What We Heard on Demonstration Day

Findings from surveys and discussion groups

Policy and Research, July 2018

Table of Contents

Executive Summary

On April 11, 2018, Elections Canada (EC) held its first Demonstration Day. Members of several stakeholder groups representing electors who face barriers to electoral participation, as well as representatives from political parties and provincial election management bodies (EMBs), were invited to experience and provide feedback on several innovations in the way elections will be delivered in 2019. These consultations sought to gain a better understanding of the voter experience across the different voting methods, to identify any risks associated with those methods, and to explore possible ways to mitigate those risks with better communications. Participants' feedback was collected using online surveys and focus-group discussions.

Communication products

Overall, participants appreciated the communication products they saw and thought the messaging was clear, the look was pleasant, and the approach was safe. They emphasized the need for EC communications to reflect the diversity of Canadians, in terms of cultural background, age and disabilities. They also stressed the need to use plain language and to develop a variety of media (text, audio, video) to cater to electors with various preferences and limitations.

Demonstrations and simulations

All three demonstrations ran smoothly, and received positive overall comments.

- The demonstration for technology at the polls raised privacy and accessibility concerns, especially the electronic signature. Participants were curious about EC's contingency plans.
- The voting on campus simulation showed that while it was fast and easy, it was also much more demanding on voters and as such, voting with a special ballot may not be suitable for all.
- The optimized regular polls process generated the least comments, besides appreciation for the small changes that participants noticed.

The day underscored the importance of ensuring that poll workers are prepared to serve electors in all their diversity, and to give the right amount of information at the right time.

Organization

In terms of logistics, there were some logistical issues: the rooms were often crowded, the lunch schedule was not ideal and most participants had unexpected gaps in their schedule. However, these were relatively minor hiccups in an otherwise well-run day. Participants thought that the day was a good use of their time.

Key questions and recommendations

The report concludes with key questions raised by participants' feedback, as well as with recommendations for the agency ahead of 2019.

Introduction

On April 11, 2018, Elections Canada (EC) held its first Demonstration Day. Members of several stakeholder groups representing electors who face barriers to electoral participation (Indigenous electors, persons with disabilities, new Canadians and youth), as well as representatives of political parties and colleagues from provincial election management bodies (EMBs), were invited to experience and provide feedback on several innovations in the way elections will be delivered in 2019. In total, 70 stakeholders and 66 EC staff took part in the day.

Objectives

The objectives of this consultation exercise were the following:

1. To provide stakeholders with hands-on demonstrations and simulations of the voting experience in order to seek their feedback on the impact of the new enhancements on electors;
2. To assess participants' reactions to key communications products and messages about the new voting services and identify how risks can be mitigated through communications;
3. To measure different groups' experience and relative satisfaction with different voting methods;
4. To assess key communications tools and key messages from the Voter Information Campaign.

At this point in the preparation for the general election of October 2019, most innovations were at an advanced stage, and had already benefited from consultation with some EC stakeholders. The organization was, however, in the planning and design stages of its communications campaigns for 2019. Demonstration Day consultations therefore sought to gain a better understanding of the voter experience across the different voting methods, to identify any risks associated with those methods, and to explore possible ways to mitigate those risks with better communications.

Proceedings

Ahead of the event, participants were exposed to early draft communication products and concepts of the Voter information campaign. On Demonstration Day, they were invited to experience the following service enhancements:

- Voting on campus by special ballot: a simulation of the new service model that electors will use when they vote at a local EC office or on a post-secondary campus;
- Technology at the advance polls: a demonstration of the way technology will be used at the polls in the forms of e-poll books;
- Ordinary polls: a simulation of a polling place on Election Day, and kiosks explaining improvements to the process including optimization of administrative processes.

Participants were also invited to visit information kiosks to learn about some of the enhancements planned for 2019 and provide feedback to project leads. There were six kiosks in total, three in the morning and three in the afternoon:

- **Online voter registration:** participants were invited to simulate the online registration process;
- **Voter information campaign:** participants learned about some of the creative concepts and designs that EC will be testing with Canadians ahead of the general election;
- **Ballot redesign:** participants were introduced to the changes EC is considering making to the ballot for the general election;

- **Recruitment:** participants learned about employment opportunities during an election;
- **New online polling place locator:** participants sampled the new application that will tell voters where they can vote on any given day during an election period;
- **Inspire Democracy:** participants learned about EC's work to address barriers to civic engagement.

Most participants were able to visit the kiosks in between demonstrations or during their lunch break.

Methods

In order to answer questions about the communications products and the voting experience, a mixed methods approach was adopted. Participants were asked to complete online surveys before and after the event, and each participant took part in two one-hour facilitated discussion groups.

Online surveys

The first component consisted of a series of short online surveys about the communications products, which were sent to all 70 invited participants in the week preceding Demonstration Day. Each survey was sent as a link in an email containing the mock-up of communication products that included print advertising, social media posts as well as radio spots (see sample email in Annex I). A total of five emails and surveys were sent prior to Demonstration Day, simulating the five phases of the Voter Information Campaign: Registration, Voter Information Card, Guide to the Federal Election, Early Voting Options and Election Day. Participants were invited to review the materials, and to answer the accompanying survey. (see Annex II for a list of shared communications products).

The surveys were designed to assess whether the communication products contained clear and complete information; whether respondents identified a main message, and what action they would take (if any) in response to it. Finally, a knowledge question specific to each set of products was used to test whether the products conveyed their message effectively. A sixth survey, sent after the event, focused on participants' experience of the day itself (see Annex II for the survey questionnaires). The response rate for the surveys was lower than expected, with an average response rate of 46%.

Facilitated discussions

In order to gather feedback from the participants immediately following their voting experience, two sets of facilitated discussions were organized. These were designed to last about one hour, and covered participants' overall experience, the level of difficulty of the voting process, elements they found surprising or difficult to understand, and specific issues for their communities or members. The discussions also covered communications materials, with the goal of soliciting additional feedback from respondents following their experience (see detailed discussion guides in Annex III).

Participants took part in Demonstration Day as part of a group of 20 to 30 people who moved through the demonstrations together; at two points in the day, these groups were split into smaller groups to take part in facilitated discussions. The discussions were facilitated by EC personnel, who were assisted by a note-taker from the business owners' teams. The latter were thus able to answer questions from participants about the voting process they had just experienced. Observers from ECHQ or provincial EMBs were present in some of the discussion groups.

Detailed Findings: Communications Products

Overall, participants were pleased with the communications products presented to them. They thought the messaging was safe and classic, the text was clear, and that the products were good, simple and complete. The only product that received more critical comments was the Voter Information Card (VIC). In general, most survey respondents thought that the information in the VIC was very clear to themselves, but that it might be less clear for their community or members.

Online survey respondents were asked to choose up to three words describing each product. As the following word cloud illustrates, the most common words to describe the communications products were **direct**, **conventional** and **appealing**.

Major themes emerged from the consultations and surveys:

- **Stepwise approach**: Participants liked that each phase of the electoral process was addressed in a series of communication products, which resulted in them never feeling overwhelmed. They thought this approach was especially apt for social media, with a clear call to action for each wave. Several participants also suggested using flowcharts when conveying complex information and processes that entail different steps.
- **Information on voter identification:** Participants were critical of the way information on voter identification was presented. Comments included that there was too much, too little, it was cluttered, it was incomplete, or it was not tailored to specific groups. It seems that the nature of this information is difficult to communicate, and it will be challenging for EC to strike a balance between a minimalist and an exhaustive approach.
- **Representation matters**: Participants called for more diversity in representation. This included showing Canadians with a wider variety of cultural backgrounds, religious expression, age groups, and types of disabilities[1].
- **Video & animation**: a wide range of participants raised the advantage of producing short videos/animated films to convey key messages about the voting process.
- **Tagline**: Most did not like the "It's our vote" tagline, for a range of reasons.

