

Animal welfare education: Evidence for action

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SAC

ANIMAL WELFARE EDUCATION

The starting point of animal-welfare policy is the recognition that animals are sentient beings and should be treated in such a way that they do not suffer unnecessarily. It concerns the animals that are under human care

DG SANCO - Animal Welfare Education Conference

{e.g. on the farm, during transport, or at the time of slaughter}.

Everyone is responsible



1st International Conference on Animal Welfare Education

Information

Conference

Drawing Contest

Programs / Tools

Education about animal welfare

Humans interact with animals for many

The starting point of animal-welfare

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Scottish Society for the Prevention of Cruelty to Animals

PREVENTION THROUGH EDUCATION PROGRAMME

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***Tierschutz
macht Schule***

An Austrian Association ...

... working on Animal Welfare Education

... founded in 2006 because of the Austrian Animal Welfare Legislation Act (2005) stating that
„Federal Government, provinces and communities are bound to awake and to deepen the understanding of the public and especially of the youth for animal welfare (...)

... founded by members of the animal welfare council, the Zoo Vienna, animal welfare associations and by scientists of the University of Veterinary Medicine Vienna as well as public persons



...so why animal welfare
education....?

What is animal welfare?

'a high profile ethical concern for the mental and physical well-being of animals under our care'



videos courtesy ASAB

To educate?

the process by which society deliberately transmits its knowledge, skills and values from one generation to another.

