

e n e r g y f o r

EDUCATION



UNICEF reports that 64 million children around the world do not have access to primary education – amounting to one in four in the poorest countries – due to conflict, poverty, lack of facilities, traditions or inequalities.

Ensuring universal access to quality education by 2030, as outlined in the UN Agenda for Sustainable Development, is an unprecedented challenge that calls for each of us to take responsibility and action.

Education offers individuals the opportunity to be free and to rise above their environment of origin and any limitations associated with their environment, developing their talent, and determining their own life path. It also enables communities to overcome barriers to development. Skills, ideas, and the ability to innovate are key assets for companies to create shared value and address contemporary challenges.

We have always considered education and training essential for our people and for the communities in the Countries in which we operate. This has never been more true than in recent years, when there has been a slowdown in the achievement of the United Nations Sustainable Development Goals relating to education. The pandemic sparked a global crisis in this area, with school closures having an impact on the learning levels of students and on their psychological well-being. According to United Nations data, in the two-year period of 2020-2021, 147 million children and young people have lost more than half of their classroom hours.

Despite this context, Eni's commitment to improving access to education has never faltered. In partnership with the Governments of the Countries in which we operate and with our numerous partners, we have increased our efforts to implement inclusive projects across all areas of education: providing school supplies to enhance teaching skills in Ivory Coast and Indonesia; renovating schools in Mozambique, the Republic of the Congo, Mexico, Ghana and Tunisia; and building new school facilities in Iraq and Nigeria, where we have also promoted the acquisition of innovative agricultural skills. The interventions we have launched have also included upgrading libraries, canteens and sports fields, since sport, together with culture, is a vehicle for social cohesion and equality.

We also have a focus on vocational training, aimed at the young people who will shape the future of energy and targeting on the key skills required for the energy transition. In Egypt, for example, we opened a school that offers five different specialisations in energy and technology to over 260 current students, which will rise to around 800 by the end of the school year.

In Italy, over the decades, Eni has worked to support educational institutions and expand the training offer, ranging from primary education to vocational, university and postgraduate training and research programmes. Scuola Mattei, founded in 1957, is a great example of this, being the first postgraduate

Our commitment to access to education and training

 by **Claudio Descalzi**

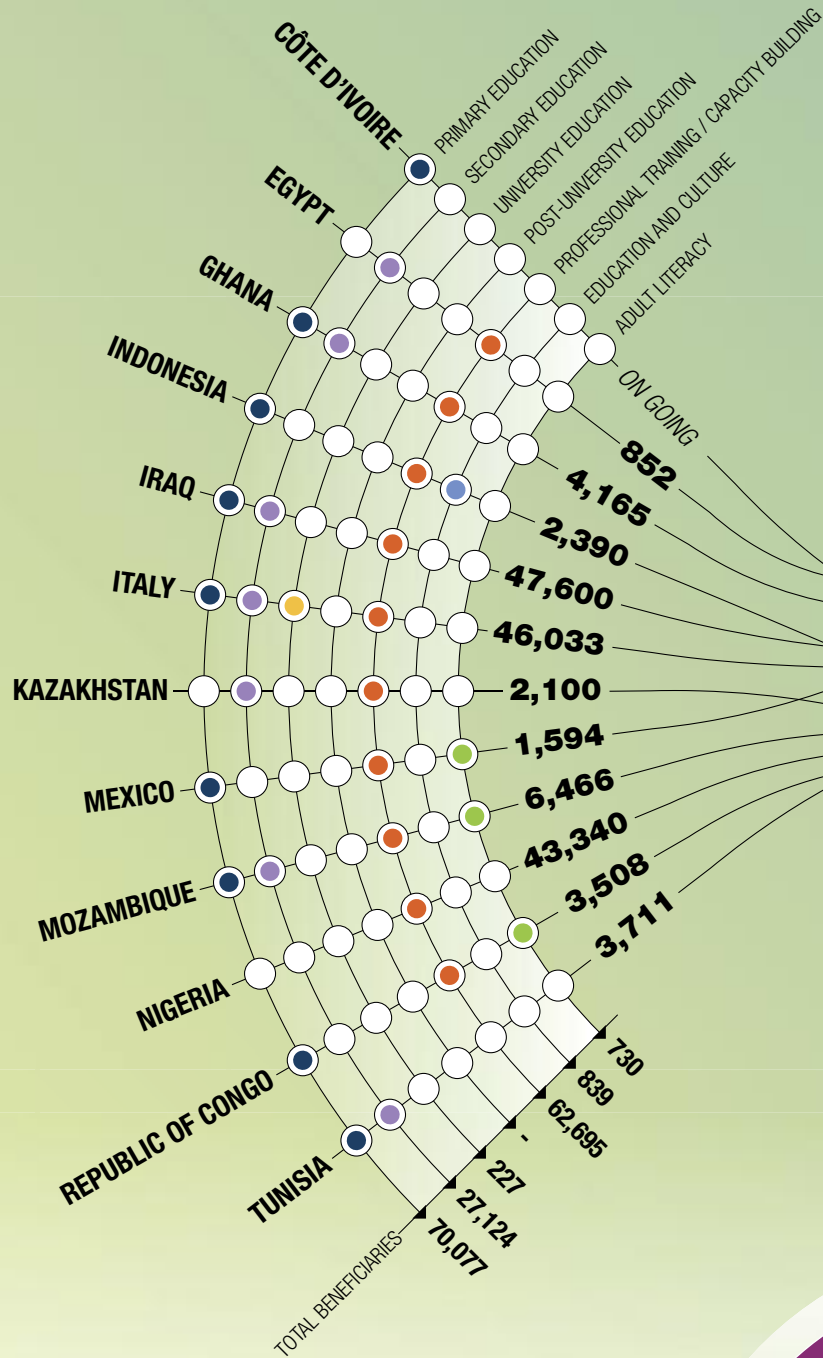
CEO of Eni

training initiative in Italy. Over the years, it has become a point of reference for professionals in the energy sector. Eniscuola, meanwhile, was set up in the late 1980s to allow young people to study energy, sustainability and the circular economy. As part of this journey, in 2001 we launched Eni Corporate University (ECU), a company dedicated entirely to the professional training of our people, both in Italy and in the Countries, we operate in, shaping the future of energy. Finally, we expanded our initiatives further in 2020 with the launch of Joule, Eni's business school.

The photographs in this publication aim to share the way that Eni looks upon education and training as tools for human, economic and social growth, illustrating some of the projects carried out in Countries with which we share a long history of friendship and collaboration.

Education in numbers

PROJECTS AND BENEFICIARIES BY COUNTRY

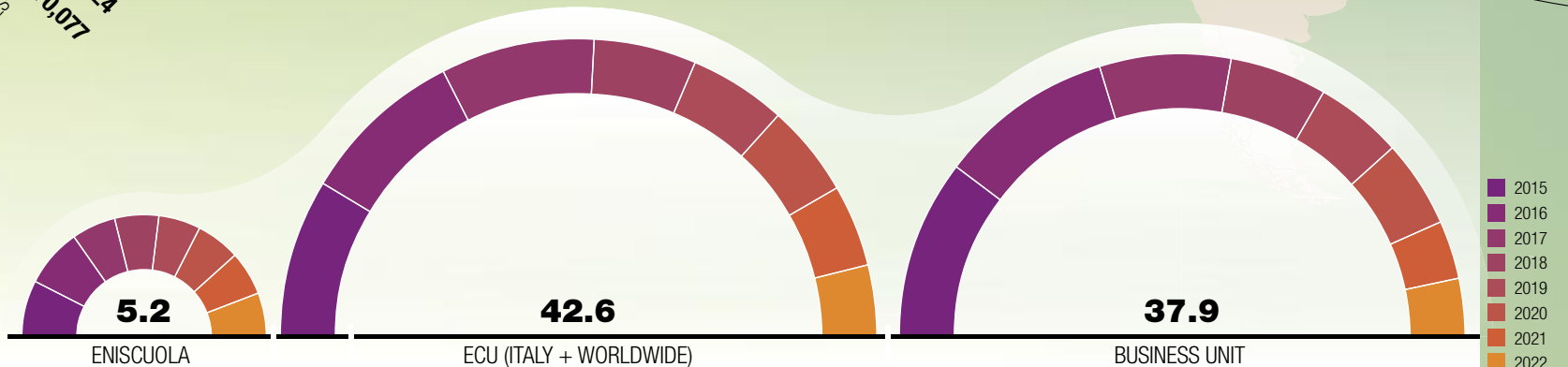


MEXICO
1,454 PROEDU | Schools
80 PROEDU | Teachers
64 Fishing and Oysters

THE NUMBERS SHOWN
 IN THIS INFOGRAPHIC
 REFER TO THE BENEFICIARIES

Investments
 2015-2022

AMOUNTS (IN MILLIONS OF EUROS)



85,788,890 euro

ECU PROJECTS WORLDWIDE

2,648

Countries involved:

- Ivory Coast
- Egypt
- Ghana
- Iraq
- Kazakhstan
- Mozambique
- Nigeria
- Republic of Congo



ITALY

10,420
DICS / GELA

21,011
DICS / DIME / GELA

277 ECU

14,375
DICS / DIME / ECU Worldwide

KAZAKHSTAN

1,900 UNDP

200 UNDP | Teachers

TUNISIA

1,826

1,885

Return to School
+ More structures
and more efficient

IRAQ

46,000
Tech for Future

900 Sustainable Infrastructure
in Zubair District

700 Tech for Future | Teachers

GHANA

1,386

Territory and Community (EDU)

1,386

Territory and Community (EDU)

1,394

Livelihood + Building Business

EGYPT

792 Zohr

60 Zohr | Teachers

NIGERIA

43,340

Green River Project

REPUBLIC OF CONGO

3,000

HINDA Education II Project

238 CATREP | Hinda Teachers

270 HINDA Education II Project

INDONESIA

991 Quality Improvement

560

Teacher and capacity building |
Local farming | Digital Village

839 Youth festivals

[IN PROGRESS]
LDPJ with AVSI-Support
It will reach:
8,500 beneficiaries
20 schools

CÔTE D'IVOIRE

MOZAMBIQUE

5,000 Integrative Education Project & Vamizi

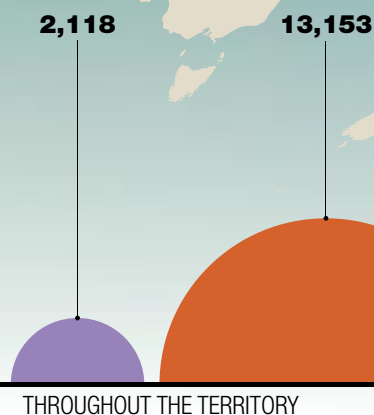
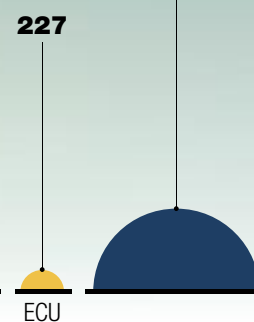
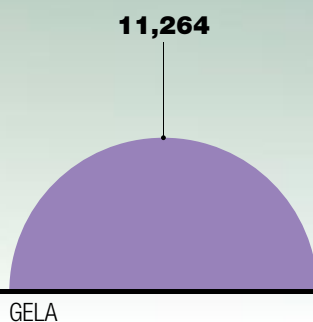
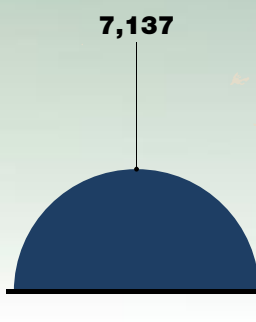
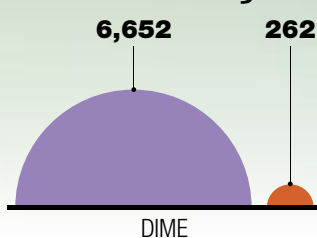
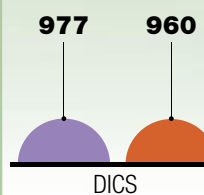
150 Don Bosco Higher Institute

916 BOOTCAMP #IDEATE |
Icreate | Sustainable Agriculture

400 Paquitequete

Projects in Italy

NUMBER OF BENEFICIARIES



- PRIMARY EDUCATION
- SECONDARY EDUCATION
- UNIVERSITY EDUCATION
- PROFESSIONAL TRAINING/CAPACITY BUILDING

164,407 total beneficiaries

95 projects

Learning to grow

ENI PROMOTES UNIVERSAL ACCESS TO QUALITY EDUCATION AND TRAINING, ENABLING CHILDREN AND YOUNG PEOPLE TO FACE THE CHALLENGES OF THE FUTURE WITH AWARENESS, AND ADULTS TO SEIZE THE OPPORTUNITIES OFFERED BY AN EVER-CHANGING MARKET

ENI IS COMMITTED TO CONTRIBUTING to the improvement of the well-being of local communities through development projects in different areas of intervention: access to energy, land protection, economic diversification, access to water and sanitation, education, community health. These projects are defined in line with National Development Plans and contribute to the achievement of the country's goals in relation to Agenda 2030 and the Paris Agreement.

Investing in education means investing in people, therefore, in the future of a country. That is why it is a key development sector for Eni. In particular, we promote the right to education by fostering universal access to quality education which enables boys, girls, and adolescents to acquire the knowledge and skills necessary to consciously face the challenges of the future, many of which are global.

