

Environmental Training and Occupational Integration

**Extract from France's 2021 Environmental Performance
Review**



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Ecological transition depends on new production methods, the types of products going to market, and services offered to reduce the impact of economic activities on the environment. It also calls for a review of how we consume, behave, think and work. All these changes have consequences for employment, professions and skills which force changes to the training system.

The training system must be adapted to anticipate and support the ecological transition. New skills must be acquired, both technical (e.g. understanding the thermal properties of a building or materials) and multidisciplinary (e.g. complex project management). Upskilling for ecological transition requires vocational training for those already in employment, but also concerns basic training. This will generate modifications to existing training courses and the creation of new qualifications.

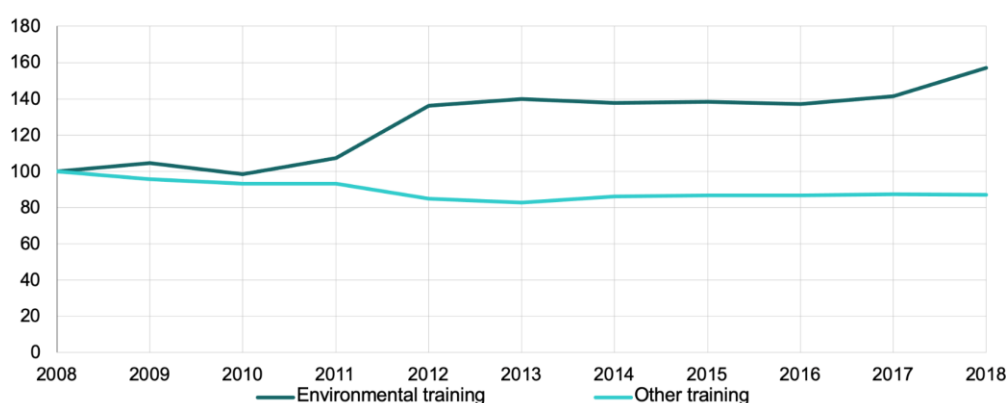
ATTRACTIVE BASIC ENVIRONMENTAL TRAINING

Focus on the environment is increasing focus in basic training. At the beginning of the 2018-2019 school year, there were over 260 "environmental" qualifications in the basic training system which is 11% of the entire basic training curriculum with 8.4% remaining in the final year. That's over 100,000 young people. In 2008, the proportions were 10% and 5%.

Between 2008 and 2018, the number of young people preparing a qualification with an environment theme increased by 57% and all other disciplines decreased by 13% (Figure 1).

Figure 1: Trends in final year basic training enrolments

Base index value 100 in 2008



Note: preparation of a technical or professional diploma at a level lower than or equal to the secondary-school qualification or with 2 years of undergraduate studies, university diplomas (professional and not) and engineers with 3 years of undergraduate studies.

Scope: France.

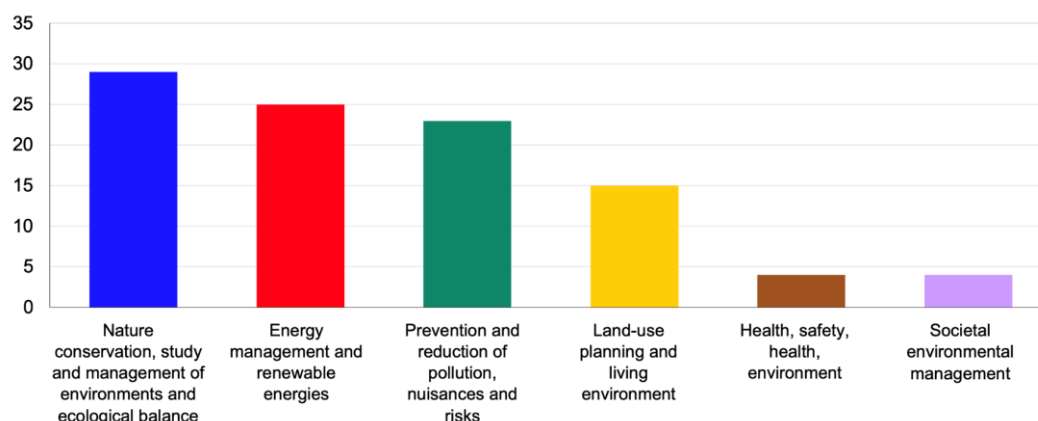
Sources: Céreq, base: Reflet; MENESR, base: BCP and Sise. Treatment: SDES, 2021

Women are generally underrepresented (31%), but their proportion increases as qualification levels increase and varies depending on the speciality.

Most of these students are in secondary-school qualification courses (49%). Courses in nature conservation (29%), energy (25%) and pollution prevention (23%) are the most common (Figures 2 and 3).

