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India

Project for the creation of a new online French as a Foreign Language learning tool,

Terms of reference related to the selection of a service provider for producing video based content for French as a Foreign Language training.

February 2025.

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1. General Information

Market: Editorial design and production of high-quality digital content for learning French as a foreign language, tailored for students in grades VI to X, targeting the A1 level of the CEFR. The content, consisting of videos and interactive activities, will be available on the e-platform, managed by the National Education Board for Education and Training. A pilot phase will launch in April 2025 in the state of Odisha before nationwide rollout.

Beneficiaries: NABET
Final beneficiaries: French learners in Indian secondary schools.

Country: India

2. Project Context and Presentation

The French Institute in India (IFI) is a branch of the French Embassy in India, dedicated to fostering cooperation between India and France. It supports academic, scientific, cultural, and artistic exchanges, facilitates student mobility, and promotes the French language. IFI also encourages collaborations between artists, researchers, NGOs, businesses, and cultural professionals.

Within IFI, the Linguistic and Educational Cooperation (CLE) department promotes Francophonie among educational stakeholders in India. It focuses on training French teachers, both linguistically—through language course scholarships within the network of 15 Alliances Françaises in India—and pedagogically, by organizing in-person and online training sessions throughout the year. The CLE department also develops institutional cooperation projects, promotes DELF-DALF certifications, and oversees the administration of these exams at the secondary level.

a. General Context

The National Accreditation Board for Education and Training (NABET) has been mandated by the Quality Council of India (QCI) to implement foreign language courses through high-quality learning content, following a flipped classroom approach, available on its official e-platform, eQuest. A pilot phase for this project will be conducted in the state of Odisha, introducing a beginner-level French program for middle school students in government schools. The first learning units are scheduled for release in April 2025.

NABET has approached the French Institute in India (IFI), through its Linguistic and Educational Cooperation (CLE) department, to design and validate this content.

The content created under this project will be the property of IFI and will be made freely available to Indian schools. Under no circumstances may it be commercialized by any party. IFI reserves the right to use this content in future cooperation projects.

The Quality Council of India (QCI) is an autonomous organization established in 1997 through a partnership between the Government of India and industrial organizations. Its primary mission is to promote quality across various sectors, including education, healthcare, infrastructure, and governance. QCI sets standards, grants accreditations, and supports the evaluation of processes and services to ensure compliance with international standards.

Operating under QCI, NABET plays a key role in enhancing the quality and efficiency of education, training, and consulting services. Its responsibilities include improving teaching methodologies, managing educational institutions, and developing academic programs.

b. Project overview

i. Guiding principles

Provision of high-quality reference content for learning French as a foreign language, following a progression aligned with the A1 level of the CEFR, delivered through digital media (primarily video).

ii. Target audience

The content will be primarily made available to a school audience at the middle school level, targeting students from grades VI to X.

iii. Description of the Content to Be Developed

The program includes the creation of six modules, each containing 15 lessons, totaling approximately 90 hours of learning, designed to reach A1 level of the CEFR (Common European Framework of Reference for Languages).

Each lesson will be primarily video-based. The platform also allows for the creation of self-correcting exercises, such as multiple-choice questions (MCQs) and true/false activities.

The content will focus on learning the French language, with each lesson also incorporating a cultural component.

Each module will conclude with an MCQ-based assessment. Upon completing all activities and assessments across the six modules, learners will receive a certificate aligned with the A1 level of the CEFR.

The language of instruction will be English, and the videos must include an option for subtitles in major Indian national languages.

iv. Working teams

1. *L'IFI*

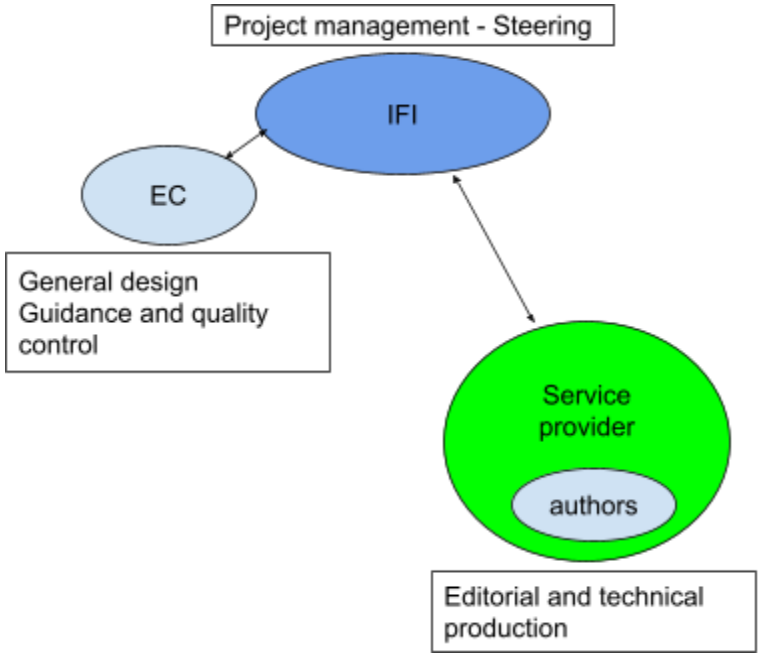
a. Composed of CLE sector members: ACE, Deputy, ACPF
b. Oversees the entire project
c. Recruits and manages the Editorial Committee
d. Selects the service provider
e. Validates the provider's proposals

