



IMPACT REPORT 2024

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Executive summary

Greetings from our Founder and CEO



Dear friend – welcome to Human Practice Foundation’s 2024 Impact Report.

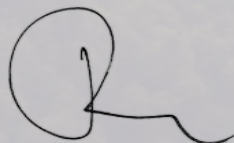
This year marked a special milestone: **10 years since we built our first school in Nepal and the founding of HPF**. We celebrated this journey at Food Lab in Copenhagen with friends and supporters — a moment that reaffirmed our shared belief in the power of quality education to transform lives.

Since 2016, we’ve worked to create **district-wide change in Taplejung**, Nepal, where **we now support 80% of all secondary schools**. This report focuses on the deep, long-term impact we’ve achieved there. In 2024, we also **expanded to the Tehrathum and Panchtar districts**, reaching even more marginalized communities.

We’re also proud to be advancing our work in Kenya — **including an ambitious new plan to expand our efforts in Masai Mara**, in close collaboration with the Governor of Narok County.

Our work this year included **improving 20 schools with infrastructure** for over **6,750 students**, **training 1,415 teachers and 1,697 parents**, and **raising 36 million DKK**. Our team has grown to **nearly 100 dedicated employees** across Nepal, Kenya, and Europe.

Beyond the numbers, it’s the hope and resilience of children and communities that drives us. **Thank you for standing with us. Together, we’re creating lasting change — one child at a time.**



Pernille Kruse Madsen
Founder and CEO
Human Practice Foundation

HPF Impact Dashboard

Outputs (0 – 1 years)	Outcomes (1 – 5 years)	Impact (5+ years)
Result area 1: School infrastructure		
130 schools with improved classrooms, educational facilities and sanitation	22% decrease om student absence	31% improvement in learning achievement
50,000 children helped to better education	78% decrease in student dropout	
57% reduction in student-to-classroom ratio (Nepal)	0.94 girls to boys absence/drop-out ratio (improved from 1,07)	
Result area 2: Learning		
1,990 teachers trained	65% students showing great or good digital skills	28% improved graduation rate
1,000+ student-centered activities conducted	86% of teachers adopting structured pedagogy always or most often	
1,156 school management and PTA members trained	31% increase in student SEL scores	26% increase in continued education
25% improvement in teacher skills (pre-test and post-test)	48% Improved results in cognitive tests	
	72% Teachers mostly or highly satisfied with intervention	
Result area 3: Economic Empowerment		
6,269 farmers trained	5,843% increase in crop-specific yield (coffee farming)	160% increase in family income
593 parents supported in Micro-Entreprise	232% average return-on-investment for entrepreneurs after 2 years	
61% of supported entrepreneurs are female (Nepal)	0.97 gender income ratio (national average of 0,6)	
285 parents accessing micro-loans	2 agreements with global off-takers for farmers	
154 students graduating vocational courses	42 vocational graduates in jobs	

The data for the “Output” indicators is from Nepal and Kenya combined, while the data for “Outcomes” and “Impact”, is from our deepdive monitoring report from the Taplejung District in Nepal.

The Development of HPF

2014 - 2016

2017 - 2020

2021 - 2024

2025

People



Pernille is backed by the first 7 Founding Partners



First full-time employee in Nepal



3 full-time employees in the Danish office



First full-time employee in Kenya



30 employees reached in Nepal



Formal fundraising chapters registered in Sweden, UK and Switzerland



HPF Team now has 95 employees – 56 in Nepal, 20 in Kenya and 19 in Europe



Over 150+ employees with HPF-related contracts

Projects



First school built in Nepal



Tea project and factory in Nepal, the first farmer



INGO Nepal



Coffee Project in Nepal



HPF expands work to Kenya, upgrading first school in the Meru sub-county



First 33 schools in Nepal with Education program and Project Inner Strength launched



1,700 farmers supported and potato and beans initiative started



INGO Kenya



35,000 children's education supported through our Child Empowerment Model



100 school building projects in Nepal & Kenya



7,000+ parents supported



130 school building projects in Nepal & Kenya



50,000+ children's education supported through our Child Empowerment Model

Funding

Donations

+365%

+25%

+42%

+15%

+18%

-15%

+61%

+80%

DKK 250 million

Total fundraised

2024 in Numbers



36 million DKK fundraised



20 school buildings constructed



6,750+ new children helped



1,415 teachers trained



1,697 parents and farmers trained



Almost **100** HPF employees



1 Model School project completed
in Kenya with Mpesa Foundation



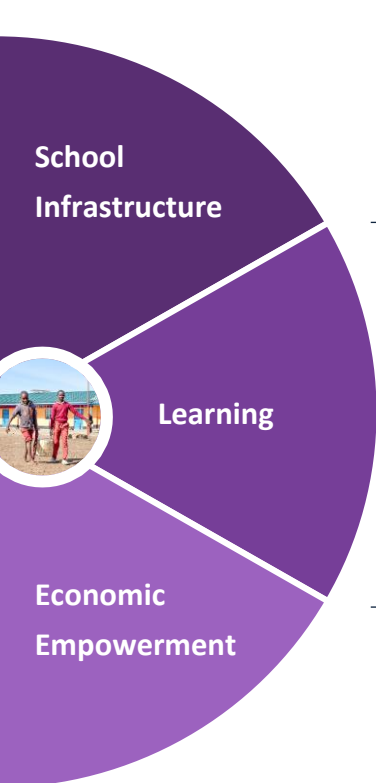


HPF's Work

The HPF Child Empowerment Model

The Components

We apply a holistic approach to our intervention as we wish to create deep and lasting impact for all children



School Infrastructure

This sub-component is focused on the physical infrastructure that meets the basic needs of a school, such as classrooms.

