



Final Report

Establishment of FAJR Global School 1 – Khan Younis (Southern Gaza Strip)

Project Code :FAJR Global School 1 DEC2025-

Date: 25/01/2026

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1. Executive Summary:

FAJR Global implemented the Establishment of FAJR Global School 1 Basic School in Khan Younis Governorate, southern Gaza Strip, during December 2025 as an urgent intervention aimed at protecting children's right to education and providing a safer school environment amid the deterioration of educational infrastructure and severe operational pressure. The school serves approximately 1420 students from Grade 1 to Grade 8 and operates under a three-shift system to accommodate the increasing number of learners.

The project included preparing the school site, constructing/equipping eight classrooms, improving three sanitation facilities, and equipping the administration room and storage area to support daily operations and organization within the school. In line with FAJR Global's medical identity, supportive school-health components were integrated through the promotion of hygiene and disease-prevention practices, as well as psychosocial support and stress-relief activities for students to help mitigate the impacts of trauma and enhance their readiness to learn.

In addition, the intervention includes an ongoing complementary component involving the procurement, preparation, and distribution of 1,500 school backpacks for students during the current period to support education continuity and reduce the economic burden on families. The total estimated budget for both interventions is **173,066 USD (129,566 USD for school rehabilitation and 43,500 USD for the school-bag project)**.



2. Humanitarian Background and Context:

The Gaza Strip is facing an unprecedented education crisis due to extensive damage to schools, reduced operational capacity of educational facilities, overcrowding, and repeated displacement of families. This has disrupted children's access to learning, resulting in prolonged interruptions, lower academic achievement, and increased social and psychological risks associated with the loss of routine and safe spaces.

In Khan Younis specifically, schools are under intensified pressure due to high population density and rising student numbers, leading many schools to adopt multi-shift systems to sustain education with limited resources .

The impact of disrupted education extends beyond academic learning to children's health and wellbeing. Interruptions increase anxiety, stress, and sleep disorders, and weaken psychosocial adaptation. Health risks are further aggravated by deteriorating food security—including malnutrition, micronutrient deficiencies, anemia, and weakened immunity indicators documented by medical teams while working in health facilities .

As a medical organization, FAJR Global views the restoration of education within a healthy and safe school environment as part of an integrated response connecting education, health, and protection. This approach supports children psychologically and socially, positively affecting their health and ability to learn .

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3. Project Description:

3.1 Basic Information

Item	Details
Project Name	Establishment of FAJR Global School 1
Location	Khan Younis – Southern Gaza
Implementation Period	December 2025
Implementing Organization	FAJR Global
Number of Students	Approximately 1420 students
Education Levels	Grade 1 – Grade 8
Education System	Three shifts per day
Total Estimated Budget	173,066 USD (129,566 USD school Establishment + 43,500 USD school backpacks)

Target School Components 3.2

The school includes: 8 classrooms, 3 toilets, an administration room, and a storage room, and operates under a three- shift education system to accommodate the number of students .

4. Objectives:

Overall Goal :

Restore a safe and motivating learning environment in FAJR Global School 1 Basic School to ensure continuity of education and strengthen school-health and psychosocial support elements for students .

Specific Objectives :

- Establishment classrooms to ensure safety, adequate ventilation, and appropriate lighting.
- Improve water, sanitation, and hygiene (WASH) facilities and reduce infection risks.
- Equip the administration room and storage area to support operations and organization.

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- Implement psychosocial support and stress-relief activities for students.
- Prepare and distribute school backpacks as a complementary component.

5. Implementation Methodology and Approach:

FAJR Global adopted an implementation methodology based on rapid technical needs assessment and coordination with relevant education stakeholders, combined with transparent supply-chain management and daily field supervision to ensure quality. Key steps included: (1) rapid assessment of buildings and facilities; (2) development of an action plan and timeline for Establishment during December 2025; (3) procurement of materials and labor based on safety priorities; (4) execution of civil, electrical, and plumbing works; (5) inspection and handover verification against quality standards; and integration of school-health and psychosocial support activities through awareness (6) messages and supportive sessions for students .

