



A TECHNICAL REPORT
STUDENT INDUSTRIAL WORKING EXPERIENCE SCHEME
(SIWES)

Held at
IREPO LOCAL GOVERNMENT SECRETARIAT KISI OYO STATE

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DEDICATION

I dedicate this report to Allah, the one who has given me the privilege to write this report. I also want to appreciate my wonderful parent and siblings for the support and faith in me.

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

Lastly my deep regard to the best and most inspiring siblings.

A big thanks goes to my friends, 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.

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CHAPTER ONE

1.1 INTRODUCTION OF SIWES

The Student Industrial Work Experience Scheme (SIWES) is a skill development program designed to prepare students of universities, polytechnics, and colleges of education for the industrial work situation they are likely to encounter after graduation. Established by the Industrial Training Fund (ITF) in 1973, SIWES bridges the gap between theory and practice by providing students with the opportunity to gain hands-on experience in their chosen fields. The program is mandatory for students in engineering, technology, science, and other related disciplines, as it equips them with practical skills and exposure to real-world work environments.

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 SIWES program was introduced in Nigeria in 1973 by the Industrial Training Fund (ITF) to address the growing concern about the lack of practical skills among graduates. The scheme was created in collaboration with the Nigerian Universities Commission (NUC), the National Board for Technical Education (NBTE), and the National Commission for Colleges of Education (NCCE). Over the years, SIWES has evolved to become a critical component of tertiary education in Nigeria, ensuring that students are well-prepared for the demands of the labor market.

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 primary objectives of SIWES include:

- To expose students to real life work environments and industrial practices.
 - To provide students with the opportunity to apply theoretical knowledge gained in the classroom to practical situations.
 - To equip students with relevant skills and competencies required in their chosen professions.
 - To foster a smooth transition from academic life to the professional world.
 - To enhance students' employability by providing them with hands-on experience and industry exposure.
 - 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.

1.4. OBJECTIVES OF ESTABLISHMENT

The establishment of SIWES was driven by the need to:

- Address the gap between academic training and industry requirements.
- Produce graduates who are not only theoretically sound but also practically competent.
- Promote collaboration between educational institutions and industries.
- Enhance the quality of education by integrating practical training into the curriculum.
- Contribute to national development by producing a skilled workforce capable of driving innovation and economic growth.
- To maintain good relationship with patients, relations and the community through health education.
- To carry out diagnosis and intervention.
- To provide training for students.
- To maintain sufficient hospital supply of equipment and promote their utilization and maintenance.

