

TECHNICAL REPORT
ON
STUDENTS INDUSTRIAL WORK EXPERIENCE SCHEME (SIWES)
AT

INDUSTRIAL TRAINING FUND, ILORIN
ITF, ASADAM ROAD, ILORIN, KWARA STATE.

PRESENTED BY:

MAHMUD KAMALDEEN BABAITA

ND/23/BFN/PT/0019

TO BE SUBMITTED TO THE DEPARTMENT OF BANKING AND
FINANCE,

KWARA STATE POLYTECHNIC, ILORIN, KWARA STATE.

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
AWARD OF NATIONAL DIPLOMA (ND) OF BANKING AND FINANCE.

MARCH, 2025

DEDICATION

I dedicate my Industrial Training report to Almighty God, who has given me the grace to participate in the SIWES program, to my Parents and as many that have contributed greatly to the success of my Industrial Training.

ACKNOWLEDGEMENT

I thank God who has seen me throughout my SIWES program and also thank my Industrial based supervisor who guided me through My Industrial training. I also send out my appreciation to my lecturers, friends and Coworkers for their moral support. My special thanks to my wonderful and lovely parents Mr. and Mrs. Soliu who were there for me in terms of care, prayers, financial support and others.

TABLE OF CONTENTS

Title Page

Dedication

Acknowledgment

Table of content

CHAPTER ONE: INTRODUCTION

1.1 Background

1.2 Brief historical development of SIWES

1.3 Objectives of SIWES

CHAPTER TWO: DESCRIPTION OF THE ESTABLISHMENT OF ATTACHMENT

2.1 Location and Brief history of establishment

2.2 Objectives of establishment

2.3 Organization Structure

2.4 Departments in the establishment and their functions

CHAPTER THREE: INDUSTRIAL EXPERIENCE

3.1 Work Done

3.2 Tools and Equipment Used

3.3 Safety precautions

3.4 Challenges faced during my SIWES Programme

CHAPTER FOUR: SUMMARY, CONCLUSION AND RECOMMENDATION

4.1 Summary

4.2 Conclusion

4.3 Recommendation

References

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND

The Students Industrial Work Experience Scheme (SIWES) is a work-based learning program designed to prepare students for the transition from academic life to professional careers. It is an integral part of the Nigerian educational system, aimed at equipping students with practical skills and knowledge to complement their theoretical studies. SIWES was established in 1973 by the Industrial Training Fund (ITF) in response to the growing concerns of employers about the lack of practical skills among graduates from tertiary institutions (Ezeabikwa, 1991). The scheme is a collaborative initiative involving students, tertiary institutions, employers of labor, and the ITF.

The program was introduced to address the gap between classroom learning and the real-world demands of industries. It recognizes that while theoretical knowledge is essential, it is often insufficient for solving practical problems in professional environments. SIWES provides students with opportunities to gain hands-on experience, develop technical competencies, and understand workplace ethics and culture (Agbai, 1992).

The scheme is a mandatory part of the curriculum for students studying courses such as engineering, technology, medical sciences, agriculture, education, and other applied sciences. It typically lasts for six months for university undergraduates and four months for students in polytechnics or colleges of education (ITF, 2024). Through this initiative, students are exposed to industrial practices and technologies that are not available within their academic institutions. This exposure enhances their employability and prepares them for the challenges of the modern workforce (Adebayo & Adesanya, 2013).

SIWES also serves as a platform for fostering partnerships between educational institutions and industries. These partnerships enable industries to contribute to curriculum development by providing feedback on the skills and knowledge required in the workplace. This collaboration ensures that graduates are better equipped to meet industry standards and expectations (Akinyemi & Abiodun, 2018).

In summary, SIWES is a vital component of Nigeria's educational system that bridges the gap between theory and practice. It plays a crucial role in preparing students for professional careers by equipping them with practical skills, knowledge, and experiences that are essential for success in their chosen fields.

