Prime Minister's Chief Science Advisor Workshop

Kaitohutohu Mātanga Pūtaiao Matua ki te Pirimia

Connecting Researchers and Policymakers

Tāmaki Makaurau | Auckland
20 February 2024

Agenda

1:40pm	Registration
2:00pm	Mihi whakatau
2:05pm	Welcome and scene setting *Juliet Gerrard*
2:10pm	*Frank Bloomfield* and *Wendy Lawson*
2.15pm	Session 1: *George Slim,* Pressures facing the policy analyst trying to connect to researchers *Juliet Gerrard,* Research connections to policy
2:45pm	Session 2: *Gill Jolly* and *Emily Parker*, Hīkina Whakatutuki | Ministry of Business, Innovation & Employment, Building the science base in Aotearoa New Zealand
3.00pm	*Break*
3.10pm	Session 3: Panel discussion led by CSAs with a focus on learning from case studies
4.50pm	Session 4: *Alison Collins,* The Bridge: Reflections on Science-Policy *Ashley Bloomfield*, Increasing the public impact of Universities' research
5:00pm	Session 5: Speed dating and networking with drinks and nibbles – with thanks to the Australasian Research Managers Society
6.30pm	Close

ARMS


Haere mai
Welcome
Scene setting,
Juliet Gerrard
Who is, and isn’t in the room?

VISION for the role

a trusted, accessible bridge between scientists, society and government

PRINCIPLES*

Rigorous, **Inclusive**, Transparent, Accessible

*Nature, June 2018 : Four principles to make evidence synthesis more useful for policy

Session 1

George Slim

Pressures facing the policy analyst trying to connect to researchers

Juliet Gerrard

Research connections in policy

Pressures facing the policy analyst trying to connect to researchers

George Slim
Senior Advisor
Office of Prime Minister's Chief Science Advisor,
Kaitohutohu Mātanga Pūtaiao Matua ki te Pirimia

Universities New Zealand and DPMC project on knowledge sharing between academics and policymakers

Enablers

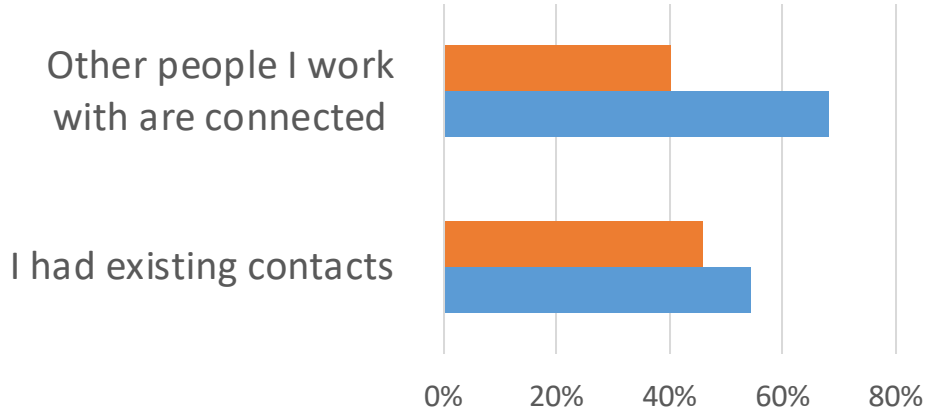
- Relationships
- Chief Science Advisors
- Conferences and other forms of knowledge exchange
- Collaborative initiatives
- Movement of staff
- Key research databases

Barriers

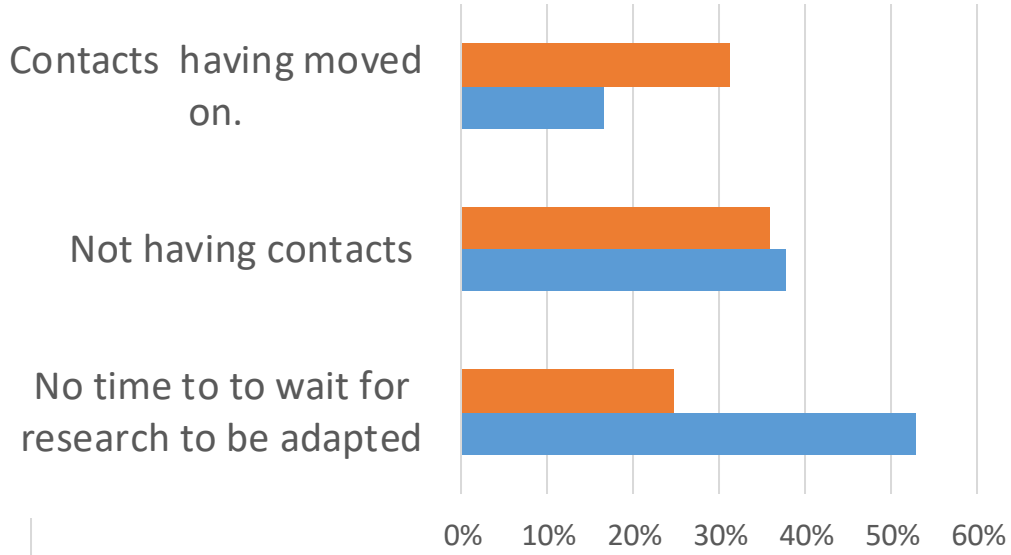
- Ways of working are not aligned
- Poor connections
- Lack of incentives
- Gaps in capacity
- Gaps in relevant research
- Commercial arrangements

OPMCSA email survey on connections

Enablers



Barriers



What would help?

Academics

Policy makers

People said:

Researchers need to be independent, and at arms'-length from political pressures

People I know have connections

Having policy-makers trained in how to connect to researchers

Who are the policy makers and how even would one connect with them?

I think policymakers are constrained and, despite the best of will, are often unable to adopt recommendations.

Senior policy managers who do not value evidence or research, but instead prioritise "good policy advice".

I think the answer is "I can find sufficiently good information without connecting to researchers, and I don't know who I should approach for more detail on particular questions when I can't find information"

