



RÉPUBLIQUE
FRANÇAISE

*Liberté
Égalité
Fraternité*



CAMPUS
FRANCE

THE BIENVENUE EN FRANCE LABEL

2019-

2022



REPORT



The Bienvenue en France label

is awarded to higher education institutions that develop and promote welcome services for international students.

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.

Evaluation framework of applications for the Bienvenue en France label:

<https://www.campusfrance.org/en/the-bienvenue-en-france-label>

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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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.

1

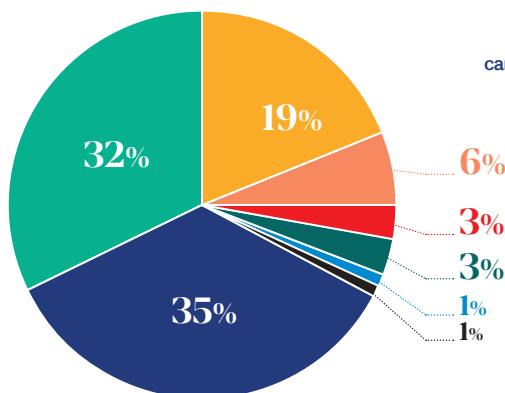
Certified institutions and independent experts profiles

HIGHER EDUCATION AND RESEARCH INSTITUTIONS

Number of certified higher education institutions

Typology of certified institutions

- ◆ 49 universities
- ◆ 45 engineering schools
- ◆ 27 business and management schools
- ◆ 7 major institutions
- ◆ 4 art schools
- ◆ 4 catholic institutions
- ◆ 2 culinary schools
- ◆ 1 language school



Since 2019 and after 11 labelling commissions

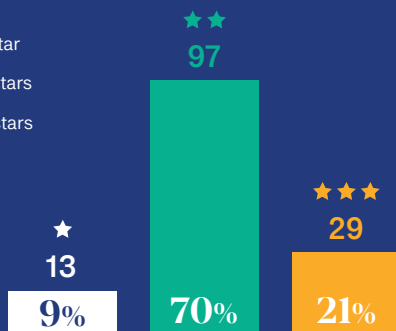
139

institutions have been awarded the Bienvenue en France label

List of certified institutions:
campusfrance.org/en/the-bienvenue-en-france-label

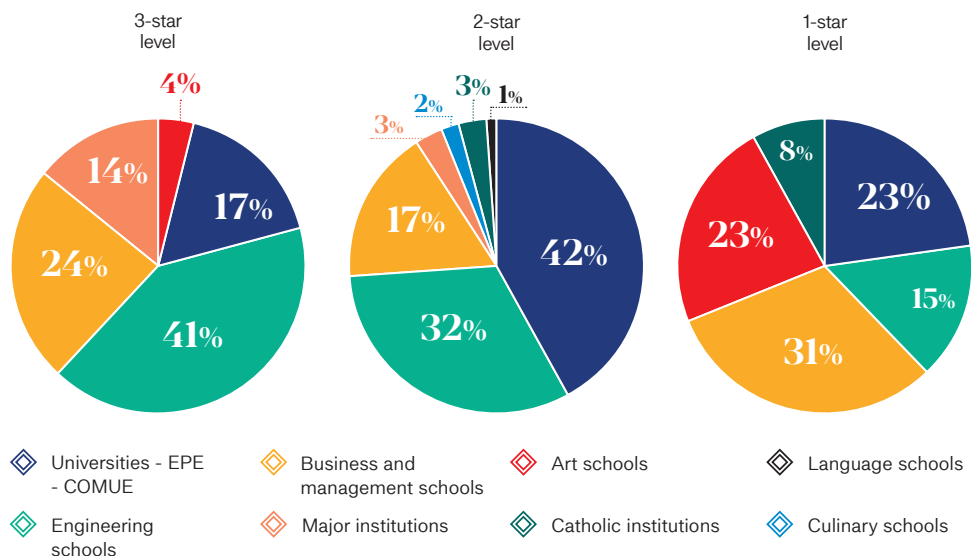
Levels of certification

- ◆ 1 star
- ◆ 2 stars
- ◆ 3 stars



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



65%

of international students in France are registered in a Bienvenue en France certified institution.¹

1. Sources: *Chiffres clés de Campus France 2021*; MESRI-DGESIP-DGRI-SIES / Système d'information SISE mobilité internationale diplômante 2020 – 2021.