CHAPTER TWO

2.1. BENEFIT DERIVED FROM SIWES PROGRAMME

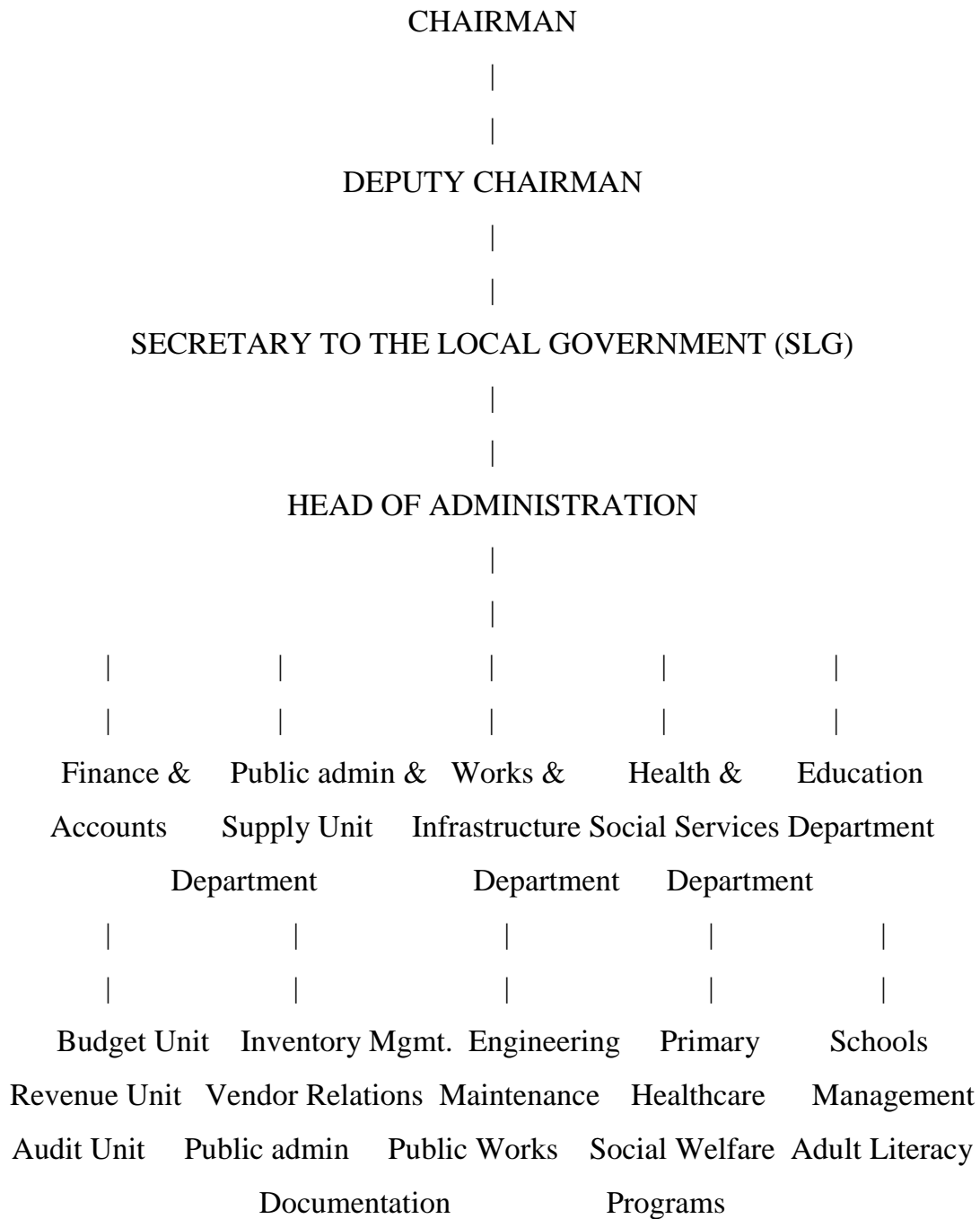
The experience, knowledge, skills and exposure acquired during the period of attachment in the industrial exercise cannot be over emphasized. I was exposed to certain areas in my course of study, such as:

1. **Skill Development:** Students acquire practical skills and competencies that are essential for their professional growth.
2. **Industry Exposure:** The program provides students with firsthand experience of industrial operations, processes, and technologies.
3. **Networking Opportunities:** Students interact with professionals in their field, building valuable connections for future career prospects.
4. **Enhanced Employability:** Employers prefer candidates with practical experience, making SIWES participants more competitive in the job market.
5. **Improved Academic Performance:** The application of theoretical knowledge in realworld scenarios enhances students' understanding of their coursework.
6. **Contribution to National Development:** By producing a skilled workforce, SIWES contributes to the economic and technological advancement of the nation.

2.2 OVERVIEW OF THE LOCAL GOVERNMENT

Irepo Local Government Secretariat Kisi Oyo State, is the administrative hub of Irepo Local Government Secretariat Kisi Oyo State, Nigeria. It serves as the central coordinating body for the implementation of government policies, programs, and projects aimed at improving the welfare of the people within the local government area. The office plays a pivotal role in ensuring effective governance, service delivery, and community development.

2.3 ORGANIZATIONAL CHART OF THE LOCAL GOVERNMENT



KEY ROLES AND DEPARTMENTS

CHAIRMAN

The political and administrative head of the local government.

