The Bienvenue en France label is carried out by a steering committee and a labelling commission.

**STEERING COMMITTEE**

It is tasked with defining the objectives of the Bienvenue en France label. It includes the Ministry of Higher Education and Scientific Research (MESR), institution Conférences (France Universités, Conférence des directeurs des écoles françaises d’ingénieurs, Conférence des Grandes Écoles), national agencies for quality assessment and accreditation – Haut Conseil de l’évaluation de la recherche et de l’enseignement supérieur, Engineering Accreditation Institution (CTI) –, and Campus France.

**THE LABELLING COMMISSION**

It is responsible for the certification of higher education institutions and for appointing independent experts to the label. The Commission comprises five assessors, which are appointed by the steering committee and Campus France experts.

The label is awarded by the labelling commission for a period of four years. It is granted after an on-site visit conducted with a Campus France representative and two independent experts.

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The Bienvenue en France label assesses these measures based on five categories and twenty indicators:

- quality and accessibility of the information;
- welcome services;
- support for courses;
- life on campus;
- postgraduate follow-up.

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Evaluation framework of applications for the Bienvenue en France label:
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Introduction

During the ‘Rencontres Campus France’ in November 2018, the national attractiveness strategy ‘Bienvenue en France’ was introduced. It includes several measures aimed at attracting more international students to France, as well as the allocation of a 10 million euros support fund for institutions, dedicated to project development.

With regard to these measures, Campus France has conducted several actions since 2019, such as the labelling of institutions that welcome international students and the organisation of a global communication campaign on the matter.

The Bienvenue en France label was introduced to encourage good practices in higher education institutions and to ensure that the best hosting conditions are provided to international students.

Its goal is to attest to the quality of the institutions’ welcome services, to support international students and to promote French higher education.

The Bienvenue en France label is the result of a joint effort and is supported by line ministries, institutions, the label’s governance bodies and a network of independent experts coordinated by Campus France. Consulting students to get a better understanding of their needs and the organisation of the professional day on 16 June 2022 were key elements in the development of the project.

Campus France not only created the label, but it also established new strong and friendly relationships with institutions that the agency continues to support daily.

Institutions that wish to promote their welcome services can now do so through a practical, dedicated tool. The following report, based on its data, highlights the success of the initiative.

The analysis of the results of 139 certified institutions from 2019 to 2022 attests to the quality of the welcome services provided by French higher education institutions.

The report thus refutes the misconception that France offers poor welcoming to international students and that the range of services, in particular accommodation, is inadequate and insufficient.

Institutions that promote the label attach great importance to welcoming international students and are determined to improve their actions and services. However, there is still room for improvement not only for the institutions themselves, but also for all the other players involved.

The goal: welcoming

500,000 students by 2027

139 institutions have been awarded the Bienvenue en France label

65% of international students in France are registered in a certified institution

90 institutions present at the first professional day of the Bienvenue en France label
Based on the results of this first report, Campus France can now confidently state that the challenge has been successfully met: the Bienvenue en France Label represents a real added value, with strong indicators showcasing the institutions’ capacity to welcome international students. This is a key element in the promotion of French higher education all over the world. The French higher education community is proud of such success.

The agency will continue to listen, promote, and support institutions and international students, especially regarding significant societal challenges. The label shall indeed evolve depending on the needs of students and the forthcoming global challenges that we will all face together.

Campus France wishes to thank those who enabled the creation of the project and continue to participate in its development and promotion.

‘The Bienvenue en France Label represents a real added value, with strong indicators showcasing the institutions’ capacity to welcome international students.’

Finding a reliable team capable of conducting the project, collecting data, defining relevant criteria, creating procedures and ensuring the viability and development of the label have been at the centre of the agency’s preoccupations since the beginning. Campus France thus paved the way for a new activity and managed to develop a unique expertise in terms of quality assessment when it comes to welcoming international students. The agency believes that a benevolent approach highlighting the capacity of institutions to inform, support, guide and welcome students in the best conditions is a priority.

Campus France conducts several communication and promotion actions. A video in three languages presenting the label to international students as well as a communication kit for institutions and Campus France Offices are already available. Other measures will follow: publication of label sheets, insertion of the sticker on certified institutions in both the catalogues and the Études en France platform, international promotion during important events, bilateral symposium and exchanges with European agencies...

