



Work-based learning: apprenticeship at Enel

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ENEL TODAY¹

GLOBAL AND DIVERSIFIED OPERATOR



~**40** €bn Regulated Asset Base
~**62** mn distribution end users

#1 in Italy, Spain, Chile, Peru
#2 in Argentina, Colombia



~**18.3** mn free retail customers

#1 in Italy and Spain



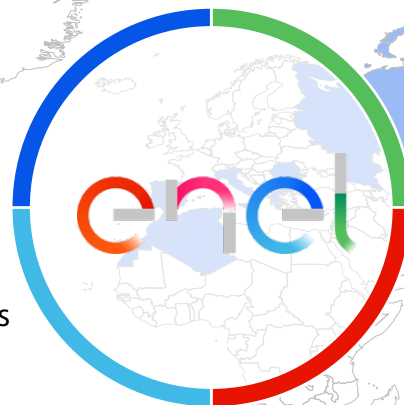
~**38** GW renewable capacity²

Global leadership in renewables



~**47** GW thermal capacity

Highly flexible and efficient generation fleet



■ Countries of presence³

1. As of 2016

2. Consolidated (35.9 GW) and managed (1.9 GW) capacity including 24.9 GW of large hydro.

3. Presence with operating assets

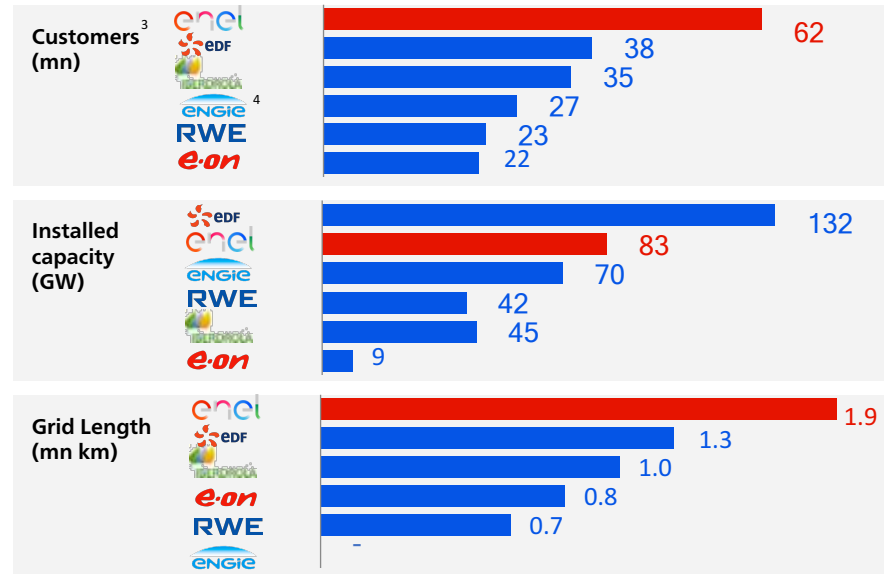
OPERATIONAL DATA

LEADERSHIP ALONG THE VARIOUS SEGMENTS OF THE VALUE CHAIN

Key indicators¹

	Infrastructure & Networks 62 mn end users 41.2 mn smart meters 1.9 mn km grids
	Retail 56.4 mn power customers 5.5 mn gas customers
	Renewables generation 35.9 GW of installed capacity ⁵
	Thermal generation 46.8 GW of installed capacity

Enel and European peers²



1. Data as of December 31st 2016;
 2. Data as of December 31st 2016;

4. Figure refers to the European perimeter (Engie does not disclosure total number of customers);

5. It doesn't include 1.9 GW of managed capacity

SUSTAINABILITY EMBEDDED IN THE STRATEGIC PLAN





CONTEXT

2017-2019 Sustainability Plan - ESG¹ Pillars

Digitalization
ESG pillars
<ul style="list-style-type: none"> ▪ Engaging the local communities ▪ Engaging the people we work with ▪ Aiming at operating efficiency and innovation ▪ Decarbonizing the energy mix
Customer focus

