

2026

Expansion Prospectus



ALL IS GRACE COMMUNITY PARTNERSHIP INITIATIVE, INC.



Executive Summary

All Is Grace School is a community-based primary school in Ndola, Zambia, currently serving approximately 95 children from Nursery through Grade 6. The school has grown steadily and now operates at the limits of its existing facilities. Instruction relies on three permanent classrooms supplemented by temporary, partitioned multi-purpose spaces, resulting in shared classrooms, double-teaching, and operational strain. Feeding, skills training, and community programs are similarly constrained by space and infrastructure not designed for their current scale.

This prospectus describes a phased expansion plan intended to address these constraints in a deliberate, locally led, and sustainable manner. The expansion is designed to improve educational quality, stabilize operations, and support complementary skills training and community programs while protecting learning and play space.

At the core of the expansion is the construction of a four-classroom block, increasing total classroom capacity from three to seven and enabling clear grade separation, reduced classroom density, and more consistent instructional delivery. The expanded facilities are designed to support an intended capacity of up to approximately 250 students over time, subject to staffing, resources, and operational readiness. Additional facilities include a multi-purpose community center, an expanded kitchen to support a scaled school feeding program, dedicated skills training and production spaces, a nursing station, and a secure strong room for examination materials. The expansion also incorporates essential enabling systems, including water storage, power systems, sanitation, security, a school minibus, and limited on-site residential units to support operational and programmatic needs.

Implementation is structured across three phases: core classroom expansion; community, health, and feeding infrastructure; and skills training with enabling systems to strengthen long-term functionality. All facilities and programs are intended to be owned and managed locally, with All Is Grace Community Partnership Initiative (AGCPI) serving solely as a funding and oversight body and not receiving or benefiting from operating income.

This document provides an informational foundation for understanding the scope, rationale, and structure of the expansion and supports further discussion of specific, targeted opportunities within this framework.

1. Purpose of this document



This document describes a phased expansion plan for All Is Grace School and its related community programs in Ndola, Zambia. It provides a clear, factual overview of the current state of the school, the constraints under which it operates, and the planned expansion required to meet growing educational and community needs.

The prospectus is written for individual donors, foundations, and institutional partners considering support for capital development, program growth, or enabling infrastructure. It is intended to support informed decision-making by presenting the expansion in a structured and transparent manner.

Specifically, this document summarizes:

- What exists today in terms of facilities, enrollment, and programs;
- What is being built through a phased expansion approach; and
- How additional funding translates into increased capacity, improved learning conditions, and broader community impact.

This prospectus does not function as a grant application or funding request for a single activity. Instead, it provides the context and framework within which specific, targeted funding opportunities may be considered.

2. The current reality

All Is Grace School is a community-based primary school located in Ndola, Zambia. As of 2025, the school serves approximately 95 children, spanning Nursery, Middle, Reception, and Grades 1 through 6. Demand for enrollment has increased steadily as the school has become established within the surrounding community.

The school currently operates from three permanent classrooms, supported by a small administrative area and basic sanitation facilities. Due to space constraints, additional teaching capacity has been created by partitioning existing multi-purpose spaces, including the RE/ACT Center, to function as temporary classrooms. While this has allowed enrollment to grow, it has introduced operational and educational limitations.

Several teachers are responsible for multiple grades within a single room or across shared spaces, requiring double-teaching and split instructional time. This arrangement places strain on teaching staff and limits the consistent delivery of age-appropriate instruction. Classroom density also restricts movement, storage of learning materials, and differentiated teaching approaches. The school operates a limited feeding program, currently serving a subset of learners identified as most vulnerable. Kitchen facilities were not originally designed for large-scale meal preparation, and existing power and water arrangements constrain the ability to expand daily meal provision in line with enrollment growth.



In parallel, skills training activities such as tailoring and carpentry operate on-site, providing vocational training and modest income generation. These activities currently share space with other functions, limiting both training capacity and production efficiency.

Taken together, the school has reached a point where further growth within the existing footprint is no longer feasible without additional classrooms, purpose-built facilities, and supporting infrastructure. While the current configuration has enabled the school to establish itself and demonstrate impact, it is not sufficient to support the next stage of development in a sustainable or educationally sound manner.

