

# The IIAE's Animal Ethics Training Programme

Rene Williams 11104376

Supervisor: E. van Weperen

Date: 8-1-2019

The Hague University of Applied Sciences

Supervisor: E. van Weperen

Faculty of Management & Organisation

European Studies

Word count:180008



### Executive summary

The objective of this report is to examine what elements the International Institute for Animal Ethics should incorporate in order to create an effective animal ethics training programme. The research's main question is as follows: "How can IIAE create an effective animal ethics training programme? ". Moreover, three sub-questions were conceived in order to answer the main question.

Three research methods were used in order to answer the sub-questions, namely desk research, observational research, and a questionnaire. Different theories related to effective training were localized through desk research. An operationalisation table was created based on the principles from the two theories. Subsequently, questions and statements were produced that would function as variables in the questionnaire.

In total, the questionnaire consisted of 47 participants that were selected based on purposive sampling, self-selection sampling and snowball sampling. The sample size poses as a limitation to its reliability. Moreover, it can also be said that the sample is not an accurate representation of the population and, as a result, has implications for the validity of the questionnaire results.

The findings of the questionnaire were for the most part consistent the theoretical framework, with the exception of the responses to two variables that were related to elements of one principle that was included in the operationalisation table. The responses to the two variables that differ from the theoretical framework do not contradict it, rather the responses illustrated that the preference of the majority of the respondents would limit the degree in which this element could be included in the training were it to be carried out in the way that the majority prefer. It is worth mentioning that this would not have implications for the principle in its entirety since other aspects of it, that were favoured by the majority, could be still be included in the training.

## Contents

1 Introduction .....	5
2 Theory and rationale .....	8
2.1 Knowles' theory on adult learning .....	8
2.1.1 Principle of involvement .....	8
2.1.2 Principle of experience .....	8
2.1.3 Principle of relevance .....	9
2.1.4 Problem-centred learning .....	9
2.2 Cordiner's theory on adult learning .....	9
2.2.1 Principle of self-efficacy .....	9
2.2.2 The principle of experience .....	12
2.2.3 The principle of learn by doing .....	12
2.2.4 The principle of relevance .....	13
2.2.5 The principle of contextualization .....	13
2.2.6 The principle of the senses .....	13
2.2.6 The principle of capture the hearts and minds .....	14
2.3 Operationalisation table and justification .....	14
3 Methodology .....	15
3.1 What is the International Institute for Animal Ethics .....	16
3.2 What is an effective training program .....	18
3.2 What are the expectations of the target audience .....	18
3.2 Scope and limitations .....	21
4 Results .....	22
4.1 IIAE .....	22
4.2 Target audience expectations .....	23
4.2.1 Preparation phase .....	23
4.2.2 Training content .....	25
4.2.3 Post-training .....	34
5 Analysis .....	36
5.1 Quality of information .....	36
5.1.1 Credibility of sources .....	36
5.1.2 Reliability .....	41

5.1.3 Validity .....	42
5.2 Content analysis .....	44
6 Conclusion .....	47
7 Recommendations .....	49
References.....	50
Appendix .....	53
Appendix 1: IIAE Animal Ethics Training Questionnaire .....	53

## 1 Introduction

In this chapter an introduction will be given about animal ethics, the International Institute for Animal Ethics (IIAE), the problem definition, the main question and the sub-questions.

### 1.1 Animal Ethics

Animal ethics can be defined as how and why humans should take nonhuman animals into consideration in their moral decision (Animal Ethics Inc., n.d.). One of the first theorist that wrote about ethical obligations towards nonhuman animals was the 18<sup>th</sup> century philosopher and founder of the utilitarian school of moral philosophy Jeremy Bentham (People for the Ethical Treatment of Animals, n.d.). Most of his contemporaries and those that came before them did not deem it necessary to take the wellbeing of animals into account when we make moral decisions. One view that was widely held at that time was that voiced by the French philosopher Rene Descartes. Descartes, claimed that nonhuman animals cannot reason and that they also do not feel pain (Wilson, n.d.). Moreover, he referred to animals *bête machine*, which can be translated as animal machines (Wilson, n.d.). This implied that animals do not have moral status, and as a result could be handled without any ethical consideration. Bentham on the other hand believed that even though animals could not reason nor talk, they are however able to feel pain and other emotions and thus have the right to be taken into account when we take moral decisions that also have implications for animals (Bentham, 1789/2016). He argued that the interest of nonhuman animals should be recognized as identical to those humans have (Animal Ethics Inc., n.d.).

There are various ethical theories, each of them have their or view as to how humans should act in certain situations. Notwithstanding, most of the conventional ethics theories share the notion that all sentient beings should be taken into moral consideration. Each of these theories rely on different justifications for drawing this conclusion, due to the fact that each of them have their own frame of reference. Sentience can be defined as the capacity to experience positive and negative experiences as a result of external stimuli to the body or internal sensations (Animal Ethics Inc., n.d.). Scientist generally consider three criteria in determining if an species is sentient: behaviour, evolution and physiology. Sentience and coconsciousness are often used interchangeably. However there is a minor difference between the two. All sentient organisms are conscious organisms, however, not all conscious organisms are sentient. This is due to the fact it does occur that some organisms become damaged and as a result do not experience any sensations on their body from their environment. And

thus only experience things based on their own thoughts. It is believed that vertebrates and some invertebrates have the capability to have sentience. However, scientists are still conducting research to determine exactly what animal species have sentience. On the other hand, they are certain that organisms without a centralized nerves systems are not able to have sentience.

In 2012 a group of leading international scientists came together at the University of Cambridge and concluded that nonhuman animals, particularly all birds, mammals and other creatures are conscious (Bekoff, *Animals are conscious and should be treated as such*, 2012). As a result of their findings, a document was written titled: The Cambridge Declaration on Consciousness and was signed by all of the conference participants. In the years that followed, other scientists have come to the conclusion that fish, crabs, crayfish and honeybees are also sentient (Bekoff, *The Emotional Lives of Crayfish: Stress and Anxiety*, 2014). As a result of these findings, some scientists, animal activists and philosophers are calling for us to reevaluate the status quo of the human-animal relationship.

### 1.2 The International Institute For Animal Ethics

One organization that aims to raise awareness to issues related to animal ethics is the International Institute for Animal Ethics (IIAE). The IIAE is a non-profit organization that was founded in 2015. It is the world's first and only institute that is dedicated to raising awareness about animal ethics from an interdisciplinary approach. One of the ways in which the IIAE aims to achieve its objective is by providing data, raising awareness, assessment of businesses and destinations according to criteria related to animal ethics and sustainability, and by providing education.

### 1.3 Problem definition

IIAE is currently developing a training programme that aims to improve the human-animal relationship while taking an intercultural and interreligious approach. The target group consists of adults between 20 and 65 years of age who are interested in animal ethics and animal welfare. The training will be given both in-person and online. The IIAE the training programme to be as effective as possible in order for them to convey their message. Characteristics of an effective training program can in part be identified through theory. However, whether the program will be effective also depends on what the elements that target audience regard essential. So, the central research question is:

How can IIAE create an effective animal ethics training programme?

The following sub-questions were conceived in order to answer the central research question:

1.What is the International Institute for Animal Ethics?

This sub question provides the reader with context information on the IIAE

2.What is an effective training program?

This sub-question identifies various prerequisite elements of an effective training program. These elements provide the foundation of the questions that were asked to the target audience

-3.What are the expectations of the target audience?

This sub-question is necessary in order to understand the expectations of the target audience regarding various elements of a training.

## 2 Theory and rationale

This chapter explores various theories related to effectiveness of training programs. These theories are the foundation for the operationalization table that is presented at the end of this chapter. Subchapter 2.1 discusses Knowles' theory while subchapter 2.2 discusses Cordiner's theory. Cordiner's theory partly relies on existing theories. This chapter will also include a comparison of the two theories which subsequently act as the foundation for the operationalization table.

### 2.1 Knowles' theory on adult learning

The principles that apply for adult learning should be taken into account in order for a training programme in to be effective, due to the fact that the objective of the training programme is to educate the trainees with certain knowledge and provide them with the related skills. Malcolm Knowles is one of the most influential writers when it comes to adult learning theory. A considerable number of training providers incorporate elements of Knowles' theory into their training programmes.

#### 2.1.1 Principle of involvement

According to Knowles, Holton and Swanson (2016) there are four principles to consider when it comes to adult learning. The first principle is that adults need to be involved in the process of planning and evaluating of the training programme (Knowles et al., 2016). Adults like to have some control over how and what they learn, this also helps to keep them motivated. Ways in which adults can be drawn into the process of planning and evaluation are by providing them with input with regards to the topics that will be covered, methods that will be used during the training, and allowing them to evaluate what they have learned and gained from the programme. Similarly, the trainee should do a self-diagnosis of his specific needs, if possible. This can be done by means of creating a list of competencies or skills required to achieve his objective. The student can evaluate his current level of competences and skills and consequently measure the difference between his current level and the level he wants to achieve. The self-diagnosis process is done with the assistance of the educator.

#### 2.1.2 Principle of experience

The second principle is about experience. Experience makes up the foundation when it comes to adult learning (Knowles et al., 2016). Moreover, Knowles et al. (2016) also consider making mistakes as a valuable experience that forms part of this foundation. That goes without saying that experiences can be both positive and negative. It is important for the course provider to have an indication as to what the trainee's experience is when it comes to the topics and issues that will be covered so that he can respond to it. Trainees might feel disregarded if they get the impression that their experience is not



being utilized in any form. However, the trainees previous experiences can also present challenges: for instance, the trainees can be biased due to negative experiences encountered in the past.

### 2.1.3 Principle of relevance

The third principle is that adults have the most interest in learning about things that are relevant and applicable in their personal life or on their job (Knowles et al., 2016). The trainees need to be able to see how what they learn adds value to an aspect of their life in order to be fully engaged during the training and having higher retention rates as a result. Moreover, it is easier for the learner to see the value of the training when the relation between the training and his goals are clear. Contextualization is important when it comes to this principle, this enables them to see the relevance and applicability of the trainings content (Knowles et al., 2016). The educator should make sure that the assignments and material relate to particular interests of the trainees and should not be too broad, or else they will not have the desired effect (Knowles et al., 2016).

### 2.1.4 Problem-centred learning

Lastly, adult education is problem-centred, as opposed to subject-centred. In problem-centred learning, students play an active role in the learning process and are stimulated to find out things themselves instead of being a passive participation (Knowles et al., 2016; Erasmus School of Social and Behavioural Sciences, n.d.). Thus the learners are not entirely dependent on the instructor, rather he or she acts as a facilitator (Sahu & Sa, 2016). As active participants, the learners are also more likely to absorb more of what was covered during the training (Knowles et al., 2016). Teaching methods that enable the participants can take on a more active role are group discussions, role playing, case methods, simulation exercises and field projects (Knowles, 1970).

## 2.2 Cordiner's theory on adult learning

Sarah Cordiner is Executive Director and Head of Campus at The University of Notre Dame Australia. Cordiner has also has extensive experience in the field of adult education, having given both online and in-person training and courses related to a wide range of topics. Cordiner also provides training for aspiring educational entrepreneurs. Cordiner come up with various principles that she deems important to take into consideration when developing a training programme in order for it to be effective.

### 2.2.1 Principle of self-efficacy

Cordiner (2017) considers *self-efficacy* as one of the most important elements that should be included in a training course. Self-efficacy is a concept that originates in the field of psychology. It can be defined

as the belief in one's own abilities and competences to generate a desired result in order to complete a task at a certain level (Bandura, 1994). Cordiner (2017) believes that without the conviction in their own ability to accomplish the desired results, the learners are less inclined to take educational risks, which is fundamental to their success. Effective trainings require the instructor to be entirely conscious of the efficacy effect and how vital it is when it comes to obtaining the training's desired objectives. Cordiner is a proponent of the self-efficacy theory developed by Bandura, according to his theory there are three ways in which self-efficacy can be increased.

The first way is by mastering experience. Successes boost self-efficacy, failures on the other hand, have the opposite effect. Trainings that include elements that allow the trainees to achieve success or the feeling of accomplishment by completing small tasks will increase their self-efficacy as well as their motivation (Cordiner, 2017). However, the tasks should not be too easy, or else they can have a patronizing effect on the trainees or can lead to them being easily discouraged if they do not succeed in completing a more difficult task (Bandura, 2009).

The second way is by enabling the trainees to see the success of other trainees or by sharing the achievements of former trainees who have already completed the training and the effect it has had on their lives. This is referred to as social modelling. Such models provide someone to aspire to. Moreover, witnessing others like oneself achieve success boosts one's self-efficacy one's beliefs in their own capabilities (Bandura, 2009).

Verbal encouragement is the third way that self-efficacy can be enhanced. This should be done by someone with knowledge about the topic, in a genuine and convincing way. This will help eliminate the trainee's self-doubt and increase his efficacy. Negative comments, on the other hand, should be avoided as much as possible, due to the fact that they can have the opposite effect. The praise the trainee receives should be based on his progress and not his accomplishments in comparison to the other trainees (Bandura, 2009).

Cordiner also mentions other methods in which the self-efficacy of the trainees can be boosted, in addition to the ones suggested by Bandura (Cordiner, 2017). One of which is to avoid using too many technical jargons or communicating in a self-glorifying way. Using too many jargons or communicating in a self-glorifying way may make the students feel less intelligent and thus lower their self-efficacy. Aside from that, it can also create a distance between the trainees and the instructor.

