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MINISTRY OF LABOR  
AND SKILLS

## **Technical and Vocational Training Institute (TVTI)**

**East Africa Skills for Transformation and Regional  
Integration Project (EASTRIP)**

# **Internship and Cooperative Training Implementation Guideline**

**November, 2022**

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## **Acronyms and Abbreviations**

CT	Cooperative Training
CTP	Cooperative Training Program
CTG	Cooperative Training Guideline
ITP	Internship Training Program
MoLS	Ministry of Labor and Skill
MoU	Memorandum of understanding
M&E	Monitoring and Evaluation
TVTI	Technical and Vocational Training Institute
TVET	Technical and Vocational Education and Training
TVETI	Technical and Vocational Education and Training Institute

## **Glossary**

CT program	Cooperative Training program, jointly implemented by TVTI(s) and cooperating enterprises
TVET partnership	Partnership of at least 1 TVET and at least 2 cooperating enterprises, which intend to jointly implement a cooperative training program
Training module	Part of a training program (= training phase), taking place either at the TVTI or at the enterprises

## **Exclusive Summary**

The aim of this document is to explain the Internship and Cooperative Training approach and related implementation steps necessary to successfully establish Internship and Cooperative programs through Technical and Vocational Training (TVT) Partnership. It is intended to provide guidance how substantial participation of the Stake-holders in the implementation of TVT can be achieved.

The document is organized in four chapters. To provide an overview on the conceptual basis of Internship and Cooperative programs, the main objective, general criteria, and advantages of this training approach are described in chapter 1. Chapter 2 is about the roles and responsibilities of participants (the TVTI institute-Industry linkage, the faculty, the department, the instructors, the trainees and the company owners) on the implementation of the internship and cooperative program. In chapter 3, the implementation steps (Training preparation, Training implementation, Training assessment) which are necessary to develop internship and Cooperative Training program within the TVT partnership are explained. At the beginning of chapter 3, the implementation steps are summarized in an overview. Further, these implementation steps are described in detail. And chapter 4, is about the cancelation or termination of the internship training program.

This guideline addresses Technical and Vocational Training Institutes (TVTIs) and their cooperating partner enterprises (industries). It provides a clear directive how Internship and Cooperative programs shall be prepared and organized to ensure that TVTI trainees will gain sufficient practical competences and workplace experience and thereby to significantly increase their employability.

# **Chapter - One**

## **Introduction**

The Technical and Vocational Training Institute (TVTI) is a national Institute striving for the advancement of the TVET sector, with a mission to Produce a competent, innovative, and resourceful TVET teachers and leaders through the provisions of quality short term and long-term training and maintain quality of instruction so that to realize the vision to be the world-class TVET teachers and leading training institute. There are different faculties under the institute (Faculty of civil technology, Faculty of garment and apparel fashion technology, Faculty of Mechanical Technology, Faculty of Electrical/Electronics and ICT, Faculty of Agro-processing).

During their stay students are expected to conduct cooperative or industry internship practice at the industries all over the country as part of their course. Besides the education and training endeavors, the Institute has succeeded in partnering with different industries, private sectors, national and international development actors.

## **1. Overview on Internship and Cooperative Training program**

### **1.1 Internship and Cooperative Training program**

Someone may think that one of the first things an employer looks for is a high GPA (Grade Point Average). Although a high GPA may be very important for some jobs such as those in the fields of financial services or science, many surveys of employers show that relevant work experience is what they seek most in their job candidates.

There are many ways to get this relevant experience. Cooperative training, Internships, research projects, and service-learning opportunities are some of the most popular. Many companies use their Cooperative or internship programs as a training ground for their next group of new hires. Not only do these companies get students who have relevant experience, but they also get new employees who are already familiar with the company who will need less training once they're hired to come on board.

Generally, Internship and Cooperative programs can help students (trainees) gain experience and get a leg up on their employment competitors. Nowadays entering any job market can be particularly tough, but taking part in one of these programs can help to better ensure their success once they get their diploma.

Both cooperative and internship Training programs enable students to apply the theory they have learned.

**Cooperative training** is as an academic program that allows students to apply classroom theory in practical work settings and gain personal, academic and work skills over **multiple semesters**. According to the information gathered from different sources [1,2] further defined cooperative training for students by stating that cooperative training includes the following: (a) multiple semesters, (b) major-related, (c) paid, (d) progressively responsible experiences, usually with the same employer, that are (e) structured for learning, and (f) for credit if it will count in a student's degree program.

**Internships** however, typically have had a predetermined duration such as a **semester**, and are academic courses that allow students to apply classroom theory in a practical work setting and gain personal, academic and work competencies. Internships typically are: (a) one semester, usually toward the end of the student's academic program, (b) major-related, (c) usually for credit, (d) may be paid or unpaid, and (e) structured for learning [1].

Internship duration can be customized to your needs, though they typically will coincide with the institute semester schedule. Students seek internship opportunities throughout the entire academic year as follows:

- ▶ Fall Semester
- ▶ Semester break Time
- ▶ Summer Break (at the end of the year)

The objectives, methodology, and stakeholders' responsibilities of the cooperative and the internships are similar, although the schedules for time spent at the training site for internships and cooperatives may differ. Due to this reason, and in order to avoid frequent occurrences of the unnecessarily phrase "internship and cooperative", the term "Internship" will be used in this guide to apply to both internships and cooperatives, unless

some distinction is made between the two forms of applied learning need to be described separately.

Based on the above information this guide line can be used for both internship and cooperative training programs according to the specified time frame with some modifications. And the next topics are about the description of training preparation, implementation and assessment for both internship and cooperative training programs.

## **1.2 Internship Training Approach**

The internship and Cooperative Training approach aims at involving the industry sector throughout the entire process of TVT development, implementation and assessment. This is based on the experience that TVT offers need to reflect the skills requirements at the workplace.

The implementation of Internship training combines training center-based learning and enterprise-based learning in a flexible manner to develop the skills, knowledge and attitudes of future workers. The approach is based on the understanding that some aspects of vocational competency will be best learned in dedicated learning environments (i.e., TVT institutions), while other aspects of occupational competency are learned in the work process i.e., in real-life workplace of an enterprise. With this understanding, each training location allows access to those aspects of the occupation for which it is best suited and has the most relevant experience.

The same understanding is reflected in respect to the skills assessments, which are going to be conducted in close cooperation between the TVT institute and the cooperating enterprises (industries). Ideally, the industry sector needs to contribute its expertise already at the stage of demand analysis and the development of the occupational standards, which are going to be translated into the curricula of respective TVTI programs.

## **1.3 Principles of Internship/cooperative Training**

- 1) Joint responsibility:** TVTI and cooperating enterprises shall take joint responsibility for planning, implementation and monitoring of TVET projects as well as for

subsequent skills assessments, while TVTI shall act as lead of respective TVET Partnership.

