



HUMAN
PRACTICE
FOUNDATION

3
2
0
2

IMPACT REPORT

Deloitte

Key Results

Human Practice Foundation, founded in 2014 by Pernille Kruse Madsen, is dedicated to creating social change in marginalized areas.

Supported by Founding Partners and generous donors, the foundation has made a significant impact in the philanthropic world. It operates globally with registered entities in the United Kingdom, Switzerland, Sweden, Nepal, Kenya, and Denmark. The goal is to fight poverty, primarily through education. Over the years, the Human Practice Foundation has positively influenced the education of approx. 46,000 children. The foundation has also built, or are in the process of building, 111 schools in Nepal and Kenya.

The foundation is also firmly rooted in Denmark, with a particular focus on the well-being of children. The program Inner Strength offers a unique approach that boosts children's self-confidence, belief in themselves, and ability to make responsible decisions, while teaching them to participate actively in communities.

15%

increase in school attendance in Kenya



34%

increase in English grades for grade 10-12 in Nepal



34%

increase in literacy in Kenya

40%

believe that Inner Strength improved their relationships with their classmates in Denmark

\$188,700

earned through Income Generating programs



Greetings from our Founder

As we close the chapter on 2023, I want to take a moment to express my deepest gratitude to you, our supporters at the Human Practice Foundation. Your unwavering generosity has touched many lives, particularly those of children in Nepal and Kenya, and has empowered our young ones in Denmark to take charge of their mental well-being.

Reflecting on the past year, I'm filled with a sense of pride and accomplishment. We've forged new partnerships with the Nepali and Kenya government, and, thanks to the A.P. Møller Foundation, we've been able to expand our Inner Strength project in Denmark. Being on the ground in Nepal and Kenya, seeing our projects in action, has been incredibly heartening. Witnessing firsthand the transformation brought about by our Child Empowerment Model continue to be the most rewarding experiences of my life.

However, our journey hasn't been without its challenges. The struggle for equitable access to quality education is still very real, particularly for marginalized children who face daunting barriers. Our mission at the foundation is clear: to ensure every child, no matter their background, has access to the education they deserve. This mission goes beyond benefiting the individual; it's about uplifting entire communities and, ultimately, society at large.

2024 stands before us with its unique set of challenges, but our resolve remains stronger than ever. We're setting ambitious goals to not only expand our reach but also to enhance the effectiveness of our interventions and strengthen our organizational capacity.

This journey has been a learning curve. Each success story is a testament to the impact of our efforts, yet each also carries

with it lessons learned, and challenges faced. These stories aren't just narratives of triumph; they are reflections of resilience, adaptability, and the continuous quest for improvement.

As we compile this impact report, we're reminded of the critical role of education in a world that grapples with conflicts and a lack of peace. Now, more than ever, it's imperative that we champion the cause of education. It's not just about building schools; it's about building futures, shaping young minds that will, in turn, shape our world.

Let's come together to prioritize education. It's a commitment not just to the present generation but to the future of our global community. Because in the end, schools do much more than educate children – they create the change-makers of tomorrow.

Thank you for standing with us on this journey. Together, we can create a world where every child has the chance to learn, grow, and thrive.



A handwritten signature in black ink, appearing to read 'Pernille Kruse Madsen'.

Pernille Kruse Madsen
Founder and CEO
Human Practice Foundation

Table of Content

Key Results p. 2

Greetings from our Founder p. 3

Achievements p. 5

Our Commitment p. 6

Our Child Empowerment Model p. 7

Our Work

HPF Program Countries p. 9

HPF Local Teams p. 10

Program Highlights p. 11 - 13

Impact Details & Student Stories

Fundamentals p. 15 - 18

Academics p. 19 - 20

Empowerment p. 21 – 24

Lessons Learned p. 26

How We Measure Impact p. 27



Achievements

>1000

Incredible donors

111

School projects



>44,000

Children helped to
a better education

>1900

Parents supported
through Income
Generating projects

>26,000,000

USD raised



74

teachers trained in
Inner Strength

Our Commitment

Holistic



We prioritize depth over scale in our projects, focusing on anchoring robust support. Our commitment extends until children have the best conditions to create a better future and our partner schools flourish as top-performing schools with thriving students. This defines our holistic intervention model, the Child Empowerment Model.

Local



We believe that change starts where help is needed, which is why we work with our own implementing organizations in Nepal, Kenya, and Denmark. This enables agile project implementation and iterative improvement through local co-creation.

Transparency



At Human Practice Foundation, we prioritize total clarity and transparency for both donors and beneficiaries. To minimize administration costs, our Founding Partners cover expenses for activities at the Copenhagen headquarters and international fundraising chapters in Zürich, Stockholm, and London, including administration, fundraising, and project management. This ensures that all project donations go directly to those in need.

