

Deliverable 1: Report on background research information and that for each associated country this will cover the following topics as outlined in Annex I.

- a) The science school curriculum content in relation to microorganisms, good and bad bugs, hand and respiratory hygiene and antibiotic use.**
- b) Details of any public antibiotic or hand hygiene campaigns and existing websites**
- c) Pattern of antibiotic use, infectious disease and countries customs and cultures which may be relevant to the pack and website education**
- d) Details of Stakeholders who would be interested in the use and dissemination of the packs**
- e) Details of other pan-European school education campaigns**

Following the eBug Inaugural meeting in London, 18th/19th September 2006 it was agreed that a questionnaire would be created regarding what exactly needs to be examined during the research period in order to make an informed decision on eBug pack and web site content and help ensure the success of the project as a whole. Attached are the questions that we feel are relevant in the research period. Below are the agreed dates for return of the completed questionnaire.

Milestones

6 th October 2006	A draft questionnaire will be sent to all Associate Partners for review and comments as to anything extra they feel should be researched
20 th October 2006	Return of ALL draft questionnaires with any relevant comments
7 th November 2006	The final questionnaire will be sent to all Associate Partners to complete
20 th January 2007	Return of ALL completed questionnaires

! It is important that all sections of the questionnaire are fully referenced

Deliverable 1(a): The science school curriculum content in relation to micro-organisms, good and bad bugs, hand and respiratory hygiene and antibiotic use.¹

School structure

1. What is the educational structure in your country by age, (ages 5 - 16)? Please provide further explanation if required.

Age Group	Educational system

2. What are the significant school examinations carried out at each of these age groups?

Age	Examination

3. Briefly describe the form of the examinations outlined in the table above.

4. Within your education structure, are there any specific types of school which may affect/deviate from the National Curriculum e.g. technical, parental funded, specialised, religious, private or state schools?²

5. What are the percentages of students attending each of these educational systems?³

¹ It is important that all information is FULLY referenced

² It may not be feasible to implement e-Bug into all the school types in your country therefore it is important that we know student numbers/percentages in each school type in order to make an informed decision as to which school types we will aim to implement the resource.

³ As above

School curriculum

6. Please provide a summary of the science curriculum being taught at each of these educational institutes within the age range 9 – 16 year olds.
7. Do any schools not follow the curriculum, if so, why?
8. Can schools cut down/extend the curriculum to better suit their requirements/focus?
9. Is the science curriculum directed at certain years/grade/ages or is it flexible?
10. Please provide a detailed account of the science curriculum at each of the age groups / educational levels particularly in relation to
 - a. Micro-organisms
 - b. Good and bad bugs
 - c. Hand and respiratory hygiene
 - d. Antibiotic use.
11. Please supply details of the curriculum content of any other subject/module outside of science that may cover e.g. citizenship, food science, health education, etc.
 - a. micro-organisms
 - b. Good and bad bugs
 - c. Hand and respiratory hygiene
 - d. Antibiotic use.

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To summarise, please fill out the table below with as much detail as possible and with the initial emphasis being on the science curriculum. The student age group columns of the table may be changed to junior and senior schools if this is more appropriate however, if you do change these columns please indicate which age groups junior and senior refer to.⁴

Micro organisms /Bugs	Student age group						
	9-10	10-11	11-12	12-13	13-14	14-15	15-16
Are children taught about micro organisms?							
What messages are they given regarding micro organisms?							
Are children taught the differences between a bacteria, virus and fungi?							
Are children taught about good and bad bugs?							
Are children taught that bugs live - in air - in soil - in humans - everywhere							
Are children taught that there are many different species of bacteria?							
In which other subjects do they learn about micro organisms?							
What are they taught about micro organisms in these other subjects?							
What is the message given in these other subjects?							
Hand Hygiene							
Are children taught the importance of hand washing?							
Are children taught how to wash their hands properly i.e. the 8 steps to hand washing technique							
Are children taught that bugs can be spread via 'unclean' hands?							
Are children taught the difference between clean and sterile?							

⁴ In order to adequately complete this table it is recommended that you consult with either a head of school or head of science teacher, please provide their contact details.

