

INSTITUT GASTON BERGER



Tracking of applications and entries from under-represented groups - 2012-2019

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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 2012-2019.

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 is continuing to decrease (13.5% in 2019, compared to 18.9% in 2012; see figure 1).

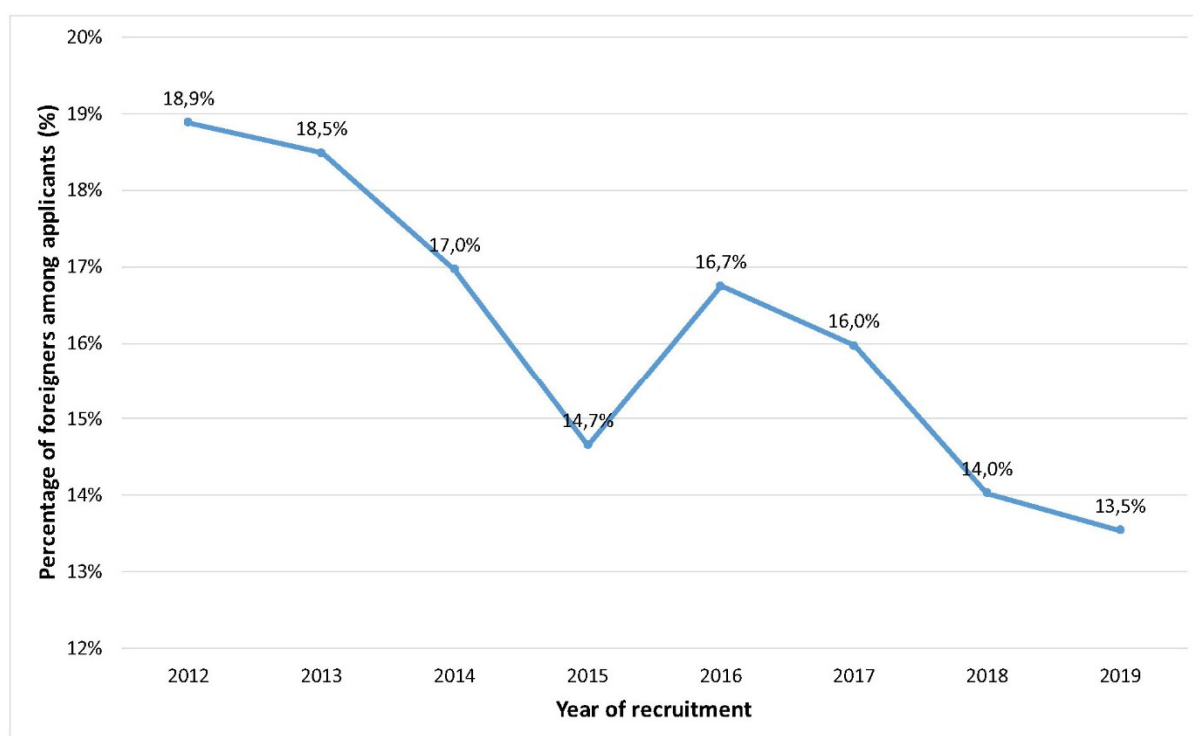


Figure 1: Change in the rate of foreign students among INSA Group applicants, between 2012 and 2019.

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 continued to increase between 2012 and 2018 (+2 points approximately; see Figure 2). However, this rate fell to 16.4% in 2019 (from 19.1% in 2018).

