



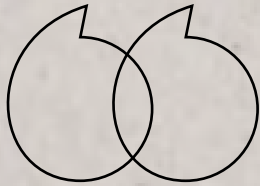
ANNUAL REPORT 2021

**COLLECTIVE
CONSCIOUSNESS**

INSA

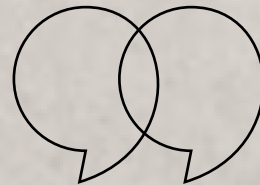
CENTRE VAL DE LOIRE
HAUTS-DE-FRANCE
LYON
RENNES
ROUEN NORMANDIE
STRASBOURG
TOULOUSE
EURO-MÉDITERRANÉE





To properly prepare humanity to live in an increasingly fast-paced universe, we must provide it not only with indispensable knowledge, but also with enthusiasm, insight and courage.

Gaston Berger, 1958



INSA GROUP ANNUAL REPORT 2021



Summary

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Editorial



Bertrand RAQUET,
President of the INSA Group
and
Director of INSA Toulouse

The projects undertaken by the INSA Group in 2021 bear testament to our desire to move forward in a meaningful and collective direction.

As we moved into 2021, we all knew it would be a challenging year just like the previous one.

The health crisis continued to disrupt our lives and had us all demonstrate our adaptability, flexibility and resilience one more time. Yet, 2021 also brought with it a renewed enthusiasm for joint projects, campuses brimming with color and student life permeating our schools once again.

For the INSA Group, 2021 represented the launchpad of several major projects. We continued working with The Shift Project to integrate socio-ecological issues into all our courses, on all our campuses. We also launched a large-scale project devoted to renovating our social model—fueled by the meticulous work of our Gaston Berger Institute—and our digital transformation strategy received financial support from the French National Research Agency. While all of these projects reached milestones in the past year, they are in fact part of a long-term process. They demonstrate the determination of the INSA Group to continue its development and to consolidate and enhance a model built around values that we deem more essential than ever.

Sixty-five years ago, Gaston Berger and Jean Capelle founded the first Institut National des Sciences Appliquées in Lyon. Both men shared one ambition: to shape humanistically minded engineers, “philosophers in action” who are both technical experts and citizen engineers. Over the decades, this model became a staple of the higher education and research landscape. The world and its issues, however, have changed since 1957, and we must reformulate the fundamentals of the humanist engineer of the 21st century if we are to remain faithful to Gaston Berger’s ideals. This is what we strive to do in our schools on a daily basis. The projects undertaken by the INSA Group in 2021 bear testament to our desire to move forward in a meaningful and collective direction. ●

In figures

3,334
engineering graduates

57
architecture graduates

23
landscape architecture
graduates

292
PhD graduates

18.9%
international
students

3.2%
students with
disabilities
(523 students)

7%
of engineering graduates
pursue a PhD

34.7%
female students

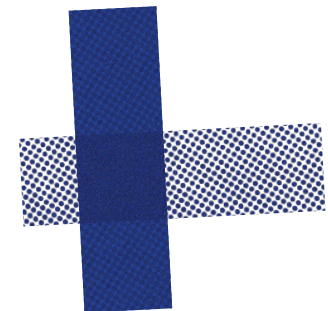
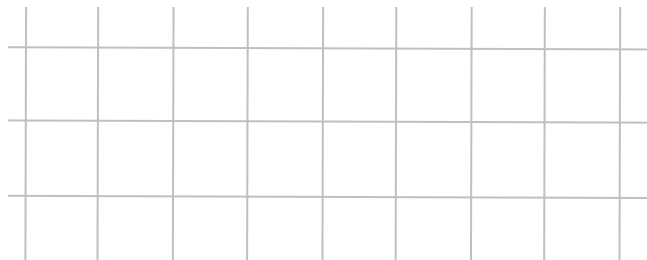
30.4%
scholarship holders

Admissions
40,946
applicants

10%
acceptance rate

HR & Finances
3,745
staff members, of which
1,698 teacher-researchers

€369M
2021 consolidated budget





Partner schools

Central to the dynamics of the INSA Group

Our network of partner schools was launched in 2010 to strengthen the dynamics and development of the INSA Group, enabling close, long-term collaborations on several strategic areas: pedagogy, international relations, research and innovation, diversities and inclusion. By proposing a joint post-baccalaureate application process, INSA and its partner schools offer high school graduates the opportunity to access a wide range of training programs.

By virtue of their expertise and unique features, the INSA Partners help the INSA Group cover new fields of study, thus extending the range of specialties it offers.

