



Openness
Agreement on
Animal Research
and Teaching
in New Zealand

2022 Annual Report



anzccart
H U M A N E S C I E N C E

Signatories



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Foreword

The ANZCCART Openness Agreement on the Use of Animals in Research and Teaching in Aotearoa New Zealand was launched on 27 July 2021 with 21 signatories (now 27) following 18 months of preparation and consultation with the scientific community, government bodies, research funding agencies, media, tangata whenua (Indigenous Māori community), animal welfare/advocacy organisations and patient advocacy groups. The Openness Agreement is a **publicly accountable pledge** by the signatories to be far more transparent about how and why they use animals in their research and teaching, to enhance their communication on these matters with the media, public and tangata whenua and to provide these groups with opportunities to find out more. Underpinning these Openness commitments is the overall commitment to the Three Rs (Replacement of animals with valid alternatives, Reduction in the number of animals used, Refinement of techniques used in order to minimise suffering and harm to animals).

After one year of the Openness Agreement's existence, this first Annual Report for the September 2021 to September 2022 period indicates how much transparency has already occurred in some of the signatory organisations, how the Agreement has challenged them to think 'are we doing enough?', and how all are striving to increase their openness. Signatories should be proud of what they have achieved in this first year of the Agreement, particularly given the challenging times created by the third year of COVID-19.

The first Annual Report allows the signatories to share their progress and experiences and also provides the benchmark for future advances in Openness about use of animals in Aotearoa. We will also be able to benchmark our Openness with those in other countries (UK launched in 2014, Spain 2016, Portugal 2018, Belgium 2019 and France, Germany, Netherlands and Switzerland, all like NZ launched in 2021; and under development in Australia, Italy and USA) who have comparable Agreements (except they do not include enhancing communication with the country's Indigenous community or, except Australia, the use of animals in teaching).

Scientific research, and the teaching of it, is aimed at improving the health and well-being of humans **and** animals, protecting our native wildlife and natural environment (both now under even greater threat from climate change) and eliciting serendipitous new discoveries leading to unexpected new advancements in science.

The purpose of the Openness Agreement is to ensure the public are well informed about the use of animals in research and teaching, and that such use has been rigorously justified and critiqued before it commences. Furthermore, the Openness Agreement will permit researchers, teachers, animal care staff/ organisations and research funding agencies to show what they do to promote high standards of animal welfare and adherence to the Three Rs, and that processes are in place to report and rectify any poor practice.

The scientific community, funders and animal support staff must be open, transparent, trustworthy and above all accountable. All this will allow **informed** discussion and debate among the scientific community, public and tangata whenua, permitting **all** to make up their own minds about the ethics of using animals in research and teaching. The ethical balance of benefit versus harm in the use of animals taxes us all. Openness is vital and even more important in these recent times of misinformation and disinformation.

Emeritus Professor Pat Cragg

Chair of the New Zealand ANZCCART Board,
Australian and New Zealand Council for the
Care of Animals in Research and Teaching (ANZCCART)



Executive summary

The Openness Agreement on Animal Research and Teaching in New Zealand was launched on 27 July 2021, and by 1 September 2022 it had 27 signatories, including universities, institutes of technology, non-profits, companies, Crown Research Institutes, government organisations, umbrella bodies, research funding organisations and learned societies committing to its five commitments:

1. We will be clear about why and how we use animals in research and teaching.
2. We will enhance our communications with the media and the public about our use of animals in research and teaching.
3. We will enhance our communications with tangata whenua about our use of animals in research and teaching.
4. We will be proactive in providing opportunities for the public to find out about research and teaching using animals.
5. We will report on progress annually and share our experiences.

This is the first report on progress by the signatories, since the Agreement's launch in 2021, and provides an opportunity to benchmark progress towards the commitments and share experiences. Of these organisations, 21 undertake research and/or teaching with animals directly, while six do so indirectly by funding or supporting the use of animals in research and teaching or having members that carry out such work.

