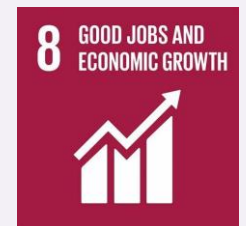




HUMAN  
PRACTICE  
FOUNDATION



## IMPACT REPORT 2022





Schools  
shape  
children

Children  
shape the  
world

All children deserve to be part of a school with quality education that enables them to build a life of their own - a life where they have the power to shape their own future.

We create opportunities for children through a holistic model of school infrastructure, education, and local empowerment.



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# Introduction



## Greetings from our Founder

As 2022 is coming to an end, I want to express, on behalf of Human Practice Foundation, our deepest gratitude for your continuous support and generosity this year.

2022 has been a great year for Human Practice Foundation. We have achieved several goals and fundraised more than 4,000,000 USD in 2022 and a total of 20,000,000 USD since I started the foundation in 2014 for the children in Denmark, Nepal, and Kenya. Your contributions have made a significant impact on the lives of marginalized children and their families in Kenya and Nepal, and empowered children in Denmark to take control of their mental health.

I want to give a special thank you to our Founding Partners, whose contributions enable us to allocate all project donations directly to those in need.

Currently, access to quality education is not equal, and marginalized children often face barriers that prevent them from receiving the education they need and deserve. This is not only unjust, but it also holds back their personal growth and development, as well as their ability to contribute to their communities. That's why it's so important to ensure that all children, regardless of their background or circumstances, have access to quality education.

By investing in the education of marginalized children, we can help empower them to reach their full potential and break the cycle of poverty and inequality. This not only benefits the individual children, but also has a positive impact on their families, communities, and society as a whole.

We are looking into 2023 with a focused mindset. There are still many challenges ahead, but we have set ambitious goals for the year to come. We are looking forward to expanding our reach, improve our intervention and strengthening our organization.

In this impact report, we will delve into the importance of quality education, the challenges that hinder its accessibility, and the efforts being made to promote it. We will also share success stories and highlight the impact which our intervention has had from the beginning until now.

Let's make education a priority, not just for ourselves, but for all children. Together, we can create a more just and equal world through the power of education.



Pernille Kruse Madsen  
Founder and CEO  
Human Practice Foundation



## Our Framework

Our 2022 Impact Report presents the significant results and long-term impact of our programs in Nepal and Kenya.

The framework, methodology, and data collection for the report were developed in partnership with Deloitte. Local Monitoring and Evaluation Officers, along with consultants in Nepal and Kenya, have collected the data through both qualitative and quantitative methods.

In Nepal, data was gathered from 33 schools and 90 community households in the Taplejung District to account for the diverse households in the district and reduce biases. In Kenya, data was collected from 9 schools where we have completed school infrastructure projects.

This year, we also conducted a baseline study for socio-economic indicators in Kenya

which will be included in future impact reports. While we have more data available from Nepal due to the longer duration of our programs there, we are also working to showcase the socio-economic impact in both countries in the coming years.

It is important to note that the data used in this impact report may be biased, which means that the results and impact should not be solely attributed to our project activities and cannot be generalized. We recognize that there may be other factors influencing the results and impact.

Despite the potential biases in the data, this year's impact report displays trends for each indicator that suggest positive progress in the communities where we work. We will use these results to assess and enhance our programs and projects.