ENSIL-ENSCI Limoges

www.ensil-ensci.unilim.fr

ISIS Castres

www.isis-ingénieur.fr

ENSCMU Mulhouse

www.enscmu.uha.fr

ENSISA Mulhouse

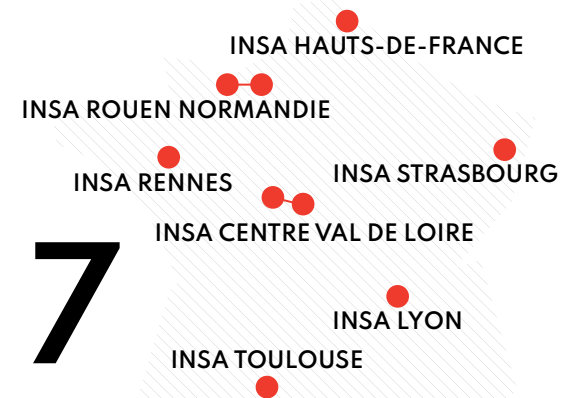
www.ensisa.uha.fr

ESITECH Rouen

www.esitech.fr

SUP'ENR - UPVD Perpignan

<http://sup-enr.univ-perp.fr>



+1

INSA EURO-MÉDITERRANÉE

ESITech ROUEN

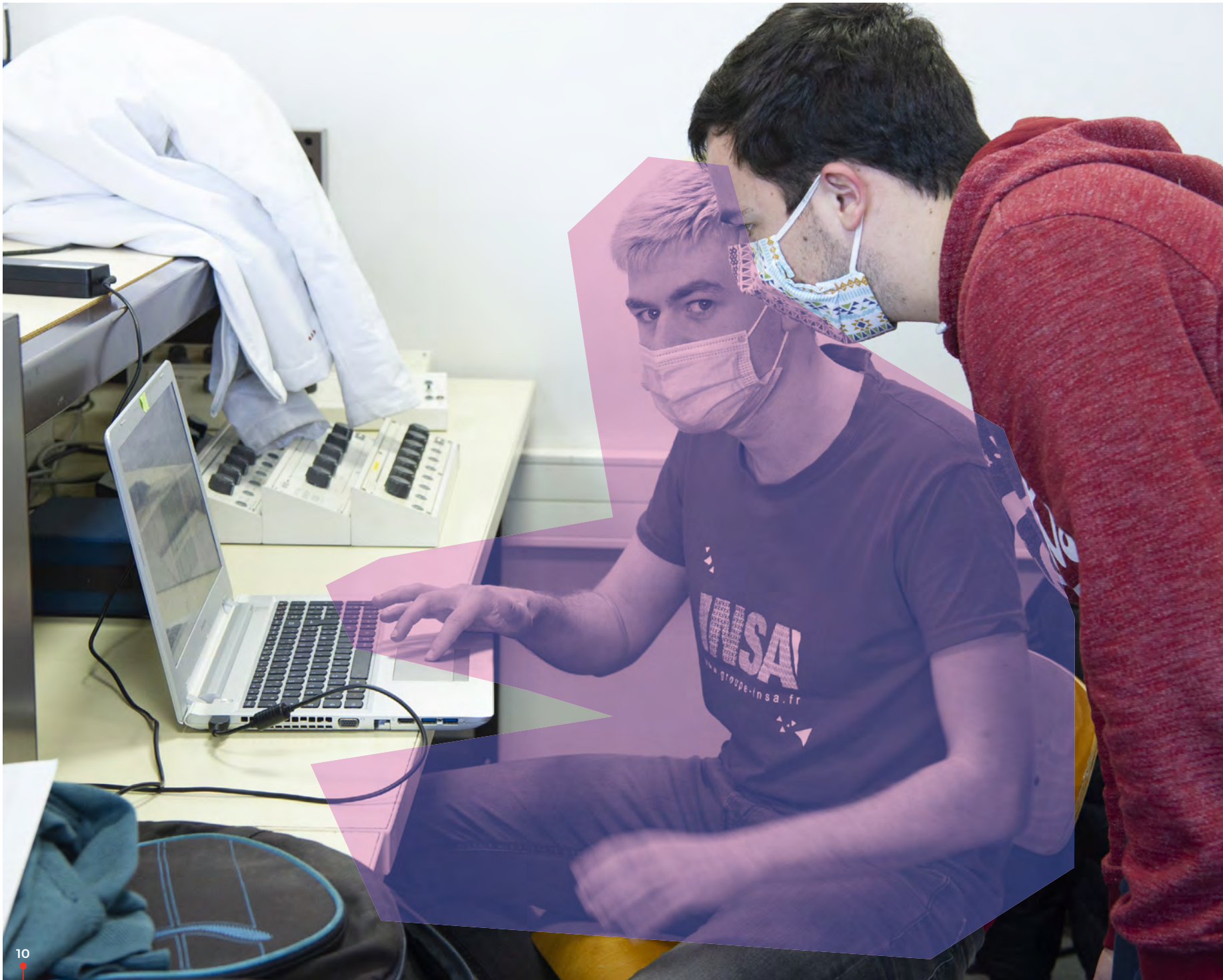
+6

ENSISA MULHOUSE
ENSCMu MULHOUSE

ENSIL-ENSCI LIMOGES

ISIS CASTRES

SUP'ENR UPVD
PERPIGNAN



Digital transformation

Digital technology has prompted us to reimagine the present and future professions of the academic, artistic, industrial, and economic sectors.

Society as a whole is transforming and requires us to support the new applications of digital technology, to work on bridging the digital divide, and to address the ethical concerns of technological convergence.

The digital transformation of the educational and collaborative practices of the INSA Group—embodied and led by OpenINSA in close collaboration with the schools' Information Systems Departments (ISDs)—has further developed and expanded in 2021, due in part to the government's certification of the INSA 2025 project. With this project, the Group carries on with its goal of fully integrating the digital dimension into its strategy as a powerful driver of transformation. ●



Digital transformation

The INSA Group launches a large-scale digital transformation with INSA 2025

Committed to a profound digital transformation since 2018, the INSA Group has been awarded the DemoES label as part of the Call for Expressions of Interest of the same name. ●

The INSA Group is taking a step forward in its digital transformation. On October 8, 2021, the INSA 2025 project was awarded the DemoES (Démonstrateur de l'enseignement supérieur) label. This certification—part of the government's Enseignement et numérique initiative from the Future Investment Program—seeks to support higher education institutions that undertake a global digital transformation (institutional strategy, curriculum transformation, equipment, etc.). The INSA Group has been awarded €4.5 million in financial support from the ANR over the next three years.



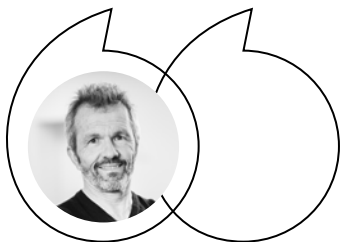
Integrating information systems strategies

INSA 2025 focuses on improving the support provided to INSA students throughout their studies. The project is led by OpenINSA, the INSA Group's joint service dedicated to educational innovation working in close collaboration with the schools' ISDs. New digital tools will be launched to meet the needs of applicants, students, teachers and alumni. The project will cover various aspects: developing the potential of applicants, selection process, enhanced training, professionalization courses, recognition of learning outcomes, and campus life. Through partnerships with EdTech players (INKK, Millionroads, OpenClassrooms, VirtuelConcept, Wooclap, Knowledgeable, Glowbl), new tools and services will be developed and launched. INSA 2025 will help the INSA Group to undertake an unprecedented integration of information systems and digital strategies for education.

ANR funding will be used for recruiting new full-time educational engineers to work on various project topics (expanded and international IS foundations, service platform, virtual and augmented reality, educational resources, challenge-based learning in the context of ECIU University, and staff training and support), as well as for strengthening partnerships with French EdTech companies to develop software and purchase licenses.

FOR MORE INFORMATION

<https://www.youtube.com/watch?v=49NH2NFccTc>



3 questions for...

Jean-Yves Plantec, Director of OpenINSA

Is the 2021 certification of the INSA 2025 project an important step in the development of OpenINSA?

Certainly. INSA 2025 is the result of a strategic process initiated in 2018 by the INSA Group, featuring the ambitious vision and transformation strategy embodied in this project, led by OpenINSA in close collaboration with the schools' ISDs. Our reputed pedagogical expertise has employed digital technology as a tool for multidimensional teaching for over 20 years. This certification will help us consolidate and perpetuate our efforts.

In addition to INSA 2025, what other projects were launched in 2021?

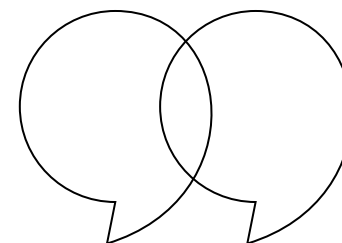
OpenINSA is the Group's preferred tool for supporting educational innovation, both in terms of digital pedagogy and the development of higher education teaching techniques. We have worked on a number of projects, including the creation of an 80%-distance-learning engineering degree and the development of an IoT (Internet of Things) Bachelor's degree, both designed for university partners in Mali, Senegal and Tunisia. At the INSA Group level, a large-scale program supporting collaborative practices for all staff was launched in early 2021 and is due to continue for the next three years.

