughout the lifecycle of the Ghazi School Digital Learning Improvement Program (GSDLIP) to ensure effective oversight, coordination, and decision-making. These meetings provide a structured platform for reviewing program progress, discussing key challenges, monitoring risks, and ensuring alignment among program stakeholders.

Program governance meetings help maintain transparency and accountability by allowing leadership and program teams to evaluate performance against program objectives and milestones. They also provide an opportunity to address operational issues, coordinate activities among stakeholders, and ensure that the program remains aligned with national education priorities and institutional goals. The following table outlines the primary governance meetings that will support the implementation and oversight of the program:

Meeting Type	Participants	Frequency	Purpose
<b>Program Steering Committee Meeting</b>	Program Sponsor, Steering Committee Members, Program Manager	Quarterly	Provide strategic oversight, review program performance, approve major decisions, and ensure alignment with national education priorities.
<b>Program Management Meeting</b>	Program Manager, Project Managers	Monthly	Review program progress, monitor risks and issues, coordinate project activities, and ensure that program deliverables remain on schedule.
<b>Technical Coordination Meeting</b>	IT Support Team, Platform Development Team	Monthly	Address technical issues related to computer laboratory infrastructure, network systems, and the digital learning platform to ensure system reliability and performance.
<b>School Coordination Meeting</b>	Program Manager, School Administration	Monthly	Coordinate school-level implementation activities, support teacher participation in training programs, and ensure effective integration of digital learning systems into school operations.

These governance meetings help ensure that program stakeholders remain informed about program activities and that issues or risks are identified and addressed in a timely manner. Through consistent communication and

collaboration, the governance meetings support effective program management and contribute to the successful implementation of the Ghazi School Digital Learning Improvement Program.

## 6. Program Performance Monitoring:

Program performance monitoring is an essential governance activity that ensures the Ghazi School Digital Learning Improvement Program (GSDLIP) is progressing according to its approved plans and is delivering the expected outcomes and benefits. Through structured monitoring and evaluation processes, program leadership can assess whether the program is achieving its objectives, identify potential issues, and implement corrective actions when necessary.

The Program Governance Framework establishes mechanisms for monitoring the performance of the program throughout its lifecycle. The Program Manager, in coordination with the project managers and operational stakeholders, will collect and analyze program performance data to evaluate progress against the program roadmap, program budget, and expected benefits.

Program performance monitoring focuses on several key areas that reflect both the implementation progress and the effectiveness of the program outcomes. These areas provide a comprehensive view of how well the program is performing and whether the program's intended benefits are being realized.

The following key performance areas will be monitored during program implementation:

- **Program Schedule Performance**

Monitoring the progress of program activities against the planned program roadmap to ensure that milestones and deliverables are completed within the planned timeline.

- **Program Budget Utilization**

Evaluating how program funds are being used and ensuring that expenditures remain within the approved program budget.

- **Delivery of Program Deliverables**

Assessing whether the planned program deliverables, such as the computer laboratory, digital learning platform, and teacher training programs, are being successfully completed.

- **Teacher Participation in Digital Training**

Tracking teacher attendance and participation in digital training workshops to ensure that teachers are developing the necessary skills to implement digital teaching practices.

- **Student Access to Digital Learning Systems**

Monitoring student engagement with digital learning tools and ensuring that students are able to access the computer laboratory and online learning platform.

- **System Reliability and Platform Usage**

Evaluating the reliability and performance of the digital infrastructure, including computer systems, network connectivity, and the online learning platform.

To support governance oversight, performance reports will be prepared by the Program Manager at regular intervals. These reports will summarize program progress, highlight key achievements, identify potential challenges, and provide recommendations for corrective actions if required.

The reports will be presented to the Program Steering Committee and the Program Sponsor (Ministry of Education) during governance meetings. These reviews will allow leadership to evaluate program performance, make strategic decisions when necessary, and ensure that the program continues to deliver its intended benefits.

Through structured performance monitoring and reporting, the governance framework ensures that the program remains accountable, transparent, and aligned with its strategic objectives, ultimately supporting the successful delivery of digital learning improvements at Ghazi High School.

## 7. Risk and Issue Governance:

Effective risk and issue governance is an important component of the **Program Governance Framework** for the **Ghazi School Digital Learning Improvement Program (GSDLIP)**. The purpose of risk and issue governance is to ensure that potential threats to program objectives are identified early, assessed carefully, and managed appropriately throughout the program lifecycle.

Program risks refer to uncertain events that may affect the program’s objectives, schedule, budget, or expected benefits. Program issues, on the other hand, are problems that have already occurred and require immediate attention and resolution. A structured governance approach ensures that both risks and issues are properly monitored, escalated when necessary, and resolved in a timely and coordinated manner.

Within the governance framework, responsibilities for managing risks and issues are clearly assigned to specific roles. The **Program Manager** plays a central role in monitoring program risks and coordinating mitigation actions, while the **Program Steering Committee** provides oversight and strategic decision-making support when significant risks arise. Project Managers support risk management activities within their respective component projects.