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

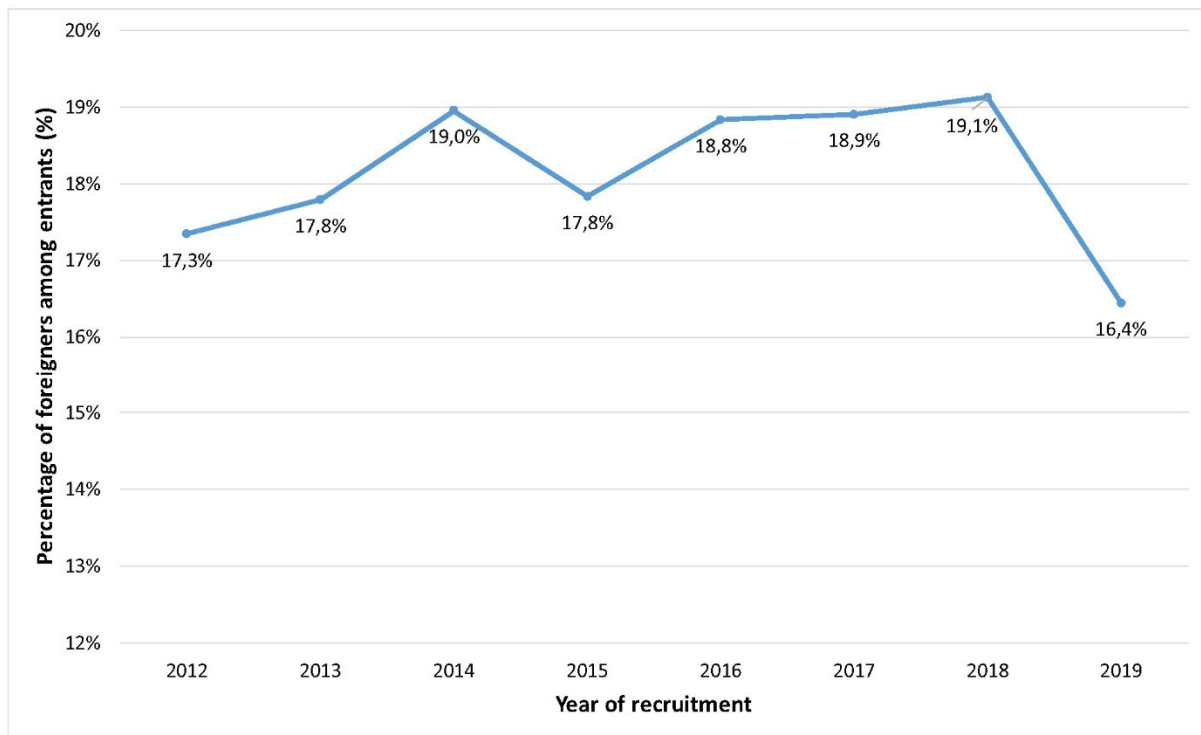


Figure 2: Change in the rate of foreign students among entrants to the INSA Group, between 2012 and 2019.

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 (the overwhelming majority) who are taking their baccalaureate in the year of application to the INSA Group, 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 (+2.3 points between 2016 and 2019).

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 from 2018 onwards (+3.1 points between 2017 and 2019). 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.