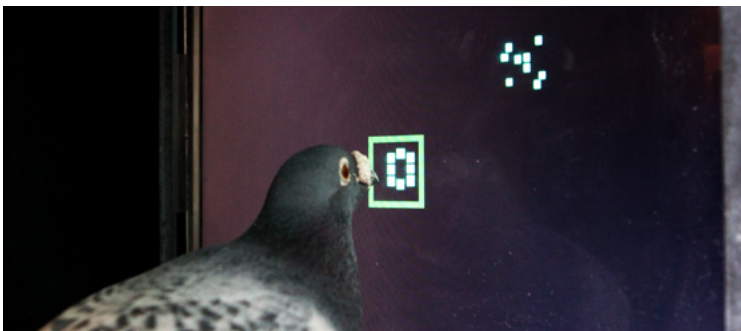


Photo credit - William van der Vliet and Damian Scarf, University of Otago.



Introduction

New Zealand has long been committed to maintaining and improving high standards of animal welfare as well as undertaking world-leading research and teaching using animals, as regulated under the Animal Welfare Act 1999. However, the scientific community in New Zealand also recognises the importance of demonstrating and promoting these values. In order to be seen as trustworthy, the scientific community must be open, transparent and accountable for the research and teaching it conducts, funds or supports, including when the high standards we strive for are not achieved. Doing more to communicate the nature of the work and the context in which animal research and teaching takes place, the work that organisations undertake to incorporate the Three Rs (the Replacement, Reduction and Refinement of animal use in research and teaching), the regulations that govern this research, and the systems that are in place to report and rectify poor practice, is key.

The signatories to this Agreement are involved in carrying out, funding or supporting the use of animals in research or teaching. The objective of this Agreement is to ensure that the public is well informed about what animal research involves, the role it plays in the overall process of scientific discovery, how such research is regulated in New Zealand, and what researchers and animal care staff do to promote welfare, reduce animal usage and minimise suffering and harm to the animals.

The Agreement was launched on 27 July 2021 with 21 universities, institutes of technology, non-profit organisations, Crown Research Institutes, government organisations, umbrella bodies, research funding organisations and learned societies committed to communicate openly about animal use. Over the course of the year, this number has grown to 27. Of these organisations, 21 undertake research and/or teaching with animals directly, while six do so indirectly by funding or supporting the use of animals in research and teaching, or having members that carry out such work.

The signatories have formally agreed to the Openness Agreement's five commitments:

1. We will be clear about why and how we use animals in research and teaching.
2. We will enhance our communications with the media and the public about our use of animals in research and teaching.
3. We will enhance our communications with tangata whenua about our use of animals in research and teaching.
4. We will be proactive in providing opportunities for the public to find out about research and teaching using animals.
5. We will report on progress annually and share our experiences.

How each organisation meets these commitments will differ depending on their operation, purpose, capacity and legal obligations. While some signatories already have systems and structures in place to help them to fulfil the commitments, others may require time to develop these processes.

The intention of the Agreement is that all signatories demonstrate ongoing commitment towards greater openness on the use of animals in research and teaching in New Zealand. Surveying the signatories to provide data for this report addresses Commitment 5 (see Appendix 1).



Commitment 1

We will be clear about why and how we use animals in research and teaching

Providing public information: 86% of research/teaching organisations and 83% of non-research/teaching organisations have discussed animals in research and teaching with the public.

Providing information within the organisation: 67% of research/teaching organisations and 33% of non-research/teaching organisations made the use of animals in research and teaching clear to researchers, staff or students; or acknowledged that their members carried out, funded or supported the use of animals in research to staff, grant holders or supporters.

Providing information about the application of the Three Rs:¹

57% of research/teaching organisations and 33% of non-research/teaching organisations have communicated work around the Three Rs to the media and the public over the past year.

Commitment 2

We will enhance our communications with the media and the public about our use of animals in research and teaching

Website information: All signatories, within six months of signing the agreement, have provided a statement on their websites about their position on animal research and teaching.

Policies and guidelines: 14% of research/teaching organisations have an organisational policy relating to the mention of animals used in research for media releases or openness in animal research and teaching in general. 29% of these organisations require ARRIVE² guidelines to be met, and 29% require PREPARE³ guidelines to be met.