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Are children taught to wash their hands - - before eating - before cooking - after going to the toilet - after touching raw meat							
Respiratory Hygiene							
Are children taught the difference between a cold and flu?							
Are children taught that a virus causes the flu?							
Are children taught that sneezing can spread germ?							
Are children taught how sneezing spreads germs?							
Are children taught to put their hand/tissue/sleeve over their mouth when they sneeze?							
Are children taught why they should put something over their mouth when they sneeze?							
In which other subjects are children taught about respiratory hygiene?							
What is the message given in these other subjects?							
Antibiotic use/ resistance							
Are children taught that antibiotics kill bacteria?							
Are children taught that antibiotics do not kill viruses?							
Are children taught that antibiotics do not cure the cough/flu?							
Are children taught how antibiotics are produced?							
Are children taught who prescribes antibiotics?							
Are children taught the importance of finishing a course of antibiotics?							
Are children taught that antibiotics can also kill the good bacteria?							
Are children taught that bacteria are becoming resistant to antibiotics?							
Are children taught how bacteria become resistant to antibiotics?							

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Are children taught that antibiotic resistant bacteria are becoming a problem in hospitals?							
Are children taught that antibiotic resistant bacteria are not exclusive to hospitals?							
Are children taught that antibiotic resistant bacteria can infect them or their family?							
Are children taught that if taken too often, antibiotics are less likely to work in the future?							
Are children taught about antibiotic use in any other subject?							
Are children taught about antibiotic resistance in any other subject?							

Please fill out the above table for any other subject (hygiene, citizenship, etc) which may cover the topics of interest.

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Teaching resources

12. What are the teaching resources currently in use in either the science curriculum or any other subjects relevant to the topics in Q11 (a-d)

- a. Text books
- b. Internet
- c. Local resources
- d. Other

13. Are there any recommended resources in use covering the topics above (Q11 a-d) and/or relevant to eBug. For each resource state

Resource	Media type (CD, posters, packs, internet)	Created by	Price	Recommended by	Success rate	Reference / web address

14. What computer/internet provision is there for schools in your country?*

15. What percentages of schools have computer/internet access?*

16. What is the political goal for computer access in schools?*

17. For schools which have computer/internet access, which of the following statements is most accurate*

- a. Access for each pupil
- b. Dedicated classes for computer training
- c. One computer for the entire school
- d. Other

18. Is internet connection in the form of broadband or dial up?*

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19. What percentages of homes have computer?*

20. What percentages of homes have internet access?*

* The final eBug educational resource will consist of both the eBug educational resource pack and the accompanying eBug website. The general feeling is that both of these resources will work well together with the web pages reinforcing the lessons being taught in class. Because of this, it is important to know if all students will have access not only to a computer but also to internet access facilities capable of running the activities on the web pages. If for example internet facilities is limited in your country then we will have to decide what other interactive methods we can use i.e. backup CDs.

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Deliverable 1(b): Details of any public antibiotic or hand hygiene campaigns and existing websites⁵⁶

1. Please provide details of any public/educational campaigns currently running or have run in the past under the following headings⁷

a. Hand washing

	Name of campaign	Created by	Media type (CD, posters, packs, internet)	General Information	Was it evaluated (Y/N)	Result of evaluation	Ref
Health Service Based							
Public Education							
School Education							
Other							

b. Antibiotic use

	Name of campaign	Created by	Media type (CD, posters, packs, internet)	General Information	Was it evaluated (Y/N)	Result of evaluation	Ref
Health Service Based							
Public Education							

⁵ Fully Reference ALL materials

⁶ Provide hard copies of all materials if possible

⁷ If preferable, supply information the form of a word document and use the tables to summarise the information

! It is important that all sections of the questionnaire are fully referenced

School Education							
Other							

c. Respiratory hygiene

	Name of campaign	Created by	Media type (CD, posters, packs, internet)	General Information	Was it evaluated (Y/N)	Result of evaluation	Ref.
Public Education (flu campaigns)							
School Education							
Other							

2. In summary, what are the key/underlying messages used by each of these campaigns?

Campaign	Underlying message
Hand hygiene	
Respiratory hygiene	
Antibiotic use	

3. Please provide details of any identifiable or well-known characters/slogans/logos from these campaigns?

! It is important that all sections of the questionnaire are fully referenced

Deliverable 1(c): Pattern of antibiotic use, infectious disease and countries customs and cultures which may be relevant to the pack and website education⁸

1. How do non-hospitalised patients obtain antibiotics – doctors/pharmacists/over the counter?
2. Is the cost of antibiotics covered by the government or by the patient?
3. If antibiotics are prescribed by a doctor, do patients have to pay for prescriptions and how much do they cost?
4. Do doctors get paid for prescribing antibiotics? Discuss for both government funded and private doctors.
5. If yes, where does the payment/commission come from – department of health/pharmaceutical companies?
6. Are doctors encouraged NOT to prescribe antibiotics, if so, by whom?

