



**A**  
**TECHNICAL REPORT ON**  
**STUDENTS INDUSTRIAL WORK EXPERIENCE SCHEME (SIWES)**  
**THE REPORT BASED ON THE EXPERIENCE GAINED AT**

**-Kwaratv**

**KWARA STATE TELEVISION (KWARA TV)**  
**TELEVISION HOUSE, APATA YAKUBA ILORIN, KWARA, NIGERIA.**

**BY**  
**ODEDELE JUMORKE FAVOUR**  
**(ND/23/MAC/PT/0063)**

**SUBMITTED TO**  
**DEPARTMENT OF MASS COMMUNICATION,**  
**INSTITUTE OF INFORMATION AND COMMUNICATION TECHNOLOGY,**  
**KWARA STATE POLYTECHNIC, ILORIN**  
**IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF**  
**ORDINARY NATIONAL DIPLOMA (OND) IN MASS COMMUNICATION.**  
**AUGUST- NOVEMBER 2024**

## **DEDICATION**

This report of Student Industrial Work Experience Scheme (SIWES) is dedicated to the Almighty God who is my source of wisdom and knowledge. May His Holy name be glorified forever.



## **ACKNOWLEDGEMENT**

I thank God Almighty all glory, honour and adoration for mercy received during the course of my study and when undergoing my Industrial Training.

My appreciation also goes to my industrial based lecturer, whose accessibility, untiring effort, patients and guidance and suggestions fabulously contributed to the completion of this report, may God continue to guide and protect them and their family.

Mostly, my appreciation goes to the General Manager for accepting me into the organization and support. May God Almighty be with him and his household.



## REPORT OVERVIEW

This report was compiled from the activities carried out and experience gained during my 16 weeks industrial training undertaken at **KWARA STATE TELEVISION (KWARA TV)**.

This report discusses the actual work done and practical skills gained during the training period and justifying the relevance of scheme in equipping students with needed practical and technical competence to thrive in the real world.



## **TABLE OF CONTENT**

**TITTLE PAGE**

**PREFACE**

**DEDICATION**

**ACKNOWLEDGEMENT**

**TABLE OF CONTENT**

**CHAPTER ONE**

**BRIEF HISTORY OF SIWES**

**IMPORTANCE AND OBJECTIVES OF SIWES**

**CHAPTER TWO**

**INTRODUCTION**

**BRIEF HISTORY OF ORGANISATION**

**DEPARTMENT AND THEIR FUNCTIONS**

**CHAPTER THREE**

**TECHNICAL TRAINING EXPERIENCE/ WORK DONE**

**CHAPTER FOUR**

**EXECUTIVE SUMMARY**

**CHAPTER FIVE**

**CHALLENGES ENCOUNTER**

**RECOMMENDATION**

**CONCLUSION**

## **CHAPTER ONE**

### **1.0 INTRODUCTION**

In October 1971, the federal government established the Industrial Training Fund (I.T.F). In its policy statement No 1 published in 1973, a clause was inserted dealing with the issue of practical skills among the locally trained professional in tertiary institutions especially the University of Technology, Monotechnic, Polytechnics, Colleges of Educations and Technical Colleges. Section 15 Of the policy statement states clearly that “Great emphasis will be placed on assisting certain products of the post-secondary school system to adapt or orientate easily to their possible post-graduation job environments”, subsequently leading to the launch of a scheme known as the Student’s Industrial Work Experience Scheme (SIWES).

### **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**

The Industrial Training Funds Policy Document No. 1 of 1973 which established SIWES outlined the objectives of the scheme. The objectives are to:

- ✓ 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.
- ✓ To provide an avenue for students in higher institutions of learning to acquire industrial skills and experiences during their course of study.
- ✓ To prepare students for industrial work situations that they are likely to meet after graduation.
- ✓ To expose students to work methods and techniques in handling equipment and machinery that may not be available in their institutions.
- ✓ To make the transition from school to the world of work easier and enhance students' contacts for later job placements.
- ✓ To provide students with the opportunities to apply their educational knowledge in real work situations, thereby bridging the gap between theory and practice.

- ✓ To enlist and strengthen employers' involvement in the entire educational process and prepare students for employment in Industry and Commerce (Information and Guideline for SIWES, 2002).