1.2 BRIEF HISTORICAL DEVELOPMENT OF SIWES

The history of SIWES dates back to the early 1970s when Nigeria experienced rapid industrial growth following its independence. This growth created a demand for skilled manpower to operate and manage industrial facilities. However, employers soon realized that graduates from tertiary institutions lacked the practical skills needed to perform effectively in the workplace (Ezeabikwa, 1991).

In response to this challenge, the Industrial Training Fund (ITF) was established in 1971 by Decree No. 47 with a mandate to promote skill acquisition and manpower development in Nigeria. Two years later, in 1973, SIWES was introduced as one of ITF's flagship programs aimed at addressing the skill gap among graduates (ITF, 2024). Initially, SIWES was fully funded and managed by ITF. The program targeted students in engineering and technology-related fields who required practical training as part of their academic curriculum (Adebayo & Adesanya, 2013).

By 1978, financial constraints forced ITF to withdraw from direct management of SIWES. The Federal Government subsequently transferred oversight responsibilities to the National Universities Commission (NUC) for universities and the National Board for Technical

Education (NBTE) for polytechnics and colleges of education (Legit.ng, 2022). However, this arrangement proved ineffective due to inadequate funding and poor coordination among stakeholders. In 1984, management responsibilities were returned to ITF under a new funding arrangement supported by the Federal Government (SmartBukites, 2023).

Over time, SIWES has undergone significant changes aimed at improving its effectiveness and expanding its scope. Initially limited to engineering and technology disciplines, it now includes other fields such as medical sciences, agriculture, business administration, and education. These changes reflect an ongoing commitment to align SIWES with evolving industry needs and national development goals (Akinyemi & Abiodun, 2018).

Today, SIWES is recognized as one of Nigeria's most successful initiatives for bridging the gap between academic learning and industrial practice. It has become an essential component of tertiary education in Nigeria, contributing significantly to skill development and employability among graduates.

1.3 OBJECTIVES OF SIWES

The primary objectives of SIWES are multifaceted and aim to enhance both student learning and industry engagement:

- To provide students with industrial skills and experience relevant to their field of study.
- To expose students to work methods and techniques that may not be available in their academic institutions.
- To facilitate a smoother transition from academic life to professional employment by enhancing students' networks with potential employers.
- To allow students to apply theoretical knowledge in practical settings, thereby bridging the gap between theory and practice.

- To strengthen employer participation in the educational process by fostering collaboration between educational institutions and industries (Ezeabikwa, 1991; ITF, 2024).

CHAPTER TWO

DESCRIPTION OF THE ESTABLISHMENT OF ATTACHMENT

2.1 LOCATION AND BRIEF HISTORY OF ESTABLISHMENT

The Industrial Training Fund (ITF), Ilorin Area Office, is strategically located at ITF, Asadam Road, Ilorin, Kwara State. This location places it in a relatively accessible area within the state capital, allowing for ease of access for trainees, employers, and other stakeholders within the region.

The Industrial Training Fund (ITF) stands as a pivotal Nigerian government agency, established on October 8, 1971, through Decree No. 47 of 1971, later enacted as an Act of the National Assembly. The genesis of the ITF was rooted in the recognition of a critical need: the development of skilled manpower within Nigeria's burgeoning industrial and commercial sectors. In the early 1970s, Nigeria was experiencing a period of economic growth, fueled in part by the oil boom. However, this growth was hampered by a significant shortage of skilled labor, posing a substantial impediment to further industrial advancement and modernization.

The ITF's establishment was thus a proactive step by the Federal Government to address this skills gap, fostering self-reliance and sustainable economic development. The Fund was designed to play a central role in developing a workforce equipped with the necessary skills to drive industrial growth and compete in the global marketplace.