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.

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

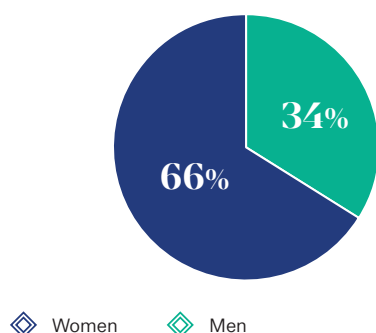
THE EXPERTS

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.

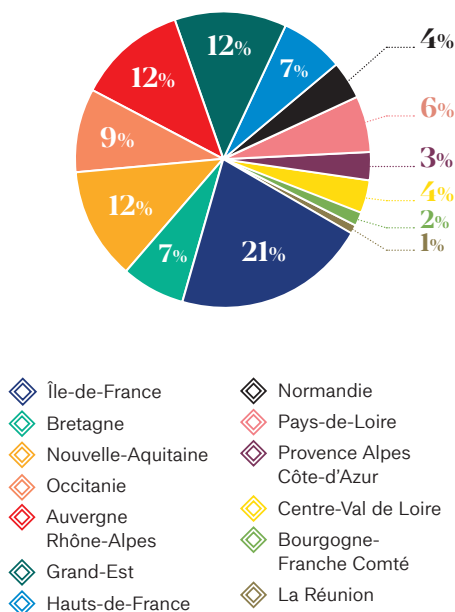
List of independent experts:

www.campusfrance.org/en/constitution-vivier-experts-label-bienvenue-en-france

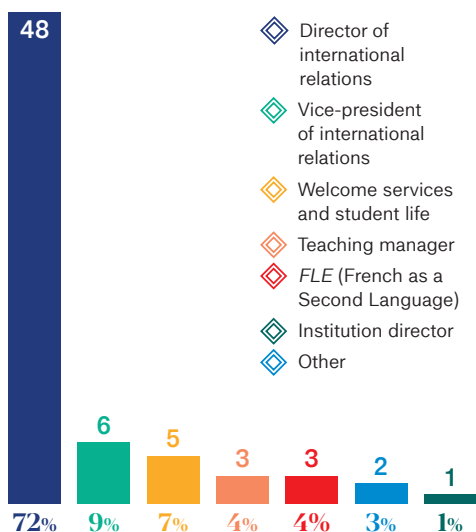
Distribution by gender



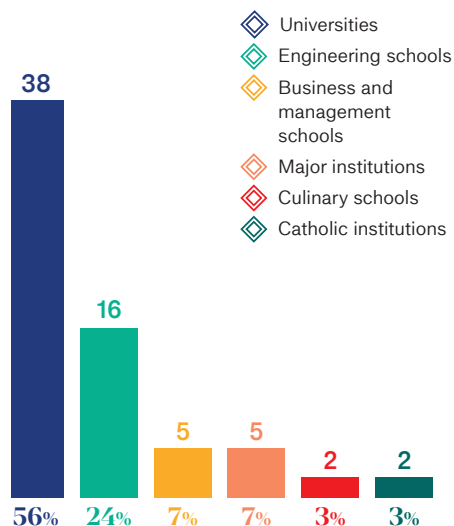
Distribution by region



Distribution by occupation



Distribution by type of institution



2

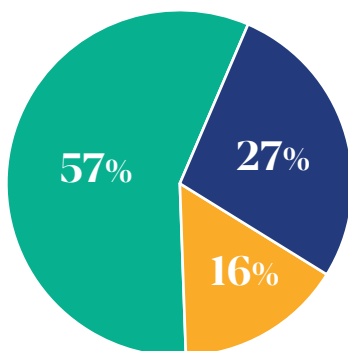
Key elements and good practices of institutions by indicator²

WEBSITES

Websites designed to meet the needs of international users

Category 1: Quality and accessibility of the information

- ◆ Level 3
- ◆ Level 2
- ◆ Level 1



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.