children

farmers

policy
makers

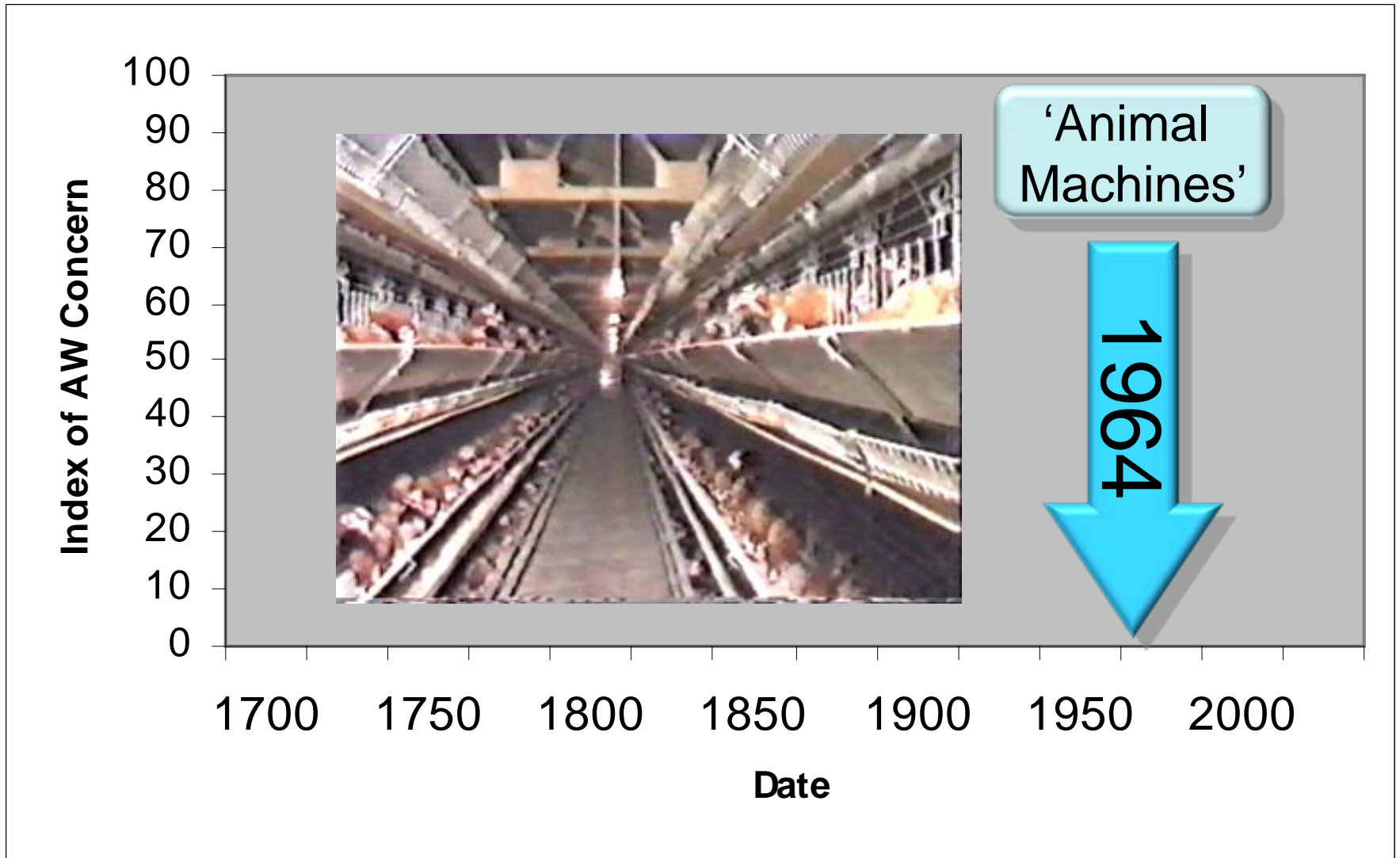
the
public

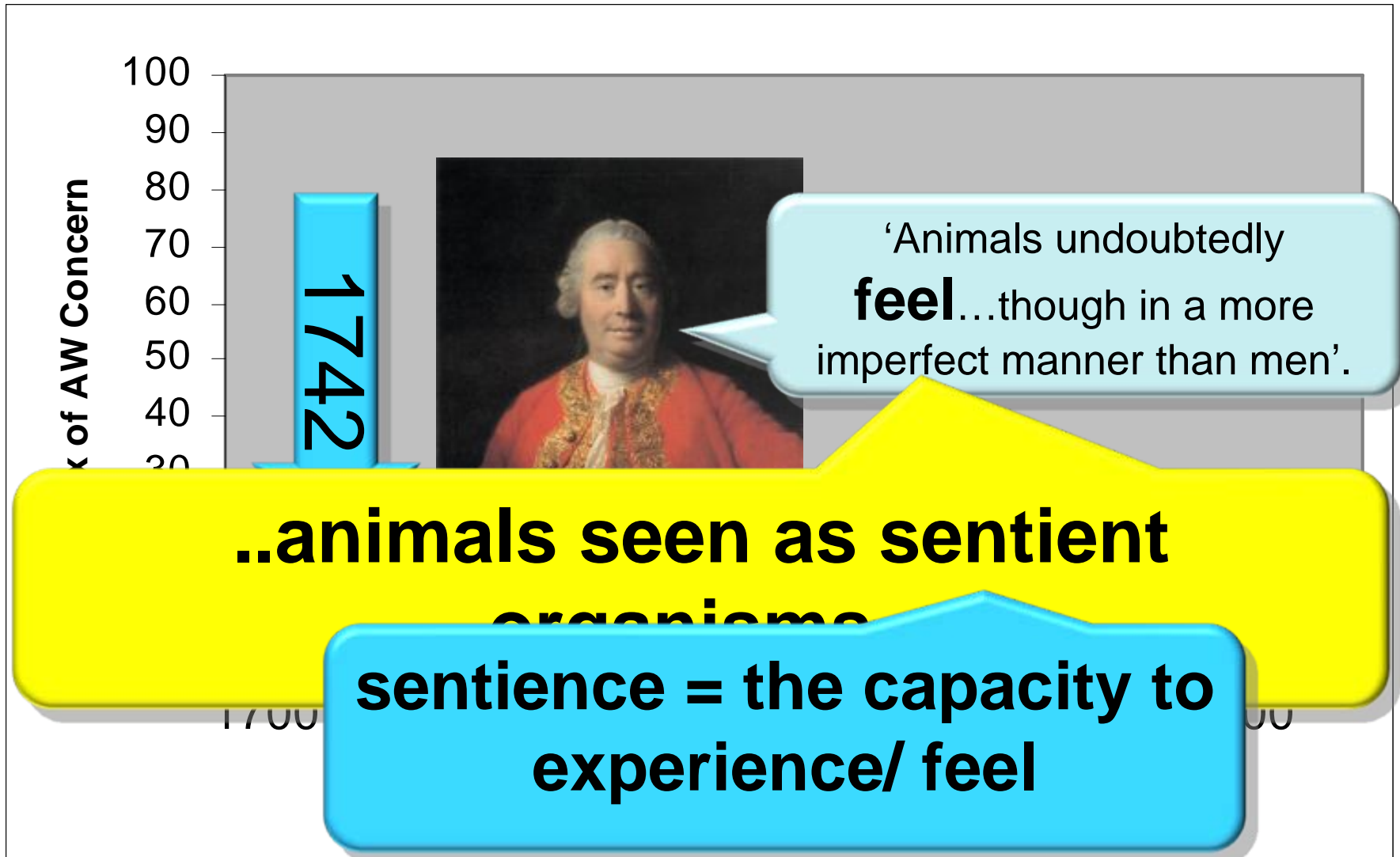
retailers

