

OVERVIEW: NEW FULL TIME-PART TIME ADVANCED VOTING PLACES IN PRIORITY COMMUNITIES

	PAKnSAVE	Warehouse	Marae	Community Centre	Central Mall	Church Hall	Community Hall	Shopping Centre	Health Centre	Kohanga Reo	School Hall	Kura Kaupapa	Business House	St John Hall	Community Agency	Business Rental	Sports Hub	Te Wananga Polytech	District Council	Library	Mobile Service	TOTAL
North						1	3		2		1			1		1					4	13
Kaitiaki	1	1																				2
Kaikohe	1	1														1						2
Waipapa	1	1													1							1
Whangarei	1	1													1		5	1				5
West Auck.			2	3		2	2	1				1	1				4	1				16
South Auck			3	2		3	1				1		1									15
Huntly			1														1					2
Rotorua		1	11	1	1			4					4				1					14
Tauranga					2																	11
Taupo	1			1																		1
New Plym.							1		1							1	1	1				5
Whanganui	1	1	8				1									1						12
Highbury															1					1		2
Paraparaumu	1	1																				2
Otaki-Kapiti				1					1													5
Porirua	1	1					1									2						5
East Coast			1												1	2			3			8
Kaiti					1					2									1			3
Wai. District			2	2			4						1						1			10
Wairoa				1									1									2
Napier-Hast.	1	1													2	3				1		8
Christchurch	3	1	1	1					2				2		1							8
Dunedin			1	1	1	2	1		2	1		1										6
Invercargill			1	1	1	2	1								1							7
TOTAL	10	10	30	12	5	8	16	5	6	3	1	2	13	1	6	12	11	3	4	3	4	165

Next Steps:

1. Confirm Auckland locations are available and realistic options and develop a register of contacts - (site visits - S 9(2)(a) and Regional Advisors)
2. Discuss options with Nga Hau E Wha marae complex (Christchurch) to ensure space is available: S 9(2)(a) and Ashton - asap)
3. Community Advocates source local contacts so proposed locations can be confirmed for validation: S 9(2)(a) contact advocates and update information).

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IMPROVING SERVICES TO MĀORI

PRIORITY VOTING PLACE AND RECRUITMENT RELATIONSHIPS IN TARGETED COMMUNITIES

Community Electorate(s)	Area of Focus	Key Tasks	AVP x Location
<p>Kaiti – East Coast:</p> <ul style="list-style-type: none"> ▪ Ikaroa-Rawhiti ▪ East Coast ▪ AVP-VPA (8) 	<ul style="list-style-type: none"> ▪ Voting Place Assessment ▪ Recruitment 	<ul style="list-style-type: none"> ▪ Confirm and Assess AVPs in East Coast district. ▪ Deployment and delivery of “Recruitment Presentation” 	<ul style="list-style-type: none"> ∞ Whangara ∞ Tologa Bay ∞ Tokomaru Bay ∞ Te Puia Springs ∞ Ruatoria ∞ Tikitiki ∞ Te Araroa ∞ Hicks Bay
<p>Wairoa:</p> <ul style="list-style-type: none"> ∞ Ikaroa-Rawhiti ∞ Napier ∞ AVP-VPA (10) 	<ul style="list-style-type: none"> ∞ Assessment of rural AVPs in Wairoa District. ∞ Recruitment 	<ul style="list-style-type: none"> ∞ Support RA/EM to confirm and assess AVPs in rural communities. ∞ Targeted recruitment strategy 	<ul style="list-style-type: none"> ∞ Frasertown ∞ Te Reinga ∞ Ruakituri ∞ Tiniroto ∞ Waerenga O Kuri ∞ Rere ∞ Matawai ∞ Nuhaka ∞ Opoutama ∞ Mahia
<p>Rotorua:</p> <ul style="list-style-type: none"> ▪ Waiariki ▪ Rotorua ▪ AVP-VPA (19) 	<ul style="list-style-type: none"> ▪ Marae based Voting Place Assessment ▪ Marae led Recruitment for marae based AVPs 	<ul style="list-style-type: none"> ∞ Confirm and assess Marae based AVPs and backup options in all Te Arawa communities. ∞ Support RA/EM to confirm and assess AVPs ∞ Targeted recruitment strategy for individual marae based AVPs. 	<p>Rototiti:</p> <ul style="list-style-type: none"> ∞ Te Waiti Marae ∞ Taheke Marae ∞ Te Takinga Marae ∞ Taurua Marae (Backup) <p>Ohinemutu:</p> <ul style="list-style-type: none"> ∞ Tunohopu Marae ∞ Koutu Marae ∞ Te Ao Marama Marae (Backup) <p>Ngongotaha:</p> <ul style="list-style-type: none"> ∞ Waiteti Marae ∞ Parawai Marae (Backup) <p>Ngapuna-Owhata:</p> <ul style="list-style-type: none"> ∞ Hinemihi Marae ∞ Hurungaterangi Marae (Backup) <p>Hinemoa Point:</p> <ul style="list-style-type: none"> ∞ Qwhata Marae ∞ Kohanga Reo (Backup) <p>Horohoro:</p> <ul style="list-style-type: none"> ∞ Rongomaipapa Marae ∞ TBC (Backup) <p>Lynmore:</p> <ul style="list-style-type: none"> ∞ Apumoana Marae ∞ TBC (Backup) <p>Whakarewarewa:</p> <ul style="list-style-type: none"> ∞ Wahiao Marae ∞ Te Rau Aroha Gallery (Backup)

Community Electorate(s)	Area of Focus	Key Tasks	AVP x Location
Whangarei-Northland: <ul style="list-style-type: none"> ▪ Te Tai Tokerau ▪ Northland ▪ Whangarei ▪ AVP-VPA (13) 	<ul style="list-style-type: none"> ∞ Assessment of rural AVPs in Northland District. ∞ Recruitment 	<ul style="list-style-type: none"> ∞ Confirm and Assess AVPs. ∞ Mobile AVP service in the Hokianga ∞ Deployment and delivery of "Recruitment Presentation" 	<ul style="list-style-type: none"> ∞ Paparoa ∞ Ruawai ∞ Dargaville ∞ Kawakawa-Ngati Hine Trust ∞ Mangamuka ∞ Coopers Beach-Mangonui ∞ Kaeo ∞ Omapere ∞ Opononi ∞ Rawene ∞ Panguru ∞ Ahipara ∞ Te Kao
West Auckland-Hoani Waititi Marae: <ul style="list-style-type: none"> ∞ Kelston ∞ AVP-VPA (1) 	<ul style="list-style-type: none"> ∞ Voting Place Assessment. ∞ Recruitment 	<ul style="list-style-type: none"> ∞ Key partnership relationship ∞ Assessment of AVP ∞ Deployment and delivery of "Recruitment Presentation" 	<ul style="list-style-type: none"> ∞ Hoani Waititi Marae AVP.
Huntly-Rakaumanga Te Reo Māori Voting Place: <ul style="list-style-type: none"> ▪ Hauraki-Waikato ▪ Waikato ▪ AVP-VPA (1) 	<ul style="list-style-type: none"> ∞ Voting Place Assessment. ∞ Recruitment 	<ul style="list-style-type: none"> ∞ Key partnership relationship ∞ Assessment of AVP. ∞ Develop and implement a targeted recruitment strategy 	<ul style="list-style-type: none"> ∞ Te Wharekura O Rakaumanga Voting Place AVP and VP (Te Reo Māori voting experience pilot)
Whanganui: <ul style="list-style-type: none"> ▪ Te Tai Hauāuru ▪ Whanganui ▪ AVP-VPA (10) 	<ul style="list-style-type: none"> ▪ Assessment of marae based AVPs in rural communities ▪ Recruitment. 	<ul style="list-style-type: none"> ∞ Confirm locations and Assess AVP. ∞ Develop and implement a targeted recruitment strategy 	<ul style="list-style-type: none"> ∞ Tupoho Complex Rangahaua Marae ∞ Kaiwhaiki Marae ∞ Parikino Marae ∞ Koroniti Marae ∞ Matahiwi TBC ∞ Ranana-Ruaka Marae ∞ Hiruharama – confirm location ∞ Pipiriki-Adventure Tourism location. ∞ Raetihi-vacant shop ∞ Ratana Pa – confirm location
New Plymouth: <ul style="list-style-type: none"> ▪ Te Tai Hauāuru ▪ New Plymouth ▪ Taranaki-King Country. ▪ AVP-VPA (4) 	<ul style="list-style-type: none"> ▪ Voting Place Assessment. ∞ Recruitment 	<ul style="list-style-type: none"> ∞ Confirm and Assess AVPs ∞ Deployment and delivery of "Recruitment Presentation" 	Waitara: <ul style="list-style-type: none"> ∞ Venue adjacent to New World TBC ∞ Waitara Sports Hub New Plymouth: <ul style="list-style-type: none"> ∞ Tui Ora ∞ Kura Kaupapa Māori

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Community Electorate(s)	Area of Focus	Key Tasks	AVP x Location
Highbury: <ul style="list-style-type: none"> ▪ Te Tai Hauāuru ▪ Palmerston North ▪ AVP-VPA (2) 	<ul style="list-style-type: none"> ▪ Voting Place Assessment. ∞ Recruitment 	<ul style="list-style-type: none"> ∞ Priority community Assessment of AVP. ∞ Deployment and delivery of "Recruitment Presentation" 	<ul style="list-style-type: none"> ∞ Highbury Weavers ∞ Highbury Library
Christchurch-Nga Hau E Wha Marae: <ul style="list-style-type: none"> ▪ Te Tai Tonga ▪ Christchurch East ▪ AVP-VPA (1) 	<ul style="list-style-type: none"> ∞ Voting Place Assessment. ∞ Recruitment 	<ul style="list-style-type: none"> ∞ Key partnership relationship ∞ Assessment of AVP. ∞ Deployment and delivery of "Recruitment Presentation" for Aranui based AVPs. 	<ul style="list-style-type: none"> ∞ Nga Hau E Wha AVP/VP
Dunedin: <ul style="list-style-type: none"> ▪ Te Tai Tonga ▪ Dunedin North (2) ▪ Dunedin South (4) ▪ AVP-VPA (6) 	<ul style="list-style-type: none"> ∞ Voting Place Assessment. ∞ Recruitment 	<ul style="list-style-type: none"> ∞ Confirm and Assess AVPs. ∞ Deployment and delivery of "Recruitment Presentation" 	<ul style="list-style-type: none"> ∞ Te Kaika Health Centre ∞ Te Hauora Whanau centre ∞ Kohanga Reo Wakari ∞ Pacific trust Otago ∞ Otepoti Kura Kaupapa Māori school ∞ Halfway Bush community hall.
Invercargill: <ul style="list-style-type: none"> ▪ Te Tai Tonga ▪ Clutha-Southland (1) ▪ Invercargill (4) ▪ AVP-VPA (5) 	<ul style="list-style-type: none"> ▪ Voting Place Assessment. ∞ Recruitment 	<ul style="list-style-type: none"> ∞ Confirm and Assess AVPs. ∞ Deployment and delivery of "Recruitment Presentation" 	Invercargill <ul style="list-style-type: none"> ∞ Clifton Seventh Day Adventist Church hall ∞ Bluff Townhall ∞ Glen Garry East side Church hall ∞ Nga Hau E Wha Marae Mataura: <ul style="list-style-type: none"> ∞ Mataura Community Centre

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IMPROVING SERVICES TO MĀORI

Paper: Revised recruitment presentations programme

To: Regional Managers Voting Services

For: Training Meeting 12 – 13 February 2020

Submitted by: s 9(2)(a) Voting Services Manager and s 9(2)(a) ngagement Project.

1. Purpose:

This paper sets out the feedback relating to the recruitment presentations and proposes an amended programme to replace the recruitment presentations programme.

2. Background:

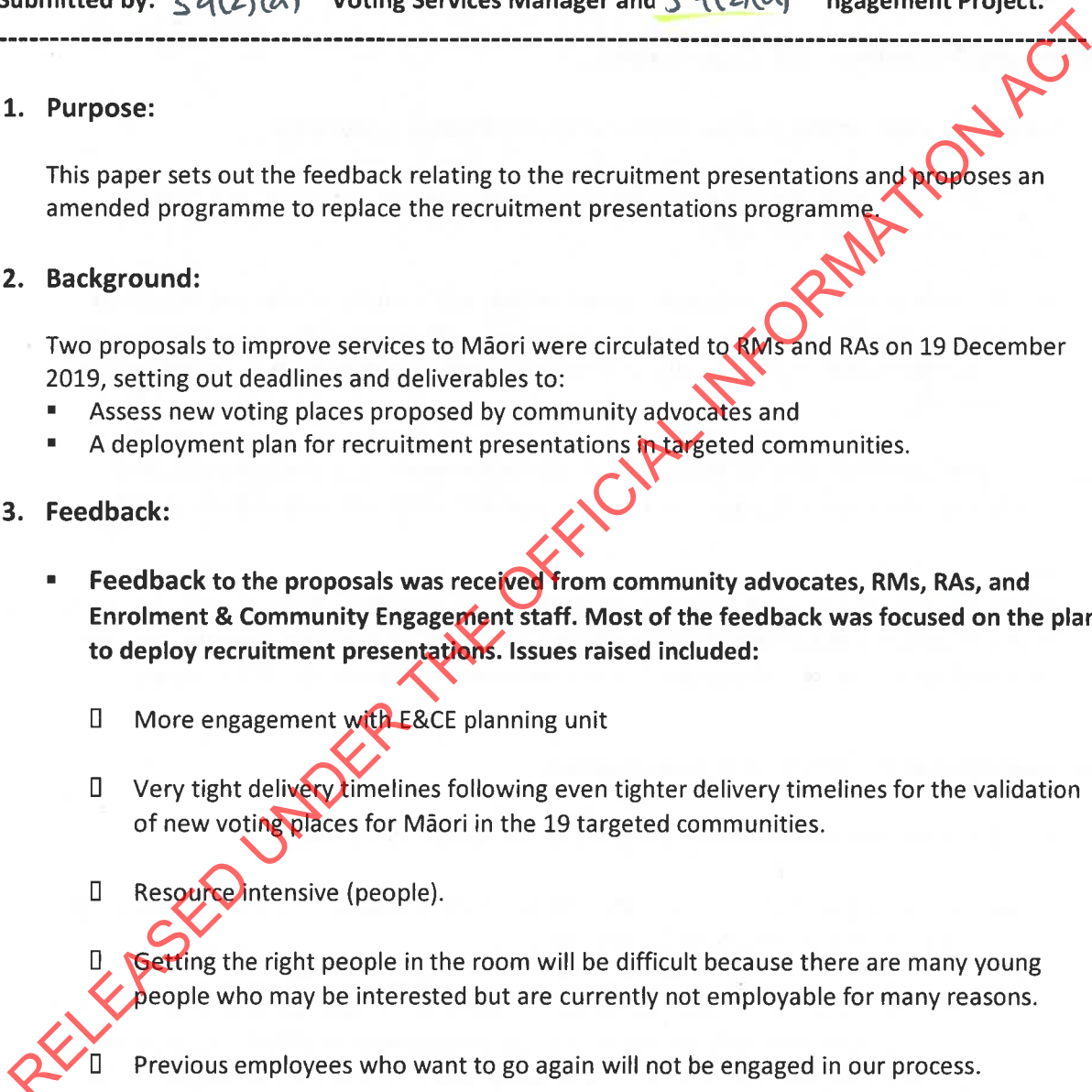
Two proposals to improve services to Māori were circulated to RMs and RAs on 19 December 2019, setting out deadlines and deliverables to:

- Assess new voting places proposed by community advocates and
- A deployment plan for recruitment presentations in targeted communities.

3. Feedback:

▪ **Feedback to the proposals was received from community advocates, RMs, RAs, and Enrolment & Community Engagement staff. Most of the feedback was focused on the plan to deploy recruitment presentations. Issues raised included:**

- More engagement with E&CE planning unit
- Very tight delivery timelines following even tighter delivery timelines for the validation of new voting places for Māori in the 19 targeted communities.
- Resource intensive (people).
- Getting the right people in the room will be difficult because there are many young people who may be interested but are currently not employable for many reasons.
- Previous employees who want to go again will not be engaged in our process.
- The presentations target a very specific group – young people.
- Better way and more targeted way of finding people in Highbury which will enable people to indicate availability to work in venues outside of Highbury.
- Priority should be given to validating new voting places in the 19 communities because this will enable a more focused conversation with job applicants, i.e. this is where we need more Māori to service specific voting places in areas with high Māori populations, and these are the nearby venues and locations where people can be deployed. Provide



resources and a programme outline for staff who want to pick up the recruitment presentations and provide a local flavour, with support if required.

- Timing is not right. The presentations should take place during the recruitment phase closer to the closing time for applications.

The feedback is compelling and given the importance of these two pieces of work a decision was taken to amend the proposals circulated on 19 December 2019.

Amended timeline and deliverables:

4. Assessing new voting places proposed by community advocates:

- Assessment of new voting places moved from completion by 28 February 2020 to completion by **31 May 2020**.
- The plan to assess new voting places will be the responsibility of RMs and Returning Officers, however please involve s 9(2)(a) and key community advocates when assessing marae based voting places or those new voting places located in rural areas with high Māori populations.
- Electorate Plans will be populated with mandatory new voting places identified by community advocates and s 9(2)(a) or RMs and RAs which will need to be assessed.

Note:

There are new venues currently being assessed against previous criteria and the criteria used to assess locations with business partners such as PAK'nSAVES etc. These locations will need to be assessed against the security criteria but not necessarily require a visit to the location.

5. Deployment of recruitment presentations:

▪ Key drivers to amend the recruitment presentation strategy:

- Competing demands on available time to complete recruitment presentations and to validate new voting places for 2020 GE:
 - ∞ The key driver is the collective Voting Services decision to give priority to the new voting places validation and assessment programme by scheduling more time for the validation programme. The initial completion date for this programme of work has been extended from the 28 February deadline to 31 May which compromises the time available to deliver recruitment presentations because presentations were scheduled for completion in the March, April period.
 - ∞ This has partly been influenced by the availability and confirmation of the security validation criteria used to assess and validate all voting places to be deployed in the 2020 GE. Staff are concerned they may have to return to voting places to re-evaluate the suitability of the voting place venues.
 - ∞ Another key driver is the tension between a one-size- fits all approach of the recruitment presentations cohort versus the targeted approach some of the

communities are taking, and the view to consider targeted approaches for all communities and making the resources available for communities that think the recruitment presentations will work for them.

- ∞ Feedback from Highbury noted that the issue of getting the right people in the room for the presentation was problematic and would prove difficult. It was also thought that focusing on young people would not increase the pool of suitable applicants for the jobs.

- Potential to use our knowledge of where voting places will be located to encourage the right people to apply for jobs:
 - ∞ Ongoing conversations with community advocates has raised the issue of knowing the venues where we think we need more Māori to advance our drive to ensure voters see people from their communities working in the voting places before we have conversations with applicants. There is a view that the clearer we can be with people about where they will work, the more likely they are to apply for selection. There is also the view it is an easier conversation with people who are deemed to be qualified for roles when considering their availability for a nearby location.

- **Proposal to amend the recruitment presentation programme strategy:**
 - **The amended strategy:**
 - ✓ the base narrative we want to change remains the same
 - ✓ Continue to involve community advocates in decisions and options for their community
 - ✓ Continue to work with registrars of electors
 - ∞ Confirm recruitment presentation collateral and facilitation guidelines and make this resource available to all communities
 - ∞ Provide guidelines and direct support where requested to support regions to develop a targeted approach to encourage Māori to apply for jobs in all 19 targeted communities

 - **Steps to build a targeted approach:**
 - **Know your community:**
 - ∞ Number and location of the voting places in locations significant to Māori voters or in communities with a higher than average number of Māori voters
 - ∞ Number of people required to staff these voting places
 - ∞ Number of people from similar back grounds who can be utilised in adjacent voting places

 - **Identify resource people who can help you:**
 - ∞ Local Registrar and s 9(2)(a)
 - ∞ Community advocate who has worked with s 9(2)(a) or your Regional Manager to identify places of significance to Māori where these new voting places are located
 - ∞ Marae leaders who you worked through to validate the voting places located in marae space

- ∞ Key trusted leaders or community based social service leaders who have networks of people and/or are trusted by young people
- ∞ Community person who you approached to open the voting place you assessed.