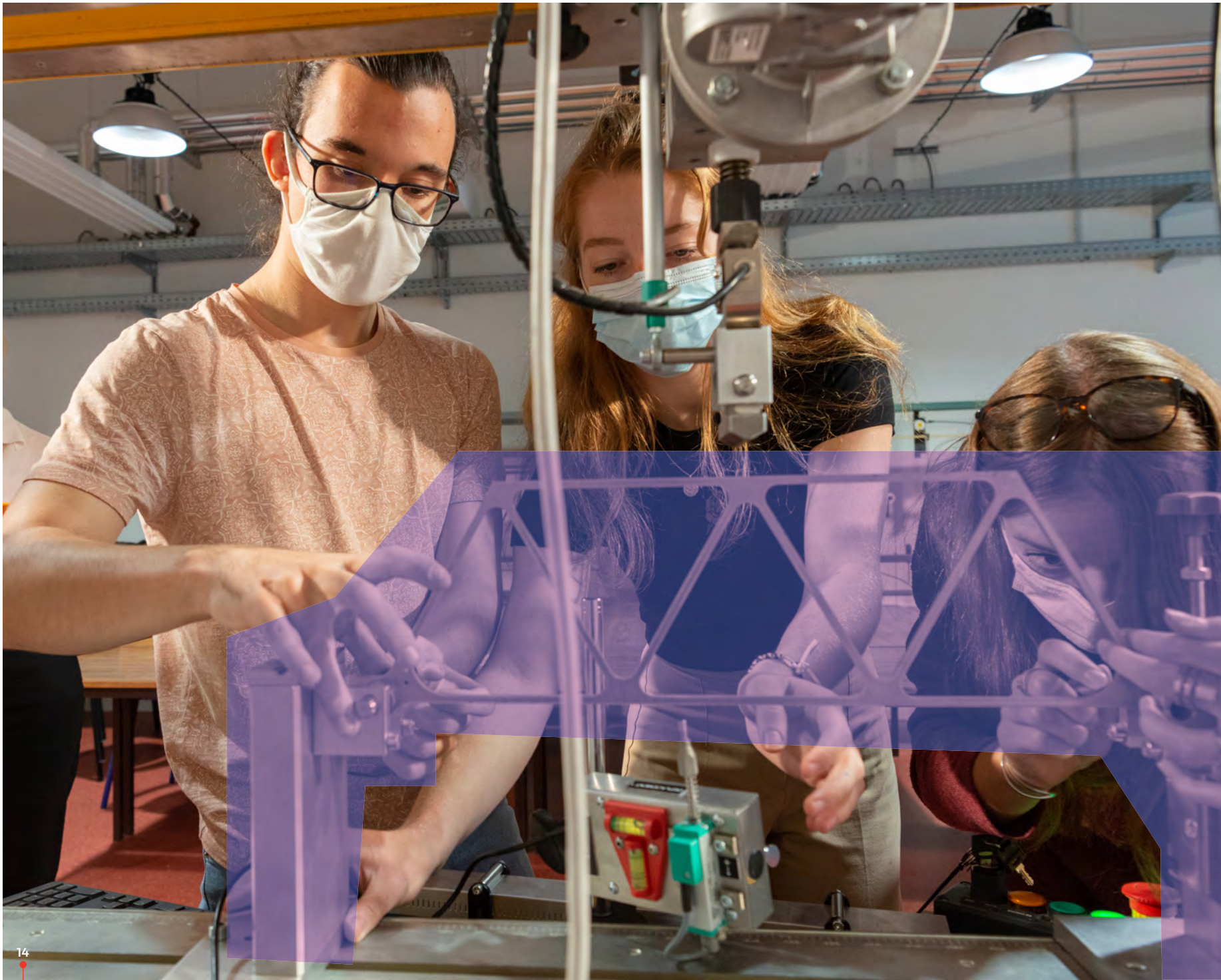
For the past two years, the health crisis has had a major impact on our lives. How exactly has OpenINSA supported the INSA community on this issue?

Since March 2020, OpenINSA has been actively involved in helping teachers and institutions cope with the health crisis and the associated need for distance learning. The health crisis has underlined the robustness of our model, with the fast-paced transformations required by the COVID scenario fueling the debate on the hybridization of our educational practices.

Responsible digital practices

How can we adopt a more responsible digital culture? Over the course of six weeks in 2021, the INSA community (students and staff) assessed their use of digital technology with the course PIX INSA Numérique Responsable. This initiative led by PIX—a public service that evaluates and certifies digital skills—and offered by the INSA Foundation is part of the Group's global strategy for digital transition.





Diversities and inclusion

The INSA model of education and research has carved out a niche for itself in the demanding landscape of higher education, research and innovation.

It holds meaning for students, their families, and the socio-economic world. Through its legacy and forward-thinking approach, the INSA Group has shaped its model to serve changing societies for decades.

However, a critical question arises as to the social purpose of INSA in a context of industrialization and social progress for all, just as it arose 60 years ago. The year 2021 marked the beginning of a large-scale project devoted to renovating the INSA Group's social model, seeking to restore its original inclusiveness. ●

Key figures

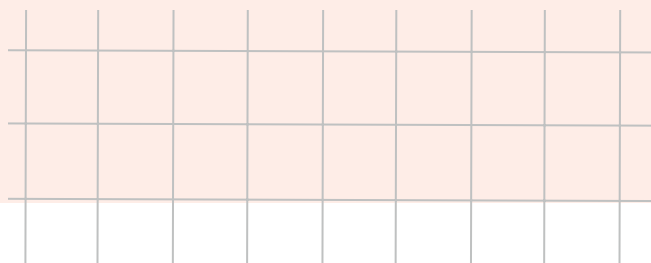
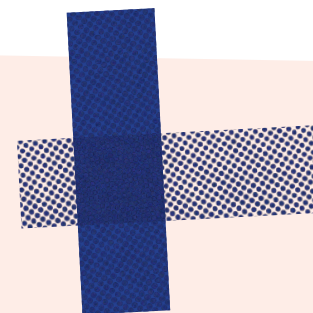
34.7%
female students

523
students with disabilities

30.4%
Crous scholarship holders

518
high-performance athletes

629
students enrolled in specific pathways



Diversities and inclusion

A white paper to renovate its social inclusion model.

On October 20, 2021, the INSA Group published its white paper “Diversities and Inclusion in the INSA Group.” It is the result of a year-long effort led by the Gaston Berger Institute, an inter-INSA service committed to fostering diversity. ●

The INSA Group strives to accurately document, assess and analyze the state of social diversity of its student populations. In publishing its “Diversities and Inclusion” white paper, the Group has conducted a meticulous and in-depth introspection. The Gaston Berger Institute—an inter-INSA service committed to fostering diversity—spent a year analyzing the social composition and recruitment statistics of the various INSAs over the past five years. Published in October 2021, the findings of this document are unequivocal: in spite of the many measures implemented to promote diversity, the INSAs are increasingly inaccessible to students from modest backgrounds.

