

PROGRAM RESOURCE MANAGEMENT PLAN



Program Title:

Ghazi School Digital Learning Improvement Program (GSDLIP)



2026

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1. Purpose of the Program Resource Management Plan:

The purpose of this Program Resource Management Plan is to define how the human resources required for the successful implementation of the Ghazi School Digital Learning Improvement Program (GSDLIP) will be identified, allocated, managed, and monitored throughout the program lifecycle. Effective resource management is essential to ensure that the program has the necessary personnel, skills, and institutional support required to achieve its objectives and deliver the expected benefits.

The Ghazi School Digital Learning Improvement Program, implemented at Ghazi High School in Kabul Province, Afghanistan, aims to modernize the learning environment for approximately 4,500 students from Grade 1 to Grade 12. The program introduces digital learning infrastructure, teacher capacity-building initiatives, and an online learning platform that will enable students and teachers to access modern educational resources. Achieving these outcomes requires coordinated collaboration among a diverse group of stakeholders, including the Ministry of Education, school administration, teachers, IT specialists, digital platform developers, and technical service providers. Each of these stakeholders plays a critical role in ensuring that the program is implemented effectively and that the digital learning systems introduced by the program are integrated into the school's educational environment.

The successful implementation of the program depends on the effective planning and coordination of human resources across several program components. These components include the development of a modern computer laboratory, the delivery of digital skills training for teachers, and the development and deployment of an online learning platform. Each component requires specific expertise and technical capabilities. For example, IT specialists are required to design and maintain the computer laboratory infrastructure and network systems, while teacher trainers are responsible for building the digital teaching capacity of educators. Program management personnel are responsible for coordinating these activities and ensuring that program resources are utilized efficiently and effectively.

This Program Resource Management Plan establishes a structured framework for identifying and organizing the human resources required to support these activities. The plan outlines the roles and responsibilities of key stakeholders

involved in the program, ensuring that each participant clearly understands their responsibilities and contributions to the program's success. By clearly defining responsibilities, the plan helps reduce ambiguity, improve accountability, and strengthen coordination among program teams.

Another important purpose of this plan is to ensure that program resources are allocated in a manner that supports the timely and efficient implementation of program activities. Resource allocation decisions must consider the needs of different program phases, including planning, infrastructure development, platform development, training delivery, and program integration. By aligning resource allocation with program phases, the program team can ensure that the right expertise and support are available at the appropriate time during the program lifecycle.

In addition to defining resource roles and allocation strategies, the plan also establishes mechanisms for monitoring the performance and effectiveness of program personnel. Monitoring resource performance allows the program manager to identify potential challenges such as skills gaps, resource shortages, or coordination issues that may affect program progress. Through regular program reviews and performance monitoring, the program team can take corrective actions when necessary to maintain program performance and ensure that program objectives remain achievable.

The plan also supports collaboration and communication among program stakeholders. Because the program involves multiple teams working across different areas—including infrastructure development, training delivery, and digital platform management—effective communication and coordination are critical to maintaining program alignment. The Program Resource Management Plan therefore promotes structured communication among program participants, enabling the program manager and stakeholders to work together effectively toward achieving shared objectives.

Another key purpose of this plan is to support the long-term sustainability of the digital learning environment established through the program. The program not only introduces new digital systems and infrastructure but also aims to strengthen the capacity of teachers and school personnel to use these systems effectively. By investing in the development of human resources, the program ensures that the knowledge and capabilities required to maintain digital learning systems remain within the school and education system even after the program is completed.

Furthermore, the plan ensures that program resources are aligned with the program’s benefits realization strategy. The ultimate goal of the program is to improve educational outcomes by increasing digital literacy among students, strengthening teachers’ digital teaching capabilities, and providing students with access to modern learning technologies. The effective management of human resources plays a crucial role in achieving these benefits. Teachers must be trained to use digital tools effectively, IT specialists must ensure the reliability of digital infrastructure, and program leadership must coordinate all activities to ensure that the program’s benefits are delivered successfully.

Finally, the Program Resource Management Plan provides a foundation for transitioning program responsibilities to operational stakeholders once the program is completed. As the program approaches closure, responsibility for maintaining the digital learning environment will transition to the school administration, teachers, and IT support teams, with strategic oversight from the Ministry of Education. By preparing these stakeholders to manage the program’s resources and systems, the plan ensures that the benefits delivered by the program continue to support improved teaching and learning outcomes over the long term.

