

# WORKSHOP REPORT

## RESTRICTED WORKSHOP

„European Animal Welfare Education“

Quality standards in Animal Welfare Education

May 10. /11. 2010

Vienna, Austria

ORGANIZED BY



in cooperation with



### EDITORS

**Mag. Marie-Helene Scheib**

**DI Monika Hametter**

**Lars Röper**

## **ACKNOWLEDGEMENTS**

The Editors wish to acknowledge the participants of the Workshop whose dedication and expertise enabled the first steps towards a European Animal Welfare Education Network as well as a first approach towards binding standards in Animal Welfare Education.



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## **EXECUTIVE SUMMARY**

The basis of sustainable Animal Welfare Education is the knowledge about the needs and the behaviour of animals as well as the respectful treatment of the living. It is this knowledge that persons working in the field of animal welfare education communicate to the broad public, children, young people and professionals.

The objectives of the workshop were:

1. Status quo of established and successful programs dealing with International Animal Welfare Education
2. Survey of demand for quality standards in European Animal Welfare Education
3. Definition of a way to sustainably secure quality standards in European Animal Welfare Education with regard to different conditions among European countries
4. Definition of basic requirements for the implementation of a European Animal Welfare Education Network

The signed participants of the workshop came from 17 nations and were experts in the field of Animal Welfare, Veterinary Medicine, Zoology and Animal Welfare Education.

During these two days we learned about existing AWE-programs and the methods used as well as about the similarities and differences of AWE between the countries. We discussed about the key subjects of AWE-programs, different target groups and corresponding strategies of knowledge transfer. Together we restated a first proposal for AWE quality criteria and determined the first steps towards an AWE-community. A small AWE – workgroup was founded in order to compile a draft concept for an international AWE-Network.

# IMPRESSIONS



*3 years before each year*

**PROPOSAL QUALITY CRITERIA for animal welfare education**

1. Subject-specific content is based on the relevant law, scientific insights from the fields of animal welfare and animal husbandry and also practical knowledge of experts in relevant fields (ethology, veterinary medicine, welfare and zoological garden biology, ethics, etc.) and they should be incorporated. ●●●●●
2. The teaching materials are continuously evaluated by experts in relevant fields. ●●●●●
3. The contents are factual and objective and present the varying points of view and ideas regarding the themes surrounding animal welfare. This concerns the fields of pets, farm animals, free-living wild animals and animals in domestic care and ethical points of view such as animal experiments, animal transport and slaughter. Based on this information, the pupils should be able to form their own views on this subject. ●●●●●
4. The contents are founded on tolerance and respect towards the human and the animal as fellow creatures. ●●●●●
5. The contents are appropriately tailored to varying age groups and use appropriate methodology. They are designed in collaboration with educators, referring to the current curricula of the different types of schools and year groups (grades). The contents are presented using an appropriate variety of methods. ●●●●●
6. The aspect of sustainability is considered. ●●●●●
7. The teaching materials contribute to the awareness-raising of the consumers of today and tomorrow. ●●●●●
8. The teaching materials are complemented by suggestions for activities for example excursions, project proposals, etc. ●●●●●
9. The teaching materials can be used interdisciplinarily. They appeal to a widespread spectrum of subjects (for example biology, economy, religion, ethics, ...). ●●●●●
10. The teaching materials are suitable for teachers of primary education and teachers of secondary education I and II and should be included in the educators' during education and further education, appropriately promoted and digitally available. ●●●●●
11. The teaching materials are certified for class use by the European Commission. ●●●●●



