

**A TECHNICAL REPORT ON
STUDENT'S INDUSTRIAL WORK EXPERIENCE SCHEME
(SIWES)**

**HELD AT
OTO AWORI LOCAL DEVELOPMENT
COUNCIL AREA
IJANIKI, LAGOS**

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DEDICATION

I dedicate this technical report to the Almighty Allah, the giver of knowledge, wisdom and who is rich in mercy.

ACKNOWLEDGEMENT

I use 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. Thank You for seeing me through this SIWES programme.

Also, to my parents **MR. and MRS. SULAIMAN** for their blessings, help and guidance given by them, time to time has carry me so 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.

CHAPTER ONE

1.0 INTRODUCTION

SIWES stands for Students Industrial Work Experience Scheme. It is the accepted skills training program, which forms part of the approved minimum Academic standards in the various degree program for all Nigerian tertiary Universities (N.U.C 1996). SIWES goes a long way inputting to test the level of knowledge a student has acquired during the industrial training program.

The student industrial work experience scheme {SIWES} is an appreciable skills/training which is included as part of the minimum academic standard in Nigeria tertiary institution. The scheme is a participatory program involving universities, polytechnics and technical colleges for student of various institutions in Nigeria. It is run jointly by the Industrial Training Fund (I.T.F). The SIWES was established as a result of realization by the Federal Government in 1971, of the need to introduce a new dimension to the quality and standard of education obtained in the country in order to achieve the much-needed technology advancement, because it has been shown that a correlation exist a country level of economic, technological development and its level of investment in manpower (oniyide; 2000).

SIWES goes a long way inputting to test the level of knowledge a student has acquired during the industrial training program. It is an effort to bridge the gap existing between theory and other practice of architecture, engineering and technology, sciences, agriculture and other professional educational programs in the Nigerian tertiary institutions. It is aimed at exposing students to machines and equipment and professional work methods in industries and other organizations. The scheme is a tripartite program, involving the students, the universities and the industries (employers of labor). It affords students the opportunity to familiarize and expose themselves to the knowledge and experience needed in handling equipment that is not readily available in their various institutions. Before the establishment of this scheme, employers believed that the theoretical education in tertiary institutions were not adequate enough to meet most of the needs of employers of labor.

1.1 HISTORY AND BACKGROUND OF SIWES

In the early stages of education development in Nigeria, there was a problem with the gap between students' theory and practical skills. Therefore, there was a need to allow students to get real work experience. The program was created to give students experience in addition to theoretical learning. The industrial training policy was introduced by the Federal Government of Nigeria in 1973. Therefore, this project was necessary to improve the practical skills of students.

SIWES was established by ITF (Industrial Training Funds) in the year 1973 to solve the problem of lack of adequate proper skills for employment of tertiary institution graduates by Nigerian Industries. The Students' Industrial Work Experience Scheme (SIWES) was founded to be a skill training programme to help expose and prepare students of universities, polytechnics and colleges of education for the industrial work situation to be met after graduation. This scheme serves as a smooth transition from the classroom to the world of work and further helps in the application of knowledge. The scheme provides students with the opportunity of acquainting and exposing themselves to the experience required in handling and managing of equipment and machinery that are usually not made available in their institutions. Before this scheme was established, there was a growing concern and trend noticed by industrialists that graduates of higher institutions lacked sufficient practical background for employment. It used to be that students who got into Nigerian institutions to study science and technology were not trained in the practical know-how of their various fields of study. As a result, they could not easily find jobs due to the lack of working experience.

Therefore, the employers thought that theoretical education going on in higher institutions was not responsive to the needs of the employers of labour. This was a huge problem for thousands of Nigerians until 1973. It is against this background that the fundamental reason for initiating and designing the scheme by the fund in 1973/74 was introduced.

The ITF organization (Industrial Training Fund) made a decision to help all interested Nigerian students and established the SIWES program. It was officially approved and

presented by the Federal Government in 1974. The scheme was solely funded by the ITF during its formative years but as the financial involvement became unbearable to the fund, it withdrew from the scheme in 1978. In 1979, the federal government handed over the management of the scheme to both the National Universities Commission (NUC) and the National Board for Technical Education (NBTE). Later, in November 1984, the federal government reverted the management and implementation of the scheme to ITF. In July 1985, it was taken over by the Industrial Training Fund (ITF) while the funding was solely borne by the federal government. (Culled from Job Specifications on Students Industrial Work Experience Scheme).