A Best Practices Guide will be published and translated into English in 2023. It will help us look beyond France and towards Europe, in order to reach countries that have the same desire to properly welcome international and French students from certified institutions.
Certified institutions and independent experts profiles

HIGHER EDUCATION AND RESEARCH INSTITUTIONS

Number of certified higher education institutions

<table>
<thead>
<tr>
<th>Typology of certified institutions</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>49 universities</td>
<td>32%</td>
</tr>
<tr>
<td>45 engineering schools</td>
<td>19%</td>
</tr>
<tr>
<td>27 business and management schools</td>
<td>3%</td>
</tr>
<tr>
<td>4 art schools</td>
<td>3%</td>
</tr>
<tr>
<td>4 catholic institutions</td>
<td>3%</td>
</tr>
<tr>
<td>2 culinary schools</td>
<td>1%</td>
</tr>
<tr>
<td>1 language school</td>
<td>1%</td>
</tr>
</tbody>
</table>

Levels of certification

<table>
<thead>
<tr>
<th>Levels of certification</th>
<th>Number of institutions</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 star</td>
<td>13</td>
<td>9%</td>
</tr>
<tr>
<td>2 stars</td>
<td>97</td>
<td>70%</td>
</tr>
<tr>
<td>3 stars</td>
<td>29</td>
<td>21%</td>
</tr>
</tbody>
</table>

Since 2019 and after 11 labelling commissions, 139 institutions have been awarded the Bienvenue en France label. List of certified institutions: campusfrance.org/en/the-bienvenue-en-france-label

Three levels of certification attest to the quality of the welcoming of international students within the institutions.
Typology of certified institutions by level of certification

LEVEL 1
The institution provides welcome services, but they are not fully developed, coordinated or promoted, and/or information on the matter is not easily accessible.

LEVEL 2
There are many welcome services available, but they could be improved. The initiatives are generally well organised and sometimes promoted. There may be little information on the welcome services.

LEVEL 3
All expected welcome services are provided, they are well organised and offer international students quality services from pre-arrival to post-graduation, whether they are part of an individual or organised mobility and regardless of the hosting campus. Students are well-informed. The various measures go hand in hand with the institution’s strategy to attract students.

65% of international students in France are registered in a Bienvenue en France certified institution.

1 Sources: Chiffres clés de Campus France 2021; MESRI-DGESIP-DGRI-SIES / Système d’information SISE mobilité internationale diplômante 2020 – 2021.
Geographical breakdown of the certified institutions

20 videoconferences with certified institutions and experts have been held by Campus France during the Covid-19 pandemic. They replaced on-site visits to review the institutions’ welcome services. 12 on-site visits were conducted during the certification process.

84% of training programmes within the online courses catalogue are provided by certified institutions.

73% of training programmes within the Programs taught in English catalogue are provided in certified institutions.
The Bienvenue en France label relies on a pool of 68 independent experts from higher education institutions, 80% of whom work in international relations departments. List of independent experts: www.campusfrance.org/en/constitution-vivier-experts-label-bienvenue-en-france

Distribution by region:
- Île-de-France: 21%
- Bretagne: 7%
- Nouvelle-Aquitaine: 12%
- Occitanie: 12%
- Auvergne-Rhône-Alpes: 12%
- Grand Est: 7%
- Hauts-de-France: 9%
- Normandie: 4%
- Pays-de-Loire: 6%
- Provence Alpes Côte-d’Azur: 3%
- Centre-Val de Loire: 4%
- Bourgogne-Franche Comté: 2%
- La Réunion: 1%

Distribution by gender:
- Women: 66%
- Men: 34%

Distribution by occupation:
- Director of international relations: 48%
- Vice-president of international relations: 6%
- Welcome services and student life: 5%
- Teaching manager: 5%
- FLE (French as a Second Language): 3%
- Institution director: 3%
- Other: 1%

Distribution by type of institution:
- Universities: 56%
- Engineering schools: 24%
- Business and management schools: 7%
- Major institutions: 7%
- Culinary institutions: 3%
- Catholic institutions: 3%
Key elements and good practices of institutions by indicator

WEBSITES

Websites designed to meet the needs of international users

Category 1: Quality and accessibility of the information

- **Level 3**: 57%
- **Level 2**: 27%
- **Level 1**: 16%

84% provide specific pages dedicated to international students, containing crucial information on how to prepare for their mobility in France.

27% have a well-documented and well-organised website, the vast majority of which is translated at least into English.