## 10<sup>th</sup> of May – Limited Form of the Agenda

THEME	SPEAKER
<p style="text-align: center;"><b>Lecture 1 and discussion</b></p> <ul style="list-style-type: none"> <li>• <b>Examples of Animal Welfare Education</b> "World Society for the Protection of Animals"</li> </ul>	<p><i>Ruth De Vere MRes PGCE BSc</i> (World Society for the Protection of Animals) <a href="http://www.animal-education.org/">http://www.animal-education.org/</a> UK</p>
<p style="text-align: center;"><b>Lecture 2 and discussion</b></p> <ul style="list-style-type: none"> <li>• <b>Examples of Animal Welfare Education</b> "Tierschutz macht Schule" and "Erna-Graff-Foundation"</li> </ul>	<p><i>Mag. Marie-Helene Scheib</i> (Tierschutz macht Schule) <a href="http://www.tierschutzmachtschule.at">www.tierschutzmachtschule.at</a> Austria</p> <p><i>Mr. Lars Roeper</i> (Erna-Graff-Foundation) <a href="http://www.walk-the-dog.eu">www.walk-the-dog.eu</a> Germany</p>
<p style="text-align: center;"><b>Lecture 3 and discussion</b></p> <ul style="list-style-type: none"> <li>• <b>Examples of Animal Welfare Education</b> "Krax-Schweizer Tierschutz STS"</li> </ul>	<p><i>Mr. David Naef</i> (Krax-Schweizer Tierschutz STS) <a href="http://www.krax.ch/">http://www.krax.ch/</a> Switzerland</p>
<p style="text-align: center;"><b>Lecture 4 and discussion</b></p> <ul style="list-style-type: none"> <li>• <b>Examples of Animal Welfare Education</b> "Compassion in World Farming"</li> </ul>	<p><i>Mr. Phil Brooke</i> (Compassion in World Farming) <a href="http://www.ciwf.org.uk/">http://www.ciwf.org.uk/</a> UK</p>
<p style="text-align: center;"><b>Workgroup 1</b></p> <ul style="list-style-type: none"> <li>• <b>Identifying key subjects</b></li> </ul>	<p>Participants <i>Rapporteur: DI Monika Hametter</i></p>
<p style="text-align: center;"><b>Workgroup 2</b></p> <ul style="list-style-type: none"> <li>• <b>Identifying target groups of Animal Welfare Education Programs</b></li> </ul>	<p>Participants <i>Rapporteur: Mag. Martina Pertl</i></p>
<p style="text-align: center;"><b>Workgroup 3</b></p> <ul style="list-style-type: none"> <li>• <b>Collecting methods of Animal Welfare Education Programs</b></li> </ul>	<p>Participants <i>Rapporteur: Univ. Prof. Dr. Christoph Winckler</i></p>
<p style="text-align: center;"><b>Workgroup 4</b></p> <ul style="list-style-type: none"> <li>• <b>What are the similarities and differences between the existing Animal Welfare Education Programs</b></li> </ul>	<p>Participants <i>Rapporteur: Dr. Nelly Lakestani</i></p>
<b>Presentation of the outcomes</b>	<i>Rapporteurs</i>
<b>outcomes to prioritize</b>	Participants
<b>Discussion</b>	<i>Ms Monica Lieschke</i>

**10<sup>th</sup> of May**

### **1. Lectures**

Due to unforeseeable circumstances (cancelling of flights because of the volcano ashes) Phil Brooke (Compassion in World Farming) and Ruth de Vere (World Society for the Protection of Animals) were not able to travel to Vienna. Their lectures were delivered by Monika Hametter and Nelly Lakestani. The contents of the lectures were examples of existing and successfully implemented Animal Welfare Education – programs in the UK, Switzerland, Germany and Austria with a closer look at the programs' methods, their success as well as the challenges they face.

### **2. Work Groups**

In the afternoon the participants worked in three groups - each dealing with one specific subject:

1. Identifying key subjects
2. Identifying target groups of AWE
3. Collecting methods of AWE

Please find all original results of the workgroups in the appendix.

#### **Workgroup 1: "Identifying Key subjects of AWE"**

1. Categories of animals by relationship to men
  - Pets
  - Farm animals
  - Wild animals (including zoo animals)
  - Research animals
2. Understand animal needs
3. Domestication and breeding
4. Ethics
5. Production systems
6. Animal care/stockman ship/duty of care
7. Roles and responsibilities of: pet owners, retailers, consumer, producers
8. "Five Freedoms"

**Comments/discussion points:**

Pest destruction versus animal protection e.g. rats etc. There were further controversially discussed topics like ritual slaughter, bull-fighting and the use of animals in sports e.g. horses. The participants pointed out that the economic aspect in animal production plays a central role and that the positions of AW and economy are not necessarily opposed. It was mentioned that meat, milk, cheese and other animal products are produced in high amounts and often wasted. Therefore it is crucial to raise the public awareness of over-production. AWE should also inform about animals that are not popular e.g. insects, spiders and bats. AWE should contain information about the distinction between animal welfare and animal rights, the biology behind animal welfare as well as basic societal concepts in AW. It is also important to address the different approach to companion versus farm animals. In relation to point 3, it was also mentioned that it is important to educate on the role of animals in human lives and to point out that animals are necessary for humans in many cases, thus the importance of point 3 in domestication.

