

A TECHNICAL REPORT

ON

**STUDENT INDUSTRIAL WORK EXPERIMENT
SCHEME [SIWES]**

HELD AT

**ILORIN SOUTH LOCAL GOVERNMENT
FUFU, KWARA STATE**

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DEDICATION

The SIWES report is dedicated to GOD Almighty, Mr & Mrs. Adeyanju for their spiritual and financial support during my SIWES program.

CERTIFICATION

The SIWES report is cordial acknowledge and certified by the following dignitaries

SIWES Coordinator

DATE

Head of Department

DATE

ACKNOWLEDGEMENTS

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 Allah and also to my guides (MR & MRS AHMED, 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.

May Almighty GOD bless, protect, keep, nourish and guide you through all your life's entire journey. And also my regard to the school board of trustees and the staff a very big thank you to all and sundry.

ABSTRACT

The Students' Industrial Work Experience Scheme (SIWES) is a planned and supervised training intervention based on stated and specific learning and career objectives. It is geared towards developing the occupational competencies of the participants. It is a programme required to be undertaken by the students of tertiary institutions in Nigeria pursuing courses in "Specialized Engineering, Technical, Business, Applied Sciences and Applied Arts". It is an accepted skill training programme initiated by the Industrial Training Fund (ITF) to bridge the perceived gap between theory and practice. Hence, it prepares students for work outside the four

walls of their institutions with a view to developing a well-skilled and articulated knowledge, to benefit the students and create a self-reliant economy.

As good and innovative as the programme is, it is bedeviled with several problems which have hampered it from attaining its set objectives. It is against this backdrop that the research was carried out to know how Student-Teachers assess the programme based on its stated objectives.

The survey research method was used and the research instrument was a 22-item questionnaire containing closed – ended questions as well as open- ended questions structured to answer all the research questions in the study. The questions were properly fashioned to really ascertain the true opinions of students on the Student- Teachers- Assessment of SIWES programme. The population of study was the entire 300 level to 500 level faculty of education part time students of Lagos State University from which a sample of forty (40) students was drawn from Business Education and Economic Education student.

Data collected were manually coded; percentages and tables were used to analyze them. The study found out that SIWES is still a relevant practice in all field of studies because it enables students to demonstrate the rhetorical aspect of whatever the students have learnt under the classroom setting. It was also discovered that prompt payment of students’ allowance and regular supervision of students will ensure the efficiency and effectiveness of the programme to meet the manpower development drive of the country.

The researcher recommended that SIWES students should be given orientation as to the importance of the Programme; assignment to be given during the training should be relevant to student’s field of study. The Industrial Training Fund (ITF) should increase the token given to student –teachers, putting the economy situation into consideration and should try to pay students on monthly basis so as to motivate them to participate in the programme.

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CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND TO THE STUDY

Training is a key factor in enhancing the efficiency and expertise of the workforce. The Students' Industrial Work Experience (SIWES) program prepares students for labour markets. It has become an innovative phenomenon in human resources development and training in Nigeria. According

to (ITF, 2004a), The Students' Industrial Work Experience Scheme (SIWES) is a planned and supervised training intervention based on stated and specific learning and career objectives. It is geared towards developing the occupational competencies of the participants. It is a programme required to be undertaken by the students of tertiary institutions in Nigeria pursuing courses in "Specialized Engineering, Technical, Business, Applied Sciences and Applied Arts".

Mafe (2010) opined that: "SIWES is generic cutting across over 60 programmes in the Universities, over 40 programmes in the Polytechnics and about 10 programmes in the Colleges of Education. Thus, SIWES is not specific to any one course of study or discipline". He added that the effectiveness of SIWES cannot be looked at in isolation with respect to a single discipline; it is better explored in a holistic manner since many of the attributes, positive outcomes and challenges associated with effective implementation of SIWES are common to all disciplines participating in the scheme for students and teachers respectively.

The Students' Industrial Work Experience Scheme (SIWES) was founded in 1973 by the Industrial Training Fund (ITF). The aim of the scheme was to expose students to the industrial environment and enable them develop occupational competencies so that they can readily contribute their quota to the development of national economic and technological growth after graduation.

The 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.

The Students' Industrial Work Experience Scheme (SIWES) can be rightly described as Nigeria's practical training support for classroom lectures and tutorials. In other words, it's an accepted skill training programme initiated by the Industrial Training Fund (ITF). SIWES bridges the perceived gap between theory and practice in Accounting, Engineering, Technology, Science, Agriculture, Medical Sciences, Management and other [professional](#) educational programmes in Nigerian tertiary institutions.