1.2 AIMS AND OBJECTIVES OF SIWES

In the early stages of education development in Nigeria, there was a problem with the gap between students' theory and practical skills. Therefore, there was a need to allow students to get real work experience. The program was created to give students experience in addition to theoretical learning. The industrial training policy was introduced by the Federal Government of Nigeria in 1973. Therefore, this project was necessary to improve the practical skills of students.

1. To provide an avenue for students in the Nigerian Universities to acquire industrial skills and experience in their various field of study.
2. To prepare students for the work situation they are likely to meet after graduation.
3. To expose students to work methods and techniques in handling equipment and machinery that may not be readily available in the universities.
4. To make transition from the university to the world of work and thus enhance student's contacts for future job placements.
5. To provide students with the opportunity to apply the theoretical knowledge they had gain in school to real-life work situation, thereby bridging the gap between university work and actual practice.

6. To enlist and strengthen employers' involvement in the entire education process of preparing university undergraduate for employment in the industry.
7. To provide students with an opportunity to apply their theoretical knowledge in real work situation, thereby bridging the gap between university work and actual practice.
8. To serve as opportunity for self- actualization for students thus making positive and commendable contribution within the scope of his/her knowledge.

1.3 RELEVANCE AND JUSTIFICATION OF SIWES

One of the significant features of advanced industrial societies is the degree to which they have achieved progress in the field of science and technology. This had enabled the citizens to enjoy a good standard of living, which exceeds that of the developing Countries. Thus, formal education comprising of field or industrial work is vital for the production of graduates with increasingly specialized skill.

Therefore, Students Industrial Work Experience Scheme (SIWES) is relevant for;

1. Improvement of science and technological education
2. Skilled manpower development
3. Creation of a community with increased standard of living
4. Development of critical and scientific approach to problems and their solutions.

New innovations in the field of science and technology. As a matter of fact, the student industrial work experience scheme (SIWES) is a promotion for the growth of science and technology, Engineering, Agriculture, Medical, Management, and other professional program in the Nigerian tertiary Institution.

CHAPTER TWO

2.1 DESCRIPTION OF OTO AWORI LOCAL DEVELOPMENT COUNCIL AREA

Oto-Awori previously known as just "OTO" is a suburban community and a local government development council area located along the Lagos-Badagry Expressway in Ojo local government area of Lagos State. Oto Awori was founded by Aregi Ope. Oto Awori has been administered from Badagry since 1909 having apparently been placed for a few years in the Lagos District by the definition of boundaries thereof 1985.

2.2 LOCATION OF OTO AWORI LOCAL DEVELOPMENT COUNCIL

Oto-Awori is a suburban community and a local government development council area located along the Lagos-Badagry Expressway in Ojo local government area of Lagos State, Nigeria. The area is situated in the western part of Lagos State, approximately 30 kilometers west of the state capital, Ikeja. Oto-Awori is bounded by the following local government areas: Ojo to the east, Amuwo-Odofin to the south, and Badagry to the west. The area is accessible through the Lagos-Badagry Expressway, which connects it to other parts of the state and the country.

2.3 OBJECTIVES OF OTO AWORI LOCAL DEVELOPMENT COUNCIL

The objectives of Oto-Awori Local Government Development Council Area are multifaceted and aimed at improving the quality of life for residents and promoting sustainable development. Some of the key objectives include:

- **Providing Basic Amenities and Infrastructure:** The council aims to provide basic amenities such as clean water, sanitation, electricity, and healthcare facilities to residents. This includes constructing and maintaining roads, building and equipping schools and healthcare facilities, and providing waste management services.
- **Promoting Economic Development:** The council seeks to promote economic development in the area by creating an enabling environment for businesses to thrive. This includes providing support for small and medium-scale enterprises, encouraging entrepreneurship, and attracting foreign investment.
- **Enhancing Quality of Life:** The council aims to enhance the quality of life for residents by providing social services such as education, healthcare, and social welfare. This includes

implementing programs to reduce poverty, improve literacy rates, and promote community development.

- **Maintaining Law and Order:** The council is responsible for maintaining law and order in the area, ensuring public safety and security. This includes working with law enforcement agencies to prevent and investigate crimes, and implementing community-based initiatives to prevent crime and promote public safety.
- **Environmental Conservation:** The council aims to conserve the environment and promote sustainable development. This includes implementing programs to reduce waste, promote recycling, and protect natural resources.

