



Openness  
Agreement on  
Animal Research  
and Teaching  
in New Zealand

**2024 Annual Report**



**anzccart**  
HUMANE SCIENCE

## Reporting signatories



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## Foreword

Launched by the New Zealand Board of **ANZCCART** in July 2021, with initially 21 signatories quickly growing to 27 signatories, the **Openness Agreement on the use of Animals in Research and Teaching in Aotearoa New Zealand** is now delivering its **Third Annual Report on Openness** (for the September 2023 to August 2024 reporting period). The first and second annual reports were based on 27 signatories and the third annual report is based on responses from 29 signatories. Although we now have a total of 34 signatories, the last five signatories joined at different stages during or after the reporting period and are therefore not included until the fourth annual report.

The Openness Agreement is a **publicly accountable pledge** by the signatories to be far more transparent about either how and why they use animals in their research and teaching or why they fund or support such use. The Openness pledge expects signatories to enhance their communication on animal use with the media, public and tangata whenua (indigenous Māori community), enabling all to understand better the context of animal use in research and teaching, the associated cultural and ethical viewpoints, and the regulations in the NZ Animal Welfare Act that govern this use of animals. Such use includes adherence to the Three Rs (Replacement of animals with valid alternatives, Reduction in the number of animals used, and Refinement of techniques used in order to minimise suffering and harm to animals).

Openness is vital as it will lead to fully **informed** discussion and allow appropriate debate amongst the scientific community, the public and tangata whenua on the use of animals in research and teaching. Such debate will permit all to make up their own minds on the ethical spectrum whilst very importantly respecting and understanding other viewpoints. The ethical balance of benefit versus harm in the use of animals in research and teaching is a dilemma that taxes us all.

The **Third Annual Report**, like the second, indicates continuing improvement in Openness and provides a selection of new initiatives and a selection of excellent examples of good practice across the 29 signatory institutions. Many more examples of new initiatives and good practice have been provided to ANZCCART and we have shared all of them with the 29 signatories, so that where there is a gap in an institution's Openness portfolio, they can learn from another. Such is the continuing improvement in Openness, we have only provided 7 recommendations (compared with 12 in the previous annual report) to aid in this Openness journey.

**Not a signatory?** ANZCCART New Zealand welcomes other New Zealand institutions/organisations to join the Openness Agreement for the benefit of maintaining and improving the country's high standards of animal welfare, the country's high quality research and teaching, and most importantly ensuring accountability to the public of any institution involved in, funding or supporting, the use of animals in research and teaching. Please note that after 3 years of the Agreement's existence, we have reviewed it and consulted with signatories, and for 2025 onwards are **introducing a Supporter category** for those not directly involved with using animals in their research or teaching. If your organisation would like to join the Openness Agreement as either a Signatory or a Supporter, please contact [anzccart@royalsociety.org.nz](mailto:anzccart@royalsociety.org.nz).

### **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)



# Animal Use in Research and Teaching

Aotearoa New Zealand

# 2024 Openness Agreement Signatories

22 Directly Involved + 7 Indirectly Involved

Proactively provide information to public

82%



57%



Inform researchers, staff or students in organisation

95%



86%



Provide Three Rs information to media & public\*

59%



100%



Commitment 1: Show how and why animals are used

Policies / guidelines for research enquiries

50%



57%



ARRIVE & PREPARE (or equivalent) guidelines met

18%



43%



Staff training for confident public engagement

45%



43%



Staff training for media engagement

45%



43%



Commitment 2: Enhance communication about animal use

Discuss animal use with tangata whenua

68%



29%



Incorporate tikanga Māori approaches

41%



NA



Commitment 3: Tangata whenua

Provide public engagement opportunities

64%



71%



Provide access to animal facilities

55%



NA



Commitment 4: Public engagement

76% (2024)

Percentage of Signatories Directly Involved



24% (2024)

Percentage of Signatories Indirectly Involved



2023 vs 2024

2023 vs 2024



\*Commitment to the Three Rs:  
**Replace** animals with valid alternatives  
**Reduce** number of animals used  
**Refine** techniques to minimise suffering & harm

## Executive summary

The ANZCCART Openness Agreement on the Use of Animals in Research and Teaching in Aotearoa New Zealand seeks to ensure that the public are 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. Signatories include: universities, institutes of technology, non-profit organisations, companies, Crown Research Institutes, government organisations, umbrella bodies, research funding organisations, and learned societies. Its five commitments are:

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 third report on progress since the Agreement's launch in 2021. Of the 29 signatory organisations covered by this reporting period, 22 undertake research and/or teaching with animals directly, while seven do so indirectly by funding or supporting the use of animals in research and teaching or having members that carry out such work.



