






**Authors**

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**Suitability of this case to the ApprEnt definition of HEA**

Workplace/ training	Mentoring	Remuneration	Formal programme	Certification	Contract/ Agreement
					

Evaluation of how the programme/practice reaches the following goals  
Scale: 1 = not at all; 2 = very little; 3 = somewhat; 4 = well; 5 = very well

	1	2	3	4	5
i. Enhances relevant working life skills and qualifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ii. Promotes professional growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
iii. Develops learning environment practices as a whole	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
iv. Develops work-based learning practices and materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
v. Improves work performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
vi. Improves tutoring and mentoring practices	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vii. Enhances University-Business collaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
viii. Showcases potential aspects for programme standardisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## Title

*Type 1 apprenticeship: the ENEL pilot*

## Description

### Model

**Type 1 apprenticeship: 'Apprenticeship for vocational qualifications and diplomas, upper secondary education diplomas and high technical specialisation certificates'.**

*This is for those aged 15 to 25 and may be applied to vocational education and training (VET) programmes at upper- and post-secondary levels.*

The minimum duration of a Type 1 contract is six months, while the maximum duration is three to four years (depending on the maximum duration of the VET programme leading to the desired diploma, qualification, or certificate). It may be activated at any moment during the VET programme (which is otherwise delivered entirely as school-based) and its duration may be different from that of the VET programme.

During Type 1, learners receive formal training in an education and training institution (external formal training) as well as in the company (internal formal training) while working. The external formal training cannot exceed the hourly limits defined in accordance to different certificates, qualification or diplomas. Besides undertaking the full amount of training hours in a study year (about 1 000 to 1 050 hours), the apprentice has to work a number of hours that are much less than those foreseen by the employment contract for a full-time worker. Up to 50-70% of the total number of training hours of a study year can be delivered in education and training institutions ('external training'). The remaining number of hours (the difference between the total number of training hours of a study year and the number of external training hours) should be spent in the company receiving 'internal training'. Apprentices also carry out ordinary work activities: the hours of this component are equal to the difference between the annual working hours (as they would be for a full-time job and are specified in the individual Type 1 contract) and the total training hours of a study year.

Like the other two types of apprenticeship, Type 1 is defined by law as an open-ended standard employment contract, targeting learners aged between 15 and 25. It is linked to the achievement of a formal VET diploma, qualification or certificate. Those who sign a Type 1 contract are considered as employees and receive a salary for the time spent in the company. The company also signs a protocol and the individual training plan with the education and training institution.

References: CEDEFOP (2017), Apprenticeship review Italy. Building education and training opportunities through apprenticeships. THEMATIC COUNTRY REVIEWS, Luxembourg: Publications Office of the European Union.

### Best practice

In 2014-2015 ENEL was the first company in Italy to stipulate around 150 contracts for high-level training apprenticeships with students in their second last year, with the aim of ensuring training periods in companies recognised in the school curriculum. After the Jobs Act was approved by the Government, senior secondary education was open exclusively to first-level apprenticeships.

In September 2014, 145 apprentices were recruited from all over Italy. This followed an agreement signed with trade unions on 13 February that year. The working hours, tasks, and remuneration were clearly set out in line with the national contract for the electricity industry. The curricula were shared with authorities and technical institutes. This enabled the young people involved to obtain a double result: a technical diploma and their first real working experience.

The process of corporate professionalisation thus becomes faster by optimising the turnover of skills. Youngsters, school teachers and company tutors are all involved in co-planning activities. This

encourages everyone to think about managing the experience and evaluating the results. At the same time it allows for a comparison of the methods of observation and an evaluation of skills and soft skills (teamwork, problem solving, proactive behaviour and responsibility).

The 2016/2018 programme lasts 36 months. In addition to the Senior Secondary School Galilei-Sani students of Latina, it also involves 140 apprentices from seven technical institutes of seven regions, while for the two-year period 2017-2019, 30 additional apprentices from two technical institutes in Abruzzo have been included. Over the course of these two years, students will participate in a paid apprenticeship in the company lasting 1,400 hours (including 280 hours of lessons with exercises in the laboratory). The project was divided into two phases:

- 1) During the first 24 months, fourth and fifth-year students from technical and industrial vocational schools took part in a school-work alternation programme. This consisted of 800 school hours and the same number (280 of which were in workshops) at Enel's facilities. Students spent one day a week during the school year at the company, with a full-time commitment during the summer.
- 2) The second phase, over the following 12 months, involved recent school leavers with a level of qualification considered appropriate by Enel in a technical and practical vocational apprenticeship. In 2016 they were joined by another 140 young people who would take the State exam in June 2018. A further 30 youngsters joined them in September 2017.