---

[1] Some participants perceived that the stock images used in the product mock-ups were not genuine wheelchair users, but able-bodied models posing in a wheelchair. This was perceived as disrespectful.

- **Is EC encouraging electors to vote?:** While motivation was never addressed directly in EC messaging, participants consistently perceived an encouragement to vote, in general or for specific groups. For example, one respondent said that the main message of the registration products was "encouraging persons who had just attained registered citizen status to get out and vote". It may be interesting to use upcoming focus groups to get a sense of who feels encouraged to vote as a result of the communication products.

See Annex IV for the detailed survey results.

Overall accessibility of communication products

While participants in both the online surveys and the facilitated discussions noted that the mock-ups of communication products were only partially accessible, for the most part they were pleased with the efforts made to make materials accessible. Some felt that in itself, this was an incentive to go vote.

However, several important accessibility issues were raised that apply to all products:

- **Could be improved for clarity:** With the exception of Election Day products, participants suggested that information regarding accessibility could be better integrated in the communication products. Participants noted that information on accessibility was either incomplete or unclear, and that ways to enquire about accessibility accommodations (e.g., registration forms, different voting options) were not clear.
- **Accessibility for all types of disability:** Participants with a disability that is not related to mobility wondered if the wheelchair icon implied that services would also be accessible to them. It has been suggested that this icon is often used to represent accessibility in general but is specific to one type of issue. In addition, some suggested developing a more inclusive sentence about accessibility to be included on all products.
- **Accessible contact information:** Products should always refer to both the toll-free number and the website, and include teletypewriter (TTY) and video relay service (VRS) options. A chat feature on the website would also be a useful way to get in touch with EC.
- **Visual blog:** Respondents suggested using a visual blog with ASL/LSQ videos to reach those with a hearing impairment.

Communications about registration

Overall, the products on registration seem to have communicated in an effective manner the importance of being registered and the instances when electors should verify their registration information. Participants also correctly identified which groups of electors were more targeted by the ads. The main key messages highlighted by survey respondents were:

- **Registration as first step to vote:** Most respondents understood from the advertising that electors need to be registered and make sure their information is up-to-date in order to vote. Some mentioned that certain people (youth, new citizens and those who moved) should make sure they are registered. While Election Day communications, below, focus on the possibility of election-day registration, further research into whether this message is understood by all electors may be required.

- **Registration is easy:** Registration was perceived as being easy to do after looking at the communications products. Participants reported that there was more than one way to register.
- **Online registration seems more popular:** The website was the preferred option, with more than twice as many respondents saying they could register or check their registration status on the website as those who mentioned they would contact EC using the 1-800 number.

Communications about the Voter Information Card (VIC)

Advertising on the VIC seems effective as most respondents understood they should receive a VIC and that it contains the information on where and when to vote. The key messages reported by participants and survey respondents were the following:

- **The VIC itself is direct but information-heavy:** The Voter Information Card was the least appreciated product by respondents as it seemed cluttered, unclear and confusing to many. It is the only communication product that was attributed only negative characteristics by some respondents; one said it was messy, unclear and ugly. The fact that the accessibility information seems to be repeated across the document was found to be confusing by many.
- **Not receiving the VIC indicates that you are not registered:** Respondents understood that not receiving the VIC means that they are either not registered or that their registration information is not up to date.
- **The slogan is too much:** Some participants did not like seeing the slogan on the VIC; they felt it was already busy enough, there was no need for branding on this item.
- **Bringing the VIC to vote:** Four respondents thought that they cannot vote if they do not bring the VIC. Although this is a small minority, it suggests that this may be an issue worth exploring in future focus groups[2].
- **Missing information on accessibility:** Participants found that the VIC did not clearly state whether the voting location was accessible and they did not appreciate that they needed to call to verify accessibility.

Communications about the Reminder Brochure

It was clearly understood by participants that the Reminder Brochure contained all the information needed in order to go vote, including where, when and ways to vote, and what pieces of ID to bring. Respondents are also aware that they can communicate with EC by phone or through the website if they need more information. They mentioned the following key messages from the communications:

- **Complete and user-friendly:** Overall, the Reminder Brochure was appreciated by most respondents who said it was easy to read and understand. However, one respondent thought the language was too complicated for certain electors.
- **Electors need information on ID:** Participants liked the way identification requirements were presented (as "3 options" rather than a comprehensive list of accepted IDs). Although most perceived the information in the guide as comprehensive, some still had questions about their ID, which points to the need for further research into how best to present ID requirements to

---

[2] Note that these discussions were held before the government tabled Bill C-76, which raised public debate about the use of the VIC as a piece of voter identification.

different groups of electors. When prompted to name accepted ID other than the driver's license, respondents mentioned provincial/territorial ID, health cards, passports, bills and bank statements, and student cards. One respondent erroneously said the VIC could be used to prove identification.

- **Importance of the information on accessibility:** Some participants suggested that access and services for voters with a disability should not be the last information item; otherwise it could be perceived as an afterthought by electors.

Communications about Advance Voting Options/Vote on Campus

The communication products on alternative ways to vote were effective in conveying the messages that voting on Election Day is not the only way to participate in the election, and that there are early voting options. When prompted, respondents were able to identify most if not all other ways to vote. Two main points were raised by survey respondents after reviewing the products:

- **Voting can be planned:** As a result of reading and hearing about the other ways to vote, many respondents said that they would check ahead of time if they would be able to vote on Election Day and consider voting early.
- **Electors will go online to get more information:** The website was mentioned as a source of reference to get more information on the various ways to vote.

Participants identified several issues regarding communications about voting on campus.

- **Who is voting & when**: It was not always clear to participants if voting on campus was accessible to all electors or only to students at that institution. Further, communications should make it clear that anyone can vote on campus, but only locals can vote at advanced polls.
- **Determining place of ordinary residence**: For students who live away from home, it can seem tricky to determine in which ED to vote. Communications should address this, convey that the voting process is simple, and tell students exactly what they need to do and bring.
- **Tailoring communications to students**: Participants saw students as impatient and unlikely to persevere if they had to "dig" for information, or if they had to wait. They recommended tailoring communications to help them find relevant information quickly – for example which ID to bring, how to get a confirmation of residence.
- **Leveraging campus-based communications**: Suggestions included student associations, campus newspapers, bulletin boards, groups on social media. However, given that campuses tend to be covered in posters, EC posters would need to really stand out, for example by using the yellow arrow on materials.
- **Format**: Several participants suggested creating short animated clips to explain ID requirements, determining place of residence, the special ballot process, etc. Students were also interested in using a mobile application where they would have access to all EC information.

In terms of advance polls, participants noted that no communication materials had prepared them for the use of technology at the polls (TAP). Their comments therefore had to do with possible future communications about TAP, rather than actual products they had seen.

- **Reactions to technology**: Thinking of their members and their communities, participants predicted a range of reactions to the introduction of technology at the polls:
    - Some electors will be very happy with the faster digital process – this was thought to be the case of most young voters;
    - Some will barely notice that something is different – for example, voters with limited experience of the paper process;
    - Some will not see the advantage of using technology ("What was wrong with the paper process?") and will be critical if there is any glitch related to the iPads;
    - Some will refuse to provide an electronic signature to a government-related institution, out of concern for the privacy of their information.

