



TECHNICAL REPORT

ON

STUDENT INDUSTRIAL WORK EXPERIENCE SCHEME (SIWES)

HELD AT

ILORIN EAST LOCAL GOVERNMENT, OKE OYI SECTARIAT

PRESENTED BY

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DEDICATION

This work is dedicated to the Almighty God, for their love, mercies, guidance and protection during and even after this work.

This work is also dedicated to my lovely and caring parents and wonderful brothers and sisters for their love, support and encouragement.

ACKNOWLEDGEMENT

I wish to acknowledge and thank everyone who contributed one way or the other towards the success of my industrial training.

My special thanks goes to the management and my supervisor for their numerous contribution and effort to make this research a success.

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ABSTRACT

The Student Industrial Work Experience Scheme (SIWES) is a mandatory training program designed to equip students with practical experience in their field of study. This report provides an overview of the industrial training undergone at the Ilorin East Local Government Works and Land Department, where I was exposed to various aspects of estate management, land administration, and surveying. During the training, I gained hands-on experience in land inspection, measurement, and mapping, as well as the processing of land documents such as the Right of Occupancy (R of O) and Customary Certificates of Occupancy. I also participated in site visits, learned about land allocation, and was introduced to different surveying tools used in land assessment. The report outlines the objectives of the training, the experiences gained, challenges encountered, and the overall impact of the program. The challenges included difficulties in accessing some documents, harsh weather conditions during site visits, and limited availability of modern surveying tools. However, these obstacles provided an opportunity to develop problem-solving skills and adaptability in a professional setting.

CHAPTER ONE

INTRODUCTION

1.1 Historical Background of SIWES

The Students Industrial Work Experience Scheme (SIWES), is a skills Development programme initiated by the Industrial Training Fund (ITF), in 1973 to bridge the gap between theory and practice among students of Engineering and technology in Institutions of Higher Learning in Nigeria. It provides for on-the-job practical experience for students as they are exposed to work methods and techniques in handling equipment and machinery that may not be available in their Institutions.

SIWES was established by **ITF** in 1973 to solve the problem of lack of adequate practical skills preparatory for employment in industries by Nigerian graduates of tertiary institutions.

The Scheme exposes students to industry-based skills necessary for a smooth transition from the classroom to the world of work. It affords students of tertiary institutions the opportunity of being familiarized and exposed to the needed experience in handling machinery and equipment which are usually not available in the educational institutions.

Participation in **SIWES** has become a necessary pre-condition for the award of Diploma and Degree certificates in specific disciplines in most institutions of higher learning in the country, in accordance with the education policy of government.

Duration – Four months for the Polytechnics.

1.2 Aims and Objectives of SIWES

Aim of the Study

The aim of the study was to evaluate the impact of SIWES on Technical Skills Development in the Nigerian economy. This is to enable Institutions of Higher Learning and other

Stakeholders assess the performance of their roles in the Scheme.

Objectives of SIWES

1. **To Provide Practical Experience** – SIWES helps students gain hands-on experience in their field of study, complementing their academic knowledge with real-world application.
2. **To Develop Technical Skills** – The program equips students with technical and professional skills relevant to their discipline.
3. **To Enhance Employability** – By acquiring industry-relevant skills, students improve their chances of securing jobs after graduation.
4. **To Familiarize Students with Workplace Ethics** – SIWES helps students understand organizational structure, teamwork, and professional ethics.
5. **To Bridge the Gap Between Theory and Practice** – It ensures that students apply classroom theories in real-life work situations.
6. **To Promote Self-Reliance and Entrepreneurship** – By gaining hands-on knowledge, students can develop skills that make them self-employed or start their own businesses.
7. **To Foster Collaboration Between Institutions and Industries** – SIWES strengthens the relationship between higher institutions and industries, ensuring students get relevant training.
8. **To Improve Research and Development** – Exposure to industry challenges may inspire students to conduct research that contributes to national development.

THE ROLE OF THE INDUSTRIAL TRAINING FUND

The Industrial Training Fund (ITF) was established by the decree 47 of 1971 constitution and charged with the responsibility of promoting and encouraging the acquisition of industrial skills, with the view of generating a collection of indigenous trained manpower, sufficient enough to enhance and meet the needs of the economy so as to promote development. Supervision of students, organizing orientation programs, and disbursing allowances to students are some of the roles played by the industrial training fund in the implementation of SIWES.

