



A TECHNICAL REPORT  
ON  
STUDENT INDUSTRIAL WORKING EXPERIENCE SCHEME  
(SIWES)

HELD AT  
**KAKAKI FM**  
ODOJOMU, ONDO, ONDO STATE  
BY

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## **DEDICATION**

I dedicate this technical report to the Almighty God, the giver of knowledge, wisdom and who is rich in mercy.

## **ACKNOWLEDGEMENT**

I take this opportunity to express my profound gratitude and deep regards to the creator of heaven and earth, the one who knows the beginning and the end, the alpha and the omega, the Almighty God and also to my parents MR & MRS ADEEYO, and to all those who has helped me during my SIWES programme. The blessings, help and guidance given by them, time to time has carry me so this far and shall carry on the journey of life on which I am about to embark. I also take this opportunity to express a deep sense of gratitude to compliment my mentor for his cordial support valuable information and guidance which helped me in completing my SIWES through various stages.

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## **CHAPTER ONE**

### **1.1 INTRODUCTION TO SIWES**

Students Industrial Work Experience Scheme (SIWES) is a Skills Training Program designed to prepare and expose Students of Universities, Polytechnics, Colleges of Technology, Colleges of Agriculture and Colleges of Education for the Industrial Work situation they are likely to meet after graduation. The Scheme affords Students the opportunity of familiarizing and exposing themselves handling equipment and machinery that are usually not available in their institutions.

### **1.2 HISTORY OF SIWES**

The Students' Industrial Work Experience Scheme (SIWES) was initiated in 1973 by the Federal Government of Nigeria under the Industrial Training Fund (ITF) to bridge the gap between theory and practice among products of our tertiary Institutions. It was designed to provide practical training that will expose and prepare students of Universities, Polytechnics, and Colleges of Education for work situation they are likely to meet after graduation.

Before the establishment of the scheme, there was a growing concern among the industrialists that graduates of institutions of higher learning lacked adequate practical background studies preparatory for employment in industries. Thus the employers were of the opinion that

the theoretical education going on in higher institutions was not responsive to the needs of the employers of labour.

As a result of the increasing number of students' enrolment in higher institutions of learning, the administration of this function of funding the scheme became enormous, hence ITF withdrew from the scheme in 1978 and was taken over by the Federal Government and handed to National Universities commission (NUC), National Board for Technical Education (NBTE) and National Commission for Colleges of Education (NCCE). In 1984, the Federal Government reverted back to ITF which took over the scheme officially in 1985 with funding provided by the Federal Government.

### **1.3 OBJECTIVES OF THE PROGRAMME**

The specific objectives of SIWES are to:

- Provide placements in industries for students of higher institutions of learning approved by relevant regulatory authorities (NUC, NBTE, NCCE) to acquire work experience and skills relevant to their course of study
- Prepare students for real work situation they will meet after graduation.
- Expose students to work methods and techniques in the handling of equipment and machinery that may not be available in schools.

- Make transition from school to the labour market smooth and enhance students' conduct for later job placement
- Provide students with the opportunity to apply their knowledge in real life work situation thereby bridging the gap between theory and practice
- Strengthen employer involvement in the entire educational process and prepare students for employment in industry

Promote the desired technological knowhow required for the advancement of the nation.