# Impact Highlights





**>1,000**

Incredible donors



**>20,000,000\$**

Raised



**98**

School projects



**>38,000**

Children helped to a  
better education



**11,080 USD**

Farmers' income  
through micro-farming  
projects



**65%**

Decrease in labor  
migration to the Gulf  
countries from Nepal



**104%**

Increase in students  
graduating



**57%**

Decrease in student  
drop-out



**38%**

Improvement in  
student grades



**25%**

Decrease in student  
absence





**Our Work**



## HPF Program Countries



Population: **30,327,877**

Coverage: **9 out of 9** Rural Municipalities in Taplejung District

Presence: **74** government schools

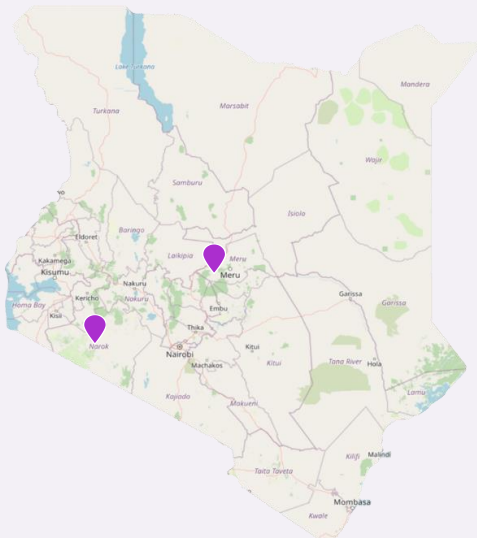
Below poverty line: **17.5%**

Literacy rate: **68 %**

### Nepal



### Kenya



Population: **56,553,921**

Coverage: **4** counties (Meru, Isiolo, Laikipia, and Narok) out of 47 counties.

Presence: **24** government schools

Below poverty line: **17%**

Literacy rate: **78%**





## Child Empowerment Model

In collaboration with McKinsey & Co. we have developed our Child Empowerment Model, which is an intervention model that has the child in the centre of everything we do. All our activities are based on this model. It has 3 core components that are all equally important to empower children to take control of their own future.

**Fundamentals** is the basic physical infrastructure which provides a good and safe learning environment, including classrooms, toilet facilities, libraries, etc. This component also includes making sure parents have a sustainable income that enables them to send their children to school.

The **Academics** component is mainly focused on improving student performance in academic subjects e.g., learning to read, write, and calculate in the early grades.

We also empower teachers to become the best educators they can be, and we involve the school management committees and parent-teacher associations in the new approaches at our project schools.

Finally, our **Empowerment** component focuses on teaching professional skills such as IT and Entrepreneurship in the higher grades. We also train teachers to educate children on health and life skills. If the students are not healthy, mentally stable, and have good relations, it's almost impossible to focus on lessons and education. The life skills aspects are based on WHO's 10 life skills and will help improve the students' skills in decision making, inner strength, critical thinking, and working in groups. Such skills are not prioritized in the Kenyan and Nepali education system but are very important for personal growth and development.





HPF Child Empowerment Model



Fundamentals

Academics

Empowerment

Empowering children's lives for a better future

# Fundamentals



## School Construction

At HPF we believe that schools make up the most fundamental part of our communities. We believe that for children to get the quality education they deserve, proper school infrastructure is necessary. For us, basic school infrastructure includes safe classrooms with lots of light, proper toilets and sanitation solutions. In Nepal, our focus is to earthquake proof the buildings, and in Kenya, our focus is on installing water harvesting systems at the schools.



## Local Entrepreneurship

Many parents to students in HPF supported schools in Nepal do not have the means to sustain their families. Therefore, there is a risk of students dropping out of school to help their parents with daily labor. HPF established the micro-entrepreneurship program in order to support parents in starting up businesses of their own and to get a sustainable source of income.



## Educational Facilities

Even though school infrastructure is important, we also believe that in order to improve the academic performance and the children's well-being at the schools, educational facilities such as libraries, computer labs, science labs, and playgrounds are just as important. Therefore, we prioritize installing educational facilities right after the construction of proper school infrastructure.



## Micro-farming Programs

Our micro-farming programs in Nepal and Kenya were initiated to ensure that local parents of school going children and community members could get a sustainable source of income. Our goal is to train farmers in good agricultural practices in order to increase yields and enable families to prioritize their children's education and future.





## Quality Education Program

With the purpose of improving learning achievements in the 33 program schools of the Taplejung District where the school building construction and installation of school facilities was already completed or expected to be completed around the end of 2019, our Quality Education Program was launched under the financial support of the Kavli Trust. This program commenced in March 2019, with the overall goal of improving the quality of education at the 33 program schools.



## Life Orientation Skills

There is a strong link between a student's mental health and their educational performance. To create better performing students at the schools, but also in their community and society, it's essential to focus on the students' mental health, well-being, social, and cognitive skills that are not directly taught at the schools. This is the focus of our Life Orientation Skills program. The program works with identifying challenges for the students, how to overcome them, and how to evolve as a person.



