HuSA
FOUNDATION
FOR SYSTEMIC TRANSFORMATION

A Known Problem is not a Problem

How to read this poster

Top to bottom: why HuSA exists, the questions behind the design, the loop it works on, what the design became, and how it lasts.
Companion posters: **How HuSA Was Designed** and **The Iceberg Beneath**.
Each figure carries its source beside it.

How HuSA Works as One System

Why HuSA exists, the questions behind its design, and how the school, the household, partners and the organisation work together so every child reads, stays in school and leaves able to earn.

HuSA makes sure children facing the biggest barriers read, stay in school and leave able to earn. We do it through the school and the home together.

THE WHY Why HuSA exists

Vision
Children across post-conflict, displacement affected and rural Africa growing up in households that have broken the cycles of intergenerational poverty, violence and aid dependency.

Mission
To design and run integrated household, school and community systems that address the root causes of learning poverty, working on the caregiving environment, the learning environment and the household economy at the same time, so that learning poverty is reversed rather than managed.

Who we design for: priority without exclusion
Refugee children in Kyangwali and children in the host communities around it. The school is open to every family, with priority for children facing the biggest barriers at home:

- Single-parent homes
- Grandparents and elderly caregivers
- Children with disabilities
- Parents with disabilities
- Unaccompanied and separated children
- Orphaned children
- Overage and out-of-school children
- Two-parent homes where basic needs go unmet

Compassion
Serving with care, humanity and presence in suffering.

Empathy
Listening closely and walking alongside a household without judgment.

Dignity
Upholding the unconditional worth and rights of every person HuSA works with.

Empowerment
Equipping people to lead and sustain their own change rather than depend on HuSA to deliver it for them.

Community-led change
Solutions that hold begin, and are sustained, from within the community itself.

BELIEF 1

We believe reading, writing and maths decide who takes part in Africa's future.
In an economy moving onto phones, digital tools and AI, a child who cannot read is left out before they begin. Taught at their level, every child can learn.

BELIEF 2 · THE CORE OF THE DESIGN

We believe the household is where poverty is broken or passed on.
Poverty passes down when a child leaves school unable to read. When support is tied to the child in school, parents' conviction grows, the child stays and learns, and the next generation starts ahead.

BELIEF 3

We believe what works in Kyangwali can work across refugee and rural Africa.
Communities that co-design, fund and lead their school keep it long after any grant. A model other schools can run carries the same result to every child facing the same barriers.

Sources: HuSA Strategic Plan 2026 to 2031; HuSA Constitution; HuSA Focus, Inclusive Design and Sustainability Reference 2026.

THE QUESTIONS The questions behind the design

Human-centred design asks

Whose experience are we designing for?
Children facing the biggest barriers, and their households.

What does a child need to stay in school, safe and learning?
A protective school every day, and a household able to carry them.

How do parents come to own the solution?
They answer their own questions, then plan and act.

Systems thinking asks

Why does the problem keep coming back?
Household poverty and learning poverty feed each other.

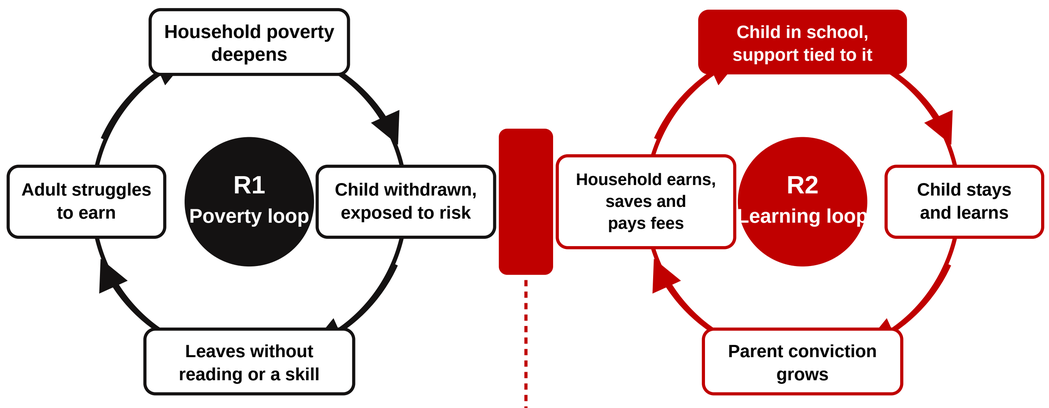
Where does a change make the biggest difference?
Where the school and the home meet.