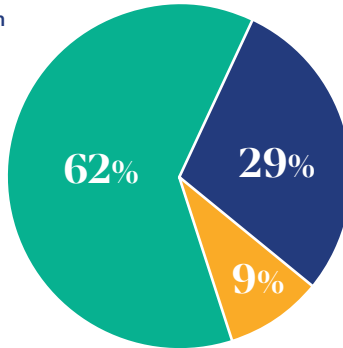
2. The evaluated institutions have been sorted by level (1,2,3) based on each indicator in the application questionnaire. The analysis shows the distribution of institutions by level based on the indicators.

TRAINING PROGRAMMES

A detailed presentation of the training programmes

Category 1: Quality and
accessibility of the information

-  Level 3
-  Level 2
-  Level 1



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.

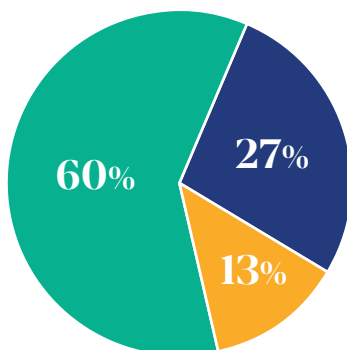
Explaining what **types of students** are expected in each course.

APPLICATION PROCEDURES

Availability of application and administrative procedures throughout the stay

Category 1: Quality and accessibility of the information

-  Level 3
-  Level 2
-  Level 1



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**.

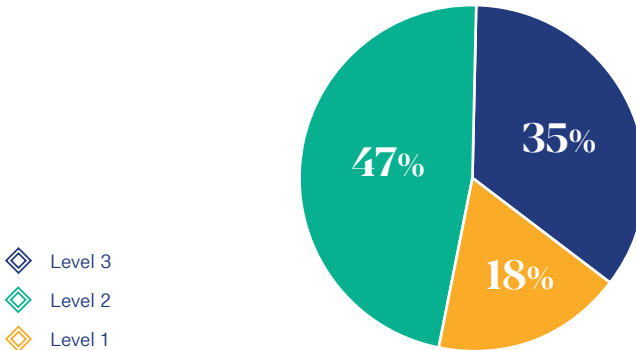
Students can access the ENT after they have registered. It also includes **other features** such as e-cards for printing and the refectory, the possibility to book rooms and links to download free softwares for educational purposes.

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.



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.

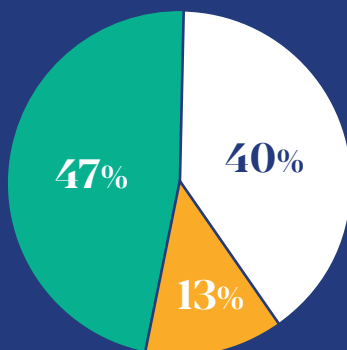
Offering free services: loans of laptops and other equipment, a hotline with extended opening hours and a bilingual staff, and free softwares.

MULTISERVICE RECEPTION DESK

Efficient collaboration with local partners

Category 2: Quality and accessibility
of welcome services

- ◆ Level 3
- ◆ Level 2
- ◆ Level 1



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, SNCF³...) 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.

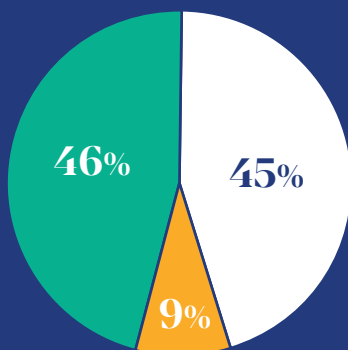
Having a **dedicated website** that provides all the procedures, contacts and services useful to settle in smoothly.