## Scholarship Program

Only 75% of primary students in Kenya continue to secondary school due to expensive school fees and poor performance in primary school. Therefore, HPF started the Scholarship Program to give good performing students at our HPF supported schools the opportunity to continue their education at a secondary school through financial support.



## IT facilities

For many youths in Nepal and Kenya, the options are limited after they finish secondary school due to poverty and job shortage. In order to give the youth a better opportunity to develop themselves, we focus on installing IT facilities and digital literacy in HPF supported schools. In Nepal, HPF has established the IT Academy Program, implemented by Learnio, to establish IT focused education where courses such as graphic design and digital marketing are part of the course catalogue.







# Program Spotlights





## Quality Education Program

Through the financial support of Kavli Trust, we have implemented our **Quality Education Program** in Nepal. The program's focus was to create quality education, the academics component of our Child Empowerment Model, at 33 schools where HPF has already constructed new school buildings and installed educational facilities.

The primary beneficiaries of the program was the students, however, it also focused on **training and working with all the key stakeholders** - teachers, school management, parents, and local authorities. The program's main themes included:

**Teacher's training:** Training to teachers on teaching **pedagogy**, curriculum-based material development and use, and subject specific training on Math, English, and Science.

**School management training:** Improving the capacity of the school management, school governance and leadership, and school improvement plan preparation.

**Students support:** Homework support, remedial teaching, exam preparation classes, child club formation and mobilization.

**Parents Teachers Association (PTA):** Formation of PTAs, training on parenting education, and school monitoring by PTAs.

**School Facilities and IT:** Installation of computer and science labs, libraries and playgrounds. Use of **IT** in teaching-learning process, and basic computer skills.

With the learnings and knowledge gained from this program, HPF has developed an improved intervention model - the **Child Empowerment Model** - in collaboration with McKinsey & Co.. With support from the Kavli Trust, we are now implementing this model fully at the 33 program schools and will expand the program to an additional 27 schools in Taplejung in 2023.

Looking at the program targets the following impact has been measured:

Grade 12 completion ratio has increased by **128%** (target 25%)

Average grades for class 1-9 increased by **19%** (target 15%)

Average grades for class 10-12 increased by **44%** (target 15%)

Average English grades for class 1-9 increased by **18%** (target 25%)

Average English grades for class 10-12 increased by **63%** (target 25%)

Student drop-out rate decreased by **86%** (target 10%)



## School Feeding Program

By early October 2022, **20 million people** in the Horn of Africa required immediate food assistance as a result of the ongoing drought. In Kenya, the areas worst affected are in the northern and eastern parts, including the areas where HPF is working.

The drought is especially affecting poor communities, where parents are often left with no choice but to take their children out of school in search of food and grass for their livestock. Those worst affected are girls, because they are married off by their parents to secure dowries to help support the family. **28%** of Maasai girls are married before they turn **18** years old.

One of the ways to ensure that children stay in school is by implementing a school feeding program which ensures that every child gets at least **1 nutritious meal** a day. It has been measured that in schools, where a school feeding program is implemented, children attend more regularly, because the meal they get at the school is often the only one they get during the day. From the beginning of 2021, a

school feeding program has been implemented at Shambani Primary School, one of our project schools which is located in a very dry area in Isiolo county. As **69%** of the population in Isiolo live below the poverty line, a majority of parents do not have the means to provide for their families and children's education. Furthermore, as it is mostly pastoral communities that live in the area, there is a high number of student absence and drop-outs due to child marriage, female genital mutilation (FGM), and families relocating in search of food and water.

Throughout the year there has been measured a **4%** decrease in student drop-outs at Shambani Primary School. There is positive feedback from the school management, saying that the feeding program has contributed to families staying in the area and not withdrawing their children from school. Throughout the year, HPF has fundraised a total of 80,000 USD for the new school feeding program, which is expanding to several other schools in the Mount Kenya region in 2023.







## Clean drinking water in Kenya

With the ongoing drought in Kenya, many families and communities do not have access to clean drinking water or water for their livestock and farms.