Educational Facilities

This sub-component is about the more educationally-focused facilities that are needed for specific subjects or to diversify and enhance the lessons and student learning outcomes.

Water & Sanitation Facilities

This sub-component is focused on access to water and sanitation facilities, ensuring access to the most basic of needs for the students and staff at our school projects.

Teachers Training

This sub-component is focused on training the teachers in how they deliver their lessons - both in specific subjects as well as general pedagogical approaches. They will be introduced to practical exercises, material development, but also more high level didactic. Furthermore, they will be trained in specific focus subjects.

Life Skills & Student Support

This sub-component relates to student learning achievements not related to traditional academic subjects. We want the students to be well-rounded individuals who can work together and create meaningful lives and careers for themselves. Additional activities include improving learning outcomes, as well as preparing students for life after graduation.

Management & Parents

This sub-component is focused on the school's stakeholders, such as head teachers, board of management and parents, who all play a vital supporting role in creating beneficial school environments for teachers and students.

Parent Income Generation

This sub-component is focused on generating an income for the parents of students. Creating an income will help alleviate the families out of immediate poverty while also enabling them to send their kids to school and support their education.

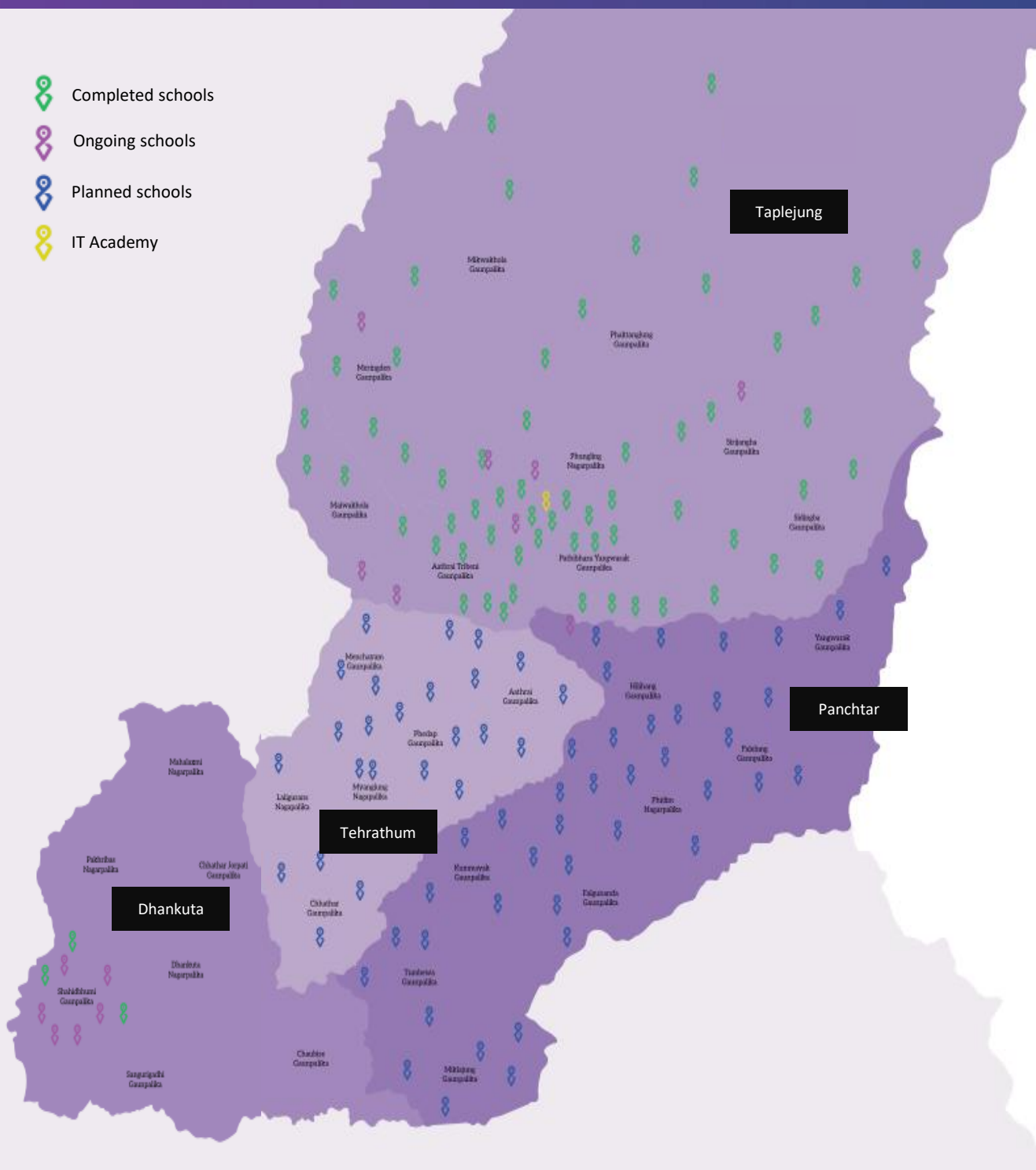
Student Entrepreneurship

This sub-component is focused on school-to-work transition by providing students with tangible skills that can provide them with an income or a job.

IT Entrepreneurship

This sub-components is focused on IT specific trainings on our IT academy to train students as IT entrepreneurs. This gives them the possibility to be part of the global IT market, while working from home in the Himalaya mountains.

- Completed schools
- Ongoing schools
- Planned schools
- IT Academy



Program Country - Nepal



HPF districts: Taplejung, Panchtar, Tehrathum and Dhankuta



Population: 535,000



Living below poverty line: 25%



HPF school constructions: 93 completed or ongoing 57 planned



Children helped: 36,000+



HPF local team: 56 employees

Program Country Kenya



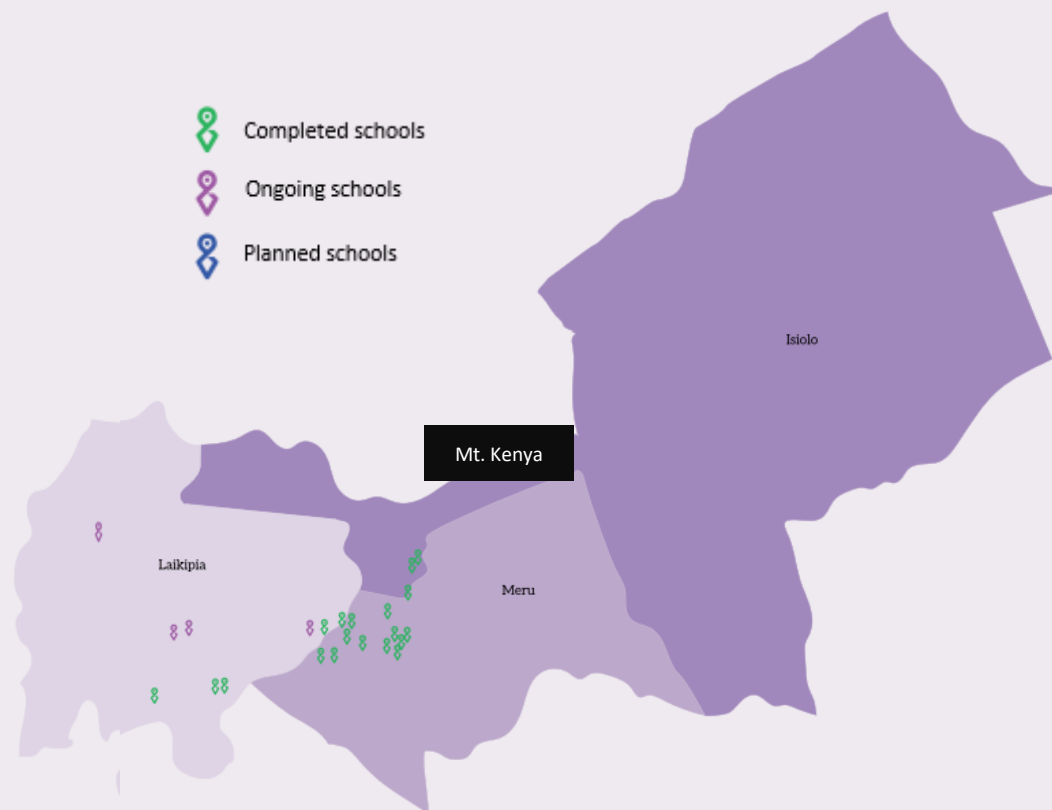
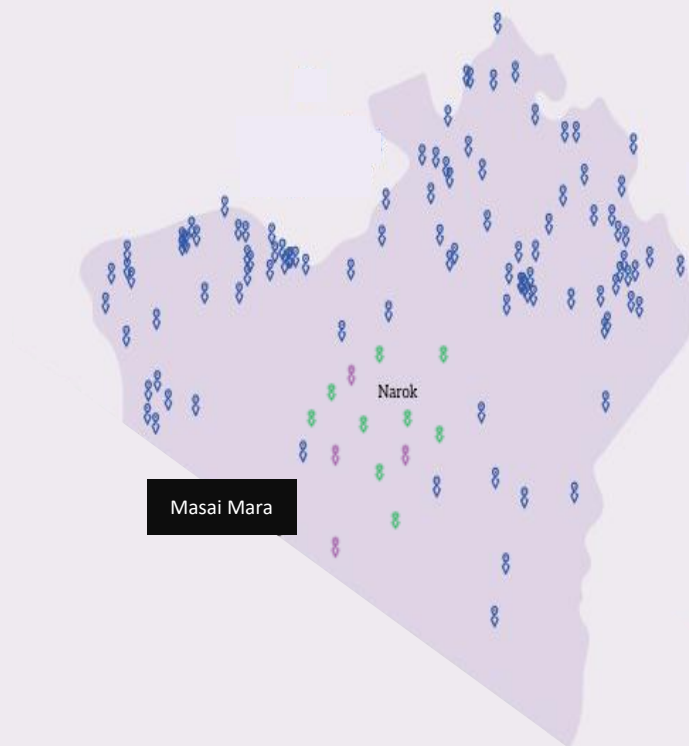
HPF counties: Meru, Laikipia, Isiolo and Narok