How can support keep working after a project ends?
The school and the household's own income, for 7 years and beyond.

The question we respond to: how can every child facing the biggest barriers stay in school, stay safe and leave able to earn, with support that keeps working after a project ends?

SYSTEMS The loop HuSA works on

Household poverty and learning poverty feed each other (R1). Where the school and the home meet, HuSA builds a learning loop in its place (R2).



Leverage point: the school and the home

R1, reinforcing
Each turn deepens poverty and passes it to the next child.

R2, reinforcing
Each turn makes the household stronger and the child's learning surer.

Leverage point
Working where the school and the home meet, HuSA helps R2 take the place of R1.

HuSA's analysis, using causal loop diagrams.

THE DESIGN What the design became

School-based design
For partner organisations, in free government and UNHCR-supported schools

- Children identified or referred in their best interests, in the school they already attend
- An agreement on roles, alongside each school's administration and governance
- Support channelled through HuSA, tied to the child in school
- Termly review, and an exit where HuSA and the school stay

The HCTL model
For community-led and refugee-led schools where families pay fees

- Four layers: school, household, community, system
- Taught at the right level, daily meal and Healing Circle
- PTC+ reflection, household plans, VSLA, SAVER and SGALP
- Run with each school's own teachers, after Whole Educator, Whole Child training

Protection that stays with the child
A child needs 7 years of primary school; a project period is shorter. Partners do vital work within it, and the school and household carry it on.

Strengthen
Protection based in the household and community, through the school.

Sustain
HuSA stays with the household for 7 years and beyond.

Transform
The parent acts; the child leaves able to earn.

HOW IT LASTS How it lasts

Committed

A school built to attract
A well-built school draws full-fee families. HuSA plans 60% of primary places for them and reserves 40% for priority children, whose places those fees help fund.
HuSA Annual Budget 2027

Committed

Leaders become partners
Through the Entrepreneurial Leadership pathway, every HuSA leader is prepared to own a business, with HuSA holding shares; returns fund HuSA's programmes. Whoever comes to HuSA leaves as a partner.

In use

The E4Rs household pathway
Early childhood is free for 3 years. Fees then rise in steps, paid from the household's own garden and savings income, until the household pays in full by Primary Seven.

Projected	Projected	Projected	Projected
500+	**70%**	**200+**	**8**
children enrolled by 2031	of school running costs met by the community	households paying their children's schooling themselves	partner schools using the model by 2030

Source: HuSA Strategic Plan 2026 to 2031.

TOGETHER The organisation, partners and families

The organisation itself was designed the same way

Governance
Board of seven since 19 September 2026, with three committees: Finance and Audit, Programmes and Safeguarding, Human Resource and Nomination.

Finance
Financial Management Manual, Internal Control Framework and Procurement Policy with a named lead for each project; first independent audit being commissioned.

Protection
Same-day reporting of concerns by the Head Teacher and the Education and Protection Programme Manager, with a referral pathway.

M&E
Indicators, monthly data review and a complaints mechanism.

Sources: HuSA Strategic Plan 2026 to 2031; HuSA Organisational Profile 2026; HuSA Organisational Structure and How It Works, 2026.

Built together with partners and families

- OPM: early childhood and primary classrooms, latrines and toilets (2025)
- NRC: 6 teachers paid for 6 months, teacher and governance training, chairs, textbooks, and support that helped build the school kitchen
- Zamzam Foundation: the school shallow well
- A Ripple International: the Safe Water Project
- Families: food for the school worth about USD 10,000; Board members and 5 community caseworkers serve unpaid

HuSA records, 2025 to 2026

Every child leaves primary school able to read, write, do maths and earn.

The design goal has three parts: 1. The child learns and stays. 2. The household can carry the child. 3. A school HuSA does not run can do the same.

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