In line with SDG 4 “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”, Eni proposes an inclusive and holistic education model primarily centred on the individual and the community. In this model, the school acquires a dual value: it is the place of learning but also the place where the whole community can meet, have fun and exchange views.

All our educational projects are developed in cooperation with national governments and their ministerial plans. Depending on the priorities set by the governments, these projects may include one or more levels of education, from pre-school, primary and secondary up to tertiary and university level. The aim is to increase the number of young people with cutting-edge technical and professional skills in energy and technology.



In a rapidly changing global and local context, training becomes essential at all ages. That is why Eni invests not only in formal education and training but also in vocational training. This investment aims to equip workers with the required skills and enhance their competitiveness in an ever-changing labour market.

According to UNICEF, more than 600 million children and adolescents worldwide are unable to reach minimum levels of competence in reading and mathematics, even though two thirds of them attend school. Furthermore, although significant progress has been made towards achieving universal primary education, with 87% of children having access to it, as many as 64 million remain excluded, most of whom belong to marginalised groups. Socio-economic conditions, UNICEF explains, strongly influence attendance and completion of primary education in the poorest countries, with 1 in 4 children lacking access to it.

Children and young people are left behind from education for many reasons. For example, children from the poorest families are much more likely to be excluded

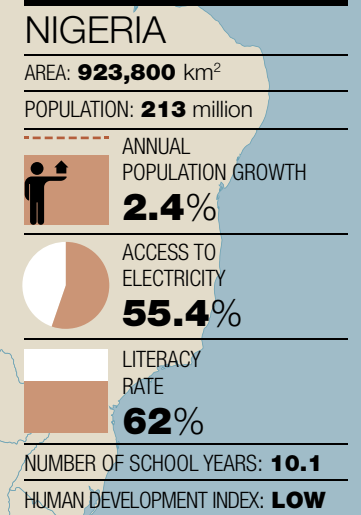
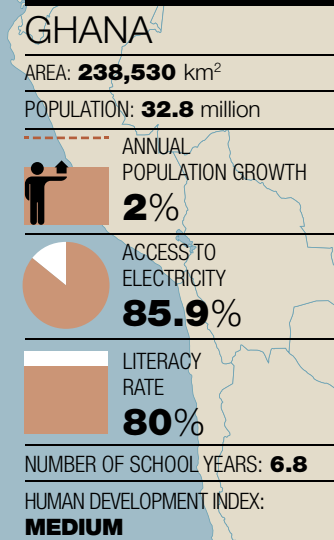
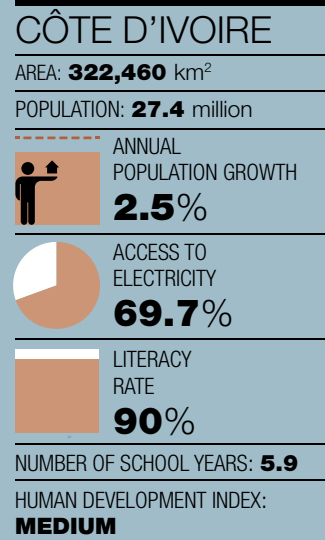
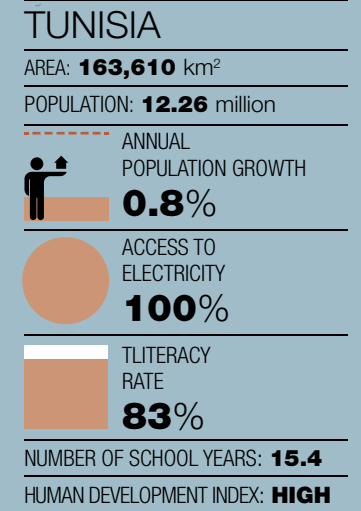
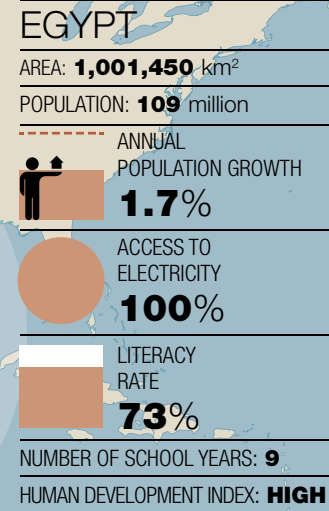
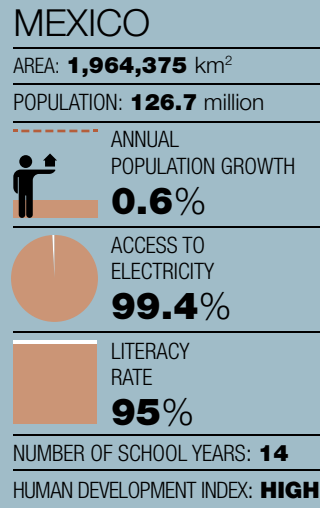


from education than wealthier ones. Factors such as living in rural areas, belonging to ethnic minorities, having a disability or simply being a woman frequently contribute to the phenomenon of being left behind at school.

The education projects promoted by Eni contribute to increasing the availability of education provided by qualified personnel. Depending on the context, the infrastructures created are equipped with several services such as drinking water, solar power, canteens, separate toilets for boys and girls, laboratories, extracurricular activities and scholarships. To promote access to education, an inclusive approach is adopted right from the construction/renovation stage of schools, adapting them to the needs of children with disabilities and the different needs of girls and boys. Eni also promotes a sense of “belonging” to the school and contributes to empowering parents and communities on various issues such as child protection, education, sports, environment, nutrition, health, hygiene, and equal opportunities. By leveraging the Human Rights-Based Approach promoted by the United Nations

(Human Rights-Based Approach, HRBA), the activities aim to raise teachers’ awareness of their educational duty, strengthening their capacities to ensure the protection of children’s rights and inclusiveness.

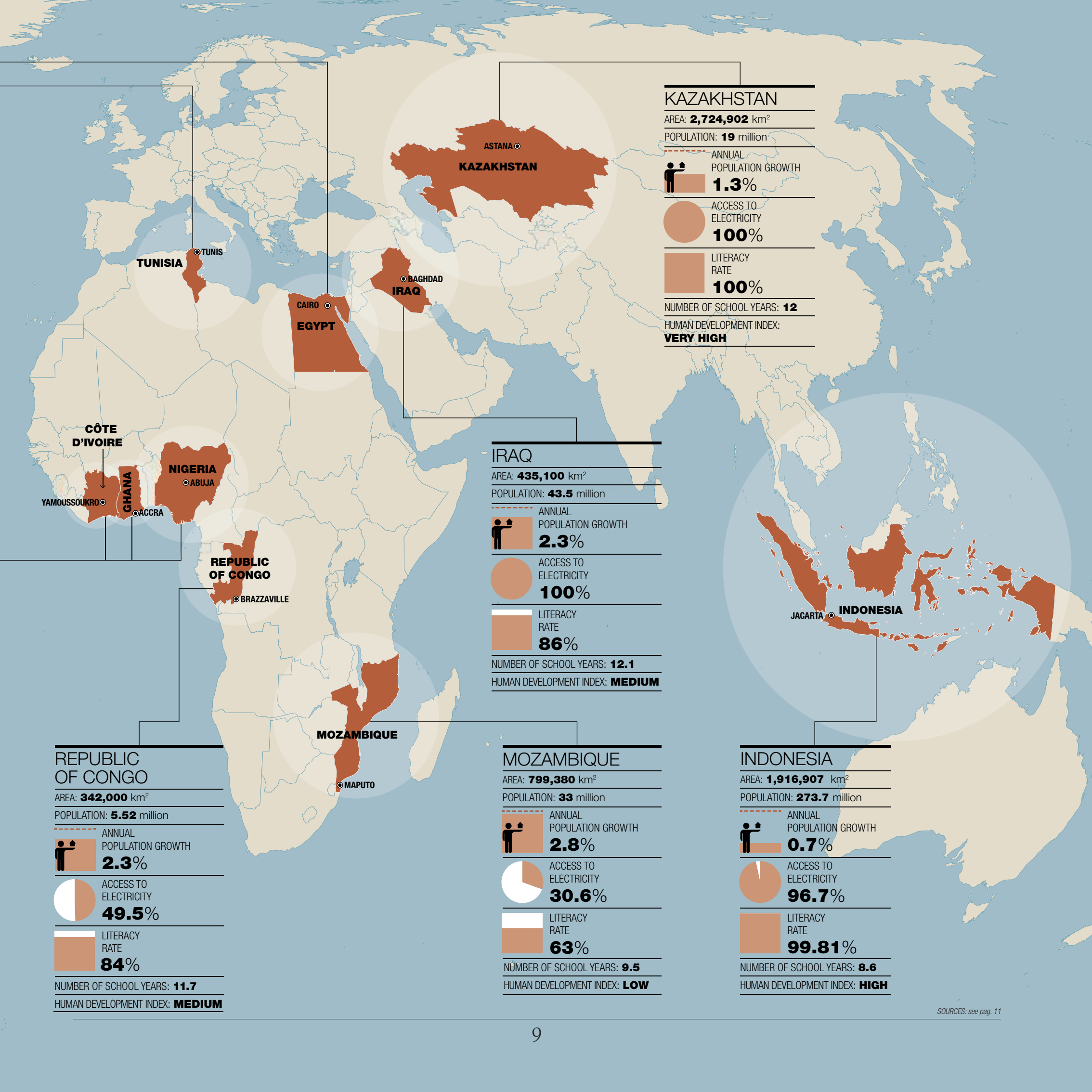
In the various countries where it operates, Eni supported the training of 593 national school officials including teachers, senior managers of schools, and headmasters, to improve their professional and soft skills. This training included child protection practices as well as teaching methods for children with disabilities. In 2022, these training activities, along with the infrastructural improvement of 21 schools, benefited 63,400 new primary, secondary and vocational students, in addition to 240 university students who received scholarships. According to data published by World Bank, the schools benefiting from this approach showed a higher school enrolment rate than the national average: Mexico 100% compared to 95%, Republic of Congo 90% compared to 88%, Ghana 100% compared to 86%, Mozambique 98.5% compared to 94%. ■



Countries

A MAP OF THE COUNTRIES WHERE ENI HAS PROMOTED PROJECTS FOR ACCESS TO EDUCATION AND TRAINING IN COLLABORATION WITH LOCAL GOVERNMENTS. ACROSS THESE COUNTRIES, THE NUMBER OF YEARS OF COMPULSORY SCHOOLING VARIES, RANGING FROM 5.9 YEARS IN CÔTE D'IVOIRE TO 15 YEARS IN TUNISIA, WHILE IN TERMS OF LITERACY RATE, ONLY KAZAKHSTAN REACHES 100%

involved



KAZAKHSTAN

AREA: **2,724,902** km²

POPULATION: **19** million

ANNUAL POPULATION GROWTH **1.3%**

ACCESS TO ELECTRICITY **100%**

LITERACY RATE **100%**

NUMBER OF SCHOOL YEARS: **12**

HUMAN DEVELOPMENT INDEX: **VERY HIGH**

IRAQ

AREA: **435,100** km²

POPULATION: **43.5** million

ANNUAL POPULATION GROWTH **2.3%**

ACCESS TO ELECTRICITY **100%**

LITERACY RATE **86%**

NUMBER OF SCHOOL YEARS: **12.1**

HUMAN DEVELOPMENT INDEX: **MEDIUM**

INDONESIA

AREA: **1,916,907** km²

POPULATION: **273.7** million

ANNUAL POPULATION GROWTH **0.7%**

ACCESS TO ELECTRICITY **96.7%**

LITERACY RATE **99.81%**

NUMBER OF SCHOOL YEARS: **8.6**

HUMAN DEVELOPMENT INDEX: **HIGH**

MOZAMBIQUE

AREA: **799,380** km²

POPULATION: **33** million

ANNUAL POPULATION GROWTH **2.8%**

ACCESS TO ELECTRICITY **30.6%**

LITERACY RATE **63%**

NUMBER OF SCHOOL YEARS: **9.5**

HUMAN DEVELOPMENT INDEX: **LOW**

REPUBLIC OF CONGO

AREA: **342,000** km²

POPULATION: **5.52** million

ANNUAL POPULATION GROWTH **2.3%**

ACCESS TO ELECTRICITY **49.5%**

LITERACY RATE **84%**

NUMBER OF SCHOOL YEARS: **11.7**

HUMAN DEVELOPMENT INDEX: **MEDIUM**

SOURCES: see pag. 11

CÔTE D'IVOIRE



The education system in Côte d'Ivoire faces significant demographic pressure due to the young age of the population, compounded by the

introduction, in 2015, of compulsory schooling for children aged 6 to 16. From a performance perspective, although success rates for the “Certificat d'études primaires élémentaires” (CEPE) have increased in recent years, there are still areas that need strengthening. Young people in rural areas and young women are particularly vulnerable to poor educational outcomes, as well as those from low-income families. On the demand side, limited access can be explained by the high cost of education, particularly at the secondary level, the lack of interest of some parents in their children's schooling, the societal role of women, and the lack of a birth certificate. On the supply side, the performance of the education system is linked to outdated teaching methods, difficulties in supervision due to overcrowding, the lack of standardisation of the school assessment system, frequent absence of basic support infrastructure (drinking water, school canteens, and toilets), inadequate infrastructure and equipment to meet the needs of children with disabilities or learning difficulties. In May 2017, the Ivorian government adopted a 10-year Education and Training Sectorial Plan. However, despite the progress the country has made, illiteracy and school dropout remain major issues.