    Communications about the use of technology at the polls need to take into account this wide range of reactions, from those who will seek it out, to those who will be keen on avoiding it.
- **Possible confusion about electronic voting:** One participant's experience raised the possibility of confusion between TAP and electronic voting. More research may be needed to understand how various groups of electors will react to information about the use of TAP, to minimize the risk of confusion with online voting, which is not being planned by EC.
- **Security & privacy**: most participants agreed that information about security issues related to any technology used at the polls should be easily available, if not communicated actively to the public in advertising. In the current environment, most people will have immediate questions about the privacy of their data, especially regarding the electronic signature when they see it upon arriving at the polling location.

Communications about Election Day

This last series of advertisements was received as very straight-forward by participants and successfully raised their awareness about the date of the election. Key messages included:

- **Contact EC for more information:** The Election Day products clearly communicated that electors can get in touch with Elections Canada – either by phone or through the website – to get more information on the election.
- **Last-minute registration is possible:** All respondents received the message that it was not too late to register. When asked if on the day of the election they could still vote without having registered yet, all but one respondent said that yes providing they had the proper pieces of IDs. One person said that they could register on Election Day but only before noon.

Posters

Two posters were featured onsite as part of the voting simulation: the ID poster and the Feedback poster. It should be noted that few respondents noticed either of the posters during the demonstrations, perhaps due to their placement and the crowded conditions of the room. The simulations underscored the need for proper placement of information materials in the polling place, and the fact that blind electors cannot know that there is a poster unless they are told about it by poll workers. Further, for people with low vision or low literacy, poll workers should be prepared to explain the information on the posters.

When the posters were shown to participants during the facilitated discussions, a number of observations were provided:

ID Poster

- **Overwhelming**: Many thought that the amount of information was overwhelming, and found it difficult to find the information relevant to them. While some found it reassuring to see so many acceptable options, there were many comments to the fact that they would not finish reading the poster and know about the other options as it was too long.
- **Accessibility**: The way that the information is presented was perceived as particularly challenging for electors with low literacy, intellectual disabilities or with low vision.
- **Electronic statements**: Several respondents suggested making the acceptability of electronic statements more prominent and visible, as many people no longer receive paper statements.
- **Organization**: Some mentioned that numbering the categories as 1, 2 and 3 led them to believe there were 3 steps to follow, or that one needed a piece of ID from each category. Most agreed that section 3 was hard to notice, since section 2 is so large.
- **Position & timing**: Some suggested making sure the poster was visible as people entered the polling location. Others thought the information was most useful before leaving home, and so the emphasis should be on web and social media formats, including short animations. Moreover, someone pointed out that it can be time-consuming to get letters of confirmation from First Nations band councils or Inuit local authorities, so this information should be communicated well ahead of time.
- **Tailoring**: Respondents asked whether it would be possible to tailor this poster to specific locations and audiences, including campuses and long-term care facilities.

Feedback Poster

- **Position & timing**: the poster should be very visible when people exit the polling place
- **Slogan confusion**: Some raised confusion about who "we" refers to, between the slogan "It's *our* vote" and the question "How are *we* doing?
- **Social media**: respondents understood that EC preferred to receive feedback directly rather than on social media, but they thought this request for feedback should be pushed in a social media campaign in the week or two following the election.
- **Social media icons**: Some discussion group participants noted that if EC did not wish to encourage people to submit their feedback via social media, that it would be best not to put the social media icons on the feedback poster.
- **QR code**: younger respondents thought QR codes were an ancient technology that is no longer in use, while older respondents thought QR codes are a new technology that young people use. While some participants tried the QR code and reported that it worked, no one was particularly enthusiastic about it. Some suggested a Twitter hashtag or a very prominent feedback button on the main elections.ca website as alternatives.

Detailed Findings: Demonstrations and Simulations

Participants experienced three different demonstrations: voting by special ballot (which was presented as a campus polling station), using technology at the polls (TAP) at advance polls, and going through the optimized paper-based process that will be in place on polling day.

Voting on campus using the special ballot

Participants experienced the new service model that will be offered on select campuses as well as in local Elections Canada offices. While many had experienced demonstrations before, for some this was the first time to vote using a special ballot. It is notable that the Voting on Campus simulations took significantly less time to complete than anticipated. On the one hand, this provides a clear example of how fast and easy the new special ballot process is; on the other hand, it meant that most participants had up to an hour of unexpected free time.

Accessibility issues

Overall, this method was deemed to be the least accessible out of all those experienced by participants over the course of the day. Elements that were problematic included:

- Electors have to know and write the full name of their preferred candidate, which can pose a problem for electors with low literacy, limited fine motor skills, low vision, memory or cognitive disabilities, and for those with limited access to the internet. For many, there is no way to cast a ballot independently with the write-in ballot.
- Voting by special ballot entails a lot of new information, which can make the process intimidating and even overwhelming if the room is busy – as would be the case at a busy time on campus. This is not ideal for those with a cognitive disability or low literacy, or anyone who needs extra time to ask questions and process the new information.
- The crowded, noisy room was a challenging environment for those with a hearing aid. Further, staff needs to be aware of best practices to interact with electors who read lips.

Other accessibility features mentioned by respondents include offering a hearing loop; a braille list of candidates; having pictures of candidates on the ballots; providing enough space for comfortable wheelchair movement; and having the possibility to bringing their own adaptive writing device.

Concerns

Participants raised several concerns about their experience with special ballot voting.

- **Too much, too fast:** Some participants felt like the process was too fast, and they were rushed through a process with insufficient explanations. Others noted that the new process was very smooth on their end, but seemed demanding for the poll worker. The ability to see the computer screen, and having the poll worker explain the steps, would be helpful. It could also prevent some mistakes in registration – for example, spelling mistakes.
- **What & how to share so much information:** Participants noted the need to strike a balance between sharing information with those who want to know, while not overwhelming those who are content with going with the flow. Key questions about the process include:
    - Why am I using a write-in ballot?
    - What does it mean to agree to be on the register?

- Why are there two envelopes?
- Why do I need to sign the envelope? Will the secrecy of my vote be protected?
- What happens to my ballot from now? Where does it get sent? Will it arrive on time?

In order to communicate this information, participants suggested creating a place mat with FAQs, which could take the form of a flowchart, which the elector could read while the poll worker is entering information on the computer. They also noted that the timing of information matters; for example, information about what happens to the ballot is best given when the person returns from the voting booth with their envelope.

- **Gender field:** More than one participant was told that if their gender expression did not match the gender on their ID, they could be categorized as "Unknown". Participants felt this was unacceptable, and that the third gender category should be labelled "Other". These incidents further indicate that poll workers should be trained on how to handle this situation, and that the polling place setup should allow for privacy when electors need to discuss sensitive topics.
- **List of candidates:** Participants appreciated having the list of candidates to help them with the write-in ballot. However, some wondered about the availability of lists from their ED, and about the risk of confusion if a list was left behind the screen at the voting booth by the previous voter. Others asked that lists be easily obtained from the EC website using one's postal code.

In conclusion, participants noted that special ballot voting requires electors to be well prepared, ideally with the name of the candidate for whom they want to vote. While the process was smooth and quick, it is different from a regular ballot, and may not be suitable to all voters.

Technology at the advance polls

Participants experienced the use of technology at the polls (TAP), in the form of e-poll books. These iPads were used by poll workers to find electors, register some of them, sign them in and mark the fact that they had voted. In line with regular procedures at advanced polls, voters were asked to sign a form to attest that they had voted; when using TAP, voters sign the iPad screen with an electronic pen.

Overall, a positive experience

Participants appreciated that the process was fast and easy, even for those who did not have a VIC or who needed to register. Many liked the iPads, a technology that they described as "familiar" and "less intimidating than a computer"; some also praised the "clean" look of the cable-free setup, including the absence of piles of paper which they associate with a risk of human error.