**Workgroup 2: "Identifying target groups of Animal Welfare Education Programs"**

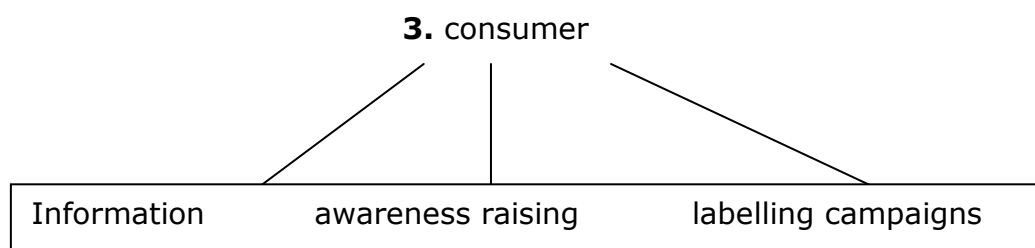
Two workgroups worked on this subject. In the following we tried to sum up the outcomes. Five points are mentioned in order to illustrate the different levels of AWE target groups.

**1. Three levels**

<b>Formal Education</b>	<b>Training, University</b>	<b>Vocational Training</b>
E.g. teachers as key figures and how to reach them best	Learn for your job	Professionals, "from farm to fork"

Here it is important to mention that the classification in the table above needs to be further developed.

**2.**                    person that is educated                    person that educates



**4.** stakeholders of Animal Welfare: media                    ministries                    professionals etc.

**5.** we ourselves: network                    exchange                    evaluate what already exists

### **Comments/discussion points:**

Participants agreed about the need to identify and specify the different target groups especially those like animal keepers, slaughterers and so on. The target group "teachers" acting as multipliers was considered as very important. The participants also agreed about the need to define specific knowledge transfer strategies corresponding to the different target-groups. It was mentioned that good quality material was missing for students in agricultural schools. The importance of teaching every target group according to their present amount of knowledge on AW was stated e.g. farmers often don't have background knowledge about the biology of animals. The education of parents was also considered very important and should not be forgotten.

### **Work Group 3: "Collecting methods of Animal Welfare Education Programs"**

1. Knowledge, attitudes and effect
2. Different methods/materials for different audience
3. Evaluation of teaching methods necessary (ongoing in the UK)
4. Development of a toolbox (materials, books, video clips, case studies etc.)
5. Mixture of spot teaching and more long-term, sustained learning/teaching processes
6. Direct interaction with animals valuable
7. Entertaining methods, use of new technologies (internet, e-learning, free access, blogs etc.)

### **Comments/discussion points:**

Children often learn through role-models and using celebrities could be a possibility. State of the art methods corresponding to up to date results of research should be used especially in the field of awareness-raising e.g. projects in the UK. Children should be educated in a way that enables them to take self-determined decisions as well as to question current circumstances. Labelling campaigns enable us to use the power of the consumers. Many children have no access to a direct contact with animals – AWE should render these practical experiences possible. The question whether AWE education is considered as a single visit/lesson or as sustained teaching, returning to the same subject in different ways (e.g. biology, history, language) was raised. The UK, as an example is currently moving away from content based curriculum to e.g. citizenship, ecological awareness skills. Finally entertainment needs to be emphasized as well as practical training (see also animal assisted therapy), role games and interactive entertaining types of education. Open access and transparency should be encouraged.