MISSION

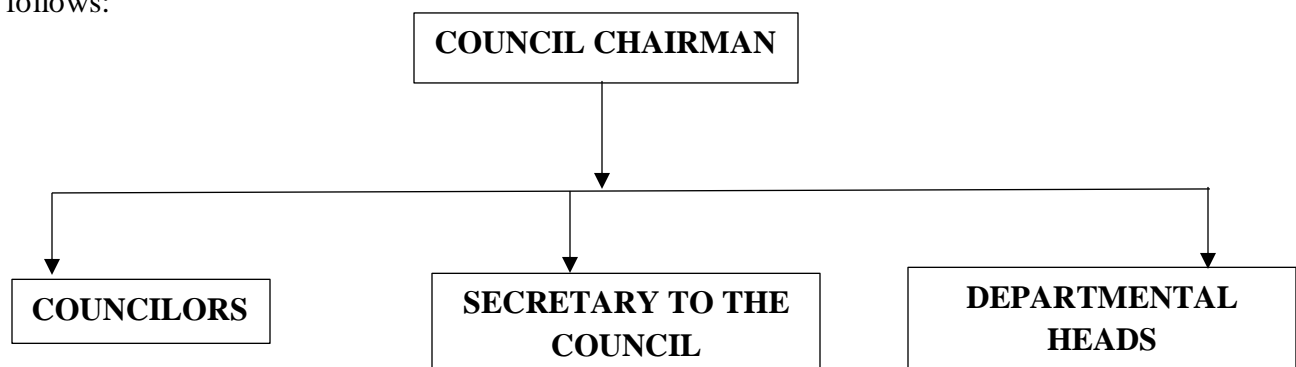
"To provide effective and efficient services to the people of Oto-Awori, with a focus on improving their quality of life and promoting sustainable development. We are committed to creating an enabling environment for businesses to thrive, promoting economic development, and ensuring that our residents have access to basic amenities and social services."

VISION

"To become a model local government area in Lagos State, known for its excellent service delivery, innovative approaches, and commitment to the well-being of its residents. We envision a future where Oto-Awori is a hub for economic growth, social development, and environmental sustainability, and where our residents are proud to call it home."

2.4 ORGANIZATIONAL STRUCTURE OTO-AWORI LOCAL GOVERNMENT DEVELOPMENT COUNCIL AREA

The organizational structure of Oto-Awori Local Government Development Council Area is as follows:



2.5 DEPARTMENTS/OFFICES AND THEIR FUNCTIONS:

The following are some of the departments/offices in Oto-Awori Local Government Development Council Area and their functions:

- **Administration Department:** The administration department is responsible for general administration, personnel management, and secretarial services. The department is headed by a director who is responsible for managing the department and reporting to the secretary to the council.

Functions:

- + Providing secretarial services to the council and its committees
- + Managing personnel records and payroll
- + Coordinating council meetings and events
- + Providing administrative support to other departments

- **Finance Department:** The finance department is responsible for financial management, budgeting, and accounting. The department is headed by a director who is responsible for managing the department and reporting to the secretary to the council.

Functions:

- Preparing and managing the council's budget
- Collecting and accounting for revenue
- Managing the council's finances and ensuring compliance with financial regulations
- Providing financial reports and advice to the council

- **Works Department:** The works department is responsible for infrastructure development, maintenance, and repairs. The department is headed by a director who is responsible for managing the department and reporting to the secretary to the council.

Functions:

- Designing and constructing new infrastructure such as roads, bridges, and buildings
- Maintaining and repairing existing infrastructure
- Providing engineering services and advice to the council
- Managing the council's assets and ensuring their optimal use

- **Health Department:** The health department is responsible for healthcare services, disease control, and environmental health. The department is headed by a director who is responsible for managing the department and reporting to the secretary to the council.

Functions:

- + Providing healthcare services to residents
- + Controlling and preventing diseases
- + Promoting environmental health and sanitation
- + Providing health education and awareness programs

- **Education Department:** The education department is responsible for educational services, school management, and literacy programs. The department is headed by a director who is responsible for managing the department and reporting to the secretary to the council.

Functions:

- + Managing and supervising schools in the area
- + Providing educational services to residents
- + Promoting literacy and education
- + Providing support for schools and teachers

- **Social Services Department:** The social services department is responsible for social welfare services, community development, and youth empowerment. The department is headed by a director who is responsible for managing the department and reporting to the secretary to the council.

Functions:

- + Providing social welfare services to residents
- + Promoting community development and engagement
- + Empowering youth and providing support for youth programs
- + Providing support for vulnerable groups such as the elderly and people with disabilities

- **Agriculture Department:** The agriculture department is responsible for agricultural development, farmers' support, and food security. The department is headed by a director who is responsible for managing the department and reporting to the secretary to the council.