## Commitment 1

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

**Providing public information:** In the last year there has been an increase in signatories (both directly and indirectly involved in the use of animals in research and teaching) who provide the public with information regarding their use of animals. 82% of signatory organisations directly involved in the use of animals in research and teaching, and 57% of signatory organisations not directly involved in the use of animals in research and teaching, proactively provided at least some additional information to the public. Facility tours for non-research staff, students and public have increased, and besides the use of websites, Facebook followed by LinkedIn were the most common social media used to share information with the public.

However, providing balanced information about the benefits, limitations and harms of the use of animals in research and/or teaching decreased this year, both for those directly and indirectly involved with animals in research and teaching. The common barriers to this commitment that signatories faced were lack of resources and time.

**Providing information within the organisation:** 95% of organisations directly involved in the use of animals in research or teaching, and 86% of organisations not directly involved, made their use of animals in research and teaching clear to researchers, staff, or students beyond those who work directly with the animals in some way. Newsletters and internal communications were the most common methods, followed by talks and presentations and opportunities for non-research staff to visit animal facilities.

**Providing information about the application of the Three Rs:**<sup>1</sup> 59% of organisations directly involved in the use of animals in research or teaching, and 100% of organisations not directly involved, communicated work done in their organisation around the Three Rs to media and the public over the past year, in at least some way, mostly through organisations' websites.

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<sup>1</sup>The Three Rs — Replacement, Reduction and Refinement — 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.



### Recommendations

- Signatories should publish animal use statistics on websites and include a FAQ section (e.g. on the benefits, limitations and harms of the use of animals in research and/or teaching).
- Signatories should publish any breakthroughs in research that involve the use of animals.
- Signatories should encourage in-person tours of animal facilities for non-research staff that work within the organisation.



## Commitment 2

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

**Policies and guidelines:** Most signatories, both directly and indirectly working with animals in research and teaching, now implement policies, guidelines, plans or practices to deal with direct enquiries about their use of animals in research or teaching.

**Staff training:** When it came to providing researchers or staff with training to engage confidently with the public about the use of animals in research and teaching, there was an increase in training by signatories directly working with animals. Support from in-house engagement or communications team seemed to be the most common option. There was an increase also for signatories in providing media training for staff who wish to engage with the media on the subject.

### Recommendations

- Signatories should implement ARRIVE or PREPARE or equivalent publication guidelines to ensure consistency/openness across institutions that use animals for research and teaching.



### Commitment 3

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

**Discussing animals in research and teaching with tangata whenua:** When it came to discussing animals in research and teaching with tangata whenua there was an increase in engagement (from last year) for signatories directly involved with animals in research and teaching. This is a contrast to signatories who are indirectly involved with animals where there was a decrease in the reporting of such engagement. While the most common examples of this communication were around a policy or position statement, access to animal facilities and commenting on a general issue, a few institutions mentioned it was compulsory for their AECs (Animal Ethics Committees) to include discussion with iwi in applications and having an iwi representative on the committee.

**Incorporation of tikanga Māori approaches to work relating to animal use in research:** There was a significant increase for signatories (directly involved in the use of animals in research and teaching) when it came to tikanga Māori approaches. 41% of signatory organisations directly involved in the use of animals in research or teaching have now incorporated some kind of tikanga Māori approaches into their work relating to animal use in research at their organisation.

In terms of barriers to this Commitment, there were still challenges in accessing Māori representatives to take part on animal ethics committees and there was still some confusion within organisations on how to approach tangata whenua and follow tikanga processes.

#### Recommendations

- Signatories should consider having a team dedicated to engaging with iwi and providing guidance for researchers.
- Signatories should consider organising a workshop for relevant staff on handling taonga species in research and inviting speakers that have experience in this role.

## 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:** There has been more engagement with the public or community by signatories in the last year for both those directly involved and indirectly involved with animals. The top examples of such engagement were engagement with schools (highest), followed by presentations at local or supporter events and community days and festivals, for signatories directly involved with animals in research and teaching. For signatories indirectly involved with animals in research and teaching, presentations at local or supporter events were the most popular.

**Access to animal facilities:** Signatories directly involved with animals in research and teaching have increased access to animal facilities for visitors outside their organisation or provided comprehensive video and audio explanations of animal use in research and teaching. The top groups that toured facilities were students or non-research staff from another facility or institution, special interest groups and MPs and politicians. The biggest barriers to fulfilling this commitment were biosecurity risks of introducing pathogens into facilities by visitors, and animal welfare concerns from the disruption.

### Recommendations

- Signatory facilities that cannot host tours due to biosecurity risk are encouraged to provide video tours of the animal facility instead.



