



Blossoms Of Guyana

Impact Report

2025



Greetings and Happy Summer,

We are excited to share another Impact Report. The Impact Report gives us an opportunity to highlight a few of our projects with the objective of going deeper and showing the effect of our work. For this year's report we have chosen to highlight two projects: the Student Counseling Program at Kuru Kururu Primary School and the Senior Nutrition Program in the village of Kuru Kururu. Both programs are funded through grants received by the A.B. Register Foundation and the Starbucks Foundation. One of our focal areas for this year's program was to demonstrate the impact of the programs on the lives of those we serve. To do so, we worked with the students at Georgetown University's Global Consulting Team to develop surveys which would provide us with insight into the impacts of the counseling sessions and senior nutrition program. As noted by the Student Counselor, after issuing the survey and implementing the feedback provided by students, the approaches used saw more results than in the previous months. "Sessions focused on implementing the recommendations made by the pupils. This allowed for an innovative approach to be used."

Senior Nutrition Program: Kuru Kururu Humanitarian PILLARS

The issue of nutritional adequacy and reliable food access among senior citizens remains a pressing concern. We collaborated with Kuru Kururu Humanitarian Pillars and launched the Senior Feeding Program. Since October 2024, monthly distributions of groceries have been conducted and over time, as support and funding increased, so did the volume of the hampers. Monthly expenditures for grocery procurement ranged from GYD \$70,000 to \$100,000, enabling the teams to provide a variety of items like rice, sugar, salt, boxed dry goods, and essential toiletries. The majority of supplies were sourced from Geeta's Mini Mart, a local retailer. We aim to consistently improve our efforts and results for the program.

According to feedback collected, every senior who received a hamper expressed heartfelt gratitude, repeating their thanks during the visits. The distribution process emphasized dignity and personal connection, ensuring that seniors not only received material support but also felt seen and valued by their communities. Notably, many of the hampers were distributed around December 2024, allowing recipients to experience the added joy of receiving them as Christmas gifts. This timing significantly uplifted spirits and deepened the emotional impact of the initiative. From the surveys, the majority of the seniors were incredibly grateful and satisfied with the program.



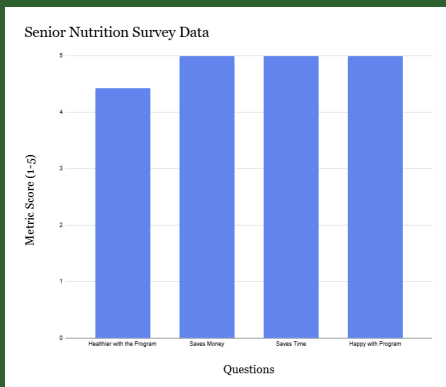
OUR MISSION

To improve educational opportunities of low-income students living in Guyana. We accomplish this by providing books, computers, school supplies, and other necessities to help create a safe academic environment.



OUR VISION

Our vision is a country where every child has an opportunity to succeed.



Student Counseling Program: Kuru Kururu Primary School

This is the third year of the Student Counseling Program at Kuru Kururu. For the 2024/2025 academic year, the counselor provided over 80 student counseling sessions reaching over 69 pupils with each session taking about 5 hours on average. Sessions were held daily and consisted of small groups ranging from 3 students to 12 students attending each session. Each session lasted between 45 minutes to an hour to accommodate students' ability to remain focused. Sessions were open to students at all grade levels from grades one through six.

Sessions focused on finding the pupils' identities, fostering emotional intelligence, and interpersonal communication. Instructors carefully observed the actions and body language of the children to watch for anything worth mentioning that can help improve the program and the pupils' experience. Some of the observations include, noticing pupils encouraging their friends to try out the session after their participation. There were some days where particular pupils had a hard time cooperating and focusing during the sessions. A lot of the uncommon behavior stemmed from the longing of a loved one, a pattern we noticed. The consistent communication and follow ups proved to improve the behaviors and increased participation from the pupils. As shown on the graph, many pupils were overall satisfied with the program. The pupils shared that they felt comfortable with their counselor. Most notably, the question of "I feel happier at school after going to counseling" received the highest rating. The survey also revealed that there was still a lack of connection felt with other pupils. An area we intend to improve on for the coming months.

One of the best examples of the impact of the counseling sessions can be seen in a student we will call J.L, who started attending sessions after being referred to the group by his teacher. J.L. had recently experienced a tragic loss in his family. Upon his return to school, J.L. was often observed crying in class and showing visible signs of emotional distress. The sessions focused on offering emotional support through age-appropriate, trauma-sensitive strategies such as play therapy, art activities, and simple mindfulness techniques to help him manage overwhelming feelings. Building predictability and routine in the group provided him with a sense of stability and control, which is often lost after traumatic experiences. After attending the sessions, his attitude in class has changed. He is no longer crying in class and is eager to learn. While J.L. continues to have an occasional bad day, his teacher and counselor have been working together to develop a supportive environment allowing him to learn.