Overall, the purpose of this Program Resource Management Plan is to ensure that the human resources required for the successful implementation of the Ghazi School Digital Learning Improvement Program are effectively planned, coordinated, and managed throughout the program lifecycle. Through structured resource planning, clear role definitions, and ongoing performance monitoring, the plan supports the efficient utilization of program personnel and contributes to the successful delivery and sustainability of the program’s outcomes and benefits.

2. Resource Management Objectives:

The Resource Management Objectives of the Ghazi School Digital Learning Improvement Program (GSDLIP) are designed to ensure that the program has the appropriate human resources, skills, and organizational capacity required to successfully implement its initiatives and deliver the expected benefits. Effective resource management is critical for coordinating program activities, supporting collaboration among stakeholders, and ensuring that program personnel contribute effectively to achieving the program's objectives.

The first objective of resource management is to ensure that qualified personnel are available to support program implementation. The program requires individuals with diverse expertise, including program management professionals, digital education trainers, IT specialists, system developers, and school administrators. Ensuring that appropriately skilled personnel are available at each stage of the program helps support the successful implementation of digital learning infrastructure, teacher training activities, and the deployment of the online learning platform.

Another important objective is to define clear roles and responsibilities for all program stakeholders. Because the program involves multiple organizations and individuals working together, it is essential that each stakeholder clearly understands their role within the program. Clearly defined responsibilities help improve accountability, reduce duplication of effort, and ensure that program tasks are carried out efficiently. By establishing a structured framework for assigning responsibilities, the program can improve coordination and support effective program governance.

A further objective is to coordinate human resources across multiple program components. The program consists of several key components, including the development of the computer laboratory, the delivery of digital skills training for teachers, and the implementation of an online learning platform. Each of these components requires different types of expertise and resource allocation. Coordinating human resources across these components ensures that the appropriate teams are available to support each phase of program implementation and that activities are delivered according to the program roadmap.

Resource management also aims to support effective collaboration among program teams and stakeholders. The success of the program depends on strong collaboration between the Ministry of Education, the school administration, teachers, IT specialists, and other technical partners. By promoting communication and cooperation among these groups, the program can ensure that all stakeholders remain aligned with program goals and that program activities are implemented in a coordinated and efficient manner.

Another key objective is to ensure the efficient utilization of human resources throughout the program lifecycle. Efficient use of program resources helps reduce operational inefficiencies and ensures that personnel are assigned to tasks that match their skills and expertise. Through careful planning and monitoring of resource utilization, the program manager can ensure that program personnel are deployed effectively and that program activities are completed within the planned schedule and budget.

In addition, resource management supports the development of human capacity within the school and the broader education system. By providing teachers with digital training and strengthening the technical capabilities of IT support staff, the program contributes to the long-term sustainability of digital education initiatives. Strengthening human resource capacity ensures that the digital learning systems introduced through the program can continue to be used effectively even after the program has been completed.

Finally, the resource management objectives support the overall success and sustainability of the program. By ensuring that the right people, with the right skills, are available at the right time, the program can deliver its intended outcomes, including improved teaching practices, increased digital literacy among students, and enhanced access to modern educational technologies. Through effective resource planning and coordination, the program can achieve its goals while strengthening the institutional capacity required to sustain digital learning initiatives in the future.

3. Program Organizational Structure:

The Program Organizational Structure defines the hierarchy of roles, reporting relationships, and responsibilities required to successfully implement the Ghazi School Digital Learning Improvement Program (GSDLIP). Establishing a clear structure helps ensure effective governance, coordination among stakeholders, and efficient management of program activities throughout the program lifecycle.

Role	Key Responsibilities
Program Sponsor	Provides strategic oversight, approves major program decisions, ensures alignment with national education policies, and secures institutional support from the Ministry of Education.
Program Steering Committee	Provides governance oversight, reviews program performance, supports strategic decision-making, and ensures the program remains aligned with education sector priorities.
Program Manager	Responsible for overall program planning, coordination, monitoring, risk management, and reporting program progress to the sponsor and steering committee.
Project Managers	Manage individual program component projects such as computer laboratory development, teacher digital training, and online learning platform development. Ensure project activities align with program objectives.
School Administration	Facilitates program implementation within the school, supports infrastructure installation, coordinates teacher participation in training, and ensures integration of digital learning into school operations.
Teachers	Participate in digital skills training programs and implement digital teaching methods in classrooms to support student learning and digital literacy development.
IT Support Team	Maintains computer systems, network infrastructure, and digital learning platforms. Provides technical support to teachers and students and ensures system reliability.
Platform Development Team	Designs, develops, tests, and deploys the online learning platform used by the school. Ensures system functionality and integration with digital learning resources.
Procurement Team	Manages procurement of computers, networking equipment, and digital learning technologies required for establishing the computer laboratory and supporting program infrastructure.

