



**TECHNICAL REPORT**

**ON**

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

**HELD AT**

**BADAGRY LOCAL GOVERNMENT, AJARA SECRETARIAT, BADAGRY,  
LAGOS**

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## **DEDICATION**

This work is dedicated to the Almighty God, for their love, mercies, guidance and protection during and even after this work.

This work is also dedicated to my lovely and caring parents and wonderful brothers and sisters for their love, support and encouragement.

## **ACKNOWLEDGEMENT**

I wish to acknowledge and thank everyone who contributed one way or the other towards the success of my industrial training.

My special thanks goes to the management and my supervisor for their numerous contribution and effort to make this research a success.

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## **TABLE OF CONTENTS**

**Title page**

**Dedication**

**Acknowledgement**

**Abstract**

### **CHAPTER ONE: Introduction**

- 1.1 Historical Background of SIWES
- 1.2 Aims and Objectives of SIWES

### **CHAPTER TWO:**

- 2.1 Introduction to the Organization
- 2.2 Aims and Objectives of the Organization
- 2.3 Organizational Chart

### **CHAPTER THREE:**

- 2.1 Experience gained

### **Chapter four:**

- 3.1 Problems Encountered During the Program

### **Chapter five:**

**Conclusion and Recommendation**

## **ABSTRACT**

*This report highlights the experiences and skills gained during the Student Industrial Work Experience Scheme (SIWES). The training focused on developing proficiency in Microsoft Office applications (Word, Excel, and PowerPoint), CorelDRAW for graphic design, and internet research techniques. The program covered essential topics such as document formatting, data analysis, presentation design, logo creation, and email campaign management. While the experience was beneficial, challenges such as adapting to new software, mastering advanced formatting techniques, internet connectivity issues, and technical glitches were encountered. However, continuous practice, supervisor guidance, and self-learning helped in overcoming these obstacles. Overall, the SIWES program significantly improved technical competencies, problem-solving abilities, and workplace readiness.*

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Historical Background of SIWES**

The Students Industrial Work Experience Scheme (SIWES), is a skills Development programme initiated by the Industrial Training Fund (ITF), in 1973 to bridge the gap between theory and practice among students of Engineering and technology in Institutions of Higher Learning in Nigeria. It provides for on-the-job practical experience for students as they are exposed to work methods and techniques in handling equipment and machinery that may not be available in their Institutions.

**SIWES** was established by **ITF** in 1973 to solve the problem of lack of adequate practical skills preparatory for employment in industries by Nigerian graduates of tertiary institutions.

The Scheme exposes students to industry-based skills necessary for a smooth transition from the classroom to the world of work. It affords students of tertiary institutions the opportunity of being familiarized and exposed to the needed experience in handling machinery and equipment which are usually not available in the educational institutions.

Participation in **SIWES** has become a necessary pre-condition for the award of Diploma and Degree certificates in specific disciplines in most institutions of higher learning in the country, in accordance with the education policy of government.

Duration – Four months for the Polytechnics.

#### **1.2 Aims and Objectives of SIWES**

##### **Aim of the Study**

The aim of the study was to evaluate the impact of SIWES on Technical Skills Development in the Nigerian economy. This is to enable Institutions of Higher Learning and other

Stakeholders assess the performance of their roles in the Scheme.

### **Objectives of SIWES**

1. **To Provide Practical Experience** – SIWES helps students gain hands-on experience in their field of study, complementing their academic knowledge with real-world application.
2. **To Develop Technical Skills** – The program equips students with technical and professional skills relevant to their discipline.
3. **To Enhance Employability** – By acquiring industry-relevant skills, students improve their chances of securing jobs after graduation.
4. **To Familiarize Students with Workplace Ethics** – SIWES helps students understand organizational structure, teamwork, and professional ethics.
5. **To Bridge the Gap Between Theory and Practice** – It ensures that students apply classroom theories in real-life work situations.
6. **To Promote Self-Reliance and Entrepreneurship** – By gaining hands-on knowledge, students can develop skills that make them self-employed or start their own businesses.
7. **To Foster Collaboration Between Institutions and Industries** – SIWES strengthens the relationship between higher institutions and industries, ensuring students get relevant training.
8. **To Improve Research and Development** – Exposure to industry challenges may inspire students to conduct research that contributes to national development.

## **THE ROLE OF THE INDUSTRIAL TRAINING FUND**

The Industrial Training Fund (ITF) was established by the decree 47 of 1971 constitution and charged with the responsibility of promoting and encouraging the acquisition of industrial skills, with the view of generating a collection of indigenous trained manpower, sufficient enough to enhance and meet the needs of the economy so as to promote development. Supervision of students, organizing orientation programs, and disbursing allowances to students are some of the roles played by the industrial training fund in the implementation of SIWES.