Staff training: 14% of research/teaching organisations and 33% of non-research/teaching organisations provide researchers or staff with training to engage confidently with the public (including their friends and family) on the issues around animal research and teaching. However, in response to a differently phrased question, 52% of research/teaching organisations and 50% of non-research/teaching organisations have provided guidance or support to staff or students to deliver public engagement events about the use of animals in research or teaching over the past year.

Commitment 3

We will enhance our communications with tangata whenua about our use of animals in research and teaching

Providing information for tangata whenua: Examples of engagement with tangata whenua have included consultation with whānau, hapū and iwi; training iwi members to help with research projects; and presenting results at hapū hui.

Incorporation of tikanga Māori: 33% of research/teaching signatories have incorporated tikanga Māori approaches to work at their organisation relating to animal use in research.

Commitment 4

We will be proactive in providing opportunities for the public to find out about research and teaching using animals

Providing opportunities for public engagement: 43% of research/teaching organisations and 50% of non-research/teaching organisations have provided opportunities for engagement with the public or community around the use of animals in research and teaching over the past year.

Access to animal facilities: 29% of research/teaching organisations have provided access to their animal facilities to visitors from outside their organisation over the past year.

¹ The Three Rs — **R**eplacement, **R**eduction and **R**efinement — are embodied in the Animal Welfare Act 1999, to help scientists minimise any negative impact of their work on animal welfare and to encourage them to consider alternative methods that do not use animals.

² The ARRIVE guidelines (**A**nimal **R**esearch: **R**eporting of **I**n **V**ivo **E**xperiments) are a checklist of recommendations to improve the reporting of research involving animals – maximising the quality and reliability of published research, and enabling others to better scrutinise, evaluate and reproduce it.

³ PREPARE (**P**lanning **R**esearch and **E**xperimental **P**rocedures on **A**nimals: **R**ecommendations for **E**xcellence).

Commitment 1

We will be clear about why and how we use animals in research and teaching

Providing public information

86% of research/teaching organisations and 83% of non-research/teaching organisations have discussed animals in research and teaching with the public:

	Research/ teaching	Non-research/ teaching
Public-facing webpage covering your organisational involvement with animals in research and teaching	14	5
A public-facing statement on your use of animals in research and teaching	13	4
An annual report or section in an annual report covering animal research or teaching	8	1
Posters relating to or explaining animal research or teaching in public areas	2	NA
Public-facing leaflets, brochures, position statements and research publications	1	NA

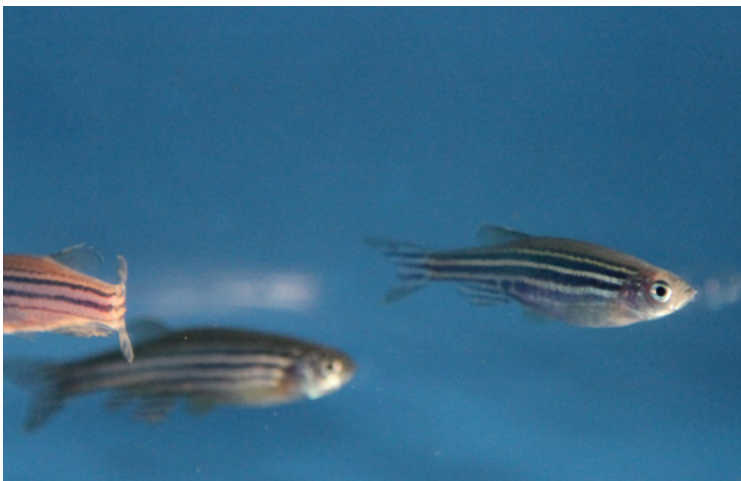


This information included:

	Research/ teaching	Non-research/ teaching
Organised talks or face-to-face outreach work with general public audiences	10	1
Animal research news or breakthroughs	9	1
Articles on animal research or the 3Rs	9	1
Numbers and species of animals used	7	NA
Lay summaries of research projects undertaken or funded	6	2
Images of stock animals or facilities	6	2
Images or information about people involved in caring for the animals	5	2
Video footage of research animals or procedures	3	1
Percentages or proportions of types of animals used	2	NA
Details of actual severity of procedures	2	NA
Images of animals undergoing procedures	2	1
Ministry for Primary Industries (MPI) Five-Yearly Audits	1	NA
Video footage of animal facilities (such as a virtual tour)	0	1