Initially, the ITF operated as a Parastatal "B" organization, overseen by a Director. In 1981, it was upgraded to a Parastatal "A" status, with the Director-General assuming the role of Chief Executive, reporting to the Ministry of Industry. This transition reflected the increasing importance and expanded responsibilities of the ITF in national development.

Since its inception, the ITF has undergone significant evolution and expansion. It has broadened its organizational structure, developed a diverse array of training programs, and continuously refined its strategies to adapt to the ever-changing demands for skilled

manpower in the Nigerian economy. Over the years, the ITF has not only focused on traditional industrial skills but has also embraced emerging fields such as information technology, entrepreneurship, and management, ensuring that its training programs remain relevant and responsive to the needs of the 21st-century economy.

2.2 OBJECTIVES OF ESTABLISHMENT

The core objective of the ITF is to spearhead the acquisition of industrial and commercial skills across Nigeria, thereby contributing significantly to the nation's economic development by cultivating a highly trained and competent workforce. This overarching objective is achieved through several specific mandates, which include:

- **Skills Acquisition Promotion:** The ITF is charged with providing, promoting, and encouraging the acquisition of skills in industry and commerce. This involves designing and implementing a wide range of training programs, workshops, and apprenticeship schemes aimed at equipping individuals with practical skills that are directly applicable to the workplace. The goal is to create a large pool of skilled indigenous manpower capable of meeting the staffing needs of both the private and public sectors.
- **Training in Management, Technical, and Entrepreneurial Development:** Recognizing the importance of well-rounded professionals, the ITF also provides training in management, technical, and entrepreneurial development. These programs are designed to enhance the leadership capabilities of managers, improve the technical expertise of workers, and foster a culture of entrepreneurship among Nigerians. By equipping individuals with these skills, the ITF aims to promote innovation, productivity, and economic growth.
- **Setting and Monitoring Training Standards:** To ensure the quality and relevance of training programs, the ITF sets training standards in all sectors of the economy and

monitors adherence to these standards. This involves developing curricula, accrediting training providers, and conducting assessments to ensure that training programs meet the needs of employers and prepare trainees for successful careers.

- **Vocational Skills Evaluation and Certification:** The ITF plays a crucial role in evaluating and certifying vocational skills acquired by apprentices, craftsmen, and technicians. This certification process, conducted in collaboration with relevant organizations, provides formal recognition of skills and enhances the employability of skilled workers.
- **Managing the Students Industrial Work Experience Scheme (SIWES):** The ITF is entrusted with the management and administration of the Students Industrial Work Experience Scheme (SIWES) on behalf of the Federal Government. SIWES is a vital program that provides students in tertiary institutions with practical, hands-on experience in their fields of study. By coordinating SIWES, the ITF helps bridge the gap between theory and practice, preparing students for the challenges of the workplace.

The ITF's vision is to be recognized as the foremost skills training and development organization in Nigeria and a leading institution globally. Its mission is to establish and regulate standards while delivering direct training interventions in industrial and commercial skills training and development. This is achieved through a dedicated team of highly competent professional staff, employing modern techniques and cutting-edge technology.

2.3 ORGANIZATION STRUCTURE

The Industrial Training Fund (ITF) operates under the guidance of a Governing Council, comprising 13 members who provide strategic direction and oversight. The Director-General serves as the Chief Executive of the ITF, responsible for the day-to-day management and administration of the Fund.

The ITF's organizational structure is designed to facilitate effective delivery of its mandate across the country. The Fund comprises multiple departments and units at its headquarters, along with strategically located area offices, specialized skills training centers, and a Center for Industrial Training Excellence. This decentralized structure enables the ITF to reach a wide range of stakeholders, respond to local needs, and deliver customized training programs.