Population: 3,293,000



Living below poverty line: 34%



- Completed schools
- Ongoing schools
- Planned schools



HPF school constructions: 36 completed or ongoing 150 planned



Children helped: 14,000+



HPF local team: 20 employees

Program Country - Denmark



HPF municipalities: Halsnæs, Egedal, Kalundborg, Holbæk, Sorø, Faxe, Greve, Roskilde, Hvidovre and Lolland



Population: 497.000



Wellbeing: One in five Danish young people are not thriving



HPF schools: 14 ongoing and 16 planned



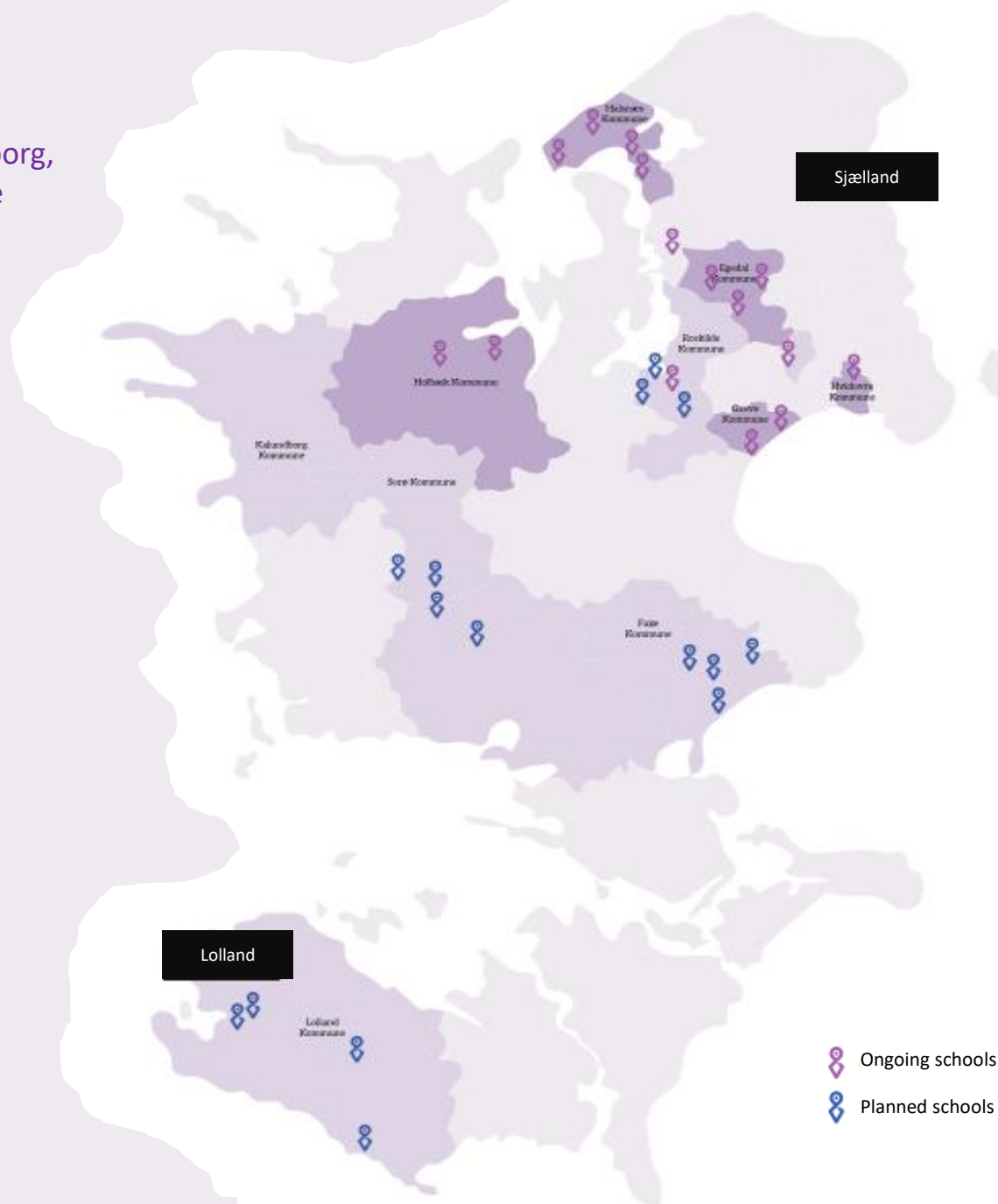
Children helped: 10.000



HPF Inner Strength team: 9 employees



HPF head office team: 10 employees



Ongoing schools
 Planned schools



Impact Details

Taplejung Impact Deep Dive

Socio-economic data (2021 census)