Functions:

- + Promoting agricultural development and supporting farmers
- + Providing extension services and advice to farmers
- + Promoting food security and reducing poverty
- + Providing support for agricultural programs and initiatives
- **Planning Department:** The planning department is responsible for physical planning, urban development, and zoning regulations. The department is headed by a director who is responsible for managing the department and reporting to the secretary to the council.

Functions:

- + Preparing and implementing physical plans for the area
- + Regulating urban development and zoning
- + Providing planning services and advice to the council
- + Managing the council's spatial data and information
- **Revenue Department:** The revenue department is responsible for revenue generation, taxation, and fee collection. The department is headed by a director who is responsible for managing the department and reporting to the secretary to the council.

Functions:

- + Collecting and accounting for revenue
- + Managing taxation and fee collection
- + Providing revenue services and advice to the council
- + Ensuring compliance with revenue regulations
- **Environmental Department:** The environmental department is responsible for environmental management, waste management, and conservation. The department is headed by a director who is responsible for managing the department and reporting to the secretary to the council.

Functions:

- + Managing and regulating environmental issues
- + Providing waste management services
- + Promoting conservation and sustainability
- + Providing environmental services and advice to the council

CHAPTER THREE

3.1 WORK CARRIED OUT DURING THE SIWES

Upon arrival at the council secretariat, I reported to the personnel department and introduced myself to the staff. I met with the council chairman and other departmental heads to discuss my role and expectations. During this period, I familiarized myself with the council's organizational structure, policies, and procedures. I began to read and understand the council's bye-laws, regulations, and guidelines. I also assisted in data entry and record-keeping in the personnel department and observed and participated in council meetings and committees to gain insight into the decision-making process.

Also, in the personnel department, I assisted in updating and managing personnel records and files. I helped with the preparation of payroll and staff emoluments, and participated in staff recruitment and selection processes. I also assisted in conducting staff training and development programs, and helped with the maintenance of staff discipline and welfare.



RECORD FILES

Furthermore, I filled the gross pay and net pay of staff during the verification exercise in the month of October. Later on, I did photocopies of pension forms for the retirement, filled the record of services and continued with the filling of gross pay and net pay of staff during the verification exercises.

OTO AWORI LOCAL DEVELOPMENT COUNCIL AREA, IJANIKI

**HEALTH WORKER VERIFICATION EXERCISE FOR THE YEAR
2024**

Likewise, I did arrangement of staff files and documents and also stamped on the files. I did photocopies of clearance of in-debtors after which I stamped them and arranged all of them in a document and stamped pad it.



STAMP PAD



PHOTOCOPIER

Also, I wrote letter on clearance of in-debtor for housing loan for retirees and did photocopies of documents and arranged all of them in an office cabinet. I also wrote letter of request for stoppage of salary for the deceased, did photocopies of request for shortage of salary, clearance in-debtor and also filled the gross and net pay of staff.



OFFICE CABINET

I handled other machines like the computer, printer and also the shredding machine used for disposing documents. I photocopied pay slip for staff and arranged documents for which I stamped and placed inside the office cabinet. Nonetheless, I also wrote letter of retirement of staff from July to December 2024. I filled the gross and net pay during these periods too.



In the health department, I assisted in the planning and execution of health programs and services. I helped with the management of health facilities and equipment, and participated in health education and awareness campaigns. I also assisted in preparing and managing health reports and documentation, and researched and proposed new methods for improving health services and disease prevention. I discovered that the council's health services were inadequate and recommended the introduction of new health programs and services to improve health outcomes. Also, in the social services department, I assisted in the planning and execution of social welfare programs and services. I helped with the management of social welfare facilities and equipment, and participated in community development and engagement programs. I also assisted in preparing and managing social welfare reports and documentation.

CHAPTER FOUR

4.1 DESCRIPTION OF WORK DONE AND EXPERIENCE GAINED

The Student Industrial Work Experience Scheme (SIWES) is a crucial aspect of my academic journey, and I was privileged to undertake my industrial training at Oto-Awori Local Development Council Area, Lagos. This experience not only deepened my understanding of the theoretical concepts learned in the classroom but also equipped me with practical skills and exposure to the real-world work environment. In this essay, I will reflect on the experiences gained during my SIWES program and how it has shaped my perspective on my chosen career.

Upon arrival at Oto-Awori Local Development Council Area, I was warmly received by the staff and officials, who were eager to guide me through the organization's structure and functions. The first few days were spent familiarizing myself with the various departments and offices, including administration, finance, and health. I was impressed by the cordial relationships among the staff and the sense of teamwork that pervaded the entire organization. This experience taught me the importance of effective communication and collaboration in a work setting, which I believe is essential for achieving organizational goals.

