

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.

June 2026

1. General Information

Market: Editorial design and production of high-quality 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 lessons and activities, will be available on the e-platform, managed by the National Education Board for Education and Training.

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 Embassy of France 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. The IFI also encourages collaboration among cultural professionals, researchers, NGOs, businesses, and educational institutions.

Within the IFI, the **Department of Linguistic and Educational Cooperation (CLE)** is tasked with promoting Francophonie and French expertise in education. Its activities include training French language teachers in both linguistic and pedagogical domains, facilitating youth mobility through its language assistant program, and promoting French language certifications (such as the DELF and DALF examinations). The CLE sector also develops institutional cooperation projects and works to introduce French in government educational institutions. As part of this mission, it implements the program *"French for All, French for a Better Future"* in the states of Delhi, Telangana, Goa, Haryana, and Rajasthan, as well as in Bhutan.

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

The National Accreditation Board for Education and Training (NABET), operating under the aegis of the QCI, plays a pivotal role in enhancing the quality and effectiveness of education, training, and consultancy services. Its responsibilities include improving teaching methodologies, managing educational institutions, and designing educational programs.

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. 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.

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.

b. Project Description

This project involves creating reference learning materials for **French as a Foreign Language (FLE)**, structured according to the **A1 level of the Common European Framework of Reference for Languages (CEFR)**.

The content will be primarily designed for a **school audience at the middle school level**, targeting students in **grades VI to X**.

The program includes the development of **6 modules**, each containing **15 lessons**, to achieve an A1 CEFR proficiency. Each lesson will consist mainly of:

- **Video content**
- **Links to supplementary resources**
- **Multiple-choice quizzes (MCQs)** for end-of-module assessments

For the video component, each lesson will feature **7 learning sequences**, ranging from **2 to 8 minutes each**, totaling **30 to 40 minutes of video per lesson**.

c. Scope of Services

IFI is seeking a service provider to:

- **Design the videos**, including:
 - Graphic charter and branding
 - Sound design
 - Creation of animated characters to embody the content
- **Produce the videos**, including:
 - Layout of educational activities
 - Illustrations
 - Supporting audio
 - Animations

The **language of instruction** for the videos will be **English**, and all audio will be displayed as **subtitles**.

IFI will provide the video scripts (voiceovers, dialogues, descriptions of supporting illustrations, diagrams, and animations). The service provider will be responsible for proposing **layout, illustration, and animation designs** based on the provided scripts.

d. Content Structure

The curriculum is structured into **6 modules**, each consisting of **15 lessons**.

Every lesson follows the same **7-section format**, delivered as **7 video sequences** (each **2 to 8 minutes** long):

- **Introduction** – Presents the lesson's **learning objectives** and motivates students.

- **Time to Talk (Actes de parole)** – Introduces **one or more real-life communication situations** with associated speech acts.
- **Language Corner (Coin lexique et grammaire)** – Covers the lesson's **vocabulary** and helps learners **actively integrate it** (e.g., through questions, examples). It also addresses **key grammar points** related to the lesson.
- **Pronunciation Focus (Coin phonétique)** – Works on **pronunciation and oral intelligibility**.
- **Culture Time (Coin culture)** – Introduces a **socio-cultural aspect** tied to the lesson's theme.
- **Test Yourself! (Révisions)** – **Assesses** students' understanding and retention of the lesson's content.
- **Conclusion (Bilan)** – Provides a **summary of key takeaways** to reinforce learning.

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
lesson 1 → Introduction	lesson 16	lesson 31	lesson 46	lesson 61	lesson 76
lesson 2 Time to talk	lesson 17	lesson 32	lesson 47	lesson 62	lesson 77
lesson 3 Language Corner	lesson 18	lesson 33	lesson 48	lesson 63	lesson 78
lesson 4 Pronunciation Focus	lesson 19	lesson 34	lesson 49	lesson 64	lesson 79
lesson 5 Culture Time	lesson 20	lesson 35	lesson 50	lesson 65	lesson 80
lesson 6 Test Yourself!	lesson 21	lesson 36	lesson 51	lesson 66	lesson 81
lesson 7 Conclusion	lesson 22	lesson 37	lesson 52	lesson 67	lesson 82
lesson 8	lesson 23	lesson 38	lesson 53	lesson 68	lesson 83
lesson 9	lesson 24	lesson 39	lesson 54	lesson 69	lesson 84
lesson 10	lesson 25	lesson 40	lesson 55	lesson 70	lesson 85
lesson 11	lesson 26	lesson 41	lesson 56	lesson 71	lesson 86
lesson 12	lesson 27	lesson 42	lesson 57	lesson 72	lesson 87
lesson 13	lesson 28	lesson 43	lesson 58	lesson 73	lesson 88
lesson 14	lesson 29	lesson 44	lesson 59	lesson 74	lesson 89
lesson 15	lesson 30	lesson 45	lesson 60	lesson 75	lesson 90