## **THE SCOPE AND IMPORTANCE OF SIWES**

The scheme covers all science and technological based students in monotechnic, polytechnics and universities in Nigeria, resulting in a high population of students which is easily managed because of the public and private industries that partake in the scheme. SIWES enables students acquire industrial know-how in their field of study particularly in technological based courses. It also enables students experience the application of theoretical knowledge in solving real life problems.

## **THE ROLE OF THE STUDENT AND THE INSTITUTION**

The role of the student is to partake in the program in such a way that he/she will achieve maximum benefit from the program. The student is advised to ask questions, be submissive, and adhere to all the rules and regulations of the organization where he is attached. Identification of placement opportunities, funding of SIWES supervisors and assessment of the student are some of the roles played by the institutions to ensure smooth running of the program.



## **CHAPTER TWO**

### **2.1 Introduction to the Organization**

Badagry, traditionally known as Agbadarigi, is a coastal town and Local Government Area (LGA) in Lagos State, Nigeria. Situated between metropolitan Lagos and the border with the Republic of Benin, Badagry lies on the north bank of Porto Novo Creek, an inland waterway connecting Lagos to the Beninese capital, Porto-Novo. Founded in the early 15th century, Badagry emerged as a significant port in the trans-Atlantic slave trade between 1736 and 1851. Its protected harbor facilitated the export of enslaved individuals to the Americas, notably to Salvador in Bahia, Brazil. The town served as an intermediary between European traders on the coast and traders from the hinterland.

Following the suppression of the slave trade in the 1840s, Badagry's prominence in this trade diminished. However, it became an important center for Christian missionary activities. In 1842, Christianity was first preached in Nigeria in Badagry, an event commemorated by the Agia Cenotaph. The town was annexed by the United Kingdom in 1863 and incorporated into the Lagos Colony. By 1901, it became part of Nigeria.

Within Badagry, the Ajara community is notable for its cultural and historical significance. The area is characterized by traditional institutions and practices that reflect the rich heritage of the people. The Ajara Vetho Festival, for instance, is a cultural event that showcases traditional music, dance, and customs, attracting visitors and promoting cultural preservation.

Today, Badagry's economy largely depends on fishing and agriculture. The town also maintains a small museum dedicated to the history of slavery, preserving its historical legacy.

## **AIM AND OBJECTIVES OF THE SIWES TRAINING AT LOCAL GOVERNMENT, AJARA SECRETARIAT, BADAGRY, LAGOS**

### **AIM**

The primary aim of my Student Industrial Work Experience Scheme (SIWES) at the Local Government, Ajara Secretariat, Badagry, Lagos was to gain practical experience in planning, budgeting, financial documentation, data management, and revenue collection within a government setting. This training aimed to bridge the gap between theoretical knowledge acquired in school and real-world applications in public administration and financial management.

### **OBJECTIVES**

The specific objectives of my SIWES training include:

#### **1. To Understand Budget Planning and Financial Management**

- Learn how local government budgets are prepared, analyzed, and managed.
- Gain insight into expenditure control, financial documentation, and budget adjustments.

#### **2. To Acquire Practical Knowledge in Financial Documentation**

- Learn how to **code and process payment vouchers (PV)**.
- Understand how financial records are kept, verified, and audited.

#### **3. To Develop Data Management and Record-Keeping Skills**

- Learn how to design and maintain financial databases.
- Develop skills in **analyzing and interpreting financial data** for decision-making.

#### **4. To Gain Experience in Revenue Collection and Compliance**

- Participate in **revenue drives** to markets and businesses for toll collection.
- Understand how trade permits and taxes are enforced within the local government.

**5. To Enhance Teamwork, Communication, and Collaboration Skills**

- Work effectively with colleagues to achieve team goals.
- Develop strong interpersonal and communication skills for workplace interactions.

**6. To Learn the Importance of Budget Monitoring and Performance Evaluation**

- Participate in **budget analysis and reporting** to evaluate the financial performance of different departments.
- Understand how financial policies and strategies impact government operations.

**7. To Develop Problem-Solving and Critical Thinking Abilities**

- Learn how to handle challenges in financial planning and administration.
- Apply theoretical knowledge to solve real-world problems in public finance.

**8. To Gain Exposure to Government Administrative Processes**

- Understand how different departments coordinate to achieve financial and administrative goals.
- Learn about the structure and functions of local government finance departments.