Provides leadership and oversees all activities of the secretariat.

DEPUTY CHAIRMAN

Assists the Chairman in administrative and policy matters.

Acts on behalf of the Chairman in their absence.

SECRETARY TO THE LOCAL GOVERNMENT (SLG)

The chief administrative officer.

Coordinates the activities of all departments and ensures compliance with policies.

HEAD OF ADMINISTRATION

Oversees day-to-day administrative operations.

Manages human resources, office operations, and internal communications.

FINANCE & ACCOUNTS DEPARTMENT

Handles budgeting, revenue collection, and financial reporting.

Ensures proper allocation and utilization of funds.

PUBLIC ADMIN & SUPPLY UNIT

Responsible for sourcing, purchasing, and managing office supplies and equipment.

Maintains inventory and vendor relationships.

WORKS & INFRASTRUCTURE DEPARTMENT

Oversees construction, maintenance, and repair of public infrastructure.

Manages engineering and public works projects.

HEALTH & SOCIAL SERVICES DEPARTMENT

Implements healthcare programs and social welfare initiatives.

Manages primary healthcare centers and social welfare programs.

EDUCATION DEPARTMENT

Oversees primary education and adult literacy programs.

Manages public schools and educational initiatives.

2.5 INTRODUCTION TO APPARATUS AND THEIR FUNCTIONS

1. COMPUTERS AND LAPTOPS

Functions:

Used for data processing, document preparation, and record-keeping.

Essential for communication (emails, memos, and reports).

Supports the use of software for accounting, Public admin, and inventory management.



2. PRINTERS AND SCANNERS

Functions:

Printers: Produce hard copies of documents, reports, and official correspondence.

Scanners: Convert physical documents into digital formats for storage and sharing.



3. PHOTOCOPY MACHINES

Functions:

Used to duplicate documents for distribution and record-keeping.

Saves time and ensures consistency in document reproduction.



4. TELEPHONES AND COMMUNICATION DEVICES

Functions:

Facilitate internal and external communication.

Enable quick decision-making and coordination among staff and stakeholders.



5. PROJECTORS AND PRESENTATION EQUIPMENT

Functions:

Used for meetings, training sessions, and presentations.

Help in visualizing data and reports for better understanding and decision-making.



6. FURNITURE (DESKS, CHAIRS, FILING CABINETS)

Functions:

Desks and Chairs: Provide a comfortable working environment for staff.

Filing Cabinets: Store and organize physical documents for easy retrieval.



7. AIR CONDITIONERS AND FANS

Functions:

Maintain a comfortable working environment, especially in hot weather.

Protect electronic equipment from overheating.



8. GENERATORS AND INVERTERS

Functions:

Provide backup power during electricity outages.

Ensure uninterrupted operations and prevent data loss.



9. VEHICLES (OFFICIAL CARS AND TRUCKS)

Functions:

Official Cars: Used for transportation of the Chairman and other officials for meetings, inspections, and official duties.

Trucks: Transport equipment, materials, and supplies for projects and events.

10. SECURITY EQUIPMENT (CCTV CAMERAS, ALARMS)

Functions:

CCTV Cameras: Monitor and record activities within the secretariat for security purposes.

Alarms: Provide alerts in case of unauthorized access or emergencies.



11. OFFICE STATIONERY (PENS, PAPER, STAPLERS, ETC.)

Functions:

Used for daily administrative tasks such as writing, filing, and documentation.

Essential for record-keeping and communication.