This structure ensures that strategic leadership, technical implementation, and operational integration are effectively coordinated to support the successful delivery of the program’s objectives and benefits.

4. Program Resource Requirements:

The Ghazi School Digital Learning Improvement Program (GSDLIP) requires several categories of human resources to support the planning, implementation, and operational integration of the program. These resources include program management personnel, technical experts, training specialists, and operational staff who will contribute to different phases of the program lifecycle.

The following table summarizes the major resource categories required for successful program implementation:

Resource Category	Description	Estimated Number
Program Management Team	Program manager and program coordination staff responsible for overall program planning, coordination, monitoring, and reporting.	2–3
Project Management Team	Managers responsible for overseeing individual component projects such as the computer laboratory development project, teacher training project, and digital platform development project.	3
IT Specialists	Network engineers and technical support personnel responsible for installing, maintaining, and supporting computer systems and network infrastructure.	3–4
Digital Platform Developers	Software developers and system administrators responsible for designing, developing, testing, and deploying the online learning platform.	2–3
Teacher Trainers	Specialists responsible for delivering digital skills training workshops and supporting teachers in adopting digital teaching methods.	2
Teachers	Teachers participating in digital training programs and implementing digital learning tools within classroom instruction.	40–50
Administrative Staff	School administration personnel responsible for supporting program coordination, scheduling training sessions, and facilitating operational integration within the school.	3–5

These resources will be allocated throughout different phases of the program lifecycle based on the requirements of each program component. Proper allocation and coordination of these resources will help ensure the efficient implementation of the program and support the successful delivery of the program’s expected outcomes and benefits.

5. Roles and Responsibilities:

The following table defines the key roles involved in the Ghazi School Digital Learning Improvement Program (GSDLIP) and describes their responsibilities in greater detail. Clearly defining responsibilities helps ensure accountability, coordination among stakeholders, and effective management of program activities throughout the program lifecycle.

Role	Key Responsibilities
Program Manager	The Program Manager is responsible for the overall planning, coordination, and management of the program. This role includes developing program plans, coordinating project activities, monitoring program progress, managing risks and issues, and ensuring that program objectives are achieved within the planned schedule and budget. The Program Manager also prepares progress reports and communicates program performance to the Program Sponsor and the Program Steering Committee.
Project Managers	Project Managers oversee the implementation of individual component projects within the program, such as the computer laboratory development project, the teacher digital training project, and the online learning platform development project. They are responsible for planning project activities, managing project teams, monitoring project schedules, and ensuring that project deliverables meet program requirements. Project Managers coordinate closely with the Program Manager to ensure that project outcomes contribute to overall program objectives.
IT Support Team	The IT Support Team is responsible for installing, maintaining, and supporting the technical infrastructure established during the program. This includes managing computer hardware, maintaining network connectivity, supporting the operation of the online learning platform, and troubleshooting technical issues. The IT team ensures that digital systems remain reliable, secure, and accessible for both teachers and students.
Teacher Trainers	Teacher Trainers are responsible for delivering digital skills training programs for teachers. They design and conduct training workshops that help teachers develop the knowledge and skills required to integrate digital tools into classroom instruction. Teacher Trainers also

Role	Key Responsibilities
	provide ongoing guidance and support to help teachers apply digital teaching methods effectively in their daily teaching activities.
Teachers	Teachers play a central role in implementing the digital learning initiatives introduced by the program. After participating in training programs, teachers integrate digital learning tools, multimedia resources, and online educational materials into their classroom instruction. Their responsibilities include encouraging student engagement with digital learning platforms and supporting the development of students' digital literacy skills.
School Administration	The School Administration supports the implementation of program activities within the school environment. This includes coordinating training schedules, facilitating infrastructure installation, and ensuring that the digital learning systems are integrated into the school's daily educational operations. The administration also collaborates with teachers and IT support staff to ensure that digital learning initiatives continue to function effectively after program implementation.