## 11<sup>th</sup> of May – Limited Form of the Agenda

THEME	SPEAKER
Summary of the previous day	<i>Ms Monica Lieschke</i>
Workgroup 1 to 4 • Quality standards – quick scan	Participants
Workgroup 1 to 4 • Discussion	Participants
Workgroup 1 to 4 • Discussion	Participants
Presentation of the outcomes	Participants <i>Rapporteur: Dr. Nelly Lakestani</i> <i>Rapporteur: Mag. Martina Pertl</i> <i>Rapporteur: Univ. Prof. Dr. Christoph Winckler</i> <i>Rapporteur: DI Monika Hametter</i>
Discussion	<i>Ms Monica Lieschke</i>
Lecture and discussion • Online Networking and European Funding Programs	<i>Mag. David Röhler</i> <a href="http://www.projektkompetenz.eu">http://www.projektkompetenz.eu</a>
Group Inventory • What are the conditions for setting up a European Animal Welfare Education Network?  • What are the tools we need within this network?  • What first steps can be taken for setting up the network?	Participants
Presentation of the outcomes	Participants
Discussion	Participants
Closing session Summary of the outcomes, further proceeding until the conference in October	<i>Mr. Lars Roeper</i> <i>Mag. Marie-Helene Scheib</i>

## **11<sup>th</sup> of May: Quality criteria - quick scan and discussion**

Four different workgroups discussed a previously existing proposal of AWE quality criteria and added their comments. Most of the discussion points and suggestions in the workgroups were similar. At this point we offer a draft combination of AWE quality criteria derived from the discussions and suggestions within the four workgroups. However you can find a complete summary of the workgroups' outcomes in the end of the workshop report.

### **First proposal: Quality Criteria for Animal Welfare Education in Europe**

1. The criteria are applicable at animal welfare education from preschool through to university and to life long learning.
  - 1a. Subject-specific content is based on the relevant law and best practice. Scientific insights from the fields of animal welfare and animal husbandry as well as profound knowledge of experts in the relevant fields including: biology, veterinary medicine, ethology, economy, agriculture, pedagogy and educational psychology etc. ensure that the contents are factual, objective, pluralistic, up to date and transparent.
  - 1b. The teaching materials are regularly evaluated by experts in the relevant fields (peer-reviewed) and revised to keep them up to date.
2. The contents of AWE refer to the key subjects defined in workgroup 1 "Identifying key subjects".
3. The contents are founded on tolerance and respect towards the human and animals as sentient beings.
4. The contents are appropriately tailored to the defined varying target groups (see workgroup "Identifying target groups") and use appropriate methodology.
5. The teaching materials contribute to the awareness-raising of the consumers of today and tomorrow, since animal welfare is an integral part of sustainable development, food security and environment.

6. The teaching materials are complemented by suggestions for activities. For example excursions, farm visits, practical experience and project proposals.

7. Teaching materials on AW may be used to contribute to courses on other subjects such as: biology, economy, religion, ethics etc.

8. The teaching materials are suitable for the teachers and trainers of the defined target groups. The teachers and trainers should be instructed during education and further education. The material should be appropriately promoted and digitally available.

9. The teaching materials are approved by a scientific committee.

10. Trainers delivering AW should be trained and assessed.

### **Comments/discussion points:**

Quality criteria should be defined by scientists in the relevant fields of animal welfare education. All participants agreed that these quality criteria should be applicable for ALL fields of AWE and that target group specific teaching methods were very important. The sources of the information given in the context of AWE were also of vital concernment: Are they reliable? E.g. materials from commercial oriented organisations like commercial chains? Furthermore the participants discussed about the practical application of the criteria - there is no sense in setting the bar too high as then no one can ever achieve the standards. It was pointed out that different target groups have a different understanding of AW and that this fact should be taken into account when defining the criteria. Apart from that many of the participants were of the opinion that we need to focus stronger on the methodology of AWE. Content and educational methodology should be equally treated. Regarding the many differences among the countries (culture, approach to AW, AW-laws,...) the criteria have to be applicable for all countries in Europe. In general we agreed about the following requirements of educational materials and methods:

- They should be evidence based
- The picture should fit reality (e.g. farms)
- The teaching content should stay up to date
- The teaching methods should exactly be defined

