

INTERNATIONAL SYMPOSIUM
HUMANE EDUCATION: A COMPASSIONATE ETHIC FOR ANIMALS
5-6 OCTOBER 2007

ABSTRACTS

FRIDAY 5th OCTOBER

SESSION ONE: 9:15 – 10:45 A.M.

HUMANE EDUCATION: A PERSONAL AND PROFESSIONAL VIEW.

Phil Brooke, Education Officer, Compassion in World Farming.

I came into animal welfare via environmentalism in the mid '70s. I was studying environmental science and came across a book called *Animals, Men and Morals* (Godlovich, Godlovich and Harris, 1974), the group of Oxford philosophers who originally convinced Peter Singer of the high moral status of animals.

I decided to work in animal welfare and to do so through education. After teaching Biology for many years in a 13-18 state school, I now work in the research and education department at Compassion in World Farming.

The purpose of humane education is to widen the circle of compassion to include, at the very least, all types of people and all sentient animals. Humane education must include:

- An encouragement of self-esteem and a balance between our own needs and those of others
- A respect for the opinions of others
- Emotional as well as intellectual development – we need to understand but we also need to care

Compassion in World Farming resources are designed to engage empathy for farm animals as well as informing about and encouraging discussion of farm animal welfare issues. CIWF resources include:

- Videos such as *Farm Animals & Us*
- Teaching activities designed to provoke thought and encourage discussion
- Information booklets
- An interactive web-based resource the *Ethical Matrix* produced in association with the University of Nottingham

Feedback from teachers suggests that amongst our resources, video is much the most widely used. The video *Farm Animals & Us in Australia* has more recently been produced for Australian school audiences.

For agricultural colleges, we have recently produced a book, film and PowerPoint presentation on pig welfare entitled *Animal Welfare Aspects of Good Agricultural Practice – pig production*, all available on DVD-ROM (see www.gapanimalwelfare.org).

All of CIWF's printed educational resources can be downloaded free from our website www.ciwf.org.

LEARNING TO CARE: EDUCATION FOR COMPASSION

Knowledge and Attitudes of Teachers and Students to Animal Ethics

Joy Verrinder BA Cert T MBA, Animal Welfare League of Qld Inc

The increasing emphasis in education on values such as care and compassion and the growth in attention to animal ethics (how humans should treat other animals) in science, government, philosophy, law, religion and the general community suggests that animal ethics should be included in the school curriculum.

A research study was therefore conducted to explore the knowledge and attitudes of teachers and students to animal ethics issues and to what extent these issues are currently included in education. 441 students and teachers from 10 primary and secondary Queensland schools were surveyed. The research showed a strongly compassionate ethos exists in relation to animals generally. However, a significant proportion showed strong inconsistencies and contradictions in attitudes, particularly when applied to specific uses of animals. Female teachers and students demonstrated a more consistent and compassionate ethos than males, students more than teachers; and younger students more than older students. There were also differences in levels and consistency of compassion between teachers in different disciplines.

Teachers and students identified considerable gaps in their knowledge of animals' abilities and how animals are treated. The majority of teachers and students were interested in learning about the treatment of most animal types. They agreed that the curriculum and teaching do not sufficiently include animal ethics issues and that it is important that animal ethics should be included. Teachers were interested in accessing more effective strategies, training, and resources. It is therefore recommended that primary and secondary curricula and teacher training need to be developed to include animal ethics.

THE NEW ZEALAND EXPERIENCE

Nichola Kriek

SAFE Inc, PO Box 13366, Christchurch, New Zealand, p:0064 3 379 9711

In a world obsessed with consumerism, compressed by globalisation and depressed by overwhelming social and environmental problems, it becomes increasingly difficult for people to look outside the sphere of their own existence and concern themselves with animal issues. In spite of incredible advances in our knowledge and understanding of non-human animals, human society habitually views the animal in possessive and consumptive terms. Bringing Humane Education principles that focus on the interests of animals into mainstream teaching and learning can therefore present a challenge for educators. Policymakers and education stakeholders are generally not aware of the important pedagogical advantages Humane Education offers. Although environmental education has become a fundamental part of the New Zealand curriculum, Humane Education remains outside the educative curricular framework and is not a formalised part of teaching and learning. This exclusion, while frustrating, has not deterred New Zealand humane educators. Over the past three years SAFE have been creating a humane education programme specifically designed to capitalise on the principles, key competencies and values on which the New Zealand curriculum is based.

This education programme called *Animals & Us* provides opportunities for teachers and students to explore these important curricula principles in the context of the human-animal relationship. The programme thus complements the New Zealand secondary school curriculum and enhances essential values learning outcomes. It also complements developments at tertiary level, such as the launch earlier this year of the *New Zealand Centre for Human-Animal Studies* at the University of Canterbury. The *Animals & Us* humane education programme released in April this year has been embraced and applauded by New Zealand teachers and educators and supported by leading academics working in the field of Human-Animal Studies.