Our school feeding program is implemented as an emergency response to ensure that children in HPF supported schools get at least **one meal per day**. However, as climate change poses a continuous challenge to the country, we have evaluated and discussed with the schools and community members how we can help battle this challenge together. One of the solutions is water.

In our micro-farming project in Meru County, there has been more focus on water harvesting and water storage this year. **4 water pans** have been excavated at the model farms, and HPF will subsidize dam liners, so each farmer can get a water pan on their own land.

Whenever we construct or renovate a new school building in Kenya, a **water harvesting system** is included with gutters and water tanks. However, several of the

schools are located in dry areas where a borehole is a better long-term solution to ensure stable access to **clean drinking water**. It has been measured that in schools where there is access to clean drinking water, children attend school more regularly because they are able to carry a bottle and bring water home to their families.

Olotasha Primary School in Kenya is the first HPF supported school with a **borehole**, and the school has already noticed a positive impact on student attendance and fewer student drop-outs.

In collaboration with Rambøll Foundation, HPF has implemented a **water program in Nepal** to ensure clean drinking water at the HPF supported schools. This program has been a great success, which is why we are looking forward to once again partner with Rambøll Foundation in Kenya in the new year. Together, we will come up with new sustainable water sources which can hopefully be implemented with time at all HPF supported schools in Kenya.





# **Impact Details and Student Stories**







## School and Educational Facilities Highlights



**>38,000** Children helped to a better education



**98** New school buildings constructed or in the process



**3,534** Teachers trained to enhance their pedagogical and academic capacity



**522** School management members trained



**48** New toilet buildings constructed with sanitary facilities



**51** Libraries installed at the schools



**25** Science labs installed at the schools



**46** Playgrounds installed at the schools



**40** Computer labs or digital literacy facilities installed at the schools



## Income Generating Activities Highlights



**1,700** farmers trained in good agricultural practices



**68** Farmer Groups established in Kenya and Nepal



**523** students trained in good agricultural practices



**4,430 USD** saved by the farmers through micro-finance SMEP Bank in Kenya



**100** parents trained in entrepreneurship and business strategy



**39** farmers returned to Nepal from the Gulf countries



**7,466 USD** earned from selling potato/beans in Kenya



**69%** of parents in our micro-entrepreneurship programme in Nepal are women



**213,028** coffee seedlings planted in Nepal



**122,290 Kg.** potato, beans, and maize planted in Kenya



**14,800 USD** invested in the micro-entrepreneurship programme and **31,000 USD** cumulative return



**5,346 Kg.** coffee cherries sold in Nepal



**39,520 Kg.** potatoes/beans sold in Kenya



**9 types** of enterprises established in Nepal



**3,614 USD** earned from the coffee cherries in Nepal





## Meet Christine Naseiku: Class 8 student at Olotasha Primary School

Christine Naseiku is a 17-year-old class 8 student at Olotasha Primary School. She is born and raised in a Maasai community, where young boys are taught how to keep cattle and many young girls are exposed to child marriages and Female Genital Mutilation.

Christine comes from a typical Maasai household where her father has three wives and a total of 27 kids where she is the 25<sup>th</sup>. Christine enjoys going to school and has always been interested in learning new things, which is why she is determined to finish both primary, secondary, and hopefully university. Her dream is to become a doctor so she can give back to the community.

After the renovation of 4 classrooms, and the construction of 3 new classrooms, new toilets, and a borehole, Olotasha Primary School is considered one of the best schools in the area in terms of school infrastructure.

Christine's family believes that the school now has a better foundation for quality education and for Christine to perform even better. With the new school infrastructure and Christine's own dedication, her family has become very supportive of her education.

Olotasha Primary School is also the first HPF supported school with a borehole which provides a stable source of clean drinking water not only to the students and teachers at the school, but also to the surrounding community.

*"I used to walk long distances to collect water with my siblings. It was not always safe, because there are wild animals in the area. HPF supported our school with a borehole, so now I don't need to collect water anymore, because my family collects water from the school. The new school infrastructure and borehole has helped my family a lot, and I can now focus on my education."*

-Christine

**15%** of Kenyans rely on unimproved water resources such as ponds, shallow wells, and rivers, while **41%** of Kenyans lack access to basic sanitation solutions.