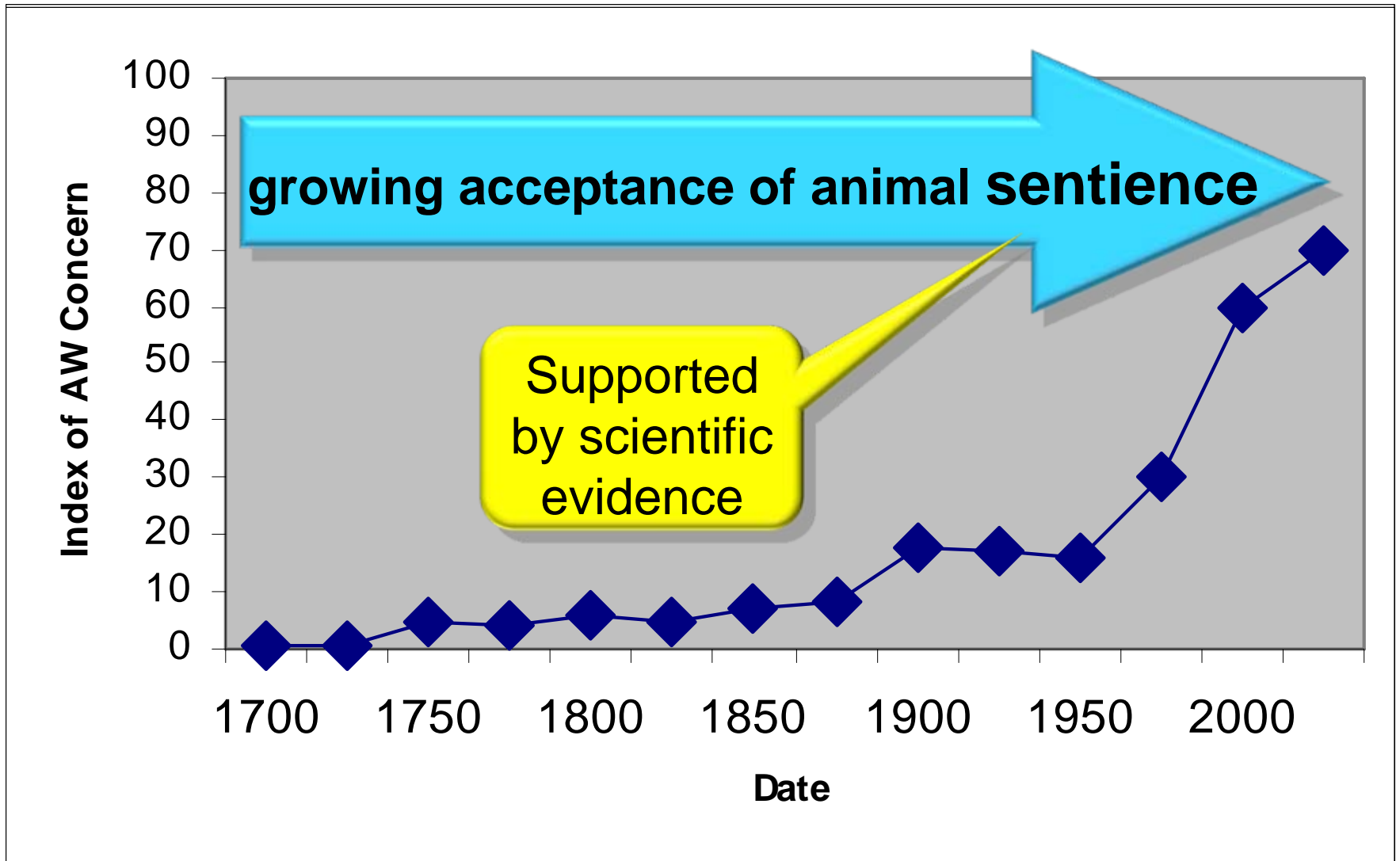
KT/
KE/
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...so why animal welfare
education....?

