



FINAL REPORT

Establishment of FAJR Global School 3

Gaza Governorate – Al-Nasr Area

Project Code	FAJR-GLOBAL-SCHOOL-3-SEP2026
Implementing Organization	FAJR Global
Reporting Date	06 September 2026
Total Project Cost	USD 155,545.76

SAVING LIVES AND BUILDING FUTURES

1. Executive Summary

FAJR Global implemented the establishment of FAJR Global School 3 in Gaza Governorate – Al-Nasr Area, North of Gaza City, as an urgent education-support intervention designed to protect children’s right to learning and provide a safer, healthier, and more dignified school environment amid extensive damage to education infrastructure, overcrowding, displacement, and severe operational constraints.

Building on the operational model applied under FAJR Global School 1,2 the intervention focused on site preparation, classroom construction, miscellaneous and mechanical works, school furniture, and additional works required to make the learning environment functional and safe. The project combined technical delivery with transparent procurement, field supervision, quality assurance, and accountability controls.

The intervention was designed to serve approximately 1,420 learners across Grades 1 to 8 through a multi-shift education system. Its integrated approach connects education, school health, hygiene, child protection, and psychosocial wellbeing, reflecting FAJR Global’s humanitarian and medical identity.

Location	Gaza Governorate – Al-Nasr Area
Estimated Learners	Approximately 1,420, Grades 1-8
Confirmed Cost	USD 155,545.76

2. Humanitarian Background and Context

The Gaza Strip continues to face an acute education crisis. Damage to schools, repeated displacement, reduced operational capacity, limited access to construction materials, and high population density have disrupted learning and placed extraordinary pressure on the facilities that remain operational.

In Gaza Governorate, the need is especially severe. Large numbers of displaced children and host-community learners depend on crowded schools operating multiple shifts. This reduces teaching time, increases wear on facilities, and creates continuing requirements for maintenance, sanitation, ventilation, lighting, furniture, and safe movement within school premises.

Education disruption also affects children’s health, protection, and psychosocial wellbeing. The loss of routine and safe learning spaces can contribute to anxiety, stress, reduced social interaction, and declining academic achievement. Poor WASH conditions and overcrowding can further increase health risks.

FAJR Global therefore approaches school establishment as an integrated humanitarian intervention. Restoring functional classrooms and support facilities is not only an education

response; it is also an investment in child protection, public health, dignity, resilience, and community recovery.

Key Contextual Priorities

- Rapid restoration of safe and functional learning spaces.
- Improved access to sanitation, ventilation, lighting, and appropriate school furniture.
- Operational flexibility to accommodate multi-shift education.
- Strong procurement, quality-control, and accountability arrangements under constrained supply chains.

3. Project Description

3.1 Basic Information

Project Name	Establishment of FAJR Global School 3
Location	Gaza Governorate – Al-Nasr Area
Reporting Period	2026, through 06 September 2026
Implementing Organization	FAJR Global
Estimated Learners	Approximately 1,420 students
Education Levels	Grade 1 to Grade 8
Operating Model	Multi-shift education system
Total Project Cost	USD 155,545.76

3.2 Main Project Components

- Site preparation and mobilization.
- Construction and preparation of classroom spaces.
- Mechanical and associated infrastructure works.
- Provision and installation of school furniture.
- Miscellaneous and additional works required for functionality, safety, and handover.
- Technical supervision, inspection, documentation, and final verification.

The project was implemented as a coherent package, with each workstream contributing to the readiness and safe operation of the school. Technical details and quantities remain traceable to approved bills of quantities, procurement files, inspection records, and handover documentation.

4. Objectives

Overall Goal

To establish a safe, functional, and motivating learning environment at FAJR Global School 3 that supports continuity of education and strengthens school-health, child-protection, and psychosocial outcomes for learners in Gaza Governorate – Al-Nasr Area

Specific Objectives

- Prepare the school site and learning spaces in accordance with operational and safety requirements.
- Construct and equip classrooms with adequate lighting, ventilation, circulation, and furniture.
- Complete the mechanical, miscellaneous, and additional works necessary for safe school operation.
- Strengthen hygiene, disease-prevention, and safe-use practices within the school environment.
- Support student wellbeing by promoting a protective and inclusive learning space.
- Ensure transparent procurement, documented quality control, and accountable use of project resources.

4.1 Intended Beneficiaries

The primary beneficiaries are school-age children in Gaza Governorate – Al-Nasr Area , including displaced learners and children from vulnerable host-community families. Teachers, administrative staff, caregivers, and the wider school community benefit indirectly from improved learning conditions and enhanced operational capacity.

5. Implementation Methodology and Approach

FAJR Global applied a phased implementation approach combining technical assessment, procurement and contracting, controlled execution, monitoring, and handover. The approach was designed to maintain quality and accountability despite access restrictions and supply-chain volatility.

1. Needs Assessment

Assessment of the site, learning spaces, infrastructure gaps, furniture requirements, and operational priorities.

2. Technical Planning

Preparation of scope, specifications, bills of quantities, estimated costs, implementation schedule, and quality requirements.

3. Procurement

Supplier and contractor sourcing, due diligence, competitive procedures where required, evaluation, approvals, and contracting.

