



**STUDENTS' INDUSTRIAL WORK EXPERIENCE SCHEME  
(SIWES)**

**HELD AT**

**KWARA STATE MINISTRY OF AGRICULTURE AND RURAL DEVELOPMENT  
1383, OLD JEBBA ROAD, AGRIC AREA, ILORIN**

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## **DEDICATION**

This report is dedicated to Almighty God for its successful completion.

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I give thanks and appreciation to Almighty God for the success completion of this report writing.

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## **CHAPTER ONE**

### **1.1 Background to SIWES**

The Student Industrial Work Experience Scheme (SIWES) was introduced as a practical training program for students in tertiary institutions across Nigeria. The initiative was born out of the need to bridge the gap between theoretical knowledge gained in the classroom and the practical realities of the workplace. Many graduates were leaving school without the necessary skills required to function effectively in their industries, and SIWES was introduced as a solution to that problem.

This program is designed to expose students to real work environments where they can gain hands-on experience relevant to their course of study. By working directly in organizations, students are able to develop a better understanding of how theories and principles taught in school are applied in real-life situations. For Banking and Finance students like myself, this means seeing how financial operations are managed on a day-to-day basis, especially within public or private sector establishments.

SIWES was established by the Industrial Training Fund (ITF) in 1973 and is a requirement for students in science, engineering, technology, and management-related courses. Over the years, it has grown into a vital part of the Nigerian education system, providing students with the opportunity to interact with professionals in their field and gain meaningful insights that cannot be fully captured in a classroom.

Participating in SIWES is not just about learning work ethics or organizational culture—it's about gaining exposure, asking questions, learning from mistakes, and understanding how to navigate professional challenges. It gives students the chance to develop soft skills such as communication, teamwork, time management, and accountability, which are just as important as technical knowledge.

For Banking and Finance students, the training opens the door to learning how financial records are kept, how budgets are prepared, and how government spending is monitored. It also helps us appreciate the role of finance in both private and public organizations. At the Kwara State Ministry of Agriculture, for example, I was able to learn how financial transactions are processed and how agricultural projects are supported financially through various funding sources.

The idea behind SIWES is that by the time students graduate, they are no longer new to the work environment. They already have a feel for how things operate and are better prepared to take on responsibilities. This helps reduce the burden of training for employers and makes young graduates more employable and productive from the outset.

By and large, SIWES is a carefully designed program that equips students with relevant job experience while still in school. It provides an avenue for practical learning, helps students build confidence in their field, and ultimately prepares them to contribute meaningfully to the economy upon graduation. My experience at the Kwara State Ministry of Agriculture has helped me realize the importance of financial discipline and the value of hands-on learning in building a strong professional foundation.

## **1.2 Objectives of SIWES**

The followings are some of the objectives of SIWES:

- i. To expose students to real working environments related to their field of study.
- ii. To bridge the gap between classroom theories and practical industry experience.
- iii. To develop students' technical and professional skills through hands-on activities.
- iv. To enhance students' understanding of workplace ethics and organizational culture.
- v. To help students apply theoretical knowledge to solve real-life problems.
- vi. To build students' confidence in handling professional tasks and responsibilities.

## **CHAPTER TWO**

### **2.1 History of the Organization**

The Kwara State Ministry of Agriculture is one of the core ministries under the Kwara State Government, established to promote agricultural development, food security, and rural economic growth. Since its inception, the ministry has played a vital role in ensuring that agricultural policies and programs are effectively implemented to support farmers and boost agricultural productivity in the state.

The ministry was established shortly after the creation of Kwara State in 1967, recognizing the state's vast agricultural potential. Over the years, it has evolved from a small administrative office into a fully structured institution with multiple departments and units, each handling specific aspects of agriculture such as crop production, livestock, finance, planning, and agricultural extension services.