EGYPT



Education in Egypt is almost exclusively state-run: 90% of primary and secondary pupils attend state schools, and 94% of

university students attend state universities. Over the past decade, school enrolment in the country has grown by 32% (+2.8% per year) to reach rates of 97% at primary and 81% at secondary level. This surge has had negative repercussions on the quality of learning, as it has put pressure on school facilities and, on some occasions, has led to the need to hire insufficiently qualified teachers. While Egypt ranks among the best performing countries in terms of enrolment, especially at primary level, it consistently appears among the poorest performers in terms of quality of education. The Egyptian government itself, in its 'Sustainable Development Strategy: Vision 2030', which is an ambitious project for economic and social development and growth in line with the SDGs promoted by the United Nations and the 'Sustainable Development Strategy for Africa 2063', recognises that the system is not yet able to provide young people with high quality education, which is essential to meet the needs of the country's labour market and respond to evolving social and political systems. The Ministry of Education and Technical Education (MoETE) has developed an education reform programme (2018-30).

GHANA



Despite Ghana's significant progress in school inclusion in recent years, disparities between regions in access to education persist in the

country, compounded by gender and household income inequalities. According to the Ghana Education Fact Sheet (2020), published by UNICEF in collaboration with the World Bank and other cooperation agencies, the number of boys who do not complete primary school is higher compared to that of girls. However, this trend reverses in secondary schools, as the number of girls who complete the secondary cycle is lower than boys, mainly due to irregular attendance and dropout rates caused by unexpected pregnancies or lack of sanitary kits in schools. Children with disabilities face even more difficulties due to the absence of dedicated services and adequate facilities. According to UNICEF, one in five disabled children between the ages of 6 and 24 has never attended school. The school environment, particularly in the more remote areas, is not always conducive to learning: classrooms are overcrowded, water and sanitation facilities are inadequate, teachers may not always be available and school textbooks are difficult to obtain.

INDONESIA



The Indonesian system provides 12 years of compulsory schooling, six years of primary, three of middle and three of secondary school. The

government intends to also make early childhood education compulsory by 2030. Indonesia has an extensive network of educational and research facilities, but there are areas of improvement in terms of quality within the education sector. Since the mid-2000s, Indonesia has implemented major policy reforms, including decentralising parts of the education system and the improvement of teacher training standards, while increasing the share of the national budget allocated to the sector. However, the proportion of public spending dedicated to education remains below the recommended levels for emerging economies. An analysis by the World Bank, 'The Promise of Education in Indonesia', showed that 55% of Indonesians who complete school do not always reach a satisfactory level. Investing in research, innovation, and vocational training would be crucial to support young people in pursuing professional careers that align with the new demands emerging from national and local development plans.

The educational system

IRAQ



Decades of conflict and underinvestment have strained what used to be the best education system in the Middle East region, while also

reducing the access of Iraqi children to quality education. Today, according to UNICEF, almost 3.2 million children of school-age are unable to attend school. The situation is particularly challenging for girls, who are under-represented in both primary and secondary schools. Infrastructure is lacking in many parts of the country, especially in rural areas. The Iraqi government, through its National Development Plan 'Vision 2030', aims to provide an inclusive and high-quality education system, achieving net enrolment rates of 30% for pre-school, 100% for primary education, 100% for intermediate and 55% for secondary education. Vocational education is targeted to achieve a 7% enrolment rate, while for higher education, the Iraqi government intends to increase the capacity (+20%) and quality of services, improve the international rating of universities, and develop partnerships with the private sector. The National Development Plan sets several goals, such as providing an adequate number of buildings, services, and school materials for students, thus creating an attractive learning environment.

KAZAKHSTAN



Kazakhstan guarantees universal access to primary and secondary education, as well as free tertiary education on a meritocratic basis.

However, there are still differences in enrolment rates between urban and rural areas in the country. All schools have electrical and sanitary facilities (although, as of 2018, 36% of these were still outdoors) while 98.3% have Internet access. Although the educational level of the population is high, the results of the PISA (Programme for International Student Assessment) tests suggest that there is considerable room for improvement in the quality of student learning.

NIGERIA



Despite the fact that primary education in Nigeria is officially free and compulsory, approximately 10.5 million children between the ages of 5 and 14 do not go to school. Only 61% of children between 6 and 11 years of age regularly attend primary school, and only 35.6% of pre-school children receive early childhood education. The situation is even more critical in the north of the country, with a net school attendance

rate of 53%. Gender is a factor in educational marginalisation, as well as the geographical location and economic status of families. The North-East and North-West states have net attendance rates for girls in primary school of 47.7% and 47.3%, respectively, meaning that more than half of girls do not go to school. The lack of education in northern Nigeria is due to various factors, including economic barriers and socio-cultural practices that discourage formal education, especially for girls.

MEXICO



Access to education in Mexico is almost universal; however, student performance is not always satisfactory, and quality remains a

problem, with large regional disparity persisting. There are some disparities in learning outcomes across different types of schools, as well as variations based on gender and geographic area. Only half of 15-year-olds in Mexico obtain the necessary skills to effectively participate in society and the labour market. The utilization of digital platforms in education is gradually taking hold (mainly at higher education levels), but with considerable room for improvement at all levels.

MOZAMBIQUE



The primary education cycle, despite a significant increase in enrolment over the past decade, is completed by only 47.6% of students.

Approximately 1.2 million children are out of the system, particularly in the age group of secondary school. The country has shown its commitment to education by abolishing school fees, providing direct support to schools, distributing free textbooks at primary level, and investing in the construction of classrooms. However, this commitment needs to be strongly re-launched to ensure inclusive access to quality education. One of the major challenges is high Absenteeism rates. According to UNICEF, Mozambique faces significantly high rates of absenteeism among teachers and school administrators (45% and 44%, respectively), as well as among enrolled students (around 50%). Another major challenge is the almost complete lack of childcare, with only about 5% of children between the ages of 3 and 5 benefit from it, and most of the facilities are located in urban areas. Lastly, as far as adult literacy is concerned, Mozambique has a lower rate than the sub-Saharan African average.

REPUBLIC OF CONGO



Education in Congo is free and compulsory for students between the ages of 6 and 16. Primary education, which lasts six years, includes courses in agriculture, handicrafts and domestic science. Secondary education consists of two cycles of four and three years, offering vocational training, academic and technical training, general education and teacher training.

The main challenges the country must address in education are the high student repetition rates, the updating of school programmes, and the excessive number of students per class in primary schools. The quality of primary education often appears inadequate, and secondary school attendance is only 60% for children. Significant inequalities based on geographical location or ethnicity still persist. Most education and training facilities are located in the urban centres of Brazzaville and Pointe Noire, while access to education in rural areas is limited.

TUNISIA



In recent years, Tunisia has suffered a profound economic crisis that has eroded public finances and consequently significantly reduced resources allocated to primary and secondary education. Some school buildings require structural interventions and improvements to enable students to study in an environment more conducive to cognitive development.

In a recent study conducted by the Global Partnership for Education and UNICEF, in collaboration with the Tunisian Ministry of Education, the persistence of a high number of students repeating the school year in middle schools (19.8%) and high schools (19.2%), as well as a significant dropout rate (one in ten students), was observed. In 2022, approximately 100,000 students dropped out of school, especially those from economically disadvantaged families and economically disadvantaged regions.





A SCHOOL **FOR ALL**

ENI'S PRIMARY AND SECONDARY SCHOOL PROJECTS CONTRIBUTE TO INCREASING THE AVAILABILITY AND QUALITY OF EDUCATION IN THE AREAS CONCERNED BY ENHANCING STAFF TRAINING AND BUILDING OR UPGRADING SCHOOL INFRASTRUCTURE. SINCE 2015, APPROXIMATELY 134,000 STUDENTS BETWEEN THE AGES OF 6 AND 18 HAVE BENEFITED FROM THESE INITIATIVES

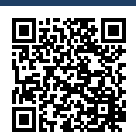


WHERE: CÔTE D'IVOIRE,
Port-Bouët (Abidjan)
and South-Comoé region



**RESULTS AND
BENEFICIARIES**
(projected by 2025)

- **8,500** primary school students, **120** teachers, **24** pedagogical consultants and **2,000** parents.
- Support for the work of **11** structures of the Ministry of Education
- Rehabilitation of **20** primary schools



TO LEARN
MORE

SUPPORTING PRIMARY EDUCATION IN **CÔTE D'IVOIRE**

In September 2022, Eni launched a project with AVSI to promote access to quality education and help improve learning outcomes for students in 20 public primary schools located in Port-Bouët (Abidjan District) and the Sud-Comoé region in Côte d'Ivoire. The initiative aims to enhance primary education by intervening in the school environment and strengthening teachers' skills and effectiveness. The 20 schools will be upgraded to provide basic services (water, electricity, sanitation) and ensure an adequate, healthy and safe environment. Furthermore, the project includes the provision of school materials, the organisation of remedial courses, the promotion of education in communities through family involvement, and the strengthening of teachers' skills and supervision by ministerial bodies. ■





THE SCHOOL OF APPLIED TECHNOLOGY OF PORT SAID

EGYPT

In October 2021, Eni inaugurated the Zohr Applied Technology School (ATS) in Port Said, which is considered a flagship of technical education in Egypt. The school was established as part of the government's strategy to increase the number of young people with appropriate technical and professional skills. Each year, the school admits 264 students aged 15 to 18, and it is projected to reach a total of 792 students by the end of the academic cycle in 2024. Additionally, the school houses a Training Academy that offers advanced courses for employed adults The Zohr ATS. With a staff of 38, including both teaching and non-teaching personnel, the institute provides education and specialized vocational training in line with the highest international standards to enhance the employ-

ment prospects of its students. More than 20 companies are involved in the project, actively contributing to the development of study and apprenticeship programmes for students. As part of the project, existing buildings have been completely renovated, practical laboratories have been established, state-of-the-art equipment has been provided, and teacher training has been ensured. The project also includes the establishment of a center of excellence for workforce development (currently being implemented), which will complement the technical education approach and serve as a regional reference for students, teachers, and relevant ministries. Lastly, Eni plans to replicate the ATS model in other operational areas in Egypt, including Damietta and Matrouh. ■

WHERE: EGYPT,
Port Said



RESULTS AND BENEFICIARIES

(as of 2025)

- 1 refurbished school area (3 multipurpose buildings, 2 sports fields, outdoor area)
- **264** students per year (20% women) for a total of 792 over 3 academic years
- **40** lecturers/trainers, **20** non-teachers



TO LEARN
MORE

WHERE: GHANA,
Western Region,
Ellembelle District



RESULTS AND BENEFICIARIES

- **108** teachers
(83 males, 25 females)
- **2,771** pupils
(1,399 boys; 1,372 girls)
- **47** scholarships
awarded
- **11** schools renovated
- **100%** attendance rate
in primary schools
in the targeted area



TO LEARN
MORE



ACCESS TO EDUCATION IN THE WESTERN REGION

GHANA

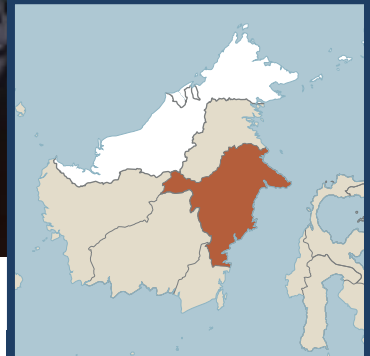
To promote access to education for the most vulnerable children and youth and to contribute to the improvement of educational standards in Ghana, Eni has undertaken several initiatives with coastal communities in the Ellembelle district of the Western Region. These include the renovation of schools (classrooms, staff rooms, toilets, playgrounds and sports fields, libraries, canteens, installation of solar panels) and the training of school teaching and administrative staff. Starting in 2021, Eni, in cooperation with VIS (Volontariato Internazionale per lo Sviluppo or International Volunteer Service for Development), has launched projects to improve the quality of primary and secondary education through extra-curricular and informal learning activities, and to facilitate access to training and employment



opportunities for the most vulnerable and marginalised youth. In 2022, infrastructure interventions were completed to improve the conditions of 11 primary schools. As a result of these initiatives, the attendance rate of students in primary schools in the targeted area reached 100% compared to a national rate of 86%. ■



WHERE: INDONESIA,
East Kalimantan, Samboja
and Muara Jawa Districts



RESULTS AND BENEFICIARIES

- **9** schools renovated in Samboja and Muara Jawa, benefiting some **961** students
- Workshop for **75** local teachers in Muara Jawa
- Non-formal educational activities to promote agricultural, waste management and art activities for **30** primary school students in Samboja
- Workshops for **61** community members in Samboja and Muara Jawa

QUALITY PRIMARY EDUCATION IN INDONESIA

In order to improve the quality of primary education in schools in the Samboja and Muara Jawa districts in Indonesia, Eni intervened in the tangible and intangible infrastructure, building from scratch or renovating several school buildings and implementing the skills of local resources through workshops for teachers and workshops for community members. The project involved nine schools in the districts concerned with a total of about a thousand students. ■



TO LEARN
MORE

WHERE: INDONESIA,
East Kalimantan, Samboja
and Muara Jawa Districts



RESULTS AND BENEFICIARIES

- **75** trained teachers (24 males, 51 females) in Muara Jawa
- **67** trained local teachers (15 males, 52 females) in Samboja
- PhD programme for **1** lecturer ended in 2022



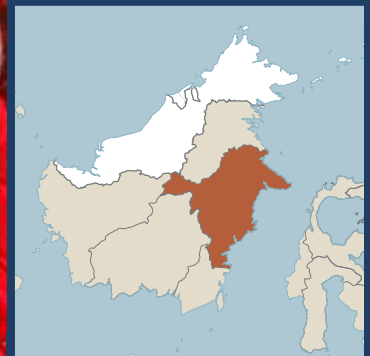
TRAINING OF LOCAL EDUCATORS

In addition to upgrading school facilities and supporting student activities, Eni's efforts in Indonesia have focused on upgrading and deepening the skills of local teachers. The project aims to improve the quality of education by training competent educators and adopting an appropriate teaching method, in line with the latest guidelines issued by the Ministry of Education, Culture, Research and Technology. ■





WHERE: INDONESIA, East Kalimantan, Samboja and Muara Jawa Districts



RESULTS AND BENEFICIARIES

- Development of an arts centre facility in Muara Jawa, scheduled for completion in 2024
- Traditional dance courses in **15** schools in Muara Jawa with around **150** participants
- Annual Festival of Religious Art in Samboja, with **689** schoolchildren participating over the past two years

WITH YOUNG PEOPLE TO PRESERVE TRADITIONAL CULTURE

The districts of Samboja and Muara Jawa are famous for their rich artistic and cultural tradition. To make young people more aware of this priceless heritage and help preserve it, Eni has launched a multi-year project to develop cultural centres and a campaign to promote traditional arts through dance classes and an annual festival of religious art. Besides bringing young people closer to their roots, the festival also promotes their non-formal skills, as it sees them actively involved in management.