Researchers not focusing on the key information gaps

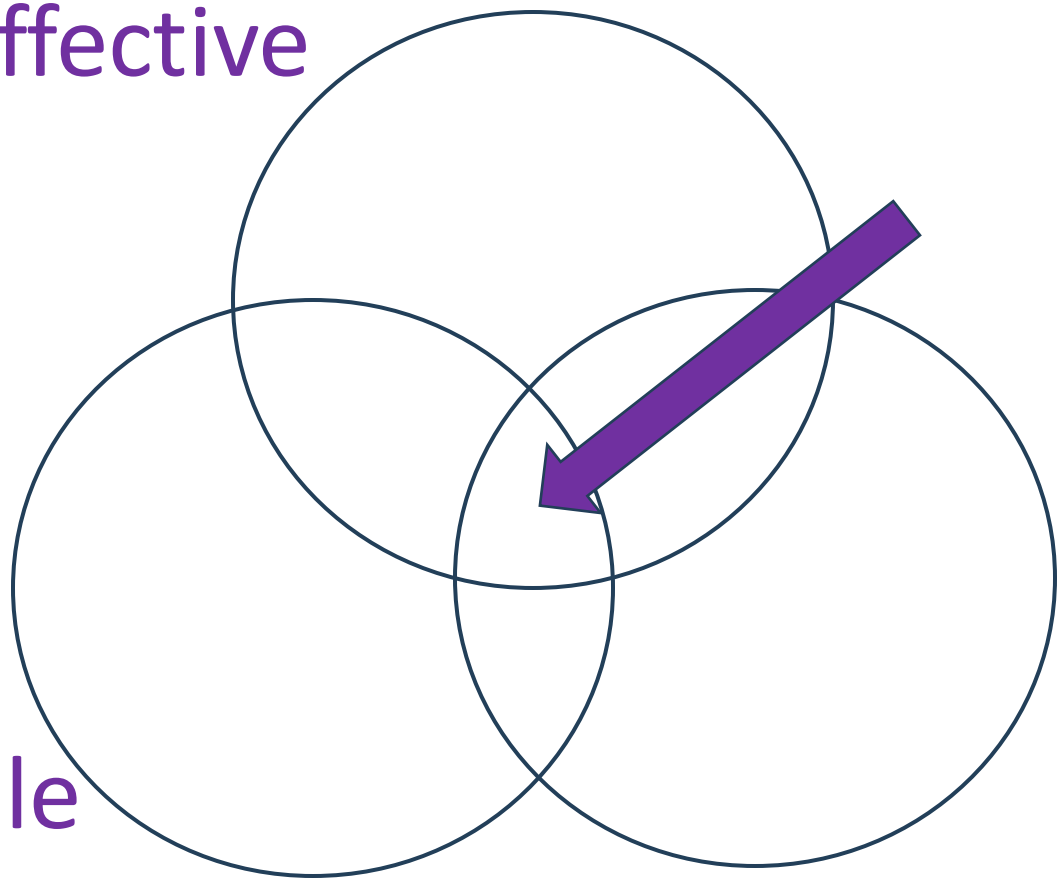
I am an ECR, having just completed my PhD. I have this week reached out to a policymaker

Policy makers not being open to something that did not fit their ideas of evidence

I do not believe they would take any notice

We develop relationships with academics and keep them informed of policy interest.

Good Policy



Resources: DPMC Policy Project

Cate Roy's project on policy connections

Hannah McKerchar's resources for getting started

Researchers connecting to policy

Juliet Gerrard

Office of Prime Minister's Chief Science Advisor,
Kaitohutohu Mātanga Pūtaiao Matua ki te Pirimia

Providing science advice into policy

- **Science is never the only advice**
- Science is good at defining the problem
- Science is good at identifying options
- Science struggles with definitive timely answers
- Politicians have to make decisions in defined timeframes
- Policy makers have to implement those decisions

- Presenting the “facts” rarely changed anyone’s mind
- Science debate should not be a proxy for values debate

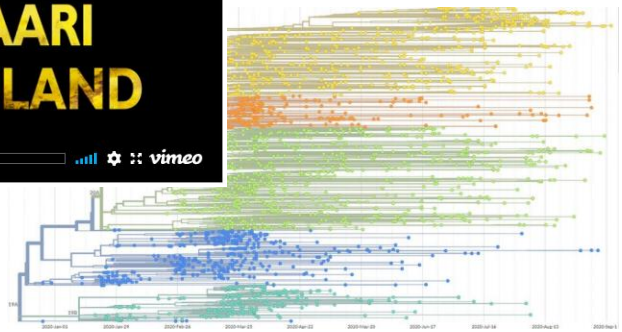
The most effective science advice is delivered just ahead of the policy agenda

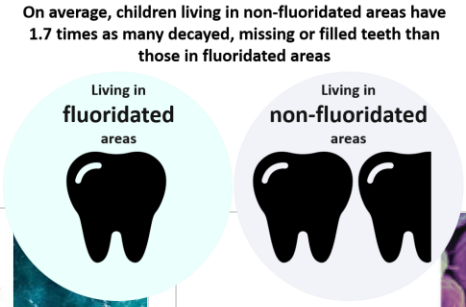
COVID-19

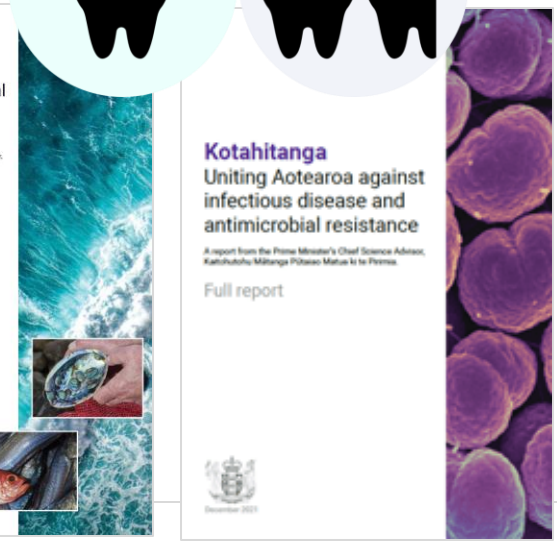
Advisory information provided to the Prime Minister as part of the ongoing COVID-19 pandemic.

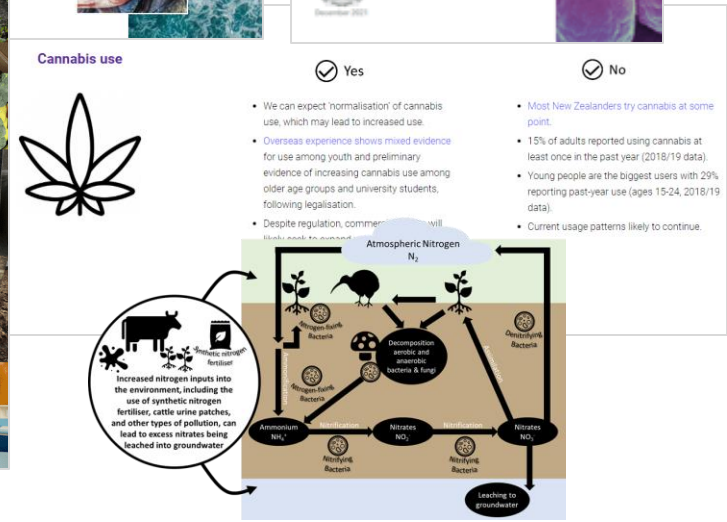
October 2021: The PM requested that Juliet and Ian Town convene an expert group to provide feedback on an earlier iteration of the traffic light system for COVID-19 protection once vaccination targets are reached. The final system is significantly strengthened compared to the consultation draft which was shared with the group. You can read the feedback provided under urgency here (PDF, 309KB)

- Download the July – September 2021 advice bundle (PDF, 3MB)
- Download the December 2020 – June 2021 advice bundle (PDF, 410KB)
- Download the September/October/November advice bundle (PDF, 2MB)
- Download the June/July/August 2020 advice bundle (PDF, 4MB)
- Download the May 2020 advice bundle (PDF, 693KB)
- Download the April 2020 advice bundle (PDF, 6MB)
- Read the March 2020 advice bundle (PDF, 611KB)