The following impact has been measured at HPF supported schools in Kenya from 2018-2022:

**37%** decrease in student absence

**29%** decrease in student drop-out



## Meet Fulman Yakso: a local coffee farmer

In a house surrounded by coffee plants with one of Taplejung's most breathtaking views, you will find 43-year-old Fulman Yakso living with his family consisting of his wife and four daughters.

Fulman and his family have established a successful coffee plantation, however, the journey to where the family is today has been long and difficult.

When a job opportunity presented itself in Saudi Arabia, Fulman traveled to the Gulf country with an expectation of earning enough money to provide for his family. He worked outside in the scorching sun for 10 hours every day. Despite all the hard work, Fulman was only paid 15,000 NRP (115 USD) a month, which was not enough to sustain himself in Saudi Arabia and his family back home in Nepal. Most of the time, it is difficult for migrant workers to travel back home due to strict work contracts or their passport being confiscated. Therefore, it took 5 years before Fulman was able to travel back to his family in Taplejung.

During his time abroad he had the opportunity to taste specialty coffee which motivated him to join HPF's coffee program. Fulman and his family have now grown 400 coffee plants. They harvested 300 kg coffee cherries which gave them a profit of 25,500 NRP.

The success coffee farming has brought to family has motivated Fulman even more, as he now aspires to develop his skills by learning how to become a barista.

*"HPF's coffee program has helped me and my family a lot. We expect to get an even bigger profit from the coffee cherries in the years to come. Coffee farming makes it possible for me to stay in Taplejung with my family."*

- Fulman

**77%**  
increase in  
learning a  
new skill



Due to limited employment opportunities, an average of **3,000 Nepalese** are traveling to other countries for labor every day. Labor migration is considered a livelihood strategy for many poor families.

The following impact has been measured from 2018-2022:

