

Human Practice Foundation

Impact Report 2021

Deloitte.

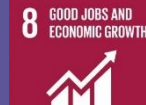


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1. Introduction



1.1 A Note from the Managing Director

After a 2021 that has been challenging due to the ongoing pandemic, we are extremely pleased to present the first HPF Impact Report. We have worked to measure and assess whether our Holistic Community Approach has the local impact that we believe it has - **and the numbers are very encouraging**. Our Holistic Community Approach is the overall approach we use for interventions and project activities. It is a model for how we work on creating sustainable development and empowering communities to create a better future for themselves. **Education is at the forefront** of the approach and schools are used as the platform for change and development in the community.

Although the approach is focused on **empowering children** through education, it involves not only the students at the schools, but the whole community surrounding it. By applying a holistic community approach, we are trying to overcome all the different challenges and barriers created by poverty and inability. To transform poverty-stricken communities, we believe that a holistic approach is preferable to an approach focused on a single aspect and expanding that to more districts.

The Holistic Community Approach creates a deep intervention in a specific community resulting in greater positive impact. **Component one** is improving government schools with new infrastructure, teachers and management training. **Component two** is making impact projects focused on helping the parents get a sustainable income. **Component three** is educating and empowering the local community through workshops and awareness raising. Through this approach we are **building resilient and sustainable communities** with a new generation of empowered youth and the numbers show we are on the right track.

On the schools in Nepal, we have focused on 3 things, which we have learned are giving the students better opportunities to get a job or continue their education. Grade 12 graduation, English grades and drop-out rate. With the support from the **Kavli Trust**, we have managed to improve the grade 12 graduation by **121%**, English grades at secondary level by **78%** and drop-out has decreased by **35%**. These results are from the **33 schools** with fully implemented Component one (Full School Model). In 2022 we aim to expand this to all HPF-schools.

We also face challenges, and we are not afraid to discuss how we learn from them and how we deal with them. This report shall be seen as a learning tool and an inspiration for others to measure their impact and showcase what is going well and what is challenging. All for the sake of the people we help. We are proud of what we have achieved but are also aiming for greater impact and improving on the things that are challenging in 2022.



























Pernille Kruse Madsen

Pernille Kruse Madsen
Managing Director
Human Practice Foundation

1.2 HPF Impact Dashboard

The table below highlights our key impact results based on our theory of change developed with Deloitte. The numbers under Input and Activities are based on total numbers from 2014, when HPF was founded. The Effects and Social Impact numbers are taken from a baseline in 2018 to 2021 on the schools and communities where our full Holistic Community Approach has been implemented. In total, we have given **32,185 students** a better education for 10m USD invested. That is only **285 USD pr. student** for our full intervention. Besides empowering these children to be 'change agents' who can help develop their community we have also helped the parents and local community to better living standards.

As the table shows we have been implementing a lot of activities and are seeing a positive progress across all the key indicators. In the report you can read more about impact results, description of the results and cases stories.

| Input | Activities | Effects | Social Impact |
|--|---|--|---|
|  9,2m USD invested in activities |  86 schools built or in the process |  33% improvement in students' grades |  17% increased income in communities |
|  1m USD invested by local communities |  191 facilities installed at the schools |  78% increase in secondary level English grades |  30% increase in savings locally |
|  52 staff members investing knowledge |  935 teachers trained in different subjects |  121% more students graduating |  45% more owning a TV and 26% more owning a telephone |
|  6 technical partnerships |  558 management members trained |  35% decrease in dropout |  46% fewer migrating to the Emirates for jobs |
| |  1.400 farmers trained in improved farming |  102% increase in start-up of small businesses |  567% more people adopting healthier habits |
| |  500.000 coffee and tea seedlings planted |  69% employment creation in the district | |
| |  20 health institutions strengthened and 450 staff trained |  10.000 people with improved knowledge on health |  8% more people using health institutions |

1.3 HPF's Holistic Community Approach

The Holistic Community Approach is a 5-year year intervention in the local communities with three core components - The Full School Model, impact programs and Community Education. Our Holistic Community Model is our intervention model with a mission to help marginalized and impoverished communities break out of poverty and inequality through education, impact programs and capacity development. The Holistic Community Model has 3 core components, which is also the way we have structured the impact report on the following pages.



The Full School Model - is the component focused on our school-related projects. The model takes into consideration all the aspects that is needed for a child to have an impactful quality education. In districts with extreme poverty, these are often many. Therefore, we transform government schools by improving the infrastructure, training teachers, management, and students to provide quality education. We work closely with the students, teachers and management to assess the school progress regularly and we adjust our activities if needed.



Impact Programs - are focused on capacity building of the local community. This is done by Investing in agricultural impact programs and supporting the parent's access to income-generating activity, thereby improving their children's possibilities to attend and complete their education. We train parents in specific farming methods, crops and maintenance and facilitate their access to the market. In the long run this creates jobs, economic growth and improves the livelihood of the local communities.



Community Education - is focused on awareness raising and education in the local community. Accordingly, we conduct local awareness workshops in different subjects such as health, community citizenship and the environment, among others. We train the local community volunteers to become 'change agents' to ensure a more holistic and sustainable community development.



HPF's Holistic Community Approach - Illustration



127,461



1,408 sq. mi.