2.4 DEPARTMENTS IN THE ESTABLISHMENT AND THEIR FUNCTIONS

The ITF's operations are structured around various departments, each with distinct responsibilities and functions. These departments work collaboratively to achieve the Fund's overall objectives:

- **Administration & Human Resource Management Department:** This department is the backbone of the ITF's workforce, responsible for a wide range of functions, including recruitment, training, performance management, promotion, and disciplinary actions. It also handles industrial relations, ensuring a harmonious working environment, and oversees staff welfare programs to enhance employee satisfaction and productivity. Furthermore, the department is responsible for career development initiatives, providing employees with opportunities for growth and advancement within the organization.
- **Finance and Accounts Department:** The Finance and Accounts Department is entrusted with the critical task of managing the ITF's financial resources. Its responsibilities encompass budgeting, ensuring efficient allocation of funds, preparing

accurate financial statements, managing payroll, and implementing robust internal controls to safeguard the organization's assets.

- **Research and Curriculum Development Department:** This department plays a pivotal role in ensuring that the ITF's training programs remain relevant and up-to-date. It conducts research to identify emerging skills needs, develops innovative training curricula, and evaluates the effectiveness of existing programs.
- **Procurement Department:** The Procurement Department is responsible for the acquisition of goods, services, and works necessary for the ITF's operations. It adheres to strict procurement procedures to ensure transparency, accountability, and value for money.
- **Technical & Vocational Skills Training Department:** This department is at the forefront of delivering technical and vocational skills training programs. It designs and implements a wide range of courses, workshops, and apprenticeship schemes that equip individuals with practical skills in various trades and industries.
- **Revenue & Inspectorate Compliance Department:** The Revenue & Inspectorate Compliance Department is responsible for generating revenue for the ITF through the collection of training contributions from employers. It also conducts inspections to ensure compliance with the ITF Act and regulations.
- **Information & Communications Technology Department:** In today's digital age, the Information & Communications Technology Department plays a vital role in managing the ITF's IT infrastructure, developing and maintaining software applications, and providing IT support to staff. It also leverages technology to enhance the delivery of training programs and improve communication with stakeholders.

- **Field Services Department:** The Field Services Department oversees the operations of the ITF's area offices and training centers across the country. It ensures that these facilities are well-managed and that training programs are delivered effectively.
- **Business Training Department:** This department focuses on providing training in management and leadership development, as well as entrepreneurship. Its programs are designed to equip managers with the skills they need to lead effectively, and to foster a culture of entrepreneurship among Nigerians.
- **Corporate Planning Department:** The Corporate Planning Department is responsible for developing the ITF's strategic plans, monitoring the implementation of projects, and evaluating the impact of the organization's programs. It ensures that the ITF's activities are aligned with its overall objectives and that resources are used effectively.

CHAPTER THREE

INDUSTRIAL EXPERIENCE

3.1 WORK DONE

During my 14-week SIWES program at the Industrial Training Fund (ITF), Ilorin, I was assigned to the Finance and Accounts Department. This placement provided me with invaluable practical exposure to the financial operations of a government agency and a deeper understanding of accounting principles in a real-world setting. My experience focused primarily on financial record-keeping, transaction processing, and supporting the preparation of financial reports.

My daily tasks and responsibilities were diverse and aimed at giving me a holistic understanding of the Finance and Accounts Department's functions. These included:

- **Assisting in the preparation of monthly financial reports:** I actively participated in data entry, reconciliation of accounts, and analysis of expenditure patterns. I was responsible for inputting data from various sources, such as invoices and receipts, into the accounting system. I learned to identify discrepancies and errors in the data and take corrective action to ensure accuracy. This provided me with a practical understanding of accounting principles and the importance of accuracy in financial record-keeping. I also gained experience in analyzing financial data to identify trends and patterns that could inform decision-making.
- **Processing payment vouchers:** I was involved in reviewing payment vouchers for accuracy and completeness, ensuring that all necessary supporting documentation was attached, and verifying that the payments were authorized by the appropriate personnel. I also assisted in preparing checks and electronic fund transfers for various payments, such as salaries, vendor invoices, and training expenses. This gave me

valuable experience in accounts payable processes and the importance of adhering to established financial policies and procedures.