## Introduction

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. This report covers 29 signatories for the period September 2023 to August 2024. Of these organisations, 22 (76%) undertake research and/or teaching with animals directly, while seven (24%) do so indirectly by funding or supporting the use of animals in research and teaching or having members that carry out such work. Five additional organisations (two directly undertaking research and teaching, and three not directly involved) have joined the Agreement since this reporting period and will be included in the 2025 report.

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. The survey for this report is the response to Commitment 5.



## Commitment 1

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

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### This commitment covers:

- When we communicate about the use of animals in research and teaching, we will aim to provide descriptions of the benefits, harms and limitations, and be open about its impact on animal welfare and the ethical considerations involved.
- We will take steps to ensure that staff (and students, where relevant) are aware of our organisation's involvement with and support for the use of animals in research and teaching, including highlighting when the use of animals in research and teaching has been replaced with alternatives.
- We will be prepared to provide information explaining our involvement with the use of animals in research and teaching and will be prepared to respond to reasonable enquiries about this. Where there are reasons not to respond to enquiries, we will clearly explain those reasons.



## Providing public information

All signatory organisations provided public information via a statement on their website. 82% of signatory organisations directly involved in the use of animals in research and teaching, and 57% of signatory organisations not directly involved in the use of animals in research and teaching proactively provided at least some of the additional information below to the public.

	Directly involved	Not directly involved
Numbers and type/species of animals used	8	NA
Percentages or proportions of types of animals used	4	NA
Details of actual severity of procedures	5	NA
Images of stock animals or facilities	9	NA
Images of animals undergoing procedures	7	NA
Images or information about people involved in caring for the animals	5	NA
Lay summaries of research projects undertaken or funded	7	1
The proportion of your funded research that involves animals	0	1
In-person tours of animal facilities for non-research staff, students, or the public	11	NA
Video footage of animal facilities (such as a virtual tour)	2	NA



	Directly involved	Not directly involved
Video footage of research animals or procedures	2	NA
Animal research news or breakthroughs	10	NA
Articles on animal research or the Three Rs	7	NA
Organised talks or face to face outreach work with general public audiences	9	NA
Other	6	4

(Note: NA stands for “Not asked”)

Facility tours for non-research staff, students and public have increased since last year. Examples of the information provided included:

- AgResearch:** Video tour and explanation of respiration chambers for cattle. Measuring methane from livestock ([youtube.com](https://www.youtube.com)). In-person tours of this facility are also frequently conducted to farmer groups and MPs/ previous Prime Minister. Video and images of new portable technology for measuring methane in cattle on farm is also publically available ([youtube.com](https://www.youtube.com)). Public profiles of staff including animal technicians are available on our website ([Animal research news/breakthroughs](#)). Animal use statistics (including by impact grade) are published on our website however the most recent information has not been uploaded by the time of this report due to staffing pressures.
- ANZLAA:** The ANZLAA Veterinary Special Interest Group has facilitated discussions on animal use numbers, statistics, and post-approval monitoring. ANZLAA conferences and webinars provide a platform for presentations and discussions on best practices, innovations, and animal welfare.

- **Royal Society Te Apārangi:** We have initiated the provision of a table showing the proportion of grants awarded involving the requirement for animal ethics approval.
- **University of Otago:** The groups that tour our animal facilities receive a talk about the balance of benefit and harms of animal research.
- **Victoria University of Wellington:** Periodically researchers discuss their animal research in publicly accessible lectures at the University or with journalists for public dissemination. The University runs an annual open day of its coastal ecology laboratory where members of the public can view holding tanks and learn about the research underway involving marine wildlife.



## Providing information within the organisation

95% of organisations directly involved in the use of animals in research or teaching and 86% of organisations not directly involved, made their use of animals in research and teaching clear to researchers, staff or students, beyond those who work directly with the animals in some of the following ways:

	Directly involved	Not directly involved
Explicit mention of the use of animals in research and/or teaching during the recruitment and/or induction process	7	NA
Talks and presentations about the use of animals in research and teaching	12	5
Opportunities for non-research staff to visit animal facilities	12	NA
Newsletters and internal publications or communications	14	3
Open invitations to attend AEC meetings	1	NA
Representative from student body on Animal Ethics Committee	2	NA
Participation in or provision of taught courses on animal research or ethics for staff/students	9	NA
Other	7	4

(Note: NA stands for “Not asked”)

Newsletters and internal communications were the most common methods, followed by talks and presentations and opportunities for non-research staff to visit animal facilities.

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

- **AgResearch:** We have our company intranet site which promotes openness within our large organisation – animal researchers/ veterinarians/technicians/AEC chair have all been featured as the first article on our homepage at times. Research groups often do talks on their research to wider staff audiences. The Animal Ethics Office launched a module in 2024 on the Code of Ethical Conduct which captures responsibilities around the 3Rs, and other important aspects of animal use for RTT.
- **Heart Foundation:** Some staff members have had the opportunity to visit research facilities where animals are used in research and to engage with researchers. A staff member attended the UAR Oceania workshop.