Municipalities in Taplejung



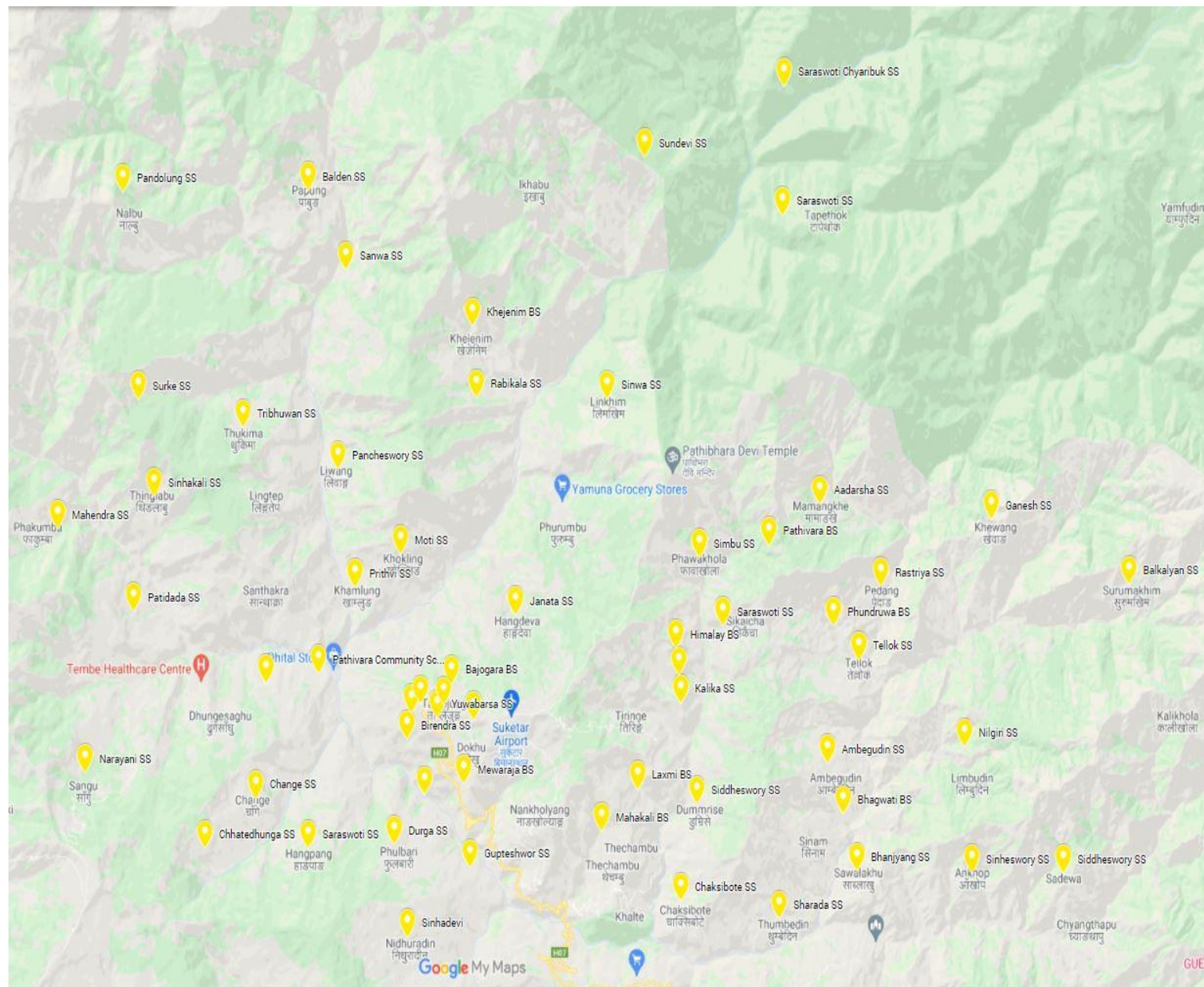
80% of the secondary public schools



29% (In Nepal)



5 million (In Nepal)



1.5 School Coverage in the Mount Kenya Region in Kenya



Population:

1,778,000



Area:

Approx. 6,705 sq. mi.



Coverage:

**Meru County, Isiolo County
& Laikipia County**



Presence:

**15 Primary Schools and 1
Secondary school**



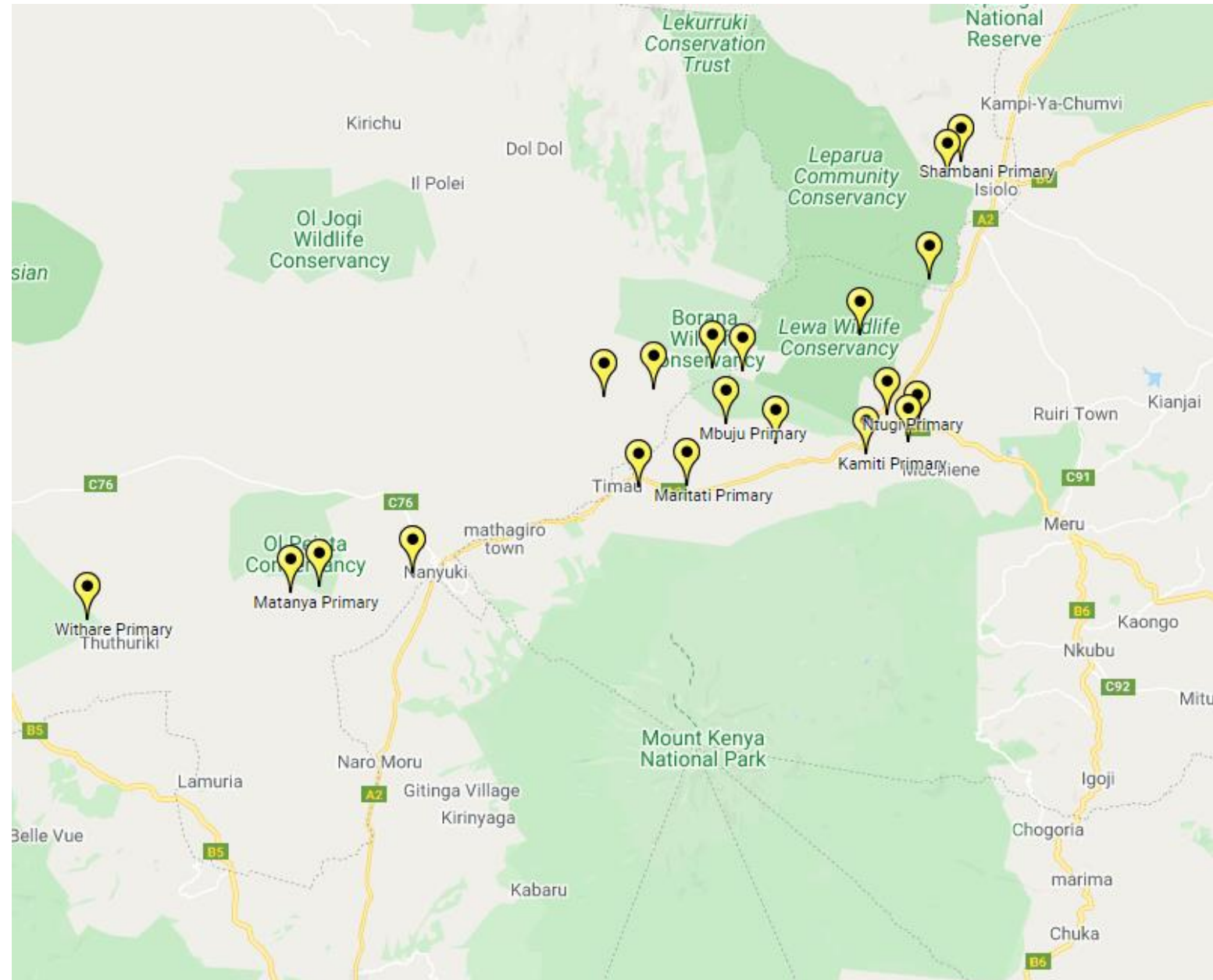
Below poverty line:

40% (in Kenya)



Undernourished:

14,5 million (in Kenya)



2. Component 1 – Full School Model



2.1 Full School Model

Transforming low-performing government schools

 **32,185**

Children helped to a better education

 **935**

Teachers trained to enhance their pedagogical and academic capacity

 **558**

School management members trained

 **86**

New school buildings constructed or in the process

 **42**

New toilet buildings constructed with sanitary facilities

 **51**

Libraries installed at the schools

 **15**

Science labs installed at the schools

 **45**

Playgrounds installed at the schools

 **38**

Computer labs or digital literacy facilities installed at the schools



Results



24% better grades in Primary level



18% better English grades in Primary level



52% better grades in Secondary level



78% better English grades in Secondary level



35% better Math grades in Secondary level exam



26% more students enrolling in tertiary education



121% more students completing grade 12



15% increase in literacy rate

** The educational indicators are based on the registers and records at the schools and local authorities, which outlines the grades given in tests and exams as well as students enrolling in tertiary education. The results are from the 33 schools in Nepal which has had our full intervention implemented.*



Improved educational standard

From 2018 to 2021 we have experienced great progress throughout our key educational indicators at the 33 schools where we have implemented our Full School Model. Improving the English learning achievement is a focus area for us as this has a huge positive impact on the students' future job or study opportunities.

As the numbers show, the progress has been more significant for the secondary level students compared to the primary level students. This is due to the COVID-19 imposed lockdown periods that have hit the schools in 2020 and 2021. We distributed self-learning materials, but younger students require more help and support from their parents for these activities, which has hampered their progress compared to the secondary level students. Literacy rate has also only seen a small increase. Improving the literacy of students can be challenging and take many years. We have not created the progress that we wanted and will focus more on this in 2022 with literacy specific activities.

We are very happy that 121% more students are completing grade 12 and the full primary and secondary schooling, while also 26% more students are enrolling in educations after graduating from class 12. We are now trying to find out what the students who don't enroll in tertiary education does after graduating. We are initiating different job creation initiatives for these students in 2022.

