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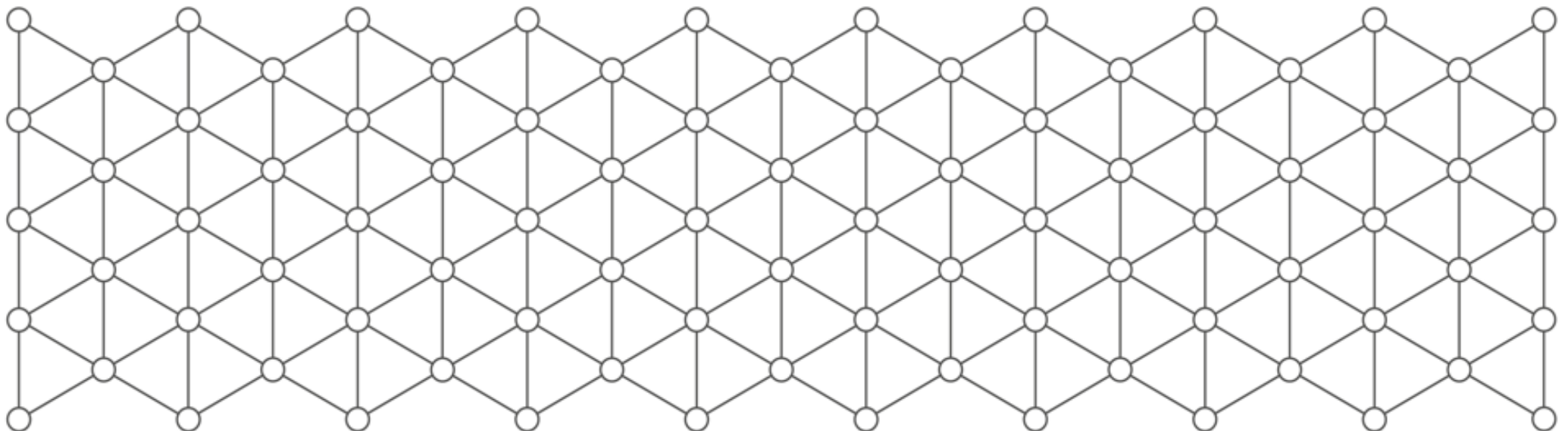


**Te Kāwanatanga  
o Aotearoa**  
New Zealand Government

# Policy Community Engagement Tool

Jan 2022

A tool to support policy teams conducting community engagement while responding to recommendations of the Royal Commission of Inquiry into the Terrorist Attack on Christchurch Masjidain



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# Acknowledgements

The Policy Project acknowledges that the Policy Community Engagement Tool was developed with the assistance of the International Association for Public Participation. We thank IAP2 Australasia for their support in developing this guide.

# Publication details

The Policy Community Engagement Tool (the Tool) is being piloted with agencies working on the response to the Royal Commission of Inquiry into the Terrorist Attack on Christchurch Masjidain (RCOI). The original version of this Tool was released in May 2021 by the Department of the Prime Minister and Cabinet, supported by the RCOI Response Team and the Policy Project. Kāpuia, the Ministerial Advisory Group on the RCOI and the outreach group of agencies working on the response, were consulted on the initial draft of the Tool before its public release. It's intended that the Tool continue to be updated as feedback is received from agencies working on their responses to recommendations of the RCOI. This is the first published edition.

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# 1. Introduction

## Purpose of this Tool

This Policy Engagement Tool provides policy teams, their managers, and policy advisors with process guidance for undertaking good practice community engagement, as they respond to the recommendations of the Royal Commission of Inquiry into the Terrorist Attack on Christchurch Masjidain.

The Tool alerts policy advisors to the steps, processes and resources that will enable them to undertake good community engagement. It encompasses all the necessary activities involved when carrying out good practice engagement through five steps:

- **Step 1** – Designing the engagement
- **Step 2** – Planning the engagement
- **Step 3** – Managing the delivery of engagement
- **Step 4** – Analysing and sharing the results of engagement
- **Step 5** – Reviewing and evaluating the engagement

The template in [Section 3](#) lets you record your discussions, progress, and notes as you carry out the activities at each step. It also sets out what evidence of success would look like at each step, as a prompt to guide you.

The Tool draws on existing community engagement resources, including guidance produced by the Policy Project. It also aligns with the Core Values and Quality Assurance Standards of the International Association of Public Participation (IAP2). A full list of complementary engagement resources is set out in Section 2 below.

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<sup>1</sup> In accordance with the IAP2's Core Value 3: 'Public participation promotes sustainable decisions by recognising and communicating the needs and interests of all participants, including decision makers'.

## Overview of the Steps

### Step 1 – Designing the engagement

This step involves you intentionally considering the high-level design of your community engagement strategy at the start. This design process helps you determine the nature and level of community participation and the degree of influence they'll have over the decisions that are made, as per the IAP2 Spectrum of Public Participation (see [Figure 1](#)). To determine this, you need to consider four design elements: understanding **the context**, initially **scoping the policy issue**, understanding **the people dimensions**, and setting **the purpose of the engagement**. The insights you gain will inform the high-level advice to ministers and/or senior managers on the design of community engagement.<sup>1</sup> Those insights and their decisions about the way forward will provide you with a firm foundation for undertaking detailed engagement planning in Step 2. This foundation will be strengthened by you undertaking preliminary engagement with some key representatives from relevant communities on all the design elements (including the **level of influence**) during Step 1.<sup>2</sup> Finally, it's good practice to test your mandate for your high-level design, if possible. This helps undertake your planning with confidence at Step 2.