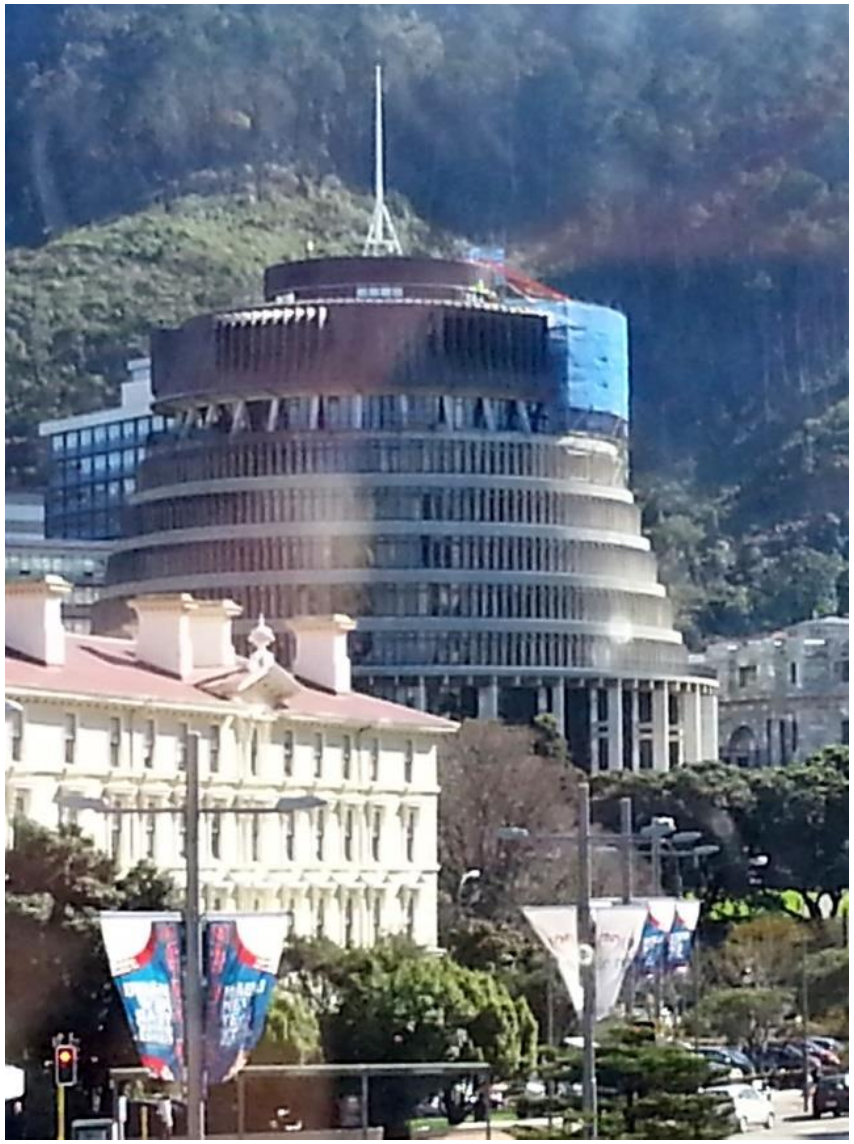




Effective science advice includes …

- **Research other than your own**
- A broad understanding of the government context
- A detailed appreciation of who in particular would value your advice

- A broad understanding of the stakeholder landscape
- A broad understanding of what other countries do in your area at the research-policy interface



CSAs can help

Ngā mihi nui

Questions?

Session 2

Gill Jolly and *Emily Parker*

Building the science base in Aotearoa New Zealand

Ministry of Business, Innovation & Employment | Hīkina Whakatutuki

Session 3

Kate Parkes, Tracey McIntosh and Ian Lambie

Gang Harm Insights Centre

Ministry of Social Development | Te Manatū Whakahiato Ora

Justice Sector

NEW ZEALAND

Gang Harm Insights Centre

The Gang Harm Insights Centre

OPMCSA Panel Presentation

February 2024

The Gang Harm Insights Centre (GHIC)

A multi-agency team focused on better understanding the New Zealand Adult Gang (NZAG) environment, while focusing on the social structures that underpin harmful behaviours. We seek to provide a holistic understanding of the harm caused by, to, and within the gang environment.

We actively partner to deliver holistic, actionable, and timely insights, enabling agencies to empower communities in making a difference to gang-related harm.

We seek to change the focus from preventing gang membership and growth, to addressing the factors influencing the behaviours and criminality often synonymous with gang membership.

ORANGA TAMARIKI Ministry for Children
Te Tāhuhu o te Mātauranga Ministry of Education
NEW ZEALAND POLICE Ngā Pirihimana o Aotearoa
MINISTRY OF SOCIAL DEVELOPMENT TE MANATŪ WHAKAHIATO ORA
MANATŪ HAUORA MINISTRY OF HEALTH
NEW ZEALAND CUSTOMS SERVICE TE MANA ĀRAI O AOTEAROA
Kāinga Ora Homes and Communities
ACC He Kaupare. He Manaaki. He Whakaora. prevention. care. recovery.
ARA POUTAMA AOTEAROA DEPARTMENT OF CORRECTIONS
Te Tari Taiwhenua Internal Affairs
Inland Revenue Te Tari Taake
MINISTRY OF BUSINESS, INNOVATION & EMPLOYMENT HĪKINA WHAKATUTUKI

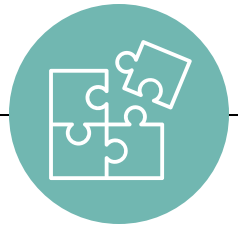
Our Approach

Life Course Perspective

- We use research and insights to show how life experiences from birth to old age shape who we are, and our access to opportunities that support individuals and whānau to thrive

Working Together

- We build reciprocal partnerships with communities
- We recognise we only have half the picture if we do not hear, and amplify in our work, their experiences



Diverse Frameworks

- We acknowledge that different cultures understand evidence and insights differently
- We strive to build a centre that supports different cultural perspectives

"Listen to our voices and help us solve problems together"

A member of an adult gang on working together

Big Picture – our role in the System & creating thriving communities

- Systems shift required to create individual shifts
- Engagement & collaboration
- Holistic understanding
- Mindset shift
- Strengths based approach
- Consistent messaging
- Community has the solutions

For communities to thrive, effective engagement must be trauma informed and involve a wrap-around collaborative approach.