THE SCOPE AND IMPORTANCE OF SIWES

The scheme covers all science and technological based students in monotechnic, polytechnics and universities in Nigeria, resulting in a high population of students which is easily managed because of the public and private industries that partake in the scheme. SIWES enables students acquire industrial know-how in their field of study particularly in technological based courses. It also enables students experience the application of theoretical knowledge in solving real life problems.

THE ROLE OF THE STUDENT AND THE INSTITUTION

The role of the student is to partake in the program in such a way that he/she will achieve maximum benefit from the program. The student is advised to ask questions, be submissive, and adhere to all the rules and regulations of the organization where he is attached. Identification of placement opportunities, funding of SIWES supervisors and assessment of the student are some of the roles played by the institutions to ensure smooth running of the program.

CHAPTER TWO

2.1 Introduction to the Organization

Brief History of Ilorin East Local Government

Ilorin East Local Government is one of the sixteen local government areas in Kwara State, Nigeria. It was created to bring governance closer to the people and to enhance administrative efficiency. The local government headquarters is located in Oke-Oyi, which serves as the administrative center of the region.

The local government is a significant part of Ilorin Emirate and is known for its rich cultural heritage, traditional leadership, and economic activities, which include agriculture, trading, and civil service employment. The area consists of several towns and villages, including Oke-Oyi, Iponrin, Sango, Alalubosa, and others.

Ilorin East Local Government plays a key role in urban planning, land administration, and infrastructure development within the region. It collaborates with various state and federal government agencies to ensure sustainable development and improved living standards for its residents.

AIM AND OBJECTIVES OF ILORIN EAST LOCAL GOVERNMENT

Aim

The aim of Ilorin East Local Government is to promote grassroots development, ensure effective governance, and improve the quality of life of its residents through efficient service delivery, infrastructure development, and economic empowerment.

Objectives

1. **Provision of Basic Infrastructure** – To develop and maintain roads, drainage systems, markets, schools, and healthcare facilities within the local government area.

2. **Land Administration and Urban Planning** – To regulate land allocation, manage layouts, and ensure proper documentation of land ownership.
3. **Enhancing Local Economic Development** – To support small and medium-scale enterprises (SMEs), promote agriculture, and encourage investment in the local economy.
4. **Security and Law Enforcement** – To work with security agencies to maintain peace, order, and safety within the communities.
5. **Environmental Management** – To ensure proper waste management, sanitation, and environmental protection to create a healthier living environment.
6. **Education and Social Welfare** – To support educational programs, youth empowerment, and community development initiatives that improve literacy and skill acquisition.
7. **Revenue Generation** – To generate revenue through taxation, levies, and other sources to fund local development projects.
8. **Public Service Delivery** – To ensure efficient administrative services, including birth registration, marriage certification, and other local government responsibilities.