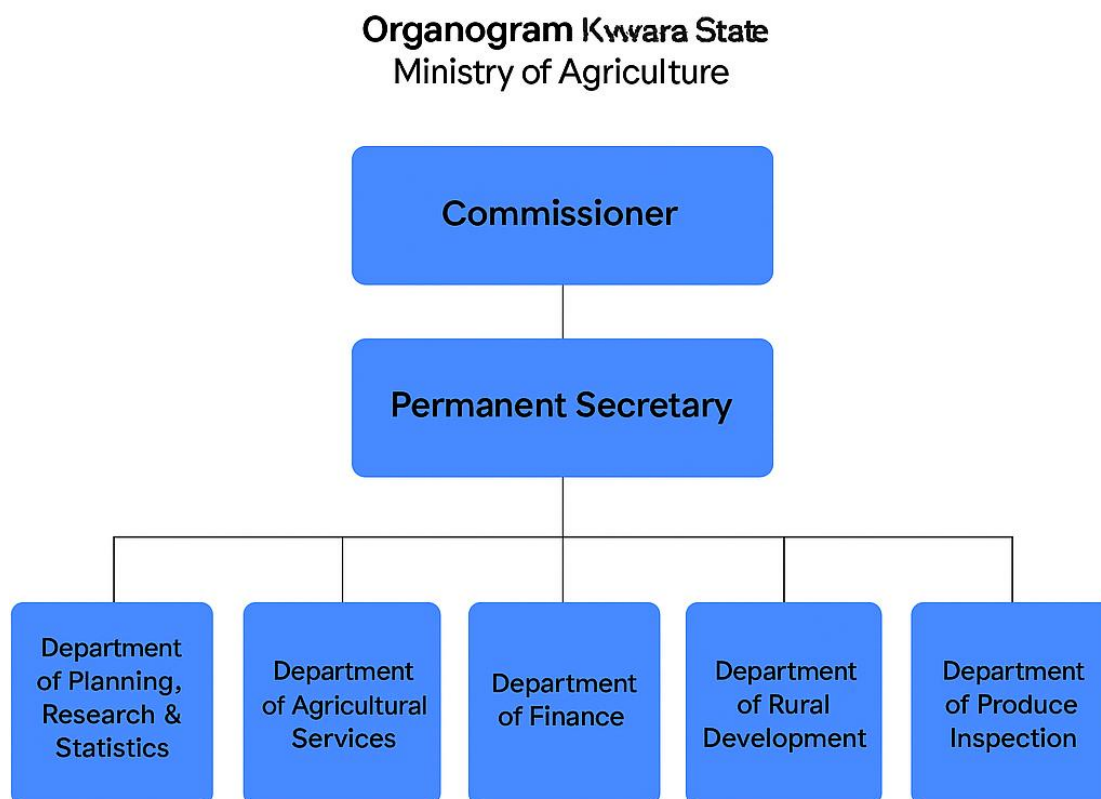
Its mandate includes the formulation and execution of agricultural policies, the promotion of sustainable farming practices, and the provision of financial and technical support to farmers. The ministry also collaborates with both national and international organizations to implement programs that improve food production, enhance agribusiness, and reduce poverty in rural communities.

The Finance Department, where I was posted, plays a crucial role in managing the financial operations of the ministry. It handles budgeting, expenditure tracking, payment processing, and financial reporting. The department ensures that all funds allocated to agricultural projects are properly disbursed and accounted for in accordance with government regulations.

Today, the Kwara State Ministry of Agriculture continues to be a key driver of economic growth in the state. Its ongoing programs and reforms are focused on modernizing

agriculture, attracting private investment, and supporting youth participation in agribusiness. My experience at the ministry gave me a deeper appreciation of the significant role government institutions play in promoting agriculture and managing public finance.

## 2.2 Organogram



## 2.3 Department of Attachment

During my Student Industrial Work Experience Scheme (SIWES), I was attached to the Finance Department of the Kwara State Ministry of Agriculture. This department is responsible for managing the ministry's financial resources, ensuring proper



documentation, and facilitating payments in accordance with government financial regulations.

The Finance Department plays a vital role in preparing and monitoring the ministry's budget, handling capital and recurrent expenditures, and managing both accounts receivable and accounts payable. It also prepares essential financial records such as payment vouchers, cash books, and reconciliation statements. These documents are crucial for maintaining transparency and accountability within the ministry.