This new relationship between education and practical work experience has already become something of a model. The OECD involved Enel in a workshop aimed at charting out strategies for improving skills. It recognises this experience as one of the most effective ways to bridge the gap between the skills provided by schools and those required by employers.

Most companies tend to consider Type 1 primarily as a standard open-ended employment contract and so as a contractual option for recruitment, rather than a training investment. As a contractual option, it may be less attractive compared to others. The lack of knowledge about Type 1 may also lead to compare Type 1 with Type 2 as alternative instruments if hiring a person from the same target group (age 18 to 25), and find Type 1 less attractive than Type 2, which requires – on the employer's side – less engagement, a lower degree of responsibility and less bureaucracy. Although Type 1 clearly distinguishes itself from the other dual system instruments and school-to-work transition schemes (such as extracurricular traineeships), some interviewees claimed that the fact that more than one instrument covers the same target population (under 25 years old) might orient companies towards training or employment instruments other than Type 1. Companies used the other instruments (for example traineeships) as a way to test young people before offering them a Type 1 contract.

The allocation of hours between external and internal training and work may not be straightforward. The presence of apprentices at the workplace should be combined with the firm's work organisation and production processes. In this respect, the minimum share of about 50% of 'formal training' outside the company can be challenging for the company organisation, especially SMEs (58). As a result, employers' representatives highlighted the problem for companies in striking a balance between the number of external training hours and the number of hours spent in the company for internal training and work, and how to organise and combine them.

There are no guidelines to manage – in practice – the double status of Type 1 apprentices, of students and employees: to distinguish the internal training from the work component, and human resource management aspects linked to the absence of the apprentice-worker from the workplace (to attend external training). Consistent with its nature of being a dual system instrument that may be applied to virtually all VET programmes and learners and for different purposes, there are no specific coherent and consistent strategies or guidelines on access, class organisation, guidance and counselling. It is extremely challenging and burdensome for education and training institutions to organise and manage the external training of apprentices when each institution has a limited number of apprentices, divided among several classes and at work in different places, with different lengths of contracts and starting dates.

The partial offer of counselling guidance services in Italian education and training reflects on the lack of guidance and counselling for apprentices, not only before becoming an apprentice but also during the contract. In the past, the combination of poor individual motivation and of weak accompanying services caused the interruption of many contracts before final qualification was achieved.

Social partner regional involvement needs to be strengthened, with a view to engaging and supporting companies but also to selecting the VET qualifications that may be more relevant for Type 1 based on local labour market characteristics.

#### Feedback from users

The results of Enel's first experience in 2014 show the students' complete satisfaction with the organisational aspects of the programme, the tools and equipment with which they are provided, as well as the quality of the relationship formed with the company tutors. This satisfaction is also evident in the 263 research questionnaires promoted by the Sodalitas Foundation in collaboration with the JPMorgan Foundation.

More than anything else, the questionnaires revealed the work environments' effectiveness in conveying respect for the organisation's rules, as well as the consolidation of relationships with colleagues and managers, in addition to developing a sense of responsibility and a willingness to work as a team.

Amongst the most relevant outcomes of the experimentation we can point out not only the high number of students-apprentices who have passed the first year of apprenticeship with better average results than national ones in the same type of schools, but also the positive influence that experimentation has had on participants. The experience of apprenticeship in alternation has, in fact, increased the students' awareness of the importance of a sound basic and technical-professional preparation for entering the labour world, and it has also influenced positively on their motivation, reinforcing the sense of responsibility and seriousness, especially in taking on the academic path.

#### Relevance and Transferability

What could be useful for HE apprenticeship is the cooperation model between students, school teachers and company tutors, who are all involved in co-planning activities. This encourages everyone to think about managing the experience and evaluating the results.

#### Comments

N/A