### Step 2 – Planning the engagement

Step 2 involves developing an engagement plan that aligns with the purpose of your engagement and the level of public participation on the IAP2 Spectrum you selected at Step 1. To achieve this, begin by planning the engagement sequence for each community engagement event or activity. Ensure your organisation (and any partners and participants) are ready and have capacity to engage. Appropriate engagement methods should be selected that align with your engagement purpose, context, and scope, taking into account whether they're accessible for your range of participants.

<sup>2</sup> In accordance with the IAP2's Core Value 5: 'Public participation seeks input from participants in designing how they participate'.

Consider also how you'll analyse engagement results, provide feedback on the engagement process, and report on the implications for policy development and decisions. Drawing on the above, you'll develop your detailed engagement plan. The plan will set goals for the engagement programme, specify the engagement activities, the target groups for engagement, and who and how each activity and method will be implemented. By considering these matters upfront you'll be well-placed to prepare a realistic budget for the project, which is also for inclusion in your engagement plan. Importantly, some 'pre-engagement' or testing with key community people during this step will help ensure that your detailed engagement plan meets the needs of participants and is fit for purpose.<sup>3</sup>

### Step 3 – Managing the delivery of engagement

This step involves carefully managing delivery of the community engagement events in your engagement plan. It includes taking actions during delivery to address the needs of participants and ensure the objectives for each event can be achieved. Providing engagement materials that enable participants to contribute in a meaningful way helps achieve both.

### Step 4 – Analysing and sharing the results of engagement

This step also includes communicating with participants about what was heard, either during or following the engagement, and giving them the opportunity to test that it reflects what they said, where possible. This ensures participants understand their voice has been heard, and their views and insights have been recorded accurately. Where possible, good practice in this step also involves communicating with participants about how their views impacted on policy decisions.<sup>4</sup>

### Step 5 – Reviewing and evaluating the engagement

The final step is to review and evaluate each engagement event. This includes reviewing participant feedback on the process, and documenting insights that can be taken into account when delivering future community engagements.

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<sup>3</sup> In accordance with the IAP2's Core Value 4: 'Public participation seeks out and facilitates the participation of those potentially affected by or interested in a decision'.

## Before you engage

This tool primarily focuses on processes for engaging on a policy project or issue. However, successful engagements will be based on relationships that have been built up over time with members of the community. Establishing meaningful relationships means you can be best placed to engage at an early stage. Where possible, partner from the start with trusted voices to help design and test your engagement plan and customise the methods you use.

To be confident that your engagement will be effective, ensure that:

- your teams are ready to engage, equipped with the right skills and resources
- your organisation invests in building your engagement capability through training
- you seek support and advice from those with experience engaging with diverse voices.

The Policy Community Engagement Tool is a companion to other community engagement resources that we recommend you become familiar with before starting your engagement. Reviewing the **Suite of engagement guidance resources** set out in section 2 is the best starting point for policy teams as you prepare to undertake your engagement. Critical to getting ready for engagement is understanding the different levels of public participation along the International Association of Public Participation's Spectrum of Public Participation. This will help at the outset as you start to design the engagement, and with the process of setting clear and meaningful goals and expectations for everyone participating in the engagement (See Figure 1 below for the IAP2 Spectrum and links to that and other IAP2 tools in section 2). When these preparatory steps have been taken, the Tool becomes a safety net for good engagement practice.

<sup>4</sup> In accordance with the IAP2's Core Value 7: 'Public participation communicates to participants how their input affected the decision'.

Figure 1: IAP2 Spectrum of Public Participation

# IAP2 Spectrum of Public Participation



IAP2's Spectrum of Public Participation was designed to assist with the selection of the level of participation that defines the public's role in any public participation process. The Spectrum is used internationally, and it is found in public participation plans around the world.

INCREASING IMPACT ON THE DECISION					
	INFORM	CONSULT	INVOLVE	COLLABORATE	EMPOWER
PUBLIC PARTICIPATION GOAL	To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/or solutions.	To obtain public feedback on analysis, alternatives and/or decisions.	To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.	To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.	To place final decision making in the hands of the public.
PROMISE TO THE PUBLIC	We will keep you informed.	We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision.	We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.	We will look to you for advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.	We will implement what you decide.

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## 2. Existing resources support the Policy Community Engagement Tool

### Policy Project community engagement resources

A suite of six new community engagement resources for policy advisors and government agencies was published in the [Policy Project's Policy Methods Toolbox](#) in October 2020. These were developed by the Policy Project, a unit in the Department of the Prime Minister and Cabinet, to fulfil Commitment 5 of the [Open Government Partnership 2018 – 2021 National Action Plan](#).

Commitment 5 aims to assist the New Zealand public sector to develop a deeper and more consistent understanding of what good engagement with the public means (right across the International Association for Public Participation's Spectrum of Public Participation).

These resources will guide and support your community engagement design and enable you to plan and deliver inclusive engagement that reaches diverse voices. For advisors and teams with little or no engagement experience it's recommended that you seek training and support from those with experience in community engagement.

#### 1. **Good Practice Guide for Community Engagement**

A guide for policy advisors on good community engagement practice, including at each level of the IAP2 Spectrum of Public Participation.