Engage with people who are willing to encourage people from their networks or wider whanau groups: i.e. spread the word

- ∞ Help them to identify and approach the 'right people' who they think can do the job by helping them to understand the jobs and what we require people to do
- ∞ Provide collateral they can distribute
- ∞ Offer to meet with and talk to groups or gatherings
- ∞ Talk about the application process
- ∞ Offer to take a paper-based application if people are not connected to the internet and are not confident to lodge an electronic application

6. Confirmation of the 'Base Narrative' we want to change:

- The work to locate voting places in places of significance to Māori and increase the number of Māori to work in communities with high Māori populations are considered key drivers to change the narrative we heard when we visited the communities targeted for the Korero Hui:
 - Voting places are not always in the right locations, i.e. locations where Māori generally gather.
- **The narrative we are trying to change through these initiatives includes:**
 - Voting Place staff do not always reflect and represent the diversity of the local community
 - Many people from Māori communities do not know about the election's jobs
 - Many people from Māori communities do not know about recruitment processes or how to access the Commissions systems to apply for jobs

7. Key Actions and Next Steps for discussion and agreement:

- **Bringing the Returning Officers on board:**
 - The Kaupapa?
 - How will they be held to account for locating VPs in places significant to Māori and staffing these locations with staff representing the local communities being served?
 - Building relationships with the right community advocates.
- **Peter's Support Role:**
 - Introduce community advocates to ROs.
 - Work directly with ROs/RAs/RMs to assess AVPs/VPs.
 - Work with ROs to plan and/or develop a targeted electorate approach to increase the number of Māori applicants for jobs

- **Priority communities:** (Where s 9(2)(a) should stay connected?)
 - Huntly (Te Wharekura O Rakaumanga).
 - Rural areas: Te Tai Tokerau, East Coast and Cape Runaway, Wairoa and district, Whanganui.
 - Marae based strategy: Rotorua.
 - Nga Hau E Wha marae, Christchurch.
 - Communities with a strong relationship with CE: Highbury, and Kaiti

- **Lead time required to:**
 - Work with CAs
 - Coordinate support from s 9(2)(a)

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Korero Hui Outcomes Framework for the 2020 General Election and Beyond

Topic	Base Narrative	Participants	Activities	Outputs	Outcomes
	What we heard that creates an opportunity for improvement?	Who will be involved in the work programme?	What we will do? Programmes, events, strategies or specific actions.	What we will produce?	Short- and long-term consequences including progress of improvement opportunities set out in the base narrative
Community Engagement	<ul style="list-style-type: none"> ▪ The Commission's communication programme is not reaching some Māori communities. Communication gaps resulted in: <ul style="list-style-type: none"> Enrolment <ul style="list-style-type: none"> ∞ Many people not knowing the full range of enrolment options available ∞ Many people did not know about the Unpublished roll ∞ People in transitional housing are not clear about when their address changes what is required to keep them on the roll when circumstances change ∞ People who are released from prison often are very itinerant when trying to re-establish themselves – which results in them being hard to contact and when they are, which address to use Voting <ul style="list-style-type: none"> ∞ Many people not knowing the full range of voting options available ∞ A number of hui participants having little knowledge of the advanced voting period or that anyone could vote at an AVP ∞ People being surprised when AVPs were not used on Election Day 	<ul style="list-style-type: none"> ▪ Community, advocates ▪ Community korero participants ▪ Project Manager ▪ ROEs E&CE ▪ Comms and Education team ▪ Voting Services Team ▪ Participants from Local Communities 	<ul style="list-style-type: none"> Enrolment and Community Engagement: <ul style="list-style-type: none"> ▪ Community engagement plans include the maintenance of relationships with community advocates ▪ Provide staff with resources to promote: <ul style="list-style-type: none"> ∞ The Unpublished Roll in all communities ∞ Consider stream-lining Transitional housing and prisoner address policies which will keep people enrolled Communications Team: <ul style="list-style-type: none"> ▪ Review communication plans for the General Election to enable improved messaging surrounding the advanced and election day voting period for voters in all regions Voting Services: <ul style="list-style-type: none"> ▪ Regional Managers community engagement plans include the development of relationships between Returning Officers and community advocates in targeted communities with support from ROEs 	<ul style="list-style-type: none"> ▪ Community engagement plans to build on and maintain relationships with community advocates ▪ Resources to help promote enrolment and voting services options ▪ Updated enrolment interim address policies for people in transitional housing and people recently released from prison ▪ Consistent messaging and information used for engagement with the public, including: <ul style="list-style-type: none"> ∞ Full range of enrolment and voting options available to voters ∞ Advanced voting policies and location of AVPs and opening times 	<ul style="list-style-type: none"> ▪ All voters are well informed about the range of voting and enrolment options for New Zealanders in NZ or living overseas ▪ 2020 GE voter satisfaction survey confirms an increase in the number of people who are satisfied with enrolment and voting services ▪ Increase in number of enrolments in targeted communities and targeted groups ▪ Registrars clear about the enrolment address requirements for people in transitional housing and /or people recently released from prison. ▪ People in transitional housing receive clear information and help to keep their enrolment details up to date. ▪ Increased participation as voters in target communities know where they can vote, including: <ul style="list-style-type: none"> ∞ the full range of enrolment and voting options available to them ∞ Who can vote in advance and where the AVPs are located and when they are opened for business? ∞ Where VPs are located on Election Day ∞ Where and when mobile voting services are available in remote locations
Location of Voting Places	<ul style="list-style-type: none"> ▪ In communities with a high percentage of Māori voters, some people found it difficult to vote in 2017 during the advanced voting period and on election day because : <ul style="list-style-type: none"> ∞ There were not enough voting places ∞ Some traditional voting place venues had been closed ∞ Some voting places were not located in places that enabled members of the local community to access them easily ∞ Some advance voting places were not open to the voting public at convenient times. ∞ Many rural communities did not have access to the full range of mobile voting services – voting services were not available at the times or places that were best suited to these communities 	<ul style="list-style-type: none"> ▪ Community, advocates ▪ Project Manager ▪ Manager Voting Services ▪ ROEs ▪ RMs, RAs and ROs Voting Services ▪ Participants from Local Communities 	<ul style="list-style-type: none"> ▪ Engage with CAs to understand and respond to community voting experiences, provide input and advice to community profiles, and establish a network of community advocates willing to work with the Commission ▪ In association with Community Advocates: <ul style="list-style-type: none"> ∞ Review the use of VPs and AVPs from 2017 to establish what possible changes are required ∞ Consider wider use of Marae for AVPs and VPs ∞ Promote Ruben's Whakarongotai AVP (voting on a Marae) initiative to RMs, RAs and ROs ∞ Review voting services to remote communities and seek input into the timing and location of such services 	<ul style="list-style-type: none"> ▪ A network of Community Advocates established in all targeted communities who are willing to work with RMs, RAs, ROs, and ROEs to make voting easier and more accessible for their communities in the 2020 GE and beyond ▪ A schedule is developed to enable CAs to be introduced to RMs, RAs ROES and Ros to enable development of a long-term working relationship ▪ Recommended additional and/or replacement AVPS and VPs are developed for implementation by ROs ▪ Proposed improvements to mobile voting services in remote places are developed for ROs to progress ▪ See Services at Voting Places below: (Engage with Te Wharekura o Rakaumanga to agree a pilot strategy to implement te reo Māori Voting Place in Huntly) 	<ul style="list-style-type: none"> ▪ Enhanced information about targeted communities ▪ Voter participation in 2020 exceeds the 2017 voter participation for the relevant community ▪ Location of voting places deployed in targeted communities and opening hours is supported by community advocates ▪ Rural voters, where relevant have improved access to voting services at convenient times and places ▪ Enduring relationships between community advocates, ROs, ROEs and relevant Commission staff ▪ Increased use of marae as voting places ▪ AVP opening hours increased to meet local community needs ▪ Increased participation by voters in target communities

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Topic	Base Narrative	Participants Involved in the work programme?	Activities	Outputs	Outcomes
Services at Voting Places	<ul style="list-style-type: none"> ▪ The service Māori received at voting places in their communities: <ul style="list-style-type: none"> ∞ The reo Māori is not commonly spoken by voting place officials ∞ Not a welcoming environment, no-one greets people on arrival ∞ Māori names are mispronounced which can be very embarrassing ∞ It is difficult to locate where they needed to queue in the voting place to vote if they were enrolled on the Māori roll. ∞ Staff at the voting place made assumptions about which roll people were on ∞ Staff struggled to hear a Māori name and search to confirm which roll people were on ∞ Name confusion resulted in people making a special vote when their names could not be found on the roll or people being issued with a ballot paper for the wrong electorate 	<ul style="list-style-type: none"> ▪ Members of the Voting Services Team ▪ Members of the E&CE Team ▪ Project Manager ▪ RMs, RAs and ROs ▪ Community advocates 	<ul style="list-style-type: none"> ▪ High-light and elevate the importance of customer service skills and experience relevant to the communities in job descriptions and selection processes ▪ Update Voting Place role descriptions to include skills in the reo Māori pronunciation ▪ Develop 'Kaumatua/Kuia meet and greet voting place role' job descriptions as part of managing voters and queue management in communities with high Māori populations ▪ Engage with Te Wharekura o Rakauamanga to agree a pilot strategy to implement te reo Māori Voting Place in Huntly ▪ Review Voting Place posters to provide improved information in te reo Māori posters ▪ Review voting place layout to make it easier for voters to identify which voting station they should vote at 	<ul style="list-style-type: none"> ▪ Enrolment and vote issuing training includes pronunciation of te Reo Māori names ▪ Meet and Greet Kaumatua/Kuia role job description for roles in designated communities with high Māori populations ▪ An implementation plan developing te reo Māori Voting Place pilot in Huntly ▪ Improved Voting Place te reo Māori signage and posters 	<ul style="list-style-type: none"> ▪ Increase in number of staff using te reo Māori when delivering enrolment and voting services ▪ Increase in the number of Māori who have a positive voting experience in the 2020 GE. ▪ An increase in voter satisfaction level for 2020 GE. ▪ Significant reduction in the number of service complaints from Māori voters ▪ Increase in satisfaction levels of Māori voters at 2020 voting places ▪ Increase in confidence level of staff providing services to Māori voters at voting places ▪ Decrease in the number of special votes not counted for Māori voters
Voting Place Staff	<ul style="list-style-type: none"> ▪ Voting Place staff do not always reflect and represent the diversity of the local community they are working in ▪ Many older Voting Place staff do not relate well to the younger people from the more diverse Māori communities ▪ Many people from Māori communities do not know about the elections jobs ▪ Many people from Māori communities do not know about recruitment processes or how to access the Commissions systems to apply for jobs ▪ Online recruitment processes can be seen as a barrier to applying for jobs 	<ul style="list-style-type: none"> ▪ HQ staff ▪ Training staff ▪ Project Manager ▪ RMs, RAs and ROs Voting Services ▪ Corporate Services HR staff 	<ul style="list-style-type: none"> ▪ Engage with community advocates and ROEs in local information sessions about the Commission and the jobs available with E&CE and on the General Election ▪ Target young people at High Schools and Polytechnics/Wananga to encourage them to attend planned information sessions ▪ Work with local radio and community newspapers to promote opportunities for working for the Commission ▪ Promote the training and support that goes with the jobs skills to apply for jobs ▪ Encourage members of local communities with te reo ensure they can confidently promote the full range of enrolment and voting options available ▪ Include 'Kaumatua/Kuia meet and greet voting place roles 	<ul style="list-style-type: none"> ▪ A recruitment strategy that includes specific initiatives to increase the number of staff who are familiar with te reo Māori ▪ Information sessions are held in all targeted communities ▪ A deployment and implementation plan to help communities with high Māori populations to better understand the Commission's jobs including ECE and voting services roles ▪ A list of people interested in being considered for community engagement and election roles in the 2020 GE 	<ul style="list-style-type: none"> ▪ The Commission's staff in voting places truly reflects the diversity in the community they serve. ▪ Increase in the number of young people employed who aged 16-20 years ▪ The number of Māori employed matches the percentage of eligible Māori voters in the target communities ▪ Increase in the number of Māori working in community engagement and voting places for GE 2020 ▪ Increase in number of staff using te reo Māori when delivering enrolment and voting services ▪ Increased participation by voters in target communities
Education	<ul style="list-style-type: none"> ▪ People want a comprehensive civics education programme in all schools which will help young people to understand NZ's system of democracy, and how the voting process works so they can make an informed vote. ▪ Young people want access to information about political parties or candidates to help them make up their mind who to vote for. 	<ul style="list-style-type: none"> ▪ Comms & Executive ▪ Education Management ▪ Group ▪ Participants from local communities 	<ul style="list-style-type: none"> ▪ Communications and Education develop a comprehensive education strategy to: <ul style="list-style-type: none"> ∞ Engage key partners and review and improve the delivery of educational programmes ∞ Provide fit-for-purpose education resources for community use ∞ Consider how the Commission can deliver information to young voters about political parties and candidates in a politically neutral manner. ∞ Involve local community members to be the faces of some of the resources to make them relevant and interesting 	<ul style="list-style-type: none"> ▪ An education strategy and plan to update and develop fit for purpose education resources for communities ▪ Options to help young people be more informed about political parties and their policies, and candidates standing in elections 	<ul style="list-style-type: none"> ▪ Education strategy for 2020 and beyond ▪ 2020 education for community organisations ▪ Increased uptake by education providers to enhance the spread of information on enrolment and elections ▪ Increase in the number of young people enrolled who are aged 16-20 years

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KORERO HUI PROJECT WORK PLAN

Phase	Deliverables	Key Tasks	Timeframe	Responsibility
Facilitated Korero Hui	<ul style="list-style-type: none"> ▪ 11 hui in targeted communities ▪ Hui documents setting out feedback from participants ▪ Hui documents circulated to community advocates 	<ol style="list-style-type: none"> 1. Schedule and facilitate 11 community hui to be attended by Chief Electoral Officer, Manager Voting Services and Project Manager 2. Confirm local community advocates to identify and invite hui participants and organise venue and meal 3. Confirm travel and accommodation for attendees 4. Arrange meals and koha payments for attendees 5. Implement facilitated hui schedule 6. Reconcile payments for meals, venue hire and koha payments 7. Document feedback from the participants 8. Distribute feedback collected from hui to validate the feedback 9. Confirm payments made to local community advocates who organised the hui 	<ul style="list-style-type: none"> ▪ Aug - Dec 2018 COMPLETED 	<ul style="list-style-type: none"> ▪ Project Manager
Commission Staff Engagement	<ul style="list-style-type: none"> ▪ Facilitated meetings for National Office business units and Registrars of electors meetings ▪ Documented feedback from the facilitated meetings ▪ Emerging themes and solutions shared with community advocates 	<ol style="list-style-type: none"> 1. Schedule meetings with National Office business units to bring people on-board with the project and provide feedback. 2. Confirm the content and targeted outcomes of the respective business group meetings 3. Schedule hui and implement the schedule 4. Meet with Manager E&CE Operations to agree strategy, schedule and outcomes for all registrars/registrar in targeted communities to talk about the feedback and give them an opportunity to give input to the project. 5. Schedule hui and implement the schedule 	<p>February 2019</p>	<ul style="list-style-type: none"> ▪ Project Manager ▪ Manager Voting Services

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	<p>6. Consider the feedback and document the implications for the 2019 and 2020 planning</p>		
<p>Follow-up meetings with Community Advocates</p>	<ul style="list-style-type: none"> ▪ Validated Korero Hui reports ▪ Emerging themes and solutions shared with community advocates 	<p>1. Meet Korero Hui community advocates and hui participants who are available to validate the feedback from the Korero Hui and talk about emerging solutions</p> <p>2. Confirm improvement deliverables, actions and responsibilities for integration into business plans</p>	<p>February 2019</p> <ul style="list-style-type: none"> ▪ Project Manager ▪ Manager Voting Services
	<ul style="list-style-type: none"> ▪ RM/RA induction 	<p>Facilitated meetings with Regional Managers and Regional Advisors to bring them onboard with the Outcomes Plan and their responsibilities</p>	<ul style="list-style-type: none"> ▪ 30 June 2019 ▪ Project Manager ▪ Manager Voting Services
<p>Voting Services Regional Managers and Regional Advisors</p>	<ul style="list-style-type: none"> ▪ Planning and scheduling recruitment presentations to targeted communities 	<p>1. Schedule of Recruitment information hui in targeted communities, venues, advertising programme and budget</p> <p>2. Confirm content of presentation, specialist support group, resources, facilitators, and local support organiser</p> <p>3. Confirm advertising strategy to attract suitable people to the presentation</p> <p>4. Brief local ROEs who can support the presentations</p>	<ul style="list-style-type: none"> ▪ 30 June 2019 ▪ Project Manager ▪ Regional Managers ▪ Registrars
	<ul style="list-style-type: none"> ▪ Presentations in targeted communities ▪ Register of potential voting place staff 	<p>1. Implement the schedule</p> <p>2. Up date a register of interested and suitably qualified people for voting place employees</p>	<ul style="list-style-type: none"> ▪ 31 October 2019 ▪ Project Manager ▪ Regional Managers ▪ Regional Advisors ▪ Registrars ▪ Specialist HR advisors
<p>Outcome Plan deliverables</p>	<ul style="list-style-type: none"> ▪ Network of advocates in place 	<p>3. Meet with community advocates to talk about the Outcomes Plan and who may have an interest in providing feedback to the Commission</p> <p>4. Meet with prospects and talk about the improvement plan for these communities</p>	<ul style="list-style-type: none"> ▪ 30 June 2019 ▪ Project Manager

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	<p>5. Document contact details and areas of special interest for potential community advocates</p>		
	<p>6.</p>	<ul style="list-style-type: none"> ▪ 30 November 2019 	<ul style="list-style-type: none"> ▪ Project Manager
	<p>7. Plan to deploy Voting Places/Programmes in targeted communities</p>		
	<p>8. Recruitment Register including profiles and contact details for potential employees in targeted communities</p>	<ul style="list-style-type: none"> ▪ 30 November 2019 	<ul style="list-style-type: none"> ▪ Project Manager ▪ Regional Manager ▪ Registrars

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2020 Improving Services for Māori Project Proposal: VP Venue, Assessment and Recruitment

Nga Hau E Wha Marae Venue: Christchurch Voting Place

	TASK	Start Date	Finish Date	No Business Days	Who (Sign-off)	Key points or key personnel
1.	<p>Draft proposal and timelines:</p> <ul style="list-style-type: none"> ▪ Venue options, and preferred model: <ul style="list-style-type: none"> ∞ Porta-com ∞ He Tangata venue ∞ Proposed 'Display Home' ▪ Recruitment plan for Nga Hau E Wha VP and Aranui, Wainoni VPs: <ul style="list-style-type: none"> ∞ Schedule ∞ Applications ∞ Selection ∞ Training ∞ Debrief ▪ Operating schedule <ul style="list-style-type: none"> ∞ Furniture requirements ∞ VP screens, ballot boxes, tables, chairs ∞ Kitchen supplies ∞ Storage 	18/02/20	21/02/20	3 days	<ul style="list-style-type: none"> ▪ RM ▪ RO 	<ul style="list-style-type: none"> ▪ Venue specific options for AVP-ED ▪ Targeted recruitment approach ▪ Focus is preparation for the meeting to confirm the venue and approach to recruitment and service delivery
2.	<ul style="list-style-type: none"> ▪ Meeting with Norm Dewes/Wai Johnson to: <ol style="list-style-type: none"> a. Confirm the venue and location b. Timeline for delivery of voting service AVPIED c. Budget d. Key contact person for problem solving 		TBC	2 hours	<ul style="list-style-type: none"> ▪ RO ▪ RM ▪ Manager Voting Services 	<ul style="list-style-type: none"> ▪ Relationship focus ▪ High-level agreement

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	TASK	Start Date	Finish Date	No Business Days	Who (Sign-off)	Key points or key personnel
3.	<ul style="list-style-type: none"> ▪ Recruitment timeline for voting places and Headquarters: <ol style="list-style-type: none"> a. Advertising schedule b. Applications close c. Selection completed d. Training schedule e. AVP staff f. ED staff 	<ol style="list-style-type: none"> a. 1 June b. 1 June c. 22 June d. 10 Aug e. 7 Sept f. 19 Sept 	<ol style="list-style-type: none"> a. 22 June b. 22 June c. 31 July d. 13 Aug e. 18 Sept f. 19 Sept 	<ol style="list-style-type: none"> a. 12 days b. 12 days c. 30 days d. 4 days e. 12 days f. 1 day 	<ul style="list-style-type: none"> ▪ RO 	<ul style="list-style-type: none"> ▪ Generic BAU timeframes
4.	<ul style="list-style-type: none"> ▪ Operating schedule: <ol style="list-style-type: none"> a. AVP-ED Opening schedule b. Availability of agreed venue c. Delivery of equipment d. Delivery of supplies e. AVP staff move in f. AVP service – GO LIVE g. ED service – GO LIVE 	<ol style="list-style-type: none"> a. 7 Sept b. NA c. NA d. NA e. 1 August f. 7 Sept g. 19 Sept 	<ol style="list-style-type: none"> a. 18 Sept b. 1 August c. 21 August d. 28 August e. 1 August f. 18 Sept g. 19 Sept 		<ul style="list-style-type: none"> ▪ RO 	<ul style="list-style-type: none"> ▪ Venue specific AVP-ED Plan ▪ Fulltime AVP ▪ ED voting place

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The following is a summary of discussions and centred around what the korero hui would cover:

Each korero hui would enable:

- Time to reflect on 2017 GE
- An ability to build on existing community links/relationships within the local communities to be targeted. This would enable looking at ways we can foster ongoing relationships from now through to 2020 and beyond.
- In other words each Korero should not be treated as a one off.
- Identifying key people within each community that will be willing to help us on an ongoing basis.
- We need to connect with some of the people from MEO who have already been working in these communities and also involve them.

Some outcomes we will be seeking include:

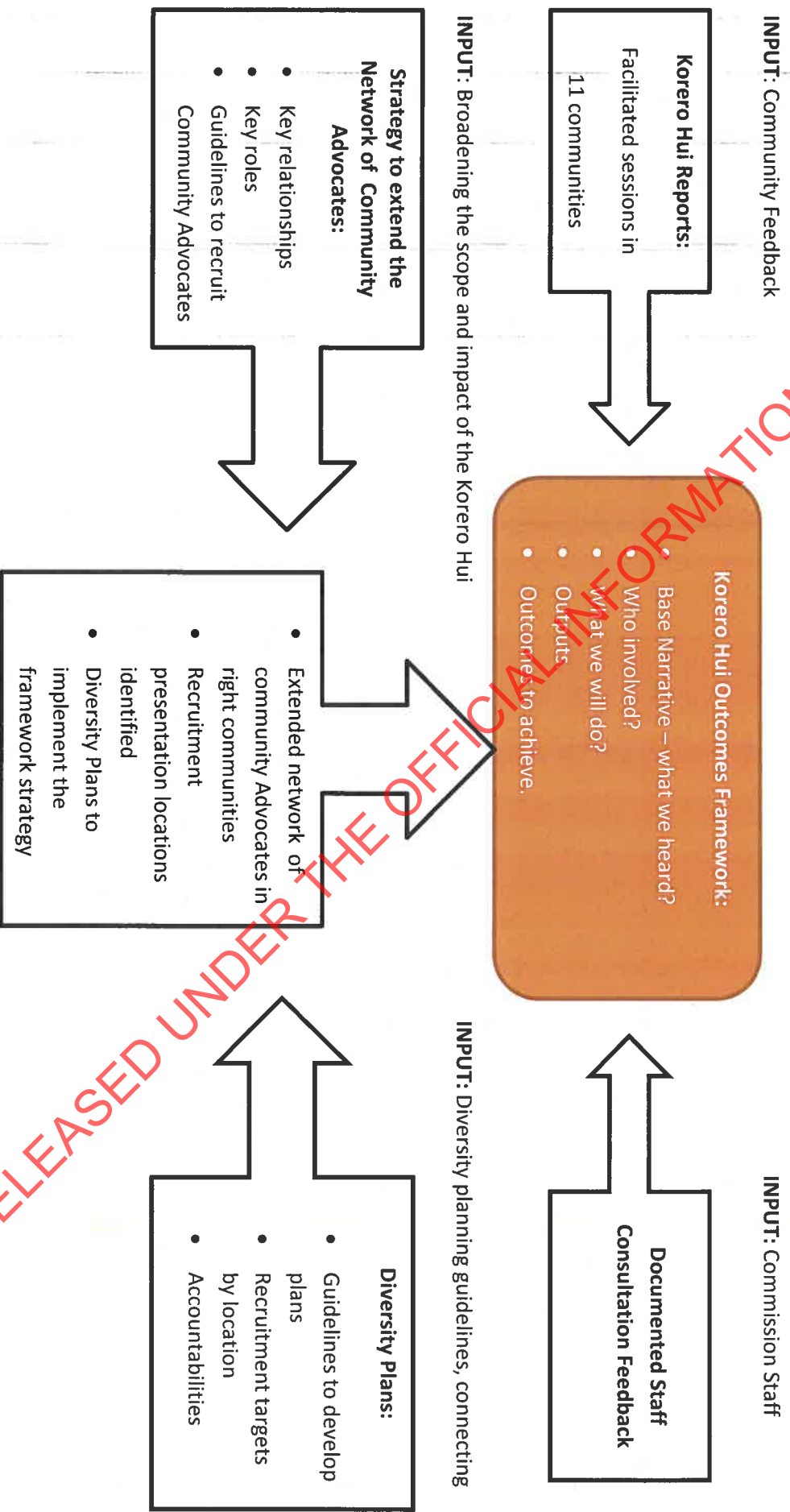
- The ability to remain connected and provide ongoing key messages;
- Thinking about ways to involve members of each community to be more involved in the electoral process;
- The opportunity to provide:
 - ∞ Job opportunities for people;
 - ∞ Assistance with identifying local sites that could be used as voting places that are connected to the local community.

However, there are some additional considerations to include:

- The groups who are invited to attend each korero need to reflect a cross section of the community and be representative of different age groups in the community;
- Need to provide a clear outline of how each korero will be organised – who will do what, and how this will work.

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OVERVIEW OF KORERO HUI OUTCOMES FRAMEWORK



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IMPROVING SERVICES TO MĀORI**Paper:** Revised recruitment presentations programme**To:** Regional Managers Voting Services**For:** Training Meeting 12 – 13 February 2020**Submitted by:** Graeme Astle Voting Services Manager and Peter Potaka Engagement Project.
-----**1. Purpose:**

This paper sets out the feedback relating to the recruitment presentations and proposes an amended programme to replace the recruitment presentations programme.

2. Background:

Two proposals to improve services to Māori were circulated to RMs and RAs on 19 December 2019, setting out deadlines and deliverables to:

- Assess new voting places proposed by community advocates and
- A deployment plan for recruitment presentations in targeted communities.

3. Feedback:

- **Feedback to the proposals was received from community advocates, RMs, RAs, and Enrolment & Community Engagement staff. Most of the feedback was focused on the plan to deploy recruitment presentations. Issues raised included:**

- More engagement with E&CE planning unit
- Very tight delivery timelines following even tighter delivery timelines for the validation of new voting places for Māori in the 19 targeted communities.
- Resource intensive (people).
- Getting the right people in the room will be difficult because there are many young people who may be interested but are currently not employable for many reasons.
- Previous employees who want to go again will not be engaged in our process.
- The presentations target a very specific group – young people.
- Better way and more targeted way of finding people in Highbury which will enable people to indicate availability to work in venues outside of Highbury.
- Priority should be given to validating new voting places in the 19 communities because this will enable a more focused conversation with job applicants, i.e. this is where we need more Māori to service specific voting places in areas with high Māori populations, and these are the nearby venues and locations where people can be deployed. Provide

resources and a programme outline for staff who want to pick up the recruitment presentations and provide a local flavour, with support if required.