Case: Hangpang Secondary School

The Challenge

In March 2017, Human Practice Foundation visited Hangpang Secondary School in Taplejung, Nepal for the first time. The school we saw was a school in an abysmal state. Its classrooms were in horrendous conditions, not suitable for teaching the school's 402 students that struggled to keep warm during the cold winters. The buildings were old and timeworn and besides creating a very bad learning environment the safety of the students were in jeopardy if a new devastating earthquake should hit Nepal.

The school lacked any sort of educational facilities. There were no library, playground, science lab or computer lab and the school also lacked simple educational materials and books. Additionally, the school's toilet was also in an extremely bad shape and many girls stayed at home during their menstruation period.

The state of the school resulted in unmotivated students and teachers struggling to provide any kind of quality education. Many students were kept at home by their parents to help with farming and household chores. Students were failing their exams and dropping out and their future aspirations for getting a job and a proper education was very small.



Our Response

To combat these challenges, we have implemented our Full School Model at Hangpang Secondary School. In phase 1 we constructed a new 8-classroom building with light and spacious classrooms that is earthquake-resistant. In phase 2 we constructed a new gender-separated toilet as well as a library, playground, science lab, computer lab, kitchen and provided school materials. When all this was completed, we initiated our quality education program. We trained the teachers pedagogical approach and academic level, trained the capacity of the school management and conducted various student support activities as well as cooking classes in the school kitchen.

In two years, this completely transformed the school. We are now met by motivated students who are taught by competent and committed teachers supported by a strong management. The transformation also resulted in 47% more students graduating, 16% better grades, 44% better English grades, 83% fewer drop-outs and 10% decrease in student absence. On top of that the school was one of only two schools in the district selected as a district model school.



Results



41% better verbal comprehension



42% better fluid reasoning



38% better visual and spatial understanding



36% better processing speed



39% better working memory



16% decrease in student absence



35% decrease in student drop-out

** The child cognitive indicators are based on teachers' assessment as we have not been able to conduct student tests due to the COVID-19 pandemic. The absence and drop-out indicators are based on the schools' registers and records. The results are from the 33 schools in Nepal which has had our full intervention implemented.*



Education is more than grades

As described on the previous page our key educational indicators have improved over the last couple of years, and while getting good grades in the regular subjects is important, we see a quality education as more than good grades. Therefore, we are also focused on assessing the competencies of the students. We train the teachers in activity-based teaching methods and different pedagogical approaches to accommodate this.

Due to COVID-19 restrictions we have not been able to conduct tests of the students, so the results are based on teacher assessments. The teacher assessments show that the intervention has helped the students improve on the five different competencies we assess, which is listed to the left. It's a very positive sign that the students' grades are improving while together with their more intangible competencies. Moving forward we will add tests too, to increase the quality of the data.

The Taplejung district has a big challenge of student absenteeism and drop-out. This is due to low student wellbeing at the schools, poverty and not prioritizing education. Our Holistic Community Approach is tackling these challenges, by implementing activities to improve wellbeing, while we also inform the parents about the importance of education. The positive progress is great to see, but student absence is still a problem at some schools, which we are working to improve.



Meet Asul and Samyog

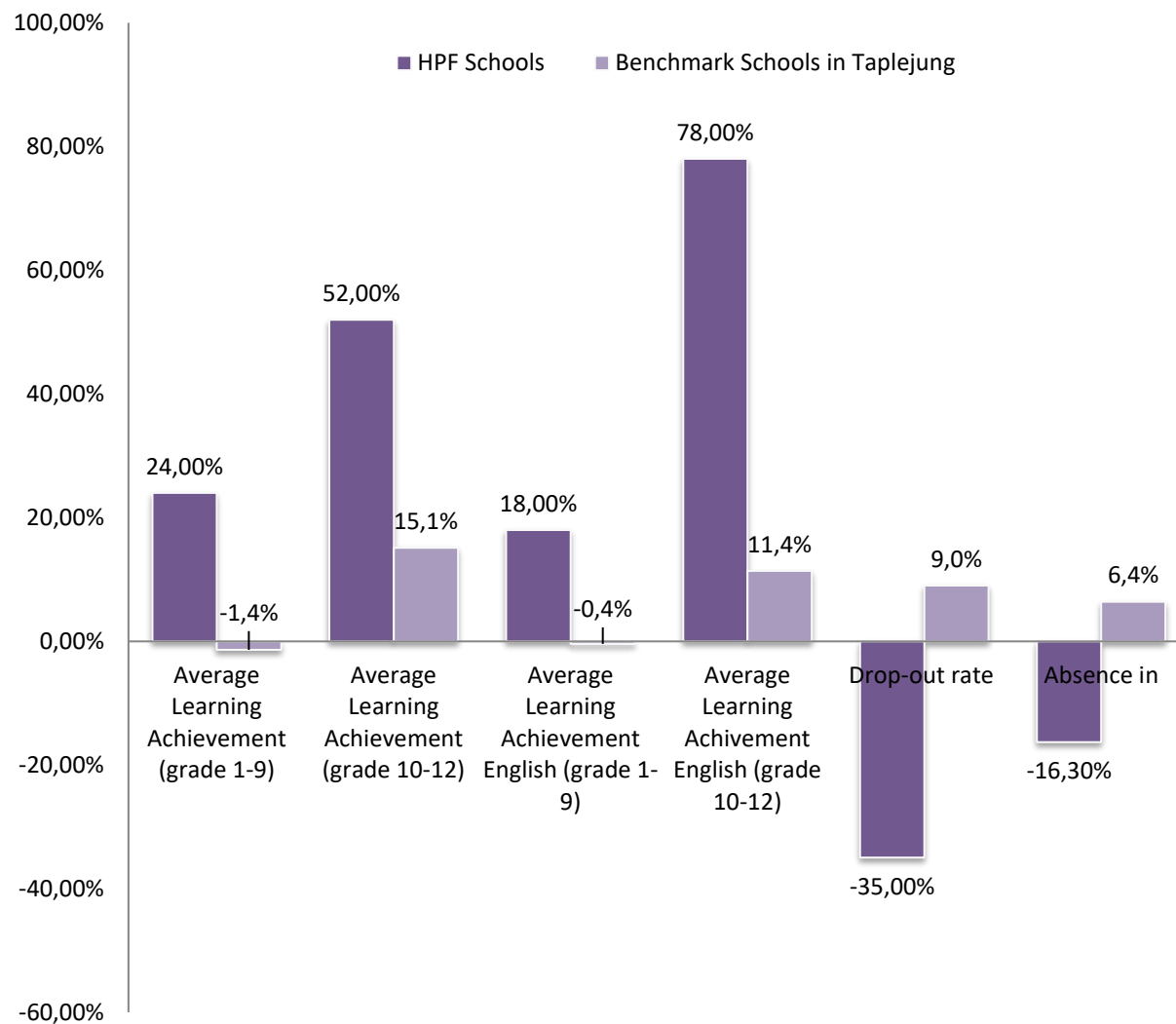
Asul and Samyog are best friends and study at the same school. They have been each others closest friends since they were small kids. They connected over similar life experiences as both lost a parent at a very young age. Today, Asul lives with his mother and Samyog lives with his grandparents. They live a very modest life and their families are very poor. They are forced to help with household chores, taking care of their siblings and tending to their family's small piece of land.

When we talked with Asul and Samyog they told us that they have always wanted to help their families but find it hard to see a way to do it. For many years their school was in a very bad state, and they had no access to a proper education hampering their ability to study at a university or get a job to provide for their families.



