EVALUATION

Microtraining and the Sierra Leone Police:
An Evaluation of the Effectiveness of Cascade Training

PHOTO CAPTION

This photo was taken in Makeni Police Headquarters, Sierra Leone, on October 17, 2012. It shows a Level 3 training session during a routine morning roll call that is attended by local police officers. Photo credit goes to Luca Etter (Social Impact, Inc.).

ACKNOWLEDGEMENTS

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MICROTRAINING AND THE SIERRA LEONE POLICE:
AN EVALUATION OF THE EFFECTIVENESS OF CASCADE TRAINING

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ACRONYMS

ADS	Automated Directives System
APPC	Area Policing Partnership Committee
CEPPS	Consortium for Elections and Political Process Strengthening
CESPA	Center for Economic and Social Policy Analysis
DoJ	Department of Justice
DRG Center	USAID's Center of Excellence on Democracy, Human Rights, and Governance
EDGE-IE	Evaluating DRG Effectiveness- Impact Evaluations
EMB	Executive Management Board
ESP-SL	Elections Security Program in Sierra Leone
EU	European Union
FGD	Focus Group Discussion
HQ	Headquarters
ICITAP	International Criminal Investigative Training Assistance Program
IFES	International Foundation for Electoral Systems
IGP	Inspector General of Police
KI	Key Informant
KII	Key Informant Interview
LPPB	Local Police Partnership Board
LUC	Local Unit Commander
PIE	Promoting Inclusive Elections
SI	Social Impact
SLEA	Senior Law Enforcement Advisor
SLP	Sierra Leone Police
USAID	United States Agency for International Development
USAID/W	United States Agency for International Development / Washington

EXECUTIVE SUMMARY

The USAID Elections Security Program in Sierra Leone (ESP-SL) was designed to promote election security around the Sierra Leonean presidential, parliamentary, and local elections scheduled for November 2012. The program was intended to be "truly integrated," combining targeted capacity building for the Sierra Leone Police (SLP) provided by the Department of Justice's International Criminal Investigative Training Assistance Program (ICITAP) with civic education activities (including on the role of the SLP in promoting election security) implemented by the International Foundation for Electoral Systems (IFES).

The design for ESP-SL also included an evaluation component to enable USAID to learn about the factors driving success or lack thereof and incorporate such evidence into future election security-related programming, both within Sierra Leone in the post-election period and potentially in other similar contexts or countries.

In late September 2012, USAID formally approved plans for Social Impact, Inc. to conduct an evaluation focused on the proposed system of cascade training which had become the main element of ICITAP support to the SLP. ICITAP was promoting microtraining as an alternative training model which could deliver key election-related messages through the police hierarchy to: (a) police officers in local police stations and posts and (b) local community members. However, given the many open questions about the plans for microtraining, it was unclear to what extent that process would or could be effective. These open questions underscored the need to focus on the *process* of microtraining, and with this emphasis on process in mind, the main question for this evaluation was framed as follows:

To what extent has microtraining been effective in communicating key messages about elections to local police officers?

This evaluation is targeted for use predominantly by the following parties: **USAID/Washington** and **ICITAP**, which can potentially use the findings presented below to inform decisions about the design of future police training initiatives; **the USAID Sierra Leone Country Program**, which can use findings to inform post-election programming; and **the Sierra Leone Police**, who can use findings to improve upon current and future microtraining "courses."

PROJECT BACKGROUND

The Senior Law Enforcement Officer (SLEA) contracted by ICITAP started work with the SLP in November 2011 but it was not until July 2012 that the SLEA presented microtraining to SLP leadership as a low cost, innovative alternative to more formal, centralized training approaches currently used by the SLP. The SLEA and the SLP Director of Training, who had developed a very close working relationship, jointly prepared a concept paper that outlined microtraining "as a form of in-service police training" that could be used to "transfer information and knowledge on specific topics, police policy changes, and other concerns deemed important by the organization's leadership." The system of microtraining proposed in the concept note emphasized the recent changes to the election laws, but also served as a model that could be used by the SLP to deliver other types of information in the future. The SLP leadership approved the concept note in late July 2012, and by mid-August the SLEA and a small team of SLP trainers had identified nine "modules" to be covered in the microtraining course as well as the three "levels" of the microtraining cascade. These three "levels" are as follows:

Level 1: skills development for SLP "Master Trainers" as well as the development and finalization of the content of the microtraining modules

Level 2: a training of trainers conducted by the Master Trainers at the division level[1]

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[1]. SLP administration in Sierra Leone is organized into six police regions. Those six police regions contain a total of 32 police divisions.

Level 3: the delivery of microtraining by local trainers to subordinates at police stations and posts and to community members

EVALUATION METHODS

In evaluating these three levels of microtraining, the evaluation team focused on three key aspects, namely:

- **Implementation**, or the extent to which each level of the microtraining took place according to plan;

- **Quality,** or the extent to which the trainings were conducive to learning; and

- **Effectiveness,** or the extent to which learning actually took place as result of the trainings.

In assessing these aspects and answering the evaluation question(s), this evaluation relies primarily on qualitative research methods, namely direct observations, focus group discussions (FGDs), and key informant interviews (KIIs). In addition to conducting interviews and FGDs with key stakeholders in Freetown, members of the evaluation team visited seven of the 32 Level 2 microtraining sites and eight of 94 police stations or posts where Level 3 trainings could reasonably have been expected to be conducted.[2]

In reviewing the evaluation results presented in this report, the reader must remain aware of several key factors which inhibit the ability of this evaluation to make definitive statements about the *entire* SLP microtraining program. As is often the case with qualitative research, the foremost constraint to a broad interpretation of the evaluation results is the small number of sites visited and police officers interviewed at the station/post level because it limits the ability of the evaluation to generalize specific findings from the small sample. Additionally, due to the short timeframe in which the evaluation was conducted, the evaluation team did not directly observe Level 1 training or any of the earlier Level 2 trainings, and instead relied on administrative data (of somewhat questionable quality) and subsequent interviews with participants as the sources of information about those trainings. When the evaluation team did directly observe Level 2 and Level 3 trainings, there is reason to believe that in a few cases the presence of the evaluation team had some influence on whether and how those trainings were conducted.

FINDINGS

A summary of findings for each level of microtraining are as follows:

Level 1 training was an intensive one-week workshop conducted by the ICITAP Police Advisor aimed at developing the curriculum and process for the SLP microtraining while simultaneously enhancing the ability of the trainees (termed "Master Trainers") to incorporate different teaching techniques into the training. The three Master Trainers interviewed by the evaluation team (out of 10 total) expressed a high degree of satisfaction about their participation in Level 1 training and felt that the microtraining curriculum contained a number of important election-related messages that would be relevant for a large number of trainees. All interviewed Master Trainers also noted that microtraining constitutes a focused approach which can be considered innovative for the SLP and could potentially be replicated for other SLP training activities. Furthermore, the fact that Master Trainers were well prepared for the implementation of Level 2 training – both in terms of organization and delivery – hints at the fact that Level 1 training was successful in passing on its main messages. However, the lack of involvement of community representatives and limited attention paid to plans for monitoring the implementation of microtraining, especially for Level 3 training, may have indirectly contributed

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Each police division contains between three and 20 police stations and posts.

2. There are a total of 267 police stations or posts in Sierra Leone. As is discussed further below, attendance sheets collected from the SLP document attendance by representatives from 94 stations/posts at Level 2 training. Due to some issues with the quality of this data, this figure represents a lower bound estimate for the number of stations/posts which sent a representative to Level 2 training and which therefore should have conducted Level 3 training.

to some of the problems that occurred at later stages of the microtraining process.

Level 2 training, consisting of a total of 32 one-day workshops throughout the country, appears to have been very effectively implemented with only a few minor organizational challenges. The relatively small team of 10 Master Trainers was able to train nearly 850 police officers and community members in less than three weeks. Participants rated the overall quality of the delivery of the training content highly. The evaluation team also considered the delivery of the training to have been effective overall but did identify some room for improvement in terms of trainee participation and the delivery of some of the more complex content. However, it is important to note that a significant proportion of stations and posts were not represented at Level 2 trainings and also that over 70% of attendees at Level 2 trainings were rank-and-file police or SLP sub-officers, rather than more senior SLP officers who possessed greater authority to ensure that Level 3 training would occur.

The amount of information about the content and process of the microtraining that was retained by participants is less clear. A small number of (relatively simple) knowledge questions were answered correctly by 65% of key informants (KIs) interviewed at the trainings sites. All participants also signaled an understanding of the fact that they were expected to pass the information on to police officers at their stations and posts. However, very few participants seemed to have fully understood that this dissemination was expected to take place in the form of a structured training during morning parades for each day leading up to the elections.

Level 3 training was intended to be the stage for the content of the microtraining to be passed on to every single police officer in Sierra Leone as well as to members of the public at large. According to the microtraining process, Level 3 training was supposed to be conducted during roll calls, the so-called morning parade, every morning at each station and post for the period between the end of Level 2 training and the November 17 election.

However, only three out of eight police stations and posts visited by the evaluation team seemed to implement Level 3 training as envisioned. In some of the remaining stations/posts there were instances of election related messaging being passed on to police officers but not in the structured manner envisioned by the microtraining and presented in the manual.

CONCLUSIONS

Answers to the main evaluation question and sub-question are identified below:

To what extent has microtraining been effective in communicating key messages about elections to local police officers?

The information collected by the evaluation team indicates that, among those who received Level 2 and Level 3 training, microtraining was in fact a relatively effective method to communicate key messages to local police officers.

However, considering that the ultimate goal of microtraining was to disseminate key messages throughout the police hierarchy to all police officers at the station and post level, it must also be noted that several indications point to the fact that microtraining was not being implemented in many police stations and posts across the country.

In terms of how much information about the content and process of the microtraining was absorbed by participants, the findings are somewhat mixed, indicating that basic knowledge transfer did occur but perhaps imperfectly so.

Was microtraining effectiveness uniform? If effectiveness varied, what factors either predicted or were correlated with higher or lower effectiveness?

While Level 2 was, overall, relatively uniformly implemented across training sites, one of the most striking

findings of the evaluation was the frequency with which Level 3 did not occur as intended. Only three out of eight visited police stations and posts seemed to implement Level 3 in line with expectations, suggesting that Level 3 implementation was not happening as hoped in many locations. Furthermore, even in the places where the implementation of Level 3 training was observed, there was evidence of significant variations in the quality of delivery.

The evaluation team identified two main reasons for the incomplete implementation of Level 3 training across the country. First, very little structured guidance was given to Level 2 participants regarding how Level 3 was expected to be carried out: the microtraining "manual" contained no guidance on the implementation process, and during Level 2 trainings information about how Level 3 training should be conducted was often covered in passing or at the very end of the training. Second, the concept of the SLP microtraining heavily relied on the ability and/or willingness of the local unit commander (LUC) or local station commander to conduct Level 3 training. Without any incentive system (either positive or negative) in place, only local commanders who saw the value of the training and were confident enough to implement it took the initiative to do so.

If microtraining was less than optimally effective, why and at which level did breakdowns occur? The evaluation team identified two overarching "breakdowns" that help explain the limited effectiveness of microtraining.

First, the evaluation team observed an overall lack of focus on the *process* of microtraining, including a definitive lack of clarification and communication of expectations related to Level 3 at each preceding level of microtraining, and no plans to monitor the implementation of Level 3 trainings. These were major oversights and contributed to the incomplete implementation of Level 3 training.

Second, there are also several indications that SLP Leadership never fully bought in to microtraining as supported by ESP-SL. The lack of direct attention from high-level SLP leadership contributed to the high variation in Level 3 effectiveness, especially given the lack of clarity on the expected process of microtraining. SLP leadership did not convey clear instructions about the implementation of microtraining down to the station/post level and also did not commit resources to monitoring its implementation.

How can the microtraining concept be improved for future use by the SLP?
In continuing to implement microtraining "courses" in the future, the SLP could improve the microtraining concept as implemented in the following ways:

- Consider how to monitor the implementation of future microtraining courses as well as provide rewards or punishments to encourage more effective implementation.

- More narrowly define the scope of future microtraining "courses" and/or limit the number of modules included in any given course.

- Develop 1-2 Master Trainers from each of the six police regions. Depending on the relative costs for staff based in Freetown versus in each police regions, this approach may be more cost effective, especially if future microtrainings involve a monitoring component.

- Build on the microtraining experience and incorporation of techniques such as role plays, scenarios, and visual aids in order to enhance the effectiveness of its regular trainings.

What are key lessons for USAID related to the provision of effective support for microtraining-type concepts?
Given the several observed challenges to the implementation of microtraining as a system for delivering messages to local police officers, there are many lessons from ESP-SL for USAID to bear in mind when considering future support for microtraining-type concepts:

1) The future use of microtraining-type approaches may benefit from the incorporation of key concepts from

the more expansive literature on informal learning and adult education. These concepts can be used to create a more specific definition of microtraining, which in turn can inform more process-oriented considerations.

2) As discussed above, to avoid future breakdowns similar to those experienced in the ESP-SL microtraining, it is clear that both the content *and* the process of microtraining must receive sufficient attention. This is especially true for lower levels of cascade training, where USAID can and should encourage and/or facilitate more active monitoring of implementation.

3) The cost structure of ESP-SL support for microtraining, whereby the fixed costs of project development and advisory support vastly outweighed the direct costs of microtraining implementation, call into question the cost effectiveness of USAID supporting the relatively intensive process of developing a microtraining program with the intent to only support a one-off round of implementation focused on a specific purpose (either the delivery of election-related messaging as in the case of the ESP-SL, or otherwise). Especially where there is reason to question the initial commitment of the host country police agency, it may prove more effective and sustainable for USAID to support a *series* of microtraining courses designed to enable microtraining to be more institutionalized within training procedures.

4) Much of the observed success of the microtraining program appears to have been the result of the high levels of personal interaction and collaboration between the ICITAP Police Advisor and the Master Trainer team. While such relationships may have been beneficial (and necessary) in delivering program results, USAID should be wary of the risks of relying heavily on a champion or a small number of champions within a large bureaucracy and not establishing institutional relations on firmer footing from the outset.

5) The microtraining approach can feasibly be integrated with other development programming, but in some instances USAID may need to play an active role in ensuring that expected coordination between programs actually takes place.

Finally, given that various factors did not enable the evaluation team to look beyond the microtraining process at more distant outcomes or the impact of the program, the evaluation team urges USAID to consider a more rigorous evaluation of future microtraining programming (either in Sierra Leone or elsewhere). Such an evaluation could rigorously test claims that microtraining produces desired results with significantly lower costs per trainee compared to other more traditional forms of training.

EVALUATION PURPOSE, BACKGROUND & QUESTIONS

EVALUATION PURPOSE & BACKGROUND

The USAID ESP-SL was designed as a "truly integrated" elections security program, combining targeted capacity building for SLP provided by the Department of Justice's ICITAP with civic education activities (including on the role of the SLP in promoting election security) implemented by IFES.[3]

The design for ESP-SL also included an evaluation component to "enable USAID to learn about the factors that drive success or lack of success of individual activities in the Sierra Leonean context and allow for evidence-based D[emocracy and] G[overance] assistance programs in the post-2012 election period." The evaluation was also intended to provide information for other USAID missions to decide whether a similar approach to election security programming was relevant in their countries. The Learning Team within USAID's Center of Excellence on Democracy, Human Rights, and Governance (DRG Center) is responsible for the evaluation component of ESP-SL.

Initial evaluation plans involved baseline and endline surveys to measure changes in public perception of the police's role in elections. However, after an initial trip to Sierra Leone by the DRG Center's Learning Lead in May 2011, large scale surveys were removed from the evaluation design due to methodological challenges and budgetary constraints. In May 2012, another member of the Learning Team travelled to Sierra Leone to clarify plans for the evaluation. Although this trip identified several potential areas of interest, the Learning Team also concluded that the program interventions, and especially the linkages between the IFES and ICITAP components, were not yet sufficiently articulated to serve as a basis for a clear evaluation design. Due to ongoing changes to program plans, no evaluation design had been agreed upon as of August 2012. At that point, USAID arranged for Social Impact (SI) to conduct an evaluability assessment and, pending its outcome, design and implement an evaluation of select ESP-SL activities through the Evaluating DRG Effectiveness–Impact Evaluations (EDGE-IE) task order.

As part of the assessment,[4] in consultation with USAID/W, SI identified possible areas of focus for the evaluation as well as a list of three potential evaluation questions. The first question sought to explore the effectiveness of a training system that was being developed by the ICITAP advisor to deliver election-related messages to local police officers. The second question sought to investigate the effectiveness of civic education activities in delivering key messages about the role of the police in election security. The third question attempted to identify lessons learned for USAID when planning future evaluations.

The assessment also identified several aspects of each of the program components that required further clarification or modification before meaningful evaluation activities could be undertaken. As acknowledged in the scoping trip report, "the choice [between the three proposed evaluation questions] is not only a matter of preference, but also a function of the availability of information about program plans and the suitability of program activities to evaluation." Based on considerations of the availability of information about program plans,

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3. For additional information, see "Program Design for a USAID Election Security Program in Sierra Leone" (outlining the design of the ICITAP support) and the workplan for the "Promoting Inclusive Elections (PIE) in Sierra Leone" project, for which IFES was the main grantee.

4. This assessment was based on a scoping trip whereby a member of the Learning Team and a SI consultant travelled to Sierra Leone for one week in mid-August 2012.

further review of the program logic, the perceived willingness of program staff to share such information, and the potential usefulness of evaluation results for learning, SI and USAID collaboratively identified the first of the evaluation questions proposed by SI as the best candidate for the focus of the evaluation. In late September 2012, USAID formally approved an evaluation of the proposed system of cascade training which had become the main element of ICITAP support to the SLP. SI subsequently partnered with the Center for Economic and Social Policy Analysis (CESPA) in Freetown to act as the evaluation team's local data collection partner.

EVALUATION QUESTIONS

As described in greater detail below, the proposed system of cascade training, termed "microtraining" by ICITAP personnel, had become the main focus of ICITAP's efforts to support the SLP in promoting election security. ICITAP was promoting microtraining as an alternative training model which could deliver key election-related messages through the police hierarchy to: (a) police officers in local police stations and posts and (b) local community members. However, given the many open questions about the plans for microtraining, it was unclear to what extent that process would or could actually be effective. In addition to presenting a challenge to the evaluation team in designing the evaluation, these open questions underscored the need for the evaluation to focus on the *process* of microtraining more so than the impact or even outcomes of that process. With this emphasis on process in mind, the main question for this evaluation was framed as follows:

To what extent has microtraining[5] been effective in communicating key messages about elections to local police officers?

The key sub-questions identified to maximize learning related to this evaluation are as follows:

- Was microtraining effectiveness uniform? If effectiveness varied, what factors predicted or were correlated with higher or lower effectiveness?

- If microtraining was less than optimally effective, why and at which level did breakdowns occur?