3. Guiding principles for expansion

The expansion of All Is Grace School is guided by a set of practical principles developed through on-site experience, operational constraints, and long-term sustainability considerations. These principles ensure that growth is deliberate, realistic, and aligned with local capacity.

Local ownership and leadership

All facilities and programs are intended to remain under local ownership and management. Expansion decisions are made in collaboration with local leadership to ensure relevance, accountability, and long-term viability.

Phased growth tied to capacity

Expansion is planned in defined phases rather than as a single build-out. Each phase addresses specific constraints and unlocks additional capacity only when staffing, operations, and resources can support it.

Use of capital to unlock sustainability

Capital investments are prioritized where they remove structural bottlenecks and enable programs to function more efficiently or generate partial cost recovery.

Protection of learning and play space

Site planning and building placement are designed to preserve adequate play areas and safe circulation for children.

Clear separation of roles and responsibilities

All Is Grace Community Partnership Initiative (AGCPI) functions as a funding and oversight body, while day-to-day operations, facility management, and program delivery remain with the local implementing organization.

Together, these principles provide the framework within which expansion elements are defined and sequenced.



4. Expansion vision

The planned expansion of All Is Grace School focuses on creating sufficient space and infrastructure to support quality education, skills training, and community programs in a stable and sustainable manner. The expansion is conceived as a set of interrelated facilities, rather than a single-purpose build, with each element designed to address specific operational constraints.

Classroom expansion

At the core of the expansion is an increase in permanent classroom capacity. The plan expands the school from three classrooms to a total of seven through the construction of a four-classroom block. This enables clear grade separation, reduced classroom density, and more consistent instructional delivery.

The additional classrooms allow teaching staff to focus on age-appropriate instruction without splitting time across grades or shared spaces. They also provide improved conditions for movement, storage of learning materials, and classroom organization, supporting a safer and more effective learning environment.

Together with supporting facilities, the expanded classroom footprint is intended to support an overall school capacity of up to approximately 250 students, without reliance on shared or temporary instructional spaces.

Community center

The expansion includes the development of a multi-purpose community center designed to host activities that are currently constrained by space. These include after-school tutoring, adult literacy, skills theory instruction, trauma-informed workshops, and community meetings.

By consolidating these activities in a dedicated facility, the community center reduces reliance on improvised or shared spaces and allows educational and community programs to operate without displacing classroom instruction.

When not in use for school or community programs, the community center may be made available by the local implementing organization for limited external use, such as meetings or training activities. Any income generated in this way is intended to provide modest supplementary support for local operational and maintenance needs.

Kitchen and feeding facilities

To support a scaled school feeding program, the expansion includes a significant upgrade to kitchen facilities. The existing kitchen was not designed for large-scale meal preparation, and current power and water arrangements limit reliability.

The upgraded kitchen is intended to accommodate higher daily meal volumes with improved workflow and more reliable cooking arrangements, enabling meal provision to expand in line with enrollment and need.

Skills training spaces

Dedicated spaces for skills training and production, particularly in tailoring and carpentry, form another component of the expansion. These facilities separate vocational training from classroom instruction, improving both educational focus and production efficiency.

Skills training programs serve youth and adults and combine hands-on learning with practical production. Dedicated spaces allow these activities to operate more effectively while contributing to local capacity and modest income generation.

Nursing station and secure facilities

The expansion includes a nursing station to support basic health needs, first aid, and student well-being during the school day. A dedicated space allows for more appropriate handling of minor illnesses, injuries, and health-related assessments.

In addition, the expansion includes a secure strong room to meet examination and administrative requirements, including the safe storage of examination papers and sensitive materials. This facility supports compliance with examination standards and strengthens overall school administration.

Transport and mobility

The expansion incorporates provision for a school minibus to support operational and programmatic needs. Transport capacity enables movement related to school activities, skills training, community programs, and logistical requirements that cannot be met reliably through ad hoc arrangements.

Residential units

The expansion includes the construction of three on-site residential units intended to provide short-stay accommodation for visiting trainers, facilitators, and partners involved in school and community programs.