The instructor should also try to create a collaborative environment, this produces a positive learning environment that will benefit self-efficacy among the trainees (Cordiner, 2017). An individualist and competitive environment on the other hand, will likely have the opposite effect on some of the trainees. An easy way to create a collaborative environment is by including non-competitive tasks that should be completed in groups.

Moreover, Cordiner(2017) remarks that the training should be hard enough to challenge the learners so that they experience a sense of victory upon completion, yet at the same time it should not be difficult to the extent that it makes them feel that they do not possess the qualities to complete it. Also include small yet challenging wins over the duration of the training. Because if the trainees do not get challenged enough, it will also have a negative effect on their self-efficacy.

Include clearly defined short-term goals. Clear short-term goals enable the trainees to anticipate and prepare for what the programme is going to bring them. The more they can prepare and control, the more self-assured, motivated and efficacious they are about achieving the goals that have been set. The clear short-term goals enable the trainees to have a good indication of what is expected at a given time the training will take and are consequently able to prepare.

Cordiner(2017) also explains that requesting the trainees to verbally report on their progress can also have a positive effect on self-efficacy. She goes on to say that at times we can get caught up in our daily activities that at times one has the tendency to forget or overlook the progress he has made (Cordiner, 2017). That why it is important to conduct verbal reporting by means of a discussion, conference call or live webinar. The verbal reporting session will function as a way of emphasise the achievements that have been accomplished.

Respond to their passion if possible. People tend to be more dedicated and successful at things that they are passionate about. Its self-evident that when individuals enjoy something, all challenges related to that thing are perceived as less daunting in comparison to the same type of challenges that are related to something he does not like. The efficacy of the trainees can be significantly improved if the training programme is designed in such a way that it gives the trainees room to contribute by adding things related to their passions, hobbies or interests in any way during the training process. This is especially something to consider for the most challenging parts of the programme.

Similar to Knowles, Cordiner(2007) also believes that the trainees should be given a degree of control over how and what they learn. An example of how she proposes to give the trainees influence is by letting them choose how they would like to be assessed or if they would like to work together or in groups. Based on the first example it can be concluded that contrary to Knowles, Cordiner is not fundamentally opposed to assessing the trainees instead of letting them assess themselves.

Cordiner(2017) also mentions other ways in which the efficacy of the trainees can be boosted, one of which is to not use too many technical jargons or communicating in a self-glorifying way. Using too many jargons or communicating in a self-glorifying way may make the trainees feel less intelligent and thus lower their self-efficacy. Next, Cordiner (2017) also points out that creating a collaborative environment, this creates a positive learning environment and will benefit self-efficacy among the trainees.

#### 2.2.2 The principle of experience

Cordiner believes that training programmes should be designed in such a way that it both enables the adult learners to use their past experiences as a resource and provide them with the opportunity to gain experience through the learning process (Cordiner,2017). The experience they gain through the process should be related to things they find interesting or relevant. These two factors make transformational learning training experience possible. Transformational training can be described as training that aims to change the way the trainee sees himself and the way in which he lives. This relates to the animal ethics training, considering that its aim is to bring about change to how the trainee's perceive animal ethics and make them aware of the fact that some of the choices they make in their lives can have implications for the lives of animals.

#### 2.2.3 The principle of learn by doing

Another principle considers very important to bear in mind when developing an effective training course is that adults learn by doing. It is therefore essential for training programmes to include exercises that include active and practical participation. Cordiner(2017) is convinced that the trainees will be able to retain much more of what was learn if they can implement or practice it in simulations. Furthermore, the trainees can only really become skilled by means of implementing what they have learned in a controlled environment. This also enables them to cultivate self-efficacy for when they have to implement what they have learned independently outside of the controlled environment. In addition, the more opportunities the trainees get to put what they have learned into practice, the more of a transformational effect the training will have on them. It is worth mentioning that learn by doing

does not only apply for in-person training, online courses can also include it. Online training courses are different than in-person courses. For online training programmes, Cordiner (2017) advises to get as visual as possible. This can be done by recording the instructor or using a screencast.

#### 2.2.4 The principle of relevance

Cordiner shares a similar view as Knowles when it comes to relevance. The relevance of the course to their lives must be directly understood by the trainees, or else they will likely lose motivation and will become less engaged (Cordiner, 2017). When individuals are less engaged they will not retain much of what they have learned and thus the training will also be less effective. Hence, it is important to include clear objectives and outcomes that the training will provide them in both the course advertisement description as well as during the start of the course (Cordiner, 2017). Try to reduce the course objectives into smaller parts.

#### 2.2.5 The principle of contextualization

Another way to enhance the effectiveness of a training programme is through contextualization. Contextualization can improve the trainees' engagement and retention. Cordiner perceives contextualization as a means of tailoring the training for a specific audience or environment (Cordiner, 2017). This is done by using concepts and references that the trainees are familiar with. If done correctly, contextualization will result in the content of the training being understood better. However, if done incorrectly, it can result in the trainees becoming disengaged. Hence, it would be easier to contextualize the presentation if the group of trainees consist of individuals who share the same characteristics such as, profession, educational level, occupation, interests or the same age group. Contextualization can be done by means of altering the activities, vocabulary, cases and metaphors (Cordiner, 2017). However, it is important to take into account that there are limits to contextualization: It should not be used to the extent that it alters the learning outcomes, and consequently turns into a different training programme.

#### 2.2.6 The principle of the senses

Cordiner expresses that adults require multisensory teaching methodologies. Training programmes should consist of proportionate use of audio, video, reading, writing, kinaesthetic, dependent and independent coursework (Cordiner 2017). Cordiner relies on the Learning Style Model developed by Dunn and Dunn to get an indication of the variables that effect the educational achievements of individuals. The variables are divided in five groups, namely environmental elements, emotional elements, sociological elements, psychological elements and physiological elements (Cordiner 2017).

The use of multisensory teaching methodologies relates to the physiological elements. The other elements are spread across the other principles described by Cordiner.

#### 2.2.6 The principle of capture the hearts and minds

All trainings should contain a personal or personable aspect, which are material and experiences that touch human sentiments. People are more likely to remember information that is anchored by some form of emotion. Moreover, this can also create a passion for the topic among the trainees as well as an connection between the training and their life purpose. Thirdly, some individuals will solely come into action if they perceive an emotional element to what they are thought. Therefore, Cordiner (2017) argues, training sessions should include emotional highs and lows. Examples of how an emotional connection can be made with the trainees by describing how the learners will feel after completion of the course, frequent usage of the word *feel* and other emotional language during the course, and the usage of real stories and case studies and events during the training programme.

#### 2.3 Operationalisation table and justification

A combination of the theories of both Cordiner and Knowles have been used in the operationalization table. Both theories compromise of different aspects related to effective training that complement each other. That is why it is opted to include both in the operationalization instead of just one. The main difference between the two theories is that Knowles' theory focusses on adult learning in general, while Cordiner's on the other hand, revolves around adult training in particular. As a result, Cordiner's theory pays more attention to details, as opposed to Knowles's theory, which focusses mainly on general principles related to adult education. By taking the abovementioned into consideration it became apparent that by combining the two theories into the operationalization table it will provide a more comprehensive understanding of the required elements for an effective training programme.

E	Principle	Examples derived from theory	Question / statement
F	Involvement	-Adults like to have some degree of control over what and how they learn.	-Would you prefer to follow the training in small or large groups?
E			-What topics related to animal ethics are you most interested in?
C			-How do you prefer the learn?
T			-How important is it for you that you follow the training with people that share the same interests, education or age as you?
I	Experience	-The trainees could have bias or preconception related to the topic due to previous experiences -Trainees would like for their previous experiences to be taken into account	-Do you have preconceptions about animal ethics?
V			-Have you ever followed a training or course related to animal ethics?
E			-The objectives and value the training to my life need to be stated at the start of the course and during the course in order to stay motivated
T			-The content should be made to fit the context my life
R	Relevance	- Adults are more interested in learning things relevant and applicable in their lives. -Contextualization can help show how training is relevant to their lives -Material should not be too broad	
A			
I			
N			
I			
N			
G	Self-efficacy	-Trainings should include elements that allow the trainees to achieve successes during the programme. -Let trainees or someone who already completed a training share successes with one another -Verbal encouragement boosts self-efficacy -Clearly defined short-term goals enables trainees to anticipate and prepare. This leads them to be more efficacious -Try to respond to their passions -Asking trainees to report on their progress enables them to be reminded of their progress. That boost their self-efficacy -Working in groups enhances self-efficacy -Adults learn by doing	-Would you prefer to various small assignments during the training or a few bigger assignments?
	Learn by doing	-Practical experience also leads to higher retention - Adult learners prefer to be active participants during the learning process.	-Would you prefer to work in groups or individually?
			-Verbal encouragement from the instructor is important
			-Would you like to report on your progress in between training sessions and after completion?
			- Would you like to receive information from trainees who have already completed the course?
			-How important is that you may put what you have learned into practice?
			-Would you prefer to find things out things through mostly assignments or through lectures ?
			-Which teaching methods should be included?
	Senses	- Adults require multi-sensory learning styles	-How important is it to include different learning methods?
	Capture minds and hearts	-Emotional elements make them passionate about the subject and makes it more probable that they would come into action -Adults remember things easier if they associate with certain emotions	-Should the training include emotional elements?
			- Would you be willing to look at images that can possibly make you uncomfortable?
			-Possible explanation as to why some people do not want to see images of a slaughterhouse?

### 3 Methodology

The methodology chapter has been structured according to sub-questions. This means that each sub-question is repeated followed by the methods that were used to find an answer to the sub-question. Each section also provides a motivation as to why the selected method was considered to be the best option. Moreover, the scope and limitations of the research will also be described briefly.

#### 3.1 What is the International Institute for Animal Ethics

The first sub-question which is: "What is the International Institute for Animal Ethics?" and is answered by means of both secondary data obtained through desk research as well as primary data through observation as a complete participant over a period of four months. The advantages of relying on desk research to answer this sub-research question is that it saves time and costs less money to conduct (Baarda, 2014). Moreover, the time saved through the use of desk research allows one more time to analyse and interpret the findings of the research (Saunders, Lewis, & Thornhill, 2012). Furthermore, the information obtained through the desk research provided an insight as to what information should be included in the questionnaire thus its use can also lead to detection of unexpected aspects related to the topic that were initially not taken into consideration when developing the research. Additionally, the fact that data from desk research is derived from secondary sources also results in it being more accessible to public inspection, as opposed to primary data (Saunders et al., 2012).

One of the disadvantages related to the use of desk research is that the information contained in the secondary source may not have been collected for the same objective as this research. In such a case, the data obtained from the secondary source could possibly, for example, only answer part of the required question. In addition, the objective of the information can also have an effect as to how the data was depicted. In such a case the possibility existed that some data that is relevant for the one conducting the desk research is not included in the secondary source, for the reason that it was not as significant for the source document as it was for the researcher relying on it as a secondary source (Saunders et al., 2012). Moreover, the individual carrying out the desk research was also dependent on the interpretation of the one reporting in the secondary source, which is not always objective (Baarda, et al., 2018). Data obtained from a secondary source could also have been out-of-date, derived from situations which took place in other circumstances, or could have been derived from operationalised concepts that have changed over time (Saunders et al., 2012; Scheepers, Tobi, & Hennie, 2016). Another disadvantage that could be attributed to the use of desk research is possible limited accessibility (Baarda, et al., 2012). At times valuable sources of data are not accessible or only partly



accessible due to several reasons, such as, information sensitivity on the basis of privacy concerns, constraints related to anonymisation of data, complexities pertained to copying resources from one system or database to the computer that the one conducting the research has access to, and the degree in which the secondary sources are spread over different locations also poses a challenge when it comes to accessibility (Baarda, et al., 2012). Lastly, another disadvantage that could have present itself in relation to desk research is that the person conducting the desk research had no direct control with regard to the quality of the data contained in the secondary source (Saunders et al., 2012).

The collection of primary data by means of observation also has its own advantages and disadvantages. The first advantage the collection of data through observation presented is that it allowed actions to be observed, instead of reported by the person who did action himself (Baarda et al., 2012). A person conducting observatory research is usually more objective than the person that is carrying out action. So, in a sense, primary data collection through observation allowed the researcher to observe factual behaviour that is not dependent on the interpretation of those that performed the action, in this case, the members of the IIAE. Secondly, the use of observation as a means of primary data collection also eliminated the need for informants to recollect occurrences that took place in the past (Baarda, et al., 2012). Thus, the researcher was not dependent of the memory of the respondent. This is especially beneficial with regards to actions that did not take place on a regular basis and as a result could have been easier to forget or neglect. Moreover, the use of observation also insured that respondents language proficiency was not an concern when the data collection took place (Baarda et al., 2012). Lastly, when done correctly, observations did not influence the actions of the respondents, given that the informants were not aware that they were being observed for the purpose of research (Baarda et al., 2012). So, in such a case, the informant is was likely to display his or her normal behaviour and was less likely to display behaviour that was influenced by what the informants deemed as socially desirable. This is very important, considering that behaving in a way that is influenced by what is deemed to be socially desirable has a negative effect on the validity.

The use of observation as a means of collecting data also had its drawbacks. First of all, the main drawback is that in certain cases, a given behaviour must have taken place with some regularity in order for it to be suited for observation, otherwise it could have took too much time for it to be documented and consequently examined (Baarda et al., 2012). Thus it can be said that generally speaking, observational research could have been very time-consuming. That is the main reason why

it is not as popular as other forms of research. Moreover, another disadvantage that observational research had is that it did not enable one to get the insight with regard to the motives behind the observed actions (Baarda et al., 2012).