- **Reconciling bank statements:** I assisted in reconciling bank statements with the accounting records to identify any discrepancies and ensure that all transactions were properly recorded. This involved comparing the bank statement to the cash book, identifying any outstanding checks or deposits, and investigating any differences. This task enhanced my attention to detail and analytical skills and reinforced the importance of accurate record-keeping.
- **Maintaining the cash book:** I was responsible for recording all cash receipts and disbursements in the cash book, ensuring that all transactions were properly documented and classified. This involved verifying the accuracy of the cash count, preparing deposit slips, and reconciling the cash balance with the bank statement. This task provided me with a practical understanding of cash management principles and the importance of maintaining accurate records of cash transactions.
- **Filing financial documents:** I assisted in organizing and filing financial documents, such as invoices, receipts, bank statements, and payment vouchers, ensuring that they were properly labeled and stored in a secure location. This task emphasized the importance of maintaining organized and accessible records for auditing and reporting purposes. I also learned about different filing systems and how to retrieve documents efficiently.
- **Assisting with budget preparation:** I supported the senior accountants in gathering data for the annual budget preparation. This included compiling historical financial data, researching industry trends, and analyzing departmental budget requests. This provided me with insight into the budgeting process and the factors that influence financial planning.

Overall, my SIWES experience in the Finance and Accounts Department at the ITF Ilorin was incredibly enriching. It allowed me to apply theoretical knowledge gained in the classroom to real-world situations, develop valuable professional skills, and gain a deeper appreciation for the role of finance in a government agency.

3.2 TOOLS AND EQUIPMENT USED

During my SIWES program, I had the opportunity to work with a variety of tools and equipment commonly used in a finance and accounting department. These included:

- **Computers:** I used desktop computers daily for various tasks such as data entry, report writing, email communication, and accessing online resources. I became proficient in using Microsoft Office Suite (Word, Excel, PowerPoint), particularly Excel for data analysis and financial modeling.
- **Accounting Software (Sage):** I gained hands-on experience using Sage accounting software to record financial transactions, generate reports, and manage accounts. I learned how to navigate the software, input data accurately, and troubleshoot common issues.
- **Printers and Scanners:** I utilized printers for printing financial reports, payment vouchers, and other documents. I also used scanners to digitize invoices, receipts, and other supporting documentation.
- **Photocopying Machines:** I used photocopying machines for reproducing financial documents, creating multiple copies of reports, and assisting with administrative tasks.
- **Calculators:** I used calculators for performing various calculations related to financial transactions, such as calculating interest, depreciation, and tax liabilities.
- **Adding Machines:** I used adding machines to verify totals and reconcile financial records, ensuring accuracy in calculations.

3.3 SAFETY PRECAUTIONS

While the Finance and Accounts Department at the ITF Ilorin office environment is generally safe, it was important to adhere to safety precautions to prevent accidents and ensure a healthy working environment. I observed and practiced the following safety measures:

- **Ergonomics:** I maintained proper posture while working at the computer to prevent musculoskeletal problems. I ensured that my chair was adjusted to the correct height, my monitor was at eye level, and my keyboard and mouse were positioned comfortably. I took regular breaks to stretch and move around to avoid stiffness and fatigue.
- **Electrical Safety:** I avoided overloading electrical sockets and ensured that all electrical equipment was properly grounded. I reported any faulty wiring or damaged equipment to the appropriate personnel. I made sure to unplug electrical devices when not in use to conserve energy and prevent electrical hazards.
- **Fire Safety:** I familiarized myself with the location of fire extinguishers and emergency exits. I understood the procedures for evacuating the building in case of a fire and participated in fire drills when conducted. I also made sure to keep flammable materials away from electrical equipment and heat sources.
- **Data Security:** I adhered to strict data security protocols to protect confidential financial information. I used strong passwords, logged out of my computer when not in use, and avoided sharing sensitive information via email or other unsecured channels. I also followed the organization's policies on data storage and disposal to prevent unauthorized access or disclosure.
- **Confidentiality:** I maintained the confidentiality of all financial information and avoided discussing sensitive matters with unauthorized individuals. I understood the

importance of protecting the organization's financial interests and adhering to ethical standards.