Steps taken to provide balanced information about the benefits, limitations and harms of animal research and teaching, and its impact on animal welfare and the ethical considerations involved, included:

- providing ethics information for any courses that uses animals for teaching
- offering students papers that cover the ethics of animal research, either as standalone papers, or as modules in other papers (e.g., undergraduate psychology)
- having bioethicists and researchers provide balanced information to inform the public
- inviting speakers from the membership and outside that can address these issues during our conferences and meetings to engage with delegates and members
- sending out new and relevant information via email to members and added as a resource to our website
- requiring all grant projects that intend to use animals to complete a separate section providing a brief justification, in lay language, for the use of animals to answer their research question. In addition, confirming how the research design adheres to the Three Rs principals.



Providing information within the organisation

67% of research/teaching organisations and 33% of non-research/teaching organisations made the use of animals in research and teaching clear to researchers, staff or students; or acknowledged that their members carried out, funded or supported the use of animals in research to staff, grant holders or supporters:

	Research/ teaching	Non-research/ teaching
Talks and presentations about the use of animals in research and teaching	10	3
Newsletters and internal publications or communications	9	2
Opportunities for non-research staff to visit animal facilities	7	NA
Explicit mention of animal research and its use in teaching during the recruitment and induction process	6	1
Participation in or provision of taught courses on animal research or ethics for students	5	NA
Representative from student union on Animal Ethics Committee (AEC)	3	NA
Open invitations to attend AEC meetings	1	NA

Examples of how organisations made their people aware of their use of animals in research:

- Daily 'stories' are published on the 'Intranet' front page. These mostly showcase the work our people do, and often include research projects being done by our scientists.

- Our e-newsletter is emailed to staff weekly. It includes articles on animal research and outcomes. It also has links to other publications (e.g., rural industry news, local newspaper) that feature research undertaken by our staff, including animal research.
- Everyone working here gets an introduction to our department in their induction that we have an animal facility where researchers do their experiments.
- Providing an Openness tutorial for the communications team.
- Providing researcher/technician workshop talks.
- We have funded researchers give short talks to funding sponsors at fund raising events. We encourage speakers to be open about the use of animals in such presentations.

Providing information about the application of the Three Rs

57% of research/teaching organisations and 33% of non-research/teaching organisations have communicated work around the Three Rs to media and public over the past year:

	Research/ teaching	Non-research/ teaching
Examples on organisation's website	10	1
Support for the Three Rs and welfare in the sector (hosting discussions, giving prizes)	4	1
Media releases	4	1
Examples given through other organisational publications	3	1
Examples provided to third party (e.g., ANZCCART) to be shared	2	1

Examples include:

- an award for commitments to the principles of the Three Rs is included in the staff excellence award ceremony open to the public
- communicating about an animal tissue-sharing web site and the rehoming of research/teaching animals
- having position statements and an article on this topic advocating for them on our website.
- where possible, we facilitate discussions and presentations during the annual events program to support Three Rs and welfare in the sector
- developing a Three Rs methodology booklet with ANZCCART (NZ)⁴ / MPI on the use of rat jellies.

Channels used to share information

The channels used to proactively provide information were:

	Research/ teaching	Non-research/ teaching
Information on own website	15	5
Media releases	10	1
Facebook	6	0
Twitter	6	0
Newsletters (electronic)	5	0
Newsletters (print)	4	0
Other (please specify):	4	1
Instagram	4	0
YouTube	3	0
Information on a third-party website	2	1
Other social media platform	1	1

⁴ The New Zealand Board of the Australian & New Zealand Council for the Care of Animals in Research and Teaching.

Communication examples:

AgResearch: lab grown food: <https://www.agresearch.co.nz/news/lab-grown-food-research-boosted-by-new-academic-post/>

ANZLAA: National Resource Positioning Statement <https://www.anzlaa.org/National-Resource-Positioning-Statement>

AstraZeneca: How science is getting closer to a world without animal testing | Financial Times (ft.com) <https://www.ft.com/content/7c35e08a-4931-4401-b27e-acabf974bff8?sharetype=gift>

Auckland Zoo: Auckland Zoo has just published a book in celebration of its upcoming centenary called [*Auckland Zoo – 100 Years, 100 Stories*](#). One of the stories in this book, 'Widening our knowledge', looks at the Zoo's research partnerships, the type of research that is done and also includes mentions of Auckland Zoo signing the ANZCCART agreement.