**65%** decrease in migration to the Gulf countries

**13%** increase in income per year

**43%** increase in households opening a bank account







## Academics Highlights Nepal



**23%** better grades in  
Primary level



**15%** better English  
grades in Primary level



**52%** better grades in  
Secondary level



**50%** better English  
grades in Secondary level



**128%** more students  
completing primary  
school



**28%** better Math  
grades in Secondary  
level



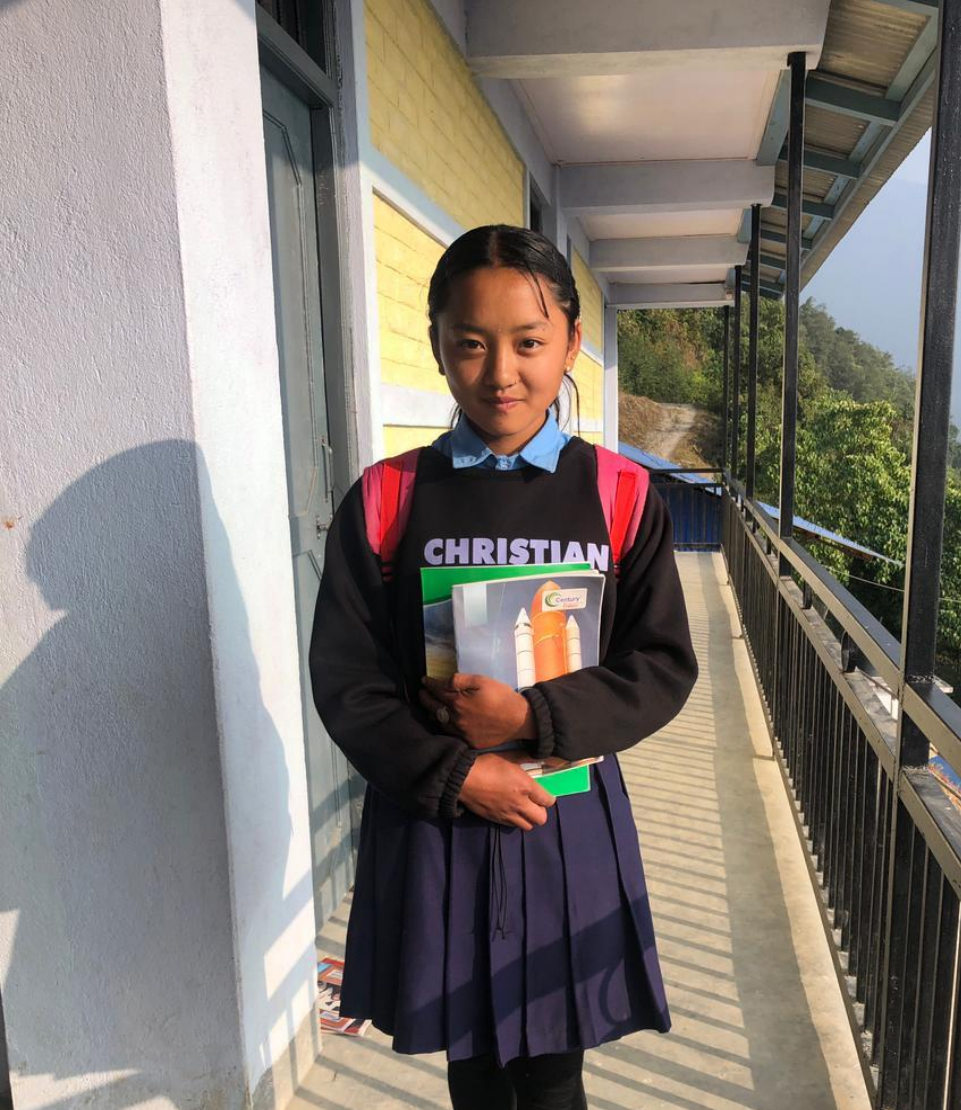
**85%** decrease in  
student drop-out



**46%** more students  
enrolling in tertiary  
education







## Meet Chisa Rai: a grade 9 student at Nilgiri Secondary School

Chisa Rai is a 14-year-old grade 9 student at Nilgiri Secondary School located in the Taplejung region in Nepal.

She lives in a small village with her family of five, and her parents are working as farmers. They grow different vegetables, millet, and black cardamom which they sell and use the profit to sustain the family and pay for their children's education.

Chisa and the other students at Nilgiri Secondary School are very happy with the new classrooms at the school, which has made it easier for the students to concentrate and focus on their studies. As part of the Quality Education Program, the students received exam preparation classes which are not usually part of Nepali schools' curriculum. Chisa benefitted from this class, as she was nervous about not passing the grade 8 exam. With the exam preparation class, she learned how to calm her nerves,

and she worked on the subjects which she did not feel good in, and as a result, she passed the exam. Chisa is also very interested in learning English, which is why she is part of the English Speaker's Club which she hopes will improve her English skills over time. For Chisa, her education is very important.

*"I have always dreamt of becoming a nurse, so I can help the people in my community. That's why I know it is important for me to do well in school, so I can continue my studies in college."* -Chisa

**50%** better  
English  
grades in  
secondary  
level

Approximately **30%** of the population in Nepal understands and speaks English, however, the level of English is not high.

The following impact has been measured from 2018-2022 :

**33%** better English grades in average

**12%** decrease in student absence

## Academics Highlights Kenya



**79%** increase in  
grade 8 completion  
rate (minimum score  
of 250)



**39%** better grades in  
Secondary level



**37%** decrease in  
student absence



**20%** increase in  
enrollment



**8%** increase in KCPE  
mean score



**29%** decrease in  
student drop-outs







**25%** of primary students in Kenya do not continue to secondary school due to expensive school fees, child marriage, or forced work to help the family.

Therefore, the scholarship program is an important contribution to ensure that especially girls finish both their primary and secondary education.

**23%** of Kenyan girls are married before they turn 18 years old, and **4%** are married before they turn 15 years old.

## Meet Habbey Karwitha: scholarship student

Habbey Karwitha is a form 1 HPF scholarship student and former primary student at the HPF supported school, Kamiti Primary.

She lives with her older sister, younger brother, and her father. Her mother passed away 8 years ago. Habbey does not have a close relationship with her father, and therefore, it has not been easy for her to live with him after her mother's passing.

