



# **SPEaR'S GUIDELINES FOR SOCIAL POLICY RESEARCH AND EVALUATION**

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**[www.spear.govt.nz](http://www.spear.govt.nz)**

# The Role of SPEaR

The role of SPEaR is to oversee the Government's social policy research purchase. In particular, the:

- Identification and dissemination of key social policy knowledge needs;
- Development of research agendas to meet identified social policy knowledge gaps;
- **Assurance of quality and relevance of government-purchased social policy research; and**
- Integration of research and evaluation information into evidence-based policy development.

In undertaking this role, SPEaR will have the following specific functions:

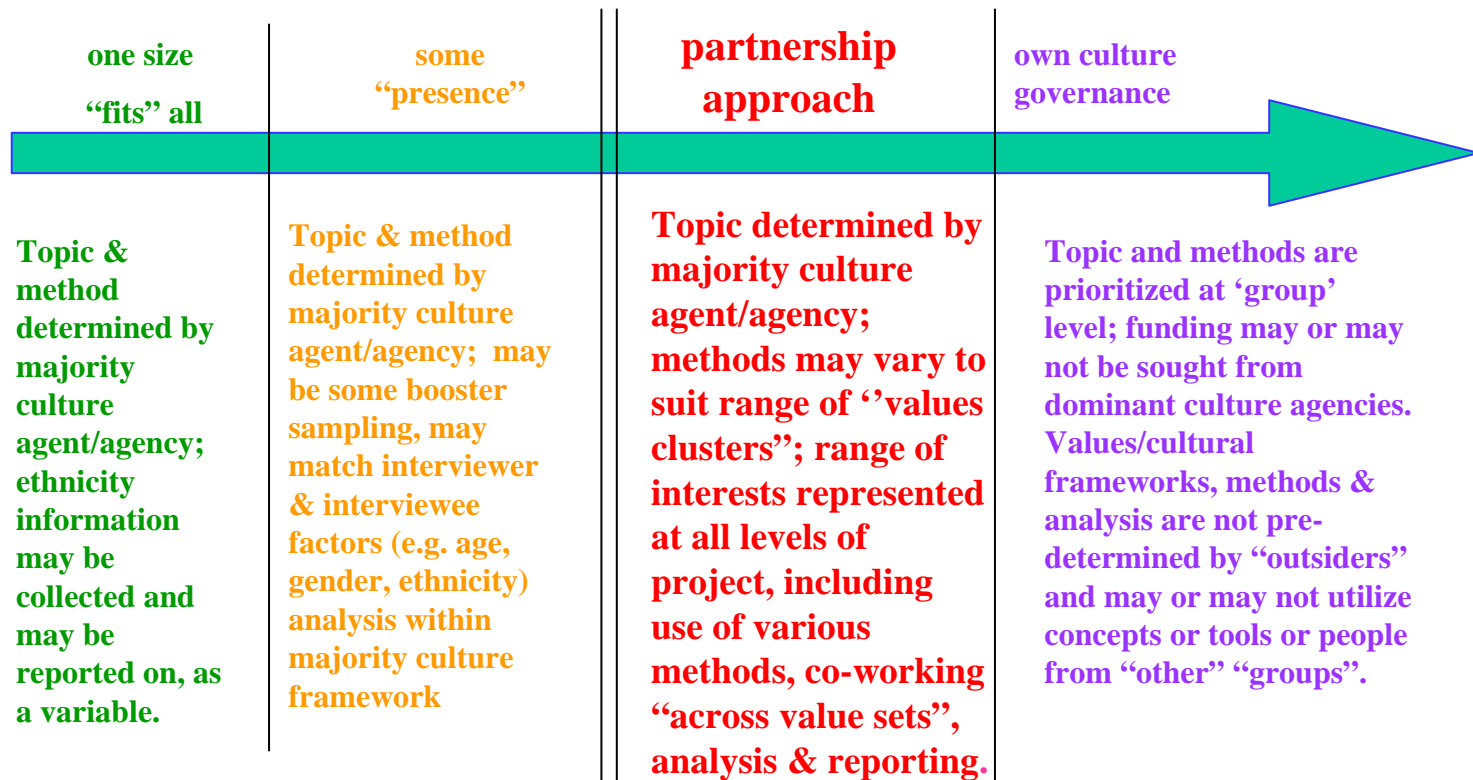
- To encourage the uptake of research and evaluation information into social policy development;
- To co-ordinate departmental research priority setting (in conjunction with Strategic Social Policy Senior Officials Group (SSPSOG));
- To provide a strategic framework for the social research component of the Departmental Contestable Research Pool;
- To act as a vehicle for **gathering** agency **views on** sectoral research **capacity** issues;
- To **disseminate information relevant** to the government's social policy research agenda;
- To sponsor initiatives aimed at **improving** social policy research **capability** (including **agency research practice**); and
- To liaise with the Social Science Committee of the Royal Society of New Zealand.
- **To promote the utilisation of “best practice” approaches, tools and techniques through development (where necessary) and/or dissemination.**

