

# IN AWE

## International Animal Welfare Education

A Global Education programme for Animals, People and the Environment



**WSPA**

# WHAT

## is the IN AWE programme all about?

The International Animal Welfare Education (IN AWE) programme is an education initiative aimed at embedding animal welfare into school curricula for the 5–16 age range.

It aims to identify and draw on the best of Animal Welfare Education (AWE) resources and services already available from the World Society for the Protection of Animals (WSPA) and other organisations worldwide. WSPA recognises the value of working in **partnership** to promote and develop AWE internationally. IN AWE provides the framework to link those who wish to include AWE in their curriculum with providers of resources and services that focus on the animal welfare component within humane education. For AWE to be professionally sound, the content and methodology must be appropriate. The IN AWE programme encourages:

- professional standards of good teaching practice
- educational research and development
- effective curriculum innovation
- professional development through teacher support

### WSPA's vision and mission for the IN AWE programme

That children are given the opportunity to participate in humane education and animal welfare to enable them to become responsible, active citizens in the future. WSPA's mission is to facilitate a global programme that promotes AWE in schools across the 5-16 age range.

### WSPA's aim for the IN AWE programme

To embed Humane Education (HE) and AWE into the school curriculum. This will encourage respect for animals in their own right and generate responsible stewardship of animals and the environment.

### WSPA's main objective for the IN AWE programme

To provide those who wish to include AWE and/or HE within their educational system with a global picture of good practice and resources.

### Endorsement for the IN AWE programme by United Nations Educational, Scientific and Cultural Organisation (UNESCO)

The UNESCO Latin America and Caribbean office recently endorsed the WSPA IN AWE programme as an important initiative that fits their objectives. This milestone achievement may pave the way for successful partnerships with governments, education providers, curriculum developers, teachers, Non-Governmental Organisations (NGOs) and other partners.

Visit the IN AWE website at:

[www.animal-education.org](http://www.animal-education.org)



Canadian teacher Megan Russell explains the meaning of humane education

“Education is the most powerful weapon you can use to change the world”

Nelson Mandela

## HOW

### does the IN AWE programme relate to other areas of education?

#### Animal Welfare

Animal welfare includes both the physical and psychological state of an animal and the conditions in which the animal lives. Animal welfare can be described as good if the individual is fit, healthy, free from suffering and distress and has the opportunity to express natural behaviour.

#### Animal Welfare Education (AWE)

AWE is a process which promotes knowledge, understanding, skills, attitudes and values related to human involvement in the lives of animals. It includes the effects on animals' abilities to satisfy their needs and the responsibility this places on us. It includes curricular areas such as animal biology, bioethics and law which are necessary to understand how we can reduce animal suffering and enhance animal welfare.

#### Humane Education (HE)

Humane Education (HE) is a concept that encompasses all forms of education about social justice, citizenship, environmental issues and the welfare of animals. It recognises the interdependence of all living things.

This values-based education:

- develops sensitivity to all life, appreciation of diversity and tolerance of difference
- encourages children to become more compassionate and learn to live with greater respect for everyone (which fits in with anti-bullying policies and addresses the cycle of inter-personal violence and animal abuse)
- provides opportunities for children to develop a sense of awe, responsibility and duty of care for the natural world and their environment. HE makes explicit that we share our world with other animals that have needs and feelings (which fits in with education for sustainable development)
- contributes to the development of children's attitude and critical thinking skills (which increases children's self-esteem)
- empowers children to make decisions and take action as responsible world citizens

## WHO

### is the IN AWE programme for?

The IN AWE programme is for all who share the belief that education can help build a world where animal welfare matters and animal cruelty ends.

The programme is for those who wish to participate as partners in this process.

To be a partner you will be active in one of the following partnership groups:

- **decision-makers:** National and local governments, ministries of education and other statutory, policy and decision-making bodies
- **developers and implementers:** Teachers, lecturers, trainers and support staff, teacher training and professional development providers
- **facilitators:** NGOs, charities and voluntary bodies from the humane education, environmental education, animal welfare sectors or other related areas

Please consider how you could contribute to the programme as a partner by reading on.



Children singing at Universal Declaration on Animal Welfare (UDAW) event, Costa Rica

“Why is compassion not part of our established curriculum, an inherent part of our education? Compassion, awe, wonder, curiosity, exaltation, humility—these are the every foundation of any real civilization...”