#### 2. **Principles and Values for Community Engagement**

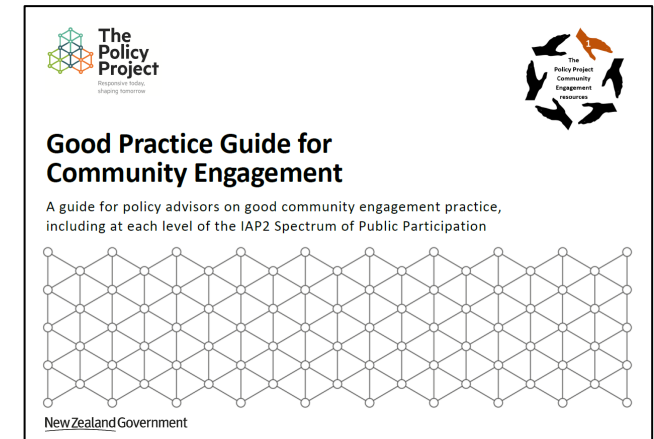
A guide for government agencies and policy advisors on principles and values for good community engagement in policy making.

#### 3. **Getting Ready for Community Engagement**

A guide for government agencies on building capability and readiness for community engagement.

#### 4. **Community Engagement Design Tool**

A tool to help policy advisors identify the level on the IAP2 Spectrum of Public Participation most appropriate for a specific policy project.



Appendix – Community Engagement Design Tool template

Step 1 – Use Sheet 1 to conduct the Engagement Design Factor Assessment by:

- reviewing your earlier assessment of the key features of each of the four engagement design factors – Context, Scope, People and Purpose – for your policy project, and transferring your assessment for each factor to Sheet 1
- recording for each design factor, the implications of your analysis for which IAP2 Spectrum level is most appropriate

Step 2 – Use Sheet 2 to conduct an overall Assessment of level or levels to recommend by:

- making an intentional decision about the overall levels of community engagement to recommend to decision makers for which groups, in light of the results of Step 1,
- summarising why you intend to recommend that overall level and the reasons why.

Design Factor	Critical questions	Guidance	Your assessment of context factors for this policy project
CONTEXT	How complex, controversial, or significant is the policy issue for the project, organisation, or community? Is there pressure or signals from the policy decision maker as to the preferred positioning on the IAP2 Spectrum?	The contextual analysis identifies the factors that make the policy question more complex, significant or controversial, or that would markedly change the reaction or participation levels of the people to be engaged.  If there are few complex, significant or controversial factors in the context, then the Spectrum level is more likely to be to the left of the Spectrum (Inform, Consult). The more complex, controversial or challenging the factors, the further toward the right on the Spectrum will apply (Involve, Consult, Collaborate, Empower).	Tick all Spectrum levels that could be appropriate for this policy project, in light of the Context factors you've identified. Inform   Consult   Involve   Collaborate   Empower
PROJECT SCOPE	How much scope does the nature of the policy question have for alternative solutions or approaches?	The broader the policy problem asking scope the further toward the right of the Spectrum the community engagement can be positioned. The smaller the scope the further to the left on the Spectrum the community engagement can be positioned.	Tick all Spectrum levels that could be appropriate for this policy project, in light of the project Scope factors you've identified. Inform   Consult   Involve   Collaborate   Empower
PEOPLE	What is the level and nature of interest, potential contribution, concern, or significance the policy question or proposition has on or for who? • Culturally • Legally • Sexually • Economically • Environmentally	The more significant the policy question to the public, stakeholders, and community organisations, the more the appropriate community engagement approach moves toward the right of the Spectrum for those citizens, wāi, stakeholders, and organisations.	Tick all Spectrum levels that could be appropriate for this policy project, in light of the People factors you've identified. Inform   Consult   Involve   Collaborate   Empower
PURPOSE	What are the implications of the community engagement purposes and goals identified for the policy project on the level of influence on decision-making to accept different elements of the community?	Engagement purposes that seek: • Permission or endorsement of the policy proposal move towards the right of the Spectrum – Collaborate or Empower. • To create solutions, move the level of influence towards the right of the Spectrum. • To critique or develop proposals shift the expectation to the centre of the Spectrum – Involve, often supported by Consult. • To provide feedback on the policy proposal move the level of influence towards the left of the Spectrum.	Tick all Spectrum levels that could be appropriate for this policy project, in light of the engagement Purpose you've identified. Inform   Consult   Involve   Collaborate   Empower

Community Engagement Design Tool

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#### 5. **Selecting Methods for Community Engagement**

Resources to help policy advisors identify a shortlist of engagement methods and choose the right engagement methods to support good engagement planning.

#### 6. **Guide to Inclusive Community Engagement**

A guide for government agencies and policy advisors to help you reach out to diverse groups, and where to find support for that.



# International Association of Public Participation resources

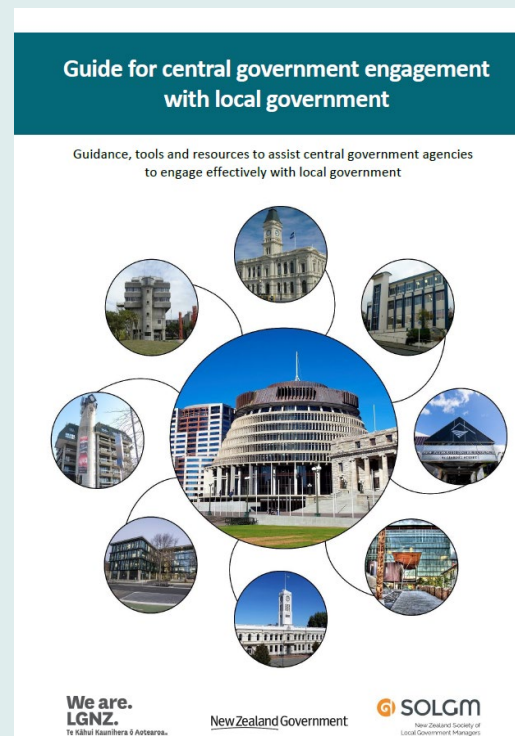
This Tool also draws on engagement resources developed by the International Association of Public Participation.