- 2) **Contractual basis:** The implementation of Internship Training programs shall be based on contractual arrangements at two levels: (a) a cooperation agreement between TVTI and partner enterprises (e.g., MoU), and (b) training contracts between TVTI, enterprises and trainees.
- 3) **Compliance with legal regulations:** Internship Training programs must comply with legal requirements of the TVT authorities in charge and must lead to a state-recognized TVET qualification in accordance with the national qualification framework.
- 4) **Compliance with occupational standards and curricula:** Internship Training programs shall comply with approved occupational standards and shall in general follow the approved curricula and/or curriculum guidelines.
- 5) **Delivery:** While theoretical education and basic practical training shall take place at the TVTI, advanced and specialized practical training shall take place at the enterprises. Ideally, enterprise-based training phases shall represent at least 15% of the overall training duration.
- 6) **Assignment of Internship Training coordinators at different levels:** Both, TVTI and partner enterprises shall assign Internship coordinators who shall be responsible for planning, coordination and monitoring of cooperative training.
- 7) **Workplace training:** During in-company training phases, the trainees shall be actively involved in the work process and shall thereby acquire practical workplace relevant skills; pure observation of work processes is not considered as practical in-company training. The in-company training shall be carried out by in-company trainers under coordination of the Internship coordinator of the respective enterprise.
- 8) **Joint skills assessment:** The practical skills assessment of trainees shall be jointly developed and conducted by technical experts of TVTI and the partner enterprises.
- 9) **Monitoring and reporting:** Training activities and outcomes shall be regularly monitored and recorded by the trainers and trainees and reported on two weeks interval.

*Since the principles are the main pillars and references for all steps in preparation, implementation and assessment of the internship training they are more discussed and illustrated in chapter 3 of this guideline.*

## **1.4 Objective**

### **1.4.1 Objective of the internship and cooperative Training:**

#### **-Strengthen the work skills and Employability of Trainees**

The benefits of Internship Training for the target group in terms of their future employability are:

1. Theoretical knowledge and fundamental practical skills: Through the training at the TVT institute the trainees acquire theoretical knowledge to understand the occupational context and contiguities as well as to develop fundamental practical skills.
2. Specific practical skills and exposure to new technology: Through the in-company training phases the trainees acquire those practical skills, which are relevant at the workplace, they learn how to properly use technical equipment and get familiar with new technologies.
3. Workplace-related knowledge: Learners receive hands-on experience in a workplace-based setting and acquire knowledge of work-related processes.
4. Problem-solving ability: Internship Training supports the application of theoretical knowledge and practical skills for problem-solving in real work situations.
5. Increased soft skills: Through in-company training phases, trainees develop positive work habits and attitudes, they gain work routine and develop the ability to work in a team. It also helps students to learn and improve their interpersonal communication skills with colleagues, group and workers.
6. Employment and career options: The attachment to enterprises allows the trainees to establish professional contacts, to develop occupational perspectives and plan for their future career. Well-performing trainees often get the chance of regular employment at the enterprise after graduation.

#### **1.4.2 Objective of the Internship Guideline:**

The objective of developing the guideline is to institutionalize internship-cooperative training at TVTI level and beyond

#### **1.5 Scope of the guideline**

This guideline applies to all TVT Institute and Satellite colleges in Internship Training Program (ITP) activities carried out and by the Institute academic and research staffs, technical experts and trainees. The guideline also applies to undergraduate and postgraduate ITP activities.

#### **1.6 Benefits of Internship Training for Enterprises/Industries**

The necessity for enterprises to secure their competitiveness leads to the following challenge: The short-term objective of keeping costs down tends to limit investment in training, while pressure to keep pace with rapid change of technology, competition and innovation makes investment in skills imperative in the long-term. Confronted with this choice, short-term considerations often prevail and many firms, particularly SMEs, do not involve themselves actively in TVT delivery.

Usually, there are **reservations** of enterprises with regard to their involvement in TVET, such as:

- ▶ Possible disturbance of production while the trainer's time is spent on training
- ▶ Lack of quality in production as a new trainee learns how to do the job
- ▶ Lower productivity while the trainee is acquiring new skills
- ▶ Additional time to be spent in supervising training
- ▶ Equipment may be damaged or improperly handled by inexperienced trainees
- ▶ Additional equipment might be needed for training in order not to disturb regular production
- ▶ Accident insurance for trainees is needed
- ▶ Long training periods may lead to additional cost.

Enterprises can balance such potential negative effects with the substantial **advantages** of Internship Training, which are:

1. **Independence:** Employers can make sure that trainees acquire workplace-relevant practical skills and that the training content is consistent with their specific needs. Thereby, enterprises make themselves independent from the availability of qualified staff on the labor market
2. **Recruitment:** Internship Training provides an effective way to recruit qualified staff. Getting to know trainees during the training provides a good basis for decisions on possible later employment. Time and cost for external recruitment as well as on-the-job training for new staff will be saved. Furthermore, the risk of recruiting inappropriate staff is reduced. A mismatch between employers' expectations and employees' level of skills and can be avoided.
3. **Human Resource Development:** The enterprises' employees acting as in-company trainers have the opportunity to upgrade their skills before they start supervising trainees. This also encourages innovation and contributes to human resources development within the firm.
4. **Higher productivity:** When the practical training takes place at the workplace trainees actively contribute to the production or service delivery. Trainees can contribute to balance vacancies or other staff shortages for the benefit of the company.
5. **Innovation:** Enterprises benefit from the interaction with training institutions, thereby providing opportunities for mutual knowledge exchange and technology transfer, which can contribute to technological development and work process innovation in the enterprise.
6. **Company image:** Training efforts can be used for marketing campaigns. Cooperative Training can be part of a Corporate Social Responsibility strategy of the enterprise and positively affects the enterprise's reputation.

Taking these motivating factors into consideration, it is important that discussions with enterprises are underlined by highlighting the employers' benefits from Cooperative Training, as this can help to gain arguments for their stronger participation in TVET.

## 1.7 Benefits of Internship Training for TVTIs

In the frame of Internship Training the TVT Institute provides an enabling environment for acquiring theoretical knowledge and practical skills required by the world of work and reflected in the occupational standard.

**TVT institutes benefit** from enterprises' participation in Internship Training in the following ways:

1. ***Motivation:*** Trainees are more motivated to learn, since they are aware of what they are learning for and how they will apply theoretical concepts in their practical work.
2. ***Innovation:*** Through the interaction with companies TVTIs become more aware of the changes in the labor market and on the level of skills required in the respected occupation. Vocational teachers remain up-to-date on technologies, processes and methods applied in the world of work. Further, they are challenged to share their knowledge and experience with enterprises, particularly assigned in-company trainers, supporting them in conducting training.
3. ***TVT quality and image:*** Internship Training contributes to the improvement of training quality during the training process and the increase of the trainees' learning outcomes. This has positive impact on the image of TVET and the reputation of the respective institute.
4. ***Efficient use of resources:*** Since parts of training are conducted at the companies' trainees spend less time in the training institute and a higher number of trainees can be trained without additional physical, financial or personnel resources. Investments into expensive machinery and/or laboratory equipment at training institutes can be reduced when practical training takes place in the enterprises where such equipment is available.

## **Chapter - Two**

### **2. The Roles of Stakeholders on the Implementation of Internship Training Program**

Internship training program is supposed to be implemented according to the roles expected by the subsequent bodies and the procedures set as follow:

#### **2.1 Role of the Institute**

The TVTI Institute is supposed to accomplish the following activities:

- ▶ Solve Financial problems during the Internship Training Program (Students and Instructors per diem, Transport, Personal protective Equipment's and other facilities)
- ▶ Support to Collaborative workshops, seminars, and symposiums related to internship and cooperative training
- ▶ Facilitate appropriate basic and advanced training
- ▶ Provide adopted and tailored training and/or short-term courses based on the need assessment;
- ▶ Conduct cooperative scientific research and product development activities;
- ▶ Assist in strengthen the institutional capacity of partners;
- ▶ Provide access to TVTI facilities, not available in the partners industry;
- ▶ Arrange participation of partners expert in teaching learning, curriculum development activities of the institute;
- ▶ Exchange academic information, publication and best practice guides keeping the other's policies on copyright and intellectual property;
- ▶ Participate in joint planning and review session as well as monitoring and evaluation work
- ▶ Assist market and investment promotion of the partner's company.