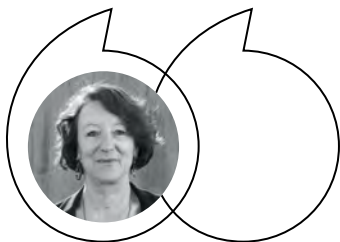
A second volume due in 2022

The white paper seeks to stimulate a strategic process that began in January 2021, when the INSA Group launched a large-scale project devoted to renovating its social model. *“The INSA model of education and research has carved out a niche for itself in the demanding landscape of higher education, research and innovation,” says Bertrand Raquet. “Yet, the waning social diversity of our student populations, documented in detail by the Gaston Berger Institute in this white paper, compels us to react.”*

This first publication will be followed by a second volume in 2022. The latter will include recommendations on innovative and ambitious solutions to improve social inclusion in the different INSAs.

TO READ THE PAPER:





3 questions for...

Carole Plossu, Director of the Gaston Berger Institute

The “INSA model” is the foundation of the work conducted by the Gaston Berger Institute. How would you define this model?

The INSA model is first and foremost a philosophical model of education conceived in the 1950s by Gaston Berger—INSA co-founder—but that continues to define the INSA identity. The model is built on two fundamental pillars: to fight against social reproduction and to uphold the values of humanism — the cultural, intellectual and moral development, the respect of others and the common good.

How is this philosophical model implemented in practice?

When the first INSA was created, this philosophical vision was translated into a wholly innovative approach that continues to this day and is the cornerstone of all schools of the INSA Group: recruitment based on multiple criteria and not a competitive exam, schools located in different regions, and a multicultural and multidisciplinary campus life allowing for the personal development of each student.

What are the current goals of the Gaston Berger Institute at the Group level?

The main mission of the Institute is to consolidate the social and intellectual identity of the INSA Group according to its founding model and strategic orientations. The Institute develops a Social Observatory since 2019 as part of its monitoring and forward-thinking approach, seeking to foster the Group’s policy through action research and the generation of qualitative and quantitative data at the Group level.



Environmental transformation

In a constantly changing world where new challenges affect and shape our daily lives, higher education institutions—and engineering schools in particular—shoulder the major responsibility of training educated citizens who are willing to create new solutions and change society.

The matter of socio-ecological change is of concern to us all. In 2020, the INSA Group embarked on a pioneering approach to incorporate socio-ecological issues into all of its courses. Throughout 2021, its schools and teaching staff have carried on this work. ●



Environmental transformation

ClimatSup INSA: a year of working with The Shift Project

In September 2020, the INSA Group joined forces with The Shift Project to create the ClimatSup INSA project. Over the course of 2021, the INSAs worked alongside experts from the think tank to conduct a large-scale discussion on how to integrate socio-ecological issues into all of their courses. ●

How to prepare future engineers for designing and building a more sustainable world? Building upon the forward-thinking approach launched in 2018, the INSA Group sought to embark on an ambitious project with The Shift Project think tank. Since September 2020, the teaching staff of the Group's thirteen schools have been designing and developing the integration of socio-ecological issues into all training courses. *"Along with ClimatSup INSA, we have applied a systemic approach to all 80 of our specialties with the scientific rigor that characterizes our schools,"* says Bertrand Raquet, President of the INSA Group and Director of INSA Toulouse. *"Paradigm shifting is never easy, but only together can we help build a brighter future for our youth and our society."*

About The Shift Project

The Shift Project is a think tank that strives for a post-carbon economy. By informing and shaping the debate on energy transition, this non-profit organization is committed to serving the public interest through scientific rigor.

While the project launch was affected by the health crisis, 2021 saw the schools move forward with this ambitious project. We witnessed several project milestones, including the presentation of the ClimatSup INSA progress report in February 2021 — an opportunity for the project's stakeholders to showcase their progress.

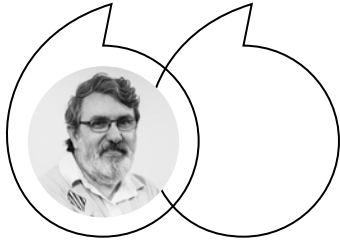
"We must keep in mind that this is a long-term project, and as such it takes time," notes Renata Troian, lecturer and ClimatSup INSA counselor at INSA Rouen Normandie. *"Every step is worth taking. Our chemistry department, for example, has already redesigned its curriculum to accommodate the goals of the project. This approach will lead to the profound and progressive transformation of our practices."*

The ClimatSup INSA final report was published on March 10, 2022.

You can view and download the three parts of the document "Former l'ingénieur du XXI^e siècle" (in French):



**THE SHIFT
PROJECT**



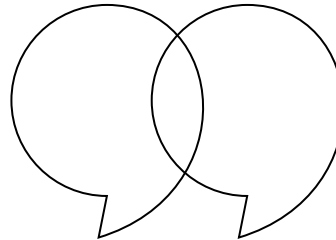
In the words of...

Claude Maranges, ClimatSup INSA counselor in the INSA Group

"The ClimatSup INSA project is a wonderful joint adventure that will bring about a profound reform of our engineering curricula to meet a threefold challenge: to give sense of purpose to the students, to train 21st century engineers capable of understanding and analyzing the growing complexity of the world, and to meet the future needs of the industry.