- Timing is not right. The presentations should take place during the recruitment phase closer to the closing time for applications.

The feedback is compelling and given the importance of these two pieces of work a decision was taken to amend the proposals circulated on 19 December 2019.

Amended timeline and deliverables:

4. Assessing new voting places proposed by community advocates:

- Assessment of new voting places moved from completion by 28 February 2020 to completion by **31 May 2020**.
- The plan to assess new voting places will be the responsibility of RMs and Returning Officers, however please involve Peter P and key community advocates when assessing marae based voting places or those new voting places located in rural areas with high Māori populations.
- Electorate Plans will be populated with mandatory new voting places identified by community advocates and Peter P or RMs and RAs which will need to be assessed.

Note:

There are new venues currently being assessed against previous criteria and the criteria used to assess locations with business partners such as PAK'nSAVES etc. These locations will need to be assessed against the security criteria but not necessarily require a visit to the location.

5. Deployment of recruitment presentations:

▪ Key drivers to amend the recruitment presentation strategy:

- Competing demands on available time to complete recruitment presentations and to validate new voting places for 2020 GE:
 - ∞ The key driver is the collective Voting Services decision to give priority to the new voting places validation and assessment programme by scheduling more time for the validation programme. The initial completion date for this programme of work has been extended from the 28 February deadline to 31 May which compromises the time available to deliver recruitment presentations because presentations were scheduled for completion in the March, April period.
 - ∞ This has partly been influenced by the availability and confirmation of the security validation criteria used to assess and validate all voting places to be deployed in the 2020 GE. Staff are concerned they may have to return to voting places to re-evaluate the suitability of the voting place venues.
 - ∞ Another key driver is the tension between a one-size-fits-all approach of the recruitment presentations cohort versus the targeted approach some of the

communities are taking, and the view to consider targeted approaches for all communities and making the resources available for communities that think the recruitment presentations will work for them.

- ∞ Feedback from Highbury noted that the issue of getting the right people in the room for the presentation was problematic and would prove difficult. It was also thought that focusing on young people would not increase the pool of suitable applicants for the jobs.

- Potential to use our knowledge of where voting places will be located to encourage the right people to apply for jobs:

- ∞ Ongoing conversations with community advocates has raised the issue of knowing the venues where we think we need more Māori to advance our drive to ensure voters see people from their communities working in the voting places before we have conversations with applicants. There is a view that the clearer we can be with people about where they will work, the more likely they are to apply for selection. There is also the view it is an easier conversation with people who are deemed to be qualified for roles when considering their availability for a nearby location.

- **Proposal to amend the recruitment presentation programme strategy:**

- **The amended strategy:**

- ✓ the base narrative we want to change remains the same
- ✓ Continue to involve community advocates in decisions and options for their community
- ✓ Continue to work with registrars of electors
- ∞ Confirm recruitment presentation collateral and facilitation guidelines and make this resource available to all communities
- ∞ Provide guidelines and direct support where requested to support regions to develop a targeted approach to encourage Māori to apply for jobs in all 19 targeted communities

- **Steps to build a targeted approach:**

- **Know your community:**

- ∞ Number and location of the voting places in locations significant to Māori voters or in communities with a higher than average number of Māori voters
- ∞ Number of people required to staff these voting places
- ∞ Number of people from similar back grounds who can be utilised in adjacent voting places

- **Identify resource people who can help you:**

- ∞ Local Registrar and Peter P
- ∞ Community advocate who has worked with Peter P or your Regional Manager to identify places of significance to Māori where these new voting places are located
- ∞ Marae leaders who you worked through to validate the voting places located in marae space

- ∞ Key trusted leaders or community based social service leaders who have networks of people and/or are trusted by young people
- ∞ Community person who you approached to open the voting place you assessed.

Engage with people who are willing to encourage people from their networks or wider whanau groups: i.e. spread the word

- ∞ Help them to identify and approach the 'right people' who they think can do the job by helping them to understand the jobs and what we require people to do
- ∞ Provide collateral they can distribute
- ∞ Offer to meet with and talk to groups or gatherings
- ∞ Talk about the application process
- ∞ Offer to take a paper-based application if people are not connected to the internet and are not confident to lodge an electronic application

6. Confirmation of the 'Base Narrative' we want to change:

- The work to locate voting places in places of significance to Māori and increase the number of Māori to work in communities with high Māori populations are considered key drivers to change the narrative we heard when we visited the communities targeted for the Korero Hui:
 - Voting places are not always in the right locations, i.e. locations where Māori generally gather.
- **The narrative we are trying to change through these initiatives includes:**
 - Voting Place staff do not always reflect and represent the diversity of the local community
 - Many people from Māori communities do not know about the election's jobs
 - Many people from Māori communities do not know about recruitment processes or how to access the Commissions systems to apply for jobs

7. Key Actions and Next Steps for discussion and agreement:

- **Bringing the Returning Officers on board:**
 - The Kaupapa?
 - How will they be held to account for locating VPs in places significant to Māori and staffing these locations with staff representing the local communities being served?
 - Building relationships with the right community advocates.
- **Peter's Support Role:**
 - Introduce community advocates to ROs.
 - Work directly with ROs/RAs/RMs to assess AVPs/VPs.
 - Work with ROs to plan and/or develop a targeted electorate approach to increase the number of Māori applicants for jobs

- **Priority communities: (Where Peter should stay connected?)**
 - Huntly (Te Wharekura O Rakaumanga).
 - Rural areas: Te Tai Tokerau, East Coast and Cape Runaway, Wairoa and district, Whanganui.
 - Marae based strategy: Rotorua.
 - Nga Hau E Wha marae, Christchurch.
 - Communities with a strong relationship with CE: Highbury, and Kaiti

- **Lead time required to:**
 - Work with CAs
 - Coordinate support from Peter

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Next Steps

17. The Commission will continue with its community liaison focus which has evolved through the 2017 general election and the 2018 Māori Electoral Option. The Commission also is committed to take immediate action to improve its services to all voters with emphasis on services to Māori voters who are represented in the cohort of voters in New Zealand and who are least likely to participate in New Zealand's system of democracy. The priority areas of focus which have emerged from the hui we convened, and the actions we need to implement are to:

- Create a specific service delivery charter which will help voters know what they can expect from the Commission. We will develop these service delivery standards and a training plan to instil a strong service delivery ethic and focus for all of the Commission's staff, permanent and fixed term, for the 2020 general election. This service delivery charter and training plan will be the catalyst for ensuring all of the Commission's staff deliver 'end to end' enrolment and voting services that will put all eligible voters at ease when dealing face to face with the Commission's staff.
- We will meet with the people in the communities we visited to ask these community representatives where voting places should be located in these communities and direct 2020 voting staff to implement a plan agreed with these community representatives. This will ensure that marae and other significant gathering places are used for these priority communities set out below. The plan will also include the communities in which the deployment of kaumatua and kuia to meet and greet voters and help them access the relevant voting service will add value to the delivery of services to Māori voters.
- We will work with the communities we visited to identify where we need to increase the coverage areas for rural voters and plan for mobile voting access to these communities which will be implemented by 2020 voting services staff.
- We will increase the number of te reo Māori speakers who will work in voting places in the 2020 general election giving priority to the communities we visited and including other communities with a significantly higher than average percentage of Māori voters. These priority communities not visited include Kaitaia, Kaikohe in the north and Rotorua, Whakatane, Opotiki and the rohe of Ngai Tuhoe in the Bay of Plenty district.
- The Commission will work to ensure the right people apply and are selected for voting places in the priority Māori communities. We will schedule a series of information presentations in these priority communities to help all people, with an emphasis on young people under 24 years of age, understand what elections jobs we have, the relevant skills and experience required to be effective in these roles, the training we can provide and most importantly what people need to do to apply for these roles.

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Recruitment Presentation Feedback:

Voting Services-Enrolment & Community Engagement

Programme content:

- Focus on practical session – increase content from 25 minutes to 60 minutes.
- Rethink the planned sessions to give information about ALL jobs – focus on CL and Voting Place jobs, public facing roles.
- Include a full group evaluation survey to track success of the activities.
- Include a team debrief at end of the session.

Group Activities:

- Allocate 'host' to each group and have this person build rapport with the group and encourage-support participants to get involved.
- Use a facilitator to introduce and manage the activity!
- Include a 'how to vote station' because many young people may not know the process.
- Include an 'enrolment station'.
- Focus activities on hard copies of the roll and paper-based enrolment form, connectivity may be an issue in many locations if we use electronic devices.
- Simplify the 'vote counting' station to focus on sorting a pile of mock referenda forms counting and recording the responses set out in the forms.
- Reinforce training provided and support roles at the voting place.

Revised Format:

Programme:

- Welcome
- Session 1:
Practice stations:
 1. Convincing people to enrol and vote.
 2. Enrolling people to vote.
 3. How to vote?
 4. Accessing and sharing information on paper Roll.
 5. Counting and sorting referenda ballot papers.
- Session 2:
Getting people ready to vote: Enrol and vote messages.
Community Liaison roles (Registrar and CL) – Video. and brief introduction to link practical activities to jobs.
- Session 3:
Voting Place roles (Regional Advisor) – Video and brief introduction to link practical activities to jobs.
 1. Voting Place manager
 - ∞ Advanced Voting
 - ∞ Election Day
 2. Voter Assistant
 3. Vote issuing

- Session 4:
Vote counting roles (Regional Advisor) – Video. and brief introduction to link practical activities to jobs.
- Session 5:
Applying for a job?
 - ∞ Complete a Registration of Interest Form.
- Session 6:
Resources available:
 - ∞ Why important?
 - ∞ What? where? How use?
- Session 7:
Complete Feedback survey.

Close.

BBQ: Sausages and bread and sauce.

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2020 Improving Services for Māori Project Proposal: VP Venue, Assessment and Recruitment

Te Wharekura O Rakaumanga Voting Place

	TASK	Start Date	Finish Date	No Business Days	Who (Sign-off)	Key points or key personnel
1.	<ul style="list-style-type: none"> ▪ Draft proposal and timelines: <ul style="list-style-type: none"> ∞ Venue options: <ul style="list-style-type: none"> ∞ Board Room ∞ Wharenui ∞ Classroom ▪ Recruitment plan for Te Wharekura O Rakaumanga AVP-ED: <ul style="list-style-type: none"> ∞ Schedule ∞ Applications ∞ Selection ∞ Training ∞ Debrief ▪ Operating schedule <ul style="list-style-type: none"> ∞ Furniture requirements ∞ VP screens, ballot boxes, tables, chairs ∞ Kitchen supplies ∞ Storage 	18/02/20	21/02/20	3 days	<ul style="list-style-type: none"> ▪ RM ▪ RO 	<ul style="list-style-type: none"> ▪ Venue specific options for AVP-ED ▪ Targeted recruitment approach ▪ Focus is preparation for the meeting to confirm the venue and approach to recruitment and service delivery
2.	<ul style="list-style-type: none"> ▪ Meeting with Dave Thompson to: <ol style="list-style-type: none"> a. Confirm the voting place venue at the kura b. Enrolment & Community Engagement plan c. Timeline for delivery of voting service AVPIED d. Budget e. Key Kura contact person for problem solving 		TBC		<ul style="list-style-type: none"> ▪ RA ▪ RM ▪ Peter P 	<ul style="list-style-type: none"> ▪

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	TASK	Start Date	Finish Date	No Business Days	Who (Sign-off)	Key points or key personnel
3.	<ul style="list-style-type: none"> ▪ Recruitment timeline for voting place staff (VP Manager, Voter Assistant, Vote Issuing Officer): <ol style="list-style-type: none"> a. Advertising schedule b. Applications close c. Selection completed d. Training schedule e. GO LIVE - AVP f. GO LIVE - ED 	<ol style="list-style-type: none"> a. 1 June b. 1 June c. 22 June d. 10 August e. 7 Sept. f. 19 Sept. 	<ol style="list-style-type: none"> a. 22 June b. 22 June c. 31 July d. 13 August e. 18 Sept. f. 19 Sept. 	<ol style="list-style-type: none"> a. 12 days b. 12 days c. 30 days d. 4 days e. 12 days f. 1 day 	<ul style="list-style-type: none"> ▪ RA ▪ RO 	<ul style="list-style-type: none"> ▪ Generic BAU timeframes
4.	<ul style="list-style-type: none"> ▪ Operating schedule: <ol style="list-style-type: none"> a. AVP-ED Opening schedule b. Availability of venue c. Delivery of equipment d. Delivery of supplies e. AVP GO LIVE f. ED GO LIVE 	<ol style="list-style-type: none"> a. 7 Sept. b. 6 Sept. c. NA d. NA e. 7 Sept. f. 19 Sept. 	<ol style="list-style-type: none"> a. 18 Sept. b. 20 Sept. c. 21 August d. 28 August e. 18 Sept. f. 19 Sept. 		<ul style="list-style-type: none"> ▪ RA 	<ul style="list-style-type: none"> ▪ Venue specific AVP-ED Plan
5.						
6.						

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Presentation Notes: Regional Managers and Advisors`

1. Current focus includes:

- ✓ Confirming the network of community advocates
- ✓ Working with regional managers and community advocates to identify places of significance where Māori gather and potential voting places in these spaces
- ✓ Te Wharekura o Rakaumanga Memorandum of Understanding
- ✓ Progressing the thinking relating to recruitment presentations
- ✓ Graeme and Alison' work to build relationships/partnerships with Foodstuff etc. Over to Graeme for an update.

2. Network of community advocates:

- The current list of advocates across the country comprises a network of 78 people who have indicated they are willing to work with the Commission to help us improve services to Māori. Some people are happy to be contacted directly and others would like to talk to their primary contact before committing to being involved.
- This will continue to be a work in progress because as we work with the individuals, new relationships will emerge with people who are highly motivated to help. E.g. Polly Crawford in Gisborne.
- Not all the people on the list are doers or mobilisers, some are connectors who are more likely to pass you on to someone else either because they are over-committed or because they think someone else is more qualified to help so don't take it personally if they are not available if you contact them.
- As a way forward, it may be prudent to work through me or the registrar of electors when making your first contact.

3. Identifying voting places for the 2020 General Election:

- I have developed and tested an 'engagement framework' to help regional managers to prepare for meetings with community advocates to begin the conversation about locating voting places in significant locations where Māori gather.
- **The process – site visits**, trialled is simple and has started with a coffee, where we have talked about the area priorities and the significant places where Māori gather, and then we have used the data maps to visit each of the locations deployed in 2017. Sometimes when people have prepared in advance and/or the locations are minimal we have gone straight to the locations people think are more relevant than those we used in 2017.

- Document pros and cons of **new sites** visited. Where possible if you have been invited inside, or can wrangle a site inspection, document key facts to help you decide if this location is likely to meet the validation criteria for voting places (security is another matter).
- **Issues and risks**, this section is to document any issues which emerge that may be relevant when thinking about the next step i.e. validation of the location if it is considered relevant and likely to be a location where Māori may vote.
- When talking about the sites visited it may be helpful to begin the conversation about validation and who the best person is to work through this process as well as thinking about a process to identify local people who may want to work at the designated venue.
- Note, these reports are yours not mine! Distribute examples and discuss.
- **The next steps** – validation of the location, security and partnerships if relevant i.e. Foodstuffs etc.
- This is probably a good time to talk about the process of validation, especially the who and where we are up to with security

Palmerston North, new Plymouth, Whanganui, Kaiti, East Coast.

4. Te Wharekura o Rakaumanga pilot update:

The start of the process will be formalised with the agreement and signing of a Memorandum of Understanding, a high-level agreement of roles and how this voting place may look? Some high-level thinking includes:

- Being willing and able to respond appropriately to any New Zealand voter who turns up to cast a vote.
- Keeping it simple and focus on the experience of voting using te reo Māori only when the voter engages in te reo starting with the Voter Assistant and then on to the Vote issuing Officer.
- Problem solving, interaction in te reo is with the voter, any interaction/help may be with the manager or help desk and can be in English if necessary.
- Advanced voting place and an election day voting place.
- Operational deadlines and planning - same as any other voting place.

5. Recruitment Presentations – we don't have a blue-print! Initial thoughts I have include more questions than answers:

- We will need to involve Enrolment and Community Engagement.

- Do away with a 'one size fits all approach' – In areas where the number of Māori staff required is not high consider a more targeted approach! E.g. Wairoa where staffing may be needed for 3-4 voting places and a rural mobile strategy. Do we need a community presentation, or can we get traction from a recruitment meeting at the High School and an invitation to WINZ clients?
- Content: Many unanswered questions.
 - ∞ Key messages
 - ∞ Who delivers messages?
 - ∞ Jobs available-locations?
 - ∞ Skills and experience required?
 - ∞ Training and support?
 - ∞ When are jobs available?
 - ∞ Registering interest?
 - ∞ An application?
 - ∞ Practical focus – demonstrating a job in action?
- Thoughts?

6. Relationships and partnership updates:

Graeme and Alison have been out meeting with Foodstuffs – pass over to Graeme for an update!

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**DEPLOYING VOTING SERVICES IN PLACES OF SIGNIFICANCE WHERE PEOPLE
GATHER TO CELEBRATE, SOCIALISE AND ACCESS SERVICES
(Marae, Community Centres, Kohanga, Sports Clubs, Church Centres)**

SECTION	CONTENT	DATA SOURCE
Introduction.	<ul style="list-style-type: none"> ▪ Content of the paper 	
Background.	<ul style="list-style-type: none"> ▪ Number of marae based services in 2017 ▪ Traditional internal perspective (annectdotal feedback) ▪ The Korero Hui framework plan and socialisation programme. 	
The approach – not just marae.	<ul style="list-style-type: none"> ▪ Approach, places of significance in communities are not always marae, significant places can include, kohanga, community centres, community strongholds, church halls ▪ Role of community advocates ▪ Strategy to implement the approach 	
Rationale for approach.	<ul style="list-style-type: none"> ▪ The relevant narrative debate ▪ Why this approach? ▪ Success indicators 	
Priority communities.	<ul style="list-style-type: none"> ▪ Criteria and data ▪ Location of priority communities to engage community advocates ▪ Key deliverables to implement the approach. 	
Voting place criteria	<ul style="list-style-type: none"> ▪ Community need, size, voting numbers? ▪ Location of voting places. ▪ Advanced voting/Election Day voting? ▪ Accessibility criteria? ▪ Facility, parking, rain. ▪ Site logistics? ▪ Security ▪ Protocols? 	
Event based approach	<ul style="list-style-type: none"> ▪ Maximising the location/community connection. ▪ Event based approach? ▪ Spin-offs of working with community groups: <ul style="list-style-type: none"> ∞ Meet the candidates ∞ Whanau events ∞ Food ∞ Pickup service 	
Workstreams	<ul style="list-style-type: none"> ▪ Priority deliverables, time frames, cost ▪ Links to BAU Plans 	
Implementation Plan	<ul style="list-style-type: none"> ▪ Deliverables 	

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Broadening the Korero Hui Outcomes Framework Approach to include all Communities

1. Reference document:

\\ECARTEP01\Home\$\Potakp\CE Working Docs\Korero Hui Documents\Korero Hui Outcomes Framework v3.docx

2. What are our key focus areas and what do we want to do?

KEY AREAS OF FOCUS	WHAT WE NEED TO DO?	NATIONAL/REGIONAL ROLES	NATIONAL PROGRAMME-LEAD
<p>Location of voting places</p>	<ol style="list-style-type: none"> 1. Resource Pack : Community profiles and GE 2017 deployment of Voting Places including AVPs and opening hours, number of votes taken etc 2. Engage with CAs to understand and respond to community voting experiences, provide input and advice to community profiles, and establish a network of community advocates willing to work with the Commission in a voluntary and/or paid part-time capacity. 3. Draft schedule of location of voting places: <ul style="list-style-type: none"> ∞ Review the use of VPs and AVPs from 2017 to establish what possible changes are required ∞ Consider wider use of Marae for AVPs and VPs ∞ Promote Ruben's Whakarongotai AVP (voting on a Marae) initiative to RMs, RAs and ROs ∞ Review voting services to remote communities and seek input into the timing and location of such services 	<ol style="list-style-type: none"> 1. Ed Barker electorate profiles 2. Voting Service Maori Electorate ROs/RM with ROEs: <ul style="list-style-type: none"> ▪ Identify significant communities of Maoti voters in all Electorates ▪ Identify current/recent CEAs, YCs or YAs. ▪ Identify current relationships with Maori CAs ▪ Contact CAs to talk about the support RM/ROEs require 3. Voting Service Maori Electorate ROs/RM and GE electorate RM CAs: <ul style="list-style-type: none"> ▪ Chart the deployment of VPs in significant Maori communities ▪ Set recruitment targets for VPs with high number of Maori voters to ensure people in the VP reflect the ethnicity of the community of voters 	<ol style="list-style-type: none"> 1. Anthony Pengeley 2. RO-Maori Electorate/ RMs: Network of Community Engagement Advisors 3. Maori Electorate ROs/RMs/Fele CAs: Draft schedule of VPs and AVPs and opening hours to be located in targeted Maori communities.



KEY AREAS OF FOCUS	WHAT WE NEED TO DO?	NATIONAL/REGIONAL ROLES	NATIONAL PROGRAMME-LEAD
<p>Service at voting places</p>	<p>4. Confirm draft schedule of voting places</p> <p>5. Set Targets: ∞ Number and location of marae for AVPs and VPs</p> <p>1. High-light and elevate the importance of customer service skills and experience relevant to the communities</p> <p>2. Define process and appropriate selection options for for specialist Meet and Greet roles E.g. community involvement in selection etc.</p> <p>3. Voting Place role descriptions to promote skills in te reo Māori pronunciation</p> <p>4. Develop 'Kaumatua/Kuia meet and greet voting place role' job descriptions as part of managing voters and queue management in communities with high Māori populations</p> <p>5. Review posters to provide improved information in te reo Māori posters</p> <p>6. Review voting place layout to make it easier for voters to identify which voting station they need to cast their vote.</p> <p>7. Training support and advice for specialist voting place roles</p>	<p>4. Māori Electorate ROs/RMs: Confirm location of VPs and AVPs in targeted communities – implement</p> <p>5. Peter/CAS Peter/Graeme/MA RMs/CAS</p> <p>1. Peter/Graeme/RMs: BAU</p> <p>2. Peter/Graeme/CAS</p> <p>3. HR Corp Services</p> <p>4. HR/Te reo Māori Specialist advice to Corp Services and support from Peter: Amended job descriptions for new roles and those with te reo Māori competence.</p> <p>5. Vote Issuing Project Group: Vote Issuing project plan</p> <p>6. Vote Issuing Project Group: Vote Issuing project plan</p> <p>7. HR/Te reo Māori Specialist and support: Training project plan.</p>	<p>4. Māori Electorate ROs/RMs: Confirm location of VPs and AVPs in targeted communities – implement with support from Peter/CAS</p> <p>5. Peter/Graeme/MA RMs/CAS</p> <p>1. Peter/Graeme/RMs: BAU</p> <p>2. Peter/Graeme/CAS</p> <p>3. HR Corp Services</p> <p>4. HR/Te reo Māori Specialist advice to Corp Services and support from Peter: Amended job descriptions for new roles and those with te reo Māori competence.</p> <p>5. Vote Issuing Project Group: Vote Issuing project plan</p> <p>6. Vote Issuing Project Group: Vote Issuing project plan</p> <p>7. HR/Te reo Māori Specialist and support: Training project plan.</p>
<p>Staffing at voting places</p>	<p>1. A recruitment strategy that includes: ∞ Specific initiatives to increase the number of staff who are familiar with te reo ∞ Decision making authority of Returning Officers for Māori electorates for location of voting places in targeted communities</p> <p>2. A deployment and implementation plan to help communities with</p>	<p>1.</p>	<p>2. HR/Graeme – Recruitment Strategy</p> <p>3. Peter/Graeme/ROEs/HR/Comms: Local presentations in targeted</p>

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KEY AREAS OF FOCUS	WHAT WE NEED TO DO?	NATIONAL/REGIONAL ROLES	NATIONAL PROGRAMME-LEAD
	<p>high Māori populations to better understand the Commission's jobs including ECE and voting services roles</p> <p>3. Information presentation sessions are held in all targeted communities that are well attended</p> <p>4. A list of people who attend the information presentation sessions, interested in being considered for community engagement and election roles in the 2020 GE</p>		<p>communities</p> <p>4. Peter/Tracey/ROEs/HR/Issuing Votes/RMs: Local presentations in targeted communities</p> <p>5. HR/RMs</p>

6. Additional Resource to support the key areas of focus:

- a. Our expectation of the contribution from community advocates and the importance of that contribution to the overall success of the Korero Hui outcomes.
- b. Specialist HR experience to support Corporate Services HR group and te reo Māori competence required to accurately capture the te reo skills required for the new kaumatua and kuia roles and the increased number of te reo speaking staff at voting places as well as helping staff recruit and select the right people.
- c. Regional Managers, Returning Officers for Māori electorates and Returning Officers in targeted communities may require tikanga Māori advice and support to build and maintain relationships with community representatives and/or interact with Māori.