- What other external factors contributed to police knowledge related to the stated learning objectives of the microtraining?

- Can microtraining also serve as an effective mechanism for community outreach or delivering key messages from the SLP to community leaders?

- How can the microtraining concept be improved for future use by the SLP?

- What are key lessons for USAID related to the provision of effective support for microtraining-type concepts?

TARGET AUDIENCE

In line with the original motivation behind the inclusion of an evaluation component in the program design, the findings from this evaluation are intended for use by three main target audiences. First, **USAID/W and ICITAP** can learn from the critical factors driving and limiting microtraining's effectiveness presented in this report to inform strategic and programmatic decisions about police training initiatives elsewhere (including, but not limited to microtraining). Second, relevant staff from the **USAID Sierra Leone Country Program[6] and**

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5. See Evaluation Design, Methods and Limitations section below for a specific definition of "Microtraining" in the context of this evaluation.

6. The USAID Country Program falls under the authority of the USAID Mission in Conakry, Guinea. The findings below may therefore also be of interest to the USAID Mission in Guinea, especially given current programming there related to pre-election messaging and conflict mitigation. The USAID Country Program Manager for Sierra Leone mentioned that, although there is currently no direct coordination of such programming between Guinea and Sierra Leone, the programs in the two countries are "trying to learn from one another."

the US Embassy in Sierra Leone can use the information presented below to improve existing plans for election security programming in the period immediately following the election, as well as to inform decisions about if and how best to provide future support to the SLP. Third, **SLP leadership** can use preliminary evaluation findings as a basis for immediate action to improve the implementation of microtraining prior to the November 17 elections, as well as use the more formal findings presented below to inform decisions about if and how to continue microtraining as a method to deliver training and other key messages about policies and procedures.

PROJECT BACKGROUND

EVOLUTION OF ESP-SL TO INCLUDE MICROTRAINING

ICITAP support to the SLP comprises one of the two main components of the ESP-SL. The original program design for ICITAP support covered both the development of a community outreach strategy and a review of policies, procedures, and training related to election security and public order management.[7]

The SLEA for Sierra Leone, Mr. Bryan Atkins, arrived in Sierra Leone in November 2011 and initiated regular meetings with SLP leadership, including officials responsible for training and community outreach. The first implementation plan for ICITAP support, dated March 1, 2012, describes six different program components, including three that were closely related to microtraining as it would eventually emerge. These components included the SLEA working with the SLP Training Division and Legal and Justice Support Division to produce a lesson plan for training police prosecutors as well as working with the SLP Community Affairs section to enhance a program reinforcing the apolitical stance of the SLP through internal sensitization to local police officers and their families. It also included encouraging the SLP and especially Local Police Partnership Boards (LPPBs)[8] to reinforce messages related to non-violence and women's rights through community engagement and discussions.

In the ICITAP implementation plan, the police prosecutor training was explicitly described as a cascade training in which the police prosecutors who receive training "will deliver the materials and the training to the local police management and supervisors in their assigned areas," and these supervisors will then "transfer the training to their subordinates through a series of micro trainings during roll call briefings." "Microtraining" is described as comprising short lessons "usually ten minutes in duration that are designed to be delivered during pre-duty briefings, commonly referred to as roll call."[9] The ICITAP implementation plan also called for the use of short roll call-type training to deliver the messages related to apolitical positions and community relations.

At the time the ICITAP implementation plan was developed, the SLEA had already begun working with an SLP team of four training officers and one prosecutor to develop training curriculum related to the 2002 Electoral Laws Act. This large-scale, lecture-style in-service training was delivered by the SLP to 220 SLP investigators and prosecuting officers in Freetown and four other major cities in April 2012, although for this particular training, the cascade approach was essentially abandoned. There were no clear expectations for trainees to conduct any further training in their respective regions, either during the existing SLP morning parades or otherwise.

EMERGENCE OF MICROTRAINING

Following the abandonment of the cascade approach for the prosecutor training, the microtraining idea was largely dormant until mid-July 2012, when the SLEA and the SLP Director of Training prepared a concept note that outlined an overall training strategy centered around the use of microtraining "as a form of in-service police

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7. It is important to note that, from the beginning, the scope and nature of ESP-SL support to the SLP was constrained by both USAID policy (ADS 312.3.4.3) as well as federal regulation (Section 660 of the Foreign Assistance Act of 1961, as amended). Under the so-called "Leahy Amendment," ICITAP and USAID were required to ensure that recipients of any form of assistance – including training delivered by ICITAP or USAID personnel – have gone through an established Department of State vetting process. For this reason, the original program design involved a review of SLP policies, procedures and training and the development of new policies and procedures for training, but not the direct provision of large-scale training to the SLP.

8. LPPBs were created in each of Sierra Leone's 14 districts as part of a series of police reforms instituted on the heels of the civil war which ended in 2002. They are non-partisan forums with membership including police, local elected officials, chiefs, and religious and other civic leaders, and were intended to complement a more community-based policing approach from the SLP.

9. The original idea for the incorporation of microtraining into the ESP-SL was suggested to the SLEA by the ICITAP Associate Director detailed as a Police Advisor to USAID, based on prior ICITAP experiences in Uganda and Rwanda.

training" that could be used to "transfer information and knowledge on specific topics, police policy changes, and other concerns deemed important by the organization's leadership." While the system of microtraining would focus on election issues – and specifically recent changes to election laws – it was also presented as a model that could be used by the SLP to deliver other types of information in the future.

Several key factors contributed to this renewed focus on microtraining as a centerpiece of the ICITAP component of the ESP-SL. First, the passage of the Public Elections Act of 2012 in May created the need to provide updated information to both police officers and the public regarding changes to the laws governing the upcoming elections. Second, difficult relations with the head of the SLP Community Relations Department meant that little progress had been made on the community outreach strategy or on other planned areas of collaboration. Finally, and potentially most significantly, a close working relationship had emerged between the SLEA and the SLP Director of Training, Mr. Gibril M. Turay, who had been closely involved with the development of the April training on the 2002 Electoral Laws and who continued to work enthusiastically with the SLEA in support of developing new approaches to training within the SLP.

As per the microtraining concept note, the training was to include five distinct stages[10] and was described as targeting not only SLP personnel but also personnel from other security sector institutions who were to assist SLP in policing the elections (the armed forces, the prison service, and the national fire force) and key civilian parties including civil society groups and community and youth leaders. Also described were plans for formal attendance records and tests to assess trainees' understanding of key material.

Although SLP leadership would not agree to commit SLP funds to microtraining implementation, the Executive Management Board (EMB) of the SLP formally approved the microtraining concept note in late July.[11]

FURTHER REFINEMENT OF THE MICROTRAINING APPROACH

Following the SLP EMB's formal approval of the microtraining concept note, the SLEA continued to meet with a core group of five SLP staff to further develop the plans for microtraining related to the upcoming elections.[12] By mid-August, these meetings had resulted in the development of a more detailed document describing the plans for microtraining. The document described the implementation of microtraining in terms of the three distinct "levels":

Level 1: skills development for SLP "Master Trainers"[13] as well as the development and finalization of the content of the microtraining

Level 2: a training of trainers conducted by the Master Trainers at the division level[14]

Level 3: the delivery of micro training by local trainers to subordinates and community members

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10. These five stages were as follows: 1) an 80-hour police instructor development course provided to a team of 20 SLP personnel; 2) a 40-hour workshop to identify changes in the election laws and develop the microtraining curriculum; 3) a 3-day program to train 20 SLP personnel in each of the six police regions; 4) the delivery of training to local first line supervisors and selected SLP public relation personnel in their respective areas of responsibility; and 5) the delivery of training to all first line supervisors' subordinates.

11. The concept note describes the cost of the roll-out of the training throughout the country as being "shared" by ESP-SL and the SLP but provides no further details on the division of costs between the two parties. This vague language was intentionally used to facilitate approval of the concept note in the face of resistance from SLP leadership about the use of SLP funds for microtraining.

12. This core group of five officers was the same group that had worked with the SLEA on the February training related to the 2002 election laws. The SLP officers were Mr. Gibril Turay, Mr. John Tumbay, Ms. Esther Kaintor, Mr. Almamy Kamara, and Mr. Mohamed B. Kamara.

13. For the sake of consistency, the term "Master Trainer" is used throughout this report. In practice, however, the terms "Master Trainer" and "Master Instructor" were used essentially interchangeably.

14. SLP administration in Sierra Leone is organized into six police regions. Those six police regions contain a total of 32 police *divisions*. Each police division contains between three and 20 police stations and posts.

The document also listed nine distinct "modules" to be delivered through microtraining.[15] Due mainly to logistical and cost concerns, but also based on input from the evaluation team, at this point the microtraining was planned to be piloted in a small number of police divisions where the possibility of election violence was considered to be relatively high, rather than throughout the entire country..

On August 23, just as the SLEA and SLP team were working to finalize the overall microtraining approach as well as the plans and content for the elections-related "pilot," the SLEA was struck by a car in Freetown and was evacuated from Sierra Leone to receive proper medical attention.

To ensure the continuation of activities leading up to the election, the ICITAP Associate Director detailed as a Police Advisor to USAID (hereafter, the ICITAP Police Advisor), Mr. Eric Beinhart, travelled to Freetown, arriving on August 29. He had been responsible for the initial design of the ESP-SL and had remained closely involved throughout the project. He worked to rapidly finalize the plans for the master trainer and curriculum development course which would represent the first level of the microtraining cascade.

INTEGRATION OF MICROTRAINING WITH OTHER PROGRAMMING

As described above, ICITAP advisory support to the SLP is one of the two main components of the ESP-SL along with a series of activities implemented by IFES to improve citizens' understanding of the police's role in providing effective security before, during, and after elections.

Microtraining was not listed among the main points of integration with ICITAP support described in the work plan for the Promoting Inclusive Elections (PIE) program submitted in May and revised again in August prior to USAID approval; however, the microtraining concept note produced by the SLEA in July mentioned that IFES "has pledged support in our efforts to educate the public and other government related stakeholders." No specific details on the nature of such support were provided in the document.

In mid-August, as the microtraining approach was approaching its final form, two specific ideas were discussed. The first was the use of the microtraining modules as the basis for talking points for the community radio discussions. The second was the delivery of some of the microtraining content during the "peace concerts" promoting non-violent elections to be jointly organized and sponsored by ESP-SL and the SLP.

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15. Of these nine modules, one specifically covered the changes in election laws, two were focused on specific aspects of election policing (understanding the polling place and prosecuting electoral offenses), five covered general police behavior related to the elections (police neutrality around elections, community and police communication around elections, gender discrimination around elections, persons with disabilities around elections, and organizing police/community outreach events), and one covered the general importance of tolerance and respect. Note that in the final version of the microtraining curriculum, the module on organizing police/community outreach events was replaced with a module addressing stress management.

EVALUATION DESIGN, METHODS & LIMITATIONS

The objective of the study is to evaluate the effectiveness of microtraining in communicating key messages about elections to local police officers. This section discusses the overall approach to meeting this objective. It starts from the definition of "microtraining" used for the purposes of the evaluation and proceeds to the evaluation approach and specific research methods used to answer the key evaluation questions. As with any research methodology, the approach employed in this evaluation has potential implications for the inferences which can be made from the findings presented; these are also discussed below.

DEFINITION OF "MICROTRAINING"

There is very little formal literature on the concept of microtraining, with the exception of some documentation from a European Union (EU)-funded pilot program to develop learning processes for vocational training.[16] The EU program considers microtraining as a non-traditional method to convey information via brief workplace gatherings, which does not replace formal training but instead acts as "an updater and knowledge enhancer," and which can be applied in almost any context. In this sense the basic concept of microtraining employed by the SLP with support from ESP-SL is similar to the EU program's concept of microtraining; however, the ESP-SL microtraining was developed internally and without reference to this or other educational literature.

For the purposes of this evaluation, the concept of "microtraining" is defined inductively: the evaluation considers the effectiveness of the system of roll-call training designed and implemented collaboratively by the ICITAP Advisor and the SLP, which in its entirety is referred to as "microtraining." This system covers not only the specific delivery of microtraining to SLP officers at the local level during morning parades, but also the development of microtraining curriculum and the different levels of cascade training. For the purposes of this evaluation, these three levels are considered to be: Level 1, the training of Master Trainers; Level 2, the training of key officers (including division supervisors, station and post supervisors, and community outreach officers) at the division level; and Level 3, the training of police officers and community members at the station/post and community level, respectively.

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16. See, for example: http://www.microteaching.org/, http://www.microtraining.eu, and Pieter de Vries and Stefan Brall (2008), "Microtraining as a support mechanism for informal learning", eLearning Papers No 11/2008 (available at http://www.elearningeuropa.info/files/media/media17532.pdf).

Figure 1. Microtraining Cascade Structure

EVALUATION METHODS

To meet the evaluation objective as mentioned above, the evaluation team relied chiefly on qualitative research to provide an in-depth, highly detailed, and nuanced account of how the system of cascade police training functioned in practice.[17] Given the lack of detail available about program plans at the time of evaluation design, a qualitative approach also provided greater flexibility in reacting to new information and/or changing circumstances.

With this overall qualitative approach, the evaluation team employed three main methods of data collection: direct observations of trainings, KIIs, and FGDs with stakeholders and microtraining participants, covering both trainers and trainees.[18] Where relevant, secondary quantitative program data, specifically attendance sheets, was used to supplement the primarily qualitative methods (with limitations as discussed below). These methods can be considered cross-cutting in the sense that the data collected using each method helps to answer multiple evaluation questions. The specific data collection methods used in the evaluation approach, including the number of respondents/observations per method, are summarized in Table B-1 in Annex B.

QUALITATIVE FOCUS: THREE ASPECTS OF MICROTRAINING

Within the qualitative approach employed in this evaluation, the evaluation focused on three core aspects of each of the three levels of microtraining, namely implementation, quality, and effectiveness.

Implementation speaks to the extent to which each level of the microtraining has taken place; the process by which trainings were organized and the chain of responsibilities in place to ensure that trainings occurred as planned; a normative description of the training as observed by the evaluation team and/or as recollected by interviewees; and, where applicable, some descriptive statistics on the number of trainings, number of participants, and the type and categories of participants.

Quality addresses, to the extent possible, the way(s) each level of the microtraining was delivered and whether or not the trainings were conducive to learning; the extent to which content was presented clearly and in a manner that is appropriate given both the context of the SLP microtraining and the specific local context; whether or not both trainers and trainees were attentive and there was a fruitful dialogue that created an enabling learning environment; and the way in which the training was stimulating and used the learning methods

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17. It is important to note that initial evaluation designs included the collection of both qualitative and quantitative data, but the collection of primary quantitative data was excluded from the final evaluation approach due to logistical considerations.

18. Please note the naming convention as a result of the system of cascade training: trainees/participants of Level 1 training are trainers of Level 2 trainings and trainees/participants of Level 2 trainings are Level 3 trainers.

stipulated in the manual, in particular lectures, role plays, scenarios, and question and answer sessions.

Effectiveness of different levels of the SLP microtraining attempts to assess how much learning has taken place, triangulating direct observations of trainings, answers to learning questions by participants, and participants' assessments about whether the training provided new and relevant information. Additionally, subsequent levels of trainings are used to make statements about the effectiveness of prior training lessons, in particular the way in which the main messages have been passed down the training cascade and the extent to which participants of preceding trainings are able to explain core elements of the curriculum to lower levels of the police hierarchy.

The data collection guides designed by the evaluation team, namely semi-structured guides for the focus groups and interviews and structured guides for direct observations of the training sessions by the evaluation team, were designed to capture information about each of these three aspects of microtraining. See Annex A for more information about research instruments.

IDENTIFICATION OF SITES AND RESPONDENTS

For all data that was collected at Level 2 and 3 trainings, the evaluation team conducted purposive sampling with the training locations serving as the main sampling unit. By the time the study was approved and the evaluation team was mobilized to the field in early October 2012, roughly half of Level 2 trainings had been completed, including all areas in Eastern and Southern Sierra Leone.[19] Ultimately, members of the evaluation team visited a total of seven police stations hosting Level 2 trainings located in Port Loko District and the Western Area (Freetown and surrounds) where trainings were still being conducted. The evaluation team selected a sample of six training sites that represented the most urban and most rural sites of the trainings that were still to be conducted. A seventh site was visited after the evaluation team discovered that some sites in Freetown were not prepared to hold the trainings (for more details on this particular issue, see the discussion of findings related to Level 2 Implementation below). See Annex B for a map of the police training centers where Level 2 training was observed.

Similarly, purposive sampling was used to select sites for the KIIs and direct observations of Level 3 training. The primary sampling unit is police divisions, which were purposively selected based on the following criteria:

* Location, as represented by the four major administrative regions in Sierra Leone;
* Rural/Urban Areas;
* Areas identified as potentially more prone to electoral violence;
* Balance across multiple different training teams; and
* At least one division where microtraining was expected to be implemented effectively based on information collected.

Based on these criteria, four police divisions were selected: Makeni, Motema, Pujehun, and Freetown Central. See Table B-4 in Annex B, which describes how these four sites meet/satisfy the selection criteria.

Within each of these four selected police divisions, the division headquarters and one other police station or post were selected as sites for Level 3 data collection, meaning that members of the evaluation team ultimately visited eight police stations and police posts across the four divisions. In each division, the other police station/post was selected based on the attendance records from Level 2 training, with the condition that at least one representative from the station/post had attended Level 2 training. Within this sub-sample the evaluation team chose the station/post that was located the furthest away from the Division HQ, with the exception of Freetown.

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19. Note that this included areas such as Kono and Bo, which had previously been identified as potential "hotspots" for election-related violence and which therefore would have been of interest for sampling.

EVALUATION CHALLENGES AND LIMITATIONS

As with any research findings, when reviewing the findings presented in this report, it is important that the reader be aware of the challenges faced by the evaluation team and the potential limitations on the extent to which inferences can be made about the entire SLP microtraining program. These are described briefly below.

Definition and implementation of the program

The loosely defined program concept presented a significant challenge to the evaluation. Initially, USAID and ICITAP conceptualized ESP-SL as a way to facilitate the provision of information that could help limit election-related violence, and this concept was eventually operationalized in part as a series of microtrainings that would be delivered through a cascade system from the "Master Trainers" SLP down to local police officers and community members. In practice, however, little specific documentation was available describing the planned implementation process in detail, especially who specifically would be expected to participate in the cascade process. This lack of clarity made it difficult to develop and implement an evaluation plan and forced the evaluation team to adopt a more process-oriented approach, including a heavy focus on documenting the way in which microtraining was actually implemented. Because the police training program was operationalized very differently across training sites, the evaluation team's ability to evaluate the program's quality and effectiveness in a consistent manner was limited.

