STEAM Learning Ecologies
video animation brief

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1. Introduction and context

Ecsite is the European Network of Science Centres and Museums based in Brussels. We are currently looking for an individual consultant or a company to work with us in producing four (4) two-minute animated videos for the EU-funded project STEAM Learning Ecologies.

STE(A)M Learning Ecologies (SLEs) is an EU-funded project (Horizon Europe) developing engaging open schooling-enabled science learning paths for all in learning continuums focusing on inclusiveness. The project highlights the necessary conditions for bringing together all formal, non-formal and informal education actors, as well as enterprises and the civil society and giving all space and motivation to take initiative and central roles.

For more information about the project, please see **Annex 1.**

This document includes a project overview and our vision for the animated videos and the specific challenges behind its design and development. In providing these details, our intent is not to convey that we have all of the answers. Those answering this Call for Tender should bring their own ideas and vision based on industry expertise and technical capability to incorporate our goals into that vision.

2. Brief + factsheet

Ecsite is looking for an individual consultant or a company that would work with us in delivering 4 animated videos for the EU project STEAM Learning Ecologies.

We see this animation videos illustrating how the different stakeholders interact in a Learning Ecology.

A Learning Ecology is the physical, social, and cultural context in which learning takes place. Like natural ecosystems, learning ecologies have physical dimensions, which may include easy access to nature, science museums or advanced science programmes and internships. However, we are less used to thinking about the sociocultural dimensions of learning ecologies. Robust science learning ecologies, like their counterparts in nature, are characterised by diversity and local adaptations. A robust science learning ecology contains a variety of programmes, across institutions and places, allowing students different and multiple ways to engage with science in the form of a learning continuum

The project's visual identity has already been made and is expected to be used. For more details on this identity please see **section 3**.

Find below some key bits of technical information and possible angles/areas of the project we wish to be showcased.

Service requested: We seek a company or individual that can provide us with:

- 4 animated videos of certain project aspects
  - Production of some new assets to be animated
  - animation work
  - Sound and music design
  - Separate English language subtitle/transcript file
  - Provide the project with final footage
- Storytelling support
- One round of corrections

Things to highlight: From our research we have created a series of current and adaptable documents for teachers, educators and stakeholders that will support and cultivate science learning as an ecosystemic activity and help to design more engaging and equitable learning ecologies and pathways. These have been curated to respond to the growing need to ensure that learners from all kinds of communities can excel and access science learning opportunities wherever they are. The aspects of this project we will want to utilise in the making the videos are the:

- [The SLEs white paper](): In this document we lay out the main foundational elements on which the SLEs approach and vision are based. We start by describing first the driving needs and aspirations, the policy context, and the relevant initiatives, and then continue with the constituent elements of the SLEs perspective. These include STEAM as the overarching approach, the open schooling as the main pillar and the living labs concept as key practice, altogether synthesized into local partnerships as learning ecologies. We discuss in detail each of these four aspects highlighting their key principles and characteristics.
- [The SLEs Methodology](): In this document we lay out a comprehensive methodological framework of guidelines and proposed actions to enable and guide the development of SLEs in accordance with the main foundational concepts in our SLEs Concept White Paper
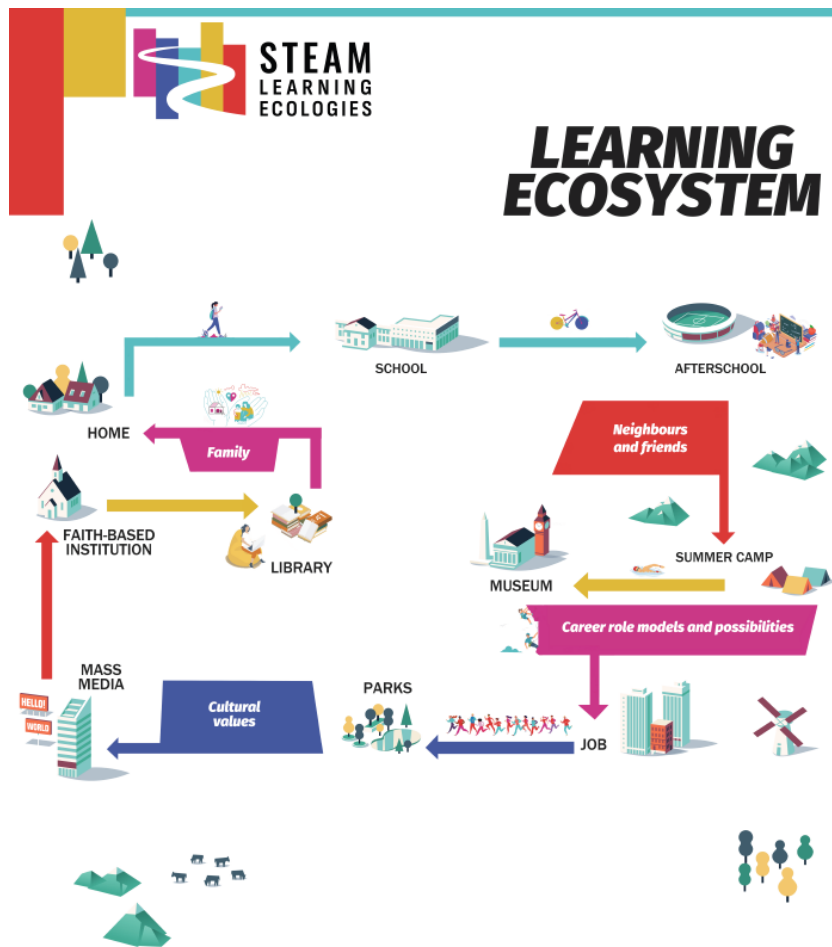
Figure 1: An initial concept of a Learning Ecology in SLEs