6. Resource Allocation Strategy:

The Resource Allocation Strategy ensures that the appropriate personnel and expertise are assigned to each program component according to the program roadmap and implementation phases. Proper allocation of resources helps ensure that program activities are executed efficiently and that the necessary technical and operational support is available at each stage of the program lifecycle.

The following table outlines the major program components, the resources required to support each component, and the approach used to allocate these resources during program implementation.

Program Component	Required Resources	Allocation Approach
Computer Laboratory Development	IT specialists, procurement staff, technical support personnel	Resources will be allocated during the infrastructure development phase to support procurement, installation, and configuration of computer laboratory equipment and network systems.
Digital Platform Development	Software developers, system administrators, and IT specialists	Technical teams will be assigned during the platform development phase to design, develop, test, and deploy the online learning platform.
Teacher Digital Training	Teacher trainers, digital education specialists, and participating teachers	Training specialists and participating teachers will be allocated during the training phase to deliver digital teaching workshops and support skill development.
Program Integration	Teachers, IT support staff, and school administration	Operational personnel will be assigned during the integration phase to ensure that digital learning tools and platforms are effectively incorporated into classroom teaching and learning activities.

7. Resource Development:

Resource development is an important component of the Program Resource Management Plan for the Ghazi School Digital Learning Improvement Program (GSDLIP). The success and long-term sustainability of the program depend not only on the availability of technology and infrastructure but also on the development of the human capabilities required to effectively use and maintain digital learning systems.

The program will therefore invest in strengthening the skills and knowledge of the individuals involved in implementing and sustaining the digital learning environment. By building the capacity of teachers, technical staff, and school administrators, the program will ensure that the digital learning systems introduced during program implementation continue to deliver value after the program has been completed.

The following resource development activities will be implemented to support program success:

Development Activity	Description	Responsible Party
Digital Teaching Skills Training for Teachers	Teachers will participate in training workshops designed to develop their ability to use digital tools, multimedia learning resources, and online learning platforms in classroom instruction. These workshops will focus on integrating technology into teaching practices to improve student engagement and learning outcomes.	Teacher Trainers / Program Manager
Technical Training for IT Support Staff	IT support personnel will receive specialized training on managing computer systems, maintaining network infrastructure, troubleshooting technical issues, and supporting the digital learning platform. This training will strengthen their ability to maintain reliable digital systems within the school.	IT Specialists / Platform Development Team
Knowledge-Sharing Sessions Among Program Teams	Regular knowledge-sharing sessions will be organized among program teams to exchange experiences, share technical solutions, and discuss best practices related to digital learning implementation. These sessions help improve	Program Manager

Development Activity	Description	Responsible Party
	collaboration and strengthen program coordination.	
Capacity-Building for School Administration	School administrators will participate in orientation and capacity-building activities to help them manage digital learning systems, support teachers, and oversee the operational integration of digital learning tools within the school environment.	Program Manager / Ministry of Education

8. Resource Performance Monitoring:

The performance of program resources will be continuously monitored to ensure that human resources are contributing effectively to the successful implementation of the **Ghazi School Digital Learning Improvement Program (GSDLIP)**. Monitoring resource performance allows the program management team to evaluate whether personnel are fulfilling their assigned responsibilities and whether additional support, training, or adjustments are needed to improve program performance.

Regular monitoring also helps ensure that the program remains aligned with its objectives and that the expected outcomes—such as improved teaching practices, increased digital literacy among students, and effective use of digital learning systems—are being achieved. The **Program Manager**, in coordination with the **school administration and IT support team**, will oversee the monitoring of resource performance throughout the program lifecycle.

The following key performance indicators will be used to evaluate the effectiveness of program resources:

Performance Indicator	Measurement Method
Teacher Participation in Digital Training	Training attendance records and participation logs maintained during digital training workshops.
Teacher Adoption of Digital Teaching Tools	Classroom observation reports and periodic reviews of lesson plans incorporating digital learning tools.
System Functionality	IT system performance monitoring reports, including system uptime, network reliability, and technical issue resolution records.
Program Team Performance	Program progress reports, milestone completion tracking, and periodic program performance reviews conducted by the Program Manager.

