



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



NIGERIAN PORTS AUTHORITY (NPA)

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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 12 weeks industrial training undertaken at **NIGERIAN PORTS AUTHORITY (NPA)**.

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.



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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

NIGERIAN PORTS AUTHORITY (NPA)

2:1 BRIEF HISTORY OF NIGERIAN PORTS AUTHORITY (NPA)

The Nigerian Ports Authority (NPA) has a rich and evolving history that dates back to the colonial era. Prior to its formal establishment, port operations in Nigeria were managed by various colonial government departments under the Marine Department. The first significant port development began in 1906 with the construction of the Lagos Port, followed by the establishment of Port Harcourt Port between 1913 and 1921 to support the export of coal from Enugu. During this period, port operations were fragmented and lacked centralized coordination.

The Nigerian Ports Authority was formally established in 1954 through the Ports Act of 1954. This marked the beginning of a centralized and organized port administration in the country. The NPA was created as a statutory corporation responsible for managing and operating all seaports in Nigeria. At inception, it took over the control of ports in Lagos, Port Harcourt, and other minor ports, with its headquarters in Lagos. Following Nigeria's independence in 1960, the NPA expanded its operations to meet the growing demands of international trade and a rapidly expanding economy. The 1970s oil boom further accelerated port development, leading to the creation of new facilities like the Tin Can Island Port in Lagos.

By the 1980s, however, the Nigerian ports began to experience serious congestion and inefficiencies due to outdated infrastructure, bureaucratic bottlenecks, and corruption. These issues necessitated several reforms to improve operations. The most significant of these reforms came in 2006 when the Federal Government implemented a port concessioning programme. This reform transformed the NPA from a direct port operator into a landlord model, where private terminal operators were granted long-term leases to manage and operate terminals, while the NPA retained ownership of port infrastructure and regulatory oversight. This transition greatly enhanced port efficiency, reduced turnaround time for ships, and increased private sector participation.

In the modern era, the NPA oversees major ports including Lagos Port Complex, Tin Can Island Port, Calabar Port, Rivers Port, Onne Port, and Delta Ports. The authority now focuses on digitalization, infrastructure modernization, and promoting public-private partnerships to ensure optimal port performance. Despite these advancements, challenges such as traffic congestion, the need for continuous dredging, and infrastructure upgrades persist. Nonetheless, the NPA remains central to Nigeria's maritime trade, serving as a critical facilitator of economic development and international commerce.

MISSION:

The mission of the Nigerian Ports Authority is to provide efficient, safe, secure, and customer-friendly port services that support trade and economic development in Nigeria.

VISION:

This vision reflects the NPA's aspiration to become a top-tier maritime hub on the continent by ensuring excellence in port operations, infrastructure, and service delivery.

2:2 OBJECTIVE OF ESTABLISHMENT

1. To provide reliable and high-speed internet access for students, professionals, and businesses.

2. To offer high-quality ICT training programs that enhance digital literacy and technical skills.
3. To support academic research and career development through document processing, online registration, and job application services.
4. To assist businesses and entrepreneurs with digital solutions such as graphic design, website development, and online marketing.
5. To bridge the digital divide by making technology and online resources accessible to the local community.
6. To ensure excellent customer service by maintaining up-to-date computer systems and providing professional assistance.
7. To adapt to technological advancements and continuously expand service offerings to meet evolving market demands.
8. To promote cybersecurity awareness and educate customers on safe internet practices.
9. To foster partnerships with educational institutions and organizations for ICT development and training programs.
10. To contribute to the socio-economic growth of the community by supporting digital transformation and innovation.

2.3 VARIOUS UNITS IN THE ESTABLISHMENT AND FUNCTION

Nigerian Ports Authority (NPA) operates through various departments, each playing a crucial role in ensuring efficient service delivery and customer satisfaction. These departments include:

1. Internet and Browsing Department – Responsible for providing high-speed internet access to customers for research, social media, email, and online transactions. The department ensures a seamless browsing experience by maintaining network stability and assisting users with internet-related issues.
2. ICT Training Department – Focuses on training individuals in computer literacy, software applications, digital marketing, and other ICT-related skills. It offers structured courses for students, professionals, and business owners looking to improve their technical knowledge.
3. Printing and Document Processing Department – Handles services such as printing, photocopying, scanning, laminating, and binding. It also assists customers with document formatting, editing, and preparation of official reports, CVs, and academic projects.
4. Online Services and Registration Department – Assists customers with online registrations, including JAMB, WAEC, NYSC, job applications, visa applications, and other e-government services. The department ensures accuracy and efficiency in all online transactions.
5. Graphic Design and Branding Department – Specializes in creative services such as logo design, flyers, business cards, posters, and other branding materials. This department helps businesses and individuals establish a strong digital and print presence.
6. Technical Support and Maintenance Department – Ensures the smooth functioning of computers, printers, scanners, and other equipment. The team is responsible for troubleshooting system issues, installing software, and maintaining hardware to prevent downtime.
7. Customer Service Department – Handles customer inquiries, complaints, and feedback to ensure excellent service delivery. This department focuses on enhancing customer satisfaction by providing assistance and guiding users on available services.