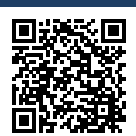


WHERE: IRAQ,
Basra Governorate,
Zubair District



RESULTS AND BENEFICIARIES

- **19** schools renovated in the Basra Governorate
- **1** secondary school built (Al Burjesia) accommodating **900** students
- School supplies and furniture distributed to **63** schools serving **37,000** students



TO LEARN
MORE

SUSTAINABLE INFRASTRUCTURE IN THE ZUBAIR DISTRICT

IRAQ

To contribute to increase access to education in schools in the Basra Governorate, specifically in the Zubair district in Iraq, and improve the academic performance of children, including the most vulnerable, Eni - in cooperation with the Ministry of Oil, the Basra Oil Company (BOC) and local education authorities - designed an education strategy with two lines of intervention: 1) renovation and upgrading of existing school facilities; 2) construction of new school buildings to address the overcrowding of the country's schools.

From 2017 to 2020, Eni completed the renovation of over 19 schools in the governorate and built Al Burjesia Secondary School. The school, inaugurated in January 2020, is equipped with electricity, Internet connection, personal computers, drinking



water and sanitary facilities. The institute, which is also accessible to children with disabilities, offers a healthy and safe learning environment for 900 students. ■



TEACH FOR FUTURE

The project “Teach for Future: The Future of Zubair Begins in My Classroom Today” aims to develop educational initiatives in Iraq, employing an integrated approach that includes the construction and refurbishment of school infrastructure, which has been in place since 2017, as well as the enhancement of skills among pupils, teachers, administrative staff and the community. The project seeks to provide approximately 46,000 children in Zubair with access to inclusive high-quality education, empowering them to reach their full potential and break the cycle of poverty. ■

WHERE: IRAQ,
Basra Governorate,
Zubair District



RESULTS AND BENEFICIARIES

(projected)

- **60** schools renovated in the Basra governorate, serving **5,200** students
- Approximately **46,000** children between the ages 6 and 11 will benefit from the project
- Over **700** teachers in **131** schools will benefit from the project
- Construction of the New Zubair School, slated for completion in 2024 and will accommodate **700** students



WHERE: KAZAKHSTAN,
Turkestan



RESULTS AND BENEFICIARIES

- Improved EE lighting and water supply systems, enhanced heating benefiting **1,900** students enrolled in secondary school No. 23 in Turkestan
- Seminars for **1,200** students and **200** teachers



TO LEARN
MORE

SOLAR POWER COMES TO SCHOOLS IN TURKESTAN

KAZAKHSTAN

In cooperation with the United Nations Development Programme (UNDP) and the Turkestan region of Kazakhstan, Eni has recently completed a project to enhance energy efficiency in a secondary school by using solar technology. The implemented measures on the school building have resulted in reduced energy consumption, decreased CO2 emissions, and lowered costs, serve as a model that Eni and UNDP aim to replicate together by developing similar energy-saving initiatives in the country.

The school is equipped with a 50-kW photovoltaic park that provides heating, lighting and hot water to the 1,900 students. Energy efficiency has been improved through the installation of LED lights, thermostatic controllers and energy-saving films on the windows, which effectively prevent energy loss. The project, also included an awareness campaign focusing on energy

related issues, aligning with Eni's strategy of strengthening alliances with cooperation partners to develop initiatives with a tangible impact on local communities. The awareness campaign included workshops on energy efficiency and renewable energy sources, along with the provision of informative materials such as brochures, presentations and leaflets to the participating school and campaign attendees. ■





WHERE: MEXICO,
Tabasco, Cardenas



RESULTS AND BENEFICIARIES

- **9** primary schools upgraded
- Approximately **1,500** students involved
- **80** teachers and administrative staff members (27 males, 53 females)

PROEDU, FOR PRIMARY EDUCATION IN MEXICO

In 2020, Eni launched PROEDU, a project aimed to improve the quality of primary education in School District 46 in Cardenas, Tabasco State. The project has two main objectives: to enable inclusive access to primary schools for boys and girls aged 6 to 14, and to improve their learning performance. In order to provide a safe environment with functional sanitary facilities that meet the diverse needs of students, electrical installations, roofs, floors, classrooms, new dining halls, kitchens, sanitary and plumbing systems were renovated and secured, and architectural barriers were eliminated. Additionally, to improve the quality of education, Eni collaborated with AVSI Mexico, a Mexican association with over 10 years of experience working in marginalized regions. Organised training courses for teachers, extracurricular activities for students, adult literacy classes for parents, educational cam-

paigns, and school events that encouraged strong parental involvement. The PROEDU project, scheduled to conclude in 2024, will upgrade a total of 13 schools by the end of the project in 2024. ■

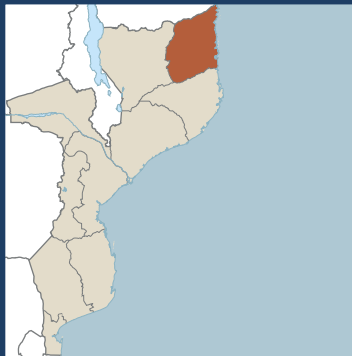


TO LEARN
MORE





WHERE: MOZAMBIQUE,
Cabo Delgado Province,
Pemba



RESULTS AND BENEFICIARIES

- **2** new primary schools built
- Over **4,000** students reached
- Training courses for **150** teachers
- **4.5%** decrease in the school drop-out rate



TO LEARN
MORE

TWO PRIMARY SCHOOLS FOR PAQUITIQUETE

MOZAMBIQUE

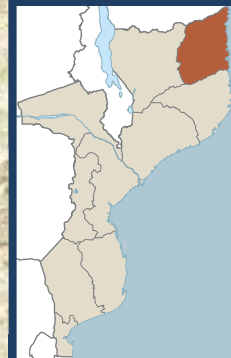
In Mozambique, in the province of Cabo Delgado, Eni has built the Cuparata and Kumilamba primary schools to benefit the Paquitiquete community. A multi-purpose recreational-sports field has been established at the Cuparata school. Both schools have been furnished and equipped with teaching materials. Additionally, nutritious meals are distributed daily in the two new schools, which also benefit the children of the Sant'Agostigno and Jardim Infantil kindergartens in Pemba. Overall, more than 4,000 students benefited from the educational service, while over 150 teachers and school staff members attended specific training courses aimed at improving their professional performance. Also, as part of

this initiative, the schools have hosted awareness-raising campaigns on various topics such as promoting active parental involvement in children's educational activities, road safety, civic education, environmental issues and child protection. In 2022, the initiative led to a 4.5% reduction in the local school drop-out rate and improved basic literacy levels within the first cycle of primary school, as well as the overall quality of educational methodology and educational approach.

Furthermore, environmental education initiatives were implemented in a third school on the island of Vamizi, involving 354 pupils and 6 teachers. ■



WHERE: MOZAMBIQUE,
Cabo Delgado Province,
Pemba



TECHNICAL TRAINING FOR STUDENTS IN PEMBA

In partnership with the Don Bosco High School (ISDB) and the Industrial and Commercial Institute of Pemba (IICP), and in collaboration with Colleges and Institutes Canada, since 2019 Eni has been supporting a technical vocational training programme aimed at introducing students to specific professions. In addition to providing training and certification for 90 teachers and managers at the IICP. Additionally, Eni has built a new infrastructure block and established technical and vocational laboratories, including practical exercises in tourism and hotel disciplines. ■

RESULTS AND BENEFICIARIES

- Training and certification of **90** teachers and managers
- Vocational courses for **1,000** students
- **150** annual scholarships



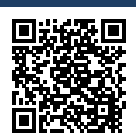


WHERE: REPUBLIC OF CONGO, Kouilou Department, Hinda



RESULTS AND BENEFICIARIES

- **3,000** children
- **11** schools renovated furnished and equipped with teaching materials and hygiene kits
- **6** schools with school canteens and kindergarten classes
- **9** schools with access to electricity
- Health counselling and training benefiting **60** teachers



TO LEARN MORE

THE HINDA INTEGRATED PROJECT IN

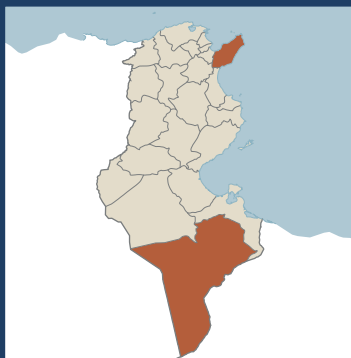
REPUBLIC OF CONGO

Since 2011, through the Hinda Integrated Project, Eni has been supporting the government of Congo, in promoting quality education in the Kouilou department, in the south-west of the country. In cooperation with the Ministry of Education and Literacy, over the past 10 years Eni has implemented strategies to strengthen the national education system and improve the prospects of success for 3,000 girls and boys enrolled in 11 primary schools and 6 kindergarten classes. This includes the construction, renovation and furnishing of school buildings, (including dedicated spaces for teachers and canteens), the creation of playgrounds, the installation of drinking water access points, and the access to electricity. It has also contributed by providing school and teaching materials, organizing teacher training, establishing literacy centres for youth and adults, and raising awareness on hygiene, health and environmental issues.



The initial phase of the project ran from 2011 to 2015; on the basis of the results achieved, Eni and the Republic of Congo decided to extend the project to a second phase, which ended in 2021. The third phase will start in 2024. ■

WHERE: TUNISIA,
Tataouine and Nabeul
Governorates



RESULTS AND BENEFICIARIES

- **579** students from Tazarka Secondary School and **520** students from Sidi Belhassen Elementary School
- **930** students from Habib Bourguiba School and **64** students from Lathlath School in Korba
- **728** students (381 girls and 347 boys) in Tataouine
- **25%** electricity cost savings annually due to the installation of photovoltaic panels at Al Riyada School in Tataouine



TO LEARN
MORE



MORE STRUCTURES AND MORE EFFICIENT IN

TUNISIA

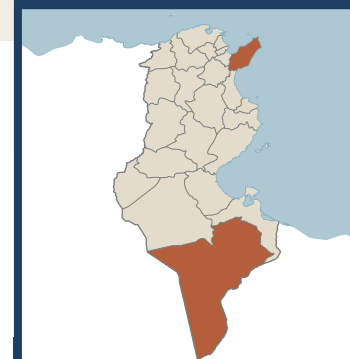
In 2019 and 2020, four classrooms were constructed, including one equipped as a computer laboratory, and new sanitary facilities were built in Tazarka Secondary School. Additionally, Sidi Belhassen Elementary School in Tazarka underwent renovations. In 2021, a multipurpose hall was constructed and equipped at Habib Bourguiba School in Korba, along with the addition of a classroom, a playground area, and sanitary services at Lathlath School in Korba. In 2022, the construction of three classrooms powered by solar energy began at Al Riyada School in Tataouine. ■



RETURN TO SCHOOL

During the 2022-2023 school year, school supplies were distributed to students in elementary, middle, and high schools from needy families in the Tataouine and Nabeul regions, with the aim of supporting their return to school and reducing the dropout rate. ■

WHERE: TUNISIA,
Tataouine and Nabeul
Governorates



RESULTS AND BENEFICIARIES

- **590** students from Tataouine and **300** from Nabeul





BUILDING **OPPORTUNITIES**

TO SUPPORT LOCAL COMMUNITIES, ENI PROMOTES A SERIES OF INITIATIVES TO INCREASE HOUSEHOLD INCOME AND FOSTER SOCIO-ECONOMIC DEVELOPMENT AND EMPLOYMENT IN THE AGRICULTURE, LIVESTOCK, AQUACULTURE, TRADE AND MICRO-ENTREPRENEURSHIP SECTORS. THESE INITIATIVES, SPECIFICALLY TARGET THE MOST VULNERABLE GROUPS IN PARTICULAR, INCLUDE VOCATIONAL TRAINING AND TECHNICAL ASSISTANCE ACTIVITIES. IN 2022, A TOTAL OF 13 PROJECTS WERE IMPLEMENTED, BENEFITING 11,336 INDIVIDUALS