Department of Conservation (DoC): The DoC 'Sounds of Science' podcast (<https://www.doc.govt.nz/news/podcast/>)

Massey University: Pet disease research (see: <https://www.stuff.co.nz/manawatu-standard/news/300405696/pets-needed-for-massey-cancer-treatment-study>)

University of Auckland: <https://www.cie.auckland.ac.nz/newsroom/ai-drones-save-maui-dolphin/>

University of Waikato: <https://www.stuff.co.nz/national/health/104854871/sniffing-out-a-killer-how-dogs-could-help-to-detect-early-signs-of-cancer>

Callahan Innovation: We profile our customers who may have developed technology around animal health, welfare and management: <https://www.callaghaninnovation.govt.nz/ahead-herd>



Commitment 2

We will enhance our communications with the media and the public about our use of animals in research and teaching

Website information

Signatories have provided website addresses for their policy statement or website page providing their position on animal research and teaching. These are provided in Appendix 2. The number of clicks it takes to reach these websites from the organisation's home page is:

	Research/ teaching	Non-research/ teaching
0-1	24%	67%
2	19%	33%
3	19%	0%
4	5%	0%
5 or more	19%	0%

Policies and guidelines

Signatories having an organisational policy about the mention of animals used in research for media releases or openness in animal research and teaching in general:

	Research/ teaching	Non-research/ teaching
Yes	14%	0%
Not at present but we plan to introduce one within three years	24%	17%
No	57%	83%

Specific examples:

- The staff intranet has contact details for the Secretary and Animal Welfare Officer; both are used for staff enquiries. The Code of Responsible Research Conduct addresses responding to complaints.
- We have an email address we call the ‘Science Inbox’ for public inquiries. Members of the Science team respond to these emails if they are beyond the scope of the Communications team.
- We respond to Official Information Act (OIA) requests following associated law and policy requirements.
- Our institution has a policy statement on openness on our external-facing webpages. Our OIA and Communications teams have been briefed on the Openness Agreement and our commitment for clearer communication. Enquiries are forwarded to the Animal Ethics Committee (AEC) shared mailbox for further comment and input.
- We have an Openness in Animal Research and Teaching Policy that indicates the route for this. We also have an Engagement Guideline. Other documents are in development (e.g. guideline to support the policy and Animal Research Communications Guideline).
- We intend to use the lay language “justification for use of animals” in grant applications, in consultation with grant holders, to provide information for such enquiries.

Requiring ARRIVE, PREPARE or equivalent publication guidelines are met for research that your organisation carries out:

	ARRIVE Guidelines		PREPARE Guidelines	
	Research/ teaching	Non-research/ teaching	Research/ teaching	Non-research/ teaching
Yes	29%	33%	29%	0%
No	71%	67%	71%	100%

Those requiring these guidelines have noted the following:

- It is in the Openness Policy as an intention for researchers to meet the commitments by “following and reporting the use of acknowledged good practice when designing and publishing the results of animal research (e.g., the principles enshrined in the PREPARE and ARRIVE guidelines)”. We have recently started socialising these and, when done, will move to a ‘requirement’ for all researchers involved in research, testing and teaching.
- The AEC considers the ARRIVE and PREPARE guidelines when assessing animal ethics applications, which includes a statement by researchers that they intend to publish the results of their research.
- The ARRIVE guidelines are incorporated into the AEC’s user guide for staff and students applying for ethics approval. Internal training specifically mentions the guidelines and copies are disseminated. Publications are regularly published in online journals that adhere to the ARRIVE guidelines.
- Our journals endorse the use of the ARRIVE guidelines, which have been developed to improve the design, analysis and reporting of research using animals.