## Providing information about the application of the Three Rs

59% of organisations directly involved in the use of animals in research or teaching and 100% of organisations not directly involved, communicated work done in their organisation around the 3Rs to media and the public over the past year, in at least some of the following ways:

	Directly involved	Not directly involved
Examples on organisation's website	8	5
Examples given through other organisational publications	3	0
Examples provided to third party (e.g. ANZCCART) to be shared	4	1
Support for the Three Rs and welfare in the sector (e.g. hosting discussions, giving prizes)	3	2
Academic publications	2	NA
Media releases	1	0
Other	3	2

(Note: NA stands for "Not asked")

All organisations not directly involved in the use of animals in research or teaching now communicate about their work on the Three Rs, mainly by providing examples on their website.

### Examples include:

- **Heart Foundation:** In addition to our main website, we publish commitments to the 3Rs on the publicly accessible pages of our research grants website <https://heartnz-cp.enquire.cloud/rounds>.
- **Victoria University of Wellington:** Victoria University is developing invertebrate replacements to using rats for addiction studies which have been reported to MPI. If successful, the methodology is likely to be further disseminated.

## Channels used to share information

The channels used to proactively provide information included:

	Directly involved	Not directly involved
A public-facing statement on your use of animals in research and teaching	16	3
Public-facing webpage covering your organisational involvement with animals in research and teaching	16	7
An annual report or section in an annual report covering animal research or teaching	7	2
Public-facing leaflets or brochures	1	2
Posters relating to or explaining the use of animals in research and/or teaching presented in public areas	4	0
Media releases	10	1
Social media	9	1
Newsletters	4	1
Presentations or talks	11	3

(Note: NA stands for “Not asked”)

Besides the use of websites, Facebook followed by LinkedIn were the most common social media used to share information with the public.

**Communication examples:**

- **Cawthron Institute:** Research into suction cup tagging technology used to monitor Hector’s dolphins was featured on Newshub.
- **University of Auckland:** Publicising rehoming initiative for animals with NZAVS and to staff members or individuals known to staff members: <https://www.stuff.co.nz/auckland/133204493/bunnies-used-for-science-at-auckland-university-need-forever-home> | <https://www.1news.co.nz/2024/04/26/seeking-forever-homes-for-50-retired-lab-rats/>

**Recommendations**

- Signatories should publish their animal use statistics on their websites and include a FAQ section (e.g. on the benefits, limitations and harms of the use of animals in research and/or teaching).
- Signatories should publish any breakthroughs in research that involve the use of animals.
- Signatories should encourage in-person tours of animal facilities for non-research staff that work within the organisation.



## Commitment 2

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

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### This commitment covers:

- Where animal research has played a significant role in a scientific advancement and/or product development we will seek to include information about such animal research in relevant communications, including media releases.
- We will encourage researchers to follow and report the use of acknowledged good practice when designing and publishing the results of our animal research (e.g., the principles enshrined in the PREPARE and ARRIVE guidelines).
- We will support and encourage researchers and staff who wish to engage with the media on matters pertaining to the use of animals in research and teaching whenever possible.
- We will identify a point of contact for information about the organisation's involvement in the use of animals in research and teaching and will aim to provide appropriate ambassadors to communicate about relevant topics.





## Policies and guidelines

Signatories having an organisational policy regarding openness about animal use in research or teaching, either in media releases or in general:

	Directly involved	Not directly involved
Yes	11	4
Not at present but we plan to introduce one within three years	2	0
No	8	2

Most signatories, both directly and indirectly working with animals, now implement policies, guidelines, plans or practices to deal with direct enquiries about the use of animals in research or teaching.

### Specific examples included:

- **Cawthron Institute:** When we updated our animal welfare webpage (for the public) we included an email address that can be used to contact us if there were any questions about use of animals in research at Cawthron. Internally we have an Animal ethics policy available to all staff with email contacts.
- **Heart Foundation:** We have a media relations policy, a position statement and key messages to deal with media and/or general enquiries.
- **University of Canterbury:** 1-2 times per year we get requests from the Anti-Vivisection Society asking for information on whether we allow particular procedures (e.g. water test for rats). In some cases these requests are made through the OIA, but others are non-official requests. Both are replied to as soon as possible. We respond to all enquiries and provide the information requested, free of charge if within reason (e.g., large requests that would take several days or weeks of secretarial time to complete are asked to pay for the labour costs of providing the information).