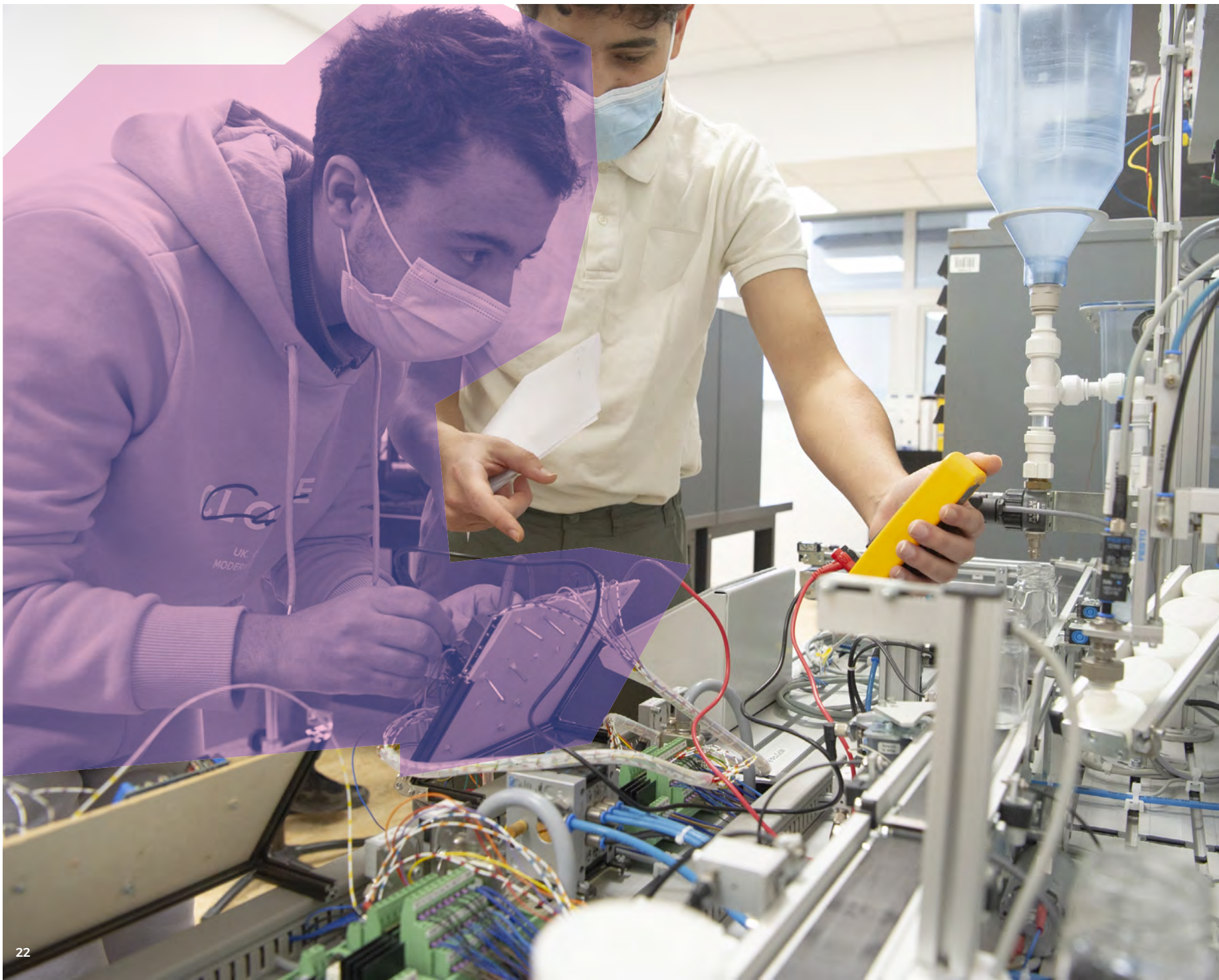
The strong involvement of the various stakeholders (teaching staff, students, alumni, companies, etc.) during the health crisis highlights the importance of this subject for our entire community. Collaborating with the Shift Project has been an invaluable opportunity to challenge ourselves and to add a new perspective to our practices.

A fine example of a 'win-win' endeavor!"



Reflecting on responsible digital practices

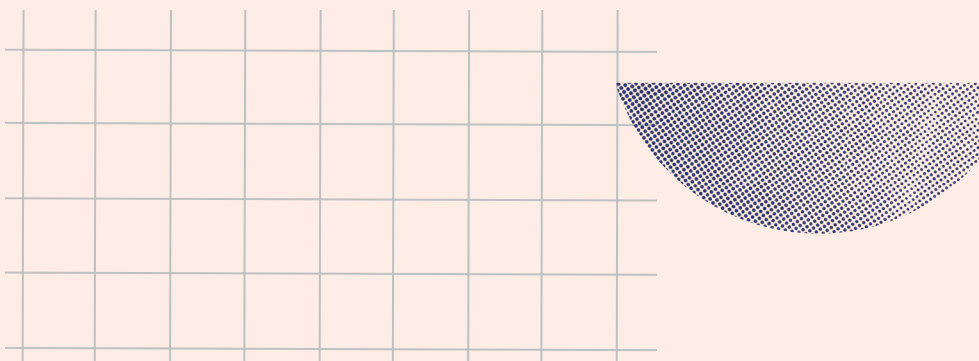
Digital technology development in educational practices has unfolded at a frantic pace as a result of the health crisis. We have developed many resources in a rush, often at the expense of respecting environmental constraints. In 2021, OpenINSA—the INSA Group's joint service dedicated to educational innovation—initiated a discussion on the best practices to ensure an eco-responsible and e-accessible online teaching.



Education

The need to train humanist engineers, architects and landscape architects has never been more important.

Despite a year once again marked by the health crisis, the INSA Group pressed on with various projects aimed at developing its educational offer. The incorporation of socio-ecological issues into the curriculum—which started in 2020—was accelerated with the ClimatSupINSA project developed with the think tank The Shift Project, and new degrees have been created following the example of INSA Lyon's computer engineering program by distance learning. The reform of the baccalaureate—which came into effect in September 2021—also entailed adjustments and modifications, particularly in terms of admissions. ●



Key figures

22,179 enrolled students

433 architecture students, including 387 in the architecture-engineering dual track

162 landscape architecture students

148 student-entrepreneurs

397 master's students

248 students enrolled in Advanced Masters

518 high-performance athletes

629 students enrolled in specific pathways

Education

A colloquium to exchange educational practices

Every two years, OpenINSA organizes the colloquium “Pédagogie & Formation” at one of the INSA. The 7th edition was held at INSA Hauts-de-France in May 2021, lasting two days. The event constitutes a unique exchange platform between teachers, teacher-researchers and all other players involved in training our engineers, architects and landscape architects. Each school of the INSA Group continuously conducts educational experiments, adapts training courses to meet the evolving profile of the students and the needs of our graduates, and implements new support mechanisms for students and for evaluating the academic offer. The colloquium allows us to share, compare and assess these experiences in order to enhance and develop our educational offer.

An engineering degree by distance learning

The INSA Group is expanding its distance learning offer. In the fall of 2021, INSA Lyon launched an online computer engineering program accredited by the Commission of Engineering Degrees (Commission des Titres d’Ingénieur, CTI). Created with the support of OpenINSA, this program—initially accessible through continuing education—is a first in the French engineering education field and will be extended to other schools of the INSA Group.

Discovering cybersecurity with the INSA Group

The schools of the INSA Group offer close to 80 specializations to their engineering students, divided into seven areas of training. As a major player in the digital transformation, the Group offers several courses in the field of cybersecurity. Drawing on cutting-edge research conducted in the schools’ laboratories, these courses are geared toward both engineering students and professionals through continuing education. With the publication of the document “Formation en cybersécurité” in November 2021, the INSA Group provides an overview of the educational offer for both applicants and students.

FOR MORE INFORMATION:



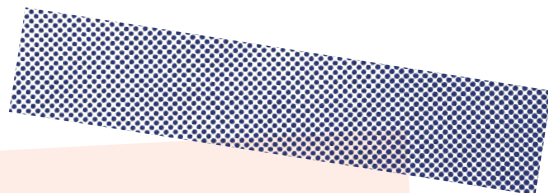
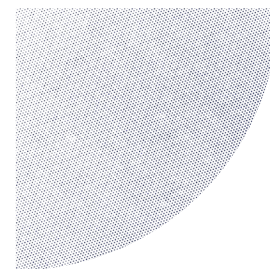
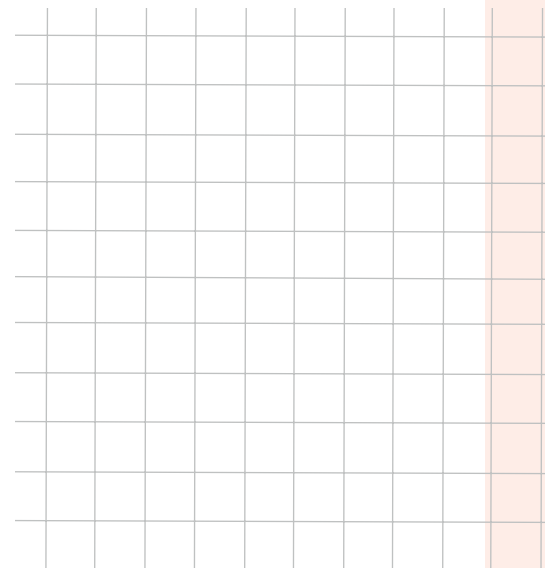
Focus on...