## **2.2 Role of the Institute- Industry Linkage Directorate**

The IILD Director/Industry Linkage Coordinator is supposed to accomplish the following activities:

- ▶ Plan Internship training system
- ▶ Coordinate the student's Internship training in the Institute in collaboration with the departments.
- ▶ preparing operational guidance and detailed programs for the implementation in collaboration with the organizations
- ▶ Give awareness/orientation about the benefits of Internship training and how the students participate in the work place training,
- ▶ Preparing MoU and sign with the Internship training offering organizations
- ▶ Facilitate the coordination and implementation of students' internship and cooperative training
- ▶ Report industry training and collaborative research needs to the institute
- ▶ Organize workshops, seminars, and symposiums related to internship and cooperative training
- ▶ Implement industry and cooperative training programs by coordinating and collaborating with various industries where the students of the Institute can practice in actual workplace.
- ▶ Maintain a good and long-term relationship with different industries and organizations in relation to training, consultancy and research.
- ▶ Coordinate evaluations of the industry-Institute Linkage trainees up on their completion of the linkage program in collaboration with the departments.
- ▶ Monitor and ensure the quality of internship program are in line with strategic goal of the program

## **2.3 Role of the TVTI Faculty**

In consultation with IILD Director/Industry Linkage Coordinator, each faculty of the institute is supposed to accomplish the following activities:

- ▶ Collect ITP needs of each department (under his/her respective Faculty) at the beginning of each academic year.
- ▶ Compile ITP needs of all departments under his/her respective faculty.
- ▶ Submit ITP needs report of all departments under his/her respective faculty to IILD
- ▶ Prepare monthly, quarterly and annual reports of ITP under his/her respective faculty
- ▶ Submit monthly, quarterly and annual reports of ITP under his/her respective faculty
- ▶ Prepare and implement ITP follow-up formats in collaboration with IILD Director/Industry Linkage Coordinator

#### **2.4 Role of the TVTI Department**

In consultation with his/her respective faculty, he/she is expected to do the following activities:

- ▶ Prepare and submit ITP needs to his/her respective faculty at the beginning of each academic year based on each program curriculum.
- ▶ Prepare monthly, quarterly and annual reports of ITP implementation of his/her department to his/her respective faculty dean.
- ▶ Report ITP plan to IILD at the beginning of each academic year.
- ▶ Prepare ITP report to his/her respective faculty and IILD in every month.
- ▶ Submit list of participants/students one day before the implementation of actual ITP or the other related programs.
- ▶ Assign one focal person who work together with IILD and facilitate ITP

#### **2.5 Role of the TVTI trainers**

While implementing the Internship training guideline, the institute's trainers (either collectively or individually) in each department will do the following activities: -

- ▶ Give orientation to trainees before he/she takes them to the enterprise/industry.
- ▶ Prepare a training plan (at the beginning of the year) together with the industry trainer/supervisor.
- ▶ Ensure work place training program, with the cooperation of IILD and his/her respective faculty dean, before he/she mobilizes training facilities and students.

- ▶ ITP will focus on those competencies which are outlined in each course. Each trainer will develop a comprehensive list of competences to be covered under ITP in each semester. However, the list will be revised in consultation with faculty dean.
- ▶ Assure that a trainee has acquired the basic competences, prior to cooperative training program, in the classroom.
- ▶ Follow-up the in company cooperative training with specified time interval.
- ▶ Collect training achievement report of each student from the enterprise/industry and propose the means of incorporating the results in the student's final grades.
- ▶ The trainer in each course should compile and submit the list of trainees to the financial department for stipend.
- ▶ Conduct study on ways of improving continuous professional development (CPD) in the institute.

## **2.6 Role of the TVTI trainees**

While participating in the Internship training program, the institute trainees (either collectively or individually) will be expected to accomplish the following activities.

- ▶ Acquire technical and vocational competencies necessary to complete the objective of ITP.
- ▶ Carefully perform the tasks interested to them as part of their training program in the industries/enterprises.
- ▶ Follow the instructions given to them by in-company trainers; instructors or any other persons entitled to give them such instructions.
- ▶ Have regard for the rules of behavior (ethical requirements) to be observed on the training premises.
- ▶ Use tools machinery and other equipment at the enterprise/industry with due care.
- ▶ Keep any business or trade secrets of the enterprise/industry they have been engaged in.
- ▶ Undertake training as set out in the training plan of his/her respective department and course/s.
- ▶ Carefully follow the training program in the industry/enterprise and complete the subsequent training report by his/her mentor.

- ▶ Every student registered for the course, in any of the programs, is supposed to be eligible for ITP.
- ▶ Perform other related tasks as directed by his/her trainer/mentor.

## **2.7 Role of the Enterprise/Industry**

For a smooth implementation of this guideline, enterprises/industries are expected to do the following tasks.

- ▶ Arrange and provide the facilities, range of work and supervision to instruct the trainees as specified in the training plan.
- ▶ Make sure that trainees acquire the necessary practical skills and the training contents are according to their demands.
- ▶ Assign the trainees in the place appropriate to their occupational training and to ensure that the trainees acquire proper work experiences
- ▶ Assign capable supervisors who enhance the day-to-day performance of the trainees and to acquaint the trainees with the work place and method of the organization.
- ▶ Consider the trainees as a regular employee and to provide the necessary training materials and equipment and to respect and enforce human dignity of the trainees
- ▶ Notify the TVT Institute in writing within 10 days of both supervisor and trainee agreeing that the training required under the training plan has been completed.

## **2.8 Government Concerned Bodies (Policy Makers and MoLS)**

- ▶ Develop a structured system with smooth science and technology information flow, technology incubation and utilization
- ▶ Develop binding national policy for the implementation of ITP
- ▶ pay efforts to solve ITP problem in collaboration with the institute
- ▶ Introduce and implement remarkable incentives and motivational strategies
- ▶ Register and certify all organizations implementing corporative trainings and implementing agencies
- ▶ Establishing and managing cooperative training management system
- ▶ Create awareness about Internship Training among stakeholders

- ▶ Establish and maintain a database related to implementation on various stages of Internship Training from implementing agencies

## Chapter - Three

### 3. Internship Training Implementation

#### 3.1 Overview

To ensure success of internship and Cooperative Training TVT institutions and enterprises need to form a reliable partnership in the form of TVET Partnership to jointly provide workplace-relevant training to the trainees of the respective Internship Training program.

The following implementation steps are required

#### A. Internship Training Preparation

Step	Recommended persons in charge	Estimated duration	Resources
1	TVTIs (IILD, Faculty and department) and cooperating enterprises	At the beginning of each academic year (1 week)	Persons in charge at TVTI
2	• Management of TVTIs supported by Internship coordinator (IILD) • Management of cooperating enterprises supported by Internship coordinators • Possibly representatives of other stakeholders	2 weeks	• MoU template
3	• Internship coordinator at TVTI (Department level) • Internship coordinators at cooperating enterprises • Selected TVTI teachers		• Existing occupational standards and curricula of the respective TVTI program

		<ul style="list-style-type: none"> <li>Selected senior staff of cooperating enterprises</li> </ul>		
4	Develop training materials	<ul style="list-style-type: none"> <li>Internship coordinators at TVTI and cooperation enterprises</li> <li>TVET teachers of TVTIs and in-company trainers at cooperating enterprises</li> </ul>		<ul style="list-style-type: none"> <li>Internship plan</li> </ul>
5	Training of Internship coordinators	<ul style="list-style-type: none"> <li>Internship coordinators at TVTI and cooperation enterprises</li> </ul>	1 week	<ul style="list-style-type: none"> <li>Assigned trainers</li> </ul>
6	Training of TVTI teachers assigned for Internship Training	<ul style="list-style-type: none"> <li>Internship coordinator at TVTI</li> <li>Relevant TVTI teachers</li> </ul>	1 week	<ul style="list-style-type: none"> <li>Cooperating enterprises</li> </ul>
7	Training of in-company trainer	<ul style="list-style-type: none"> <li>In-company trainers</li> </ul>	1 week	<ul style="list-style-type: none"> <li>Assigned trainers</li> </ul>

