

SCHOOL-ENTERPRISE NETWORK

Combination of education and professional integration labour market determines the training need

Binomial and applications training labour market

COMBINATION BETWEEN EDUCATION AND THE LABOUR MARKET

The school-enterprise network establishes and develops through time a **privileged and stable relationship between enterprises and schools, mainly technical colleges**, in order to realize, based on the demand/supply index of professional roles, specialized educational paths with high rates of employability.

The modalities of interaction between enterprises and schools are carefully studied by ELIS staff and are based on the real needs of businesses, as well as on the distinctive didactic features of the colleges; in this way, the programme aims to train, through the offer of co-designed courses resulting from the continuing update of the programmes, recruiting and internships, a number of professionals to be placed in accord with the needs of the labour market.

The standard practice, although adaptable to the needs of each company, is to identify within the company staff a number of reference figures, the **Trade Masters**, previously trained by ELIS, together with the college professors. At a later stage, the Trade Masters and the teachers co-design, again with the support of ELIS staff, the courses to be offered to the students.

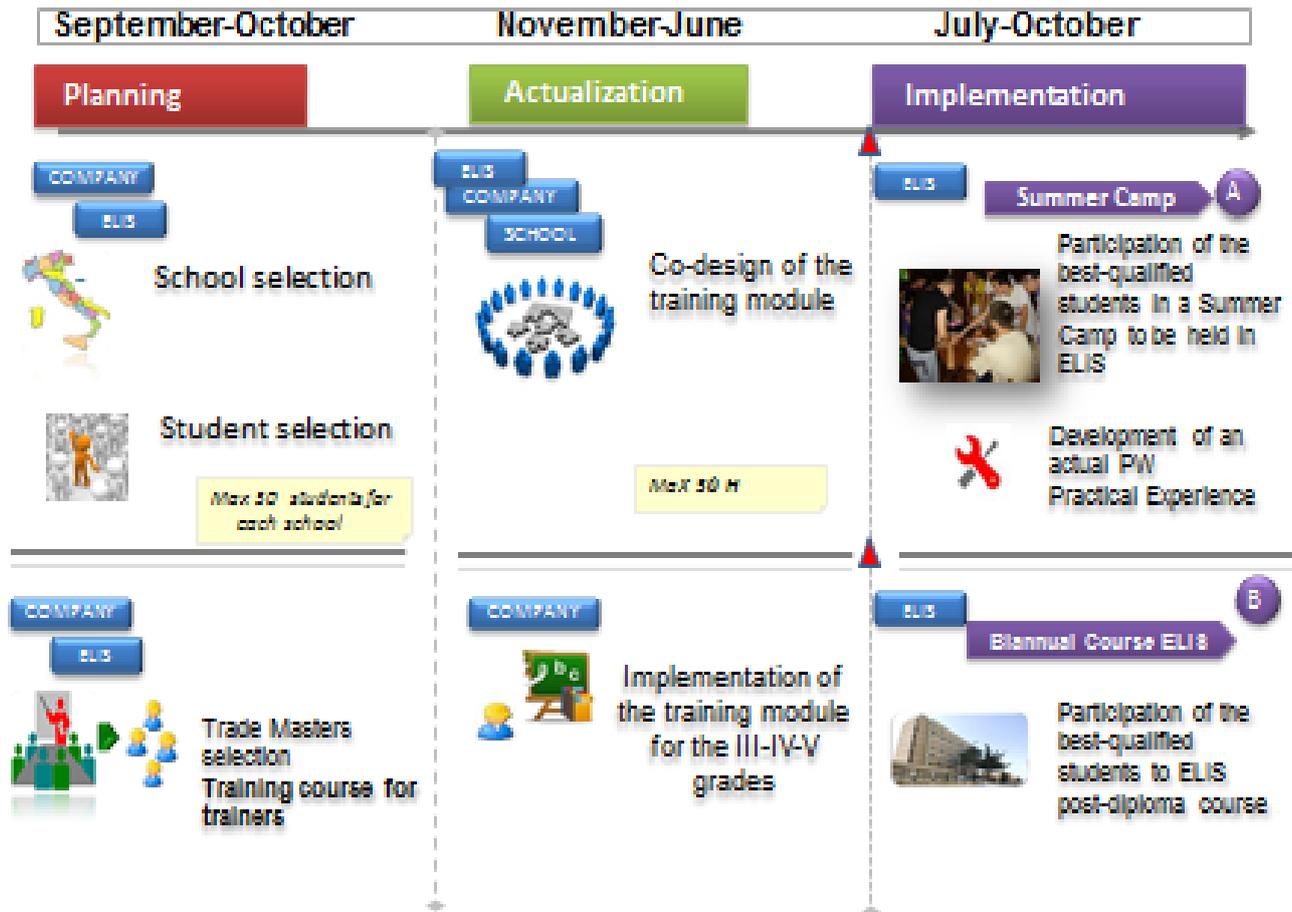
The academic year concludes with a "Summer Camp" for advanced training, reserved to the best-qualified students.