Population: 120,590



People completing secondary Level education: 42%



People below poverty line: 25%



Life expectancy: 66 years



Literacy rate: 81%



Without jobs or working less than 6 months pr. year: 59%

HPF data in Taplejung



Improved infrastructure at: 68 schools



School coverage: 80% of all secondary school (grade 0 – 12)



Children impacted: 26,500



Years working in district: 9 years



Local employees: 53



Local partners: All 9 municipalities and district office





68 schools with improved infrastructure and facilities



57% reduction in student-to-classroom ratio. From 42 students to 18 student per classroom on average



10 clean drinking water schemes installed



22% decrease in student absence ratio
From 32% to 25%



78% decrease in student drop-out ratio
From 13% to 3%



1,07 to 0,94 boys-to-girls absence and dropout ratio.



88% of all students with good hygiene practices



School infrastructure

Schools in Taplejung faced severe infrastructure challenges that hindered learning. Many classrooms were old, and structurally unsafe, making it difficult for students to focus. The lack of toilets and poor sanitary conditions led to **high absence and drop-out rates, especially among girls.**

Additionally, the **complete absence of educational facilities** hindered the students' learning outcomes.

To create a safer and more conducive learning environment, **HPF renovated and upgraded 68 schools.** We built new, light-filled classrooms, ensuring stability and comfort. **Gender-separated toilets and proper sanitation facilities were installed** to encourage attendance, particularly for girls. Additionally, **specialized learning spaces** such as libraries, computer labs, and science labs were introduced, equipping students with essential resources for quality education.

The improved school environment has led to a **significant decrease in drop-out and absenteeism**, with especially more girls staying in school. Students now have access to better learning spaces, fostering engagement and academic growth. **Hygiene practices have improved, contributing to overall student well-being.** By transforming infrastructure, HPF has created schools where children can learn, thrive, and build brighter futures.



1,000+ teachers trained



38% improvement in English grades. From 45% to 61% average grades



25% improvement in teacher skills. From 78/100 to 98/100 in test score



58% improvement in Math grades. From 39% to 62% average grades



72% of teachers 'highly' or 'mostly' satisfied



31% increase in visual and spatial skills of the students



86% of teachers use new teaching methods 'always' or 'often'



288% increase in student working memory



94% of teachers believe their new methods are effective



82% increase in student processing speed



65% of student demonstrating 'great' or 'good' digital skills



31% increase in student Social-Emotional learning outcomes

Learning

In Taplejung, the schools were struggling due to **untrained teachers and outdated teaching methods**, leading to poor learning outcomes. **School management lacked the capacity** to create a structured and supportive learning environment. Essential soft skills, such as communication, group work, mental health and resilience, were not part of the curriculum or integrated into the lessons. **Struggling students, including those with special needs, received little support**, making it difficult for them to keep up.

HPF introduced **a comprehensive approach to improving education** quality through our "Learning" component. We trained teachers in structured pedagogy, equipping them with **modern, student-centered teaching methods**. We focused on improving English and Math learning outcomes, as they are crucial, and students were struggling in these subjects. School management and Parent-Teacher Associations (PTAs) received capacity-building support to strengthen leadership and school governance. Parents were engaged in awareness programs to emphasize the importance of education.

Additionally, our **Life Skills program helped students develop crucial interpersonal and intrapersonal skills**, while student-centered activities like remedial teaching, digital literacy and literacy sessions provided targeted support for struggling learners.

Teachers are now better equipped with modern teaching strategies, leading to significant improvements in student learning. **Cognitive and social-emotional learning outcomes have improved**, with students showing greater engagement and confidence.

Grades have increased, and both teachers and students report higher satisfaction in the learning environment. With strengthened management and **more inclusive teaching practices**, Taplejung schools are now better prepared to support every student's educational journey.



"All the changes have had a big impact on me. When I walk to school, I feel so proud and excited. It made me want to go to school every day. The extra classes and better facilities really made a difference. My English skills started getting better with the help of my teachers and the resources from HPF Nepal. I gained confidence in myself, and the subjects that used to be hard became easier. I can now learn practically with experiments in the science lab. Now, I love going to school, and I'm eager to learn and grow. They didn't just fix up the school; they inspired students like me to love learning."

- Sari Limbu, class 9 student at Patidada Secondary School

Sari's story of change

Fifteen-year-old Sari Limbu lives in Maiwakhola, Taplejung, with her **large family of nine**. She is attending Patidada Secondary School. After **her father passed away**, financial struggles became part of daily life. Her elder brother joined the Indian army to support the family, but resources remained scarce. Still, Sari tried to stay focused on **her dream of becoming an engineer**. Before HPF's support, **her school lacked basic learning facilities**. She had never seen a science lab or experienced hands-on learning. That changed when **HPF upgraded the school, installing a fully equipped lab and introducing new learning tools and programs**.

