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CITIES4KIDS

CHILD-FRIENDLY  
DEVELOPMENT PLAN

— **A CASE STUDY** —



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## Background

This document attempts to assess the relevance of the guiding questions that have been evolved on the basis of the principles of child centricity and participation to make the Development Plan child friendly using the case study of a city in Madhya Pradesh.

The guiding principles were evolved from a look at the Development Plan for a city in Madhya Pradesh. A Development Plan, also known as a Master Plan, is a document which lays down the planning authority or body's policies and guiding principles towards the development and use or assignment of land.

This document examines the guiding principles to understand how the evolution of the Development Plan is carried out on the ground, along with some observations on the process of planning itself.

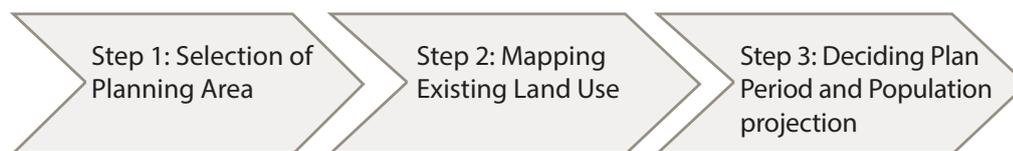
### Objective of Development Plan

- Economic and social infrastructure development
- Strategies to deal with issues affecting urban poor
- Reinforcing municipal governments – devolution of power to local bodies along with strengthening financial budgeting systems, accounting and procedures
- Creating accountability and transparency
- Eradicating legal bottlenecks in the land and housing markets through reforms

## Stages in evolving a Master Plan

This section details out the steps in the preparation of a Development Plan, and assesses the plan of a city in Madhya Pradesh against the guidelines proposed for each step.

### Phase I: Planning



This phase involves identifying key entities to be included in the process of selecting planning areas and mapping of existing land use to be truly inclusive and child sensitive.

Step and activities	Guidelines and To Do	Whether done?	Remarks
<b>Step 1: Selection of Planning Area</b>	<ul style="list-style-type: none"> <li>Identify stakeholders from the community and ensure their engagement in defining the planning area.</li> <li>Can use Focus Group Discussions (FGDs) with communities with equal representation from children and youth.</li> </ul>	<ul style="list-style-type: none"> <li>No</li> </ul>	<ul style="list-style-type: none"> <li>There is also a committee<sup>1</sup> of local representatives, which usually does not take much interest and signs on whatever is presented to them. Once the Collector signs the plan presented, the others do not object.</li> <li>There is no/hardly any dialogue that takes place.</li> </ul>

Step and activities	Guidelines and To Do	Whether done?	Remarks
<b>Step 2: Mapping Existing Land Use (by means of physical surveys)</b>	<ul style="list-style-type: none"> <li>Ensure a participatory process of community mapping to examine land use, including children as a group of users.</li> </ul>	<ul style="list-style-type: none"> <li>Existing land use map is published and objections are sought. There is a hearing by an officer on the objections and the Existing Land Use is fixed.</li> </ul>	<ul style="list-style-type: none"> <li>The use of satellite images has made the task simple and easy.</li> </ul>

Step and activities	Guidelines and To Do	Whether done?	Remarks
<b>Step 3: Plan period is decided (15 yrs/ 20 yrs) Population projection is done based on the current population</b>			No guidelines mentioned as statistical skills required to come out with projections

<sup>1</sup>A committee consisting of Collector, PWA, PHE, DFO, Zila Panchayat Adhyaksh, Municipal Corporation are consulted.

## Phase II: Mapping requirements and suitability

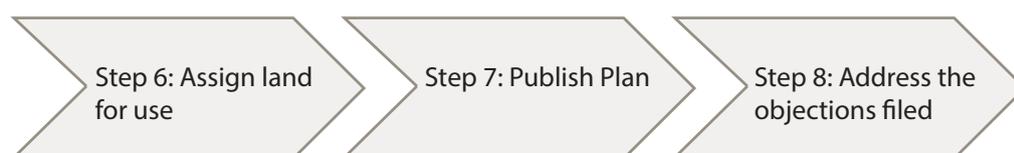


This phase involves the mapping of various areas and transport networks to understand the various needs of the population. According to this information, a suitability plan or analysis is done to understand the suitability of these requirements using local knowledge.