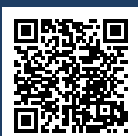


WHERE: GHANA,
Western Region,
Ellebelle District



RESULTS AND BENEFICIARIES

- **1,226** people (**827** men and **399** women) received vocational training (agri-food processing, food and beverage production, catering services, etc.), entrepreneurial and small business management training, and financial training



TO LEARN
MORE

BUILDING BUSINESS, MORE OPPORTUNITIES FOR WOMEN AND YOUNG PEOPLE

GHANA

Since December 2020, Eni has collaborated with the government agency GEA (Ghana Enterprise Agency) to provide training activities in micro-entrepreneurship and business management. The project targets young people and women in particular. Alongside the training, Eni and its partners offer technical assistance to participants through mentorship and coaching sessions. ■





HOME GARDENS FOR FOOD SECURITY

Since February 2022, Eni and Technoserve, an NGO dedicated to supporting small-scale entrepreneurs in over 40 countries, have been on an initiative aimed at improving the food security of local communities and increasing the income of vulnerable families. On the one hand, the project provides families, particularly those headed by women with support in creating home gardens that guarantee access to food; on the other hand, it provides training for farmers and breeders, enhancing the skills necessary to increase agro-pastoral production, with a focus on strengthening the supply chain and marketing opportunities. ■

WHERE: GHANA,
Western Region,
Ellembelle District



RESULTS AND BENEFICIARIES

- **113** households, **63** of which have a woman as the head of the family
- **168** farmers (**60** women, **108** men) and **100** breeders (**19** women, **81** men), gathered in cooperatives and associations

WHERE: INDONESIA,
East Kalimantan, Samboja
and Muara Jawa Districts



RESULTS AND BENEFICIARIES

- **300** farmers in Samboja trained on organic fertilisers
- Workshop on modern agricultural techniques for **80** farmers in Muara Jawa
- Rice sowing best practice seminar for **97** farmers from Samboja and Muara Jawa



TO LEARN
MORE



OUTDOOR CLASSES FOR SAMBOJA FARMERS

INDONESIA

Eni started training courses in the Samboja and Muara Jawa district in Indonesia for local farmers, who acquire and share specific knowledge and skills related to integrated production, protein source cultivation, and vegetable gardening to meet household consumption needs.

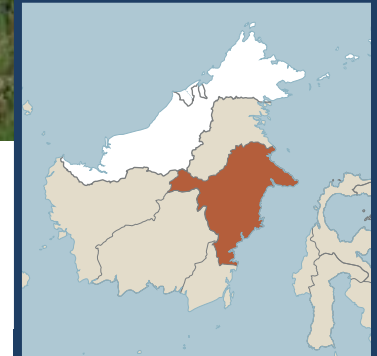
The recently inaugurated Joglo Tani Kolong Langit (JTKL) training centre in Samboja has become a regional landmark.

Through its open-air classes, the centre enables gradual improvements in cultivation practices and crop quality. Thanks to the JTKL, an increasing number of trainee farmers are self-sufficient in food, particularly for their daily needs' requirements, enabling them to engage in farming activities without being reliant on market prices. ■





WHERE: INDONESIA,
East Kalimantan, Samboja
and Muara Jawa Districts



STRENGTHENING LOCAL ENTERPRISES

Aware of the importance of micro, small and medium-sized enterprises in ensuring economic development and employment in Indonesia, in 2022 Eni organised training courses to support their business development and market capability. ■



RESULTS AND BENEFICIARIES

- Workshop on improving product quality of micro, small and medium-sized enterprises for **81** entrepreneurs in Muara Jawa in 2021, continued with thematic workshops on brand innovation and financial management
- Two business development workshops in Samboja, attended by **30** people



WHERE: INDONESIA,
East Kalimantan,
Samboja and Muara
Jawa Districts



RESULTS AND BENEFICIARIES

- **82** district unit leaders from different villages in Muara Jawa participated in the computer literacy workshop
- A web application was developed in Muara Jawa to support the community database
- Two basic computer training courses were held in Samboja for **64** people as well as a photography course for **20** participants



DIGITAL VILLAGE, TECHNOLOGY AT THE SERVICE OF THE COMMUNITY

The digital village initiative, started in Indonesia in 2021, aims to create a technologically literate community in the fields of education, business and public administration. The project includes the improvement of physical infrastructure and skills through vocational training. ■





OYSTER FARMING, A SOURCE OF INCOME FOR THE POPULATION

MEXICO

In 2021, Eni started a pilot project on oyster farming in Mexico, aiming to find modern and more efficient production methods to support local oyster farmers. The experiment, which lasted approximately 18 months, was successful. The introduced technology led to the growth of larger and more aesthetically appealing oysters compared to those grown through the traditional methods.

During the pilot project, local producers received training on the adoption of new technologies implemented worldwide, their associated benefits, material requirements and the structures of modern livestock farms. This raised awareness and sensitised oyster farmers to embrace new methods. Between 2021 and 2022, 22 cooperatives participated in the campaign.

The positive results achieved paved the way for a large-scale initiative, aimed at supporting the oyster value chain in

local communities to enhance income opportunities for producers. The main components of this project include a marine repopulation programme with native species, the updating of cultivation methods, the improvement of production's organizational structure and long-term planning (including risk management), enhancing market access through improved product quality; and strengthening visibility through cost-effective marketing. The project started in 2022 together with the Juarez Autonomous University of Tabasco (UJAT) and will last four years.

Eni's strategy to promote sustainable development in the fisheries sector includes a training campaign for sustainable fishing. This three-year initiative was implemented by the civil association Aosenuma, working towards strategic impact and sustainable development in Mexico and Latin America. ■

WHERE: MEXICO, Tabasco state, Carmen-Pajonal-Machona lagoon system community



RESULTS AND BENEFICIARIES

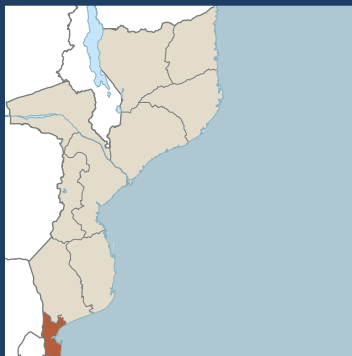
- The pilot project involved over **20** co-operatives in two years
- Over **40** producers participated in the specific training campaign on the Australian oyster production method
- Over **20** people participated in the sustainable fishing training campaign



TO LEARN MORE



WHERE: MOZAMBIQUE,
Maputo



RESULTS AND BENEFICIARIES

- **171** local small and medium-sized enterprises supported in the formulation of business plan models for sustainable development
- Training, mentoring, and consulting for **25** SMEs



TO LEARN
MORE

#IDEATE BOOTCAMP - MORE COMPETITIVE COMPANIES

MOZAMBIQUE

The #Ideate bootcamp project, launched by Eni in Mozambique in 2019, is part of a business development programme aimed at strengthening the competitiveness of local entities and promoting potential business opportunities across sectors other than Oil & Gas.

The project was supported by Standard Bank, which provided a business incubator between May 2019 and August 2020. Through a series of events and training activities in Maputo, the #Ideate bootcamp supported local small and medium-

sized enterprises in formulating business plan models for sustainable development. The initiative offered participants the opportunity to learn and develop methodologies to effectively evaluate, improve, design and deliver their business models, facilitating their entry into the market. During the seminars, the exchange of experiences, sharing of ideas and the creation of synergies between companies was encouraged, fostering collaboration to seize all the opportunities that the market holds for them. ■

iCreate, LONG-TERM VALUE

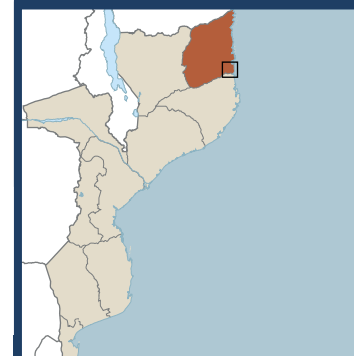
In 2021, in partnership with Standard Bank's Business Incubator, Eni launched iCreate, an entrepreneurship support programme aimed at small and medium-sized enterprises (SMEs) that have been in the market for more than two years. iCreate aimed to strengthen the capacity of SMEs that are already established in the market and have high growth potential, making them more competitive and sustainable in the long term. The 12-week training programme ended in December 2021. For the first edition, 25 SMEs were selected out of a total of 122 companies that applied to participate in the #Ideate Bootcamp. In addition to training, iCreate provided mentoring and business consulting support tailored to the needs of the companies, which also had access to funding opportunities. The programme offered a variety of services as well as content from partners and specialists operating in various sectors. ■



SUSTAINABLE AGRICULTURE FOR LAND PROTECTION

In order to strengthen local agricultural production, in 2022, Eni trained 480 small-scale farmers in Mozambique on sustainable farming techniques, environmentally friendly fertiliser production, land protection, and irrigation systems with pumps powered by solar panels. ■

WHERE: MOZAMBIQUE,
Mecufi district

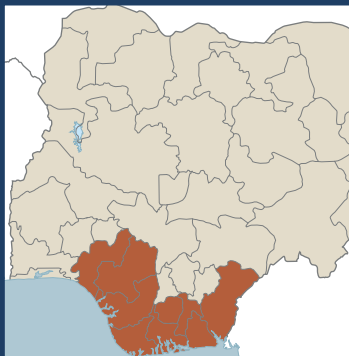


RESULTS AND BENEFICIARIES

- Training for **480** small farmers



WHERE: NIGERIA,
Niger Delta region



RESULTS AND BENEFICIARIES

- **43,340** farmers trained
- **4,000** young people benefiting from training courses
- **398** cooperatives created run by women and young people
- **126** local communities involved



TO LEARN MORE

GREEN RIVER PROJECT - DIVERSIFICATION INCREASES PRODUCTIVITY

NIGERIA

The Green River Project (GRP) was established in the 1980s with the aim of contributing to local economic development and improving the living conditions of the population in the Niger Delta region, ensuring their food security and improving their access to social services. The project has involved around 500,000 people since 1987.

In the early years, efforts focused on promoting greater awareness among local farmers of the opportunities offered by the agricultural sector as a source of employment and income. The initiatives promoted included the distribution of agricultural materials and multifunctional kits, support for aquaculture and fisheries, the establishment of agricultural cooperatives, and capacity building activities.

Particular attention was paid to training young people and women in technical and professional skills. In 2021, GRP 2.0 was launched with the aim of increasing the income of small and medium-sized farmers through the promotion and marketing of local products.

The main impact of the project on communities regards crop diversification, with the introduction of new inputs and tech-



nologies. Productivity levels have risen, new cooperatives have sprung up, job opportunities and per capita income have increased, particularly for young people and women. ■

Since the 1990-91 academic year, an average of **2,100** scholarships have been awarded each year to secondary school students. Since 1992-93, around **700** scholarships have been awarded to university students.



WHERE: REP. OF CONGO,
Congo, Hinda district,
Mboukou Village



CATREP - FROM SUBSISTENCE FARMING TO COMMERCIAL FARMING

REPUBLIC OF CONGO

Learning state-of-the-art agricultural techniques is a key factor in overcoming the challenge of hunger while respecting the environment. Eni, in collaboration with the Ministry of Agriculture, Fisheries and Livestock, has set up the Centre d'Appui Technique et des Ressources Professionnelles (CATREP) in the Hinda district of Congo to promote the diversification of the economy and align with the objectives of the National Development Plan, launched on 26 December 2015.

Thanks to the strengthening of the skills of small local producers and the technical support provided by the Centre, a small socio-economic revolution is taking place in the project area: subsistence farming is gradually giving way to sustainable commercial agriculture, capable of guaranteeing the food and nutritional security of the populations of the Hinda and Pointe Noire area.

The two-year theoretical and practical training programme covers several subjects, including:

- Agricultural operations (ploughing, herbicides, weeding, hoeing and roughing, crop irrigation systems, harvesting,

field rest and product selection) and innovative techniques in agriculture (horticulture and food crops) and animal husbandry (pigs, poultry and small ruminants)

- Composting and biosafety
- Use of small agricultural machinery (motor cultivator, brush cutter)
- Administrative, financial, commercial and marketing management of agricultural cooperatives
- Development of low-cost income-generating mini-projects
- Training of traditional therapists and cultivation and compilation of a guide on medicinal plants.

This training programme is implemented in cooperation with the Department of Agronomy of the University of Milan. At the end of the programme, the students receive support in setting up small independent production units (cooperatives) in their respective villages and are supervised by CATREP technicians to ensure the sustainability of their activities through the application of the techniques they have learned. ■

RESULTS AND BENEFICIARIES

- In 2021, **128** farmers, **45** women and **83** men were trained in **22** cooperatives

- **50** new farmers were involved in 2022



TO LEARN
MORE



HIGHER EDUCATION

THROUGH ENI CORPORATE UNIVERSITY (ECU), ENI ACTIVATES COLLABORATIONS WITH THE ITALIAN AND INTERNATIONAL ACADEMIC WORLD IN ORDER TO SPREAD THE ENERGY CULTURE AND TRAIN ITS FUTURE PEOPLE, THANKS TO EDUCATIONAL AND PRACTICAL PROGRAMMES TAILORED TO THE COMPANY'S NEEDS. IN ITALY, MORE THAN 40 COLLABORATIONS WITH UNIVERSITIES ARE ACTIVE TO DATE, AND EACH YEAR AN AVERAGE OF 200 SCHOLARSHIPS ARE AWARDED TO YOUNG PEOPLE TO ATTEND BUSINESS-RELATED DEGREE COURSES, SPECIALIZATION COURSES AND PHD PROGRAMMES

MEDEA MASTER

Eni Corporate University's tradition in the field of higher education dates back to 1957 with Enrico Mattei's founding of the Mattei School, which still hosts a group of international students every year from technical and economic backgrounds. These students undertake the MEDEA Master (Specialization course in Management and Economics of Energy and the Environment), a highly transversal post-graduate training course. Over the past nine academic years, the School has welcomed a total of 337 students, 170 of whom are Italian nationals. All students received a scholarship to attend the 10-month course. Since 2020, the course has been organised in partnership with the University of Pavia, giving the diploma awarded at the end legal value. Among foreign students, the largest group from 2014 came from Indonesia with 16 representatives, followed by Kazakhstan with 14 and Mexico with 11.