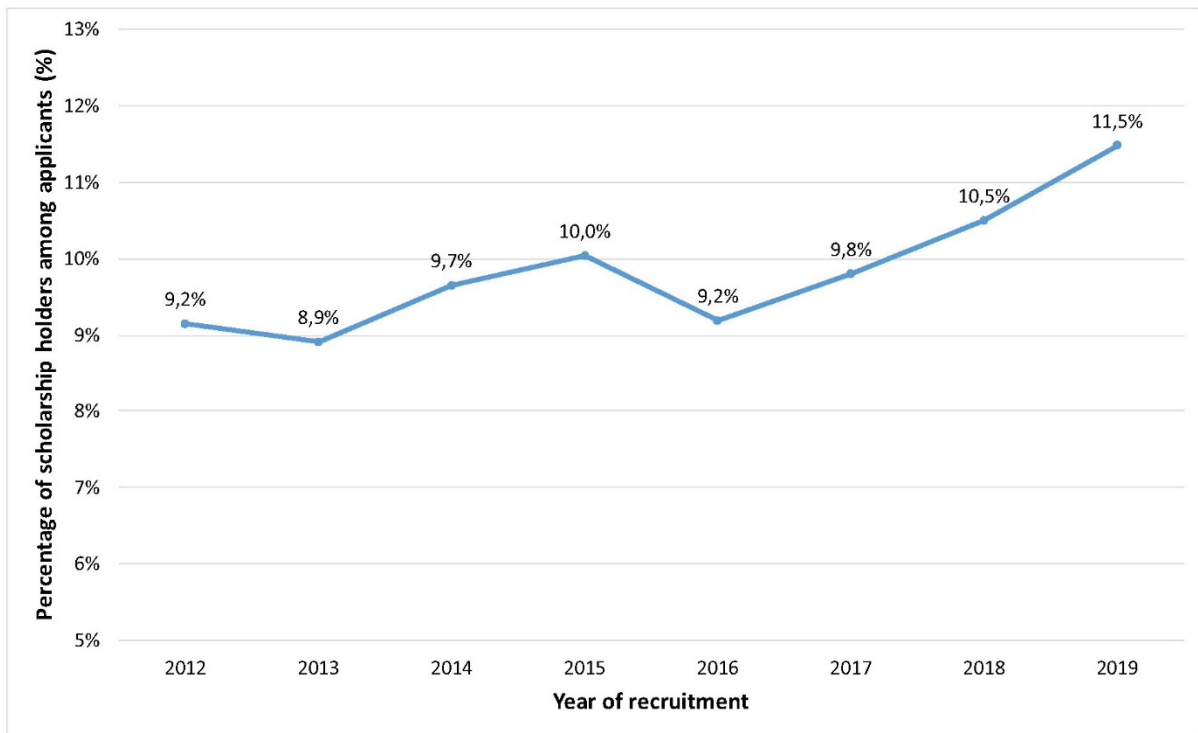


Figure 3: Change in the rate of scholarship holders among INSA Group applicants, between 2012 and 2019.

