

PROPOSAL ON:

PLANNING EDUCATION AND PRACTICE IN SUB-SAHARAN AFRICA: THE NEED FOR RE: THINKING AND RE: TOOLING THE LEARNING PROCESS FOR THE ATTAINMENT OF THE 2030 AGENDA AND BEYOND.

BY

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The teaching and practice of Physical (spatial) planning is central to the attainment of the Sustainable Development Goals (SDG) and the African Agenda 2063. Physical (spatial) planning, which is central to achieving the city we want and ensure that no one and no space is left behind, is “a tool in guiding the manner in which land will be used for various socio – economic and physical activities and provision of infrastructure and development” (Kulshrestha, 2012). Economic development, which is one of the key objectives of the SDG, is closely linked with urbanization. It has been argued that no country has grown from low income to middle income cities without vibrant cities. Unfortunately, according to Turok and McGranahan (2013), “the rush to cities (urbanization) in developing countries seems chaotic”. Since independence, the number of planners and planning institutions across Africa has continued to rise without commensurate increase in the quality of the lives of the people and environment. There is a disconnect between professionals and policy makers in the preparation and implementation of planning policies. The 2030 Agenda, with its 17 goals that hinged on people, society and the environment, is only achievable through concerted effort among and between different actors and sectors. To create a livable, resilient and efficient cities in Africa, there is the urgent need to reconsider, retool and recalibrate our planning training techniques and practice. Through series of small-scale surveys, within the last ten years, we were able to interact with some students of planning on their choice of course, satisfaction and adequacy of the training. The response was not encouraging and is a reflection of the reality. It is this concern on the decreasing interest of students in planning, the disconnect between policy makers and professionals, the weak enforcement of planning regulations and the rapid spread of informal settlements with all attendant consequences that we are proposing a Network Studio to discuss the problem, share best practices and create the butterfly effect for a safe and just space for humanity. The proposal is jointly conceived by the Ministry of Lands and Housing in Niger State Nigeria, the Regional Center of Expertise (RCE) on Education for Sustainable Development, Minna, and the Nigerian Resilient Cities Network (NRCN).

- **The network** is about reawaking the place of effective planning in achieving sustainable and efficient cities.
- **We intend to gather** at the higher education summit to compare ideas and note and share best practices on the central role of planning education in the attainment of the SDG and Africa Agenda 2063, with particular emphasis on curriculum development and practice of planning.
- **Who can join:** Practitioners, academician and policy makers across the globe.
- www.rceminna.com.ng

Reference:

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Turok M. and McGranahan G. (2013)

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