**animals as sentient beings
....changes things**







Animal welfare 'fuelled' by growing acceptance of animal mind?



Science



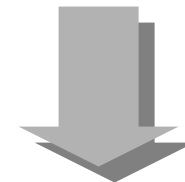
Belief in animal 'mind' or 'sentience'



Positive attitudes to animals



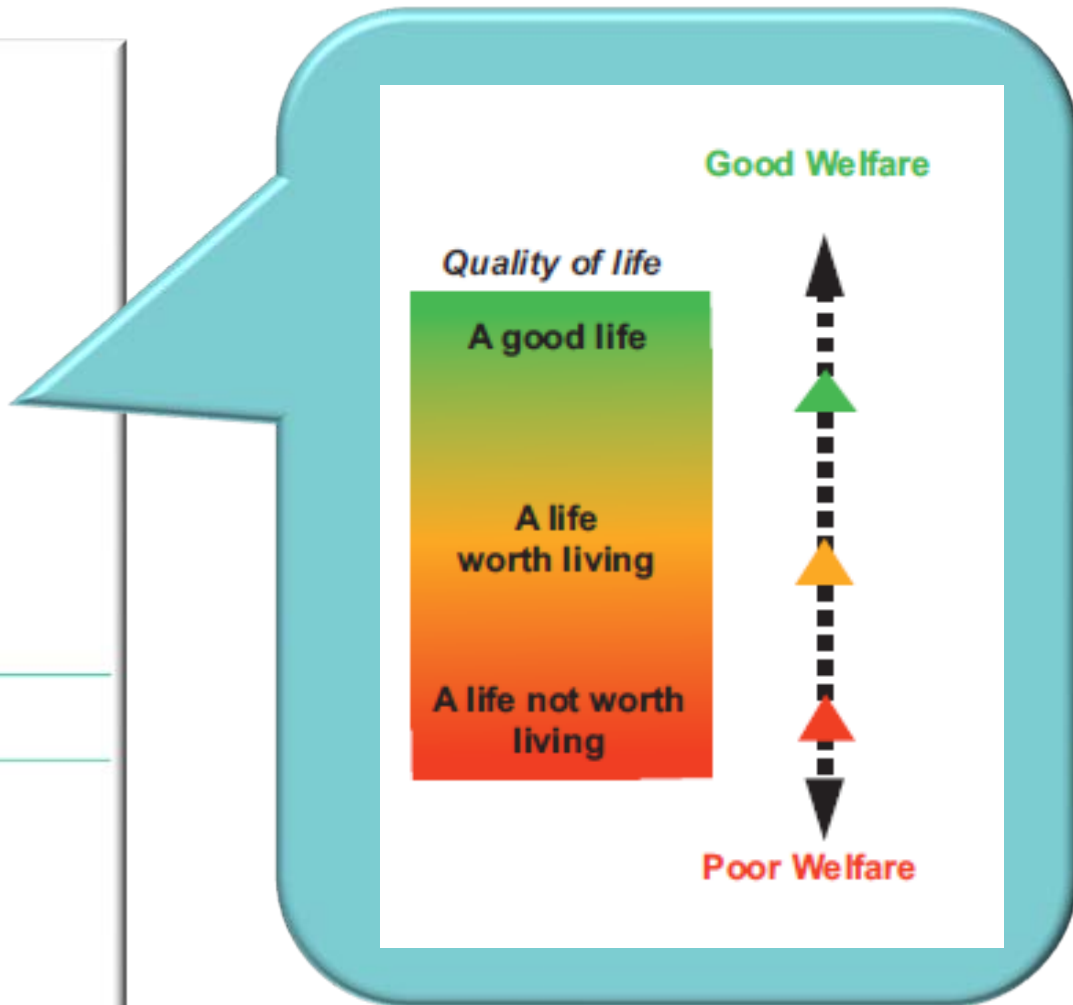
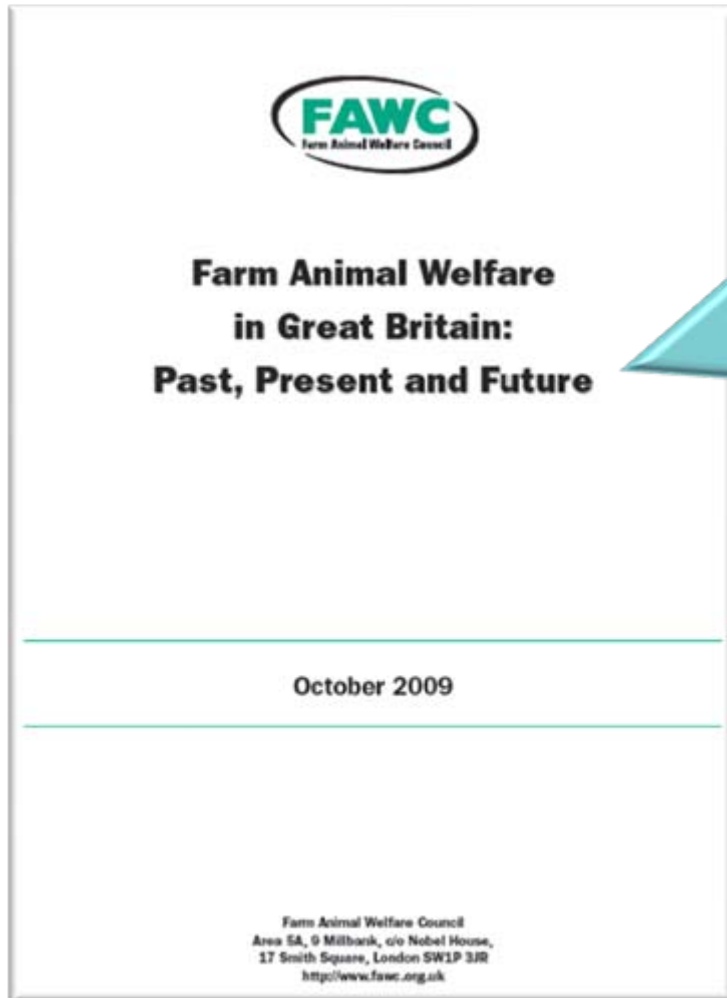
'Moral intensity' associated with animal welfare