The choice for desk research was made based on the fact that information on the topic was readily available, inexpensive, and available for public inspection. Moreover, it also provided a necessary foundation for conducting the questionnaire. The observations used were originally used for another purpose, but it was decided to also use the information for this research due to the fact that it includes information that is of relevance for this research. Moreover, its use could not have any negative implications for the informants that were observed.

### 3.2 What is an effective training program

The “What is an effective training program?” sub-question was answered by means desk research. As mentioned in the previous section, desk research has both its advantages and disadvantages. One of the advantages was that it is cost-effective in relation to both time and money. And another advantage was that it was more accessible to public inspection in comparison to primary data.

Its disadvantages were mainly related to the lack of control the one conducting the desk research has over the data. The secondary source at times does not answer research question completely, research in secondary source was conducted with different objective, secondary source only depicts part of relevant findings, restricted accessibility, no control over the quality of data, and dependency on the interpretation of others. Furthermore, other disadvantages of desk research are, sources can be out-of-date, the data can be derived from situations that took place under other circumstances, or rely on operationalized concepts that have changed with time. Moreover, secondary sources can also be partly accessible. Lastly, the person conducting the desk research is dependent on the understanding of the individual reporting in the secondary source, at times this person is not independent.

Desk research was chosen as the means to answer this sub-question based on the same reasons mentioned at the end of the previous section. The information was readily available, inexpensive, and accessible for public inspection.

### 3.2 What are the expectations of the target audience

The third sub-question, “What are the expectations of the target audience?” was answered through a quantitative research method, namely a questionnaire. It is worth mentioning that constructs that were found during the desk research conducted to answer the previous sub-question were

operationalised into variables that would be used in the questionnaire by means of the operationalisation table presented on page 15. The resulting questionnaire can be seen in Appendix 1.

Before moving on to the benefits and drawbacks of an online questionnaire, it is worth mentioning that the desk research conducted to answer the second sub-question on what makes an effective training program formed the foundation for the contents of the questionnaire. The constructs that were found during the desk research were operationalized in order to be included in the questionnaire by means of the operationalization table presented on page 15.

The sampling techniques used to draw a sample are purposive sampling, self-selection sampling and snowball sampling. Purposive sampling was used in order to select individuals who have an interest in animal ethics or animal welfare, considering that they are the target group of the training. Afterwards, the participants that were selected through purposive sample were asked if they could identify and share the questionnaire with others who fit the target group. Moreover, the IIAE's social media channels were used as a means of self-selection sampling. The reason why it was opted for purposive was because the sample needed to consist of individuals who have interest in issues related to animal ethics, since they are the ones that are most likely to follow the training. Self-selection sampling was used for the social media channels of the IIAE, since the people that follow it on these channels likely have interest in animal ethics and animal welfare. At a later stage it was also resorted to snowball sampling due to the low number of respondents.

One strength of online questionnaires is that they are inexpensive to reproduce and administer, considering that one is not required to print out multiple copies in order to get them filled out. Moreover, online questionnaires were also more convenient for both the researcher and the sample due to the fact that it enabled the respondents to fill in the questionnaire when it suited them best and without the researcher having to be present. Furthermore, the use of internet was also supposed to enable the researcher to reach a bigger crowd in comparison to other forms of questionnaires. Another benefit that online questionnaires provided is that it enabled the use of a platform, in this case Google Forms, that facilitated the compilation of analysis of the data collected. Moreover, the use of an online questionnaire also enabled the respondents to remain anonymous and thus minimize the possibility of the respondents filling in socially desirable answers. In addition to this, the respondents of online written questionnaires ran no risk of being unintentionally influenced by an interviewer, due to the fact that the respondents filled in the questionnaires by themselves. This also positive had a positive effect

on the objectivity of the data collection (Baarda, Research. This is it!, 2014). Lastly, the likelihood of contamination was also low in comparison to other forms of questionnaires (Saunders et al., 2012).

One of the biggest drawbacks of the online written questionnaire was its low response rate. Out of all the different methods in which a questionnaire can be carried out, the ones that take place through the internet have the lowest response rate (Saunders et al., 2012). Other than that, it was also relatively less respondent-friendly, considering that the respondents were required to take all the steps themselves in order to complete the questionnaire, although it must be said that this also applies, to some extent, for other forms of written questionnaires. Furthermore, questions in online questionnaires had to be well-defined considering that the respondents did not have the possibility to directly ask the researcher for clarification if something was unclear; it was also not possible for the researcher to identify the respondents of an anonymous questionnaire in order to gather additional information if it was necessary (Saunders et al., 2012). Finally, online questionnaires did not allow the researcher to explore the topics more in-depth by asking complex questions or improvise based on the respondents' answers (Saunders et al., 2012).

The questionnaire consists mostly of closed questions-ended questions. The most of the answer categories provided for the close-ended questions were determined based on the findings in the desk research, which consulted multiple sources relevant to the topic. In addition, a number of questions and their corresponding answer possibilities were added at the explicit request of the assignment provider. The use of close-ended questions facilitated the categorization of the answers and subsequently enabled the illustration of the proportion of the respondents that chose a particular answer (Baarda et al., 2012). Moreover, this also eased the processing of the results. On the other hand, close-ended questions are generally less informative than open-ended questions (Baarda et al., 2012). Different forms of close-ended questions were utilized in the questionnaire, such as multiple-choice, dichotomous, multiple-answer and rating. Furthermore, the questionnaire also includes a few open questions. The open ended questions gave the respondents the opportunity to give more spontaneous and informative answers (Baarda et al., 2012).

Attention was paid when developing the questionnaire with regard to: the use of plain and non-suggestive language, question only touches on one issue and no assumptions were made with regards to respondents' knowledge of topic (Baarda et al., 2012). Furthermore, attention was also paid to the order of the questions. The questionnaire starts with an introduction explaining its purpose, followed

by easier and more general questions, whereas the more difficult questions were placed in the middle of the questionnaire. The questions were also grouped according to subjects they covered. With regard to the response possibilities, the answers were worded in plain language, the scales were structured according to a logical order and were divided evenly. Moreover, effort was made to ensure that the categories do not overlap and are exhaustive. Lastly, a pilot test was done before the questionnaire was published in order to see if the questionnaire was clear and that those that took part in the pilot did not encounter any difficulty while answering. Thence some adaptations were made to the questionnaire based on feedback received from the pilot test.

An online questionnaire was chosen as the means for collecting primary data due to its low costs and the convenience it provides for both the respondents and the researcher. Moreover, the fact that a questionnaire gave a quantifiable indication of the thoughts and expectations of the target group also was also an important reason to opt for a questionnaire. Lastly, the possibility to have a wider reach when it comes to respondents also played an important role when it comes to selecting a questionnaire as a means of field research.

### 3.2 Scope and limitations

The purpose of this research was to find out what the necessary elements are in order for the International Institute for Animal Ethics to produce an effective animal ethics training programme for adults between the ages of 21 to 65 living in the Netherlands. The different aspects that were examined are taking life experiences into account, relevance to their lives, active participation, self-efficacy, learn by doing, use of the senses, and capture minds and hearts. The research took place over the span of one year. More in-depth information about the scope and limitations of the research will be provided in subchapter 5.1 Quality of information.

## 4 Results

In this chapter the results of the research will be presented. In the first section the International Institute for Animal Ethics will be described, followed by the expectation of the target audience.

### 4.1 IIAE

In this subchapter a description of IIAE and its field of work. The IIAE is a non-profit organization that aims to achieve justice for animals and encourage coexistence between humans and nature. The IIAE's slogan is "Existing Together" (M. van de Goor, personal communication, December 5, 2018). The organization consists of around 26 members, most of which are volunteers. Moreover, it is also worth mentioning that some of the organization's members possess academic ranks (Williams, 2018). The organization is structured according divisions based on the programmes it provides, namely applied programmes and academic programmes. Furthermore, the IIAE's constituent members can also be classified into various groups, such as industry and faculty coordinators, academic staff, graduate students, professional advisors, volunteers and interns. Its stakeholders are human and non-human animals, businesses, local and national authorities (Williams, 2018).

Most of the IIAE's activities revolve around conducting research, collecting data, carrying out assessments related to animal welfare and the environment, providing educational courses, and reporting on ongoing issues that affect humans and nature. Furthermore, it is also developing a digital world map that visualizes information about the degree of sustainability with regards to treatment of humans and non-human animals, and the environment. The digital world map will feature both travel destinations and businesses. Similarly, the IIAE is also collaborating with the European Space Agency in order to introduce the Space Wildlife & Biodiversity Monitor (International Institute for Animal Ethics, 2017). The Space Wildlife & Biodiversity Monitor provides information related to the flora and fauna of every location on earth through satellite images. This enables them to assist their customers to improve their conservation activities (European Space Agency, 2018).

IIAE provides both in-person as well as online courses. The online courses focus more on individuals, while the in-person courses focus mostly on groups, organizations, governments, schools and universities. At times the International Institute for Animal Ethics also works in collaboration with government agencies, universities or other institutions to provide courses or other projects. The universities it has partnerships with include Leiden University, the University of Copenhagen, York University, the University of Chester, the University of New Brunswick, and Harvard University (M. van

de Goor, personal communication, December 5, 2018). Thus far, the IIAE has developed more than 50 different courses; some of which are accredited by universities. Example of courses it provides are animal psychology, animals in sport, animals as food, and animal law .

#### 4.2 Target audience expectations

This subchapter of the report covers the expectations of the surveyed audience based on their responses to the questionnaire. First a brief description will be given about the sample. There were 47 respondents in total: 27 females, 19 males, and one individual who preferred not to disclose his or her gender. Furthermore, 35 of the respondents were in the 20-29 age group, 8 were in the 30-39 age group, while the remaining 4 respondents were between 40-49 years of age. When it comes to their highest level of completed education, 40% completed a higher professional education (hbo), followed by 21.3% who completed a secondary vocational education (mbo), while 17% attained a senior general secondary (havo) or pre-university diploma(vwo), 10.6% had a research university master's degree, 4.3% had a university bachelor's degree, the same percentage of respondents had a PhD, and the remaining 2.1% had pre-vocational education diploma (MAVO/VMBO). Out of all the respondents, only eight had a preconception of what animal ethics is. Furthermore, 3 out of the 47 participants did not answer this question. The preconceptions can be categorized in five groups: that animals should be taken into consideration when making moral decision, animal should not be used for testing, that animal ethics is a subject that deserves more attention, animal ethics is often misused against farmers, and that endangered species require protection. Three of the seven responses to this question were related to taking animals into consideration when making moral decisions. Two responses mentioned that animals should not be used for testing. The remaining three preconceptions of the aforementioned list were included in one answer each.

##### 4.2.1 Preparation phase

This subsection encompasses things to take into consideration when developing the format of the training. Furthermore, it will also be specified to which principle of effective training each variable is related to.

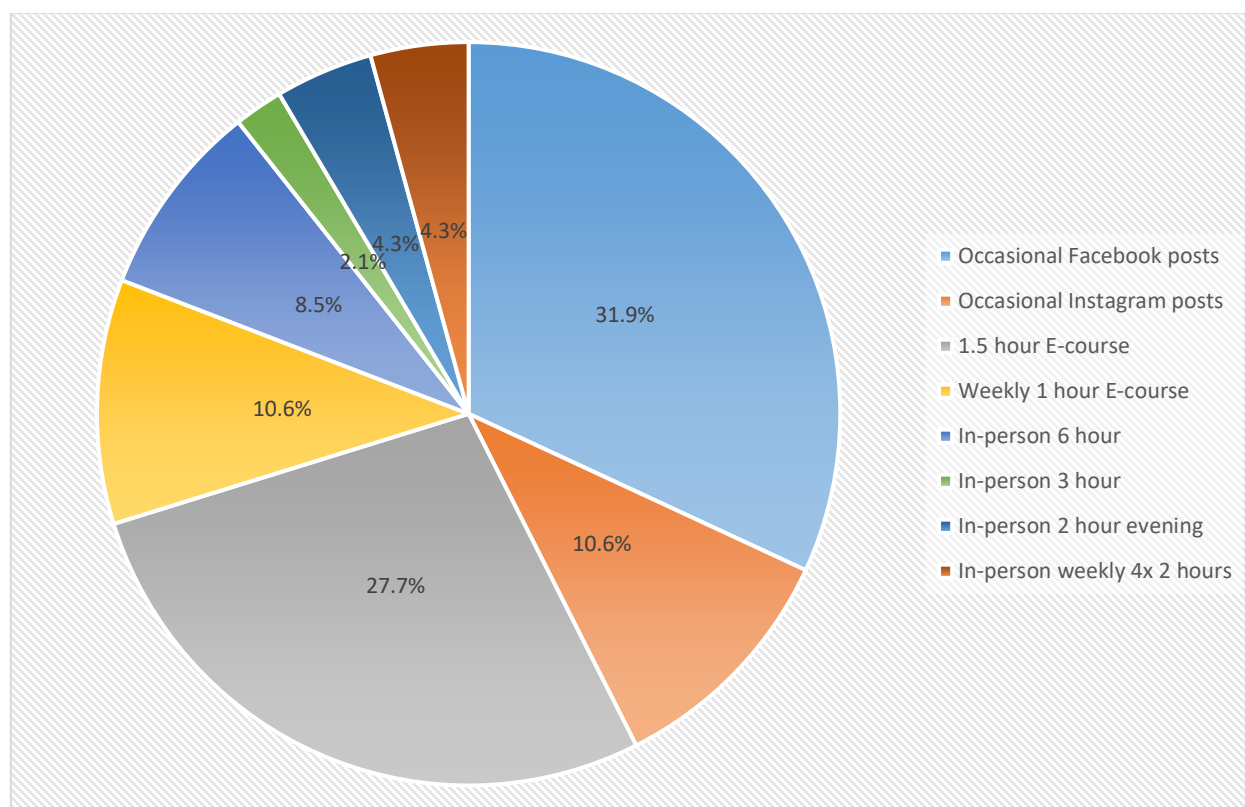


Chart 1: Preferred method for learning about animal ethics

As can be seen in chart 1, almost one in every three respondents (31.9%) selected occasional posts on Facebook as their preferred method of learning about animal ethics, while approximately one in every four (27.7%) would rather follow a one-and-a-half-hour E-course. Occasional Instagram posts and weekly one-hour e-course are both preferred by about 1 in every 6 respondents (16%). Followed closely by in-person 6-hour day training with just under 1 in every 10 respondents (8.5%). Lastly, the other options were less popular, considering that each was favoured by less than five percent of the respondents. Preferred learning method relates to the principle of involvement.