Habbey has always been interested and motivated to go to school. Her dedication was seen in her performance, as she was one of the best performing students in her class. As her father does not have the means to pay for high school, Habbey was qualified and chosen to participate in HPF's high school scholarship program.

She is now enrolled in her first year (form 1) at Iruma Girls High School, which is located in Tharaka-Nithi county close to Mount Kenya, and she is still performing well as she scored a B+

placing her in the 2<sup>nd</sup> position out of 193. She is determined to get her name written in the school's record books for achievements.

She also represents form 1 in the BEST ME CLUB, where she is an active member. The club is formed by scholarship students, who encourage and motivate each other to perform better and to ensure that everyone is doing well both academically but also mentally. Habbey's hard work is also acknowledged by her teachers, who describe her as a go-getter and a girl with great character.

*"I'm very focused on my studies, because I want to become a doctor, so I can help my community."*  
- Habbey

**79%** more  
students  
graduating  
primary  
school





**Empowerment**





**19%** of the youth in Nepal are unemployed due to e.g., limited job opportunities, poverty, and lack of quality education.

The following impact has been measured from 2018-2022:

**18%** increase in employment creation at local level

**45%** increase in starting up new businesses

## Meet Basanta Limbu: IT Academy student

Basanta Limbu is 28 years old and grew up in a small village in the Taplejung District in Nepal.

Basanta has always wanted to educate himself and learn new skills. Ever since high school, he has been interested in IT and design, which is why he wanted to explore the field of graphic design and digital marketing.

He came to the realization that there is not a school for learning such skills in Taplejung, and youths are often forced to move to the bigger cities which is expensive and for some not possible. Through Learnio Academy, Basanta learned about the free Graphic Design Training which HPF was offering in collaboration with Learnio at the IT Academy. He filled out an online application, attended an interview, and was chosen for the pilot class.

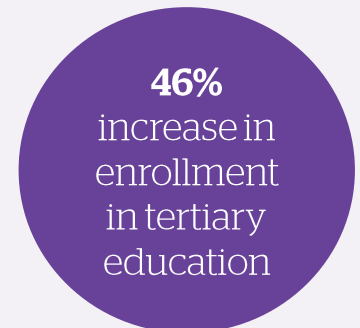
After 2 months of intensive classes, Basanta started receiving several job opportunities. Recently he did all the graphic design work for the Pathivara Marathon Festival, where he earned a total of 800USD in one

month, which was more than he has ever earned.

The graphic design training is yet to be completed, but he has already seen the opportunities which the course has brought with it.

Basanta wants to become a role model for the youth, and his dream is to establish his own graphic design company in Taplejung, where he wishes to provide job opportunities for the youth.

*"I believe that the use of internet and technology is truly making the world smaller, and the IT Academy is a step forward towards creating better opportunities for the youth in Taplejung"* - Basanta







**How We Measure Impact**



## How we measure impact in Kenya & Nepal

Determining the impact of our work is central to our mission, so it is crucial that we have a reliable method for measuring that impact. To that end, we have partnered with Deloitte and their experts to develop an outcome framework and methodology for impact measurement. This helps us ensure that we are accurately capturing the effects of our programs.

Our framework is designed to measure the impact of all our project activities, from the input of purchasing a book to the overall community impact of our interventions.

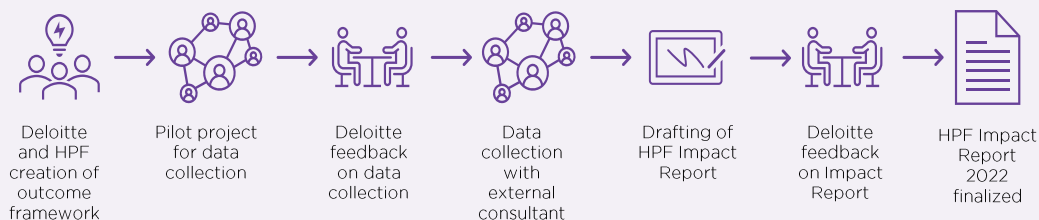
While we know all impact results might not be 100% reflective of the complete truth, we are very confident in the numbers

showcasing a reliable result based on our thorough methodology and implementation of the outcome framework.

