

Surveying and Geomatics Curricula in Nigerian Universities – The Professional and Educational Challenges

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ABSTRACT

Today's technological advances are not only influencing the hardware and techniques for capturing survey data, but are presenting innovative means of communicating and presenting information. For Surveying Curricula to remain relevant in this dispensation, it must ensure that this new advances are fully harnessed such that its graduates are better prepared to assume a wider array of surveying roles than are geographers, city planners, civil engineers and computer programmers. However, in many of the third world countries, lack of resources, high level of illiteracy, un-trainable professionals, lack of awareness among the college youths, etc. have all conspired to frustrate the emergent of Geomatics engineering curricula in the universities.

Assistance, such as; – recruitment, scholarship support, equipment loans/purchase, funding/donations, student holiday jobs, and permanent jobs after graduation – necessary to encourage the successful implementation of geoinformation sciences in the universities are almost non-existent. Nigeria presents an illustrative example of this phenomenon. This paper also highlights some of the professional and educational challenges facing the integration of Geo-Information technology into the Surveying Curricula of Nigerian Universities.

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