The following table outlines the key governance activities related to risk and issue management and the parties responsible for each activity:

Governance Activity	Responsible Party
<b>Risk Identification and Monitoring</b>	Program Manager
<b>Risk Mitigation Planning</b>	Program Manager and Project Managers
<b>Escalation of High-Risk Issues</b>	Program Steering Committee
<b>Resolution of Operational Issues</b>	Program Manager

During program implementation, the Program Manager will maintain a Program Risk Register and a Program Issue Log to track identified risks and issues. These registers will be reviewed regularly during program management meetings to ensure that appropriate mitigation or corrective actions are implemented.

If a risk or issue significantly affects the program’s objectives, schedule, budget, or benefits realization, it will be escalated to the Program Steering Committee for review and strategic decision-making. The Steering Committee may provide guidance, approve mitigation strategies, or allocate additional resources to address critical program challenges.

By implementing a structured approach to risk and issue governance, the program ensures that potential threats are proactively managed and that operational challenges are resolved efficiently. This governance process helps protect the program’s objectives and supports the successful implementation of the **Ghazi School Digital Learning Improvement Program**.

## 8. Communication and Reporting:

Effective communication and reporting are essential components of the Program Governance Framework for the Ghazi School Digital Learning Improvement Program (GSDLIP). Structured communication processes help ensure transparency, accountability, and alignment among program stakeholders. Through regular reporting and information sharing, program leadership and stakeholders can remain informed about program progress, performance, risks, and challenges.

Communication and reporting mechanisms enable the Program Sponsor, Program Steering Committee, Program Manager, and operational teams to maintain a clear understanding of program activities and outcomes. These mechanisms also support timely decision-making by providing leadership with accurate and up-to-date information about the program’s status.

The Program Manager plays a central role in coordinating program communication and preparing formal reports that summarize program performance. These reports provide stakeholders with information about progress against program objectives, the status of program deliverables, resource utilization, and any risks or issues that may affect program performance.

Different types of reports will be prepared during the program lifecycle to support governance oversight and operational coordination. Each report has a specific purpose and audience, ensuring that stakeholders receive the information most relevant to their roles and responsibilities.

The following table summarizes the key program governance reports:

Report Type	Prepared By	Audience	Frequency
<b>Program Progress Report</b>	Program Manager	Program Sponsor	Monthly
<b>Governance Review Report</b>	Program Manager	Program Steering Committee	Quarterly
<b>Technical Performance Report</b>	IT Support Team	Program Manager	Monthly
<b>Training Progress Report</b>	Teacher Trainers	Program Manager	Monthly

The Program Progress Report provides a summary of overall program activities, progress toward milestones, budget utilization, and emerging risks or issues. This report helps the Program Sponsor monitor program performance and ensure that the program remains aligned with national education priorities.

The Governance Review Report provides a higher-level summary of program performance and strategic considerations for the Program Steering Committee. It includes updates on key achievements, major risks or challenges, and recommendations for strategic decisions.

The Technical Performance Report, prepared by the IT Support Team, focuses on the performance of the digital learning infrastructure and the online learning platform. This report includes information about system functionality, network reliability, technical issues encountered, and corrective actions taken.

The Training Progress Report, prepared by the Teacher Trainers, provides updates on the implementation of digital skills training programs for teachers. This report tracks teacher participation, training completion rates, and feedback from training sessions.

Together, these reporting mechanisms ensure that all stakeholders remain informed about program performance and that governance bodies have the information needed to provide effective oversight. Structured communication and reporting also help promote transparency, strengthen accountability, and support the successful delivery of the Ghazi School Digital Learning Improvement Program.

## 9. Compliance and Accountability:

Compliance and accountability are essential elements of the Program Governance Framework for the Ghazi School Digital Learning Improvement Program (GSDLIP). These principles ensure that the program is implemented in accordance with applicable policies, governance requirements, and professional program management practices. Maintaining strong compliance and accountability mechanisms helps promote transparency, responsible use of resources, and effective program oversight.

All program activities will be conducted in compliance with the relevant national education policies established by the Ministry of Education of Afghanistan. These policies guide the implementation of educational initiatives within public schools and ensure that programs contribute to national objectives such as improving education quality, expanding digital literacy, and strengthening modern teaching methods. Adherence to these policies ensures that the program aligns with the broader strategic goals of the education system.

In addition to national policies, program activities will follow the institutional governance requirements established by the Ministry of Education and other relevant authorities. These governance requirements define the procedures for program approval, reporting, financial management, and decision-making. Compliance with these requirements ensures that the program operates within an approved governance framework and that program leadership remains accountable for program outcomes.

The program will also follow recognized program management standards and best practices to guide planning, implementation, monitoring, and closure activities. Applying structured program management practices helps ensure that program activities are organized, risks are properly managed, resources are used effectively, and program benefits are realized.