GOOD PRACTICES

- Creating a **website that is ergonomic**, comprehensive and easy-to-navigate, with specific content that is translated at least into English for international students.
- Displaying clear **information** to help students prepare for their stay, with downloadable presentation brochures in several languages.
- Drawing up a **list of advisors and their contact details** (in administration, teaching, international relations, etc.), easily accessible on the website.
- Providing an **interactive campus map** with a calendar of events and virtual tours.
- Offering a **chatbot** for chatting with alumni.

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2. The evaluated institutions have been sorted by level (1,2,3) based on each indicator in the application questionnaire. The analysis shows the distribution of institutions by level based on the indicators.
Training Programmes

A detailed presentation of the training programmes

Category 1: Quality and accessibility of the information

- 62% provide international students with clear and comprehensive information on their website, a minimum half of which in English. They explain the legal value of the diplomas and their place within the French and European higher education systems. Career opportunities are also mentioned.

- 29% also have an easy-to-use bilingual search engine, course descriptions translated entirely into English and clearly display

Good Practices

Integrating a search engine with the possibility to search by profession or training.

Providing a multilingual glossary of terms used in the French university system.

Filming a video presentation of training programmes with student testimonies.

Displaying a success rate for each course.

Explaining what types of students are expected in each course.
APPLICATION PROCEDURES

Availability of application and administrative procedures throughout the stay

Category 1: Quality and accessibility of the information

- **60%** give the possibility to apply online for every training course and every type of mobility, individual or organised.

- **27%** offer easily accessible bilingual interfaces.

GOOD PRACTICES

Allowing easy access to interfaces and registration forms, available in French and English, and giving clear information on how to complete the various administrative procedures.

Providing administrative documents (proof of enrollment, academic transcript) on the institution’s Digital Working Environment (Environnement Numérique de Travail - ENT) in the **two languages**.

Students can access the ENT after they have registered. It also includes **other features** such as e-cards for printing and the refectory, the possibility to book rooms and links to download free softwares for educational purposes.

Setting a **hotline** and a **bilingual chatbot** on the ENT or on the website that can direct users to the reception desk or the International Relations Department (SRI) with precise contact details, opening hours and directions.
DIGITAL TOOLS

Availability of digital services

Category 1: Quality and accessibility of the information

- **47%** make Wi-Fi available in more than half of the teaching areas and student life spaces.
- **35%** make Wi-Fi available everywhere and offer additional digital services.

Level 3
Level 2
Level 1

GOOD PRACTICES

Opening computer rooms at **extended hours** (weekend and evenings).

**Free printing throughout** the year (300, 600 or more pages).

Having a **good Wi-Fi network** available in all classrooms, libraries and other areas.

**Offering free services:** loans of laptops and other equipment, a hotline with extended opening hours and a bilingual staff, and free softwares.
MULTISERVICE RECEPTION DESK

Efficient collaboration with local partners

Category 2: Quality and accessibility of welcome services

47% are part of a multiservice reception desk helping with administrative procedures. The existence of a dedicated staff is clearly stated, in French and in English.

40% provide services throughout the year. Agreements with local partners (prefecture, CROUS, CNAM, CAF, SNCF ...) offer personalised support for administrative procedures.

GOOD PRACTICES

Appointing a multilingual reception tutor in university accommodations in partnership with the CROUS.

Gathering a team of students-ambassadors for welcome events and enrollment periods.

Creating partnerships with local authorities.

Having a dedicated website that provides all the procedures, contacts and services useful to settle in smoothly.

3. CROUS: regional organisation providing financial support, accommodation, etc.; CNAM: National Fund for Health Insurance; CAF: organisation providing financial support; SNCF: the French railway company.
WELCOME BOOKLETS

Informational welcome booklets

Category 2: Quality and accessibility of welcome services

- **46%** provide a comprehensive welcome booklet for international students, with crucial information on how to prepare their stay in France.

- **45%** provide a comprehensive welcome booklet with plenty of information, useful before and during the studies in France, including staff contact details, health practitioners, etc.

GOOD PRACTICES

- **Making the welcome booklet available everywhere:** in digital format, for phones, tablets and computers, and printed, for events held by the French cultural cooperation network abroad (Campus France Offices, Alliances françaises, French Institutes).

- **Making specific information available** for students in individual or organised mobility.

- **Giving precise information on accommodation procedures,** what documents are required and a glossary of the terms used ('bail', 'charges', 'caution', etc.).