Signatories encouraged researchers to follow and report the use of acknowledged good practice when designing and publishing the results of our animal research (e.g. the principles enshrined in the [PREPARE](#) and [ARRIVE](#) guidelines). The numbers of signatories requiring PREPARE and ARRIVE, or equivalent publication guidelines to be met for research involving animals was:

	Directly involved	Not directly involved
Yes	4	3
No	15	0
Not applicable	NA	4

(Note: NA stands for “Not asked”)

**For example:**

- **Massey University:** Links to these guidelines are available on the ‘animal ethics’ section of the staff intranet, and applicants are strongly encouraged to apply them.

**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 were:

	Directly involved	Not directly involved
Yes	10 ↑	3 –
No	10 ↓	3 ↑
No, but we have plans to provide training in the next three years	1 ↓	0 –
Not applicable	NA	2

(Note: arrows indicate change from previous year. NA stands for “Not asked”)

Of those providing training, this took the form of:

	Directly involved	Not directly involved
Support from in-house engagement or communications team	9	2
Coaching by staff experienced in public engagement	6	2
Public engagement training	5	1
Other internal expertise or support structure	4	1
Other external support or training	5	2

There has been an increase in staff training by signatories directly working with animals. Support from in-house engagement or communications team seemed to be the most common option.

**Specific examples included:**

- **Plant & Food Research:** Presentation training internally or via various suppliers when appropriate (available to all staff).
- **Wellington Zoo:** All staff with visitor facing roles are trained in how to present and give engaging talks.

There has also been an increase in the number of signatories providing media training for staff who wish to engage with the media on the subject:

	Directly involved	Not directly involved
Yes	10	3
No	12	2
Not applicable	NA	2

(Note: NA stands for “Not asked”)

### Specific examples included:

- **SPCA NZ:** We have a general media policy that guides our staff engagement with the media. Staff that talk to the media are provided media training from media consultants and also through the Science Media Centre either through workshops or through training offered at a previous ANZCCART Conference. We work closely with our media staff to develop content for public engagement delivered through media channels.
- **University of Otago:** All staff wanting to engage with the media about their research are able to access training from the University's communications team. When relevant, that includes encouragement to discuss the use and benefit of using animals in their work.

### Recommendations

- Signatories should implement ARRIVE or PREPARE or equivalent publication guidelines to ensure consistency/openness across institutions that use animals for research and teaching.



### Commitment 3

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

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#### This commitment covers:

- We will acknowledge Te Tiriti o Waitangi and the need to improve openness and engagement with tangata whenua as kaitiaki and pou tikanga, especially where research and teaching involves taonga species, by engaging early, and being inclusive in determining issues and developing solutions.
- We will actively consider the incorporation of tikanga Māori approaches where appropriate.



## Discussing animals in research and teaching with tangata whenua

68% of signatories directly involved and 29% of signatories not directly involved with the use of animals in research and teaching, responded that they discussed animals in research and teaching with tangata whenua, in some of the following ways, for example through:

	Directly involved	Not directly involved
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 and pou tikanga, especially where research or teaching involves taonga species	5	0
Held a hui or other event for tangata whenua on the use of animals in research or teaching	4	0
Provided panel members for an external hui or other event on the use of animals in research or teaching	2	0
Arranged specific access to animal facilities for Iwi representatives or other tangata whenua	5	NA
Public-facing webpage designed for tangata whenua covering your organisational involvement with animal research and teaching	1	0
Interviews or long-form pieces for Māori audiences where the use of animals in research or teaching was a key topic	1	0
An annual report or section in annual report specifically addressing animal research or teaching activities and their relevance to tangata whenua?	1	0

	Directly involved	Not directly involved
Public-facing leaflets or brochures that communicate about animal research or teaching and its implications for tangata whenua	2	NA
Posters displayed in public areas that explain the use of animals in research or teaching, and how it relates to tangata whenua	0	NA
Comment on a general issue around the use of animals in research or teaching as it relates to tangata whenua	5	1
Comment on your organisation's use of animals in research or teaching and its significance for tangata whenua	3	1
Academic articles relating to animal use in research or teaching that engage with mātauranga, issues or themes within te ao Māori	5	NA
Other	9	1
Not applicable	NA	3

(Note: NA stands for "Not asked")

There has been an increase (from last year) in discussion with tangata whenua for signatories that are directly involved with animals. This is a contrast to reporting from signatories who are not directly involved with animals where there was a decrease in reporting. While the most common examples were around a policy or position statement, access to animal facilities and commenting on a general issue, a few institutions mentioned it was compulsory for their AECs to include discussion with iwi in applications and having an iwi representative on the committee.