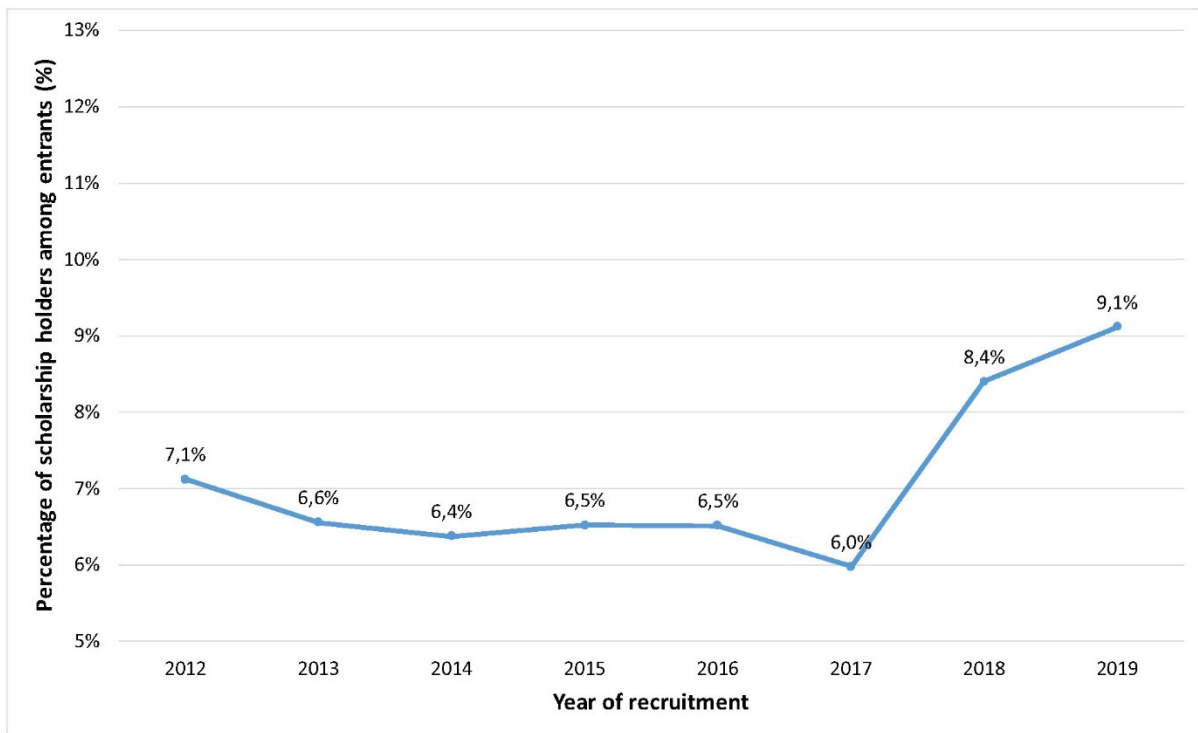


Figure 4: Change in the rate of scholarship holders (at the time of application) among entrants to the INSA Group, between 2012 and 2019.

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 (32.9% and 26.2%, respectively), but there has been a slight rebound from 2017/2018 onwards. In 2018/2019, the rate of higher education scholarship holders was 28.3%, a figure almost identical to that observed for scientific grandes écoles preparatory classes (CPGE) (28.6%), and higher than that observed for all non-university engineering programmes² (23.0%).

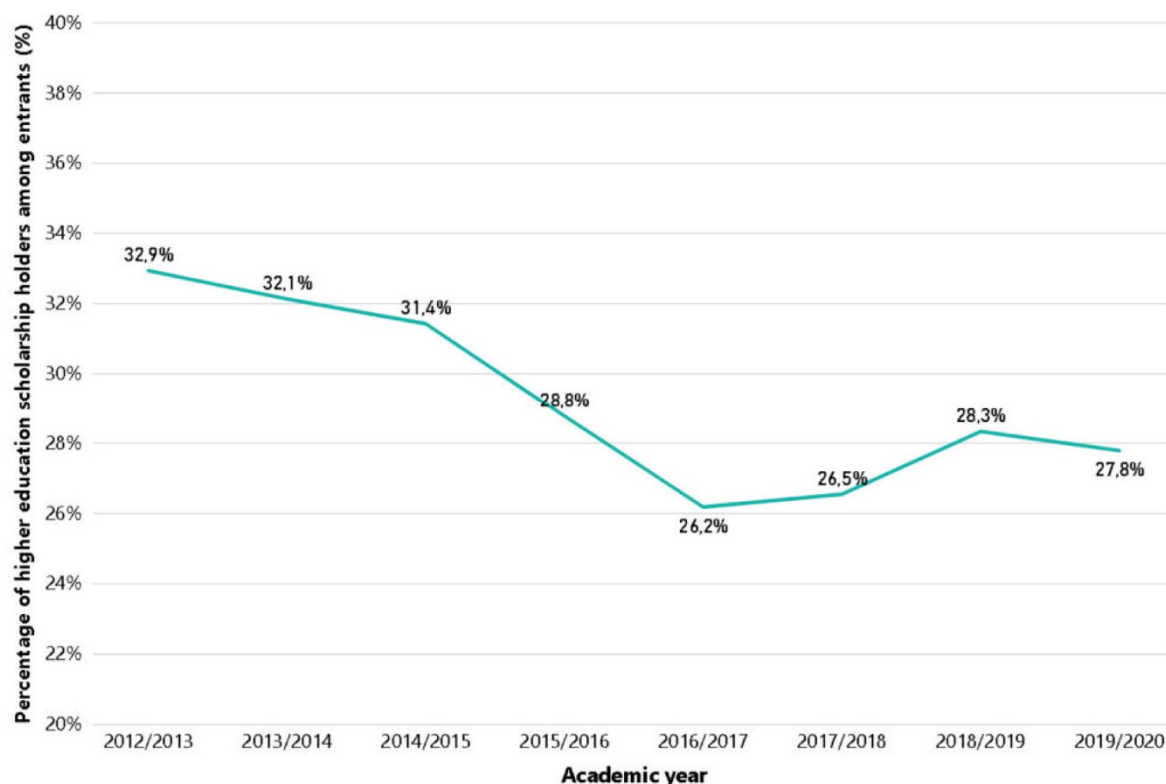


Figure 5: Change in the rate of high education scholarship holders (at the beginning of the academic year) among entrants to INSA Lyon, between 2012/2013 and 2019/2020.