These units support program delivery by reducing reliance on off-site accommodation and enabling visiting personnel to remain on-site for training, supervision, or short-term support activities. When not required for program use, the units may be used by the local implementing organization to generate modest supplementary income for local operational and maintenance needs.

Supporting infrastructure

The expansion also incorporates infrastructure essential to safe and reliable operations. This includes water storage, power systems, sanitation, security measures, and basic transport capacity.

These elements are not stand-alone projects. They function as enabling systems that allow classrooms, feeding, skills training, and community programs to operate consistently and with reduced operational risk.

Together, these components form an integrated expansion that addresses existing constraints, supports program quality, and creates a foundation for phased growth over time.

5. Integrated program pillars

The expansion of All Is Grace School is organized around three interconnected program pillars. These pillars reflect the core areas of activity already underway and define how expanded facilities will be used to improve quality, reach, and effectiveness.

Education

Formal education remains the primary focus of the school. Expanded classroom capacity enables clear grade separation, more appropriate class sizes, and consistent instructional time for each age group. The expansion supports progression through additional grades in alignment with the national curriculum and improves conditions for both learners and teachers.

Improved classroom space also allows for better storage of learning materials, more flexible teaching arrangements, and a safer, less crowded learning environment. These changes address current operational constraints while laying the foundation for stable enrollment growth.

Skills training

Skills training programs, including tailoring and carpentry, provide vocational pathways for youth and adults within the community. These programs combine hands-on training with practical production, allowing participants to develop marketable skills while contributing to local supply needs.

Dedicated training and production spaces improve instructional quality and efficiency by separating skills activities from classroom teaching areas. Over time, skills training is

intended to contribute to local economic resilience and to partially offset operating costs through training fees and product sales.

Community and healing

The school also serves as a platform for broader community support activities. Programs in this pillar include trauma-informed workshops, adult literacy, parent education, and group learning activities that support family and community well-being.

A dedicated community center allows these activities to take place in a structured, appropriate setting rather than in improvised or shared spaces. By addressing educational, vocational, and psychosocial needs together, the school functions as a community resource while remaining focused on its primary educational mission.

These three pillars are designed to reinforce one another. Educational stability supports skills participation, skills programs strengthen household resilience, and community-based learning and healing contribute to a more supportive environment for children's education.

6. Phased expansion plan

The expansion of All Is Grace School is structured as a phased plan, allowing growth to proceed in alignment with operational capacity, staffing, and available resources. Each phase is designed as a coherent unit that addresses specific constraints while contributing to an integrated long-term footprint.

Phase 1: Core classroom expansion

The first phase focuses on establishing sufficient permanent classroom capacity to support quality instruction and stable enrollment growth.

This phase includes:

Construction of a four-classroom block, increasing total classroom capacity from three to seven;

Improved grade separation and reduced classroom density;

Reallocation of existing multi-purpose spaces back to their intended uses.

This phase resolves the most immediate educational constraints by eliminating the need for shared or double-taught classrooms and creating a stable foundation for further program development.

Phase 2: Community and feeding infrastructure

The second phase focuses on consolidating community-based programs and supporting student well-being.

This phase includes:

Construction of a multi-purpose community center to host after-school tutoring, adult

literacy, skills theory instruction, trauma-informed workshops, and community meetings;

Expansion of kitchen facilities to support a scaled school feeding program with improved workflow and reliability;

Establishment of a nursing station and secure strong room to support student health needs and examination administration.

This phase brings currently dispersed or constrained activities into purpose-built spaces and supports consistent delivery of educational, health-related, and community programs.

Phase 3: Skills training and enabling systems

The third phase focuses on infrastructure and systems that support sustainability and operational resilience.

This phase includes:

Dedicated skills training and production spaces for tailoring and carpentry;

Supporting infrastructure such as water storage, power systems, sanitation, and security;

Provision of a school minibus and limited accommodation capacity (three on-site residential units) to support trainers, facilitators, and operational needs.

These investments enable skills programs to operate more efficiently, reduce operational risk, and support long-term program stability.

7. What funding enables

Additional funding enables the expansion elements described in this prospectus to move from planning into implementation. The relationship between funding and impact is direct and practical: resources applied to specific facilities or systems remove existing constraints and allow programs to operate as intended.