Furthermore, and especially considering the condensed time period for the evaluation,[20] the lack of clarity about implementation plans at the time the evaluation was being planned severely limited options for data collection. With greater clarity and/or a longer period to plan and implement the evaluation, there might have been the possibility to collect quantitative data, collect data at more than one point in time, and/or select a larger and subsequently more representative sample. The timing of the evaluation also meant that the evaluation team was forced to collect information on curriculum development, Level 1 training, and roughly half of Level 2 training sessions by retrospectively asking respondents about their impressions and accounts of the meetings or training sessions that had taken place days or weeks prior, rather than by directly observing such processes.

Small Sample Size

In general, small sample size studies limit the generalizability of evaluation findings to the larger population. The number of respondents for this study is very small, numbering only 56 total observations across all types,[21] which makes it significantly less likely that the resulting data is representative of the overall training process. To provide one example, if the four selected police divisions have significantly higher than average accessibility and if training is less likely to occur effectively in areas where accessibility is limited, the data from selected divisions may give the false impression that trainings are occurring more often than they are at most sites. The small, potentially non-representative sample and significantly heterogeneous observations make it difficult to draw conclusions that can be generalized with confidence to the entire SLP training program.

Hawthorne Effect

In many cases, the very act of conducting an evaluation can cause people to act or behave differently than they otherwise would in the absence of an evaluation, which in turn limits the validity of evaluation findings. There is some reason to believe that this phenomenon, known as the Hawthorne Effect, occurred in this evaluation. For instance, when the evaluation team visited several training sites in Freetown, they found that although the trainings had been scheduled and the trainers were ready to start, many of the stations had simply forgotten about the trainings. Upon the arrival of the evaluation team, the trainings were quickly (although somewhat haphazardly) organized. It is unlikely these trainings would have taken place if the evaluation team had not been

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20. USAID approved the evaluation approach in late September, mainly as a consequence of the continually evolving implementation plans for the ESP-SL. The implementation time schedule was further constricted by the agreement between the Learning Team and SI to attempt to implement the evaluation on a schedule that would allow us to provide preliminary feedback to USAID and the SLP *before* the November 17 elections, so they could make meaningful adjustments to programming.

21. Total n excludes the analysis of attendance sheets.

present. In such cases, the evaluation findings may overstate the effectiveness of the program.

This issue has been further amplified by the relative inexperience of the SLP with external evaluations, as well as what may have been an inappropriate level of involvement in the microtraining implementation by some of the interviewers employed by CESPA, the local data collection partner. For example, SLP trainers often resolved to presenting messages in English in order for the evaluation team to fully understand the content of the presentation, which may have come at a cost of reduced learning among some SLP Officers who were not as fluent in English compared to Krio or other local languages. There were also a handful of instances in which enumerators actively participated in discussions during trainings and directly encouraged inviting media representatives to the trainings.[22]

Quality of Secondary Data
Attendance sheets from Level 2 trainings were used to supplement qualitative data collected by the evaluation team as well as for the selection of Level 3 microtraining sites visited by the evaluation team. These sheets provided additional data on Level 2 trainings, particularly for those training sites where trainings had occurred before the team was mobilized to the field. However, because the evaluation team did not collect this information directly, the information from these sheets must be interpreted carefully. Many of the attendance lists were not easily readable, and there is a significant chance that some participants did not sign in or filled in information incorrectly. For example, it seems that in some Level 2 trainings, attendees listed their "home" station as the location of the training session rather than the police station/post where they are regularly posted. In such cases, the information provided by the attendance sheets underestimates the number of stations/posts who sent representatives to Level 2 trainings. This number should therefore be regarded as a lower bound estimate rather than an accurate number.

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22. In order to address this problem, the SI evaluation team instructed the enumerator team not to participate in FGDs and re-advised them of their role as objective researchers.

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

The evaluation team's key findings for each of the three levels of ESP-supported microtraining are described below. Following a brief introduction describing the main goals of each level and how the evaluation team collected information for that level, findings are loosely categorized in terms of implementation, quality, and effectiveness, as per the evaluation structure introduced above.

LEVEL ONE TRAINING

Level 1 of the SLP microtraining consisted of a one week, 40-hour course led by the ICITAP Police Advisor which targeted the 10 SLP officers who would become Master Trainers for microtraining. This level of training had two main purposes: first, to provide interactive training on teaching techniques to be used during the microtraining and, second, to facilitate the collaborative development of the microtraining curriculum and teaching material incorporating those techniques.[23]

The evaluation team was not able to directly observe Level 1 training due to the timing of the evaluation. All findings presented in this section stem from information gathered in KIIs with the ICITAP Police Advisor and the SLP "Project Manager,"[24] as well as a FGD with three of the Master Trainers who attended the full training[25] and additional information obtained from the ICITAP Police Advisor's report summarizing his activities from August 29 to October 12. The evaluation team was also able to draw some conclusions about the effectiveness of Level 1 training through observations of Level 2 trainings as well as KIIs with Level 2 trainees about the ability of the Master Trainers to effectively convey the main messages of the SLP microtraining.

LEVEL ONE IMPLEMENTATION

The one-week Level 1 course took place at the ICITAP Police Advisor's residence in Freetown from September 3-7, 2012, and was attended by the ten SLP Master Trainers.[26] During the first two days of Level 1 Training, the primary focus was on instructor development, including important components of adult learning methodology and the use of different teaching techniques. The main goal of the ICITAP Police Advisor during these two days was for the team to understand and embrace five different learning techniques (lecture, role play, questioning, scenarios, and visual aids) to be used during the presentation of the microtraining material, which would ideally all include a mixture of these techniques.

After the second day, the team started developing the different modules, in particular writing role plays for each of the nine modules. The manner in which this was conducted was highly collaborative, whereby the team often split into two groups, each of which would develop a role play which they would then present. The entire team

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23. Note that in early versions of the microtraining concept (including the July concept note), instructor development, and curriculum development were envisioned as two separate phases.

24. For the purpose of this evaluation report, SLP "Project Manager" refers to the SLP Training Officer who was nominally responsible for the implementation of the microtraining at the time of the evaluation. However, it is important to note that at no point did the SLP leadership formally designate one specific officer as responsible for the overall implementation of microtraining and for this reason Project Manager is used with quotation marks.

25. The three Master Trainers for the FGD were selected based on their availability to convene at the SLP Training Academy in Hastings, Freetown, on Friday, October 19. One was the SLP "Program Manager," Assistant Superintendent of Police John Fayiah Tumbay. The others were Assistant Superintendent of Police Esther Kaintor and Constable Alpha Limann Conteh.

26. These ten master trainers comprised the five officers who had already been working with the SLEA on the microtraining concept and an additional five officers who became involved in late August. Only half of the SLP officers selected to serve as master trainers had previous teaching experience.

would subsequently critique and comment on the different role plays until a version for each module was defined and agreed upon by the entire group.

By the fourth day, the group started to compile one comprehensive document which would eventually become the manual of the SLP microtraining. They decided which elements should be included, discussed the order of the different modules and put the information into a readable, structured manual, moving away from the original power point format that was developed prior to Level 1 training. Prior to the training, the tentative material had been heavily geared toward lecture, but by including different teaching methods for each module, the curriculum became more interactive. This was done with the intention that it would encourage participation during subsequent levels of the microtraining.

On the fifth and final day, all modules were presented to the group and final changes were made to the different elements of the training to produce a draft final version of the nine different modules. Level 1 training ended with a ceremony at which the US Ambassador to Sierra Leone provided a certificate to each of the Master Trainers for their participation in and contribution to the SLP microtraining. The Inspector General of the SLP as well as the Assistant Inspector General for Training also attended this ceremony.

QUALITY OF LEVEL ONE TRAINING
From the feedback gathered during the KIIs and the FGD, both the ICITAP Police Advisor and the SLP Master Trainers rated the quality of the training very highly. The two aspects that were stressed the most by respondents were the collaborative effort of the exercise as well as the new training skills they acquired, which represented a true learning experience for the Master Trainers. This was of particular value for the members of the Master Trainer team who were trainers at the SLP Police Academy.

In many ways, the manual for the SLP microtraining can be considered the main output of the one-week training. The version prepared by the group over the course of the five days was very close to the one that would ultimately be presented to SLP Supervisors and Officers during Level 2 and 3 training. All participants were satisfied with the quality of the curriculum and in particular its clarity, brevity, and the inclusion of a number of different teaching methods that would make the microtraining highly interactive. This was especially true in contrast to other training manuals they had received in the past. That said, it is important to note that the manual developed during Level 1 training was not the final version used during Level 2 training; the ICITAP Police Advisor felt the manual was still too wordy and lacked certain context-specific information, such as concrete examples of police neutrality in Sierra Leone. As described below, following the completion of Level 1 training, the Police Advisor, together with some of the Master Trainers, continued to revise the manual prior to its finalization.

EFFECTIVENESS OF LEVEL ONE TRAINING
Although the evaluation team did not directly observe Level 1 training, there are several indications which lead the evaluation team to conclude that the training was effective in broadening the teaching skillset of Master Trainers and finalizing the curriculum that would be used during Levels 2 and 3 of the microtraining.

First, all respondents in the FGD mentioned that some of the teaching techniques taught during Level 1 training – in particular, role plays and scenarios – were new to them as the SLP traditionally relies on lecturing in its trainings. Two of the Master Trainers interviewed by the evaluation team stated that they had already started incorporating learning techniques acquired during the microtraining into the regular training curriculum used for new recruits of the SLP.

Second, the manual itself comprises a concise and clear set of modules that convey relatively complex information about police behavior and the new election law in a very accessible manner. Participants at all subsequent levels expressed positive views about the manual, with many respondents highlighting its clarity as a positive aspect of the microtraining. Many respondents in subsequent levels highlighted that teaching techniques

such as role plays were new to them and they thought the use of such techniques increased the level of active participation in these trainings.

Third, as is described in more detail in the next section, the overall quality of Level 2 training and in particular the preparedness of Master Trainers to conduct Level 2 training effectively was rated positively both by Level 2 participants and the members of the evaluation team that observed Level 2 training. The planning process for Level 2 implementation, aimed at carrying out 34 trainings (out of which 32 trainings took place) in all parts of the country began during Level 1 Training. Although implementation planning was not a main (stated) goal (and, as is discussed further below, perhaps should have received more attention), during Level 1 training the SLP Master Trainers discussed both the pairing of a Master Trainer with a "junior" trainer for Level 2 trainings (each team of two contained one "senior" trainer with previous training experience and one "junior" trainer with no previous training experience) and the implementation plan for Level 2 trainings.

However, certain ways in which subsequent levels of training were ineffective do point to some potential shortcomings in Level 1 training. First, the SLP Community Relations Department and community representatives were not actively involved in Level 1 training. In earlier stages of the microtraining planning process, the idea was to include some SLP community outreach officers in the team of Master Trainers in order to better facilitate the communication of key microtraining messages to community members. However, due to the tenuous relationship with the Head of the SLP Community Relations Department, there was very limited coordination with this part of the SLP and no community outreach officers served as Master Trainers. Second, due to the lack of progress on ICITAP-supported community outreach events (itself a consequence of the lack of working relationship between ICITAP and the Head of the Community Relations Department), the originally proposed module on community/police outreach events was not included in the final list of modules for microtraining. To counteract the absence of community relations personnel in the master trainer team and in Level 1 training, it was decided that members of LPPB would be invited to Level 2 trainings by the local station supervisors.

Finally, the curriculum and plans that were developed during Level 1 training did not have a clear focus on the implementation of microtraining beyond Level 2, nor was the evaluation team able to identify any efforts to anticipate potential issues that might arise in a cascade training structure where Level 2 trainees would be responsible for conducting Level 3 trainings. While all Master Trainers seemed to have understood the expected role of local police supervisors in the implementation of the microtraining, including that the supervisors were supposed to pass on the information to local police officers during morning parades, during Level 1 training there was no formal discussion about the specifics of how this would be monitored or enforced.

LEVEL TWO TRAINING

Level 2 of the SLP microtraining consisted of 32 one-day training sessions in Divisional Police HQs in all regions of the country.[27] These training sessions were conducted by a team of SLP Master Trainers (each training team consisted of a pair of instructors: one junior instructor and one senior instructor), targeting police supervisors and members of LPPBs[28] within each division. This level of training was intended to introduce the nine microtraining modules to the participants in sufficient detail to enable them to pass on the key information contained therein to police officers under their supervision and (especially in the case of LPPB members) to members of the community.

To document and evaluate the Level 2 process, the evaluation team observed seven Level 2 training sessions and conducted a total of 20 KIIs with Level 2 participants. The evaluation team received and analyzed the attendance

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27. Note that 34 training sessions were originally planned but, as described below, in two divisions Level 2 training sessions did not occur as planned.

28. The memos circulated to all police regions and divisions in advance of Level 2 training also mention Area Policing Partnership Committees (APPCs), but at no point during the course of the evaluation did the participation or role of the APPCs ever come up.

sheets from all Level 2 training sessions. Moreover, findings from observations and interviews conducted during Level 3 trainings provided additional information on the effectiveness of Level 2 training. Finally, information gathered during a FGD with Master Trainers after completion of Level 2 training provided the evaluation team with the trainers' perspective on this component of the SLP microtraining. All analysis of Level 2 microtraining follows the three main aspects of microtraining laid out in the "Qualitative Focus: Three Aspects of Microtraining" sub-section, focusing on the assessment of the implementation, the quality, and the effectiveness of Level 2 microtraining.

LEVEL TWO IMPLEMENTATION

Following the completion of Level 1 training, the ICITAP Police Advisor and the Master Trainers worked to finalize the individual microtraining modules and to produce copies of the final training manual to be distributed during Level 2 of the microtraining.

Prior to the start of Level 2 training, the Assistant Inspector General for Training sent a memorandum to LUCs in all 34 divisional HQs in which Level 2 training was scheduled to take place,[29] as well as to their superiors in each of the six police regions. The memo was addressed to the LUC of each division and instructed them to ensure that 20 Supervisors from within their division attended the training. While the memo only specified that the training was "for police supervisors in [the division's] police stations and posts" and the LUC was ultimately responsible for identifying the specific supervisors who should attend the training session, the main idea behind Level 2 microtraining was to invite police officers with duties to conduct morning parades at their station or post, such as shift commanders, station sergeants, and post commanders. These were the officers who would be responsible for passing the information delivered at Level 2 training sessions down the hierarchy to their subordinates during Level 3. In order to reach out to communities and ensure that the information about the new election law reached the public at large, Community Relations personnel and members of the LPPB were also invited. In many cases, the Master Trainers or local police commanders also extended invitations for Level 2 training to local media representatives.

A total of 32 Level 2 training sessions took place between September 24 and October 9, 2012. Most training sessions took place inside the Divisional HQ building with the exception of cases where the police building was not big enough (for example in Port Loko) and the training session was conducted in nearby community centers or other public buildings such as schools or youth centers. To reduce travel costs and time, the five Master Trainer teams moved region by region with trainings starting in Eastern and Southern Sierra Leone. The majority of training sessions took place as planned, with a few noteworthy exceptions:

- In three divisional HQs in Freetown (Congo Cross, Lumley and Eastern Police), the LUC was not aware that the training session was supposed to happen on the day of the event. Upon arrival of the Master Trainers (and, in Congo Cross and Lumley, the evaluation team) the personnel of the hosting divisional HQ improvised and asked all present police officers to attend the training, which started with a delay of roughly one hour. It remains unclear why these divisional HQs were not prepared for the training since memos were confirmed as being received. However, some KIs suggested that the memo may have been sent too far in advance (there was an almost three week lag between the submission of the memo and the scheduled training date) or that it may not have reached the right person (i.e., the LUC) in the local police hierarchy.

- The training session in Malema Division HQ in the Southern Region did not take place because the road to Malema was impassable on the day of the training. As a result, participants who were able to do so were

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29. The implementation of Level 2 microtraining was originally intended to be implemented as a pilot in only a small number of police divisions, with part of the cost borne by the SLP. However, previous efforts by the SLEA to convince the SLP leadership to share the costs of Level 2 microtraining had met with very little success. Therefore, considering the enthusiasm of the Master Trainer team, the positive response from the SLP leadership to the microtraining presentation, and the need to finalize plans for Level 2 implementation, the ICITAP Police Advisor decided to allocate ESP-SL funds to implement Level 2 microtraining in all police divisions throughout the country.

asked to report to Zimmi Station instead. After some clarification with the commander in charge at Zimmi Station, the training took place there.

• The training session in Kailahun Division in the Eastern Region did not take place because the LUC in Kailahun misread the memo and instead of asking participants to come to the divisional HQ in Kailahun, sent participants to the regional HQ in Kenema. The trainers that showed up in Kailahun conducted the training there with the remaining officers who were present, while the officers mistakenly sent to Kenema were trained by two other Master Trainers who were near Kenema.

Table 1 shows the participation in Level 2 training by region and type of trainee, distinguishing between SLP, LPPB members, media representatives, and others based on attendance information collected by the Master Trainers. Although this information is subject to some quality concerns as discussed in the Methods and Limitations section, on average, there were 26 participants per Level 2 training. This number of participants is larger than the stated goal of 20 participants per training that the memo had asked the LUCs to invite. The vast majority (87%) of participants were SLP Officers compared to a relatively small number of LPPB representatives (7%) and representatives of the media (3%). Unfortunately, the attendance information collected by the Master Trainers does not clearly distinguish between participants that were responsible for regularly conducting morning parades and those that were not, in part because there is no clear standard within the SLP on which officers lead morning parades in stations/posts (in the stations/posts visited by the evaluation team, up to four officers were responsible for conducting the morning parade at any given time). However, the breakdown of Level 2 trainees by rank is somewhat informative: of the 674 officers for which rank data is available, 38% were rank-and-file police, 33.5% were sub-officers, and only 28.5% were police officers.[30]

The analysis of the attendance sheets further shows that 94 police stations and posts were recorded as being represented at Level 2 training sessions, out of a total of 267 stations and posts throughout the country. Although there are reasons to believe the number of different stations represented is underestimated (for example, because trainees recorded the location of the training session rather than their "home" station), a significant proportion of police posts and stations in Sierra Leone likely did not send a representative to a Level 2 training session. This has important implications: in stations and posts where the station supervisor did not attend Level 2 training session, it is highly unlikely that the content of the microtraining would subsequently be presented to police officers in those stations and posts, either during morning parades or otherwise.

Table 1. Level 2 Attendance by Region

REGION	NUMBER OF PERSONS TRAINED					NUMBER OF POLICE STATIONS/POSTS		
	SLP	LPPB	MEDIA	OTHERS	TOTAL	REPRESENTED	TOTAL	% REPRESENTED
FREETOWN WEST	99	5	2	2	108	9	25	36%
FREETOWN EAST	80	5	3	2	90	17	35	49%
NORTH EASTERN	145	10	2	8	165	15	46	33%
NORTH WESTERN	111	6	2	3	122	13	44	30%

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30. This classification of "rank-and-file," "sub-officers", and "officers" is based upon information provided by the ICITAP police advisor. Constables and Master Constables are considered "rank-and-file;" Corporals, Sergeants, and Master Sergeants are considered "sub-officers;" and Assistant Inspectors and above are considered "officers."

