



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



ONDO WEST LOCAL GOVERNMENT DEVELOPMENT AREA
FUNBI FAGUN CRESCENT, ONDO CITY, ONDO STATE
BY

OLADIPO ABIMBOLA TEMITAYO
ND/23/ACC/PT/0138

SUBMITTED TO
DEPARTMENT OF ACCOUNTANCY
INSTITUTE OF FINANCE AND MANAGEMENT STUDIES,
KWARA STATE POLYTECHNIC, ILORIN

IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF ORDINARY
NATIONAL DIPLOMA (OND) IN ACCOUNTANCY.
SEPTEMBER- 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 **ONDO WEST LOCAL GOVERNMENT DEVELOPMENT AREA**.

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

ONDO WEST LOCAL GOVERNMENT DEVELOPMENT AREA

2:1 BRIEF HISTORY OF ONDO WEST LOCAL GOVERNMENT DEVELOPMENT AREA

Ondo West Local Government Area (LGA) is located in Ondo State, Nigeria. It was created in 1976 following the nationwide local government reform. The LGA is one of the administrative divisions of Ondo State and has Ondo City as its headquarters. Initially part of a larger Ondo Division, it was later divided to improve governance and development. Ondo West LGA is known for its rich cultural heritage, agricultural activities, and contributions to education, hosting institutions like Adeyemi Federal University of Education. The local government has played a key role in regional development, focusing on infrastructure, commerce, and community welfare.

Ondo West Local Government Area (LGA) was established in 1976 following the nationwide local government reform that aimed to decentralize governance and promote grassroots development. Initially, it was part of the larger Ondo Division before being carved out to enhance administrative efficiency and development. The creation of the LGA was driven by the need to bring governance closer to the people, improve service delivery, and foster economic growth in the region. Over the years, Ondo West LGA has played a significant role in the political and socio-economic landscape of Ondo State.

The headquarters of Ondo West LGA is located in Ondo City, which is one of the oldest and most prominent towns in southwestern Nigeria. The city has historical importance as a center of trade, education, and administration. It has produced several notable personalities in politics, academia, and business. Ondo West is home to Adeyemi Federal University of Education, one of the leading institutions for teacher education in Nigeria. This has contributed to the area's reputation as an educational hub, attracting students and scholars from across the country.

Agriculture has been a major driver of economic activities in Ondo West LGA. The area is known for the cultivation of cash crops such as cocoa, oil palm, and rubber, which have historically contributed to Nigeria's economy. In addition to cash crops, local farmers engage in food crop production, including yam, cassava, maize, and vegetables. The LGA also has a vibrant market system that supports trade in agricultural produce and other commodities. Over time, efforts have been made to modernize farming practices and improve productivity, with government and private sector interventions playing key roles.

Ondo West LGA has experienced significant infrastructural development, particularly in the areas of road networks, healthcare facilities, and electricity supply. The government has invested in the expansion of road connectivity to enhance trade and mobility within the region. Healthcare services have also improved, with the establishment of primary health centers and general hospitals catering to the needs of residents. Additionally, the local government has promoted community-based initiatives to foster social development, youth empowerment, and environmental sustainability. These efforts have contributed to making Ondo West a key player in the overall development of Ondo State.

Sure! Here's an extended version with more details:

Ondo West Local Government Area (LGA) was established in 1976 as part of the local government reforms initiated by the Nigerian government to decentralize administration and bring governance closer to the grassroots. Originally part of the larger Ondo Division, the creation of Ondo West LGA was aimed at improving governance efficiency and fostering regional development. Over the years, the LGA has played a crucial role in Ondo State's growth by facilitating infrastructural development, economic activities, and social welfare programs. The local government has been instrumental in implementing policies that promote community development, education, healthcare, and commerce.

Ondo City, the headquarters of Ondo West LGA, is one of the most historically significant towns in southwestern Nigeria. The city is known for its rich cultural heritage, traditional institutions, and significant contributions to education and politics. It has produced many notable figures in Nigerian history, including scholars, politicians, and business leaders. Ondo City is home to Adeyemi Federal University of Education, one of Nigeria's foremost teacher training institutions. The presence of this university and other educational institutions has established the area as a major center for academic excellence, attracting students and researchers from across the country.

Economically, Ondo West LGA is largely driven by agriculture, trade, and small-scale industries. The area is well known for the production of cash crops such as cocoa, palm oil, and rubber, which contribute significantly to Nigeria's economy. Cocoa farming, in particular, has been a major economic activity for many residents, with Ondo State being one of Nigeria's leading cocoa-producing states. In addition to cash crops, farmers in the region cultivate food crops like cassava, yam, maize, and vegetables. The presence of various local markets facilitates trade and commerce, providing a means of livelihood for many residents. The local government has also encouraged agricultural modernization through the introduction of improved farming techniques and access to financial support for farmers.