In this presentation I will give a brief introduction to the New Zealand educational and animal advocacy context, followed by an overview of the *Animals & Us* programme. I will describe some of the challenges we have faced in creating the programme, summarise the response we have had to this so far, and conclude by outlining our plans for the future.

5/10 SESSION TWO: 11:05 AM – 12:45 PM

KEYNOTE ADDRESS

VALUES EDUCATION: TOWARDS A MORE COMPASSIONATE SOCIETY

Professor Terry Lovat, University of Newcastle (NSW)

This address will outline the thinking and practical findings emanating from a range of Values Education initiatives in schools from across the world. It will focus especially on the Australian Government Values Education Good Practice Schools Project which is currently in train.

The impact of Values Education on all aspects of schooling, including academic development, will be a targeted emphasis, as will the wider impact on personal, social and emotional growth as precursors to moral integrity. These perspectives will set the scene for consideration of moral attitudes and action directed at all forms of animate and inanimate life.

STRENGTHENING SOCIETY'S VALUES

Rupert Macgregor

National Projects Manager, Australian Council of State School Organisations (ACSSO)

This presentation considers the development of community awareness of the need for a compassionate ethic in relation to our conceptual understanding of and dealings with animals and all living things within our total local and global environment, and the valid role of such an ethic and the dynamics of humane education within the nine-value structure of the **National Framework on Values Education in Australian Schools**, and other relevant typologies for values education.

It also considers strategies and opportunities for the development of an appropriate range of learning and information resources and processes which will contribute to an informed understanding of the issues and achieve appropriate levels of knowledge, skills, attitudes and values and behaviours in young people in the context of their families and communities.

Finally, it will consider the most effective approaches by which that learning can be facilitated by a framework both of teacher training and professional development in relation to pre, primary and secondary schooling, and also through less formal sources of information from community organisations and other relevant entities through which families and young people access information.

**LINKING VALUES AND ANIMALS:
EXAMPLES IN QUEENSLAND INDEPENDENT SCHOOLS**

Presenters for this session are:-

Jenene Rosser, Senior Education Officer, Independent Schools Queensland;

Wendy Ruback, Deputy Principal, St John's Lutheran Primary School;

Prabha Demasson, Deputy Principal, Ananda Marga River School and

Nigel Grant, Deputy Principal – Curriculum and Head of Department Agriculture Science, The Scots PGC College, Warwick

Jenene will introduce the session by describing the Commonwealth Values Education project and what is expected from the Australian Government regarding values education in schools.

Each of the three school-based people will then speak about an aspect of their school and how they have used the welfare and humane use and care of animals as a way to teach values.

5/10 SESSION THREE: 3:45 – 4:45 pm

PANEL: PRACTISING TEACHERS PRESENT HUMANE EDUCATION INITIATIVES

Followed by Q & A

Facilitator: Cynthia Burnett

Presenters: Carmel Loane, Holland Park State School, Qld.

Gayle D'Arcy, Runcorn Heights State School, Qld.

Alysia Kepert, Narrogin Agricultural College, WA

Michelle Read-Zorn, Brigidine College, St Ives, NSW

5/10 SESSION FOUR: 3:45 – 4:45 PM

ANIMAL ETHICS AND ANIMAL WELFARE WITHIN AN EDUCATION FRAMEWORK

Beryl Roberts

*Senior Education Officer – Animal Ethics – Curriculum Branch, Dept Education, Training and the
Arts (Qld)*

For many years animals have been, and still are, an integral and important part of many teaching programs and learning experiences in schools.

Use of animals in schools takes in an extensive and diverse range of activities on school sites such as:

- routine husbandry with animals on school farms for Agricultural Science coursework
- scientific experiments and animal housing for a range of Science and Biology courses
- visiting animals, and
- animals housed for observational and basic husbandry activities to encourage animal welfare attitudes and caring behaviours towards pets and animals generally.

This session will share information on encouraging compliance with the current Animal Care and Protection Act 2001 and the *Australian code of practice for the care and use of animals*, ethical practices with animals on school sites and the use of alternatives to animal use without discouraging schools from including animals in their educational programs.

Much progress has been made over the past six years with animal use in educational institutions – but there is still much to be done. This session will give a brief overview of how educational institutions, in Queensland, are progressing.

BEYOND THE 3Rs:

AN INNOVATIVE APPROACH TO CARE AND WELFARE IN AN ANIMAL FACILITY

Corinne Hanlon, Technical Manager, Animal Facility, Griffith University

An Animal Facility is a laboratory that breeds, holds and cares for animals used for scientific teaching and research purposes. Due to the unique nature of such laboratories, specialist knowledge is required to ensure best practice is attained and training and education is essential in identifying areas for improved Animal Welfare. Griffith University's small animal facilities are managed by the Office of Technical Services (OTS), which provides services to all academic schools and research centres within the university.