The main focus of the scheme is to involve employers in the educational process of preparing students for work outside the four walls of their institutions with a view to developing a well-skilled and articulated knowledge, to benefit the students and create a self-reliant economy.

1.2 INDUSTRIAL TRAINING FUND (ITF)

According to ITF training Policy, The Industrial Training Fund (ITF) was set up under Act No. 47 of 1971 (as amended up to date) to promote and to encourage the "acquisition of skills in industry and commerce with a view to generating a pool of indigenous trained manpower sufficient to meet the needs of the economy". To finance the scheme, the Act provides for contributions on the part of employers and for subventions on the part of the Federal Government. The Federal

Government made available the sum of N1,000,000.00 (£500,000) during the Plan Period 1970-74 as takeoff grant.

The Industrial Training Fund (ITF), the manpower development agency of the federal government was established to impart technical skills to those employed in the manufacturing sector and other sectors of the economy.

The Mission Statement of the ITF, the provision of decree 47 of 8th October, 1971 empowers the ITF to “promote and encourage the acquisition of skills in the industry and commerce with a view to generating a pool of indigenous trained manpower sufficient to meet the needs of the Nigerian economy”.

In pursuant to its statutory responsibility, the ITF has expanded its structures, developed training programmes, reviewed its strategies, operations and services in order to meet the expanding, and changing demands for skilled manpower in the economy. Beginning as a parastatal “B” in 1971, headed by a Director, the ITF became a parastatal “A” in 1981 with the Director-General” as the Chief Executive under the aegis of the Ministry of Industry.

The fund has a 13 Member Governing Council and operates 9 departments at the headquarters, 25 Area Offices, 2 Skills Training Centres, and a Centre for Industrial Training Excellence.

As part of its responsibilities, the ITF provides direct training, vocational and apprentice training, research and consultancy service, reimbursement of up to 60% levy paid by employers of labour registered with it, and administers the Students’ Industrial Work Experience (SIWES). It also provides human resource development information and training technology service to industry & commerce to enhance their manpower capacity and in-house training delivery effort.

The main thrust of ITF programmes and services is to stimulate human performance, improve productivity, and induce value-added production in industry and commerce. Through its SIWES, vocational and apprentice training programmes, the fund also builds capacity for graduates and youth self-employment, in the context of small scale industrialization, in the economy.

1.3 STATEMENT OF THE PROBLEM

SIWES is a mandatory training programme for students in tertiary institutions. It geared towards helping them to achieve industrial skills, yet it is faced with some problems which could impact negatively on what the programme is set to achieve. One of such problems is poor funding of the scheme which has posed a big challenge in terms of paying the students. According to the Minister of State, for Trade and Investment, Dr. Samuel Ioraer Ortom, the payment of Students Industrial Work- Experience Scheme (SIWES) allowance is a big problem facing the Federal Government (Daily Trust, Oct., 31, 2011).

Inadequate supervision by Industrial Training Fund is equally a major challenge which has hindered the scheme from performing optimally. Students on SIWES are not well-supervised; this has made some of them to devise all forms of ways in filling the log books. In fact, some students undergo the programme just to pass the course and never to get the needed industrial practical experience.

Rejection of SIWES students by some organizations has also frustrated the scheme as well as the students. In fact, it is not uncommon to see SIWES students roaming about looking for organizations that can absolved them in the first three weeks of the time allotted for the programme.

Though school managers perceive the problems and students grumble, yet no meaningful research has been conducted into the study. It is against this backdrop that this study is set to investigate problems that could jeopardize the programme.

1.4 PURPOSE OF THE STUDY

This study is to accomplish the following.

- To find out from students how important they perceive SIWES program to be.
- To find out ways in which the programme can be improved.
- To find out problems that students encounter while on SIWES.
- To proffer tangible solutions to the problems identified.

1.

1. RESEARCH QUESTIONS

The data generated and analyzed in the course of the research were used to answer the following research questions

1. What major problems do students encounter while on SIWES programme?
2. Are Student –Teachers satisfied with the present state of the scheme?
3. Would Student-Teachers like SIWES programme to continue based on their experience?
4. In which areas would they want the programme improved?

1.6 SIGNIFICANCE OF THE STUDY

This study will be of immense benefits to SIWES students because it will enable them to see SIWES programme beyond taking the course to pass it, but as a way of gaining practical industrial experience before graduation. It will also be of importance to the school authority in that it will

enable them put mechanism in place to ensure that students are encouraged and motivated for the programme. It will also give first-hand information to the Industrial Training Fund (ITF) about problems students face during SIWES and how these problems can be tackled. Educational administrators and policy makers will find it useful in making educational policies in the future.