6. Outputs, Results, and Impact:.

6.1 Key Outputs:

- Establishment 8 classrooms ready for use.
- Establishment litated 3 sanitation facilities and improved handwashing points.
- Equip the administration room and storage area to support operations and organization.
- Implemented / planned psychosocial support and stress-relief activities.
- Prepared the distribution plan for 1,500 school backpacks.

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6.2 Expected Impact

The project contributed to providing a safer learning space for 1,500 students and ,improving learning conditions in classrooms in terms of ventilation, lighting, and safety while strengthening hygiene practices and reducing infection risks associated with overcrowding and limited WASH services. Psychosocial support activities helped improve students' sense of safety and inclusion within the school. The school-bag component is expected to increase attendance, reduce dropout, and improve students' ability to continue learning amid ongoing economic challenges .

7. **Monitoring, Evaluation, Accountability, and Learning MEAL):**

- **Supervisory Visits and Technical Audits:** Conducting regular supervisory visits and technical audit checklists to monitor the implementation of school activities, ensuring that all work complies with established standards and quality requirements.
- **Review of Registration Plans and Component Implementation:** Verifying student registration plans and the implementation mechanism for school bag distribution to ensure data accuracy and equitable access for all students.
- **Documentation of Implementation Stages:** Recording each stage of implementation through receipt reports and quality confirmations to ensure proper tracking of progress and documentation of responsibilities and standards followed.

- **Feedback and Complaints:** Establishing a dedicated channel for receiving feedback and complaints in coordination with school administration and the community committee to ensure transparency and prompt handling of urgent cases or field issues.
- **Monitoring Indicators:** Adopting key indicators such as classroom readiness, functionality of sanitary facilities, and the number of students benefiting from psychosocial support activities to assess project impact and ensure the achievement of educational and health objectives.

8. Challenges and Lessons Learned:

Key Challenges:

- Difficulty in procuring educational materials and school supplies, coupled with high costs due to restrictions on supply chains.
- Delays in procurement affecting the scheduled distribution of school bags and supplies, caused by limited access and logistical constraints.
- Operational pressure related to the triple-shift school system, accompanied by recurring needs for maintenance and coordination between classrooms and administrative units.

Mitigation Measures:

- Advance planning for material procurement, with multiple supplier alternatives to ensure supply continuity and reduce delays.

- Scheduling the distribution of materials according to flexible plans that align with the triple-shift system and schools' operational capacity, while strengthening logistical support for field teams.
- Integrating school health and psychosocial support components within educational interventions to provide a comprehensive response to children's needs and enhance their capacity for learning and recovery.

Lessons Learned:

- The importance of early planning for data collection, updating beneficiary lists, and identifying school needs to ensure effective and equitable distribution.
- Establishing flexible mechanisms to address delays or resource shortages through alternative suppliers and adjusting the timeline according to emerging developments.
- Including school health and psychosocial support components as essential elements of education programs to enhance children's ability to learn and adapt to environmental and psychological pressures.

9. Financial Analysis:

The following table presents the estimated cost breakdown. The cost of school ,rehabilitation is USD 145,200, in addition to USD 75,000 for the project to procure prepare, and distribute school backpacks (1,500 backpacks) during the current period .

Item	Cost (USD)
Section A: Capital costs for school Establishing (one-time)	
Site preparation	1,200
Construction / equipping of classrooms	35,750
Metal fencing works and miscellaneous works	33,365
Sanitation facilities and sewage works	20,000
School furniture works	34,340
Total – School Establishing	124,655
Total school cost after deducting 4%.	119,566
Additional works	9897.5
Total value of the works at the school	129,566.3
Section B: School backpack distribution project (1,500 students)	
Procurement, preparation, and distribution of 1,500 school backpacks	43500
Grand Total	173,066

10. Conclusion and Recommendations:

The Establishing of FAJR Global School 1 represented a practical step toward restoring education in Khan Younis, southern Gaza, and contributed to providing a safer and healthier learning environment for children, while integrating health-prevention and psychosocial support components consistent with FAJR Global's identity. FAJR Global recommends scaling up this intervention model to additional damaged schools, linking education programs to school health, nutrition, and psychosocial support initiatives, and completing the school-bag component to ensure learning continuity and ease the burden on families .

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