

Planning in RMISA

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Objective

Planning in RMSA intends for processes that lead to equitable quality in the context of ‘

- Universal Access
- Universal Retention
- Universal Completion

Decentralization

Two tier Approach

- a. Planning at the habitation level to ensure need and local specificity. These plans are aggregated in the form of,
- b. District AWP&Bs
 - District based approach for planning, implementation and monitoring
 - Decentralized, need based, local specific and participatory planning right from the habitation level.
 - SEIMAT, CTE and DIETs have a large role in the preparation of Plans.

Participatory Approach

- Quality planning process require institutional reforms that allow local communities to participate in the affairs of the schools.
- Annual work plans are prepared through participatory and intensive exercises and submitted to the Government of India for appraisal and sanctions.

Need based Planning

- The plans prepared with objective assessment of needs, gaps and strategies for bridging the same along with financial requirements, are effective implementation tools for achieving USE.
- The districts to plan as per their locally identified needs and look for the RMSA budget heads where each of the planned activities can be reasonably included.

Need based Planning continued...

The district plans to reflect a clear understanding of the meaning of USE.

- **Caveat:** Efforts to USE are complex & many pronged, and the breakdown into fragmented activities is necessary, only to be able to provide for meaningful costing and appraisal.

Efforts for Equitable Planning

Efforts concentrated on;

- Planning for Disadvantaged Groups
- Special focus groups(SC/ST/Minority)
- Special focus districts

Urban Planning

There is a need for special focus because; of the following;

- Rapid growth
- Multiplicity of administrative agencies
- Multiplicity of education providers
- Unauthorized/illegal settlements
- Deprivation and marginalization of urban poor due to lack of basic amenities
- More out of school children in urban areas (more than 16% of total out of school as Per the IMRB Survey Report, 2005)
- The six metros together account for about 3.5 lakh out of school
- Concentration of homeless, street & working and other disadvantaged children

Some More Urban Specific Issues

- Difficulty in identifying grass root level structures for planning and resource support (Structures akin to village, cluster, block)
- Extremely heterogeneous community
- High opportunity cost
- Very high cost/ unavailability of land
- Overcrowded schools on city fringes and near slums.
- Maintenance of schools running in rented building
- Participation of Urban Local Bodies in Universalising elementary education

Action Points

- Formation of Planning cells
- Resource Groups
- City Education Perspective Plans
- Identification of Areas/Units for planning
- Nodal Agency at the City level

Special Focus Groups

- SC, ST, Minorities, Urban Deprived Children & CWSN
- Inclusive approaches are stressed, resources provided , institutions established/strengthened, processes enabled/facilitated in a cohesive and coordinated way, and monitored.

Special Focus Districts (SFD) :

Special focus districts identified based on the following criteria.

Social Category Group				
ST	SC	Minority Concentrated	Naxalite Affected Districts	Border Areas Districts
109	61	141	33	94

Programme Indicator Group

Infrastructure Gap	OOSC	Gender Gap
180	55	44

Major Issues

Some major issues based on Appraisal 2010-11;

- Planning being centralised & non participatory
- Most plans still limited to being tools for soliciting funds
- Inconsistency of data
- Stand alone data, strategies and budgeting
- Slow progress on ground exercises like school mapping & micro planning etc.
- Little deliberation on planning process & issues
- Highly inadequate planning teams
- Low priority accorded to planning

THANKS