"Listen to our voices and help us solve problems together"

A member of an adult gang on working together

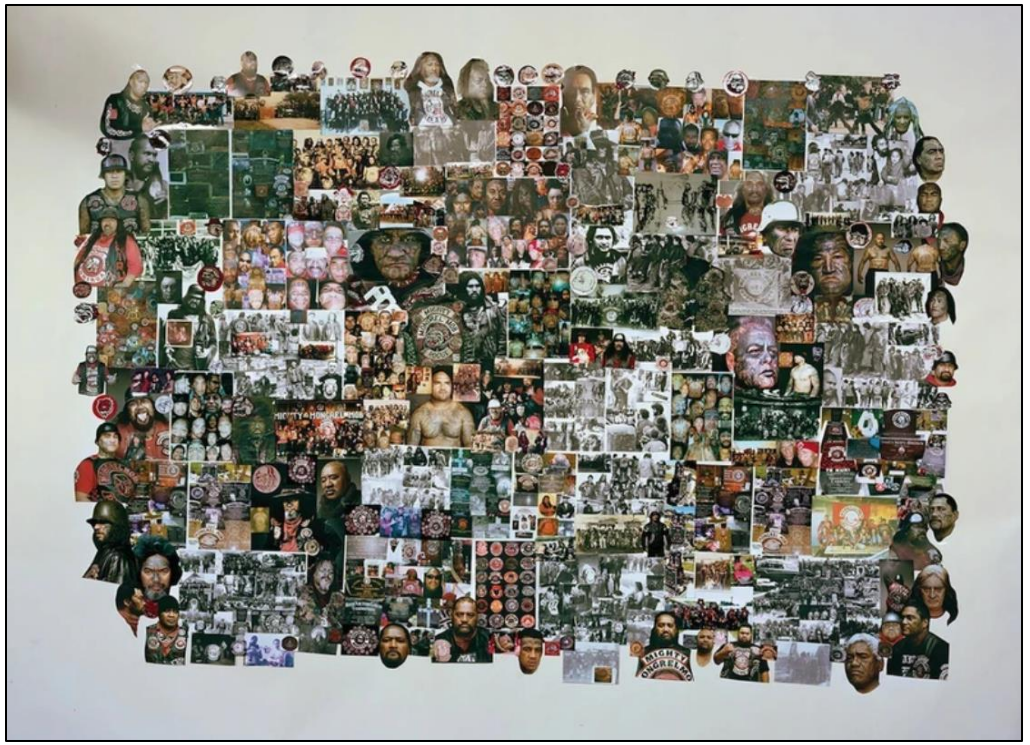
Independent Report on Gangs in Aotearoa

- Hugely positive
- Wider awareness of the mahi of the GHIC
- Useful timing
- Risk around contrary evidence

NEW ZEALAND

Gang Harm Insights Centre

Questions?



"To bring true effect to the spirit of service as a public service leader we have to listen, understand our communities needs and aspirations, then seek to ensure we enable that through our collective efforts."

Otago/Southland Regional Public Service Commissioner, Steph Voight

Kate Parkes:
Kate.Parkes@police.govt.nz

GHIC Inbox:
GHIC@police.govt.nz

GHIC AGENCIES

In the face of evidence? Connecting experience, expertise and endeavour.

Prime Minister's Chief Science Advisor Workshop:
Connecting Researchers and Policymakers

Towards an understanding of Aotearoa New Zealand's adult gang environment

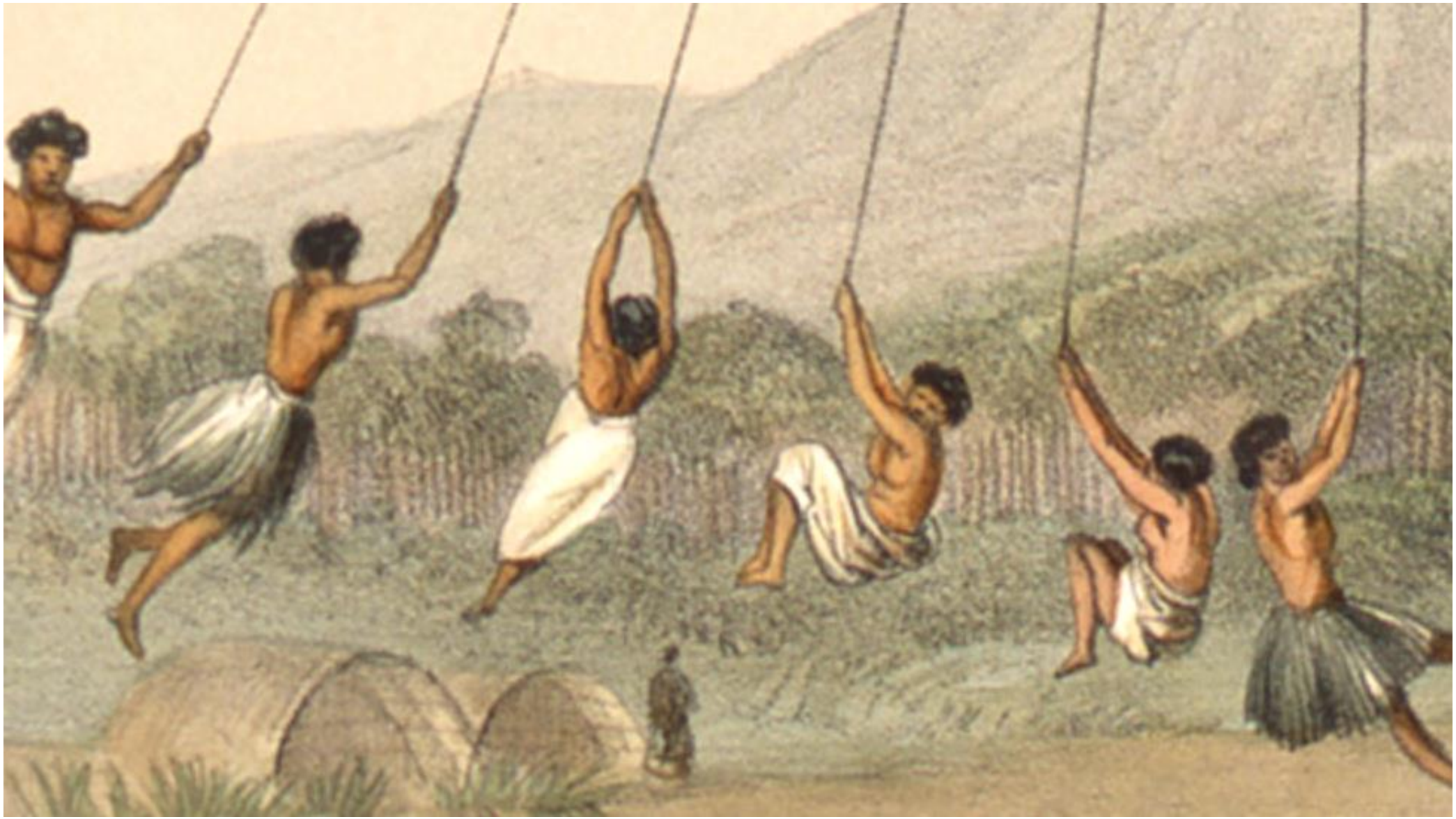
- Evidence-based policy on polarising social issues creates unique challenges and opportunities
- The issue is not always a knowledge deficit: past experiences, prior understanding, cultural, political and social identity influence how people interact with evidence.
- Disrupting embedded often simplistic narratives and presenting competing explanations effectively means broadening the scope of inquiry, deepening the way we understanding expertise and practicing deep listening of diverse invested communities.
- Relationships are our lifeblood
- Diversity and the depth of those relationships are key

Rethinking Expertise: Peer review
Eugene Ryder

- *'Gangs are difficult to define':* Even when patched my response to the question "are you in a gang" was and remains a resounding "NO" usually followed by "I am Black Power".
- *'It is difficult to obtain reasonable data that speaks to the numbers of children and young people in gang environments, and it is not clear whether children born into gang whānau will inevitably remain in a gang themselves':* Even the notion of 'a gang environment' is subjective. ALL tamariki that have 'members' as parent or primary caregiver are effectively in a 'gang' environment. However individual whānau determine what that 'environment' looks and feels like. For example, my personal whānau environment includes kōhanga reo/kura engagement, kapa haka and diving. Yet my association with BP has been deemed a 'risk' if applying for parole for my son or caregiver responsibilities for any of my mokopuna when they are 'in care'. An example of assumptions made by way of association rather than behaviour.