Infrastructure development has been a key focus of Ondo West LGA, with several initiatives aimed at improving road networks, healthcare facilities, and electricity supply. The expansion of road networks has enhanced trade and ease of movement, benefiting both rural and urban dwellers. Healthcare services have also seen improvements, with the establishment of well-equipped health centers, clinics, and a general hospital catering to the medical needs of residents. Additionally, the local government has been involved in initiatives to boost youth empowerment through vocational training, skill acquisition programs, and entrepreneurship development. These efforts have contributed to economic growth and improved the standard of living in the area.

In terms of governance, the Ondo West Local Government administration has implemented policies to improve public service delivery and enhance local economic development. Community engagement has been encouraged, allowing residents to participate in decision-making processes that affect their well-being. Environmental sustainability has also been prioritized, with programs aimed at waste management, sanitation, and climate change awareness. The local government has collaborated with state and federal agencies to implement projects that enhance the overall quality of life for residents.

Overall, Ondo West LGA remains a vital part of Ondo State's socio-economic and political structure. With its rich history, strong agricultural base, educational institutions, and growing infrastructure, the

area continues to evolve as a key player in the region's development. Efforts by the government and private sector stakeholders to boost economic growth, improve infrastructure, and promote sustainable development are expected to further enhance the progress of the local government area in the coming years.

• **LOCATION:**

FUNBI FAGUN CRESCENT, ONDO CITY, ONDO STATE

2.2 OBJECTIVE OF ESTABLISHMENT

1. **To enhance local governance** by improving administrative efficiency and bringing government services closer to the people.
2. **To promote economic development** by supporting local businesses, markets, and entrepreneurs to boost economic activities.
3. **To develop infrastructure** through the construction and maintenance of roads, drainage systems, and other essential public facilities.
4. **To advance education** by ensuring access to quality education through the development of schools and vocational training centers.
5. **To improve healthcare services** by establishing health centers and organizing medical outreach programs.
6. **To strengthen security measures** by collaborating with security agencies to maintain law and order within the LCDA.
7. **To ensure environmental sustainability** by implementing effective waste management systems and promoting environmental awareness.
8. **To empower youth and women** through job creation, skill acquisition programs, and entrepreneurship support.
9. **To enhance social welfare and community development** by implementing programs that improve residents' living standards.
10. **To foster cultural and religious harmony** by preserving traditional heritage while promoting peaceful coexistence among diverse religious groups.

2.3 VARIOUS UNITS IN THE ESTABLISHMENT AND FUNCTION

1. **Administration and Human Resources Department:** The Administration and Human Resources Department is responsible for the overall coordination of the council's administrative affairs. It ensures that government policies, directives, and programs are effectively implemented within the LCDA. The department manages staff recruitment, training, promotions, and welfare to enhance productivity and efficiency. It also oversees record-keeping, official correspondence, and the smooth operation of various offices.

Additionally, it is responsible for maintaining discipline and adherence to government rules and regulations among staff members.

2. **Finance and Accounts Department:** This department is in charge of financial management, budget preparation, and ensuring that funds are properly allocated for development projects and daily operations. It is responsible for revenue collection, expenditure control, and financial reporting to ensure accountability and transparency. The department also ensures compliance with financial regulations and audits, preventing mismanagement and fraud. By maintaining accurate records and monitoring financial transactions, it helps the LCDA manage resources efficiently to meet developmental goals.
3. **Works and Infrastructure Department:** The Works and Infrastructure Department is responsible for planning, supervising, and executing infrastructural development within the LCDA. It oversees road construction, maintenance, and rehabilitation to ensure good road networks that facilitate transportation. It also manages drainage systems, bridges, public buildings, and streetlights to enhance the living standards of residents. The department ensures that public works projects are carried out according to approved plans and specifications, preventing substandard constructions that could endanger public safety.
4. **Health and Environmental Services Department:** This department plays a crucial role in providing accessible healthcare services to residents by establishing and maintaining primary health centers. It coordinates immunization programs, maternal and child healthcare services, disease prevention, and medical outreach initiatives. Additionally, the department is responsible for ensuring proper sanitation, waste management, and environmental sustainability. It enforces hygiene regulations, monitors food safety, and implements measures to prevent environmental hazards such as pollution and illegal dumping of waste.
5. **Education and Library Services Department:** The Education and Library Services Department is responsible for promoting literacy, educational development, and access to quality learning facilities. It supports the construction, renovation, and maintenance of public schools within the LCDA. The department also organizes scholarships, vocational training programs, and capacity-building workshops for students and teachers. It ensures the provision of books, research materials, and learning aids in public libraries to encourage reading culture and knowledge acquisition. The department collaborates with educational institutions and stakeholders to improve learning standards and enhance human capital development.
6. **Agriculture and Rural Development Department:** This department focuses on boosting agricultural productivity and rural development by supporting farmers with essential resources, such as seedlings, fertilizers, and farming equipment. It organizes agricultural training programs, workshops, and extension services to educate farmers on modern techniques for increasing crop yield and animal husbandry. The department also facilitates cooperative societies and financial support for small-scale farmers to improve food security and economic growth. It works closely with local farmers to implement policies that enhance agricultural sustainability and rural economic development.