## 2.3 ORGANIZATION CHART

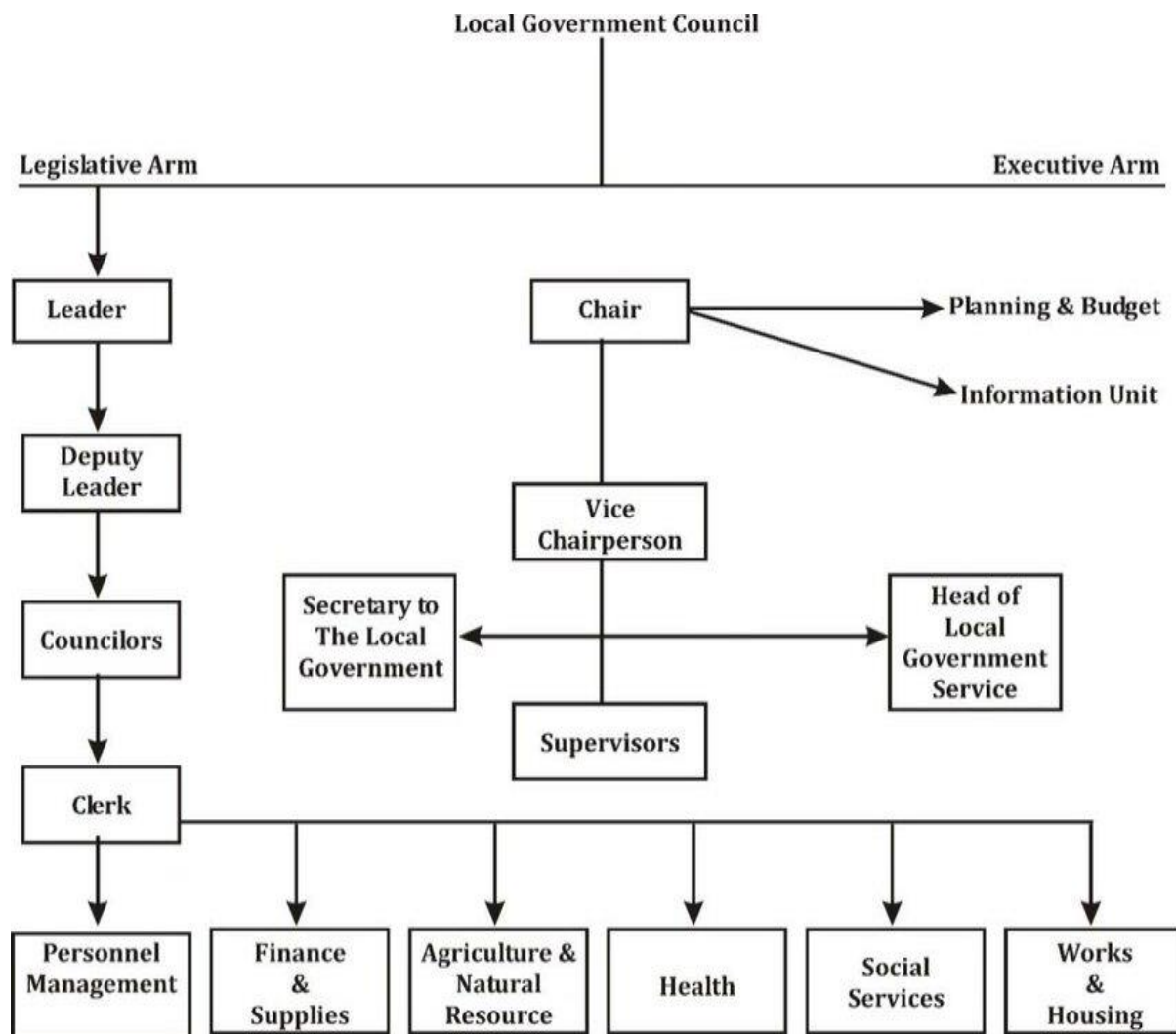


Figure 1.1: Organogram of the Company

## **CHAPTER THREE**

### **3.1 INDUSTRIAL TRAINING (SIWES) EXPERIENCE**

#### **EXPERIENCE GAINED**

##### **1. Understanding Payment Vouchers and Financial Documentation**

During my training, I learned how to code payment vouchers (PV) and process departmental expenditure adjustments. This experience provided me with insights into how financial transactions are recorded and the importance of maintaining accurate financial records.

##### **2. Budgeting and Financial Planning**

I participated in budget analysis and reporting, which involved monitoring departmental budget performance. This helped me understand how organizations allocate resources, manage expenditures, and ensure financial accountability.

##### **3. Data Management and Record-Keeping**

I acquired skills in maintaining accurate records and designing databases to store financial information. Additionally, I learned data analysis techniques, which improved my ability to interpret financial data effectively.

##### **4. Teamwork and Collaboration**

Collaboration was a key part of my experience. I worked with colleagues to achieve team goals, which enhanced my ability to function effectively in a professional setting. I also developed strong communication skills, which are essential for teamwork and organizational success.