Rethinking Expertise: Peer review Eugene Ryder

- *Researchers have established various frameworks and theories to understand gangs. These can be described at a macro-level with theories such as Interactional or Social Disorganisation to explain why gangs exist*: Rangatahi that are more likely to end up in gangs have minimal choices of where to go (socially) and who to trust. Gang whānau tend to have an open-door policy to new members to join. Who else opens their doors for these rangatahi? In some instances, even marae are not welcoming.



Session 3

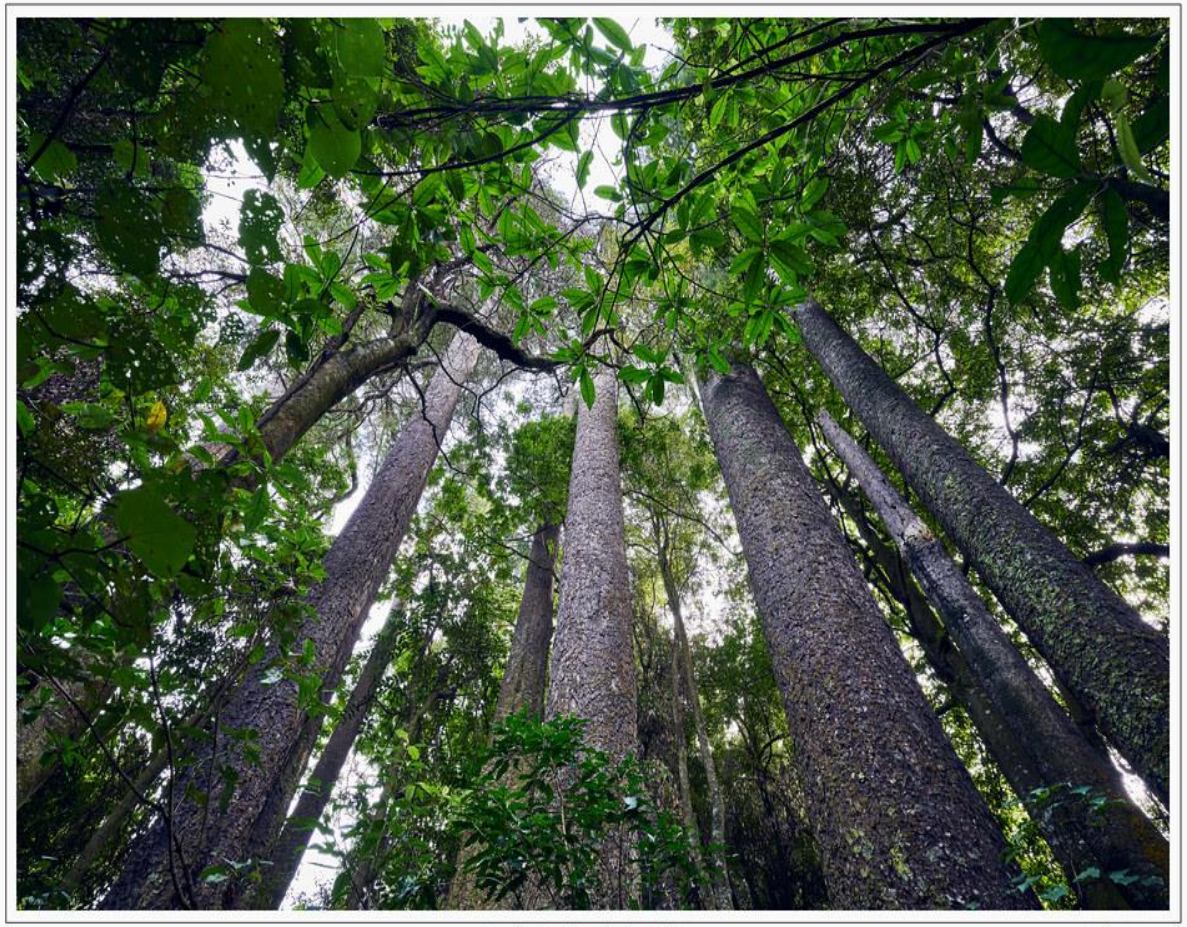
Stuart McNaughton, Julia Novak, Campbell Birch, Jared Carpendale and Melinda Webber

Ministry of Education | Te Tāhuhu o Te Mātauranga
Massey University | Te Kunenga Ki Pūrehuroa
University of Auckland | Waipapa Taumata Rau

Session 3: Case Study

He Uru Kahikatea

Building young people's resilience through media and information literacy and digital citizenship skills.



Stuart McNaughton, Melinda Webber, Jared Carpendale, Julia Novak and *Campbell Birch*

Massey University | Te Kunenga Ki Pūrehuroa
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University of Auckland | Waipapa Taumata Rau

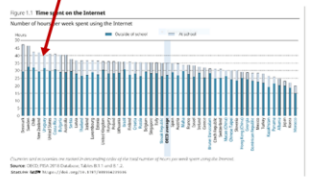
Context

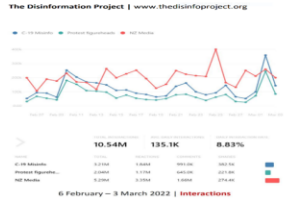
1. **Commissioning**[1] by PM Ardern, part of a series of work streams **across government** tackling the challenge of 'polluted information'

2. **Responsive** context provided by previous general reports by PMCSA and social sector CSAs (2018), and ongoing advice (eg *literacy, communication and maths strategy*)

3. **Availability** of local and international evidence: (a) the issues (b) possible responses

1. Rapid increase in 15 year olds use of internet: (doubled from 2012)
2. Presence of 'polluted' information





3. Few skills with 'polluted' information

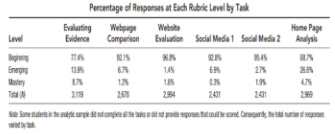


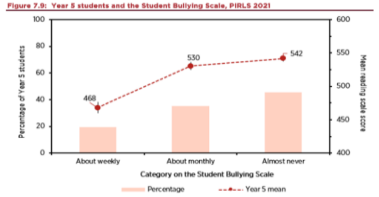
Table 3
Percentage of Responses at Each Rubric Level by Task

Level	Evaluating Evidence	Webpage Comparison	Website Evaluation	Social Media 1	Social Media 2	Home Page Analysis
Beginning	77.4%	92.1%	96.8%	92.8%	95.4%	68.7%
Emerging	13.9%	6.7%	1.4%	6.9%	2.7%	26.6%
Mastery	8.7%	1.2%	1.8%	0.3%	1.9%	4.7%
Total (N	3,119	2,678	2,864	2,431	2,431	2,969