SOUTHERN	158	20	6	13	197	18		54	33%
EASTERN	138	12	8	4	162	22		63	35%
TOTAL	731	58	23	32	844	94		267	35%

QUALITY OF LEVEL TWO TRAININGS

In all seven training sessions observed by the evaluation team, the trainers covered all nine modules in the manual including all role plays and review questions. In all training sessions observed, the Master Trainers went through the entire manual and closely followed the structure for each module: typically, starting with a role play, followed by a discussion about the role play, and then delivering the content of the module in lecture format. At the end of each module, five review questions consisting of true or false statements from the module were read out loud. Although the microtraining manual was written in English, the trainings were conducted in a mixture of English and Krio.

Based on the training sessions observed by the evaluation team, the length of Level 2 training sessions (including lunch break) ranged from approximately 4.5 hours (Congo Cross Divisional HQ) to over 7 hours (Lungi Divisional HQ). The delivery of the individual modules (including a question and answer session following each module) ranged from 15 minutes to 1 hour. The amount of material and complexity of the various modules was the main determinant of module delivery time, with modules on the prosecution of electoral offenses and the new 2012 election law tending to take the longest.

Most of the participant feedback gathered in the KIIs was very positive both in rating the relevance of the materials and the quality of the training delivery. All KIs stated that the training was necessary for them even though justifications for this statement varied. Reasons for the relevance of the training ranged from increased knowledge about the new election law to a better understanding of police neutrality and the role of the police during the elections. When asked how much prior knowledge they had about the content of the training, seven interviewees responded they knew most of it; 12 knew a little or some of it; and one respondent knew none of it. Although the source of their prior knowledge varied, in most cases KIs stated that it was from previously attending other trainings on elections, potentially including the April training on the 2002 Election Laws supported by the SLEA. See Figure 2.

Figure 2. Prior Knowledge of Training Modules
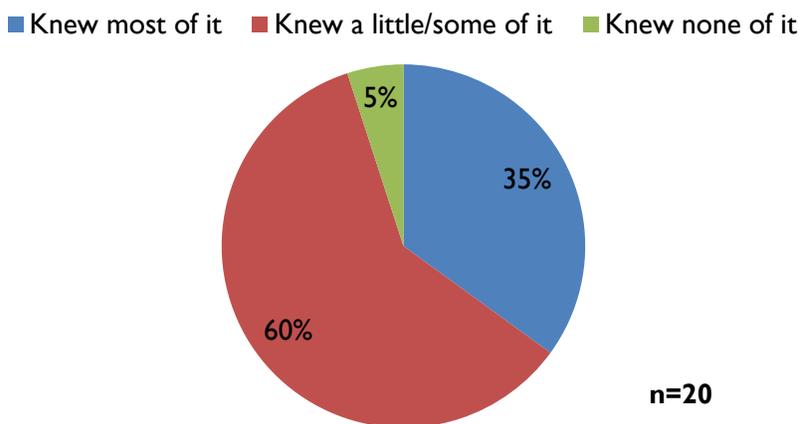
All but one KI – who responded that only the senior trainer was effective while the junior trainer was not – stated that the instructors were very effective in the delivery of the training. Different reasons for this assessment were mentioned. While two respondents said that the fact that they understood everything made

the training effective, others mentioned that the use of Krio during the training or learning methods such as role plays and scenarios were the main reasons for the effectiveness of training delivery. When asked what should have been done differently, three respondents said that there is no need for any improvements while two others stated the need for the provision of lunch (this was mentioned twice in Lungi, the only place visited by the evaluation team where lunch was not provided). Respondents that voiced the need for improvements of the training itself mentioned that one day was not enough (one respondent), that a projector should have been used (one respondent) and that the module on stress management could be improved (one respondent). The observation team also felt that there was a certain fatigue in the audience approximately halfway through the nine modules. When confronted with this statement, both the Master Trainers and the ICITAP Police Advisor said that the one day format is an important element of the microtraining concept since splitting it into two days would increase the cost of implementing Level 2 training.

The observation team also thought that overall the observed training sessions were well delivered; however, they identified areas for potential improvement, even though – as described above – the evaluation team only observed trainings in the second half of the Level 2 process and all trainers already had significant practice in delivering the training. The evaluation team observed that trainers generally relied heavily on the manual (including, in many cases, reading directly from it), which has both positive and negative implications. On one hand, this ensured a certain consistency across training sessions and guaranteed that all topics of the microtraining were covered in every single training session. On the other hand, this led to a certain degree of inflexibility and some of the training sessions felt monotonous, especially towards the end of the day. While the Master Trainers and the ICITAP Police Advisors repeatedly pointed out the advantage of the manual as a concise set of modules over classic PowerPoint format. In cases where the manual was read word by word to the audience, the benefit of incorporating more stimulating training techniques into the microtraining curriculum was not maximized.

The role plays were an important aspect of the training, and in most of the observed cases, participants volunteered to participate (although in some isolated cases role plays were performed by the trainers themselves or the trainers identified participants who then performed the role plays). Most role plays were conducted with a high level of enthusiasm and almost all KIs mentioned the role plays as one of the highlights of the training. However, the discussions following the role play, during which trainers and participants were supposed to reflect on what they had just observed, did not always yield fruitful discussions and often times trainers simply read the explanation from the manual instead of engaging participants. The same was true for review questions: While some trainers asked participants to explain their answers, others simply let the chorus of participants say yes or no without asking for clarifying explanations in cases where not all participants responded with the correct answer. While most modules ended with the trainer asking if there were any questions, often times the discussion was rather brief. The module that seemed to have stirred the liveliest discussions was the one on prosecuting electoral offenses where the role play was somewhat more controversial than others, given that charges brought by the police officer against an offender were dropped by the judge on a technicality.

Participants were attentive in most training sessions observed by the evaluation team; however, there was significant variation between different participants. Most of the conversation tended to be carried by a few participants, which were often times higher level police officers such as Station Supervisors. In most observed training sessions, LPPB representatives were also very vocal, voicing interests and perceived problems communities had with the police, sometimes outside the realm of the topic of elections. In very few cases did the evaluation team observe that participants were taking notes and while overall trainings were fairly disciplined, there were frequent instances of trainees temporarily leaving the training session, answering phone calls, or talking to colleagues. While the LUCs at hosting divisional HQs were in attendance for at least part of all the observed training sessions, in no case did they stay for the entire training session. In two of the seven trainings observed, the LUC actively participated and made announcements at the beginning and during the training session.

EFFECTIVENESS OF LEVEL TWO TRAININGS

Since Level 2 training is at the core of the SLP microtraining, the evaluation team used a number of ways to assess the effectiveness of the training in conveying key content and expectations about Level 3 implementation to Level 2 attendees.

First, the evaluation team asked open-ended questions about the understanding of the *purpose* of the microtraining as well as the understanding of the *process* of the microtraining, in particular the expectation for participants to pass on the information to police officers at their post and stations. Second, all interviews with KIs included a small number of learning questions to test the knowledge of participants about the content of the training. Since these questions were asked immediately after completion of the Level 2 training, the evaluation team expected that most KIs would be able to recall the information, especially since the questions were taken directly from the manual which had been discussed during the training. Finally, findings from Level 3 trainings are taken into account as the smooth implementation of Level 3 could be considered the most important output of Level 2 training.

These various sources reveal that the expectation about Level 3 training may not have been sufficiently communicated. Often times, instructions to pass on information during Level 3 were given at the end of Level 2 training sessions when the level of attention of participants was reduced and some participants, in some cases including the LUC, had already left the training. In the same vein, as described in the section on Level 1 above, no explanation of the process of the microtraining, especially related to Level 3, was included in the manual. When asked about the main purpose of the SLP microtraining, all 20 respondents mentioned that it was intended to educate police about how to conduct themselves during the elections, while some made concrete references to the new election law. However, of the various respondents who were asked an open-ended question about the purpose of Level 2 training, only 2 mentioned the expectation for police officers to carry out training at their stations/post as part of the main purpose of the training. When asked more specifically, "Will you be using this information to pass it on to police officers at your station? When will you do that? How often?" all respondents mentioned that they would pass on the information and almost all said that this would happen every day. Not all respondents, however, immediately reported that this training would happen during morning parades.[31]

In terms of knowledge acquisition, while self-assessments of participants' newly acquired knowledge was overwhelmingly positive, findings from the learning questions asked to participants are more mixed. A total of 13 out of the 20 KIs answered all three test questions correctly. The remaining seven incorrectly answered a question on the radius around polling stations within which it was forbidden to canvass for votes on polling days.[32] Interestingly, all the KIs at the trainings in Congo Cross and Lumley got the answer wrong. Maybe even more alarmingly, two respondents at the training in Central Freetown agreed with the statement that police should be heavily armed around elections.[33] While the first question is looking at the ability to digest some of the more complex information passed on during the microtraining, answers to the second question reveal that certain police officers seemed to have missed the main thrust of the training altogether.

LEVEL THREE TRAINING

Level 3 of the microtraining process comprises the hundreds of individual training sessions that, according to the microtraining concept, were supposed to take place in each police station and post in the country after the completion of Level 2 training until the national presidential and parliamentary elections scheduled for

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31. Because the interviewers at times prompted respondents about the morning parade, the evaluation cannot make any statements about the share of respondents that did not immediately mention the morning parades as the channel for passing on the information.

32. "Under the Public Elections Act of 2012, people cannot canvass or solicit for votes within 600 meters of a polling space. (TRUE or FALSE, if false, why?)"

33. "Police should be heavily armed around elections. (TRUE or FALSE)"

November 17. As described verbally during Level 2 trainings, all station supervisors who routinely lead morning parades at their stations/posts were expected to present at least one module per day so that every SLP officer would have heard every module at least once, if not more, prior to the election.

To assess the implementation, quality and effectiveness of Level 3 training, members of the evaluation team visited eight police stations/posts (out of a total of 267) in four different regions throughout Sierra Leone. As discussed above, the findings from such a small number of observations are not necessarily generalizable across the entire SLP microtraining program. Instead, the site visits by the evaluation team should be considered spot checks with which the team tried to establish whether or not Level 3 training was indeed taking place as planned. Because the training was supposed to take place at morning parades in all stations/posts of the country, due to logistical considerations the evaluation team was only able to directly observe the morning parade in four stations/posts while the remaining four were visited in the afternoon and the evaluation team therefore relied on recall information obtained in interviews about the morning parade that had taken place earlier that day.

IMPLEMENTATION OF LEVEL 3 TRAINING AT POLICE STATIONS AND POSTS

Level 3 training was only implemented in three out of the eight police stations/posts that were visited by the evaluation team. Out of the four stations/posts where the evaluation team observed the morning parade, microtraining only took place in two (Makeni and Central Police Station in Freetown). In the third station, Motema, the LUC briefly mentioned microtraining when the evaluation team arrived, but no actual microtraining was conducted. In the fourth station, Pujehun, there was no training at all. The results from the stations/posts visited in the afternoon show similarly mixed results. Only in Sewafe, a small police station in a more rural area of Motema division, was the evaluation team convinced that the training was taking place daily as planned, since local officers exhibited very detailed knowledge about the process and content of the microtraining. In Kamabai Police Station in Makeni division, as well as at Western Police Station in Freetown, the evaluation team found that there had been some isolated messages about the elections passed on to police officers; however, this did not appear to have occurred in any sort of systematic manner. Finally, at Bandajuma Police Post, there was no morning parade on the day of the site visits and the responses from KIs provide no real evidence that any training has taken place at all.

Table 2. Direct Observations of Morning Parades

Police Station/Post	Number of Officers at Parade	Duration of parade (Minutes)	Duration of Microtraining (Minutes)
Makeni Division Head Quarters	30	15	30
Central Police Station (Freetown)	91	15	45
Motema Division Head Quarters	28	15	n/a
Pujehun Police Division	14	15	n/a

These findings reveal a strong disconnect between the expectation and the reality of Level 3 of the SLP microtraining. In all Level 2 trainings visited by the evaluation team the message about implementing Level 3 training at the station/post was passed on to participants. Because the evaluation team only visited stations/posts that had sent a representative to Level 2 training, there is no doubt that at least one representative of each of the Level 3 sites visited had participated in Level 2 training. This raises the question as to whether commanders in these posts/stations did not *understand* that they were expected to conduct Level 3 microtraining during morning parades, or whether they made a conscious choice not to pass on the microtraining content (in

morning parades or otherwise) to their subordinates. While the evaluation does not have sufficiently detailed data to answer this question, one finding is informative: Of four local officers in charge of the morning parade who were asked to describe the purpose of the Level 2 microtraining they had attended, only one described Level 2 training as designed to help the police educate others about the elections. The others regarded themselves as recipients of Level 2 training only and made no mention of Level 2 training as intended to enable them to pass on election messages.

IMPLEMENTATION OF LEVEL 3 TRAINING TO COMMUNITY MEMBERS
As described in detail above, the original goal of the ESP-SL was to inform both SLP officers and the public at large about the new election law and the role of the SLP during the 2012 presidential and parliamentary elections. The microtraining tried to achieve this goal by inviting members of the LPPB and APPC to attend Level 2 training with the idea that they would subsequently pass on the information to their members. Unlike the system of passing on information inside the police hierarchy, there was no predetermined expectation about how either LPPB or APPC members would pass on the information of the microtraining to its members. Instead, representatives of LBBP and APPC were expected to use their own initiative and communication channels – such as weekly community meetings organized by the LBBPs, but also mosques, churches, and the media – to disseminate the main messages from the microtraining.

As can be derived from Table 1, there were a total of 58 LPPB members, 23 media representatives, and 32 "others"[34] that attended Level 2 trainings. The decentralized manner with which training for community members was organized did not allow the evaluation team to conduct a systematic review of the implementation of this component of the training. However, during Level 3 data collection, the evaluation team attempted to contact LPPB representatives in the stations/posts that were visited and was able to collect some scattered evidence. The LPPB representative interviewed in Pujehun was very knowledgeable about microtraining content and had disseminated some of the information of the microtraining to community members. The same is true for the LPPB representative interviewed in Makeni who was present at the Division HQ at the time of the evaluation visit. He was organizing a workshop for his community during which he would teach modules of the microtraining. In both cases, however, the LPPB representatives mentioned that they had not received any (financial) support to organize events during which the microtraining could be taught. The LPPB representative in Makeni mentioned that he was not even reimbursed for his trips to the Divisional HQ in order to discuss contents of the workshop with the SLP.

Apart from the limited information gathered in interviews with the LPPB representatives, additional anecdotal evidence reached the evaluation team of other cases where Level 2 microtraining had ignited members of the public to take action and ensure dissemination of the content. In Moyamba, Pujehun, Mattru Jong, and Magboraka, Master Trainers were interviewed on the local radio about the microtraining. In Mattru Jong, the LPPB member who had attended Level 2 training personally paid for two hours airtime on the local radio for a radio discussion on the modules. In Tongo, the media representative who attended the training promised to discuss each module on air and allow people to phone in to ask questions and make contributions. Finally, in Moyamba, the LPPB members and the LUC held a radio discussion on the local radio station.

QUALITY OF LEVEL 3 TRAINING
Given the fact that the evaluation team was able to only observe two morning parades during which Level 3 training was conducted (in Makeni and Central Police Station, Freetown), the ability of the evaluation team to describe specific aspects of Level 3 microtraining quality is limited.

In Makeni, a total of five representatives who attended Level 2 training were tasked with delivering one or two

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34. "Others" are included here because this categorization seems to have frequently included community members who were not official members of LPPBs. No numbers are available for APPC representatives.

modules. There was therefore a different trainer each morning. At the time of the visit of the evaluation team, all nine modules had been taught at least once, with certain modules having been taught more than once. The LUC in Makeni also asked one of his supervisors to prepare a schedule in excel format so that Level 3 was implemented in a structured and organized manner. The delivery of the training in Makeni was of high quality: it combined lecture, role play, questions and visual aids; the trainer was very knowledgeable, delivering the content of the modules without reading from the manual; after each role play participants were asked about their views and observations; and trainees paid attention and seemed to understand what they were being taught. However, it is important to note that the former Director of Training who had been closely involved with microtraining since its early stages of development had recently been appointed as LUC. In this sense, Makeni division likely represents a "best case scenario" for Level 3 microtraining.

The case of Central Police Station in Freetown is slightly different. The trainer used lecture, role play, and questions in his delivery of the microtraining. He, first of all, introduced the topic, followed by the role plays and then invited comments from participants. However, the evaluation team observed that even though the trainer was knowledgeable, he was not familiar with the modules and repeatedly read directly from the manual. Review questions were asked hurriedly. The evaluation team also noted that in the beginning the exercise was participatory and trainees were very attentive but, as the training continued over the span of 45 minutes, they started losing concentration, murmuring that they were tired and had been standing for too long. Some trainees answered phone calls and senior officers moved in and out of the hall.

EFFECTIVENESS OF LEVEL 3 TRAINING
The discussion below is based on information collected from the eight stations visited by the evaluation team, of which only three seemed to have conducted Level 3 training as planned. As discussed in the "Qualitative Focus: Three Aspects of Microtraining" sub-section, effectiveness of different training elements in the context of this evaluation is defined as the extent to which information passed on in different stages of the SLP microtraining were retained by trainees. To this end, a comparison of answers to the learning questions asked to police officers at the stations and posts visited by the evaluation team summarized in Table 3 reveals some interesting findings. It shows that overall police officers in stations/posts where Level 3 training did take place are more familiar with the key elements of the training compared to police officers in stations/posts with no training. However, when only looking at those police officers that did not attend Level 2 training, the difference is much smaller and in one case, Learning Question 5 about whether or not police should be heavily armed around the elections, the percentage of correct answers is even higher amongst those KIs in stations and posts where Level 3 training was not conducted. Given the very small sample size these findings should be interpreted with caution; however, the results presented in Table 3 hint at the fact that information was retained mostly by police officers in stations/posts with Level 3 implementation that also attended Level 2 training.

Table 3. Percentage of Respondents Giving Correct Answers to Learning Questions, by Station/Post that Did or Did Not Implement Level 3 Trainings

	Stations/Posts where Level 3 was implemented			Stations/Posts where Level 3 was not implemented		
	All KIs	**Only KIs that did not attend Level 2**	**Total**	**All KIs**	**Only KIs that did not attend Level 2**	**Total**
LQ 1: Under the Public Elections Act of 2012, people cannot canvass or solicit for votes within 600 meters of a polling space?	66%	0%	33%	20%	0%	12.5%
LQ2: Presenting your voter card at a polling place is required by law?	100%	100%	100%	100%	100%	100%
LQ3: Election offenses that occurred before the passage of the Public Elections Act of 2012 can still be prosecuted under that law?	66%	33%	50%	20%	0%	12.5%
LQ4: The CID investigates charges of police openly celebrating election results?	100%	100%	100%	60%	33%	37.5%
LQ5: Police should be heavily armed around elections	100%	66%	83%	40%	100%	62.5%
n=13						

CONCLUSIONS

Based on the findings described in the previous section, conclusions are presented below, organized based on the evaluation question and sub-questions.