## B. Internship Training Implementation

	Step	Recommended persons in charge	Estimated duration	Resources
1	Registration of trainees for Internship program	<ul style="list-style-type: none"> <li>Administration of TVTI</li> <li>Internship coordinator of TVTI</li> <li>Possibly Internship coordinators of cooperating enterprises</li> </ul>	Usual registration period: 1-2 months prior to start of Internship program	<ul style="list-style-type: none"> <li>n/a</li> </ul>
2	Signing of training contracts	<ul style="list-style-type: none"> <li>Internship coordinators of TVTIs + enterprises</li> </ul>	in parallel to step 1	<ul style="list-style-type: none"> <li>Training contract template</li> </ul>

		<ul style="list-style-type: none"> <li>• Registered trainees</li> </ul>		
3	Coordination of Internship delivery	<ul style="list-style-type: none"> <li>• Internship coordinators of TVTIs cooperating enterprises</li> <li>• TVTI teachers</li> <li>• In-company trainers</li> </ul>	period of training (e.g., 2 or 3 years for cooperative training and 1-2 months for internships)	<ul style="list-style-type: none"> <li>• Internship curricula</li> <li>• Training plan</li> <li>• Training materials</li> </ul>
4	Periodical Monitoring and Evaluation (M&E) of Internship activities and reporting	<ul style="list-style-type: none"> <li>• Internship coordinators of TVTIs and cooperating enterprises</li> <li>• TVTI teachers, in-company trainers</li> <li>• Participating trainees</li> </ul>	After two weeks	<ul style="list-style-type: none"> <li>• M&amp;E instruments</li> <li>• Reporting templates</li> </ul>

### C. Internship Training Assessment and Certification

	Step	Recommended persons in charge	Estimated duration	Resources
1	Development of assessment tools	<ul style="list-style-type: none"> <li>• Management of TVTIs</li> <li>• TVTI teachers</li> <li>• In-company trainers</li> </ul>	approx. 1 month	<ul style="list-style-type: none"> <li>• In alignment with national regulations and guidelines</li> <li>• Sample products of the company</li> </ul>
2	Joint assessment of Internship learning outcomes in TVETIs and enterprises	<ul style="list-style-type: none"> <li>• Assessors (TVET teachers, in-company trainers, senior staff)</li> <li>• If required: involvement of additional assessors in accordance with national regulations</li> </ul>	Monthly	<ul style="list-style-type: none"> <li>• Internal assessment regulations of Internship partnership</li> <li>• Assessment tasks</li> <li>• Internship assessment tools</li> </ul>

In the following chapters all listed implementation steps will be described in detail.

## 3.2 Internship Training Preparation

### 3.2.1 Identification of Internship Partners to Form a TVTI Partnership

In the first step the TVTIs and enterprises interested in establishing Internship Training shall join to form a **TVET partnership**. The clear commitment of the both sides for cooperation is an important pre-requisite of the TVET partnership.

### 3.2.2 Establish a TVTI Partnership

Once the partners for cooperation have been identified and have indicated their interest to jointly implement Internship Training it is essential to clarify the roles and responsibilities within the TVET partnership. It needs to be assured that the enterprises need to take responsibility for specific in-company training phases as per the Internship training plan.

#### Memorandum of Understanding

In order to regulate main roles and responsibilities within the TVTI partnership a Memorandum of Understanding (MoU) need to be signed; this is a framework agreement of the TVTIs and enterprises.

#### Initial Planning of Required Personnel within the TVTI Partnership

##### *Enterprises: -*

In the frame of the TVTI partnership, the enterprises are expected to take over responsibilities for a certain number of trainees over a defined period of time. The availability of in-company trainers, training equipment and materials during the in-company training phases is necessary. The **enterprises** interested in joining a TVTI partnership need to consider the following personnel requirements:

1. **In-Company Trainers:** Ideally, training in enterprises take place within the process of production. Through this approach, the trainee effectively acquires workplace-relevant skills required in the enterprise. While working together with the skilled workers, the trainee learns to gradually take over more work and to carry out related tasks independently. At the end of the training, the trainee shall be able to fully fulfill production or service orders on his/her own.

2. ***Enterprise's Internship Training Coordinator:*** An enterprise may identify one of its staffs to act as Internship coordinator for the enterprise. The Internship coordinator may assign more than one trainer to instruct the trainee while he/she rotates among the various workstations. In turn, one trainer may work with more than one trainee in an enterprise.

It is assumed that the mentioned staff is usually not in place before the start of the Internship program. Therefore, available staff needs to be identified and trained:

The establishment of Internship requires the definition of new roles and the transformation of existing roles also within the TVTIs. Internship Training can be implemented by the existing personnel.

1. ***TVTI teachers:*** TVTI teachers usually need to acquire additional workplace- relevant skills in order to act as competent teachers within an Internship Training program. Such workplace training for TVTI teachers (internships at cooperating enterprises) shall be considered as Teacher's industry attachment.
2. ***Internship Training Coordinator:*** He/she will act as the key facilitator of preparing, implementing and assessing Internship Training at the TVTI. Therefore, the position of the Internship Coordinator is strategic. It is his/her responsibility to approach potential partner enterprises and to create awareness on the Internship approach. Once Internship partnership is established, the Internship Coordinator closely interacts with the Internship coordinators of the cooperating enterprises.

It is assumed that Internship Coordinators are not in place before the start of the program at the TVTIs. Therefore, available staffs are to be selected (at different levels) to act as Internship Coordinators and also TVTI teachers need to be appointed as Internship teachers in the frame of the Internship program. All selected personnel need to be trained prior to implementation of the Internship program.

### **3.2.3 Development of the Internship Training Program**

In the following, the required steps to develop an internship program are illustrated. These shall ensure that the Internship program shows high relevance for the requirements of the workplace, flexibility in implementation and compliance with international standards.

#### **Internship Training Plan**

The Internship Training plan needs to be developed based on the national regulations, existing occupational standard and curricular guidelines.

The training program is to be structured into a clear sequence of training phases, which take place at the TVTI and at the enterprises. It contains theoretical and practical learning elements. The training plan includes the scope, duration and timing of each Subject as well as the expected learning outcomes as per occupational standard and the curriculum. The specific learning outcomes per Subject clearly to be are defined.

The training Subject for the in-company training can be implemented either as one block for each training year or structured into several training sections throughout the year. It depends on the occupation and the enterprises' internal work organization whether one block training or several training sections will be more appropriate.

With regard to the in-company training phases, the training plan contains number and personal data of participating trainees (differentiated by enterprise) as well as the required skills level the trainees need to have gained before they enter the respective in-company training phases.

#### ***Training time: -***

The overall training needs to be divided into: (1) time for theory lessons in the class room, (2) time for practical skills training in the workshops of the institute, and (3) time for the work process-related training in the enterprise.

## **Development of Training Materials and Monitoring Instruments**

### ***Training Materials: -***

In the frame of developing an internship program adequate teaching and training material need to be made available to best reflect the training contents. Either available material could be adjusted or new material needs to be developed in order to meet the requirements of Internship Training. Training and learning materials normally include handouts and guidelines for each training Subject, which are differentiated for the use of TVTI teachers and the trainees respectively. The effort of developing new training material should not be underestimated.

