



**Educational Support for Secondary Students  
in the middle camps and the south of Gaza Strip**

**October 2024**

## 1. Context and Needs Analysis

The ongoing Israeli aggression and acts of violence in the Gaza Strip have had a devastating impact on the education and mental well-being of students. High school students are among the most affected, as they face increased pressure to complete their studies under challenging conditions. The genocide and continuing crisis have led to the following issues:

- **Educational Disruptions:** High school students, particularly Tawjeehi (grade 12) students, have been severely impacted by the ongoing crisis, with many losing an entire academic year. This disruption has delayed their ability to complete critical exams required for university entrance, thereby postponing their higher education plans and limiting future opportunities. The delay in joining university not only affects their academic progression but also increases their risk of disengagement, impacting their long-term career prospects and stability. Schools have faced destruction, prolonged closures and interruptions due to the ongoing aggression. Many students have lost months of education, leading to significant learning gaps, particularly in core subjects such as mathematics, science, languages and arts.
- **Psychological Impact:** Many students in Gaza Strip have been exposed to traumatic events, leading to increased cases of anxiety, depression, and post-traumatic stress disorder (PTSD). This trauma negatively affects their ability to focus, learn, and perform well academically.
- **Lack of Access to Support Services:** Limited resources and capacity constraints prevent students from accessing remedial educational services, career-oriented skills development, and necessary mental health services.

This proposal is a response to these pressing issues, aiming to support the educational and emotional well-being of the targeted student group.

## 2. Executive Summary of the Project

This project aims to enable and facilitate for 400 students in grades (10 to 12) in the middle and south of Gaza Strip to completing their academic year, despite the ongoing humanitarian crisis. Special focus will be given to the 12 grade to ensure they are prepared for university entrance. Given the immense educational and emotional challenges faced by students in conflict-affected areas, this project seeks to provide a comprehensive approach that combines academic support, life skills development, and mental health services.

The project will bridge learning gaps caused by the current aggression through offering remedial classes in core subjects such as Mathematics, Science, Languages etc. This academic support will ensure that students are not only equipped to succeed academically but also better positioned for future higher education opportunities.

In addition to academic preparation, the project emphasizes building essential life skills among students. A series of interactive sessions will focus on skills such as communication, teamwork, problem-solving, peer learning and exchange and adaptability, with 60 students with and without

disabilities of both genders participating. These interactive sessions are designed to enhance students' practical skills for both personal growth and professional readiness.

Recognizing the significant psychological impact of conflict on young people, the project prioritizes Mental Health and Psychosocial Support (MHPSS) as well. Around 120 students, particularly those showing signs of trauma or distress, will receive referrals to MHPSS services. Through these support sessions, students will develop coping mechanisms to manage stress, enabling them to maintain focus on their academic and personal goals

By combining educational support, life skills development, and psychosocial care, this project provides a holistic approach to help students in the Gaza Strip overcome both academic and emotional challenges. Through this integrated support, the project aims to foster resilience, empower students to succeed in their academic pursuits, and prepare them for future opportunities in higher education and beyond.

### **3. Justification & Approach**

In the current humanitarian context of Gaza, where conflict has led to the destruction of the education sector including schools and disrupted educational access. An integrated approach combining education, life skills, and Mental Health and Psychosocial Support (MHPSS) is essential for supporting students' overall well-being and development. Education provides a sense of normalcy and stability amid aggression, offering students a structured environment that can mitigate the negative impacts of the war and trauma. According to Maslow's Hierarchy of Needs, students require emotional and physical safety to engage in learning effectively. In Gaza's current context, MHPSS is crucial for helping students cope with the trauma of displacement, loss, and insecurity, as these experiences can impede cognitive functions like memory and concentration. By addressing psychological needs through MHPSS, students are more likely to feel safe and supported, enabling them to focus on academic pursuits despite the challenges around them.

*Vygotsky's Sociocultural Theory* emphasizes the role of social interactions and skills in shaping learning and personal development, which is particularly relevant in Gaza, where communities are strained by ongoing hardship. Life skills like critical thinking, problem-solving, and adaptability empower students to face the daily uncertainties and challenges posed by their environment. Moreover, these skills enhance students' resilience, self-confidence, and ability to contribute positively to their communities, fostering a sense of agency and hope for the future. In this humanitarian crisis, combining education, life skills training, and MHPSS not only supports academic success but also helps students build the resilience needed to overcome adversity and pursue their goals amidst difficult circumstances.

### **4. Project goal & Results**

**Project goal :** To contribute to enabling educational environment for 400 students both girls and boys with and without disabilities in grades 10-12 (secondary school level) by providing remedial classes in core subjects in the middle and south of Gaza Strip.

**Following are the three results anticipated by the project:**

*Remedial Education Classes*

**R1: 400 Students in grade 10 to 12 both girls and boys with and without disabilities will have attended remedial classes in essential topics (Mathematics, Science, Languages and Arts etc to cover and bridge gaps caused by the crisis, ensuring they are prepared to complete the curriculum.**

The remedial classes will focus on the current curriculum of schools, addressing knowledge gaps, strengthening foundational understanding, and preparing students for exams. The 400 students will be divided into 20 groups. Small group sessions of 20 students which will allow for personalized attention.