Accessibility issues

Participants noted that the setup did not seem to take advantage of the iPad's accessibility features, and asked to build accessibility into the process from the start. Participants noted that some features on the screens seen by voters could be larger, and that the electronic pen did not work well for people with limited dexterity. The signature in itself meant that some participants with a disability were not able to vote independently, and had to ask for assistance from poll workers.

Finally, one participant stressed the need for EC to ensure that poll worker jobs that involve TAP remain accessible to people with a variety of disabilities. Further work with stakeholders on this issue may be warranted.

Concerns

Despite feedback that was positive overall, participants raised several concerns that EC will need to address as it rolls out TAP and communications about TAP.

- **Contingency plans:** participants wanted to know what plans were in place if the technology failed, or if some voters refused to sign the iPad. They were also concerned about making sure that any glitch at advance polls would not affect voters' trust on Election Day. One participant noted the very low tolerance among some electors for any risk related to "electronic gadgets".
- **Privacy and protection of personal information:** participants in most groups noted that EC should communicate about the security features of the iPads, for example that they are not connected to any wireless network, that extensive tests have been conducted and that all political parties have been consulted. Someone noted that if people ask a lot of questions to poll workers, it could slow down the process and create line-ups.
- **Communications about TAP:** Participants debated what, how and how much to communicate with Canadians about TAP ahead of the election. While no consensus was reached, most agreed that EC communications should make sure that people know what to expect, including those who prefer not to use TAP. They should also not create unnecessary concern among electors who may have used similar technologies in provincial or municipal elections.
- **New to some**: not everyone is familiar with iPads. Low-income and elderly voters, in particular, may have no experience of using a tablet. Poll workers should be prepared to explain things in simple terms, and not pressure people to rush through the steps.

The use of TAP draws attention to procedures that are common to all advance polls, most notably the signature requirement. Participants raised the possibility that for those who are voting for the first time at advance polls, there is a risk of confusion between those standard procedures and the innovations that come with TAP. In other words, they may think that the signature is new due to TAP, when in fact all advanced polls (TAP or not) require a signature.

Optimized ordinary polls

Participants experienced a demonstration of the optimized process for ordinary polls. This included a demonstration of the new Online Polling Place Locator feature on the EC website, as well as information kiosks explaining improvements in the process.

Overall, a positive experience

Participants generally felt that their experience was positive; they used words like quick, efficient, seamless and easy. They also noted very few differences with previous experiences of voting in a federal election. Those who visited the kiosks noted that the process was easier for the poll workers, but that little had changed for the voter.

- **Excellent service**: Many remarked on the warm and welcoming service they received. They liked having someone greet them and provide information as they arrived, and felt like valued customers. Someone noted that each election (municipal, provincial and federal) is slightly different, and even experienced voters may have questions.
- **Explanations**: Participants appreciated when poll workers explained the steps, which was reassuring. The list of steps that was available on a desk was also noted as a good idea.

- **Improved forms**: Participants appreciated the redesigned forms, which were easier to read. This included the revamped privacy statement which they thought was clear and helpful.

The few participants who experienced problems (see below) said that these glitches made the simulation more realistic.

Accessibility issues

Participants noted the following accessibility problems:

- **Braille voting template:** several issues were noted: the template has squares and the ballot has circles; the ballot slipped under the template; there is no way to confirm one's vote.
- **Secrecy of the vote:** some blind participants felt that poll workers could look at their ballot.
- **Need for training:** participants noted ways in which poll workers could better communicate for universal access, including: speaking slowly and facing voters, avoiding acronyms, being comfortable with naming disabilities, and asking voters if they need assistance.
- **Line-ups:** standing up for a long time is challenging for many people, including some with a disability and the elderly. There should be priority seating to improve their experience.

Concerns

Despite the fact that most participants felt little had changed, they raised several minor concerns:

- **Confusions linked to the process:** some wondered why they had to wait in line while another table was free; some thought there were too many steps, and that the process was confusing. More than one person asked to make it more obvious where one should sign.
- **Questions about the use of the VIC:** Some participants expressed surprise that electors without a VIC were going to the same table as those who did have a VIC.
- **Tearing the counterfoil:** this step felt very counterintuitive to some participants, who were left wondering why the poll worker was ripping their ballot.
- **Clarifications about spoiled ballots:** one participant suggested adding information about spoiled ballots, and letting voters know that they can ask for a new ballot if they make a mistake.

Overall Experience and Feedback from Participants and EC Personnel

This section presents an overview of feedback received from both participants and EC staff who took part in Demonstration Day. While there were some hiccups and opportunities for improvement, most thought the day was a good use of their time, and were satisfied with their experience.

Participants' feedback

Following demonstration day, participants were asked to fill a last online survey on their experience. A total of 26 participants responded (see Annex VI for the detailed survey results). The main opinions expressed by respondents were:

- **Satisfaction regarding their participation:** Most respondents were satisfied with their experience of Demonstration Day and assessed that it was a good use of their time.
- **Participation was easy:** While every respondent said that they found participating in Demonstration Day easy, three out of four said it was very easy.
- **Planning not quite so easy:** Fewer respondents said that preparing for Demonstration Day was very easy, with more thinking it was somewhat easy.

More than half of the comments provided mentioned how much they liked the experience. EC employees' hosting and assistance as well as the content of the sessions and kiosks were much appreciated. That being said, a number of issues were highlighted and some suggestions for improvements were made by respondents.

Issues

The space and facilities were not ideal for the purposes of Demo Day. Some participants felt there were not enough chairs when they were waiting for the next activity. Others said that rooms were too small and that there was not enough space. Also, the fact that two demonstrations were done in the same room created a noisy environment in which it was difficult to participate in the simulation.

The other main issue had to do with the schedule, which some felt could have been tighter, while one respondent deemed the sessions too long. Two respondents wished they had more time to visit the kiosks. One person found the day overwhelming due to the amount of information and interaction. Other minor issues regarding the lunch were raised.

Suggestions

Participants provided numerous suggestions for the organizers about various aspects of the day.

In terms of preparation for the event, some respondents said it was not clear to them that they would take part in a simulated election, or that they would be asked to use mock identification papers that were different from their own situation (eg, not registered, with information not up to date, etc.). Many also felt that there were too many surveys, and for some participants with a disability it was extremely time-consuming to review all the communication products and to answer the surveys. Finally, some would have liked to have the agenda for kiosks included in their information packages.

Regarding the demonstrations, some participants would have liked to "stress-test" the voting methods a bit more, and therefore asked for more time to experiment with problem situations where things are more likely to go wrong. Splitting the participants by groups was deemed especially important for the TAP demonstration, as different groups have different concerns regarding technology. One participant asked for better explanations for the use of technology at advance polls.

Regarding the discussion groups, participants suggested increasing the number of participants in the session to obtain a broader range of perspectives, and others called for more Indigenous participants to reflect the diversity of viewpoints from different communities. As the two discussions felt repetitive, some suggested to either group them as a single discussion, or to change the formula of the second one.

In terms of accessibility, participants raised the possibility of offering the survey in braille, and some asked for the opportunity to try the new iPad system with Voice Over. One person asked to have translation services instead of having the facilitator translate during the explanations.

Finally, some thought that participants should get compensation, as is done for focus groups.

Operational feedback

While not fully evaluated in this report, business owners took significant lessons from the operations of the Demonstration Day, particularly related to the processing time required for the new services. Despite working with a diverse audience with a wide range of accessibility needs, each of the simulations took significantly less time than allocated for these activities. This was particularly the case for the Voting on Campus simulation, where more time had been budgeted to compensate for the lack of experience of participants with this voting method.