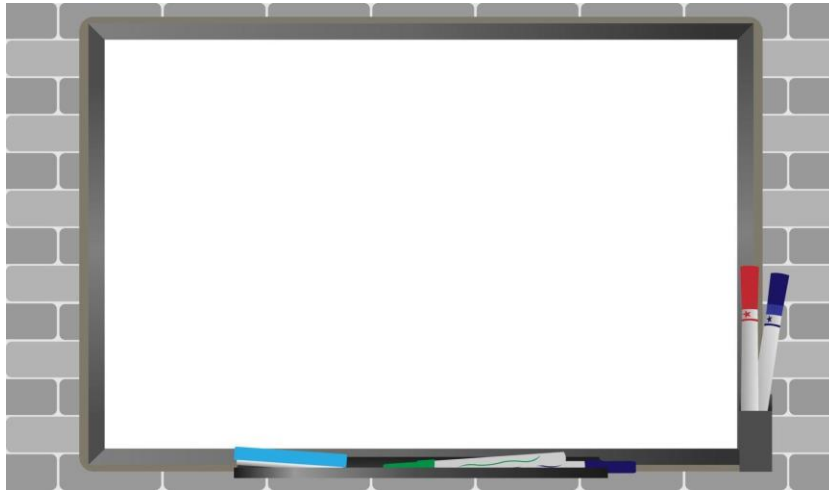


12. MEETING ROOM EQUIPMENT (WHITEBOARDS, MARKERS, ETC.)

Functions:

Facilitate discussions and brainstorming during meetings.

Help in presenting ideas and plans visually.



13. MEDICAL EQUIPMENT (FIRST AID KITS)

Functions:

Provide immediate medical assistance in case of minor injuries or health emergencies.

Ensure the safety and well-being of staff and visitors.



15. SOFTWARE AND DIGITAL TOOLS

Functions:

Accounting Software: Manage budgets, expenses, and financial reporting.

Inventory Management Software: Track and manage office supplies and equipment.

Project Management Tools: Plan and monitor projects and programs.

The apparatus used in the Irepo Local Government Secretariat Kisi are essential for efficient operations, service delivery, and governance. These tools and equipment enable staff to perform their duties effectively, ensuring that the local government meets its objectives and serves the community efficiently. Proper maintenance and utilization of these apparatus are critical to achieving optimal performance.

CHAPTER THREE

3.1 ROLES AND RESPONSIBILITIES DURING THE TRAINING

During my SIWES training at the Irepo Local Government Secretariat Kisi, I was assigned various roles and responsibilities that exposed me to the practical aspects of Public admin, supply management, and general administrative functions. Below is a detailed outline of my roles and responsibilities during the training:

1. ASSISTING IN PUBLIC ADMIN ACTIVITIES

Identifying Office Needs: I worked with the Public admin unit to identify the office's needs, such as stationery, cleaning supplies, and office equipment.

Vendor Evaluation: I assisted in evaluating vendors based on quality, cost, and reliability.

Purchase Orders: I helped prepare and issue purchase orders to approved vendors.

Receipt of Goods: I participated in receiving and inspecting goods to ensure they met the required specifications.

2. INVENTORY MANAGEMENT

Stock Keeping: I maintained accurate records of inventory using both manual and digital systems.

Stock Replenishment: I monitored stock levels and initiated reorders when supplies were low.

Storage Management: I ensured that goods were properly stored to prevent damage or loss.

3. DOCUMENTATION AND REPORTING

Record-Keeping: I maintained proper documentation of Public admin activities, including purchase orders, delivery notes, and invoices.

Report Preparation: I assisted in preparing Public admin reports, such as purchase summaries and expenditure reports.

Filing: I organized and filed documents for easy retrieval and auditing purposes.

4. SUPPLIER RELATIONSHIP MANAGEMENT

Communication with Suppliers: I interacted with suppliers to confirm orders, track deliveries, and resolve issues.

Feedback Collection: I gathered feedback from end-users to assess the quality of goods and services provided by suppliers.

5. GENERAL ADMINISTRATIVE DUTIES

Office Support: I provided general support to the administrative staff, including photocopying, filing, and distributing documents.

Meeting Preparation: I assisted in setting up meeting rooms, preparing agendas, and taking minutes during meetings.

Customer Service: I attended to visitors and directed them to the appropriate offices or personnel.