- **IAP2 Australasia – Spectrum of Public Participation**
- **IAP2 Australasia Core Values**
- **IAP2 Quality Assurance Standard**



## Other engagement resources to support good practice

- **Framework and Guidelines for engagement with Māori**  
– developed by Te Arawhiti the Office for Māori Crown Relations, these resources will help you think about engaging with Māori, specifically who to engage with, how to develop an engagement strategy, and how to engage effectively. If you contact Te Arawhiti they may be able to help you with the design of your engagement.
- **Treaty of Waitangi Guidance** – an impact assessment tool also developed by Te Arawhiti. This will help you think through whether the issues involved are likely to make it appropriate to recommend a partnership approach for engaging with Māori and policy solutions that uphold the Treaty of Waitangi.



- **Guide for Engaging with Muslim Communities**  
– developed by the RCOI, this sets out principles and guidance on who to engage with and how to engage with Muslim communities.
- **Guide for central government engagement with local government** (Section 4.4.2 Criteria for engaging with local government on issues, pp 46-48) – to help decide whether to include local authorities and local government representatives in the design of your engagement.
- DIA's **How to engage with people online** – this step-by-step guide to engaging with people online supports you when undertaking an online engagement approach.

### 3. Steps for good practice community engagement

**Step-by-step process** – Each of the five steps comes with a series of questions. Use this template to record your team’s responses and progress in achieving each step.

Step 1 – Designing the engagement			
Step activity	Critical questions	Evidence of success	Notes on your response to critical questions and record of progress
<b>1.1</b> <b>Begin designing your engagement to determine the most appropriate level of participation and influence on the IAP2 Spectrum</b>	<div><input type="checkbox"/> Have we reviewed and applied the Policy Project’s <u>Community Engagement Design Tool</u> to help gather and analyse the information needed to shape the detailed engagement design? (this will identify the most appropriate level on the IAP2 Spectrum for the project)</div> <div><input type="checkbox"/> Have we specifically considered the following design elements:<div><input type="checkbox"/> history and context that has led to this point?</div><div><input type="checkbox"/> scope and focus for the policy issue or opportunity – are any matters out of scope, or aspects of solutions non-negotiable?</div><div><input type="checkbox"/> people and stakeholder groups interested in and affected by the policy issue or opportunity, and possible solutions that we’ll need to engage with? (see <u>Guide to Inclusive Community Engagement</u>)</div><div><input type="checkbox"/> high-level purpose of our engagement, and what would be the ideal outcomes from engagement?</div></div> <div><input type="checkbox"/> In light of the above, which level of the IAP2 Spectrum should we recommend for community engagement on this project, and for which groups?</div> <div><input type="checkbox"/> When recommending the IAP2 Spectrum level, have we considered:<div><input type="checkbox"/> whether the government has already indicated it’s partnering with Māori on any of the decisions to be made, or empowering Māori to decide?</div><div><input type="checkbox"/> if it makes sense for local government to be involved in partnering with central government on making decisions or implementing any decisions that will be made as a result of the community engagement?</div><div><input type="checkbox"/> whether the government has either already indicated that the response and its implementation may be community driven, or should we be recommending that?</div></div>	<div><ul style="list-style-type: none"><li>• The <b>context for and scope of</b> the policy project is understood and can be communicated to stakeholders.</li><li>• Affected and interested <b>people</b> who are potential participants have been identified, and a stakeholder map with a range of relevant and diverse stakeholders has been prepared.</li><li>• The <b>purpose of engagement</b> within the policy project has been clearly identified.</li><li>• The <b>level of participation and the degree of influence</b> on policy decisions has been identified, with input from stakeholders.</li><li>• A minimum level of involve or collaborate was considered for each relevant stage of the project and adopted if appropriate.</li><li>• Those who are party to the engagement can describe which organisations are leading the engagement.</li></ul></div> <div><b>Process check</b><ul style="list-style-type: none"><li>• We sought the views of the community to inform or shape the design of engagement.</li><li>• The design of engagement takes into account a range of stakeholders – including Māori as tangata whenua (iwi, hapu, whānau), and other faith-based, ethnic, demographic, and socially diverse groups affected by or interested in the policy issue. Research groups, academics and businesses are included as stakeholders, where appropriate.</li><li>• We considered whether there has been or might be any issues of engagement fatigue or distrust of government. Where appropriate, we addressed how we will mitigate any issues with our engagement design.</li></ul></div>	
<b>1.2</b> <b>Secure a mandate for your high-level engagement design recommendations</b>	<div><input type="checkbox"/> Do we have support for our assessment of the high-level design of the engagement from our decision makers and key leadership stakeholders?</div>	<div><ul style="list-style-type: none"><li>• Decisions on the design elements in Step 1:1 provide a clearly mandated foundation for the detailed planning of your community engagement.</li><li>• There’s an agreed set of expectations about who’s leading the engagement, and the level of influence that input from engagement will have on policy decisions.</li></ul></div>	