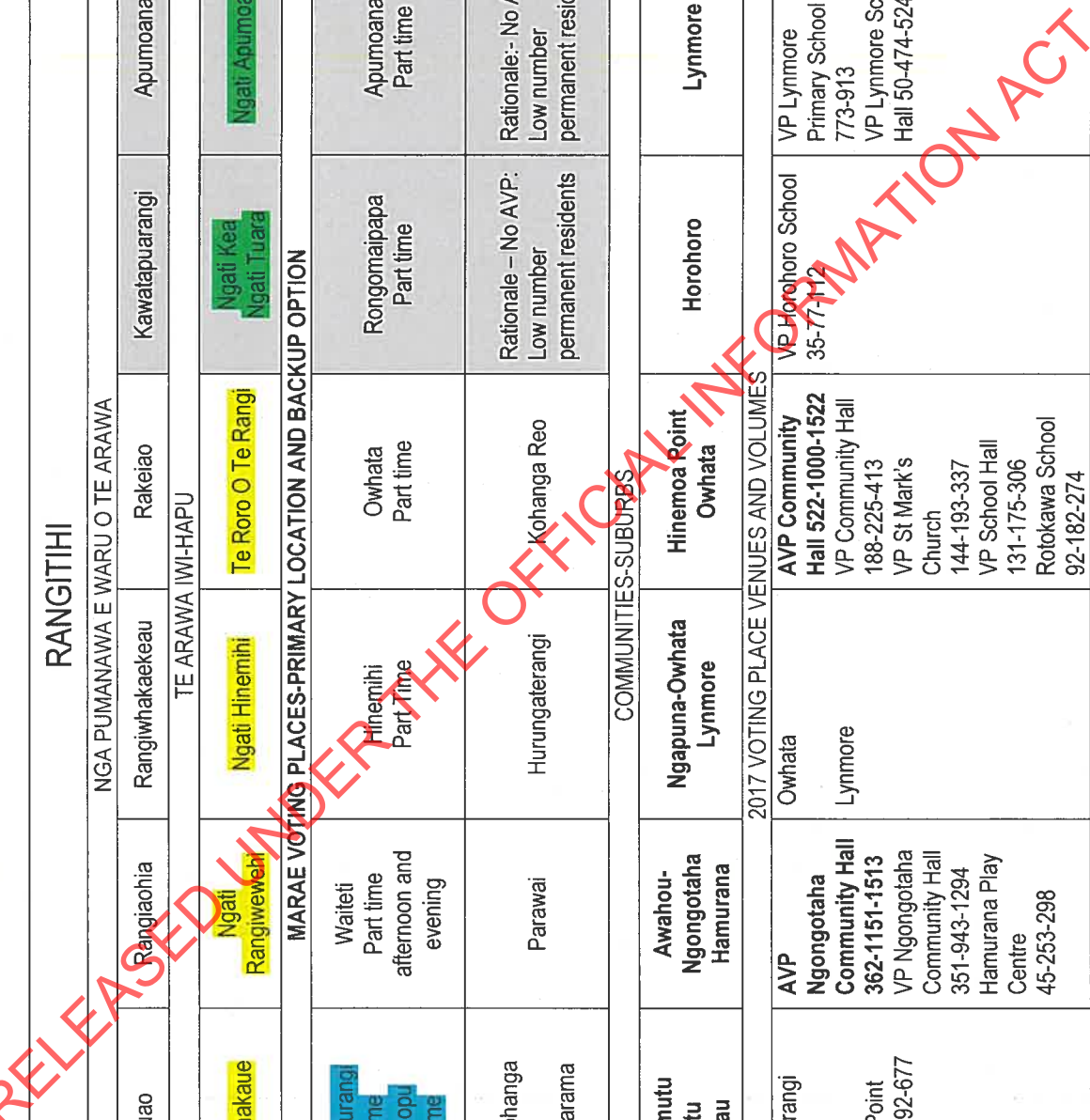
CRITICAL SUPPORT-COMPETENCE	KEY TASKS	SUPPORT OPTIONS INCLUDING COST
<p>a. Availability of experienced and competent local community advocate.</p>	<ul style="list-style-type: none"> ▪ Provide input and advice on the development of community profiles ▪ Provide advice and share intelligence about the needs and preferences of the local Māori voters. ▪ Introduce Commission staff to key community 	<ul style="list-style-type: none"> ▪ Casual employment relationship with one suitably experienced community advocate in each targeted community

<p>b. Experienced HR Specialist who is a competent te reo Māori speaker and writer.</p>	<p>influencers with an interest mobilising voters to participate in democratic processes.</p> <ul style="list-style-type: none"> ▪ Provide advice on the preferred location of VPs/AVPs for urban and rural communities ▪ Provide direct tikanga support and/or contacts for a local kaumatua who can provide this type of support for Regional Managers, Regional Advisors and Returning Officers in targeted communities and/or Māori Electorates. ▪ Encourage local people to participate in recruitment presentations and/or to apply for roles. ▪ Support local media events/activities ▪ Provide follow up with information and stay in touch. 	
	<ul style="list-style-type: none"> ▪ Draft Community Advocate role and Kaumatua/Kuia meet and greet Voting Place roles including competencies in te reo Māori. ▪ Draft Voting Place role descriptions to promote the inclusion of skills in te reo Māori pronunciation for all relevant roles. ▪ Draft all Voting Place job descriptions in te reo Māori for the Te reo Māori Te Wharewaka o Rakaumanga Voting Place Pilot. ▪ Provide recruitment and selection advice to Corporate Services HR to ensure appropriately competent te reo Māori speakers are selected for relevant voting place roles. ▪ Provide specialist advice to ensure staff for new voting place roles and the Te Wharewaka o Rakaumanga pilot are appropriately trained. 	<ul style="list-style-type: none"> ▪ Engage a suitably qualified Human Resources consultant group to support Corporate Services and Voting Services

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TE ARAWA STRATEGY TO LOCATE VOTING PLACES IN 2020

RANGITIHI									
NGA PUMANAWA E WARU O TE ARAWA									
Ratorua	Taurauo	Rangiaohia	Rangiwahakaekeau	Rakeiao	Kawatapuuarangi	Apumoana	Tuhourangi		
TE ARAWA IWI-HAPU									
Ngati Pikiao	Ngati Whakaue	Ngati Rangiwewehi	Ngati Hinemihiti	Te Roro O Te Rangi	Ngati Kea Ngati Tuata	Ngati Apumoana	Tuhourangi		
MARA E VOTING PLACES-PRIMARY LOCATION AND BACKUP OPTION									
Te Takinga Marae	Tumahaurangi Fulltime	Waiteti Part time afternoon and evening	Hinemihiti Part Time	Owhata Part time	Rongomaipapa Part time	Apumoana Part time	Wahiao Full time		
Te Puna Whakareia Part time 7 days	Tunohopu Fulltime								
Takeke O Patea	Koutu Kohanga	Parawai	Hurungaterangi	Kohanga Reo	Rationale - No AVP: Low number permanent residents	Rationale - No AVP: Low number permanent residents	Te Rau Aroha Art Gallery		
Rotoiti Rugby Club	Te Ao Marama								
COMMUNITIES-SUBURBS									
Lake Rotoiti	Ohinemutu Koutu Kuirau	Awahou- Ngongotaha Hamurana	Ngapuna-Owhata Lynmore	Hinemoa Point Owhata	Horohoro	Lynmore	Whakarewarewa Fenton Park		
VP Te Kura Kaupapa Maori O Rotoiti 94-38-132 VP Whangamarino School 74-112-186 VP Community Hall 41-111-152	VP Tumahaurangi Marae Koutu 229-98-327 VP Kawaha Point School 185-492-677	AVP Ngongotaha Community Hall 362-1151-1513 VP Ngongotaha Community Hall 351-943-1294 Hamurana Play Centre 45-253-298	Owhata Lynmore	AVP Community Hall 522-1000-1522 VP Community Hall 188-225-413 VP St Mark's Church 144-193-337 VP School Hall 131-175-306 Rotokawa School 92-182-274	VP Horohoro School 35-77-112	VP Lynmore Primary School 140- 773-913 VP Lynmore Scout Hall 50-474-524	VP Fenton Park Bible Church 164- 238-402 VP St Chads Trust Glenholme 64-324- 388		
2017 VOTING PLACE VENUES AND VOLUMES									



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Specialist Community Advocates

Introduction

The aim of the community advocates programme is to engage community people who are passionate about the well-being of their community and are willing to advocate on behalf of their community for improved delivery of services. In this instance, the aim of this programme is to improve the delivery of voting services to these communities.

The challenge for the Commission is to find the right people for the right occasion and build enduring relationships with people who are strongly connected to their communities and who have the trust and confidence of significant groups of people in these communities.

Community Advocates

Influential community people who we will be introduced to, or who our local staff may know and trust, have all worked for and on behalf their communities in different ways. The Commission's challenge is to understand what support we need to achieve an outcome that will work best for that community and work with the right people to achieve the outcome.

The framework set out below has been developed to help people understand who they can work with to achieve the desired result. It is a start point. People do not necessarily classify themselves according to our framework and it is not appropriate to ask people whether they are mobilisers or connectors etc. We will learn this only after we have built an enduring relationship with them and people in their networks. In the interim we should take advice from people who introduced the community advocates to the Commission.

The Framework

The framework is premised on the notion that community people who have the trust and confidence of their community, have this trust and confidence because they have worked for their community in different ways over many years. Their reputation is directly linked to the work they have performed. The greater the individual's contribution the more influential they are.

Some people, **activators**, have a history of always being available to help and getting on with work that needs doing. Others, **connectors**, may not have the time to do the work required, but they may know those who do have the time and can help or those who can, mobilise, communities to get large numbers of people involved in a project or initiative. These people, the **mobilisers** have mana and are highly respected.

They may have a leadership role in their iwi or hapu because of their academic reputation and work experience or whakapapa connections. Younger people may have achieved at sport or kapa haka and have a large local following on social media. Each of these groups of people has a contribution to make to their communities.

Different Roles of Community Advocates

Role of community advocate	Attributes and experience	How we can work together?	How we can support them?
Activators	<ul style="list-style-type: none"> ▪ Can be found in the kitchen at the marae and can be very influential in their smaller groups because they mobilise other helpers. ▪ They will often identify a group of helpers and lead this team at different hui. ▪ They make things happen and are very practical people. They are the go-to-people when a hui is organised. 	<ul style="list-style-type: none"> ▪ 'Doers' may be potential employees who can use their networks to find other people they work with and whom they can depend on. ▪ These people are highly likely to know the mobilisers. Helping them to understand the big picture and context for our programme may result in introductions to mobilisers. 	<ul style="list-style-type: none"> ▪ Don't confuse them with requests that are better directed at or negotiated with connectors or mobilisers. ▪ Consider a casual contract for service if they commit to tasks that we employ people to do. ▪ Work alongside them when they are out and about helping people. (This will bring you into the realm of the connectors/mobilisers.) ▪ Look for ways to publicly acknowledge their help. ▪ Invite them to the office for a coffee or morning tea.
Connectors	<ul style="list-style-type: none"> ▪ Connectors can be very busy people who will prioritise when they need to be hands-on! ▪ They know who the mobilisers are or who the doers are. ▪ When they are on-board with a project they will help you to reach the mobilisers and workers dependent on the outcomes you want to achieve. ▪ They are usually employed and are serious networkers. ▪ They have a broad range of experience in many community activities. ▪ Connectors with experience in the youth sector can be valuable. 	<ul style="list-style-type: none"> ▪ Help them understand the big picture and context for our programme. ▪ Take time to ensure they really understand what we are trying to achieve. ▪ They are busy networkers, make it easy to meet with you – go to them! ▪ When they suggest you meet people who may have an interest in your project, these introductions may lead to a mobiliser. ▪ You can have a discussion with connectors about the community of mobilisers they know and respect. 	<ul style="list-style-type: none"> ▪ Be alert to opportunities that emerge when we can reciprocate with information or support to enable them to follow their passion. ▪ Keep them up to date with relevant information and strategy/planning shifts of emphasis. ▪ Consider a casual contract for service if they commit to tasks that we employ people to do. ▪ Invite them to share your networks if you think they can benefit or grow their passion. ▪ Stay connected, invite them for coffee and learn more about their 'passion'. ▪ Involve them in decisions to access networks/mobilisers they have opened to you. ▪ Look for opportunities when they can contribute to new initiatives you may be working on.
Mobilisers	<ul style="list-style-type: none"> ▪ Very influential and highly respected people who can mobilise communities or large groups of people to follow them or engage in a kaupapa. ▪ Can be a kaumatua or kuia who has a 	<ul style="list-style-type: none"> ▪ Help them understand the big picture and context for our programme. ▪ Be up front and tell them why we think they can help us or why we need their help. 	<ul style="list-style-type: none"> ▪ Reciprocity is very important to these people. Don't wait to be asked for information or support. If you think you can help them with their cause, make the offer and explain why you think your contribution may add value. This may lead to a more

	<p>leadership role in their hapu or marae affairs.</p> <ul style="list-style-type: none"> ▪ May be a whanau ora or youth worker who has been working with whanau for many years ▪ May be a senior public servant or business leader in te Ao Maori. ▪ May be an elected Runanga representative ▪ May be a young person who is a very good sports person or someone who is an outstanding kapa haka exponent and has a large following on social media 	<ul style="list-style-type: none"> ▪ Don't assume you will get advice free. You will need to invest time in building these relationships and proving to these people that you are committed to improving services to their community. ▪ Be alert to opportunities you can take to support these people in different ways. ▪ Look for opportunities to acknowledge their contribution to a project. 	<p>pressing issue that you can help with and deepen your relationship.</p> <ul style="list-style-type: none"> ▪ Provide resources that they can use or offer to join them when they are promoting our messages and be willing to answer the technical questions. ▪ Keep them informed when you benefit from their support. Be specific because this will help them progress to be a champion for your initiative. ▪ Look for ways to publicly acknowledge their contribution. ▪ Invite them regularly to share a meal that you pay for. ▪ When senior staff visit your region, arrange for them to meet key mobilisers in their own settings.
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OVERVIEW: RECRUITMENT PRESENTATIONS IN TARGETED COMMUNITIES

Background

The Korero Hui Outcomes Framework for the 2020 GE and Beyond

The Base Narrative we want to change?

- Voting Place staff do not always reflect and represent the diversity of the local community
- Many people from Māori communities do not know about the election’s jobs
- Many people from Māori communities do not know about recruitment processes or how to access the Commissions systems to apply for jobs

What we thought we could do to change the narrative?

- Engage with community advocates and ROEs to assist with organising and scheduling information sessions about the jobs available
- Target young people at High Schools and Polytechnics/Wananga to encourage them to attend information sessions
- Work with local radio and community newspapers to promote opportunities for working for the Commission
- Promote the training and support that goes with the jobs
- Encourage members of local communities with te reo skills to apply for jobs
- Engage young people to be the face of the Commission in local communities

What success looks like?

- Information sessions are held in all targeted communities
- Increased understanding of the Commission’s jobs
- Registration of Interest Forms lodged for 2020 GE Headquarters and Voting Places jobs

Locations: Communities

December	February	March
Pilot Communities: ▪ Highbury ▪ Wairoa ▪ Kaiti – East Coast	▪ Whangarei ▪ West Auckland ▪ South Auckland ▪ Huntly ▪ Rotorua ▪ Tauranga ▪ Taupo	▪ Christchurch ▪ Dunedin ▪ Invercargill ▪ Napier-Hastings ▪ Porirua-Kapiti ▪ Otaki ▪ New Plymouth ▪ Whanganui

Programme, Outcomes, Facilitators and Resource People:

Time-Topic	Programme Content	Resources	Outcomes
Session 1: 5 min	<ul style="list-style-type: none"> ▪ Welcome – Facilitator ▪ Introduce 'Station Rotation' activity 		
Session 2: 25 min	<ul style="list-style-type: none"> ▪ Stations: <ol style="list-style-type: none"> 1. Convincing people to enrol to vote. 2. Enrolling people. <ul style="list-style-type: none"> ∞ Paper based ∞ Electronic 3. Finding names on a roll: <ul style="list-style-type: none"> ∞ copy the right information. ∞ Listen and find a name, copy information. 4. Greeting people and putting them in the right queue 5. Counting votes. Set up a group to count votes. 	Station: <ol style="list-style-type: none"> 1. Enrol to vote: <ul style="list-style-type: none"> ∞ TBC 2. Enrolling people: <ul style="list-style-type: none"> ∞ Enrolment Forms ∞ I-Pad 3. Accessing Roll Data and Pronunciation: <ul style="list-style-type: none"> ∞ Paper Roll ∞ Electronic Roll 4. Queue Management: <ul style="list-style-type: none"> ∞ Declaration Forms ∞ Enrolment Forms ∞ Easy Vote Cards 5. Vote Counting: <ul style="list-style-type: none"> ∞ Dummy votes ∞ TBC 	<ul style="list-style-type: none"> ▪ Participants given the opportunity to try activities which are aligned with jobs in a non-threatening environment.
Session 3: 5 min	<ul style="list-style-type: none"> ▪ General Election: <ul style="list-style-type: none"> ∞ Timeline. ∞ Getting people ready to vote. ∞ Getting organised to run an election. ∞ The Election ∞ Post Election 	<ol style="list-style-type: none"> 1. Posters: <ul style="list-style-type: none"> ∞ Timeline ∞ Ready to vote Pamphlets ∞ TBC 	<ul style="list-style-type: none"> ▪ Participants know the bigger picture and context of the specific jobs.
Session 4: 5 min	<ul style="list-style-type: none"> ▪ Getting people ready to vote: <ul style="list-style-type: none"> ∞ Community liaisons etc. ∞ Getting people on the roll. 	<ol style="list-style-type: none"> 1. Posters: <ul style="list-style-type: none"> ∞ CLs in action 	<ul style="list-style-type: none"> ▪ Participants introduced to the E&CE roles and connections made to Stations 1/2
Session 5: 5 min	<ul style="list-style-type: none"> ▪ Organising an Election <ul style="list-style-type: none"> ∞ Manager's jobs ∞ Headquarter's jobs ∞ Finding people. 	<ol style="list-style-type: none"> 1. Video Clips: <ul style="list-style-type: none"> ∞ TBC 	<ul style="list-style-type: none"> ▪ Participants introduced to the Headquarter VS roles jobs
Session 6: 5 min	<ul style="list-style-type: none"> ▪ The Election: <ul style="list-style-type: none"> ∞ AVP jobs ∞ VP jobs ∞ Mobile voting jobs 	<ol style="list-style-type: none"> 1. Video Clips: <ul style="list-style-type: none"> ∞ AVP, VP in action 	<ul style="list-style-type: none"> ▪ Participants introduced to the AVP-VP jobs and connections made to Stations 2/3/4
Session 7: 5 min	<ul style="list-style-type: none"> ▪ Counting votes: <ul style="list-style-type: none"> ∞ Election Day ∞ Special vote counting 	<ol style="list-style-type: none"> 1. Video Clips: <ul style="list-style-type: none"> ∞ Vote counting in action 	<ul style="list-style-type: none"> ▪ Participants introduced to the Election night jobs and connections made to Station 5
Session 8: 10 min	<ul style="list-style-type: none"> ▪ Applying for a job: <ul style="list-style-type: none"> ∞ Next steps? ∞ Complete a Registration of Interest Form ∞ Provide contact details 	<ul style="list-style-type: none"> ▪ Forms: <ul style="list-style-type: none"> ∞ Registration of Interest forms 	<ul style="list-style-type: none"> ▪ Completed Registration of Interest Forms (HR)
Session 9: 5 min	<ul style="list-style-type: none"> ▪ Poroporoaki- Facilitator 		

Pilot Proposal:

Target Communities	Rationale	Contacts-Facility
<p style="text-align: center;">Highbury</p>	<ul style="list-style-type: none"> ▪ Small community and small number of AVPs and VPs nominated for 2020 GE. 	<p>Contacts:</p> <ul style="list-style-type: none"> ▪ Venessa Pokaia – Whanau Ora youth services ▪ Tessa – Highbury Youth Group (16 years plus). <p>Facility:</p> <ul style="list-style-type: none"> ▪ Highbury Whanau Centre (Monrad Park)
<p style="text-align: center;">Kaiti</p>	<ul style="list-style-type: none"> ▪ Very vocal with criticism of the service provided during the 2017 GE, so interest is high to see a change in the 2017 narrative. ▪ Community advocates very committed, helpful and united. 	<p>Contacts:</p> <ul style="list-style-type: none"> ▪ Peter Fox ▪ Rarangi Kohere-Smiler <p>Facility:</p> <ul style="list-style-type: none"> ▪ Te Runanganui O Ngati Porou 195 Wainui Road, Kaiti.
<p style="text-align: center;">Wairoa</p>	<ul style="list-style-type: none"> ▪ Strong support provided to find the best AVP-VP locations in 2020 GE. ▪ Have strong local connections to key target group – young people 16-24 years 	<p>Contacts:</p> <ul style="list-style-type: none"> ▪ Moira Barber – Wairoa Council Youth Advisor ▪ Kitea Tipuna – Manager Community Engagement Wairoa Council ▪ Hine Flood Wairoa Councillor <p>Facility:</p> <ul style="list-style-type: none"> ▪ Wairoa Information Centre

Issues:

- Highbury Hub – live streaming over Facebook
- Kaiti – Ngati Porou Iwi Radio link during the Presentation
- Wairoa Council Forum promotion.

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OVERVIEW: RECRUITMENT PRESENTATIONS IN TARGETED COMMUNITIES

Background

The Korero Hui Outcomes Framework for the 2020 GE and Beyond

The Base Narrative Summary – What we heard?

- Voting Place staff do not always reflect and represent the diversity of the local community
- Many people from Māori communities do not know about the election's jobs
- Many people from Māori communities do not know about recruitment processes or how to access the Commissions systems to apply for jobs

What we thought we could do to change the narrative?

- Engage with community advocates and ROEs to assist with organising and scheduling information sessions about the jobs available
- Target young people at High Schools and Polytechnics/Wananga to encourage them to attend information sessions
- Work with local radio and community newspapers to promote opportunities for working for the Commission
- **Promote the training** and support that goes with the jobs
- Encourage members of local communities with te reo skills to apply for jobs
- Engage young people to be the face of the Commission in local communities

What success looks like?