³. CROUS: regional organisation providing financial support, accomodation, 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



-  Level 3
-  Level 2
-  Level 1

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.).

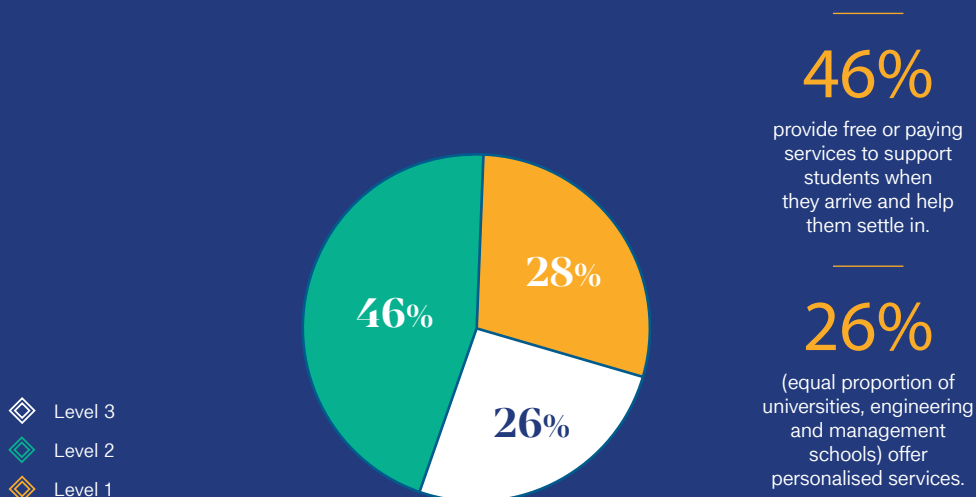
Providing a list of **English-speaking** health practitioners.

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



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.

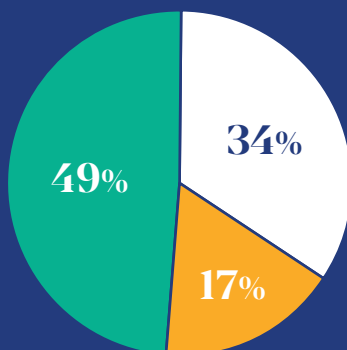
Helping to find **financial support** through a platform: loan simulators, student loan guide, etc.

WELCOME EVENTS

Organising welcome events to help students settle in

Category 2: Quality and accessibility
of welcome services

-  Level 3
-  Level 2
-  Level 1



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.).

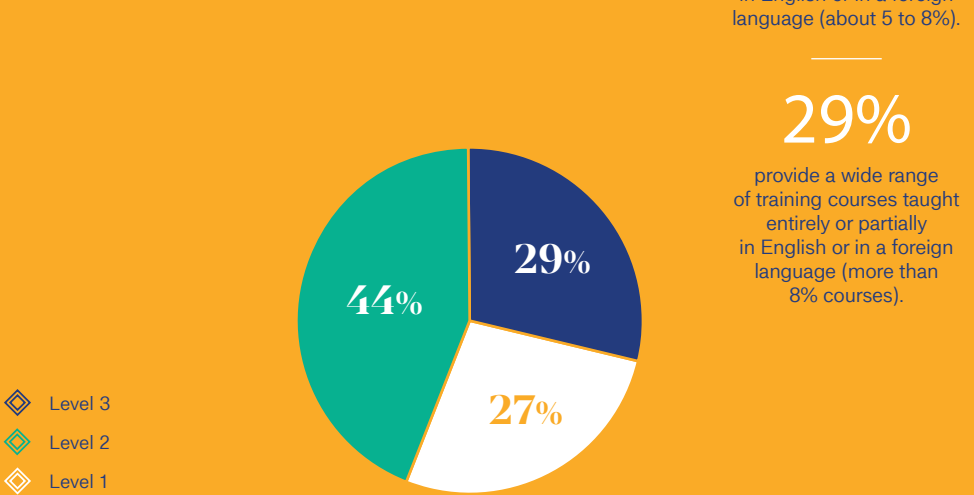
Coordinating **campus visits** with bilingual guides.