## **CHAPTER TWO**

### **2.1 OBJECTIVE OF THE ESTABLISHMENT**

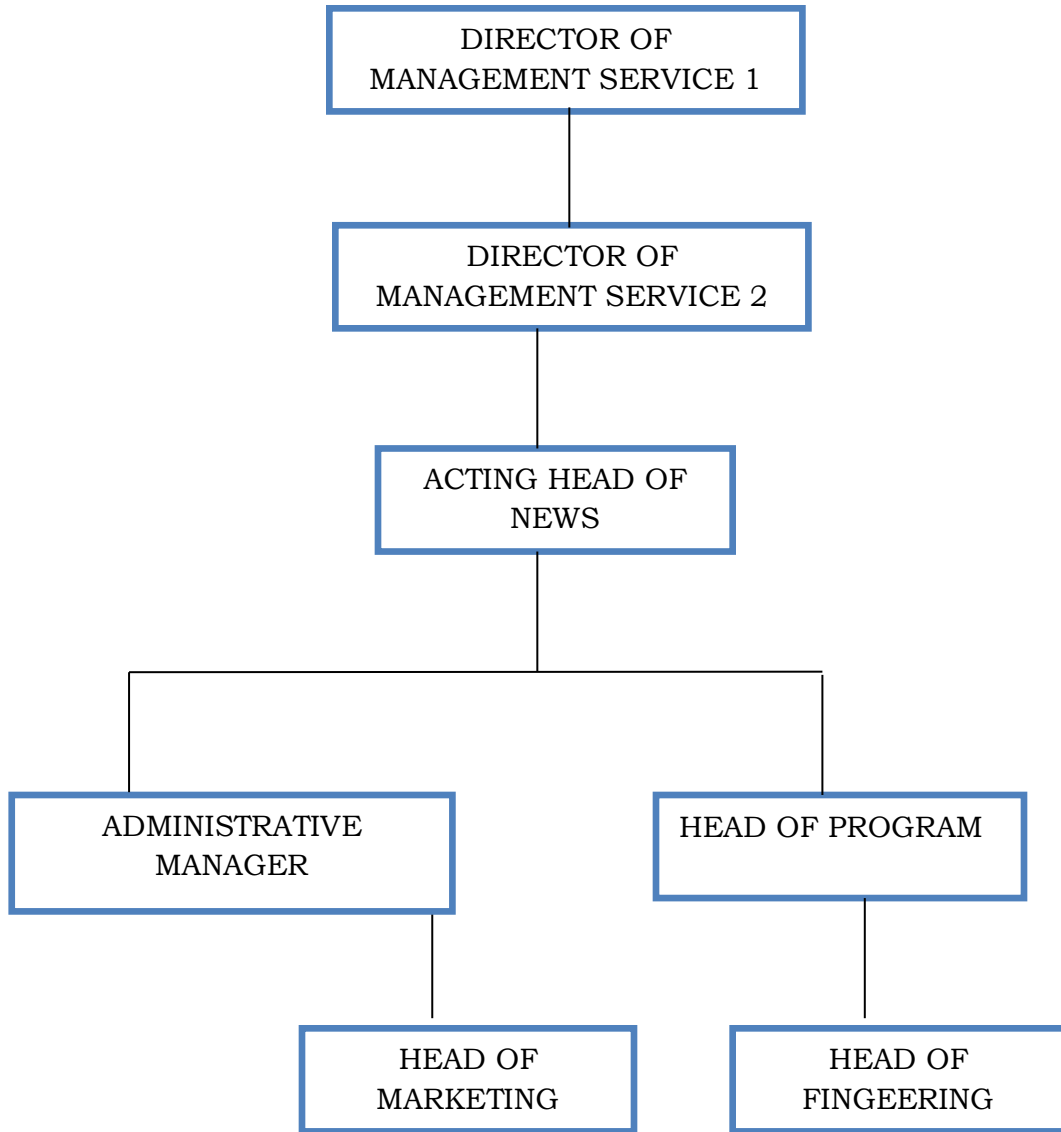
- To be a key instrument in transferring Nigeria as being a powerful road for developing both visual and audio transmission.
- To serve as an agency in checking cynicism skepticism and self-doubt among Nigerians
- To be prominent promoter of Nigerian Culture product such as Music, Film, Art and Crafts.
- To ensure quality professionalism and ethical standard in Media and Communication.

### **2.2 VISSION OF KAKAKI FM**

- To broadcast high quality media, content projecting Ondo State and its quintessential news and values to the grass roots and viewers all over the world
- To make KAKAKI FM ONDO South west Nigeria's foremost digital media with worldwide coverage, reclaiming and sustaining its care value and pride in the nation



## 2.3 ORGANIZATION STRUCTURE OF KAKAKI FM



## **CHAPTER THREE**

### **3.1 EXPERIENCE GAINED**

During my SIWES program I was given the opportunity to choose any beat and I was given the privilege to cover many events.

The training has improved my ability to interact with others, such as editor, journalist to mention but few. It is good to deal with these people especially when they are willing to offer assistance to the area that were so challenges

I worked with my colleagues on few occasion, I was able to know what it takes to work in the real industry, they have thought me how to cast news, changing a plant form to a news written, casting of attribution, monitoring the plant form as well as anchoring a program and reading of a script.