With respect to following the training individually or in a group, just under half (42.6%) of the respondents said that they would prefer to learn by themselves online, while about one in every five (17%) respondents wish to follow the training online in groups of five or less. The third most popular answer when it comes to learning individually or in groups is in a small group in-person (14.9%). Individually in-person, online with private teacher and at a special conference dedicated to animal ethics were all had the preference of roughly 1 in every 15 participants (6.4%). One respondent expressed that he or she prefers a combination of learning in a group and individually, while another respondent added “no” as answer. Four options were not selected by any of the respondents: large



group online training, large group in-person training, small group training on Facebook, and large group training on Facebook. The boundary used for distinguishing between small and large groups was five trainees. This variable also relates to the principle of involvement.

Subsequently, if the respondents would have to follow the course in groups, just under half of the participants (46.8%) perceived it as unimportant that the group should have similar demographic characteristics as them. About one in every five of those who considered it unimportant considered it very unimportant. On the other hand, one in every four respondents consider it important, while the remaining respondent (30%) held a neutral view with regards to its importance. Only two of the respondents (4.3%) perceived it as a very important that the other individuals within the group should have similar demographic characteristics. Similarity in demographic characterises pertains to the principle of experience.

#### 4.2.2 Training content

This subsection includes things that should be taken into account when designing the content of the training. Moreover, it will also be specified which principle of effective training is applicable to each variable.

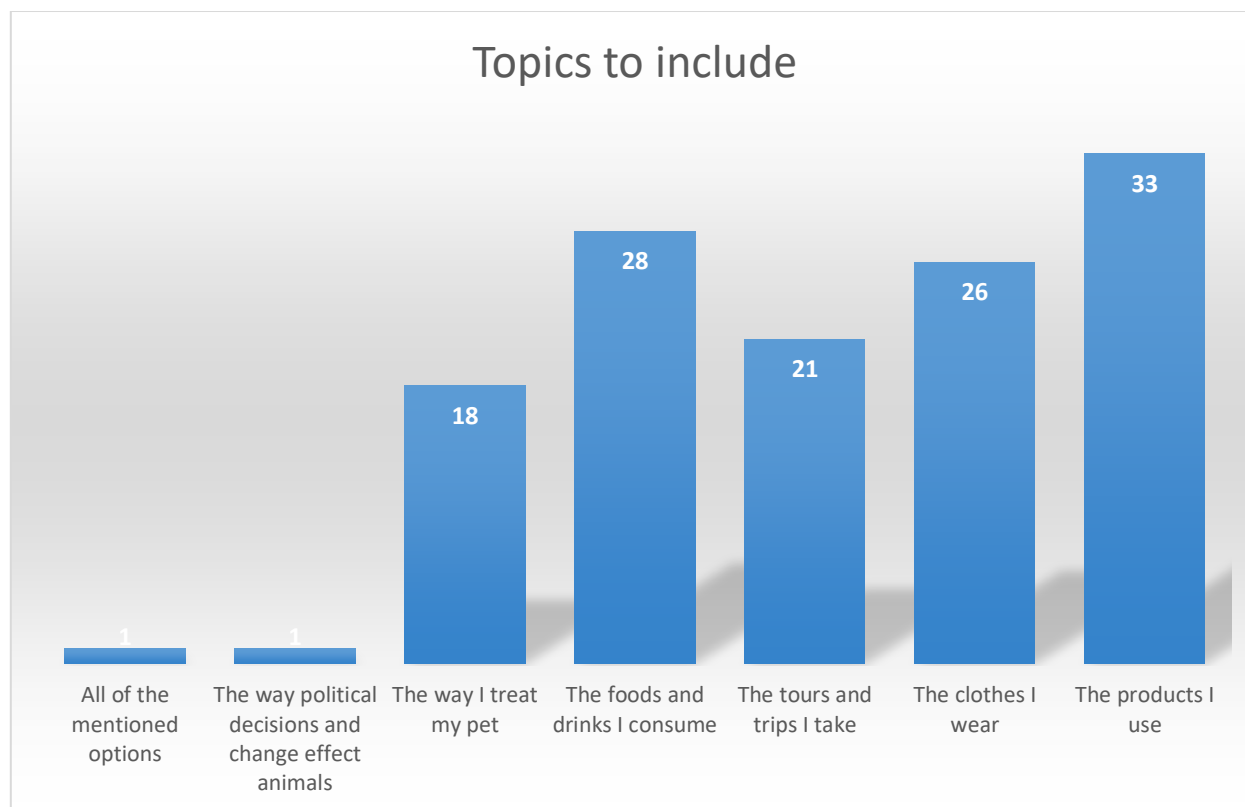


Chart 2: Topics areas respondents would like to know more about

The respondents were given a list with five different topic areas and the possibility to add one topic of interest that they would like to learn more about when it comes to how they can influence the life of animals, almost three in every four respondents (33) expressed that they would like to know what effects the choice of products they utilize have on animal's lives. Moreover, the second most popular option was the products and drinks they consume (28), followed by the clothes they wear (26). The fourth most selected topic was the tours and trips they take (21). Least popular out of the predetermined topics was the way they treat their pet (18). Moreover, one respondent opted to add one topic the existent list, while another respondent chose to mention that he or she would like to know more about all of the five topics stated in the list. A detailed account of the respondents topic selection can be seen in chart 2. This variable pertains to the principle of involvement, as do the next two variables.

In addition to the previous question, the respondents also had the possibility to add topics that they would like to learn about the most by means of an open-ended question. Thirty-six of all the respondents made use of this opportunity three respondents claimed that they did not have any additional topics that they would like to know about, while two expressed that they would like to know more about all the aforementioned topics. Furthermore, 3 of the 32 other responses included two topics, while the others contained 1 topic suggestion each. It can be said that 9 of the responses included matters related to how our lifestyle in general can influence the life of animals, while 6 of the 35 responses had subjects related to the effects products people use have on animals. The next most common topic group mentioned in the responses to the aforementioned question was pet care, it was stated in 4 out of the 35 responses. Animal testing, factory farming, and lesser known issues that have effect on animal welfare are three topics of interest that were mentioned three times each. Animal sentience and activism were both mentioned in two responses as the ones of most interest. Lastly, the relationship between clothing and animal welfare, the effects of tours and trips on animals, and animals that are the most effected by humans were all mentioned once in the responses.

The respondents had the possibility to suggest a topic related to the similarities between humans and animals. Thirty-six of the respondents made use of the opportunity. One of which just filled in "No" and another respondent said that he does not have a specific preference. Of the remaining respondents, 5 suggested multiple topics while the other 31 suggested one topic. Out of the 44 suggested topics, 9 were related to animal cognition, while the same number were also related to

humans and pet relationship. Moreover, animal behaviour was mentioned eight times. Animal sentience, on the other hand, was mentioned seven times. The next most popular topic area was comparative psychology, which was suggested five times. Animals and the environment was indicated twice. Lastly, animal testing, animals in captivity, and a comparison of the different animal ethics theories were proposed one time each.

<b>Teaching method</b>	Group discussions	Role play	Case method	Simulation exercises	Field projects	Visuals
<b>Frequency</b>	31	9	31	21	26	2

Table 1: methods that should be included

The respondents were also presented five different teaching methods which they would like to see implemented during the training, in addition to the possibility to add other methods. Their number of choices was not restricted. Three of the five predetermined methods were selected by more than half of the respondents, namely group discussions (31), case methods (31), and field projects (26). The fourth most preferred method was simulation exercises (21), followed by role play (9), and visuals (2). It is also worth mentioning that one of the respondents expressed that he did not understand the question. The different teaching methods relate to the principle of learn by doing, because these methods enable the trainees to take on a more active role in the learning process.

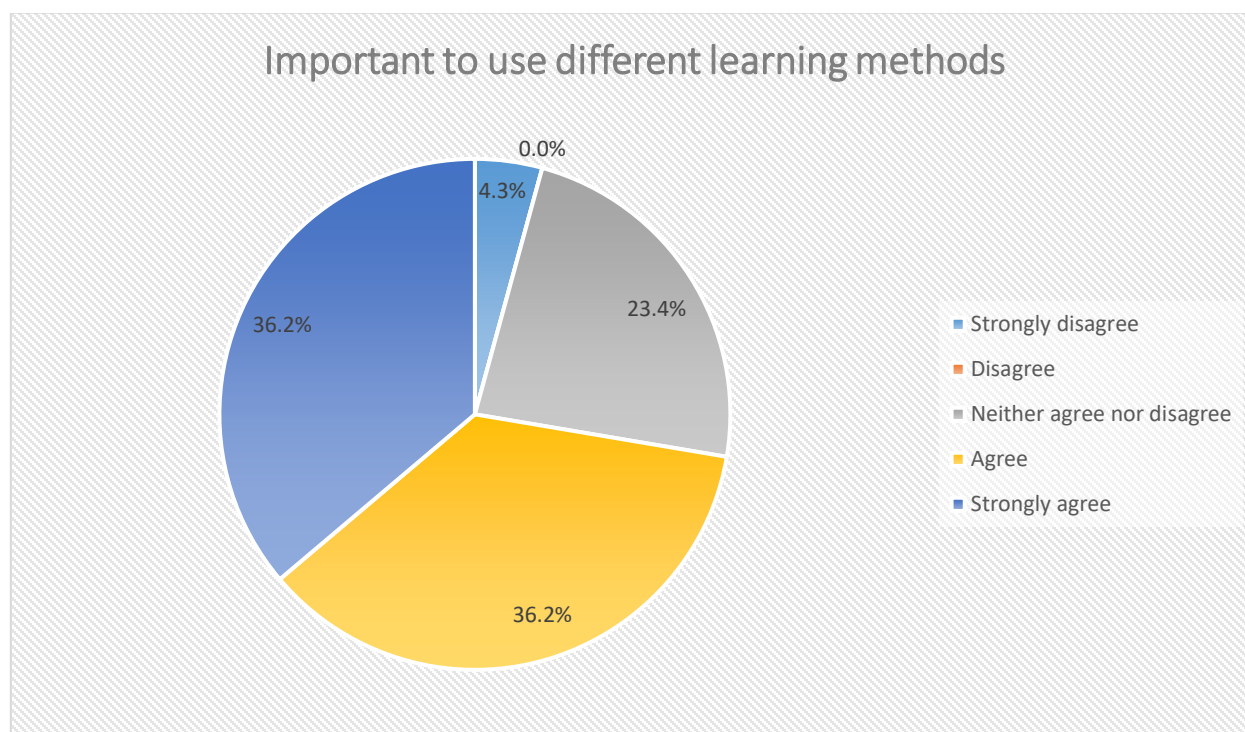


Chart 3 : importance of using different learning methods

Most of the respondents agree that it is important to include different learning methods, such as audio, video, kinaesthetic, reading and writing. Those who believe that it is important belong to two different groups, namely agree and strongly agree. Both groups were equally represented (36.2%) among the respondents. About one in every four respondents (23.4%) neither agreed nor disagreed, while the remaining respondents (4.3%) strongly disagreed. This variable relates to the principle of senses, since the various learning methods involve the use of different senses.

A specific question related to the way in which the respondents desire for the concepts of animal ethics and animal sentience to be explained was also included in the questionnaire, as requested by the assignment provider. An overwhelming majority of the respondents (74.5%) favour a short film as the means to explain the two concepts. An infographic came in as the second most preferred instrument, it was selected by roughly 15% of the respondents. Photos and text is the third most preferred method, chosen by 8.5% of the respondents. The least favoured was question and answers, which was selected by 2.1% of the participants.

The respondents were presented a scale from which they could have expressed the degree in which they agree with a statement about the importance of having the opportunity to put what they would learn during the training into practice. Nearly 8 in every 10 of the respondents (78.8%) considered it

important to have the opportunity put what they have learned into practice. Furthermore, just shy of half of the previously stated proportion of respondents considered it very important. On the other hand, just shy of 15% of the respondents regarded it as very unimportant, while the remaining respondents (14.9%) opted for the neutral option on the scale. The importance of having the opportunity to put what they have learned into practice relates to the principle of learn by doing.