Yehudi Menuhin (in Moran, 1985)

## IN AWE programme

# PARTNERSHIPS

### Why are IN AWE partnerships important?

The IN AWE programme encourages partners from a range of related disciplines to share with WSPA the work of:

- implementing animal welfare-based HE in school curricula
- developing expertise in HE
- contributing to this on-going programme and generating its sustainability

### What are the educational objectives of the IN AWE programme towards which partners would be working?

This AWE programme covers the primary and secondary school phases (i.e. broadly the 5-16 year age range although there is likely to be some variation in this range, especially at the lower end, due to the varying school-entry ages seen in different countries).

The main objective is to encourage the inclusion of AWE into the school curriculum of these phases. To achieve this it is necessary:

1. that governments (Ministries of Education) feel confident to regard AWE as a valuable component of the values-based curriculum
2. to promote AWE (or HE programmes) which take into account the appropriate:
  - developmental stages of children
  - animal welfare issues and themes which would constitute curricular 'learning areas'
  - teaching and learning methodologies
  - national and/or regional educational provision, opportunities and constraints
3. to provide professional support for implementation
4. to assist the growth of knowledge of animal welfare, HE and AWE by providing an opportunity to share and disseminate new knowledge and existing good practice

### Where does this programme link to other areas of social/values education?

IN AWE complements other areas such as Humane Education; Environmental Education; Personal, Social and Health Education; Citizenship Education etc. For example:

- **Sustainability:** UNESCO 'Decade of Education for Sustainable Development' (DESD 2005)  
"...Reflections on ethical aspects and dimensions of sustainable development are too often discounted. Yet for a concept such as sustainable development, with its concern with the relations between present and future generations, consideration of the 'ethics of the future' would appear critical .." (<http://portal.unesco.org/education/en/ev.php> ethical principles)
- **Earth Charter Initiative 2005 (recognised by UNESCO):**  
Principle 1. 'Respect Earth and life in all its diversity':  
1a 'Recognize that all beings are interdependent and every form of life has value regardless of its worth to human beings...'  
Principle 15. 'Treat all living beings with respect and consideration' ([www.earthcharter.org](http://www.earthcharter.org))
- **Active Citizenship:** Children learn to become active and informed citizens, respecting points of view and contributing to positive, responsible changes in a community through a combination of formal (school) and informal curricular activities.
- **The Violence Link:**  
There is ample scientific and anecdotal evidence about the link between violence towards humans and animal cruelty. Cruelty to animals is often learned behaviour; those children with experience of animal cruelty and domestic violence are more likely to become perpetrators themselves. AWE/HE has shown to contribute to the development of empathy and care for all living beings, including humans (references available from WSPA).

AWE could also be integrated in Literacy, Science, Geography, Drama/Arts or IT, or be part of informal education, lifelong learning initiatives and the youth activity groups sector.

### What are the similarities and differences between AWE and Environmental Education (EE)?

Environmental and conservation education programmes are essentially about human impact on environments; responsible stewardship of natural resources; sustainability; biodiversity and protection of species, populations and habitats. Although animal welfare and environmental issues are frequently linked, animal welfare essentially focuses on the welfare state of individual animals.

## WSPA IN AWE partners

### • Decision-makers

Curricular areas common to both EE and AWE include animal biology, bioethics, law and decision-making. Neither is a sub-set of the other. There is common ground between the continuum of interests of each and the respect for all forms of life principle offers opportunity for partnerships via this programme.

#### What are the main AWE learning outcomes?

- To **know** that animals have needs, that humans interact with other animals and that we share our environment with other living beings.
- To **understand** how human actions can affect animals and other living beings and that as a result we owe them a duty of care. To understand that we are frequently faced with moral dilemmas and that people hold different opinions.
- To acquire **skills** in effective communication (in order to better explain our ideas and responsibilities), demonstrating appropriate levels of care and of empathy.
- To develop and show **attitudes** of kindness, respect and responsibility.

#### What is the role of research and development within AWE?

As animal welfare knowledge and awareness of related issues continue to grow globally so does our knowledge of AWE/HE. Keeping abreast of new knowledge and initiatives is vital. Networking, links with partners, reporting and recognising good practice, carrying out/commissioning research, the publication of academic peer reviewed papers, participation in conferences, etc. are all aspects of research and development appropriate to this programme.