1.7 SCOPE OF THE STUDY

The study covered SIWES Student-Teachers in Lagos State University (Agege annex) Local Government Area of Lagos State. Forty (40) SIWES students were randomly selected and the findings and generalizations were based on the data collected from them.

1.8 LIMITATIONS OF THE STUDY

The choice of forty (40) SIWES Student-Teachers was based on the limited resources available as well as the need to work with a manageable sample size in order to ease the data collection and analysis processes. The researcher also encountered problems in getting the respondents to fill the questionnaires; some outrightly rejected filling the questionnaires. Even some of those who filled them were persuaded before doing so. It is also the researchers' desire to explore other materials but the financial resources available were limited.

1.9 OPERATIONAL DEFINITION OF THE KEY TERMS

Industrial Attachment

It is a programme whereby students of this school are sent to industries and commercial houses to have practical knowledge for two (2) months at the end of each session.

Assessment

It is carefully considered opinion or judgment of a particular aspect to know how well a certain judgment is looked into.

Students' Industrial Work Experience Scheme (SIWES)

It is a skill training programme designed to expose and prepare students for the industrial working position or situation they are likely to face after graduating from higher institutions of learning.

Industrial Training Fund (ITF)

Industrial Training Fund (ITF) is an organization that attempts to bridge the perceived gap between theory and practice on Engineering, Technology, Science, Agriculture, Medical Sciences, Management and other professional educational programme in Nigeria tertiary institutions.

Student-Teachers

This is a student who is studying to be a teacher and who, as part of the training, observes classroom instructions or does so closely supervised. This is also a [college](#) student who is teaching under the supervision of a certified teacher in order to qualify for a degree in education.

CHAPTER TWO

2.0 DESCRIPTION OF THE ESTABLISHMENT OF ATTACHMENT

2.1 Location and Brief History of Establishment

Ilorin South is a Local Government Area in Kwara State, Nigeria. Established in 1996, its administrative headquarters is located in the town of Fufu. The LGA comprises three districts and includes 11 wards.

It has an area of 174 km² and a population of 208,691 at the 2006 census.

Major Towns: Ilota, Fufu, Gaa-Akanbi, Kangile, Gaa Osibi, Omode.

Important Markets: Some part of Ago Market, Cattle Market Sango, Gada Market, Ogidi Market.

Commercial institutions are situated with the Ilorin South districts and wards are mentioned below;

1. UBA Plc, Ilorin
2. First Bank of Nigeria Plc, Ilorin
3. Balogun Fulani Community Bank, Ilorin
4. Gaa-Akanbi Community Bank, Ilorin
5. Fate Tanke Community Bank, Ilorin
6. Bank of the North, Ilorin
7. Standard Trust Bank, Ilorin

2.2 ORGANISATIONAL MANUAL FOR OFFICE OF THE HEAD OF LOCAL GOVERNMENT SERVICE (OHLGS)

INTRODUCTION

The Organisational Manual has been prepared to provide information on the structure of the Office of the Head of Local Government Service (OHLGS). It also outlines activities that the various Directorates and Units of the Secretariat perform, staff requirements, job descriptions as well as qualifications and reporting relationships amongst all post holders. The Manual thus provides the demarcation of authorities, duties and responsibilities of the various Directorates and Units within the OHLGS, for ensuring the effective and efficient operation of the Secretariat.