MINDS

Since 2004, Eni Corporate University has been running MiNDS, i.e. the Specialization course in Natural Resources Development and Storage which aims to specialise young talents in upstream issues in cooperation with the Turin Polytechnic. Since 2015, there have been 270 students – including 239 from Italy, 5 from Egypt, 1 from Indonesia, 1 from Kazakhstan, 1 from Mexico and 1 from Nigeria – and they have all benefited from a scholarship for the 12 months of the course.

SPECIALIZATION COURSE IN ENERGY INNOVATION

In collaboration with the Politecnico di Milano, the specialization course in Energy Innovation has been active since 2018 with the aim of developing resources with a multidisciplinary background, encompassing integrated and synergistic areas of expertise (e.g. renewable energy, green chemistry, biomass, biorefineries, big data, digitalisation, energy storage, etc.), to be placed alongside the 'traditional' skills model of the Oil & Gas sector. There have been 100 scholarship holders, including 2 students from the Côte d'Ivoire, 2 from Egypt, 2 from Mozambique and 1 from Indonesia.

HSEQ SPECIALIZATION COURSE

First-level specialization course in Management of Health, Safety, Environment & Quality Systems delivered by ECU in cooperation with the University of Pisa and Eni Natural Resources at the ECU facilities in San Donato Milanese. It lasts approximately 7 months and is delivered in English. The course aims to qualify experts in the design, development, and management of complex systems in the fields of Health, Safety, Environment, and Quality with a focus also on Environmental and Social Sustainability, providing practical technical and professional skills in the field of HSEQ.

GEMS

GEMS - Geoscience for Energy Eni Master School - was started in 2019 and 2022, a corporate programme aimed at young students for specialisation in exploration, also open to scholarship holders from countries where Eni operates. The programme lasted 11 months and provided scholarships for all students, including, during the two editions, 2 from Mexico, 1 from Indonesia, and 1 from Angola.



MASTER'S DEGREES

In collaboration with the Politecnico di Torino and the University of Perugia, Eni launched Master's Degrees in 'Georesources and Geoenergy Engineering' and 'Geology for Energy Resources' supporting, from 2015 to date, 104 scholarship holders enrolled in the two courses, of which 15 from Iraq, 9 from Ghana, 15 from Kazakhstan, 8 from Nigeria, 5 from Mozambique, 3 from Congo, 10 from Mexico, 5 from Egypt and 2 from Indonesia.

In addition, the agreement with the LUISS Guido Carli University in Rome for the establishment of scholarships for Sub-Saharan Africa enabled 13 students from 6 countries (Angola, Burundi, Congo, Ghana, Mozambique and Nigeria) to attend Bachelor's and Master's Degree courses at the University.

As part of its projects to support local development, Eni Corporate University, in cooperation with the University of Pavia, launched 'Future Builders', a programme financed by the Iraqi Ministry of Petroleum for 11 young students to support their three-year degree course in Italy.

ENI CORPORATE UNIVERSITY (ECU), ESTABLISHED IN 2001, FOLLOWS IN THE FOOTSTEPS OF ENRICO MATTEI, WHO ATTRIBUTED A FUNDAMENTAL ROLE TO EDUCATION. TO ENSURE THE PRESERVATION, AND DEVELOPMENT OF CORPORATE CULTURE, ECU HAS DESIGNED CONTINUOUS TRAINING PROGRAMMES THAT PUT THE INDIVIDUAL AT THE CENTRE. THE INFOGRAPHIC SHOWS THE MAIN TRAINING PROJECTS DELIVERED BY ECU BETWEEN 2015 AND 2023 IN SOME OF THE COUNTRIES WHERE ENI OPERATES

THE WORLD OF ENI CORPORATE UNIVERSITY

NIGERIA

Downstream Resources Training Paths – 2017/2018: 3 training courses in Production, Maintenance and Downstream Economics lasting 6-11 months for 50 people working for Nigerian National Petroleum Corporation (NNPC) in classroom and on-the-job training at Eni industrial sites R&M.

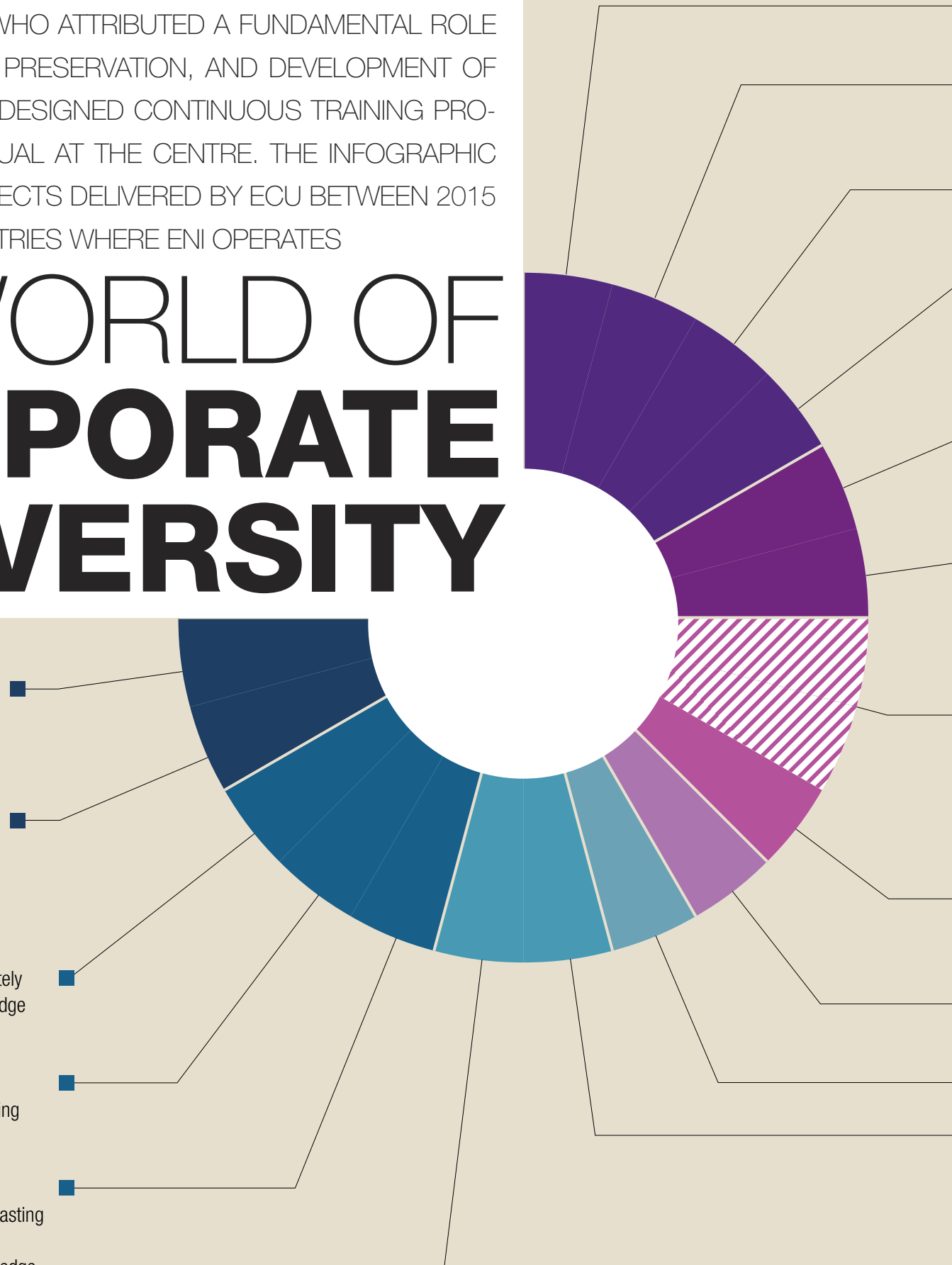
Intensive Management programme – 2019: an 8-day course delivered in Italy with the following content: Energy Scenario, Strategy for Energy Business Leaders, Managerial Skills & Leadership. 27 top NNPC managers involved.

MOZAMBIQUE

Training Path for Doctors – 2015/2016: a course lasting approximately 5 months for 6 participants with the aim of providing them with knowledge and skills in occupational medicine, medical assistance and medical emergency.

Training on the job in the Pemba hospital – 2014/ 2015: training for local doctors and paramedics (8 participants) with the aim of providing the necessary skills to respond to emergencies in the Pemba provincial hospital.

Mozambique Foundation and Specialistic Training – 2020/2021: a specialistic training project, including an initial multidisciplinary part, lasting approximately 1 year in the disciplines of production and maintenance, with the aim of providing 19 young Mozambicans with functional knowledge for roles in production, maintenance and engineering in Coral FLNG and Eni Rovuma Basin (ERB).



REPUBLIC OF CONGO

- **HSE good practices - mentoring** – training initiative on routine activities with medium/high HSE (Health, Safety & Environment) risk. Training for both Eni personnel and contract workers. About 400 people were involved in 28 training days.
- **Production and Maintenance Engineers** – 2017/2018: a training course in production and maintenance engineering, lasting seven and a half months and designed for 8 newly-recruited local resources. Delivered partly at the subsidiary's premises and partly at the ECU facilities in Cortemaggiore.
- **HSE Supervisors training path** – 2018: training path on HSE skills and their application in the energy industry. Duration three and a half months provided on-site for 6 local resources.
- **Joule – Human Knowledge Programme** – 2023: training on entrepreneurship, financial instruments and new technologies in the Agritech sector. Four modules lasting two days each. 23 participants from 13 local agricultural businesses to be involved in the biofuel value chain.

CÔTE D'IVOIRE

- **Upstream & Downstream** – 2022/2023: the 1st edition of the course, from October 2022 to September 2023, involving 31 local participants. A total of three editions are planned.
- **Production & Maintenance Operators** – 2022/2023: two training paths including intensive English language courses, basic introductory training on general energy topics and specialised training in production and maintenance. Another edition is planned to be launched during the academic year 2023/2024 for 40 Ivorian workers.

EGYPT

- **Zohr Training Project** – 2017:
 - **1)** HSE theoretical and operational training for 50 Petrobel resources through 5 editions lasting 11 days each.
 - **2)** Competence Quality Assurance: support activities to IEOC (International Egyptian Oil Company) and Petrobel to ensure the quality and effectiveness of training initiatives delivered in line with the Eni professional model. Up to 600 participants in all Oil&Gas roles.
- **Business Management Programme for Leaders in the Global Energy Industry** – 2019/2021: an 8-month programme focusing on 4 pillars: business excellence, leadership, technical skills and innovation & change. It was provided at ECU facilities for 10 people employed at the Egyptian Ministry of Petroleum.

KAZAKHSTAN

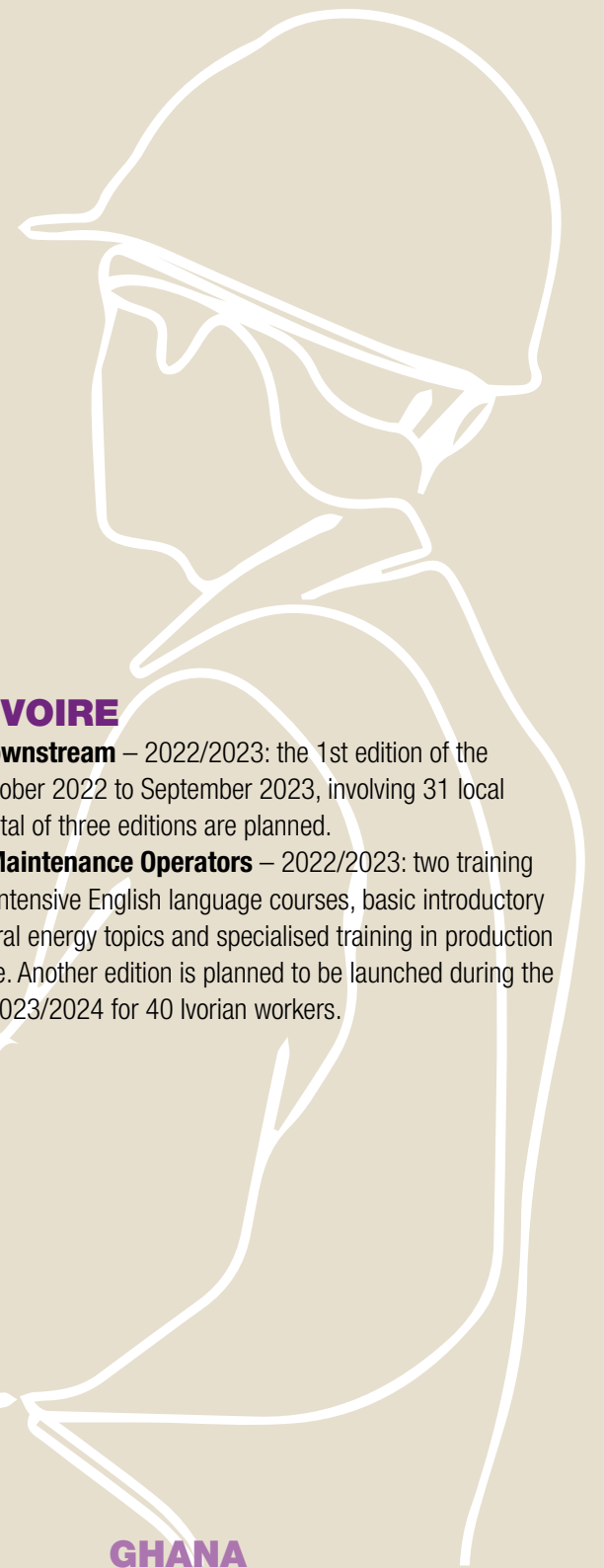
- **KazMunayGas Training Project** – 2017/18: The project involved two training courses involving a total of 16 people working for KazMunayGas (KMG), a national company operating in the oil&gas sector. The first, for senior personnel, dealt with the main technical aspects of the Upstream cycle. The second, for executives, explored business management and leadership issues.
- **Development Programme training course** – 2018: two days of training for 11 KMG managers at the end of a course aimed at fostering the development of creativity/flexible thinking and facilitating participants in learning to think outside the box.

