



*Citizenship Foundation*

## Design Brief

Brief to create a dynamic, stimulating online resource to support development of economic citizenship in young people aged 14–19.

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### Contact Details

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### Overview

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We require a stimulating online resource that encourages young people to engage with issues of economic citizenship (see [Appendix A](#))

### Aims and Objectives

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The website must provide and do the following:

- Access to simple, useful information on economic citizenship issues;
- Ability to discuss with one another and experts;
- Support the learning outcomes prescribed in the teaching materials.

It should do this primarily by:

- Building up a personal picture of financial risk, for each of the eight issues (see annex of themes);
- Allowing users to control their experience: to track their financial risk picture, engage with other users, manage their profile, etc.

## **Audience**

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Young people aged 14–19 within the UK.

# Design Specification

The website must:

- Strongly reflect Norwich Union's branding
- Be clearly labeled with Norwich Union and Citizenship Foundation logos
- Be visually attractive to the target audience
- Allow users to manage their own accounts
- Clearly and simply explain the terms and conditions of joining, including information that we will use for marketing (we would welcome guidance on this)
- Be able to be maintained and developed by appointed staff, regardless of location

We must also be able to:

- Safely retain user data
- Get detailed user statistics

## **Other requirements**

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- User and usability testing during production, with teachers, pupils and young people in general.
- Must be a complete package that we can further develop ourselves. Non server dependant if possible.

# Functionality Specification

## **Domain Name & Hosting**

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We currently do not have a domain name for this website and will require advice on this.

We do have space on an Apache server running MySQL and PHP, but are open to discussion about the best (and most cost effective) hosting solution.

## Website Structure

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Ideally we want the following functionality:

1. News items written specially for the site, based on stories found in the press on topical issues (accessible with or without a user account)
  - enable users to subscribe to feeds of these
2. Mechanism for discussing the issues raised in the stories Ability to comment on news items, eg:
  - Moderated discussion facility
    - Must be possible to set different moderation/admin/editing permissions
3. User profiles
  - Enable users to label (tag) items/other users/news stories and to store them in their profile
  - Enable users to offer feeds of their stored items, and to import feeds from other places (eg Facebook, Google, Blogger, del.icio.us)
  - Enable users to add comments to their public profile (a bit like a blog) and to comment on other people's
    - They must have the control to moderate these before they go live on their profile and to delete them at whim
  - The profile keeps a record of all the user's activity on the site
    - The user must be able to determine what is public and what isn't
  - The profile must be able to be controlled by the user, and be completely safe for them.
4. Access to resources for parents and teachers
  - As with everything else, users should be able to label these, comment on them and add them to their profiles.
  - Users should also be able to rate these.
5. A page explaining who we are and what the site is about
6. A page that has details of our privacy and security statements.

# Content Specification

## Financial risk picture

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Develop a game/exercise that builds up a personal picture of financial risk, for each of the eight issues (see annex of themes). Store this picture in the user's profile.

It should make reference to all or the majority of themes listed in [Appendix A](#), in particular crime, health, environment and going overseas. It should take the format of a simple questionnaire based on the individual's perception of their own risk in certain areas, which can be used to build up a picture of the overall social, economic and environmental risk to society. We would like this activity to have the ability to save their answers into a profile (linked to specification as above), and to build up a picture of risk across all users based on postcode, school, and region. We appreciate the limitations of not having any necessary back-end bits in place, e.g. databases and appreciate that the draft may be more conceptual than in full working order. It should, however, convey your approach to the way in which fun and interactive methods can provoke reflective thought. It should use the minimum of text-based information, and instead use games, exercises, etc.

## Teaching resources

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We will provide the text for these, which must be accessible both as web pages and downloadable files. The web pages must be easily created and edited, including adding hyperlinks, by those with little technical expertise.

# Technical Specification

## Accessibility

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The site must conform to WCAG AA, including anything created by a content management system.

## Technology

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The site should use CSS2 and where possible use CSS positioning to fully separate content from structure. However it must work as desired in as many

Windows and Mac browsers as possible, but especially IE 5 and later on Windows.

## **Maintenance / Updates**

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Once the website is complete we require that:

- Teaching resources can be created and edited by people with little technical expertise;
- Users and user-generated content can be moderated, edited, sanctioned and removed
- Moderators can be easily managed, as these may be spread around the country and could change frequently

## **Other requirements**

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- Search engine registration.
- Conformance with NGfL, Curriculum Online, etc.
- Facilities for gathering user statistics.

# Budget

In total we have £20,000 available for developing the online resource. This must cover all development costs, from conception to delivery of the finalized site.