OBJECTIVE OF THE SERVICE

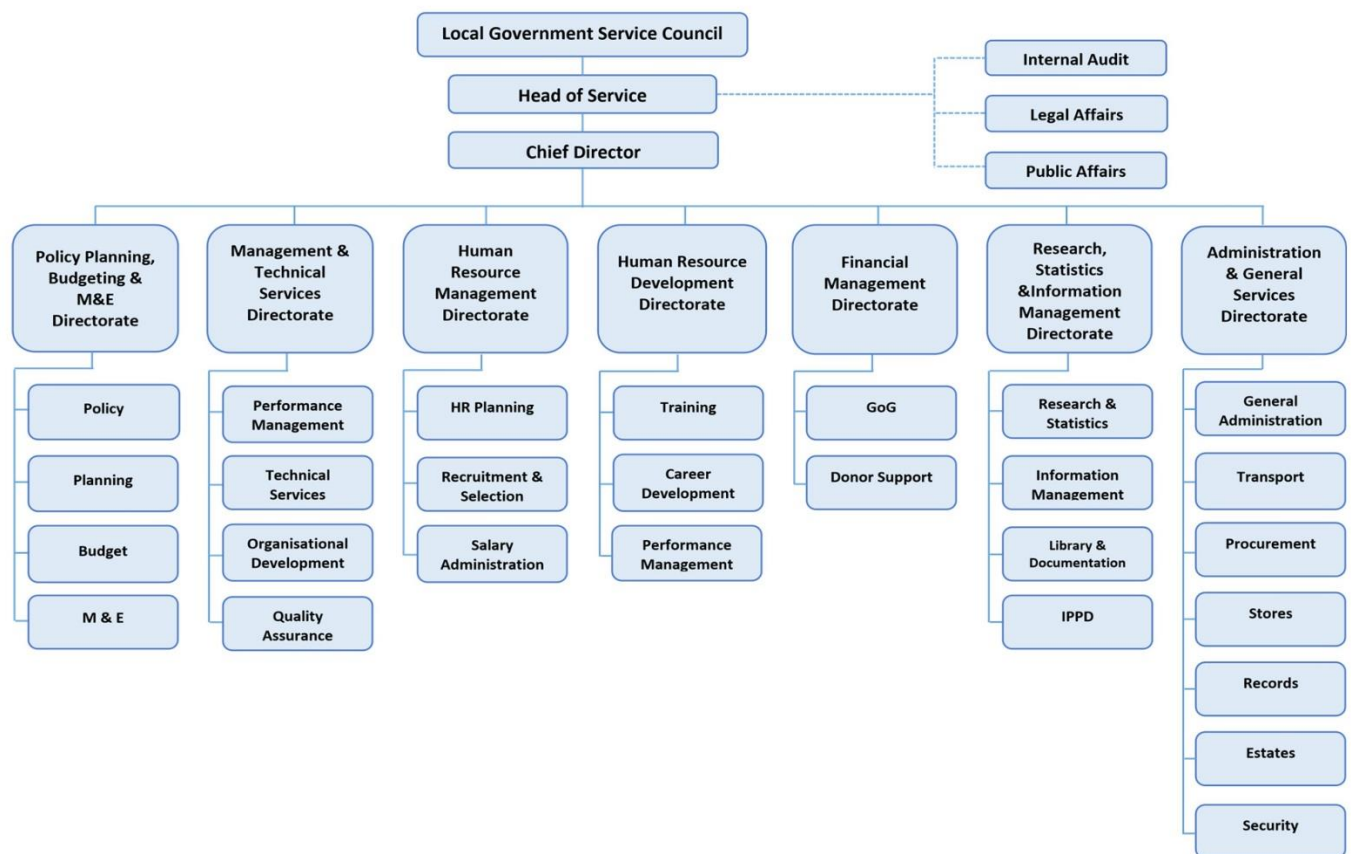
The objective of the Service is to secure the effective administration and management of local Government in the country.

CORE VALUES

Accountability, Client-oriented, Creativity, Diligence, Discipline, Equity, Integrity, Innovativeness, Timeliness and Transparency

GOAL

To improve delivery of quality of service through the appointment, development and promotion of adequate numbers of competent staff in their right mix to fill vacancies at the national, regional and district levels.



CHAPTER THREE

3.0 WORK EXPERIENCE

I reported at my place of attachment “Ilorin South Local Government” and was designated to the Treasury Department and was welcomed and introduced to other department such as works department, administrative department, educational department, planning research and statistic department and health department as a intern who is ready to serve with the aim and goals of the treasury department of the Ilorin South local government.

LOCAL GOVERNEMENT TREASURY DEPARTMENT

A government’s treasury department can be a complex segment of the public sector, dictated not only by the necessity of sound financial planning but also by numerous regulations and a responsibility to the public. Government treasurers hold an essential role in the judicious management of municipal funds.

A treasurer’s responsibility covers more than just bookkeeping and fiscal logistics. In their role, treasurers serve as financial stewards of important public funds.

A treasurer’s decisions often shape a community’s long-term financial strategy. For treasurers, fostering trust within the community is more vital than ever, especially as citizens increasingly rely on digital solutions.

Roles and Responsibilities

- **Cash Management:** Oversee the cash flow and maintain adequate liquidity to meet their jurisdiction’s financial obligations.
- **Financial Custody.** Safeguard stabilization funds, pension reserves, and other important financial assets.
- **Revenue Administration.** Facilitate the timely and accurate collection of taxes, fees, and other revenue sources.
- **Emergency Spending.** Adhere to protocols during emergencies to balance pressing needs with long-term financial stability.
- **Investment Management.** Authorize and prudently invest public funds to generate returns and safeguard financial reserves.
- **Debt Management.** Monitor and manage municipal debt issuance, repayment, and compliance with bond covenants.

