

## **2025 OPPORTUNITY GRANT – PROJECT COMPLETION REPORT**

**Project Lead:** Lawrencia Masa Oteng

**Institution:** International Community School, Ghana

**Project Location:** Aburi Girls Senior High School, at their ICT Lab, Eastern Region

**Date of Project Delivery:** 6th December 2025

**Funding Type:** Educator and Counsellor Training

### **INTRODUCTION**

This report provides a summary of the activities undertaken, outcomes achieved and recommendations following the successful implementation of the 2025 Opportunity Grant project. The project sought to equip underserved public high school students in Ghana with practical university application skills, in line with the objectives outlined in the approved proposal.

The workshop was delivered at **Aburi Girls Senior High School**, a public institution serving Forms 1–3 with a population that includes many students interested in studying abroad but lacking structured guidance on foreign university applications.

### **PROJECT OBJECTIVE**

The project aimed to:

1. Provide hands-on training and guidance in international university applications.
2. Bridge the information and counselling gap commonly experienced in public schools in Ghana.
3. Empower students with knowledge about application systems, scholarship opportunities and required documents.
4. Strengthen the capacity of local staff and student-led clubs involved in foreign university application support.

## **TARGET GROUP AND PARTICIPATION**

### **Target Beneficiaries:**

1. High-achieving but underserved public high school students
2. Students with interest in studying abroad

### **Actual Beneficiaries:**

1. **250 students** from Forms 1–3
2. Members of the existing international education club
3. One school guidance counsellor (primarily trained in socio-emotional counselling)

## **PROJECT ACTIVITIES CONDUCTED**

### **General Session**

A comprehensive plenary session was delivered by **three expert facilitators** covering:

- Overview of international admissions processes
- Application platforms (Common App, UCAS, OUAC, Coalition, etc.)
- Key components of competitive applications (essays, recommendations, transcripts)
- Scholarship search strategies and tips for affordability
- Program selection and university fit
- Preparing for standardised tests and co-curricular documentation

### **Breakout Sessions**

Students were grouped into smaller clusters to allow for personalised support. Activities included:

- Q&A discussions based on students' academic interests
- Step-by-step walkthroughs of application systems
- Guidance on essay brainstorming

- One-on-one mini consultations
- Encouraging peer engagement and networking
- Sharing of expert contacts for future mentorship

## **UNIVERSITY SPOTLIGHTS**

A brief showcase was done on select universities in the United States. The experts discussed:

- Admission requirements
- Institutional values and student support services
- Financial aid options
- Tips for competitive applications

## **PROJECT OUTCOMES**

### **Student Impact**

- Increased understanding of international university pathways among 250 students
- Improved confidence in navigating platforms like Common App and UCAS
- Access to expert contacts for continued support
- Raised motivation and interest in competitive applications
- Foundations laid for building strong personal statements and academic profiles

### **Institutional Impact**

- Strengthened the role of the school's international education club
- Provided the school counsellor with improved awareness of foreign application processes
- Enhanced school readiness for supporting more international-bound students

## **Community Impact**

- The project demonstrated how expert-led interventions can expand opportunities in public schools
- Helped reduce information inequality between private and public school students

## **CHALLENGES ENCOUNTERED**

- Limited number of experts compared to the high number of students, making one-on-one time limited.
- Many students were early in their educational journey (Form 1), requiring simplified explanations.
- The school's lack of a structured college counselling framework meant that follow-up support must be externally initiated.

## **BUDGET UTILISATION SUMMARY**

The grant covered:

- Transportation for experts
- Refreshments for participants
- Honorariums for facilitators
- Fuel or transport for travelling to the school
- Contingency support for miscellaneous expenses

All resources were used strictly for project implementation in alignment with the approved budget.

## **SUSTAINABILITY AND NEXT STEPS**

To ensure continuity and long-term impact:

### **1. Strengthening Student Clubs**

Plans are underway to support the Aburi Girls Senior High School international education club so students can continue practising application skills year-round.

## **2. Digital Resource Sharing**

The project team will share digital guides, scholarship lists, and sample templates with the school counsellor and club leaders.

## **3. Future Engagements**

There is strong interest from the school for annual workshops. Sustained collaboration with partner organisations will make such engagements possible.

## **4. Follow-Up Mentorship**

Students who expressed readiness for upcoming application cycles have been connected directly to the expert team for ongoing virtual mentoring.

## **CONCLUSION**

The 2025 Opportunity Grant project was **successfully executed** and achieved its intended impact. The workshop empowered 250 underserved students at Aburi Girls Senior High School with valuable knowledge and skills for navigating international university applications. The students' engagement, enthusiasm, and feedback affirm the necessity and usefulness of this initiative.

This project has opened doors for continued collaboration and strengthened the foundation for equitable access to higher education for public school students in Ghana. Attached below are pictures to showcase activities undertaken.

















