

- that establishments should have designated animal welfare officers and nominated veterinary surgeons
- that the Animal Welfare Bill that DEFRA is presently drafting should include provision for statutory regulation of establishments which hold out to undertake such activities (but from which individuals who may occasionally rescue, keep and re-home individual animals would be exempt).

The case for regulation is clearly set out in a separate chapter. This deals in detail with many of the complexities that will be faced in the drafting of legislation, including definitions, and proposals regarding methods of registration and licensing. The report also deals with legal and other issues relating to the ownership of displaced animals.

This is a very useful, dispassionate and well-balanced review. It makes many sound recommendations towards high standards of animal welfare in all these establishments. There has been a growth of interest in such animal rescue in many countries and this CAWC report is likely to be helpful widely.

The Report on Companion Animal Welfare Establishments: Sanctuaries, Shelters and Re-homing Centres (February 2004). Companion Animal Welfare Council Report. 58 pp A4 paperback. Published by and available from the Companion Animal Welfare Council, c/o The Donkey Sanctuary, Sidmouth, Devon EX10 0NU. Email: cawc@cawc.freeserve.co.uk.

InterNICHE publishes their policy on the use of animals and alternatives in education

InterNICHE is the International Network for Humane Education. It aims to promote high quality, fully humane education in biological sciences, and veterinary and human medicine. It supports progressive science teaching and the replacement of animal experiments by working with teachers to introduce alternatives, and with students to support freedom of conscience.

The 'Policy on the Use of Animals and Alternatives in Education', which was first published in the book 'From Guinea Pig to Computer Mouse (2nd edition, 2003)', has recently been put online by InterNICHE; it can be found on their website <http://www.interniche.org>. The document aims to address all aspects of work with animals and alternatives in life science education. The article consists of ten sections, beginning with the InterNICHE Position Statement. This is followed by a definition of alternatives in education and a definition of harm. The document then outlines policies on animal dissection; sourcing of animal cadavers and tissue; live animal use for clinical skills and surgery training; live animal field studies; and the use of live animals, animal cadavers and tissue for making alternatives.

The position statement says that *'InterNICHE supports a high quality humane education within the life sciences, and the use of alternatives to meet teaching objectives. InterNICHE is against all harmful use of animals in education, including the harming and killing of animals for their cadavers and tissue, for live experimentation and skills training, for ethology and field studies, and for making alternatives'*.

Within the context of the InterNICHE position statement, the policy on animal dissection states that animal dissection can be a useful tool for knowledge and skills acquisition, and may encourage an appreciation of life, when certain conditions are met. For example, the animal cadaver must be ethically sourced, the dissection should be carried out at no lower than the university level, instructors are ethically aware and responsible and have appropriate training and competence for all activities and procedures that involve animals.

With regard to sourcing animal cadavers and tissue, InterNICHE would recognise an animal cadaver or tissue as ethically sourced only if nine conditions are met. These include: that the animal was not captured, bought, bred, kept, harmed or killed to provide the cadaver or tissue, that the animal died from natural causes or an accident, or was humanely euthanased secondary to natural terminal disease or serious non-recoverable injury, and the decision to euthanase was made by a veterinary surgeon based on the interests of the animal and not motivated by practical or financial interests.

The policy on live animal use for clinical skills and surgery training lists 14 conditions that must be met before the use of animals for these purposes is considered acceptable. These conditions include: that clinical skills training is beneficial or neutral to individual animals, that the training should be supervised by a qualified instructor at all times, and that ethics, including animal rights and welfare, animal use, alternatives, and the human-animal bond are explored openly and fully.

The InterNICHE policy provides substantial material for those working in this field to consider when embarking upon the use of animals in education. A list of some other sources of information on the subject of the use of animals in education is also available at the InterNICHE website.

InterNICHE Policy on the Use of Animals and Alternatives in Education (2004). Available at: <http://www.interniche.org>.

Farm animal welfare in the UK National Curriculum

The Compassion in World Farming Trust (CIWF Trust) has produced a report entitled 'Educating Humane Citizens: Farm Animal Welfare and the Curriculum', which examines how well the educational curriculum helps young people in England to understand both the factual and ethical aspects of animal farming. The report has reviewed how these issues are tackled in the National Curriculum, in relevant GCE Advanced level courses and in associated textbooks. Proposals are made for the development of the existing curriculum.

The CIWF Trust argues that the curriculum should include greater detail on animal farming since a majority of people make use of animal products on a daily basis and because humane education should be an essential part of education for sustainability; furthermore, animal welfare interests and concerns most young people. It is suggested that much more needs to be done to ensure that students have a better under-