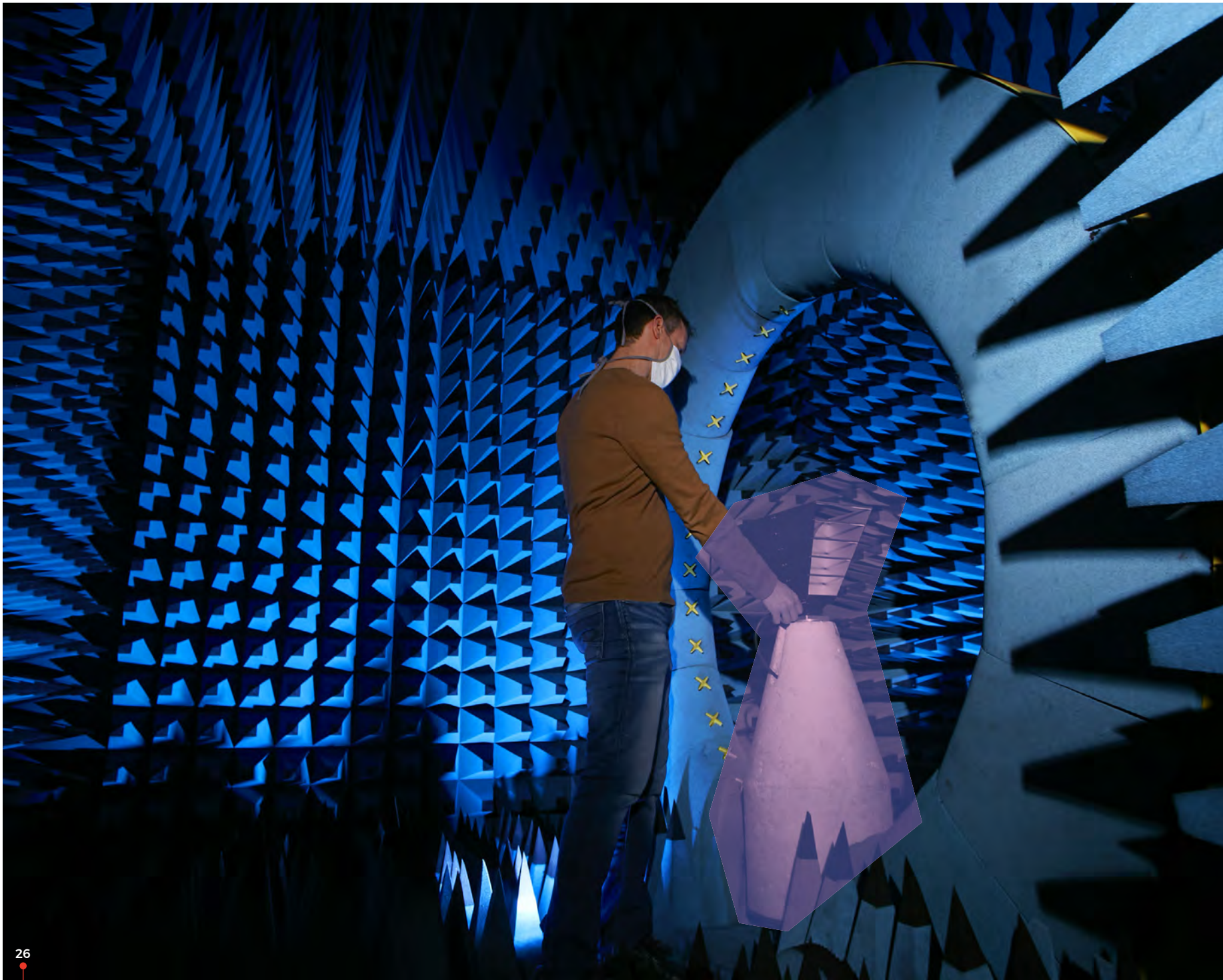
The INSA MSc(Eng) degree – Diplôme d'ingénieur

The INSA schools offer BSc(Eng) programs, 5-year MSc(Eng) integrated programs (the French "Diplôme d'ingénieur"), MSc programs, postgraduate degree programs and PhD opportunities. Admission at all levels is based on academic criteria. INSA degrees enjoy an excellent reputation among recruiters worldwide, since its students acquire a broad multidisciplinary background in science, technology and engineering. Innovative teaching methods foster the development of in-depth knowledge and know-how based on learner autonomy.

Foreign languages and social sciences complete a curriculum based on student-centered pedagogy.

In addition to developing their skills, INSA graduates learn to be proactive, creative and entrepreneurial. Fully aware of a fast-evolving and globalized world, they are well prepared to play their role as socially responsible professionals and agents of change.





Research

The INSA Group boasts one of the finest research infrastructures in France, owing to the disciplinary breadth and excellence of its laboratories and the wide geographical coverage of its institutes.

The humanistic engineering approach characteristic of INSA's DNA is also reflected in its research, combining scientific culture with a deep understanding of the various issues affecting our society. The structuring of its research around five issues (energy, environment, digital societies, global health, mobility and infrastructures) was introduced in 2020 and adopted by all INSAs in 2021. This represents a major step in the implementation of a national scientific strategy that seeks to address key scientific, technological, environmental and societal challenges. ●

Key figures

60

research laboratories including
6 international research
laboratories (IRL)

20

research chairs

23

joint laboratories between an
INSA lab and a company

€51.65M

in contractual activity
(public, private, European)

1,354

PhD students,
31.7% of whom are women

292

PhD graduates,
32.8% of whom are women

4,438

A-rated articles (Scopus)

Research

A guide to Open Science

The INSA Group published its Open Science Guide in June 2021. The document is intended for all INSA staff and seeks to support the initiatives conducted in the schools on this subject. ●

In recent years, open science has become a major topic in the world of research. This project strives to attain the unrestricted diffusion of research publications and data by taking advantage of the opportunities created by the digital transformation. The Open Science Guide of the INSA Group, published in June 2021, was conceived with this goal in mind. The document acts as a support for the actions conducted in each school to raise awareness, assist and train all staff in the matter of open-access scientific publications.

"The scientific strategy of the INSA Group seeks to address key scientific, technological, environmental and societal challenges. It is consistent with INSA's foundational principles based on academic excellence and the humanistic engineering model," says Marie-Christine Baïetto, head of the INSA Group Research Commission. *"This guide—written by the different INSAs—highlights our capacity to collectively achieve ambitious goals by coordinating and aligning our research strategies, and by disseminating, sharing, recognizing and showcasing our work."* 83,727 records and 52,494 documents have been uploaded to the INSA Group HAL collection since its inception..