It shall be noted that training materials, which are commonly used in the setting of institute-based training often do not correspond with the purpose of training in the work process within an enterprise. The training process at the workplace can only be determined in advance to limited extent as it needs to be adjusted to actual requirements of the production on daily basis. Therefore, the training materials used at the institute and at the enterprises might differ by type and level of detail.

### ***Monitoring Instruments: -***

The implementation of in-company training phases makes it necessary to establish sound monitoring mechanisms that ensure the fulfillment of the agreed training quality. Monitoring instruments for Internship Training usually include:

- ▶ Completion report of the internship and cooperative training program (for Internship trainee)
- ▶ Weekly report (in-company trainer version in written format or phone call)
- ▶ Weekly report (TVTI teacher version in written format or phone call)
- ▶ Questionnaire for evaluation of the cooperative and internship training program (enterprise version)
- ▶ Questionnaire for evaluation of the cooperative and internship training program (trainee version).

### 3.2.4 Training of Internship Training Coordinators

In the frame of Internship Training an important role is to be occupied by the so-called Internship coordinator. Within the preparation phase of the Internship program the staff appointed as **enterprise's internship coordinators** need to be enabled to fulfill the following responsibilities:

- ▶ Collaborate with the staff of the TVTI to develop and validate the training plan, which specifies, among others, the training stations
- ▶ Facilitate the signing of a Memorandum of Understanding on side of the enterprise
- ▶ Recommend the assignment of enterprise trainer/s
- ▶ Coordinate implementation of the training plan with all departments concerned
- ▶ Monitor and evaluate trainees' performance
- ▶ Recommend to management disciplinary actions for trainees where needed
- ▶ Assesses the proficiency level gained by trainees during the enterprise training
- ▶ Maintain regular communication with the Internship coordinator and TVTI teachers at the TVTI for feedback and information updates.

Also, the staff appointed by the TVTIs as Internship Coordinators need to be trained to be able to fulfill the following responsibilities:

- ▶ Promote and create awareness on advantages of Internship Training with enterprises
- ▶ Coordinate registration of new trainees, if demanded in cooperation with the partner enterprises
- ▶ Facilitate the development and validation of the training plan by the major partners
- ▶ Set up the schedules of the classes, synchronized with the training plan
- ▶ Facilitate the signing of the Memorandum of Understanding
- ▶ Place the trainees in the cooperating partner enterprises
- ▶ Visit the partner enterprises to monitor and evaluate the performance of trainees and receive feedback from the training coordinator
- ▶ Monitor the trainees' performance by conducting regular visits to the partner enterprises, checking the trainees' record and report, obtain weekly feedback directly from the trainees and counseling trainees on training related matters.

### **3.2.5 Further Training of In-Company Trainers (mentors)**

Another important role in Internship Training is to be performed by the **in-company trainer at the enterprise**. The in-company trainer is responsible for the practical training of trainees at the workplace. This role is usually covered by technicians or production supervisors, which need to be trained to take over additional task in the frame of in-company training. The tasks and duties of the in-company trainer can be summarized as follows:

- ▶ Guide trainees regarding practical exercises following the training program
- ▶ Monitor the learning process using training notebooks and logbooks
- ▶ Evaluate trainees' learning results via weekly reports following defined assessment criteria
- ▶ Secure continuous information flow between enterprise and the teacher at the institute
- ▶ Carry out final assessment of trainees' learning results following the concept of cooperative training assessment.

As the in-company trainers have a wealth of practical work experience and possess sufficient technical skills, the training of in-company trainers shall focus on acquisition of pedagogical competences. These should allow the in-company trainers to professionally plan, conduct, supervise and control the workplace-based training based on the training plan.

The Internship coordinator of the enterprise may assign multiple trainers to instruct the trainees while they rotate among various workstations. One enterprise trainer may work with more than one trainee in the enterprise. In principle, any well-qualified senior staff member participating in Internship training may act as a trainer for trainees.

In order to ensure quality of enterprise-based training, well-qualified and experienced technicians and/or production supervisors are encouraged to take over the role of in-company trainers. However, respective staff members must have sufficient personal, technical and pedagogical competence to supervise the training of trainees in the framework of Internship training:

1. Technical competence means that the trainer has completed a vocational training program in the occupation or in a closely related field and has additionally gained relevant work experience in the relevant field. In addition, the trainer should have sufficient knowledge about occupational health and safety (OHS) requirements and environmental protection.
2. Personal competence means that the trainer has positive work values and is productive, innovative, reliable, time-oriented, quality concerned, and motivated.
3. Pedagogical competence means the trainer has the ability to pass on knowledge to trainees and foster the development of their competencies. The trainer in particular has to work according to a training plan (supported by teachers from the TVTI) and ensure that it is followed throughout the training process.

The typical ***duties and task*** to be performed by in-company trainers (mentors) are listed in the table:

Duties	Tasks
Support development of the training plan (With internship coordinator)	<ul style="list-style-type: none"> <li>• Identification / determination of training requirements</li> <li>• Checking of training conditions at the company</li> <li>• Preparation of plan for implementation</li> </ul>
Preparation of the training process	<ul style="list-style-type: none"> <li>• Preparation of lesson plan for in-company training based on training plan</li> <li>• Preparation of teaching instruments / media</li> <li>• Preparation of working appliance(s)</li> </ul>
Implementation of the training process	<ul style="list-style-type: none"> <li>• Creation of active learning environment</li> <li>• Implementation of training process according to lesson plan</li> <li>• Management of learning process</li> </ul>
Evaluation of learning outcomes	<ul style="list-style-type: none"> <li>• Preparation of evaluation plan</li> <li>• Development of evaluation tool(s)</li> <li>• Implementation of evaluation plan</li> </ul>
Elaboration of training report	<ul style="list-style-type: none"> <li>• Prepare report of training process</li> <li>• Obtain training experience</li> <li>• Proposal of measures to improve training quality</li> <li>• Management of trainees' documentation</li> </ul>

The role of in-company trainers (mentors) is new for most enterprises and standards for their job might not exist in most companies. However, if such standards exist, the further training of in-company trainers shall reflect the respective requirements.

*Note: Support to further train personnel appointed as in-company trainers will be provided accordingly.*

### **3.2.6 Further Training of TVTI-Teachers (Teachers Industry Attachment)**

On the side of the TVTIs the teachers appointed as ‘Internship teachers’ need to be enabled to perform their additional responsibilities which usually comprise:

- ▶ Carry out practical training which corresponds with the practical training at the enterprises and, additionally, fills the gaps between the competence requirements defined in the curricula and the in-company training in the partner enterprises in the case individual companies of the TVTI Partnership cannot provide these training parts themselves,
- ▶ Monitor the trainees’ performance.

Therefore, it is necessary to:

- ▶ Know the working/production processes at the partner enterprises very well,
- ▶ Closely coordinate with the partner enterprises and follow up the trainees learning progress in continuous communication with the in-company trainers (regular enterprise visits, checking the trainees’ record, obtain weekly feedback directly from the trainees).

To enable the TVTI teachers to perform these responsibilities and tasks, further training is needed which improves their practical, particularly workplace-related competences and makes them familiar with the working/production processes at the enterprises.

## **3.3 Internship Training Implementation**

### **3.3.1 Registration of Trainees for Internship Training Program**

Once the Internship training program is fully prepared trainees can be registered. It is likely that the cooperating enterprises want to be involved in the selection of trainees in order to avoid that trainees that are placed in their company would behave inadequately. If

enterprises raise the request to be involved in the selection of trainees, this should be respected by the TVTI and respective recruitment procedures be agreed upon between the involved partners.