To what extent has microtraining been effective in communicating key messages about elections to local police officers?
The varied information collected by the evaluation team indicates that, *among those who received Level 2 and Level 3 training*, microtraining was in fact a relatively effective method to communicate key messages to police officers at the local level. The SLP Master Trainer team conducted Level 2 microtraining in almost every police division throughout the country, and the overall quality of the delivery of the training content was rated highly both by participants and the evaluation team. In the opinion of the evaluation team, it is well worth noting that microtraining in some form reached more than a third of all SLP police stations and posts within the short time frame for implementation, which was less than a month.

However, considering that the ultimate goal of microtraining was to disseminate key messages throughout the police hierarchy to *all* police officers at the local level, it must also be noted that several indications point to the fact that microtraining was not being effectively implemented in many police stations and posts across the country. A significant proportion of stations and posts did not send representatives to a Level 2 training session, thereby decreasing the number of Level 2 trainees who were in a position to deliver Level 3 trainings to local police officers and community members. Furthermore, even in several cases where one or more representatives from a station/post did attend Level 2 training, Level 3 training was not being implemented in those local stations and posts upon their return from training. One major potential cause of Level 3 training not being implemented as planned was the fact that that over 70% of Level 2 trainees were rank-and-file police or sub-officers, rather than more senior officers with sufficient authority to ensure that the training would in fact

be implemented.

In terms of how much information about the content and process of the microtraining was absorbed by participants, the findings are also somewhat mixed, indicating that basic knowledge transfer did occur but perhaps imperfectly so. A small number of (relatively simple) knowledge questions were answered correctly by most, but not all, KIs interviewed at both Level 2 and 3 training sites. Most Level 2 participants also signaled an understanding of the fact that they were expected to pass the information on to subordinates at their stations and post. However, not all participants seemed to have fully understood that this dissemination was expected to take place in the form of a structured training during morning parades occurring each day leading up to the elections. The finding that Level 3 was only implemented in certain stations and posts hints at the fact that Master Trainers could have done a better job presenting the microtraining process to participants of Level 2 training sessions.

Was microtraining effectiveness uniform? If effectiveness varied, what factors predicted or were correlated with higher or lower effectiveness?

The qualitative data gathered by the evaluation team yielded a number of findings that hint at varied effectiveness across different parts of the country and, in an even more pronounced way, across different levels of the SLP microtraining.

Level 2 was, overall, relatively uniform across training sites. The fact that trainings were delivered by small teams of Master Trainers who relied heavily on the manual guaranteed a smooth and standardized set of trainings sessions. However, as demonstrated by the lack of preparedness of several Freetown police divisions to host Level 2 training, as well as the higher prevalence of incorrect answers to simple learning questions (albeit among a very small sample) among Level 2 trainees in those same stations, indicates some variation in effectiveness Level 2 trainings. The overall higher level of police activity in Freetown compared to divisions headquartered in smaller cities and towns may have contributed to the variation observed.

One of the most striking findings of the evaluation was the frequency with which Level 3 implementation did not occur as intended. Based on the direct observations and KIIs conducted, the evaluation team has concluded that Level 3 implementation was not happening as hoped in many locations. Only three out of eight visited police stations and posts seemed to seriously implement Level 3 training. In the remaining stations/posts there had been some instances of election related messaging to police officers but not in the structured manner envisioned and described in the microtraining manual. Furthermore, in the places where Level 3 training was observed, the evaluation found evidence of significant variations in quality of delivery.

The evaluation team has identified two main reasons for the fact that Level 3 training was not implemented uniformly across the country:

- The information presented to Level 2 trainees contained very little structured guidance on how Level 3 training was expected to be carried out. In particular, the manual lacked a clear description (including any visual information, such as a flow chart) of the entire microtraining process. Similarly, while Master Trainers at Level 2 trainings did mention that the modules were supposed to be delivered at each station/post, there were no clear or specific instructions as to how this was supposed to be done. Moreover, these messages were typically passed on toward the end of Level 2 training sessions, rather than at the beginning when trainees were most attentive.

- The concept of the SLP microtraining heavily relied on the ability and/or willingness of the LUC or local station commander to conduct Level 3 training. Without any incentive system (either positive or negative) in place, only local commanders who saw the value of the training and were confident enough to implement it actually took the initiative to do.

If microtraining was less than optimally effective, why and at which level did breakdowns occur?

Following on from the explanations of observed variation in microtraining implementation described above, the

evaluation team has identified two overarching "breakdowns" that help explain the limited effectiveness of microtraining.

1. Lack of focus on the full process of microtraining
The deviations from the expected microtraining process were most significant in the third and final level of the cascade training structure. This is perhaps to be expected from any cascade training; however, the evaluation team observed a definitive lack of clarification and communication of expectations related to Level 3 at the preceding levels of microtraining. In this sense, the implementation of the ESP-SL microtraining can almost be described being more similar to a two-stage rather than three-stage cascade training, with any effective microtraining conducted at Level 3 being almost considered a "bonus" if it actually happened. It also raises the question as to whether the issues with Level 3 implementation could have potentially been mitigated by a greater focus on the overall microtraining process down to the station/post/community level from the beginning. The focus of both the development phase and Level 1 training appears to have been heavily geared toward the *content* of the microtraining, with relatively little attention paid to the details of *how* the microtraining content would ultimately be delivered by station/post supervisors and LPPB members. Various evaluation findings strongly indicate that instructions about how to implement Level 3 training could and should have featured much more prominently in Level 2 training and should also have been highlighted in the manual. These were major oversights and contributed to the incomplete implementation of Level 3 training.

Furthermore, the evaluation team found no evidence of any plans developed to monitor the implementation of Level 3 trainings. This meant that the SLP leadership and the ICITAP Police Advisor had no knowledge about the fact that Level 3 was not being systematically implemented as intended. In fact, when asked whether or not they thought Level 3 training was happening as planned, both the SLP "project manager" and the ICITAP Police Advisor stated they had received anecdotal information that it was mostly occurring as expected.

2. Lack of high-level SLP support
Although the SLP EMB formally approved microtraining as proposed by the SLEA and the ICITAP Police Advisor, the Inspector General of Police (IGP) attended the "graduation" ceremony for Master Trainers at the end of Level 1 training, and the Assistant Inspector General for Training circulated a memo informing all divisions of the pending Level 2 training, there are also several indications that SLP Leadership never fully bought in to microtraining as supported by ESP-SL. These include: the lack of official designation of an SLP officer as responsible for microtraining; the reassignment of the *de facto* head of the microtraining initiative, Mr. Gibril Turay, at a key juncture in the program's development; the SLP leadership's unwillingness to approve any plans for Levels 2 or 3, which required any financial contribution from the SLP; and the lack of resolution to the difficult working relationship with the Community Relations Division as cited by the ICITAP Police Advisor. Furthermore, at a meeting of USAID Election Partners held on August 15 (approximately two weeks before Level 1 microtraining was expected to begin), the SLEA reported that he was having difficulty pinning down SLP leadership on how specifically to move forward.

The lack of direct attention from high-level SLP leadership may have contributed to the high variation in Level 3 effectiveness, especially given the lack of clarity on the expected process of microtraining. For example, while Level 2 implementation was supported by SLP leadership by a memo sent by the Assistant Inspector General for Training to all participating divisional HQs, no corresponding memo was sent out for the implementation of Level 3. Where SLP leadership did not convey clear instructions about the implementation of microtraining down to the station/post level and also did not commit resources to monitor its implementation, there were few incentives for local officers to attend Level 2 training and/or conduct Level 3 training.

A similar lack of direct attention from high-level SLP leadership on the community outreach aspect of microtraining may have contributed to breakdowns in the intended delivery of microtraining messages by the SLP to civilian actors.

What other external factors contributed to police knowledge related to the stated learning objectives of the microtraining?
Approximately half of Level 2 participants reported knowing "all" or "most" of the material presented in the microtraining. Of those who knew any of the material, most participants cited their attendance at previous election-related trainings as the main source of their prior knowledge of the content of microtraining. A variety of election-related trainings had in fact previously targeted the police: in addition to the April 2012 training focusing on the 2002 Election Laws and supported by ESP-SL, both the UN and GIZ had also provided training. Other Level 2 participants who already knew at least some of the stated learning objectives obtained such information from their participation in strategic planning for the SLP or a review of the 2012 Public Elections Act.

Among Level 3 participants there was less prior knowledge about the new election law and almost all KIs stressed the importance of being trained about election related issues. The fact that the SLP microtraining broke down at this level has an important implication, namely that many of the SLP officers with the least prior awareness of the basic election-related information provided through the ESP-SL microtraining did not receive such information.

Can microtraining also serve as an effective mechanism for community outreach or delivering key messages from the SLP to community leaders?
Although members of LPPBs were active participants in all Level 2 trainings observed by the evaluation team and the evaluation team uncovered several anecdotal examples of the microtraining being used as a tool for civic education, there is little evidence that this happened in any sort of systematic manner. From the few observations made by the evaluation team it appears that in some places the information was shared beyond the SLP; however, these were driven predominantly by the initiative of individuals who saw the value and importance of disseminating information more widely. Moreover, LPPB representatives interviewed by the evaluation team complained about the fact that there was no support from the SLP to help them implement Level 3 training and to pass on election related messages to their constituents.

It is important to note, however, that reaching the public should have been a top priority given the changes introduced by the 2012 election law. While key aspects of the new law formed an important part of the SLP microtraining, there were inherent risks for the SLP if its officers were familiar with the new election law while the public at large was not. For example, the microtraining provided information to SLP officers on procedures for arresting people who violate the 2012 election law; this could have potentially contributed to unrest if large numbers of political activists or other civilians were arrested based on a law with which they were not familiar.

How can the microtraining concept be improved for future use by the SLP?
With sufficient support from SLP leadership and the appropriate internal arrangements (e.g., the official designation of an officer in charge of the microtraining program), there is certainly reason to believe that the SLP could build on the experience of the microtraining supported by ESP-SL and continue to implement microtraining "courses" in the future. In doing so, however, there are several aspects of the ESP-SL microtraining which could potentially be improved:

1. *Consideration of monitoring and incentive structures*
Given the significant variation in implementation and effectiveness of Level 2 and Level 3 training, it is important for the SLP to consider ways to monitor the implementation of future microtraining courses as well as to provide rewards or punishments to encourage: (a) effective attendance at Level 2 training, (b) effective implementation of Level 3 training, and (c) sufficient attentiveness by trainees at all levels. For example, as mentioned in the original microtraining concept note, this could include the incorporation of attendance records and/or test scores into personnel files or other records.

Note that monitoring and incentives are especially important given the finding that some Level 2 participants expected to receive a stipend for their attendance. Without financial compensation or other non-monetary

incentives encouraging participation in Level 2 training, there is a risk that participants invited to future training courses may choose not to attend if they know in advance that they will not be compensated.

2. *Reduction in the number of modules covered in future microtraining "courses"*
Given that some Level 2 participants felt that Level 2 training sessions were too dense to cover in one day and also that the evaluation team observed some monotony and/or fatigue during Level 2 implementation, it may be appropriate to limit the number of modules included in future training microtraining "courses."

This is linked to the larger issue of how the list of modules within the microtraining course is identified. While microtraining was originally pitched to the SLP as a way to communicate key updates contained in the new Election Laws, the microtraining curriculum was subsequently revised to include more general modules on "tolerance and respect" and "stress management," which were also less directly related to the content of the course. In future microtraining courses, one effective way to limit the number of modules within a particular course may be to narrow the scope of that course.

3. *Considering the cost effectiveness of regionally based Master Trainers*
Given that the cost structure of microtraining is centered mainly around the travel costs of the Master Trainer team for Level 1 training, Level 2 training, and monitoring of Level 3 implementation,[35] depending on the relative costs for staff based in Freetown versus in each police regions, it may be more cost effective to develop 1-2 Master Trainers from each of the six police regions. This is especially true if future microtrainings involve a monitoring component.

4. *Benefits of expanding beyond lecture-based training techniques*
The experience of microtraining also demonstrates the more general benefit of exposing SLP officers, including trainers from the SLP Academy, to new adult training techniques. By incorporating techniques such as role plays, scenarios, and visual aids, the SLP can potentially enhance the effectiveness of its regular trainings, including, for example, those conducted for new recruits at the SLP Academy. Two of the Master Trainers that regularly conduct trainings at the SLP Academy mentioned during the FGD that they had already started to incorporate some of the learning techniques acquired during Level 1 training into other aspects of the regular SLP training curriculum.

What are key lessons for USAID related to the provision of effective support for microtraining-type concepts?
Given the several observed challenges to the implementation of microtraining as a system for delivering key messages to police officers at the local level, there are many lessons from ESP-SL for USAID to bear in mind when considering future support for microtraining-type concepts.

1. *Related to the need for a clearer definition of what constitutes microtraining*
It is informative that the evaluation team had to develop its own definition of microtraining for the purposes of this evaluation. Although the specific literature on microtraining is extremely limited, the microtraining concept itself is based on considerations of how to effectively enable the transfer of key information to adult learners spread throughout an organization. The future use of microtraining-type approaches may benefit from the incorporation of key concepts from the more expansive literature on informal learning and adult education into a more specific definition of microtraining, which in turn can inform more process-oriented considerations.

2. *Related to the need for sufficient preparation for microtraining*
The medical evacuation of the SLEA following his car accident and the rapid mobilization of the ICITAP Police Advisor to replace him were certainly unfortunate, unforeseen, and extenuating circumstances that contributed a heightened sense of urgency to the finalization of plans for microtraining implementation. Nonetheless, several

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35. In the case of ESP-SL, travel costs were 0 for Level 1 training (because the Master Instructors were based in Freetown), approximately USD 10,000 for Level 2 training, and 0 for monitoring of Level 3 implementation (because no monitoring was conducted).

Master Trainers expressed the opinion that the overall process was relatively rushed and that they only truly understood the idea of microtraining once they began to develop the curriculum during Level 1 of the microtraining. This underscores the need for a sufficiently focused preparation phase of the program, which lays the groundwork for the *entire* microtraining process, not only the levels that will directly involve USAID staff or their direct counterparts.

3. *Related to the importance of attention to content and process*
As discussed above, to avoid future breakdowns similar to those experienced in the ESP-SL microtraining, it is clear that both the content *and* the process of microtraining must receive sufficient attention. This is especially true for lower levels of cascade training in which USAID can and should encourage and/or facilitate more active monitoring of implementation. While posing a potential threat to the validity of evaluation findings, the effect of the evaluation team's presence in the Freetown divisions, which were otherwise unprepared to host Level 2 training, demonstrates the potential effect of monitoring efforts. In retrospect, it may have been beneficial for the ICITAP Police Advisor to more actively participate in monitoring or oversight of Level 2 or 3, or at least encourage the SLP to conduct such efforts.

4. *Related to the cost (in-)effectiveness of ESP-SL approach, especially where sustainability is questionable*
The overall findings of this evaluation, but especially the significant variation observed across Level 3 trainings, clearly demonstrate the *potential* for microtraining to effectively deliver key messages to local police officers, but also the many issues that arise during the initial implementation of a microtraining program. The cost structure of ESP-SL support for microtraining, whereby the fixed costs of project development and advisory support vastly outweighed the direct costs of microtraining implementation, call into question the cost effectiveness of USAID supporting the relatively intensive process of developing of a microtraining program with the intent to only support a one-off round of implementation focused on a specific purpose (either the delivery of election-related messaging as in the case of the ESP-SL, or otherwise). This is especially true where there is reason to question whether or how quickly microtraining will be institutionalized within the host country police agency, for example due to a lack of commitment on the part of senior leadership or an unwillingness or inability to commit police funds to microtraining implementation.

5. *Related to program successes being driven by personal relationships*

As stated several times throughout this report, both Levels 1 and 2 of the SLP microtraining appear to have been implemented effectively, especially compared to Level 3. In addition to other factors discussed above, this appears to have been the result of the high levels of personal interaction and collaboration between the ICITAP Police Advisor and the Master Trainer team.

The success of this collaboration is especially interesting when contrasted with the initial program design, which foresaw the Community Relations Department of the SLP as the main institutional partner and entry point into the SLP for ICITAP support. It is also interesting in light of the lack of high-level support from SLP leadership described above. The difficult relationships with the Community Relations Department and the lack of support from SLP leadership, in turn, highlight the extent to which program success were driven by personal relationships rather than more institutional relations between USAID and/or ICITAP and the SLP. Indeed, it remains unclear to what extent the close relationship of the ICITAP Advisor with some of the Master Trainers have detracted attention from building a more institutional relationship, either with the Community Relations Department or with SLP leadership.

While such relationships may have been beneficial (and necessary) in delivering program results, USAID should be wary of the risks of relying heavily on a champion or a small number of champions within a large bureaucracy and not establishing institutional relations on firmer footing from the outset.

6. *Related to the integration of microtraining with other US Government programming*
The two components of ESP-SL were originally designed to actively complement one another. On one hand, although IFES and ICITAP discussed the incorporation of microtraining content into IFES's plans for election-

related programming on community radio stations, this appears to not have happened – at least in any structured manner. On the other hand, elements of several microtraining modules were presented at the peace concerts jointly organized by IFES, ICITAP, and the SLP. A US State Department gender advisor actively integrated microtraining into planned pre-election programming, and the high-level support from the Ambassador, who hosted the Master Trainer graduation ceremony, also bears highlighting. This mixed evidence of coordination demonstrates that the microtraining approach can be easily integrated with other US Government-funded programming (or, even more generally, other donor-funded programming) but that in some instances USAID may need to play an active role in ensuring that expected coordination actually happens. This may especially be the case with contractor-implemented programming.

7. *Related to the need for more rigorous evaluation of microtraining versus centralized training*
In the recent evaluation literature there has been an increased focus on trying to effectively measure the impact of a given development project by measuring its outcomes against a (hypothetical) situation in which the intervention had not occurred, the so-called counterfactual. This subsequently allows the evaluator to estimate the impact of a program compared to the status quo and to conclude whether or not the program caused or contributed to the desired outcomes. In a second step, such impact evaluation results can be used to compare different programs pursuing the same goals by looking at their relative cost effectiveness, i.e. comparing the programs' impact relative to their cost.

Unfortunately, the process by which the plans for the evaluative component of the ESP-SL evolved and the way that the microtraining program was implemented meant that it was not possible to create a methodologically valid counterfactual which could be used to identify the impact of the microtraining program. However, given the findings presented above that microtraining can potentially be effective in passing on critical new information down the hierarchy of a large bureaucracy but that significant shortcomings must first be overcome, the evaluation team urges USAID to consider a more rigorous evaluation of future microtraining programming (either in Sierra Leone or elsewhere). Such an evaluation could either identify the effect of microtraining against no training provided or (perhaps more interestingly) compare the relative costs and benefits of microtraining versus other, more centralized forms of organizational learning currently dominant in developing country bureaucracies. Both approaches could rigorously test claims that microtraining has significantly lower costs compared to traditional forms of training while effectively delivering information to a much higher number of trainees through its cascade structure.