Regular performance reviews will be conducted during program coordination meetings to assess these indicators and determine whether the program resources are performing as expected. If performance gaps or challenges are identified, the program team may implement corrective actions such as additional training sessions, improved technical support, or adjustments in resource allocation. Through consistent monitoring and evaluation, the program will ensure that human resources remain effectively engaged and capable of supporting the successful delivery of the program’s objectives and benefits.

9. Resource Communication and Coordination:

Effective communication and coordination among program participants are essential for the successful implementation of the Ghazi School Digital Learning Improvement Program (GSDLIP). Because the program involves multiple stakeholders—including the Ministry of Education, program management team, school administration, teachers, IT specialists, and technical service providers—clear communication mechanisms are necessary to ensure that all participants remain informed, aligned, and able to collaborate effectively.

Resource communication refers to the processes and channels used to share information, coordinate activities, and ensure that program teams understand their roles and responsibilities. Effective communication helps prevent misunderstandings, reduces delays, and strengthens collaboration across program components. For the GSDLIP program, communication will be structured to support coordination across infrastructure development, digital training initiatives, and digital platform implementation.

One of the primary communication mechanisms will be regular program team meetings. These meetings will allow the Program Manager and key program team members to review program progress, discuss challenges, and coordinate upcoming activities. During these meetings, the program team will assess the status of program deliverables, review resource performance, and identify any issues that require attention. These meetings will also provide an opportunity for team members to share updates and ensure that all program activities remain aligned with the program roadmap.

Another important communication mechanism involves coordination meetings with the school administration. Because the program is implemented within the operational environment of Ghazi High School, the school administration plays a critical role in facilitating program activities. Coordination meetings with school leadership will help ensure that infrastructure installation, teacher training sessions, and classroom integration activities are organized effectively. These meetings will also allow school administrators to provide feedback on program progress and identify any operational challenges that may arise during implementation.

Technical coordination will also be required between the IT support team and the platform development team. These teams are responsible for ensuring that the digital learning infrastructure and the online learning platform operate effectively.

Technical coordination meetings will be conducted to address system configuration, platform deployment, network connectivity, and technical troubleshooting. Close collaboration between these technical teams will ensure that digital systems remain reliable and accessible for teachers and students.

In addition to internal program coordination, the program will maintain regular communication with the Ministry of Education, which serves as the program sponsor and strategic oversight body. The Program Manager will provide periodic reports to the Ministry outlining program progress, resource utilization, risks, and key achievements. These reports will help ensure that the program remains aligned with national education priorities and that the program sponsor remains informed about program performance.

The program will also establish structured communication channels to support the participation of teachers and other program beneficiaries. Teachers participating in digital training programs will receive regular updates regarding training schedules, digital teaching resources, and system updates. This communication will help ensure that teachers remain engaged with the program and are able to effectively integrate digital tools into their classroom instruction.

Communication and coordination will also play an important role in managing potential challenges or risks that may arise during program implementation. By maintaining open communication channels among program stakeholders, the program team can quickly identify issues such as technical difficulties, scheduling conflicts, or resource constraints. Early identification of these issues allows the program team to take corrective actions and minimize potential disruptions to program activities.

To support effective communication and coordination, the program will rely on several structured communication mechanisms, including the following:

Communication Mechanism	Purpose	Responsible Party
Program Team Meetings	Review program progress, coordinate activities, and address issues or risks.	Program Manager
School Coordination Meetings	Coordinate program implementation activities within the school and support operational integration.	Program Manager / School Administration

Communication Mechanism	Purpose	Responsible Party
Technical Coordination Meetings	Discuss technical issues related to infrastructure, network systems, and digital platform development.	IT Support Team / Platform Development Team
Program Progress Reports	Provide updates on program performance, resource utilization, and key milestones to the Ministry of Education.	Program Manager
Training Communication Updates	Inform teachers about training schedules, digital learning resources, and system updates.	Teacher Trainers / School Administration

These communication channels will ensure that all program stakeholders remain informed about program activities and progress. By maintaining consistent communication among program teams, the program will promote collaboration, strengthen coordination, and support the efficient implementation of program activities.

Effective communication also contributes to the long-term sustainability of the program’s outcomes. As teachers, administrators, and technical staff become more familiar with the digital learning systems introduced by the program, continued communication and knowledge sharing will help ensure that digital teaching practices remain integrated within the school environment.