- Information sessions are held in all targeted communities
- Increased understanding of the Commission's jobs
- A list of people interested in being considered for 2020 GE Headquarters and Voting Places jobs

Content of Presentations – what?

Community	Content-Jobs available number	Resources-People
Whangarei	Voting Services: <ul style="list-style-type: none"> ▪ Headquarters ∞ Specialist (0) ∞ Non-specialist (0) ∞ Counting (0) ∞ Special votes (0) 	
West Auckland		
South Auckland		
Rotorua		
Tauranga		
Taupo		
New Plymouth		
Whanganui		
Palmerston North		
Gisborne		
Napier-Hastings	Enrolment & Community Engagement: <ul style="list-style-type: none"> ▪ CEAs, (0) ▪ YAs, (0) 	
Porirua-Kapiti		
Christchurch		
Dunedin		

Otaki Invercargill	<ul style="list-style-type: none"> ▪ YCs, (0) ▪ CLs. (0) 	
Huntly East Coast Wairoa	<p>Voting Services:</p> <ul style="list-style-type: none"> ▪ AVPs (0) ▪ VPs (0) ▪ Mobile voting (0) <p>Enrolment & Community Engagement:</p> <ul style="list-style-type: none"> ▪ YAs (0) ▪ YCs (0) ▪ CLs. (0) 	

Programme, Outcomes, Facilitators and Resource People:

Time-Topic	Programme Content	Resources	Outcomes
Session 1: 5 min	<ul style="list-style-type: none"> ▪ Welcome – Facilitator ▪ Introduce 'Station Rotation' activity 		
Session 2: 25 min	<ul style="list-style-type: none"> ▪ Station Rotation: <ol style="list-style-type: none"> 1. Convincing people to enrol to vote. 2. Enrolling people. <ul style="list-style-type: none"> ∞ Paper based ∞ Electronic 3. Finding names on a roll: <ul style="list-style-type: none"> ∞ copy the right information. ∞ Listen and find a name, copy information. 4. Greeting people and putting them in the right queue 5. Counting votes. Set up a group to count votes. 	1.	<ul style="list-style-type: none"> ▪ Participants given the opportunity to try activities which are aligned with jobs in a non-threatening environment.
Session 3: 5 min	<ul style="list-style-type: none"> ▪ General Election: <ul style="list-style-type: none"> ∞ Timeline. ∞ Getting people ready to vote. ∞ Getting organised to run an election. ∞ The Election ∞ Post Election 	▪	<ul style="list-style-type: none"> ▪ Participants know the bigger picture and context of the specific jobs.

Session 4: 5 min	<ul style="list-style-type: none"> ▪ Getting people ready to vote: <ul style="list-style-type: none"> ∞ Community liaisons etc. ∞ Getting people on the roll. 		<ul style="list-style-type: none"> ▪ Participants introduced to the E&CE roles and connections made to Stations 1/2
Session 5: 5 min	<ul style="list-style-type: none"> ▪ Organising an Election <ul style="list-style-type: none"> ∞ Manager's jobs ∞ Headquarter's jobs ∞ Finding people. 		<ul style="list-style-type: none"> ▪ Participants introduced to the Headquarter VS roles jobs
Session 6: 5 min	<ul style="list-style-type: none"> ▪ The Election: <ul style="list-style-type: none"> ∞ AVP jobs ∞ VP jobs ∞ Mobile voting jobs 		<ul style="list-style-type: none"> ▪ Participants introduced to the AVP-VP jobs and connections made to Stations 2/3/4
Session 7: 5 min	<ul style="list-style-type: none"> ▪ Counting votes: <ul style="list-style-type: none"> ∞ Election Day ∞ Special vote counting 		<ul style="list-style-type: none"> ▪ Participants introduced to the Election night jobs and connections made to Station 5
Session 8: 10 min	<ul style="list-style-type: none"> ▪ Applying for a job: <ul style="list-style-type: none"> ∞ Next steps? ∞ Complete an application brief. ∞ Provide contact details 		<ul style="list-style-type: none"> ▪ Brief note for file and follow up contact.
Session 9: 5 min	<ul style="list-style-type: none"> ▪ Poroporoaki- Facilitator 		

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SPECIALIST COMMUNITY ADVOCATES ROLE

Position Title	Community Advocate
Organisation	Electoral Commission
Location	TBC
Date	March 2019
Reports to	TBA
HR Reference	TBA

Purpose of the role

The aim of the Community advocates programme is to engage community people (advocates) who are passionate about democracy in NZ, the well-being of their community, and who are interested in providing feedback that will improve the Commission’s services to their community.

The broad role of a Community Advocate will be to:

- Work primarily with Registrars of Electors, Regional Managers and Regional Advisors (Voting Services and Enrolment & Community Engagement) and Returning Officers to increase participation in the 2020 General Election by improving voting services to their communities.
- Identify a local network of community advocates with an interest in improving services to voters.
- Support local media events and activities to promote electoral participation.

Key Tasks

- Provide input and advice on the development of community profiles
- Provide advice and share intelligence about the needs and preferences of the local Māori voters.
- Introduce Commission staff to key community influencers with an interest in mobilising voters to participate in democratic processes.
- Provide advice and suggestions on the preferred location of VPs/AVPs for urban and rural communities (including mobile services)
- Provide direct tikanga support and/or contacts for a local kaumatua who can provide this type of support for Registrars, Regional Managers, Regional Advisors and Returning Officers in targeted communities across Māori Electorates.
- Encourage local people to participate in information sessions on working for the Electoral Commission and/or to apply for roles.
- Support local media events/activities

- Provide follow up information and stay in touch.

Person Specifications

Experience and knowledge profile:

- Established networks in the relevant geographical communities of interest
- Confidence in Māori cultural practices relevant to the role
- An in depth understanding of their community and experience working with and or leading community based initiatives.

Key Qualities Required

- **Action oriented** - be proactive and energetic, welcome challenges and seizes opportunities
- **Composure** – be neutral, level headed and a positive role model when under pressure
- **Integrity and trust** – make sound decisions based on analysis, wisdom, experience and judgement
- **Interpersonal savvy** – be straightforward, honest, and trustworthy
- **Peer relationships** – relate well to all kinds of people and build effective relationships

Experience, skills and requirements

- Have the ability to speak Te Reo Maori
- Be well versed in Maori cultural practices relevant to the role
- Have access to a computer with an internet connection and are able to utilise for work.

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Feedback: Dunedin Korero Hui

Thursday 11 October 2018

Introduction

The Dunedin hui was held at Te Roopu Tautoko ki te Tonga, 6 Wolesley St Dunedin, and was attended by 12 community participants.

The purpose of the 13 scheduled hui in targeted communities is to encourage participants to share their voting experience, explore opportunities to build and enhance relationships in each community and look to identify ways to increase the number of people from each community to become involved in the electoral process. Information gathered from each hui will provide the basis for further discussion and planning and explore ways to remain in touch to enable ongoing dialogue. Information gathered will be referred back to participants to ensure that the essence of these discussions have been accurately captured.

What we heard?

We have grouped the information gathered under general themes and recorded individual comments under the same headings at the back of this document.

Comments on Draft Actions

The group fully supported the proposed action plans. They also noted that the issues which have emerged through the hui were relevant for the Dunedin scene.

Insights and issues from Dunedin

- The Advanced Voting messages did not get through to all voters in Dunedin. A group of hui participants thought that advanced voting was only for people wishing to make a special vote! They were concerned that this opportunity was not promoted as an opportunity for rural people in particular. They also questioned the focus being on Election Day rather than the advanced voting period per se.
- The full range of voting services is not widely known or understood. The majority of the group including the two registrars did not know about the Dictation Voting service or the services available to hearing or sight impaired voters.
- The Unpublished Roll should be more widely published because the majority of the Dunedin did not know about this roll, including the whanau ora workers.
- Promote the value of using Easy Vote cards. However a group member questioned the need for the person presenting the Easy Vote card to state their name thought this was a waste of time and an additional opportunity to have names not being understood by the receiver.
- One person found the voting experience and service at a Dunedin South Voting Place to be outstanding. An elderly whanau member was offered a seat, given a cup of tea and given special attention to ensure they understood what and where they needed to go to cast their vote. The person who provided this service was not Māori.
- People advised that literacy issues continue to be a problem for some people and suggested that having an I-pad available may enable a helper to access the required information.

- When thinking about simplifying the enrolment form the Commission may need to do some thinking about making it easier for people in transitional housing i.e. how can they make it easier for these people to update details as housing situations change?
- Access to the Roll is a barrier to enrolment for many of the non-voters in the whanau networks.
- How we ask or approach communities where to place Voting Places is critical. The Commission needs to connect with the right people/community advocates.
- The right community advocates can provide advice on community issues and places of significance to the communities.

Feedback: "Draft statement of emerging feedback themes and proposed Commission actions"

An overview of the emerging themes from prior hui and what the Commission thinks they can do to mitigate the issues being raised, was circulated to the group for their comment and consideration i.e. issues pertinent to Dunedin that are not included in the feedback themes and additional actions the group thought could be developed for Dunedin.

Additional actions for Dunedin:

- Promote the General Election as a voting period. Many people in the group did not fully understand the advanced voting period and who could vote during this period!
- Promote the full range of enrolment and voting services available, dictation voting etc.

Education

- Educate students at a younger age and help them to develop a better understanding of the system and how they can access the system
- The Commission needs to think about what can be done to help people cast an informed vote including helping people to understand the choices available, and what the candidates and parties stand for.

Working with the Commission – on-going conversations

- The group were positive about the Commission's strategy of building relationships engaged with the

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Supporting Notes and Comments - Graeme

Notes from Dunedin below:

General

- Trying to get the young ones motivated – enrol now
- Mum and dad text me to vote
- Since then recognised importance of having say
- Which one I agree with the most
- Try with my mates to vote – recognise how important it is
- Been around long enough – voted with my Dad
- All my family have enrolled
- Sisters picked me up and got me to vote
- My kids vote
- My son has enrolled (34) – not easy
- Doing MEO has opened my eyes – now understand and the importance
- Consider myself engaged with politics – issue one of identity – family history – we are apart
- For me perception – not Maori enough to be on the Maori roll – don't know my iwi
- Feel I don't have the right to
- Only found out in 2011 my family heritage – removal from both whanau
- Studying – doing a treaty paper – Maori electorates
- Removing stigma – understanding why – barrier every five years
- Could not find me on the General roll- I was on Te Tai Tonga – did not recall which electorate I was on
- Always voted – MEO has given me lots of information
- Can we make voting better – remove barriers – passionate about having say
- Early remembrance – electing club president – criteria to get on his side – started to understand
- First experience I was 27/30 – realised about elections – my best interests
- Became more aware of my roots – no longer about my needs
- Perception beneficial – nothing happens
- My interest – people/services I know – voting is about right party is there to help
- Keep eyes on discussion makers
- Didn't vote at 18 until 28 – didn't believe in politics
- First year at University when 28 - went to lecture – sparked interest
- Trying to understand voting system – my vote counts – how?
- Voting and power makes a difference
- Whole lot of solo mums started voting
- Impact of Treaty – importance of voting
- University sparked and interest – worried we don't have a Maori Party
- My husband and I vote – talk about politics
- Don't really have a voting story – last time I voted when trying to legalise cannabis
- My Dad would always vote – only time he would walk anywhere
- Take my kids with me when I vote – then watch results at night

- First time voting just left school – didn't care who won or lost
- Didn't vote again – didn't see importance
- Piece of paper can hold so much power
- Voting last election – don't see it as effecting any change – one person should not have all that power
- Not sure who Mum and Dad voted for
- First time I voted candidates came to this place

Alicia

- A bit of an election geek – watching Nixon getting re-elected
- Context – fragility of democracy – not inherently resilient
- Right to vote very important to me

Comments on Our Draft Actions

- Information did not get out early about voting
- How to get voting into rural areas
- Why not online – more convenient – match up with birth certificate of Real Me
- Civic education – MMP etc. – schools are not interested
- Need to know – more important at primary school
- Really hard seeing friends not interested
- National advertising campaign not targeted at local communities
- Radio stations are an example where pushed hard in far north
- Need to better connect to local communities
- Stumbled over advanced voting – focus on the period and not the day – promotion – it is not only special voting – the terminology is not good
- Untrustworthy – census/enrolment
- Have a mix of both male and females at the voting place – gender mix – all male can be intimidating
- Don't pre-judge – you look like you would be on the Maori roll
- Queuing say your name not very respectful
- Had a good experience – offered my Dad a seat and a cup of tea
- Some of the signage not visible
- Engaging with the community – we have transport too – got vehicles
- Universities receptive – a lot of young people – people to relate to – focus
- Can you make enrolment forms easier to follow
- Online enrolment easier to change font size
- Literacy issues
- Have a suite of services available – not well known about – things to be doing to advertise it better
- Media play a role in confusing voters
- Need to be face to face with politicians
- Meet candidates – personalise – face to face – be good to promote local candidates

ROE

- In addition to focusing on communities of high numbers of reo Maori speakers, this approach should be provided to all ROE's to work on across the communities they work within

Alicia

- Clearly articulate our expectations for our service
- Things we have heard tonight will help inform part of that

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Overview of Feedback and Actions

This includes 'emerging national themes' and 'community specific' feedback.

Context	What the people of Dunedin told us about their voting experiences?	What we can do to improve local voting experiences in Dunedin?
The Location of Voting Places	<ul style="list-style-type: none"> ▪ Strongly agree that places of influence should be used when looking at locations for VPs 	
The service provided in the Voting Places	<ul style="list-style-type: none"> ▪ The feedback circulated and discussed with the group strongly resonated with the group as did the proposed actions ▪ Dunedin South 2017 voting experience was a highlight for one whanau group at the hui. Their elderly father was well received, provided with a chair and a cup of tea and given special attention and support to cast his vote by a pakeha lady working at the VP. 	
Our staff in Voting Places	<ul style="list-style-type: none"> ▪ The University experience was positive and engaging because it was staffed by students. 	
Community Advocates	<ul style="list-style-type: none"> ▪ The group are keen to continue to talk to the Commission to improve services for voters. 	
Education Programmes	<ul style="list-style-type: none"> ▪ Start younger. ▪ Help people to access the system. ▪ Think about what can be done to help voters cast an 'informed' vote. Many disappointed that their first vote was not an informed vote. 	
Working with Communities	<ul style="list-style-type: none"> ▪ On-going process. ▪ Use people who know their community (MWWL contracted for MEO). 	
General Election services: <ul style="list-style-type: none"> ▪ Advanced Voting ▪ Enrolment options ▪ Voting options 	<ul style="list-style-type: none"> ▪ Advanced voting messages did not get to all people in Dunedin. A group thought AV only available for people wanting to make a special vote. ▪ The majority of the group did not know about the Unpublished roll including a group of whanau-ora workers. ▪ People enrolling while in 	

	<p>transitional housing are not clear of the requirements and changes when circumstances change.</p> <ul style="list-style-type: none">▪ The full range of voting services is not widely known or understood. The majority including two ROEs did not know about Dictation Voting, services for people with disabilities, and overseas voting services.	
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Feedback: Huntly Korero Hui

Monday 3 September 2018

Introduction

The Huntly hui was held at Te Wharewaka o Rakaumanga, the largest Kaupapa Māori Wharekura in New Zealand. The hui was attended by 11 community participants.

The purpose of the 13 scheduled hui in targeted communities is to encourage participants to share their voting experience, explore opportunities to build and enhance relationships in each community and look to identify ways to increase the number of people from each community to become involved in the electoral process. Information gathered from each hui will provide the basis for further discussion and planning and explore ways to remain in touch to enable ongoing dialogue. Information gathered will be referred back to participants to ensure that the essence of these discussions have been accurately captured.

What we heard?

We have grouped under information gathered under general themes and recorded individual comments under the same headings at the back of this document.

Community engagement with government agencies is an on-going process.

Throughout the hui people were very positive about the process. They also agreed that committing to an on-going conversation was preferable to one-off meetings. The engagement advisors through the Māori Electoral Option programme confirmed that in order to establish strong and enduring relationships with communities the Commission needed to stay engaged, and “keep coming back”.

Communities are not all the same

Huntly is a community with a high level of competence in te reo Māori. The commitment to developing and maintaining their kurakaupapa Māori school has been hard fought over a long period of time. This was a community led initiative. Despite this history, many of the Huntly whanau are apathetic and not wholly supportive of government initiatives. However, there are people, some who attended this hui, who are willing to work with kaupapa such as enrolment and voting because they believe in the outcome of a united community voting and taking control of their local issues. We need to consider fit-for-purpose programmes for communities rather than taking a one-size fits all approach when working with communities across Aotearoa.

Māori participation in the whole democratic process

The commission should think about redefining the problem, when thinking about the lack of Māori engagement in the electoral system. In the past this seems to have been viewed as a Māori problem, maybe we need to think about this problem as a “system failure”. We could start by focusing on the process not what’s wrong with Māori or what Māori need to do to engage in the democratic system of New Zealand. One of the reasons the process is not working is because it is not welcoming at a cultural level. This is where we need to focus. Unfortunately for the Commission, the only people

who can fix such a problem are Māori in their local communities. The Commission's challenge as kaitiaki of the system is to work with Māori and enable Māori to solve this problem.

Challenge to the Commission – Huntly is a community with a high number of te reo Māori speakers. Work with Te Wharekura graduates to build a more welcoming culture to Māori voters. Make te reo Māori an official language at one Huntly voting place. Only employ people for all roles at the voting place who are proficient te reo Māori speakers, not just one or two. Make the culture of the voting place about me (Māori). These people you employ will make the culture of voting place more welcoming of Māori voters.

Local Māori will not demean the mana of past rangatira by making a hash of their names at the voting places, names bestowed on people by their whanau because these past rangatira were and remain esteemed by all Tainui people. Start by employing our young graduates.

Educating young people is important

The education system is not doing any favours for young Māori. Many young Māori voters have a very poor or limited understanding of New Zealand's democratic system because they do not seem to be getting the basics from the school system. This is a gap that no-one seems to giving any attention to.

Recruiting local people

The group were very supportive of a proposal to connect face-to-face with the community, in particular with younger people with the appropriate skill set. They thought an evening to talk about the jobs available and what the work involves would help local people to build confidence and be more willing to apply.

The Commission's Initial Response

It is not okay to feel not welcome and not respected when voting. We need to consider what we need to do so not all voting places feel strange and unwelcoming. Voting experiences need to be as easy as possible. We need to listen to the community about where we can have voting places. We need a respectful environment with well-spoken te reo.

All forms and signs should be bilingual and should represent the two languages.

We need people to help us. We need to find the right people. We need to be out in the community ahead of the time it takes to find people and start our planning early. There is an option to do some early recruitment/information evenings in the community to explain the different roles for an election event. This will give people an opportunity to ask questions so they can make choices about wanting to be involved.

We also need to consider what we need to do in reference to educating young people.

Supporting Notes and Comments - Graeme

Community Engagement:

- Doors can be opened up by the community liaison – can't just do it for 8 weeks
- Deserve respect – common sense – be acknowledged
- What is the follow up – succession-planning
- Get out there more regularly – ongoing informing our people
- Every Community is different
- Key contact people used for this hui should continue to be initial points of contact for further communication and additional meetings

Communities are not all the same

- Positive response from households who want to use Te Reo forms. – Example of one single mother and 8 children who completed forms in Te Reo.
- Amount of positive responses in Te Reo was wonderful.
- Welcomed – told to come back everywhere we went
- Community service – community empowered
- Make choice – whanau important
- Enjoyed talking to our people – putting mana in Maori hands
- Community problem – community answer
- Being able to engage – short contact being able to get people to respond
- Te Reo – able to get a responsible result
- A whanau activity – important decision for your future

Māori participation

- Would love to walk into a voting place that reflects “me” – my community – be one awesome outcome and having someone there who speaks te reo Māori would be great. Should exercise Maori right to speak Te Reo – no longer acceptable not to be able to.
- This is a challenge to the Commission – the Commission needs to respond.
- Where are our people? Mispronunciation is not acceptable – it is demeaning.
- It is a two way process. Do not want to compromise our right to vote.
- Could pilot this – Maori Community is ready to pick this up.
- Voting station which can enable people to cast their vote in te reo Māori also using te reo Māori forms.
- Need fair and consistent services to all voters.
- Show me – don't tell me. Be genuine in desire.
- Where the voting places can be
- Don't make messages in Māori too wordy – need to translate the spirit of the message in simple words
- Like the idea of having a voting station in a voting place where person speaks Te Reo Māori.
- Exciting – Community driven – we decide what it looks like
- Right people in the right places
- Maori support would be good
- Good to give our people a voice

Educating young people is important

- Young people quite switched on re forms
- A lot of our students did not know what enrolment forms look like?
- Need to be added to school curriculum – say for 8/9 year students (13/14 year olds)
- Educate early so that they are aware and informed of voting process and enrolling
- Not knowing who their local MP was or how to exercise their rights
- Lots of people know nothing about voting or how to fill out forms or when there is an election or who our Prime Minister is?

Recruiting local people

- *Census recruitment process poor. Not user friendly and easy to fail.*
- Challenge for us is to provide people for the Commission
- Graduates would work in voting places
- Recruitment: could get message out through the community. Like the idea of 18 years olds working to get something on their CV
- Have worked on General Elections, seeing more and more Maori workers being employed – therefore going in the right direction. Keep on going – keep on listening.

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Overview of Feedback and Actions

This includes 'emerging national themes' and 'community specific' feedback.

Context	What the people of Huntly told us about their voting experiences?	What we can do to improve local voting experiences in Huntly?
The Location of Voting Places	<ul style="list-style-type: none"> ▪ Community advocates can help the Commission to locate Voting Places in places where Māori voters are more likely to vote 	
The service provided in the Voting Places	<ul style="list-style-type: none"> ▪ Focus on 'system failure' and not blame Māori for not engaging in a system that is suitable for the majority of non Māori voters ▪ Service is not welcoming at a cultural level and this will only be fixed with local Māori input ▪ Challenge, work with local community to deliver reo Māori service option for Huntly 	
Our staff in Voting Places	<ul style="list-style-type: none"> ▪ Connecting with and employing young people is a good outcome ▪ Would love to walk into a voting place that reflects me and my community, and be an awesome outcome to have someone in the voting place who can speak te reo Māori. 	
Community Advocates	<ul style="list-style-type: none"> ▪ Group of people willing to lead and spread the voting kaupapa 	
Education Programmes	<ul style="list-style-type: none"> ▪ Many young Māori do not understand NZ's system of democracy ▪ Should be part of the school curriculum ▪ There are alot of people who need help with forms because they have low level of literacy 	
Working with Communities	<ul style="list-style-type: none"> ▪ On going conversations preferable to one off meetings ▪ Communities are not the same, Huntly has a point of difference, a high levels of competence in te reo Māori and high levels of people who are apathetic ▪ Doors can be opened by ongoing community engagement 	

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Feedback: Manukau Korero Hui

Monday 17 September 2018

Introduction

The Manukau hui was held at Friendship House in Manukau. The hui was attended by 11 community participants.

The purpose of the 13 scheduled hui in targeted communities is to encourage participants to share their voting experience, explore opportunities to build and enhance relationships in each community and look to identify ways to increase the number of people from each community to become involved in the electoral process. Information gathered from each hui will provide the basis for further discussion and planning and explore ways to remain in touch to enable ongoing dialogue. Information gathered will be referred back to participants to ensure that the essence of these discussions have been accurately captured.

What we heard?

We have grouped the information gathered under general themes and recorded individual comments under the same headings at the back of this document.

The 2017 General Election voting experience

All of the participants in the group were very savvy voters and all found it easy to take part in the 2017 General Election. Interestingly they were also strong advocates for voting in advance as they thought this was a less stressful time when elder whanau members could vote. Despite the group having had a good voting experience in the 2017 General Election, they came armed with stories and experiences, they were willing to share, from their networks and or whanau on how the voting day experience could be improved for their communities less savvy voters.