My attachment allowed me to gain valuable insight into how government funds are allocated, disbursed, and tracked. I participated in several activities such as the preparation of payment vouchers, study of financial accounts, and explanation of expenditure types. I also observed how agricultural programs are supported through different funding sources, including internally generated revenue and external grants.

Moreover, the department introduced me to banking instruments, the concept of bank reconciliation, and the differences between POS and ATM transactions. These activities helped me apply theoretical knowledge in a practical environment, sharpen my analytical skills, and understand the financial processes involved in running a government ministry.

Overall, the Finance Department provided a rich learning environment that enhanced my understanding of public sector financial management and its impact on agricultural development. The experience also exposed me to various accounting documents, practices, and real-world scenarios that are crucial to a career in Banking and Finance.

## **CHAPTER THREE**

### **3.1 Weekly Summary of Activities**

#### **Week 1: Orientation and Introduction**

During the first week, I was introduced to the structure of the ministry and taken through the organizational organogram. I was assigned to the Finance Department and introduced to some staff members. I also received a departmental notebook to record activities and observations throughout my training period.

#### **Week 2: Understanding the Nature of Goods and Services**

This week focused on the description of goods and services as used in government financial records. I was taught the difference between tangible and intangible services and how they are captured in expenditure records.

#### **Week 3: Introduction to Expenditures**

I learned about the two major types of expenditures – capital and recurrent. My supervisor explained their differences, importance, and how each type is treated in budgeting and payment processing within the ministry.

#### **Week 4: Introduction to Financial Accounts**

I was introduced to the basic structure of financial accounts. This included understanding ledgers, vote books, and how financial transactions are recorded and referenced within the department.

#### **Week 5: Practical Debates and Assignments**

This week involved some interactive sessions such as departmental debates and written assignments. The aim was to test our understanding of the financial system, expenditures, and the flow of government funds.

### **Week 6: Payment Vouchers and Their Preparation**

I was taught the full preparation process of payment vouchers. I learned about the features, components, and necessary supporting documents required before processing payments.

### **Week 7: Introduction to Cash Book**

This week covered the structure and use of the cash book. I learned how financial transactions are posted, how balances are updated, and how it ties into payment vouchers and reconciliation.

### **Week 8: Accounts Receivable and Payable**

I was introduced to the concepts of accounts receivable and accounts payable, including how the ministry tracks incoming and outgoing funds and manages suppliers and contractors.

### **Week 9: Agricultural Finance**

This week focused on the sources, types, and scope of agricultural finance. I learned about the importance of funding in agriculture and how the government supports agricultural projects financially.

### **Week 10: Banking Instruments and POS vs ATM**

I was introduced to different banking instruments used in government finance such as cheques, drafts, and mandates. I also learned the operational differences between POS machines and ATMs.

### **Week 11: Bank Reconciliation Process**

This week involved learning about the bank reconciliation statement. I was taught how to prepare reconciliation tables and adjusted cash books to correct discrepancies between the ministry's records and bank statements.

## **Week 12: General Review and Wrap-up**

The final week was used to review everything I had learned. I asked questions on unclear topics, submitted my reports to my supervisor, and received final feedback on my performance during the program.

### **3.2 Summary of Skills Acquired**

During my SIWES training at the Kwara State Ministry of Agriculture, I had the opportunity to develop several practical and administrative skills that greatly complemented my academic learning in Banking and Finance. The experience allowed me to see how government financial operations are carried out in a real-world environment.

One of the most valuable skills I acquired was the preparation and processing of payment vouchers. I was taught the step-by-step procedure involved in creating payment vouchers, including how to input relevant details like the amount, date, description, and beneficiary, as well as attaching necessary supporting documents.

I also gained a solid understanding of the classification of expenditures, especially the difference between capital expenditure and recurrent expenditure. This knowledge helped me understand how government spending is planned and monitored to ensure effective resource management.

Another area where I developed competence was in the use of the cash book. I learned how cash transactions are recorded and tracked within the ministry, and I observed how this tool is used to manage daily financial operations and maintain accurate accounting records.