After Human Practice Foundation implemented our Full School Model at the school they attend, this changed the future of Asul and Samyog and which is now much brighter. Their big dream is to start a company together focused on improving the livelihood in Taplejung and helping young people and families in situations similar to theirs. As they have both had a difficult start in life, they want to make sure the children of the community have something to believe in. Asul wants to study business and Samyog wants to study energy technologies. With the new access to a library and a science & computer lab they both believe that they will be able to attend university and achieve their dream of building a company together if they study hard. Before the new facilities were installed such dreams were beyond their reach.

2.2 HPF's Education Results Compared to Benchmark Schools



* The data in the table above is based on the educational indicators collected at the 33 schools with our fully implemented model in Taplejung, Nepal. The benchmark data is based on similar data collected at 3 schools in the Taplejung district where there has been no HPF-intervention. The 3 benchmark schools are similar to the 33 schools before they received our intervention.



2.3 Investment in the Full School Model

Impact per School on Average



On average the total investment for a new school building with installed facilities and a quality education program is USD 111,000, supporting 340 enrolled students. With this investment the following social return on investment is achieved on average:



164 more students at the school on average graduate secondary school



16 students who would have dropped out remain in school on average



Students are **16%** less absent during class on average



The average learning achievement for grade 10-12 in GPA has increased by **52%**

School building construction

Facilities

Quality Education Program

Average Cost of the Full School Model in USD



Investment in the Full School Model

Impact per Student on Average



On average the total Investment per student for a new school building with installed facilities and a quality education program is USD 68.

The calculation is based on our engineer's expert evaluation on our school buildings lifetime span calculated at 50 years, as well as on the assumption that our facilities will have a lifetime span of 15 years while the teachers and school management trained through our Training of Trainers model will be able to support students for 30 years. The current average enrolment at our schools is 340 with a yearly turnover of 30 students and a yearly increase in enrolment of 10 students.

With this investment the following social return on investment is currently achieved on average:



Each student at the school will have an **88%** likelihood of graduating school (a 120,5% increase)



Each student at the school will have a 8,6% chance of dropping out (a decrease of 35%)



The average student in grade 10-12 will get a grade of 2,9 at the exam in English corresponding to a B+ (2,8-3,2)



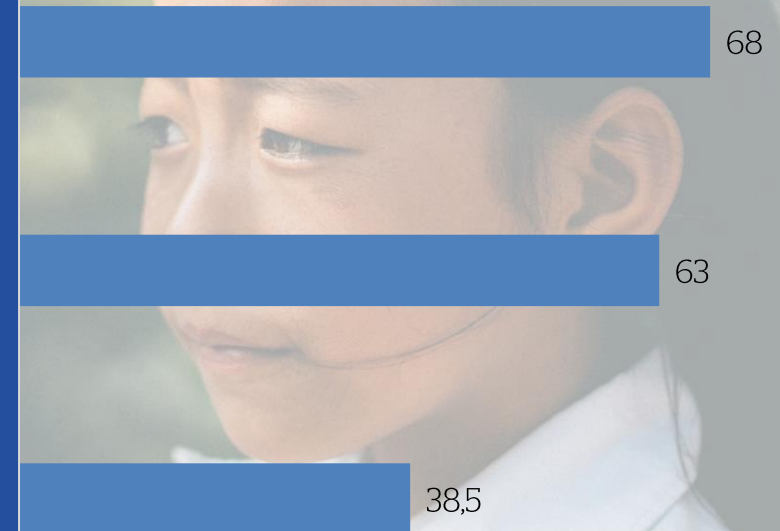
The average student in grade 10-12 will get a grade average of 2,8 at the exam in corresponding to a B+ (2,8-3,2)

Quality Education Program

Facilities

School building construction

Average Cost of the Full School Model Per Student in USD



Case: Digital Literacy in Kenya

The Challenge

In Kenya, many of our project schools lack activity-based teaching methods and in general teaching methods that alternate from the traditional chalk and talk methods. There is not much student differentiation which often leads to weak students not being helped properly or students who learn best in a specific way not getting the most out of their education.

The lack of variation creates a low-quality education as most students benefit from differentiated teaching methods. Something that is mostly experienced in private schools in Kenya.



Our Response

To combat these challenges, we have implemented a digital literacy pilot project with 2 different components in Kenya. At 2 schools we have installed tablets with the Kolibri software and at 8 schools we have handed out simple phones with the Eneza app on them. The Eneza app can be used by the students at home to train in specific exam questions in all their subjects. This was especially useful during the COVID-19 pandemic. On average the students completed 7 full courses in a specific subject and the app was extremely helpful in preparing them for their exams while the schools were closed.

"The experience of learning with the Eneza Learning Platform was good. My favorite was the Ask-A-Teacher feature where I was able to ask questions and get immediate feedback. This helped improve my performance." - Faith, student at Maritati Primary School

The tablets with Kolibri software are a different solution. This is used in the lessons by the teachers and students. This can help differentiate the lessons while the data is collected for each student. With this data we can track performance of each student and tailor the lessons as well as homework on the tablet for the students. We ran this program for a 3-month period in two classes and in that short time we saw a significant increase in performance. In just 3 months the performance of the students increased by 10%.



3. Component 2 - Impact Programs



3.1 Agricultural Impact Programs

Developing Sustainable Agribusinesses



Three

Off-taker partnerships established to connect farmers with profitable markets, A.C. Perchs Thehandel, Hagen Espresso Bars & Sereni Fries.



500,000

We planted 500,000 coffee and tea seedlings in optimal places for growing high quality specialty coffee and tea.



1,400

USD annual income potential for a coffee farmer with 1000 coffee plants in his/her field yielding 1,5 kg per coffee tree.



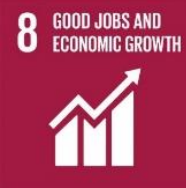
450

Kg of tea and coffee shipped to specialty markets in London and Copenhagen.



1,350

We trained 1,350 people in agriculture, and the business and financial aspects of farming.



Case: Coffee Impact in Nepal

The Challenge

Many farmers in Taplejung, Nepal **struggle to secure sustainable livelihoods for their families**. With a lack of specialized knowledge and limited access to export market opportunities securing a sustainable source of income is a daily battle for many.

The community in Taplejung, Nepal focus mostly on subsistence farming. Every month thousands of Nepalese leave the country to work abroad as the underutilization of farmland is too great to stay in Taplejung. Many **farmers instead accept inhumane jobs abroad to provide for their families**, where they often are expected to work long hours under unhealthy working conditions. In consequence, Nepal is a large receiver of remittance. Nepali migrant workers sent home \$8.1 billion in 2018 according to the World Bank's Migration and Development Brief. This is a huge hindrance for creating development in the local communities of Nepal.

The farmers show great motivation, but **they lack the basic tools to make the change that could transform their lives**. During our 7 years of experience in Taplejung District, we have searched for the right approach to empower these farmers.



Our Response

The untapped potential for growing specialty coffee in Taplejung is great given the availability of many acres of land with optimal soil and climatic conditions at this altitude. Thus, we have embarked on the journey to transform the lives of Taplejung's coffee farmers with **Lekali Coffee**, Nepal's leading specialty coffee roaster and trader as a technical partner. With Lekali Coffee we have built the foundation for producing a quality coffee that attracts higher prices. We have established a relationship a trading relationship with **Hagen Espresso Bars in London**, who have already purchased the first lot of 150 kg green beans in 2021. We are currently packaging the next 300 kg. The coffee farmers have access to training, nurseries, quality seedlings and a profitable market. With HPF's Coffee Impact Program, our goal is to create a brand of quality coffee with a social purpose. We want to change the area and help create decent jobs and a sustainable income for the families in Taplejung. Therefore, to promote specialty coffee and the knowledge hereof in Taplejung, we have expanded our activities with the establishment of a Coffee Training Center and a Coffee Entrepreneurship Program at HPF schools.