Not all of these elements, of course, carry equal weight. We imagine some will be focused on more directly and will form the main narrative for the videos.

Look and feel:
Other EU projects have done similar videos highlighting various project aspects and approaches. A good example is the project Rethink SCICOMM and its animated videos:

Figure 2: screengrabs of similar animated videos

All these are offered mainly with an aim to kick-start the process and as inspiration for going forward. The project partners are open to other suggestions, approaches, styles and tools.

Length of video: 2 minutes

Target audience: The videos will likely look to target educators, stakeholders and policy makers in Europe within the field of science learning outside the classroom and also within the classroom to act as inspiration for them to engage with the project, use the Learning Ecologies and/or build their own.

What we will provide: Over the course of this work we will work with you in developing the 4 stories and provide the script to base the storyboard and eventual animations.

Language: English

Timeline:
- Deadline for applications: **21st January 2024**
- Final decision: **23rd January 2024**
- Start of the work: **24th January 2024**
- Deadline for first video: **29th February 2024**
- Deadline for second video **27th September 2024**
- Deadline for third video **28th Feb 2025**
- Deadline for fourth video **26th September 2025**

3. SLEs identity

Figure 3: SLEs's visual identity

The full identity pack with all logos and files will be provided.

4. Budget

The budget set for this output of the project is **max EUR 5,000** **excl. VAT.**

The contract will be awarded against the criteria stated in **section 5**.

5. Selection criteria

Proposals will be assessed based on the following criteria:

1. Price efficiency and effectiveness
2. Demonstrated track record of working with similar projects and/or formats
3. Excellent understanding and creative interpretation of the project
4. Clear and well-defined working process

Only completed proposals will be assessed, incomplete applications will automatically be discarded.

6. Deadline and start of task

The deadline to apply is the **21st January 2024 23:59 CET.**

Ideally the work should start on 25th January 2024 with the first video completed by the 15th of March 2024.

7. How to apply

Please send a single document, considering the criteria set out in **section 5**, including:
- Motivation letter and company's profile – describing your expertise
- Your proposal
    - Brief description of the project timeline
    - Resources needed
    - Breakdown of budget by item
- Showreel and portfolio showing examples of similarly-complex projects

For additional information please write to ggarofalo@ecsite.eu**.**

Please send the proposal to ggarofalo@ecsite.eu with the subject: "**SLEs – video animation proposal**".

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8. Annexes

8.1. Annex 1: SLEs Background

STE(A)M Learning Ecologies (SLEs) is an EU-funded project (Horizon Europe) developing engaging open schooling-enabled science learning paths for all in learning continuums focusing on inclusiveness. The project will highlight the necessary conditions for bringing together all, rather than some, of the actors: formal, non-formal and informal education providers, as well as enterprises and the civil society – and giving all actors space and motivation to take initiative and central roles.

By building on the promising results of previous work, the project will propose a framework that generates opportunities for the creation of comprehensive partnerships in the form of interconnected knowledge ecosystems, in local communities able to foster improved science education for all citizens. It will also initiate a concerted effort to make the evidence about the benefits of open schooling a driving force in European and national policymaking. To achieve these, the project is introducing the powerful concept of "learning ecologies" as a vehicle for envisaging and realising impactful local open schooling partnerships as science learning continuums for all.

The SLEs project is distinctively characterised by a strong bottom-up co-creation approach. The project employs carefully selected study methods, which include:

- thorough analysis of existing research, practices and policies through structured literature reviews;
- data analysis of existing datasets and new data collected mainly through questionnaire surveys, interviews or focus group discussions with selected participants;
- a critical analysis of existing relevant practices based on criteria reflecting the identified important aspects of the SLEs approach.

Our study methods are intertwined with a series of events and co-creation and reflection workshops.

The project also strategically chooses to focus on ways to leverage the power of bridging open schooling with open R&I practices. Strengthening this link and developing synergies between these aspects, may exert significant impact for science education as a crucial tool for addressing Europe's current scientific and societal challenges.

For more information refer to https://www.steamecologies.eu/.