HuSA FOUNDATION FOR SYSTEMIC TRANSFORMATION

A Known Problem is not a Problem

From activities to impact: how each part of HuSA's work adds up to every child reading, staying and earning

Read from the bottom up. If the activities run, the outputs are delivered; if the outputs hold, the outcomes follow; together they achieve the purpose and contribute to the goal, provided the assumptions hold. Outcome rows are shaded; output rows sit beneath them.

Level	Narrative summary	Indicator	Baseline	2027	2029	2031	Means of verification	Assumptions and risks
Goal Impact	**An Africa where the cycle of intergenerational poverty is broken,** because children in refugee, post-conflict and rural communities read, write, do maths and earn. A school HuSA does not run gets the same result with its own teachers.	Partner schools with a signed adoption agreement	None	**2**	**6**	**8 by 2030**	Adoption agreements; certification records; partner school reading results	Humanitarian actors, government and other schools are willing to adopt a model proven in Kyangwali.
		Internal facilitators certified in partner schools	None	**4**	**12**	**16 by 2030**		
Purpose Overall outcome	**Every child leaves Primary Seven able to read, write, do maths, think critically and earn,** in a household that carries their schooling without HuSA. Three equal roads: secondary school, technical school, or earning from a skill within the law for their age.	Learners enrolled	197 (Sept 2026)	**300**	**400**	**500**	Termly reading assessments; enrolment register; fee ledger; audited accounts; independent reading baseline [planned, Feb 2027]; external evaluation [proposed, 2029]	Settlement security holds and households are not moved. Learning gains last when children move on.
		Learners at or above the class benchmark	0%	**35%**	**55%**	**65%**		
		Self-funding households	0	**60**	**140**	**200**		
		School costs met by the community	0%	**45%**	**56%**	**70%**		
SO1 Outcome	**Children read, stay in school and pass their exams.** Answers RC1, RC2	Learners advancing one or more reading levels per term	0%	**65%**	**70%**	**75%**	Termly assessment records with sample re-marking; daily attendance registers; UNEB results	Teaching from the level a child has reached produces reading within a term. Learning results improve as projected (risk 12).
		Class attendance rate	65%	**85%**	**90%**	**90%**		
		Learners kept in school across the school year	0%	**88%**	**92%**	**95%**		
		Primary Leaving Examination	No cohort yet			**Every candidate sitting, results by class**		
SO1 Outputs	Teaching at the Right Level in every class; formative reading checks; daily Healing Circle; Accelerated Education Pathway; classroom coaching; skill pathway from Primary Four [designed].	Classes grouped by level and reassessed each term	None	**Every class**	**Every class**	**Every class**	Grouping records; classroom observation rubrics; coaching logs; staff records; AEP register	Qualified teachers can be recruited and kept (turnover risk 12).
		Healing Circle held every school day	None	**Every day**	**Every day**	**Every day**		
		Qualified teachers	1 of 7 (Aug 2026)	**10**	[to set]	[to set]		
		Children moved from community reading into the AEP	30 waiting	[to set]	[to set]	[to set]		
SO2 Outcome	**Households can afford to keep their children in school.** Answers RC3	Households paying fees consistently	23%	**70%**	**78%**	**80%**	Fee ledger and receipts; savings group registers and ledgers; enterprise records	Households pay when fees are deducted at source. Fee income meets budget (risk 12).
		Women in active savings groups	0 at start (now 72+ members in 4 groups)	**70**	**150**	**200**		
		Households running a micro-enterprise	0	**25**	**55**	**80**		
SO2 Outputs	Savings groups; fees deducted at source on the E4Rs steps; school garden; household enterprises; savings and payment point, food bank, aggregation centre, poultry hub, agro-input shop and skilling hub.	Hubs and the academy set up and running	None	**All 8 open in 2027**	**All 8**	**All 8**	Hub accounts; passbook records; skilling hub registers	The hubs earn more than they cost (risk to score). Savings services run with the required licence or bank partner (risk to score). Rains hold (drought risk 9).
		Hubs covering their own running costs	None	[to set after 2027]	[to set after 2027]	[to set after 2027]		
		School parents saving through the SAVER point	None	**All**	**All**	**All**		
		School parents in active savings groups (VSLA)	0 at start (now 72+ members in 4 groups)	**At least 70%**	**At least 70%**	**At least 70%**		
		Young mothers and youth completing skilling	None	[to set after 2027]	[to set after 2027]	[to set after 2027]		
SO3 Outcome	**Children and adults are safer at home and in the community.** Answers RC4	Concerns identified and referred the same day	0%	**100%**	**100%**	**100%**	Safeguarding incident register; session registers	Every known concern is reported (risk 20).
		People reached with prevention activity a year	936 (prior project)	**800**	**1,200**	**1,500**		
SO3 Outputs	Weekly home visits by community teaching assistants; same-day referral; referral pathway verified every six months; PTC+ sessions with fathers, mothers and couples ending in a zero tolerance agreement; Sport for Protection Academy; safer recruitment.	Home visits a week by community teaching assistants	5+, reaching 15+ households	[to set]	[to set]	[to set]	Home visit logs; pathway verification record; personnel files; academy registers	A teaching assistant from the community hears what an outsider would not. The referral pathway stays current (risk 20).
		Referral pathway verified	Not yet	**Twice a year**	**Twice a year**	**Twice a year**		
		Staff with completed safer recruitment checks	0%	**100%**	**100%**	**100%**		
		Children and youth active in the academy	None	[to set after 2027]	[to set after 2027]	[to set after 2027]		