Staff training

Signatories providing researchers or staff with training to engage confidently with the public (including their friends and family) on the issues around animal research and teaching:

	Research/ teaching	Non-research/ teaching
Yes	14%	33%
No	48%	50%
No, but we have plans to provide training in the next three years	29%	0%

However, 52% of research/teaching organisations and 50% of non-research/teaching organisations have provided guidance or support to staff or students to deliver public engagement events about the use of animals in research or teaching over the past year:

	Research/ teaching	Non-research/ teaching
Support from in-house engagement or communications team	5	1
Coaching by staff experienced in public engagement	5	1
Public engagement training	4	1
Other internal expertise or support structure	2	1
Other external support or training	1	3

Specific examples:

- We are developing staff and student induction modules that will include animal ethics and research communication
- The Science team provides support to other organisational members on topics of welfare, including our position statements, which cover research, testing and teaching.
- Training content is generally focused on improving individual wellbeing and industry experiences and take the form of workshops and discussion forums.
- Staff who participate in openness events receive training.
- We run a media training course for our summer student scholars. This covers being open and accessible regarding all aspect of their science. For the 2023 training session we have asked the science communication tutors to include specific examples relating to openness on the use of animals in research.
- Our institution has an Academic Development Office that offers specialised and general training for staff.

Providing media training for staff who wish to engage with the media on animal research:

	Research/ teaching	Non-research/ teaching
Yes	33%	17%
No	57%	83%

Specific examples:

- Media training is available to all our staff, and particularly encouraged for those working in high-profile or contentious areas of research. This is delivered internally, or via external providers (e.g., Savvy Science Media Centre courses)
- Media training is not available for all staff as not all staff talk to the media. For staff who would talk to the media, we have media training for all sorts of topics related to our work; therefore, this would be included if requested.
- Not specifically. All staff engaging with media are supported by senior managers and the dedicated media/comms team.
- We have experts that present at our conferences on how you speak to the public on the use of animals in research. These subject matter experts are also engaged to support our communications where needed.



Commitment 3

We will enhance our communications with tangata whenua about our use of animals in research and teaching

Providing information for tangata whenua

Signatories have provided information, or engaged with tangata whenua,⁵ in the following ways over the past year:

	Research/ teaching	Non-research/ teaching
Public-facing webpage covering your organisational involvement with animal research and teaching	8	1
An annual report or section in annual report covering animal research	5	0
Proactive comment regarding your own use of animals in research or teaching	3	0
Comment on a general issue around animal research	2	0
A policy or position statement on the use of animals in research or teaching that acknowledges Te Tiriti o Waitangi and the need to improve openness and engagement with tangata whenua as kaitiaki ⁶ and pou tikanga, ⁷ especially where research and teaching involves taonga species ⁸	2	0
Panel members for a hui or briefing on animal research or teaching	1	0

Specific examples:

- We work closely with whānau, hapū, and iwi to encourage engagement with our research and honour their kaitiaki. We are increasing our capacity and capability in this space. We view this as our highest priority above general social engagement.
- Research project consultation with tangata whenua is conducted by university staff thorough university processes.
- We are in discussions with our Research Manager Mātauranga Māori around how this might be more authentically embedded.
- The university has examples of researchers who have consulted with local iwi about their studies of taonga species. Importantly, the researchers have been consulting with tangata whenua at the conception of the projects and also prior to publication so that whakaaro Māori can be included in the interpretations and publications that arise from these studies.
- One of our researchers has long-standing relationships with iwi in Northland. She and her graduate students provide iwi access to her kiwi research and has trained approximately 15 iwi members to work with kiwi, including explaining ethical issues. This training has led to them helping with sampling for kiwi projects and establishing their own independent projects. She often presents results at hapū hui and discusses what should happen next in the research. One of her projects is led by them.
- Research involving taonga species involves consultation with iwi as kaitiaki as part of any research on public land, and as part of funding applications for New Zealand research grants.
- We have a tangata whenua representative/advisor on our Ethics and Welfare Committees. We have recently established a dedicated senior role – Kaupapa Māori Advisor – who provides support and guidance across all aspects of our activity.

⁵ Tangata whenua - people of the land. Māori are the indigenous people of Aotearoa, New Zealand.

⁶ Kaitiaki is the guardian or custodian.

⁷ Pou tikanga - The Pou Tikanga set and uphold expectations for correct procedures as practiced in Te Ao Māori.