## Key Words/Concepts

- **Priority** for the government agencies
- The Guidelines are a **contribution** to lifting the game of Government agency practice
- There is a **flow on** for the whole sector – especially those who **contract** with government agencies
- Each particular section draft has involved **people with expertise** in that area
- 2004 and 2005 material is **available** on [www.spear.govt.nz](http://www.spear.govt.nz)
- **Transparent expectations** of **stakeholders**
- **Embedded** in practitioner community
- **Evolving** and **useful** resource

# Conceptual Framework - Summary

Major scope for “best practice guidelines”



Generalized, whole population studies

Particular studies

# Government Agencies

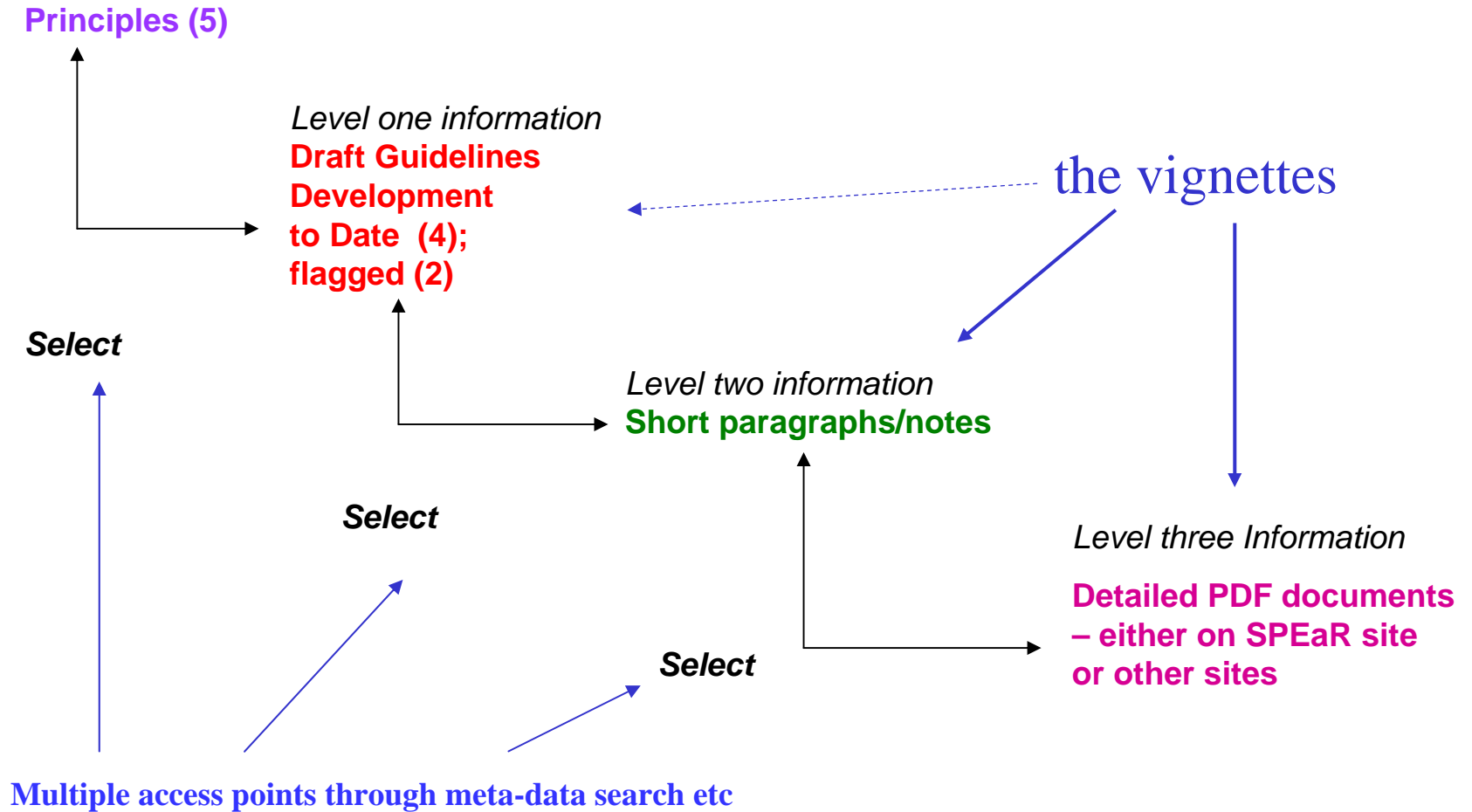
## The Research and Evaluation Process



## Guideline Development

<b>2002-04</b>	<b>Information gathering, testing of ideas, need agreement, process identified</b>
<b>June 2004</b>	<b>Consultation Workshops</b>
<b>2004/5</b>	<b>Draft development</b>
<b>May 2005</b>	<b>Consultation Workshops, material on SPEaR website</b>
<b>2005/07</b>	<b>Incorporation of Feedback</b>
<b>July-Sept. 2007</b>	<b>Material additions Peer Review</b>
<b>Oct-Nov 2007</b>	<b>SPEaR Working Group SPEaR Final sign-off</b>
<b>Dec 07</b>	<b>website updated</b>

# The Layers/Tiers of information Approach



## What is the current status of the draft material?

- **Principles and Examples** – expansions will result from ANZEA hui July 2007
- **Maori** – ANZEA contracted for vignettes July 07 hui
- **Contracting** – being utilised by sector, translation into operating agencies being tested, legal review will occur
- **Ethics** – Peer Review recently completed, Data Saving & Sharing discussion draft integrated into section
- **Pasifika** – working group meeting mid 06, draft refinement in process
- **Recent Migrants/Refugees** – potential working group identified, material being gathered and tested
- **Sensitive Subject Matter** – potential working group identified, material being gathered and tested