IRAQ

- **Iraq Project** – 2012/2023: aimed at the development of skills in the Oil&Gas area of local resources, the project, which started in 2012, had over 1,300 participations to training courses delivered in presence on numerous topics (e.g. production, maintenance, HSEQ, Geosciences, Wellbore Area, project management, economics, procurement), both in Italy and in Iraq, in the period 2015-2023.

GHANA

- **National Resources Training Project** – 2016/2017: training aimed at providing 43 newly recruited Ghanaians with a shared general background on professionalising disciplines specific to Oil&Gas, developing knowledge and skills on Production and Maintenance to operate on the FPSO (Floating Production Storage and Offloading Unit). Total duration of approximately 1 year between classroom and on-the-job training.



CHILDREN'S ENERGY PROJECTS IN ITALY



WITH THE ENISCUOLA AND ENI CORPORATE UNIVERSITY INITIATIVES, ENI AIMS TO BRING ITALIAN SCHOOL CHILDREN CLOSER TO THE WORLD OF ENERGY AND RAISE THEIR AWARENESS OF THE CONSCIOUS USE OF RESOURCES AND RESPECT FOR THE ENVIRONMENT



TO LEARN
MORE

Eniscuola initiatives

by **Lucia Nardi**,
Head of Corporate Culture at Eni

ENISCUOLA WAS FOUNDED in the 1980s with the aim of bringing schools closer to the first technologies that were appearing on the Italian market through training courses for teachers aimed at tapping into what at the time seemed to be potentially powerful tools for teaching purposes. In the years that followed, these initiatives were complemented by projects aimed at bringing energy and environment-related topics into the classroom. In the early 2000s, a dedicated website (eniscuola.eni.com) accompanied primary and secondary schools in their in-depth knowledge of the planet. Major topical issues (climate change, biodiversity, waste disposal) are dealt with on the website, which is now also consulted from abroad and has more than one million hits each year. During the pandemic, Eniscuola supported less tech-savvy teachers through practical training courses on the use of PCs and the potential of videoconferencing, responding to a need in a part of Italian schools.

In addition to maintaining the site through a dedicated editorial staff of researchers from the Fondazione Eni Enrico Mattei, Eniscuola develops annual projects for Italian primary and secondary schools, offering free teacher training (on innovative topics), workshop activities and popular science theatre on a wide variety of topics, including circular energy and energy transition.

Eniscuola's work generally revolves around the need of Italian schools to make teaching more modern and in line with children's needs and abilities, both through the use of technology and by putting the child at the centre of the learning process. ■

THE ENISCUOLA PORTAL

The eniscuola.eni.com portal is full of content and in-depth information on energy and the environment that is always up-to-date with texts, photographs, films, games and educational paths. The portal also offers tools for digital teaching, with chemistry, physics and earth science lessons by teachers and students, and live, on-demand and multimedia professional development courses for classroom teaching.

BENEFICIARIES: approximately 1 million users per year among students, teachers, researchers.

SERVICE LEARNING

Service Learning projects in Italy have been developed in territories with particularly complex educational and social contexts. Service Learning is an educational approach that activates the conscious and responsible participation of students in the life of their community. Children and adolescents are stimulated to think independently, express their ideas and views effectively and be involved in decisions that affect their lives, the lives of their families, the community and the wider society in which they live.

BENEFICIARIES: 60 students and 30 teachers from the lower secondary schools IC1 "Via Principe di Piemonte" and IC2 "Don Antonio Sanna" in Porto Torres; 50 teachers, 1 educator, 1 intern, and 3 representatives from the Red Cross in Gela.

CHE CONTINENTE SEI?

The journey takes each school on a discovery of the five continents, delving into the biodiversity that characterises and differentiates them. Through a series of teaching-workshop lessons organised by Fondazione Eni Enrico Mattei (FEEM), pupils are made aware of the importance of adopting sustainable behaviour to protect the balance of ecosystems, human health and the planet. Each school is associated with a continent to explore its geographical and anthropomorphic aspects. Each class makes a video on the "adopted" continent.

BENEFICIARIES: 10 classes (IV and V grades) of 6 institutes in Rome, Ravenna, Brindisi, Calvello and Gela for a total of 250 students involved.



CHE CLIMA FA!

Innovative educational project involving primary schools in Gela, Pergola, Ravenna and San Donato Milanese. The training course was dedicated to the topic of climate change, to help children understand the importance of adopting responsible and environmentally friendly behaviour. Each school prepared a paper which was then presented in Rome.

BENEFICIARIES: 34 Students of classes IV C and V C of the S. Quasimodo and L. Don Milani institutes in Gela.

ERASMUS ALL

Project funded by the European Community and focused on studying marine biodiversity in the Mediterranean. It was aimed at students from three European countries: Italy with the Oriani and Vittorini high schools of Ravenna and Gela respectively, Croatia with the V. Gimnazija institute of Zagreb, and Cyprus with the Apostolon Petrou & Pavlou high school of Limassol, for a total of about 160 students.

BENEFICIARIES: 44 Students from the IV grades of the Liceo Scientifico E. Vittorini in Gela.

ERASMUS PLUS LOOP (LIVING OPPORTUNITIES FOR OUR PLANET)

EU-funded project focusing on circular economy. The aim of the course was to make people understand how, through the '4 Rs' (reduce, reuse, recycle, recover), circular economy is the best approach to eliminate inefficiencies that damage natural, social and economic balances. From the efficient use of energy to the reuse of plastic and to food, there are many actions that can lead to new developments and have an effect on climate, health and life above and below the sea surface.

BENEFICIARIES: students from the Liceo Scientifico Elio Vittorini in Gela as well as pupils from the Lyceum Omodos Gymnasium in Cyprus, the V. Gimnazija and the University of Zagreb, involving a total of 160 students.

INSIEME FUNZIONA!

Programme aimed at generating reflection even in the very young generations on issues of inclusion and acceptance. The course, which was attended by schools in Gela, Livorno, Rome,

San Donato Milanese and Taranto, aimed to raise student awareness of social and topical issues such as racism, bullying, the gender gap and disability. The project ended with a trip to Rome.

BENEFICIARIES: Approximately 150 fourth-grade children.

LA BASILICA DI NORCIA SIAMO NOI!

The project saw the production of a video-documentary dedicated to the Norcia area and the Basilica of St. Benedict made with the involvement of the IV grades of Istituto Comprensivo di Norcia. The children are the protagonists as actors telling the story of the Basilica, and as makers of the product, involved as scriptwriters, journalists, sound engineers and operators.

BENEFICIARIES: 33 children from the IV-grade classes of the Istituto Comprensivo di Norcia.

LE METAMORFOSI ENERGETICHE

Participatory storytelling project on the energy transition with a focus on renewable energy sources, which are first explored in their technical-scientific aspects and then told and illustrated by children through classical myths. Educational workshop activities and the production of a book product accompany the pupils (IV and V grades) on their discovery of renewable energy and help them understand its importance in combating the current climate crisis. Six Italian cities were involved in the project, each of which dealing with one type of energy: Gela for solar, Mestre for geothermal, Rome for hydroelectric, Mantua for biomass energy and Taranto for tidal energy.

BENEFICIARIES: 700 students from ten institutes.

PCTO¹: "DEBATE" AND SUSTAINABLE DEVELOPMENT GOALS

The project, which represents a bridge between the world of management and schools, provides methodologies and tools to innovate the educational offer,

¹ The pathways for transversal skills and orientation (PCTO) were created to provide young people with the necessary skills to enter the job market. They involve a combination of classroom training and practical experience "in the field" within companies. PCTO is mandatory for all students in the final three years of upper secondary school.

complementing traditional teaching. The learning mode used is the 'debate': a discussion, governed by precise timing and rules, during which two teams confront each other and support or dispute a topic given by the lecturer. In order to argue a position - which may not be the one that the person agrees with - documentation, research of sources and information and their critical evaluation is very important. The topics of the debate are: CO2 capture and reuse, forestry, circular economy, energy efficiency, climate change. The training is part of the PCTO and includes 13 hours of online training.

BENEFICIARIES: 1,720 participants from the III, IV and V grades of secondary schools.

PCTO: AN IN-DEPTH LOOK AT FAKE NEWS

The students are guided in the training of logical thinking and the use of methodological tools necessary to orient themselves safely and consciously in the world of information. The training is part of the PCTO and includes eight hours of online, synchronous courses.

BENEFICIARIES: 256 students from the III, IV and V grades of secondary schools.

PCTO: PUBLIC SPEAKING WORKSHOP

The teaching proposal focuses on the active involvement of students, who are called upon to develop analytical and critical skills, and at the same time put themselves forward in performing exercises and self-observation with the use of video-recordings, which make public speaking and self-presentation (from phonetics and voicing to posture and the choice of a dress code) a natural and familiar part of the public image of each student and their future. It is part of the PCTO and includes ten hours in attendance.

BENEFICIARIES: III, IV and V grades of secondary schools in Milan.

6 IN OND@

Communication and media education workshop that, through the use of a web TV/radio, aims to make children and teachers



protagonists in a journey of discovery of the territory and narration of the cultural layers of community memory. The project, diversified for each territory, includes technology provision, training of teachers in the use of technology, and face-to-face and remote meetings in the classroom.

BENEFICIARIES: IV and V grades of some primary schools in Porto Torres, Crotone and Val d'Agri.

ART WORKSHOPS FOR PRIMARY SCHOOLS

Art workshops in music, theatre and painting for students in the III, IV and V grades of primary schools in Gela, Taranto and Ravenna.

Workshops are an engaging way to enrich the schools' provision and make classroom lessons new.

BENEFICIARIES: 1,950 students between 2020 and 2023.

RIUSIAMOLI

In cooperation with Circular economy and green refinery, a gaming path dedicated to

raising awareness on waste oil recovery is proposed to primary and secondary schools in the cities of Taranto, Gela, Livorno and Mestre. The initiative was created with the aim of stimulating the younger generations to adopt sustainable behaviour and lifestyles, fostering the spread of a culture of circularity and reuse of resources, in line with the Sustainable Development Goals of the United Nations 2030 Agenda.

BENEFICIARIES: 1,400 primary and secondary school students in the 2022/2023 school year.

DIGITAL TEACHERS AND PROFESSORS

Eniscuola offers primary and secondary school teachers online training courses on the use of technology in the classroom (virtual learning environments, green screen, augmented reality, book creator, web app), competence-based design and assessment, and teaching sustainability.

BENEFICIARIES: 13,153 teachers between 2020 and 2023.

BIODIVERSITY AS A NETWORK

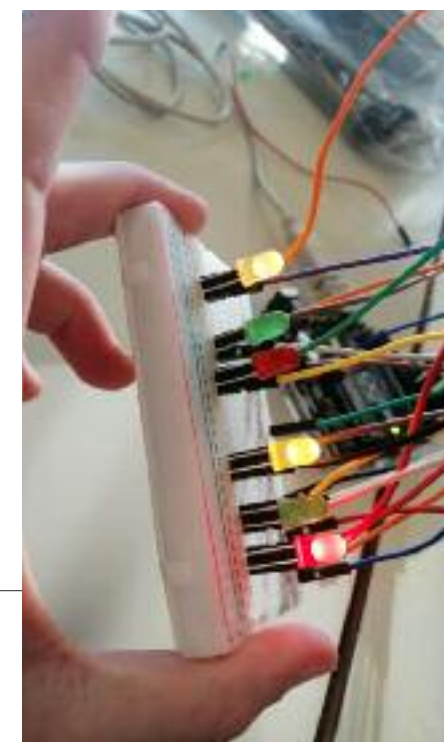
Guided educational tour that explored the importance and protection of biodiversity. The project aimed to create a direct link between the pupils and the areas where they live, to explore differences and similarities, through innovative teaching and a shared multimedia platform. The project ended with a trip to Ravenna.

BENEFICIARIES: 49 students from classes IV B and IV C of the Gela Lombardo Radice and Don Milani Primary Schools.

PIÙ CONOSCO MENO CONSUMO

The project aims to explore two fundamental and topical issues: environmental sustainability and digital sustainability. Throughout the school year, teachers and pupils participate in a series of training sessions focused on gaining knowledge of computer programming languages, algorithm design, and Arduino board programming. These sessions are aimed at developing and creating an EcoGame on energy sustainability. The project is supported by Plenitude, a Benefit Company controlled by Eni, and aims to promote a culture of sustainable energy use and conscious lifestyle. At the end of the programme, the participating classes will produce short videos documenting their achievements during the entire training period, with the purpose of creating a Manifesto on Education for Sustainable Energy.