## Step 2 – Planning the engagement (begin only when the design stage is complete)

Step activity	Critical questions	Evidence of success	Notes on your response to critical questions and record of progress
<b>2.1</b>  <b>Assess and build your readiness to engage</b>	<input type="checkbox"/> Have you identified at the start the key resources, information, and relationships required to prepare the engagement plan? <input type="checkbox"/> What relevant information and relationships does our organisation (and any partners) currently have, and what might be the gaps? (see Steps below) <input type="checkbox"/> How well placed are we as an organisation to engage effectively with our target groups– and if not, what more do we need to do to make sure we are well placed? (see <a href="#">Getting Ready for Community Engagement</a> ) <input type="checkbox"/> Do we know whether the community is likely to have the capability and readiness to participate and/or co-lead any type of engagement? Do we know what resourcing or support they might require?	<ul style="list-style-type: none"> <li>You have an understanding of current readiness to engage, that can contribute to an action plan for improving organisation readiness to engage, if needed.</li> <li>Knowledge of participants or co-leads capacity and readiness is based on their input.</li> </ul>	
<b>2.2</b>  <b>Select engagement methods that align with the levels of decision-making influence and the needs of participants</b>	<input type="checkbox"/> What are the critical engagement questions for feedback and response? <input type="checkbox"/> Have we created a short-list of engagement methods that align with the level(s) of participation and influence on decision making selected in Step 1 for the community or communities? (see <a href="#">Selecting Methods for Community Engagement</a> ) <input type="checkbox"/> Do the methods on your list reflect good practice at the relevant IAP2 Spectrum level? (see <a href="#">Good Practice Guide for Community Engagement</a> ) <ul style="list-style-type: none"> <li>Are they consistent with the scale of engagement intended (whether with individuals, small groups, large groups or the general public)?</li> <li>Is their duration consistent with timing expectations for feeding engagement results into policy development and decisions?</li> <li>Do they align with the expectations of the decision maker or the complexity of the issue or opportunity?</li> <li>Do key community representatives of our target populations identified in Step 1 consider the proposed methods are appropriate?</li> <li>Will the combination of methods proposed ensure that a diverse range of stakeholders and target communities can participate?</li> <li>Will the combination of methods deliver the feedback being looked for?</li> </ul>	<ul style="list-style-type: none"> <li>The engagement methods chosen are tested with and have the support of participants, stakeholders, and decision makers.</li> <li>The engagement methods align with the engagement objectives and will help ensure a diverse range of stakeholders are engaged.</li> </ul>	
<b>2.3</b>  <b>Prepare an engagement plan</b>	<input type="checkbox"/> Have we reviewed and updated our stakeholder analysis at Step 1 to help us determine which target groups and participants will be the focus of the engagement plan? <input type="checkbox"/> Have we developed a plan to: <ul style="list-style-type: none"> <li>produce resources and information to inform and support engagement activity</li> <li>promote and encourage participation across the people and stakeholders identified in Step 1 (Activation)</li> </ul>	<ul style="list-style-type: none"> <li>The content of the engagement plan reflects the expertise of all relevant parts of your and partner organisations.</li> <li>Any duplication of recent engagement is avoided in your plan, and engagement is timed to reduce any overall adverse impacts on communities.</li> <li>Resources, information and relationships are identified to conduct the engagement.</li> </ul>	

	<ul style="list-style-type: none"> <li><input type="checkbox"/> provide a range of ways for people to contribute to the engagement, including face to face and digital processes</li> <li><input type="checkbox"/> meet the overall timeframes of the project, and in such a way that the engagement activity doesn't conflict with other engagement activity, activities, or important events for communities and stakeholders</li> <li><input type="checkbox"/> identify and meet the needs of participants, such as their language preferences, childcare needs, security concerns, and which participation times will suit them</li> <li><input type="checkbox"/> analyse responses to the engagement</li> <li><input type="checkbox"/> report to decision makers and partners</li> <li><input type="checkbox"/> provide feedback to stakeholders and the community on the responses to the engagement and the impact, if any, on the decision made or actions taken.</li> <li><input type="checkbox"/> How will we find out which other government agencies are planning to engage on which related matters with the same target groups and communities? Can we coordinate engagement with other agencies where relevant and appropriate?</li> <li><input type="checkbox"/> How will we seek and receive feedback from participants about our engagement plan, and how will we ensure this shapes the plan?</li> <li><input type="checkbox"/> Are we involving everyone we need to from our agency in the development of the plan?</li> <li><input type="checkbox"/> Are there skills we can leverage across the public service or from external providers and others to prepare for or facilitate the engagement in the plan?</li> <li><input type="checkbox"/> At the outset, did we commit to all engagement in our plan including a statement promising participants that we'll feed back what we heard and what affect their input had on decisions?</li> <li><input type="checkbox"/> What other feedback loops and processes will we build into the engagement processes and plan?</li> <li><input type="checkbox"/> What do we need to include in the plan to ensure the engagement methods we've chosen will enable the participation of diverse groups?</li> </ul>	<ul style="list-style-type: none"> <li>• You have planned how feedback will be provided to participants and this is included in the engagement plan.</li> <li>• You know what to include in the plan that will enable the engagement to be inclusive of diverse groups.</li> <li>• Your engagement plan is inclusive, sustainable and deliverable, and factors in the capacity and resourcing of stakeholders to engage.</li> <li>• The engagement plan references the views of diverse groups about the design and process for engagement, including Māori as tangata whenua (iwi, hapu, whānau) and other ethnic, demographic and socially diverse groups.</li> <li>• Engagement methods detailed in the engagement plan are aligned to participants' needs and interests and the level of influence.</li> <li>• Any opportunities to partner and coordinate engagement with other agencies have been leveraged, meaning that a community has been engaged with on one occasion about a range of related issues rather than approached multiple times.</li> <li>• Barriers to participation have been identified and mitigated in the engagement plan, where possible.</li> </ul>	
<b>2.4</b> <b>Plan how to activate interest and participation in the engagement</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> For each engagement target group, have we identified what degree of participation in engagement events and processes we're aiming for, and what strategies are likely to result in those being achieved?</li> <li><input type="checkbox"/> Will the methods and engagement approaches that we have chosen successfully generate interest and understanding about the subject of the engagement?</li> <li><input type="checkbox"/> Where our organisation's familiarity with some engagement target groups is limited, have we drawn on the resources and support of population groups or other agencies in planning how to generate their interest and participation?</li> <li><input type="checkbox"/> How will we ensure we or influential others communicate effectively with our target groups in ways that activate interest and participation in our engagement events and processes?</li> </ul>	<ul style="list-style-type: none"> <li>• Strategies are identified that are likely to succeed in activating target group interest and participation in planned engagement.</li> <li>• Target groups learn about and participate in the activities in your engagement plan.</li> </ul>	