- **Providing a list of English-speaking health practitioners.**

- **Drawing up a list of parties, sports, cultural and community activities that will be held** throughout the year.
WELCOME SERVICES

**Personalised welcome services**

Category 2: Quality and accessibility of welcome services

- **46%** provide free or paying services to support students when they arrive and help them settle in.
- **26%** (equal proportion of universities, engineering and management schools) offer personalised services.

### GOOD PRACTICES

- Establishing partnerships with student organisations to offer **some help for administrative procedures** (reception at the train station, public transport card, events...).
- **Distributing gifts on arrival**: goodies (tote bags, water bottles, tourist guides, funny French glossary, etc.), free travel passes, emergency contact card, bike rental service on campus, passes giving free access to cultural and sports sites (local cultural partnerships, town halls, regions, etc.).
- **Opening community spaces**: distribution of low-priced food, hygiene and essential products, free baskets with various goods, etc.
- Helping to find **financial support** through a platform: loan simulators, student loan guide, etc.
WELCOME EVENTS

Organising welcome events to help students settle in

Category 2: Quality and accessibility of welcome services

49% set up events like welcomes days and welcome weeks.

34% offer a wide range of events (related to culture, sports and night-life) throughout the year, as well as information meetings and campus visits to help students settle in, with presentations and the presence of staff from various departments (international relations, teaching, administration).

GOOD PRACTICES

Meeting students in middle and high schools to create relationships and make French students want to learn languages.

Organising cultural activities and art workshops (photography, drama, creative writing, etc.).

Coordinating campus visits with bilingual guides.

Throwing parties and activities such as escapes games for international students.
TRAINING PROGRAMMES IN ENGLISH

Trainings taught in English

Category 3: Accessibility and training support

44% offer training courses in English or in a foreign language (about 5 to 8%).

29% provide a wide range of training courses taught entirely or partially in English or in a foreign language (more than 8% courses).

GOOD PRACTICES

Sharing training courses taught in English between institutions that are members of an alliance, such as European University.

Using MOOCs (Massive Online Open Courses) to support training in English.

Updating the range of training courses in English in Campus France’s Programs Taught in English catalogue.
PREPARATORY TRAINING COURSES AND METHODOLOGY

Initiatives for successful studies

Category 3: Accessibility and training support

- **44%** offer online and in-person refresher courses in.
- **38%** offer preparatory courses and methodology advice before and during the school year.
- **18%**

**GOOD PRACTICES**

**Offering intensive refresher courses** during the summer, before classes, and throughout the year.

Providing students with **specific translated or subtitled material**, bibliographies and website references.

**Organising seminars** at the beginning of the year.

**Offering intensive French as a Second Language (Français langue étrangère - FLE) courses.**
DIGITAL TRAINING ENVIRONMENT

Developing a Digital Working Environment dedicated to training

Category 3: Accessibility and training support

63% offer a comprehensive Digital Working Environment (Environnement Numérique de Travail - ENT) including syllabi, courses, educational resources and information resources.

25% have a bilingual Digital Working Environment, which also works as a collaborative tool gathering various educational resources.

GOOD PRACTICES

Setting up a videoconferencing and instant messaging system and a discussion forum in order to make interactions between students and teachers easier.

Developing a mobile app for better access to information.

Offering a video library, a WebTV or a student radio station.

Providing a satisfaction survey on the Digital Working Environment (Environnement Numérique de Travail - ENT) so that courses can be improved at the end of each semester.
French as a Second Language (FLE) COURSES

Providing French as a Second Language (Français langue étrangère - FLE) courses to make international students’ lives and studies in France easier

Category 3: Accessibility and training support

- **46%** provide diverse French as a Second Language courses (Specialized French courses (Français sur Objectifs Spécifiques - FOS), French for Academic Purposes (Français sur Objectifs Universitaires - FOU), general French courses).
- **29%** offer French as a Second Language courses throughout the year.

**GOOD PRACTICES**

- Running discussion groups with French students.
- Providing free French courses for international students.
- Offering FLE courses within the institution for European Credit Transfer and Accumulation System (ECTS).
- Creating language exchange programmes.
- Teaching specialised French courses.
INTERNATIONAL DEPARTMENT

An international department for the reception of international students

Category 4: Accommodation and quality of campus life

61% offer personalised reception within the International Relations Department: international students get in touch with a bilingual staff. This mission can be carried out in collaboration with student societies.

32% offer the same services, whether students are here for a degree or an exchange programme. International students are welcomed by a multilingual staff. Students are well-informed prior to their arrival in France.

GOOD PRACTICES

Giving information before the stay and offering support throughout the year, no matter the type of mobility.