e. Style and Tone

These learning materials target students aged **11 to 15**. The **graphic style** and **sound design** must be **engaging and appealing** to this age group—preferably **bright, colorful, and lively**.

Production must prioritize **student comprehension** through:

- **Schematic representations**
- **On-screen elements** to reinforce the content
- **Simple, clear illustrations**

Where possible, **real photographs should be favored over illustrations** (this will ensure that the content does not come across as too childish). Illustrations should be reserved for:

- Situations that are difficult to describe or for which real-life photo examples are hard to find
- The **animated characters** that will occasionally embody the program throughout the progression (see description below)

As these are educational materials, **readability is paramount**: design elements must **not distract** from the actual on-screen content. **Layout and sound design** must **support** the message.

The structure of each lesson is **intentionally repetitive**, as in a language-learning method, with the same sequences in every lesson. A **consistent visual and audio style** should therefore be defined for the entire project, adapted across the different sections. Students must always be able to:

- Track their **progress** (e.g., *Module 1, Lesson 3*)
- Identify the **type of sequence** they are in (e.g., *Language Corner* or *Pronunciation Focus*).

f. Graphic Design

The graphic design must align with an **online language-learning method** and, at the start of each video, clearly display the **module, lesson, and section**. These visual indicators should be complemented by **sound design** (see below).

Since the same sections appear in every lesson, a **style guide** should be established for each section type—differentiation can be achieved through **color, recurring symbols**, etc.

Throughout the video, students must always be able to **track their position** within the overall progression. However, these elements should remain **subtle** to maximize the screen space dedicated to the actual content.

g. Sound Design

Each video should begin with a **short jingle/intro**—a **joyful and dynamic** piece of music designed to **set the tone** and **capture the student's attention** for upcoming lessons.

The **module, lesson, and section** must be announced by a **voiceover**.

To add variety while reinforcing structure, **distinct jingles** can be used for each section (e.g., *Introduction, Language Corner, Culture Time*, etc.).

During the videos, **background music** may also be used—but **sparingly** to avoid distracting from the explanations.

Recurring **sound cues** can also be introduced, such as a **rising tone** when the voiceover asks a question or a **breathing pause** to signal transitions.

h. Voiceover and Characters

The explanations are delivered by a **female voiceover**—**soft, dynamic, and enthusiastic**, speaking **English with an Indian accent**. The voice should evoke the presence of a **teacher**.

This voice may optionally be **personified** (e.g., through a character or a small inset portrait of a woman), but this is not mandatory.

Additionally, **four recurring characters** will appear in the videos to support the content.

The concept revolves around **two Indian teenagers (aged 12–13)** traveling to France to meet their French pen pals. The Indian teenagers will speak **both English and French with an Indian accent**, while the French teenagers will speak **only French with a neutral French accent**.

Character Descriptions

The program features **four recurring characters**, each with distinct visual traits to support varied lesson applications:

- **Rekha** – Indian teen girl: **black hair and eyes**, with **straight, long hair**
- **Naman** – Indian teen boy: **brown hair and eyes**, with **curly hair**
- **Juliette** – French teen girl: **blond hair and blue eyes**, with **short, straight hair**
- **Mathis** – French teen boy: **red hair and green eyes**, with **long, curly hair**

Specifications:

- Each character has a **dedicated voice**, consistently used for that role.
- Voices must **match the character's age (12–13 years old)** and origin, with **authentic accents** (Indian for Rekha and Naman, neutral French for Juliette and Mathis).
- Characters must be **used consistently**, each fulfilling a defined role.
- All characters must follow a **harmonized artistic style** and be depicted **in full view**.