Investment in classroom construction enables the school to move from temporary and shared teaching arrangements to permanent, grade-appropriate learning spaces. This supports clearer instructional delivery, improved learning conditions, and more effective use of teaching staff.

Funding for the community center enables educational and community-based activities that are currently constrained by space to take place in an appropriate, dedicated setting. This includes after-school learning, adult education, skills theory instruction, and group-based workshops. The availability of a purpose-built space allows these activities to occur without displacing classroom instruction.

Support for kitchen expansion and related systems enables the school feeding program to operate at a scale aligned with enrollment needs. Improved facilities allow for more reliable meal preparation, better workflow, and reduced operational strain on staff.

Funding directed toward skills training facilities and equipment enables vocational programs to operate independently of classroom space, improving both training quality and production efficiency. These investments support hands-on

learning while strengthening local capacity for income-generating activity.

Investment in supporting infrastructure, such as water storage, power systems, sanitation, and security, enables all programs to function reliably. These elements do not operate as stand-alone projects, but as foundational systems that reduce risk and protect the effectiveness of classrooms, feeding, and training activities.

Taken together, funding supports a transition from improvised solutions to purpose-built facilities, allowing existing programs to operate more consistently and creating the conditions required for sustainable growth.

8. Ownership, governance, and accountability

All facilities and programs described in this prospectus are intended to be owned and managed locally. Day-to-day operations, facility management, and program delivery are the responsibility of the local implementing organization.

All Is Grace Community Partnership Initiative (AGCPI) functions as a funding and oversight organization. AGCPI does not own or operate facilities and does not manage programs directly. Its role is limited to providing charitable funding, setting funding conditions, and maintaining appropriate oversight and documentation.

Funding provided by AGCPI is subject to restricted use consistent with its charitable purpose. Funds are applied only to activities and facilities aligned with education, skills training, community programs, and related charitable objectives. Use of funds is documented through financial records and activity reporting.

Accountability is maintained through clear separation of roles, written agreements, and reporting requirements. These mechanisms are intended to ensure that funds are used as intended and that facilities and programs operate within agreed parameters.

This structure is designed to support transparency, local responsibility, and compliance with applicable charitable requirements, while allowing programs to be delivered by those closest to the community they serve.

Any income generated through locally managed facilities is retained and applied at the local level; AGCPI does not receive, control, or benefit from operating income.

9. Sustainability considerations

The expansion described in this prospectus is intended to support durable operations over time rather than short-term scale. Sustainability considerations focus on how facilities and systems function once constructed, and how they contribute to stable program delivery.

Expanded classroom capacity supports sustainability by reducing reliance on temporary or improvised teaching arrangements. Purpose-built classrooms allow staffing, scheduling, and enrollment to be managed more predictably and reduce operational strain on teachers and facilities.

Skills training activities, including tailoring and carpentry, are structured to combine training with practical production. These activities contribute to local capacity and may offset a portion of ongoing costs through training fees and product sales. Dedicated spaces improve the efficiency and reliability of these programs.

Infrastructure elements such as water storage, power systems, and kitchen facilities are designed to reduce operational risk and improve reliability. These systems support daily operations and reduce vulnerability to service interruptions that can disrupt teaching, feeding, and training activities.

Local management and ownership of facilities support sustainability by ensuring that decisions about use, maintenance, and prioritization are made within the community. Oversight and reporting arrangements are intended to maintain accountability without centralizing operational control.

The inclusion of limited on-site residential units provides operational flexibility for visiting personnel and may contribute modest supplementary income to locally managed operations. Limited use of shared facilities, such as the community center, may also support ongoing facility upkeep.

Together, these considerations reflect an approach focused on operational stability, realistic capacity, and long-term use of facilities rather than short-term expansion.

10. Ways to engage or support

The expansion plan described in this prospectus is structured to allow engagement at multiple points, depending on interest, focus, and capacity. Support may be directed toward discrete components of the expansion or toward enabling systems that support multiple programs.