## **11th of May: Lecture and discussion: Online Networking and European Funding Programs**

In the afternoon David Röhler delivered a lecture about networking. He proposed to take advantage of the Web 2.0. and social networks on the World Wide Web as well as other modern digital methods in order to build up an AWE-Network. He also emphasized the possibility to make use of different EU-funding programs as a means to implement the first AWE community. The discussions about a new network started with the question: Why shall we start an international AWE-Network? Three key-issues emerged from the discussions that followed. First of all we need reliable quality criteria for Animal Welfare Education. In the second place it is crucial that AWE is target group-specific. Thirdly there is a great demand for an initial collection of international AWE-programs. The participants all agreed that the Network shall be as inclusive as possible. The Network will be an open platform for NGOs, governmental organisations and other associations. Of course there must be specific rules for obtaining information out of the Network.

### **Conclusion**

An AWE-Workgroup consisting of Jo Williams, Anne Algers, Laura Hänninen, Erik Schmid, Nelly Lakestani, Lars Roeper, Marie-Helene Scheib and Monika Hametter was set up. Together we will prepare a draft concept for a European AWE-Network addressing the networks' key issues and a proposal how to build it up. This draft concept will then be sent out to the workshop participants. Their comments and inputs will lead to a more concrete concept of an Animal Welfare Education Network in Europe and how it could be implemented.

## **APPENDIX**

### **Outcomes of the Workgroups**

10<sup>th</sup> of May

### **Education programs, target groups, key subjects and methods of AWE**

#### **Work Group 1 R: Nelly Lakestani**

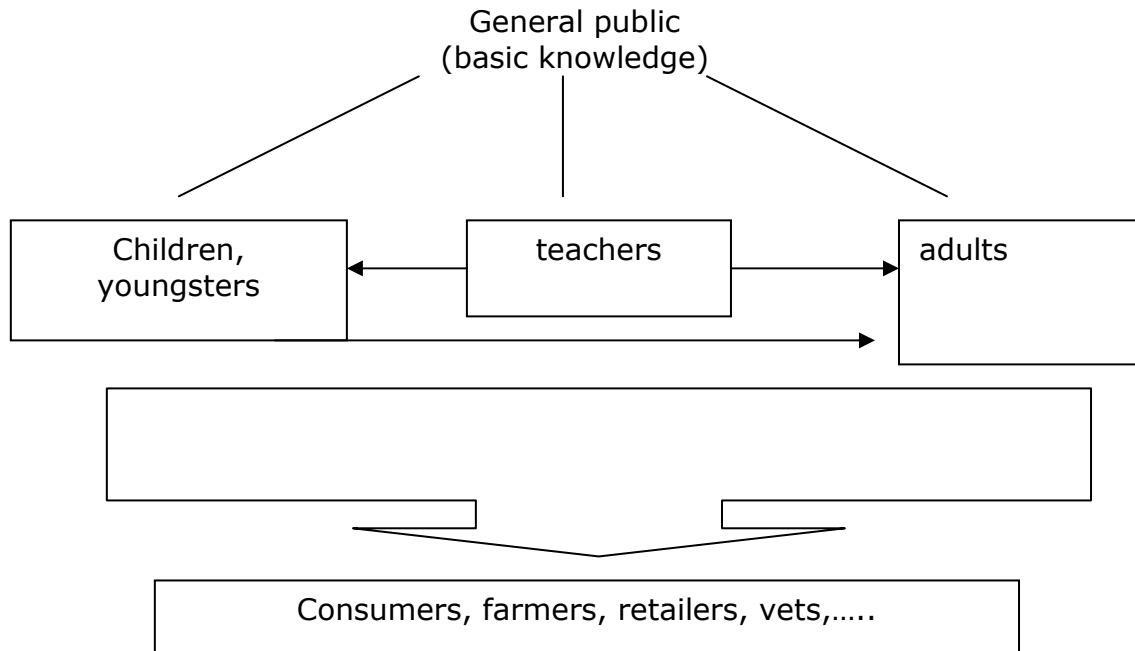
##### **Identifying Key subjects**

1. Categories of animals by relationship to men
  - Pets
  - Farm animals
  - Wild animals (inclusive zoo animals)
  - Research animals
2. Understand animal needs
3. Domestication and philosophy