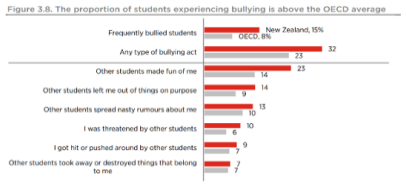
Mastery responses, students evaluated online content by investigating the source of information, by interrogating the evidence presented, or by seeking out information from other reliable sources. **Emerging responses** were partially incorrect or did not fully articulate sound reasoning. **Beginning responses** included incorrect or irrelevant strategies for evaluating online information. Breakstone, J., Smith, M., Wineburg, S., Rapaport, A., Carle, J., Garland, M., & Saavedra, A. (2021). Students' civic online reasoning: A national portrait. *Educational Researcher, 50*(8), 505-515. https://doi.org/10.3102/0013189X211017495

(Cyber)bullying

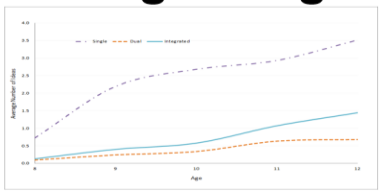
PIRLS Y5 (2021 Q adds one item to scale 'nasty or hurtful information on line')



PISA15 year olds (2018 Q adds 'can happen in social media)



But also digital argumentation skills



Single support one's own position
Dual adds critique of the opposing position
Integrated considers weakness in one's own and strength in opposing positions; weighing up to reach a conclusion;

[1] Major catalyst Royal Commission of Inquiry into the terrorist attack on Christchurch masjidain https://christchurchattack.royalcommission.nz/the report/findings-and-recommendations/chapter-5/ Recommendation 36

Key Messages (not recommendations) in 7 areas

1. Media and information literacy and digital citizenship (both)
2. Initial teacher education and in-service professional learning and development
3. Support for schools, kura, and teachers
4. Equity and Te Tiriti
5. A national approach, locally led
6. Libraries
7. Developing effective tools and measuring progress

- Research from multiple sources
- A broad understanding of the dynamic government context
- A detailed appreciation of who in particular would value [this] advice
- A broad understanding of the stakeholder landscape
- A broad understanding of what other countries are doing
- *A broad understanding of implementation*

Messages reflect awareness of Enablers and Constraints, Good policy, Implementation science

System level

Strengths and capabilities eg curricula, national strategies, teachers, libraries …

Weaknesses eg measures, evidence informed resources and tools

More general constraints

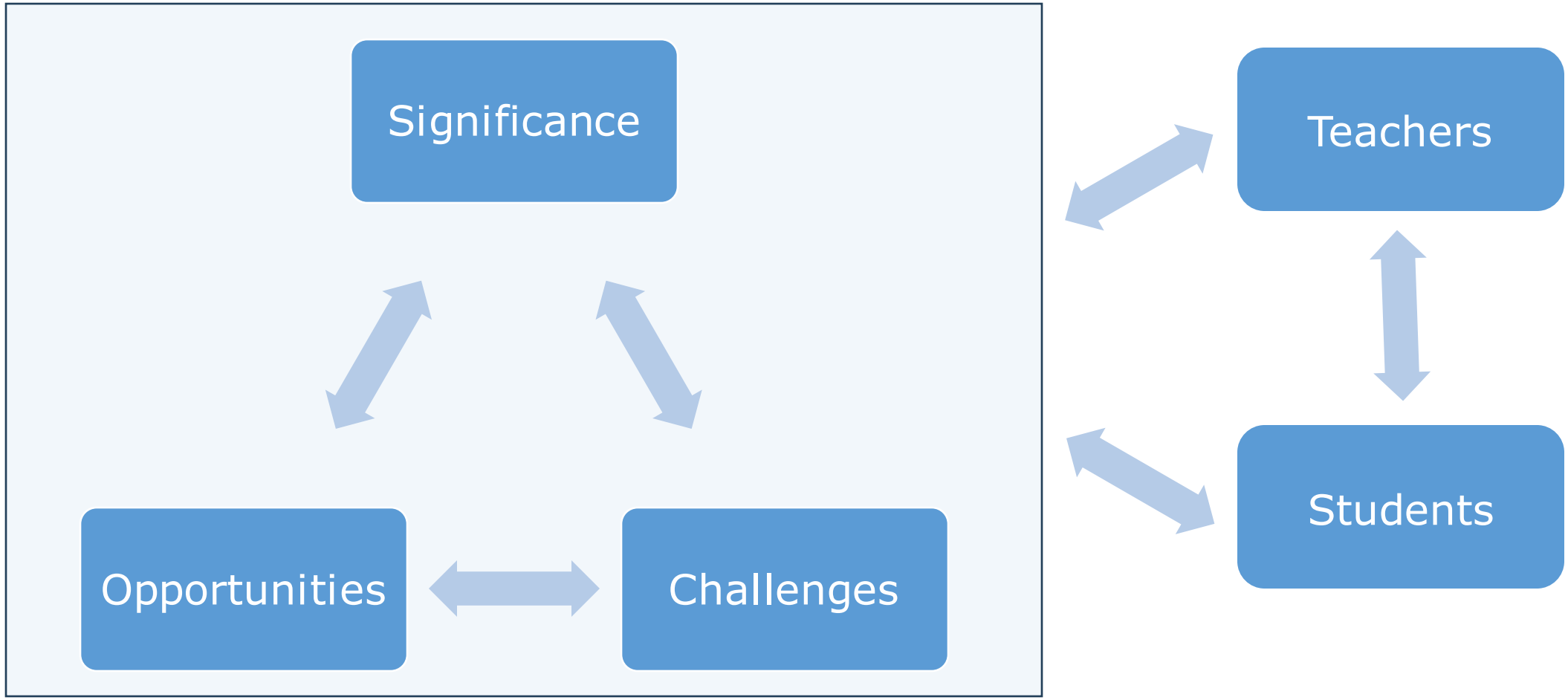
- Low status of educational sciences, generally social sciences
- Shifting government priorities
- ‘crowded curriculum’- both schools and Initial Teacher Education
- And other elephants in the room