### **1.3 BODIES INVOLVED IN THE MANAGEMENT OF SIWES**

The bodies involved are: The Federal Government, Industrial Training Fund (ITF). Other supervising agents are: National University Commission (NUC), National Board for Technical Education (NBTE) and National Council for Colleges of Education (NCE)

There are key bodies involved in the operations for effectiveness and relevance to the attainment of national goals in the management structure of the SIWES in Nigeria. How each one contributes is highlighted below.

#### **1. FEDERAL GOVERNMENT**

Policy and Funding Support: It institutes a general policy framework and provides funding to SIWES; hence, it promotes skills development through practical training that addresses the needs of the labor market in the country.

It lays down the legal and regulatory environment in which SIWES operates, ensuring that the same is focused on national development imperatives.

#### **2. INDUSTRIAL TRAINING FUND ITF**

Program Implementation: ITF is the main coordinator and manager of the SIWES program. It organizes, supervises, and sees to it that students are rightly placed in industry for their field of study.

Funding and Stipends: Allowance to students while on industrial training and stipends to cover some of the requirements that would aid in acquiring practical skills.

Quality Assurance: Assess students' performance and the quality of training for appropriateness to standards at the workplace.

#### **3. NATIONAL UNIVERSITY COMMISSION (NUC)**

Policy and Guidelines for Universities: Provide policies and guidelines to universities on how to integrate SIWES into the curriculum for science, engineering, and other technical programs.



Curriculum Co-ordination: Liaises with universities in the structuring of academic work to incorporate SIWES as an essential ingredient in the learning of students to give practical exposure in addition to classroom knowledge.

#### **4. NATIONAL BOARD FOR TECHNICAL EDUCATION NBTE**

Technical Institutions Management: Coordinates the implementation of SIWES in polytechnics and technical colleges with the view to exposing students pursuing technical courses to industry practice.

Accreditation and Compliance: Approves standards for SIWES in the technical institutions with a view to ensuring that the aims of the program are achieved to improve the quality.

#### **5. NATIONAL COUNCIL FOR COLLEGES OF EDUCATION (NCE)**

Institutionalization of SIWES into Teacher Training: Ensures that SIWES is integrated into the teacher education curriculum, especially in the area of technical and vocational education.

Policy and Coordination: Formulate policies which help SIWES at Colleges of Education to ensure that teachers-to-be have exposure to the real world for which they may translate such experience to the classroom.

Therefore, the success or otherwise of the SIWES depends on the efficiency of the Ministries, ITF, Institutions, Employers of labour and the general public involved in articulation and management of the program. Thus, the evaluation of SIWES in tertiary institutions in meeting up with the needs for the establishment of the program is necessary.

## **CHAPTER 2**

### **ESTABLISHMENT OVERVIEW**

#### **KWARA STATE TELEVISION (KWARA TV)**

##### **2:1 BRIEF HISTORY OF KWARA STATE TELEVISION (KWARA TV)**

Kwara State Television, popularly known as Kwara TV, is one of the pioneering state-owned broadcasting stations in Nigeria. Established in the late 1970s or early 1980s, it was conceived by the Kwara State Government as part of efforts to provide an effective medium for communication, public enlightenment, and entertainment. Situated in Ilorin, the state capital, the station was designed to serve as a bridge between the government and the people, delivering information about policies, programs, and events while promoting local content.

At the time of its establishment, Kwara TV was one of the few television stations in the country. Its creation was influenced by the rapid development of television broadcasting in Nigeria, particularly following the introduction of regional and state broadcasting systems. The station's primary goal was to broadcast programs that reflected the socio-cultural values of Kwara State and foster a sense of community among its diverse population. It also sought to compete with national and regional broadcasters by producing high-quality local content.

The early years of Kwara TV were marked by significant challenges. Operating with limited infrastructure and analog technology, the station faced difficulties in producing and transmitting clear, high-quality signals to all parts of the state. Funding constraints further hindered its ability to procure modern equipment and expand its reach. Nevertheless, the station's management remained committed to its vision, making the best use of available resources to serve the public effectively.

Programming at Kwara TV during its formative years focused on a mix of news, education, entertainment, and cultural promotion. The station became known for airing programs in both English and local languages such as Yoruba, Nupe, and Hausa to cater to the linguistic diversity of the state. This multilingual approach ensured that the station reached a broad audience, including rural communities, and helped preserve the cultural heritage of the state.