2. *The Editorial Committee (Comité Éditorial): EC*

a. Composed of three experienced teachers
b. Designs the overall concept of the modules and lessons
c. Develops the learning progression
d. Reviews and approves the provider's proposals in two stages:
    i. Manuscript validation
    ii. Final content validation

3. *The service provider:*

a. Recruits and manages a writing team (editorial supervision)
b. Oversees technical production
c. Develops content in line with the progression and framework defined by the Editorial Committee
d. Handles content rights management



v. Concept – Detailed Description

Each lesson should represent approximately one hour of study, though this does not equate to one full hour of video. The lesson structure should account for repetition, reading, assimilation, and viewing of additional content.

The core content of each lesson will primarily consist of short videos. In addition to adhering to a consistent graphic charter, each video must follow a specific format and structure based on its purpose, whether it presents:

- Lesson objectives
- Vocabulary
- Grammar rules
- Speech acts
- Cultural insights

All videos of the same type must follow a uniform model (e.g., all grammar explanation videos should have the same format).

Where necessary, interactive elements may be integrated between videos, such as:

- Self-correcting exercises (MCQs, True/False, Yes/No, etc.)
- Explanatory sheets

The videos may include diagrams, illustrations, audio or video excerpts, etc.

The language of instruction will be English, but the video player must support subtitles in at least ten Indian languages, as specified by NABET.

Links to additional open-access online resources may be included and are encouraged. However, they should be clearly presented as optional external practice materials.

At the end of each module, a multiple-choice assessment (MCQ) must be provided.

1. Key Considerations

The content should serve as support material for teachers in a flipped classroom approach or as self-study reference content for independent learners.

While the design process follows a structured progression similar to a language-learning method, the content must be as modular and independent as possible. For instance:

- Grammar explanations should remain independent of the vocabulary covered in the lesson.
- The lesson structure should not rely on a single trigger document.

The content is asynchronous, meaning it cannot fully develop oral production and interaction skills. However, certain strategies can help compensate for this, such as:

- Phonetics-focused exercises
- Repetition activities
- Simulated interactions

To enhance student practice, downloadable worksheets and links to freely accessible online resources should be provided. Any additional external content proposed by the provider will be reviewed but cannot replace the core reference materials.

All video types within a lesson must follow a consistent format (e.g., a specific style for vocabulary presentation, another for grammar explanations). This ensures a harmonized structure aligned with the Editorial Committee's framework.

Assessment activities must be carefully designed. While they will primarily be self-correcting, they should include the most relevant question formats to ensure effective evaluation.

The tone, visual style, and animations should be adapted to middle school students, making the content engaging and accessible.

2. Lesson Structure / Expected Video Types

At the start of the project, IFI, the Editorial Committee, and the Service Provider will schedule a series of discussions to validate the standard lesson structure and the expected video style.

The following elements describe the different types of videos required, based on their function. These serve as a reference for service providers to refine their proposals.

1. Introductory videos	Very short, less than 3 minutes
Objective	Introduce the lesson theme Clearly outline the learning objectives Motivate learners
Content	Brief explanation (animation, voice-over, or teacher overlay) of key points covered in the lesson: *"By the end of this session, you will be able to say..."* Should be able to replace an in-class introduction by a teacher
2. Speech Acts (Actes de parole)	Around 5 minutes
Objective	Present a real-life communication situation demonstrating key