++ Socio-political activity



for example... 'positive welfare'



Animal welfare education can:

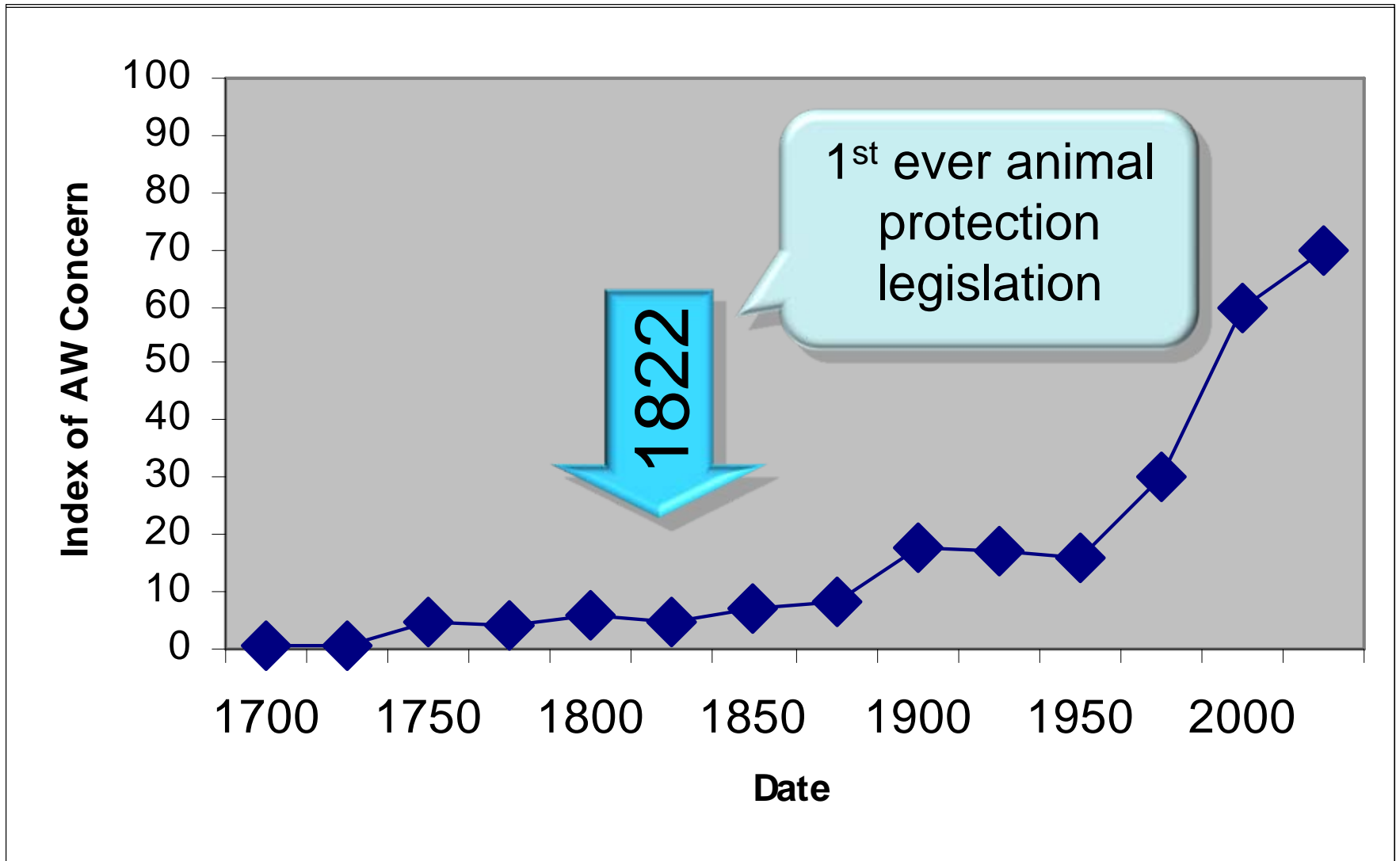


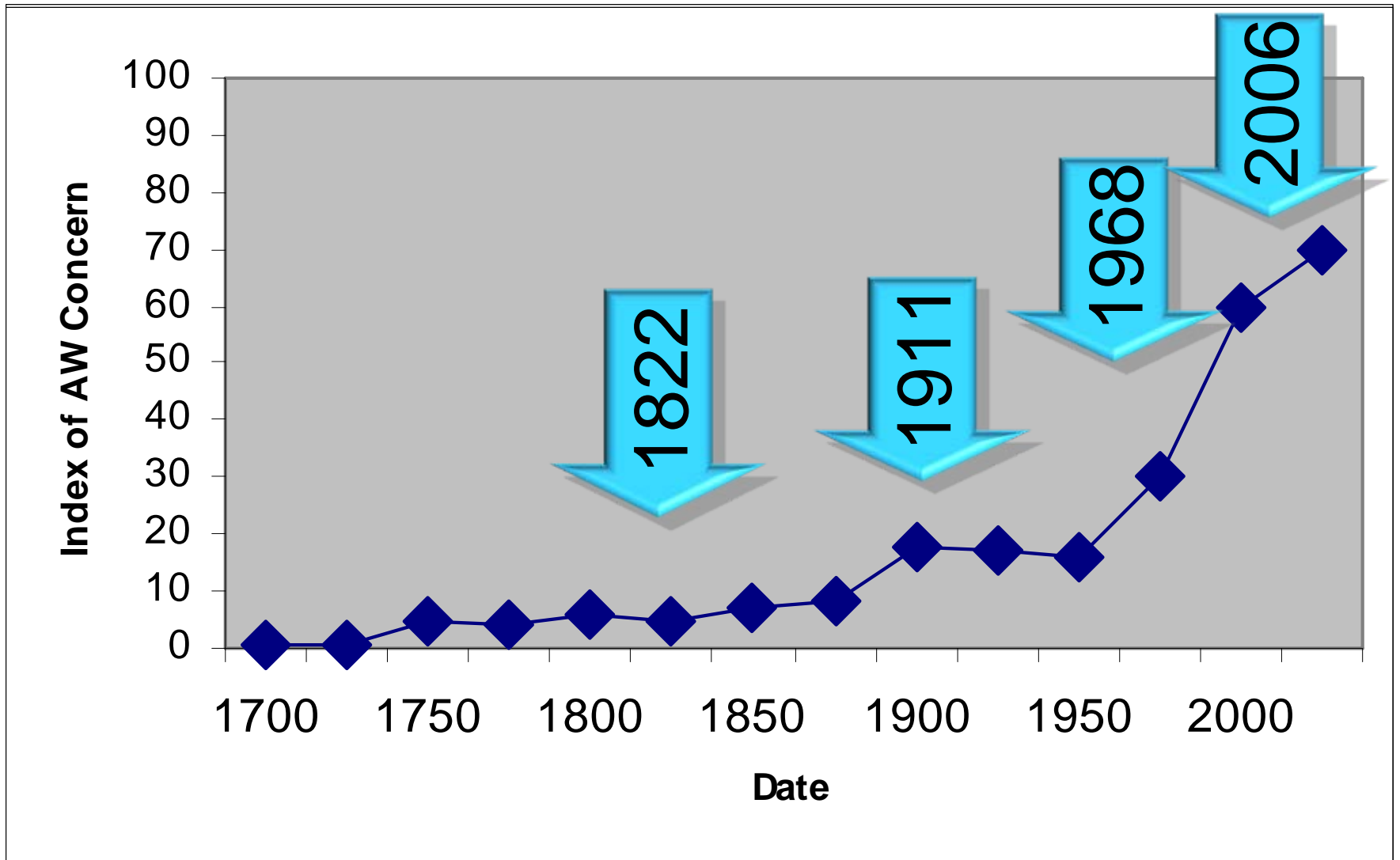
- Develop an understanding of animal sentience
- Hence facilitate positive attitudes and behaviour
- Align science and society views of animals



...so why animal welfare
education....?

**we have (increasing) legal
responsibilities to animals**

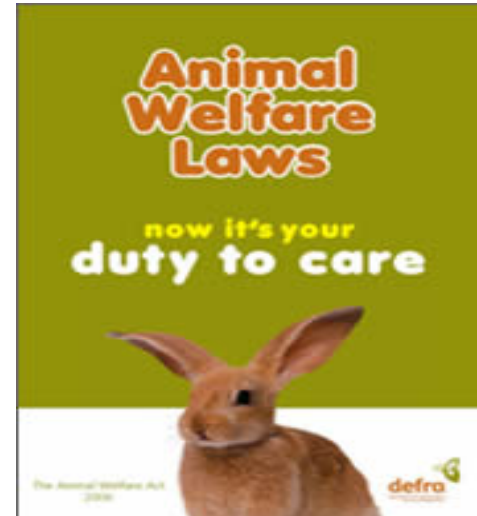




Animals' changing legal status



Treaty of Amsterdam 1997



UK Animal Welfare Act 2006

**Predicated on animals being sentient
= the capacity to experience or 'feel' / 'suffer'**

Supported by evidence of animals' emotional and cognitive capacities

When does the new law come into effect?