Outcomes



Taplejung District recognized as a major speciality coffee district by Nepal's Tea & Coffee Development Board



1250 coffee farmers trained in best practices



Buyer relationship established with **Hagen Espresso Bars** in London.. The coffee will be priced at 80 pounds per kg (**105 USD**) with **100% of the profit** reinvested



1,400 USD in gross income potential for one farmer that has planted 1000 coffee plants and expects a yield of 1,5 kg per plant annually



290,000 coffee seedlings planted



10 coffee nurseries built



1 Coffee Training Center built



194 students trained in coffee entrepreneurship



81 farmers returning from or quitting a trip to the Gulf Region

** The output indicators are tangible immediate products, services and practices that result from the activities undertaken by the project and collected by our M&E team*



Meet Mabindra Angbuhang, Coffee Farmer

"Before I moved to work in Qatar, I was promised a good salary and decent working conditions. Unfortunately, the reality was far away from my expectations. My colleagues and I, we were working many hours a day in the desert heat, I saw many people die and get seriously injured (...). I was lucky to get the opportunity to be part of The Coffee Practice Project and I am grateful for all the coffee-related knowledge I have received."

Meet Purna Prakash, Coffee Farmer

"I was forced to leave Nepal and I spent more than five years working in Malaysia and Dubai (...). I feel fortunate to have become part of The Coffee impact program. I have so far planted 150 coffee plants, attended farmers' training and several meetings related to coffee farming. I am very grateful for the new knowledge I have received about organic agriculture and use of organic manure and I am now during the process of implementing it into my farming practice."

Case: Tea Impact, Nepal

The Challenge

Farmers in the Bhakaje Region struggle to secure sustainable livelihoods for their families. The poverty level and lack of local job opportunities in the region results in many young men migrating to the Emirates to work 10-15 hours a day under inhumane conditions to support their families and girls being trafficked to India by their desperate families to survive.

In Bhakanje municipality, 80% of the population earn less than 1 USD a day. Due to poor living conditions and lack of jobs, young people with an education choose to leave the area. The region is very secluded and located at an altitude of 2,700 m above sea-level. The soil conditions and altitude make the area provide a unique opportunity to establish sustainable economic growth and more jobs in the Bhakanje region.

The farmers show great motivation, but they lack the resources to start their own tea production.



Our Response

In 2016 we embarked on a journey to transform the lives of the communities in the Bhakenje Region partnering with the Himalayan Project and A.C. Perch's Thehandel. The project set out to establish a tea plantation area in one of Nepal's poorest areas, alongside the local community. Since 2016 we have worked to create a highland quality tea plantation, the Bhakanje Tea Estate.

200,000 of tea plants were planted in 2016 and in 2019 we built the highest-located tea factory in the world where the local tea farmer deliver their harvested tea leaves. The Bhakanje Tea Estate projects aims at making the Bhakenje region economically independent to facilitate sustainable livelihood for the approximately 1600 inhabitants in the area. The climate and soil in this area are very favorable to produce quality tea and the first two lots of tea exported in 2021 and 2022 to A.C. Perch's Thehandel in Copenhagen proved the high-quality potential of the tealeaves. As we are only now 5 years into the project, we are currently seeing an exponential increase in the production of green tea leaves to the great benefit of the community in Bhakanje.



Outcomes



1 tea factory built at the highest altitude in the world



50 farming families engaged



Buyer relationship established with A.C. Perch's Thehandel in Copenhagen,



1100 USD in gross income potential for one farmer that delivers 180 kg of green tealeaves



275,000 tea seedlings planted



300 kg processed tea shipped to A.C. Perch's Thehandel



Co-investment in seedlings from the Nepali Ministry of Agriculture

** The output indicators are tangible immediate products, services and practices that result from the activities undertaken by the project and collected by our M&E team*



Meet Ang Dawa Sherpa & Shushma Lama, Tea Farmers

Bhakanje Tea Factory is a local hub bringing the whole community together. Families from all over the region gather to supply their harvested tea leaves to the factory.

One of these families is Ang Dawa Sherpa and his wife Sushma Lama. Together they constitute the second largest supplier of tealeaves. Ang Dawa has worked as a Headmaster and has always believed in the area's potential. Many families in Bhakanje have followed his lead in supplying tea to our factory.

Ang Dawa and Sushma are truly extraordinary people. Ang Dawa continues to engage the community in the project and his wife, Sushma works as a Health Volunteer, committed to battling high levels of KOL and asthma. In addition, she cooks for the tourist track hotel she runs with her husband. She may be the most active women in rural Nepal. Together, they have increased their gross income with USD1100 annually by delivering their green leaves to the factory.

We are very excited for the future of the factory and the farmers, which we know continue to be in great hands through the support of the whole local community.

Case: Potato & Beans Pilot, Kenya

The Challenge

In Meru County in **Kenya families struggle to provide for their children** 62% of the Kenyan population are employed in agriculture. However, in recent years agricultural productivity has stagnated. Meru County is a traditional potato producing region exposed to climate change, floods, droughts and pests, but most farmers work without basic fertilization and crop protection inputs and continue to use outdated and ineffective technologies. This poses critical challenges in terms of food security and poverty in the county. At public schools in the county, many children fail to get an education and do not attend classes, as they must stay at home and help with farming and household chores. In Meru County more than 30% of the population live below the poverty line with no to little income from their agriculture, and over the last 50 years, **the population of Kenya has increased more than fourfold posing an increasing problem in terms of food security.**

Agricultural households are left vulnerable, especially women and children and only about 50% of students in the area reach fourth grade



Our Response

To mitigate these challenges HPF has joined forces with Syngenta Foundation for Sustainable Agriculture (SFSA), as a technical partner. Together, we will be implementing an Agricultural Impact program bringing together education and smallholder families under one concept. The program sets out to lift entire communities out of poverty and deliver food security in Meru County by promoting the implementation of Good Agricultural Practices (GAPs) in farming of certified potato and beans seeds, engaging multiple stakeholders including parents, students, teachers, management, government and smallholders. The program will be implemented at public schools where HPF has constructed new school buildings in Meru in Kenya, introducing quality, certified potato and bean seeds, as well as sustainable farming methods. Through this program, smallholder farmers in Meru County will be given access to high quality inputs, storage facilities and the market through an off-take agreement with Sereni Fries, a potato processor based in Nairobi in Kenya. SFSA and HPF will be implementing this program in close collaboration with the smallholder farmers, the Department of Agriculture, Meru County and the school management at all 10 model farms. The program has been initiated in August 2021 with a pilot working with 100 smallholder farmers and two schools to establish model farms and provide training and extension services to smallholders. From 2021-2024 the program will be expanded to reach a total of 1000 farmers.



Outcomes



100 farmers engaged in the pilot program



+80 students engaged in two student clubs



Gross income potential **2,090 USD** per farmer per hectare per season (2 seasons a year)



855 bags of certified potato seeds sourced from Kisima Farms



Off-take agreement negotiated with Sereni Fries, local processor based in Nairobi



Meet a Potato Farmer in Meru County

A typical potato farmer in Meru County has suffered issues with low-quality potato seed. With a yield of 7 tonnes per acre and no access to certified seeds, extensions and a market, such a farmer has been faced with a diminishing income with more and more potatoes getting seedborne diseases. More often than not, half of the farmer's little quantity of sellable potatoes will be wasted, as the farmer has no access to the market or storage facilities, leaving only a daily income of 2 USD to provide for the family.

By joining HPF's Agricultural Impact Program the farmer will gain access to certified seeds and quality inputs, training in good agricultural practices, soil-testing to optimize fertilization practices, storage facilities and an off-taker, Sereni Fries, who will buy the farmer's produce every season. With the adoption of certified seeds and best practices in agriculture, the farmer will be able to increase yields to at least 10 tonnes per acre in the first season, which will provide the farmer with an earning potential of 2,090 USD in gross income per season per acre, so the farmer can support his family and optimize his production.