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



GOOD PRACTICES

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

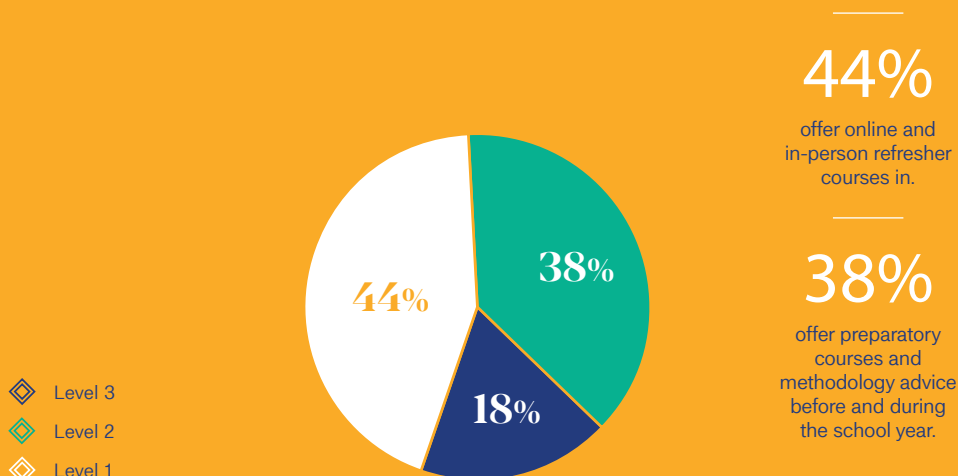
Using MOOCs (Massive Online Open Courses) to support training in English.

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



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.

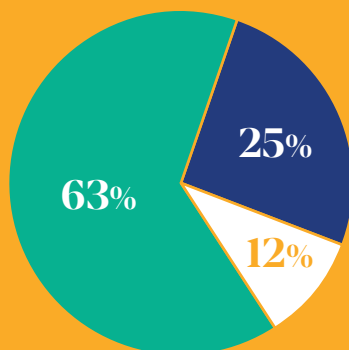
Offering intensive French as a Second Language (*Français langue étrangère - FLE*) courses.

DIGITAL TRAINING ENVIRONMENT

Developing a Digital Working Environment dedicated to training

Category 3: Accessibility and training support

-  Level 3
-  Level 2
-  Level 1



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.

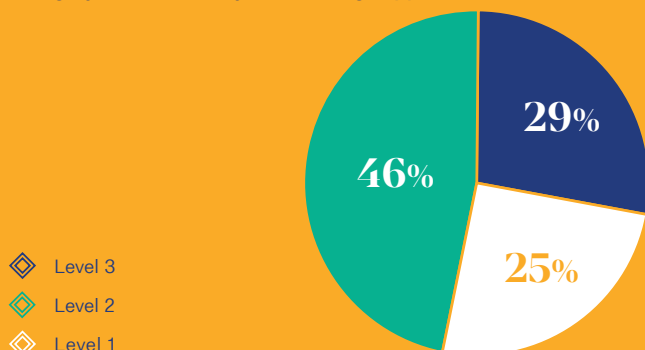
Offering a **video library**, a **WebTV** or a **student radio station**.

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.

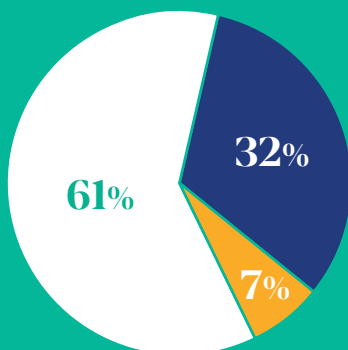
Teaching specialised French courses.

INTERNATIONAL DEPARTMENT

An international department for
the reception of international students

Category 4: Accommodation and quality
of campus life

-  Level 3
-  Level 2
-  Level 1



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.