Our Child Empowerment Model

We ensure the necessary prerequisites to enable the child to go to school

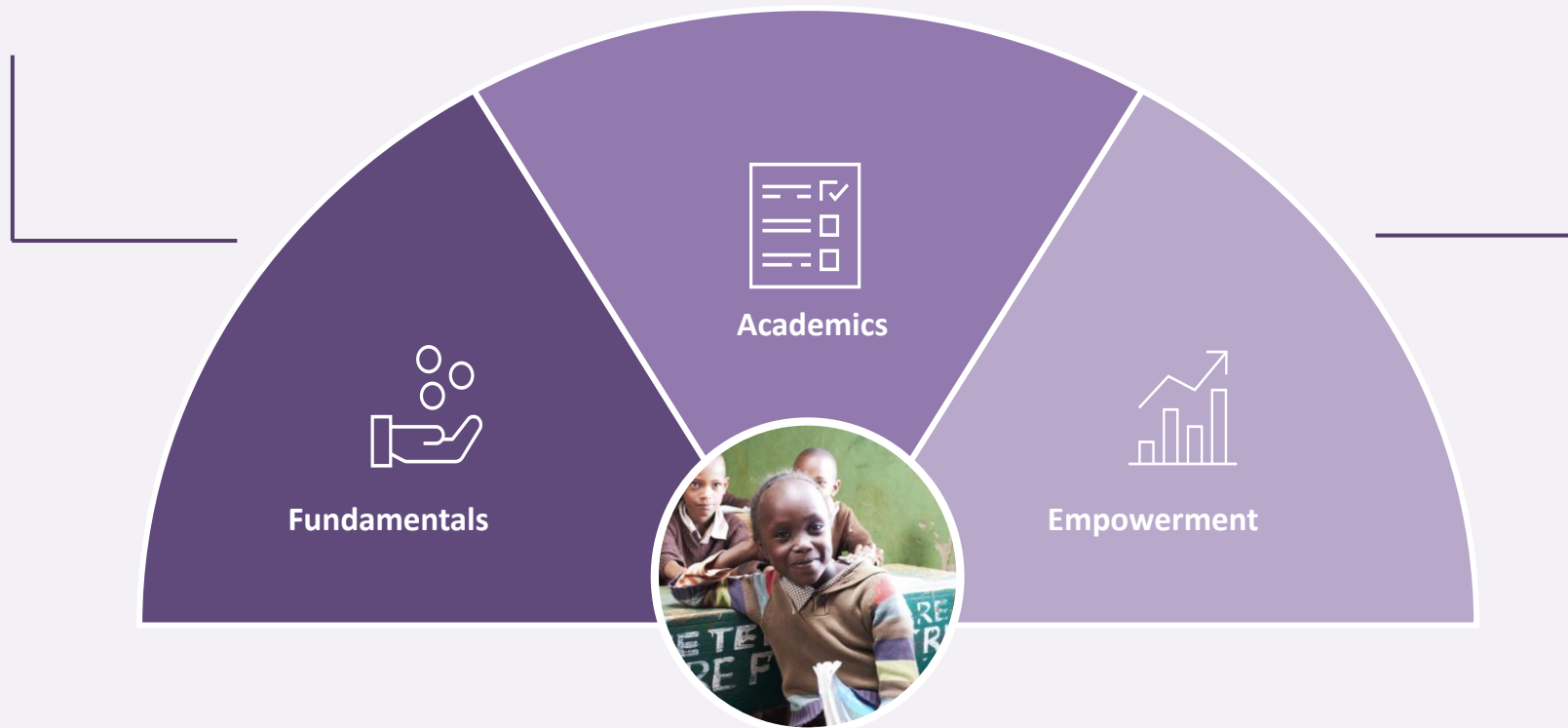
- Physically safe and accessible school facilities
- Parent capabilities through information campaigns and social impact projects

We build school capabilities to provide quality education to children

- Capacity building of teachers and management
- Basic academic skills (literacy, numeracy, English)

We empower the child to thrive and succeed beyond academic achievements

- Vocational and other non-academic skills i.e. WHO's Life Skills
- Social Emotional learning
- Entrepreneurship programmes