Kwara TV played a crucial role in fostering education through its televised lessons and awareness campaigns. The station aired programs on health, agriculture, and civic responsibilities, which were particularly beneficial for rural residents. Educational broadcasts targeted students in secondary schools and tertiary institutions, supplementing classroom learning with visual and auditory aids that made complex topics more accessible.

In addition to education, Kwara TV became a hub for promoting local entertainment. The station provided a platform for local musicians, dramatists, and other performers to showcase their talents. Cultural festivals, traditional dances, and indigenous art forms were regularly featured, helping to preserve the state's cultural identity and promote tourism. Many of these programs gained popularity beyond the borders of Kwara, attracting viewers from neighboring states.

As the station grew, it became a trusted source of news and information. Kwara TV covered political developments, economic trends, and social issues within the state, ensuring that residents were well-informed about matters affecting their lives. It also provided live coverage of significant events, such as state government inaugurations, community celebrations, and religious festivals, thereby fostering a sense of inclusion and participation among viewers.

Despite its achievements, Kwara TV continued to face operational challenges. The shift from analog to digital broadcasting posed technical and financial hurdles. However, modernization efforts initiated by successive administrations helped the station gradually transition to digital platforms. This shift improved signal quality, expanded the station's reach, and allowed for the introduction of more innovative programming.

The advent of competition from private television stations and satellite broadcasters in the 1990s and 2000s forced Kwara TV to adapt. The station began to diversify its content and incorporate more interactive programs, such as talk shows and audience-driven segments. These efforts aimed to retain viewership and attract a younger audience in an increasingly competitive media environment.

Kwara TV's modernization also extended to its facilities and workforce. Investments in new studios, cameras, and editing equipment improved production quality, while training programs for staff enhanced their technical and creative skills. These developments enabled the station to produce more compelling content and compete effectively with larger broadcasters.

In recent years, Kwara TV has embraced digital platforms to reach a wider audience. The station has established an online presence through social media and streaming services, allowing viewers to access its programs from anywhere in the world. This digital transformation reflects the station's commitment to staying relevant in an era of rapid technological advancement.

The station's continued relevance lies in its ability to balance tradition with innovation. While it preserves the cultural heritage of Kwara State through its local programming, it also explores new frontiers in broadcasting, including partnerships with international media organizations. These collaborations have introduced new perspectives and expanded the station's content offerings.

Kwara TV remains a vital institution in the state's development. It serves as a voice for the people, highlighting their concerns and aspirations while showcasing the state's achievements. The station's role in promoting civic engagement, educating the public, and fostering unity cannot be overstated.

Through its journey, Kwara TV has demonstrated resilience and adaptability. It has navigated challenges ranging from financial constraints to technological shifts, emerging as a trusted source of information and entertainment. The station's evolution is a testament to the vision of its founders and the dedication of its workforce.

Looking to the future, Kwara TV aims to further expand its reach and impact. Plans to invest in cutting-edge technologies and produce more original content are underway. The station's leadership remains committed to its mission of serving as a beacon of information, education, and culture for the people of Kwara State and beyond.

## **LOCATION:**

**TELEVISION HOUSE, APATA YAKUBA ILORIN, KWARA, NIGERIA.**

### **2:2 OBJECTIVE OF ESTABLISHMENT**

1. To provide accurate and timely information about government policies, programs, and activities to the people of Kwara State.
2. To disseminate news on political, economic, and social developments within and beyond the state.
3. To broadcast educational programs that enhance learning at various levels, including primary, secondary, and tertiary education.
4. To raise public awareness on critical issues such as health, agriculture, civic responsibilities, and environmental sustainability.
5. To preserve and promote the rich cultural heritage of Kwara State through programs showcasing local traditions, music, and festivals.
6. To serve as a platform for promoting local content and talent in areas such as drama, music, and arts.
7. To foster unity and understanding among the diverse communities in Kwara State through inclusive programming.
8. To support the state's socio-economic development by airing programs that encourage entrepreneurship and innovation.
9. To provide entertainment that is both engaging and reflective of the values of the state's people.
10. To promote civic engagement by giving the public a voice through interactive programs and feedback channels.
11. To educate the public on matters of governance, democracy, and their rights as citizens.
12. To contribute to national integration by featuring programs that highlight the cultural diversity of Nigeria.
13. To ensure balanced reporting and unbiased coverage of events and issues.
14. To provide a platform for advertising and commercial partnerships to support businesses in the state.
15. To promote tourism by showcasing the natural and historical landmarks of Kwara State.