2.3 ORGANIZATION CHART

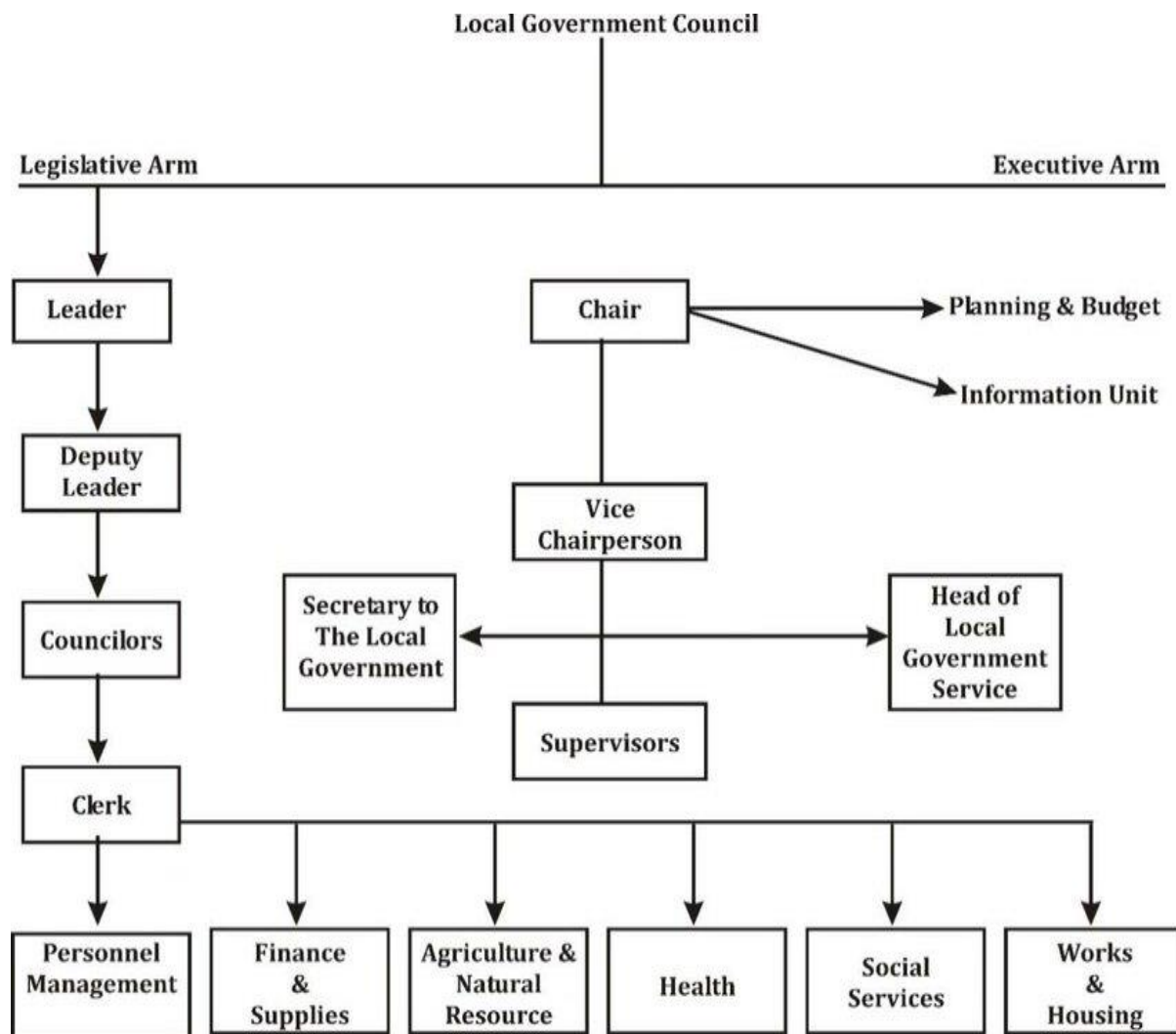


Figure 1.1: Organogram of the Company

CHAPTER THREE

3.1 INDUSTRIAL TRAINING (SIWES) EXPERIENCE

During my Student Industrial Work Experience Scheme (SIWES) at Ilorin East Local Government, Works Department, I gained practical knowledge and hands-on experience in land management, measurement, and documentation processes. I actively participated in various tasks, including land inspection, measurement, and certificate processing.

At the beginning of my training, I was introduced to the staff of the Works Department and familiarized myself with the office environment. I attended meetings with the sectional head of land and land management, where I learned about the responsibilities of the department. I was also taken to various site inspections to observe how land is allocated and documented.

One of the key experiences was visiting the Ilorin East Local Government Layout at Oke-Ose for an inspection. This gave me firsthand knowledge of land verification processes and documentation. I also visited Otefon Phase II Layout, where I participated in land measurement exercises, learning how to use measurement tools to determine land dimensions accurately.

I was trained on how to process the Right of Occupancy Certificate and how to arrange the customary rights of occupancy certificate files. This provided insight into the legal and administrative aspects of land ownership.

I was taught how to locate a plot of land on a map and identify land layouts. The estate officer explained different types of tools used in land measurement and showed how they are applied practically. I also participated in learning how to measure land accurately using standard techniques.

The SIWES experience provided me with practical knowledge of land administration, documentation, and measurement. It helped bridge the gap between theoretical knowledge and real-world application, giving me a better understanding of estate management and local government land processes.