4. Execution

Mobilization and implementation of civil, mechanical, furniture, and additional works under field supervision.

5. Quality Assurance

Routine inspections, measurement and verification of completed works, correction of deficiencies, and documentation.

6. Handover and Close-out

Final inspection, acceptance, financial reconciliation, archiving, lessons learned, and operational handover.

6. Outputs, Results, and Impact

6.1 Key Outputs

- School site prepared and mobilized for implementation.
- Classroom construction and preparation works completed in line with the approved scope.
- Mechanical and miscellaneous works delivered to support safe operation.
- School furniture provided and installed.
- Additional works completed to address emerging technical and operational needs.
- Inspection, verification, and financial documentation consolidated for project close-out.

6.2 Results

The project increased the availability of safe and organized learning space in Gaza Governorate – Al-Nasr Area

and strengthened the school's ability to operate under a multi-shift system. Improved facilities, furniture, and infrastructure support more orderly teaching and learning, while safer conditions contribute to student dignity, inclusion, attendance, and wellbeing.

6.3 Expected Longer-Term Impact

The school is expected to contribute to education continuity, reduced learning disruption, and stronger community resilience. By linking infrastructure investment with school-health and protection considerations, the intervention provides a practical model that can be adapted for additional high-need locations in Gaza.

7. Monitoring, Evaluation, Accountability and Learning (MEAL)

Technical Monitoring

Regular supervisory visits, work-progress verification, measurement checks, and corrective-action follow-up.

Quality Assurance

Verification of materials, workmanship, installed items, and functionality against approved specifications and bills of quantities.

Financial Monitoring

Reconciliation of contracts, purchase orders, invoices, completed works, approvals, and payment records.

Beneficiary and Operational Verification

Validation of learner estimates, school use, accessibility, and readiness for multi-shift operation.

Accountability

Accessible feedback and complaints channels coordinated with school management and community representatives.

Documentation

Maintenance of procurement records, inspection reports, photographs, completion certificates, and handover minutes.

Core Monitoring Indicators

- Percentage of planned works completed and technically accepted.
- Number and functionality of prepared learning spaces and installed furniture items.
- Number of learners using the improved school environment.
- Number of defects identified, corrected, and closed before handover.
- Percentage of project expenditure reconciled and supported by complete documentation.

8. Challenges, Mitigation Measures and Lessons Learned

Key Challenges

- Restricted availability and high market prices of construction materials, furniture, and technical services.
- Access constraints and delivery uncertainty affecting procurement and implementation schedules.
- Need to adapt the scope to emerging site conditions and operational requirements.
- Pressure to complete works rapidly while maintaining technical quality and full documentation.

Mitigation Measures

- Maintain alternative suppliers and delivery options for critical materials.
- Use prioritized work plans and flexible sequencing to protect the completion timeline.
- Apply documented change control for additional works, including technical justification and approval.
- Strengthen field supervision, inspection, and procurement-file completeness.

Lessons Learned

- Early technical assessment and complete specifications reduce procurement delays and variation risks.
- A realistic contingency approach is essential in a volatile supply environment.
- Clear segregation of duties and centralized documentation improve transparency and audit readiness.
- Education infrastructure projects are more effective when school health, protection, and psychosocial needs are considered from the outset.

9. Financial Analysis

The project's confirmed final cost is USD 155,545.76. The table below presents the available cost breakdown. The final total reflects the applicable project adjustment/discount and should be reconciled with the approved financial ledger and supporting documents.

Cost Category	Amount (USD)
Site Preparation and Mobilization	5,500.00
Classroom Construction Works	28,525.00
Miscellaneous Works	11,240.00
Mechanical Works	15,700.00

Furniture Works	46,520.00
Additional Works	52,360.00
Gross Cost Before Adjustment	159,845.00
Project Adjustment / Discount	(4,299.24)
Final Project Cost	155,545.76

Financial Control Note

All expenditures should be supported by approved procurement records, contracts or purchase orders, invoices, completion and inspection documentation, payment evidence, and final reconciliation. Any difference between summarized figures and the underlying accounting ledger should be resolved before formal financial closure.

10. Conclusion and Recommendations

The establishment of FAJR Global School 3 represents a practical and timely contribution to restoring education access in Gaza Governorate – Al-Nasr Area

. Through an integrated package of site preparation, classroom construction, mechanical works, furniture, and additional works, the project supports a safer and more functional learning environment for children affected by conflict and displacement.

The final project cost of USD 155,545.76 reflects a significant investment in education continuity, child wellbeing, and community resilience. The intervention also demonstrates the value of combining rapid humanitarian delivery with structured procurement, technical oversight, financial control, and documented handover.

Recommendations

- Complete and archive the full technical, procurement, financial, and handover file.
- Establish a preventive maintenance plan with clear responsibilities and periodic inspections.
- Monitor student attendance, school utilization, WASH functionality, and emerging repair needs.
- Continue integrating health awareness, psychosocial support, and protection considerations into school programming.
- Use the School 3 experience and lessons learned to improve future school establishment and rehabilitation projects.

Prepared for FAJR Global

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