Office of the Prime Minister’s Chief Science Advisor

Kaitohutohu Mātanga Pūtaiao Matua ki te Pirimia

MASSEY UNIVERSITY
TE KUNENGA KI PŪREHUROA
UNIVERSITY OF NEW ZEALAND

Implications for Teacher Education



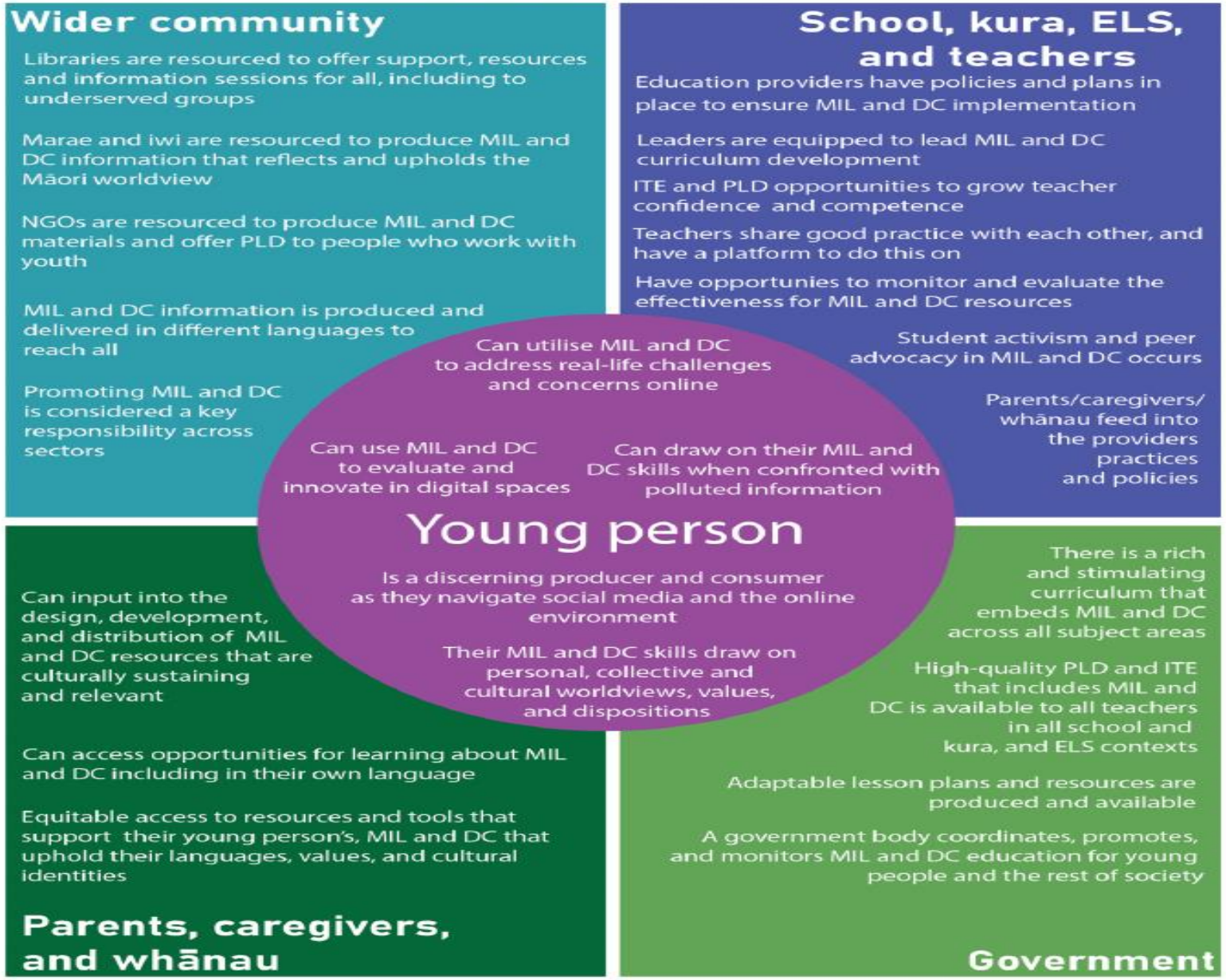


Figure 1: Centring the media and information literacy and digital citizenship system around the young person. MIL = Media and information literacy, DC = Digital citizenship.

A whole-of-system approach to MIL and DC requires MOE support, leadership and resource development oversight, quality teaching and teacher preparation, and strong reciprocal relationships between schools, students, whānau and the wider community

Session 4

Alison Collins

The Bridge: Reflections on Science-Policy

Ministry for the Environment | Manatū Mō Te Taiao

Ashley Bloomfield

Increasing the public impact of Universities' research

University of Auckland | Waipapa Taumata Rau

The bridge

Connecting across the science-policy interface

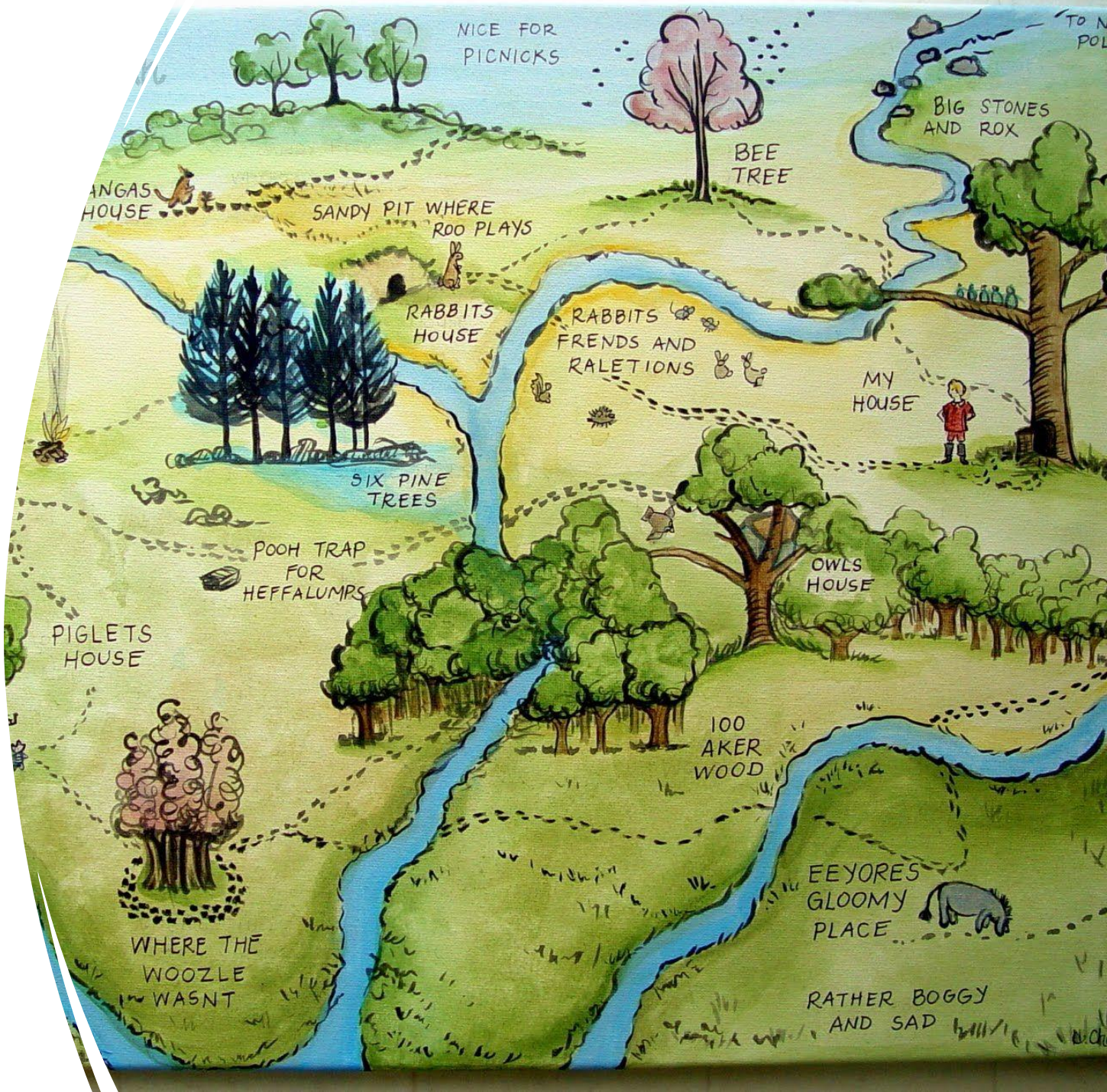
Role of [Departmental] Chief Science Advisor