4. Production systems
5. Animal care/stockmanship/duty of care
6. Roles and responsibilities of: pet owners, retailers, consumer, producers
7. "5 Freedoms"

**Work Group 2 a R: Martina Pertl**

**Identifying target groups of Animal Welfare Education Programs**



**Work Group 2 b R: Monika Hametter**

**Identifying target groups of Animal Welfare Education Programs**

1. Three levels:

**Formal Education**

E.g teachers as key figures and how to reach them best

**Training, University**

Learn for your job

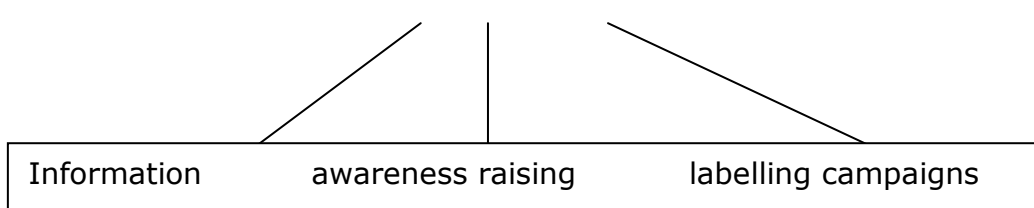
**Vocational Training**

Professionals from farm to fork

2. person that is educated

person that educates

3. consumer



4. stakeholders of Animal Welfare: media      ministries      professionals etc.
5. we ourselves: network                      exchange                      evaluate what already exists

### **Work Group 3 R: Christoph Winckler**

#### **Collecting methods of Animal Welfare Education Programs**

1. Knowledge, attitudes and effect
2. Different methods/materials for different audience
3. Evaluation of teaching methods necessary (ongoing in the UK)
4. Development of a toolbox (materials, books, video clips, case studies etc.)
5. Mixture of spot teaching and more long-term, sustained learning/teaching processes
6. Direct interaction with animals valuable
7. Entertaining methods, use of new technologies (internet, e-learning, free access, blogs etc.)

**11<sup>th</sup> of May**

#### **Outcomes of the Workgroups**

##### **Quality criteria - quick scan and discussion**

#### **Work Group 1 R: NL**

1. 1. These criteria are applicable at animal welfare education from preschool through to University and to professional and vocational training.

1.a Subject- specific content is based on the relevant law and best practice. Scientific insights from the fields of animal welfare and animal husbandry and also profound knowledge of experts in the relevant fields including: biology, veterinary medicine, ethology, shall be incorporated. Ensuring that the contents are factual and objective.

1.b the teaching material are ..... evaluated by experts in relevant fields and revised to keep up to knowledge.

2. DELETE

3. Base this point on article 13 that animals are sentient.

4 and 8 : these two points need to be more in line with the scopes we set in point 1 (from preschool educ. to professional)

5.a AW is an integral part of sustainable development, food security and environment.

5b. ACCEPT

6. ACCEPT

7. Teaching materials on AW can be used to contribute to courses on other subjects such as: biology etc...

9. DELETE

10. Trainers delivering AW should be trained and assessed.

### **Work Group 2 R: CW**

1. a) Science based contents, less focus on legal aspects  
b) Updated and evaluated by experts

2. Factual, pluralistic, objective, transparent where it comes from

3. OK

4. ...tailored to varying target groups; last sentence redundant

5. Move to 3rd position, add economics and consumer behaviour (5b), replace ‚contribute‘ by ?

6. Add farm visits, practical experience

7. OK, focus on sustained learning from different angles

8. ‚mediated‘ appears to be too weak, rather ‚enforcement of teaching the teachers‘ (should be entertainers)

9. delete - other teaching materials not certified by the EU  
instead: use of contemporary pedagogic methods

### **Work Group 3 R: MH**

**9.** “The teaching materials are certified for class use by the European Commission”

Ad 9 comments:

- The European Commission is the wrong level for discussion – it should be discussed among professionals
- The process would be too slow
- This sort of constraining could end up with a very narrow range of materials
- No acceptance from the teachers

Ad 9 proposals:

- Scientific committee (experts in the field eg. Like proposed in point 1.b)

**1b.** "The teaching materials are continuously evaluated by experts in relevant fields"

Ad 1b comments:

- How and what do you evaluate? Who evaluates?
- Does it all need to be certified or can we just use examples of best practice

Ad 1b proposals:

- Evaluate the content and the pedagogic aspect (how to communicate it to the pupils best)
- E.g. AW competence centre
- Collecting existing material

**2** "The contents are factual and objective and present the varying points of view and ideas regarding the themes surrounding animal welfare. ..."