At the kiosks, some of the business owners tried to simulate the voter experience in registering voters and in assisting electors in finding where to vote through a new online application. In the first instance, staff in E-Registration found that some capabilities of the system were more difficult to access than originally thought, and this would require further focus testing.

Participant feedback on the design and layout of the Demonstration Day also has relevance for polling place accessibility. Members commented that signage placed on the floor was not accessible and an encumbrance for voters in wheelchairs, and that the floor layout was not easy to manoeuvre for electors with disabilities, despite meeting the accessibility requirements for a new building.

In general, the findings from business owners were positive, and teams were encouraged by the speed at which different voter services were administered and the immediate response of satisfaction from participants.

Conclusion

Overall, Demonstration Day can be considered successful as it achieved its objectives and provided both participants and EC staff with a demanding but stimulating day. Participants from all stakeholder groups were able to experience different voting scenarios and new services, and to give useful feedback to various EC teams as they prepare for implementation. Participants' feedback on various communications products was especially timely and helpful in preparing the 2019 Voter Information Campaign. While participants thought that the preparations for Demonstration Day were sometimes burdensome, especially the numerous surveys they were asked to complete, they all reported that overall, it was a good use of their time.

Findings

On the whole, the communication products were appreciated and participants thought the messaging was clear and direct, the look was clean and pleasant, and the approach was safe – as it should be. Participants emphasized the need for EC communications to reflect the diversity of Canadians, in terms of cultural background, age and disabilities. They also stressed the need for plain language and various media (text, audio, video) to cater to electors with various preferences and limitations, especially when conveying complex information. Indeed, products that presented the most complex information (the VIC and ID requirements) were the most criticized for being unclear or overwhelming.

In terms of the simulations of new or improved voter services, the day underscored the importance of ensuring adequate training for poll workers to be prepared to communicate with all electors, and to give the right amount of information at the right time – especially in situations with which electors may not be familiar, such as voting on campus using the special ballots. Of the three main demonstrations, the improved Election Day process generated the least comments. The simulation for technology at the polls raised concerns about the electronic signature, whether from a privacy or an accessibility perspective, and participants were curious about EC's contingency plans in case of problems. As for voting on campus, the demonstration showed that while it was fast and easy, it was also much more demanding on voters and as such, voting with a special ballot may not be suitable for all electors.

In terms of logistics and proceedings, there were some issues with space and timing: the rooms were often crowded and noisy, the lunch schedule made some people wait longer than they would have wished, and most participants had gaps in their schedule that had not been planned for. However, these were relatively minor glitches in an otherwise well-run days with no major incidents. Participants particularly appreciated that organizers provided them binders at the start of the day and that the activities were well organized.

Key questions and recommendations

The diversity of viewpoints expressed throughout the day was useful to understand different groups' experience and concerns. Rather than clear answers to pre-established questions, participants' responses in surveys and focus-groups gave us a better understanding of some key questions the Agency will need to answer ahead of 2019, and of considerations from electors' perspective that should be taken into account, when answering those questions.

What to communicate about TAP?

The use of TAP generated a wide range of reactions, from a shrug to enthusiasm, annoyance and suspicion. It will be challenging for EC to determine what to communicate, how much, and how.

Some considerations to take into account:

- There is a risk of creating confusion between TAP and online and/or electronic voting, particularly in light of the current media environment and heightened concerns around the security of online data.
- Some electors will want to avoid TAP due to accessibility issues or concerns about privacy; the electronic signature was deemed especially problematic in relation to both of these.
- Most electors who wish to avoid TAP should be able to use other voting methods such as ordinary polls or special ballot. The latter, however, may be perceived as cumbersome.
- Some electors, perhaps a majority, will feel largely unconcerned about TAP. There is a risk of "overcommunicating" to this audience, and creating concerns about a phenomenon that may not originally have been of interest to those electors.
- Electors with a disability need to have access to complete information about the accessibility features and limitations of TAP, including its impact on the accessibility of poll worker jobs.

In light of this, the following recommendations can be put forward:

1) Any communications about TAP should emphasize the paper ballot and counting process.
2) Information about TAP security features and contingency plans should be easily available for citizens who want to know more.
3) EC should work closely with AGDI to ensure that accessibility is part and parcel of the development of new tools that involve TAP, including any impact on poll worker jobs.

To what extent should Vote on campus be promoted for non-students?

The Voting on campus demonstration showed that the improved special ballot process was quick and simple for the elector. It also showed, however, that this voting method is not suitable for everyone. This poses the question of how to communicate to a broader audience about voting on campus.

Some considerations to take into account:

- Voting with a special ballot for the first time involves a lot of new steps and procedures. This may lead to delays if voters ask many questions to the poll workers, or it can be overwhelming to some electors (see p. 12 for questions raised by participants).
- Campus locations are well-known, often central, and usually meet strict accessibility standards. As such, they may be appealing to a wide range of electors. However, campuses have their own geography, which is not necessarily familiar or easy to navigate for outsiders.
- Large flows of voters from outside the campus could lead to line-ups, and thus discourage student voters – the primary target of these voting locations.

In light of this, the following recommendations can be put forward:

4) A thorough assessment of the accessibility features of special ballot voting should be undertaken and results shared with stakeholders.
5) EC should decide how to communicate about on-campus voting to the general public, if at all.

6) Special attention should be paid to wayfinding and signage when setting up an on-campus polling station, to ensure smooth navigation for all electors.

How to communicate information about ID requirements?

Communications about ID requirements must contend with a tension between making complex information *simple* and making it *thorough*.

Some considerations to take into account:

- There is a large number of acceped documents that one can use as a piece of identification. A key message is that with so many options, most electors can meet the ID requirements.
- However, for other participants the long list of documents was overwhelming. They could not read through all of them, and doubted that members of their community would be able to find the information relevant to their situation.
- Participants suggested tailoring posters or communications to different audiences, by focusing on the most plausible IDs for each group. While it would certainly simplify the information, it would run the risk of making it less complete should the poster be seen out of context.

In light of this, the following recommendation can be put forward:

7) Further research should be conducted to assess the best ways to present this information. Such research should include, among others, groups of electors with low literacy, low vision, cognitive limitations and whose mother tongue is neither French nor English.

How to communicate about the accessibility features of polling places and voting methods?

Electors with a disability need to know about the accessibility features of each polling place and voting methods as they decide when and where they will cast their ballot. Given the range of needs, ways of voting and voting locations, it is challenging to ensure that each elector can easily find answers to their questions about accessibility.

Some considerations to take into account:

- Thinking about accessibility and universal design is evolving, and organizations such as EC are held to ever higher standards when it comes to ensuring accessible services and information.
- Some voting methods are less accessible than others. This is especially the case for the special ballot, which presents a range of challenges for various groups of electors.
- The main communication channels, especially the VIC, cannot communicate detailed information about accessibility features of the different polling locations.
- Different channels of communications (telephone, website, mail, online chat) are accessible to different groups.

In light of this, the following recommendations can be put forward:

8) EC should continue to work towards universal access, and to collaborate with AGDI members to ensure that services and communications products meet the full range of accessibility needs.
9) Products should always refer to both the toll-free number and the website, and include teletypewriter (TTY) and video relay service (VRS) options.

How to prepare poll workers to serve electors in all their diversity?

The demonstrations and simulations highlighted the diversity of needs in terms of services but also in terms of information. More than ever, workers who interact with electors must be prepared to respond in a courteous and professional way to electors with very different concerns and needs.

