



A TECHNICAL REPORT
ON
STUDENT INDUSTRIAL WORK EXPERIMENTENCE
SCHEME [SIWES]
HELD AT
ILORIN SOUTH LOCAL GOVERNMENT FUFU
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DEDICATION

This Technical report is dedicated to Almighty God for sparing my lives throughout this programme. Also to my Parents Mr. & Mrs. **Dauda**.

ACKNOWLEDGEMENT

I give thanks to Almighty God for given me the grace and opportunity to participate in this SIWES programme. May his name be praise forever

I want to specially appreciate the effort of my parent **Mr. & Mrs. dauda** for their financial support and their moral support, they will live to eat the fruit of their labour.

I also acknowledge my amiable and capable SIWES coordinator, I will be an ingrate if I fail to mention my SIWES Supervisor and my Lecturer in Business Administration Department for their tremendous effort in my life and the knowledge they have impacted to me

My gratitude goes to Industrial base supervisor for the impartation of knowledge given to me.

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May Almighty God bless every one of you (AMEN)

TABLE OF CONTENT

Front Page

Dedication

Acknowledgement

Table of Content

CHAPTER ONE

- 1.1** Introduction to Siwes
- 1.2 Definition of Siwes
- 1.3 Historical Background of Siwes
- 1.4 Aims and Objectives of Siwes
- 1.5 Reasons for Training
- 1.6 The Major Document of ITF

CHAPTER TWO

- 2.1 Definition of Local Government
- 2.2 Historical Background of Ilorin South Local Government Fufu
- 2.3 Roles of the Local Government

CHAPTER THREE

- 3.1 Siwes Experience And Activities
- 3.2 Administrative Operations and Record-Keeping
- 3.3** Communication and Stakeholder Engagement
- 3.4 Customer Service and Public Interaction
- 3.5 Data Management and Ethical Considerations
- 3.6 Community Outreach and Event Participation

CHAPTER FOUR

- 4.1 Challenges Faced and Solutions

CHAPTER FIVE

- 5.1 Summary and Conclusion
- 5.2 Conclusion and Recommendation

CHAPTER ONE

1.1 INTRODUCTION TO SIWES

In the early stages of Business Administration, Nigerian Students were graduating from their respective Institutions without any technical knowledge or working experience. According to Akereleja (2008), acquisition of practical skills is an antidote of meaningful development in any society. In accordance with Akereleja's view, Odiagha (1995) also posits that practical knowledge is learning without which mastery of an area of knowledge may be too difficult to achieve and that practical knowledge involves developing skills through the use of tools or equipment to perform tasks that are related to a field of study.

As a result, the Federal Government of Nigeria introduced the Student Industrial Work Experience Scheme (SIWES) programme in Tertiary Institutions in 1975 to ensure acquisition of field practical knowledge and skills by Students before graduation, and to further expose Students to Industry based skills that are necessary for smooth transition from classroom to the labour world, providing the students with the basic prospects to be part of real work situations outside the lecture room. Thus, it became obligatory for Students in Tertiary Institutions, mostly those studying Business Administration related courses to embark on SIWES programme in order to acquire practical knowledge and working skills prior to graduating from their various institutions of learning. To this end, the Business Administration profession like other course professions require practical skills. Hence it became imperative for Students of Urban and Regional Planning to embark on the SIWES programme so as to acquire the necessary practical skills required for the profession before graduation.

1.2 DEFINITION OF SIWES

The student industrial working experience scheme is a Program that constitutes immensely to building of technical skills available to the Nigeria economy, which are needed for the national industrial development.

1.3 HISTORICAL BACKGROUND OF SIWES

The Student Industrial Work Experience Scheme (SIWES) was established in 1973 by the Industrial Training Fund (ITF). Prior to the establishment of the Scheme, there was a growing

concern among our Industrialists that graduates of our institutions of higher learning lacked adequate practical background studies preparatory for employment in industries. It is against this rationale for initiating and designing the scheme was hinged.

Consequently the scheme affords students the opportunity of familiarizing and exposing themselves to the needed experience in handling equipments and machinery that are usually not available in their institutions so as to smoothen their entry into industrial practices on completion of their studies and also reduces period spent in training fresh graduates as new employees.

1.4 AIMS AND OBJECTIVES OF SIWES

SIWES is strategized for skills acquisition, therefore, the key aim is to bridge the gap between theory and practice by exposing students to the industrial environment and enable them to develop occupational competences so that they can readily contribute their quota to national economic development and technological advancement after graduation.