<p><b>2.5</b></p> <p><b>Plan to analyse feedback, identify risks during engagement delivery, and monitor participation.</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does our plan also incorporate how we will:             <ul style="list-style-type: none"> <li><input type="checkbox"/> monitor participation rates and satisfaction, and wider achievement of our engagement goals?</li> <li><input type="checkbox"/> analyse the input received and feed it into the appropriate stages of policy development and decision making?</li> <li><input type="checkbox"/> provide feedback to participants about the input they provided and its impact on policy development and/or policy decisions.</li> </ul> </li> <li><input type="checkbox"/> Have we assessed the risks of our engagement plan and ways of mitigating them? Consider various perspectives, including:             <ul style="list-style-type: none"> <li><input type="checkbox"/> What might go wrong in the engagement process and why?</li> <li><input type="checkbox"/> Could the plan create the risk that engagement findings aren't available to contribute to policy development or decision-making processes when needed?</li> <li><input type="checkbox"/> What adverse impacts might implementing the engagement plan have on our organisation?</li> <li><input type="checkbox"/> What adverse impacts might the engagement plan have on the communities we plan to engage with when we implement it?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The engagement plan includes:             <ul style="list-style-type: none"> <li>– anticipated participation levels for relevant stakeholder groups</li> <li>– how community feedback will be analysed and reported.</li> </ul> </li> <li>• Checkpoints and oversight are in place to identify risks early and respond.</li> </ul>	
<p><b>2.6</b></p> <p><b>Test your engagement plan</b></p>	<p><b>Test plan with community</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Have we tested relevant parts of the completed engagement plan with key representatives of target groups, to determine whether we've successfully understood their needs?</li> <li><input type="checkbox"/> Have the voices of Māori as tangata whenua (iwi, hapu, whānau), other faith-based groups, ethnic communities or diverse social and demographic groups been reflected in the engagement plan?</li> <li><input type="checkbox"/> For each target group, are appropriate ways of responding to their needs and preferences for the methods, timing, and process of engagement built into the plan?</li> <li><input type="checkbox"/> Have we identified any barriers to awareness of and participation in our planned engagement, and incorporated ways to mitigate them in our engagement plan?</li> <li><input type="checkbox"/> Does our community engagement plan comply with all the relevant legal and regulatory requirements?</li> <li><input type="checkbox"/> Does our engagement plan take cultural considerations and diverse perspectives into account?</li> <li><input type="checkbox"/> Does our plan detail which level(s) of engagement on the IAP2 Spectrum it's designed to achieve and is it consistent with our high-level engagement purpose, and what we agreed with decision makers at Step 1?</li> <li><input type="checkbox"/> Does our engagement plan identify specific, relevant and achievable goals for each of the engagement events and activities it contains?</li> <li><input type="checkbox"/> Will the engagement methods chosen produce the information, feedback, and outcomes we're looking for?</li> </ul>	<ul style="list-style-type: none"> <li>• The final engagement plan is robust, takes account of any feedback received, and is generally accepted by our target groups for the engagement, including addressing any of their:             <ul style="list-style-type: none"> <li>– language preferences</li> <li>– childcare needs</li> <li>– reasonable meeting time requests</li> <li>– safety concerns.</li> </ul> </li> <li>• Where appropriate, the engagement plan is supported by trusted voices in the community with whom the agency has an ongoing relationship.</li> <li>• Our engagement plan clearly sets out appropriately tailored governance processes, communication processes and reporting mechanisms to project owners.</li> <li>• Ministers and organisational leadership are comfortable that the engagement plan reflects prior decisions, engagement goals, and their understanding and expectations – and have been alerted to likely implementation risks.</li> </ul>	