Our Work



HPF Program Countries



Denmark



~1450



14



Nepal



~33,000



83



Kenya



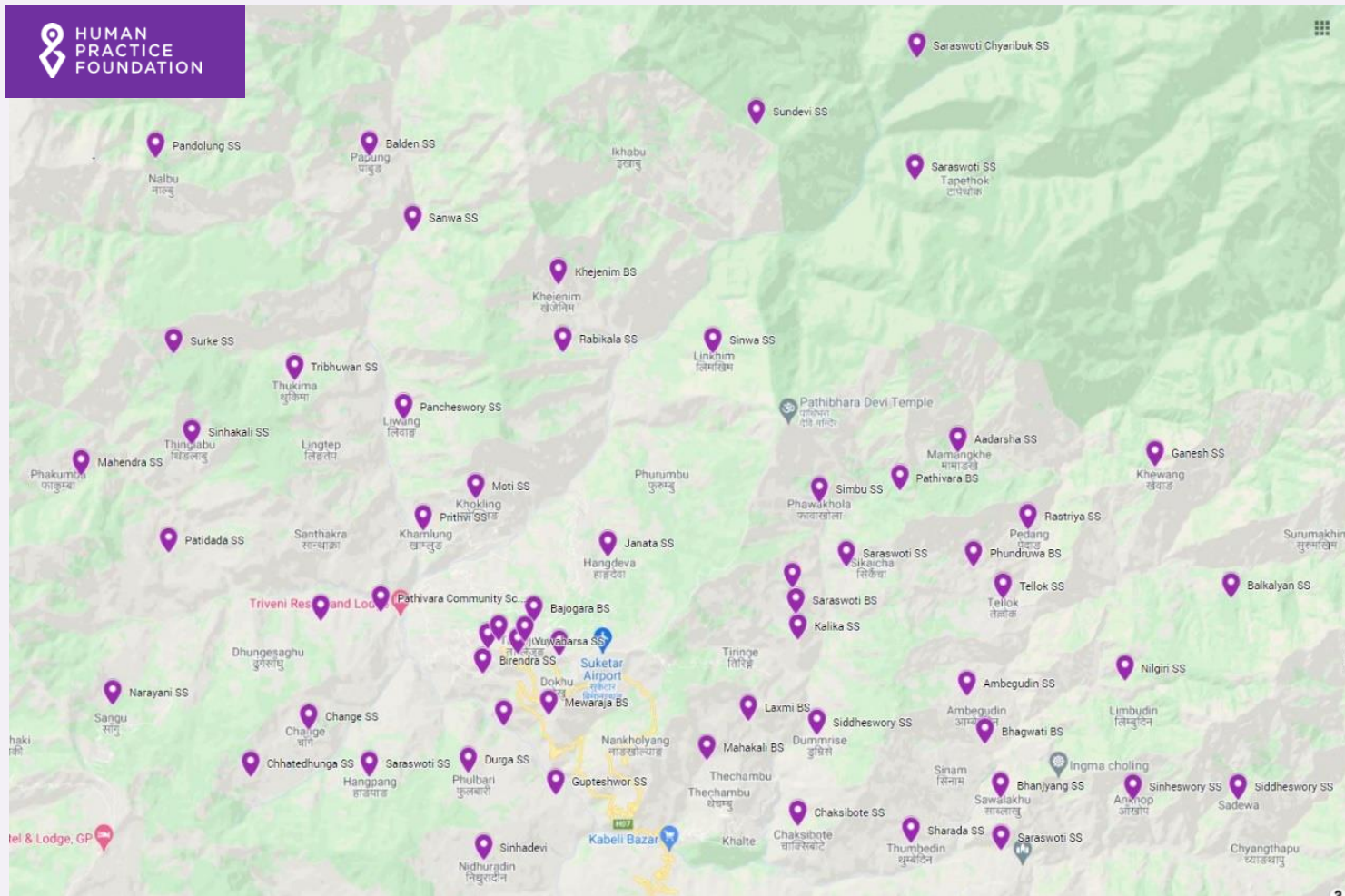
~11,000



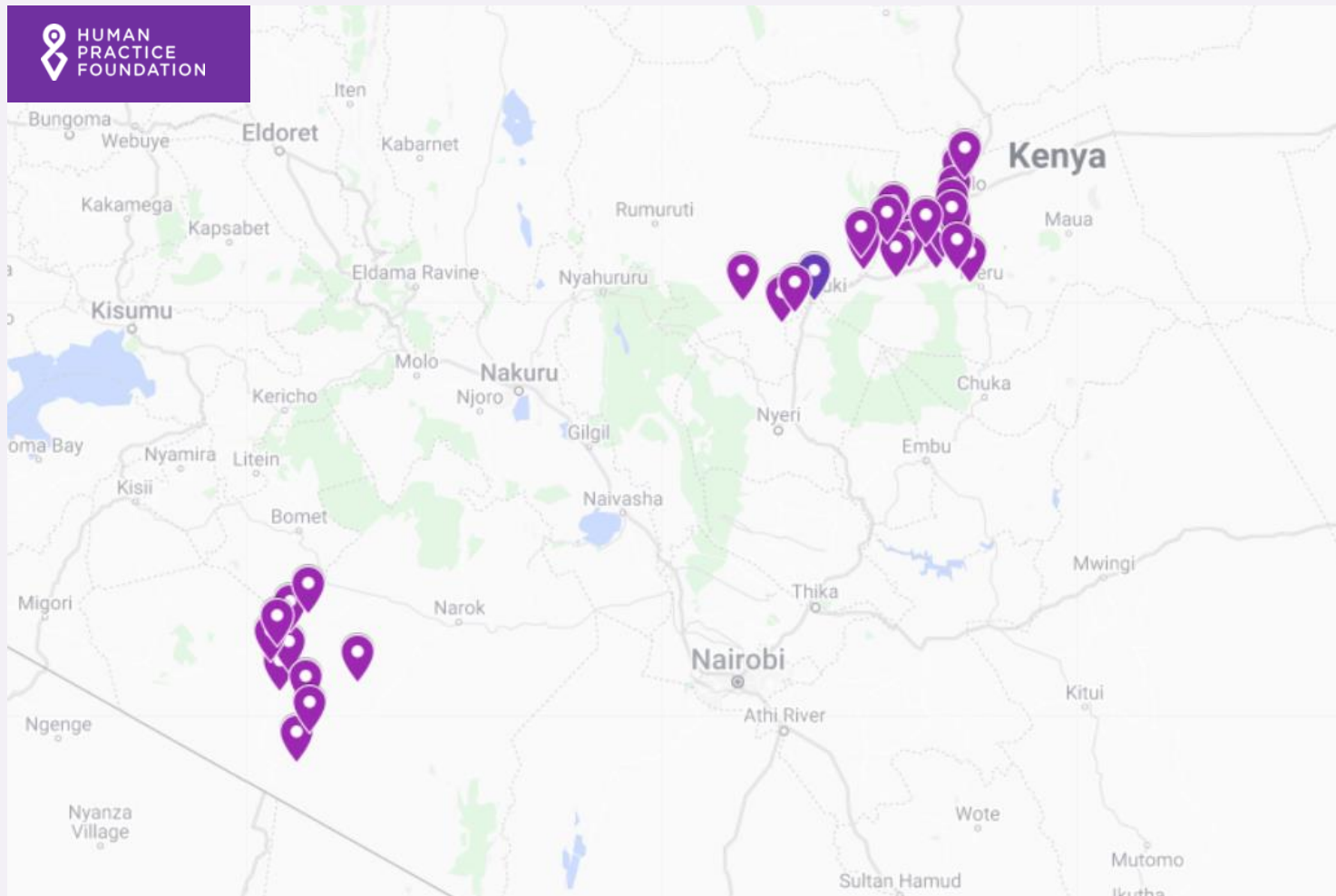
28



Nepal school coverage



Kenya school coverage



HPF Local Teams



HPF is registered as an INGO in both Nepal, with 47 employees, and Kenya, with 14 employees. As a registered INGO we are working closely with both the Nepali and Kenyan governments and local authorities. This is done to ensure long-term sustainability and the support of local education authorities enhances our work at the schools. With this approach we can make a long-lasting change where the schools and communities are not dependent on HPF in the long run.

We are focused on an effective hands-on implementation with high quality. Therefore, we have chosen to work directly with the schools and local communities to improve this approach. This gives us a strong local presence and deep understanding of local needs.

In Denmark we have a strong team of 20 people, where 7 educators are present at the schools in Denmark supporting the implementation of our Inner Strength program.

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.



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.



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.



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.

Academics



Pedagogy

In our Academics component, we've crafted a specialized Quality Education Program for Nepal and Kenya with four key components. The first, pedagogy, focuses on diverse teaching methodologies aligned with the National Integrated Curriculum in Nepal and the Competency-Based Curriculum in Kenya. The aim is to guide teachers in using varied tools and methods to address diverse learning styles.



Management training

School performance depends on effective management and leadership. We provide training for school management and head teachers, along with parental engagement sessions and social audits for parents. This fosters a shared commitment between parents and management. As part of our training, we jointly create a School Improvement Plan with the school management.



Subject specific

Subject-specific sessions focus on content delivery to students, offering teachers specialized training to enhance their lessons. With a focus on English and STEM, we tackle challenges students face in these subjects at our project schools. Acknowledging the pivotal role of English and STEM in students' future job and educational opportunities, our goal is to strengthen their proficiency in these areas.



Student support