Our centralised management structure has led to a unique position where Animal Facility staff is able to explore other possibilities within the realms of animal research and care. OTS Animal Facility staff has developed two small facilities that are able to achieve meaningful scientific outcomes while remaining ethical, compliant and able to provide a high standard of care and welfare for animals used for scientific purposes.

This presentation will outline the way in which a high standard of laboratory animal care and welfare has been achieved at Griffith University, by utilising:

- Training for staff and researchers
- Best practice
- Environmental enrichment
- Animal Adoption programmes
- Technical staff involvement in the Institutional Animal Ethics Committee
- Communication!

SATURDAY 6th OCTOBER
SESSION ONE: 9:15 – 10:45 AM

FROM SENTIENCE TO CAPABILITIES, & AFFECTIVE EDUCATION

Dr Gail Tulloch, Centre for Public Culture and Ideas, Griffith University

The paper traces 2 desirable paradigm shifts - in thinking about animal ethics and in thinking about affective education - both of which have implications for humane education.

It starts with the concept of sentience, central to animal ethics since Jeremy Bentham stressed the importance of animals' capacity to feel pleasure and pain. This was the driving force behind prevention of cruelty (POCTA) legislation, from the C19th, and remains influential up to the present.

The sentience criterion is being augmented by a more recent approach, in terms of capabilities, argued by Martha Nussbaum. The paper outlines this approach, and shows what it has to offer - a more fine-grained approach to thinking about animal ethics issues.

The second part of the paper outlines the complementary contribution that Bloom's taxonomy of affective educational objectives can also make to thinking about animal ethics - and to values education and humane education generally.

REDUCING THE INCIDENCE OF HUMAN-ANIMAL ABUSE

Dr Tania Signal, Lecturer in Psychology, University of Central Queensland

While many researchers focus on the utility of the human-animal violence link for the early identification of those at risk for committing various forms of inter-personal violence (to either

humans or animals) less attention is being paid to the potential use of this link as a method to reduce such violence. Humane Education aims to promote appropriate attitudes towards our animal companions. It has been suggested that this type of education will result in not only more appropriate behaviours around animals but also an increase in human-directed empathy and theoretically a concomitant reduction in propensity for violence. This talk will discuss the literature around this idea and cover several recent Queensland-based projects where Humane Education has been utilised in an attempt to both improve attitudes towards animals generally and reduce (and hopefully stop) the cycle of violence that includes animals.

6/10 SESSION TWO: 11:15 AM – 12:45 PM

IS EDUCATION THE ANSWER TO IMPROVING FARM ANIMAL WELFARE?

Di Evans BSc BVMS MPhil,

Senior Veterinary Officer, Department of Agriculture and Food WA

Education is a powerful tool to elicit change and sustain ongoing improvement in many areas. However, in relation to the agricultural sector, there are several factors that influence the degree and rate of change that might be expected. A fundamental aspect influencing welfare is attitude. Attitudinal change cannot easily be achieved through education unless the right approach is used. Specific examples will be discussed where collaboration with industry and the agricultural college system has and will in the future continue to provide opportunities to enhance understanding, knowledge and skills of agricultural workers to ultimately improve farm animal welfare.

VETERINARY EDUCATION – MORE THAN JUST SCIENCE IS NEEDED

Clive Phillips

Centre for Animal Welfare and Ethics, School of Veterinary Science, University of Queensland.

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In its brief history, veterinary training has focused on preparing graduates to treat a wide variety of disorders in species of economic significance, especially farm livestock, but increasingly companion animals. Rapid advances in human medicine, and an increased ability of animal owners to afford advanced medical treatment, have led to increased scientific content in the veterinary degree. However, the skills required of veterinarians are also expanding in other directions. Societal changes, together with the expansion of animal welfare concerns, increasingly requires that veterinarians take into account the human:animal bond in their treatment of animals. In addition an increasingly large number of veterinary graduates are required for government service, where they will be required to demonstrate a knowledge of animal law and animal welfare and ethics. In relation to practice requirements, the majority of graduates now enter small animal practices, which increasingly require a broad range of skills including animal behaviour, welfare, ethics, nutrition and communication, as

society becomes more urban, living standards change and the animals are faced with the challenges of living indoors most of the time, with little human contact while their owners are out working.