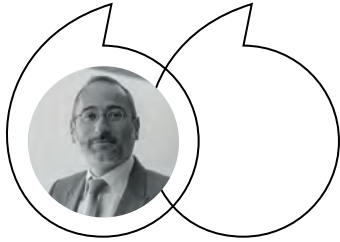
Building bridges between European researchers with SMART-ER

The ECIU University alliance—of which the INSA Group is a member—launched SMART-ER in February 2021, a new project geared toward the 4,500 researchers of the Alliance. SMART-ER seeks to create and promote an innovative and interdisciplinary research network between researchers from the 12 member institutions of the alliance.

Several calls for proposals were launched in late 2021 to promote this approach, enabling the research teams to develop or further their projects and to finance mobility exchanges within the ECIU University.

FOR MORE INFORMATION:





In the words of...

Frédéric Fotiadu, Director of INSA Lyon and Vice-President of Research for the INSA Group

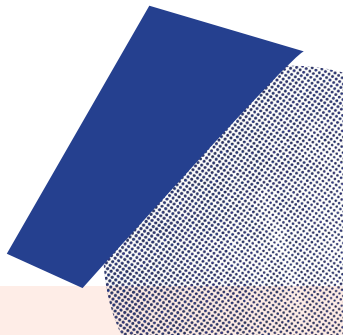
"Structuring the research activities of the INSA Group around five major issues was a key step pioneered at INSA Lyon, formalized in 2020 and deployed across all INSAs in 2021. Through their research activities and technological partnerships with companies and public representatives, our schools help tackle the major issues of our modern societies. Engineers and researchers have a role to play and a contribution to make. The INSA Group intends to develop this model of top-level, responsible and committed research in a sustainable fashion over the coming years."

Women's scientific expertise receives recognition



In late 2021, the INSA Group partnered with the digital directory Les Expertes to showcase its existence to the INSA community of female researchers. This online platform—founded in 2015 by the Groupe Egaé—works in partnership with national media such as Radio France and France Télévisions.

Les Expertes is the first free, 100% digital directory dedicated to French and French-speaking female experts. It allows women researchers to fill in an identity card detailing their areas of expertise and contact details, so that they can be contacted by journalists when topical news correspond to their field of research. The purpose of the platform is to contribute to gender equality by attracting media attention to female expertise.



INSA researchers publish in The Conversation



As a partner of The Conversation since 2020, the INSA Group strives to introduce the information site to its research community. Since its creation in 2015, The Conversation has sought to shed light on current events through the expertise of researchers, who receive assistance from a team of 15 journalists for writing and publishing their articles on the site. Several articles were published in 2021:

- **Médecine, police, justice : l'intelligence artificielle a de réelles limites**,
by Philippe Besse (INSA Toulouse)
- **Comment les scientifiques ont-ils « pesé » la Terre ?**,
by Charles de Izarra (INSA Centre Val de Loire)
- **Peur de l'avion ? Les scientifiques veillent sur votre sécurité**,
by Benoît Vieille (INSA Rouen Normandie)
- **Des prothèses imprimées en 3D pour les pays frappés par des conflits ou des catastrophes naturelles**,
by Jérôme Chevalier et Christophe Garcia (INSA Lyon)
- **Les émotions de l'apprentissage du sport**,
by Anna Aniszewska-Stepien (INSA Rouen Normandie)



International

With 117 nationalities represented on campus and approximately 300 international partner institutions in 2021, the schools of the INSA Group have developed an ambitious and solid international strategy over the decades.

The onset of the COVID-19 crisis in 2020 prompted the INSAs to increase the number of initiatives and scenarios to support French and international students in their career choices and studies, in spite of the health constraints. Existing projects continued to develop and new initiatives were launched in 2021, following the example of INSA's participation in the ECIU University alliance. ●

Key figures

117
nationalities on campus

18%
of foreign students are new entrants in the 1st year

553
students in double-degree programs, including all nationalities

9.3%
international double-degree programs

1,963
outgoing students (academic mobility and internships)

300+
partner schools

International

INSA Talks: creating links through international experience

Launched in December 2020, these monthly virtual meetings are aimed at creating exchange opportunities between INSA students and INSA graduates working abroad. The latter act as speakers for one hour, sharing their experiences and offering advice. Eleven editions were held in 2021, bringing together nearly 2,000 people. ●

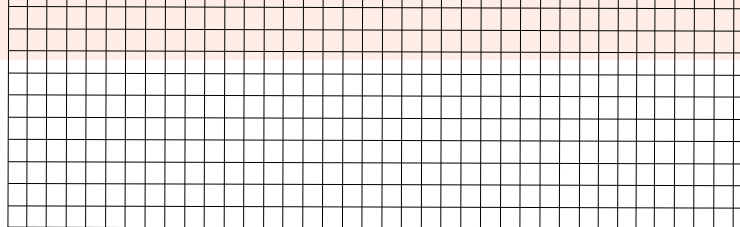


Barely a year ago, the INSA Group launched a new meeting format known as INSA Talks. These virtual meetings dedicated to international issues are now available once a month to the entire INSA community.

"For one hour, INSA alumni working abroad share their professional experiences and answer questions from students and graduates," explains Marie-Pierre Favre, Director of International Development and creator of the project. *"It's a great opportunity for them to get information, to build their network, and to discover professional horizons they haven't yet thought of."*

Eleven editions in 2021

With eleven editions held in 2021, the INSA Talk initiative has already proved its worth. The talks have addressed various topics, from expatriation to the Volunteer for International Experience program, double degrees and the issue of ecological transition in business. Several hundred participants attend each of these sessions. *"The diversity of testimonies and experiences is the hallmark of these INSA Talks,"* says Marie-Pierre Favre. *"It's an opportunity to showcase the remarkable INSA alumni network and to promote our schools nationally and internationally."*



While in France, study in French... or in English!

The INSAs have always been engaged in welcoming international students on campus, who can choose the appropriate entry level according to their academic pathways:

- exchange students can enroll in a short-term summer course or benefit from a longer one-semester or full-year stay
- degree-seeking students can apply for a

Bachelor's degree, Master's degree or PhD

Dedicated courses have been implemented to provide a successful adaptation and to ensure a close interaction with local students.

All INSAs have dedicated language centers, where professional teams teach 10 foreign languages and French as a Foreign Language (FLE). Moreover, full programs or specific tracks are available in English for international students at the Bachelor's and Master's degree levels.

The INSAs of Lyon, Rennes, Rouen Normandie, Strasbourg and Toulouse offer summer schools lasting several weeks. They include intensive courses of FLE and a complete cultural program to learn about France and its culture, while also learning how to speak the language. The French language classes—taught by professionally trained and certified FLE teachers—are tailored to students of any language level (beginner, intermediate, or advanced).

Focus on...