7. **Revenue Generation Department:** The Revenue Generation Department is tasked with mobilizing internal revenue through the collection of taxes, levies, fines, and other fees. It ensures compliance with financial regulations and prevents revenue leakages by maintaining accurate records and proper documentation of all collected funds. The department implements strategic initiatives to increase the LCDA's internally generated revenue (IGR) for financing developmental projects. It also engages with local businesses, market traders, and other stakeholders to encourage tax compliance and ensure a steady flow of funds for public service delivery.
8. **Legal and Legislative Department:** The Legal and Legislative Department provides legal guidance and ensures adherence to laws governing the LCDA. It is responsible for drafting, reviewing, and enforcing bye-laws that regulate various activities within the community. The department also represents the LCDA in legal matters, defends it in disputes, and advises on contractual agreements and legal obligations. Additionally, it works with the legislative arm of the council to facilitate the passage of laws that promote good governance and the welfare of residents.
9. **Social Welfare and Community Development Department:** This department is responsible for improving the welfare of residents, particularly vulnerable groups such as the elderly, women, children, and persons with disabilities. It implements social intervention programs, skill acquisition workshops, and financial empowerment schemes to uplift disadvantaged individuals. The department also facilitates community development projects, such as the construction of recreational centers, empowerment centers, and public amenities. Through various initiatives, it promotes social inclusion, gender equality, and overall community well-being.
10. **Security and Safety Department:** The Security and Safety Department works in collaboration with law enforcement agencies to maintain peace, order, and safety within the LCDA. It coordinates community policing efforts, crime prevention strategies, and emergency response services. The department also monitors security challenges and advises on measures to enhance safety in public places, schools, and business districts. It engages with community leaders, vigilante groups, and residents to foster a secure environment that deters criminal activities and enhances the protection of lives and properties.
11. **Information, Public Relations, and Civic Engagement Department:** This department manages the communication between the LCDA and the public by disseminating government policies, programs, and initiatives. It ensures that residents are well-informed about council activities through media channels, social platforms, and community outreach. The department organizes public enlightenment campaigns on civic responsibilities, government projects, and social issues. It also handles press releases, publications, and media relations to maintain transparency and accountability in governance. Through civic engagement initiatives, it encourages active citizen participation in decision-making processes and governance at the grassroots level.

Each of these departments plays a crucial role in ensuring that Egbe-Idimu LCDA operates effectively, meets the needs of its residents, and promotes sustainable development.

CHAPTER THREE

NATURE OF WORK, ACTIVITIES, SKILLS AND EXPERIENCE GAINED ON SIWES

My SIWES experience in the Finance and Accounting Department, as well as the Cashier Department of Egbe Idimu Local Council Development Area (LCDA), was an invaluable opportunity to gain practical financial knowledge and firsthand exposure to the financial management processes within a local government administration. Throughout my training, I actively participated in various financial operations, which broadened my understanding of public sector accounting, budget planning, revenue collection, and expenditure control. Working under experienced financial officers, I was able to apply theoretical concepts in real-life financial transactions and develop crucial workplace skills.

In the Finance and Accounting Department, I was responsible for assisting in bookkeeping and maintaining accurate financial records. I recorded daily transactions, including government revenue and expenditures, ensuring that all financial data were properly documented. The use of accounting software was a critical aspect of my work, and I gradually became proficient in entering, processing, and retrieving financial data. I realized the importance of financial accuracy and transparency, as any discrepancies in record-keeping could lead to financial mismanagement within the local council.

One of the most significant tasks I was involved in was budget preparation. I worked closely with senior accountants to analyze financial statements, allocate funds to various government projects, and monitor budget performance. This process required a deep understanding of revenue sources, including internally generated revenue, federal allocations, and grants. I gained insights into how local government budgets were formulated and implemented to ensure effective service delivery to the residents of Egbe Idimu LCDA.

Revenue collection was another important aspect of my training. I assisted in monitoring and verifying payments made by residents, business owners, and market traders for various levies, including tenement rates, business permits, and property taxes. I observed how revenue officers conducted assessments and enforced payment compliance. I also helped reconcile revenue accounts to ensure that all collected funds were properly accounted for. Through this experience, I understood the significance of revenue generation in local governance and the challenges faced in ensuring timely payment of taxes and levies.