Advanced Voting Places

The group were positive about being able to vote early. They did not have any issues about the location of advanced voting places or even Election Day voting places. One person noted that they tried to vote at the Manurewa Library which was very busy so they moved to another voting place and ended up waiting in a queue for an hour. However during their time in the queue they were entertained by s 9(2)(a) and s 9(2)(a), an experience they really enjoyed. This took the heat away from having to wait for an hour to vote.

Inside Voting Places

The group shared incidents from network-whanau voting experiences in 2017 which they felt was disrespectful for voters. These included:

- Reception very cold and not at all welcoming
- One of the participants who worked at the voting place reflected on the way some people responded to her and wondered if the voters reaction to her transferred from her role as a WINZ employee because a couple of voters were very aggressive towards her

- One person asked about help for people who are not confident in their ability to read
- The group agreed that the reception at the voting place could be improved if the Commission employed kaumatua and kuia to welcome voters
- The culture and environment at the voting places could be dramatically improved by employing people who are the face of the community

Locating Voting Places

- Locate voting places in “places of influence” i.e. where people congregate, will attract people who are used to frequenting these places for important gatherings. This includes places such as Marae, churches, community centres; Rugby Clubs i.e. take voting places to the people and get away from taking the people to the voting places!

Staffing the voting places

- Recruit people at all levels who reflect the local communities, not just workers
- Young people are a prime demographic to target because they have the skills
- When Returning Officers are recruited they should be introduced to their communities, an offer was made to facilitate their introduction to Papakura High school community.
- Further, it was noted that if we get the right people from the different communities, they will know the people of influence who can help them reach people and just as importantly know the places of influence where people gather

Civics education

- Civics education required for their young people. The group also noted that this conversation should be led by the Commission.
- Education for their young people is critical. Some community groups are also committed promoting participation among their communities
- We need to think further about how education influencers can be challenged to engage in this space

Additional request for change:

- People should be able to enrol on Election day
- More flexible options such as mobile voting may help people who are very busy surviving!

Working with the Commission – on-going conversations

- The group were asked to look at their suburb and think about what specific actions they thought would enhance voting in their area, location, promotion etc.

Supporting Notes and Comments - Graeme

Notes below from South Auckland

Experiences

- Tell family important and decisions made in Parliament – my whanau do vote
- I am on their back to ensure they are enrolled and vote
- Make it easier and more accessible
- How do we get people to vote – get kids involved?
- Rugby is a driver – sports is a driver – avenue to get them involved
- As a child person of influence identified with
- Went voting with my aunty – waited in the car
- Our family – politics is our life
- My thinking about power – imbalance of power
- Maori world/western world – tier of power
- These types of clashes shape my thinking
- Voting needs to be talked about – that they realise that they have a voice
- They are disempowered and disengaged
- Having korero with our kids – they have a voice – their voice matters
- When young did not realise voting was important – experiences in later life now realise it is important
- Hearing it from your children – it is important – maybe change mind set of whanau
- My Dad gave me a rundown on voting –and I couldn't wait to vote – influence my grandchildren
- My parents always voted – doesn't exist today
- Perhaps interactive short engagement - years 9-12
- Whanau can talk to them and get them to filter lack of enthusiasm to enrol
- Voting in general not good at – local iwi voting only 5,000 of 40,000 and it was online
- Have our people to get involved in the process
- A lot of my friends moan but don't vote – lay challenge down to our friends
- About me having my say. Makes it easier when my Mum and Dad work for the Electoral Commission
- Be honest with friends and family – encourage them to enrol and have a say
- Voted like my Dad did – had no idea what MP did
- Went to University – studied NZ History paper – bought the book – change the way that I voted
- Put myself on the Maori roll – worked on elections last year
- When I was 18 did not care about voting – voted when I was about 22/23
- A lost generation of knowledge – don't understand
- Felt empowered when first voted
- Self-taught myself about what voting was about
- Not a lot of information and there is ignorance
- Large generation in the 1970's who do not vote
- First experience was with my brother. Told me not to waste my vote – took me to the voting place – very helpful
- My first voting either tribal or religious – did not learn until I joined the Commission – had to find a reason why

- Needs to be your choice – our own need to be challenged more
- Get angry at Maori politicians – they do not share things with us

2017 General Election Experience

- I am a casual worker for the Commission – give our children choices – porridge or toast
- Advanced voting positive – some experiences not good for some folk – some okay
- Pronunciation
- No Maori roll in voting place
- Went to do a special vote – did not know there was a Maori booth
- My mother in law – Pacific Fijian – did not vote – they did not know what they were doing – barrier - gave up
- Went to library – too busy - Went to Manukau – concert on – it was great – massive queue – cool to see everyone there
- I worked as Maori issuing officer – some did not bring easyvote card – some were aggro – already embarrassed
- Maybe something in recognising me from WINZ – maybe from Govt – an attitude thing – maybe deters
- Worked on 2017 elections – did enrolments – realised young people have no idea in own local community - A lot of young ones not cool
- I worked on advanced voting – loved it – so convenient

Future

- On the voting places – high Maori population – have someone of importance working there from the community – tell them to behave
- Someone from our community at each voting place
- Creating a space where Polynesians are comfortable
- Voting places should be reflective of our community - location
- Staffed by the community
- Leaders of the church – Pacific Island people – flock to their church – Tongan church – they are huge
- Places of influence – Churches; marae; markets; rugby clubs
- Look at where the places of influence are
- Convenience for people
- Each suburb in South Auckland – what places need to be working on
- Start looking for people of influence in those areas
- Where the places people are may flock to
- Tickets on the bus
- Personnel appointments – critical to reflect the community
- Secondments – ROs to reflect the community
- What are the places of influence?
- Giving people a reason to vote
- Enrol rugby league membership – 1,000 members – 75% Maori/Pacific
- Bring youth together – create something that reflects the community re voting and youth
- Is it appealing – brand

- What does your suburb need to get people to vote

Education

- Teaching te reo Māori empowers our children
- Education – civics – being creative
- Have it in the curriculum
- Civics education important at college if we are not planting the seed

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Overview of Feedback and Actions

This includes 'emerging national themes' and 'community specific' feedback.

Context	What the people of Manukau told us about their voting experiences?	What we can do to improve local voting experiences in Manukau?
The Location of Voting Places	<ul style="list-style-type: none"> ▪ Locate VPs in 'places of influence' where people are used to gathering for important events such as Marae, churches, community centres, rugby clubs i.e. take voting to the people! 	
The service provided in the Voting Places	<ul style="list-style-type: none"> ▪ Reception was cold! ▪ Should be prepared to help people with literacy issues ▪ Reception would be warmer if we employed kaumatua and or kuia to welcome and direct people ▪ Culture would be improved if we employed people who are the face of the community ▪ No M`aori roll available in one VP ▪ Went make a special vote because they did not know she could vote fro the Maori candidate at the VP 	
Our staff in Voting Places	<ul style="list-style-type: none"> ▪ Recruit people to all levels, not just staff roles ▪ Target young people ▪ Introduce ROs to the community when they start ▪ Right people in these roles will know the people of influence in their communities who can help them reach and engage people 	
Community Advocates	<ul style="list-style-type: none"> ▪ Willingness to stay connected to the Commission and continue to talk. 	
Education Programmes	<ul style="list-style-type: none"> ▪ Civics education required for young people ▪ Some community groups committed to helping with this kaupapa ▪ Think about challenging education influencers to get involved 	
Working with Communities	<ul style="list-style-type: none"> ▪ Appreciate working with commission's staff who are connected to their communities ▪ Long term kaupapa 	

	<ul style="list-style-type: none">▪ People should be able to enrol on election day	
General Election services: <ul style="list-style-type: none">▪ Advanced Voting▪ Enrolment options▪ Voting options	<ul style="list-style-type: none">▪ This group was very positive about Advanced Voting. Really enjoyed the #FFS promotion at the AVP despite experiencing an hour waiting time.	

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Feedback: Wairoa Korero Hui

Tuesday 6 November 2018

Introduction

The Wairoa hui was held at the Information Centre in Wairoa and was attended by 14 community participants.

The purpose of the 11 scheduled hui in targeted communities is to encourage participants to share their voting experience, explore opportunities to build and enhance relationships in each community and look to identify ways to increase the number of people from each community to become involved in the electoral process. Information gathered from each hui will provide the basis for further discussion and planning and explore ways to remain in touch to enable ongoing dialogue. Information gathered will be referred back to participants to ensure that the essence of these discussions have been accurately captured.

What we heard?

We have grouped the information gathered under general themes and recorded individual comments under the same headings at the back of this document.

Presentation: The Wairoa Story (Hine Flood)

- 60% of the Wairoa population are of Māori descent
- 43% of Wairoa people have no internet connection
- In the 2013 Local authority election, Wairoa had the second highest turnout for all NZ councils
- Wairoa have two elected Māori councillors on the Council
- Wairoa rejected the proposed Hawkes Bay local authority amalgamation in 2015-2016
- Wairoa depends on many services located in either Gisborne or Napier
- The Wairoa people receive screeds of information from the Commission in language that many find difficult to process and/or understand
- The people of Wairoa will only be connected with if they are contacted and engaged on a personal or face to face level
- In 2016 a jingle was written by a local influencing people to say no to amalgamation. This went viral across Hawkes bay and strongly influenced Wairoa people to vote in the local authority election on amalgamation
- Strongly believe that the Commission should reach out to young people
- At Voting Places, they want to see people working who look like them, the majority of Wairoa voters
- When looking for support and advice about electoral matters they are often forced to go to Gisborne because the service from Napier seems intermittent!

Insights and issues from Wairoa

- With the right support and leadership from local people the Wairoa people can be galvanised to participate or support a community kaupapa

- The group's advice is to engage the Wairoa community early and use local advocates with time to represent the issues for the local community so that they can engage people on a personal level. Wairoa people have a history of coming together to support different kaupapa that affect the whole community. The "Tatou Tatou" movement to increase voter turnout in the last LA election proved this.
- Wairoa people who are overseas and want to vote struggle to get timely information. The Commission needs to do more on this front.
- Many people support on-line voting and are disappointed that the local authority elections were not on-line as was promised
- Advanced voting period was often referred to as special voting because some of the attendees believed that this was what the advance voting period was for
- Strong belief from the group that enrolment could be increased if 'local' people were employed rather than blow-ins from Gisborne or Napier.
- The language of the Commission's information is bureaucratic and difficult for people with literacy issues to understand
- At the end of MEO, the community received a call from the Napier team asking for help to reach the Wairoa community with key messages. This request was too late!
- The Commission's website is bureaucratic and difficult to navigate around to access information

Note:

The Wairoa group have offered to Co-design and test the development of a new website for the Commission.

- The group's vision for Wairoa voting places is that the people working in the voting place will be friendly and recognisable as people from their community
- One person commented about the privacy issues that she had observed when personal details were shared out loud. She also noted that names were badly pronounced and the staff of the voting place did not appear concerned about being friendly. Staff often made up their minds about people before talking to them.

Making it better for Wairoa:

- **Voting Places:**
 - ∞ Have Māori issuing officers who can read Māori names and pronounce the names correctly, hear a Māori name and find it in written form.
 - ∞ Provide more voting places because the number of voting places in 2017 was reduced from the number available in 2014. Consequently there were long queues and many people left rather than stay in a queue.
 - ∞ Advanced voting was only available for limited times during the day.
 - ∞ Rural electors in the Wairoa district were badly served during the AV period. Mobile service was not available
 - ∞ Whanau members were not employed

Education

- The people need information about both electoral systems, MMP and First past the post because local authority information is as important as general election information

Working with the Commission – on-going conversations

- The group were positive about the Commission's strategy of building relationships and remaining engaged with the local community.
- Partnerships are important to the Wairoa community, they believe that they can deliver enrolment and voting services to the people of Wairoa which would be more effective than services delivered by non-Wairoa people because they can put a Wairoa 'stamp' on service delivery
- Employment initiatives are important for local people. The group was very positive about employment and recruitment presentations proposed by the Commission
- The group also offered their support to train people for the Wairoa situation

Wairoa Proposal: Wairoa Community Partnership Group (Wairoa Council Group)

- This group have resolved that they will meet to consider what they heard from the Commission's responses to their questions and give feedback to the Commission about how the Commission's services can be improved from a community perspective and provide this report to the Commission.
- It was also proposed that it would be worthwhile to meet with a representative of the Commission to talk face to face about the group's proposal and to provide a reality check.

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Supporting Notes and Comments

Graeme

Presentation: The Wairoa Story

- 2013 local authority – second highest voter turnout
- Participation high in Wairoa
- Local Government proposal – our needs here are different
- Dilemma here – literacy of the language from the Electoral Commission – our people need to be endeared to vote – about our whanau
- We had to find a way to reach out and touch connection with the community
- Rang the mayor – found a way to understand
- Composed a 2 minute jingle to encourage people to vote (viewed)
- No field officer's located in Wairoa – visit from Gisborne or Napier
- Want people who look like us to participate – it is not new to us
- Local identities used to help get messages across to members of the community
- No doubt in my mind that because of video it brought people out to vote
- Very hard works – a lot of enrolments from outside supermarket – Just do what it takes!
- Census diabolical – who was talking about census and filling it out
- Hui held at memorial hall – no one had received papers
- Shall we have a hub? – set it up
- 43% of people have no internet access
- Four co-ordinators really confused the people – people did not really understand
- Those kind of things – that is why we have invited the young ones
- No one responded about the next census – have to improve
- High participatory rate – do what we need to do
- Could it be a little easier – we can pool our resources together – end result is good
- It takes the commitment and dedication of a few
- It is always at the last moment – if we had more time to do it we could get a better outcome
- We have connections – we move in our ways in our areas
- If given the extra breathing space required we can get a better impact
- More of the communication – we move on emotion
- Brought young and old together – ratepayers who are non-resident and whanau who live overseas
- What about online voting - example of 14 children but only 3 live here
- Out of iwi process we have highest voting rate of all iwi
- We have various types of elections
- Increase in voting – we do pretty well when compared to others – we are unique
- Voting process – how can things be made better – how could it be better
- If at the poll – Maori names – have someone that understands
- Biggest voting places – Memorial Hall (queues were down the road) and the College
- Voting places reduced – including Taihoa marae
- Early voting only certain days and times – limited

- We have rural areas – early vote great if they come into town
- Have their spots covered and still have the ability to vote
- Mobile team needed to go for longer – needed to be there when we said we would
- Familiar faces needed as well
- Kind of number one priority – need local people – we need to be endearing – quite personalised
- Field Officer located here when we have located events
- When voting forms go out they don't change – needs to marry up with the information sent out (for voting places and times)
- Has to be sorted well before the time
- Siloed electoral process – General Election and Local Authority – be better if seamless
- MEO – more tailored approach but request came late – needed more traction and visibility

Alicia

- Electoral Commission responsible for general election, referendums and by-elections
- Local Authority is through local councils and Department of Internal Affairs – is a confusing process
- Walking into a voting place you should expect correct pronunciation of names and people from your own community
- Increasing advanced voting places for 2020 – where voting place not in the right place – why are we here?
- Not good hearing from us late
- Advanced voting period – where do you want voting places?
- Outlying settlements may have transport barriers – what can we do
- We need to be able to inform you where we will be and at what time
- We have organised partnerships with the Warehouse, PaknSaves, and New World
- Over to you – local garage used as a place to take enrolment forms
- Really exciting – Rueben case study re marae voting
- Online voting not secure
- Increase number of hours in places where you go – make it as easy as possible
- Part of our resourcing will include use of an iPad
- No customer service – need a user friendly service – being sensitive
- Undertake customer service training
- Have good processes
- Knowing people from the community
- Voters to go to the people they can trust

General:

- We will put our hand up to do any testing or designing of the website
- It is about our rangatahi
- Loved the challenge
- Involved as a scrutineer – privacy issue – repeating details – personal issue for me – quite embarrassing

- Went in as an electoral officer – I went to training session
- Where we pick up electoral supplies – sent to me – car loads
- When recruiting I just kept getting a reminder – not asked about skills
- Knowing the people – about pronunciation – some people can't pronounce married names
- Issue of stereo typing based on physical appearance
- Lady at Taihoa Marae - all the ladies in there were lovely
- Another voting place – ladies were calling names out – not very professional – made job difficult – I was challenged
- Electoral staff made it difficult – watched the vote counting after the close of poll – they got it wrong initially – at the College – took them a few goes
- Timeframe about the education of staff
- Discussion about voting places – where to have them
- Creating mobile services – outside at lunch time'
- Community partnership group – whanau voice driven – we could gather this information – whatever it takes to succeed
- EasyVote mail – not critical but essential

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Overview of Feedback and Actions

This includes 'emerging national themes' and 'community specific' feedback.

Context	What the people of Wairoa told us about their voting experiences?	What we can do to improve local voting experiences in Wairoa?
The Location of Voting Places	<ul style="list-style-type: none"> ▪ We need to do all we can to make voting easier and more accessible for all people, rural and urban areas. ▪ Rural electors in the Wairoa district were badly served during the AV period. ▪ Mobile service was not available for outlying communities because some people in these situations have transport issues! ▪ We need to be better at telling people where we are going to be and what time we will be there. 	
The service provided in the Voting Places	<ul style="list-style-type: none"> ▪ Have Māori issuing officers who can read Māori names and pronounce the names correctly, hear a Māori name and find it in written form. ▪ Making voting matter, what we can do or provide to make voting easier ▪ Implement 'customer service' training into our induction training 	
Our staff in Voting Places	<ul style="list-style-type: none"> ▪ At Voting Places, they want to see people working who look like them, the majority of Wairoa voters 	
Community Advocates	<ul style="list-style-type: none"> ▪ The Wairoa Community Partnership Group will develop a proposal about how the Commission's services can be improved from a community perspective ▪ The people of Wairoa will only be connected with if they are contacted and engaged on a personal or face to face level 	
Education Programmes	<ul style="list-style-type: none"> ▪ The Wairoa people receive screeds of information from the Commission in language that many find difficult to process and/or understand ▪ Making voting matter, what we 	

	can do or provide to make voting easier	
Working with Communities	<ul style="list-style-type: none"> ▪ The group's advice is to engage the Wairoa community early and use local advocates with time to represent the issues for the local community so that they can engage people on a personal level. Wairoa people have a history of coming together to support different kaupapa that affect the whole community. The "Tatou Tatou" movement to increase voter turnout in the last LA election proved this proved this. 	
General Election services: <ul style="list-style-type: none"> ▪ Advanced Voting ▪ Enrolment options ▪ Voting options 	<ul style="list-style-type: none"> ▪ People will tell us where they think we need AVPs if given the opportunity. ▪ Wairoa people who are overseas and want to vote struggle to get timely information. The Commission needs to do more on this front. ▪ Double the number of AVPs and keep one opened fulltime 	

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KORERO HUI PROJECT

Purpose:

Build enduring and sustainable relationships with Māori communities to:

- Work together to improve the Commission's services to voters
- Enable the Commission to provide targeted regional responses to community issues
- Increase the number of New Zealanders who will exercise their right to vote in New Zealand's democratic system

Targeted Approach:

To increase the number of Māori who will exercise their right to vote in 2020 and beyond.

- Facilitated Korero Hui in communities with higher than average proportion of Māori voters.
- Follow meeting with Korero Hui participants free to meet to confirm the documented feedback and talk about emerging community priorities and solutions and on-going engagement with the Commission.
- Facilitated Commission staff hui to talk about the community feedback and priorities, and consider relevant responses.
- Community engagement plan setting out relationship maintenance expectations of Voting Services and Enrolment and Community Engagement staff.

Phase one objectives:

- Facilitated series of hui to enable participants to identify and talk about local community issues with electoral services that present as barriers to Māori exercising their right to vote
- Follow-up catchups with advocates to validate documented feedback and agree a collective response to solutions i.e. community and Commission priorities for the 2020 General Election
- Facilitated Commission staff forums to confirm responsibilities, actions and plans arising from the Korero Hui.
- Confirmation of improvement solutions, high level plan, to be implemented in the 2020 General Election.

Phase two objectives:

- Identify connections with relevant Voting Services and Enrolment and Community Engagement planning for the 2020 General Election and develop deliverables to support the integration of the improvement solutions
- Implement improvement deliverables plan to support 2020 delivery of General Election.

Action Plan Overview:

Phase	Key Tasks	Timeframe	Responsibility
Facilitated Korero Hui	<ol style="list-style-type: none"> Schedule and facilitate 11 community hui to be attended by Chief Electoral Officer, Manager Voting Services and Project Manager Document feedback from the participants Distribute feedback collected from hui to validate the feedback 	<ul style="list-style-type: none"> 21 December 2018 COMPLETED 	<ul style="list-style-type: none"> Project Manager
Commission Staff Engagment	<ol style="list-style-type: none"> Facilitaed meetings with National Office business units to bring people on-board with the project and provide feedback Facilitated meetings with registrars in targeted communities to talk about the feedback and make recommendations for consideration Consider the regional feedback and document the implications for the 2019 and 2020 planning 	<ul style="list-style-type: none"> 28 February 2019 	<ul style="list-style-type: none"> Project Manager Manager Voting Services
Follow-up meetings with Community Advocates	<ol style="list-style-type: none"> Meet Korero Hui community advocates and hui participants who are available to validate the feedback from the Korero Hui and talk about emerging solutions Confirm improvement deliverables, actions and responsibilities for integration into business plans 	<ul style="list-style-type: none"> 28 February 2019 	<ul style="list-style-type: none"> Project Manager Manager Voting Services
Voting Services Regional Managers and Regional Advisors	<ol style="list-style-type: none"> Facilitated meetings with Regional Managers and Regional Advisors to bring them onboard with the Outcomes Plan and their responsibilities Schedule of Recruitment Information hui in targeted communities 	<ul style="list-style-type: none"> 30 June 2019 30 June 2019 	<ul style="list-style-type: none"> Project Manager Manager Voting Services Project Manager Regional Managers Registrars
Outcome Plan deliverables	<ol style="list-style-type: none"> Work with community advocates to identify a 'Network of Advocates' willing to work with the Commission to provide ongoing advice and validation or amendment of solutions 	<ul style="list-style-type: none"> 30 June 2019 	<ul style="list-style-type: none"> Project Manager
	<ol style="list-style-type: none"> Plan to deploy Voting Places/Programmes in targeted communities 	<ul style="list-style-type: none"> 30 Novemeber 2019 	<ul style="list-style-type: none"> Project Manager
	<ol style="list-style-type: none"> Recruitment Register including profiles and contact details for potential employees in targeted communities 	<ul style="list-style-type: none"> 30 November 2019 	<ul style="list-style-type: none"> Project Manager Regional Manager Registrars

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**DEPLOYING VOTING SERVICES IN PLACES OF SIGNIFICANCE WHERE PEOPLE GATHER TO CELEBRATE, SOCIALISE AND ACCESS SERVICES
(Marae, Community Centres, Kohanga, Sports Clubs, Church Centres)**

SECTION	COMMENT	DOCUMENT
Introduction.	<ul style="list-style-type: none"> Content of the paper 	<p>Introduction</p> <p>This paper sets out a strategy and approach to deploy voting places in locations of significance to voters of Māori descent. The strategy includes a rationale for the approach, a set of criteria to assess the suitability of the places of significance in the priority communities and a deployment plan which will include key people who can help Electorate Managers to implement the deployment plan.</p>
Background.	<ul style="list-style-type: none"> Number of marae based services in 2017 Traditional internal perspective (anecdotal feedback) Rationale 	<p>Background</p> <p>The Kōrero Hui feedback strongly recommended that the Commission consider deploying voting places in 'places of significance/influence' in the communities visited. These places included locations that people regularly access for community based services or use for whānau and/or community events. There was a strong view that if such places were used then this would help normalise voting and encourage whānau to make an event of voting.</p> <p>Examples of different places of significance/influence included, community centres, church halls, sports clubs, kohanga reo, runanga offices, schools and marae. Places such as community centres and church halls are often used. However analysis of the 2017 voting places deployed showed that of the 2,862 voting places used for the advanced voting period and on election day, only 13 marae were used. This suggests that marae are under utilised and may be a rich source of venues to deploy additional voting places for the 2020 General Election.</p>
The approach – not just marae.	<ul style="list-style-type: none"> Approach, places of significance in communities are not always marae, significant places can include, kohanga, community centres, community strong-holds, church halls Role of community advocates Strategy to implement the approach 	<p>Approach to access places of significance/influence</p> <p>The challenge for the Commission in past elections has been to identify the places of significance/influence for the many and diverse communities because communities differ. What may be significant for one community may not necessarily be so for other communities. The people who can help the Commission to identify the places of significance/influence for their communities have grown up in</p>

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SECTION	CONTENT	DOCUMENT
	<ul style="list-style-type: none"> ▪ Success indicators 	<p>these communities and lived and played in these communities and most importantly are willing to share the intelligence they have learned over many years. These people are the community advocates who have made a commitment to work with the Commission to ensure that services to their communities are relevant and asuitable.</p> <p>This network of community advocates is critical to the proposed approach because they, not Commission staff, will identify the right places for the different communities. The challenge of the Commission will be to take advice and help the community advocates to understand the criteria used to confirm or reject the proposed venues as voting places.</p> <p>A network of community advocates¹ has been identified through the different korero hui. This network of community advocates can be contacted through the registrar of electors or the Engagement Project Manager.</p>
<p>Priority communities.</p>	<ul style="list-style-type: none"> ▪ Criteria and data ▪ Location of priority communities to engage community advocates 	<ol style="list-style-type: none"> 1. Confirm extended network of community advocates to include communities with higher than average numbers of Maori who voted in the 2017 GE. 2. Work with ROEs to identify key CAs who can provide an insight into their places of significance to the relevant communities covered by the network of CAs. 3. ROEs introduce RMs/RAs to the CAs and pass on insights to help RMs to understand the significance of places of significance/influence in these communities. 4. Collate data for the community including enrolment/turnout in 2017, deployment of voting places, additional requirements to meet the projected 65% increase in AVP numbers 5. Identify places of significance/influence to Māori voters in these communities and work with CAs to assess the relevance of these places for use as voting places. Complete AVP and VP assessment checklist for each place of significance. 6. Identify staffing needs to ensure the voting places will be staffed by people from the communities they serve and develop a recruitment plan to meet the projected demand. 7. Budget plan to support the deployment and recruitment plans 8. Reference the Regional Plan to include and deliver voting place plan and recruitment plans.
<p>Implement the approach:</p>	<ul style="list-style-type: none"> ▪ Key deliverables ▪ Start and completion times ▪ Who is accountable ▪ Links to key workstreams ▪ Cost 	
<p>Voting place criteria</p>	<ul style="list-style-type: none"> ▪ Community need, size, voting numbers? ▪ Location of voting places- ▪ Advanced voting/Election Day voting? 	<ul style="list-style-type: none"> ▪ Draft "Preliminary Advance Voting Place and Voting Place Assessment Checklist"

¹ The advocates located in Rotorua, Otaki, and Invercargill were organised and contacted by the ROE in Otaki and Invercargill and the RM E&CE North East.