### **2.3 VARIOUS UNITS IN THE ESTABLISHMENT AND FUNCTIONS**

1. News and Current Affairs Department: This department gathers, edits, and broadcasts local, national, and international news, and produces current affairs programs and interviews.

2. Programmes Department: It oversees the creation, scheduling, and production of entertainment, educational, and cultural content tailored to the station's audience.
3. Engineering and Technical Department: This department manages the station's technical operations, including equipment maintenance, signal transmission, and broadcasting.
4. Marketing and Advertising Department: It handles revenue generation through advertisements and sponsorships while developing strategies to attract and maintain advertisers.
5. Administration and Human Resources Department: This department oversees staff recruitment, welfare, and training, as well as ensuring smooth day-to-day operations.
6. Finance and Accounts Department: It manages the station's finances, prepares budgets and reports, and ensures accountability in financial operations.
7. Production Department: This department handles the creation and editing of video content, manages studio operations, and ensures high production standards.
8. Audience Research and Development Department: It conducts surveys and analyzes viewer feedback to improve programming and increase audience engagement.
9. Legal and Compliance Department: This department ensures compliance with broadcasting regulations, manages legal issues, and protects intellectual property rights.
10. Online and Digital Media Department: It handles the station's digital presence, including social media, website updates, and online streaming services.

#### **EQUIPMENTS USE IN KWARA TV**

1. Cameras (Handheld video cameras and studio cameras)
2. Teleprompter
3. Non-linear editing systems (NLE), such as Adobe Premiere Pro and Final Cut Pro
4. Audio Mixers
5. Microphones (Lapel mics, boom mics, and handheld mics)
6. Audio Mixing Console
7. Studio Cameras
8. Lighting Equipment (LED lights, softboxes)
9. Audio Equipment (Microphones, audio mixers)
10. Editing Software (Adobe Premiere Pro, Avid Media Composer)
11. Graphics Software (for creating titles, lower thirds, and transitions)
12. Broadcast Servers

13. Video Switchers

14. Video Monitors (for monitoring live feeds)

15. Satellite Communication Equipment (for live feeds from remote locations)





## **CHAPTER THREE**

### **NATURE OF WORK, ACTIVITIES, SKILLS AND EXPERIENCE GAINED ON SIWES SITE**

During my time as a SIWES student in the News and Current Affairs Department, I had the opportunity to learn and grow in the field of journalism. One of the first skills I developed was the ability to write concise and engaging news scripts. I was taught how to structure stories in a way that would capture the audience's attention while maintaining accuracy and objectivity. This was an important lesson, as I realized that good journalism is not just about telling a story, but about telling it in a way that informs, educates, and engages the audience. My experience in writing news scripts taught me how to balance brevity and detail while ensuring the information was clear and accurate.

I also had the chance to accompany senior reporters to events and press conferences, which provided me with firsthand experience in gathering news. Observing experienced journalists in action helped me understand how to quickly assess a situation, identify important information, and ask the right questions to get to the heart of the story. I learned how to approach sources professionally, develop rapport, and ensure that I captured the most relevant details for my news reports. The hands-on experience of working in the field was invaluable, and it gave me a deeper understanding of the work that goes into producing news.

In addition to reporting, I was involved in editing and compiling news stories. I worked with editing software to cut and assemble footage for broadcasts. This experience allowed me to develop technical skills in editing, as I learned how to piece together different shots and create a cohesive narrative. I also learned the importance of time management, as news stories often needed to be edited and prepared quickly to meet tight deadlines. This taught me how to work efficiently under pressure while still producing high-quality work.

The live broadcast aspect of news production was another important experience during my time in the department. I had the opportunity to observe how live news bulletins were produced and coordinated. I learned how various roles, including the producers, directors, and technical crew, worked together to ensure a smooth broadcast. Watching professionals handle the pressure of live television gave me a deep appreciation for the teamwork and attention to detail required to produce a successful live broadcast. It also helped me understand the importance of being prepared for unexpected situations, as live news requires quick thinking and adaptability.

