HuSA
FOUNDATION FOR SYSTEMIC TRANSFORMATION

A Known Problem is not a Problem

THEORY OF CHANGE, 2026 TO 2031

When the school becomes the way into the household, children read, stay and leave able to earn

How HuSA works on the root cause, household poverty, through one channel: the school, the home and the community together.

IF the school becomes the way into the household, every child is taught from where they are, and household support is tied to the child being in school, **THEN** every child leaves Primary Seven able to read, write, do maths, think a problem through and earn from a skill, in a household that can carry their schooling without HuSA, **BECAUSE** the household is where poverty is broken or passed on, and parents who reach their own conviction about education keep their child in school.

1 The problem we see

82%

of Ugandan children at late primary age cannot read and understand a simple text.

World Bank, Uganda Learning Poverty Brief, 2024

47,000+ to 596

learners in Kyangwali's primary schools, against 596 in Senior One.

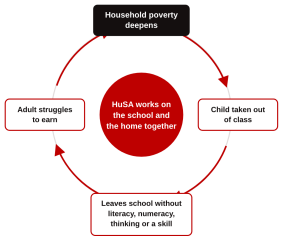
NRC, Kyangwali Refugee Settlement Schools Profile, 2026 (46,746 recorded; a few schools not captured, so the true number is higher)

Children attend school without learning, and leave early, because the household cannot hold them there. Some leave able to read, yet with no skill and no practice in thinking for themselves.

Who we work for

Refugee and host community children in and around Kyangwali. Priority without exclusion for children in single-parent and grandparent-led homes, children with disabilities or a parent with a disability, unaccompanied, separated and orphaned children, overage and out-of-school children, and two-parent homes where basic needs go unmet.

2 The root cause



Household poverty feeds learning poverty, and learning poverty feeds the next household's poverty. *HuSA's analysis from Kyangwali.*

What keeps the cycle turning

- **RC1** Children taught at a level they have not reached
- **RC2** Children arrive hungry, tired or frightened
- **RC3** The household cannot afford school and needs the child at home
- **RC4** Violence and protection risk at home
- **RC5** Caregivers treated as receivers, not responsible parties
- **RC6** Firewood, water and land pressure fall on children, mostly girls
- **RC7** What works is not documented, costed or governed well enough to spread

3 What HuSA does: one channel

The school is the way into the household.
Support is tied to the child in school. HCTL Model: four layers, one system.

School — answers RC1, RC2

A pedagogy that teaches from where each child is: play-based early childhood (three years free), Teaching at the Right Level, the Accelerated Education Pathway, project-based learning, and a skill pathway from Primary Four [designed]. Trauma-informed through the daily Healing Circle; formative reading checks decide what to teach next.

Household — answers RC3, RC4

Five reflection questions let parents reach their own conclusion (Mezirow: from a disorienting dilemma to a perspective transformation). Then weekly home visits and the E4Rs pathway: fees rise in steps, paid from garden (SGALP) and savings (VSLA) income, deducted at source.

Community — answers RC4, RC5, RC6

Monthly PTC+ sessions with the School Management Committee, PTA and Community Management Committee. GBV prevention with fathers, mothers and couples, ending in a zero tolerance agreement. Fruit trees, gardens and the water exchange.

System — answers RC7

The model documented, costed and governed, so partner schools run it with their own teachers and two certified facilitators.

One delivery system. Teachers teach. Community teaching assistants support learning and visit homes for early identification and GBV prevention. Specialists take the technical cases. No separate team per area.

4 Outcomes by 2031

SO1. Children learn to read, stay in school and pass their exams
500 learners (197 in Sept 2026); 90% attendance (65% at entry); 95% kept in school all year

SO2. Households can afford to keep their children in school
200 self-funding households; 80% paying fees on time (23% at entry); 200 women in savings groups

SO3. Children and adults are safer at home and in the community
100% of concerns referred the same day; 1,500 people reached a year

SO4. Caregivers and community structures hold responsibility for the school
70% of school costs met by the community; 80% caregiver attendance

SO5. Environment practice eases the pressure that pushes children out of school
350 households with fruit or fuel trees; 180 with better water (11 at entry)

SO6. HuSA can be funded, audited and copied
8 partner schools using the model by 2030; every financial year audited

HuSA Strategic Plan 2026 to 2031, approved by the Board on 17 October 2026.

5 Impact

Every child leaves Primary Seven able to read, write, do maths, think critically and earn.

Three equal roads after Primary Seven. We build for all three in every child from Baby Class.

- **Secondary school**, arriving ahead with a skill already in hand
- **Technical school**, building on the skill chosen in Primary Four
- **Earning** from that skill, within the law for their age, with the door back to school kept open

Skill certification through UVTAB [designed, not yet operating]

The household carries the child without HuSA.

A school HuSA does not run gets the same result.

An Africa where the cycle of intergenerational poverty is broken.

Across every layer and outcome: MHPSS, following the IASC layers (Healing Circle, a wellbeing check on every home visit, sociotherapy, caregiver wellbeing in savings groups, Psychological First Aid for every staff member) and WASH (safe water, sanitation and hygiene for health, dignity and attendance).

The flywheel turns back: protection, wellbeing, foundational learning, livelihoods, ownership and leadership each push the next. Households pay fees from their own income, conviction keeps the child in school, and graduates lead and fund the next cohort.

EVIDENCE SO FAR (ACHIEVED)

- School opened in 2025 with 59 children; 197 reached by September 2026; 21+ children back in class
- 18 learners taught from Primary One moved from three-letter words to reading stories (teacher assessment)
- 100% of enrolled children followed as protection cases; 7 community teaching assistants make 5+ home visits a week, reaching 15+ households
- 936 reached in GBV prevention (UNHCR-supported, 2023); 500+ with mental health and psychosocial support (DPR, 2026); 72+ savings group members; 300+ fruit trees
- 84% of 2025 income from parents' fees, Board contributions and individual gifts (HuSA Financial Statements)

ASSUMPTIONS WE TEST

- Teaching from the level a child has reached produces reading within a term
- Parents who reach their own conclusion keep their child in school longer than parents who are told
- Households pay fees when payment is deducted at source from savings cycles
- A teaching assistant from the community hears what an outsider would not
- Another school takes up the model once it is documented, costed and supported

HOW WE KNOW

- Formative reading checks every 6 to 8 weeks with sample re-marking, daily attendance registers, fee ledgers and E4Rs stage records
- Community-led monitoring (CoLMEAL): results shown to parents through the PTA and community structures
- Reach reported in three levels (direct, partnership, adoption), never added together
- Independent reading baseline [planned, February 2027]

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CBO Reg. No. CD/WG/4001/26 | Company Reg. No. 80042897024758