One of the most significant experiences I gained during my SIWES program was the opportunity to work alongside experienced professionals in my field of study. I was assigned to the administration department, where I assisted in various tasks, including data entry, filing, and document management. Under the supervision of my mentors, I learned how to prioritize tasks, manage time, and maintain confidentiality in a professional setting. These skills are invaluable, and I am confident that they will benefit me in my future career.

Another experience that stood out during my SIWES program was the exposure to the challenges faced by local government authorities in providing basic amenities and infrastructure to their constituents. During my attachment, I observed the efforts of the council to address issues such as waste management, road maintenance, and healthcare delivery. This experience broadened my understanding of the complexities involved in governance and the need for effective planning, resource management, and community engagement. I gained insight into the importance of accountability, transparency, and citizen participation in local government administration.

The SIWES program also provided me with opportunities to develop my interpersonal and problem-solving skills. I interacted with various stakeholders, including community leaders, residents, and other government officials, which helped me build my confidence and

communication skills. I learned how to listen actively, respond effectively, and navigate conflicts in a professional manner. Additionally, I was involved in brainstorming sessions and meetings, where I contributed to discussions on innovative solutions to pressing community problems. This experience taught me the value of critical thinking, creativity, and teamwork in addressing complex challenges.

Furthermore, my experience at Oto-Awori Local Development Council Area taught me about the importance of adaptability and flexibility in a work environment. The council's operations were often affected by factors such as budget constraints, personnel shortages, and community expectations. I learned to be resilient and adaptable in the face of challenges, prioritizing tasks and adjusting to changing circumstances. This experience has prepared me to handle uncertainties and unexpected situations that may arise in my future career.

In conclusion, my experience at Oto-Awori Local Development Council Area during the SIWES program was transformative and enriching. The skills and knowledge gained during this period have not only enhanced my academic performance but also equipped me with the practical expertise and confidence required to succeed in my chosen career. I appreciate the opportunity to have worked alongside experienced professionals and contributed to the council's efforts in providing essential services to the community. This experience has instilled in me a sense of purpose and responsibility, and I am committed to applying the lessons learned to make a positive impact in my future endeavors.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 SUMMARY OF ATTACHMENT ACTIVITIES

The Student Industrial Work Experience Scheme (SIWES) is a vital component of academic programs in Nigeria, designed to provide students with practical experience and exposure to the real-world work environment. My experience at Oto-Awori Local Development Council Area, Lagos, was a culmination of theoretical knowledge and practical skills, where I gained invaluable insights into the operations of a local government authority. Throughout my attachment, I worked alongside experienced professionals, developed my interpersonal and problem-solving skills, and contributed to the council's efforts in providing essential services to the community.

The experience gained during my SIWES program has been transformative, and I have acquired skills that are essential for success in my future career. I have learned the importance of effective communication, collaboration, and adaptability in a work environment. I have also gained a deeper understanding of the challenges faced by local government authorities in providing basic amenities and infrastructure to their constituents. The exposure to the council's operations has broadened my perspective on governance, and I have developed a sense of purpose and responsibility to contribute to the development of my community.

5.2 CONCLUSION

The SIWES program at Oto-Awori Local Development Council Area has been an enriching experience that has equipped me with the practical skills and knowledge required to succeed in my chosen career. The experience has not only enhanced my academic performance but also prepared me for the challenges and opportunities that lie ahead. I believe that the skills and knowledge gained during this period will be invaluable in my future endeavors, and I am committed to applying them to make a positive impact in my community.

5.3 RECOMMENDATIONS

- I recommend that the SIWES program be continued and expanded to provide more students with the opportunity to gain practical experience and exposure to the real-world work environment.

- I also recommend that the program be structured to include more mentorship and guidance for students, to ensure that they maximize their experience and gain the most from their attachment.
- Furthermore, I recommend that local government authorities and other organizations provide more opportunities for students to gain practical experience, through internships, apprenticeships, and volunteer programs.
- Additionally, I recommend that the curriculum of academic programs be reviewed to include more practical and vocational training, to ensure that students are equipped with the skills and knowledge required to succeed in their chosen careers.
- Also, I recommend that the government and other stakeholders provide more support for the SIWES program, through funding, resources, and infrastructure, to ensure that the program is successful and sustainable.
- Finally, I recommend that students be encouraged to take advantage of the SIWES program, and to approach their attachment with an open mind, a willingness to learn, and a commitment to contribute to the organization and the community.