The questionnaire included a statement concerning the importance of mentioning the objectives and value the training adds to the participant's lives. They could select to agree or disagree, via a five-step scale. Altogether, about 70% of the respondents agreed with the statement that mentioned that it is important to state the objectives and the added value of the training to their lives at the beginning and during the training. One-third of the respondents that agreed with the statement, agreed with it strongly. In contrast, 6.4% of the respondents selected either disagree or strongly disagree. The remaining 23.4% neither agreed nor disagreed with the statement. The statement from which these results were collected was derived from the principle of relevance, as was the statement discussed in the next paragraph.

The questionnaire also included this statement: "The content of the training should be made to fit in the context of my life". The respondents had the opportunity to indicate if they agree or disagree with this statement by means of a five-point scale. The majority of the respondents (59.6%) agreed with this statement. Almost one-third (29.8%) neither agreed nor disagreed. While close to one out of ten strongly agreed (8.5%). The rest (2.1%) disagreed with the statement.

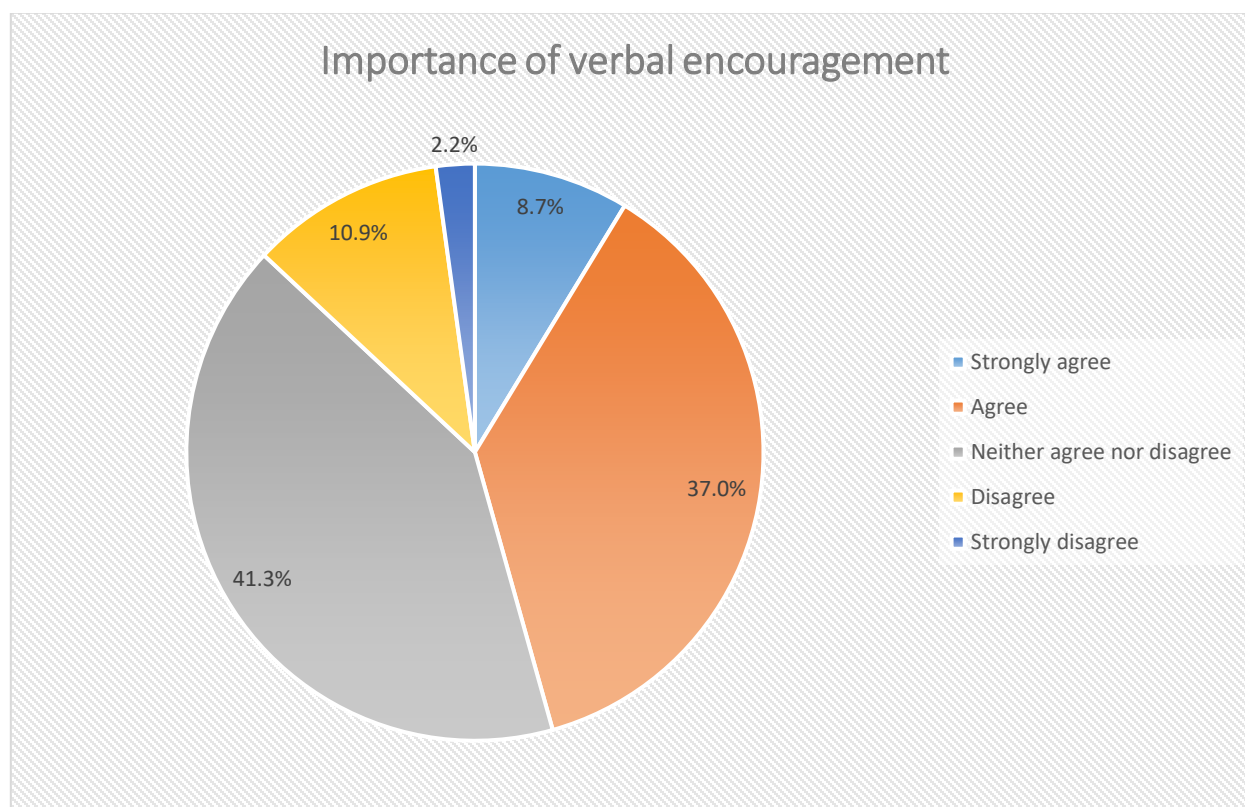


Chart 4: Importance of verbal encouragement from the instructor

Moreover, the following statement presented to the respondents: "I would like to receive verbal encouragement from the instructor during the training". The responses to the aforementioned statement are illustrated in Chart 3. As can be seen, about 4 in every 10 (41.3%) respondents stated that they do not agree nor disagree with this statement. The agree option was the second most popular (37%) among the respondents, followed by disagree (10.9%). Less than 1 in every 10 respondents strongly agree with the statement, while strongly disagree was the least chosen (2.2%) option among the respondents. This element and the two that follow pertain to the element of self-efficacy.

Half of the respondents wish to learn about the topic through an equal proportion of lecture and assignments. Approximately 30 percent preferred a greater amount of lecture than assignments.

Type of assignment	Group	Individual	No preference
Frequency	11	26	10
<b>Total</b>	<b>47</b>		

Table 2: Type of assignment

Conversely, roughly 7% favoured a larger proportion of assignments than lectures. Circa 13% had no specific preference with respect to the share of lecture and assignments that should be included in the training. Subsequently, a large majority (68.1%) of the respondents conveyed that they would rather have various small assignments, whereas close to one out of five (19.1%) respondents preferred less but bigger assignments. Lastly, the remaining respondents (12.8%) did not have a preference when it comes to the scale and frequency of the assignments. The sample group were also asked if they hope to make assignments in groups, individually or if they did not have a specific preference in this regard. As you can be seen in the table 2, the majority of the 47 respondents prefer individual tasks, while almost a quarter of the sample would like group tasks instead. The rest, about one fifth of the sample, selected no preference.

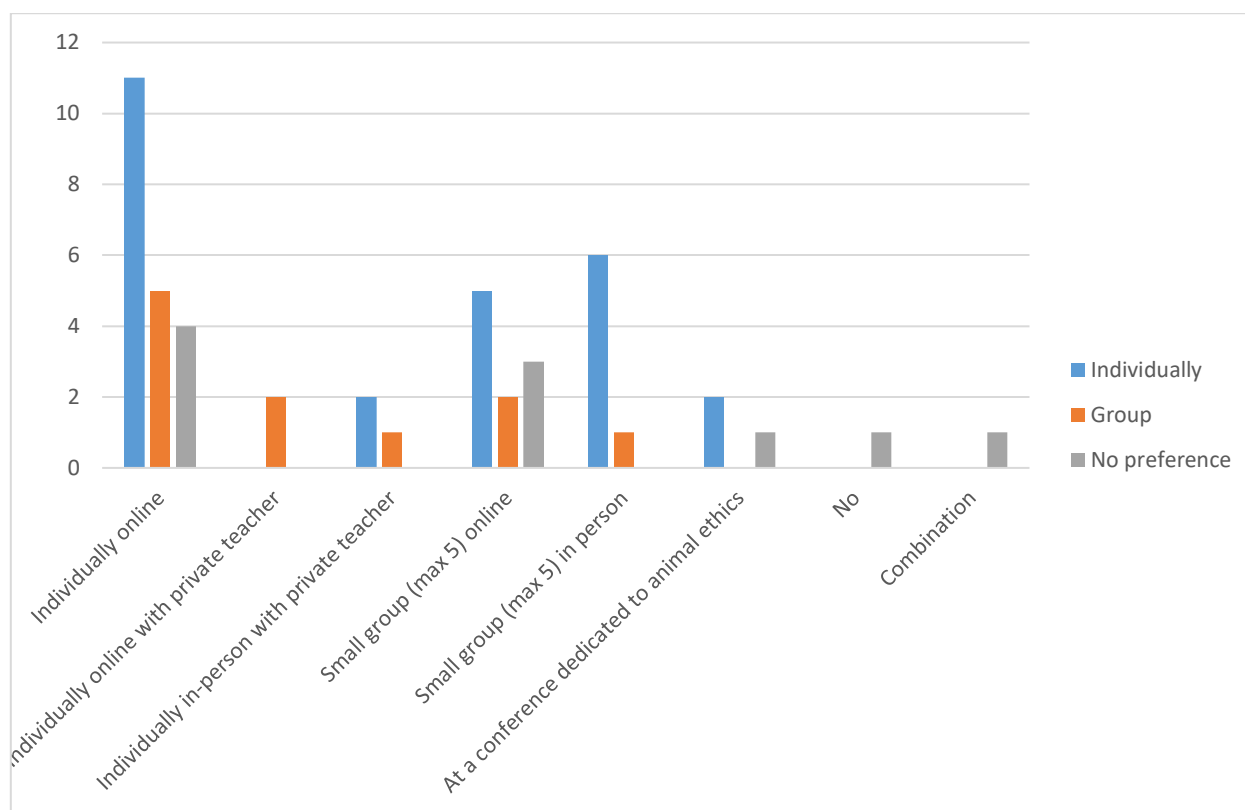


Chart 7: Comparison preferred training and assignment

A comparison was made between the preferred training formats, either in group or individually, and the favoured type of assignments. Chart 7 depicts the results of this comparison. Out of the 20 respondents that preferred to follow the training individually only 11 favoured making the assignments by themselves, while 5 had no preference. The two respondents that selected the option of individually online with a private teacher method both preferred making the assignments in groups. Moreover,

two of respondents that picked the individual in-person with private teacher variant favour making the assignments by themselves, while the remaining respondent that also selected that variant prefers group assignments. Half of the 10 participants that selected the online small group variant of the training, chose individual assignments. Two of the other participants that selected the same variant rather make group assignments, while the other three had no preference in relation to the two types of assignments. Moreover, all but one of the participants that chose the in-person small group variant favour making the assignments on an individual basis. Two of the three respondents that would like the training to be provided in the form a conference dedicated to animal ethics would like to make the assignments by themselves, whereas the remaining respondent had no preference. Furthermore, the respondent that indicated a preference for a combination of different formats did not have a preference for either type of assignment.

Furthermore, most of the respondents (57.4%) would like to like to receive information from individuals who have already completed the course about the effect the training has had on their lives. Roughly one out of five respondents (19.1%) saw no need receiving information from prior trainees. Almost one in every four respondents (23.4%) were not sure if they would like to receive this information. The remaining respondents (19.1%) do not want to receive information concerning the effects the training has had on the lives of prior trainees. This is more something to take into consideration for the later versions of the course, since it would not be possible to include them in the first time the training is provided.

Roughly 6 in every 10 respondents (63%) wanted emotional elements in the training. Moreover, an overwhelming majority of the respondents (82.9%) did not have objections to watching graphic images during the training. However, 30.8% of respondents would not want to see images of animals being slaughtered. The other 17% of the respondents did not want to see any kind of graphic images. The respondents were also able to express why they think some people would prefer not to watch graphic images such as the inside of a slaughterhouse. Forty-two of the respondents made use of this opportunity. The most popular possible reason according to the respondents was that such images are too graphic, this view was expressed by 17 of the 42 participants that responded this question. The second most popular answer is that it is too confronting, this was stated by 14 out of the 42 respondents. Two respondents



mentioned that they think some people prefer not to see such images because they consider it a distasteful way to influence people through their emotions. Ignorance, that it is “against their morals”, and that “there are too many possible reasons” were all mentioned once. Lastly, the remaining six respondents simply filled in that they do not know any possible explanations as to why some people prefer not to look at images of the inside a slaughterhouse. These elements are related to the principle of capture hearts and minds.

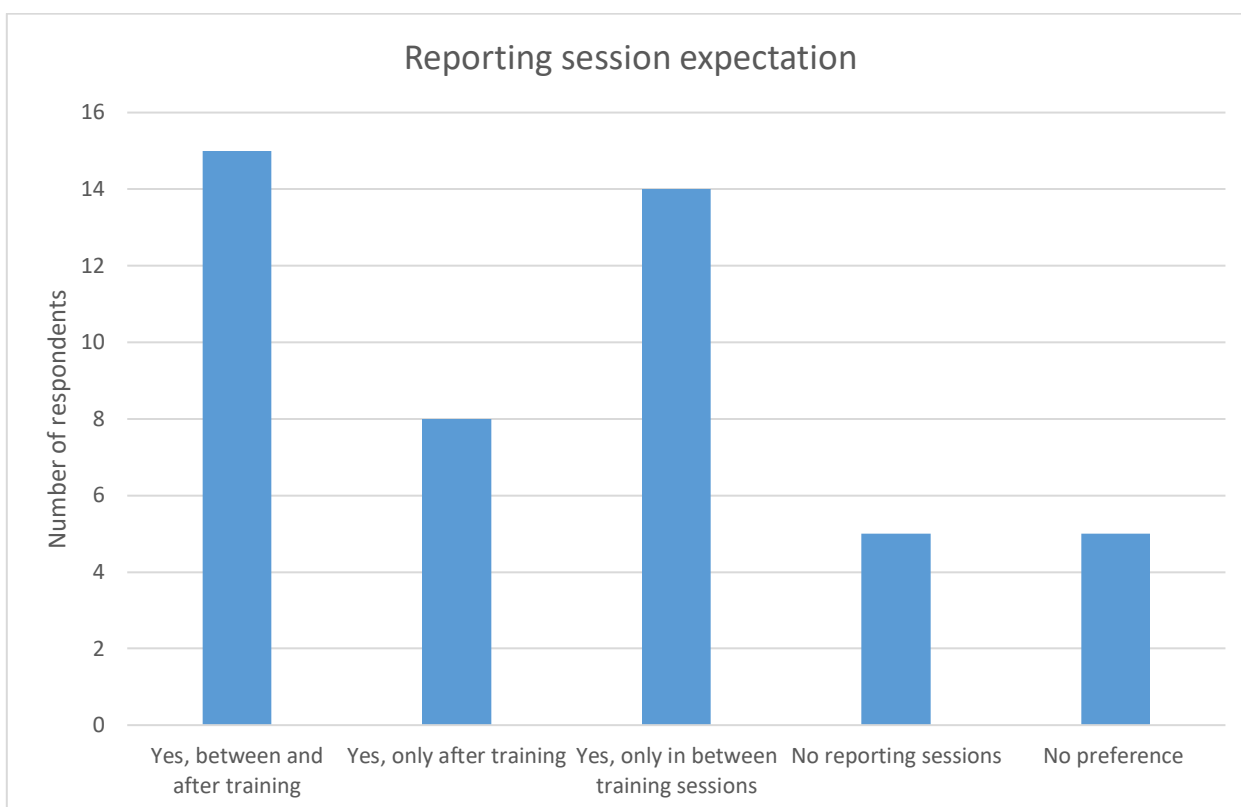


Chart 6: respondents expectations with regard to reporting sessions

Chart 6 illustrates the respondents expectations when it comes to reporting sessions. The most popular option among the respondents, which was shared by 15 respondents, is to have a reporting sessions both during and after the training so that they can discuss their development. The second most selected option, which was shared by 14 respondents, is to hold reporting session between the trainings. A reporting session after the completion of the training was less popular than the two previously mentioned options, it was shared by eight of the respondents. Lastly, both the no reporting session and no preference option were preferred by five of the participants. This variable is related to the principle of self-efficacy.