8. Finance and Accounting Department – Manages financial transactions, bookkeeping, and daily sales records. It ensures transparency in revenue collection, pricing, and financial planning for the sustainability of the business.
9. Cybersecurity and Data Protection Department – Ensures the safety and security of customers' data and transactions. This department educates users on safe internet practices and implements measures to protect against cyber threats.
10. Marketing and Business Development Department – Focuses on promoting the cyber cafe's services, attracting new customers, and building partnerships with educational institutions, businesses, and organizations to expand service reach.

Each department plays a vital role in ensuring Nigerian Ports Authority (NPA) operates efficiently while providing essential digital solutions to the community.



CHAPTER THREE

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

The Student Industrial Work Experience Scheme (SIWES) is a vital component of the academic curriculum for students in Nigerian tertiary institutions, particularly those studying technical and administrative-related courses. It is designed to bridge the gap between theoretical learning in the classroom and practical experience in a real work environment. My SIWES placement was at a reputable government institution where I was attached to both the Administrative Department and the Open Registry. This opportunity gave me valuable hands-on experience in office procedures, records management, communication, and general administrative support. It also allowed me to gain insight into the structure, functions, and daily operations of a professional administrative office.

On my arrival, I was warmly welcomed by the staff and given a brief orientation on the operations of the Administrative Department and Open Registry. I was introduced to the importance of proper documentation, file organization, internal correspondence, and professional conduct. The Administrative Department was described as the engine room of the organization, overseeing all routine office activities, supervising staff matters, managing correspondences, and ensuring the implementation of policies. The Open Registry, on the other hand, was responsible for handling incoming and outgoing mails, storing and retrieving official documents, and maintaining registers and file systems.

My daily activities in the Administrative Department included organizing and filing documents, typing and formatting official letters, memos, and other documents using Microsoft Word, and preparing dispatches. I was responsible for sorting and arranging files in chronological and alphabetical order to enhance easy retrieval. I updated file indexes, retrieved documents for staff use, and ensured that files returned were properly returned to their respective locations. These tasks required a high level of attention to detail, which significantly improved my organizational skills and developed my appreciation for orderliness in office procedures.

I also learned how to draft and format official correspondence. Using computer systems, I prepared memos, letters, reports, and meeting minutes. This activity enhanced my proficiency in word processing and taught me the importance of clarity, grammar, and formatting standards in formal communication. I became proficient in Microsoft Word, Excel, and other office software, which are essential tools in any administrative environment.

Additionally, I assisted in the photocopying, scanning, and dispatching of documents to various departments. I kept accurate records in the dispatch register and ensured that each document was sent to the correct destination. This exposed me to the importance of effective communication flow within an organization. I also observed how supervisors prioritized tasks and responded to time-sensitive documents, giving me insight into time management and delegation of duties in administrative work.

In the Open Registry, I was actively involved in mail management and records handling. I participated in receiving, stamping, registering, and distributing incoming correspondence to the appropriate departments. I also handled outgoing mail, ensuring they were accurately documented in the dispatch register and sent to the proper external recipients. I came to understand the systematic processes involved in communication control and how registries play a vital role in maintaining accountability within institutions.

My time in the Registry also included exposure to document retrieval and archiving processes. I learned how to locate specific files based on reference numbers or subject matter, retrieve them for official use, and return them to storage in an organized manner. I was also involved in the digitization of records, where I helped scan

and save important documents to digital folders. This introduced me to basic records management systems and file naming conventions and showed me the importance of data security and backup practices.

Throughout the program, I developed a wide range of practical and interpersonal skills. I became more confident in the use of computer systems and office machines such as printers, scanners, and photocopiers. I improved my ability to work independently, follow instructions, and complete tasks with accuracy. I also enhanced my communication skills through regular interactions with colleagues, supervisors, and visitors. I learned how to address people politely, respond to inquiries, and maintain a professional tone in both written and verbal communications.

Another valuable skill I gained was time management. Balancing multiple tasks and prioritizing them based on importance and urgency helped me to work more efficiently. I also learned the importance of punctuality, discipline, and professional appearance in the workplace. These experiences gave me a strong foundation in workplace ethics and conduct.

However, the experience was not without challenges. At the beginning, I struggled to adjust to the new environment and the fast-paced nature of the work. There were times when the workload was overwhelming, especially when several departments needed files or documents simultaneously. I also had difficulties operating some office equipment initially, but with guidance and consistent practice, I eventually mastered their use. The experience taught me patience, resilience, and the value of learning from mistakes.