### Specific examples:

- **AgResearch:** Our Code of Ethical Conduct was updated in late 2023 to include the following: “AgResearch is cognisant that Māori have specific interests in the way their land is used and in the indigenous fauna of New Zealand. This CEC recognises that AgResearch must operate with tiaki (care) and whakautē (respect) when using these resources. AgResearch does not currently undertake specific research on indigenous species, but it acknowledges that, occasionally, research may impinge on these species. Further, this CEC is used by other organisations under parenting arrangements, some of which may wish to work with indigenous species. The activities undertaken under this CEC do not necessitate Māori representation on the AEC. However, all applicants must identify and appropriately address Māori perspectives in relation to their research. Questions in the application form require the applicant to specify any area of the proposal that is of particular interest to Māori. Should this be the case, the applicant must discuss these aspects with local iwi or hapu and include evidence that these discussions have taken place and that Māori perspectives are not compromised. If there is any uncertainty, the applicant must approach local Māori representatives for clarification.” In addition, Tainui are regularly consulted regarding AgResearch animal research taking place on a site owned by them.
- **Auckland Zoo:** Our animal research proposal form requires applicants/ researchers to demonstrate how they have considered mātauranga Māori in their proposal, and to indicate how they have engaged with and will report to relevant iwi. Our Animal Ethics Committee includes a Mātauranga Māori advisor.
- **Cawthron Institute:** We had a taonga handling principles workshop as part of our emerging aquatic diseases programme.
- **Royal Society Te Apārangi:** In our Member’s code of Professional Standards and Ethics it outlines the need to, where practicable, endeavour to partner with Māori in activities involving as subjects or likely to significantly affect taonga species [3] or fauna indigenous to Aotearoa New Zealand.



## Incorporation of tikanga Māori approaches to work relating to animal use in research

There was a significant increase for signatories directly involved in the use of animals in research or teaching when it came to tikanga Māori approaches. 41% of these signatories have now incorporated some kind of tikanga Māori approaches into their work relating to animal use in research at their organisation.

### Specific examples of incorporating tikanga Māori approaches included:

- **Te Pukenga:** Otago Polytechnic integrates obligations to Te Tiriti o Waitangi and the need to improve openness and engagement with tangata whenua as kaitiaki and pou tikanga, especially where research or teaching involves taonga species. This will be an area of attention in the years to come.

### Recommendations

- Signatories should consider having a team dedicated to engaging with iwi and providing guidance for researchers.
- Signatories should consider organising a workshop for relevant staff on handling taonga species in research and inviting speakers that have experience in this role.



## Commitment 4

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

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### This commitment covers:

- We will consider ways in which activities can be facilitated that will allow public engagement around the use of animals in scientific, veterinary, and medical research and teaching.
- Where relevant, we will include information about the role of animals in talks or public events we take part in, for example at schools or with the local community.
- We will contribute to efforts to provide more comprehensive explanations of animal use in research and teaching. These explanations could, where appropriate, include images and videos, be stand-alone materials, or accompany other communications, such as media releases.

### Providing opportunities for public engagement

64% of organisations directly involved in the use of animals in research or teaching and 71% of organisations not directly involved, have engaged with the public or community around the use of animals in research and teaching over the past year in at least some of the following ways:

	Directly involved	Not directly involved
Policy events (non-sector)	0 –	0 –
Holding or participating in science festivals	3 ↓	2 –
Presentations at local or supporter events	6 ↑	3 ↑
Family days	3 ↓	NA

	Directly involved	Not directly involved
Community days and festivals	5 ↑	1–
Recruitment fairs	2 –	1–
Patient engagement and involvement initiatives	1 ↑	0–
Schools' engagement	12 ↑	2–
Other	5 ↓	0 ↓
Not applicable	NA	2

(Note: arrows indicate change from previous year. NA stands for “Not asked”)

There has been more engagement with the public or community by signatories in the last year for both those directly involved and indirectly involved with animals. The top examples of such engagement were engagement with schools (highest), followed by presentations at local or supporter events and community days and festivals, for signatories directly involved with animals. For signatories indirectly involved with animals, presentations at local or supporter events were the most popular.

#### Examples of this engagement:

- **New Zealand Veterinary Association:** A member of our organisation has privately developed school education packs on veterinary learning, with simulated cases. Tactile learning is through X-rays and other simulated diagnostic tools. This was promoted at our 2024 conference and our members were encouraged to discuss these packs with their local school.
- **University of Otago:** Our animal facility had visits from East Otago High School, Queens High School and Polytech vet nursing students.

## Access to animal facilities

55% of organisations directly involved in the use of animals in research or teaching have provided access to their animal facilities to visitors from outside their organisation or provided more comprehensive video and audio explanations of animal use in research and teaching in at least some of the following ways:

	Directly involved
We have provided videos or images with audio explanation about what happens in animal research and/or teaching	3 –
We have hosted an MP / politician	6 ↑
We have hosted a special interest group	7 ↑
We have hosted students or (non-research) staff from another institution or school	9 ↑
We have hosted members of the public	5 ↑
Our organisation's policies do not allow this, but we provide an alternative engagement activity	1 ↓
We have not provided access	2 ↓
Not applicable	7 ↑

(Note: arrows indicate change from previous year)

Signatories directly involved with animals have increased access to animal facilities for visitors outside their organisation or provided and comprehensive video and audio explanations of animal use in research and teaching. The top groups that toured facilities were students or non-research staff from another facility or institution, special interest groups and MPs and politicians.