Engagement may include support for:

- **Classroom construction**, contributing to permanent learning spaces and improved instructional conditions;
- **Community-based facilities**, including spaces used for after-school learning, adult education, and group programs;
- **School feeding-related infrastructure**, supporting facilities required for reliable meal preparation and distribution;
- **Skills training facilities or equipment**, enabling vocational training and production activities;
- **Supporting infrastructure**, such as water, power, sanitation, or security systems that enable daily operations.

Support may also take non-financial forms, such as technical input, equipment contributions, or partnership around specific program areas, where appropriate and aligned with local capacity.

Specific opportunities, scopes, and requirements vary by component and are considered within the broader expansion framework described in this document.

11. Closing

This prospectus outlines a phased expansion of All Is Grace School grounded in current conditions, operational experience, and locally led planning. The expansion responds to clearly identified constraints and focuses on facilities and systems that support stable education, skills training, and community programs over time.

The approach described emphasizes purposeful growth, local ownership, and practical use of resources. Each component of the expansion is designed to function as part of an integrated whole while remaining understandable as a discrete element.

This document is intended to provide a clear informational foundation for further discussion and consideration. Additional detail on specific components, scopes, or requirements may be developed as needed within the framework described here.

All Is Grace Community Partnership Initiative, Inc.



US-registered 501(c)(3) nonprofit
EIN: 33-1517106

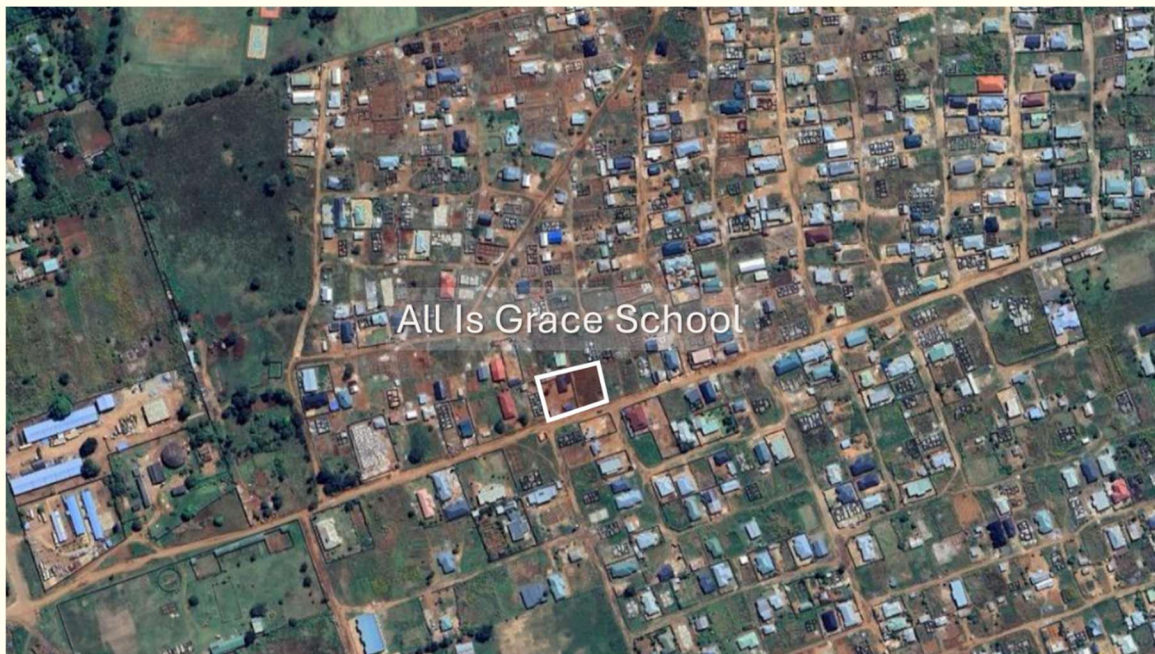
Website: allisgrace.org
Email: info@allisgrace.org

Appendix A

Geographical Context



Location of All Is Grace School within Zambia (Ndola indicated)



Location of All Is Grace School within the Ndola community

Appendix B

Site Plan and Expansion Layout



Current site layout (existing structures shown in blue)



Proposed expanded layout (new structures shown in yellow)

This page is intentionally left blank