#### Quality assurance within the IN AWE programme

It is not WSPA's intention to coordinate the work of other partners, or to set or oversee standards in AWE; however, WSPA proposes, for consideration by others, achievable minimum standards it feels are required to gain the professional confidence of those who share the goals of this programme.

#### Who are the 'Decision-makers' and what could be their role as partners?

Policy making bodies include national and local governments; ministries and departments of education, science, health, agriculture, and environment; veterinary associations; intergovernmental organisations and other decision-making bodies.

Partnerships are voluntary and flexible. WSPA and a partner would work to a mutual agreement which whilst allowing autonomy would contribute to the implementation of AWE in the curriculum and endorsement or support for the programme.

#### What type of activities could be supported by 'Decision-maker' partners?

- Embedding AWE into policy and legislation.
- Promoting the teaching of AWE as important objectives.
- Securing approval for animal welfare based HE in schools.
- Opening up networking opportunities with curriculum developers, resource writers, teacher trainers, teachers' professional associations, and educational research establishments.
- Encouraging innovative developments within educational research into this area.
- Incorporating animal welfare within other values education/HE programmes.
- Facilitating and approving training courses in AWE for education professionals.
- Approving those AWE resources that have been 'quality assured' for use in schools.

## WSPA IN AWE partners

### • Developers & Implementers

#### Who are 'Developers & Implementers' and what could be their role as partners?

Curriculum developers; resource writers; teacher trainers/professional development providers; education inspectors; advisory teachers; head teachers, principals and directors of educational establishments; teachers, lecturers and classroom support paraprofessionals; other educational professionals (e.g. educational psychologists); education academics, researchers in universities and educational institutes, etc.

Partnerships are voluntary and flexible. WSPA and a partner would work to a mutual agreement which whilst allowing autonomy would contribute to the implementation of AWE in the curriculum, the development of methodologies, resources and training support.

Developers and implementers generate good practice in AWE or HE in the classroom which can be evaluated, promoted and shared with other partners.

#### What type of activities could be supported by 'Developer & Implementer' partners?

- Securing approval for animal welfare based HE in schools.
- Opening up networking opportunities with other partners.
- Carrying out innovative educational research into this area.
- Developing, evaluating and promoting animal welfare units of work, modules, courses, and lessons.
- Implementing and evaluating animal welfare within other values education/humane educational programmes.
- Teaching animal welfare, assessing learning and sharing best practice.
- Developing and delivering training courses and other forms of professional development in AWE for education professionals.
- Developing, promoting and evaluating AWE resources to be 'quality assured' for use in schools.

## WSPA IN AWE partners

### • Facilitators

#### Who are the 'Facilitators' and what could be their role as partners in this programme?

NGOs, voluntary bodies, charity sector bodies, clubs, societies, and campaigning groups working in the areas of HE, animal welfare, AWE, EE, environmental protection, wildlife conservation and protection etc.

Partnerships are voluntary and flexible. WSPA and a partner would work to a mutual agreement which, whilst allowing autonomy, would contribute to the implementation of AWE in the wider curriculum, the development of methodologies, resources and training support.

Facilitators generate good practice in AWE, HE, and EE. There are different types of Facilitators so they vary in their level of involvement and the range of educational programmes they provide, especially animal welfare specific. Programmes include training course provision, practical activities, classroom resources or simply sources of information and advice. Some Facilitators may prefer to sponsor and support programmes and initiatives that are developed by experts.

#### What type of activities could be supported by 'Facilitator' partners?

- Securing approval for animal welfare based HE in or out of schools.
- Opening up networking opportunities with other partners.
- Supporting or directly sponsoring innovative educational research into this area.
- Developing, evaluating and promoting animal welfare units of work, modules, courses, lessons and activities.
- Incorporating and evaluating animal welfare within other values humane/environmental educational programmes.
- Teaching animal welfare, assessing learning and sharing best practice.
- Developing and delivering training courses and other forms of professional development in AWE for education professionals, or supporting other partners in this.
- Developing, promoting and evaluating AWE resources to be 'quality assured' for use in schools or youth groups.