One of the most significant lessons I learned was the importance of confidentiality in the workplace. As someone who handled sensitive files and documents, I understood the ethical responsibility of protecting confidential information and respecting the privacy of both individuals and the organization. This lesson has shaped my sense of responsibility and professionalism.

The experience also helped shape my career aspirations. Before the SIWES program, I had only a theoretical understanding of administrative work. But after months of practical exposure, I have developed a keen interest in office administration, public service, and records management. I now appreciate the critical role of administrative staff in ensuring the smooth functioning of any institution. Their behind-the-scenes efforts in documentation, coordination, and communication form the foundation upon which organizational success is built.

I also gained insight into teamwork and collaboration. The Administrative Department operated as a unit, where every member played a unique role. Watching how they supported one another, shared responsibilities, and worked harmoniously to meet goals gave me a strong sense of the value of cooperation. I learned that a well-coordinated team can accomplish more than individuals working in isolation.

Furthermore, the experience has influenced my approach to academic work. I now understand the relevance of some of the theoretical concepts I learned in school, as I saw their application in real-life scenarios. This practical exposure has increased my motivation to learn and improve, knowing that what I study has direct implications in the workplace.

My SIWES experience in the Administrative Department and Open Registry was both educational and transformative. It exposed me to the realities of office management, records handling, and administrative support in a professional setting. I gained valuable skills, overcame challenges, and developed a deeper understanding of workplace ethics, responsibility, and collaboration. This experience has prepared me for future employment and inspired me to pursue a career in administrative services.

CHAPTER 4

EXECUTIVE SUMMARY

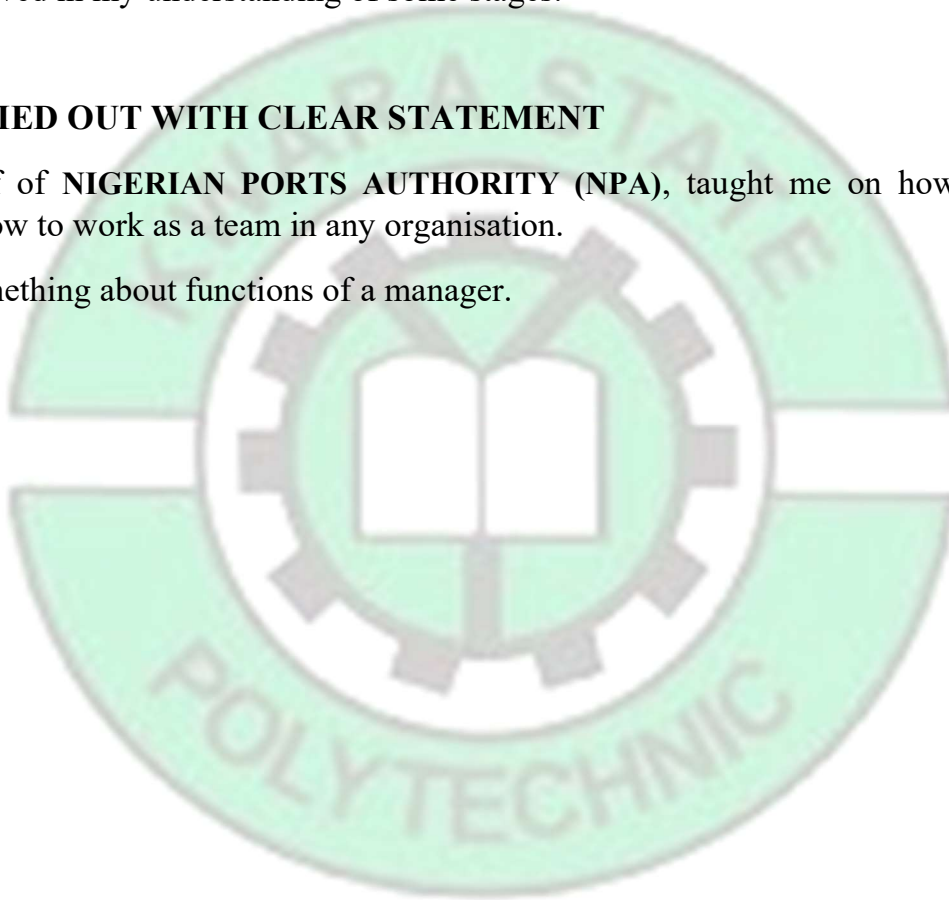
BENEFITS

- ❖ 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 **NIGERIAN PORTS AUTHORITY (NPA)**, taught me on how to manage the company and how to work as a team in any organisation.

I also learnt something about functions of a manager.



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 noteworthy 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.