7. If antibiotics are bought over the counter, how much, on average, do they cost?
8. If antibiotics are bought over the counter, can ALL types of antibiotics be bought over the counter?
9. If the answer is no, what are the restrictions?

10. What is the role of drug companies in relation to antibiotics promotion in regard to doctors, pharmacists and the public?

11. Can antibiotics be advertised to the public and if so by which of the following means
 - a. Television Y/N
 - b. Radio Y/N
 - c. Magazine Y/N
 - d. News Y/N
 - e. Street Y/N
 - f. Posters Y/N

⁸ It is important that all the information provided is FULLY referenced

12. Please discuss population dynamics in your country under the following headings?
- a. What are the various ethnic communities to be found in your country?
 - b. What are the percentages of each community to be found?
 - c. Do any of these communities have particular language requirements? If a particular language is >5% we would hope to translate the pack to their language especially as ethnic minorities are less knowledgeable in relation to the topics covered by eBug according to the National Survey carried out in the UK.
13. Has your country ever had any particular problems with certain infectious diseases which antibiotics have been used to control? Please provide details.
14. What is the most common antibiotics/antibiotic groups used in your country?
15. What is the general attitude of antibiotic prescribers and patients in your country with regards to antibiotics?
(Do doctors over prescribe because they are under pressure from drug companies/patients/etc, the general public do not trust doctors so do not visit the GP unless essential, etc)

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Deliverable 1(d): Details of Stakeholders who would be interested in the use and dissemination of the packs

Department of Education / Ministry of Education

1. Who is the main science contact in the Ministry of Education? Please provide contact details.
2. Have you established contact with them?
3. If so, when was contact made?
4. What was the outcome of the meeting?
5. Is there a committee that defines the curriculum?
6. Is there a committee that approves teaching resources that are obligatory / recommended?
7. Have you been in contact with them?
8. Please describe the process involved in getting a new teaching resource to schools (who is involved, what are the stages involved and how long would this normally take?)

Department of Health / Ministry of Health

9. Who is the main antibiotic resistance contact in the department of Health? Please provide contact details.
10. Have you established contact with them?
11. If so, when was contact made?
12. What was the outcome of the meeting?

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Other stakeholders

13. Please discuss other stakeholders identified in your country under the following headings

- i. Who are the stakeholders? These may be teacher groups, school outreach programs, microbiological societies, etc.
- ii. Why have you identified this person/group as a stakeholder?
- iii. How can this stakeholder be used to benefit eBug or what can this stakeholder bring to the eBug project?
- iv. Have you made contact with the stakeholder regarding eBug; if not when do you plan to contact them?
- v. If contact has already been made, what was the outcome of that meeting?

School Education

Stakeholder	Why identified as a stakeholder	What are the benefits to eBug	Contact made	Outcome of that contact

Public education

Stakeholder	Why identified as a stakeholder	What are the benefits to eBug	Contact made	Outcome of that contact

! It is important that all sections of the questionnaire are fully referenced

Sponsorship⁹

14. Do you require further pack funding i.e. money to assist with printing costs and pack dissemination?

15. Which companies, in your country, would consider funding the eBug project?

16. Has contact been made with any of these companies regarding funding?

17. What was the outcome of these meetings?

Company/Industry	Main contact	Contact details	Contact made	Outcome of meeting

⁹ Please provide details of both positive and negative outcomes

Deliverable 1(e): Details of other pan-European school education campaigns¹⁰¹¹

1. Provide details of any other current/past Public or School educational pan European campaigns.
2. In your opinion, what were the factors involved in the overall success/failure of these campaigns?

	Name of campaign	Date of Campaign	Created by	Media type (CD, posters, packs, internet)	General Information	Success rate	Reference / web address
Current Campaigns							
Past Campaigns							

¹⁰ It is important that all information provided is FULLY referenced

¹¹ Please provide hard copies where appropriate

! It is important that all sections of the questionnaire are fully referenced