From 6 April 2007 (and in Wales from 27 March), animal welfare law is being improved.

Not only is it still against the law to be cruel to an animal, you must now ensure that all animals' welfare needs are met.



What does the new law do?

Makes owners responsible for ensuring that their animal's welfare needs are met.

These include the need:

- for a suitable environment (place to live)
- for a suitable diet

To find out how the new law affects you, visit www.defra.gov.uk

A small image showing a turtle on the left and a green lizard on the right, both resting on a light-colored surface.

It makes owners responsible for ensuring that their animals' welfare needs are met. **These include the need:**

- for a suitable environment (place to live)
- for a suitable diet
- to exhibit normal behaviour patterns
- to be housed with or apart from other animals (if applicable)
- to be protected from pain, suffering, injury and disease

Animal welfare education:



- All animal owners and carers need to understand their legal responsibilities to animals
- This includes children and young people who are often closely involved in their pet's lives
- There should be a focus on the breadth of animals' needs



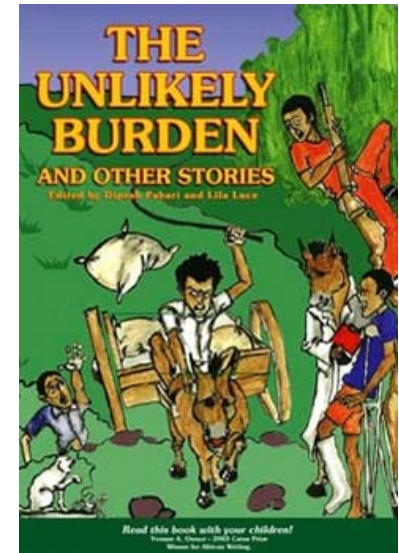
~ 80% of children surveyed in our work report having a pet in the household

...so why animal welfare
education....?

**2 more reasons:
....citizenship & reciprocal benefits**

Citizenship in the school curriculum

Equates well to idea of having a social responsibility for animals as other sentient beings



Long-term aim for:

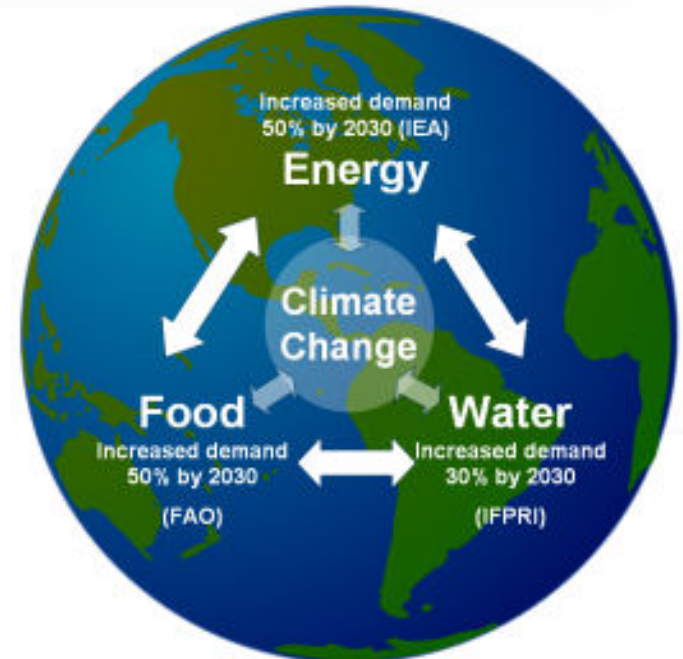
- continued interest in animal welfare into adulthood (e.g. pet ownership; consumer awareness)
- awareness of trade-offs and conflicts

clouds on the horizon....?

'climate change'



'the perfect storm'



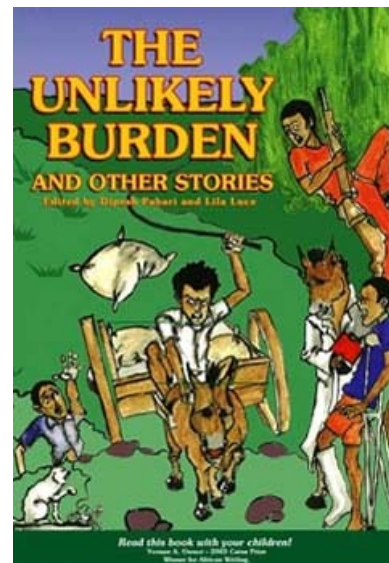
Reciprocal benefits

Animal welfare benefits e.g.

- better care of pets
- consumer behaviour favouring animal welfare

Benefits to children/ young people:

- important in 'selling' animal welfare education (e.g. greater social responsibility to peers)
- research needed



...what do we need to
change....?

Promoting a 'Duty of Care' towards animals among young people

Ultimate aim:

- to design interventions to promote a DOC in the young based on an understanding of the child's perspective

Janine Muldoon
Elpida Pavlidou
Candace Currie
Nelly Lakestani



Report available at:

<http://www.education.ed.ac.uk/cahru/research/dutyofcare.php>

cahru ...

child and adolescent health research unit



About CAHRU

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Promoting a 'Duty of Care' towards animals among young people

A collaborative project between CAHRU, the Department of Education & Society (Moray House School of Education) and the Scottish Agricultural College (SAC).



Project Description

The aim of this project is to assess how a duty of care towards animals might be effectively promoted to children and young people in the UK, based on evidence relating to:

- (a) the development of children's understanding of, relationships with, and attitudes towards, animals
- (b) approaches to facilitate positive behaviour towards animals in children and young people

As part of the [Animal Welfare Act \(2006\)](#), the concept of a 'duty of care' (DOC) is used to refer to the legal obligation of anyone responsible for an animal to take reasonable steps to ensure that the animal's needs are met. Accordingly, they need to look after the animal's welfare, as well as ensure that it does not suffer.