### **3.3.2 Conclusion of Training Contracts**

In the course of the registration process, it will be necessary to conclude so-called Training Contracts for the specific Internship training program. Training contracts need to be established for each enterprise and the trainees assigned to this enterprise. Accordingly, numerous training contracts will be concluded in the frame of a TVTI partnership. Ideally, the Training Contract will be designed as tri-partite contract to be concluded between the TVTI, the enterprise and the trainee. In this case, the Training Contract would specify the responsibilities and tasks of all three parties.

The following list gives an overview of topics, which should be covered by the Training Contract:

1. General data

- ▶ Title of Internship Training program
- ▶ Names and relevant bio data of participating trainees
- ▶ Sequence and duration of institute-based and in-company training phases

2. Responsibilities of enterprise:

- ▶ Practical guidance of trainees during in-company training phases and monitoring the learning process, coordinating with the institute's Internship coordinator and involved TVTI teachers
- ▶ Coordination of trainees' affairs
- ▶ Providing accident insurance for trainees (if possible)
- ▶ Amount of trainee allowance paid during in-company training phases (if any)

3. Responsibilities of TVTI:

- ▶ Coordinating implementation of Internship Training plan at the enterprise
- ▶ Supporting the in-company trainers in terms of pedagogies
- ▶ Coordinating with the in-company trainers to evaluate the learning results of the students

- ▶ Coordinating to timely guide the trainee to insure discipline (if any)

#### 4. Rights and obligations of trainee:

- ▶ Compliance with company-internal regulations/instructions, liability for possible damages
- ▶ Amount of allowance or other support received, such as catering/lunch by enterprise, transport service
- ▶ (If agreed upon) Regulations to remain in the company for certain period after graduation

#### 5. M&E and Internship Training coordination:

- ▶ Means of M&E during implementation of Internship Training program
- ▶ Reporting, coordination mechanisms, incl. sequence of meetings within the TVTI Partnership

#### 6. Payment mechanisms

- ▶ Amounts and timing of payment agreed upon. (Based on the institutions financial rules and regulations)

### **Funding**

Below are the items that may be considered for funding the student who does not receive funding from other sources in TVTI:

#### **Living Allowance**

Students will be given estimated per-dime cost per day as per the Institutions financial policy.

#### **Travel**

If the applicant is not fully sponsored by an organization, the institute will consider paying based on the evidences submitted by the applicant or the actual cost of the travel ticket, based on the lowest standard.

### **3.3.3 Coordination of Internship Training Delivery**

The Internship program that includes both, institute-based and in-company training phases, shall be implemented according to the mutually agreed training plan. However, adjustments in timing of the in-company training phases should be possible in order to react on potential production peaks or other requirements, which might become relevant on the side of the companies.

Throughout the entire Internship program, regular coordination meetings of the TVTI partnership shall take place to follow up the training processes and to agree upon corrective action to further improvement of training quality (if necessary). The coordination meetings shall comprise the TVTIs and all cooperating enterprises being involved within the Internship program. The sequence of regular meetings shall follow the agreements reached as per MoU or the training contracts respectively.

Apart from regular meetings at TVTI partnership level also bilateral meetings shall be foreseen as far as necessary to clarify specific issues that might be relevant.

### **3.3.4 Monitoring and Evaluation of Internship Training Activities and Reporting**

ITP is supposed to be monitored by all partners based on the following important principles. For the monitoring and evaluation, a number of instruments are available (see Annex of this guideline). It is recommended to make use of ready-made templates and to adjust them for individual needs if necessary.

For the assessment of learning outcomes of the trainees during the practical training subject a number of criteria have been developed to be used in the frame of Internship-related M&E activities:

1. Completion Report of the internship and cooperative training program: To be written by the trainee and confirmed through countersignature by the ‘in-company trainer’,
2. Weekly Report (in-company trainer version): To be maintained by the in-company trainer,
3. Weekly Report (TVTI teacher version): To be maintained by the TVTI teacher,

4. Form for Evaluation of the Industry subject (enterprise version): To be filled in by the in-company trainers and the executive management of the enterprise,
5. Form for Evaluation of the Industry subject (trainee version): To be filled in by the trainee.

Based on these M&E instruments the Internship coordinator of the institute is able to elaborate the M&E Report for each in-company training phase completed. This M&E Report shall be presented and discussed during regular coordination meetings within the TVTI partnership.

### **3.4 Internship Training Assessment and Certification**

The certification is the final step of one training period or the complete training program. The assessment of learning outcomes shall take place at two occasions, ideally prioritized in the partner enterprises. Results of the certification will reflect the knowledge, skills, and attitude of each trainee with regard to the respective occupational standard. Hence, certification is not only a training target but also a useful tool for training quality assessment. In the context of Internship Training implementation within the TVTI partnership, the certification in the company also indicates the effectiveness of the Cooperative Training activities.

#### **3.4.1 Development of Assessment Tools**

The assessment tools are supposed to allow the assessment of the learning outcome. Therefore, they shall reflect the level of competences required as per the occupational standard.

The actual requirements of practical skills assessment can be summarized by five criteria:

1. Quality of product or service performed: Referring to the achievement of technical parameters of the finished product or service performed by the trainee, based on the requirements defined as per examination task. Based on the importance levels of each required parameter the assessors will give component scores of appropriate levels. This criterion should be emphasized together with the trainees' competence in terms of professional behavior, skills and experience.

2. Time: This is the actual time period used by the trainee to perform the practical assessment, which is counted from the moment the examination tasks is handed over to the trainee until the time when the trainee hands over the finished product or service and reports on completion of the assessment. This criterion should be emphasized towards the end of the training course, together with the trainee's competence in terms of professional behavior, skills and experience.
3. Labor Safety, Cleaning and Environmental Protection: This criterion will be evaluated with regards to:
  - ▶ Wearing occupational health and safety gear and using safety tools and devices as far as required
  - ▶ Compliance with relevant instructions and procedures during operation of machines, equipment, and tools
  - ▶ Keeping the working place clean and applying measures for environmental protection.
4. Correctness of production process: This criterion is assessed referring to correctness and skillfulness of the production process. The cost effective and appropriateness of used tools, equipment and sub-materials, accuracy of production process.
5. Working arrangement: This criterion is evaluated with regards to:
  - Working through the examination task by following a specific plan or procedures
  - Arranging and leaving the working place in an appropriate neat and tidy manner.

### **3.4.2 Joint Assessment of Internship Training Learning Outcomes**

According to the general regulations on examination, the TVTI management should decide to establish a team for developing the assessment. Members of the team include managers and teachers with deep knowledge and professional skills of the occupation.

TVTI-teacher involved in Internship training, in-company trainers and senior staff of the partner enterprises needs to be appointed as assessors. It needs to be checked whether sector associations will make additional external expert available for the joint Internship Training assessment.

Based on the products available and introduced by the companies, the team for developing the assessment will select the items appropriate for developing the assessment following the format informed to the trainees earlier. The practical assessment will include the assessment interpretation as per the agreed format, and the specification (e.g. technical drawings) of the test product or service to be rendered in the frame of the practical assessment.

### **3.4.3 Formal Certification of Qualification**

Each beneficiary shall receive an official certificate in accordance with the respective national regulations.

## **Chapter - Four**

### **4. Cancellation of Internship Training Program**

Termination of ITP by enterprise/industry, university or TVT institutes is based on the permission granted by the institute or by any of the partners who signed MoUs.