- **COVID-19 Precautions:** I adhered to all COVID-19 safety protocols, including wearing a face mask, washing my hands frequently, and maintaining social distancing. I also followed the organization's guidelines on hygiene and sanitation to prevent the spread of the virus.

3.4 CHALLENGES FACED DURING MY SIWES PROGRAMME

During my SIWES program, I encountered some challenges that tested my adaptability and problem-solving skills. These included:

- **Limited initial knowledge of Sage accounting software:** Initially, I had limited experience with Sage accounting software, which is the primary tool used by the Finance and Accounts Department. This made it challenging to complete tasks efficiently and accurately. To overcome this, I sought assistance from my supervisor and colleagues, utilized online tutorials, and practiced using the software during my free time. I also attended training sessions offered by the ITF to enhance my skills. This allowed me to gradually improve my proficiency and contribute more effectively to the team.
- **Dealing with a high volume of financial transactions:** During peak periods, such as month-end closing, I found it challenging to handle the large number of financial transactions efficiently and accurately. The pressure to meet deadlines and ensure data integrity was significant. To address this, I improved my time management skills, prioritized tasks effectively, and sought clarification from my supervisor when unsure of how to process specific transactions. I also learned to use keyboard shortcuts and other efficiency tips to streamline the data entry process.

- **Understanding complex accounting concepts:** Some of the accounting concepts used by the Finance and Accounts Department, such as depreciation, amortization, and accrual accounting, were initially difficult for me to grasp. To gain a better understanding, I researched these concepts online, consulted with my supervisor and colleagues, and reviewed relevant textbooks and accounting standards. I also participated in training sessions offered by the ITF to enhance my knowledge.
- **Reconciling discrepancies in financial records:** I encountered several instances where there were discrepancies between the accounting records and supporting documentation, such as invoices and bank statements. Resolving these discrepancies required meticulous attention to detail, analytical skills, and the ability to trace transactions through multiple systems. To improve my skills in this area, I sought guidance from my supervisor and colleagues and practiced reconciling different types of financial records.
- **Maintaining confidentiality of sensitive information:** As a member of the Finance and Accounts Department, I had access to highly sensitive financial information, such as salaries, bank account details, and financial performance data. Maintaining the confidentiality of this information was a critical responsibility. To ensure compliance, I adhered to strict data security protocols, avoided discussing sensitive matters with unauthorized individuals, and followed the organization's policies on data storage and disposal.

CHAPTER FOUR

SUMMARY, CONCLUSION AND RECOMMENDATION

4.1 SUMMARY

This Students Industrial Work Experience Scheme (SIWES) report summarizes my 14-week industrial training experience at the Industrial Training Fund (ITF), Ilorin, specifically within the Finance and Accounts Department. The primary objective of this SIWES program was to provide me with practical exposure to the operations of a finance department in a government agency, bridging the gap between theoretical knowledge acquired in the classroom and the practical application of accounting principles in a real-world setting.

During my attachment, I was actively involved in various tasks that contributed to the day-to-day functioning of the Finance and Accounts Department. These tasks included assisting in the preparation of monthly financial reports, processing payment vouchers, reconciling bank statements, maintaining the cash book, filing financial documents, and assisting with budget preparation. I utilized tools and equipment such as computers, Sage accounting software, printers, scanners, calculators, and adding machines to perform these tasks efficiently.

I also learned about the importance of adhering to safety precautions to prevent accidents and ensure a healthy working environment. These included ergonomics, electrical safety, fire safety, data security, confidentiality, and COVID-19 precautions.