i. Subtitles

Audio transcripts must appear as **subtitles**, clearly legible without obstructing on-screen activities.

j. Visual Support

Audio content must be supported by:

- **Textual elements** (e.g., grammar explanations)
 - Three sentences appear to highlight specific elements, with words or parts of words changing color.
 - A table gradually fills with words/phrases to help students understand the grammar rule.
 - Schematic representations (arrows, boxes, etc.) may also be used.
- **Images** (static or animated, e.g., vocabulary presentation)
 - Next to the written word (also pronounced by the voiceover), a corresponding drawing or photo is displayed.
- **Animations** (e.g., supporting speech acts or introductions)
 - To illustrate greetings: two characters shaking hands, waving from a distance, or walking away.
 - To represent the Francophone world: an animated world map rotates with Francophone countries highlighted, zooming in on each.
- **Videos/Photos** (e.g., supporting cultural content)
 - A montage showcasing French landscapes and cities.

3. Work organisation and planning

a. Planning

01/07 – 13/07	Consultation – call for tender
17/07/26	Selection of the service provider
27/07/26	Approval of the visual and audio design
03/08/26	Delivery of a pilot lesson
05/08/26	Approval of the pilot lesson
01/09/26	Delivery of Module 1

07/09/26	Feedback on Module 1
15/09/26	Approval of Module 1
25/09/26	Delivery of Module 2
01/10/26	Feedback on Module 2
12/10/26	Approval of Module 2
23/10/26	Delivery of Module 3
30/10/26	Feedback on Module 3
6/11/26	Approval of Module 3
20/11/26	Delivery of Module 4
27/11/26	Feedback on Module 4
4/12/26	Approval of Module 4

Modules 5 and 6 will be covered by a new contract for the year 2027.

b. Work Methods

Lesson manuscripts will be provided in **Word format** (see Appendix).

These manuscripts will include:

- **Audio scripts**, with **voice instructions** that must be integrated **exactly as specified**
- **Descriptions of supporting diagrams, images, or animations**

Before video production, the provider must submit **storyboards** to IFI for approval. These storyboards should:

- Visualize the **layout of elements**
- Outline the **sequence flow**
- Confirm **illustration choices**

Video production will begin **only after storyboard validation**.

4. Submission of candidacy

a. Scope of Deliverables

The service includes:

- **Proposal for graphic and sound design**
- **Adaptation of a graphic charter** based on the content structure
- **Graphic proposal for recurring characters**
- **Video production** based on provided scripts, including **image composition and illustration proposals**
- **Production and integration of supporting audio** (jingles, voiceovers)
- **Subtitle integration**

b. Documents for submission

Candidates wishing to respond to this call for tenders should contact stephanie.orfila@institutfrancaisindia.in to receive the manuscript for Lesson 1, which will serve as a basis for drawing up their proposal.

Service providers interested in this mission must submit the following:

- a. A **presentation** of the service provider and their previous relevant projects.
- b. A **detailed technical and methodological proposal**, demonstrating a thorough understanding of the project and focusing on the production workflow, opportunities for automation and scalability.
- c. **Meaningful storyboard pages developed from Lesson 1**, demonstrating a clear understanding of the requirements and the ability to propose appropriate visual solutions.
- d. A **detailed financial proposal**.
- e. A document certifying the **legal status of the service provider**.
- f. **Bank account details** (RIB).

The financial proposal must be detailed and should include the following components:

- Service fees.
- Team Costs, with corresponding daily rates (per person-day).
- An estimated budget for expenses to be covered under the mandate agreement.

The complete application must be submitted in electronic format no later than **13 July 2026** at sylvain.lata@institutfrancaisindia.in and stephanie.orfila@institutfrancaisindia.in

c. Analysis of the offer

Offers will be evaluated based on the following criteria:

- **Quality and relevance** of the proposal and expertise profiles: 60%
- Relevance of the **financial proposal**: 20%
- **Understanding of the mission**: 20%

IFI reserves the right to:

- Cancel the consultation;
- Negotiate with the top candidates;
- Request additional information within 48 hours in electronic format.
- Review applications as they are received.

Candidates must be immediately available to begin the mission upon contract signing.