#### **4.1 Termination of Internship Training**

De-registration from Internship Training would be done on the following grounds

- ▶ Completion of Internship training
- ▶ The performance of the Internship trainee is not found to be satisfactory
- ▶ The Internship trainee is absent without authorization from hosting company or sending institute
- ▶ If the Internship trainee performs a gross misconduct
- ▶ The Internship trainee acquires employment
- ▶ If the Internship trainee wishes to continue on personal ground

The Internship trainee may terminate the agreement by submitting a written letter of resignation or termination of the agreement to the host institute at any time.

## References

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2. GREATER BALTIMORE gbc COMMITTEE, Developing an Internship Program A step-by-step customized approach, Greater Baltimore Committee111 South Calvert Street, Suite 1700 Baltimore, Maryland 21202
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4. Ministry of Education,2018, Ethiopian Education Development Roadmap (2018-30), Education Strategy Center, EMPDE, Addis Ababa, Ethiopia.
5. Bahir Dar University Ethiopian Institute of Textile and Fashion Technology (EITEX),2018, OPERATIONAL MANUAL FOR INDUSTRIAL INTERNSHIP, Prepared by Institute Industry Linkage Office, Bahr dar (unpublished)
6. Guideline on Implementation of Cooperative Training by VET Consortia supported by KCF April 2021, Kosovo./[www.kcf-kosovo.org/](http://www.kcf-kosovo.org/)
7. State University of New York, 2016, University Faculty Senate Internships and Co-ops: A Guide for Planning, Implementation, and Assessment.

## **Annex**

### **A.**

#### **TRAINING AGREEMENT FOR INTERNSHIP TRAINING**

This is part of the Training Agreement and Training Plan for Each Student Learner in an Internship Training Program.

Student Learner Name \_\_\_\_\_ ID \_\_\_\_\_

Address \_\_\_\_\_ Telephone \_\_\_\_\_

Student Learner Career Objective \_\_\_\_\_

Job Title \_\_\_\_\_

Date of Employment (Intern): Beginning \_\_\_\_\_ Ending \_\_\_\_\_

Institution \_\_\_\_\_

Address \_\_\_\_\_ Telephone \_\_\_\_\_

Training Agency \_\_\_\_\_

Address \_\_\_\_\_ Telephone \_\_\_\_\_

Training Supervisor \_\_\_\_\_ Telephone \_\_\_\_\_

Weekly Hours \_\_\_\_\_ Beginning Rate of Pay (If any) \_\_\_\_\_

#### **EMPLOYER/TRAINING SITE RESPONSIBILITIES:**

The employer/training site will adhere to all State and Federal regulations regarding safe working environment and conditions, employment, child labor laws, minimum wages and workers' compensation.

1. The student learner will be given a variety of work assignments and be supervised by an experienced person.
2. A periodic evaluation of job progress will be made by the training supervisor on a rating form provided by the institution.
3. The training supervisor will arrange a conference with the coordinator when a trainee problem arises.
4. The training sponsor will provide necessary safety instruction throughout student learner training period.
5. Employer/training site will not employ a student learner to displace a regular worker.

6. Exposure to the hazardous work will be incidental to the student's training and that any such work will be intermittent and under the direct supervision of an experienced, qualified person.

### **STUDENT LEARNER RESPONSIBILITIES:**

1. The student learner agrees to perform the assigned duties in a loyal manner and work to the best interest of all concerned.
2. The student learner agrees to report job problems to the training supervisor and Internship education coordinator.
3. The student learner will adhere to company policy.
4. The student learner must be regular in attendance at institution and on the job. If unable to report to work, the student learner will notify the employer and coordinator before the start of the normal workday.
5. The student learner's internship program will be terminated upon withdrawal from the institution.
6. The student learner will report to the institution for designated meetings and related instruction.
7. The student learner will follow institution rules at the work and institution sites. Violation of institution rules will lead to disciplinary action, which may include termination from internship program.

### **INSTITUTION RESPONSIBILITIES:**

1. The program is under the direct supervision of assigned Internship training coordinator.
2. The student learner will receive related instruction and safety instruction from the occupational instructor or the Internship training coordinator prior to job placement.
3. The cooperative training coordinator will visit the student learner and training supervisor on a regular basis at the training site.
4. The institution will maintain signed copies of the written training agreement and plan for each student learner participating in the program (especially during cooperative training).

5. Student learner transportation, insurance and attendance at the institution and work will be covered by the institution policy.

This memorandum is for the purpose of outlining the agreement between the institute and employer on the conditions of training to be given a student learner while on the job.

We, the undersigned, agree to the conditions and statements in this agreement.

Student Learner Date Parent or Guardian Date

## Employer Date Internship Director Date

## Internship Training Coordinator

**B.**

**ITP Report format**

**Name of Faculty: -** \_\_\_\_\_ **Department: -** \_\_\_\_\_

**Academic Year: -** \_\_\_\_\_ **Semester: -** \_\_\_\_\_

S. No	Department	Course Name	Duration of the program	Number of students participated			Name of the industry visited	List of competencie s and skills developed	Name of the program leader/L ecturer
				M	F	Total			

**C.**

**Tool for monitoring ITP**

<b>Name of company:</b>	<b>Date of visit:</b>	
<b>Length of visit program:</b>	<b>Total number of trainee(s):</b>	
<b>Name of trainees (Please attach):</b>	<b>Course</b>	<b>Credit hr./s:</b>
	<b>Total hrs. allotted for CTP:</b>	
<b>Monitoring areas</b>	<b>Observation/recommendation</b>	
Attendance of trainee is maintained by the industry, enterprise, university or TVTI.		
Company has skilled supervisor to train/look after the trainees.		
Trainees' assessment is maintained regularly and checked by the supervisor as required by the department.		
Industry, enterprise, or institute is satisfied with the performance of trainee.		
Adequate task is given to trainee by the industry, enterprise, or institute.		
Task of individual trainee appropriately relate to the course/competences.		
Trainees' performance is regularly assessed and feedback given to help trainees to improve his/he training.		
<b>General comments:</b>		
<b>Name &amp; signature:</b>		

**D.**

**Information on ITP provider**

**Name of Company/Training Provider:**.....

**Address:**.....

**Region/City Administration:**.....

**Sub-City Administration:**..... **Woreda**..... **House No:**.....

**Telephone/Mobile No:**.....

**Fax No:**..... **E-mail:**.....

**E.**

**Record of Daily Activities**

**Month:** \_\_\_\_\_

<b>Date</b>	<b>Brief Description of work carried out</b>	<b>Remarks/signature of trainer</b>
<b>Problem encountered (If any):</b>		
1.		
2.		
3.		
4.		

**F.****Student Internship/Cooperative Training Evaluation Form**

This form is to be completed and signed by a supervisor after the conclusion of the internship. Your response will inform the student's final grade. Please feel free to attach an additional page if insufficient space is provided for your responses to any of the following items.

**After completing this form, please return it to the student in a sealed envelope, signed along the sealed part.**

**GENERAL INFORMATION**

Organization/Industry Name: \_\_\_\_\_ Date: \_\_\_\_\_

Student's Name: \_\_\_\_\_

Name of Supervisor (Company): \_\_\_\_\_ Phone No. \_\_\_\_\_

Student's Position or Assignment: \_\_\_\_\_

Starting Date of Internship: \_\_\_\_\_ End Date: \_\_\_\_\_

Please evaluate the student on the following qualities/competencies with respect to achievement of objectives

**Part I – Performance of Intern (Students)**

Please use the table below to evaluate your intern's performance in the areas shown. Please place an appropriate 'x' by the relevant score.

