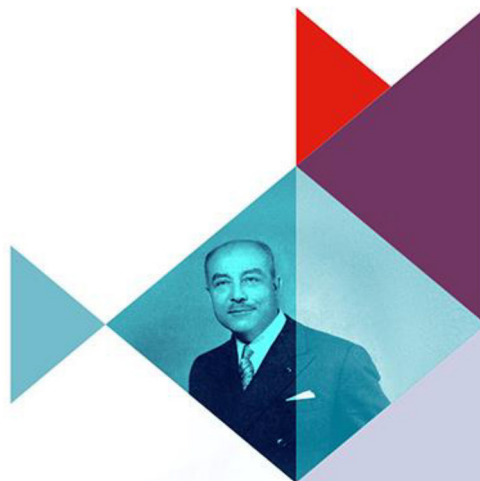


INSTITUT GASTON BERGER



Tracking of applications and entries from under-represented groups – 2012-2022

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This summary sheet, produced by the Monitoring Unit of the Institut Gaston Berger¹, shows the tracking of applicants and entrants into the INSA Group (INSA schools and partner schools) from under-represented groups over the period 2012-2022.

The under-represented groups studied here are students of foreign nationality, low-income students (i.e. scholarship holders) and students with disabilities. The tracking of female applicants and entrants into the INSA Group is specifically addressed in another summary sheet.

The statistics presented in this document cover only students who applied to the INSA Group to start an engineering course in the first year (post-baccalaureate), i.e. the Group's main recruitment pool.

1 Applicants and entrants into the INSA Group: Students of foreign nationality

1.1 Rate of foreign students among applicants

Despite a rebound observed in 2016, the rate of foreign students among INSA Group applicants decreased between 2012 and 2021 (12.4% in 2021, 18.9% in 2012; see figure 1). But in 2022, this rate increased largely (+4.5 points, compared to 2021).