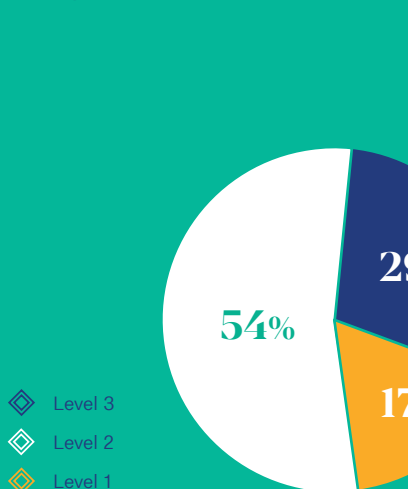
Training a multilingual staff to **intercultural communication** so that they can help students with all the administrative procedures.

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



29%

have a dedicated unit
and offer additional
services, such as acting
as guarantor or offering
joint surety.

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...).

-  Level 3
-  Level 2
-  Level 1



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.

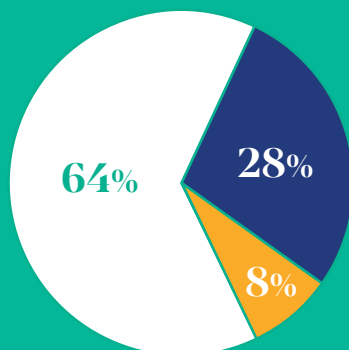
Establishing partnerships **with private student residences**, as not to pay administrative fees.

FOCUSING ON INTERNATIONAL STUDENTS

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

Category 3: Accessibility and training support

-  Level 3
-  Level 2
-  Level 1



92%

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.

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

Source: 2019 Survey of Institutions

Legend: Level 3, Level 2, Level 1

Level 3: 56%, Level 2: 25%, Level 1: 19%

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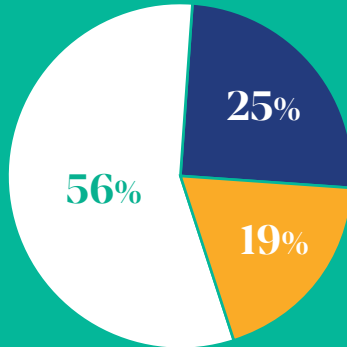
Level 3: 56%, Level 2: 25%, Level 1: 19%

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.



- Level 3
- Level 2
- Level 1



GOOD PRACTICES

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

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

Health Services⁴

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

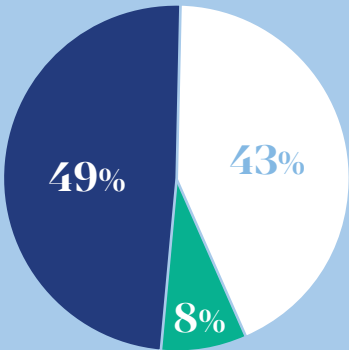
Conducting **health prevention initiatives** (nutrition, stress, addiction, STDs, alcohol...).

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



- Level 3
- Level 2
- Level 1

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.

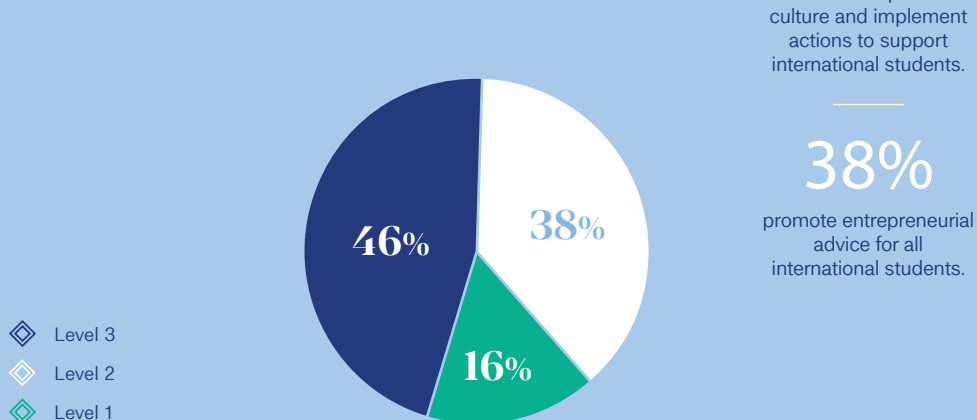
Offering **bilingual support** to international students to make discussions easier.