EPILOGUE

In order to provide the SLP with information that could potentially be used to improve the implementation of microtraining prior to the November 17 elections, CESPA presented evaluation findings during the SLP's weekly Executive Management Board (EMB) meeting on October 31.[36] The findings presented, although still preliminary, highlighted the fact that Level 1 and Level 2 trainings were largely carried out as anticipated, but that it in many cases it appeared that Level 3 microtraining – both in terms of communicating messages to local police officers as well as to the public at large – was not in line with expectations. Based on these findings, the evaluation team recommended that SLP take a more active role in ensuring that Level 3 microtraining was occurring in all stations/posts, including by circulating a memo to all stations/posts emphasizing the need to conduct training and by dispersing a small team to directly monitor Level 3 Implementation. Attendees at the meeting reported that the findings were positively received and that the IGP emphasized the need to re-inform local commanders of the importance of Level 3 training, including by involving the officers in those stations/posts where Level 3 training had been observed to be well conducted. Interestingly, the Inspector General also expressed interest in another round of evaluation after his officers had "tried harder."

As a more general epilogue, Sierra Leone conducted its third round of post-war elections on November 17, 2012, with high turnout and a lack of any serious violence. International observers described the process as mostly peaceful, free, and fair, and in a press release the civil society watchdog, National Elections Watch, commended security forces "on their role in pacifying the process and quelling isolated incidences of violence" and also claimed that "the success of non-violence campaigns was evident."

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36. At this point, the ICITAP Police Advisor had already returned to Washington; however, the EMB meeting was attended by Rick Collinge, the new Senior Law Enforcement Officer who had been contracted by ICITAP to provide advisory support to the SLP for the remainder of the ESP-SL.

ANNEX A: DATA COLLECTION INSTRUMENTS

INSTRUMENT 1. FOCUS GROUP DISCUSSIONS WITH LEVEL TWO TRAINERS

Date:

Place:

Number of Participants:

Names & Positions:

Enumerator Names:

Start Time:

1. **Process Questions: Involvement in Level 1 Training**
   1.1 How did you get involved in this training programme? How did the SLP leadership identify individuals (including you) to become Master Trainers?
   1.2 In your opinion, do most members of the SLP leadership understand the concept of the SLP Microtraining? If no, what do you think is misunderstood?
   1.3 What challenges did you face as potential trainers whilst getting ready for the SLP microtraining?

2. **Quality Questions: Delivery of the SLP Microtraining**
   2.1 Level 1 Training
   a. Please describe the process of the Level 1 training.
      Potential Prompts. Only ask when discussion does not touch on them automatically.
      - What were the main objectives? Were these objectives met?
      - At the end of the training, did you understand what was expected of them in the level 2 training?
      - In your opinion, were participants of Level 1 training sufficiently prepared for Level 2 training?
      - Was there a form of assessment at the end to choose who would train at the next level?
   b. How would you rate the quality of the Microtraining manual?
      Potential Prompts. Only ask when discussion does not touch on them automatically.
      - What are the strengths and weaknesses of the training manual?
      - Is there anything you would have done differently? Are you happy with the final manual?
      - Do you believe the manual is clear to Level 2 and 3 Participants?
      - Did you ever discuss producing the manual in Krio instead of English?

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c. Was community outreach a concern during Level 1 of the microtraining?
   Potential Prompts. Only ask when discussion does not touch on them automatically.
   - How was community outreach envisioned during Level 1 training?
d. Is there anything you would recommend to do differently if you were to participate in Level 1 training again?
   - Is there anything the ICITAP advisor could have done to be make Level 1 training more effective?

2.2   Level 2 Training
a. Describe the process of the Level 2 training.
   Potential Prompts. Only ask when discussion does not touch on them automatically.
   - What were the main objectives? Were these objectives met?
   - Who attended the training? On average, in each division how many stations/posts were represented (all, most, some, few, none)?
   - How were trainees selected? In your opinion, was the selection of the trainees appropriate?
   - How was the support from SLP leadership (AIG level and above) during Level 2 training? Who specifically was involved, in what way?
   - How was the response from Local Unit Commanders to the idea of the training? Where they pleased/resistant/etc? Why?
   - What were the main difficulties you encountered in implementing Level 2 training?

b. What is your perception of the overall quality of Level 2 training?
   Potential Prompts. Only ask when discussion does not touch on them automatically.
   - What are the elements that in your opinion that went well, not so well?
   - What were the main obstacles to Level 2 implementation?
   - In which divisions did Level 2 microtraining not happen or not go very well? Why?
   - *Enumerator Note: For each division where microtraining did not happen, it is especially important to document the main difficulties or reasons why it did not happen.*
   - Is there anything you would do differently if you were to do Level 2 training again?
c. After the training did you think participants were adequately prepared to embark on the level 3 training?
   Potential Prompts. Only ask when discussion does not touch on them automatically.
   - Did you think participants understood what was taught?
   - Did you think that participants understood what was expected of them at the level 3 training?
   - Were participants eager to disseminate the information?
   - Did they think the microtraining was important?
   - Did you envisage that the participants would face any challenges?
   - How did you ensure that potential challenges could be handled?
d. Was community outreach a concern during Level 2 of the microtraining? How was community outreach envisioned during Level 2 training? In your opinion, was Level 2 of the microtraining effective in reaching out to citizens/the community?

2.3   Level 3a Training (During morning parades at Police Stations/Posts)
a. Describe the process of the Level 3a training. What are the main objectives?

- *Enumerator Note: Use this question to try to assess how clear the process of Level 3a training is to Master Trainers . Do they all have the same general ideas, or are there many different perceptions of how Level 3a will/should occur?*
    b. Do you believe that Level 3a training is happening as planned?
        - What are your main concerns regarding the implementation of Level 3a training?
    c. How will the SLP leadership (AIG level and above) support Level3a training?
        - In addition to this support, what else should the SLP do to make sure that Level3a training is as effective as possible?
    d. How **will** the Local Unit Commanders support Level3a training? What **should** they do to make sure that Level 3a training happens in their division as effectively as possible?
2.4 Level 3b Training (Outreach by Police Partnership Board Representatives)
    a. Describe the process of Level 3b training. What are the main objectives?
        - *Enumerator Note: Use this question to try to assess how clear the process of Level 3a training is to Master Trainers. Do they all have the same general ideas, or are there many different perceptions of how Level 3a will/should occur?*
    b. Do you believe that Level 3b training is happening as planned? What are your main concerns regarding the implementation of Level 3b training?

3. General Questions

3.1 Do you think that the microtraining is a good model for the SLP in the future?
Potential Prompts. Only ask when discussion does not touch on them automatically.
- How interested do you think the SLP leadership is in using microtraining as a model to continue to deliver other types of information in the future? Explain.
- Is the use of the microtraining approach in the future realistic? Explain.
- What are the key factors for the SLP to succeed in continuing to use the microtraining approach? Explain.

3.2 What was the personal benefit to you of participating in the training?
Potential Prompts. Only ask when discussion does not touch on them automatically.
- Would you like to be a master trainer for future microtrainings? Why or why not?
- Will you use ideas or information or lessons from the elections microtraining in future training activities (not just microtraining)? Explain.

3.3 In your opinion, do you think the SLP is prepared to handle the elections effectively? What is the contribution of the SLP microtraining towards preparing the SLP for the upcoming presidential and parliamentary elections?

3.4 What is your overall summary of the SLP microtraining?
- What would you do again?
- What would you change?

3.5 What is it that in your opinion the SLP can learn from this microtraining for all future training activities?

3.6 If USAID would support the microtraining process in other countries, what are the important things for them to consider?

INSTRUMENT 2. KEY INFORMANT INTERVIEW WITH ICITAP REPRESENTATIVE

Date:

Place:

Enumerator Names:

Start Time:

End Time:

1. **Process Questions: Development of the SLP Microtraining**
   1.1 Please describe your role in the development of the SLP Microtraining?
      - While Bryan Atkins was still the ICITAP advisor…
      - After you replaced Bryan Atkins as the interim ICITAP advisor.
   1.2 Please describe the process of planning the SLP microtraining. Who was in charge? Whose ideas was it? Approximately during what period of time was the microtraining developed?
   1.3 What, in your opinion, was the main role of ICITAP/USAID in the development of the training?
   1.4 What, in your opinion, was the main role of SLP in the development of the training?
   1.5 How would you rate the collaboration with the SLP during the process of development of the microtraining?
      - What aspects went most smoothly?
      - What aspects were most difficult?
   1.6 In your opinion, do most members of the SLP leadership understand the concept of the SLP Microtraining?
   1.7 If no, who understands and doesn't understand? What do you think is misunderstood?
   1.8 What, in your opinion, was the role of other USG entities in SL in the development of the microtraining? USAID? Embassy?
   1.9 How would you rate the collaboration with other USG entities during the process of developing the microtraining?
   1.10 What would you say was the major obstacle in getting the microtraining underway?
   1.11 Overall, what are key lessons learned for USAID during the process of developing the microtraining?

2. **Integration of Microtraining with Other USAID Elections Security Programming**
   2.1 In general, what have been your main forms of interaction with IFES?
   2.2 Has there been any integration with IFES programming related to microtraining? If yes, describe.
   2.3 Has there been any coordination with IFES on other issues related to civic education about the role of the police in elections?

3. **Quality Questions: Delivery of the SLP Microtraining**
   3.1 Level 1 Training
      a. Please describe your role during Level 1 training? What were your main responsibilities?

b. Describe the process of the Level 1 training. What were the main objectives? Were these objectives met? Who took part in the Level 1 training?

c. How was the collaboration with the SLP leadership during Level 1 training? Who were the main counterparts, what were the main points of collaboration?

d. How was the collaboration with other USG entities during Level 1 training? Was there any review/support from ICITAP or USAID/W?

e. Was there anyone else you collaborated with during Level 1 training?

f. At the end of Level 1 training, did you think that participants understood the *concept* of the SLP microtraining? What were the parts where you felt there might have been some misperceptions or misunderstandings? Explain.

g. At the end of Level 1 training, did you think that participants understood the *process* of the SLP microtraining? What were the parts where you felt there might have been some misperceptions or misunderstandings? Explain.

h. At the end of Level 1 training, did you think that participants understood the *content* of the SLP microtraining? What were the parts where you felt there might have been some misperceptions or misunderstandings? Explain.

i. How would you rate the quality of the Microtraining manual? In terms of content, is there anything you would have done differently? Are you happy with the final manual?

j. Was community outreach a concern during Level 1 of the microtraining? How was community outreach envisioned during Level 1 training?

k. Is there anything you would do differently if you were to do Level 1 training again?

l. In your opinion, were participants of Level 1 training sufficiently prepared for Level 2 training? Explain.

3.2 Level 2 Training

a. Please describe your role during Level 2 training? How active were you in monitoring / managing the Level 2 training? What were your main responsibilities?

b. What were the main forms of collaboration or coordination between you and the SLP leadership leadership during Level 2 training?

c. How was the collaboration with other USG entities during Level 2 training?

d. Was there anyone else you collaborated with during Level 2 training?

e. What is your perception of the overall quality of Level 2 training? What are the elements that in your opinion went well, not so well? What were the main obstacles to Level 2 implementation?

f. Is there anything you would do differently if you were to do Level 2 training again?

g. In your opinion, were participants of Level 2 training sufficiently prepared for Level 3 training? Explain.

3.3 Level 3a Training (During morning parades at Police Stations/Posts)

a. Please describe your role during Level 3a training? What are the main responsibilities of you or your replacement going to be?
   • What about your replacement? Will he take any part in Level 3a training?

b. Describe how you envision the process of the Level 3a training. What are the main objectives?

c. Do you believe that Level 3a training is happening as planned? What are your main concerns regarding the implementation of Level 3 training?

d. Do you have any way of measuring the effectiveness of Level 3a training?

e. How is the collaboration with the SLP leadership going during Level 3a training?

f. How is the collaboration with other USG entities going during Level 3a training?

g. Is there anyone else you collaborated with during Level 3a training?

h. What is your perception of the overall quality of Level 3a training? What are the elements that in your opinion are going well, not so well? What were the main obstacles to Level 3 implementation?

i. Is there anything you would do differently if you were to do Level 3a training again?

3.4 Level 3b Training (Outreach by Police Partnership Board Representatives)

a. Please describe your role during Level 3b training? What are the main responsibilities of you or your replacement going to be?

b. Describe how you envision the process of the Level 3b training. What are the main objectives?

c. Do you believe that Level 3b training is happening as planned? What are your main concerns regarding the implementation of Level 3b training?

d. Do you have any way of measuring the effectiveness of Level 3b training?

e. How is the collaboration with the SLP leadership going during Level 3b training?

f. How is the collaboration with other USG entities going during Level 3b training?

g. Is there anyone else you collaborated with during Level 3b training?

h. What is your perception overall of the quality of Level 3b training? What are the elements that in your opinion are going well, not so well? What were the main obstacles to Level 3b implementation?

i. Is there anything you would do differently if you were to do Level 3b training again?

j. At the end of Level 3b training, do you think that participants will the concept and process of the SLP microtraining? What are the parts you feel there might be some misperceptions of misunderstandings.

4. **General Questions**

4.1 In your opinion, do you think the SLP will be prepared to handle the elections? What is the contribution of the SLP microtraining towards preparing the SLP for the upcoming presidential and parliamentary elections?

4.2 What is your overall summary of the SLP microtraining? What would you do again? What would you change?

4.3 What is it that in your opinion the SLP can learn for future training activities?

- How interested do you think the SLP leadership is in using microtraining as a model to continue to deliver other types of information in the future? Explain.

- Is the use of the microtraining approach in the future realistic? Explain.

- What are the key factors for the SLP to succeed in continuing to use the microtraining approach? Explain.

4.4 What is it that USAID can learn from the SLP microtraining process? Would you recommend supporting similar approaches and programs in other countries and contexts?

INSTRUMENT 3. DIRECT OBSERVATION OF LEVEL 2 TRAINING

IMPORTANT: *Announce yourself to the trainer and Local Unit Commander prior to the start of the training. Mention that you are from a survey firm conducting an evaluation of the microtraining for USAID. Mention that all information will be kept confidential and no names of trainers or participants will be mentioned in the evaluation report. Explain that the main goal of this evaluation is to find out how effective the microtraining has been in educating the SLP about the upcoming elections. Before starting, mention that the survey team would like to conduct short interviews with a few participants after the training was completed, preferably with division community relations officers and Police Station Supervisors that will be carrying out Level 3 training.*

Date:

Site Name (Police Division and Town Name):

Number of Instructors:

Names of Instructors and Phone Numbers:

Name of Local Unit Commander and Phone Number:

Number of Trainees (by Categories):

SLP	Local (Chiefdom) Police	Prison Officers	Other (List)

SLP Only:

Name	Position	Station / Post	Phone Number

Site Description (Police Station, Public Space, etc.):

Enumerator Names:

Training Start Time:

Training End Time:

Lunch Break:

Other Break:

Number of Modules covered:

Module	Covered (Y/N)	Time
Understanding the New Election Law		
Understanding Procedures at Polling Places		
Prosecuting Electoral Offences		
Police Neutrality around Elections		
Gender Discrimination		
Persons with Disabilities around Elections		
Tolerance and Respect around Elections		
Community and Police Communication around Elections		
Stress Management		

Number of role plays covered:

Role Play	Covered (Y/N)	Time
Understanding the New Election Law		
Understanding Procedures at Polling Places		
Prosecuting Electoral Offences		
Police Neutrality around Elections		
Gender Discrimination		
Persons with Disabilities around Elections		
Tolerance and Respect around Elections		
Community and Police Communication around Elections		
Stress Management		

Number of Review Questions covered:

Review Question	Covered (Y/N)	Time
Understanding the New Election Law		
Understanding Procedures at Polling Places		
Prosecuting Electoral Offences		
Police Neutrality around Elections		
Gender Discrimination		
Persons with Disabilities around Elections		
Tolerance and Respect around Elections		

Community and Police Communication around Elections		
Stress Management		

1. Structure of Training

- Is there an agenda for the training? Is it shared with participants? How much does the actual training stay to the agenda?
- How much time is devoted to different sections of the training?
  - Which parts take longer? Is this because there is more material, because the material takes longer to deliver, because those parts are given more attention by the trainer, etc.?
  - Which parts take less time? Is this because there is less material, because the material takes less time to deliver, because those parts are given less attention by the trainer, etc.?
  - What handouts or other training materials are used? Were training manuals handed out? If yes, when (beginning, lunch, end?)
- How much information is given about the expectations for Level 3 training? How specific is this information? Is there time for discussion of logistical issues?
- Are there records of who attended this training? Who is responsible for recording attendance? What happens to the attendance sheet at the end of the day?

2. Quality of Training Delivery

- Method of Instruction (Does trainer interact with trainees? Is delivery participatory? Is trainer reading from notes/speaking freely?)

Type of Instruction	Used? (circle one)	Description
Lecture	Yes No	
Role Play	Yes No	
Questioning	Yes No	
Scenarios	Yes No	
Visual Aids	Yes No	

- How knowledgeable is the trainer? (Does he/she seem familiar with the training materials? Is he/she comfortable talking about specifics of the training? Can trainers answer the questions participants ask?)

- Is training stimulating? (Is trainer showing a stimulating/encouraging attitude? Is the trainer emphasizing the fact that microtraining is a new type of training mechanism for the SLP? Is trainer emphasizing the importance of the training for election security?)
- Are trainers encouraging participation? (Does trainer encourage questions? Does he/she stop for review questions? Is he/she calling on people?)
- Is trainer treating trainees with respect? (What is the trainers' attitude towards participants? Is he/she showing a positive attitude towards participants?)
  - How are role plays conducted? (Do participants volunteer? Is trainer selecting participants who take part in role plays? Does trainer comment about quality of role play? Is there a discussion about role plays?)

3. **Quality of Training Reception/Quality of Trainees**
- Are trainees present for the entire period of training? (Do trainees return from lunch on time? Do they leave early? Do some trainees come and go?)
- Are trainees attentive and to what extent? (Do they ask question? Show interest? What is body language of trainees saying about overall level of interest? Are they taking notes? Answering phone?)
- What seems to be the level of understanding of the training? (Are questions specific or general? Do trainees seem confused about the purpose of the microtraining? Are there a lot of "why do we do this" questions? Do they seem confused by any of the content?)
- What are the group dynamics (are there clear leaders? Are trainees discussing the material? Are they helping each other understand the materials? Which trainees are more involved? Why do they seem more involved? Which trainees are less involved? Why do they seem less involved?)