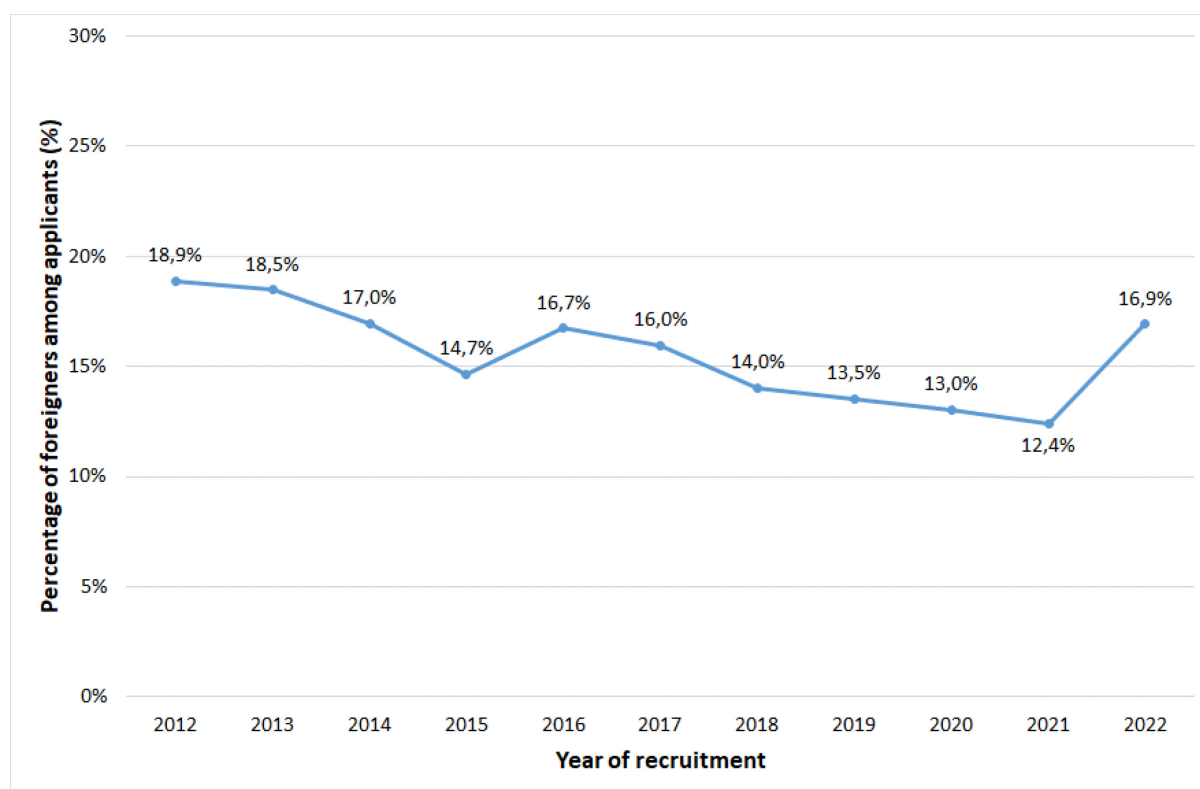


Figure 1: Change in the rate of foreign students among INSA Group applicants, between 2012 and 2022.

1.2 Rate of foreign students among entrants

In contrast to the rate of foreign students among applicants, the rate of foreign students among entrants increased between 2012 and 2018 (+2 points approximately; see figure 2). However, from 2018 onwards, this rate has highly fluctuated up and down. In 2022, 19.8% of entrants were foreign students.

¹ <https://institut-gaston-berger.insa-lyon.fr/content/lobservatoire-de-linstitut-gaston-berger-0>.

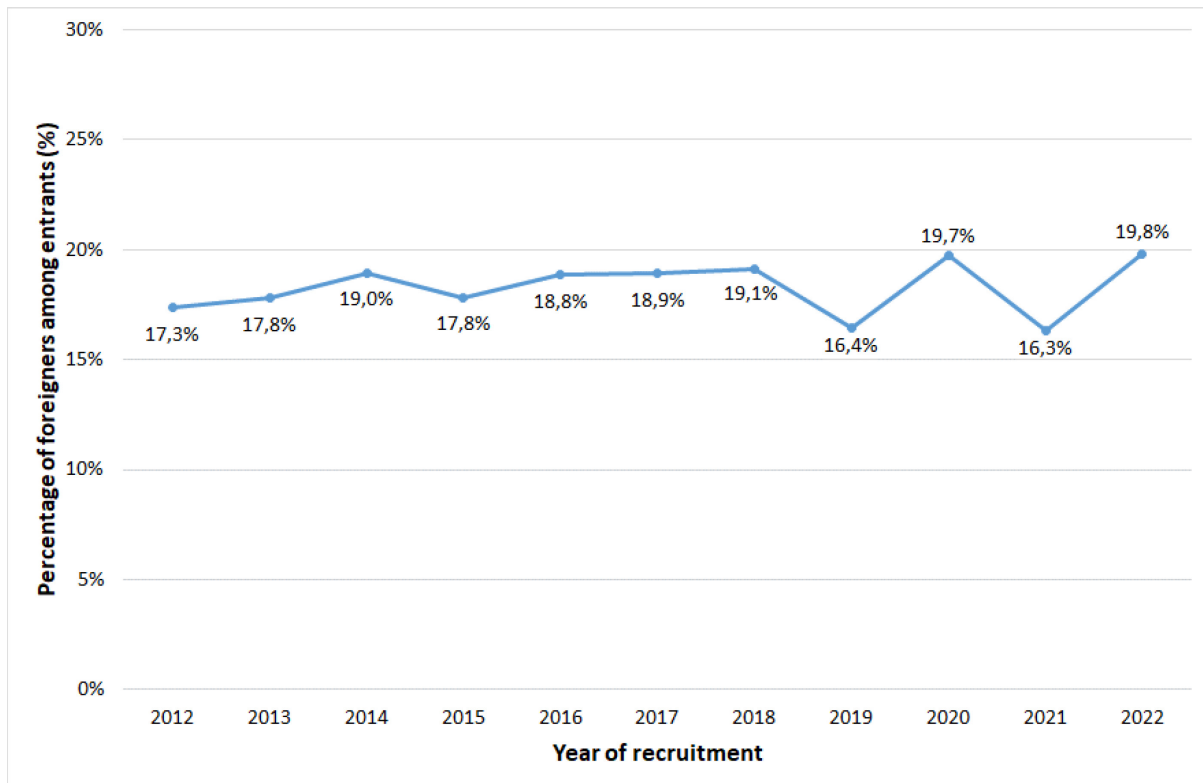


Figure 2: Change in the rate of foreign students among entrants to the INSA Group, between 2012 and 2022.