When collecting the primary data, different methods e.g., key informant interviews, group interviews, surveys, tests, and data collection from school registers have been used.

The methodology focuses on both quantitative and qualitative data to ensure we see our impact from all possible angles.

The data compiling and analysis was done in both Nepal and Kenya by third-party evaluators in coordination with our local teams to further ensure low bias of the data.







## Lessons Learned

Job creation and tertiary education for the HPF graduates: We see quality education as a key factor for alleviating poverty in marginalized communities. That is why we have focused on improving primary and secondary level education in Nepal and Kenya. However, the access to proper jobs or tertiary education is also an important factor towards creating a better future.

Therefore, we are now trying to create a stronger link between our HPF supported schools and the job market or continued education. We are training the students in social entrepreneurship and connecting that to our coffee farming project in Taplejung, Nepal. Our HPF IT Academy will provide the students with an IT education that can give them online IT freelancer jobs. We are also partnering with Taplejung's only college to help provide easier access and improve the quality.

### Micro-farming project Kenya:

As well as the continuous drought in Kenya has affected students at HPF supported schools, it has also affected farmers in our micro-farming project in Meru County.

Even though the area is known for potato farming, the farmers' lack of water poses as a huge challenge, and the last season's harvest was extremely poor. Only at one model farm the yield was higher than expected because the school purchased a reserve of water.

Therefore, in partnership with Syngenta Foundation, we decided to include a variety of more drought resistant crops in the project. Farmers have now planted potatoes, beans, maize, kale, and spinach. Furthermore, in order to ensure that farmers have a stable access to water, we are focusing on water harvesting and storage. We conduct trainings on different water harvesting methods and highlight the importance of water for irrigation instead of solely relying on rainfall. We have excavated 4 water pans at the school model farms, and we will subsidize dam liners, so each farmer can have a water pan on their own land. We are hopeful that this will contribute to a better yield in the seasons to come.



## Looking Ahead

### Quality Education Programs

Through the financial support of the Kavli Trust, we have implemented our Quality Education Program at 33 schools in Nepal, and plan to expand it to an additional 27 schools in Nepal in 2023. We will also be introducing the program at 4 schools in the Maasai Mara region of Kenya in January, with the goal of eventually bringing it to all 24 HPF supported schools in Kenya. We are carefully monitoring and assessing the impact of these programs to ensure that they provide the highest quality education in a sustainable way.

### Water program in Kenya

With the devastating drought in Kenya, the access to water has been pushed to the front of the priority list. We are looking forward to once again partner with Rambøll Foundation in the new year, and together, we will come up with sustainable water sources which can hopefully be implemented at all HPF supported schools in Kenya.

### School Feeding Program

The students in Kenya have gone for their long school holiday until the 23<sup>rd</sup> of January. We are looking forward to be implementing our school feeding program, when the students are back, at the HPF supported schools in the Mount Kenya region. For the past months, we

have raised 80,000 USD which will ensure that 900 children get 1 nutritious meal per day throughout one year.

### Inner Strength and Life Skills

HPF has established Project Inner Strength with the aim of strengthening the self-esteem and confidence of students at Danish secondary schools, supporting them in having healthy relationships and thriving mentally. The project has been implemented in the 7<sup>th</sup> grade at 13 government schools, and in collaboration with Syddansk University (SDU), a baseline study has been conducted this year. In 2023 we are looking forward to expanding the project to an additional 3 schools and to receive an endline report from SDU with impact measurements and results.

### Strengthening the organization

At HPF, we are constantly striving to improve and enhance the organization in order to efficiently deliver high quality programs. To that end, we have recently hired a new education specialist in Kenya to ensure the quality and implementation of our education program in the coming year. In 2023, we look forward to continuing to develop clear plans and strategies for our projects to ensure their efficiency and sustainability.





A group of young girls in school uniforms are clapping in front of a red building. The girl in the foreground is smiling and has her hands clasped together. She is wearing a purple sweater over a light blue shirt. Other girls in the background are also clapping and smiling. The building behind them has red walls and white trim.

# **Thank You!**

We couldn't do this without you.  
Let's continue to advance quality education  
for all children, together!