HuSA FOUNDATION FOR SYSTEMIC TRANSFORMATION

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Ownership, environment, institution, and the activities and resources behind every result

Continued from page 1, with the activities under each objective and the 2027 running budget that pays for them.

Level	Narrative summary	Indicator	Baseline	2027	2029	2031	Means of verification	Assumptions and risks
SO4 Outcome	**Caregivers and community structures hold responsibility for the school.** Answers RC5	Caregiver attendance at accountability sessions	0%	**75%**	**80%**	**80%**	Session registers and action logs; complaints register	Parents who reach their own conviction stay engaged longer than parents who are told.
		Community concerns resolved within 30 days	0%	**85%**	**90%**	**90%**		
SO4 Outputs	Five reflection questions with parents (Mezirow); monthly PTC+ sessions; four school and community structures meeting and minuted; complaints mechanism acted on.	School and community structures meeting and minuted each term	None	**All 4**	**All 4**	**All 4**	Committee minutes; PTC+ registers	Parents can attend without losing a day of income.
		PTC+ accountability sessions held	Monthly	**Monthly**	**Monthly**	**Monthly**		
SO5 Outcome	**Environment practice eases the pressure that pushes children out of school.** Answers RC6	Households with fruit or fuel trees established	0 at start (300+ trees planted since)	**120**	**250**	**350**	Home visit logs; project records; garden production records	Households keep trees and gardens through dry seasons (drought risk 9).
		Households with better water through the exchange model	11	**60**	**120**	**180**		
		School meals produced from the school garden	0%	**25%**	**55%**	**80%**		
SO5 Outputs	Household fruit trees; water exchange; climate-resilient school garden; tree nursery; recycling hub; Waste to School and climate-smart agriculture [pilots awaited].	Children and parents reached with environment and climate messages	100% (2026)	**100%**	**100%**	**100%**	Session records; nursery and recycling hub records	Pilot funding is raised for Waste to School and climate-smart agriculture.
		Fruit trees sold from the nursery, each with a free shade tree	None	[to set after 2027]	[to set after 2027]	[to set after 2027]		
		Waste sorted by type at the recycling hub (kg a year)	None	[to set after 2027]	[to set after 2027]	[to set after 2027]		
SO6 Outcome	**HuSA can be funded, audited and copied.** Answers RC7	Partner schools with a signed adoption agreement	None	**2**	**6**	**8 by 2030**	Adoption agreements; risk register; Board minutes	Another school takes up the model once it is documented, costed and supported. HuSA runs without depending on its founder (risk 20).
		Risks scoring 15 or above on the register	8	**4**	**2**	**2**		
SO6 Outputs	Independent audit every year; verified cost per learner; teacher development, the full model and two certified facilitators in each partner school; risk register reported quarterly.	Financial years independently audited (total)	None	**2**	**4**	**6**	Audited accounts; cost capture sheets; certification records	Funding is not concentrated in one or two donors (risk 20). An auditor is appointed (risk 16).
		Verified cost per learner established and reported	Not yet	**Yes**	**Yes**	**Yes**		
		Internal facilitators certified in partner schools	None	**4**	**12**	**16 by 2030**		
Across WASH and MHPSS	**WASH:** tested water, handwashing at every site, separate latrines including for learners with disabilities, menstrual hygiene kits, hygiene on every home visit. **MHPSS:** Healing Circle, wellbeing check on every home visit, sociotherapy, caregiver wellbeing, Psychological First Aid for all staff.	Girls of menstruating age receiving hygiene kits every term	None	**All**	**All**	**All**	Water test records; distribution registers; home visit logs; DPR reporting	Kits, testing and staff training are funded every year.
		School drinking water tested and safe	None	**Every quarter**	**Every quarter**	**Every quarter**		
		Enrolled households with a handwashing facility with soap	0%	[to set after 2027]	[to set after 2027]	[to set after 2027]		
		People reached with mental health and psychosocial support	500+ (DPR, 2026)	[to set]	[to set]	[to set]		