SECTION	CONTENT	DOCUMENT
	<ul style="list-style-type: none"> ▪ Accessibility criteria? ▪ Facility parking, rain. ▪ Site logistics? ▪ Security ▪ Protocols? 	
Event based approach	<ul style="list-style-type: none"> ▪ Maximising the location/community connection. ▪ Event based approach? ▪ Spin-offs of working with community groups: <ul style="list-style-type: none"> ▪ Meet the candidates ▪ Whanau events ▪ Food ▪ Pickup service 	<p>Community Advocates Information Pack:</p> <ul style="list-style-type: none"> ∞ Events based approach – activities to maximise the location of the voting place ∞ Strategy to encourage non-Māori to access voting services at marae/community centres ∞ Budget plan to support/increase voter turnout
Data	<ul style="list-style-type: none"> ▪ Marae based Voting Places used in 2017 GE 	<ol style="list-style-type: none"> 1. AVP: Kirikiriroa Marae – Hamilton (Hamilton East) 2. VP: Tumahaurangi Marae – Koutu (Rotorua) 3. VP: Waiwhetu Marae – Waiwhetu (Hutt South) 4. AVP: Whakarongotai Marae – Waikanae (Otaki) 5. VP: Owee Marae – Waitara (New Plymouth) 6. VP: Taihoa Marae (Napier) 7. VP: Te Kuraakupa Māori o Hoani Waititi Marae – Glen Eden (Kelston) 8. VP: Kai-a-te-rāta Marae – Morrinsville (Waikato) 9. VP: Turangawaewae Marae – Ngauruwahia (Waikato) 10. AVP: Ngati Wehi Whā – Manakau (Otaki) 11. AVP Hongoeka Marae – Pimpton (Mana) 12. AVP: Te Aranga Marae – Elamere (Tūkituki) 13. AVP: Maraeroa Marae – Waitapirua (Mana) <p>Total Number VP/AVPs – 2,862</p> <p>Marae as VPs – 7</p> <p>Marae as AVPs - 6</p>

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Voting Services Presentation Topics and Discussion Points

Work Programme:

- Improving Services to Māori.

1. New voting places in priority communities:

- ∞ Overview document – summary.
- ∞ Next steps?

Discussion points:

- ∞ Strategy to validate locations.

2. Recruitment Presentations in targeted communities:

- ∞ Overview document – summary
- ∞ Process – confirmation of the approach/activities – Friday 29 Nov.
- ∞ Simulation?
- ∞ Pilot approach – rationale.
- ∞ Feedback from Highbury and implications for the schedule of presentations.

Discussion points:

- ∞ Next steps?
- ∞ An implementation plan with key deliverables.

3. Issues for clarification?

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KORERO HUI OUTCOMES FRAMEWORK

Working with the Regional Panel:

Introduction:

1. Working with the Regional Panel provides the opportunity to hear from people who know first hand the pressures Registrars and Returning Officers are under to deliver on the key tasks of these roles in the run up to a General Election. The framework sets out a list of activities the Commission needs to implement to change the base narrative also set out in the framework. We would like you to think about what will be available to Returning Officers and Registrars in these targeted communities and how you might go about doing your job and working with the different people from the Commission and the the community.

Task: Maximum of 10 minutes per person.

Prepare notes only (no need for power-point presentations) to help you talk about the following topics:

2. Information and support:

Given the outputs Returning Officers and Registrars will receive, provide an 'on the ground' view of the additional support/information required to ensure they can do what we want them to do?

Consider support from:

- Regional Manager
- Community Advocate
- Regional Advisor
- Human Resources
- Policy
- Operations Manual
- Training

3. Relationship building and maintenance:

From your perspective, which are the key relationships which will add value to the work/deliverables you will have responsible for? How will you ensure the key relationships are maintained? What can your manager do to support this outcome?

4. **Community Advocates** are critical to achieving many of the outcomes in the framework, what advice would you give to your colleagues to ensure this relationship is strong and productive?

5. General discussion and recommended amendments to the framework.

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OVERVIEW: RECRUITMENT PRESENTATIONS IN TARGETED COMMUNITIES

Background

The Korero Hui Outcomes Framework for the 2020 GE and Beyond

The Base Narrative we want to change?

- Voting Place staff do not always reflect and represent the diversity of the local community
- Many people from Māori communities do not know about the election's jobs
- Many people from Māori communities do not know about recruitment processes or how to access the Commissions systems to apply for jobs

What we thought we could do to change the narrative?

- Engage with community advocates and ROEs to assist with organising and scheduling information sessions about the jobs available
- Target young people at High Schools and Polytechnics/Wananga to encourage them to attend information sessions
- Work with local radio and community newspapers to promote opportunities for working for the Commission
- Promote the training and support that goes with the jobs
- Encourage members of local communities with te reo skills to apply for jobs
- Engage young people to be the face of the Commission in local communities

What success looks like?

- Information sessions are held in all targeted communities
- Increased understanding of the Commission's jobs
- Increase in number of applicants for jobs in targeted communities
- Number of 'Registration of Interest' Forms exceeds number of staff required in the local community

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STATION 1

TOPIC:

- ❖ Convincing people to enrol and vote in the General Election.

FACILITATOR:

- ❖ Registrar of Electors

	Instructions	Run Sheet
Activity	<ul style="list-style-type: none"> ▪ Maximum of 6 people 	<ul style="list-style-type: none"> ▪ Time: 8 minutes
Time: 8 Minutes	<p>Introduction:</p> <ul style="list-style-type: none"> ▪ Hi-Kia ora I'm....? ▪ All New Zealanders who are 18 years and older, can vote to choose the Members of Parliament and the Political parties who will govern New Zealand i.e. pass laws and decide what will be good for New Zealanders – you! ▪ People cannot vote if they are not on the Electoral Roll, therefore the first step in getting people ready to vote is to convince people to enrol by completing and enrolment form. ▪ This activity will give you the opportunity to try to convince your partner to enrol and vote! <i>If you are enrolled pretend you are not yet enrolled!</i> ▪ The person with the lanyard and cue card will start. ▪ After 1 minute we will change partners and try again. The person with the lanyard will work with a new partner! ▪ After 1minute call stop and pass the lanyard/cue cards to those people who have been encouraged to enrol and vote – IT WILL NOW BE THEIR TURN to encourage their partner to enrol and vote. 	<ol style="list-style-type: none"> 1. Greet group 2. Get group into pairs and nominate an interviewer and interviewee. 3. Give interviewer the lanyard and cue card 4. Introduce activity and process – key messages etc 5. Start, encourage! 6. Change partners. 7. Change roles – new interviewer 8. Change partners 9. Call stop! 10. Facilitate feedback: Interviewer: What worked for you? Interviewee: How did you feel about the questions you were asked? 11. Thank group
Resources	<ul style="list-style-type: none"> ▪ Cue Cards: Key questions to start the interaction. ▪ Lanyard with staff member details ▪ Enrolment Pamphlet 	<ul style="list-style-type: none"> ▪ Collect lanyards and cue cards ▪ Distribute Pamphlets

STATION 2

TOPIC:

- ❖ Completing an Enrolment Form – Hard copy.

FACILITATOR:

- ❖ Registrar of Electors
- ❖ Community Liaison

	Instructions	Run Sheet
Activity	<ul style="list-style-type: none"> ▪ Maximum of 6 people 	<ul style="list-style-type: none"> ▪ Time: 8 minutes
Time: 8 Minutes	<p>Introduction:</p> <ul style="list-style-type: none"> ▪ Hi-Kia ora I'm.....? ▪ All New Zealanders who are 18 years and older, can vote to choose the Members of Parliament and the Political parties who will govern New Zealand i.e. pass laws and decide what will be good for New Zealanders – you! ▪ People cannot vote if they are not on the Electoral Roll, therefore the first step in getting people ready to vote is to convince people to enrol by completing and enrolment form. ▪ This activity will give you the opportunity to try to complete a paper Enrolment Form AND most importantly complete the form correctly. ▪ The person filling in the form is going to make ONE INTENTIONAL MISTAKE, the person watching will try to pick up the mistake! ▪ When the form is completed, the person watching can point out the mistake if the if it has not been picked up in the self-check. 	<ol style="list-style-type: none"> 1. Greet the group. 2. Get the group into pairs and identify Form filler and staff member who will have the lanyard. 3. Distribute, Enrolment Form, Clip Board and Cue Card with intentional mistake to the form filler. 4. Start the activity, encourage the staff member to be vigilant! 5. Form filler to self-check form and staff member to point out the mistake if it was not found. 6. Feedback: <ul style="list-style-type: none"> ∞ How easy was the form to complete? ∞ Share common mistakes linking to the intentional mistakes! 7. Thank the group.
Resources	<ul style="list-style-type: none"> ▪ Enrolment Forms ▪ Cue card with an intentional mistake. ▪ Clip Boards (6) ▪ Lanyard with staff member details ▪ Check list to assess completeness of an Enrolment Form 	<ul style="list-style-type: none"> ▪ Collect lanyards and cue cards ▪ Distribute Pamphlets

STATION 3

TOPIC:

- ❖ Accessing information from the **Electronic Roll**. Finding specified information, reading the information aloud and pronouncing names correctly. (Orange Voting Place Card)

FACILITATOR:

- ❖ Regional Manager Voting Services
- ❖ Regional Advisor Voting Services
- ❖ Electorate Manager

	Instructions	Run Sheet
Activity	<ul style="list-style-type: none"> ▪ Maximum of 6 people 	<ul style="list-style-type: none"> ▪ Time: 8 minutes
Time: 8 Minutes	<p>Introduction:</p> <ul style="list-style-type: none"> ▪ Hi-Kia ora, I'm.....? ▪ Easy Vote Cards are mailed to all voters who are enrolled one month before and election. ▪ The EasyVote cards has: <ul style="list-style-type: none"> ∞ The voters name, address, electorate and the page and line number from the electoral roll. ▪ This information is required before a voter can be issued with ballot papers. Taking these cards with you when you vote will speed up the process of voting significantly. ▪ To find a voter's information you can a paper Roll or you can use a Mobile Device. ▪ The instructions to access the voter information is on the cue card. You and your partner can work together to get ready to search for voter details. ▪ When the device is ready to go, one person will read the voter's details on the cue card and the other person will find the details on the electronic roll and read the details out loud so that their partner can copy these details on to the Orange Card. ▪ Change places and complete the details for the second cue card. ▪ Close the device down! 	<ol style="list-style-type: none"> 1. Greet the group. 2. Get the group into pairs and distribute Blank Orange cards (2), Cue cards (2) and an Electronic device to each pair. 3. The instructions to access the voter information is on the cue card. You and your partner can work together to get ready to search for voter details. 4. When the device is ready to go, one person will read the voter's details on the cue card and the other person will find the details on the electronic roll and read the details out loud so that their partner can copy these details on to the Orange Card. 5. Change places and complete the details for the second cue card. 6. Close the device down! 7. Feedback: <ul style="list-style-type: none"> ∞ What was the hardest thing about this activity? 8. Thank the group.

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Resources	<ul style="list-style-type: none">▪ Mobile Device – iRoll (4)▪ Cue cards with voter details (4 sets of different options)▪ Blank Orange Voting Place Cards▪ Red pens (6)▪ Mock Easy Vote Cards▪ Electronic Enrolment Pamphlets	<ul style="list-style-type: none">▪ Distribute Pamphlets

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STATION 4

TOPIC:

- ❖ Accessing information from the **Roll (Hard copy)**. Finding specified information on an Easy Vote Card, reading the information aloud and pronouncing names correctly.

FACILITATOR:

- ❖ Regional Manager Voting Services
- ❖ Regional Advisor Voting Services
- ❖ Electorate Manager

	Instructions	Run Sheet
Activity	<ul style="list-style-type: none"> ▪ Maximum of 6 people 	<ul style="list-style-type: none"> ▪ Time: 8 minutes
Time: 8 Minutes	<p>Introduction:</p> <ul style="list-style-type: none"> ▪ Hi-Kia ora, I'm.....? ▪ Easy Vote Cards are mailed to all voters who are enrolled one month before and election. ▪ The EasyVote cards has: <ul style="list-style-type: none"> ∞ The voters name, address, electorate and the page and line number from the electoral roll. ▪ This information is required before a voter can be issued with ballot papers. Taking these cards with you when you vote will speed up the process of voting significantly. ▪ Each pair has 4 cards and one Roll. The information on each of the cards has details of a voter enrolled on the electorate roll which you also have. ▪ Each pair choose one of the cards and one person can read out the details on the card. ▪ The other person will listen carefully and find the name of the person and repeat the details BUT reading from the roll. 	<ol style="list-style-type: none"> 1. Greet the group. 2. Get the group into pairs and distribute Mock EasyVote cards and a Roll to each pair. 3. Easy Vote Cards are mailed to all voters who are enrolled one month before and election. 4. The EasyVote cards has: 5. The voters name, address, electorate and the page and line number from the electoral roll. 6. This information is required before a voter can be issued with ballot papers. 7. Each pair has 4 cards and one Roll. The information on each of the cards has details of a voter enrolled on the electorate roll which you also have. 8. This activity is very simple because you have all the details you need to help you. 9. Each pair choose one of the cards and one person can read out the details on the card. 10. The other person will listen carefully and find the name of the person on the Roll and repeat the details BUT reading from the roll. 11. Change over, select a new card, read the details and find the details on the roll and read these details back to your partner. 12. Each of you try once more. 13. Feedback: <ul style="list-style-type: none"> ∞ What was the hardest thing about this activity? 14. Thank the group.

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Resources	<ul style="list-style-type: none">▪ Māori Rolls (4)▪ Mock Easy Vote Cards (4 sets of different options)▪ Highlighter marker pens (6)▪ Vote Issuing pamphlets	<ul style="list-style-type: none">▪ Distribute Pamphlets

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STATION 5

TOPIC:

- ❖ Counting votes

FACILITATOR:

- ❖ Regional Advisor Voting Services
- ❖ Electorate Manager

	Instructions	Run Sheet
Activity	<ul style="list-style-type: none">▪ Maximum of 6 people	<ul style="list-style-type: none">▪ Time: 10 minutes
Time: 10 Minutes		1.
Resources	<ul style="list-style-type: none">▪ 4 Vote counting tables▪ Vote Counting resources<ul style="list-style-type: none">∞ Mock ballot papers∞	<ul style="list-style-type: none">▪

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NOTE FOR FILE: Workstreams: Links to Base Narrative and Outputs

WORKSTREAM	CHANGE TO THE BASE NARRATIVE	OUTCOMES
<p>1. Network of community advocates from 19 targeted communities who are committed to working with the Commission to improve services to Māori voters:</p> <ul style="list-style-type: none"> ▪ To extend the network we are currently working with registrars aligned with Māori communities in Rotorua, Taupo, Tauranga, Whanganui, New Plymouth, Otaki and Invercargill. ▪ A paper has been developed to help people understand how they can work more effectively with community advocates to achieve the desired result they want to achieve. ▪ Network of contacts for 19 communities has been established. (see report update) 	<ul style="list-style-type: none"> ✓ Increase coverage to communities with significant numbers of voters of Māori descent ✓ Improve the service Māori received at voting places in their communities: 	<ul style="list-style-type: none"> ✓ Increase in number of staff using te reo Māori when delivering enrolment and voting services ✓ Increase in the number of Māori who have a positive voting experience in the 2020 GE. ✓ An increase in voter satisfaction level for 2020 GE. ✓ Significant reduction in the number of service complaints from Māori voters ✓ Increase in satisfaction levels of Māori voters at 2020 voting places ✓ Increase in confidence level of staff providing services to Māori voters at voting places ▪ Decrease in the number of special votes not counted for Māori voters
<p>2. Voting Places in target communities: (Working with Regional Managers, Regional Advisors, and community advocates) Work is underway to:</p> <ul style="list-style-type: none"> ▪ Meet with community advocates and ROEs to identify places of significance where Māori voters gather to celebrate or access services. Assess the relevance of these places to be voting places for Māori voters. ▪ Assess the relevance of the location of past voting places for Māori voters. ▪ Develop a deployment plan for voting places in target Māori communities to be implemented by relevant Electorate Managers. 	<ul style="list-style-type: none"> ✓ In communities with a high percentage of Māori voters, some people found it difficult to vote in 2017 during the advanced voting period and on election day because : <ul style="list-style-type: none"> ✓ There were not enough voting places ✓ Some traditional voting place venues had been closed ✓ Some voting places were not located in places that enabled members of the local community to access them easily ✓ Some advance voting places were not open to the voting public at convenient times. ✓ Many rural communities did not have access to the full range of mobile voting services – voting services were not available at the times or places that were best suited to these communities 	<ul style="list-style-type: none"> ✓ Enhanced information about targeted communities ✓ Voter participation in 2020 exceeds the 2017 voter participation for the relevant community ✓ Location of voting places deployed in targeted communities and opening hours is supported by community advocates ✓ Rural voters, where relevant have improved access to voting services at convenient times and places ✓ Enduring relationships between community advocates, ROs, ROEs and relevant Commission staff ✓ Increased use of marae as voting places ✓ AVP opening hours increased to meet local community needs ✓ Increased participation by voters in target communities

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<p>3. Recruitment of staff to work in voting places where significant numbers of Māori descent are likely to vote. Work will be undertaken in the coming months to:</p> <ul style="list-style-type: none"> ▪ Develop Information presentations to help people understand what jobs we have, and the skills and experience people will need to be effective in these jobs in 19 target communities. ▪ Work with community advocates and ROEs: <ul style="list-style-type: none"> ○ To bring local personnel to the job presentations ○ Identify local personnel who can be presenters 	<ul style="list-style-type: none"> ✓ Voting Place staff do not always reflect and represent the diversity of the local community they are working in ✓ Many older Voting Place staff do not relate well to the younger people from the more diverse Māori communities ✓ Many people from Māori communities do not know about the elections jobs ✓ Many people from Māori communities do not know about recruitment processes or how to access the Commissions systems to apply for jobs ✓ Online recruitment processes can be seen as a barrier to applying for jobs 	<ul style="list-style-type: none"> ✓ The Commission's staff in voting places truly reflects the diversity in the community they serve. ✓ Increase in the number of young people employed who aged 16-20 years ✓ The number of Māori employed matches the percentage of eligible Māori voters in the target communities ✓ Increase in the number of Māori working in community engagement and voting places for GE 2020 ✓ Increase in number of staff using te reo Māori when delivering enrolment and voting services ✓ Increased participation by voters in target communities
<p>4. Huntly, te reo Māori voting place pilot at Te Wharekura o Rakaumanga Kura kaupapa Māori school:</p> <ul style="list-style-type: none"> ▪ Work is underway to develop and agree a Memorandum of Understanding by 31 August. 	<ul style="list-style-type: none"> ✓ Specific challenge from the Huntly Hui 	
<p>5. Connection to Voting Service delivery roles:</p> <ul style="list-style-type: none"> ▪ Kaiawhina Poti role (Kaumatua and Kuia role) has been created. ▪ A new Vote Issuing role in voting places providing services to Māori communities 	<ul style="list-style-type: none"> ✓ The service Māori received at voting places in their communities: <ul style="list-style-type: none"> ✓ Te reo Māori is not commonly spoken by voting place officials ✓ Not a welcoming environment, no-one greets people on arrival ✓ Māori names are mispronounced which can be very embarrassing ✓ It is difficult to locate where they needed to queue in the voting place to vote if they were enrolled on the Māori roll. ✓ Staff at the voting place made assumptions about which roll people were on ✓ Staff struggled to hear a Māori name and search to confirm which roll people were on ✓ Name confusion resulted in people making a special vote when their names could not be found on the roll or people being issued with a ballot paper for the wrong electorate 	<ul style="list-style-type: none"> ✓ Increase in number of staff using te reo Māori when delivering enrolment and voting services ✓ Increase in the number of Māori who have a positive voting experience in the 2020 GE. ✓ An increase in voter satisfaction level for 2020 GE. ✓ Significant reduction in the number of service complaints from Māori voters ✓ Increase in satisfaction levels of Māori voters at 2020 voting places ✓ Increase in confidence level of staff providing services to Māori voters at voting places ✓ Decrease in the number of special votes not counted for Māori voters

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<p>6. Communications and Education: (Monthly update meetings) – A regular meeting is being established with the Manager of Communications and Education to seek input into:</p> <ul style="list-style-type: none"> ▪ Recruitment presentations and materials for distribution ▪ Working with local Social Media influencers to advertise recruitment evenings ▪ Working with local Social Media influencers to promote voting services ▪ Development of an education strategy 2021 and beyond. 	<p>✓ People want a comprehensive civics education programme in all schools which will help young people to understand NZ's system of democracy, and how the voting process works so they can make an informed vote.</p> <ul style="list-style-type: none"> ▪ Young people want access to information about political parties or candidates to help them make up their mind who to vote for. ▪ The Commission's communication programme is not reaching some Māori communities. 	<p>✓ Education strategy for 2021 and beyond</p> <ul style="list-style-type: none"> ▪ 2020 education for community organisations ▪ Increased uptake by education providers to enhance the spread of information on enrolment and elections ▪ Increase in the number of young people enrolled who are aged 16-20 years
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Korero Hui Outcomes Framework for the 2020 General Election and Beyond