3.2 LEARNING EXPERIENCES AND SKILLS ACQUIRED

The training provided me with valuable skills and knowledge, including:

1. Understanding the Public admin Process

- I learned the step-by-step process of Public admin, from identifying needs to receiving and inspecting goods.
- I observed how Public admin policies and guidelines are applied to ensure transparency and accountability.

2. Vendor Management

- I gained experience in evaluating and selecting vendors based on quality, cost, and reliability.
- I learned how to maintain good relationships with suppliers to ensure timely delivery and quality service.

3. Inventory Management

- I participated in maintaining accurate records of office supplies and equipment.
- I learned how to monitor stock levels and initiate reorders to avoid shortages.

4. Documentation and Reporting

- I was exposed to the importance of proper documentation in Public admin, including purchase orders, delivery notes, and invoices.
- I assisted in preparing Public admin reports, which gave me insight into tracking expenditures and analyzing Public admin activities.

5. Budgeting and Cost Control

- I learned how to work within a budget and make cost-effective decisions.
- I observed how financial constraints impact Public admin decisions and how to prioritize needs accordingly.

3.3 CHALLENGES ENCOUNTERED

1. LIMITED RESOURCES AND BUDGET CONSTRAINTS

Challenge:

The office often operated with limited financial resources, which affected Public admin activities. There were instances where essential supplies could not be purchased due to budget constraints.

How I Addressed It:

I learned to prioritize needs and focus on procuring the most critical items first.

I worked with the Public admin team to identify cost-effective alternatives and negotiate better prices with suppliers.

2. DELAYED DELIVERIES FROM SUPPLIERS

Challenge:

Some suppliers failed to deliver goods on time, which disrupted office operations and caused delays in project execution.

How I Addressed It:

I maintained regular communication with suppliers to track the status of orders and remind them of delivery deadlines.

I assisted in identifying backup suppliers to ensure continuity in case of delays.

3. MANUAL RECORD-KEEPING PROCESSES

Challenge:

The office relied heavily on manual record-keeping, which was time-consuming and prone to errors.

How I Addressed It:

I suggested the adoption of digital tools for inventory management and documentation.

I assisted in organizing physical files to make them easier to access and manage.

4. LACK OF MODERN EQUIPMENT

Challenge:

Some departments lacked modern equipment, such as computers and software, which hindered efficiency.

How I Addressed It:

I made recommendations for upgrading equipment to improve productivity.

I utilized available resources creatively to complete tasks effectively.

5. BUREAUCRATIC DELAYS

Challenge:

The approval process for Public admin requests was often lengthy, causing delays in the execution of tasks.

How I Addressed It:

I learned to plan ahead and submit requests well in advance to account for delays.

I followed up regularly with relevant authorities to expedite approvals.

CHAPTER FOUR

4.1 SUMMARY OF EXPERIENCE

My SIWES attachment at the organization provided me with a comprehensive understanding of public administration. I gained practical skills in inventory management, vendor negotiation, and supply chain optimization, which will be invaluable in my future career.

During my training, I observed that the ministry uses a structured Public admin process, which includes needs assessment, vendor selection, purchase order issuance, and delivery monitoring.

4.2 CONCLUSION

The SIWES program has been a transformative experience, equipping me with the knowledge and skills required to excel in the field of Public admin. The exposure to real-world challenges and solutions has prepared me for the demands of the professional world.

I was able to apply the theoretical knowledge gained in the classroom to real-world scenarios. The program enhanced my understanding of Public admin processes, inventory management, supplier relationship management, logistics, and compliance. It also equipped me with essential skills such as problem-solving, communication, and teamwork, which are critical for success in the Public admin industry.

4.3 RECOMMENDATIONS

To improve the efficiency of the Public admin process, I recommend the following:

- Implementing advanced inventory management systems to enhance tracking and stock control.
- Providing regular training for staff on the latest Public admin practices and technologies.
- Establishing stronger relationships with reliable suppliers to minimize delays.
- Ensuring proper documentation and transparency in all Public admin activities.

REFERENCES