	<b>Test plan with decision makers</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Do our ministers continue to agree with the level of community participation and the level of influence on policy decisions to be made, as agreed in Step 1, and as built into the detailed engagement plan?</li> <li><input type="checkbox"/> Have we raised any significant issues or concerns that may arise during the engagement process outlined in the draft or final engagement plans directly with ministers or senior leaders?</li> <li><input type="checkbox"/> Have we obtained a clear mandate for the engagement events and processes outlined in the engagement plan, and their timing?</li> </ul>		
<b>2.7</b> <b>Develop a budget and resource plan as part of the engagement plan</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Do we have the skills and seniority levels of people from our organisation needed to deliver all the elements of the engagement plan?</li> <li><input type="checkbox"/> Do we know how much time each person would require to successfully play their role in implementing the engagement plan?</li> <li><input type="checkbox"/> What other resource does our team need to access to successfully implement the events and activities detailed in the engagement plan?</li> <li><input type="checkbox"/> Can we quantify the resources and capability needs of any community groups who need to participate? Have we considered whether the government will meet any of those costs, and under what circumstances?</li> <li><input type="checkbox"/> What are the overall resource consequences of implementing this engagement plan?</li> <li><input type="checkbox"/> Have we identified ways that the costs can be financed, including by: <ul style="list-style-type: none"> <li><input type="checkbox"/> the existing budgets of the teams involved, with their agreement? (e.g. policy advisors or in-house engagement specialists)</li> <li><input type="checkbox"/> Submitting a bid to draw on existing organisational pools of funding? (e.g. for travel, equipment etc)</li> <li><input type="checkbox"/> in kind or financial contributions from partner agencies, including communities?</li> <li><input type="checkbox"/> applying through the Budget process for new initiatives?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• A sustainable budget that meets the needs of the community and the government is approved.</li> <li>• Those implementing the engagement plan have a clear and comprehensive understanding of what resources and funds they need to achieve engagement goals, and have duly considered whether to include: <ul style="list-style-type: none"> <li>– computer and other equipment purchases or hire</li> <li>– media space</li> <li>– means of travel</li> <li>– venue hire</li> <li>– catering</li> <li>– koha</li> <li>– recruitment or procurement costs</li> <li>– costs relating to the translation of materials</li> <li>– reimbursement to community organisations for costs associated with co-leading community engagement</li> <li>– engagement capability building contributions to communities.</li> </ul> </li> <li>• Decision makers have a basis for holding those implementing the plan financially accountable.</li> </ul>	
<b>2.8</b> <b>Identify, build and maintain the relationships critical to the success of the engagement plan</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Have we identified who we need to work with to ensure each engagement event and process succeeds? Are we tracking which existing people or groups we already have established relationships with, and which relationships with new people and organisations are needed?</li> <li><input type="checkbox"/> When we tested the engagement plan, did we include those people or groups we'll be seeking to have an ongoing relationship with?</li> <li><input type="checkbox"/> Do we have a strategy for maintaining and building on those relationships?</li> </ul>	<ul style="list-style-type: none"> <li>• Relationships with critical stakeholders and participants are identified, maintained, and can be drawn on during and following the engagement.</li> </ul>	



## Step 3 – Managing the delivery of engagement (only start to engage when you have a plan in place)

Step activity	Critical questions	Evidence of success	Notes on your response to critical questions and record of progress
<b>3.1</b> <b>Provide participants with the information they need to participate in a meaningful way</b>	<input type="checkbox"/> Are our communication resources and engagement materials: <ul style="list-style-type: none"> <li><input type="checkbox"/> clear, simple and in accessible formats?</li> <li><input type="checkbox"/> if possible and where relevant, provided in a range of languages?</li> </ul> <input type="checkbox"/> Did we get input from the community on what would work for them when designing the communication resources and engagement materials for: <ul style="list-style-type: none"> <li><input type="checkbox"/> informing the community about the engagement events and process?</li> <li><input type="checkbox"/> using at engagement events and in other engagement processes?</li> </ul>	<ul style="list-style-type: none"> <li>A range of objective and informative content has been provided to all participants to inform them in advance of the engagement process.</li> <li>Stakeholder needs and their implications for communication approaches are revisited throughout the engagement process.</li> </ul>	
<b>3.2</b> <b>Ensure you keep participants, decision makers and others up to date</b>	<input type="checkbox"/> Do we have an agreed approach for keeping our senior managers and ministers up to date with implementation of the engagement plan? <input type="checkbox"/> Do we have a strategy for keeping stakeholders and the community up to date with planned engagement activities and important arrangements? <input type="checkbox"/> Do we have a media or communications plan ready in case we need to respond to questions from people outside the engagement process? <input type="checkbox"/> Do we have a plan for communicating effectively with participants so they understand how any personal information or views and insights will be stored and published? <input type="checkbox"/> How will we check and assess who's engaging and what voices are missing from our engagement? (so we can revise our plan during implementation if necessary)	<ul style="list-style-type: none"> <li>Ministers, decision makers, stakeholders and participants are informed of the timeline and processes relating to the engagement.</li> <li>Your stakeholder analysis is iterative.</li> </ul>	
<b>3.3</b> <b>Ensure the venues and methods for engagement align with your engagement plan</b>	<input type="checkbox"/> For any face-to-face meetings: <ul style="list-style-type: none"> <li><input type="checkbox"/> do we have a plan in place to ensure participants are made to feel welcomed and respected?</li> <li><input type="checkbox"/> did we consider and recognise the participants' social, psychological and cultural safety, and address those needs where possible?</li> <li><input type="checkbox"/> are the venues and resources accessible? Do they reflect what participants said before the meeting and during design and planning?</li> <li><input type="checkbox"/> are the food and refreshments we're ordering culturally and religiously appropriate? Do they meet health needs and preferences?</li> <li><input type="checkbox"/> are the appropriate participant costs of travel being met?</li> <li><input type="checkbox"/> will participation support resources be provided when needed? (e.g. hearing loops, interpreters)</li> <li><input type="checkbox"/> are physical aspects of the venues accessible for people with mobility impairments? (e.g. space for people using wheelchairs to move around and be seated in the room)</li> </ul> <input type="checkbox"/> For any online digital engagement, did we review the step-by-step guide found at <a href="#">How to engage with people online?</a>	<ul style="list-style-type: none"> <li>Stakeholders provide a positive evaluation of the venues and methods chosen for the engagement, and that they meet their expectations.</li> <li>Barriers to participation have been overcome, where possible.</li> <li>Valuable insights and evidence have been obtained that shed light on the policy problem or opportunity.</li> </ul>	