The Specific Objectives of the Scheme as outlined in the Industrial Training Funds Policy document no.1 of 1993 are as follows:

- ☐ To provide placements in industries for students of higher institutions of learning approved by relevant authorities (NUC, NBTE, NCCE) to acquire experience and skills relevant to their course of study.

- ☐ Prepare Students for the real work situations they will meet after graduation.

Expose Students to work methods and techniques in handling of equipment and machinery that may not be available in school. Makes transition from School to the labour World smooth and enhance Student contact for later job placement.

- ☐ Provides Students with the opportunity to apply their knowledge in real life work situation thereby bridging the gap between theory and practice.

1.5 REASONS FOR TRAINING

Reason for the industrial training are as follows:

1. The knowledge acquired in the classrooms are not enough due to lack of practical

2. The program has also helped to distinguish between class and practical work
3. Class room theories cannot be compare with the practical work done on the field.
4. The Siwes program has proved a means of opportunity for students to handle some sophisticated equipment not found in the school

1.6 THE MAJOR DOCUMENT OF ITF

1. PLACEMENT LETTER: This is the formal letter of the placement to be submitted to any employer by each students

2. THE JOB REPORTING FORM: This form is to be completed by students before he/she settle down with the employer. The information on the form will assist the central and department during supervision visits. Failure to return this form is taken as non participant in the program.

3. THE TRAINING LOG BOOK: This has to be completely filled daily and signed weekly by industrial based supervisor, and this logbook carried detailed information about work carried out daily, the logbook must be with you daily.

CHAPTER TWO

2.1 DEFINITION OF LOCAL GOVERNMENT

Local government: - Is the lowest tier of the government anywhere in the world. It is very important because of its closeness to the people.

The main purpose of local government is to ensure effective administration at the local level. It aims to mobilize human and financial resources for local development. A local government can be considered as a mini-government for a particular political unit or administrative division in a country. Local governments are responsible for creating a smaller unit for more effective administration. They have the legal power to make bye-laws within their jurisdiction and are responsible for providing services to local communities. Like all unit of the government, the local government has a clearly defined area, a population, a continuing organization and the authority to undertake and power to carry out public activities. Local government is normally treated as legal entity, which means she can sue and be sued and enter contracts. Local government in Nigeria has undergone a lot of vicissitude and reforms. The most popular of which has been the 1976 reforms which informs the framework of operation day. The 1976 guideline for the local government define local government. "this is the government at the local level exercised through representative council established by the law of exercise specific power with a defined area". The power should be given to the council substantial control over the local affairs as well as the power to initiate and direct the provision of services and to determine and implement project so as to compliment the activities of the state and federal governments in their area, and to ensure true devolution of function to those councils and their traditional institution and local initiative and respond to local needs and tradition are maximized.

2.2 HISTORICAL BACKGROUND OF ILORIN SOUTH LOCAL GOVERNMENT FUFU

Ilorin South Local Government, created in 1996 with its headquarters in Fufu, comprises three districts and 11 wards, with an area of 174 km² and a population of 208,691 according to the 2006 census.

Here's a more detailed look at the history and characteristics of Ilorin South:

- Establishment: Ilorin South Local Government was established in 1996.
- Headquarters: The administrative headquarters are located in the town of Fufu.
- Geographic Area: It covers an area of 174 km².
- Population: The 2006 census recorded a population of 208,691.
- Districts and Wards: The LGA comprises three districts and 11 wards.
- Major Towns: The major towns in the area include Ilofa, Fufu, Gaa-Akanbi, Kangie, Gaa Osibi, and Omode.
- Historical Context: Ilorin, the broader area from which Ilorin South was carved, has a rich history, including its origins as a Yoruba settlement, its role as a provincial military headquarters of the Oyo Empire, and its later alignment with the Sokoto Caliphate.
- Colonial Era: The British established direct colonial control in 1900, designating the emirate as "Ilorin Division" or "Ilorin Native Authority".
- Indirect Rule: The colonial government built its local government system in Ilorin Division on the pre-existing emirate system, with the Emir serving as the sole indigenous agent of colonial local government.

Kwara State: Ilorin South is part of Kwara State, which was created in 1967 by the amalgamation of the former Ilorin and Kabba Provinces

The two arms representing the management at the administrative level is the director of local government head of service at the apex.