Key Criteria	Excellent	Very Good	Satisfactory	Needs Improvement	Unsatisfactory	Not Applicable
Arrived to work on time						
Behaved in a professional manner						
Dressed appropriately						

Key Criteria	Excellent	Very Good	Satisfactory	Needs Improvement	Unsatisfactory	Not Applicable
Effectively performed activities and tasks assigned						
Oral communication skills						
Written communication skills						
Attention to accuracy and detail						
Strong analytical skills – demonstrated critical thinking and problem-solving skills						
Ability to adapt to a variety of tasks and activities						
Took initiative to get a task done, including overcoming obstacles						
Met stated deadlines						
Computer skills						
Other technological skills						
Team player						
Good interpersonal skills						
Willingness to ask for help and guidance						
Seemed interested in and enthusiastic about the internship experience						

Key Criteria	Excellent	Very Good	Satisfactory	Needs Improvement	Unsatisfactory	Not Applicable
Self-motivated, showed initiative and creative						
Was able to set priorities						

## **PART II Recommendations for Intern (Student)**

Please provide answers for the questions below. This section gives you the opportunity to make recommendations that would help in the professional development of the intern (student).

What do you consider the main strengths of this student?
What areas need improvement?
What development have you observed in the student's skills, knowledge, personal and/or professional performance?
If the opportunity arose, would you employ this student again?

## **PART III Benefits to Host Organization and Recommendations for TVTI**

Please provide answers for the questions below. This section gives you the opportunity to make recommendations for the TVTI Internship/cooperative Training Program in general.

Describe the ways in which the student's performance benefited your organization.
---

<p>Overall, how do you rate your experience with this student?</p> <table border="1"> <tr> <td><b>Excellent</b></td> <td><b>Good</b></td> <td><b>Average</b></td> <td><b>Unsatisfactory</b></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>				<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Unsatisfactory</b>				
<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Unsatisfactory</b>								
<p>Overall, how do you and/or your organization rate your experience with the TVTI Internship Program?</p> <table border="1"> <tr> <td>Excellent</td> <td>Good</td> <td>Average</td> <td>Unsatisfactory</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>				Excellent	Good	Average	Unsatisfactory				
Excellent	Good	Average	Unsatisfactory								
<p>Do you have any suggestions for improving the TVTI Internship Program?</p>											
<p>Based on your experience and that of your organization in general, would you participate in this program again or would you recommend this program to other organizations and prospective interns? Please provide comments.</p>											

❖ If any, please provide your comments and suggestions regarding the internship program and / or intern(s) in general.

Supervisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_ (If possible) Stamp:

## G.

### **STANDARD FORMAT OF THE INTERNSHIP REPORT**

#### INTERNSHIP REPORT

- ▶ Reflects your ‘overall’ experience of the internship duration
- ▶ Helps polish your writing skills
- ▶ Increases your understanding of report writing
- ▶ Enriches your vocabulary and helps reduce grammar and spelling errors
- ▶ Contributes to the existing knowledge base

#### FONT STYLE/SIZE/SPACING

- ▶ Font: Times New Roman
- ▶ Size: 14 points **bold** for main headings
- 13 points **bold** for sub-headings
- 12 points for all other text
- ▶ Spacing: 1.5 Line Spacing

#### CONTENTS OF THE REPORT

- ▶ Title Page (Sample Provided)
- ▶ Page for supervisory committee (Sample Provided)
- ▶ Table of contents
- ▶ Acknowledgement Page
- ▶ Internship Certificate (If possible)
- ▶ Executive Summary
  - Chapter 1 Introduction of the Report
  - Chapter 2 Overview of the Organization
  - Chapter 3 What I have Learned
  - Chapter 4 Analyses
  - Chapter 5 Recommendations and Conclusion

- ▶ References (Write in APA format, all the sources consulted in the making of your report)
- ▶ Appendices (Financial Statements, Supporting Documents etc.)

## **Acknowledgement**

This report has been prepared for the internship that has been done in the (Name of Organization) to study the practical aspect of the course and implementation of the theory in the field with the purpose of fulfilling the requirements of the course of (Name of Program)

I would like to express my sincere gratitude to (Supervisor at Company, Manager/Director/HOD of the Organization worked in, other employees, staff members etc.) for their support and encouragement.

## **Executive Summary**

- ▶ An executive summary is a brief section at the beginning of a long report, that summarizes the document. As a 30-second or a one-minute version of the entire report
- ▶ Briefly, what is this about?
- ▶ Why is it important? [or] Why was it undertaken?
- ▶ What are the major findings or results?

An executive summary outlines the following information:

- ▶ The purpose
- ▶ The methods
- ▶ The results
- ▶ The conclusions & recommendations

## **CHAPTERS**

### **▶ Chapter 1: Introduction of the Report**

This chapter includes basic information regarding the process of preparation of report. This chapter should not be more than 4 pages with the following topics:

- **Background:** Basic information (without unnecessary details and descriptions) regarding topic of study
- **Purpose:** Purpose may be to study an organization from Marketing/HR/Finance/Accounting perspective, to understand the working/operations, to analyze the organization using SWOT, PESTEL, Ratio, Common-size, Index, Trend analysis techniques, whichever is applicable.
- **Data Collection:** (Primary/Secondary)
- **Scope:** As it is impossible to cover all the departments of organization in 6-8 weeks' time, therefore the internee should mention the major focus of his/her work or the specific department attended.

## ► **Chapter 2: Overview of the Organization**

This chapter should not be more than 5 pages, and covers the most relevant information about the Main organization, with special focus on the branch/office of work

- Brief overview
- Major activities, products, hierarchy, organogram

## ► **Chapter 3: What I have Learned**

This is an important part of your report. Your activities during the period of internship. Your job responsibility, in how many departments you were placed, what have you learned in those departments etc.

- Duration of internship
- Departments assigned
- List of activities performed and How have your performed
- Conclude by compiling your overall experience

## ► **Chapter 4:**

### ► **Analyses**

- SWOT analysis (for specific section/shop of the company)
  - List the firm's key external opportunities
  - List the firm's key external threats.
  - List the firm's key internal strengths.

- List the firm's key internal weaknesses.

## ► **Chapter 5: Recommendations and Conclusions**

- Based on Strategies developed in SWOT
- Should not be Vague, Abstract, Idealistic
- Should be Specific, Concrete, Practical

Internee should concentrate and focus on the quality of recommendations. They should not be unclear, ambitious and general. Your recommendations should be directly relevant to your place of internship and should be implementable for bringing improvement.

Conclude briefly by summarizing your main points of the report.

**Internship/Cooperative Training Report**  
**On**  
**Ethio-engineering Group**  
**Addis Machine and Spare parts Manufacturing Industry**  
**Addis Ababa**



Academic Year 2021-22

Supervised by:

**Mr. ABC**

Lecturer/Assistant Professor

Submitted by:

**XYZ, IDNo: \_\_\_\_\_**

Program (**Regular BSc year -3-**)

Department: \_\_\_\_\_

**Technical and Vocational Training Institute**

July 2022

**Approval Sheet**  
**Internship/Cooperative Training Report**  
**On**  
**Ethio engineering Group**  
**Addis Machine and Spare parts Manufacturing Industry**  
**Addis Ababa**

**Supervisor**

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Designation: Lecturer/Assistant Professor

Technical and Vocational Training Institute

**External Examiner (Company supervisor)**

Name : \_\_\_\_\_

Signature: \_\_\_\_\_

Designation: \_\_\_\_\_

**Department Head**

Name : \_\_\_\_\_

Signature: \_\_\_\_\_