



Community Action Plan (CAP)

Description:	This is technically the master plan for communities in their endeavour towards local development interventions.
Goals of the session:	The CAP is a planning tool that outlays the ideas and activities agreed upon by the community to achieve their goals as set on the various issues that have been raised in the short-term goals. It enables the CDPC members to consider the important elements of planning and captures the main elements of the community's plan, including the cost factor.
Target group:	Children (10-14, 15-18 years old), men, women, elderly people (groups of 10 max representatives).
Preparation time:	30 minutes.
Duration:	3 or more hours.
Materials:	Use flipcharts, pens, or markers.
Copyright:	Freely usable.

For the facilitator

It is very important for this session that Help a Child Country office staff is invited. It helps to understand the priorities of the community and to manage expectations. On the one hand, the aim is to align the Community Action Plan with the vision of the CCCD program. On the other hand, the aim is to see what external linkages are needed to meet the needs of the community. The introduction of Help a Child towards the community (and vice versa) is also a very important element in this final step of the Community Challenge.

Process

Make separate groups for men, women, children of 10-14 years old, 15-18 years old, and the elderly. Ask each group to come up with, not more than 5, key priorities that came up during the Pairwise ranking activity. The participants determine what activities needs to be done to address the issues. The next step will be for the groups to determine who can contribute towards addressing the issue. CAP is initiated and conducted thoroughly by community members (those enlightened can give more contribution). At a later stage, outsiders can be called upon for their inputs. Then, a time schedule is made. In this schedule, the following questions will be answered:

- What activities need to take place?
- Who will carry out the activity/activities?
- When will the activities take place?
- Where will the activity take place? For example, the training of teachers.

The last step is to determine the resources that are required to tackle the issues. The participants are first encouraged to determine which resources are available in the



community already, before resource providers from outside of the community are considered.

The groups will also discuss how much resources are needed. To answer this question, a description of the activity will be written down in the schedule and the groups are encouraged to think about how much this activity will cost.

Reflection: the process is concluded when the plan is presented to the whole community and the various groups are given the opportunity to give their feedback. Technical experts can be invited to give their inputs. This serves as a road map for future community action(s). External bodies can always refer to this plan before they come up with their own agenda/project ideas.

With the children (Children Action Plan): this activity can be done with children too. However, this needs to be done in separate age groups: 10-14 year-olds and 15-18 year-olds. These groups will make a Children Action Plan. Additionally, boys and girls are separated. There should be no more than 10 children per group. You can also ask each group of children to come up with, not more than 5, key priorities that came up during the Pairwise ranking activity. Together, the children can come up with ideas on how to solve their issues and what they can do themselves to solve an issue. Besides, you can ask the children what they think they can take up they own, in terms of activities to solve issues in the community, or issues only children experience. An example can be: litter around the schools or homes. The children can suggest that, maybe once a week, the children will clean up the space together.

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The last step is to determine the resources that are required to tackle the issues. The children are first encouraged to determine which resources are available in the community already, before resource providers from outside of the community are considered. The groups will also discuss how much resources are needed.

Reflection: after coming up with issues in a group, you can hold a discussion between all groups together and make a list of the issues that all groups experience and the issues they do not have in common. Then, together, all groups will pick 5 issues they want to start with.

General reflection

After all groups, thus the groups of men, women, children, and elderly have come up with no more than 5 issues, and have made a schedule, one person from every group will share their plan. The community as a whole then can choose which issues they think are most urgent to solve. By doing this, Children Action Plan can be considered into the Community Action Plan.



For more tools and information, go to our [Participatory Toolbox](#).

COMMUNITY ACTION PLAN
 ID To increase pupil enrolment by 80% in 2015

WHAT ACTIVITY	WHO	WHEN	WHERE	HOW MUCH RESOURCES	
				DESCRIPTION	COST
1 Create awareness in the community - Meetings - Door to door visits	Village Elder - Care - Local Authority - PTA	April August December	In the village Boma - N/A - Churi	Human Resource	
2 Train teachers	PTA - PTA - PTA	April August December	BTC	Facilities Materials Notes	USD 200 per teacher for 100 teachers
3 Build more school classrooms or use the structures	PTA - PTA	2 CLASSROOMS PER YEAR BY THE END OF 2015	BOMA N/A CHURI	Tools Grass Sails Stakes	
4 Introduce mobile classrooms	ADULTS - TEACHERS - VOLUNTEERS	BY THE END OF 2015	BOMA N/A CHURI	ADULTS - TEACHERS - VOLUNTEERS	USD 100 per month for 10 months
5 Establish ALPs & PTA	ELDER - TEACHERS - PARENTS	JANUARY 2014 YEAR	BOMA N/A CHURI	- ELDER - TEACHERS - PARENTS	USD 100 per year