1. Environment, Social and Corporate Governance

ENEL COMMITMENTS TO THE SUSTAINABLE DEVELOPMENT GOALS

4 QUALITY EDUCATION 	400,000 people by 2020
7 RENEWABLE ENERGY 	3 million of people, mainly in Africa, Asia and Latin America by 2020
8 GOOD JOBS AND ECONOMIC GROWTH 	1.5 million people by 2020 ²
13 CLIMATE ACTION 	<350 gCO ₂ eq / kWh by 2020 (-25% base year 2007)

2. Target upgraded from the original 0.5 million people commitment that was already achieved during 2016

WORK-BASED LEARNING: THE CONTEXT

- Generational change
- Youth unemployment
- Gap between school education and skills requested by the Companies
- Enel's experience in the management of professional apprenticeship contracts



WORK-BASED LEARNING: MAIN PURPOSES

FIRST EXPERIMENTATION IN ITALY OF WORK-BASED LEARNING APPRENTICESHIP BUILT ON THE GERMAN DUAL SYSTEM

- Create a **virtuous circle** between education and labor market.
- Create **school programs** that integrates academic learning with professional and technical skills aligned to the needs of the labor market.



**145 APPRENTICES HIRED IN
SEPTEMBER 2014**

TRADE UNION AGREEMENT OF FEBRUARY 13TH, 2014

- Definition of **normative and economic** treatments of the apprenticeship
- Definition of the sequence from higher-education apprenticeship and professional one.

TRADE UNION AGREEMENT OF FEBRUARY 13TH, 2014

- Recognition of the **right of termination** both during and at the end of the school courses, derogating the applicable normative.
- Application of the **Collective Agreement of Electricity Sector** in the period of professional apprenticeship.

TRADE UNION AGREEMENT OF FEBRUARY 13TH, 2014

- Regulation of the economic treatment in accordance with the principles of **proportionality** between work and training period.
- **Provision of an action plan** to be shared with the trade unions, finalized at find funding, monitoring and participation in training on occupational safety.

PHASES OF THE SPERIMENTAL PROJECT ON WORK-BASED LEARNING

A 3-YEAR PATH STRUCTURED IN 2 PHASES:

- **PHASE I:** a 24-month high-level apprenticeship during the 4th and 5th year of high school (**Istituti Tecnici Industriali**) aimed at obtaining the diploma and the integration in the business environment. This phase envisages the presence in the Company **1 day a week** during the school year and a full time presence during the summer.



PHASES OF THE SPERIMENTAL PROJECT ON WORK-BASED LEARNING

A 3-YEAR PATH STRUCTURED IN 2 PHASES:

- **PHASE II:** technical-practical professional training in the Company during the following 12 months for the students who have accomplished the diploma and a level of qualification deemed appropriate by the Company.



STUDENTS' DECLARATION

“Thanks to this experience I realized some very important aspects of the working activity: tenacity, face problems and not give up, not be afraid to ask for help in case of difficulty. It's fundamental to create a positive and comfortable work environment so that to work harder and better”.



CONCLUSIONS

- Great satisfaction for the program from all the subjects involved (school, Company, students).
- Students' personal and professional growth and positive integration in the work context.
- Benchmark, dialogue and constant collaboration between school and Company.
- Essential role of the tutor in the learning and monitoring process of the educational path.
- Orientation to the safety as a part of the student's approach to the job.

CONCLUSIONS

- Importance to define a balance between educational objective and Company's one.
- Restart of the program in September 2016

Shorten distances between education and business is one of the best essential practices to allow the entry of young people in the labor market.



HOW TO PROMOTE SKILLS AND CAREERS WITHOUT BORDERS?

- How to help apprentices once they have returned to put into practice the knowledge and skills acquired during their mobility experience?

Shorten distances between education and business is one of the best essential practices to allow the entry of young people in the labor market and to achieve a real global perspective in skills and qualifications



HOW TO PROMOTE SKILLS AND CAREERS WITHOUT BORDERS?

- How to prepare the apprentices' mobility experience? In other words, what are the different aspects to consider upstream so apprentices could have a successful mobility experience?
- How to make apprentices' integration easier both in the host country and the host company?
- How to help apprentices to make the most out of the experience abroad?