⁸ Taonga species - treasured/prized species of social and cultural value in Te Ao Māori.

Incorporation of tikanga Māori

33% of research/teaching signatories have incorporated tikanga Māori approaches to work at their organisation relating to animal use in research:

- Our team use tikanga Māori at each meeting to discuss research with hapū, and by meeting with them at the marae following traditional protocols.
- A Whakawātea (a clearing of the way ceremony) was conducted as part of our animal facility opening ceremonies.
- Ongoing liaison with iwi and Māori partners around specific research activities and outcomes, some of which involve animal research, including, where appropriate, the establishment of oversight committees.
- Yes, our work on/with animals in river and estuarine environment very often involves tangata whenua, and a broad sharing of information often following tikanga Māori approaches.
- Through our Kaupapa Māori Advisor we are evolving our tikanga related to all aspects of our operation including native animals and the various ways in which they contribute to our mission. Research has not been addressed specifically at this time.



Commitment 4

We will be proactive in providing opportunities for the public to find out about research and teaching using animals

Providing opportunities for public engagement

43% of research/teaching organisations and 50% of non-research/teaching organisations have provided opportunities for engagement with the public or community around the use of animals in research and teaching over the past year:

	Research/ teaching	Non-research/ teaching
Schools' engagement	5	2
Presentations at local or supporter events	3	1
Holding or participating in science festivals	3	1
Family days	3	0
Recruitment fairs	2	1
Community days and festivals	2	0
Policy events (non-sector)	1	0

Examples of this engagement:

- We regularly have school and other groups visit our research facilities where we discuss and engage with them on the research that involves animals and the concerns that are raised.
- Departmental open days, presentations at agricultural field days, visits from high school students, talks to community groups such as University of the 3rd Age or special interest groups such as Birds New Zealand annual conference and branch meetings.

- Families of our technicians invited to tour facilities and hear about the significant research their family members help support. Adoption of animals to friends and family of staff. Tours for representatives from companies or organisations that may have an interest in working with us or us with them.
- Providing access to Polytech Vet Nurse students for work experience and general visits to demonstrate what an animal facility looks like and the kinds of activities that are undertaken.
- Farmer discussion groups and other community events.
- Two virtual schools' events for students from multiple high schools showing video footage of animals undergoing procedures in our animal units and a live virtual tour of an animal unit.
- University student outreach events discussing lab animal careers.
- The organisation has staff who specialise in outreach programs for schools who can assist with school visits or directly disseminate information about our research programmes.

Access to animal facilities

24% of research/teaching organisations have provided access to their animal facilities to visitors from outside their organisation over the past year:

	Research/teaching
Not applicable	7
We have hosted students or (non-research) staff from another institution	6
We have hosted a special interest group	5
We have hosted an MP/politician	3
We have not provided access	1

Examples include:

- access provided, either proactively or by request, where appropriate as part of our ongoing research engagement programme
- MPs and ministers, special interest groups including Beef+Lamb future farmers; and several school groups
- livestreamed animal surgeries to overseas organisations.

Although signatories note:

- due to welfare reasons and COVID restrictions, we have moved towards appointment-based only visitors as this reduces stress on the animals
- our Small Animal Facility has specific pathogen free and containment requirements that complicate visits, but in 2019 we hosted a visit by ABSANZ (Association for Biosecurity of Australia and NZ) and hosted students and staff from other institutions.

Progress towards the Openness Agreement Commitments 2022

Openness Agreement signatories are required to be clear about how, when and why they use animals in research, and this report on progress in the first year after the launch of the Agreement provides a benchmark against which progress can be assessed in future years.

This year has, however, been overshadowed by the COVID-19 pandemic. The additional workload caused by COVID-19, particularly with the shift to online teaching programmes in universities, slowed down progress for some or all signatories. Controls on events due to COVID restrictions have also limited community engagement activities.



Appendix 1

About this report

Management of the Openness Agreement

ANZCCART (NZ) actively manages the Openness Agreement and asks for feedback from signatories on the support they have been given over the year.

Most (86%) Agreement signatories agreed or somewhat agreed that they understand the Openness Agreement commitments and the support available to help fulfil them, and 100% of signatories agreed or somewhat agreed the Agreement was an important step forward for New Zealand-based organisations using animals for research and teaching. Only one signatory felt the Agreement would not lead to real changes in their organisations.