- **Financial Reporting.** Prepare and distribute comprehensive financial reports to ensure government transparency and accountability.
- **Record Keeping.** Maintain custody of crucial financial documents, reports, titles, policies, and other accounting assets.
- **Regulation and Compliance.** Ensure financial processing, deductions, and compliance with laws and regulations.

TOOLS USED AND THE TREASURY DEPARTMENT IN THE LOCAL GOVERNMENT

PAYMENT VOUCHER

A payment voucher is a way to record payments made to suppliers and maintain a history of payments that your business has made. Organization use vouchers to gather and file supporting documents that are required to approve and track payments of liabilities. Vouchers are used by accounts payable (short-term bills owed by companies to suppliers), invoicing and payroll.

Payment Voucher				
Cheque Payable To _____			Payment Voucher No. _____	
Cheque Paid By _____			Date _____	
Serial No.	Payment Method	Description	Account No.	Amount
1				
2				
3				
4				
5				
6				
7				
Total				-
The Sum of _____				
Prepared By _____			Received By _____	

VOTE BOOK

A vote book is a memoranda accounts book intended to track government expenditures and verify that no money is spent outside of the budget. The vote book is used to keep track of government spending, according to this definition.

A vote book is an accountancy book used in the public sector to track and record expenditure. The information in these records is audited to ensure that budgets are well-managed and in compliance with Financial Regulations.

The vote book system is used in public sectors such as government and schools to:

- Make sure there are no out-of-pocket expenses.
- Draw attention to out-of-the-ordinary spending that isn't necessary.
- Display the available balance so that the company may stay on top of its finances.
- Make sure you have enough money set aside for future payments.

Regular audit checks are in place to ensure that the finances of the government or a school are utilized wisely and in the best interests of the institution. Any discrepancies will be recorded by the auditors and will be investigated further.

In theory, this rigorous methodology is designed to help corporations limit spending and manage their money. When we look at government spending in England, for example, the vote book system appears to have flaws.

Maintaining control over expenditure in the public sector necessitates the use of an accounts book. Individuals within organizations, on the other hand, must be willing to minimize costs and hold back on specific expenditures when necessary in order to thrive.

CHAPTER FOUR
CONTINUATION ON THE WORK DONE DURING SIWES AT THE ILORIN LOCAL
GOVERNMENT

- 1. SAMPLE OF A PAYMENT VOUCHER I ISSUED TO A PAYEE AT THE TREASURY**
DEPARTMENT

Witness the Payment

2. GRAVITY AND PENSION

Gratuity is the amount of money earned by an employee as a means of appreciation for his service to the company while pension is a certain amount paid in periodic instalments to a person after retirement.

Key Differences Between Gratuity and Pension

The difference between gratuity and pension can be drawn clearly on the following grounds:

1. An after-retirement social security benefit provided to employees by the employer, as a mark of recognition for the services provided by them, is known as a gratuity. Conversely, the pension can be explained as an investment vehicle wherein employer invests a fixed amount to assure payment of definite sum at periodic intervals, to the employee or his/her dependent survivors, after retirement or death.
2. Gratuity is nothing but a gift or gratitude given by the employer to the employee, for his contribution to the organisation. As against, the pension is a retirement plan, in which a particular sum is invested by the employer to guarantee payment to the employee after the termination of employment.
3. Gratuity involves one-off payment in which the entire sum is provided by the employer at once. Unlike pension wherein, the employee gets a fixed sum in the form of monthly instalments.
4. For the entitlement of pension, at least ten years of contributory service is required. On the other extreme, to become eligible for gratuity, a person needs to work for a minimum of 5 years with the same organisation.

CHAPTER FIVE

RECOMMENDATION AND CONCLUSION

5.1 Recommendations

- ✓ Tertiary institutions need to comply with the standards set for proper implementations of SIWES to enable students derive the greatest benefits from participation in the scheme.
- ✓ Tertiary institutions need to provide adequate logistics (mobility, internet service etc.) and adequate funding to make their SIWES units functional.
- ✓ Students should be well prepared through meaningful orientation programmes by institutions before embarking on SIWES. A book, such as the “Guide to successful participation in SIWES” would be useful in achieving the purpose if read before, during and after SIWES by participants.
- ✓ Quality assurance of SIWES, through adequate supervision of participants by the relevant stakeholders (institutions, employers and ITF) would ensure that the scheme meets its objectives vis-à-vis the principles 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 Kenny Success Nigeria Limited 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. It also exposed me on certain things about the medical field/environment.