One of the most valuable lessons I learned during my time in the News and Current Affairs Department was the importance of research. I was involved in conducting background research for news stories, which required me to gather facts, verify sources, and ensure that the information I presented was accurate. This was an essential skill that I would carry with me in my career, as I learned how to conduct thorough research, cross-check information, and ensure the credibility of my sources.

Working with the team also gave me the chance to observe the editorial decision-making process. I learned how editors determine which stories to prioritize based on factors such as relevance,

audience interest, and newsworthiness. This gave me a deeper understanding of how news organizations operate and how editorial decisions are made. I also gained insight into how news departments handle the ethical challenges that arise in journalism, such as balancing the public's right to know with respect for privacy.

In the Programmes Department, I also gained significant hands-on experience in the production side of broadcasting. I worked alongside the production team in creating and scheduling programs. This involved brainstorming ideas for new content, working with scriptwriters to develop the shows, and ensuring that the programs aligned with the station's values and objectives. I learned how to design programs that would appeal to a broad audience, taking into consideration factors such as age, interests, and cultural background.

My role in the production process involved assisting with the setup of studio equipment. I learned how to handle cameras, microphones, and lighting equipment, gaining an understanding of how each piece of equipment contributed to the overall production. I also became familiar with the technical aspects of broadcasting, including the importance of sound and lighting in creating a professional-looking and engaging program. This hands-on experience helped me understand how much coordination and preparation go into creating a successful broadcast.

Editing footage was another key responsibility I had in the Programmes Department. I was involved in editing various types of programs, including educational, entertainment, and cultural shows. I worked with editing software to cut and assemble the footage, ensuring that the final product was polished and ready for broadcast. This experience taught me not only the technical aspects of video editing but also the creative side of storytelling. I learned how to use editing tools to enhance the narrative and make the program more engaging for viewers.

I was also involved in collaborating with other departments to ensure that the programs ran smoothly. I worked closely with scriptwriters, presenters, and technical staff to ensure that the programs were properly executed. This experience taught me the importance of teamwork and communication in a production environment. I learned how to coordinate with different departments, manage expectations, and make sure that everything was in place before the program went live.

In addition to producing traditional television content, I had the opportunity to work on adapting content for digital platforms. I was involved in repurposing programs for online streaming and social media, which exposed me to the growing role of digital media in broadcasting. This experience gave me a better understanding of how television stations are adapting to the digital age, using online platforms to reach a broader audience and engage with viewers in new ways.

I also learned about audience engagement during my time in the Programmes Department. I observed how the station tracked audience feedback and ratings to understand what programs resonated with viewers. This data helped the department make informed decisions about programming and scheduling. I was able to see firsthand how important it is to stay connected to the audience and how viewer preferences can influence the content a station produces.



One of the most interesting aspects of working in the Programmes Department was learning how to plan and execute live programs. I had the opportunity to help with the planning of live shows, including talk shows and entertainment programs. I learned how much work goes into organizing a live broadcast, from scheduling the guests to ensuring that all technical aspects are in place. I also observed how the production team managed time during live shows, making sure that each segment ran smoothly and on schedule.

During my time in the department, I also gained a deeper understanding of the importance of deadlines in broadcasting. In both the News and Programmes departments, I learned how quickly things need to be done, especially when preparing for a live broadcast or when a news story breaks. Meeting deadlines was crucial, as any delay could affect the entire broadcast schedule. I learned how to prioritize tasks, stay organized, and manage my time effectively to ensure that everything was completed on time.

Another important lesson I learned was the importance of adaptability. Broadcasting is a fast-paced environment, and things can change quickly. During my time in both departments, I saw how professionals handled unexpected challenges, such as technical difficulties or last-minute changes to the schedule. I learned that being flexible and staying calm under pressure is essential in this industry.

The experience of working as a SIWES student at Kwara TV has been invaluable in shaping my understanding of the broadcasting industry. I have gained a wide range of skills, from writing and editing news stories to producing and scheduling television programs. I have also learned about the importance of teamwork, communication, and time management. Most importantly, I have developed a deeper appreciation for the hard work and dedication required to produce high-quality content that informs, educates, and entertains the public. This experience has solidified my interest in pursuing a career in media and broadcasting.