The Program Manager plays a central role in ensuring compliance and accountability throughout the program lifecycle. The Program Manager is responsible for ensuring that program activities follow approved program plans, governance procedures, and reporting requirements. This includes coordinating program teams, monitoring program performance, maintaining program documentation, and ensuring that program deliverables are implemented according to the approved program roadmap.

To support accountability, the Program Manager will also maintain key program documents such as the Program Charter, Program Roadmap, Benefits Management Plan, Risk Register, Issue Log, and Resource Management Plan. These documents provide the governance structure and operational guidance necessary to manage program activities effectively and ensure that the program remains aligned with its objectives.

Regular reporting to the Program Sponsor and the Program Steering Committee will further strengthen accountability by providing leadership with visibility into program performance, financial utilization, and potential challenges. These governance mechanisms help ensure that program decisions are transparent and that any deviations from approved plans are addressed in a timely manner.

Through these compliance and accountability practices, the Ghazi School Digital Learning Improvement Program will maintain a structured and responsible approach to program governance. This ensures that the program operates within established policies and standards while effectively delivering digital learning improvements for students and teachers at Ghazi High School.

## 10. Governance Escalation Process:

The **Governance Escalation Process** establishes a structured mechanism for addressing issues and risks that cannot be resolved at the operational level of the **Ghazi School Digital Learning Improvement Program (GSDLIP)**. Escalation procedures ensure that problems affecting program performance, schedule, budget, or expected benefits are reviewed by the appropriate governance authority and resolved in a timely manner.

During program implementation, the **Program Manager** and project teams will actively monitor program risks and issues through the **Program Risk Register** and **Program Issue Log**. Most operational challenges are expected to be resolved within the program management team through coordination, corrective actions, or adjustments to program activities. However, certain issues may require higher-level decision-making or additional resources.

When a risk or issue exceeds the authority of the program management team or has the potential to significantly affect program objectives, it will be escalated through the governance hierarchy. This structured escalation process ensures that the appropriate leadership level reviews the situation and provides guidance or approval for necessary actions.

The following escalation structure will be used within the program governance framework:

Escalation Level	Responsible Authority
<b>Operational Issues</b>	<b>Program Manager</b> – Responsible for resolving day-to-day operational challenges related to program activities, resource coordination, and project implementation.
<b>Program-Level Issues</b>	<b>Program Steering Committee</b> – Reviews and resolves issues that affect multiple program components, require changes to program plans, or involve significant risks to program performance.
<b>Strategic Issues</b>	<b>Program Sponsor (Ministry of Education)</b> – Addresses major strategic challenges, policy-related matters, or decisions requiring executive authority and resource allocation.

When issues are escalated, the Program Manager will provide the relevant governance authority with a summary of the issue, its potential impact on the program, and recommended actions. Governance bodies will then evaluate the

issue and determine the appropriate response, which may include approving corrective actions, allocating additional resources, or adjusting program priorities. This escalation process ensures that critical risks and issues receive timely attention, appropriate oversight, and effective resolution, helping to protect the program’s objectives and ensure the successful implementation of the Ghazi School Digital Learning Improvement Program.

## 11. Governance Review and Improvement:

The Program Governance Framework for the Ghazi School Digital Learning Improvement Program (GSDLIP) will be periodically reviewed to ensure that it remains effective, relevant, and aligned with the evolving needs of the program. Governance structures and processes may require adjustments during the program lifecycle as new challenges arise, program activities evolve, or stakeholder needs change.

Regular governance reviews help ensure that decision-making processes remain efficient, roles and responsibilities remain clearly defined, and oversight mechanisms continue to support effective program implementation. These reviews will typically be conducted during Program Steering Committee meetings or at key program milestones, where governance practices can be evaluated and improvements can be identified.

The Program Manager, in coordination with the Program Steering Committee, will be responsible for monitoring the effectiveness of the governance framework and recommending adjustments when necessary. If governance processes are found to be inefficient or unclear, appropriate improvements may be implemented to strengthen program oversight, communication, and coordination among stakeholders.

An important part of governance review is the documentation of lessons learned throughout the program lifecycle. Lessons learned may relate to decision-making processes, stakeholder coordination, risk management, reporting mechanisms, or governance meeting effectiveness. Capturing these lessons helps the program team understand what worked well and what could be improved.

These lessons will be documented in program reports and program closure documentation so that they can inform future education programs and digital learning initiatives implemented by the Ministry of Education. Applying these insights will help improve governance practices and strengthen the effectiveness of similar programs implemented in the future.

Through continuous review and improvement, the governance framework will remain adaptive and responsive to program needs. This process ensures that the Ghazi School Digital Learning Improvement Program maintains strong oversight, effective stakeholder coordination, and responsible program management while

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delivering sustainable digital learning improvements for Ghazi High School in Kabul Province, Afghanistan.