"It was so interesting that it left me in awe," Sari said, recalling an experiment with prisms. *"The experiment made the lesson easier to understand and remember for a longer period of time."*

Through HPF's English club, life skills training, and exam preparation classes, **Sari's confidence grew**. She improved her English, **passed her Grade 8 exams with good results**, and became an active participant in school life — helping her school gain recognition in competitions.

With **better facilities, strong academic support, and a focus on personal growth**, HPF has helped Sari not only stay in school, but thrive. She now walks through the school gates each day with pride — and **a clear path toward her future**, hopefully as an engineer.



“Teaching and learning activities were not progressing as expected due to inadequate infrastructure, facilities and most importantly the skill on the part of teachers. However, with the support from Human Practice Foundation, an 8-classroom building was constructed along with a computer lab, science lab, and library. HPF provided us training covering the members of SMC, PTA and also to the teachers. Besides, there is direct support focusing on students as well.

These efforts have not only improved the school's conditions but also the overall learning outcome and confidence on the part of students.”

- Dipendra Kumar Angbuhang, Chairman of School Management Committee, Change Secondary School, Athrai Tribeni Rural Municipality, Taplejung

“I am deeply grateful for the multidimensional support provided by the Human Practice Foundation, which includes the construction of an 8-classroom building with gender and disability friendly toilets, as well as a library, computer lab, and science lab. Furthermore, the continuous efforts to improve the teaching and learning environment such as training for teachers, the School Management Committee, the Parents and Teachers Association, remedial classes, the English Speakers Club, ICT training and skill enhancement programs to teachers, along with the provision of training for development and use of teaching materials have transformed the future of school in ways I never imagined.

All of these have helped us to grow our student number from 181 in 2020 to 228 in 2024 whereas our learning outcomes have increased from 55% to 67% now. “

- Mani Kedem, Teacher, Saraswoti Secondary School, Tapethok, Phaktanglung Rural Municipality, Taplejung





2,078 farmers and parents supported and trained



5,843% increase in yield for coffee farming



232% Return-on-investment for entrepreneurs



0,97 women income ratio.
National average of 0,60



160% increase in family income



61% of supported entrepreneurs are female

Economic Empowerment

Many families in Taplejung struggled with **poverty**, making it difficult to send their children to school as they were needed at home for household chores or income-generating activities. **Graduates faced limited job opportunities**, making the transition from education to employment difficult. **Traditional farming practices**, particularly in coffee cultivation, were outdated, leading to low yields and financial instability. At the same time, many parents, especially women, **lacked the knowledge and resources to start and sustain small businesses**, keeping families in a cycle of economic hardship.

To **break this cycle**, HPF implemented targeted programs focused on **sustainable farming, entrepreneurship, and job skills training**.

HPF trained farmers in **sustainable coffee cultivation techniques**, including better soil management and organic farming methods. By connecting farmers to **specialty coffee buyers**, we secured **higher prices for their crops**, increasing their income and financial stability. To empower marginalized families, especially women, HPF provided **training in business development and financial literacy**. Each participant received **\$500 in seed funding and mentorship** to help launch or grow their business, creating new income opportunities and **greater financial independence**. To equip young people with job-ready skills, HPF launched an **IT Academy** offering training in **graphic design, web development**, and other technical skills. Though still in its early phase, this program aims to provide **better employment opportunities** and a **pathway to higher incomes**.

Farmers now use improved, sustainable practices, leading to increased yields and higher earnings. **Women are financially empowered**, actively contributing to household income and gaining economic independence. **Small businesses are growing**, providing stability for many families. As the IT Academy develops, **more graduates will gain the skills needed to secure better jobs**. Through these interventions, **HPF is creating long-term economic resilience**, helping families build a better future.

Sustainability Across HPF's Work in Taplejung

In Taplejung, HPF **integrates sustainability into every part** of our Child Empowerment Model to ensure **long-term results and community ownership**. Our work focuses on **building local capacity, strengthening systems, and reducing dependency on external support**.

School Infrastructure

To make school improvements last, HPF establishes **maintenance committees** at each school and provides **maintenance manuals**. Committee members are trained to **monitor infrastructure, manage repairs, and handle maintenance funds**—often supported by parents and the wider community. We also work closely with **Rural Municipalities**, supporting their capacity and encouraging them to **increase their education budgets** for long-term upkeep.

Learning

We ensure that teacher training has lasting value by appointing **focal teachers** in each school who are responsible for refreshing training content and onboarding new staff to structured teaching methods. **School Management Committees and PTAs** are trained to support learning environments and participate actively in school governance. Our **life skills and remedial programs** are designed to be **integrated into daily school life**, promoting continued use without external facilitation.