## **CHAPTER 4**

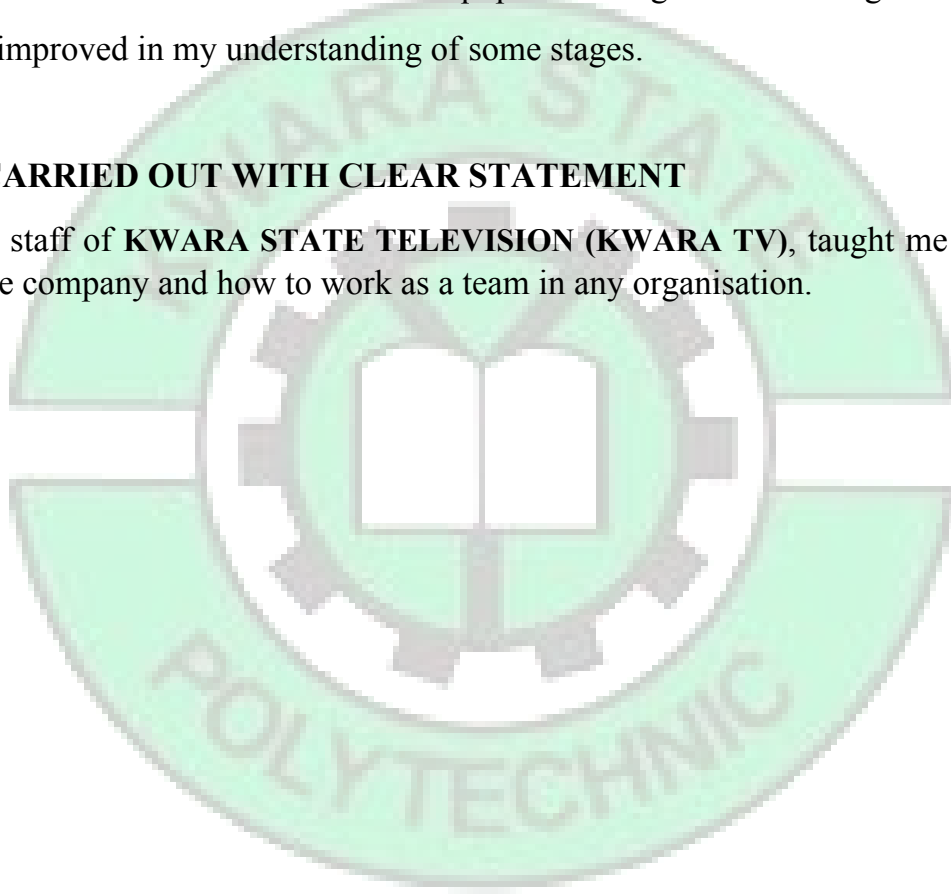
### **EXECUTIVE SUMMARY**

#### **BENEFITS**

- ❖ I become more enlightened by encountering and getting familiar with different equipment.
- ❖ I was able to relate most of my theoretical aspect taught in class to the physical aspect in the organisation.
- ❖ I experienced how to use some of the equipment being used in the organisation.
- ❖ I also improved in my understanding of some stages.

#### **WORK CARRIED OUT WITH CLEAR STATEMENT**

The entire staff of **KWARA STATE TELEVISION (KWARA TV)**, taught me on how to manage the company and how to work as a team in any organisation.



## **CHAPTER FIVE**

### **PROBLEMS ENCOUNTERS, RECOMMENDATIONS AND CONCLUSIONS**

#### **5.1 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, 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. Most times IT students would be asked to work overtime even without any incentive attached to it and students have no option but to comply every given instruction.

##### **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.

##### **4. Inaccessible Machines**

Industrial training students were not opportune to access most of the automated analyzers because they are not available. Instead, we were being told to make research of such machine which does not assist us in learning better going with the saying “practice makes perfect” and not “plain research makes one perfect”. One of the objectives of SIWES

is to expose students to work methods and techniques in handling equipment's and machineries that may not be available in their universities, thus, the above stated objective of SIWES is not been fulfilled completely.

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.

## **5.2 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.

#### **5.2.1 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.

### **5.2.2 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.

### **5.3 CONCLUSION**

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.