4. **General Remarks/Observations**
- Important outside factors (Was training interrupted by an outside event? Were the training conditions (site, weather) conducive to a highly effective training?)
- Other Observations

INSTRUMENT 4. KEY INFORMANT INTERVIEWS WITH LEVEL 2 TRAINEES

DURATION APPROX. 15-20 MINS

IMPORTANT: *Please select <u>three</u> participants from the training and ask them if they would be able to answer a few questions about the training. Priority should be to select: (1) the member Police Partnership Board (if present) or other division-level officer if CR officer is not present and (2) Supervisors from 2 different police stations/posts (i.e., those who will be expected to implement the Level 3A training). If possible, try to select one trainee who seems more engaged and one who seems less engaged in the training. Please make sure that you are alone with the participant and that the trainer is not within hearing distance. Please ensure that the information will be kept confidential and that only aggregated information will be used in the report. For learning and effectiveness questions, please do not prompt any answers. However, for quality questions, you can add additional questions, if the interviewee does not talk about important aspects of the training.*

Date:

Site Name (Police Division and Town Name):

Gender:

Position:

Age:

Enumerator Names:

Start Time:

End Time:

1. **Process Questions**
   - When did you find out about today's training? Who told you about it?
   - Were you ordered to come or did you volunteer? If ordered, who ordered you?
   - When did you leave your home or station/post this morning? How long did it take you to get to the training venue?
   - When will you next go back to your station/post?

2. **Learning Questions**
   - In your own words, what was the main purpose of the training?
   - Of the information that was given today **related to the elections**, how much did you know already? (e.g., none, a little, some, most, all).
     - For the information you already knew, what were the main sources of that information?
   - Please tell me two new things you learned today?
   - Under the Public Elections Act of 2012, people cannot canvass or solicit for votes within 600 meters of a polling space? (TRUE or FALSE, if false, why?)

- Presenting your voter card at a polling place is required by law. (TRUE or FALSE)
- Police should be heavily armed around elections. (TRUE or FALSE)

3. **Quality Questions**
   - In your opinion, is this micro-training necessary for you? If yes, why and if no why not?
   - Has this training been useful to you? If yes why and if no, why not? Which parts were most useful?
   - Were you provided with adequate teaching and learning materials?
   - Was/were the instructor effective in delivery of the training content? If yes why and if no, why not? Which parts of the training were most effective?
   - Did you understand the training message and content? If yes to what extent? And if no why not? Were there any parts of the training you had difficulty understanding?
   - What in your opinion has been done well?
   - What has not been done well in the training? What should be improved for future trainings?
   - In your opinion, is it clear what the IG and/or your Local Unit Commander expect you to do related to training other police officers? What will be the difficulties in meeting these expectations?

4. **Effectiveness Questions**
   - Do you believe this training will help prevent violence during and after the election? Explain.
   - In your opinion, is this micro-training necessary for other police officers in your station/post? If yes, why and if no why not?
   - Are there certain types of police officers that need this information more than others?
   - Will you be using this information to pass on to police officers at your station? When will you do that? How often?
   - Will you be using this information to pass on to other citizens (not police officers)? When will you do that? To whom? How often?
   - In your station/post, is there usually a morning parade? If yes,
     - What time does it take place?
     - How long does it last?
     - Who leads the roll call?
     - What types of information is given?

5. **General Remarks / Observations**
   - Is there anything else you would like us to know about your opinion about the quality and the effectiveness of this training?

INSTRUMENT 5. DIRECT OBSERVATION OF LEVEL 3A TRAINING

IMPORTANT: *Announce yourself to the Local Unit Commander prior to the start of the (morning) parade and let him/her know that you would like to observe the parade. Mention that you are from a survey firm conducting an evaluation of the SLP microtraining for USAID. Mention that all information will be kept confidential and no names of trainers or participants will be mentioned in the evaluation report. Explain that the main goal of this evaluation is to find out how effective the SLP microtraining has been in educating the SLP about the upcoming elections. Before starting, mention that the survey team would like to conduct short interviews with a few police officers after the training is completed.*

Date:

Site Name (Police Division, Town, and Post Name):

Site Type (Division HQ, Station, Post):

Name and Position of Lead Instructor during Morning Parade:

Name of Local Unit Commander and Phone Number:

Number of Officers present at Morning Parade:

Enumerator Names:

Start Time:

End Time:

Number of Modules covered (if any):

Module	Covered (Y/N)	Time
Understanding the New Election Law		
Understanding Procedures at Polling Places		
Prosecuting Electoral Offences		
Police Neutrality around Elections		
Gender Discrimination		
Persons with Disabilities around Elections		
Tolerance and Respect around Elections		
Community and Police Communication around Elections		
Stress Management		

Number of role plays covered:

Role Play	Covered (Y/N)	Time
Understanding the New Election Law		
Understanding Procedures at Polling Places		

Prosecuting Electoral Offences		
Police Neutrality around Elections		
Gender Discrimination		
Persons with Disabilities around Elections		
Tolerance and Respect around Elections		
Community and Police Communication around Elections		
Stress Management		

Number of Review Questions covered:

Review Question	Covered (Y/N)	Time
Understanding the New Election Law		
Understanding Procedures at Polling Places		
Prosecuting Electoral Offences		
Police Neutrality around Elections		
Gender Discrimination		
Persons with Disabilities around Elections		
Tolerance and Respect around Elections		
Community and Police Communication around Elections		
Stress Management		

1. **Structure of Morning Parade (EXCLUDING MICROTRAINING!)**
   - How is the morning parade conducted?
     - Is LUC reading out instructions? A discussion?
     - Is there an agenda?
     - Approximately how many police officers are in attendance?
     - Are attendees standing/seated?
     - Are they attentive or walking in and out?
   - What are the main points covered during the morning parade?
   - Is anyone except police officers attending or observing the parade? If yes, who?
   - In your opinion, does it seem like the morning parade is conducive to share information about relatively complex issues such as election laws? Explain.

2. **Structure of Microtraining**
   - Does instructor mention microtraining? If yes, how? What does he say about it?
   - Does instructor teach parts of the microtraining? How long? How many modules?
   - Does there seem to be a clear structure in the presentation of the microtraining?
     - Does the instructor repeat main lessons from day before?
     - Does the instructor talk about the specific module in the broader context of election preparation?
     - Does the instructor talk about plans for the lesson for tomorrow?

3. **Quality of Training Delivery**
   - Method of Instruction (Does trainer interact with trainees? Is delivery participatory? Is trainer reading from notes/speaking freely?)

Type of Instruction	Used? (circle one)	Description
Lecture	Yes No	
Role Play	Yes No	
Questioning	Yes No	
Scenarios	Yes No	
Visual Aids	Yes No	

- How knowledgeable is the trainer? (Does he/she seem familiar with the training materials? Is he/she comfortable talking about specifics of the training? Can trainers answer the questions participants ask?)
- Is training stimulating? (Is trainer showing a stimulating/encouraging attitude? Is the trainer emphasizing the fact that microtraining is a new type of training mechanism for the SLP? Is trainer emphasizing the importance of the training for election security?)
- Are trainers encouraging participation? (Does trainer encourage questions? Does he/she stop for review questions? Is he/she calling on people?)
- Is trainer treating trainees with respect? (What is the trainers' attitude towards participants? Is he / she showing a positive attitude towards participants?)
- How are role plays conducted? (Do participants volunteer? Is trainer selecting participants who take part in role plays? Does trainer comment about quality of role play? Is there a discussion about role plays?)

4. **Quality of Training Reception/Quality of Trainees**
- Are trainees present for the entire period of training? (Do they leave early? Do some trainees come and go?)
- Are trainees attentive and to what extent? (Do they ask question? Show interest? What is body language of trainees saying about overall level of interest? Are they taking notes? Answering phone?)
- What seems to be the level of understanding of the training? (Are questions specific or general? Do trainees seem confused about the purpose of the microtraining? Are there a lot of "why do we do this" questions? Do they seem confused by any of the content?)
- What are the group dynamics (are there clear leaders? Are trainees discussing the material? Are they helping each other understand the materials? Which trainees are more involved? Why do they seem more involved? Which trainees are less involved? Why do they seem less involved?)

5. **General Remarks/Observations**
   - Important outside factors (was training interrupted by an outside event? Were the training conditions (site, weather) conducive to a highly effective training?)
   - Other Observations

INSTRUMENT 6. KEY INFORMANT INTERVIEWS WITH LEVEL 3A TRAINEES

DURATION APPROX. 15-20 MINS

IMPORTANT: *Please select <u>five</u> police officers from the Station/Post and ask them if they would be able to answer a few questions. Make sure you introduce yourself properly, telling interviewees that you are working for the evaluation of a USAID security program that aims at training police for the election. Priority should be to select police officers of different ranks – not only high ranking officers such as Operations Officers or Information Officers. Please ensure all interviewees that the information conducted during the interview will be kept confidential and that only aggregated information will be used in the report. For learning and effectiveness questions, please do not prompt any answers. However, for quality questions, you can add additional questions if the interviewee does not talk about important aspects of the question.*

Date:

Site Name (Police Division, Town and Post Name):

Site Type (Division HQ, Station, Post):

Gender:

Position:

Age:

Enumerator Names:

Start Time:

End Time:

1. **Process Questions**
   1.1   Level 2 Training
       a.   Did you take part in a training about the new election law in the past two weeks? (YES or NO)
       b.   Please briefly describe the training (Who organized it? Who were the trainers? What were the main elements of the training? Where did it take place?)
       c.   Did you personally receive a manual at the training? (YES or NO)
          • If yes, where is the manual now?
       d.   If you didn't attend the training personally, have you heard about it from someone else? (From whom? What did they say? Did they teach you about lessons learned?)
       e.   If you didn't attend the training personally, would you be interested in attending a training about the new election law?
   1.2   Level 3 Training

a. Was there a morning parade or another parade at your station/ post this morning? (YES or NO)
b. Did you attend the morning parade this morning? (YES or NO?) Any other parade? If YES, which one?
c. In the last week, how many times did you attend the parade or any other parade?
d. Who is usually calling the parades in your station/post? (Write SELF if interviewee is calling morning parade)

Note to Enumerator: IF RESPONDENT ATTENDED LEVEL 2 TRAINING AND IS INVOLVED IN DELIVERING THE MORNING PARADE, ASK THE FOLLOWING QUESTIONS. IF NOT, SKIP TO [***] BELOW.

- How often do you personally call/lead the morning parade?
- How often have you conducted training about the elections during the morning parade? During the past seven days, how many days?
- In this station/post, are you the only officer who conducts training about the elections during the morning parade? Which other officers are involved conducting training about the elections during the morning parade?
- In total, how many modules have you already discussed at your station/post during morning parades?
- What is the reaction of the officers to the training you give? In your opinion, which modules are most interesting/helpful for them? In your opinion, which modules are most boring or confusing for them? Explain.

Note to Enumerator: IF RESPONDENT DID NOT ATTEND LEVEL 2 TRAINING OR IS INVOLVED IN DELIVERING THE MORNING PARADE, ASK THE FOLLOWING QUESTIONS. IF NOT, SKIP TO [***] BELOW.

e. Please describe the three most important matters discussed at the parade you attended today. (If you didn't attend today, but attended in the past week, describe latest training attended)
f. Was there any message related to the upcoming elections passed on during today's parade? (YES or NO)
- Describe how this happened?
Note to Enumerator: Probe for whether the training included: lecture/role play/questioning / scenarios / visual aids
g. Describe the types of messages regarding the election that were passed on during today's parade?
h. Could you tell me the main topic/main theme related to the election discussed at today's parade?
Note to Enumerator: Probe for what were the trainings about. Try to find out whether respondent is familiar with the concept of "modules".
i. Was there a specific microtraining element about the elections during today's parade?
Note to Enumerator: Probe to find out whether the microtraining is taking place vis-à-vis some general information related to the elections.
j. Have there been general instructions regarding the SLP mictrotraining during the last week? If yes, could you explain to me what the SLP microtraining is?
k. Up until now, could you tell me which topics of the SLP microtraining have been covered during parades at your station/post?

2. **Learning Questions**
    2.1   Describe the key challenge for the SLP during the upcoming elections.
    2.2   In your own words, what is the main purpose of the SLP election microtraining?
    2.3   Are SLP members allowed to celebrate a party's victory? (YES or NO)
    2.4   Under the Public Elections Act of 2012, people cannot canvass or solicit for votes within 600 meters of a polling space. (TRUE or FALSE, if false, why?)
    2.5   Presenting your voter card at a polling place is required by law. (TRUE or FALSE. If false, why?)
    2.6   Election offenses that occurred before the passage of the Public Elections Act of 2012 can still be prosecuted under that law. (TRUE or FALSE. If false, why?)
    2.7   The CID investigates charges of police openly celebrating election results. (TRUE or FALSE. If false, why?)
    2.8   Police should be heavily armed around elections. (TRUE or FALSE. If false, why?)
    2.9   Local Police Partnership Boards are part of the philosophy of community policing in Sierra Leone. (TRUE or FALSE. If false, why?)

3. **Quality Questions**
    3.1   In your opinion, is it important to be trained about election related issues? If yes, why and if no, why not?
    3.2   In your opinion, is this micro-training necessary for police officers in your station/post? If yes, why and if no why not?
    3.3   Has this training about election related information during parade been useful to you? If yes why and if no, why not? Which parts were most useful?
    3.4   Did you understand the training message and content? If yes to what extent? And if no why not? Were there any parts of the training you had difficulty understanding?
    3.5   Is there usually a chance to ask questions during the microtraining about specifics of the different modules?
    3.6   Do you think that instructors at the SLP microtraining were very knowledgeable about the content of the training? If yes, to what extent? And if no, why not?

4. **Quality Questions**
    4.1   In your opinion, is it important to be trained about election related issues? If yes, why and if no, why not?
    4.2   In your opinion, is this micro-training necessary for police officers in your station/post? If yes, why and if no why not?
    4.3   Has this training about election related information during parade been useful to you? If yes why and if no, why not? Which parts were most useful?
    4.4   Did you understand the training message and content? If yes to what extent? And if no why not? Were there any parts of the training you had difficulty understanding?
    4.5   Is there usually a chance to ask questions during the microtraining about specifics of the different modules?
    4.6   Do you think that instructors at the SLP microtraining were very knowledgeable about the content of the training? If yes, to what extent? And if no, why not?

5. **Effectiveness Questions**
    5.1   Will you apply lessons learned during the microtraining when working during the elections? If yes, which ones in particular?

5.2 Do you feel prepared for handling the elections? If yes, why and if no, why not?

5.3 Do you believe the microtraining will help prevent violence during and after the election? Explain.

5.4 Will you be using this information to pass it on to other citizens (not police officers)? When will you do that? To whom? How often?

5.5 Of the information provided in the microtraining, how much did you know already? Give examples of the types of information you knew already. Where (from what source) did you receive such information?

6. General Remarks/Observations

6.1 Is there anything else you would like us to know about your opinion about the quality and the effectiveness of the microtraining?

INSTRUMENT 7. KEY INFORMANT INTERVIEW LOCAL UNIT COMMANDER AND/OR LEADER OF THE MORNING PARADE

DURATION APPROX 15 MINS.

MPORTANT: *After arriving in the division headquarters, ask to meet with the Local Unit Commander. If the LUC is not available, ask to speak to whoever is currently in command. Make sure you introduce yourself properly, telling interviewees that you are working for the evaluation of a USAID security program that aims at training police for the election. Therefore you would like to ask permission to speak with some police officers, but want to ask a few questions to the LUC first. Please ensure all interviewees that the information conducted during the interview will be kept confidential and that only aggregated information will be used in the report.*

For this interview, please do not use the term "microtraining" until the respondent uses it himself/herself.

Date:

Site Name (Police Division, Town and Post Name):

LUC Name:

Police Officer Name if not LUC:

Contact Number

Gender:

Enumerator: did you speak to the LUC? If no, explain why not and who you did speak to.

Enumerator Names:

Start Time:

End Time:

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1. **Process Questions**
   1.1   Level 2 Training
          a.   Did you take part in a training about the new election law in the past two weeks? (YES or NO)
   - Please briefly describe the training (Who organized it? Who were the trainers? What were the main elements of the training? Where did it take place)

     Enumerator Note: Do not use the term "microtraining" unless the respondent uses the term himself/herself. Please record whether the respondent uses the term "microtraining" to describe the training.
          b.   In your own words, what was the main purpose of the training?
          c.   Did you personally receive a manual at the training? (YES or NO)
   - If yes, where is the manual now?

      d.   Of the information provided in the microtraining, how much did you know already? Give examples of the types of information you knew already. Where (from what source) did you receive such information?

      e.   If you didn't attend the training personally, have you heard about it from someone else? (From whom? What did they say? Did they teach you about lessons learned?)

      f.   During the training, was there any information provided about what was what the IG and AIGs expect to happen in the division related to training other police officers?

- If yes, was this information clear to you? What will be the difficulties in meeting these expectations?

1.2   Level 3a Training

      a.   Based on that training, are there additional trainings being conducted at stations and posts? Explain.
              If yes:

- Who is responsible for implementing this training in each station or post?
- How confident are you that this training is occurring in EVERY station / post? Very confident, Confident, Not Confident.
- Are there certain stations/posts where the training might not be happening?
- Are you or your officers monitoring the implementation of this training? Explain.

      b.   Are you teaching this training during morning parades? Afternoon parades? Both?

      c.   If YES, describe how the training is conducted? (How much time each morning? Who is present? How are you teaching it?)

      d.   How many modules have you covered so far?

      e.   Generally speaking, do you feel like the police officers at your post understand the key messages / issues? Which ones do they / don't they understand?

1.3   Level 3b Training

      a.   Based on that training, is there information being passed on to community members related to the role of the police in elections? Explain, including how, when, and to whom?
              If yes:

- Who within the division is responsible for passing on this information to local community members?
- Who are the main community members that the information has already been given to? What are their roles in the community, why were they selected?
- What are the difficulties related to passing on this information to local community members?

2. Effectiveness Questions

2.1   Describe the key challenge for this police division during the upcoming elections.

2.2   Do you feel prepared for handling the elections? If yes why and if no why not?

2.3   Do you believe the training will help prevent violence during and after the election? Explain.

2.4   In your opinion, is this training necessary for police officers in your division? If yes, why and if no why not?

2.5   Do you think the training has been effective in preparing the SLP for the upcoming elections? If yes, why and if no why not?

3. General Remarks/Observations

Is there anything else you would like us to know about your opinion about the quality and the effectiveness of the training?

INSTRUMENT 8. KEY INFORMANT INTERVIEWS WITH LEVEL 3B "TRAINEES"

DURATION APPROX. 30 MINS.

IMPORTANT:

Target respondents for this interview are Members of the Local Police Partnership Board. While collecting information at the Police Station /Post, call the LPPB representative and ask if there is a way to arrange quick meeting. If this is too cumbersome, ask to conduct a brief interview on the phone. Make sure you introduce yourself properly, telling interviewees that you are working for the evaluation of a USAID security program that aims at training police for the election. Please ensure all interviewees that the information conducted during the interview will be kept confidential and that only aggregated information will be used in the report. For learning and effectiveness questions, please do not prompt any answers. However, for quality questions, you can add additional questions if the interviewee does not talk about important aspects of the question.

