Final Report

Establishment of FAJR Global School 2

Tal Al-Hawa (North Gaza)

Project Code : FAJR Global School 2--DEC2025

Date: 25/01/2026

SAVING LIVES AND BUILDING FUTURES

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1. Executive Summary:

FAJR Global implemented the Establishment of FAJR Global School 2 in Tal Al-Hawa, north of Gaza City, during December 2025 as part of the emergency response to protect children's right to education and restore a safe learning environment following the widespread deterioration of educational infrastructure. The school serves approximately 1,500 students from Grade 1 to Grade 12 and operates under a three-shift system to accommodate the large number of learners.

The project included preparing the school site, constructing/equipping eight classrooms, improving three sanitation facilities, and Establishment the administration room and storage area to support daily operations and organization. Given FAJR Global's medical nature, the intervention also integrated supportive school-health components, including the promotion of hygiene and disease-prevention practices, as well as psychosocial support and stress-relief activities for students.

In addition, the intervention includes an ongoing complementary component involving the procurement and distribution of 1600 school backpacks to support education continuity and reduce the economic burden on families. The total estimated budget for both interventions is **203,386 USD (151,386 USD)** for school rehabilitation and **52,000 USD** for the school-bag project).

2. Humanitarian Background and Context:

The Gaza Strip is experiencing an unprecedented education crisis due to the destruction of schools, the use of many school buildings as shelters for displaced families, and extensive damage to educational infrastructure. As a result, children have been deprived of regular schooling for prolonged periods .

UNICEF data indicates that approximately 645,000 children in Gaza are currently out of school, with formal education disrupted since October 2023. At least 84% of schools require full reconstruction or major Establishment before they can operate safely .

UN assessments also highlight that hundreds of school buildings have sustained direct strikes or severe damage, creating an urgent need for rapid interventions to restore safe learning spaces .

Prolonged disruption to education threatens not only learning outcomes, but also increases children's health, social, and psychological risks, including malnutrition, weakened immunity, and anemia—especially amid deteriorating livelihoods and food insecurity .

,As a medical organization committed to protecting health and promoting prevention FAJR Global considers the restoration of education within a healthy and safe school environment an integral part of a comprehensive response that links education, health, and protection. This approach supports children's psychosocial stability and improves overall wellbeing and capacity to learn .

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3. Project Description:

3.1 BasicInformation:

Item	Details
Project Name	Establishment of FAJR Global School 2 Ta l Al-Hawa (North Gaza)
Location	Tal AlHawa – North Gaza
Implementation Period	December 2025
Implementing Organization	FAJR Global
Number of Students	Approximately1600 students
Education Levels	Grade 1 – Grade12
Education System	Three shifts per day
Total Estimated Budget	203,386 USD (151,386 USDschool rehabilitation +52000 USD(school backpacks

3.2 Target School Components:

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 supportive learning environment in Ruqaya Basic School to ensure education continuity while strengthening school health and psychosocial support 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.
• Establishment the administration room and storage area to support school operations and organization.
• Implement psychosocial support and stress-relief activities for students.
• Procure and distribute school backpacks as a complementary component.

5. Implementation Methodology and Approach:

FAJR Global applied an implementation approach combining technical needs assessment coordination with education stakeholders, transparent supply-chain management, and daily field supervision to ensure quality. Key implementation steps included: (1) technical assessment of buildings and facilities; (2) development of an action plan and timeline for rehabilitation during December 2025; (3) procurement of materials and labor; (4) execution of civil, electrical, and plumbing works; (5) quality inspection and handover in line with safety standards; and (6) integration of school-health components through awareness messages and psychosocial support activities for students .

6. Outputs, Results, and Impact:

6.1 Key Outputs

• Establishment 8 classrooms ready for use.
• Establishment 3 sanitation facilities and improved handwashing points.
• Establishment the administration room and storage area to support school operations and organization.

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• Implemented / planned psychosocial support and stress-relief activities.
• Prepared the distribution plan for 1,500 school backpacks.

6.2 Expected Impact:

The project contributed to providing a safer learning space for 1,500 students, improving classroom conditions, and strengthening hygiene practices to reduce infection risks ’associated with overcrowding and limited WASH services. It also supported students mental wellbeing through psychosocial activities, helping restore a sense of safety and belonging at school. The school-bag component is expected to improve attendance, reduce dropout risks, and enhance students’ ability to continue learning .

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.

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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 one-time cost for school Establishment is 151,386 USDin addition to , 52000 USD ,for procurement, preparation and distribution of 1600 school backpacks during the current period .

Item	Cost (USD)
Section A: Capital costs for school Establishing (one-time)	
Site preparation	5000
Construction / equipping of classrooms	37,500
Metal fencing works and miscellaneous works	18,925
Sanitation facilities and sewage works	21,200
School furniture works	38,340
Total – School Establishing	**120,965**
Total school cost after deducting 4%.	**116,126.4**
Additional works.	**35,260**
Total value of the works at the school.	**151,386.4**
Section B: School backpack distribution project (1,500 (students	
Procurement, preparation, and distribution of 1,500 school backpacks	52,000
Grand Total	**203,386**

10. Conclusion and Recommendations:

The Establishment of FAJR Global School 2 was a practical step toward restoring education in Ta l Al-Hawa, north Gaza, and contributed to providing a safer and healthier learning environment for children. The intervention also integrated health-prevention and psychosocial support elements in line with FAJR Global's identity. FAJR Global recommends scaling up this model to additional damaged schools, linking education programs with school-health, nutrition, and psychosocial support initiatives, and completing the backpack component to strengthen learning continuity and reduce the burden on families.