OBJECTIVES

The objective of the programme is to build a **NETWORK** between **schools** and **enterprises** in order to promote a **DIALOGUE** and mutual **EXCHANGE**. Adhesion to the project allows companies to reach specific goals in terms of:

- **Employer branding**;
- **Recruiting** and valorisation of the best students;
- Training of **company technicians** in the transmission of skills and the **recognition of the value** of their role;
- Motivation of the internal staff;
- Collaboration between **teachers and company technicians** in the common design of didactic programmes aimed at professional placement;
- **Cuts of the costs** of **pre-placement** training programmes through the adjustment of school programmes to companies' standards.

Structure



With ELIS support, the Company identifies the schools to engage in the project from those listed in ELIS database.

The schools select the students to be involved in the programme.

The Company identifies among its staff **key experienced figures** that will pass on to the students successful technical and personal *skills*.

ELIS organizes the training programme for the **"Trade Masters"** finalized both at the establishment of an internal *faculty* for teaching purposes and at appraising their role as tutors for the duration of the "on the job" training as well as during the entry placement of the new-employee within the company.

PLANNING AND ACTUALIZATION

The school, with ELIS support and based on specific criteria (motivations, conduct, didactic performances...), selects the best-qualified students to take part in the programme.

The school teachers and Trade Masters will work together to delineate the courses to be presented in the schools. A dialogue that represents an innovative element in terms of mutual exchange and growth in order to plan and provide viable courses for the students of the educational institutes.

Implementation of a **corporate module of N....hours** that will train the target professional positions required by the company, progressively from III to V grade.

- a. **Didactic approach:** Active approach - practical exercises, labs, interactive lessons, company tour
- b. **Teaching methods:** (Curricular/extra-curricular hours; lessons schedule...) at discretion of the working group
- c. **Evaluation:** At the end of the course the students will be evaluated by a final exam

IMPLEMENTATION

Summer Camp: the best-qualified students will be invited to take part in a summer camp to carry out a *Project Work* that will concretize the knowledge acquired during the academic year.

BENEFITS FOR ASSOCIATED ENTERPRISES

1. **Personnel incentive:**
 - a. The Trade Masters are relevant actors in a project of social relevance and of benefit to young people.
 - b. After taking part in the programme, some of the Trade Masters are placed in other sectors of the company, helping internal organization.
 - c. The involvement of Trade Masters in the teamwork has become a stimulus for the rest of the company personnel, much to the benefit of the quality of work and productivity.
 - d. The Trade Masters have improved their skills concerning topics of specific company interests as well as crosscutting and up-to-date teaching methods.
2. The creation of an **internal team of trainers:** The Trade Masters have acquired an actual experience and a method concerning training on different levels.
3. The establishment and maintenance through time of "**non exploitable relationships**": in business relations the quality of the relationship influences choices, both individual and collective ones, and thus the quality of the economic and civil development.
4. The opportunity to exclusively examine first-hand a short-list of **highly qualified personnel**, taking it away from the competition.
5. The circulation in local contexts of **the company brand** and of contents of interests for the company: the schools involved in the project are from all-over the country (Corporate social responsibility).

A FEW PROJECTS ALREADY REALIZED IN COLLABORATION WITH PUBLIC AUTHORITIES AND ENTERPRISES

1. **Young people and enterprise project:** a project aimed to support young people employment policies by promoting business start-up, stage and traineeship.
2. **Safety and school:** a project realized to spread the culture of safety and corporate culture.
3. **SAIPEM School:** a project realized to create a training programme for personnel qualified to work in the energy sector.