CHAPTER FOUR

4.1 CHALLENGES FACED DURING SIWES

During my SIWES training at **Ilorin East Local Government, Works Department**, I encountered several challenges that made the experience both demanding and enlightening. These challenges tested my adaptability, patience, and ability to learn in a real-world work environment. Some of the major challenges faced include:

- **Limited Practical Knowledge at the Beginning**
- At the start of my training, I struggled with understanding technical terms and processes related to land measurement, mapping, and documentation. The transition from theoretical knowledge to practical application was initially challenging, but with time, I adapted by actively participating in field exercises and asking questions.
- **Difficulties in Locating Land Plots on the Map**
- One of the tasks involved learning how to locate a plot of land on a map, which was challenging due to the complexity of land layout plans. It took time to understand how to interpret land maps accurately and identify specific locations.
- **Exposure to Harsh Weather Conditions**
- Many of the tasks, such as land inspection and measurement, required working outdoors for long hours. This meant enduring extreme weather conditions, including intense sun and occasional rainfall, which made fieldwork physically demanding.
- **Inadequate Access to Modern Equipment**
- Some of the tools used for land measurement were outdated or not readily available, which sometimes slowed down the work. Modern digital equipment, such as GPS devices and electronic measuring tools, would have made the process easier and more efficient.

- **Transportation Challenges**

- Traveling to different land layouts for inspections, such as Oke-Ose and Otefon Phase II, was sometimes difficult due to transportation issues. Some sites were far from the office, and movement to and from these locations was not always convenient.

- **Administrative Delays**

- Processing land documents, such as the **Right of Occupancy Certificate**, required multiple levels of approval, which sometimes led to delays. This bureaucratic process made it difficult to complete certain tasks within a short timeframe.

- **Difficulty in Understanding Legal Aspects of Land Management**

- Learning about land documentation and legal processes was challenging because it involved understanding laws, policies, and regulations related to land ownership and management. It took time to grasp how these legal frameworks are applied in real estate management.

- **How Challenges Were Overcome**

- Despite these challenges, I was able to adapt by:
- Seeking guidance from experienced officers and colleagues.
- Engaging in self-study to improve my knowledge of land management.
- Developing patience and endurance while working in outdoor conditions.
- Practicing hands-on land measurement techniques to improve my accuracy.
- Taking notes and asking questions to understand administrative and legal procedures better.

- Overall, the challenges I faced during SIWES provided me with valuable lessons in problem-solving, adaptability, and resilience. These experiences have better prepared me for future roles in estate management and land administration.

CHAPTER FIVE

CONCLUSION

The Student Industrial Work Experience Scheme (SIWES) at **Ilorin East Local Government, Works Department** was a highly educational and impactful experience. It provided me with practical exposure to land management, measurement techniques, site inspections, and administrative processes related to land documentation. Through this training, I gained hands-on experience in interpreting land maps, processing Right of Occupancy Certificates, and using various tools for land measurement.

Despite facing challenges such as limited initial knowledge, harsh weather conditions, and administrative delays, I was able to adapt and develop problem-solving skills. The experience enhanced my ability to work in a professional setting, improved my technical competence, and deepened my understanding of estate management practices.

SIWES has significantly contributed to my professional development by bridging the gap between academic knowledge and real-world applications. The skills and insights gained during this period will be invaluable as I continue my studies and pursue a career in industrial relations, personnel management, or real estate administration.

RECOMMENDATION

As a result of difficulties experienced during the four months SIWES program, I would like to recommend the following changes: The duration of SIWES should be extended so as to enable students be more experienced. The ITF should make monthly allowance available for students, so as to put an end to financial difficulties that may arise as a result of transport problems. The Institutions and ITF should help students to get a place of attachment so that the program may commence as planned.

The following recommendations were based on the findings of the study and as a solution to the identified problems.

PROPER COORDINATION AND SUPERVISION OF THE EXERCISE: The various bodies involved in the management of the SIWES exercise i.e. Industrial Training Fund (ITF), NUC, NBTE and NCCE should come together and fashion out a modality that will ensure smooth operation of the SIWES exercise. Efforts should be made to ensure that students attached to the organization are properly supervised to ensure that what they are doing is in line with the objectives of the SIWES exercise.

The various bodies involved in the management of the SIWES programme should liaise with the various industries ahead of time so as to minimize or reduce to the barest minimum the high level of refusal to accept students for their industrial training participation.

ISSUING OF LOG BOOKS/IT LETTERS ON TIME: The log books used by the student during the industrial training period and the IT letters should be issued to the students at the end of the first semester exam as against the end of second semester examination as this will afford the students enough time to search for places that are relevant to their field of study.

EMPLOYMENT OF EXPERTS: The various institutions should endeavor to employ experts in the areas of career development to manage the student's industrial placement centers.