The final sub-component centers around student-support activities. We establish Children Clubs in all schools to encourage literacy and extracurricular engagement. Furthermore, we provide remedial teaching for students facing challenges in general or specific subjects, along with organizing exam preparation workshops for those approaching their national exams.

Empowerment



Youth Empowerment

After secondary school, youths in Nepal and Kenya often face limited opportunities due to poverty and lack of job opportunities. HPF addresses this by offering the IT Academy in Nepal for skills like graphic design and digital marketing, along with Coffee and Micro-Entrepreneurship programs, enabling them to develop valuable entrepreneurial skills. In Kenya, HPF focuses on engaging students through the Agriculture program, teaching practical skills beyond the classroom.



Life Skills

Our Life Skills program is based on The World Health Organization's 10 fundamental life skills, including self-awareness, empathy, critical thinking, creative thinking, decision-making, problem-solving, effective communication, interpersonal relationships, coping with stress, coping with emotions. These life skills encompass behaviors that empower children to effectively adapt and navigate the demands and challenges of life.



Inner Strength

Danish children outperform peers academically but experience a growing issue of mental dissatisfaction. Human Practice Foundation's Project Inner Strength aims to address this by enhancing self-esteem and confidence in students, emphasizing emotional and social competencies. In a world of high expectations, Inner Strength trains students in self-esteem, empathy, and concentration, striving to create a model for Danish schools that supports all students in flourishing.



Scholarship Program

Just 75% of primary students in Kenya proceed to secondary school, hindered by high school fees and poor performance in primary education. Consequently, HPF initiated the Scholarship Program to extend financial assistance to high-achieving students in our supported schools, enabling them to pursue secondary education.



Impact Details

2023 major achievements

In 2023 we managed to construct 14 school buildings in Nepal and Kenya and with new funding received this year we are now in the progress of fully implementing our Child Empowerment Model at 76 schools in total.

In 2023, we also managed to train more than 600 teachers, support 50 micro entrepreneurs, train over 500 farmers and conduct more than 100 workshops. With the full Child Empowerment Model being implemented at most schools we are excited to see the full impact in the coming years.