<b>3.4</b> <b>During delivery ensure participants understand the design, process and expectations of engagement</b>	<input type="checkbox"/> Did we communicate the context, scope, and purpose and objectives of the engagement to participants? <input type="checkbox"/> Have we communicated to participants about the process for the engagement, including any plans to provide feedback or a summary of what we heard, how we used it, and timings for that? <input type="checkbox"/> Have we communicated the level of influence participants will have over decisions, and the process of decision making following the engagement? <input type="checkbox"/> Have we outlined how the results and impacts of engagement will be communicated? (see more on this below)	<ul style="list-style-type: none"> <li>• Communication to participants outlines the level of influence.</li> <li>• Participants know which aspects of the decision-making process can be influenced and which aspects can't.</li> </ul>	
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Step 4 – Analyse and share the results of engagement			
Step activity	Critical questions	Evidence of success	Notes on your response to critical questions and record of progress
<b>4.1</b> <b>Analyse the results of the engagement and ensure they're used in the policy development process and decision making</b>	<input type="checkbox"/> Do the people analysing and communicating the input of participants: <ul style="list-style-type: none"> <li><input type="checkbox"/> have the appropriate skill sets to analyse the mix of quantitative and qualitative information gathered? (this includes the ability to genuinely listen and be open to participant's input and ideas)</li> <li><input type="checkbox"/> have access to the software, computer hardware and specialist communications or other skills they need to efficiently input, analyse and report on the main findings?</li> <li><input type="checkbox"/> have sufficient time available to produce and deliver easily understandable results into the policy process within the desired timeframes?</li> </ul> <input type="checkbox"/> In the summaries of insights and themes, have we used the words and voices of participants as much as possible?	<ul style="list-style-type: none"> <li>• You have a clear and well-documented understanding of target groups' views about the policy issue, and to what extent they converge and diverge about different aspects of policy issues and possible solutions.</li> <li>• The engagement findings enable higher-quality and better-informed advice to be provided to ministers, supporting good decision making that improves the lives of the people in New Zealand.</li> <li>• You're able to demonstrate how the stakeholders you engaged with influenced and impacted on decision making.</li> </ul>	
<b>4.2</b> <b>Share the results of engagement with participants and how their input affected the decision</b>	<input type="checkbox"/> Have we communicated with participants about what was heard throughout the engagement process? Have we communicated how that contributed to insights fed into the policy and decision-making processes? <input type="checkbox"/> Have we communicated with participants about how their input has influenced, impacted, or affected the decisions that have been made?	<ul style="list-style-type: none"> <li>• Processes are established for feeding back the results to stakeholders.</li> <li>• Participants to the process are informed of the outcome of the engagement and their impact on the decisions that were made.</li> <li>• Results are shared with participants within one to three months (depending on the scale of the engagement).</li> <li>• Participants report high levels of satisfaction with engagement outcomes.</li> </ul>	

## Step 5 – Review and evaluate the engagement

Step activity	Critical questions	Evidence of success	Notes on your response to critical questions and record of progress
<b>5.1</b> <b>Review and evaluate engagement events and activities using an agreed set of measures</b>	<input type="checkbox"/> Are we using an evaluation and assurance standard as input to setting measures and expectations for our engagement? (e.g. the <u>IAP2 Core Values</u> and <u>Quality Assurance Standard</u> ) <input type="checkbox"/> Did we measure and review our engagement by: <ul style="list-style-type: none"> <li><input type="checkbox"/> establishing a set of evaluation indicators that align with our engagement goals and will be able to demonstrate critical success?</li> <li><input type="checkbox"/> collecting information as we went along about what we've done, the effectiveness of the engagement activity and compared it with our engagement plan and goals?</li> <li><input type="checkbox"/> collecting information about who participated, how, and at what level?</li> <li><input type="checkbox"/> collecting information from participants about their views and perspectives about the process and results of engagement?</li> </ul>	<ul style="list-style-type: none"> <li>Lessons learned are recorded immediately following each engagement process and discussed with participants.</li> <li>Sharing the lessons learned enables organisational self-awareness of strengths and weaknesses. Action plans identify what to target for better future engagement performance.</li> </ul>	
<b>5.2</b> <b>Use the results of your review of engagement to manage ongoing relationships and inform agency preparedness for future engagement</b>	<input type="checkbox"/> Have we recorded lessons learned from our engagement, including elements that worked and didn't work, to improve future engagement practice and systems? <input type="checkbox"/> Did we, if possible, lodge the end results of engagement and lessons learned in a secure centralised way within our agency and in a format that can be shared (if participants give permission)? <input type="checkbox"/> Have we shared our findings with future engagement teams preparing engagement plans and those managing stakeholder relationships?	<ul style="list-style-type: none"> <li>Teams working on engagement use past records to inform the design, planning and delivery of future engagement and the management of stakeholder relationships.</li> <li>Your agencies engagement practices improve over time.</li> </ul>	