Student as co-creators:

ECIU University launches its Student Agora

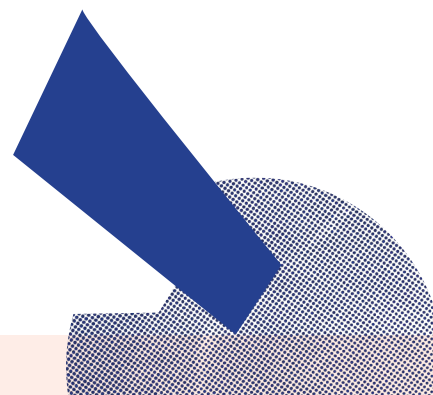
In January 2021, students from the various ECIU University member institutions gathered in Toulouse for the first Student Agora organized by the INSA Group.

This gathering seeks to place students at the heart of the university, not only as learners but also as active co-creators. Students and staff from the ECIU University members met at the Agora to launch discussions about student involvement in the development of the ECIU University alliance.



About ECIU University

A laureate of the European Commission's "European Universities" call for proposals in 2019, the ECIU University brings together 12 higher education institutions from 12 European countries, including the INSA Group. Since its inception, the ECIU strives to develop a new learning, research and innovation model based on the co-creation and solving of interdisciplinary challenges related to societal issues.





Corporate relations & partnerships

Owing to one of the finest research infrastructures in France, the disciplinary breadth and excellence of its laboratories and the quality of its curricula, the INSA Group and its schools have built solid, long-term relationships with their local and national socio-economic partners.

The operational launch of four foundations under the umbrella of the INSAs Centre Val de Loire, Rennes, Rouen Normandie and Strasbourg was a highlight of the year 2021. Along with the long-standing foundations in Lyon and Toulouse, they will enable us to pursue a vision of philanthropy commensurate with the current societal issues. In 2021, the INSA Group established new key partnerships with NGOs and corporate sponsors under the Alliances program, run by the INSA Foundation. ●

Key figures

€37,400

median gross salary of 1st job
(incl. bonuses)

97%

of graduates hired in less
than 6 months

56%

of graduates found a job
before graduating

99,412

INSA engineers all over
the world

129,307

LinkedIn followers

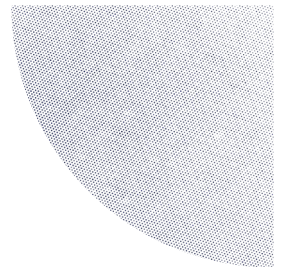
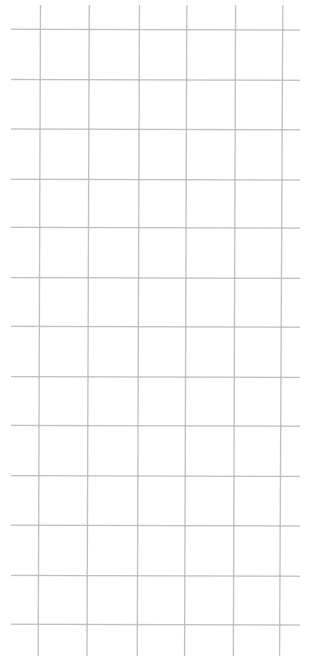
Corporate relations & partnerships

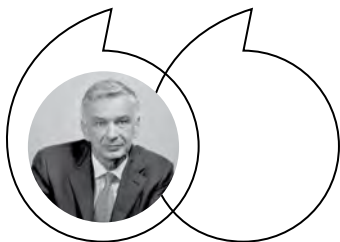
Innovation for Humanity, hand in hand with Handicap International

The Innovation for Humanity Chair was created on January 28, 2021 by the NGO Handicap International and the INSA Foundation, as part of the Alliance of the same name. ●

Since then, humanitarians, researchers and students have been working together to place science and technology at the service of the NGO's humanitarian actions in the field. The Alliance expanded in 2021 — new projects created and deployed in the various INSAs, especially at INSA Strasbourg where a technological research project is dedicated to studying drone onboard sensors to help the humanitarian demining operations of Handicap International. In addition to internships and student projects, a PhD program dedicated to the Alliance began at INSA Lyon in the fall of 2021. It focuses on the use of 3D printing technologies for functional rehabilitation. Technology research projects are also underway.

In December 2021, the Alliance established a foundation under the umbrella of Innovation for Humanity. The foundation is jointly managed by Handicap International, the INSA Foundation and Eiffage (the first corporate sponsor of the program).





In the words of...

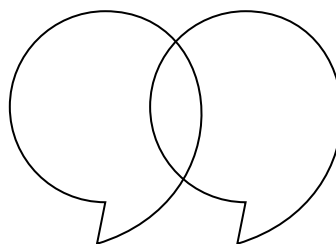
Christian Nibourel, President of the INSA Foundation

After two years of launching operations, 2021 saw a significant structuring of the INSA Foundation network, including the development of the four foundations in Centre Val de Loire, Rennes, Rouen Normandie and Strasbourg. We also signed more than 12 partnership agreements with corporate sponsors. The local foundations are important players in their regions alongside the INSAs, drawing on the support of the long-standing foundations in Lyon and Toulouse. The successful model showcased by these foundations supports the INSA sponsorship network by sharing experiences and best practices.

The ICRC Alliance gains momentum

The International Committee of the Red Cross and the INSA Foundation joined forces in 2020 to develop tools for tracking down missing persons. The Alliance saw a sharp increase in activity in 2021, with 15 students and four teacher-researchers getting involved to launch six new projects. The ICRC implemented two of the applications developed by INSA students in 2020—DIVIDOC and DIVIMAP—in its ecosystem, which employs more than 20,000 people worldwide. These applications improve the ICRC processing of shipwrecked bodies, thus preventing them from being reported as missing persons.

On November 29, 2021, the INSA Group participated in the “Et maintenant ?” Festival organized by France Culture and ARTE. A round table dedicated to the INSA-ICRC Alliance was held, among other events proposed by the INSA Group.



LEARN MORE



CICR



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For the sake of simplicity and with no gender-discrimination intent, the use of the masculine gender is used as an epicene.

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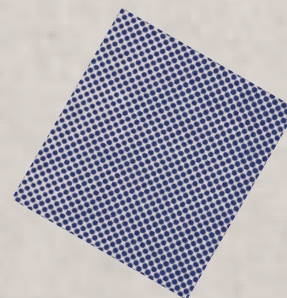
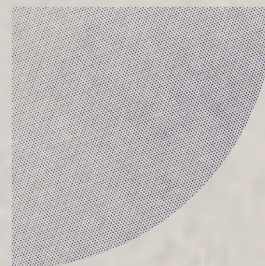
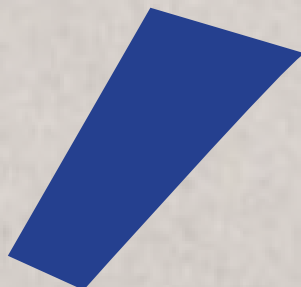
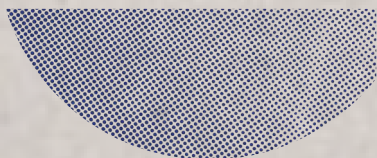
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