Step and activities	Guidelines and To Do	Whether done?	Remarks
<b>Step 4: Area requirement for different uses is mapped</b> <ul style="list-style-type: none"> <li>Mapping of Transport Network - the entire transport network of roads, railways, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Consider incorporating suggestions on the Transport Network through zonal level discussions with community (with equal representation from children and youth). Employ innovative visual tools and simple exercises: such as using a map of the transport network to engage and seek suggestions from children.</li> </ul>	<ul style="list-style-type: none"> <li>No</li> </ul>	<ul style="list-style-type: none"> <li>Area requirement for different uses involve statistical skills to arrive at how much area of what(public facilities, residence, parks/playgrounds, industries) for which population.</li> </ul>

Step and activities	Guidelines and To Do	Whether done?	Remarks
<b>Step 5: Suitability Plan/Analysis</b>	<ul style="list-style-type: none"> <li>Ensure engagement with children to understand land use on the basis of their needs and necessities with regard to various infrastructure and places of access such as schools, hospitals, playgrounds, parks, markets, workplace, transport, etc.</li> <li>Organise a process of feedback, using the Transport and Suitability Plan, which can be taken to children and explained in simple terms so that they are able to give suggestions and feedback.</li> </ul>	<ul style="list-style-type: none"> <li>No</li> </ul>	<ul style="list-style-type: none"> <li>Suitability Analysis while a technical exercise can be conducted with the help of local knowledge. For example: local knowledge on land that used to be a pond in the past can help decide the land's future use."</li> </ul>

## Phase III: Organising public consultation and feedback



The third phase involves assigning land use, and then publishing the plan in public places to disseminate information and seek feedback from the public. If the public have objections to the plan, there is a process organised for them to register those.

Step and activities	Guidelines and To Do	Whether done?	Remarks
Step 6: Assign land for use (Approved by Director, Town and Country Planning Department)	<ul style="list-style-type: none"> <li>Organise a consultation with all stakeholders to identify with number of public spaces needed/ and for what purposes.</li> <li>Process to also involve prioritisation of these spaces by stakeholders, including those accessed by or impacting children in particular.</li> <li>Facilitate a participatory process of arriving at decisions in allocating land, which includes inputs from communities as well as government officials.</li> </ul>	<ul style="list-style-type: none"> <li>No</li> </ul>	

Step and activities	Guidelines and To Do	Whether done?	Remarks
Step 7: Publish Plan (by Director, Town and Country Planning Department (TCP))	<ul style="list-style-type: none"> <li>Identify key public spaces to disseminate the plan.</li> <li>Create awareness among people on their role in the process, and process of seeking clarification and filing objections.</li> </ul>	<ul style="list-style-type: none"> <li>TCP puts up an exhibition for a month in a public space to publish the plan and feedback is sought (approval or objections).</li> <li>There are staff members to clarify any doubts and help people understand the plan. If the community members have any objections they can file the same.</li> </ul>	

Step and activities	Guidelines and To Do	Whether done?	Remarks
<b>Step 8: Address the objections filed</b>	<ul style="list-style-type: none"> <li>• Should engage members of any local Children’s /Youth Club in the Committee<sup>2</sup> to give suggestions on objections filed.</li> <li>• Ensure a simple presentation can be made to the Committee, especially children on proposed plan so that can give informed suggestions.</li> </ul>	<ul style="list-style-type: none"> <li>• Yes, individual hearing of objections.</li> </ul>	<ul style="list-style-type: none"> <li>• The committee listens to those who have filed objections.</li> <li>• There is a register into which the following is already entered: Proposal Published; Objector’s Suggestion and District Officer’s recommendations.</li> <li>• To this the Committee adds a fourth column - Committee’s recommendations.</li> </ul>

<sup>2</sup>Committee formed to address the objections filed (by Department of Urban Development and Environment).

## Phase IV: Finalisation of the Draft



This phase involves the preparation of the draft plan that is sent to the Ministry where a final Plan is prepared.

Step and activities	Guidelines and To Do	Whether done?	Remarks
<b>Step 9: Preparation of Draft</b> Director TCP prepares the draft plan - by choosing from the four (Proposed Plan; Objectitioner's Suggestion; District officer's recommendations or Committee's recommendations) or recommends a new option. • The Draft Plan is sent to the Ministry.			<ul style="list-style-type: none"> <li>No scope for community involvement as it is the discretion of the Director, Town and Country Planning</li> </ul>

Step and activities	Guidelines and To Do	Whether done?	Remarks
<b>Step 10: Final plan</b> The ministry looks into the draft plan and makes changes and finalises the plan	<ul style="list-style-type: none"> <li>The Ministry can choose to consult other people or make changes according to its best judgement and finalise the plan.</li> </ul>	<ul style="list-style-type: none"> <li>No</li> </ul>	<ul style="list-style-type: none"> <li>Once finalised, the process of adding any further change is extremely difficult but can be reviewed by due process.</li> </ul>