Some considerations to take into account:

- While most electors want to get through the voting process as quickly as possible, some prefer to have more time and go at their own pace. Concerns about avoiding line-ups should not trump attention for electors' questions, concerns and pace.
- Some electors just want to cast their ballot, and do not need to understand every single step involved, while others want to make sure that they understand the process, and still others might feel overwhelmed if poll workers tell them a lot of information. These differences are likely to be most apparent in situations that are new to voters.
- Some electors with a disability are happy to get assistance from poll workers, while others prefer to vote independently. Poll workers should feel comfortable asking, and should respect the wishes expressed by electors.
- As Canadians' gender identities and expression becomes ever more diverse, especially among youth, poll workers are likely to encounter electors whose gender presentation does not match the gender on their ID, as well as electors who do not identify as male or female.

In light of this, the following recommendation can be put forward:

10) Further work should be done to ensure poll workers have the tools and training they need to welcome and serve electors in all their diversity.

Annex I: Sample email sent to participants

From: CCPP - ACPP
Sent: April-04-18 11:24 AM
To: CCPP - ACPP
Subject: Demonstration Day Election Products 3: Voter Information Card | Produits d'élection pour la journée de démonstration 3 : Carte d'information de l'électeur
PJ :

| 2a. Publicité imprimée.pdf | 2. Print advertisement.pdf | 1a. Carte d'information de L'éle | 1. Voter Information Card.pdf |
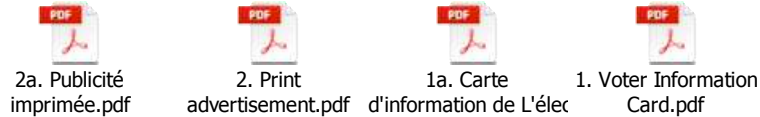
Le français suit

Good day,

Please note that the attached documents are sample election products specific to Demonstration Day. Please do not share or distribute any of these materials.

The attached communication products are meant to simulate what average electors would see or receive during the Voter Information Card phase of an election period.

Attachments:
1. Voter Information Card
2. Print advertisement

After reviewing the attached documents, please complete a quick online survey about the documents and your experience using them. You can access the survey here: [link]

You will receive an email with the next group of products for the Guide to the federal election phase of the election period on April 5.

Thank you,

Susan Torosian
Executive Director, Policy and Public Affairs

Bonjour,

Veuillez prendre note que les documents ci-joints sont des exemples de produits électoraux réservés aux activités de la journée de démonstration; nous vous prions de ne pas les faire circuler.

Les produits ci-joints servent à simuler ce qu'un électeur moyen verrait ou recevrait durant la phase « Carte d'information de l'électeur » d'une période électorale.

Pièces jointes
1a. Carte d'information de l'électeur
2a. Publicité imprimée

Après avoir examiné les produits, veuillez remplir un court sondage en ligne portant sur ces produits ainsi que sur votre expérience de leur utilisation. Vous devrez sélectionner le français à l'aide du menu déroulant en haut de l'écran : [lien]

Le 5 avril, vous recevrez un courriel auquel sera joint le prochain groupe de produits, soit celui de la phase « Guide de l'élection fédérale » de la période électorale.

Merci,

Susan Torosian
Directrice exécutive, Politiques et Affaires publiques

Annex II: List of Shared Communications Products

I.   Registration
      A.   Print Advertisement
      B.   Instagram Advertisement
      C.   Facebook Advertisement
      D.   Digital Web Banner
      E.   Web Screenshot – Ways to register
      F.   Radio Advertisement

II.   Voter Information Card (VIC)
      A.   Print Advertisement
      B.   Voter Information Card

III.   Reminder Brochure
      A.   Guide to the federal election
      B.   Radio Advertisement

IV.   Early Voting Options
      A.   Print Advertisement – General population
      B.   Print Advertisement – Youth
      C.   Instagram Advertisement
      D.   Twitter Post
      E.   Digital Web Banner – General population
      F.   Digital Web Banner – Youth
      G.   Radio Advertisement
      H.   Web Screenshot – Ways to vote
      I.   Web Screenshot – New service offerings

V.   Election Day
      A.   Print Advertisement
      B.   Digital Web Banner
      C.   Instagram Advertisement
      D.   Facebook Advertisement
      E.   Radio Advertisement

Annex III: Online Questionnaires

I. Questionnaires for Waves 1 to 5

INTRO

We would like to seek your input on the material that you received as an attachment to the email titled "Election Day." This will assist us as we evaluate the format and contents of our voter information materials.

First, take the time to go over the materials – look at the ads, read the text, listen to the radio spots. When you are done, please answer the questions below.

Your responses will remain anonymous and be dealt with in a confidential manner. Remember, we are evaluating our materials – not you!

Q1

Thinking about the materials you just received, would you say that, for <u>you personally,</u> the information was …

01   Very clear
02   Somewhat clear
03   Somewhat unclear
04   Very unclear

Q2

Now, keeping in mind the needs of <u>your community or your members</u>, would you say that the information presented was …

01   Very clear
02   Somewhat clear
03   Somewhat unclear
04   Very unclear

Q3

Imagine that this is a real election campaign. Do the materials contain all the information you are looking for on the topic of registration?

01   Yes, the information is complete
02   No, some information is missing

If you answered no, please specify.

[open-ended box]

Q4

Thinking about the advertising that you saw or heard, what do you think were the main messages this advertising was trying to get across?
[open-ended box]

Q5

Overall, which of the following words would you use to describe the materials?
Check up to three answers.
- appealing
- interesting
- boring
- messy
- complicated
- neat
- conventional
- original
- direct
- ugly
- familiar
- relatable
- fresh
- unclear

Please add any particular comments on your choices.
[open-ended box]

Q6

Imagine that this is a real election campaign. What, if anything, would you do as a result of seeing this information?
[open-ended box]

Q7

Without going back to read or listen to the materials, please answer the following question.

[Note: this question was different for each survey]

Q7A [April 3, 2018]

If you needed to make sure you were registered to vote, or wanted to make sure your registration was up to date, what would you do?

[open-ended box]

Q7B [April 4, 2018]

Why should someone check to see whether they had received their voter information card?

[open-ended box]

Q7C [April 5, 2018]

Other than a driver's licence, name a piece of identification, or a combination of pieces of identification, that you could use to prove your identity and address.

[open-ended box]

Q7D [April 6, 2018]

Good news – you have won a week-long cruise for two! Bad news – you will be away on election day. Based on the materials you saw, are there other options you can use to vote?

[open-ended box]

Q7E [April 9, 2018]

It is the morning of election day. You want to vote, but you realize that you have not yet registered. Are you still able to vote today?

01   Yes, I can register on election day before noon

02   Yes, I can register on election day but only if I have the proper pieces of ID

03   No, unless I was sick last week (with a doctor's note)

04   No, it is never possible to register on election day

99   I don't know

II.   Questionnaires for Wave 6

INTRO

We would like your feedback on your experience with Demonstration Day, held on April 11. This will help us make improvements for future consultation events.

Your responses will remain anonymous and be dealt with in a confidential manner. For this reason, please do not include any personal information that could identify you, your organization or any other person in your answers.

Q1

Overall, how satisfied were you with your experience on Demonstration Day?

01   Very satisfied
02   Somewhat satisfied
03   Somewhat dissatisfied
04   Very dissatisfied

If you answered somewhat or very dissatisfied, please tell us why.

[open-ended box]

Q2 – How easy was it to prepare for Demonstration Day (i.e. review the communication materials, complete the online surveys, make travel arrangements, etc.)?

01   Very easy
02   Somewhat easy
03   Somewhat difficult
04   Very difficult
If you answered somewhat or very difficult, please tell us why.

[open-ended box]

Q3 – How easy was it to participate in Demonstration Day (i.e. take part in the voting simulations, visit the information kiosks, participate in the facilitated discussions, etc.)?