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Figure 2: Breakdown of enrolments in the last year of basic environmental training by speciality for the 2018-2019 school year
In %

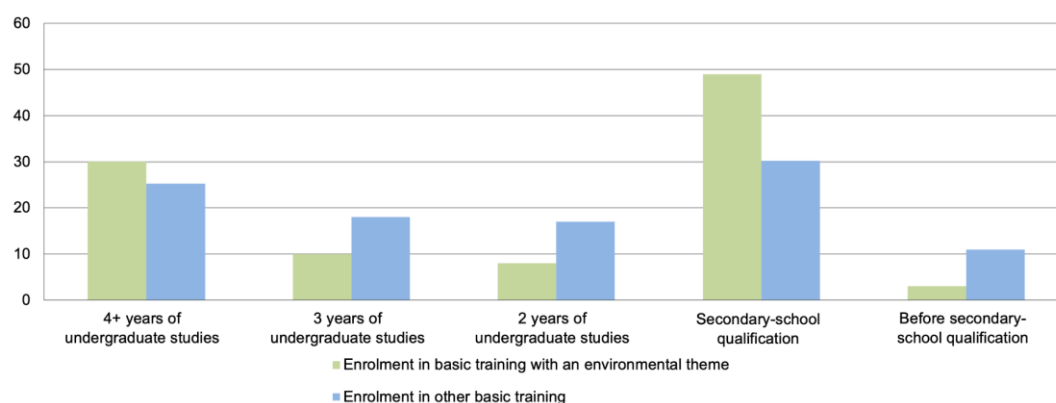


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Scope: France.

Sources: Céreq, base: Reflet; MENESR, base: BCP and Sise. Treatment: SDES, 2021

Figure 3: Breakdown of enrolments in the last year of basic environmental training by qualification level for the 2018-2019 school year
In %



Note: preparation of a technical or professional diploma at a level lower than or equal to the secondary-school qualification or with 2 years of undergraduate studies, university diplomas (professional and not) and engineers with 3 years of undergraduate studies.

Scope: France.

Sources: Céreq, base: Reflet; MENESR, base: BCP and Sise. Treatment: SDES, 2021

INCLUSIVE RECRUITMENT SOMETIMES NOT CONNECTED TO THE ENVIRONMENT

The degree of focus on environmental themes in the curriculum of so-called "environmental" courses varies. 54% of the listed courses are predominantly environmental (more than 50% of the curriculum focuses on the environment), 33% are moderately environmental (25% to 50% of the content focuses on the environment), and 13% have low environmental content (less than 25%).

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As a result, obtaining a qualification in the environment improves employability in the field, but it is no guarantee. In 2013, about 26,000 young people with training in environment topics dropped out of the education system: 3.8% of all dropouts (*Table 1*). Three years later, 73% were employed, but only 43% had jobs directly related to the environment or strongly connected to ecological transition challenges, compared with 18% of young people trained in other disciplines.

Table 1: Employment 3 years after leaving basic training in 2013

In %

| | Environmental training courses | Other training |
|---|--------------------------------|----------------|
| Total leavers in 2013 (in number) | 25,655 | 643,194 |
| Female | 29 | 49 |
| Male | 71 | 51 |
| Apprentices | 27 | 20 |
| Not apprentices | 73 | 80 |
| Graduates | 78 | 79 |
| Not qualified | 22 | 21 |
| Qualification-level | | |
| 4+ years of undergraduate studies (Masters, engineering degree, PhD) | 24 | 21 |
| 3 years undergraduate studies (general and professional bachelor degrees) | 13 | 16 |
| 2 years undergraduate studies | 12 | 20 |
| Secondary-school qualification | 33 | 27 |
| Before secondary-school qualification | 17 | 16 |
| Professional trajectories between 2013 and 2016 | | |
| Sustainable access to employment | 56 | 59 |
| Long-term or recurrent unemployment | 10 | 8 |
| Exit from employment to unemployment | 7 | 6 |
| Average time to first job (months) | 4.7 | 4.1 |
| Average time unemployed (months) | 8.2 | 7.0 |
| Professional situations in 2013 | | |
| Unemployed | 19 | 17 |
| Employed | 73 | 71 |
| <i>Including permanent contracts</i> | 53 | 57 |
| <i>fixed-term contracts</i> | 24 | 20 |
| <i>temporary employment</i> | 8 | 7 |

Note: results according to qualification prepared, without "other" category (graduates of specialised courses such as Segpa, Clippa, Cippa, etc.). To compare levels of environmental training with non-environmental training, the latter was manually reclassified as "prepared qualification".
Scope: France.

Source: Céreq: 2016 survey of the "2013 generation". Treatment: SDES, 2021

Questioned about how they perceived their training after three years in the labour market, 37% of young people trained in the environment said their training offered limited professional opportunities, while 17% said their training was generally incompatible with real jobs. However, 46% considered that their training improved their employability.

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FOR MORE INFORMATION

- *Plus de 100 000 jeunes formés en environnement sur l'année scolaire 2018-2019*, SDES, web article, April 2021
- *Comment évolue l'emploi des jeunes formés en environnement ?*, SDES, *Datalab Essentiel*, December 2019, 4 pp.
- *Les formations environnementales mènent-elles à l'emploi ?*, SDES, *Datalab Essentiel*, July 2019, 4 pp.