** The output indicators are tangible immediate products, services and practices that result from the activities undertaken by the project and collected by our M&E team*

4. Component 3 – Community Education



4.1 Community Education

Supporting capacity building
and learning in the local community



55%

Increase in the number of
citizens with a bank account in
Taplejung from 2018-2020



8%

Increase in use of health
institutions



102%

Increase in the number of start-
up businesses in Taplejung
from 2018-2020



123%

Increase in number of new
acquired practical skills through
micro-entrepreneur workshops and
training



600%

Increase in the number of
citizens with improved physical
activity behaviour in Taplejung
from 2017-2019



533%

Increase in the number of
citizens with improved dietary
behaviour in Taplejung 2017-
2019

** Community change indicators based on a sample size of 347 randomly selected respondents, behavioural change indicators related to diet and activity level based on a sample size of 284 randomly selected respondents*



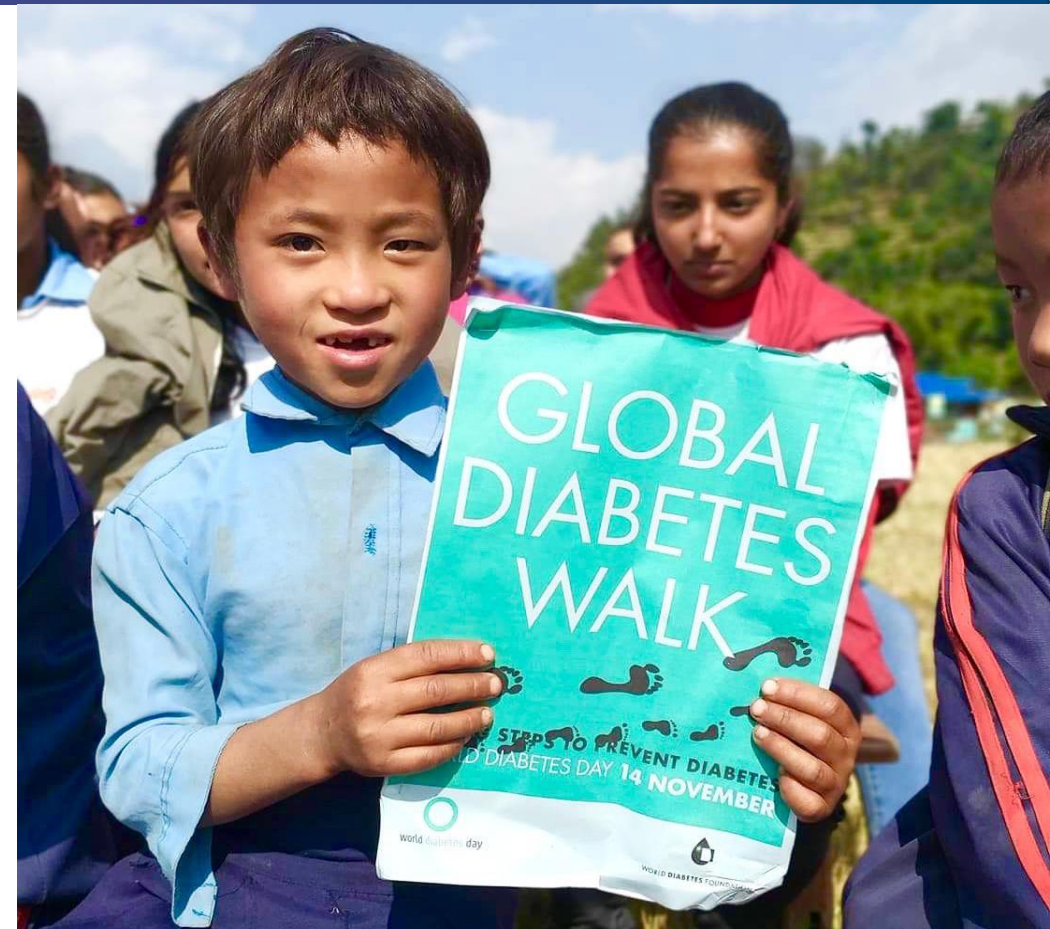
Case: World Diabetes Program

The Challenge

Extreme poverty, a chaotic governmental health system, lack of awareness and insufficient services for non-communicable diseases are great structural barriers towards combating diseases in Taplejung, Nepal. The Nepalese are not getting diagnosed and they are not adopting preventative habits. Factors such as, higher Body Mass Index (BMI) and poor lifestyle are major drivers behind the increasing prevalence of diabetes in Nepal.

In result, the prevalence of noncommunicable diseases, and in addition, they are not receiving the treatment they need for their conditions. There is a lack of awareness in the communities of Taplejung on these types of diseases.

To mitigate these challenges and prevent the spread of noncommunicable diseases **strengthening awareness and the local health capacity will be key to fundamentally change behaviours.**



Our Response

HPF has joined forces with the World Diabetes Foundation (WDF), who have funded our World Diabetes Program to support our work towards fundamentally improving the health situation in Taplejung in Nepal.

Our program focusses on three components. We educate school children in diabetes, diabetes prevention and nutritious cooking. With this purpose, we have installed kitchens with cooking equipment and built vegetables gardens at schools. Today, classes for preparing healthy food are conducted weekly, and we run training sessions for teachers on noncommunicable diseases. We have further conducted community awareness workshops and trained community members to create awareness of diabetes and health among the local people and secure sustainability of the project through advocacy. Finally, to strengthen the health posts and district hospital with equipment for screening, testing and treatment of diabetes, we have trained health workers in care and prevention of diabetes and conducted community awareness workshops and facilitated diabetes screenings. With this program we have managed to create behavioural change in the local communities towards more healthy lifestyles and prevention of diabetes and non-communicable diseases, which is highlighted on the next page.

Outcomes



4,700 children / youth trained in prevention of noncommunicable diseases



3500 parents trained in prevention of noncommunicable diseases



5021 people screened for diabetes



8% increase in the number of citizens in Taplejung who use the health institutions available (98% in total) from 2018-2020



567% increase in number of respondents conducting health advised exercises



20 health clinics established or strengthened to provide noncommunicable diseases care and prevention



450 health staff and health community volunteers trained in care and prevention of noncommunicable diseases



53 community awareness activities conducted, reaching **10,000** people

* Community change indicators based on a sample size of 347 randomly selected respondents, behavioural change indicators related to diet and activity level based on a sample size of 284 randomly selected respondents



Meet Sarad & Rajkumar, Program Beneficiaries

One of the more memorable examples from Human Practice Foundation's journey to prevent and combat noncommunicable diseases was the case of **Sarad Niraula**, Head Teacher at Janata Secondary School, who was unaware of his diabetes until Human Practice Foundation organized sugar-screening tests at the school. After his experience he reiterated the importance of conducting cooking classes to change students' habits and expressed his gratitude and a promise to HPF:

"Thank you Human Practice Foundation for the support and coordination (...). We will task our trained teachers to guide us and make the education better here at Janata Secondary school."

Many teachers at HPF schools have also completely integrated health and diet concerns in their approach to securing the students well-being. One of them is **Rajkumar Tumhangphe**, Teacher at Himalaya Basic School, who describes his experience with our World Diabetes Program as a true catalyst in strengthening students' engagement at school, as he stated:

"I attended healthy cooking training for teachers, where we learned about prevention and control of diabetes. Human Practice Foundation established a vegetables garden and kitchen at our School where we implemented healthy cooking classes for the students and a lunch program. In my opinion this project has had a significant impact on our students as we noticed increased attendance and high engagement"

Case: Social Entrepreneurship Program

The Challenge

In the rural Taplejung District, families struggle to secure a stable income. Despite Nepal's transition to democracy in the 1990s, according to the 2018 report produced by the Central Bureau of Statistics of Nepal and OPHI, 28.6% of Nepal's population is still multidimensionally poor. As described earlier, the immense poverty and lack of jobs in the Taplejung district is a devastating problem to the local people. They are desperate in the search of putting food on the table.