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



- Level 3
- Level 2
- Level 1



GOOD PRACTICES

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

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

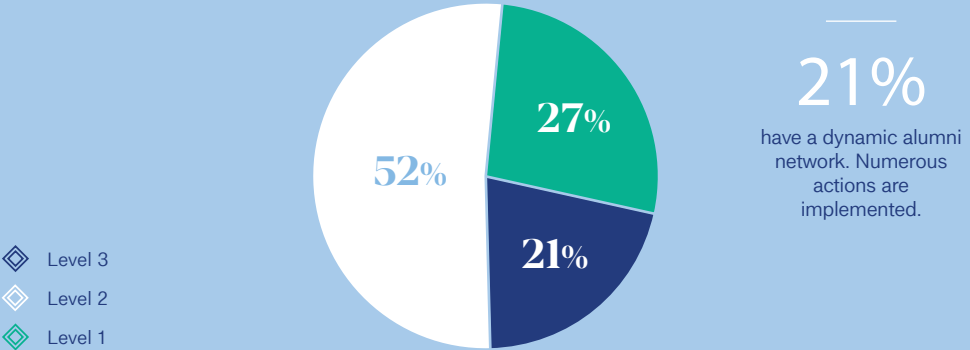
Providing an **internal or external incubator**, in partnership with the department or region.

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





GOOD PRACTICES

Building a network with a community of former international students.

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

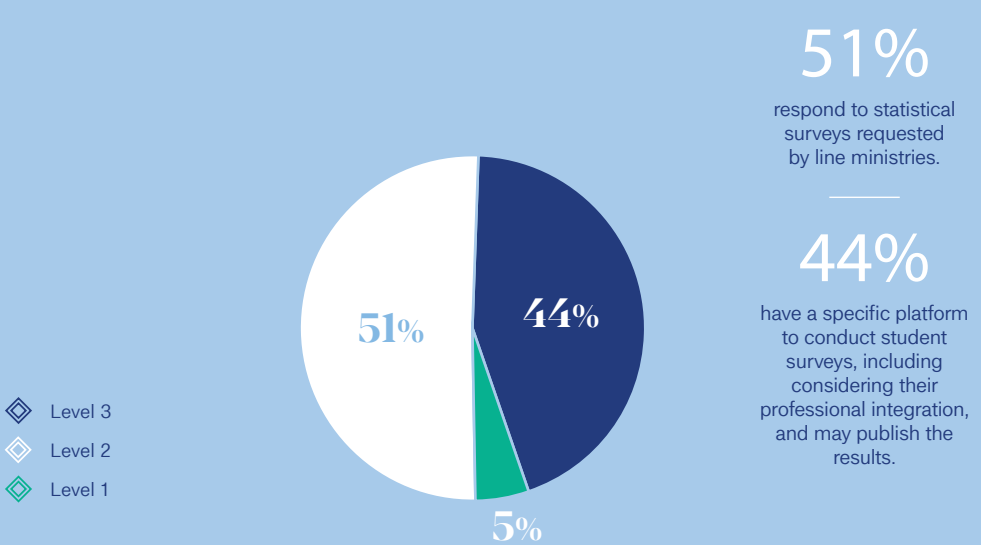
Offering postgraduate students the **role of ambassador**.

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



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**

90

websites, **35 languages**

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

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.

65%

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

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.

11

Labelling commissions were conducted by Campus France.

CAMPUS FRANCE Key Figures

500

individuals worldwide within French embassies

275

Campus France offices in 134 countries

370,000

members in the France Alumni network

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

90

websites in 35 languages

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