Training a multilingual staff to intercultural communication so that they can help students with all the administrative procedures.

Implementing measures for disabled students: adapting courses and facilities, having an advisor or a disability unit to help the student throughout the stay, providing a practical guide with specific information.
ACCOMMODATION

Establishing partnerships to help with procedures and broaden offers

Category 4: Accommodation and quality of campus life

- 54% offer accommodation in partnership with several players (CROUS, private lessors...). Partnerships make accommodation procedures easier (multilingual platforms, exclusive offers, lower rent, guarantee, accommodation certificate...).
- 29% have a dedicated unit and offer additional services, such as acting as guarantor or offering joint surety.
- 17% have a dedicated unit and offer additional services, such as acting as guarantor or offering joint surety.

GOOD PRACTICES

Providing a student accommodation guide on the institution’s website and explaining how to start the procedures: advice, contact details (in both French and English).

Appointing an advisor for questions related to accommodation.

Offering alternative accommodation: emergency/temporary accommodation, solidarity and intergenerational housing, private student residences, rental offers, host families, international housing exchanges.

Providing an accommodation certificate: this is a priority for students outside the EU, so that they can get their visas.

Giving information on online platforms and services that welcome international students.

Establishing partnerships with private student residences, as not to pay administrative fees.
FOCUSING ON INTERNATIONAL STUDENTS

A joint effort with student associations to help international students settle in

Category 3: Accessibility and training support

64% organise and promote student organisation activities related to culture and sports.

28% communicate extensively about the integration and promotion of intercultural activities on campus throughout the year.

8% Level 1

Level 2

Level 3

GOOD PRACTICES

Hiring student mediators to support international students.

Organising days celebrating different cultures with French and international students around food, calligraphy, dance, etc.

Throwing a party for international students in December to celebrate together the end of the year, especially for those who won’t go home.

Setting up a bilingual tandem platform so that students can chat in different languages and improve their linguistic skills in French.
SUPPORT SERVICES

**Offering support services in all sectors**
(administration or academic advisors, medical care, psychological assistance...).

Category 4: Accommodation and quality of campus life

- **56%** have an administrative and an academic advisor, health professionals and psychological and social assistance within the institution.

- **25%** offer personalised support for all within the institution.

GOOD PRACTICES

Hiring **administrative and academic advisors** for students.

Implementing a **monitoring unit** to help **students facing difficulties**; providing specific financial support.

Health Services

**Having a healthcare facility** within the institution or working with preventive medicine services (SUMPPS); offering a health check-up for new students.

Conducting **health prevention initiatives** (nutrition, stress, addiction, STDs, alcohol...).

4. This indicator encompasses the services related to healthcare implemented by the institution.
CAREER GUIDANCE

Providing career guidance for international students

Category 5: Quality of postgraduate follow-up

- 49% offer several guidance initiatives throughout the year for all students.
- 43% offer personalised services that take into account specific needs.

GOOD PRACTICES

Hiring a team of students from different programmes as part of the International Student Ambassadors initiative, linking international students to the Career Centre.

Providing personalised coaching and follow-up for international students: specific workshops on job/internship hunting, writing CVs and covering letters in French, mock job interviews.

Offering bilingual support to international students to make discussions easier.

Organising workshops in English to prepare for international job interviews.
Career Guidance: Starting a Business

Offering personalised guidance related to training and entrepreneurship

Category 5: Quality of postgraduate follow-up

46% foster an entrepreneurial culture and implement actions to support international students.

38% promote entrepreneurial advice for all international students.

GOOD PRACTICES

Providing English courses dedicated to entrepreneurship and personalised guidance for project initiators.

Offering a student-entrepreneur university diploma (Diplôme Universitaire - DU).

Providing an internal or external incubator, in partnership with the department or region.

Fostering the culture of entrepreneurship and innovation through the PEPITE initiative (Student Hubs for Innovation, Transfer and Entrepreneurship) by implementing information, training and guidance actions.
BUILDING A NETWORK
OF FORMER INTERNATIONAL
STUDENTS

A dynamic alumni network

Category 5: Quality of postgraduate follow-up

52% have a dedicated platform run by alumni.

21% have a dynamic alumni network. Numerous actions are implemented.

GOOD PRACTICES

Building a network with a community of former international students.

Being present on France Alumni and organising online or in-person activities.

Offering postgraduate students the role of ambassador.