2 Applicants and entrants into the INSA Group: Low-income students

By ‘low-income students’, we refer here to scholarship holders, i.e. students receiving a national scholarship based on social criteria (secondary school scholarship holders and CROUS higher education scholarship holders).

2.1 Rate of scholarship holders among applicants

Figure 3 shows the change in the rate of scholarship holders among INSA Group applicants, defined as the ratio of 1) the number of secondary school scholarship applicants who are taking their baccalaureate in the year of application to the INSA Group (the overwhelming majority), or post-secondary scholarship holders who completed their baccalaureate before applying, to 2) the total number of applicants. Since 2017, there has been a steady increase in the number of scholarship holders among INSA Group applicants (+4.6 points between 2016 and 2022).

2.2 Rate of scholarship holders among entrants

Figure 4 shows the change in the rate of scholarship holders (at the time of application) among entrants to the INSA Group, defined as the ratio of 1) the number of former secondary school or post-secondary scholarship holders, to 2) the total number of entrants. This rate decreased slightly between 2012 and 2017 (7.1% and 6.0%, respectively), then increased substantially between 2017 and 2020 (+4.1 points). This increase is likely related to the implementation, in 2018, of the Parcoursup platform to replace APB. Indeed, on Parcoursup, the Ministry of Higher Education, Research and Innovation (MESRI) requires that the rate of scholarship holders (from secondary schools) who have an offer for admission be at least equal to the rate of scholarship holders among applicants. From 2020 onwards, the rate of scholarship holders among entrants has remained stable (10.1% in 2020, 10.6% in 2022).