Therefore, the risk of parents deprioritizing their children's education is high. This in turn can result in low enrolment, attendance, and academic performance results, as children then often become involved in household chores at the expense of their schoolwork.

We created a Social Entrepreneurship Program to minimize this risk. HPF's Social Entrepreneurship Program is focused on capacity building and income generation to ensure that students are supported in their pursuit of a quality education.



Our Response

HPF's Social Entrepreneurship Program sets out to provide opportunities for parents and elder students at HPF schools to get training and financial support in starting micro-enterprises. The program contributes to local income generation in the short term and helps create better job opportunities and economic growth for the students and local community long term. The program starts with community workshops where parents and older students are invited to submit entrepreneurship ideas, shortlisted ideas are thereafter assessed based on in-person visits by HPF with in-depth discussion with HPF's entrepreneurship trainees. Thereafter, selected entrepreneurs are supported in developing a market analysis, including the import/export potential, and analysis of the available skills and resources, logistic implications and capacity development needs. Thereafter, the entrepreneurs are supported in creating a balance sheet with their finance requirements including their labor requirements, the availability of raw materials and cost implications.

Based on this support, the aspiring entrepreneurs develop a complete business proposal and the best proposals are selected based on the market assessment, availability of materials, technological integration and the skills of the team, the infrastructure and competition. The selected entrepreneurs undergo further business planning training and prepare a final cost/benefit analysis for final approval with HPF. Approved business proposals are provided with USD 500 in start-up funding.

Outcomes



50 micro-enterprises have arisen from our Social Entrepreneurship Program



75 social entrepreneurs have been trained in managing their own micro-enterprise



30% of the start-up capital has been contributed by the entrepreneurs



17.5% to 212% range on return on investment within a year



4100 USD generated in gross income from the micro-enterprises



36% of the entrepreneurs engaged in pig farming



24% of the entrepreneurs engaged in goat farming



The Tailor Collective

A great example of HPF's entrepreneurship program is the Tailor Collective, which started from micro funding.

In 2018 HPF implemented a pilot project for its social entrepreneurship program. One of the selected groups from the pilot program was a Tailor Collective started by former students.

In Taplejung most of the clothes that the local community members wear is imported from Kathmandu. The girls, who initiated the Tailor Collective wanted to pioneer in establishing a textile and clothing micro-enterprise in Taplejung. The Tailor Collective make clothes from local materials and sell their clothes in a local shop - creating jobs and economic growth in Taplejung. The program funded the project and supported their training as well as provided 70% funds for the start-up.

The collective is now creating a monthly profit and the plan moving forward is to expand to more villages due to increased interest. Through the former students Tailor Collective, 5 jobs were created, and the micro enterprise currently yields a profit of 125 USD a month.

In general, we can see, a high return on investment within just a year for all the entrepreneurs. This is a very positive outcome that will only improve as the years pass. Our team is working closely with the entrepreneurs to ensure the sustainability of their enterprises.

** Community change indicators based on a sample size of 347 randomly selected respondents, behavioural change indicators related to diet and activity level based on a sample size of 284 randomly selected respondents*

5. Community Impact and Lessons Learned



Impact



17% increased annual income for the local families



30% Increase in savings per year cumulatively in NRP in Taplejung



45% more people owning a TV



26% more people owning a mobile telephone



69% increased employment creation in the district



46% decrease in people migrating to the Gulf countries



15% Increase in memberships of formal groups and cooperatives at local level



5.1 Community impact

The overall goal of Human Practice Foundation is elevating the local communities out of poverty through our Holistic Community Approach. We believe that the activities implemented, and results made in the 3 key components will lead to better livelihoods for the local population. Therefore, we also measure the general impact in the local communities created by the 3 components together - the social impact.

The indicators listed on this page are indicators for livelihood and poverty in the local communities. There are many factors that can affect these indicators, but we are seeing it as a positive trend for our activities to see all these indicators improve.

The indicators are at the root of the long-term impact we are trying to create through our intervention. We know that external factors can also be part of creating this sort of impact in the community, but as we are working closely with local authorities and local stakeholders part of our goal is to leverage similar activities and build the local capacity so that they can co-create a sustainable development and a way out of poverty.

Moving forward we are trying to deepen how we measure the long-term community and district-wide impact and are working on strengthening this part of the Impact Report in the future. We will add more indicators, and try to ensure that all the data has the highest possible validity and reliability.

5.2 Lessons learned

Measuring our impact and evaluating our works lead to valuable lessons learned. In this section we have outlined some of the most important lessons we have learned in the last couple of years for each of our components and some general lessons learned.

General

Partnerships with local authorities

The main part of our Holistic Community Approach is centered around the schools and the schools are seen as the platform or center of most of our project activities. Therefore, we have seen the school management and Head Teacher as our main partners for implementing our projects. This approach worked well for the school specific activities, but we learned that it was not enough to reach out to the communities and have the desired impact. At the same time, we learned that for sustainability purposes working with the local authorities was increasingly important. Therefore, we changed our approach to seeing the local authorities as well as the schools as our central partners. We are now focused on signing tripartite agreements between HPF, the schools and local authorities for all our project activities. This has given us a greater impact as we can now align our intervention with that of the local authorities and we have a greater presence in the local communities by creating strong partnerships with the local authorities.



Full School Model

Effect of alternative learning and teaching methods

The COVID-19 lockdown prohibited us from implementing our normal educational activities such as teachers training, child support workshops and management training to name a few. There we have implemented alternative learning activities at our project schools to ensure that the students were still learning despite challenging circumstances. We have seen a great impact of these activities and learned that some of the remote and self-learning activities can be implemented in our normal project scope as a great addition to our current activities. When the lockdown was lifted, we kept implementing these activities at the project schools. This can help differentiate the way our students learn and also give them more learning opportunities than what they had before.

Impact on Primary level students

As our data show there has been a far greater academic improvement for the secondary level students at our school compared to the primary level students. We have learned that working with primary level students and their teachers are more complex. This has especially been the case during long periods of COVID-19 lockdowns. Our alternative learning methods have been focused on self-learning materials. These kind of activities is easier to accomplish for older students as the younger students often require more support and guidance for self-learning. That is also the case in the classroom and therefore, we will put more emphasis on the primary students and their teachers moving forward. With the Secondary level students benefitting from the new adopted strategies of self-learning the focus of our team can be switched more to the Primary level students. Creating a good basis for learning, reading and writing will also help the student in their future education.

The timing of constructing school buildings

During our years of constructing school buildings, we have learned a valuable lesson regarding the timing and planning of the constructions. The seasonal monsoon rain makes many phases of the construction extremely challenging or downright not possible to do. This can delay our construction with several months. Therefore, we have become very strict in planning when to start up the school constructions so that the main structure is completed before the monsoon season, so the construction process can continue without delays.



Maintenance of buildings and facilities

During the last couple of years we have experienced a lack of maintenance of the newly constructed school buildings and facilities that we have built and installed at the schools. Maintaining the facilities and buildings is essential to keep a good learning environment and securing the longevity of both buildings and facilities. As a response to this we now ensure that the School Management Committees appoint one teacher to be responsible for the maintenance of a specific facility, so that each facility or building has one person in charge of maintaining it. These teachers are together the maintenance committee of the school. Our local team have trained these teachers in proper maintenance and handed out maintenance manuals for each facility. When constructing a school building we now establish a maintenance fund where we insert a small amount which is duplicated by the school. This is then used for maintenance and the school as well as local authorities contribute a small part of their budget to this fund annually. This is now part of the local contracts we sign with the schools and local authorities when initiating our activities at a school.