HPF IT Academy

In 2023 we finished the construction of our HPF IT Academy in Taplejung. The IT Academy is a milestone for HPF Nepal and the Taplejung district as well as for our intervention. At the IT Academy, students who have graduated from secondary school can attend classes in advanced English, Graphic Design, Web Development and Digital Marketing as well as learn how to become IT Entrepreneurs. The goal is to give the young generation of Taplejung a path for continued education that can give them an income while staying in Taplejung.



Education Program Kenya

2023 was also the year where we launched our first Quality Education program in Kenya at 4 project schools. This program contains our Academics and Life Skills components and are working to improve traditional academic and soft skills of the students. After just one year, we are already seeing great improvements at the 4 schools. The average grade has increased by 11% and the literacy level has improved by 33%



A.P. Møller Fonden donates for Inner Strength

The renowned Danish Foundation, A.P. Møller og Hustru Chastine Mc-Kinney Møllers Fond til almene Formaal, has in 2023, chosen to support project Inner Strength with a donation of 13m DKK that covers the program at 30 schools for 4 years. This is HPF's largest donation to date and will make a huge impact for the mental wellbeing of the Danish kids at the 30 schools.



School & Educational Facilities Achievements



>44,000 Children helped to a better education



111 New school buildings constructed or in the process



1141 Teachers trained to enhance their pedagogical and academic capacity



522 School management members trained



72 New toilet buildings constructed with sanitary facilities



78 Libraries installed at the schools



43 Science labs installed at the schools



44 Playgrounds installed at the schools



66 Computer labs or digital literacy facilities installed at the schools



9 water projects installed at the schools

The figures are derived from the data obtained through our annual monitoring and evaluation of our school project activities. This information has been systematically collected each year from the inception of each project. The results in this section of the report is since the baseline in 2018 unless states otherwise.



Meet two students from Nepal & Kenya



"I believe in working hard to succeed, which applies to my academic journey. I am grateful for the guidance from my teachers, especially during the challenging period of exam preparation. As we did not have physical exams during the pandemic, I have not practiced sitting for exams which made me very nervous. My teachers helped me a lot and we had exam preparation classes which boosted my confidence, and I ended up scoring a 3,76 out of 4 GPA. My dream for the future is to become an engineer."

- Patrik Puri, a grade 10 student at Bhanu Jana Secondary school

"My name is Purity Seketo, and I am a grade 8 student at Aitong Primary School. I come from a community, where education is not prioritized. My 2 older sisters had to drop out of school due to early marriages. I have always been scared that the same would happen to me, but after the new classrooms and education program at my school my parents started seeing the importance of education and they allowed me to continue."

- Purity Seketo, grade 8 student at Aitong Primary School



Income Generating Programs Achievements



1,700 farmers trained in good agricultural practices



58% of parents in our micro-entrepreneurship programme in Nepal and **59%** of parents in our Agriculture program in Kenya are women



\$188,700 earned through Income Generating programs



68 Farmer Groups established in Kenya and Nepal



1300 students trained in good agricultural practices

The figures are derived from the data obtained through our annual monitoring and evaluation of income-generating activities. This information has been systematically collected each year from the inception of each program.



Meet two parents from Kenya & Nepal



"I am a Village-Based Advisor and part of HPF's Agriculture Program here in Mbuju village in Kenya. I have been part of the program since it started. During this period, I have earned approximately \$1561 as profit from selling potatoes and beans. I have used my profit to reinvest in my farm, paid my children's school fees, and bought food and other essential supplies for my family. The program has not only helped me and my family, but also 284 other families in my village and neighboring communities."

- Patrick Muriuki, Village-Based Advisor, Kenya

"I am single mother with a daughter at an HPF-supported school and I used to work as a house help. I was chosen to be part of HPF's Micro-Entrepreneurship program, where I received an investment of approximately \$370 which I invested in a small grocery and stationary shop. Since I opened my shop, I have earned a profit of \$1500 which is 5 times more than my usual income. My main goal is to support my daughter and securing her a good education."

- Kamala Gurung, Shop owner, Nepal



Academics Highlights

Kenya



94% decrease in student drop-out



33% increase in student literacy levels



11% increase in average grades



7% increase in KCPE mean score (2023)



38% increase in grade 8 completion rate (minimum score of 250)

Nepal



80% decrease in student drop-out



17% increase in English grades



15% decrease in student absence



15% increase in average grades



40% more students completing secondary school

Meet a SMC Chair from Nepal & a teacher from Kenya



"The dream to have a modern school building has finally come to reality. The new school building looks so attractive and pleasing. Today's children are tomorrow's leaders. Well educated children can lead a nation in the path of prosperity. Thus, it is very essential to give students the right platform at their earliest. The school infrastructure is one of the basic requirements to have quality education and give the students a conducive learning environment."

- Gopal Thopra, School Management Chair of Mahendra Secondary School

"HPF has significantly influenced us as educators, especially in teacher capacity building. The impact of the support is noticeable and clearly reflected in our classrooms. Given my deep passion for technology, I am genuinely thrilled about the forthcoming digital literacy program at our school, complete with the provision of digital gadgets. This initiative stands as a considerable uplift for both teachers and students. Despite the reservations some teachers in our school may have concerning technology, this program is effectively addressing those concerns."