Veterinarians are often regarded as the principle guardians for society of animal welfare and ethics, and this topic is taught in some but not all of the Australian veterinary schools. The expansion of the medical knowledge needed for companion animal practice has resulted in veterinary schools having inadequate space in the curriculum to adequately address societal concerns for animal welfare and ethics, which veterinarians largely have to learn in practice. Other para-clinical subjects have suffered from the same problem in some veterinary schools, in particular in nutrition and genetics, with the teaching not delivering sufficient depth to service the animal industries. Postgraduate learning in these fields is often unstructured and untutored and not an efficient method of providing expertise in these areas. There is a danger that the veterinary profession, despite having some of the most academically qualified professionals, will fail to take on board new demands for expertise by its insistence on preparing graduates able to treat the majority of the domesticated animal species for as many disorders as possible. With rapid societal developments in recent years, students increasingly question the ethics of the animal treatments that they are expected to deliver, but without the necessary ethical training to enable them to make sound decisions. Some are opposed to animal farming; others question whether animals should be sacrificed as part of their training. The standards set by the professional bodies, whilst requiring all students to be competent in handling and treating farm animals, are less specific about training methods, allowing a variety of approaches. Many veterinary schools now use live animals only for minor procedures, with tight controls on the extent of exposure of individual animals, and they teach surgical practice and advanced clinical skills with cadavers and alternatives. Increasingly, a more flexible approach is required by both the professional bodies and the veterinary schools in acknowledging student concerns about the ethics of animal use, which reflect those of society, and the need for a more inclusive curriculum, that addresses areas such as animal welfare in adequate depth to equip students to work in this area.

ANIMAL LAW:

HOW, OR WILL IT HELP TO BRING ABOUT A MORE COMPASSIONATE SOCIETY?

Steven White, Griffith Law School

Assoc Professor Deborah Cao, School of Languages and Linguistics, Griffith University

'Animal law' emerged as a distinct discipline in the United States in the 1990s. Despite some institutional resistance, it is now finding a place in the curriculum in Australian law schools. Animal Law was offered as an elective law course at Griffith Law School in February 2007. Using this course as a case study, this presentation will explore the nature of animal law, provide some justifications for why it should be taught, and assess its significance in contributing to a more compassionate society. It will be argued that while the teaching of animal law can contribute to a richer ethical appreciation of our relationship with animals, overseas experience suggests there is no direct

relationship between the emergence of animal law and practical legal outcomes improving the treatment of animals.

6/10 SESSION THREE: 1:45 – 3:15 PM

ANIMAL CLUB: ENCOURAGING COMPASSION

Katy Wood, Voiceless, the Fund for Animals

Katy Wood, Grants Program, Media & Sponsorship Manager of Voiceless will introduce the delegates to animal protection organisation, Voiceless, the fund for animals and review its goals and the arms through which the organisation carries out its mandate. She will then focus on Voiceless's Education Arm, presenting "Animal Club" as a case study of Humane Education in action in schools across Australia. Animal Club fosters compassion and respect for animals and also encourages students to think about issues relating to farm animals. Katy will review some examples of specific clubs and look at some of the challenges and lessons learned since the Club was launched in May 2006.

KEY WORDS:

Animal Club, Humane Education, fostering compassion and respect, school students in action, Voiceless

TEACHER TRAINING AND DEVELOPMENT:

TURNING THE FOCUS TO VALUES-BASED EDUCATION

Dr Amanda Mergler

Human Development and Education Psychology, Queensland University of Technology

The majority of pre-service teachers express a desire to change the lives of their students and make a real difference through their chosen profession. Despite this, few tertiary institutions focus on exploring and enhancing the pre-service teachers' own values and moral judgements, or explore the pre-service teachers' ability to teach these concepts to his or her students. The following presentation will discuss the importance of solidifying the role of values and morality within teacher training, so that these areas can be appropriately explored by teachers in the classroom. Ideas for how this may best be done will be discussed, indicating ways ahead for tertiary institutions who believe in the necessity for training pre-service teachers to reach their students on a deeper level. To conclude, a training program undertaken at one Brisbane high school, aimed at educating teachers to teach a program centred on the notion of 'personal responsibility' will be examined. This examination will highlight the challenges and benefits of encouraging teachers to teach a program that explores and questions students and teacher's values and morals.

THE **WHY** AND THE **HOW** OF HUMANE EDUCATION

Cynthia Burnett

BA (Hons) Dip Ed MA MEdStuds NAATI

This first part of this presentation will give an overview of the many and varied ways in which many aspects of our daily lives are predicated upon the use of animals in our society and why this matters. Most of these aspects of our lives are so habitual and common place that the hidden costs in animal welfare are generally not realised by the average citizen. The core messages pursued throughout the Symposium will be briefly revisited in order to show that, based on scientific understandings about animal welfare today, the treatment of animals in our society raises moral and ethical issues that the education of our young people cannot ignore.

The second part will argue for the inclusion of humane education initiatives at all educational levels by outlining how this might be achieved. Values education and the potential of the embedded curriculum can provide a strong framework for these ethical issues to be introduced to students. Finally, information about accessing suitable resources will be presented.