Ilorin South Local Government in Kwara State, Nigeria, is administered by a local government council, with a chairman as the chief executive, and other elected members (councillors). It's further divided into wards.

Here's a more detailed breakdown:

- Structure: Like other LGAs in Nigeria, Ilorin South is headed by a Chairman who is the chief executive, and a council of elected members, known as councillors.
- Wards: The LGA is further divided into wards, which are the basic units of local government administration.
- Headquarters: The administrative headquarters of Ilorin South LGA is located in the town of Fufu.
- Area and Population: It has an area of 174 km² and a population of 208,691 at the 2006 census.
- Districts: Ilorin South LGA comprises three districts.
- Creation: Ilorin South LGA was created in 1996.

2.3 ROLES OF THE LOCAL GOVERNMENT

In Nigeria, local governments are structured to maximize functional efficiency. It is generally agreed that central governments cannot satisfactorily conduct administration from the capital alone. Therefore, a decentralized system is needed to allow the government to reach people at the local level. The Oluyole local government is a good example of this decentralized system in action.

One of the principal objectives of having local government therefore, is to provide a means of running services of all kinds which are tailored to special needs of the serving the people at the grass root level.

The roles performed by the local government can be summarized as follows:

1. The provision and maintenance of primary education, primary health care, and rural water supply.
2. The provision and maintenance of public amenities like roads, markets, and parks.
3. The collection of taxes, fees, and other revenue.

4. The maintenance of law and order. and the provision of judicial services.
5. The representation of the local community in the larger political system.

These roles vary from one local government to another, depending on the needs of the local community. I undergone my SIWES training at the administrative department of the local government secretariat, where I had practical experience in:

- Administrative Operations: Exposure to daily tasks such as document management and communication.
- Communication Skills: Interacting effectively with colleagues, officials, and community members.
- Office Etiquette: Learning professional conduct, phone etiquette, and email communication.
- Customer Service: Engaging with citizens, addressing inquiries, and providing assistance.
- Organizational skills: Balancing tasks, prioritizing work, and managing time efficiently.
- Data Management: Handling and maintaining accurate records.
- Teamwork: Collaborating with colleagues and other departments on projects.
- Problem-Solving: Identifying challenges and finding practical solutions.
- Community Engagement: Participating in community outreach and events.
- Decision-Making: Observing how decisions are made and considering impacts.
- Ethical Behavior: Learning transparency and integrity in government work.
- Local Governance: Understanding the structure and functions of local government.
- Strategic Planning: Observing the department's role in planning initiatives.
- Leadership Observations: Learning about leadership styles and officials' roles.

- Community Needs Assessment: Participating in identifying community needs.
- Public Policy Insight: Understanding local policy implementation and impact.

I also had the opportunity to observe and participate in meetings, hearings, and other activities related to the financial management of the local government.

CHAPTER THREE

3.1 SIWES EXPERIENCE AND ACTIVITIES

BODY OF REPORT

Overview of Administrative Office Experience

During my SIWES program at the administrative office of the local government, I had the opportunity to immerse myself in the practical aspects of public administration. This experience provided valuable insights into the day-to-day operations and responsibilities of the administrative office, which plays a pivotal role in the functioning of the local government.

3.2 Administrative Operations and Record-Keeping

One of the key aspects of my experience was understanding administrative operations and record-keeping. I was involved in organizing and managing official documents, ensuring they were properly categorized, archived, and readily accessible when needed. This exposure underscored the importance of accurate record-keeping for efficient decision-making and compliance.

3.3 Communication and Stakeholder Engagement

Effective communication emerged as a cornerstone of the administrative office's activities. I interacted with various stakeholders, including colleagues, government officials, and community members. This experience improved my communication skills and demonstrated how clear and timely communication is essential for seamless collaboration and the implementation of government initiatives.

3.4 Customer Service and Public Interaction

My time at the administrative office also allowed me to engage with members of the public seeking government services and information. Assisting citizens with inquiries, understanding their concerns, and providing relevant information gave me insights into the importance of quality customer service in building trust and fostering positive relationships between the government and the community.

3.5 Data Management and Ethical Considerations

Maintaining accurate data was a significant responsibility within the administrative office. I learned to handle sensitive information with discretion and uphold ethical standards in data management. This experience highlighted the need for confidentiality, integrity, and transparency in handling citizens' data.