- Like any public servant there to offer free and frank advice – ministers decide how that is used
- Specifically, in role:
  - Advise and review – reports, process, capability, strategic direction
  - Translate and simplify
  - Challenge and hold to account
  - Keep safe – Our Science Strategy
  - ‘Head of profession’
  - Connect and be a conduit

OUR CONTEXT

- Complex operating environment – political timeframes, but stewardship challenges
- Dynamic system of socio-ecological interactions
- Evidence at heart of:
  - Verifying problem
  - Informing pathway
  - Evaluating options
  - Tracking progress
- Trust in our use of evidence critical, particularly against a movement of misinformation and scrutiny

A science-policy fable



The science-policy interface

Pooh's side of the river

- Deeply analytical
- Motivated by new understanding
- Aims for certainty
- Reputation focus
- Frustrated by policy short-termism

Christopher Robin's side of the river

- Generalist, agile
- Motivated by making a difference
- Little control and limited access
- Delivery focus
- Frustrated by accessibility of science

The bridge – why & what

- Knowing the starting point
- What level advice is needed
- What type of science
- Principles to keep us all safe

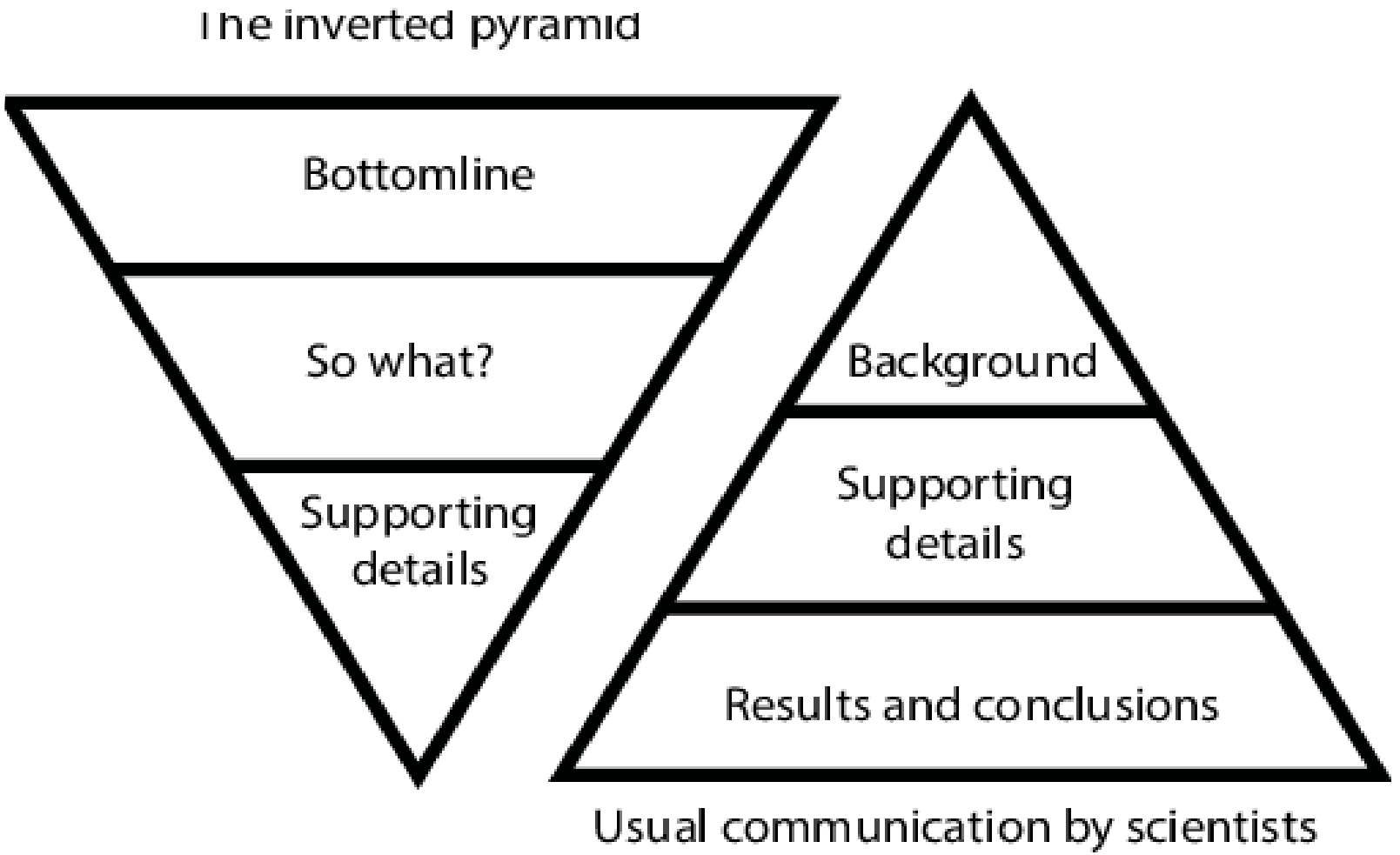
The bridge – the how

- Push, pull, or co-produce?
- Lots of activities – but need a mix between long-term enduring and real-time fixes

The bridge – who?

- Roles
  - Knowledge brokers, Scientists in the business
  - Secondments, government advisors
- Structures
  - Science advisory panels, Technical review experts
- Culture
  - Our Science Strategy *Rautaki Pūtaiao*
  - Long-term capability building (creating unicorns!)

Policy briefs – *how to think like Christopher Robin*



- Step away from Pooh!
- Use the inverted pyramid approach

BACK TO THE FABLE

Session 4

Ashley Bloomfield

Increasing the public impact of Universities' research

University of Auckland | Waipapa Taumata Rau

Session 5

Speed dating and Networking

ARMS
Australasian Research Management Society

We would really like your feedback, please

What would be the best next steps to connect researchers and policymakers?

1st Co-operative projects

2nd Help to connect the right researchers and policy people on projects

3rd Theme based discussions

4th Network meetings

5th Secondments of researchers into government departments and vice versa meetings

6th Nothing else is needed

Join at menti.com, use the code 6165 3107

We would like a more inclusive range of participants at follow-up events, do you have any suggestions?

Ngā mihi nui


consensus-building
equitable
credible
confident
independent
multidisciplinary
inspiring
proactive
listening
accessible
trusted
connected
respectful
mana respected
approachable
inspired
representative
inclusive
responsive
influential
embracing-diversity
efficient
transparent