	expressions
Content	Video depicting a realistic conversation that illustrates the key points of the lesson. Style: ● Use of actors or realistic animations for better comprehension ● On-screen annotations (key vocabulary, visual cues) Keep in mind that mediation is done through English: *"In French, when you want to say this, you say..."*
3. Vocabulary Presentation	Less than 5 minutes
Objective:	Introduce the lesson's vocabulary and help learners integrate it through active engagement (asking questions, providing examples).
Content	Presentation of vocabulary, ideally integrated into sentences whenever possible. Suggestion of memorization activities. Interactive videos with integrated reinforcement exercises or activities with pauses in the video can be proposed. In terms of format, use of diagrams and mediation through English.
4. Grammar focus	10 minutes maximum
Objective	Introduce a key grammar point related to the lesson and help learners integrate it through active engagement (asking questions, providing examples).
Content	Explicit grammar: presentation and explanation of the rule with examples. Interactive videos with integrated reinforcement exercises would be a plus; otherwise, activities with pauses in the video can be proposed.
5. Phonetics	10 minutes maximum
Objective:	Improve pronunciation and oral intelligibility.
Content	Guided phonetic repetition exercises. Animation or visualization of articulation. Possibly a video or audio recording of a native speaker.
6. Culture	Around 5 minutes
Objective:	Introduce a socio-cultural aspect related to the lesson theme.
Content	Presentation of simple and concrete cultural facts (typical meals, popular

	celebrations, daily traditions in France and Francophone countries). Comparisons with Indian cultural elements to create connections between cultures and enhance understanding. In terms of style, use of colorful visuals and accessible anecdotes to make the content engaging and relevant.
7. Multiple-Choice Quiz on the Lesson Content	5 minutes
Objective:	Assess understanding of the lesson content.
Content	Various question types (MCQs, fill in the blanks, matching, etc.). Immediate feedback with answer explanations. Integration of a final score to motivate learners.
8. Final review	5 minutes maximum
Objective:	Strengthen understanding.
Content	Summary of key points at the end of the lesson (teacher presentation? whiteboard?)

3. Additional content

Supporting materials may be included alongside the videos (in PDF, HTML format, etc.):

- Vocabulary lists
- Grammar summaries
- Cultural insights

Between videos, the platform allows for the integration of simple self-correcting exercises (e.g., multiple-choice, true/false). These exercises will be provided in a Word format and integrated by NABET.

Links to additional online resources are also encouraged to provide extra practice for students, such as:

- Audio/video resources suitable for the target audience (e.g., RFI resources, TV5 Monde)
- Interactive activities from platforms like LearningApps or references to websites such as "Le Français Facile," "Le Coin du FLE," etc.

As these external links are not permanent by nature, they will not be embedded within the videos.

vi. Planning

March 2025	Development of a sample lesson
March, 21, 2025	Validation of the sample lesson and submission to NABET
Late March, Early April	Production of the first five lessons
April 5, 2025	Delivery of the first five lessons to NABET
April, 2025	Production of lessons 6 to 15
April 30, 2025	Delivery of lessons 6 to 15
May - December	Production of all A1-level content
December 15, 2025	Submission of the complete A1-level content (90 lessons)

3. Scope of Work

To successfully carry out this project, specifically the writing and creation of content following the framework set by the editorial committee, the Institut Français in India is launching a call for tenders to select a service provider specialized in producing digital content for learning French as a foreign language.

a. Objectives.

i. Design and produce online French as a Foreign Language (FLE) training content tailored for middle school students (Grades VI to X), considering attention span, tone, and design, and aligned with the A1 level of the Common European Framework of Reference for Languages (CEFR).

ii. Deliver content compatible with the technical specifications of the eQuest platform (including integrated subtitles in videos and limited types of self-correcting activities) and optimized for low-bandwidth usage (lightweight video formats for mobile viewing with limited network access).

b. Expected outcomes

i. A fully operational online FLE training program is available on the eQuest platform, serving as a reference for similar initiatives in India.

ii. The educational content developed within this project enhances IFI's online training offerings and contributes to discussions on integrating French as a foreign language in both public and private institutions.
iii. Teachers and students gain simplified access to structured pedagogical resources, supporting a progressive learning path up to the A1 level of the CEFR.
iv. The pilot phase in the state of Odisha allows for testing and evaluating the program's effectiveness before potential expansion to other Indian states.
v. The integrated assessments (connection data and student performance) provide precise insights into learners' progress, enabling continuous adaptation and improvement of the educational content.

c. Service provided

i. Formation of a Writing Team

- The service provider is responsible for identifying and selecting members of the editorial committee (authors).
- Ensures diversity and complementarity of writer profiles, selecting members based on:
  - Their pedagogical skills and expertise in teaching French as a foreign language.
  - Their proficiency in educational technology and digital learning.
  - Their understanding of adolescent learners and the Indian educational context.

ii. Editorial Coordination and Script Production

- The service provider coordinates the writers responsible for developing content scripts.
- Ensures that the content aligns with the progression defined by the Editorial Committee and the project's overall concept.
- Proposes materials for integration into learning sequences, including instructional or authentic videos, text/image/audio resources, and various online tools.
- Submits lesson manuscripts and supplementary content to IFI for review and approval by the Editorial Committee.