Economic Empowerment

Our **micro-enterprise program** uses a **revolving fund model** where families repay support over time, enabling others to benefit. This supports **financial sustainability** and **community ownership**. Training in **business skills and financial literacy** ensures that parents can manage and grow their small businesses. In farming, we focus on **sustainable practices** and **long-term market access** to improve income stability.

Cross-Cutting Sustainability Measures

We conduct **social audits** in each community to review progress, identify challenges, and make joint decisions with stakeholders. These forums create **transparency** and encourage **shared responsibility**. At a broader level, HPF works with **local government** to align project activities with public systems and **build capacity for continued implementation**. Across all areas, we focus on **simple, practical solutions** that communities can manage themselves over time.





"I see HPF as a model, reliable, transparent organisation always working for sustainable educational development. The work of HPF is exceptionally impactful and highly reliable. In a remote district like ours, where rural community schools struggle with both physical and educational development, HPF's contribution is truly invaluable."

HPF's commitment to impartiality, integrity, transparency, and demand-based program implementation is exemplary. It is a model that we all, including NGOs and INGOs, should replicate. The contributions made by HPF in my Rural Municipality in improving education have proven to be a blessing for the development of our community."

- Bijaya Prakas Wonem, Chairperson, Maiwakhola Rural Municipality, Taplejung



55 schools with active maintenance committees



9 Rural Municipalities (100%) has HPF employees with seat in education committee



28 multi-stakeholder forums or platforms established



232% increase in annual education budget for Rural Municipalities in Taplejung



20% - 55% local contribution to HPF school building constructions



1414 farmers trained in sustainable farming practices

Kenya Learning

HPF has been committed to improving educational infrastructure in Kenya, addressing challenges such as **overcrowding**, **inadequate sanitation**, and a lack of specialized facilities. These efforts have created safer, more inclusive learning environments, resulting in a **positive impact on attendance rates** and a decrease in student drop-out.

In 2023, we introduced our **Learning component** in four schools across Kenya to enhance student outcomes through improved pedagogy, foundational skills, and holistic development. Encouraged by early successes, we **scaled the initiative to 17 additional schools in 2024**. Already, we are seeing **promising improvements in key learning indicators**, reinforcing the value of our integrated approach.

In parallel, **Kenya's education system underwent a major transition in 2024**, with changes to the grading and examination structure for primary education. To align with the **Competency-Based Curriculum** (CBC) which was introduced in 2017, Kenya are now starting the Kenya Primary School Education Assessment (KPSEA). This shift aims to **focus on evaluating learners' practical competencies** rather than solely relying on traditional ranking methods. Some of the data presented here reflects progress up to this point. Moving forward, we will track and report on the impact of these reforms in upcoming Impact Reports, offering deeper insights into the **effectiveness of our full intervention model** as we continue expanding our work in Kenya.



500+ teachers trained



7% improvement in average score at primary examination.



286 school leaders and management members trained



52% improvement in average score at secondary examination.



1% - Current drop-out rate in 2024



33% increase in literacy test scores after 1 year



7% - Current absence rate in 2024



11% increase in average grades in 2024



Kenya Economic Empowerment

The Agricultural Impact Program in **Meru County, Kenya**, implemented by **HPF in partnership with the Sustainable Agriculture Foundation Africa (SAF Africa)**, has successfully **enhanced food security**, increased incomes, and strengthened climate resilience among smallholder farmers. Over three years, the program empowered local communities by introducing **climate-smart farming techniques**, improving access to quality farm inputs, and strengthening financial inclusion.

One of the program's most remarkable achievements is the **significant increase in crop yields**, an especially impressive feat given that participating farmers were already cultivating potatoes—a staple crop in the region. By promoting sustainable practices and linking farmers to **certified seed suppliers**, households also experienced **noticeable income growth**, improving their financial stability.

Key infrastructure investments, such as the construction of **rainwater harvesting systems** and irrigation solutions, have enhanced farmers' ability to manage water resources effectively. Additionally, **agroforestry initiatives** have contributed to environmental sustainability while providing farmers with **alternative income opportunities**. The program also placed a strong focus on **youth engagement**, equipping students with practical agricultural knowledge through school-based clubs.

Financial empowerment has been another critical component, with farmers gaining access to financial literacy training and **affordable loans** through strategic partnerships. The introduction of **savings and loan groups** has further strengthened their economic resilience, enabling them to invest in their farms and improve productivity.

Despite challenges such as **seed shortages**, severe droughts, and occasional crop failures, the program has laid a strong foundation for **sustainable agricultural growth** in Meru County. As the initiative transitions to local management, **HPF and SAF Africa remain committed** to ensuring that farmers continue to scale climate-smart farming and build **long-term food security** in the region.



4,451 farmers supported and trained in 'good agricultural practices'



69% increase in household income



68% increase in crop yield



285 farmers with access to favourable loans



12,141 acres of land under climate-smart production



3,230 trees planted through agroforestry initiative



Program Inner Strength

Inner Strength is Human Practice Foundation's Danish well-being initiative, created to support students in developing the **social and emotional tools** they need to thrive. While Denmark's children perform well academically, more than **1 in 5 struggle with mental well-being**. Inner Strength responds to this need by providing schools with a **structured program** that strengthens children's ability to **manage challenges, build relationships, and feel confident** in themselves.