## **THE DRAFT GUIDELINES**

### **Why Choose a Principles Framework?**

**The principles express the core values and are suitable for guidelines which must be flexible – if the principles are held then practice usually follows**

### **The Principles:**

**Respect  
Integrity  
Responsiveness  
Competency  
Reciprocity**

## RESPECT

*Relationships between all stakeholders in social sector research should be based on respect for the inherent value of each contributor (be they researcher, contractor, policy manager, project manager or participant) and the skills, experience and knowledge each person brings to the research and evaluation process.*

## **INTEGRITY**

*The actions and behaviour of social sector officials advancing research and evaluation should work to establish, maintain and enhance the integrity of all stakeholders, and the professional and ethical integrity of the research and evaluation, policy and service delivery functions.*

## RESPONSIVENESS

*The methods of engagement and the technologies of research of all researchers and evaluators should ensure they acknowledge, understand and respond to differences in institutional, professional and cultural practice, including the appropriate provision of means for a suitable level of engagement.*

## COMPETENCY

*All research and evaluation officials and contractors involved in the development and execution of social research and evaluation should possess the core competencies necessary for performing their duties to a high level.*

## RECIPROCITY

*Relationships between social sector officials, researchers and participants should enable reciprocal, balanced exchanges of knowledge, resources and time that recognise the value of diverse contributions in a respectful and appropriate manner.*

## **Particular Challenges for these Guidelines**

- Precedent scarcity**
- Multiple and diverse stakeholders**
- Range of beliefs/values/experience/skills**
- Content/style/process/personalities**
- Complex Peer Review/sign-off/uptake**

# Opportunities

- **Aotearoa/NZ focus**
- **Practical focus**
- **Case illustrations**
- **Key stakeholders - communities of peers**  
**Peer reviewed**
- **Evolving (able to grow with the new)**