BENEFICIARIES: Over 900 students of 17 primary schools in Italy.





CENTRE-NORTH DISTRICT (DICS)

SCHOOL TOURISM CENTRE-NORTH

The project proposed by Eniscuola is aimed at acquiring skills in the field of energy through direct observation, participation in educational activities and project work, all combined with knowledge of Italy's cultural heritage and landscape.

Between 2016 and 2020, the Ravenna District was a stop on the educational tours offered to secondary schools in the Eniscuola network. The functioning of well

drilling technologies and the acquisition and interpretation of related data were explained to the students. In addition, students had the opportunity to visit the Garibaldi offshore platform and the Ravenna Mare gas plant.

BENEFICIARIES: scuole secondarie di I e II grado provenienti da tutta Italia.

PCTO: CHE IMPRESA!

The objective of the 'What a feat! How an entrepreneurial idea is born, how I develop it, how I talk about it' project was to promote the entrepreneurial skills of boys and girls through a training course capable



of guiding them from the concept of an entrepreneurial idea to its launch on the market, stimulating positive attitudes such as initiative, spirit of innovation, creativity, curiosity and teamwork.

Through the course, students were provided with some elements to guide them in their future study and work choices, under the banner of innovation and high skills.

BENEFICIARIES: two fourth-year classes of the

Liceo Scientifico G. Ricci Curbastro in Lugo (Ravenna).

coLABoRA

CoLABoRA is a coworking space and business incubator, part of "in-ER" - the network of incubators of the Emilia-Romagna Region - which supports anyone with a business project to be developed through tailor-made incubation paths and access to a community of start-ups, freelancers and companies. The aim of the incubation process is to create and grow innovative and sustainable enterprises, linked to the typical activities and vocations of the area and to the major global development trends, with a focus on the skills and talents of each individual. The initiative is promoted by the Municipality of Ravenna in cooperation with Fondazione Eni Enrico Mattei (FEEM), with the support of qualified professionals, the collaboration of Joule, Eni's School for Business, and other local and national partners.

BENEFICIARIES: more than 260 people were trained during six editions.



SOUTHERN DISTRICT (DIME)

**SCHOOL TOURISM
IN THE ENERGY VALLEYS**

The project, implemented in Basilicata with the collaboration of Fondazione Eni Enrico Mattei (FEEM), is an educational tourism initiative aimed at secondary schools interested in learning more about energy, sustainability and the circular economy. The itinerary of the tours offered travels through the Val d'Agri and Val Camastra, an area where fossil and renewable sources coexist, and combines energy-related curricular content (chemistry, physics, biology, earth sciences) with knowledge of Lucania's cultural heritage and landscape.

Specifically, 'School Tourism in Energy Valleys' includes visits to the main energy sites in the area: the COVA (the Val d'Agri Oil Centre, which is a crude oil collection and treatment plant); the ECR- Environmental Control Room (the high-technology environmental monitoring centre where data from the survey points of the COVA control network and the DIME-District Meridionale areas of Eni converge); the CASF-Agricultural Experimentation and Training Centre for the promotion of sustainable and profitable agriculture and the enhancement of marginal areas; Agrivanda (the project for the agricultural and functional upgrading of the areas adjacent to COVA, with the cultivation, harvesting and processing of medicinal crops and the restoration of the biodiversity of native crops). The tours also include a visit to a well, to understand how it is made and how it works, as well as to the Sasso di Castalda Geosite, the natural oil outcrops in Tramutola, the Pertusillo dam, the Montemurro wind farm, Casa delle Muse di Sinisgalli in Montemurro and the Grumentum archaeological park.

Field visits were in addition to classroom training and hands-on workshops on renewable energy, energy efficiency and the circular economy.

BENEFICIARIES: over 6,500 students from 74 Italian institutions from 2015 to date.

**CASF PROJECT AGRICULTURAL
EXPERIMENTATION AND TRAINING
CENTER**

As part of the Eni Energy Valley programme for the promotion of a technological and agri-environmental hub in Val d'Agri, the CASF 'Centro Agricolo di Sperimentazione e Formazione' project was launched in 2020, with the aim of developing a hub to attract and harness talent, promote and innovate, and generate development in the agri-food sector.

The project includes, among other things, training and professional development courses, school day-release programmes, popular events for citizens, and educational courses for schools.

BENEFICIARIES: 23 operators and 262 students were trained in 2022.

**PCTO: AUTOMATION SYSTEMS
FOR SOILLESS CULTIVATION**

A training course that brought students closer to Agriculture 4.0, through the use of various interconnected technologies that can improve crop yield and sustainability, production quality and working conditions. Students automated a

hydroponic greenhouse, developing a system capable of monitoring a number of factors essential to its effective operation.

BENEFICIARIES: IIS Petruccelli Parisi - Tramutola (PZ) site - 32 students.

**PCTO: ETNO LAB VIGGIANO,
A UNESCO CANDIDACY
PATHWAY**

The training course, split into face-to-face teaching (by experts in the history of the Mediterranean landscape, anthropology, geography), and workshops (film reading exercises, audiovisual filming, collection/selection/assembly of archival audiovisual materials), culminated in the production of a short film by the students that would enhance the territory and local culture.

BENEFICIARIES: Liceo classico G. Peano - Viggiano - 10 students.

**PCTO: VIRTUALISING CULTURAL
HERITAGE**

The training programme accompanied the students in the narration and enhancement of

Lucanian cultural heritage spaces with innovative and immersive tools, such as virtualisation. Virtualising a cultural asset means not only recreating a digital twin of a space, but knowing its history and cultural value in order to be able to choose the best way to communicate and enhance it. Specifically, the children learnt how to use 360° cameras and online applications to narrate the Grumento Museum and Park.

BENEFICIARIES: Liceo classico G. Peano - Viggiano - 21 students.

**PCTO: AGRICULTURE 4.0
AND SUSTAINABILITY**

The training programme, split into three modules (land management, medicinal plant supply chain, entrepreneurship education) requires students to take an active part in the management and running of daily farm operations. As a result of the PCTO "Agriculture 4.0 and Sustainability", four scholarships were awarded to deserving students.

BENEFICIARIES: I.T.T. di Marsicovetere (PZ) - 89 students.



SCHOOL ACTIVITIES SICILY – GELA

PCTO: WRITING ENERGY

The project, born from the collaboration with the Quotidiano di Sicilia, aims to provide students with the rudiments of how to set up and write a good newspaper article. It aims to provide in-depth information on the topic of energy with a particular focus on energy efficiency and to convey, through the students, a message of energy and environmental sustainability starting from the place where children spend most of their time - school.

BENEFICIARIES: from 2015 to 2022, 8,415 students from the III, IV and V grades of secondary schools in the provinces of Caltanissetta, Catania, Enna and Ragusa were involved.

“TERRITORIAL DEVELOPMENT AND THE SKILLS ECONOMY” SUMMER SCHOOL

The aim of the project is to develop specific transversal and professional skills to be spent at the service of the territory, its development, and its competitiveness also at an international level, with particular reference to innovative services in

the marketing and e-business sectors and new communication technologies.

BENEFICIARIES: 34 young graduates from Gela.

TACKLING EARLY SCHOOL LEAVING

The initiative, which saw the involvement of the IIS Majorana in Gela, is aimed at combating the phenomenon of early school leaving, focusing on the promotion of elements of innovation in teaching to achieve a more stimulating and engaging environment and make pupils participate more actively. Between 2015, when the project was launched, and 2021, the drop-out rate in the school in question dropped from 44% to 5%.

BENEFICIARIES: 284 students at IIS E. Majorana in Gela - Professional subjects.

SCIENCE THEATRE: “Pinocchio”

Scientific theatre is science through performance. A scientific play is above all a work of dissemination. Actors and puppets (the 'puppeteers') tell a modern and entertaining tale. A show full of rubbish, rhythm, colours and irony that explains the



concepts of circular economy and sustainability.

BENEFICIARIES: 403 students from primary schools in Gela.

“I am sustainable”

Seminar-performance in which scientific theatre and lessons intertwine to provide a lucid and entertaining view of the current and future relationship between Man and the Planet.

BENEFICIARIES: 600 students from secondary schools in Gela.

“Earth: instructions for use”

A show that tackles the theme of environmental sustainability explaining, in an easy and entertaining way, the meaning of energy saving, recycling, renewable energy and offering a series of suggestions on how we can change our lifestyle habits.

BENEFICIARIES: 700 primary and secondary school students from the G. Verga and Gela-Butera Institutes in Gela.

AMARE IL MARE

Three-year 'discovery' journey to raise awareness of the sea as an environmental, labour and cultural resource. A project that helped to generate knowledge and affection in students towards the sea and all the riches it holds, with the aim of helping them understand the role played by the sea in the history of peoples and nations.

BENEFICIARIES: 29 students from the E. Romagnoli Secondary School in Gela.

EDUCATIONAL TOURISM IN SICILY

A project dedicated to the acquisition of skills in the energy sector and knowledge of Eni's industrial world through direct observation and participation in educational activities, all combined with knowledge of Sicily's cultural, historical and landscape heritage. The proposed itinerary included an analysis of the project that led to the birth of the Gela biorefinery, visits to the experimental CO₂ biofixing plant using microalgae in Ragusa, and an illustration of the FORSU pilot plant and the New Oil Centre in Gela.

BENEFICIARIES: 150 students from the III, IV and V grades of secondary schools.

PCTO: GELA DISTRICT

The aim of the course is to familiarise and provide students with the basic elements for the drafting of the most common journalistic texts, introducing them to journalism in its various phases. The initiative, which is part of PCTO's activities, over the years led to the establishment of a permanent editorial staff made up of the students of years 1 - 3 in the secondary school of Gela. The project started in October 2019 and is still ongoing.

BENEFICIARIES: 810 students from 2019 to date.

Eni Corporate University projects

by **Tiziano Colombo**,
CEO of Eni Corporate University

TRUST AND COMMITMENT to training are written into Eni's DNA and the history of Eni Corporate University proves it. Not only does Eni prioritize the enhancement and development of the skills and know-how of its people, but it has also always been committed to engaging with the territories where the company operates, both in Italy and abroad.

Eni Corporate University also focuses on supporting universities to create and enrich academic programs, aiming to contribute to the dissemination of energy culture while students are still at university: lectures, teaching interventions, seminars, project work, and internships are just some of the elements characterizing the partnerships that Eni initiates with the academic world. The partnerships concerning the master's and bachelor's degree programs involve lectures delivered by Eni's Internal Faculty, i.e. Eni managers and specialists who contribute to the dissemination of their knowledge both within and outside the company.

In support of the national education system, Eni Corporate University also activates Percorsi per le Competenze Trasversali e l'Orientamento (PCTO) courses, formerly Alternanza Scuola Lavoro, through IT platforms and ad hoc programs dedicated to students. These initiatives aim to familiarize students with the energy and business world and guide them towards the right path for their post-school future.

Moreover, ECU has made available the MyChange available to external users, in addition to Eni employees. This interactive and dynamic learning platform allows individuals to deepen into topics related to the future and Sustainable Development Goals through an interactive and dynamic path of knowledge and learning. There is also the possibility of following a specific course on SDGs aimed at obtaining a unique and internationally-recognized individual certification in order to enhance the contribution that each of us can make to the achievement of the 2030 Agenda goals. ■



PCTO: THE ENILEARNING PLATFORM

Since the launch of the Alternanza scuola lavoro (2016) activities - now Percorsi per le Competenze Trasversali e l'Orientamento (PCTO) - Eni Corporate University (ECU) has been working to introduce the world of energy to schools throughout Italy. Through the platform, students come into contact with the business reality of Eni, delving into topics related to the world of energy. As of 2021, courses for secondary school students are recognised as PCTO.

BENEFICIARIES: 85,000 students, 72,500 of whom have taken courses on the EniLearning platform.

LABSCUOLE

The programme aims to bring secondary school students into contact with the world of Data Science and the methodologies of Design and Agile Thinking to design their own start-ups.

BENEFICIARIES: 150 students.

SCHOOL4LIFE AND DISTRETTO ITALIA

School4Life, involving 12 secondary schools (Gela, Siracusa, Vibo Valentia, Potenza, Lecce, Taranto, Brindisi, Casale Monferrato)

with a total of 860 students, aims to encourage entrepreneurship with a view to the circular economy and environmental protection. Distretto Italia is a programme in which companies are committed to supporting the education system through the creation of 'trade schools' (specialisation courses for secondary school graduates) and 'school for school' (guidance and support programmes for young people). Both projects, on which Eni collaborates with the ELIS Consortium, aim at the rehabilitation of NEETs ('Not in Education, Employment or Training', i.e. young people who do not study and do not work) and the prevention of the phenomenon.

ONLINE SECONDARY SCHOOL FOR ECOLOGICAL AND DIGITAL TRANSITION

ECU participated in the establishment of a four-year secondary school network on the ecological and digital transition with the aim of preparing young people for future challenges, reducing school drop-outs and the gap between schools in the North and South. The 27 schools involved have simultaneously activated a dedicated section whose students form a 'super class' with shared teaching on both digital and face-to-face platforms.

BENEFICIARIES: 27 schools.

ENERGY FOR EDUCATION
Eni's contribution to access to education and training
in some of the Countries hosting its operations

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