



REPORT ON

**STUDENT INDUSTRIAL TRAINING EXPERIENCE
SCHEME (SIWES)**

**UNDERTAKEN AT
FEDERAL MINISTRY OF HOUSING AND URBAN
DEVELOPMENT, FEDERAL SECRETARIAT, ILORIN**

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DEDICATION

Firstly, I want to dedicate this work to the Almighty God who saw me through the period of internship, gracing me with wisdom, strength, knowledge, understanding and an unending list of great things. To my parents, for their support and guides. My appreciation also goes to my lecturers for the knowledge and wisdom impact to me. I humbly dedicate this work to you.

ACKNOWLEDGEMENT

The favour of God that went before me cannot be overlooked. God saw me through my stay in Ministry of Women Affairs and Social Development. I want to thank Him for the wisdom and speed he gave to me to adapt to the work, its environs the members of staff. Not to mention that He protected me, ordered my steps, gave me good health and blessed the work of my hands. I am indeed grateful. I also wish to recognize my parents, for performing their active role as parents throughout my training, I really want to appreciate all my brothers and my sisters, you all are the true definition of family, God bless you.

CHAPTER ONE

1.0 Introduction

1.1 Background

The Industrial Training fund established by decree 43 was introduced in 1971, vis-à-vis the birth of the Students Industrial Work Experience Scheme (SIWES) the same year by the Federal Government of Nigeria (FGN). It is against this background that the industrial training fund (ITF) initiated, designed and introduced SIWES Scheme in 1973 to acquaint students with the skills of handling employers' equipment and machinery.

The Industrial Training Fund (ITF) solely funded the scheme during its formative years. However, due to financial constraints, the fund withdrew from the scheme in 1978. The Federal Government, noting the significance of the skills training, handed the management of the scheme to both the National Universities Commission (NUC), and the National Board for Technical Education (NBTE) in 1979. The management and implementation of the scheme was however, reverted to the ITF by the Federal Government in November, 1984 and the administration was effectively taken over by the industrial training fund in July 1985, with the funding solely boned by the Federal Government. It is an integral part of the requirements for the award of Certificates, Diplomas and Degrees in institutions of higher learning, e.g. Colleges of Education, Polytechnics, Universities, etc.

Student Industrial Work Experience Scheme (SIWES) exposes students to industry based skills necessary for a smooth transition from the classroom to work environments. It accords students of tertiary institutions the opportunity of being familiarized, exposed, and prepare students of universities, polytechnics, college of technology, college of agricultures and college of education for the industrial work situation they are likely to meet after graduation and to the needed experience in handling machinery and equipment which are not found in

such an educational institution.

1.2 Objectives of SIWES

- ✓ To provide students with relevant practical experience.
- ✓ To satisfy accreditation requirements set by the Nigerian Universities Commission (NUC).
- ✓ To familiarize students with typical environments in which they are likely to function professionally after graduation.
- ✓ To provide student an opportunity to see the real world of their discipline and consequently bridge the gap between the University work and actual practice.
- ✓ To change the orientation of students towards labour market when seeking for job.
- ✓ To help students access area of interest and suitability for their chosen profession.
- ✓ To enhance students, contact for future employment
- ✓ To provide access to equipment and other facilities that would not normally be available in the University workshop
- ✓ To enlist and enhance industry involvement in university education.
- ✓ Summarily the objective of the Student Industrial Work Experience Scheme.
- ✓ To solve, the problem of inadequate practical skills, preparatory for employment in industries by Nigerian graduates of tertiary institution.
- ✓ To promote and encourage the acquisition of skills in industry and commerce, with a view of generating a pool of indigenous trained manpower sufficient to meet the needs of the economy.

CHAPTER TWO

2.0 DESCRIPTION OF THE ESTABLISHMENT OF ATTACHMENT

2.1 Brief History of the Establishment

The Kwara State Ministry of Women Affairs and Social Development is a governmental body dedicated to promoting the welfare and development of women, children, and other vulnerable groups within the state. While specific details about the ministry's inception are limited, it aligns with national efforts to institutionalize women's advancement. Notably, in 1989, the Federal Government of Nigeria established the National Commission for Women, which was later upgraded to the Federal Ministry of Women Affairs and Social Development in 1995.

This progression likely influenced the formation of corresponding state ministries, including that of Kwara State.