- Mr. Joel, ICT Teacher at Aitong Primary School



Empowerment Highlights in Nepal

Nepal



Increase in socio-emotional level outcomes



19% more students enrolling in tertiary education



28% increase in visual-spatial thinking among students



12% increase in fluid reasoning among students



243% increase in student working memory

In Nepal, we have worked for a few years with the empowerment component at the schools and are now starting to see results on the non-academic skills for the students as showcased in the table to the left.

The data compiling and analysis was conducted by an external evaluator in coordination with our local team in Nepal since 2021 up to now.

Socio-emotional level includes improved attitude about self, school, and social issues, social behaviors, conduct disorders or problems, and emotional distress.

Visual spatial is the ability to evaluate visual details and understand visual spatial relationships.

Fluid reasoning is the ability to use conceptual information from visual details and apply that knowledge.

Working memory is the ability to learn, manipulate, and retain information to complete new tasks.

The data shows that there is an increase in the students' socio-emotional levels with their working memory greatly enhanced.

Empowerment Highlights in Denmark

In our Danish project Inner Strength we are also seeing positive results for the students after a few years of implementing the program.

To the right is a summary of the main results based on quantitative data collected through questionnaires filled out by students and teachers, as well as qualitative interviews with students. The main results are summarized in a note prepared by Ane Qvortrup, Professor, Casper Juul Dahl Jensen, Ph.D. candidate, and Eva Lykkegård, Associate Professor at SDU.

Eight out of the 13 schools have implemented the Inner Strength program in all 7th grades from September 2022 and for approximately three months thereafter, while the remaining 5 schools have worked with the Inner Strength program in their 7th grades from January 2023 and for approximately three months thereafter. Data from the eight schools are referred to as the first phase, while data from the five schools are referred to as the second phase.

In summary, both students and teachers positively assess the Inner Strength program, indicating a significant perceived challenge with well-being among both groups. Over half of the students found it enjoyable to participate in the program in both phases, and many reported an improved relationship with their classmates and an increased desire to attend school.

Additionally, from the qualitative interviews, it became clear that many students have gained strategies to handle pressured situations in the future, and several have experienced an enhanced sense of class cohesion after completing the program. Find a link to the full SDU note [here](#).



74% and 50% in the 2nd phase found it enjoyable to participate



40% of students believe that Inner Strength has improved their relationships with classmates



100% of the teachers believe it is essential to work on the well-being of the students



32.6% and 28.6% in the 2nd phase experienced increased joy in going to school after the program



92-100% of teachers found the lesson content relevant, and **80-100%** considered the exercises practical and useful

Meet two students from Nepal



"Life is unpredictable, filled with twists and turns. At the age of five, I faced a life-threatening heart problem, but with proper treatment, I survived. My goal was to become a Cardiologist and I had the grades to pursue my dream, however, I could not secure a scholarship for the school. I went back to my village in Taplejung, where I taught at a local primary school. I pursued a Bachelor's in Education, but quickly recognised the importance of IT and was informed about HPF's IT Academy. I am now doing a course in digital marketing which has empowered me with tools to navigate the digital landscape."

- Sabina Tamang, a trainee in Digital Marketing, HPF IT Academy

"Before our teacher told us about Life Skills, I did not know what to expect. We have participated in different Life Skills classes, where we did different activities such as relationship mapping and learning stress management techniques including meditation. This has helped me a lot especially during challenging times with study pressure. Meditation has also enhanced my concentration. We also did community mapping, where we documented safe and unsafe areas in our community which helped us understand community dynamics."

- Nabin Khanti, a student at Saraswati Hangpang Secondary School



Meet a student & teacher from Denmark



"After Inner Strength, I have become better at speaking up in class and standing up against mean remarks. I have gained more confidence and know when to take it easy. I also now think about how others might be having a bad day and realize the importance of sticking with friends who are struggling, so we can help them feel better. In class, we try to include everyone in the community. There is greater respect for each other in the class, there is more calmness, and the lessons proceed better."

- Ellen Ingeborg Birk Hansen, student at Ølsted School

"I really wish that this is transformed into the entire primary school. As a school and society, we have a social responsibility to equip our children and youth to emerge as cultured individuals who are well-adjusted. This is precisely what primary schools lack in addressing the issues among children today. We, as a school, have a significant responsibility to take action when more and more of our students experience issues such as anxiety and loneliness. Inner Strength enhances teachers' skills to assist the students. There is a need of focus on well-being efforts in Danish schools, so we can avoid putting out fires when students are not doing well."

- Kristian Hansen, teacher at Ølsted School



Lessons Learned



Lessons Learned



Overburdening of teachers and beneficiaries

The HPF Child Empowerment Model is a deep and holistic intervention model aimed at combating a various number of challenges in impoverished communities by empowering students with a quality education. However, we can also see that a deep and holistic intervention can have challenges as it contains many project activities. It may result in overburdening teachers and school management with new training and initiatives in a short period of time, and the students may be overwhelmed by the changes.

Therefore, we are adjusting our implementation to focus on fewer core activities over a more extended period. This way we believe the impact is more significant and the sustainability better.