iii. Development of Digital Content

- Proposes an editorial style guide aligned with the concept defined by the Editorial Committee.
- Develops the graphic charter and suggests a cohesive design for all content.
- Manages internal and external teams responsible for technical production, including:
  - Video recording, audio recordings, animation, editing, overlays, and subtitles.
- Ensures high-quality content production.

iv. Rights Management

- Ensures availability of all integrated content and, where necessary, negotiates rights for their use.

d. Content Production and Delivery

The content is expected in the following formats:

- **Videos**: MP4 format, integrated into an HTML5 player capable of managing subtitles in more than 10 languages.
- **Self-Correcting Exercises**: Word format (these exercises will be integrated directly into the platform by NABET's technical team).
- **Learning Sheets**: PDF or HTML format.

e. Production Coordination

The **French Institute in India (IFI)** will assign a primary contact person responsible for project oversight and communication with the Editorial Committee.

IFI will provide the service provider with a detailed **learning progression** and a **sample lesson** designed by the Editorial Committee.

After an **exchange and validation phase** for this sample lesson—requiring multiple iterations and trials—the following workflow will be applied for each lesson:

- The service provider submits the **script and supporting materials** for each lesson to IFI.
- **Review and validation** of the script through discussions between IFI and the Editorial Committee.
- Upon IFI's approval, the service provider proceeds with **content production**.
- The service provider **delivers the content** to IFI.
- The **Editorial Committee reviews and validates** the final content.

Key Considerations

During the **initial phase**, discussions will take place between the **service provider, IFI, and the Editorial Committee**, leading to necessary adjustments.

Once these aspects are clarified, the **video lessons** must be developed in full alignment with three key elements:

- The **pedagogical concept**
- The **detailed module progression**
- The **standard lesson structure**

The service provider must ensure that **each module and lesson strictly adheres** to these models while maintaining **clarity and content consistency**.

f. Methodology - Expectations for the proposal

The service provider must submit a detailed technical proposal outlining:

- Understanding of the project and its objectives
- Proven experience in managing editorial projects for French as a Foreign Language (examples required)
- Proven experience in managing digital projects (examples required)
- A work methodology document with a detailed production schedule
- A proposal based on the provided guidelines (variations allowed)
- A budget estimate. The public buyer (IFI) reserves the right to declare the contract unsuccessful if the proposed offers exceed the budget they intend to allocate.

g. Selection Criteria for the Service Provider

i. Pedagogical and Linguistic Expertise (25%)

- Experience in designing educational content for FLE (French as a Foreign Language)
- Knowledge of the CEFR and French learning levels
- Understanding of the target audience's specific needs (Indian students, flipped classroom learning, beginners, challenges related to asynchronous learning)

ii. Digital Content Production Skills (25%)

- Ability to produce high-quality educational videos (animation, video recording, editing, overlays)
- Experience in creating interactive content (MCQs, self-correcting exercises)

- Compliance with the technical constraints of the eQuest platform

iii. Project Management Skills (20%)

- Coordination of editorial and technical teams
- Adherence to production and delivery deadlines (alignment with the established schedule)
- Experience in managing educational projects

iv. Creativity and Pedagogical Innovation (15%)

- Development of engaging and age-appropriate teaching approaches for adolescents
- Integration of interactive methods
- Emphasis on cultural and intercultural aspects

v. Quality of Resources and Compliance with Editorial Requirements (15%)

- Adherence to the framework and progression set by the Editorial Committee
- Consistency and coherence in videos (graphic guidelines, lesson structuring)

h. Expected Deliverables (outcome of the project)

i. Editorial Guidelines

- Definition of **pedagogical and methodological principles** in line with the Editorial Committee's directives
- **Lesson structure** aligned with the validated framework
- Guidelines for adapting content to the **target audience** (students in government secondary schools)
- **Instructions** to ensure consistency across all modules

ii. Graphic and Video Design Guidelines

- **Visual identity** (fonts, colors, graphical elements) for a consistent look
- Templates for different video types (**lessons, exercises, assessments, cultural elements**)
- Accessibility considerations (**readability, multilingual subtitles, mobile-friendly design**)

iii. Prototype Lesson

- Creation of a **model lesson** (**Lesson 1, Module 1**) following the editorial and graphic guidelines
- Integration of **videos, interactive exercises, and self-assessment activities**
- **Testing and validation** to ensure alignment with learning objectives and platform constraints

i. Resources & Project Management

Meetings will be scheduled, including:

- A **kick-off meeting** to introduce key stakeholders and clarify expectations
- **Initial working sessions** to build and validate the prototype lesson for NABET
- **Regular progress reviews** to monitor content production

j. Contract Awarding

The contract will be awarded **subject to the signing of an MoU** between **NABET and IFI**, followed by a **service agreement** between **IFI and the service provider**.