01   Very easy
02   Somewhat easy
03   Somewhat difficult
04   Very difficult
If you answered somewhat or very difficult, please tell us why.

[open-ended box]

Q4 – Do you strongly agree, somewhat agree, somewhat disagree or strongly disagree with the following statement: "Participating in Demonstration Day was a good use of my time"?

01   Strongly agree
02   Somewhat agree
03   Somewhat disagree
04   Strongly disagree

Q5 – What could we have done differently to improve your experience of Demonstration Day?

[open-ended box]
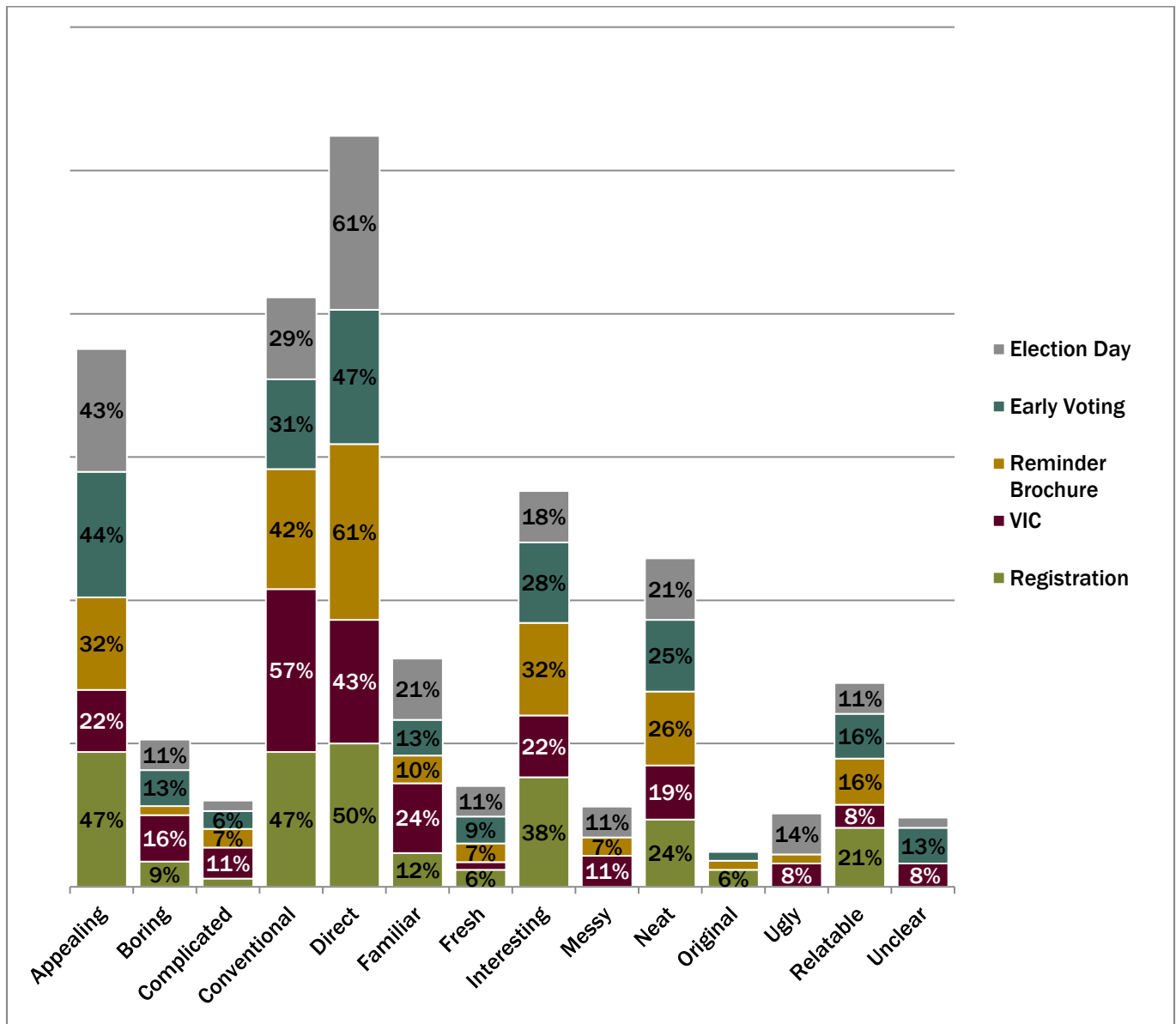
Annex IV: Detailed Results of Surveys on Communication Products – Wave 1 to 5

Thinking about the material, would you say that the information was…

		Very clear		Somewhat clear		Somewhat unclear		Very unclear		Total number of respondents
		for the respondent	for the respondents' community or members	for the respondent	for the respondents' community or members	for the respondent	for the respondents' community or members	for the respondent	for the respondents' community or members	
Registration	Count	23	19	11	13	0	2	0	0	34
	Percentage	67.6%	55.9%	32.4%	38.2%	0.0%	5.9%	0.0%	0.0%	
Voter Information Card (VIC)	Count	24	13	12	20	0	3	1	1	37
	Percentage	64.9%	35.1%	32.4%	54.1%	0.0%	8.1%	2.7%	2.7%	
Reminder Brochure	Count	22	17	9	14	0	0	0	0	30
	Percentage	71.0%	54.8%	29.0%	45.2%	0.0%	0.0%	0.0%	0.0%	
Early Voting	Count	20	13	11	15	1	3	0	0	32
	Percentage	62.5%	41.9%	34.4%	48.4%	3.1%	9.7%	0.0%	0.0%	
Election Day	Count	20	14	8	14	0	0	0	0	28
	Percentage	71.4%	50.0%	28.6%	50.0%	0.0%	0.0%	0.0%	0.0%	
Total	Count	109	76	51	76	1	8	1	1	162
	Percentage	67.3%	47.2%	31.5%	47.2%	0.6%	5.0%	0.6%	0.6%	

Overall, which of the following words would you use to describe the materials?

Legend:
- Election Day (grey)
- Early Voting (teal)
- Reminder Brochure (gold)
- VIC (dark red)
- Registration (olive green)

Word	Registration	VIC	Reminder Brochure	Early Voting	Election Day
Appealing	47%	22%	32%	44%	43%
Boring	9%	16%		13%	11%
Complicated	11%		7%	6%	
Conventional	47%	57%	42%	31%	29%
Direct	50%	43%	61%	47%	61%
Familiar	12%	24%	10%	13%	21%
Fresh	6%		7%	9%	11%
Interesting	38%	22%	32%	28%	18%
Messy	11%		7%		11%
Neat	24%	19%	26%	25%	21%
Original			6%		
Ugly			8%		14%
Relatable	21%	8%	16%	16%	11%
Unclear		8%		13%	

Annex V: Discussion guides

I.   Demonstration Day – Facilitated Discussion Guide – Version 1

Time: 60 minutes

Topics: Voting on Campus + Communications

Introduction (5 minutes)

- Welcome participants and explain the process:

- Facilitator introduces her/himself and her/his role: _____

- The role of the facilitator is to ask questions, make sure everyone has a chance to express themselves, keep track of time, be objective.

- Introduce the note-taker: _____

- The note-taker will be taking notes on the feedback you provide. The results are confidential and reported all together. Individuals are not identified in the notes or in our reporting. We will be using the feedback you provide in these sessions, together with the results from the online surveys that you already completed, to prepare a report that we will share with all of you. It will also inform our work as we prepare for the 2019 general election.

- This session will last one hour. As you can see, we have split into two groups. Each group will spend approximately 20 minutes talking about the voting process that you just experienced. After that, we will spend about 20 minutes talking about the communications products that you received. During these discussions, we would like you to keep in mind the needs and viewpoints of the communities or members that you represent.