**Examples include:**

- **Massey University:** Some facilities lend themselves to being visited because the animals are not disturbed; the Large Animal Teaching Unit is an example of this and is reasonably frequently visited by external groups. Where groups of unfamiliar people will likely disturb animals, it is not done, or the group must be small enough to ensure the animals are not disturbed.
- **SPCA NZ:** The animals that we use for teaching are at our Centres. Due to welfare reasons (and historically COVID restrictions), we have moved towards appointment-based only visitors as this reduces stress on the animals. We have not provided access via video feed either. We would need to engage staff members about doing this.

**Recommendations**

- Signatory facilities that cannot host tours due to biosecurity risk are encouraged to provide video tours of the animal facility instead.



## Progress towards the Openness Agreement Commitments 2024

Fewer organisations are now citing barriers to being clear about how and why animals are used in research and teaching for Commitment 1. However, common barriers to this commitment that signatories faced were lack of resources and time.

Fewer organisations also described barriers to meeting Commitment 2 and 3. For Commitment 2 barriers were linked to legal and commercial constraints, while for Commitment 3 there were still challenges in accessing Māori representatives to take part on animal ethics committees and there is still some confusion within institutes on how to approach tangata whenua and follow tikanga processes.

For Commitment 4, the biggest barriers related to the biosecurity risks of introducing pathogens into facilities by visitors, and animal welfare concerns from the disruption.

An increasing number of signatories reported new or different initiatives relating to openness or the agreement in the last year. These include:

- Updating webpages to include FAQs and a contact email for the public around the use of animals.
- Providing information on the proportion of grants requiring animal ethics approval.
- Updating webpages to include more specific information about our use of animals in our L3 qualification and internal training.
- Speaking to visiting school children about the work done as animal technicians. This helps to encourage awareness of the role as a future job opportunity and also allows them to raise any questions or concerns they may have around the use of animals in research.

# 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 (90%) Agreement signatories agreed or somewhat agreed that they understand the Openness Agreement commitments and the support available to help fulfil them, and 97% of signatories agreed or somewhat agreed the Agreement was an important step forward for New Zealand-based organisations using animals for research and teaching. No signatory felt the Agreement would not lead to real changes in their organisations.

Most (86%) 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 September 2023 to August 2024 period. Organisations directly involved in the use of animals in research or teaching, and those not directly involved 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
<b>Not directly carrying out research and/or teaching on animals in New Zealand</b>	
<b>ANZLAA</b>	<a href="https://www.anzlaa.org/About-ANZLAA">https://www.anzlaa.org/About-ANZLAA</a>
<b>AstraZeneca</b>	<a href="https://www.astrazeneca.com/Sustainability/ethics-and-transparency/animals-in-research.html">https://www.astrazeneca.com/Sustainability/ethics-and-transparency/animals-in-research.html</a>
<b>Callaghan Innovation</b>	<a href="https://www.callaghaninnovation.govt.nz/terms-and-conditions">https://www.callaghaninnovation.govt.nz/terms-and-conditions</a>
<b>Heart Foundation</b>	<a href="https://www.heartfoundation.org.nz/professionals/research#ethical-research">https://www.heartfoundation.org.nz/professionals/research#ethical-research</a>
<b>Oceania Regional Committee of ICLAS</b>	<a href="https://iclas.org/regional-committees-australia/">https://iclas.org/regional-committees-australia/</a>
<b>Otago Medical Research Foundation</b>	<a href="https://omrf.org.nz/research/">https://omrf.org.nz/research/</a>
<b>Royal Society Te Apārangi</b>	<a href="https://www.royalsociety.org.nz/what-we-do/funds-and-opportunities/statement-on-use-of-animals-in-research-and-teaching/">https://www.royalsociety.org.nz/what-we-do/funds-and-opportunities/statement-on-use-of-animals-in-research-and-teaching/</a>
<b>Directly carrying out research and/or teaching on animals in New Zealand</b>	
<b>AbacusBio</b>	<a href="https://abacusbio.com/wp-content/uploads/2024/01/Openness-in-Animal-Research-for-website-2023.pdf">https://abacusbio.com/wp-content/uploads/2024/01/Openness-in-Animal-Research-for-website-2023.pdf</a>
<b>AgResearch</b>	<a href="https://www.agresearch.co.nz/partnering-with-us/products-and-services/animal-ethics-te-ara/">https://www.agresearch.co.nz/partnering-with-us/products-and-services/animal-ethics-te-ara/</a>
<b>Auckland Zoo</b>	<a href="https://www.aucklandzoo.co.nz/transparency-and-openness-in-animal-research-testing-and-teaching">https://www.aucklandzoo.co.nz/transparency-and-openness-in-animal-research-testing-and-teaching</a>
<b>AUT</b>	We are working to do this and intend to have a position statement live before the end of 2024
<b>Cawthron Institute</b>	<a href="https://www.cawthron.org.nz/our-research/animal-ethics/">https://www.cawthron.org.nz/our-research/animal-ethics/</a>
<b>COMHLA Vet</b>	<a href="https://www.vetnz.nz/vetnz-anzccart-statement">https://www.vetnz.nz/vetnz-anzccart-statement</a>