Four of the respondents made use of the opportunity to comment or give suggestions based on what was covered in the questionnaire and the training. The first of the respondents that did so remarked that all sides should be highlighted within the course. Another suggested that the training should also include an element related to the effect the consumption of meat has on the environment. Moreover, one Romanian respondent stated that he would like to know how he could exert influence on the authorities in Romania so that they can take action to properly protect animals by implementing sanctions in order to make sure that the citizens actually take animal rights into account. He also went on to mention that the main cause of the issue is the fact that many people there are not familiar with animal ethics and perceive animals as beings without sentience. There have been countless petitions signed there, but they have not had any significant effects. In his judgement, animal lovers are not taken seriously. The fourth respondent to that question expressed that the topic is very interesting research topic also wished the best of luck.

#### 4.2.3 Post-training

This subsection includes things that related to after the training. Moreover, it will also be specified which principle of effective training is applicable to each variable.

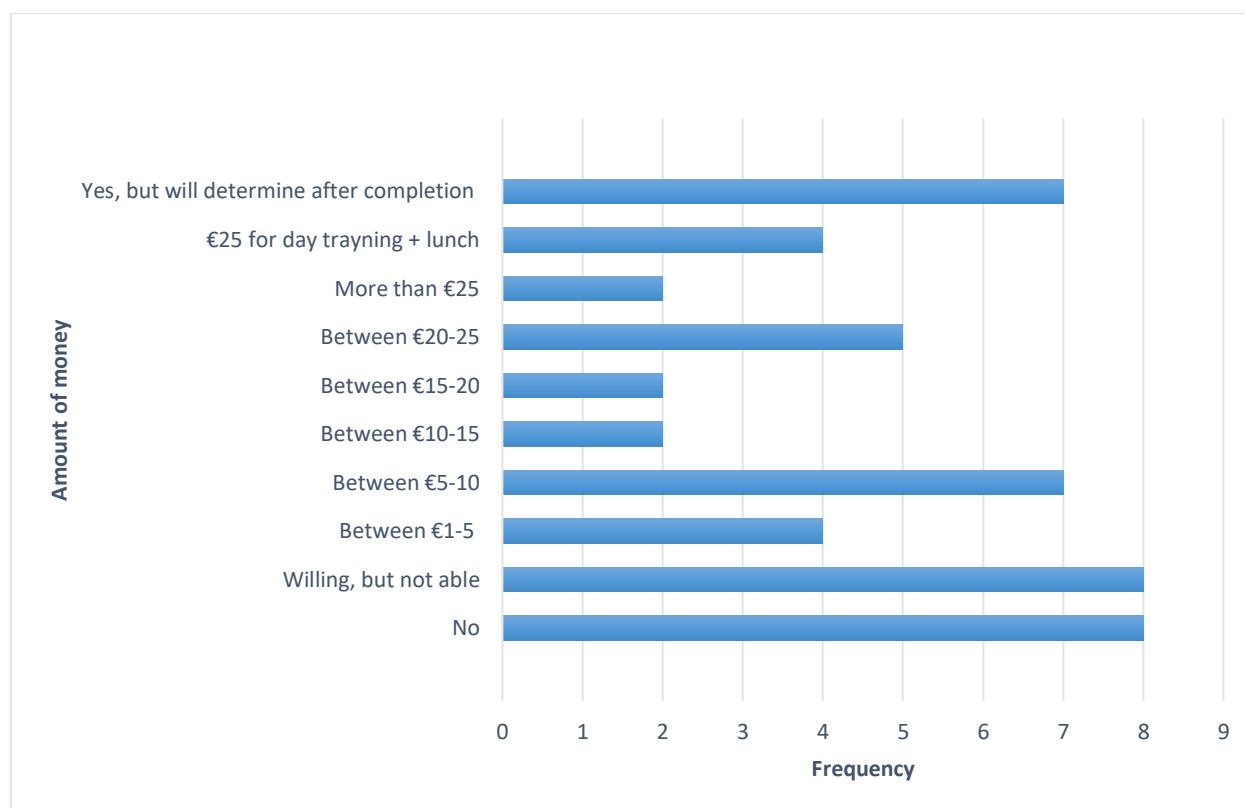


Chart 7: Willingness to donate

Chart 7 depicts the willingness of the respondents in relation to making a donation in return for the training. Only eight of the respondents are not willing to make a donation, the same number are willing, but not able to make a donation. The other 31 participants are all willing and able. Seven of those that are both willing and able wanted to determine the amount after completing the training, while an equal number of participants would donate €5-10. Moreover, four respondents were willing to give €1-5, that is as many as those who were disposed to give €25 for a day-training including lunch. Lastly, when it comes to the €10-15, €15-20 and more than €25 categories; each were favoured by two respondents. This element was included by request of the assignment provider and is not related to any of the principles included in the operationalisation table.

## 5 Analysis

This chapter provides an analysis of different aspects of the research that could have implications on its results. First the quality of the information will be discussed, followed by the analysis of content.

### 5.1 Quality of information

In this section the quality of the information will be assessed with regard to credibility of sources, reliability and validity.

#### 5.1.1 Credibility of sources

The credibility of a source can be defined as being impartial and supported by evidence (van Weperen, n.d.). The CRAAP test will be used in order to evaluate the credibility of the sources used. CRAAP stands for Currency, Relevance, Authority, Accuracy and Purpose (van Weperen, n.d.).

“Ethical theories and nonhuman animals” by Animal Ethics Inc.

The website of Animal Ethics was consulted to get a better understanding of what animal ethics entails in general terms as well as the different animal ethics theories. The webpage that was accessed does not include a date of publication. The relevance of the webpage is based on the fact that the fact that animal ethics is an aspect of this report. It is however noteworthy that their website does not contain any information as to the organisation's members or if they have any affiliations. So, that makes it difficult to evaluate if they are an authoritative organisation in their field of activity. The website does include the organisations contact details so that it could be contacted for inquiries. In addition, the website also includes a full page with the sources of their data, most of which were academic. The purpose of their article is to supply information in order to stimulate discussion.

*Basisboek Methoden en Technieken, Research. This is it!* and *Basisboek Kwalitatief Onderzoek* By Ben Baarda and others

All three of the consulted editions were published within the past six years. Moreover, most of the references they include were also published within the past 10 years. Both sources are relevant due to the fact that they include valuable information related to conducting qualitative research. Ben Baarda is an authoritative figure when it comes to research, considering that he has years of experience in giving lectures related to research methodology and statistics at the University of Utrecht. Both sources include numerous evidences to support the claims presented. Furthermore, both books are unbiased, and referenced in other academic writing. The purpose of both books is to educate their target audiences about research. *Research. This is it!* is mainly aimed at University of Applied Sciences

students , while *Basisboek Methoden en Technieken* and *Basisboek Kwalitatief Onderzoek* aims at a broader audience, namely students and professionals that are active in the field of quantitative research. Consequently, *Basisboek Methoden en Technieken* and more comprehensive and only contains information concerning qualitative research.

“Self-Efficacy” and “Cultivate Self-efficacy for Personal and Organizational Effectiveness” by Albert Bandura

Two other sources that were reference were written by Albert Bandura. Both sources were consulted with the purpose of obtaining more information about the self-efficacy concept discussed by Cordiner in her *The Theory & Principles of Creating Effective Training Courses* book. So, in that regard, it can be said that these two sources are of limited relevance to this report. Bandura can be considered an authoritative figure when it comes to self-efficacy, considering that he was holds the rank of professor emeritus of Social Science in Psychology , which was awarded to him by Stanford University. Moreover, the data he presents in both sources are referenced. The purpose of the sources is to inform both individuals as well as organizations on how they can become more effective. Thus, it's only relation to the topic is that it provides the training developer and or provider with principles that can be included in the course in order to make the trainees believe in their ability to succeed in during the training.

“Animals are conscious and should be treated as such” and “The Emotional Lives of Crayfish: Stress and Anxiety” by Marc Bekoff

The two articles were published by Marc Bekoff on the Psychology Today website were also referenced. Both articles were published within the last seven years. It is also worth mentioning that they included the most recent developments when it comes to the subject they discussed , namely animal sentience. The articles are relevant for this report, due to the fact that it contains information related to animal sentience, which is an important element to take into account when it comes to the issue of animal ethics. The data that is included in the articles is presented in a straightforward manner, neither too elementary nor too difficult. Marc Bekoff is an authoritative figure when it comes to animal sentience and ethics, considering that he was awarded the rank by Ecology and Evolutionary Biology by the University of Colorado. Moreover, he has also published numerous books and academic articles related to both animal sentience and ethics. All the articles include hyperlinks with researches and observations that support the information he provides. The purpose of the articles are to inform the public of the most recent research results with regard to animal sentience.

*An Introduction to the Principles of Morals and Legislation* by Jeremy Bentham

This book original book is not a recent one, however the version consulted was reprinted within the past three years. The original book has been one of the most influential books for the utilitarian theory of ethics. It is of relevance to the report due to the fact that it was one of the first theoretical works in which was stated that humans have ethical obligations towards animals. The author was one of the most influential philosophers during his time and is accredited as being one of the founders of utilitarianism. In the book the author tries to determine how laws would be if they were created on an exclusively utilitarian basis.

*The Theory & Principles of Creating Effective Training* by Sarah Cordiner

When it comes to currency of this references contained in this book, it can be said that about half of the sources referenced in the book are current, while the other half were published before 2008. Furthermore, the book is very relevant to the topic of this report, considering that the target group is training course developers and managers. It does cover a wide range of aspects related to training courses; however, after taking everything into consideration, it can be said that the characteristics discussed in the book are somewhat more applicable to in-person training as opposed to online training. With regard to the authoritative aspect of the author, it can be said that she has more than 12 years of experience working in the field of training courses. She also has experience as the CEO of MainTraining, which was an international company that designed and provided training courses. Over the years, MainTraining provided courses for more than 10 000 individuals. In addition, Cordiner has also provided vocational training that was commissioned by the Australian government. Nevertheless, it is worth mentioning that the author of this report has not come across any peer reviews of her work. Concerning accuracy, it can be said that the information contained in the book is mostly based off of her own experiences in the field of training courses. At times the author also relies on existing theories to support her experiences. Lastly, the purpose of the book is to provide individuals that want to develop training courses with principles to make their training effective. The information in itself is subjective to some degree, considering that it is not proven through research. Yet, it must contain information that is valid, considering that the author has been active in this field for more than a decade. Moreover, it can be said that the author does not mention her accomplishments and experiences in a boastful manner, rather the background information and her experiences provide context to what is contained in the book.

**“Problem Based Learning System” by The Erasmus School of Social and Behavioural Sciences**

The Erasmus University website was also referred to in this report in order to get a better understanding of the concept of problem-centred learning, which was one of the principles included in Knowles' theory of adult learning. The article on the website did not include a date in which it was published, but it does mention that it is a method that is currently employed by three academic departments of the Erasmus University. Moreover, the information that was included in the article coincides with what was contained in the journal article of Sahu and Sa. The relevance that the webpage has for the report is based on the fact that it explains one of the important concepts that included in the theoretical framework. Moreover, the comprehension level in which it was written was also appropriate for the report. The organization that published the webpage can be considered an authority since the Erasmus University is a reputable institution. However, it must be mentioned that the webpage only includes a hyperlink for contacting in order to gain more information about the topic, and no references. Moreover, it can be said that the source is unbiased. The purpose of the webpage is to provide more information about the problem-centred learning method that is applied by three different academic departments of the university.

**“Space Applications for Wildlife” by The European Space Agency**

The article published by the European Space Agency was published within the past three months, and thus is recent. Its relevance to this report is based on the fact that it provides information about a project that the IIAE is currently working on in collaboration with the European Space Agency. The European Space Agency is an authoritative organisation, considering that it is an intragovernmental institution. Moreover, the source includes all the relevant contact information of the different parties that are involved in the project. The article was written with the objective of providing information to the possible clients about the capabilities of the end product.