Writing Job stories with articles about what jobs alumni have, providing videos on the institution’s websites, broadcasting conferences, sharing information and cultural events.
STUDENT FOLLOW-UP

Follow-up and professional integration tools for international students

Category 5: Quality of postgraduate follow-up

51% respond to statistical surveys requested by line ministries.

44% have a specific platform to conduct student surveys, including considering their professional integration, and may publish the results.

GOOD PRACTICES

Ensuring qualitative and comprehensive postgraduate follow-up.

Conducting surveys about the professional integration of postgraduate one year after receiving their diploma. The survey may be published.

Publishing analysis on how international students fare on the French job market.

Conducting follow-up after a Licence or a Master.
Brief analysis of indicators by category

Category 1: Quality and accessibility of the information
Regarding the quality and accessibility of information for international students, 84% of institutions offer specially designed web pages. Two-thirds of which provide detailed information translated at least into English. 62% of institutions display clearly and in full their training programmes, a third of which having their own bilingual search engine. More than a third of institutions have their application procedures online, provide administrative support throughout the year and offer technological tools (Wi-Fi, computer loans, computer rooms open during the weekends and evenings).

Category 2: Quality and accessibility of welcome services
47% of institutions take part in a multiservice welcome desk to help international students with administrative procedures. Agreements with local partners enable personalised support and access to various assistance programs (travel passes, bike rental service, cultural passport, etc.). A welcome booklet is available in printed and digital format to help students prepare for their mobility in France (information related to accommodation, contact details of health practitioners, guide of activities, etc.). Student integration is crucial to these institutions: 92% coordinate and promote both cultural and sports-related student organisation activities, and welcome events are organised.

Category 3: Accessibility and training support
In order to support students throughout their studies, many institutions provide them with preparatory training programmes and methodological support. 41% offer trainings in English or in another language. Refresher courses are implemented and a Digital Working Environment (Environnement Numérique de Travail - ENT) is made available. French as a Second Language (Français langue étrangère - FLE) courses can also make studying and living in France easier.

Category 4: Accommodation and quality of campus life
Regarding accommodation and quality of life, over half of the institutions offer partnerships to make procedures easier and diversify housing options. Students receive a personalised welcome from bilingual or multilingual individuals who are trained in intercultural communication to assist them with administrative procedures. A monitoring unit identifies students facing difficulties and support initiatives are available in all fields: administrative and academic advisors, medical care, psychological assistance...

Category 5: Quality of postgraduate follow-up
The role institutions play in welcoming students doesn’t end when they are done with their studies but continues through follow-up and support towards employment. 43% of institutions implement personalised programs that address students’ needs in this regard, and nearly half foster a genuine entrepreneurial culture. The networking of former international students, particularly through platforms like France Alumni, helps maintain a strong connection, and institutions ensure postgraduate monitoring through surveys.
International Promotion of the
Bienvenue en France
Label

275 Offices in 134 countries
500 individuals worldwide within French embassies
65% of the Campus France local offices staff has received a certified Campus France training through themed workshops, webinars and online sessions

90 websites, 35 languages

212 events all over the world
Promotion of the Label at international exhibitions, including the EAIE and NAFSA.

70% of French Higher Education Institutions participating in Campus France events in France and abroad are certified institutions

Video presentation of the Label

Flyer presenting the Label to international students
Integration of the ‘Bienvenue en France’ label logo on the catalogues (Licence and Master, Programs Taught in English, online trainings, artistic programmes, short-term stays, etc.)
Integration of the logo on the Études en France enrolment procedure, available in 66 countries
Label sheets presenting the welcome services and initiatives of institutions
## THE BIENVENUE EN FRANCE LABEL: Key Figures

| **139** institutions have been awarded the Bienvenue en France label |
| 29 institutions ★★★ |
| 97 institutions ★★★ |
| 13 institutions ★ |

| **68** independent experts from Higher Education institutions participating in the Bienvenue en France certification process. |

| **20** videoconferences with certified institutions and experts have been held. |

| **70%** of French higher education institutions participating in Campus France events in France and abroad are certified institutions. |

| **65%** of international students in France are registered in a Bienvenue en France certified institution. |

| **11** Labelling commissions were conducted by Campus France. |

### CAMPUS FRANCE Key Figures

| **500** individuals worldwide within French embassies |

More than **370** institutions and research organisations related to the Campus France Forum |

More than **200** employees in France |

| **2.3M** followers across all social networks |

| **370,000** members in the France Alumni network |

| **275** Campus France offices in 134 countries |

| **90** websites in 35 languages |

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