Overall, the Resource Communication and Coordination approach supports effective collaboration among all program stakeholders. By establishing clear communication channels, coordinating activities across teams, and maintaining regular reporting to program leadership, the program ensures that resources are managed effectively and that the program remains aligned with its strategic objectives. These communication practices will play an important role in ensuring that the digital learning initiatives introduced through the Ghazi School Digital Learning Improvement Program are implemented successfully and continue to deliver long-term educational benefits.

10. Resource Risks:

The successful implementation of the Ghazi School Digital Learning Improvement Program (GSDLIP) depends on the availability, capability, and coordination of program resources. However, several risks may affect the performance or availability of these resources during the program lifecycle. Identifying and managing resource-related risks is important to ensure that program activities continue without disruption and that the program objectives can be achieved as planned.

Resource risks may arise from factors such as limited staff availability, lack of technical skills, personnel turnover, or coordination challenges among program teams. If these risks are not properly managed, they may affect program schedules, reduce the effectiveness of training activities, or create operational challenges during program implementation.

The following table summarizes key resource risks that may affect the program, along with their potential impacts and mitigation strategies:

Resource Risk	Potential Impact	Mitigation Strategy
Limited teacher availability for training	Teachers may not be able to attend scheduled training sessions due to academic schedules or workload, which could delay training activities and reduce participation.	Schedule flexible training sessions and coordinate with school administration to ensure teachers can participate in training programs.
Lack of technical expertise	Insufficient technical knowledge among IT staff may create challenges in maintaining digital infrastructure and supporting the online learning platform.	Provide specialized technical training for IT staff and ensure access to technical support from platform developers when required.
Staff turnover	Trained personnel may leave their positions during or after program implementation, resulting in the loss of valuable knowledge and expertise.	Maintain detailed documentation, training materials, and knowledge transfer processes to ensure continuity of program activities.
Limited coordination between teams	Poor coordination between program teams may cause delays in program implementation and reduce the efficiency of program activities.	Conduct regular coordination meetings and establish clear communication channels among program teams and stakeholders.

The Program Manager, in coordination with the school administration and IT support team, will monitor these risks throughout the program lifecycle. Resource risks will be reviewed regularly during program meetings to ensure that appropriate mitigation measures are implemented when necessary.

By proactively managing resource-related risks, the program can maintain stable operations, ensure effective use of program personnel, and support the successful delivery of the program's objectives and benefits.

11. Resource Transition:

At the completion of the **Ghazi School Digital Learning Improvement Program (GSDLIP)**, responsibility for managing the resources associated with the digital learning systems will transition from the program management team to the appropriate operational stakeholders. This transition ensures that the digital learning infrastructure, teaching practices, and technical systems established during the program continue to function effectively after the program has formally concluded.

Resource transition is an important step in the program lifecycle because it ensures that the capabilities developed during program implementation are integrated into the school's ongoing operations. During the program, the program management team coordinates activities, allocates resources, and oversees the implementation of digital learning initiatives. However, once the program is completed, operational stakeholders must assume responsibility for managing and sustaining these resources.

The transition process will ensure that the appropriate organizations and personnel are prepared to manage the digital learning systems and maintain the benefits delivered by the program. Operational stakeholders will receive the necessary documentation, training materials, and system guidance to support the continued use of digital learning tools and infrastructure.

The following table summarizes the key resource functions and the organizations responsible for managing them after program completion:

Resource Function	Responsible Organization
Computer Laboratory Management	School Administration
Digital Platform Maintenance	IT Support Team
Digital Teaching Practices	Teachers
Strategic Oversight	Ministry of Education

Through this transition, the school administration will oversee the operation and scheduling of the computer laboratory, ensuring that students and teachers have access to digital learning resources. The IT support team will maintain the technical infrastructure, including computers, network systems, and the digital learning platform, ensuring that these systems remain reliable and functional.

Teachers will continue integrating digital tools and educational technologies into classroom instruction, sustaining the improvements in teaching practices

introduced during the program. Meanwhile, the Ministry of Education will provide ongoing strategic oversight and policy guidance to ensure that the digital learning initiatives remain aligned with national education priorities.

This structured transition of resource responsibilities ensures that the human and technical resources supporting the digital learning environment remain active and effective beyond the program lifecycle. As a result, the educational benefits generated by the program will continue to support improved teaching and learning outcomes for students at Ghazi High School.