While I encountered certain challenges during my SIWES program, such as limited initial knowledge of Sage accounting software, dealing with a high volume of financial transactions, understanding complex accounting concepts, reconciling discrepancies in financial records, and maintaining confidentiality of sensitive information, I viewed them as valuable learning opportunities. I developed resilience, problem-solving skills, and a proactive approach to learning.

Overall, my SIWES experience at the ITF Ilorin was incredibly enriching. It allowed me to apply theoretical knowledge gained in the classroom to real-world situations, develop valuable professional skills, and gain a deeper appreciation for the role of finance in a government agency.

4.2 CONCLUSION

Based on my experience at the Industrial Training Fund (ITF), Ilorin, I can confidently conclude that the SIWES program is an invaluable component of the academic curriculum for students in Banking and Finance. The program effectively provides students with the opportunity to gain practical experience, develop essential skills, and enhance their understanding of the professional world.

My time in the Finance and Accounts Department at the ITF Ilorin allowed me to witness firsthand the application of accounting principles, the importance of financial control, and the role of the finance department in supporting the overall mission of the organization. I developed a stronger understanding of accounting software, improved my analytical skills, and gained valuable experience in working as part of a team.

The challenges I encountered during my SIWES program provided me with opportunities for personal and professional growth. I learned how to overcome obstacles, adapt to new situations, and seek guidance from experienced professionals. The skills and knowledge I gained during this program have significantly enhanced my confidence and prepared me for a future career in the field of finance.

4.3 RECOMMENDATION

Based on my observations and experiences during the SIWES program at the Industrial Training Fund (ITF), Ilorin, I would like to offer the following recommendations to improve the SIWES program for future participants and enhance the effectiveness of the Finance and Accounts Department:

- **Provide more comprehensive training on Sage accounting software:** Many students, including myself, may have limited prior experience with specific accounting software used in the workplace. Providing more comprehensive training on Sage accounting software or other relevant accounting software before or during the SIWES program would better prepare students for their tasks and enhance their productivity. This training could include hands-on workshops, online tutorials, and access to training materials.
- **Offer more structured mentorship and guidance:** While I received valuable support from my supervisor and colleagues, a more structured mentorship program could further enhance the learning experience for SIWES students. Assigning a dedicated mentor to each student would provide them with a consistent source of guidance, support, and feedback. Mentors could provide advice on career development, help students navigate challenges, and provide opportunities for networking.
- **Increase the level of involvement in more complex tasks:** While I was involved in a variety of tasks, I believe that increasing the level of involvement in more complex and challenging assignments would further enhance the learning experience. This could include tasks such as preparing financial statements, conducting financial analysis, and participating in audits. Providing students with opportunities to work on

more complex tasks would allow them to develop higher-level skills and gain a deeper understanding of the finance function.

- **Enhance data security awareness training:** Given the sensitive nature of financial information, it is essential to provide students with comprehensive training on data security and confidentiality. This training should cover topics such as password security, data encryption, phishing awareness, and compliance with relevant regulations. Reinforcing the importance of data security and providing students with the knowledge and skills to protect confidential information would help prevent data breaches and maintain the integrity of the organization.
- **Promote better communication between the ITF and participating institutions:** To ensure that the SIWES program is aligned with the curriculum and learning objectives of participating institutions, it is essential to promote better communication between the ITF and these institutions. This could include regular meetings between ITF staff and faculty members to discuss program requirements, student performance, and areas for improvement. This collaboration would help ensure that the SIWES program is relevant, effective, and beneficial for both students and the organization.
- **Encourage more feedback and evaluation:** Implementing a more robust feedback and evaluation system would help the ITF to continuously improve the SIWES program. This could include regular feedback sessions with students, supervisors, and mentors, as well as formal evaluations of student performance. The feedback and evaluations should be used to identify areas for improvement and to recognize and reward outstanding performance.