Over the years, the ministry has been led by various commissioners committed to enhancing women's rights and social welfare. For instance, in January 2022, Mrs. Mopelola Abdulmalik-Bashir, a noted women's rights activist, was appointed as the Honourable Commissioner for Women Affairs in Kwara State. Upon her appointment, she set a progressive agenda focusing on aligning the ministry's mandates with global trends, mainstreaming women into various sectors, and collaborating on Sustainable Development Goals (SDGs) related to gender equality and social justice.

The ministry actively collaborates with organizations to address issues such as gender-based violence and women's rights. In March 2025, it partnered with the African Women Lawyers Association (AWLA) Nigeria Chapter, the Michael Imodu Institute for Labour Studies, and the International Federation of Women Lawyers (FIDA) Kwara to accelerate actions toward gender parity. Activities

included public enlightenment campaigns in Ilorin markets to educate citizens about women's rights and combat gender-based violence.

Leadership within the ministry has seen notable figures, such as Hon. Abosede Olaitan Buraimoh, who served as Commissioner for Women Affairs. Her tenure contributed to the state's recognition for promoting women's leadership. In October 2023, Kwara State received continental applause for its efforts in advancing women's roles in governance, highlighting the state's commitment to gender inclusivity.

In summary, the Kwara State Ministry of Women Affairs and Social Development has evolved in tandem with national initiatives to support women's advancement. Through dedicated leadership and strategic collaborations, it continues to champion the rights and development of women and other vulnerable populations within the state.

CHAPTER THREE

3.0 EXPERIENCE GAINED

An office assistant is a key support staff member responsible for handling administrative and clerical tasks to ensure the smooth functioning of an office. They assist in managing daily operations by performing duties such as filing documents, handling correspondence, scheduling meetings, and providing general office support.

As an office assistant in my place of attachment, I played a vital role in maintaining organization and efficiency within a workplace. I was often the first point of contact for visitors and assist in coordinating communication between different departments. My responsibilities may vary depending on the department, but generally involve multitasking, record-keeping, and using office equipment such as computers, printers, and telephones.

As a successful office assistant in my place of attachment, I possess strong organizational skills, attention to detail, and the ability to work collaboratively in a team environment.

Key Responsibilities

- **Administrative Support:** Assisted with filing, documentation, and clerical tasks to ensure efficient office operations.
- **Customer Service:** Attended to inquiries, directed visitors, and managed basic correspondence.
- **Record Management:** Maintained and organized office records for easy access and retrieval.
- **Meeting Assistance:** Helped schedule meetings, prepare materials, and take minutes when necessary.
- **General Office Duties:** Performed photocopying, data entry, and other routine office tasks as required.

Basic Office Equipment Used

- **Computer/Laptop** – A fundamental tool in any office, used for creating documents, managing databases, sending emails, conducting research, and performing various digital tasks. Office software like Microsoft Office (Word, Excel, PowerPoint) or Google Workspace is commonly used for productivity.



Desktop Computer



Laptop Computer

- **Printer** – Converts digital files into physical copies, essential for printing documents such as reports, invoices, and official letters. Modern printers often come with multifunction features, including scanning and photocopying.



Printer

- **Photocopier** – Used to duplicate documents quickly and efficiently. This equipment is vital for making copies of contracts, memos, and other essential paperwork. Some advanced models also have sorting and stapling functions.



Photocopier

- **Stationery (Pens, Notepads, Staplers, Paper Clips, etc.)** – Essential office supplies for writing, organizing, and securing documents. These items support administrative work and help keep records orderly.
- **Filing Cabinet** – A storage unit used to keep important documents organized and easily accessible. Filing cabinets come in different types, such as vertical and lateral, and are often secured with locks for document safety.



Filing Cabinet

CHAPTER FOUR

4.1 Difficulties Encountered During the Programme

Life they say is not a bed of roses and whatsoever that has advantages also have its disadvantages. In as much as the SIWES Programme is a wonderful programme which has been designed to help the students have a practical knowledge of their various courses of study, it is note-worthy to also mention some of the problems encountered during the programme.

1. Problems of Securing a Place of Attachment

Securing a place of attachment for industrial training programme was a very big challenge to me. This is due to the fact that there are very limited establishment that accepts students undergoing industrial training. While I was searching for a place of attachments, I got to find out most of the establishments that accepts students had already taken the maximum number of students needed, while others would just reject the request giving one reason or the other.