# Timetable

31 May 2007	Deadline for tenders
22 June 2007	Shortlisted tenders notified
2 - 6 July 2007	Presentations to the Citizenship Foundation
6 July 2007	Citizenship Foundation decision, successful tender announced and contract sent
Middle of August 2007	1 <sup>st</sup> working draft
September 2007	Trialing, user testing, editing etc

End October 2007

Finalize site

Early November 2007

Official launch event

# Appendix A:

## Economic citizenship themes and issues

The designer will have responsibility for the creative and conceptual aspects of the site and this area in particular. The medium must appeal directly to young people and encourage return visits. It should use the minimum of text-based information and instead use games, exercises, and other interactive methods that encourage reflection on the themes and issues. These may be directed at individual users or involve a number of users to make them more dynamic and unpredictable.

The Citizenship Foundation will act as consultant, to discuss and expand on the themes and issues and citizenship education in general, so the designer has a good understanding of our approach and motivation.

**In the tables below are the themes we would like covered in this area.**

Attached to each theme is a list of issues (mostly in the form of questions). These are underpinned by the overall aim encapsulated as 'Learning outcomes' at the bottom of each list of issues.

### **Overarching themes to consider:**

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The main themes of the website are centered around economics and financial issues, but there are a number of key ideas which are returned to throughout the project:

- Insurance – protecting the individual, society and the planet against future risk.
- The environment – how financial decisions have an impact on our local, national and international environment.
- Planning – how planning for future events is important, and that often decisions made now can effect change that happens at a later date.

Themes	Issues
<p><b>Financial Planning</b></p>	<ul style="list-style-type: none"> <li>• What are the different types of financial product? Why are they useful and when?</li> <li>• What is an income? Where does it come from?</li> <li>• How do you decide what is a necessity and what is a luxury when planning finances?</li> <li>• How can I choose to spend my money?</li> <li>• What is debt and why does it occur?</li> <li>• How is debt repaid?</li> </ul> <p><i>Extensions</i></p> <ul style="list-style-type: none"> <li>• Financial planning at home (link to parents), financial planning in the school – how is my school funded and how is the money spent (link to teaching resources/teacher area)</li> </ul> <p><i>Learning outcomes</i></p> <ul style="list-style-type: none"> <li>• To begin to explore the meaning of money and how it is used day to day in a personal capacity.</li> </ul>



<p><b>Crime</b></p> <hr/>	<ul style="list-style-type: none"> <li>• How does money and economic factors influence crime?</li> <li>• Burglary &amp; Theft – economic causes and consequences. Weighing up both criminal and victims needs, to examine why it happens. Protecting yourself against theft (insurance). False insurance claims after burglary.</li> <li>• How does crime affect my street? If lots of crime happens in one area, everyone pays more – is this fair?</li> <li>• Benefit fraud – what are the economic causes and consequences of this? How does this affect me locally, and more importantly, society as a whole?</li> <li>• Counterfeit - what are the economic causes and consequences of this? Link to students locally – have they ever seen copied DVDs for sale etc. How does this affect a range of people – local businesses, consumers, big companies etc. Links to serious and organized crime and its funding.</li> </ul>
	<p><i>Learning outcomes</i></p> <ul style="list-style-type: none"> <li>• To begin to make links between everyday legal issues and economic problem solving.</li> </ul>

<p><b>Health</b></p> <hr/>	<ul style="list-style-type: none"> <li>• How does money and economic factors influence provision of health services in the UK (and beyond as an extension).</li> <li>• How economically viable is the National Health Service? How fair is it?</li> <li>• Supply and demand for services, and the financial constraints.</li> <li>• Self inflicted disease – obesity, smoking related illness etc – should the country pay for the treatment?</li> <li>• Public v Private healthcare and health insurance – should we have to have it? Comparisons to situations abroad e.g. US.</li> <li>• Postcode lottery for treatment, and local funding of health services – is this fair – how should it be handled better?</li> </ul>
	<p><i>Learning outcomes</i></p> <ul style="list-style-type: none"> <li>• To begin to make links between everyday issues around health and government spending and economic problem solving, as well as learning about personal and collective responsibility for certain areas of society.</li> </ul>