3.6 Community Outreach and Event Participation

Participating in community outreach programs and government events exposed me to the local government's efforts to engage with the community. These experiences showcased the administrative office's role in facilitating citizen participation, addressing community needs, and fostering a sense of belonging.

Time Management and Task Prioritization

Balancing various tasks and responsibilities underscored the importance of effective time management and task prioritization. I learned to juggle multiple activities, allocate time wisely, and meet deadlines—a skillset that is crucial in a dynamic government setting.

Leadership Dynamics and Decision-Making

Observing the interactions of government officials and department heads provided insights into leadership dynamics and decision-making processes. Understanding how leaders collaborate, delegate, and make informed choices highlighted the intricacies of effective governance.

CHAPTER FOUR

4.1 CHALLENGES FACED AND SOLUTIONS

Challenge: Heavy Workload and Time Constraints

- **Solution:** Use time management techniques, prioritize tasks, and create schedules,

Challenge: Communication Barriers

- **Solution:** Maintain clear communication channels, ask for clarifications, and follow up.

Challenge: Balancing Confidentiality and Transparency

- **Solution:** Adhere to ethical guidelines, be transparent where possible, and seek guidance.

Challenge: Adapting to Bureaucratic Procedures

- **Solution:** Seek mentorship and guidance from experienced colleagues.

Challenge: Handling Citizen Complaints and Concerns

- **Solution:** Approach interactions with empathy. provide accurate information, and refer appropriately.

Challenge: Adapting to Changing Priorities

- **Solution:** Cultivate flexibility and be open to new tasks and projects.

Challenge: Limited Resources

- **Solution:** Optimize available resources and brainstorm creative solutions with colleagues.

Challenge: Working with Diverse Stakeholders

- **Solution:** Practice active listening, find common ground, and be flexible.

Challenge: Personal and Professional Growth Pressure

- **Solution:** Prioritize self-care and continuous learning to manage stress and grow professionally.

Challenge: Adapting to Bureaucratic Procedures Navigating bureaucratic procedures and protocols within a government setting might feel overwhelming.

- **Solution:** Seeking Guidance and Mentorship

Reach out to mentors and experienced colleagues for guidance on navigating bureaucratic procedures. Seek clarification and guidance on the appropriate steps to follow.

Challenge: Handling Citizen Complaints and Concerns

Dealing with citizens' complaints or concerns can be emotionally taxing, especially when expectations can't always be met.

- **Solution:** Empathy and Effective Responses Approach citizen interactions with empathy and a willingness to help. Provide accurate information and refer them to the appropriate channels for addressing their concerns.

CHAPTER FIVE

5.1 SUMMARY AND CONCLUSION

SUMMARY

Local government administration has generated a lot of interest in recent years. The reason for this is because of the tremendous impact and influence the local government has exerted on the general life pattern of the citizens, particularly in the rural or urban areas.

The fourth schedules to the 1979 constitution has spelt out in great details the functions of local government .these function can only be perform effectively where there is a responsive and dynamic arrangement for financial management.

Generally, My SIWES experience in the administrative office of the local government deepened my understanding of public administration and its role in community development. The practical skills acquired during this program, such as effective communication, record-keeping. And ethical considerations, have prepared me for a future career in public service. This experience has underscored the importance of efficient administrative practices in ensuring transparent and accountable governance,

5.2 CONCLUSION AND RECOMMENDATION

Despite the challenges of transportation and the cost of commuting, we students who participated in the SIWES program did our best to be punctual and focused. It was a difficult but worthwhile experience.

I would like to suggest that the Federal Government of Nigeria should establish a system of funding for students participating in the SIWES program. This funding would help to cover the cost of transportation, encourage punctuality, and support the overall success of the program. It would also be beneficial to have a mandatory payment structure in place for organizations that host SIWES students, to provide them with financial support and incentivize them to participate.

This would ultimately lead to greater student engagement and better outcomes.

I recommend that the students industrial work scheme (SIWES) should provide places for industrial attachment for students; Industrial Training Fund (ITF) should pay allowance to the various students who undergo the training.

Consequently upon my personal experience and observation as concerned the SIWES program, I noted these obstacles which are hither to the inherent in the exercise and recommend that the local government invest in digital solutions for streamlined record-keeping and communication. Additionally, fostering closer collaboration between different departments could enhance efficiency and innovation across the government's functions.

In view of this, I strongly implore the Polytechnic Authority to put into consideration some of these recommendations.