2. Working Time

As an IT student working at A-Plus Computer, I was meant to work for twelve (12) hours in a day, five days in a week (i.e. Mondays to Friday). I barely had time to attend to my personal needs. Not just that IT students had to work all day, but also, the work load was quite much.

3. Finance

Stipends given to me during my industrial training programme is nothing to write home about. The stipend was so little that it could not even cover up for my daily transportation fair not to even mention my feeding fee; therefore, making me spent more from my personal savings. Despite the fact that the stipend was little, it was delayed. Most students ended their programme without receiving their complete stipend due to late payment from firm and we are also asked to pay for the practical we are going to conduct which makes student loose interest in participating.

The difficulties encountered during the programme among others include;

- Inadequate monitoring of students on industrial training;

- Lack of cooperation and support from organization;
- Delay in release of fund for supervision and student's industrial training allowances;
- Student's reports were not corrected.

4.2 Summary of Attachment Activities

The gains of this exercise are immense; that it was worth the while is grossly an understatement. Being accorded another opportunity in life to be exposed to the rudiments of work places outside the class room teaching is an experience of a life time.

Furthermore, the exposure to practical tools, and working features had engendered better understanding of lessons thought in the class room and charted a course for career development in food science.

4.3 General Appraisal

Suggestion for Improvement & Recommendations of the Scheme ways of Improving the Programme

SIWES programme can be improved by the various actors in the programme which include the Federal Government of Nigeria (FGN), Industrial Training Fund (ITF), Supervisory Agencies (NUC, NCCE, and NBTE), the Institutions, and the Employers.

A. The Federal Government of Nigeria

- The Federal Government should make it mandatory to all ministries, companies, and other organization to offer placement and as well as accept students for industrial attachment.
- The Federal Government should increase the fund being provided for the SIWES programme and other educational programmes in general for effective and productive implementation of the scheme.

B. The Industrial Training Fund (ITF)

- The Industrial Training Fund should provide a strong insurance policy covered for students on SIWES programme.

- The ITF should provide logistic and material necessary for the effective administration of the scheme.
- The ITF should formulate policies and guidelines for SIWES programme for enhancement to all SIWES participating bodies, institutions and companies involved in the scheme.
- The ITF should provide information on companies for the attachment and help in the placement of students.

C. The Supervisory Agency

- The supervisory agency should liaise with the Industrial Training Fund to ensure the implementation of all federal government policies on the scheme.
- The supervisory agency should ensure adequate funding of the SIWES unit in all the institutions for effective administration of the scheme.
- The supervisory agency should research into the development of the scheme in line with advances in technological development.
- The supervisory agency should develop, monitor and review job specification in collaboration with the institution toward the maintenance of the National Minimum Academic Standard for the entire programme approved for SIWES.

D. The Institution

- The Institution should help identify placement opportunities for student attachment with employers.
- The Institution should ensure regular visitation of their students on industrial training to monitor their welfare and improvement status.
- The Institution should have adequate information on some of the challenges facing the firm and the student; it should be noted and treated immediately.
- The Institution should ensure payment of student's allowances and other outstanding financial challenges.

E. The Employer

- The Employers should accept students for industrial training attachment.

- The Employer should allow the students to have access to some of their useful equipment and other useful facilities.
- The Employer should provide welfare services like drugs and other medication and show good hospitality to students.

4.4 Advice for Future Participants

I strongly recommend that future participants should bear the following in mind;

- ✓ The student should be focused to avoid disputing the reputation of the institution in their place of industrial attachment and they should also bear in mind the objective of the scheme and show commitment, diligence and honesty.
- ✓ The student should obey and adhere strictly to all rules and regulations of the company; they should respect the industrial based supervisors as well as other staffs of the company because the moral standard of the student is also evaluated.
- ✓ The student should avoid change of placement without seeking permission from the institutional based supervisor, the employer and the industrial training fund.
- ✓ The student should handle the equipment if the firm with great care and they should take pride in protecting the interest of the company throughout the period of industrial attachment.

Advice for the SIWES Managers

- ✓ The SIWES managers should give attention to student welfare on industrial training and the students allowance should be increased as a result as high cost of living in our society.
- ✓ Technologists from various departments or program should be involved in the drafting of time table for students on IT to ensure that students are always sent into areas where activities that will result in learning experience are taking place.

CHAPTER FIVE

RECOMMENDATION AND CONCLUSION

5.1 Recommendation

- ✓ 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 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.