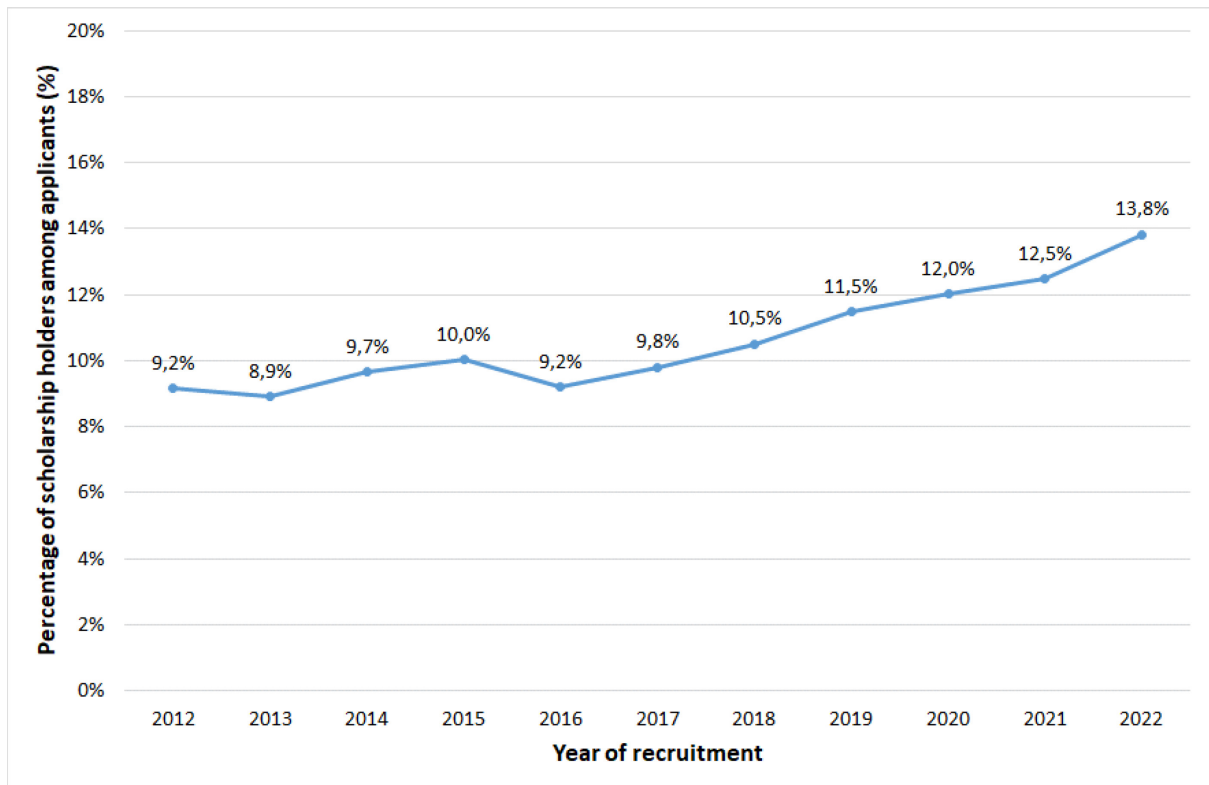


Figure 3: Change in the rate of scholarship holders among INSA Group applicants, between 2012 and 2022.

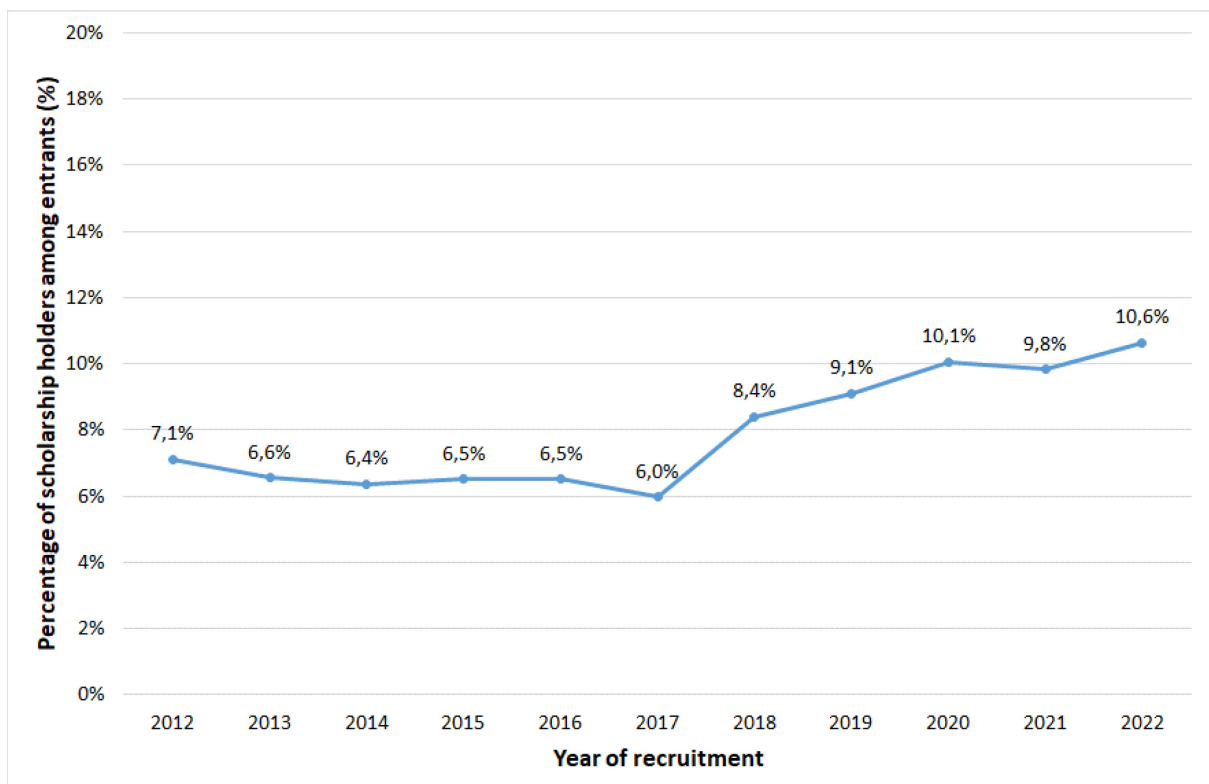


Figure 4: Change in the rate of scholarship holders (at the time of application) among entrants to the INSA Group, between 2012 and 2022.

