

GEOMATICS EDUCATION IN NIGERIA: THE CURRENT DRIVES

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Abstract

Geographic Information Systems are being widely proposed as a valuable tool to support administration, teaching and research within a variety of fields [1]. In Nigeria, this new drive has occasioned a proliferation of academic departments offering various forms of specialization in this area and its related disciplines. Parallely, there has been an involving increase in the opportunities for staff training and up-grading both overseas and locally to provide the necessary capability to facilitate implementation at training levels [3]. Presently, courses in GIS are being offered by at least three departments at the University of Lagos. The Obafemi Awolowo University (O.A.U.), Ile-Ife is yet to start at the Master's level in the department of Geography.

The scramble for Geomatics education can be explained by the fact that it is seen as a totally new and modern discipline, in contrast to existing programs which are long overdue for revision. On the other hand, issues such as the high initial investment and subsequent maintenance cost on the required instrumentation, the obligatory organizational changes necessitated, inter-departmental competition and conflicts and more crucially, the short-term obsolete nature of computer technology, are seriously affecting the efforts undertaken so far. These issues can not be addressed by single departments alone [1]. Kufoniya [2] proposes a national geospatial information infrastructure for the establishment of communication, links and partnerships guidelines and the sharing of data amongst individuals and organizations within the geodata community. This paper will attempt to set up a framework for standardized training, education and research universities and other tertiary education centers.

References

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