The training also exposed me to the process of **bank reconciliation**, which I found particularly interesting. I learned how to identify differences between the ministry's cash

book and the bank statement and how to prepare a bank reconciliation table and an adjusted cash book to correct the discrepancies.

I was introduced to the concepts of accounts receivable and accounts payable, which gave me insight into how the ministry keeps track of funds it expects to receive and payments it needs to make. Understanding these two concepts is essential in both public and private financial management.

In addition, I was exposed to various banking instruments, and I was able to differentiate between POS (Point of Sale) and ATM (Automated Teller Machine). This part of the training expanded my knowledge of modern financial tools used for transactions in both government and commercial settings.

Finally, I developed important interpersonal and communication skills through my interaction with finance officers, senior staff, and fellow interns. These soft skills helped improve my confidence, teamwork, and professionalism—traits that are essential for success in any finance-related career.

### **3.3 Challenges Encountered**

During the course of my SIWES program, I encountered several challenges that tested my adaptability, patience, and willingness to learn. One of the initial challenges was adjusting to the formal work environment. Coming from an academic setting, it took a few days to get used to the structured nature of office procedures and the importance of punctuality, dressing formally, and adhering strictly to departmental instructions.

Another challenge I faced was limited access to confidential financial documents. Due to the sensitive nature of government financial records, interns were not allowed to handle certain files or participate fully in decision-making processes. While this was

understandable for security and accountability reasons, it sometimes limited the practical exposure I was hoping for.

Also, technical jargon used by staff during departmental discussions was sometimes difficult to grasp at first. Some terms related to public accounting and internal control processes were unfamiliar, and I had to ask questions frequently or research independently to fully understand what was being discussed.

There were also times when tasks were repetitive, especially during document arrangement or voucher sorting. While these tasks were essential to the smooth running of the department, they did not always provide intellectual stimulation. However, I eventually understood that such responsibilities are part of maintaining a functional finance unit.

Additionally, office equipment and resources were sometimes insufficient. For instance, there were days when printing or photocopying tasks were delayed due to a lack of paper or technical issues with the printer, which slowed down workflow and learning activities. Another challenge was the limited one-on-one mentoring time with senior finance officers. Due to their busy schedules and multiple responsibilities, it was not always easy to get detailed explanations or continuous guidance. I had to take initiative to observe and ask questions during brief available moments.

Lastly, the short duration of the program posed a challenge, as it felt like there was still more to learn just as I was beginning to fully settle into the system. Despite these challenges, I remained focused, open to learning, and committed to making the most of the opportunity.

## **CHAPTER FOUR**

### **4.1 Conclusion**

In conclusion, my Student Industrial Work Experience Scheme (SIWES) at the Kwara State Ministry of Agriculture, specifically within the Finance Department, was a highly rewarding and enlightening experience. It provided me with a unique opportunity to bridge the gap between theoretical knowledge and practical application. I was able to observe and participate in real-life financial activities such as payment voucher preparation, cash book handling, expenditure classification, and bank reconciliation processes. These practical engagements deepened my understanding of core banking and finance concepts, especially within a public sector setting.

Furthermore, the training helped me develop essential soft skills such as teamwork, communication, and time management, which are vital in any professional environment. Despite a few challenges, the experience has significantly contributed to my personal and professional growth. It has also strengthened my interest in pursuing a career in public financial management and has equipped me with the foundational skills needed to thrive in the financial sector.

### **4.2 Recommendations**

The following recommendations are therein made:

- i. Interns should be given access to more practical financial documents for hands-on experience.
- ii. Orientation should be organized to familiarize students with departmental procedures and expectations.
- iii. More interactive sessions should be held between interns and finance officers for better guidance.

- iv. Government ministries should provide adequate office resources and materials for interns.
- v. Technical terms should be explained regularly to enhance intern understanding and participation.
- vi. Supervision of interns should be improved to ensure active learning and feedback.
- vii. Tasks assigned should be diversified to expose students to various aspects of the department.