Most (71%) signatories found the Openness Agreement communications helpful. Several organisations now felt that a visit or onsite presentation would be helpful to better inform new staff about the Openness Agreement and how it works.

Data collection methodology

This report is based on data collected from signatories through a survey. The survey was distributed in advance, with responses sought to cover the 1 September 2021 to 1 September 2022 period. Research/teaching and non-research/ teaching organisations answered separate sets of survey questions to support respondents in completing the survey.

Responses are provided by the named signatory contact, but most represent a co-ordinated response on behalf of their organisation. The views and activities described in this report were volunteered by signatories and have not been externally assessed or audited. The exceptions to this are around points of compliance such as the placement of policy statements on institutional websites, which are checked and verified by ANZCCART.

Organisations were not asked to provide responses to every question, and throughout this report respondent numbers are provided as absolute values, reflecting the changing number of total respondents for each question.

Appendix 2

Signatories

Organisation	Website statement
Not directly carrying out research and/or teaching on animals in New Zealand	
ANZLAA	https://www.anzlaa.org/About-ANZLAA
AstraZeneca	https://www.astrazeneca.com/Sustainability/ethics-and-transparency/animals-in-research.html
Callaghan Innovation	https://www.callaghaninnovation.govt.nz/terms-and-conditions
Oceania Regional Committee of ICLAS	https://iclas.org/regional-committees-australia/
Otago Medical Research Foundation	https://omrf.org.nz/research/
Royal Society Te Apārangi	https://www.royalsociety.org.nz/what-we-do/funds-and-opportunities/statement-on-use-of-animals-in-research-and-teaching/
Directly carrying out research and/or teaching on animals in New Zealand	
AbacusBio	https://abacusbio.com/corporate-social-responsibility/
AgResearch	https://www.agresearch.co.nz/partnering-with-us/products-and-services/animal-ethics-te-ara/
Auckland Zoo	https://www.aucklandzoo.co.nz/news/zoo-proud-to-be-signatory-to-openness-agreement-on-animal-research
AUT	https://www.aut.ac.nz/research/researchethics/frequently-asked-questions
Cawthron Institute	https://www.cawthron.org.nz/our-research/animal-ethics/
Department of Conservation	https://www.doc.govt.nz/about-us/our-policies-and-plans/code-of-ethical-conduct/

Lincoln University	https://www.lincoln.ac.nz/about-us/statement-on-use-of-animals-in-research-and-teaching/
Organisation	Website statement
Malaghan Institute	https://www.malaghan.org.nz/our-expertise/animal-welfare/
Massey University	https://www.massey.ac.nz/research/ethics/animal-ethics/
New Zealand Veterinary Association	https://www.nzva.org.nz/about-us/animal-use/
NIWA	https://niwa.co.nz/about/working-with-animals-at-niwa
Plant & Food Research	https://www.plantandfood.com/en-nz/our-views-on-use-of-animals-in-research
SoleTech	https://www.soletech.co.nz/research/
SPCA NZ	https://www.sPCA.nz/advice-and-welfare/category?cat=position-statements&subcat=positions-research-testing-and-teaching
Te Pukenga, New Zealand Institute of Skills and Technology	https://www.op.ac.nz/schools/school-of-veterinary-nursing/animal-use-in-research-and-teaching/
University of Auckland	https://www.auckland.ac.nz/en/research/about-our-research/openness-in-animal-research.html
University of Canterbury	https://www.canterbury.ac.nz/about/governance/ucpolicy/general/animal-ethics-committee-code-of-ethical-conduct/Animal-Ethics-Committee-Code-of-Ethical-Conduct.pdf
University of Otago	https://www.otago.ac.nz/research/animal-research.html
University of Waikato	https://www.waikato.ac.nz/research-enterprise/ethics/animal-ethics/our-statement
VetNZ	https://www.vetnz.nz/vetnz-anzccart-statement
Victoria University of Wellington	https://www.wgtn.ac.nz/research/support/ethics/animal-ethics/statement



ANZCCART (NZ) is a committee of
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