Payroll management was another critical responsibility I handled. I assisted in processing salary payments for council staff, ensuring that payroll records were accurately maintained. I verified employee details, checked for any discrepancies, and ensured that tax deductions and pension contributions were correctly calculated. Working in this section helped me understand labor laws, employee benefits, and statutory deductions such as PAYE tax and pension contributions. Confidentiality and professionalism were crucial, as handling payroll involved dealing with sensitive financial information.

Financial reporting was another area where I gained significant experience. I participated in preparing financial statements and monthly reports, which were submitted to higher authorities for review. I assisted in compiling financial summaries that reflected the income and expenditure of the local council. Through this, I learned how financial reports played a crucial role in decision-making, accountability, and transparency in governance.

My experience in the Cashier Department was equally enriching. I was responsible for handling cash transactions, issuing receipts, and managing daily cash inflows and outflows. I learned how to balance cash registers, verify payments, and ensure that all transactions were accurately recorded. Working as a cashier required a high level of attention to detail and integrity, as even a minor error in cash handling could lead to financial discrepancies.

One of my primary responsibilities in the Cashier Department was assisting in the disbursement of funds for government projects and official expenses. I worked under the supervision of the senior cashier to ensure that payments were made in accordance with approved budgets and financial policies. I also handled petty cash transactions, recorded daily expenses, and prepared cash reconciliation statements.

I had the opportunity to visit banks to deposit revenue collected by the council. This experience gave me firsthand exposure to banking procedures, including cash deposits, withdrawals, and financial documentation. I learned how to prepare bank deposit slips, verify cash amounts, and maintain proper financial records to ensure accountability. Handling large sums of money required strict adherence to financial policies and security protocols to prevent fraud and mismanagement.

One of the challenges I faced during my training was managing financial records efficiently. With multiple transactions taking place daily, it was essential to maintain accurate documentation and ensure proper filing of receipts and invoices. Initially, I found it challenging to organize financial documents systematically, but with time, I developed effective record-keeping skills that helped me improve efficiency.

Another challenge was dealing with revenue defaulters—individuals and businesses that failed to pay their taxes and levies on time. I observed how revenue officers engaged with defaulters, provided them with payment plans, and enforced penalties when necessary. This experience exposed me to the difficulties faced by local councils in revenue collection and the strategies used to enhance compliance.

Through my SIWES training, I gained exposure to financial auditing processes. I observed how internal auditors reviewed financial records to identify errors, ensure compliance with financial regulations, and detect fraudulent activities. Auditing was a critical aspect of financial management, as it ensured that public funds were properly utilized for community development projects.

I also attended finance meetings where government officials discussed budget performance, financial challenges, and strategies to improve revenue generation. These meetings provided me with insights into the decision-making process of local government administration and the importance of financial planning in governance.

Networking was another valuable aspect of my SIWES experience. I had the opportunity to interact with financial experts, accountants, and senior government officials who shared their knowledge and career experiences with me. I received mentorship and career guidance, which helped me understand potential career paths in finance, accounting, and public administration.

Overall, my SIWES experience at Egbe Idimu LCDA was a transformative journey that equipped me with practical skills, professional exposure, and a deeper understanding of financial management in the

public sector. I developed proficiency in financial record-keeping, revenue collection, budget planning, payroll management, and cash handling. The challenges I faced helped me improve my problem-solving abilities, time management, and organizational skills.

The knowledge I gained during my industrial training will be invaluable as I pursue a career in finance and accounting. My exposure to government financial operations, auditing procedures, and revenue management has strengthened my passion for financial management. This experience has also motivated me to continue learning and developing my expertise in finance, with the goal of contributing effectively to the financial sector, particularly in public finance administration.

SAMPLES:

ONDO WEST LOCAL GOVERNMENT

No PV 01/May, 2024

ORIGINAL

PAYMENT VOUCHER

DUPLICATE (Not Valid for Payment)

DUPLICATE (Not Valid for Payment)

Pay To: AKINSOWON FELIX

TRY LOAN OFFICED

O. W. L. G

FOR TRANSPARENCY USE ONLY

HEAD 22-02-03

SUB-HEAD 01

Amount #5,000 : K

Checked _____

Passed _____

DATE	DESCRIPTION OF PAYMENT	HEADS	SUB-HEAD	#AMOUNT	K
27/05/24	Being Payment made on forest of Interest for the on June 2024. Vide the attached approval.	220203	01	5, 000	
	CERTIFICATE I certify that the cost is being spent in the interest of the local government.				
			total	#5, 000	

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 **ONDO WEST LOCAL GOVERNMENT DEVELOPMENT AREA**, 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.