<p><b>Environment</b></p> <hr/>	<ul style="list-style-type: none"> <li>• How does money and economic/social factors influence the state of the environment and environmental change?</li> <li>• Extreme weather – how can people protect themselves against this personally, locally and nationally?</li> <li>• Flood mapping – work around predicting floods and other extreme weather. Should we continue to build housing on areas with this danger? What are the economic reasons for and against this?</li> <li>• Environment and employment – which should come first in a local area? Balancing the issues of protecting the local economy and jobs (by building a quarry, mines, on greenbelt land etc) or environmental damage. How can competing priorities be resolved?</li> <li>• What price will society put on energy? Rising cost of oil and impact across many areas of our society, like the rising price of petrol or even goods and services. How can these costs be mitigated?</li> <li>• Should we reduce our reliance on fossil fuels for economic or environmental reasons, or for both? How does this effect the political agenda, for example with countered in the Middle East?</li> </ul>
	<p><i>Learning outcomes</i></p> <ul style="list-style-type: none"> <li>• To begin to make links between everyday issues around the environment and economic problem solving, as well as learning about personal and collective responsibility for certain areas of society.</li> </ul>

<p><b>Public Spending</b></p> <hr/>	<ul style="list-style-type: none"> <li>• How does the Government spend money, and where does it come from?</li> <li>• The basic tax system – what is taxed, how is it collected – is it a fair system?</li> <li>• Who should pay? Should only the highest earners pay income tax, should smokers pay a higher rate of tax etc?</li> <li>• Priorities of spending – which public services should get the most money? How should the government decide? Should more things work on a local level, or on a national level?</li> <li>• An activity based around being the Chancellor and deciding where money should be spent – health, education, defence and other areas.</li> </ul> <p><i>Learning outcomes</i></p> <ul style="list-style-type: none"> <li>• To develop an understanding of the governments' role in the economy and how that can effect individuals and society as a whole.</li> </ul>
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<p><b>Corporate Social Responsibility and Giving</b></p>	<ul style="list-style-type: none"> <li>• Giving away your money – different causes, gift aid, personal fundraising, fraud and volunteering.</li> <li>• Who should pay? Asking questions around who should fund things like arts/culture/sport activities (for example the Olympics), health research or educational activities.</li> <li>• Big Businesses – should they feel pressurised into giving away their profits on charitable activities? Who much should they give, and what to? What about smaller businesses? Is it more about PR for the business than making a difference?</li> </ul>
	<p><i>Learning outcomes</i></p> <ul style="list-style-type: none"> <li>• To develop an understanding of the role of individuals, charities and the corporate sector on our economy, and how they relate to society and actions of the government.</li> </ul>

<p><b>Transport</b></p>	<ul style="list-style-type: none"> <li>• Considering the economic and sometimes environmental impact of different methods of transport in the UK, and the problems associated with different methods of getting from A to B:</li> <li>• What’s happening to our roads? The idea of charging per mile to use the busiest roads, congestion charging and higher taxes on high emission vehicles. Whether the changes are for economic, social or environmental reasons? For example, the government using these areas as a way of taxing those that drive. Safety v money, using speed cameras as an example, where many think they don’t improve safety, but some Local Authorities rely on the money they bring in.</li> <li>• Public transport – should more people use public transport? Why are public transport costs and road use costs both rising at the same time? Does using public transport help the economy and the environment at the same time? Should people expect to pay more or less at peak times – why?</li> <li>• Flying – the popularity of flying has increased in recent years, should this be encouraged? Some people who fly are offsetting their carbon emissions by planting trees – what does this mean and is it a good idea? Does it really make up for the environmental cost of flying? What about extra charges on flight costs – are these fair, and do these make a difference?</li> </ul>
	<p><i>Learning outcomes</i></p> <ul style="list-style-type: none"> <li>• To begin to make links between everyday issues around transport, its rapid development and economic problem solving, as well as learning about personal and collective responsibility for certain areas of society.</li> </ul>

<p><b>Going Overseas and International Issues</b></p> <hr/>	<ul style="list-style-type: none"> <li>• Looking at international issues, including going on holiday, passports and identification and areas such as fair trade:</li> <li>• Going away – looking at the economic implications of going away including insurance and whether it covers anything, the European Health Insurance Card (is it a good idea socially and economically to get free healthcare in European countries), the cost of passports, and their associated changes such as DNA based ID cards, customs duties and avoidance.</li> <li>• Europe – including our membership of the European Union and whether it is good for the UK economically and activities around the Euro.</li> <li>• Trading fairly – what fair trade means and what impact it has on the UK and other countries that we trade with. Making ethical decisions as a consumer – can one person make a difference to trading conditions in another country?</li> </ul>
	<p><i>Learning outcomes</i></p> <ul style="list-style-type: none"> <li>• To begin to think about what is happening outside of the UK, and how that may effect the individual or society.</li> </ul>