**“Animal Ethics from Space” By the International Institute for Animal Ethics**

The article was published within the past two years and is relevant to the report based on the fact that it provides information about the organisation's most recent project. It is an authoritative organisation, due to the fact that it is the organisation that takes part in the project. Moreover, the organisation also has partnerships with various prominent universities around the world. Moreover, it is also an officially registered research institute at the European Space Agency. The purpose of the article is to inform the public about its project in collaboration with the European Space Agency.

“Andragogy: An Emerging Technology For Adult Learning” and *The Adult Learner* by Malcolm Knowles

A chapter of the book *The Modern Practice of Adult Education: From Pedagogy to Andragogy* and *The Adult Learner* by Malcolm Knowles was referenced in this report. The first book was written over than a decade ago, in that respect, it can be said that it is not current. On the other hand, it is still often referenced in various contemporary reports, journal articles, and on websites of organisations that develop training courses. Taking that into consideration, it can be said that the principles included in his theory are still applicable at present. Furthermore, the relevance of the chapter to the topic of the report is that it includes principles of andragogy and is also presented in a appropriate level. The second book is an update version of a book published in 1970. The author is an authoritative figure, he was one of the most influential theorist when it came to adult education. As previously mentioned, his works are often cited in both academic and non-academic articles and have also been peer-reviewed. The purpose behind the chapter that was paraphrased in this report was to inform both educators as well as the general public of the key principles of andragogy.

“Why animal rights” by PETA

This article was resorted to in order to get information about animal ethics from a historical perspective. The webpage of the article did not include the date of publication. The article’s relevance was based on the information it included about how animal ethics gained importance in the field of moral philosophy and on what basis. The article was published by PETA, which is a does hold an authoritative position when it comes to animal welfare, despite being perceived as controversial by some. The article includes one hyperlink to an academic source. The article does include a somewhat biased tone. It seems as though the purpose of the article to provide information about the issue while at the same time influence people’s perception of the animals that are usually perceived as livestock.

“Tutor's Role in Problem-based learning: Minimum Interference with Maximum Responsibility” by Pradeep Kumar Sahu and Bidyadhar Sa

The journal article written by Sahu and Sa is current, it was written less than three years ago and there has not been any significant changes in relation to the topic discussed which could render it obsolete. It’s relevance to this report is based on the fact that it clarifies the role of the instructor when it comes to problem-centred learning, a concept that was included in the theory of Knowles. Both of the authors are lecturers at the University of the West Indies. Moreover, Sa is the head of one of the academic



departments at the university. So, in that regard they are authoritative figures. The article includes sources to their claims, in addition to being published in a peer-reviewed journal. It was published in order to explain the task of the tutor in the problem-centred learning process.

*Research Methods for Business Students* by Mark Saunders, Philip Lewis and Adrian Thornhill  
This book is an academic source and is recommended for the Advance Research Skills course. Contains information about the different research methods and how to report on a research.

*Onderzoeksmethoden* by Scheepers, Tobi and Broeije

This book was published within the past three years. The book provides insight into different research methods as well as different aspects to take into consideration when developing a research. Two of its three main authors hold academic ranks in the field of research methodology. All the sources from which they obtained their information from are referred to after each paragraph. The book was written with the purpose of educating both academic university students and university of applied sciences students about research methodologies.

*Revised placement portfolio* by Roland Rene Williams

Report was published finished last year and handed in as a placement portfolio of the aforementioned student. It contains the students account of his experiences during his placement at the International Institute for Animal Ethics.

"Animals and Ethics" by Scott D. Wilson

The *Animals and Ethics* article by Scott D. Wilson provided information about animal ethics from a historical perspective. The webpage does not state a date of publication, however it is stated that the articles are updated on a regular basis. The article is relevant because of the insight it provides when it comes to development of the different perspectives of animal ethics through the centuries. The author is an Associate Professor in the field of Philosophy at Wright State University and specializes in ethical theory and applied ethics. Moreover, the article had also been peer-reviewed. It was written with the purpose to provide scholarly information about fundamental subjects related to animals and ethics.

#### 5.1.2 Reliability

Reliability refers to whether the methods used to gather and analyse the data would generate matching results if they were to be imitated by another researcher (Saunders et al., 2012).

It can be said that the two theories in the theoretical framework made both the theoretical framework more reliable than if it were to only contain one theory. The same applies for key concepts and tenets that constitute the theories. Several sources published by authoritative figures were consulted that described the theories or tenets of the theories in order to be certain of their relevance to the research and report. It can be said that the use of two theories and the assertion of the relevance of the principles that the theories are composed of also have implications for the reliability of the questionnaire, since the questionnaire was developed based on the theoretical framework. Moreover, with respect to threat of participant error, it can be said that the chances of it occurring were reduced due to the fact that the respondents had the possibility to fill in the online questionnaire when they deemed it most convenient (Saunders et al., 2012).

The method of observation used during the research was that of complete participant and took place over a period of four months. As a result, it was possible to get acquainted with the setting and thus reduce the chances of observer error. Furthermore, the observer had more time to test the interpretations (Saunders et al., 2012). The fact that the informants did not know that they were being observed was also beneficial with regard to the reliability of the observations, as the informants had no reason to behave in a different manner than how they usually do. This was beneficial for both the reliability and the validity of the research.

Two issues related to the questionnaire had a negative consequences for its reliability. The first one is the number of respondents. It can be said that there were a decent number of respondents; however, it would have been more reliable had there been a larger number of respondents. Secondly, some questions were also omitted by a few respondents. The number of questions omitted was limited, but this still had a negative effect on the reliability of the research. This could have been avoided by using an add-on that enables the respondents to complete the questionnaire only if they answer all of the questions.

#### 5.1.3 Validity

Validity can be defined as the degree to which the data gathering methods used gauge what they were supposed to gauge in a correct manner (Saunders et al., 2012). As mentioned in a previous chapter, the use of covert observation benefited the ecological validity of the observations made (Saunders et al., 2012). The same can also be said for the use of an anonymous online questionnaire. The anonymity that such a questionnaire provided the respondents with made it unlikely that they gave socially

desirable answers (Saunders et al., 2012). Furthermore, the use of a pilot run in order to identify any unclear questions or other issues that posed any difficulty for the respondents and the subsequent adaptations made based on the feedback received also contributed to the validity of the research. The consultations with the assignment provider and supervisor that took place prior to the pilot, in which the questionnaire was discussed, also benefited its validity. Both the assignment provider and the supervisor were consulted prior to the pilot in order to get their opinion on the questionnaire. Adaptations were made based on their feedback.

There are three main factors that had a negative effect on the validity of the research. Firstly, the sample does not reflect an accurate representation of the population. Although it was not known how the target group is represented within the population, however it would seem most likely that the genders and age groups would be represented more or less equally. Nevertheless, this is not the case when it comes to the respondents. A large majority of the respondents belonged to the 20-29 year old age group. Consequently, the other age groups were underrepresented. Most notably the 50 years and older category. None of the respondents belonged to this age group. A possible explanation as to why most of the respondents belonged to the same age group could be because of the use of snowball sampling as a sampling technique. Moreover, there were also slightly more females than males, although that is not a major issue in comparison to what was previously.

Secondly, during the process of reporting on the results of the questionnaire it became apparent that a number of statements included in the questionnaire that were aimed at measuring the participants attitudes towards certain variables were worded in a manner which could have been interpreted as suggestive. The main issue with these statements is that they included the word "important", this might have influence the respondents to select the "very important" or "important" options provided in the Liker-scale. Though it might not necessarily been the case, considering that the other three options on the Likert-scale also included the word "important", it is a reason to call the validity of the answers given to these statements into question. This could have been avoided by wording the statements differently.

Lastly, the use of the snowball sampling technique could have resulted in the participation of respondents that were not truly interested in animal ethics and related topics and thus were not part of the target group. There is reason to believe that at least one participant that was not interested in

animal ethics or the training, based on the responses this person gave on some questions and also leaving some unanswered.

## 5.2 Content analysis

This section examines the most notable findings of this research. The similarities and differences between the theoretical framework and the results of the questionnaire will be presented where possible.

The respondents within the sample had a clear preference for online training, most notably for occasional Facebook post (31.9%) and the one-and-a-half hour e-course (27.7%). When provided the possibility to select between following the training in groups or individually, 42.6% prefer to follow it online by themselves. The second most popular answer with regard to this variable was online in groups of five, which was selected by 17% of the sample. Followed closely by the in-person training in groups of five or less. It was remarkable that none of the respondents selected any of the Facebook training options that could be followed in a group. This implies that about one out of three respondents' preferred method of following the training is individually on Facebook. Out of the topics they were presented, the respondents were most interested as to how the products they consume effect the lives of animals, how the choices they make related to food and drinks effect the lives of animals, and also the implications the clothing they wear can have on the lives of animals.

An overwhelming majority of the respondents had no previous experience with other courses or trainings related to animal ethics. In addition, most do not have any preconceptions about animal ethics. Thus, most of them did not have any previous experience that could be taken into account and subsequently build upon during the training. They would require a basic introduction to the topic of animal ethics and the issues that will be covered during the course. The most popular way in which the introduction to animal ethics could be explained to them is by a short film.

The vast majority of the respondents (70.2%) consider it important to mention the objectives of the training and the value it adds to their lives at the beginning and during the training. Furthermore, 60.1% also consider it essential that the training is made to fit the context of their lives. It is noteworthy however that the majority of the respondents did not deem it important that they follow the course with people that share some similarities with them, in if they were to follow the training in groups. Both of the aforementioned results related to the principle of relevance coincide with what is contained in the theoretical framework.

In general terms, the principle of self-efficacy was backed by the findings of the research. In the theoretical framework it is stated that the trainees should be provided with opportunities to achieve small success. The fact that the majority of the respondents (68.1%) were in favour of various small assignments as opposed to fewer big assignments provides the possibility to incorporate opportunities to achieve small successes by means of the small assignments. Furthermore, it was also stated that the experiences from those that have already completed the training could also improve the self-efficacy of the trainees. The answers of a small majority (55.3%) of the respondents correspond with this principle, while only (19.1%) did not consider it an important factor. In addition, the reporting sessions that were advised in the theoretical section was also favoured by almost 8 out of 10 of the respondents, albeit that none of the 3 types of reporting sessions did not receive the preference of close to half of all the respondents. However, it is also worth mentioning that more than half of the respondents prefer making assignments by themselves as opposed to in groups. A comparison was made in order to examine if there was any relationship between the preferred method to following the training, in a group or individually, and the favoured type of assignment. After comparing the different responses, it can be said that even the majority of the respondents that selected one of the group training formats favoured making the assignments on an individual basis. The only training format from which the respondents favoured group assignments over individual assignments was the variant of that requires individual online training with a private teacher. The fact that the majority of the respondents prefer making assignments by themselves have implications for the principle of self-efficacy, since working in groups was suggested as a way to improve the self-efficacy of the trainees.

The claims made in the theories related to learn by doing were backed by the responses. A overwhelming majority of the respondents (78.8%) expressed that it is either important or very important for them to get the opportunity to put what they have learned into practice. This is striking, considering that altogether 70.2% of the respondents selected one of the online possibilities as preferred method to follow the training. This could imply that even though most of the respondents desire to follow the training online, they would still like to get another opportunity to put what they have learned into practice. This is also supported by the fact that more than half of the respondents selected at least one learning method that requires the participants to take on a more active role. However, it is worth mentioning that the high percentage of respondents that deem it important to have an opportunity could also be partly attributed to how the statement was worded. The wording of the statement attributed to this variable could have been interpreted as suggestive and thus influenced

the respondents in selecting either the important or very important answer categories. Taking everything into consideration, the expectations related to principle of doing coincide with what the two theories compiled in the theoretical framework.

Principle of the senses is supported by the findings of the questionnaire. The trainees consider it important to include a variation of learning methods was also supported by the results of the questionnaire. Although, as was the case with the aforementioned statement, the result of this variable could have been influenced by the wording of the statement.

A large majority of the respondents (63%) would like the training to contain emotional elements. Furthermore, a vast proportion of the respondents (82.9%) did not have objections towards watching graphic images as long as they. Nevertheless, that percentage is lower (57%) if the images display the slaughtering of animals. Thus, the responses given to the variables related to the principle of capture the mind and hearts do support what was found during the desk research.

The respondents within the sample had a clear preference for online training, most notably for occasional Facebook post (31.9%) and the one-and-a-half e-course (27.7%). When provided the possibility to select between following the training in groups or individually, 42.6% prefer to follow it online by themselves. The second most popular answer with regard to this variable was online in groups of five, however this option was only selected by 17% of the sample. Followed by 14.9% of the respondents who would prefer to follow the training in person in groups of five or less. It was remarkable that none of the respondents selected any of the Facebook training options that could be followed in a small or large group. Taking this into consideration, it could be said that the respondents that prefer training on Facebook would rather follow it on an individual basis, as opposed to in groups. This also has implications for the principle of self-efficacy, since working in groups is believed to enhance an individual's self-efficacy. Moreover, based on the responses it could be said that if the International Institute for Animal Ethics were to decide to also provide the training in-person, that the small group of five individuals or less is the most preferred by the respondents. Out of the topics they were presented that related to the choices they make and how these choices influence the life of animals, three stood out as the most expected, namely the products they use, the clothing they wear, and the food and drinks they consume.