ACTIVITIES BY OBJECTIVE

SO1 Enrol and assess every child and household; level grouping; reading checks; Healing Circle; AEP; teacher coaching; skill pathway design.

SO2 Savings groups; fees at source on the E4Rs steps; school garden; set up and run the hubs; skilling for young mothers and youth.

SO3 Weekly home visits; same-day referral; pathway checks; PTC+ sessions with fathers, mothers and couples; the academy; safer recruitment.

SO4 Five reflection questions with parents; monthly PTC+; support the four structures; complaints mechanism.

SO5 Fruit and fuel trees; water exchange; climate-resilient gardening; nursery and recycling hub; prepare the two pilots.

SO6 Annual audit; cost capture; document the model; train partner schools and certify facilitators; quarterly risk reports.

INPUTS: 2027 RUNNING BUDGET, USD (BUDGETED)

Area	USD	Serves
People and salaries, including NSSF	83,000	All objectives
School and learning	27,200	SO1
Staff growth and partner pathway	9,300	SO1, SO6
Running the organisation, including audit	7,800	SO6
Household pathway (E4Rs)	6,700	SO2, SO4

Area	USD	Serves
Sport for Protection Academy	6,200	SO3
Livelihoods and enterprise hubs	2,100	SO2
GBV prevention	2,000	SO3
Environment and climate action	1,700	SO5
Child protection	1,600	SO3

Total running costs for 300 learners: **USD 147,700**

Setting-up costs USD 265,400; revolving funds USD 22,500. WASH (about USD 4,100) and MHPSS (about USD 3,800) are tagged across the lines above. External funding for running costs falls from about USD 104,500 (2027) to 82,300 (2031).

Sources: HuSA Strategic Plan 2026 to 2031 (Sections 7, 11, 13 and Annexes A to C), approved by the Board on 17 October 2026; HuSA Annual Budget 2027, revised September 2026, prices pending confirmation; DPR End-of-Project Report, 2026. Risk scores from the HuSA risk register (out of 25). [to set]: target to be set. RC: root cause, as in the Theory of Change.