Topic	Base Narrative What we hear that creates an opportunity for improvement?	Participants Who will lead the work programme?	Activities What we will do? Programmes, events, strategies or specific actions.	Outputs What we will produce?	Outcomes Short and long term consequences including progress of improvement opportunities set out in the base narrative
Community Engagement	<ul style="list-style-type: none"> ▪ The Commission's communication programme is not reaching some Māori communities. Communication gaps resulted in: <ul style="list-style-type: none"> ∞ Many people not knowing the full range of enrolment and voting options available ∞ A number of hui participants having little knowledge of the advanced voting period or that anyone could vote at an AVP ∞ People being surprised when AVPs were not used on Election Day ∞ Many people do not know about the Unpublished roll ∞ People in transitional housing are not clear about the address changes required to keep them on the roll when circumstances change ∞ People who are released from from prison often are very itinerant when trying to re-establish themselves – results in them being hard to contact and when they are, which address to use. 	<ul style="list-style-type: none"> ▪ Community, advocates ▪ Community korero participants ▪ Project Manager ▪ ROEs E&CE ▪ Comms and Education team 	<p>Communications & Education:</p> <ul style="list-style-type: none"> ▪ Review communication plans for the General Election to enable improved messaging surrounding the advanced and election day voting period for voters in all regions ▪ Review messaging and information made available to the public relating to enrolment and voting options to improve the level of understanding in regard to what options are available. <p>Enrolment and Community Engagement:</p> <ul style="list-style-type: none"> ▪ Community engagement plans include the maintenance of relationships with community advocates ▪ Provide staff with resources to promote: <ul style="list-style-type: none"> ∞ The Unpublished Roll in all communities ∞ Consider stream-lining Transitional housing and prisoner address policies which will keep people enrolled <p>Voting Services:</p> <ul style="list-style-type: none"> ▪ Regional Managers community engagement plans include the development of relationships between Returning Officers and community advocates in targeted communities 	<ul style="list-style-type: none"> ▪ Community engagement plans to build on and maintain relationships with community advocates ▪ Resources to help promote enrolment and voting services options ▪ Updated enrolment interim address policies for people in transitional housing and people recently released from prison ▪ Consistent messaging and information used for engagement with the public, including: <ul style="list-style-type: none"> ∞ Full range of enrolment and voting options available to voters ∞ Advanced voting policies and location of AVPs and opening times 	<ul style="list-style-type: none"> ▪ All voters are well informed about the range of voting and enrolment options for New Zealanders in NZ or living overseas ▪ 2020 GE voter satisfaction survey confirms an increase in the number of people who are satisfied with enrolment and voting services ▪ Increase in number of enrolments in targeted communities ▪ Registrars clear about the enrolment address requirements for people in transitional housing and /or people recently released from prison. ▪ People in transitional housing receive clear information and help to keep their enrolment details up to date. ▪ Majority of voters in target communities know and where they can vote, including: <ul style="list-style-type: none"> ∞ the full range of enrolment and voting options available to them ∞ Who can vote in advance and where the AVPs are located and when they are opened for business ∞ Where VPs are located on Election Day
Location of Voting Places	<ul style="list-style-type: none"> ▪ In communities with a high percentage of Māori voters, many Māori found it difficult to vote in 2017 during the advanced voting period and on election day because : <ul style="list-style-type: none"> ∞ There were not enough voting places ∞ Many voting places were in the wrong places and not open to the voting public at convenient times. ∞ Rural communities did not have access to the full range of voting services 	<ul style="list-style-type: none"> ▪ Community, advocates ▪ Project Manager ▪ Manager Voting Services, and ROEs ▪ RMs Voting Services and RAs ▪ ROs 	<ul style="list-style-type: none"> ▪ Engage with CAs to understand and respond to community voting experiences, provide input and advice to community profiles, and establish a network of community advocates willing to work with the Commission ▪ MVS promote Ruben's Whakarongotai AVP initiative to RMs and ROs ▪ PM and CAs develop a comprehensive AVP Deployment strategy for all targeted communities which sets out a rationale for the number, location and target communities they plan to provide services for. 	<ul style="list-style-type: none"> ▪ Established a network of community advocates in all targeted communities who are willing to work with RMs, ROs, and ROEs to make voting easier for their communities in the 2020 GE and beyond and a schedule to introduce the CAs to ROs and ROEs ▪ A plan to deploy AVPs, EDs, Mobile Services and recommended times at places of influence supported by CAs 	<ul style="list-style-type: none"> ▪ Enhanced information about targeted communities ▪ Voter turnout in 2020 exceeds the 2017 voter turnout for the relevant community ▪ Location of Voting places deployed in targeted communities and opening hours is supported by community advocates ▪ Rural voters, where relevant have access to voting services at convenient times and places ▪ Enduring relationships between community advocates, ROs, ROEs and relevant Commission staff ▪ Increased use of marae as voting places ▪ Voting places appropriately located in targeted communities ▪ Voting in the 2020 GE is more accessible than the 2017 GE ▪ AVP opening hours increased to meet local community needs ▪ Remote voting services available to all rural communities
Services at Voting Places	<ul style="list-style-type: none"> ▪ The service Māori received at voting places in their communities: <ul style="list-style-type: none"> ∞ Te reo Māori is not commonly spoken by voting place officials ∞ Not a welcoming environment, 	<ul style="list-style-type: none"> ▪ HQ staff ▪ Training staff ▪ Manager Voting Services ▪ Project Manager 	<ul style="list-style-type: none"> ▪ RMs and Corporate Services HR: ▪ High-light and elevate the importance of customer service skills and experience relevant to the communities Voting Place will be providing voting services to. 	<ul style="list-style-type: none"> ▪ Commission's customer service standards ▪ All Induction training includes the Commission's customer service standards and activities/outcomes for all front line staff. ▪ Recruitment plan for frontline staff who can correctly 	<ul style="list-style-type: none"> ▪ Increase in the number of Māori who have a positive voting experience in the 2020 GE. ▪ An increase in voter satisfaction level for 2020 GE. ▪ Significant reduction in the number of service complaints from Māori voters

Topic	Base Narrative	Who will lead the work programme?	Activities	Outputs	Outcomes
	<ul style="list-style-type: none"> no-one greets people on arrival Māori names were mispronounced which was very embarrassing. It was difficult to locate where they needed to queue to vote if they were enrolled on the Māori roll. Staff at the voting place made assumptions about which roll people were on Staff struggled to hear a Māori name and search to confirm which roll people were on Name confusion resulted in people making a special vote when their names could not be found on the roll or people being issued with the wrong ballot paper. 	<ul style="list-style-type: none"> RMS Voting Service ROS Voting Services 	<ul style="list-style-type: none"> All frontline Voting Place role descriptions for staff in communities with high Māori populations include skills in te reo Māori pronunciation Develop 'Kaumatua/Kuia meet and greet voting place role' job descriptions and a deployment schedule in communities with high Māori populations Engage with Te Wharewaka o Rakauamanga to agree a pilot strategy to implement te reo Māori Voting Place in Hunty A Voting Place proposal to improve signage for Māori voters and the development of te reo Māori posters 	<ul style="list-style-type: none"> pronounce te reo Māori names Meet and Greet Kaumatua/Kuia role job description for roles in designated communities with high Māori populations An implementation plan for Kaumatua/Kuia roles A deployment plan and budget to develop te reo Māori Voting Place pilot Improved Voting Place te reo Māori signage Transparent Voting Place service standards 	<ul style="list-style-type: none"> Increase in satisfaction levels of Māori voters at 2020 voting places Increase in confidence level of staff providing services to Māori voters at voting places Decrease in the number of special votes not counted for Māori voters
Voting Place Staff	<ul style="list-style-type: none"> Voting Place staff do not always reflect the diversity of the local community they are working in. VP staff are often older and do not relate well to the people from the more diverse Māori communities. People from Māori communities do not know about the elections jobs Recruitment processes not appropriate for Māori communities. 	<ul style="list-style-type: none"> HQ staff Training staff Manager Voting Services Project Manager RMS Voting Service ROS Voting Services Corporate Services Services HR staff 	<ul style="list-style-type: none"> A 2020 GE recruitment strategy for Voting Services Provide staff with resources and training that will ensure they can confidently promote the full range of voting options available to voters. Engage further with CAs and ROEs in local communities to assist with organising and scheduling information sessions on the work available for ECE and Voting Services: Target young people at High Schools and Polytechnics/Wananga to ensure they attend job briefings Work with local radio and community newspapers to engage and co-opt an elections workforce Promote the training that goes with the jobs Promote the customer service skills as well as processing 	<ul style="list-style-type: none"> A deployment and implementation plan to help communities with high Māori populations to better understand the Commission's jobs including ECE and voting services roles A list of people interested in being considered for election roles in the 2020 GE 	<ul style="list-style-type: none"> The Commission's staff in voting places truly reflects the diversity in the number of young people aged 16-20 years The number of Māori employed matches the percentage of eligible Māori voters in the target communities Increase in the number of Māori working in voting places for 2020 GE Increase in number of staff competent in use of te reo Māori
Education	<ul style="list-style-type: none"> People want a comprehensive civics education programme in all schools which will help young people to understand NZ's system of democracy, and how the voting process works so they can make an informed vote. Young people want access to information about political parties or candidates to help them make up their mind who to vote for. 	<ul style="list-style-type: none"> Manager Comms & Education Executive Management Group 	<ul style="list-style-type: none"> Communications and Education develop a comprehensive education strategy to: <ul style="list-style-type: none"> Engage key partners in the development and delivery of programmes Provide fit-for-purpose education resources for community use Consider how the Commission can deliver information to young voters about the political parties and candidates in a politically neutral manner. Involve local community members to be the faces of some of the resources to make them relevant and interesting 	<ul style="list-style-type: none"> An education strategy and plan to develop fit for purpose education resources for communities Options to help young people be more informed about the political parties and their policies, and the candidates standing in elections 	<ul style="list-style-type: none"> Education strategy for 2021 and beyond 2021 education for community organisations

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Specialist Community Advocates

Introduction

The aim of the community advocates programme is to engage community people who are passionate about the well-being of their community and are willing to advocate on behalf of their community for improved delivery of services. In this instance, the aim of this programme is to improve the delivery of voting services to these communities.

The challenge for the Commission is to find the right people for the right occasion and build enduring relationships with people who are strongly connected to their communities and who have the trust and confidence of significant groups of people in these communities.

Community Advocates

Influential community people who we will be introduced to, or who our local staff may know and trust, have all worked for and on behalf their communities in different ways. The Commission's challenge is to understand what support we need to achieve an outcome that will work best for that community and work with the right people to achieve the outcome.

The framework set out below has been developed to help people understand who they can work with to achieve the desired result. It is a start point. People do not necessarily classify themselves according to our framework and it is not appropriate to ask people whether they are mobilisers or connectors etc. We will learn this only after we have built an enduring relationship with them and people in their networks. In the interim we should take advice from people who introduced the community advocates to the Commission.

The Framework

The framework is premised on the notion that community people who have the trust and confidence of their community, have this trust and confidence because they have worked for their community in different ways over many years. Their reputation is directly linked to the work they have performed. The greater the individual's contribution the more influential they are.

Some people, **activators**, have a history of always being available to help and getting on with work that needs doing. Others, **connectors**, may not have the time to do the work required, but they may know those who do have the time and can help or those who can, mobilise, communities to get large numbers of people involved in a project or initiative. These people, the **mobilisers** have mana and are highly respected.

They may have a leadership role in their iwi or hapu because of their academic reputation and work experience or whakapapa connections. Younger people may have achieved at sport or kapa haka and have a large local following on social media. Each of these groups of people has a contribution to make to their communities.

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Different Roles of Community Advocates

Role of community advocate	Attributes and experience	How we can work together?	How we can support them?
Activators	<ul style="list-style-type: none"> ▪ Can be found in the kitchen at the marae and can be very influential in their smaller groups because they mobilise other helpers. ▪ They will often identify a group of helpers and lead this team at different hui. ▪ They make things happen and are very practical people. They are the go-to-people when a hui is organised. 	<ul style="list-style-type: none"> ▪ 'Doers' may be potential employees who can use their networks to find other people they work with and whom they can depend on. ▪ These people are highly likely to know the mobilisers. Helping them to understand the big picture and context for our programme may result in introductions to mobilisers. 	<ul style="list-style-type: none"> ▪ Don't confuse them with requests that are better directed at or negotiated with connectors or mobilisers. ▪ Consider a casual contract for service if they commit to tasks that we employ people to do. ▪ Work alongside them when they are out and about helping people. (This will bring you into the realm of the connectors/mobilisers.) ▪ Look for ways to publicly acknowledge their help. ▪ Invite them to the office for a coffee or morning tea.
Connectors	<ul style="list-style-type: none"> ▪ Connectors can be very busy people who will prioritise when they need to be hands-on! ▪ They know who the mobilisers are or who the doers are. ▪ When they are on-board with a project they will help you to reach the mobilisers and workers dependent on the outcomes you want to achieve. ▪ They are usually employed and are serious networkers. ▪ They have a broad range of experience in many community activities. ▪ Connectors with experience in the youth sector can be valuable. 	<ul style="list-style-type: none"> ▪ Help them understand the big picture and context for our programme. ▪ Take time to ensure they really understand what we are trying to achieve. ▪ They are busy networkers, make it easy to meet with you – go to them! ▪ When they suggest you meet people who may have an interest in your project, these introductions may lead to a mobiliser. ▪ You can have a discussion with connectors about the community of mobilisers they know and respect. 	<ul style="list-style-type: none"> ▪ Be alert to opportunities that emerge when we can reciprocate with information or support to enable them to follow their passion. ▪ Keep them up to date with relevant information and strategy/planning shifts of emphasis. ▪ Consider a casual contract for service if they commit to tasks that we employ people to do. ▪ Invite them to share your networks if you think they can benefit or grow their passion. ▪ Stay connected, invite them for coffee and learn more about their 'passion'. ▪ Involve them in decisions to access networks/mobilisers they have opened to you. ▪ Look for opportunities when they can contribute to new initiatives you may be working on.
Mobilisers	<ul style="list-style-type: none"> ▪ Very influential and highly respected people who can mobilise communities or large groups of people to follow them or engage in a kaupapa. ▪ Can be a kaumatua or kuia who has a 	<ul style="list-style-type: none"> ▪ Help them understand the big picture and context for our programme. ▪ Be up front and tell them why we think they can help us or why we need their help. 	<ul style="list-style-type: none"> ▪ Reciprocity is very important to these people. Don't wait to be asked for information or support. If you think you can help them with their cause, make the offer and explain why you think your contribution may add value. This may lead to a more

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	<p>leadership role in their hapu or marae affairs.</p> <ul style="list-style-type: none"> ▪ May be a whanau ora or youth worker who has been working with whanau for many years ▪ May be a senior public servant or business leader in te Ao Maori. ▪ May be an elected Runanga representative ▪ May be a young person who is a very good sports person or someone who is an outstanding kapa haka exponent and has a large following on social media 	<ul style="list-style-type: none"> ▪ Don't assume you will get advice free. You will need to invest time in building these relationships and proving to these people that you are committed to improving services to their community. ▪ Be alert to opportunities you can take to support these people in different ways. ▪ Look for opportunities to acknowledge their contribution to a project. 	<p>pressing issue that you can help with and deepen your relationship.</p> <ul style="list-style-type: none"> ▪ Provide resources that they can use or offer to join them when they are promoting our messages and be willing to answer the technical questions. ▪ Keep them informed when you benefit from their support. Be specific because this will help them progress to be a champion for your initiative. ▪ Look for ways to publicly acknowledge their contribution. ▪ Invite them regularly to share a meal that you pay for. ▪ When senior staff visit your region, arrange for them to meet key mobilisers in their own settings.
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IMPROVING VOTING SERVICES FOR MĀORI

We travelled to communities with high populations of Māori voters. People from the communities we visited told us about their voting experience which was generally very negative. The feedback included:

The Voting Places:

- Not enough voting places.
- Some traditional voting place venues had been closed with no reasons given.
- Some voting places were hard to get to.
- Some voting places were not open at convenient times.
- Rural communities received a very poor service and were not able to vote in the two weeks before election day, unlike people who lived in larger communities.

What we are doing to change:

- **Taking advice from local people to identify places of significance to Māori and locating voting places here.** Examples include marae, kohanga reo, kura, community centres
- **We have been meeting with different individuals and groups for what might suit their communities better.** To date we have visited the Taitokerau, Auckland, Rotorua, East Coast, Gisborne, Wairoa, and Whanganui River.
- **Take advice on days and times and locations for early voting.**

The service at the voting place:

- Te reo Māori was not commonly spoken by voting place officials.
- Not a welcoming environment.
- Māori names were often mispronounced which was embarrassing for many people.
- Difficult to locate where people on the Māori roll needed to queue in the voting place.
- Some staff at the voting place made assumptions about which roll people were on.
- Some staff struggled to hear a Māori name and search to confirm which roll the voter was on.
- Some people had to enrol when they were already on the roll.

Voting place staff:

- Staff do not always represent the local community.
- Many older non-Māori staff did not relate well to young Māori voters.
- Many Māori do not know about the general election jobs.
- Many Māori do not know how to apply for the jobs advertised.
- Online applications not easy for some rural communities.

What we are doing to change:

- **Actively encouraging community members to identify people, young and old to apply for jobs.**
- **Meet with groups of people to tell them about the jobs.**
- **Targeting young people between the ages of 16-24 years and helping them to apply.**
- **Identifying voting places which will be staffed by Māori.**
- **Recruiting more people with te reo Māori skills to work in front line positions, i.e. voter assistants and vote issuing**

What would we like from you?

1. To meet with key people from marae and/or Maori communities to discuss and receive recommendations for the best or most appropriate places to host a Voting place to maximise the opportunities to engage and encourage our people to Vote in the General Election on Saturday 19th September
2. Help to identify whanau who can work in these Voting places to make the experience more welcoming and friendly, easy to vote and maintain the integrity of te reo Maori

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REGIONAL KORERO HUI

Our goal is to increase the number of Māori who will enrol and vote in the 2020 General Election and beyond.

WHAT PEOPLE HAVE TOLD US AND WHAT WE PROPOSE TO DO

What people told us?	What we will do?
<p>The Location of Voting Places:</p> <ul style="list-style-type: none"> ❖ The location of existing voting places do not necessarily represent the local community needs ❖ Voting places are no longer sufficient in number in some areas to allow ease of access by voters in more remote areas ❖ Advanced voting timeframes could be extended to better meet local needs ❖ Voting services provided to smaller and/or remote communities need to be made available on days and times that are best suited to those communities 	<p>ACTIONS:</p> <p>1. For Voting Places we plan to :</p> <ul style="list-style-type: none"> ∞ Engage further with local communities to identify whether previous voting places used for General Elections are still suitable; ∞ Work with community advocates to help find the right places. ∞ Add new voting places of influence in local communities to improve access to voters which may mean replacing existing voting places and reviewing times of operation ∞ Use local marae as voting places if this is considered beneficial for local communities <p>2. For Smaller and remote communities we plan to:</p> <ul style="list-style-type: none"> ∞ Identify the best approach for making voting services accessible to smaller and remote communities on days and times that best suit those communities ∞ Utilise local networks to promote mobile voting services to communities
<p>The service provided in the Voting Place:</p> <ul style="list-style-type: none"> ❖ The service is inconsistent and not welcoming for many people. ❖ Inside the voting place the layout is not well signposted and is therefore not easy to follow. ❖ Māori voters are issued incorrect voting papers or made to special votes when they could do an ordinary vote 	<p>ACTIONS:</p> <p>Inside the Voting Place we plan to:</p> <ol style="list-style-type: none"> 1. Implement te reo Māori service delivery in voting places in communities with high numbers of reo Māori speakers. 2. Improve the display of signage and use reo Māori posters in all voting places. 3. Employ Kaumatua and/or Kuia to meet, greet and help people to find the right place to receive the correct voting paper in communities with high Māori populations.
<p>Our staff in Voting Places:</p> <ul style="list-style-type: none"> ❖ Many of the people staffing Voting Places do not always reflect the diversity of the local community they are working in ❖ Māori names are often mis-pronounced. ❖ Te reo Māori is not commonly spoken by Voting Place officials in areas with high Māori populations ❖ Voting staff are often older and not connected to the community and do not understand local needs ❖ The recruitment processes of the Commission do not reach into communities in a manner that would enable locals to access jobs. ❖ There is little understanding of what jobs are available for working on elections and that they are paid roles 	<p>ACTIONS:</p> <p>For recruiting the right staff we plan to:</p> <ol style="list-style-type: none"> 1. Engage further with local communities to assist with organising target groups of local community members to provide information sessions on the work of the Commission and what employment will be available for the General Election. This will include information on the various types of roles, the skills required, the timeframes and the level of remuneration. 2. Specify the pronunciation skill sets for all staff issuing voting papers and seek recruits for these priorities. 3. Appoint 'local people' with te reo Māori skills to deliver voting services in all local community Voting Places.
<p>Community Advocates:</p> <ul style="list-style-type: none"> ❖ People are committed to continue the conversation with the Commission to help the Commission to develop local community solutions to local voting issues being identified. 	<p>ACTIONS:</p> <p>1. We plan to::</p> <ul style="list-style-type: none"> ∞ Provide final hui information updates to hui participants to confirm the information recorded is correct. ∞ Identify and contact individual community advocates to provide input into agreed action plans.
<p>Education programmes for young people:</p> <ul style="list-style-type: none"> ❖ There is no comprehensive education programmes in all schools. ❖ Young people in particular do not understand NZ's system of democracy or how the voting process works. ❖ People find it difficult to access information about political parties or candidates to help them make up their mind. 	<p>ACTIONS:</p> <p>Long term we plan to:</p> <ol style="list-style-type: none"> 1. Develop a comprehensive strategy to: <ul style="list-style-type: none"> ∞ Engage key partners ∞ Develop education resources for community use ∞ Involve local community members to be the faces of some of the resources to make them relevant and interesting
<p>Working with communities:</p> <ul style="list-style-type: none"> ❖ People strongly support the Enrolment and Community Engagement presence in their communities. ❖ People want to see this presence continue. 	<p>ACTIONS:</p> <p>We plan to:</p> <ol style="list-style-type: none"> 1. Continue to deploy appropriate staff in targeted communities to support targeted programmes

<p>Promoting General Election as a Voting Period:</p> <ul style="list-style-type: none"> ❖ Some hui participants had little knowledge of the advanced voting period 	<p>ACTIONS:</p> <p>We plan to:</p> <ol style="list-style-type: none"> 1. Review communication plans for the General Election to enable improved messaging surrounding the advanced and election day voting period for voters in all regions
<p>Promote Enrolment and Voting Options:</p> <ul style="list-style-type: none"> ❖ The range of enrolment and voting options available are not known or well understood 	<p>ACTIONS:</p> <p>We plan to:</p> <ol style="list-style-type: none"> 1. Review messaging and information made available to the public relating to enrolment and voting options to improve the level of understanding in regard to what options are available.
<p>The Commission's services to voters:</p> <ul style="list-style-type: none"> ∞ Voters do not know what they can expect from the Commission: ∞ How they can expect to be treated when accessing the Commission's services ∞ How the Commission will deliver high quality services to voters 	<p>ACTIONS:</p> <ol style="list-style-type: none"> 1. Develop service delivery standards including: <ul style="list-style-type: none"> • What voters can expect from the Commission, and • What the Commission will do to meet changing voter expectations to ensure the electoral system will work for all voters

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