## 6 Conclusion

To conclude, the findings of the questionnaire support what is contained in the theoretical framework, namely that in order for the animal ethics training programme to be successful it should include the principle of involvement, the principle of experience, the principle of relevance, the principle of self-efficacy, the principle of learn by doing, the principle of the senses, and the principle of capture the mind and soul. Nevertheless, it is important to note that the sample is not representative of the population and as a result, the findings cannot be generalized for the population.

The research started with desk research. Two relevant theories were identified during the desk research and consequently an operationalisation table was developed based on important principles that were identified in the two theories. It was decided to include both theories due to the fact that they complement each other. Subsequently, a questionnaire was developed based on the principles included in the operationalisation table.

Only two answer aspects of the results of the questionnaire deviate from the theoretical framework. Both have implications for the same aspect of self-efficacy. One of the ways proposed to improve the self-efficacy of the trainees is by letting them work in groups. However, most of the respondents prefer to both follow the training individually and make the assignments on an individual basis. Moreover, no relationship was found between respondents preference to follow the training in groups or on an individual basis and preferred way of making assignments. When grouped according to preferred manner of following training, the majority of all but one of the groups preferred to make the assignments by themselves.

Another thing that stood out is that even though a considerable fraction of the respondents favour following the course remotely and by themselves, most still want it to include methods that could either not be done remotely or require the participation of others. Example of such methods that were selected by the majority of the respondents are field projects, group discussions, or an opportunity to put what they have learn into practice. In this case, a field project can be used as an opportunity to put what they have learned into practice.

Moreover, only one in every four the respondents consider it important that the other trainees should have the same educational background, age or interest as them in the case that they would have to follow the training in groups. However, grouping them on the basis of such similarities could be a way to provide the training in a contextualized way, considering that most of the respondents would like.





## 7 Recommendations

Bases on the findings of the research, and bearing its limitations in mind, it can be said that the IIAE could develop different versions of the courses that include minor adaptations so that it connects as much as possible to context and trainees' lives. Moreover, a short diagnostic

It could be helpful to let future trainees fill in a short form with, for instance information, of their general interests and topics that interest them the most in order to provided them with a course that includes certain elements that connects with the context of their lives. Moreover, a short diagnostic could be done that pinpoint certain interests and needs of the trainees and then offer them a version that would relate to the interest and the context of their lives. So, in essence a main training would be developed that includes incorporates the key principles that were supported by the research and then add different details to the main format of the training so that you would have different versions of the same training programme.

Moreover, the results also indicate that the IIAE should take into account that even if trainees preferer to follow the online versions of the training, they still might require an in-person meeting in order to do activities that cannot be done remotely, such as field projects and group discussions. The fact that the majority of the respondents selected both of these methods illustrates this. Furthermore, the fact that a large majority of the respondents expressed that they would like to have the opportunity to put what they have learned into practice also supports this.

Based on the responses it could be said that the reporting sessions should also be incorporated in the training programme. However, due to the fact that there was no clear form of reporting sessions, it could be opted to let a group or individual who follows the course select which form or reporting they would prefer to have.

## References

- Animal Ethics Inc. (n.d.). *Ethical theories and nonhuman animals*. Retrieved from Animal Ethics website: <http://www.animal-ethics.org/ethics-animals-section/ethical-theories-nonhuman-animals/>
- Baarda, B. (2014). *Research. This is it!* (2<sup>nd</sup> ed.) Groningen/Houten: Noordhoff Uitgevers.
- Baarda, B., Bakker, E., Boullart, A., Julsing, M., Fischer, T., Peters, V., & Van Der Velden, T. (2018). *Basisboek Kwalitatief Onderzoek*. Groningen/Utrecht: Noordhoff Uitgevers.
- Baarda, B., Bakker, E., Van Der Hulst, M., Julsing, M., Fischer, T., Van Vianen, R., & De Goede, M. (2012). *Basisboek Methoden en Technieken* (5<sup>th</sup> ed.). Groningen/ Houten: Noordhof Uitgevers.
- Bandura, A. (1994). Self-Efficacy. In V. S. Ramachandran, *Encyclopedia of human behavior* (Vol, pp. 71-81). New York: Academic Press. Retrieved from Stanford University website.
- Bandura, A. (2009). Cultivate Self-efficacy for Personal and Organizational Effectiveness. In E. A. Locke(Ed.) , *The Handbook of Principles of Organizational Behavior* (2<sup>nd</sup> ed., pp. 179-200). Chichester: John Wiley & Sons Ltd.
- Bekoff, M. (2012, September 19). Animals are conscious and should be treated as such. Retrieved from <https://www.newscientist.com/article/mg21528836-200-animals-are-conscious-and-should-be-treated-as-such/>
- Bekoff, M. (2014, June 13). The Emotional Lives of Crayfish: Stress and Anxiety. Retrieved from PsychologyTodaywebsite:<https://www.psychologytoday.com/us/blog/animal-emotions/201406/the-emotional-lives-crayfish-stress-and-anxiety>
- Bentham, J. (2016 ). *An Introduction to the Principles of Morals and Legislation*. Scotts Valley: Createspace Independent Publishing Platform. (Original work published 1789)
- Cordiner, S. (2017). *The Theory & Principles of Creating Effective Training Courses*. Perth: Maintraining Pty Limited.

- Erasmus School of Social and Behavioural Sciences. (n.d.). Problem Based Learning System. Retrieved from Erasmus University Rotterdam website:  
<https://www.eur.nl/en/essb/information/admitted-students/introduction-package/problem-based-learning-system>
- European Space Agency. (2018, November 15). Space Applications for Wildlife. Retrieved from European Space Agency Business Applications website:  
<https://business.esa.int/projects/space-applications-for-wildlife>
- International Institute for Animal Ethics. (2017, December 24). Animal Ethics from Space. Retrieved from <https://instituteforanimaethics.org/animal-ethics-space/>
- Knowles, M. (1970). Andragogy: An Emerging Technology For Adult Learning. In M. Knowles, *The Modern Practice of Adult Education: From Pedagogy to Andragogy* (pp. 53-69). Cambridge: Cambridge Book Company.
- Knowles, M. S., Holton III, E. F., & Swanson, R. A. (2016). *The Adult Learner: The definitive classic in adult education and human resource development (8<sup>th</sup> ed.)*. Abingdon: Routledge.
- People for the Ethical Treatment of Animals. (n.d.). *Why Animal Rights?* Retrieved from People for the Ethical Treatment of Animals Web site: <https://www.peta.org/about-peta/why-peta/why-animal-rights/>
- Sahu, P. K., & Sa, D. B. (2016, October 21). *Tutor's Role in Problem-based learning: Minimum Interference with Maximum Responsibility*. Retrieved from ResearchGate:  
[https://www.researchgate.net/publication/309351192\\_Tutor%27s\\_Role\\_in\\_Problem-based\\_learning\\_Minimum\\_Interference\\_with\\_Maximum\\_Responsibility](https://www.researchgate.net/publication/309351192_Tutor%27s_Role_in_Problem-based_learning_Minimum_Interference_with_Maximum_Responsibility)
- Saunders, M., Lewis, P., & Thornhill, A. (2012). *Research Methods for Business Students (6<sup>th</sup> ed.)*. Harlow: Pearson Education Limited.
- Scheepers, P., Tobi, H., & Hennie, B. (2016). *Onderzoeksmethoden (9<sup>th</sup> ed.)*. Amsterdam : Boom uitgevers.
- van Weperen, E. (n.d.). Slides lecture 3 dealing with sources [PowerPoint slides]. Retrieved from [https://blackboard.hhs.nl/bbcswebdav/pid-2633452-dt-content-rid-19472000\\_2/xid-19472000\\_2](https://blackboard.hhs.nl/bbcswebdav/pid-2633452-dt-content-rid-19472000_2/xid-19472000_2)

Williams, R. R. (2018). *Revised Placement Portfolio*. Rotterdam.

Wilson, S. D. (n.d.). *Animals and Ethics*. Retrieved March 26, 2018, from  
<https://www.iep.utm.edu/anim-eth/>

## Appendix

### Appendix 1: IIAE Animal Ethics Training Questionnaire

I am a student of The Hague University of Applied sciences who is conducting his dissertation for the International Institute for Animal Ethics (IIAE). This questionnaire aims to identify how the IIAE can make an upcoming animal ethics training program as effective as possible. The target group of this training program is approximately from 20 to 65 years old. The survey will take approximately five to ten minutes to fill out. The questionnaire is anonymous and will not be published in any way or form. Furthermore, participation is entirely voluntary.

1. What is your age group \*

Mark only one oval.

- 20-29 years old
- 30-39 years old
- 40-49 years old
- 50 years or older

2. What is your gender? \*

Mark only one oval.

- Male
- Female
- Prefer not to say
- Other:

3. Highest level of education completed

Mark only one oval.

- Pre-vocational education (MAVO/VMBO)
- Senior general secondary education (HAVO) or pre-university education(VWO)
- Secondary vocational education (MBO)
- higher professional education (HBO)
- University Bachelor's
- University Master's
- Phd
- Other:

4. Have you followed any courses or trainings about animal ethics in the past?

Mark only one oval.

- Yes
- No

5. Do you have any preconceptions about animal ethics? (Fill in "no" or "yes, namely...")

## 6. How would you prefer follow the training programme?

Mark only one oval.

- Occasional posts on Facebook
- Occasional posts on Instagram
- Short E-course (duration of 1.5 hours)
- Long E-course (duration of 3 hours)
- Weekly E-course sessions (1 hour each)
- In-person day training (6 hours including one 30 min break and two 5 min breaks)
- In-person half-day training (3 hours including one 15 min break)
- In-person evening training (2 hours)
- Weekly in-person sessions ( 4 sessions of 2 hours each)
- Other:

## 7. Would you prefer to follow the training by yourself or in a group?

Mark only one oval.

- By myself, online
- By myself, online with a private teacher
- By myself, in-person
- In a small group of people online (Max 5)
- In a large group of people online (6 or more)
- In a small Facebook group (Max 5)
- In a large Facebook group (6 or more)
- In a small group in person
- In a large group in person
- At a conference dedicated to animal ethics
- Other:

## 8. If you were to follow the course in groups, how important is it for you that the group consists of people that have similar age, educational background, or interest as you?

Mark only one oval.

- Very unimportant
- Unimportant
- Neutral
- Important
- Very important

9. IIAE wants to explain what animal ethics and animal sentience are. How do you prefer this to be done?

Mark only one oval.

- Through a short film
- Through an infographic
- Through photos and text
- Through a simple Q&A in text
- Other:

10. IIAE wants to give examples of what you can do to influence the life of animals. On which areas would you like to learn about this?

Check all that apply.

- The products I use
- The clothes I wear
- The tours and trips I undertake
- The food and drinks I consume
- The way I treat my pet
- Other:

11. What would you like to learn about the most? Please be as extensive as possible

12. When you learn about animals, you also learn about yourself-we are much alike. What are you most interested in? For example how similar are humans and animals, how animals handle fear, if pet cats can have headaches, if my goldfish is intelligent etc. Please insert anything you can think of

13. It is important that different learning methods are used during the training(audio, visuals, reading, writing)

Mark only one oval.

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

14. Which of the following methods should be included in the training programme? Multiple answers possible

Check all that apply.

- (Group) discussions
- Role playing
- Case methods
- Simulation exercises
- Field projects
- Other:

15. It is important for me to have the opportunity to put what I have learned during the training into practice

Mark only one oval.

- Very unimportant
- Unimportant
- Neither unimportant nor important
- Important
- Very important

16. It is important that the objectives and added value the training adds to my life be mentioned at the beginning and during the training in order to keep me motivated

Mark only one oval.

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

17. The content of the training should be made to fit in the context of my life

Mark only one oval.



- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

18. Would you prefer to find out about the topic mostly through assignments or would you prefer to get the information through lectures?

Mark only one oval.

- Assignments
- Equally
- Lecture
- No preference
- Other:

19. Would you like to receive information from individuals who have completed the course? ( the effects it has had on their life)

Mark only one oval.

- Yes
- No
- Not sure
- Other:

20. I would like to receive verbal encouragement from the instructor during the training

Mark only one oval.

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

21. Would you prefer to make various small assignments or a few bigger assignments during the training ?

Mark only one oval.

- Small assignments

- Bigger assignments
- No preference

22. Would you prefer to make the assignments in groups or individually?

Mark only one oval.

- Groups
- Individually
- No preference

23. Would you like to have reporting sessions in between trainings or after completion of the training programme so that you can report on your progress?

Mark only one oval.

- Yes, in between training sessions
- Yes, in between and after the training programme
- Yes, only after
- No reporting session
- Do not know
- Other:

24. Should the training include emotional elements?

Mark only one oval.

- Yes
- No

25. Would you be willing to look at images that can possibly make you uncomfortable? For example images from a slaughterhouse

Mark only one oval.

- Yes, I have no objections
- Yes, but no images of animals being slaughtered
- No, I do not want to see that
- No, if you show that I am out

26. Some people do not want to see images such as the inside of a slaughterhouse. Do you have a possible explanation for this?

27. Would you be able and willing to make a donation in return for the training?

Mark only one oval.

- No
  - I am willing, but not able
  - Yes, between 1-5€
  - Yes, between 5-10€
  - Yes, between 10-15€
  - Yes, 15-20€
  - Yes, I am willing to pay €25 if I get a training for a day (including lunch)
  - More than €25
  - Yes, but I would like to determine how much after the training
  - Other:
- 
- 28. If you have any comments or suggestions feel free to add them in the following section