- We will take the last 10 minutes or so to summarize what we heard from you. We'll have a quick wrap-up at the end.

- Are there any questions before we begin?

Discussion 1: Voting on Campus Experience (20 minutes)

- Let's begin with the voting on campus experience.

1. How easy or difficult was the voting process? (4 minutes)

    a.   What made it easy?

    b.   What made it difficult?

2. Did you find anything unexpected or surprising about this voting process? It could be good or bad. (4 minutes)

3. Was there anything about the process that you didn't understand or that you would have liked a better explanation for? (4 minutes)

4. In addition to what we have already discussed, were there any particular issues or concerns for your community or your members? (4 minutes)

5. Summing up, if a friend asked you how it went, what would you tell them? (4 minutes)

Discussion 2: Communications Products and Messages (20 minutes)

- Prior to Demonstration Day, we sent you a series of emails with communications products and advertising. These were meant to simulate the kinds of communications that electors could expect to see or hear in the lead-up to a real election. We now want to ask you a few additional questions about those communications products.

1. Did the information you received in advance help you prepare for the voting experience you just had? (5 minutes)

   a. If yes, why?

   b. If no, why not?

2. Was there information about this particular voting process that you needed but did not receive? In other words, now that you have experienced the voting on campus process, do you feel you had enough information and the right information, or would you have liked more or different information? (5 minutes)

3. Are there ways that our communications products could make the voting on campus process easier to understand for your community or your members? (5 minutes)

4. [Ask during the first facilitated discussion session only] I'd like to ask you about the two posters that were posted in the voting demonstration room: the ID poster and the Feedback poster. [Hold up or tape to the wall a copy of each poster.] (5 minutes)

   a. Did you notice the posters when you were participating in the voting demonstration? [Note: If no one recalls seeing the posters, ask them to take a few moments to review them now.]

   b. Probe each poster separately:

   c. Did you find this poster helpful? Why or why not?

   d. Is the information clear?

   e. Is it easy to read and understand?

   f. [For Feedback poster only]: What do you think of the inclusion of the QR code? Would you use it?

Wrap-up / Final Questions or Comments (15 minutes)

- The facilitator, with the help of the note-taker, summarizes the key findings for each discussion topic.
- Do you have any final questions or comments before we finish?
- This concludes what we need to cover for this session.
- Thank you for sharing your views with us. Your input and feedback are important and insightful, and we really appreciate you taking the time to share your thoughts with us.

I.   Demonstration Day – Facilitated Discussion Guide – Version 2

Time: 75 minutes

Topics: Advance Polls + Ordinary Polls + Communications

Introduction (2 minutes)

- Welcome back!
- This session will last just over one hour. We will talk about the two voting processes that you just experienced, and we will spend about 20 minutes on each process. After that, we will spend 15 minutes talking about the communications products that you received. **During these discussions, we would like you to keep in mind the needs and viewpoints of the communities or members that you represent**.
- We will take the last 10 minutes or so to summarize what we heard from you. We'll have a quick wrap-up at the end.
- Are there any questions before we begin?

Discussion 1: Advance Polls Voting Experience (20 minutes)

- Let's begin with the first voting experience – voting at advance polls with technology.

1. How easy or difficult was the voting process? (4 minutes)

    a. What made it easy?

    b. What made it difficult?

2. Did you find anything unexpected or surprising about this voting process? It could be good or bad. (4 minutes)

3. Was there anything about the process that you didn't understand or that you would have liked a better explanation for? (4 minutes)

4. In addition to what we already discussed, were there any particular issues or concerns for your community or your members? (4 minutes)

5. Summing up, if a friend asked you how it went, what would you tell them? (4 minutes)

Discussion 2: Ordinary Polls Voting Experience (20 minutes)

- Let's move on to the second voting experience – voting at ordinary polls on election day.

1. How easy or difficult was the voting process? (4 minutes)

    a. What made it easy?

    b. What made it difficult?

2. Did you find anything unexpected or surprising about this voting process? It could be good or bad. (4 min)

3. Was there anything about the process that you didn't understand or that you would have liked a better explanation for? (4 min)

4. In addition to what we already discussed, were there any particular issues or concerns for your community or your members? (4 min)

5. Summing up, if a friend asked you how it went, what would you tell them? (4 min)

Discussion 3: Communications Products and Messages (15 minutes)

- We now want to ask you a few additional questions about the communications products that you received by email before Demonstration Day.

1. Did the information you received in advance help you prepare for the voting experience you just had? (5 minutes)

    a. If yes, why?

    b. If no, why not?

2. Was there information about these particular voting processes that you needed but did not receive? In other words, now that you have experienced the **voting process at advance polls and voting on election day**, do you feel you had enough information and the right information, or would you have liked more or different information? (5 minutes)

3. Are there ways that our communications products could make the voting process **at advance polls or on election day** easier to understand for your community or your members?
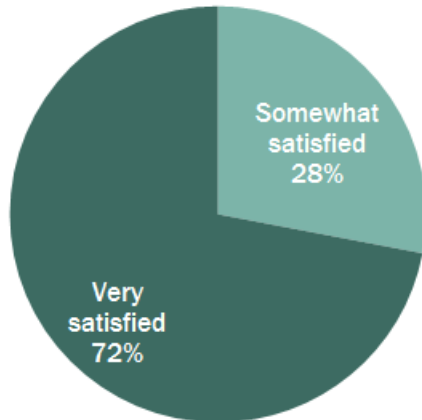   [5 minutes]

Wrap-up / Final Questions or Comments (10 minutes)

- *The facilitator, with the help of the note-taker, summarizes the key findings for each discussion topic.*
- Do you have any final questions or comments before we finish?
- This concludes what we need to cover for this session.
- Thank you for sharing your views with us. Your input and feedback are important and insightful, and we really appreciate you taking the time to share your thoughts with us.
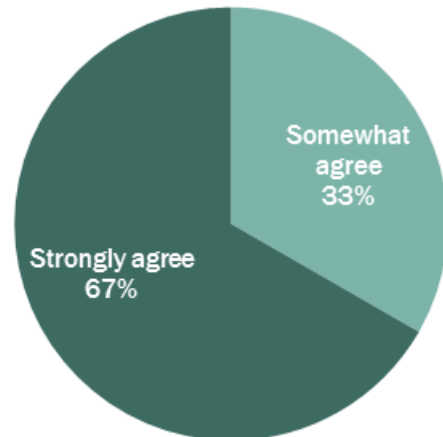
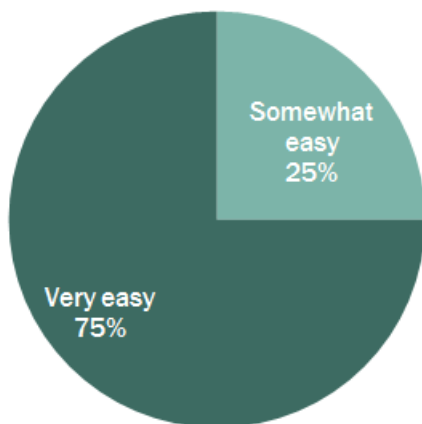## Annex VI – Detailed Results of Surveys on Communication Products – Wave 6

Overall, how satisfied were you with your experience on Demonstration Day?

Somewhat satisfied 28%

Very satisfied 72%

Do you agree with the following statement: "Participating in Demonstration Day was a good use of my time"?

Somewhat agree 33%

Strongly agree 67%

How easy was it to participate in Demonstration Day?

Somewhat easy 25%

Very easy 75%

How easy was it to prepare for Demonstration Day?

Very easy 46%

Somewhat easy 54%