Figure 5 shows the change in the rate of scholarship holders (at the beginning of the academic year) among INSA Lyon entrants, defined as the ratio between 1) the number of students who received a scholarship after enrolling at INSA Lyon, and 2) the total number of INSA Lyon entrants eligible for a higher education scholarship. This rate decreased between 2012/2013 and 2016/2017 (32.6% and 26.4%, respectively). Then, there has been a slight rebound between 2016/2017 and 2018/2019 (up to 28.1%). Over 3 years (from 2018/2019 to 2020/2021), this rate fairly remained stable around 28%. In particular, in 2020/2021, it was equal to 27.7%, a figure higher than that observed for scientific grandes écoles preparatory classes (CPGE) (26.7%) and for all non-university engineering programmes² (22.8%). After a decrease in 2021/2022 (down to 25.6%), the rate of scholarship holders among INSA Lyon entrants has increased largely in 2022/2023 (up to 30.6%). This large increase may be explained by a decrease in income for many households in 2020 due to Covid-19 crisis³.



Figure 5: Change in the rate of high education scholarship holders (at the beginning of the academic year) among entrants to INSA Lyon, between 2012/2013 and 2022/2023.

3 Enrolment at INSA Lyon: Students with disabilities

Figure 6 shows the change in the number of students with disabilities enrolled at INSA Lyon between 2012/2013 and 2022/2023. There has been a steady increase in the number of students with disabilities; this number has more than tripled in the space of eleven academic years (203 in 2022/2023, compared to 60 in 2012/2013).

² Evaluation, Forecasting and Performance Department (DEPP) of the National Ministry of Education and Youth. Markers and statistical references on education, training and research 2022, August 2022, p. 341. URL: <https://www.education.gouv.fr/reperes-et-references-statistiques-2022-326939> (accessed 06/11/2023).

³ Indeed, household income in civil year N-2 is a main criterion in the allocation of a scholarship for academic year N/N+1, that is, household income in 2020 was used to allocate a scholarship for academic year 2022/2023.

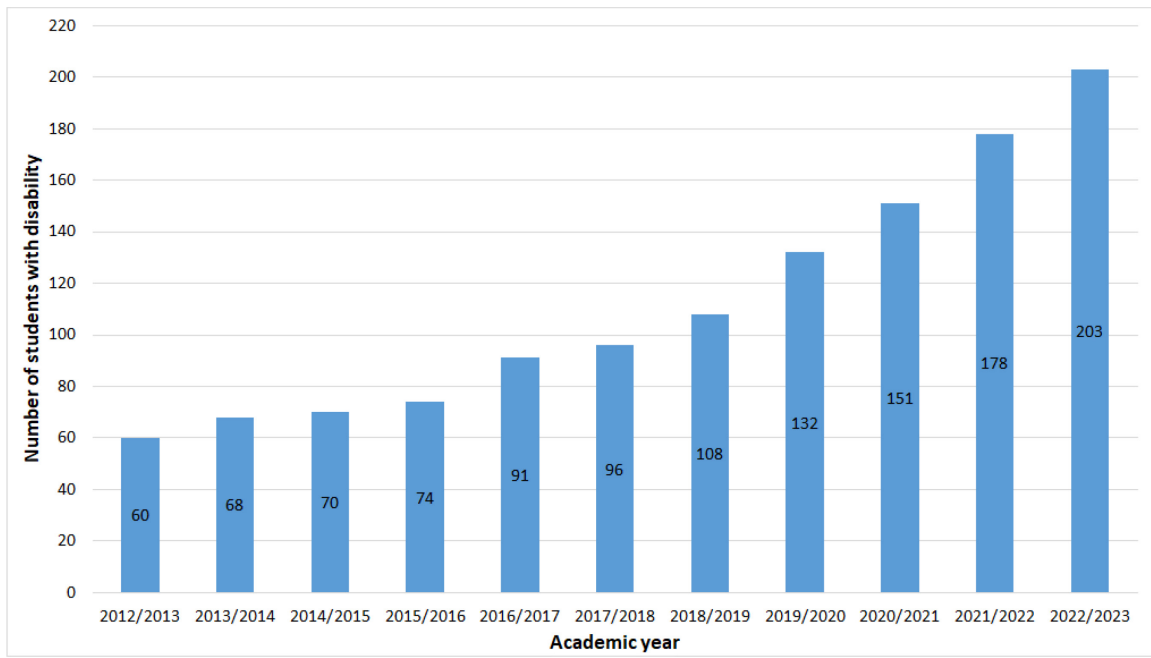


Figure 6: Change in the number of students with disabilities enrolled at INSA Lyon, between 2012/2013 and 2022/2023.