## WSPA IN AWE partners

### • Professional Development & IN AWE

#### How does the IN AWE programme contribute to the training and development of teachers, youth workers and other professionals?

A long-term aim of this programme is to introduce AWE/HE in curricula globally. This can be assisted by offering opportunities for AWE/HE training as part of the In-Service Professional Development (ISPD) and Initial Teacher Training and Education (ITTE).

The IN AWE programme offers guidance to both these phases and also for the training of paraprofessionals involved in youth groups and other informal education sectors. ISPD involves a range of methods including educational conferences and seminars, publications and training courses/workshops.

AWE/HE can be included in ITTE either within pedagogical subjects or by offering a holistic HE programme including animal welfare, environmental and humanitarian issues.

Whether youth leaders are working in paid or voluntary capacities, their professional development is important to them personally and may maximise their corporate role.

An additional area to consider is that of professional development for teacher trainers. This is a more advanced stage than providing ISPD courses (for teachers). In the diffusion process 'training the trainers' is a logical step.

Training providers may be interested in the innovation aspect of AWE/HE. Humans everywhere interact with animals in many ways in their everyday lives. Most children possess a natural fascination for animals. AWE/HE provides an opportunity to build on this promoting transferable skills and exploring sensitive issues in a structured and informed way. This can be linked, in turn, with many subject/activity areas while achieving the key objectives already set for those subjects.

#### What could a simple, differentiated animal welfare curriculum scheme look like?

**Theme:** Responsible pet ownership (pets are also referred to as companion animals).

**Underlying concept:** If we use animals we owe them a duty of care to ensure their welfare.

**Animal welfare issues:** Companion animals rely on keepers to provide them with conditions that meet their needs and maintain their welfare. It takes time, money, knowledge and commitment to care for an animal for the whole of the animal's life.

The table below shows the knowledge, understanding, skills and attitudes outcomes for the theme of 'Responsible Pet Ownership' at different educational levels.

**Table: Outcomes for the theme of 'Responsible Pet Ownership'**

Level	Knowledge	Understanding	Skills	Attitudes
Basic ↓	'I have needs and so do other animals'	Animals can be happy or unhappy	Treating animals gently	We should care for the animals in our home
↓	Needs common to all animals though each species has specific needs	Animals' needs matched to their species	How to groom a dog, recognising ill-health	Responsibility and empathy
Advanced ↓	Some species are unsuitable as pets	That uncontrolled breeding causes problems	Managing own time and money to ensure animal's welfare	Responsibility and empathy. Respecting the opinions of others.

(The units shown in each box are examples only; there are others which could be included)

# For a world where animal welfare matters and animal cruelty ends

For over 25 years, WSPA has promoted the concept of animal welfare in regions of the world where there are few, if any, measures to protect animals. Understanding that lack of information and awareness are major factors in the continuation of animal cruelty, WSPA's education programmes facilitate a change for the better in people's attitudes towards animals and their plight. WSPA has 13 offices and hundreds of thousands of supporters worldwide.

## WSPA's work is focused on four priority animal welfare areas:

**Companion animals** – responsible pet ownership, humane stray management and preventing cruelty to dogs, cats, working equines and other companion animals.

**Wildlife** – addressing commercial exploitation, cruel management and killing of wild animals for food or products and all other wild animal suffering as a direct result of human actions.

**Farm animals** – tackling intensive farming, long distance transportation, slaughter of domestic animals for food, and trade agreements affecting farm animals.

**Disaster management** – guidelines on disaster prevention and risk reduction, providing care to animals in distress from man-made or natural disasters and offering long-term rehabilitation support and relief.

## Building a global animal welfare movement

The path towards achieving our goal has taken WSPA to the farthest flung reaches of the planet. This has resulted in WSPA working with over 900 partner organisations (member societies) in over 70% of the world's countries to date. With consultative status at both the United Nations and the Council of Europe, WSPA is the world's largest alliance of animal welfare societies.

We are proud to be part of a growing global network of animal protection organisations; this means that WSPA brings together and supports animal welfarists throughout the world to challenge global issues.