Developing a child-focused model

While working with creating quality education at our project schools we have been very focused on improving the academical outcomes and indicators related to the school as the key stakeholder. While implementing our activities and receiving feedback from teachers and school management, we have experienced a lack of soft skills and life skills with the students. These kind of skills are essential for working together, getting a job or going to university just to name a few examples. Based on this we are now in the process of developing a new model for our educational intervention – with the child as the key stakeholder. This model will, besides academical outcomes, focus more on life skills, professional skills, mental health and wellbeing for the students. With this approach we want to focus on the child as a whole making them more capable of creating a better future for themselves, their families and communities.

Teacher transfers

A big challenge we have faced at our schools is teacher transfers. The government transfers teachers regularly and teachers who are not local might move to another school once their capacity have been upgraded through our training. This challenged the sustainability of our programs and drained some of the capacity we had developed at the school. To contest this, we are now giving extra training to a local focal teacher at each school. This teacher will become a champion in what we train and be able to pass the training on to new teachers at the school. When a focal teacher is appointed, we discuss with the local authorities that he is not to be transferred and by choosing a local teacher we also minimize the risk of him moving to another school. This has had a big impact on sustaining the capacity developed at our project schools.



Community Education

Focus of micro-entrepreneurship program

Originally our micro-entrepreneurship project was focused on class 12 students to give them skills that would help them establish a small enterprise or get a local job if they did not want to continue their education after graduating from class 12. However, we learned that drop-out and low attendance is a huge problem at our project schools, and it is often related to the poverty of the parents forcing the students to stay home and help at the house or secure food on the table. Therefore, we chose to switch the focus of our micro-entrepreneurship program. The program is now focused on helping the most marginalized parents earn a better income. We train them in how to establish a small enterprise or business (vegetable farming, poultry farming, stationary shop as examples) and then we invest in the start-up of their chosen enterprise. This has proved very impactful in creating a better income and decreasing the drop-out and absenteeism of their children.

Physical health, mental health and financial health

Since 2017 we have implemented a health-focused program educating both students at our school, health personnel and inhabitants of the local communities. Initially the program was focused on physical health and non-communicable diseases. We trained the beneficiaries in cooking classes, healthy behaviour, disease treatment and prevention among other activities. Through this program we learned that the physical health problems in our project areas was very related to the mental and financial health of the beneficiaries. For example, is alcohol consumption a big problem resulting in physical health problems. We learned that the high alcohol consumption often derived from mental problems related to the beneficiary's financial situation. Therefore, we changed the focus of our community health program to focus on what we call the three aspects of health - physical health, mental health and financial health. We can already see an impact on the physical health and financial health as outlined earlier in the report and moving forward we will emphasize measuring the mental health aspect as we will also do with the students of our project schools.



Impact programs

A lesson learned from the pilot phases of our agricultural impact programs is that the price premium that will be achieved through involvement in the program and the costs involved need to be very clearly communicated from the start to the farmers. Likewise, if the single farmer needs to incur costs to achieve the premium price, the buy-in needs to be a requirement from the program initiation. For instance, with the initiation of our potato & beans program pilot this year, we explained the gross margin analysis associated with the crop introduced clearly to each farmer. However, because the buy-in on certain costs was not required from sign up some farmers still saw it as a new additional burden to be required to incur the costs of proper fertilization i.e. given a natural inclination to resist change. Likewise, when we initiated our coffee impact program some farmers had not fully understood the costs expected to be incurred by them. Accordingly, some farmers have resisted the adoption of best practices throughout the development phase of the program because they are not willing to incur the costs. Although people feel good about protecting their soil health and the environment, the reality is that it costs money.

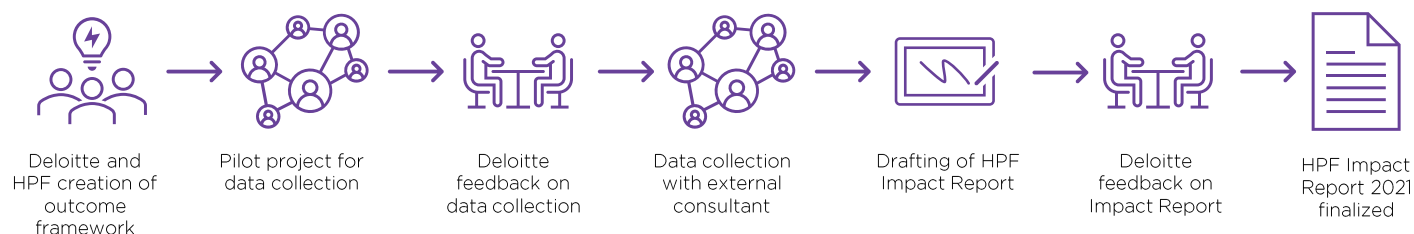
Smallholders need to understand the full implications of adopting sustainable agriculture practices: the cost and benefits of meeting certification, the resources needed, and the commitment required from them at the beginning and throughout the change process. Increasing the technical knowledge, business management skills, and financial resources of smallholders is crucial to meeting sustainability standards. Farmers lack access to financing for capital investments, knowledge of sustainability standards, and the organizational capacity to improve.

With the implementation of our potato & beans program pilot this year we engaged a financial institution to support farmer groups in gaining access to capital for their investment. The financial institution met with our farmers and explained the advantageous loan conditions. However, the bank changed their loan approval rules two weeks before the rainy season and chose not to sign the MoU to support the farmers. Our plan B was to buy the certified seeds for the farmers and sign an agreement with the farmers, so they would return the same number of certified seeds given to the next cycle of farmers. Thus, a general learning is that when structuring the project timeline, consider the unforeseen circumstances that may negatively affect your implementation plan. Divide your project activities into smaller components, and always have a B, a Plan C, and sometimes a Plan D. When the rainy seasons start, you need to be ready with an alternative course of action if challenges arise.



5.3 How We Measure Impact

As measuring the impact is at the core of what we do, how we measure that impact is equally important. We have developed an outcome framework and methodology for the impact measurements in collaboration with the consultant company Deloitte and their experts in this area. The framework is developed to measure the impact of all our project activities from the input of buying a book to the community impact of our intervention. We are very confident that the results presented in this report has high reliability due to our thorough methodology and implementation of our outcome framework. However, we recognize that measuring this kind of impact can never be 100% accurate, but we want to inspire others to start measuring impact and we believe it is better to measure and find and find tendencies and results from your work, than not to measure the impact at all.



The methodology developed by Deloitte ensures high quality and reliability of our data which is also validated by Deloitte. We have illustrated the process in the model above. We have a hierarchy of measures where we use a differentiated approach to collecting all data to ensure a low risk of bias. We have data collection from school registers, key informant interviews, group interviews, observation and tests to name some of the different methods used for collecting data. The methodology focuses on both quantitative and qualitative data to ensure we see our impact from all possible angles.

Due to the COVID-19 pandemic we have been challenged in doing our full scope of methods, due to closed schools, restrictions to gather in groups and travel. Therefore, we have not been able to test the students. However, we still used method triangulation to achieve the highest possible quality of the data in these circumstances.

The report is based on a sample size of 715 participants including teachers, students, parents and key informants from the local community. The educational indicator is based on data for all 33 schools in Nepal where we have implemented our full intervention and model if not stated otherwise. The data compiling and analysis is done by a third-party evaluator in coordination with our local team to further ensure low bias of the data.