<b>Department of Conservation</b>	<a href="https://www.doc.govt.nz/about-us/our-policies-and-plans/code-of-ethical-conduct/">https://www.doc.govt.nz/about-us/our-policies-and-plans/code-of-ethical-conduct/</a>
<b>Lincoln University</b>	<a href="https://www.lincoln.ac.nz/about-us/statement-on-use-of-animals-in-research-and-teaching/">https://www.lincoln.ac.nz/about-us/statement-on-use-of-animals-in-research-and-teaching/</a>
<b>Malaghan Institute</b>	<a href="https://www.malaghan.org.nz/research-and-expertise/research-platforms/biomedical-research-unit/">https://www.malaghan.org.nz/research-and-expertise/research-platforms/biomedical-research-unit/</a>
<b>Massey University</b>	<a href="https://www.massey.ac.nz/research/ethics/animal-ethics/">https://www.massey.ac.nz/research/ethics/animal-ethics/</a>
<b>New Zealand Veterinary Association</b>	<a href="https://nzva.org.nz/clinical-resources/general/animal-use/">https://nzva.org.nz/clinical-resources/general/animal-use/</a>
<b>NIWA</b>	<a href="https://niwa.co.nz/about/working-with-animals-at-niwa">https://niwa.co.nz/about/working-with-animals-at-niwa</a>
<b>Plant &amp; Food Research</b>	<a href="https://www.plantandfood.com/en-nz/our-views-on-use-of-animals-in-research-1">https://www.plantandfood.com/en-nz/our-views-on-use-of-animals-in-research-1</a>
<b>SoleTech</b>	<a href="https://www.solettech.co.nz/vets/">https://www.solettech.co.nz/vets/</a>
<b>SPCA NZ</b>	<a href="https://www.sPCA.nz/advocacy/position-statements/article/spca-animals-used-in-research-and-teaching-activities">https://www.sPCA.nz/advocacy/position-statements/article/spca-animals-used-in-research-and-teaching-activities</a>
<b>Te Pukenga, New Zealand Institute of Skills and Technology</b>	<a href="https://www.op.ac.nz/about/sustainability/animal-use-in-research-and-teaching">https://www.op.ac.nz/about/sustainability/animal-use-in-research-and-teaching</a>
<b>University of Auckland</b>	<a href="https://www.auckland.ac.nz/en/research/about-our-research/openness-in-animal-research.html">https://www.auckland.ac.nz/en/research/about-our-research/openness-in-animal-research.html</a>
<b>University of Canterbury</b>	<a href="https://www.canterbury.ac.nz/study/study-support-info/study-related-topics/animal-ethics">https://www.canterbury.ac.nz/study/study-support-info/study-related-topics/animal-ethics</a>
<b>University of Otago</b>	<a href="https://www.otago.ac.nz/research/animal-research">https://www.otago.ac.nz/research/animal-research</a>
<b>University of Waikato</b>	<a href="https://www.waikato.ac.nz/research/research-enterprise/ethics/animal-ethics-committee/">https://www.waikato.ac.nz/research/research-enterprise/ethics/animal-ethics-committee/</a>
<b>Victoria University of Wellington</b>	<a href="https://www.wgtn.ac.nz/research/support/ethics/animal-ethics/statement">https://www.wgtn.ac.nz/research/support/ethics/animal-ethics/statement</a>
<b>Wellington Zoo</b>	<a href="https://wellingtonzoo.com/animals/animal-care/">https://wellingtonzoo.com/animals/animal-care/</a>



ANZCCART (NZ) is a committee of  
Royal Society Te Apārangī | [anzccart@royalsociety.org.nz](mailto:anzccart@royalsociety.org.nz)  
[www.anzccart.org.nz](http://www.anzccart.org.nz)



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11 Turnbull Street, Thorndon, Wellington 6011  
PO Box 598, Wellington 6140, New Zealand  
T +64 4 472 7421 | [royalsociety.org.nz](http://royalsociety.org.nz)

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