While it makes sense to educate and instil positive values early on, we believe this is important not just for animal welfare but human wellbeing too. Qualitative research suggests that animals play a significant role in children and young people's lives; a role that adults may even underestimate. Yet, the ways in which children's



Conceptual Framework

Understanding how to intervene

'Prohand' - an intervention aimed at improving handling of farm animals



How To Contact The Animal Welfare Science Centre

- Give us a call on (03) 8344 8933
- Fax: (03) 8344 5037
- E-mail: awsc-info@unimelb.edu.au
- Visit our Website at:

Prohand Pigs and ProHand Dairy

www.animalwelfare.net.au

- or write to:
Animal Welfare Science Centre
Faculty of Land & Food Resources
The University of Melbourne,
Parkville, Victoria, Australia, 3010.

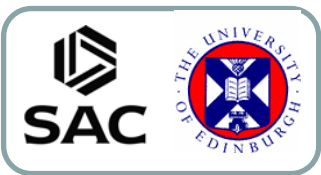


Department of
Primary Industries



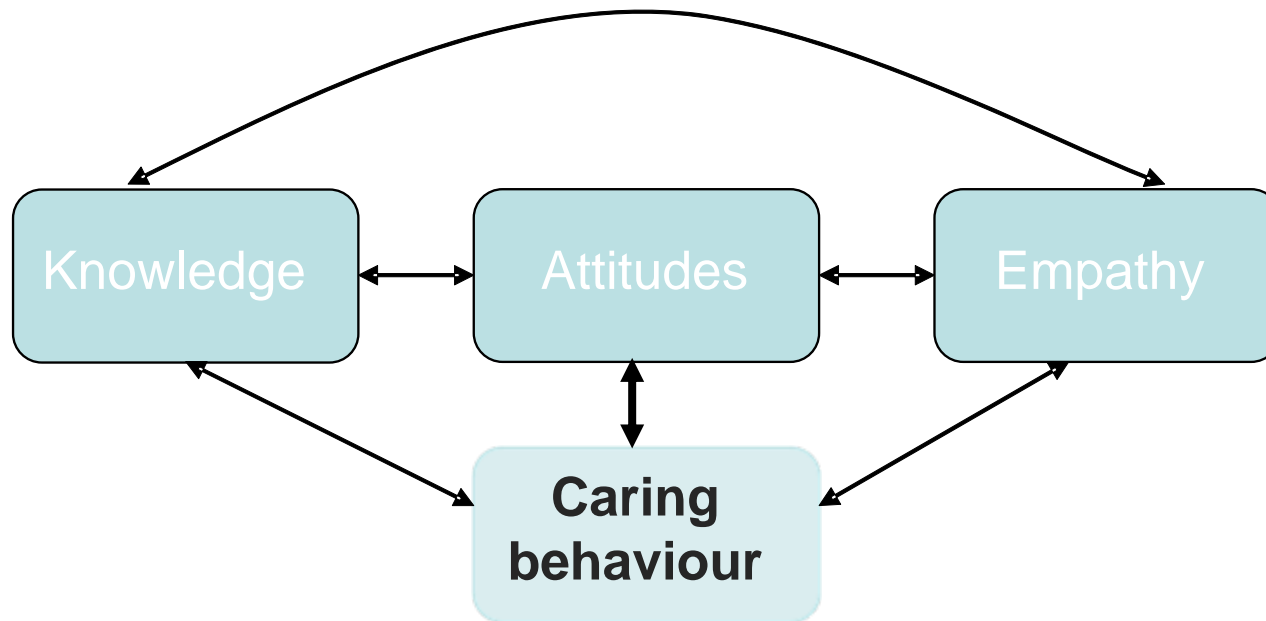
a joint centre of
The University of Melbourne,
Monash University
and the
Department of Primary Industries


Based on the
theories of
Reasoned Action/
Planned Behaviour



Conceptual Framework

Understanding how to intervene: *the need for an evidence base on child-animal interactions*



-  Literature review
-  New research - focus groups – pupil survey



Child-animal interactions: Literature Summary

Knowledge

- Knowledge of biology emerges early (3-4 years)
- 7-12 years is prime age range for learning biology
- Often concepts are inaccurate or partial
- Evidence of gender/ ethnic variations

Attitudes

- Attitudes develop early in childhood
- 7-12 year olds positive
- 'Dropping of' & switch in interests in early adolescence
- Family context and gender/cultural values

Empathy

- Empathy developed through direct experience
- 9-10 stronger attachment/empathy, likely to influence responsiveness to animal needs
- Gender influence (but behaviour gender-neutral?)



Focus groups: Summary

- Children are very engaged and interested in caring for animals
- Children are uncertain about the details of animal care
- Children's views regarding animal are species-dependent
- 11 and 13 year-olds concerned with animal welfare (cruelty)
- Family context and gendered nature of caring activities
- There are barriers to children in caring for animals



Pupil survey: Summary

- Not all children who have a pet in the family home feel the pet belongs to them personally
- There are signs that 9 year-olds have more favourable attitudes and stronger attachment than 11 and 13 year-olds
- Empathy higher among girls and decreases with age

Interventions may need to impart a sense of ownership, empathy, responsibility when caring for animals