The program is built around a **whole-school model**, supporting **students, teachers, and school leaders** through **co-teaching, teacher training, and practical classroom tools**. It focuses on embedding a **shared culture of well-being** into everyday school life. At the heart of the program is a model based on **key social-emotional learning competencies**, adapted to the **Danish school context**. These include:

- **Self-awareness** – understanding one's emotions and values,
- **Self-regulation** – managing stress and controlling impulses
- **Relationship skills** – building healthy, supportive connections
- **Responsible decision-making** – making ethical choices
- **Social awareness** – showing understanding and compassion for others

These five areas are framed by core inner strengths at the center: **Empathy, Awareness, and Self-resilience**, which form the foundation for students' personal development and mental health.

To ensure sustainability, each school designates **2-3 resource teachers**, trained to anchor the program even after the **three-year implementation phase**. A **200-page teacher's guide**, now fully developed, supports educators with ready-to-use exercises that fit into daily teaching. Supported by the **A.P. Møller Foundation**, the program currently runs in **30 schools**, reaching over **10,000 students**, with plans to expand into additional schools across Denmark in the coming school years.



Over 70% find the program highly relevant for their students



100% of the teachers will continue using the program in their teaching



Improved relationships with classmates reported by students



95% of teachers believe it's important to work with student wellbeing

Lessons Learned

As Human Practice Foundation continues to grow and deepen our impact, **we remain committed to learning from our experiences** and adapting to the evolving contexts in which we work. **2024 presented both promising results and complex challenges.**

Student Absence and Declining Enrolment in Nepal

While most of our indicators in Nepal are moving in the right direction, particularly in terms of learning outcomes and general impact of our intervention, **we are seeing concerning trends in student enrolment and attendance.** The trend for attendance is improving, but student attendance is still too high. Despite significant improvements in school environments, many families are leaving the region in search of better economic opportunities, leading to **outmigration and declining school populations.** We are actively **exploring how we can support communities in countering this trend.** This may include expanding our work with **vocational training** and local youth employment pathways, and potentially extending our presence in Taplejung beyond the originally planned exit timeline to help foster longer-term sustainability and resilience.

Navigating Education Reform in Kenya

In Kenya, the rollout of a **new national education system has created challenges** in implementation and planning. Schools are adapting to new curricula, grading structures, and expectations. This requires HPF to be both flexible and responsive, adjusting our training and programming to align with changing national standards. **It also reinforces the need for strong partnerships** with local education authorities and schools during periods of transition. **This has also challenged our impact measurement in Kenya** as we will need to conduct new baselines and data to evaluate our intervention moving forward.

Scaling Responsibly and Sustainably

With the success of our intervention model, **we are now preparing to scale our programs to reach more children and communities.** However, scaling brings its own set of challenges. Our ambition to expand significantly, both geographically and in terms of scope, requires us to strengthen our organizational structure, systems, and processes. We've learned that exponential scaling cannot be achieved by simply replicating existing models. **It demands intentional investment** in internal capacity, digital systems, monitoring frameworks, and local leadership. We are working to ensure our organization is equipped to scale responsibly, without compromising our depth and quality.

How We Measure Impact

At Human Practice Foundation, **we believe that meaningful impact must be measurable**. That's why we have continued to refine our approach to impact measurement in 2024, ensuring our results are both credible and useful for learning and accountability.

This year, **we redesigned and strengthened our Result Chain and Theory of Change** in collaboration with **Deloitte**. These frameworks now form the basis of our **HPF Impact Dashboard**, which tracks progress across core result areas: school infrastructure, learning outcomes, and economic empowerment. The data presented in this report is largely based on our long-term, district-wide work in Taplejung, Nepal, which serves as a model for our broader programming. The impact data for Taplejung is based on a representative sampling of communities and families connected to HPF schools.

We collect data continuously throughout the year, combining school-level indicators from public sources with field data gathered by our local teams. To ensure objectivity, **a third-party consultant conducts an annual evaluation**. This year's evaluation was the first to fully apply our updated result chain.

To strengthen data validity and reduce bias, we use a triangulation approach—combining different sources and methods such as surveys, administrative data, field observations, and interviews. This allows us to cross-check findings and capture a more accurate picture of change. Our methodology also integrates **both quantitative and qualitative data**, ensuring that hard metrics are supported by real-life stories and contextual insights from students, teachers, and communities. This mixed-methods approach gives us a more holistic understanding of our impact.

Where relevant, **we apply pre- and post-tests to assess changes in teacher competencies and student learning outcomes**. In Nepal, our evaluation relies on a representative sample size, helping to ensure that findings are broadly reflective of district-wide trends and not limited to isolated cases. We recognize that **no dataset can fully capture the complexity of human development**, and our data is not the unquestionable truth. However, we are committed to making our measurements as reliable, transparent, and rigorous as possible. Measuring impact is not just about accountability—it's a vital tool for learning and improving how we work.