Climate challenges in Kenya

In 2022, Kenya was hit by a severe drought that resulted in a food crisis and famine. The drought severely affected most of our students and their families. In 2023, the situation has been the opposite. Many areas in Kenya have experienced heavy rainfall and flooding, causing other problems for farmers and local communities.

This further showcase, the importance of our school model farms that showcase permaculture farming techniques and give local farmers a method where they are not as dependent on rainfall – whether it's a lack of or too much.



Anchoring Inner Strength

After almost two years with Project Inner Strength, we see challenges with fully anchoring Inner Strength in some schools, which has caused the program to be adjusted.

From August 2024, in addition to the program for 7th grade, schools will receive an Inner Strength program for 4th graders. School teachers will be trained so they can take over and facilitate the program in their classes - with supervision from Inner Strength instructors and support from colleagues who are trained as local Inner Strength resource persons.



How We Measure Impact

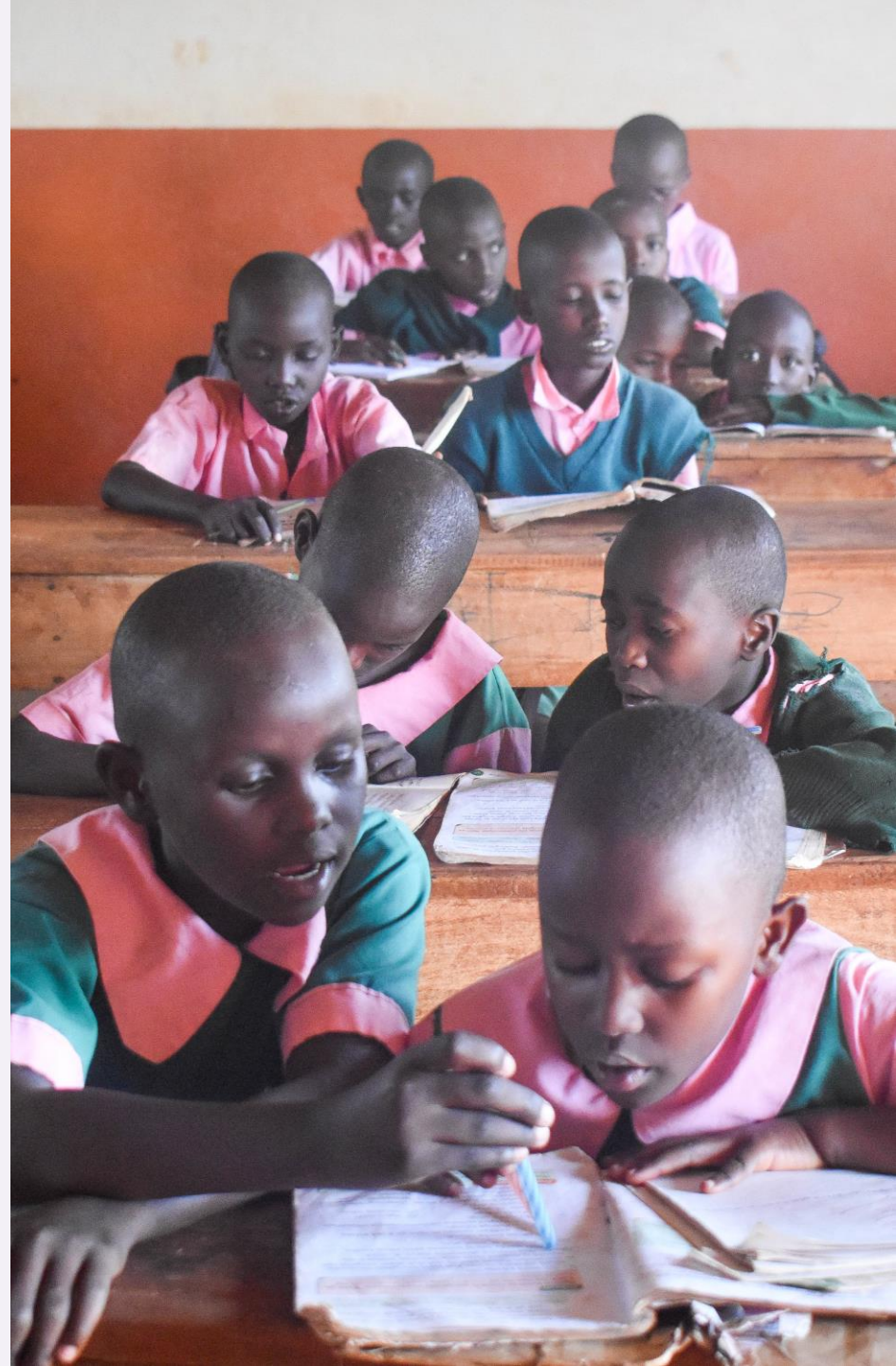
Determining the impact of our work is central to our mission. Therefore, we have partnered with Deloitte to develop an outcome framework and methodology for impact measurement. This helps us ensure that we are accurately capturing the effects of our programs.

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 acknowledge potential limitations, we are confident in our thorough methodology, incorporating quantitative and qualitative data through various methods like interviews and surveys.

The data compiling and analysis was conducted by third-party evaluators in coordination with our local teams in Nepal and Kenya, ensuring minimal bias.