Interventions should target the key interests of different ages groups

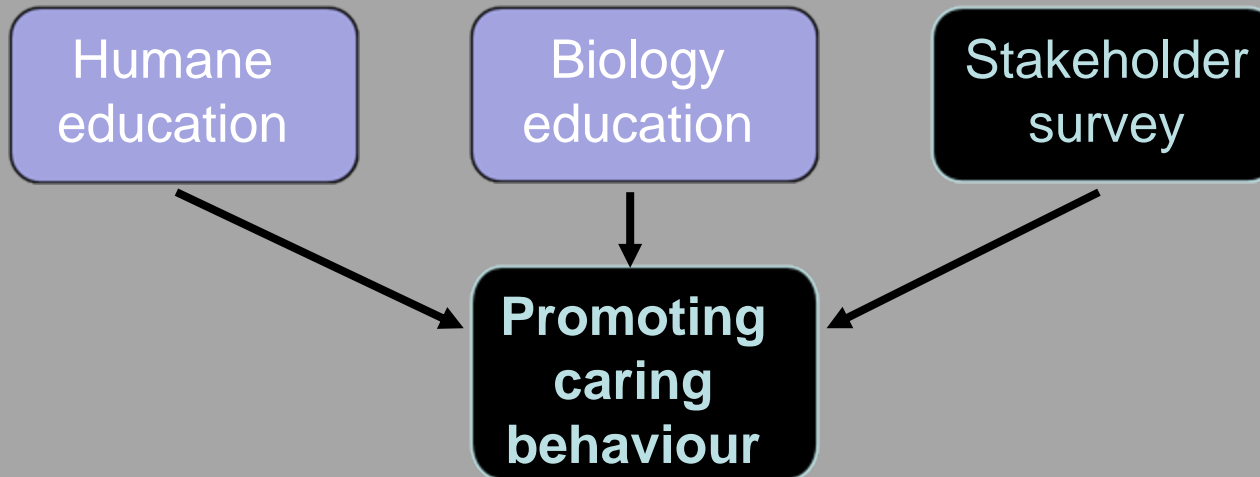
Interventions need to take account of factors such as gender and age to be effective

Inter

Online survey:

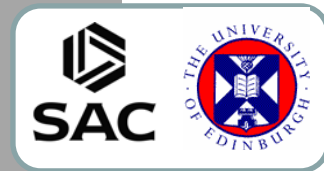
- 36 national/ international organisations
e.g. ASAB, CIWF, Universities, SPCAs, EU
- 22 replied/ 19 used in analysis

Evidence on inter



 Literature review

 New research



Interventions: Survey findings

- Understanding animals' needs top priority for organisations promoting animal welfare to children
- Children younger than 8 rarely targets for intervention (lack of materials developed for young children)
- 8 to 11-year-olds target for most organisations promoting animal welfare to children (school visits, teacher materials, working with partners were all considered effective)
- Website material/leaflets considered effective for children above 12-years-old
- No stakeholders have scientifically tested the effectiveness of programmes, but most expressed interest in having resources evaluated/reviewing their methods



Interventions: Integration of evidence

Spiral curriculum

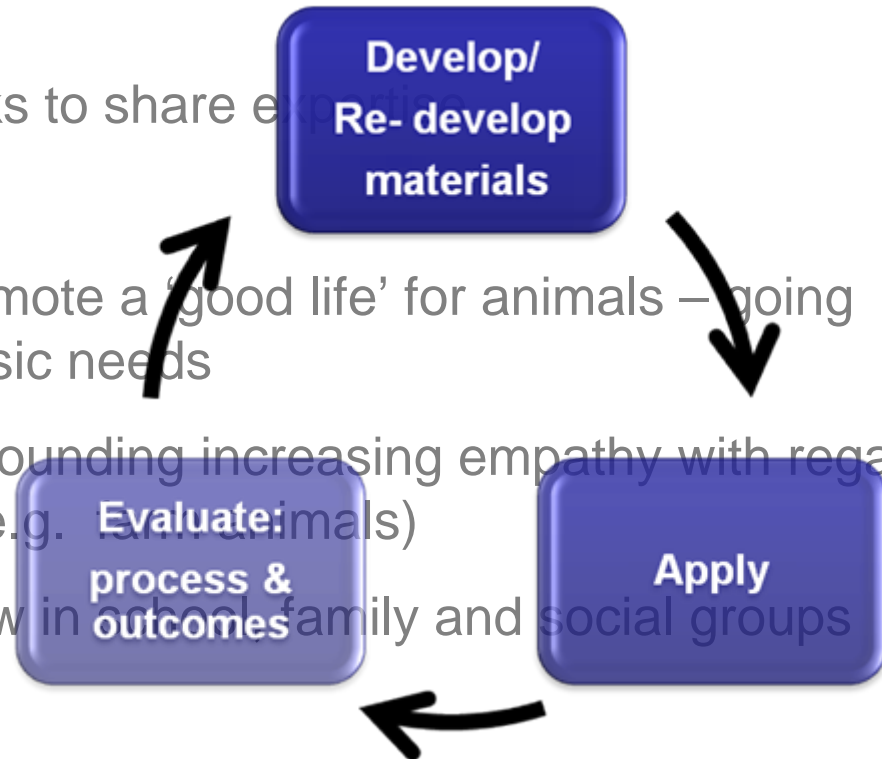
- Develop an evidence base for designing interventions
- Listen and learn! – tailor materials to stages of development and interests

- Encourage a cycle of evaluation – redevelopment of materials

- Create networks to share e

- Consider:

- ❑ how to promote a 'good life' for animals – going beyond basic needs
- ❑ issues surrounding increasing empathy with regard to non-pets (e.g. farm animals)
- ❑ how to draw in school, family and social groups



Conclusions

- **Encourage a cycle of redevelopment of intervention materials:**
 - ❑ Based in evaluation of process and outcomes
 - ❑ Build networks for coordination/ sharing





Thank you.....