### **3.2 Chains in Radio production**

**1. Director:** This person is responsible for overseeing the creative aspects in controlling the content and flow of the film's plot, and directing their performance.

**2. Screen Writer:** Are responsible for researching the story, developing the narrative, writing the screenplay, and delivering it, in the required format, to the Producers.

**3. Executive producer** This person is usually an investor in the project or someone who has facilitated the funding of the project. There may be multiple of these people on a project, depending on the financing arrangements.

**4. Line producer** Typically, this person manages the budget of the film production. Alternatively, or in addition, they may manage the day to day physical aspects of the film production.

**5. Production Manager** This person supervises the physical aspects of the production including personnel, technology, budget, and scheduling.

**6. Production Coordinator** This person is the information nexus of the production, responsible for organizing all the logistics from hiring crew, renting equipment, and booking talent. This person is an integral part of film production.

**7. Production Secretary** This person provides administration assistance in the production office to the production coordinator and production manager.

**8. Production Accountant** These people are responsible for managing finances and maintaining financial records during film production.

**9. Post-Production Supervisor** These people are responsible for the post production process, during which they maintain clarity of

information and good channels of communication between the Producer, Editor, Supervising Sound Editor, the Facilities Companies (such as film labs, CGI studios and negative cutters) and the Production Accountant.

**10. Scripts Supervisor** Also known as "continuity", keeps track of what parts of the script have been filmed and makes notes of any deviations between what was actually filmed and what appeared in the script.

**11. Story Producer** This person has overall responsibility for the story across episodes. In reality TV, this person is responsible for creating a story line via editing/producing the show's source footage.

**12. Scripts Editor** Provides a critical overview of the screenwriting process, using their analytical skills to help the screenwriter identify problems and thereby help to strengthen and develop the screenplay.

**14. Production Sound Mixer** This person is head of the sound department on set, responsible for recording all sound during filming.

## **CHAPTER FOUR**

### **4.1 CHALLENGES FACED DURING THE SIWES**

As it is often said that one should expect challenges in everything he/she does. The period of SIWES was not without one, for instance a personal challenges for the need to adjust mentally, physically and the outlook must be positive to be able to meet up to the requirement of the news environment I found myself.

There are many challenges faced during my SIWES programme but few are to be mentioned.

One of the major challenges faced during the SIWES programme was inferiority complex. I was afraid at the beginning of the exercise to compete with my superiors in the news room during news production. I also found it difficult at the beginning to make use of some of the gadgets. I also face logistic problem such as Transportation and of technical equipment which leads to selection of few among many to go out for assignment by our superior officers.

## **CHAPTER FIVE**

### **5.1 RECOMMENDATION**

The recommendations arising from the foregoing appraisal of the effectiveness of SIWES in the formation of competent and productive technical manpower for the economy are summarized as follows;

- ✓ The establishment of a National Commission for Student Industrial Training or a National Board for Cooperative Education was proposed to oversee the implementation of SIWES at the national level.
- ✓ Funds earmarked for SIWES should be appropriated directly by the National Assembly in the same way for the National Youth Service Corps Scheme in order to remove the bottlenecks associated with release of fund for the operation of the scheme.
- ✓ The Federal Government should make adequate provisions in the annual budget for proper funding for SIWES in view of the potentials of the scheme to contribute to enhancing the quality of pool of technical skills available to the economy.
- ✓ The stipulation that employers should accept students for SIWES should be strengthened with stiffer penalties put in place for defaulters.
- ✓ A review of the policies that guide and regulate SIWES is necessary to ensure that the scheme complies fully with the tenants of

cooperative education or work-integrated learning.

## **5.2 Conclusion**

The Student Industrial Work Experience Scheme (SIWES) plays a significant role in human resource development, it helps students develop new skills and enlightens them of what the present society holds for them after graduation and helps them adapt accordingly. As a result of the programme, I am now more confident to build my future. My four (4) months industrial attachment with Kakaki Radio has been one of the most interesting, productive and instructive experience in my life. Through this training, I have gained new insight and more comprehensive understanding about the real industrial working condition and practice; it has also improved my soft and functional skills. All these valuable experience and knowledge that I have gained were not only acquired through the direct involvement in task but also through other aspect of training such as work observation, interaction with colleges, superior and other people related to the field.