In Denmark Syddansk University conducts ongoing evaluation of the Inner Strength program. The evaluation includes both a quantitative well-being measurement with a baseline-endline survey before and after the intervention for all students, a qualitative student evaluation among 12 selected students, and an activity evaluation based on a survey among all teachers.

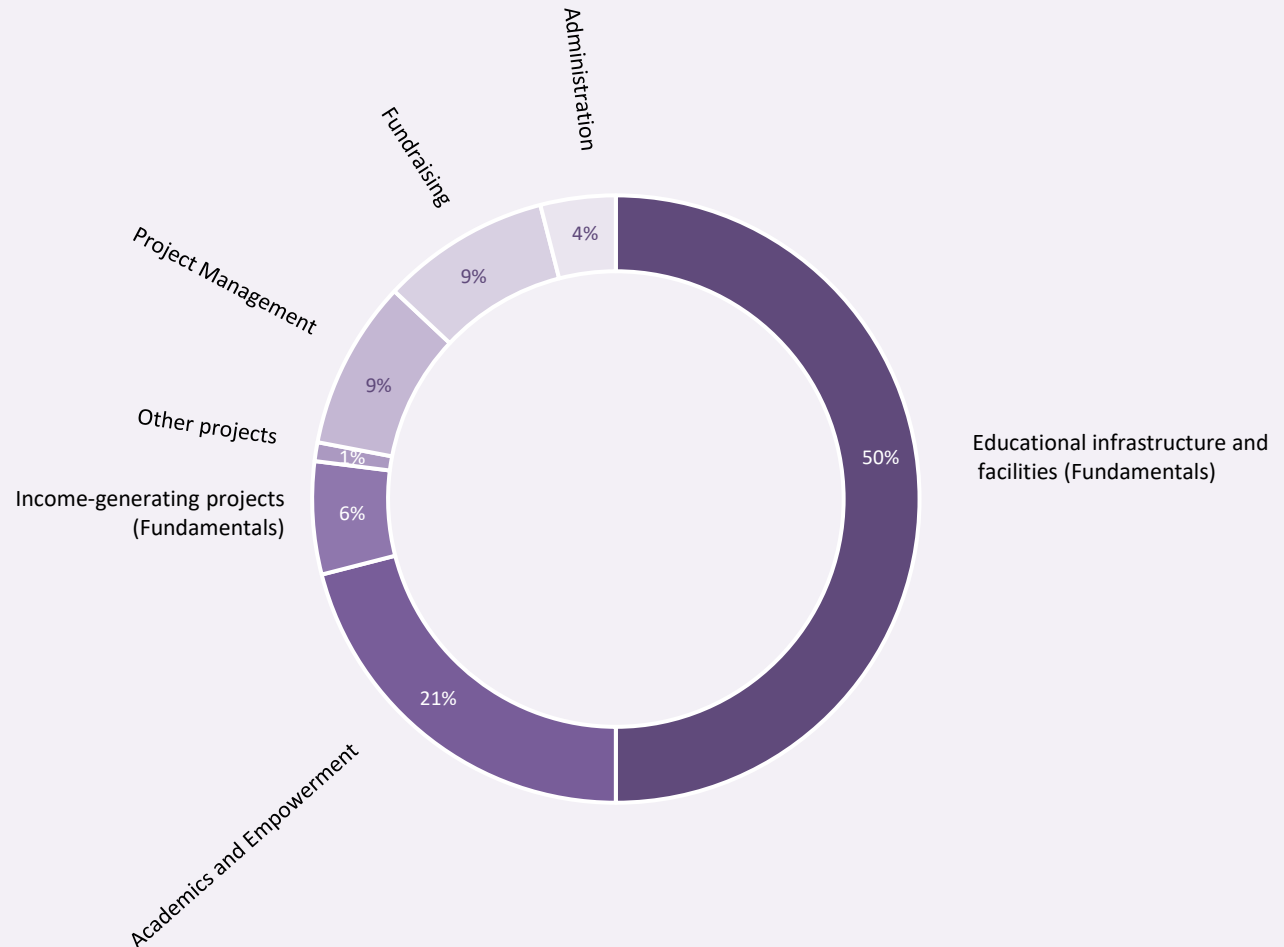


Our Financials

In 2023 we had expenses for 4.190.000 USD. 78% (3.268.200 USD) of this was spent as direct project or program costs and the remaining 22% (921.800 USD) was spent on cross-cutting organizational costs.

Educational infrastructure such as school buildings and toilets together with educational infrastructure such as computer labs and libraries made up 50% of our total expenses in 2023. This is still the cornerstone of our projects and the most cost-intensive of our activities.

The graph to the right shows the details of how our funding was spent in 2023 into 7 different categories which is a division of project activities related to the Child Empowerment models as well as cross-cutting organizational expenses.



A group of young girls, likely students, are standing in a line outdoors, clapping their hands. They are wearing light blue school uniforms with dark blue skirts. The girl in the foreground is smiling and has her hands clasped together. Behind her, other girls are also clapping, some wearing headscarves. The background shows a red and white building with blue doors and windows. The scene is bright and sunny.

Thank You!

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