## WHERE do we go from here?

If you would like the opportunity to discuss your education action plan with WSPA staff, or would like more information about becoming an IN AWE partner please contact:

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**WSPA IN AWE website:**  
[www.animal-education.org](http://www.animal-education.org)

**WSPA website:**  
[www.wspa-international.org](http://www.wspa-international.org)

Educational game developed to teach children in Chile about animal conservation and welfare



# CASE STUDIES

## Endorsement of AWE by UNESCO

WSPA has been involved in animal protection work in Chile for several years and has worked with member societies to improve legislation and practical changes in animal welfare.

In 2006 the WSPA education unit established a relationship with the Ministry of Education in Chile, the National Commission for the Environment, the Woods and Forest Government Corporation and UNESCO. In November 2006 stakeholders' support was formalised and a Memorandum of Understanding (MOU) was signed and formalised with the Ministry of Education and the National Commission for the Environment to conduct teacher training workshops and research in 2007. This was a huge step forward for the implementation of AWE in the Chilean curriculum.

UNESCO is an international governmental organisation which aims to improve the quality of education worldwide. WSPA sought collaboration with UNESCO to further HE and animal welfare as part of the curriculum.

Prior to the first teacher training workshops in April 2007 the UNESCO regional office for Latin America and the Caribbean endorsed the WSPA AWE programme. Official UNESCO recognition for HE and animal welfare as an essential component in the education of children is one of the main achievements of the IN AWE programme to date.



WSPA Education Manager Mr. Chacón, Mrs. Macedo (UNESCO) and Ms. Fuentealba present UNESCO endorsement and the 'Animal Box' education materials for Chile (April 2007)

## Education resource development in Costa Rica

WSPA's 'Respect for all forms of life' programme has been operational in Costa Rica since 1990. It consists of pupil resources, teacher guidelines, teacher training workshops and research into pupils' attitudes towards animal welfare. Similar methods and content have been used in Brazil since 2004 and Peru (2005).

### Educational software

Children at 700 schools in Costa Rica are benefiting from innovative software specially designed to spread the animal welfare message. The software has been developed by WSPA and the Omar Dengo Foundation and is aimed at primary school students. One CD-ROM features interactive games about companion, farm and wild animals and another CD-ROM for older pupils allows the learners to take part in an international animal rescue game. The Omar Dengo Foundation is a non-profit organisation working on innovative approaches to education and the use of information technology in the classroom.

### Teacher training DVD

A consultant has been involved in drafting syllabi and delivering teacher training workshops since 1989. Over the years, thousands of teachers have been reached. They showed great enthusiasm for these workshops and the evaluation has always been very positive.

Because of the success of the workshops WSPA decided to produce a DVD of the methods and activities employed to deliver humane education messages, and to inspire teachers to implement some of these activities in the classroom. It further includes an overview of WSPA's work, the importance of animal welfare, and WSPA's education approach in particular. Without providing an in-depth coverage of the whole range of relevant resources or topics, this video offers general guidance and inspiration for the educational task at hand.

The 40 minute DVD 'Animal Welfare Education' has been completed in Spanish and English. The video is the result of more than 15 years worth of academic experience from across Latin America. It is the first modern tool in what we hope will be a series of new contributions by WSPA to the fascinating world of AWE.

A copy of the DVD and interactive software for pupils is available from the WSPA Costa Rica office. A shorter version has been produced for website purposes and for wider distribution. To order a copy contact +506 226 26129 or [wspacr@racsa.co.cr](mailto:wspacr@racsa.co.cr)



Cover of the Spanish Teacher Training DVD 'Animal Welfare Education'

## Collaboration with the Kenya Institute of Education (KIE)

AWE continues to evolve in Africa. Previously WSPA had run extra-curricular 'Kindness Clubs' led by teachers in 34 African countries. In order to ensure effective evaluation of methodology and to recognise the importance of AWE our activities are now focussed on working with partners to introduce AWE into the official curriculum.

Preliminary meetings with the Kenya Institute of Education (KIE) in 2005 resulted in a WSPA-KIE collaboration to review the existing primary school curriculum.

### Needs assessment

In 2006 the KIE conducted a 'Needs Assessment' amongst farmers, agricultural officers, animal health workers, students, teachers, and consumers. The main aim was to have a better understanding of stakeholders' knowledge, attitudes and beliefs towards animal welfare in general and specifically to teaching animal welfare.

The KIE report concluded that inclusion of animal welfare in the national education curriculum would be a welcome addition.