Ad 2 comments:

- Does AWE only refer to pupils?! (what about other

Ad 2 proposals:

- Open it up
- We also need quality criteria for the other areas of AWE
- A range of different outcomes of the teaching expected concerning the age group
- Consider the language + complexity of ideas and possible misconceptions that exist before or as a result of what you taught

**5a** "The aspect of sustainability is considered."

Ad 5a comments:

- If this means a sustainable education then yes
- Otherwise including the whole aspect of sustainability in AWE is too broad BUT

Ad 5a proposals:

- Use the popularity of sustainability as a carrier for AWE

**3** The contents are founded on tolerance and respect towards the human and the animal as fellow creatures

Ad 3 comments:

- Danger of misunderstanding the term "fellow creatures" as "animal rights" term

Ad 3 proposals:

- In Austria this term is fixed in legislation
- Another alternative is the formulation in the Lisbon treaty "animals are sentient beings"

**5b** "The teaching materials contribute to the awareness-raising of the consumers of today and tomorrow

Ad 5b comments:

- How do you want to achieve this goal?
- Doubts about how it should work

Ad 5b proposals:

- Precise the target group of the Quality Criteria
- Basic information about labelling

**8** "The teaching materials are suitable for teachers of primary education and teachers of secondary education I and II and should be mediated to the educators ..."

Ad 8 comments:

- Who is addressed by AWE?
- Problem of how to integrate AW in further education of e.g. teachers? Is it possible at all?

Ad 8 proposals:

- High level policy is needed to implement it
- For better understanding of the terms use age groups instead of "primary education" and "secondary education I.." as this is not understood everywhere and education systems vary from country to country

**7** “The teaching materials can be used interdisciplinary. They appeal to a widespread spectrum of subjects (for example biology, economy religion, ethics, ...)

Ad 7 comments

- If it is used so broad there is only little left of AW in each subject (only one lesson of AW within a subject each year)
- How to develop teaching materials suitable for so many subjects – it might lose quality then

Ad 7 proposals

- Distinguish age groups (smaller ones do not have single subjects therefore AW can be integrated broadly)
- It can also be an advantage to teach about AW within a different context and different points of view

**1a** Subject-specific content is based on the relevant law...”

Ad 1a comments:

- The law only provides minimum requirements
- Differences among the countries
- Focus should be on science

Ad 1a proposals:

- Enlarge the range of sciences included e.g. educational psychology, economy, agriculture, pedagogy... this should stay open as there are many

### **General proposals**

- Need of more specific criteria containing methodology, instructions for the teachers, time used for it, resources needed, learning outcomes, way of examination
- Should be evidence based
- Picture should fit reality (e.g. farms)
- How to make sure that the teaching content stays up to date
- Short precise sentences
- Some assumptions in the QC are not reality at the moment... are they achievable?

## **Work Group 4: R: MP**

### **What is quality?**

- pedagogics/teachers and methods
- how far do we want to go?
- Aim of quality
- Evaluation
- Need of standards
- Define status quo
- state of the art – criteria have to be “up to date”
- measurement of quality

### **Teaching:**

- what is the strategy?: Education

### **important:**

- relevance of material for member states
- language
- ethic
- according to target group
- scientific based
- state of the art
- up to date
- peer reviewed
- purchase (“beschaffen”) the material

### **Education**

- teaching achieve inclusive all
- information – active and passive
- print and electronic media
- verbal presentation

### **Vision**

**Every citizen has an awareness (up to date awareness) of animal welfare and acts according to it!**

## Participant List

No.	Name	First Name	Organization/Institution	Country	E-Mail
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