CFTA will ensure peer learning and will allow for engagement of skilled students to support other peers in the classes or by supporting in finalizing home works. As well, CFTA will provide internet access and coordinate with Ministry of Education to combine both the face to face remedial classes and current E-schooling provided by the ministry.

Indicator: At least 75% of the Tawjeehi students will report increased confidence and readiness for the Tawjeehi exams after participating in the project

400 targeted students will have attended remedial classes to cover up and bridge gaps caused by the disruptions, ensuring they are prepared to complete the curriculum.

***Activities per result 1:***

- ✓ Setting up and equipping class rooms with needed utilities, stationary, furniture and services in two different sites
- ✓ Providing access to internet for students to follow E-learning
- ✓ Providing educational and pedagogical coaching and supervision to teachers
- ✓ Conducting the remedial classes

***Skills Development Workshops***

**R2: Conduct skills development sessions that enhance 60 students' critical thinking, communication, and social engagement.**

Interactive sessions and workshops will be implemented with 60 students from among the 400 students enrolled in the project. The sessions will focus on critical thinking, problem-solving, communication skills, and basic social skills. The sessions will be conducted monthly and will focus on both academic and life skills. Facilitators with relevant experience will be engaged to maximize the impact. Students will be encouraged to implement Students Led Initiatives with peers, teachers by the second phase of the project. They will continue to get the coaching and mentoring support.

Indicator: At least 70% of students enrolled actively apply acquired life skills by initiating or participating in community or school-related initiatives, demonstrating increased self-confidence, collaboration, and decision-making abilities.

***Activities per result 2:***

- ✓ Conducting a minimum of 4 groups tailored skills development to 60 students
- ✓ Providing students with mentoring and peers learning support

- ✓ Conducting interactive sessions,
- ✓ Implementing students led initiatives and project

#### *Mental Health and Psychosocial Support (MHPSS) Referrals*

**R3:** Refer at least 30% of students to MHPSS specialized activities to provide psychological support and build resilience.

Students showing signs of trauma and stress will be referred to specialized MHPSS services, which will offer group therapy sessions, individual counselling, and workshops on coping strategies. CFTA will facilitate the referral to other NGOs that are providing these services.

2 counsellors with the support of teachers will identify students who may need MHPSS support. Referrals will be handled discreetly to ensure student privacy and comfort.

CFTA, through the project will facilitate for in-kind livelihoods items to be disrupted among students according to criteria. This will be based on their prioritized needs aiming at enhancing their resilience and engagement.

*Indicator: at least 120 students benefited from MHPSS services through referrals*

#### **Activities per result 3:**

- ✓ Conducting initial assessment for all students enrolled in the project
- ✓ Conducting stress release and educational support to students
- ✓ Conducting referrals to external professional
- ✓ Provide students with livelihood kits following the results of the assessment's, criteria and prioritized cases /items

### **5. Target Groups & Location**

**Target groups:** School students in grade 10 to 12 both girls and boys: 400 students enrolled in the remedial classes (200 boys: 200 girls with and without disabilities).

60 school students will participate in skills development interactive sessions, who are identified from the total 400.

120 students referred to MHPSS services from the total of 400

**Location:** The south of Gaza Strip, mainly the identified "safe Areas" in Khan Younis and Deir Al Balah,

#### **Partners:**

Currently, CFTA is in an ongoing partnership with both UNICEF and International Development and Relief Foundation (IDRF) in the education program. The target students by the two organizations are 6000 students in the grades between 5 to 15 years old. The work is implemented at Temperley Learning Sites (TLS) in both the middle camps and the south.

This project will complement the target group in grade 10 to 12) who are not targeted so far by the two projects. CFTA will make sure all partners are well informed of the interventions

implemented and ways for networking and coordination for the best of the education program and its target groups.

## 6. Monitoring and Evaluation

CFTA employs a Result-based Management (RBM) strategy aligned with the humanitarian-development nexus to address the crises in Gaza effectively. The monitoring tools, including feedback forms, questionnaires, focus groups, and regular reports, ensure quality, fairness, and engagement of target groups throughout the project. Data collection emphasizes safety, adapting tools as needed to prevent any risks to participants. The RBM approach promotes measurable outcomes, clear indicators, and continuous monitoring to document project progress. Standardized data collection methods enhance efficiency, reduce errors, and allow cohesive reporting, fostering accountability and enabling timely adjustments.

For this particular project, CFTA will implement a rigorous monitoring and evaluation (M&E) framework to ensure goals are met effectively:

- **Baseline Assessment:** A baseline test will be administered to evaluate students' initial performance in core subjects.
- **Progress Tracking:** Regular monthly assessments will be conducted to track students' progress in remedial classes.
- **Feedback Surveys:** Students and their families will complete surveys to share their opinions on how helpful the skills workshops were and if the MHPSS (mental health) support met their needs.
- **MHPSS Impact Evaluation:** Students who participated in MHPSS activities will take a follow-up survey to measure improvements in their emotional well-being and mental health stability.

**Reporting:** Monthly progress reports will be generated and shared with CFTA management team, quarter and semi-annual reports with clear means of verifications like photos and videos will be shared with partners, along with a comprehensive final report at the project's conclusion.

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