In 2007 a consultant developed cross curricular AW lessons that can be implemented into the curriculum (in 'Science', 'English', 'Religion studies', and 'Social studies'). These will be reviewed by the KIE who agreed to develop animal welfare materials for the national curriculum. WSPA is excited about the collaboration with the KIE and hopes we can pilot the materials in schools in and around Nairobi in 2008 and 2009.

## Tackling violence in South Africa through HE

WSPA was honoured to invite Mrs Vivienne Rutgers of Forest Heights Primary School to WSPA's Biennial Symposium in June 2006. Below are excerpts of her speech.

*"In my country, a woman dies as a result of domestic violence every six hours. That's four women every day. Our teenage children are addicted to the drug called TIK which has become the drug of choice above Mandrax and Dagga. Their value system has more to do with cellular phones than basic courtesy. Our toddlers are raped and murdered... for example. Our pets are subjected to horrific torture as 'punishments'... for example.*

*Crime is rampant everywhere...some people refuse to come to a complete stop at the red traffic light at night, for fear of being hijacked.*

*How do we overcome the hard-heartedness that has beset our communities?*

*As a teacher with 31 years of experience, I have become interested in Humane Education as part of the solution. The teaching of kindness and respect for animal life enables me to reach into the hearts of my learners and find the empathy and compassion that society seems to have lost for each other.*

*It is such a privilege for me to be taking part in one of the most interesting research projects in the world today, to develop empathy in our people through Humane Education. The project is a unique partnership between our Western Cape Department of Education, WSPA member society The Humane Education Trust and the teachers, learners and community-members of Eerste River school near Cape Town. This community comprises some 155 schools under the care of Education Director who has ear-marked this project as a priority. It will assess the impact of Humane Education on learner behaviour over a five-year period. Data will begin to become available in December 2007."*

The implementation is continuing and research data is still being collected in 2008.

Pupils visit the Kenya Society for the Protection and Care of Animals (KSPCA) and learn about the importance of spay/neuter programmes



## Animal Concerns Research and Education Society (ACRES), Singapore

WSPA supported member society ACRES in Singapore has as its mission "To create a caring and socially responsible society where animals are treated as sentient beings and where the environment is preserved for future generations."

As part of this mission ACRES aims to:

- foster respect and compassion for all animals
- educate people on lifestyle choices which do not involve the abuse of animals and which are environment-friendly

One of the major challenges in decreasing the use and exploitation of animals in Singapore is the lack of public awareness. ACRES has worked to rectify this situation. ACRES, like WSPA understands the importance of education in changing attitudes and behaviour. Since its establishment in 2001 ACRES has conducted more than 180 roadshows and talks to raise awareness on animal welfare issues in Singapore with the aim to create a more socially responsible community.

Given the success of their previous work WSPA will support ACRES to continue and expand its HE in schools programme. The Humane Education for All Life programme (HEAL) will begin in 2008 and will reach around 20,000 primary school students a year. Some of the key issues in the programme are:

- the sentience of animals, use and exploitation of animals
- actions students can all take to lessen suffering of animals

By highlighting the links between their programme and the obligatory 'Character Development' part of the primary curriculum as well as forming links to core subjects such as Maths and English within the national curriculum ACRES hopes to be able to build the programme into something sustainable and long-lasting. By educating children and building their enthusiasm about animals, they will learn to make informed choices in their everyday activities to reduce animal suffering. It is hoped they will then spread the message to their family and friends.

The HEAL program consists of four units delivered by ACRES staff or volunteers. The duration of the programme can be flexible to fit with school demands, however it is anticipated that it will stretch over a full academic year. These units include: 'Animals as Sentient Beings', 'Threats to Wild Animals and their Habitats', 'The Illegal Wildlife Trade' and 'Making a Difference'. A teachers' pack will allow for follow up work in between sessions. The Illegal Wildlife Trade unit will be held at ACRES' rescue centre allowing students to see first hand the results of this inhumane trade.

ACRES seeks to contribute to changes for the better in knowledge, attitude and behaviour as the result of their HEAL programme. These will be monitored through the use of different indicators such as comparison of pre- and post-programme questionnaires and quizzes, interviews, number of illegal pets owned and numbers of students joining as volunteers.

Singapore pupil who participated in the HEAL programme.  
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