##### **5. Practical Exposure to Revenue Collection and Compliance**

I participated in a revenue drive at Ilorin Market, where I was involved in closing market tolls and collecting trade permits. This experience exposed me to the realities of revenue collection, compliance, and financial enforcement in an organizational setting.

## CHAPTER FOUR

### 4.1 CHALLENGES FACED DURING SIWES

During my **four-month SIWES training**, I encountered several challenges that tested my adaptability, problem-solving skills, and patience. Below are some of the key challenges I faced:

#### 1. Inadequate Working Equipment

One of the major challenges was the **lack of adequate office equipment** such as functional computers, printers, and internet access. This sometimes made it difficult to process financial records, maintain accurate databases, and conduct research efficiently.

#### 2. Slow Bureaucratic Processes

The government system operates with **rigid bureaucratic procedures**, causing delays in approvals and processing of financial documents like **payment vouchers (PV)** and budget reports. This slowed down work and required a lot of follow-ups.

#### 3. Limited Access to Confidential Information

As an intern, there were **restrictions on accessing sensitive financial records and budget details**. This sometimes limited my ability to fully understand how financial decisions were made.

#### 4. High Workload with Limited Supervision

At times, I had to handle multiple tasks without much supervision, which was challenging as I was still learning. Balancing **record-keeping, data analysis, and revenue collection** with minimal guidance was quite demanding.

#### 5. Challenges in Revenue Collection

- During the **revenue drive at the market**, some traders resisted payment, arguing that

they had already paid or questioning the purpose of the levies.

- This experience taught me the **importance of patience, negotiation, and effective communication** in public finance management.

## 6. Communication Barriers

- Since Badagry is a multilingual environment, some traders and stakeholders spoke only **Egun or French**, making communication difficult during revenue collection.
- I had to rely on colleagues who understood these languages or use **simplified English and sign language** to communicate.

## 7. Adapting to Office Work Ethics

- The **transition from a school setting to a formal office environment** required adapting to workplace ethics such as **reporting on time, dressing formally, and maintaining professionalism** at all times.
- Initially, it was challenging to adjust to **long working hours** and office routines, but I gradually adapted.

## 8. Power Outages and Poor Internet Connectivity

Frequent **power outages** affected computer-related tasks, and poor internet connectivity sometimes made online research and financial data updates difficult.

## **CHAPTER FIVE**

### **CONCLUSION**

My four-month SIWES training at Local Government, Ajara Secretariat, Badagry, Lagos was a highly valuable and transformative experience. It provided me with practical exposure to key areas such as budget planning, financial documentation, revenue collection, data management, and administrative processes within a government setting.

Despite facing challenges such as bureaucratic delays, limited access to information, inadequate working equipment, and communication barriers, I was able to adapt, develop problem-solving skills, and enhance my teamwork and communication abilities.

This training significantly bridged the gap between theory and practice, allowing me to apply classroom knowledge in a real-world environment. It also helped me build professionalism, patience, resilience, and critical thinking skills, which will be highly beneficial in my future career in Industrial Relations and Personnel Management.

Overall, my SIWES experience was rewarding and enlightening, preparing me for the demands of the workplace and reinforcing my interest in financial management and organizational planning.

### **RECOMMENDATION**

As a result of difficulties experienced during the four months SIWES program, I would like to recommend the following changes: The duration of SIWES should be extended so as to enable students be more experienced. The ITF should make monthly allowance available for students, so as to put an end to financial difficulties that may arise as a result of transport problems. The Institutions and ITF should help students to get a place of attachment so that the program may commence as planned.

The following recommendations were based on the findings of the study and as a solution to the identified problems.



**PROPER COORDINATION AND SUPERVISION OF THE EXERCISE:** The various bodies involved in the management of the SIWES exercise i.e. Industrial Training Fund (ITF), NUC, NBTE and NCCE should come together and fashion out a modality that will ensure smooth operation of the SIWES exercise. Efforts should be made to ensure that students attached to the organization are properly supervised to ensure that what they are doing is in line with the objectives of the SIWES exercise.

The various bodies involved in the management of the SIWES programme should liaise with the various industries ahead of time so as to minimize or reduce to the barest minimum the high level of refusal to accept students for their industrial training participation.

**ISSUING OF LOG BOOKS/IT LETTERS ON TIME:** The log books used by the student during the industrial training period and the IT letters should be issued to the students at the end of the first semester exam as against the end of second semester examination as this will afford the students enough time to search for places that are relevant to their field of study.

**EMPLOYMENT OF EXPERTS:** The various institutions should endeavor to employ experts in the areas of career development to manage the student's industrial placement centers.