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 2019/2020. There has been a steady increase in the number of students with disabilities; this number has more than doubled in the space of eight academic years (132 in 2019/2020, compared to 60 in 2012/2013).

² Evaluation, Forecasting and Performance Department (DEPP) of the National Ministry of Education, Youth and Sports. Markers and statistical references on education, training and research 2020, July 2020, p. 337. URL: https://cache.media.enseignementsup-recherche.gouv.fr/file/2020/43/5/repères_et_references_statistiques_2020_1316435.pdf (accessed 12/11/2020).

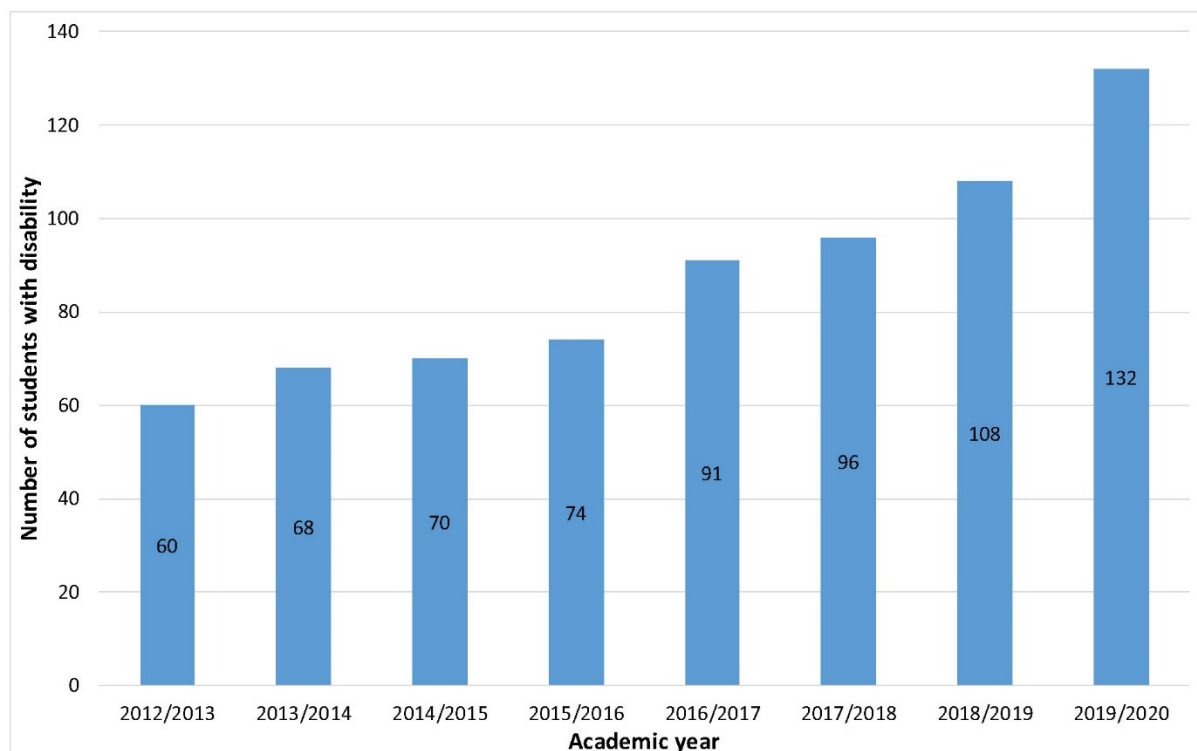


Figure 6: Change in the number of students with disabilities enrolled at INSA Lyon, between 2012/2013 and 2019/2020.