Date:

Site Name (Police Division, Town Name, Interview Location):

Name:

Age:

Gender:

LPPB Representative (YES or NO)

Enumerator Names:

Interview conducted PHONE or PERSON:

Start Time:

End Time:

organized it? Who invited you? Who were the trainers? What were the main elements of the training? Where did it take place?)

1.2   Did you personally receive a manual or any other written information at the time of this "training"? (YES or NO)

1.3   Describe the types of information that were passed on by the police.

1.4   Of this information provided by the police, how much did you know already? Give examples of the types of information you knew already. Where (from what sources) did you receive such information?

1.5   At the training were you asked to use this information to pass on to other community members? How were you told to do that? Was it clear to you what is expected from you?

1.6   Have you used this information to pass it on to other citizens? When and how did you do that? To whom? How often?

1.7   If you haven't used this information yet, are you planning to? When and how will you do that? To whom? How often?

1.8   What are the main challenges in passing on this information to community members?

2. Learning Questions

2.1   In your own words, what was the main purpose of the police giving this information? *Enumerator Note: Explain that you want to ask a few questions about issues related to the police and elections.*

2.2   Are SLP members allowed to celebrate a party's victory? (YES or NO. If NO, why not?)

2.3   Under the Public Elections Act of 2012, people cannot canvass or solicit for votes within 600 meters of a polling space. (TRUE or FALSE, if false, why?)

2.4   Presenting your voter card at a polling place is required by law. (TRUE or FALSE. If false, why?)

2.5   Election offenses that occurred before the passage of the Public Elections Act of 2012 can still be prosecuted under that law. (TRUE or FALSE. If false, why?)

2.6   The CID investigates charges of police openly celebrating election results. (TRUE or FALSE. If false, why?)

2.7   Police should be heavily armed around elections. (TRUE or FALSE. If false, why?)

2.8   Local Police Partnership Boards are part of the philosophy of community policing in Sierra Leone. (TRUE or FALSE. If false, why?)

3. Quality Questions

3.1   In your opinion, is it important for the police to give community members information about their role related to the elections? If yes, why and if no, why not?

3.2   Was the information given by the police useful to you? If yes why and if no, why not? Which parts were most useful?

3.3   Did you understand the information given to you by the police? If yes to what extent? And if no why not? Were there any parts of the training you had difficulty understanding?

3.4   Did you have the chance to ask questions to the police? Explain.

4. Effectiveness Questions

4.1   Describe the key challenge for the SLP during the upcoming elections.

4.2   How confident are you that the police in this district will behave in a way that <u>reduces</u> the chances of election violence. Use a scale of 1-10 (1 = not confident at all, 10 = very, very confident). Explain.

4.3   In your opinion, do local police officers know the basic do's and don'ts of how they are supposed to behave during the elections? Explain.

5. General Remarks/Observations

5.1   Do you think there is a chance of violence in this district related to the elections? Explain.

- In this district, how active are Ward Election Education Committees (WEEC's)? Can you describe their main activities? Do you know if they provide any information to the police? Do you know if they provide any election about the role of the police in the elections?

- In this district, how active are the Voter Education and Training Officers (VETO's)? Can you describe their main activities? Do you know if they provide any information to the police? Do you know if they provide any election about the role of the police in the elections?
- Is there anything else you would like us to know about your opinion about the role of the police in the upcoming elections?

INSTRUMENT 9. KEY INFORMANT INTERVIEWS WITH SLP MASTER TRAINERS

Date:

Place:

Enumerator Names:

Start Time:

End Time:

1. **Process Questions: Development of the SLP Microtraining**
    1.1   Please describe your role in the development of the SLP Microtraining? How/why did you become involved?
    1.2   Please describe the process of planning the SLP microtraining. Who was in charge? Whose idea was it? Approximately during what period was the microtraining developed?
    1.3   What, in your opinion, was the main role of SLP in the development of the training?
    1.4   What, in your opinion, was the main role of ICITAP/USAID in the development of the training?
    1.5   How would you rate the collaboration with the ICITAP/USAID during the process of development of the microtraining?
    1.6   In your opinion, do most members of the SLP leadership understand the concept of the SLP Microtraining? If no, what do you think is misunderstood?
    1.7   What would you say was the major obstacle in getting the microtraining underway?
    1.8   Overall, how would you rate the process of developing the microtraining has worked?

2. **Quality Questions: Delivery of the SLP Microtraining**
    2.1   Level 1 Training
        a.   Please describe your role during Level 1 training? What were your main responsibilities?
        b.   Describe the process of the Level 1 training. What were the main objectives? Were these objectives met? Who took part in the Level 1 training?
        c.   How was the interaction with the ICITAP/USAID leadership during Level 1 training?
        d.   Was there anyone else you collaborated with during Level 1 training?
        e.   At the end of Level 1 training, did you think that participants understood the *concept* of the SLP microtraining? What were the parts you felt there might have been some misperceptions of misunderstandings?
        f.   At the end of Level 1 training, did you think that participants understood the *process* of the SLP microtraining? What were the parts where you felt there might have been some misperceptions of misunderstandings?
        g.   At the end of Level 1 training, did you think that participants understood the *content* of the SLP microtraining? What were the parts where you felt there might have been some misperceptions of misunderstandings?

h. How would you rate the quality of the microtraining manual? Is there anything you would have done differently? Are you happy with the final manual?

i. Was community outreach a concern during Level 1 of the microtraining? How was community outreach envisioned during Level 1 training?

j. Is there anything you would recommend to do differently if you were to participate in Level 1 training again?

k. In your opinion, were participants of Level 1 training sufficiently prepared for Level 2 training?

2.2 Level 2 Training

a. Please describe your role during Level 2 training? What were your main responsibilities?

b. Describe the process of the Level 2 training. What were the main objectives? Were these objectives met?

c. How was the support from SLP leadership (AIG level and above) during Level 2 training? Who specifically was involved, in what way?

d. How was the collaboration with the ICITAP/USAID leadership during Level 2 training?

e. Was there anyone else you collaborated with during Level 2 training?

f. What were the main difficulties you encountered in implementing Level 2 training?

g. Where there any specific divisions where there were special difficulties?
Enumerator Note: For each division where microtraining did not happen, it is especially important to document the main reasons why it did not happen.

h. In general, who attended the training? LUC's? Division officers? On average, in each division how many stations/posts were represented (all, most, some, few, none)?

i. What is your perception of the overall quality of Level 2 training? What are the elements that in your opinion went well, not so well? What were the main obstacles to Level 2 implementation?

j. Is there anything you would do differently if you were to do Level 2 training again?

k. At the end of Level 2 training, did you think that participants understood the *concept* of the SLP microtraining? What were the parts where you felt there might have been some misperceptions of misunderstandings?

l. At the end of Level 2 training, did you think that participants understood the *process* of the SLP microtraining? What were the parts where you felt there might have been some misperceptions of misunderstandings?

m. At the end of Level 2 training, did you think that participants understood the *content* of the SLP microtraining? What were the parts where you felt there might have been some misperceptions of misunderstandings?

n. Was community outreach a concern during Level 2 of the microtraining? How was community outreach envisioned during Level 2 training? In your opinion, was Level 2 of the microtraining effective in reaching out to citizens / the community?

o. In your opinion, were participants of Level 2 training sufficiently prepared for Level 3 training?

2.3 Level 3a Training (During morning parades at Police Stations/Posts)

a. Please describe your role during Level 3a training? What are your main responsibilities going to be?
- Describe the process of the Level 3a training. What are the main objectives?

b. Do you believe that Level 3a training is happening as planned? What are your main concerns regarding the implementation of Level 3a training?

c. Do you have any way of monitoring the effectiveness of Level 3a training?

d. How will the SLP leadership (AIG level and above) support Level3a training? Who specifically will be involved, in what way?

e. How is the collaboration with ICITAP/USAID leadership going during Level 3a training?

f. Is there anyone else you intend to collaborate with during Level 3a training?

g. What is your perception of the overall quality of Level 3a training? What are the elements that in your opinion are going well, not so well? What were the main obstacles to Level 3 implementation?

h. Is there anything you would do differently if you were to do Level 3a training again?

i. At the end of Level 3a training, do you think that participants will understand the concept and process of the SLP microtraining? What are the parts where you feel there might be some misperceptions or misunderstandings?

j. At the end of Level 3a training, do you think that participants will understand the content of the SLP microtraining? What are the parts where you feel there is the most understanding and where are you expecting misperceptions or misunderstandings?

2.4 Level 3b Training (Outreach by Police Partnership Board Representatives)

a. Please describe your role during Level 3b training? What are your main responsibilities going to be?

b. Describe the process of Level 3b training. What are the main objectives?

c. Do you believe that Level 3b training is happening as planned? What are your main concerns regarding the implementation of Level 3b training?

d. Do you have any way of monitoring the effectiveness of Level 3b training?

e. How will the SLP leadership (AIG level and above) support Level3b training? Who specifically will be involved, in what way?

f. How is the collaboration with ICITAP/USAID leadership going during Level 3b training?

g. How is the collaboration with LPPB going during Level 3b training?

h. Is there anyone else you collaborated with during Level 3b training?

i. What is your perception of the overall quality of Level 3b training? What are the elements that in your opinion are going well, not so well? What were the main obstacles to Level 3b implementation?

j. Is there anything you would do differently if you were to do Level 3b training again?

k. At the end of Level 3a training, do you think that participants will understand the content of the SLP microtraining? What are the parts where you feel there is the most understanding and where are you expecting misperceptions or misunderstandings?

3. **General Questions**

3.1 In your opinion, do you think the SLP will be prepared to handle the elections? What is the contribution of the SLP microtraining towards preparing the SLP for the upcoming presidential and parliamentary elections?

3.2 What is your overall summary of the SLP microtraining? What would you do again? What would you change?

3.3   What is it that in your opinion the SLP can learn for future training activities?

- How interested do you think the SLP leadership is in using microtraining as a model to continue to deliver other types of information in the future? Explain.
- Is the use of the microtraining approach in the future realistic? Explain.
- What are the key factors for the SLP to succeed in continuing to use the microtraining approach? Explain.

3.4   If USAID would support the microtraining process in other countries, what are important things for them to consider?

INSTRUMENT 10. LEVEL 3 DATA COLLECTION PLAN

1. Division Level Sampling

The major strata for sampling of Level 3 interviewees are police divisions. Out of the 31 Police Divisions in Sierra Leone, the evaluation team selected four divisions that represent: (i) the geographic diversity of Sierra Leone, namely ensuring that one division from the Western Area, the Southern Region, the Eastern Region, and the Northern Region is included in the sample; (ii) making sure the divisions represent the rural/urban divide of the country; (iii) at least one area that has shown a propensity for violence in the past is included; and (iv) one region where – based on our prior data collection efforts – a smooth implementation of the SLP microtraining is to be expected. Taking all these factors into consideration, the following four divisions have been selected:

- Motema
- Pujehun
- Makeni
- Freetown West – Central Police Station

2. Station/Post Level Sampling

Within each division, at least one police station and one police post are selected. These should represent the diversity of the division, in particular ensuring that the evaluation team covers both the most urban and most rural police station/post. In each division, evaluation teams are first visiting the police HQ, which usually is at a police station in the main urban area of the division. From there, the evaluation team will travel to a police post that is not in the same urban cluster as the station/HQ.

While evaluation teams may have to adapt plans in the field, the following police stations/ posts are potential targets for data collection:

Division	Police Station/HQ	Police Station
Motema	Motema	Nimikoro
Pujehun	Pujehun	Bandajuma
Makeni	Makeni	Kalangba
Freetown West	Central	tbd

3. Respondent Sampling

At each visited Police Station/Post, the following respondents are interviewed, at a minimum (number of interviewees by category in parenthesis):

Level 3a Training Participants (3): Level 3a training participants are selected among police officers present at the station who are regularly attending the morning parade and have not taken part in Level 2 training. Should there be a conflict between the two characteristics described above, the interviewer should still complete the interview; however, keep interviewing police officers until at least three officers have been interviewed that fall into both categories mentioned above. **Important: do not ask the LUC or any other supervisors to point you to Level 3 Participants!** Instead, simply ask to talk to a few police officers in the post/station about preparedness for upcoming elections.

Local Unit Commander (1): Ask to interview the LUC if he/she is around. If he/she cannot be found, speak instead to the Leader of the Morning Parade (see above). If LUC is present but is not usually leading the morning parade, still ask to talk to the leader of the morning parade.

Leader of Morning Parade (if NOT LUC) (1): In case interviewer misses the morning parade for some reason, ask permission to talk to the leader of the morning parade. If not available, ask to talk to any officer who has been leading the morning parade in the past week.

Local Police Partnership Board Representative (1): Upon arrival at the station/post site, call LPPB who has been participating in the Level 2 training. If LPPB representative is not too far from the station/post, ask if he/she could come by the station/post or offer to visit him/her at the house.

4. Direct Observation of Level 3a Training

The evaluation team will make travel arrangements so it can observe the Level 3a training in the police HQ in all four divisions. Should it logistically not be feasible to arrive in time, the evaluation team will consider observing another parade in the course of the day and/or come back the next day.

5. Tentative Travel Plan

Team 1: Mussa /Luca

Team 2: Ishmail

Date	Team 1	Team 2
Sunday, October 14	Travel Freetown – Makeni	Travel Freetown –Pujehun
Monday, October 15	Morning: Observe MP Makeni HQ; Visit Kalangba Police Post; Afternoon: Travel Kalangba – Motema;	Morning: Obsevre MP Pujehun HQ; Visit Bandajuma Police Post; Afternoon: Travel Bandajuma – Freetown (Part 1)
Tuesday, October 16	Morning Observe MP Motema HQ; Visit Nimikoro Police Post; Afternoon: Travel Nimikoro – Freetown (if possible)	Travel Bandajuma – Freetown (Part 2)
Wednesday, October 17		Morning: Observe MP Freetown Central; Visit tbd Police Posts;

ANNEX B: SOURCES OF INFORMATION

Table B-1. Data Collection Methods

	Evaluation Method	Data Source	Number of Respondents / Observations
1	Focus Group Discussion with Master Trainers	Primary Source	1
2	Key Informant Interview with ICITAP/DoJ Police Advisor	Primary Source	1
3	Key Informant Interview with SLP "Program Manager"	Primary Source	1
4	Direct Observations of Level 2 Trainings	Primary Source	7
5	Key Informant Interviews with Level 2 Trainees	Primary Source	20
6	Key Informant Interviews with Local Unit Commanders (LUC's) and Level 3 trainees, including local police officers and community members	Primary Source	21
7	Direct Observations of Level 3 Trainings	Primary Source	5
8	Analysis of Attendance Sheets from Level 2 Trainings	Secondary Source	32

Table B-2. Interviews Conducted

Date	Place	Participant type	Number	Format	
				Key informant interviews	Observation
LEVEL ONE					
October 12, 2012	Spur Loop, Wilberforce	SLP (ICITAP)	1	1	
October 19, 2012	Police Training School, Hastings	Master trainers (SLP)	3	Focus Group Discussion	
LEVEL TWO					
October 4, 2012	Lungi Police Divisional Headquarters, Tintafore	SLP	2	3	1
		LPPB	1		
October 4, 2012	Masiaka	SLP	2	3	1
		LPPB	1		
October 4, 2012	Port Loko Police Station	SLP	2	3	1
		LPPB	1		
October 8, 2012	Congo Cross Divisional Police Station	SLP	2	3	1
		LPPB	1		
October 8, 2012	Lumley Division	SLP	1	2	1
		LPPB	1		
October 9, 2012	Kissy Police Division	SLP	3	4	1
		LPPB	1		
October 9, 2012	Adonkia Police station	SLP	1	2	1
		LPPB	1		
Total			20	20	7
LEVEL THREE					
October 14, 2012	Pujehun Police Division	LPPB	1	1	1
October 15, 2012		LUC (Rep)	1	1	
		SLP trainees	3	3	
October 15, 2012	Bandajuma Police Post	SLP trainees	2	2	0
October 15, 2012	Kamabai Police Station	SLP trainees	1	1	0
October 15, 2012	Makeni Division H/Q	SLP trainees	1	1	1
		LUC (Rep)	1	1	
October 16, 2012	Motema Divisional H/Q	SLP trainees	2	2	1
October 16, 2012	Sewafe Police Station	SLP trainees	1	1	1
		Station Commander[37]	1	1	
October 17, 2012	Central Police Division	LPPB	1	1	1
		LUC (Rep)	1	1	
		SLP trainees	3	3	

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37. The Sewafe Police Station does not have an LUC.

| October 17, 2012 | Western Police Station | SLP trainees | 2 | 2 | 0 |
| Total | | | 21 | 21 | 5 |

Table B-3. Analysis of Attendance Sheets

REGION	TYPE/NUMBER OF PERSONS TRAINED				TOTAL	NO. OF POLICE STATIONS AND POSTS REPRESENTED
	SLP	LPPB	MEDIA	OTHERS		
FREETOWN WEST	99	5	2	2	108	9
FREETOWN EAST	80	5	3	2	90	17
NORTH EASTERN	145	10	2	8	165	15
NORTH WESTERN	111	6	2	3	122	13
SOUTHERN	158	20	6	13	197	18
EASTERN	138	12	8	4	162	22
TOTAL	731	58	23	32	844	94

Table B-4. Selection of Divisions for Level 3 Data Collection

Selected Division	Region	Justification for Selection
Makeni	Northern	1) District capital and the largest city in the northern region. Considered a more urban division. 2) The former SLP Director of Training (previously heavily involved with the development of microtraining) recently appointed as Local Unit Commander (LUC). Should be an example of how microtraining works with active support from local leadership.
Motema	Eastern	1) Division headquarters are located near the district capital (Koido Town); the division also covers very rural areas. Considered a geographically "mixed" division. 2) One of the divisions originally identified by the SLP as a pilot location for microtraining due to the high propensity for violence.
Pujehun	Southern	1) A more rural/remote division in the Southern region. Selected to balance out the northern/more urban divisions of Makeni and Motema. 2) Given rural nature, potentially an area where microtraining implementation can be expected to be weaker.
Freetown Central	Western	1) Selected randomly from the urban Freetown divisions 2) Possibly the busiest police division in Sierra Leone. May provide an indication of how microtraining is implemented in a large, active police division.

Table B-5. Summary of Level 3 Observations

Region	Police Station/ Post	Observation	Comments
North	Makeni (Division HQ)	Observed training during parade	Impressive.
	Kamabai (Station)	Did not observe parade. One of the key informants attended the Level 2 training and was able to respond effectively. The other respondent did not know anything about the microtraining.	No training is going on.
East	Motema (Division HQ)	Did observe parade, no real training. Two respondents were able to answer questions on the microtraining content while two others were not.	Training is going on but is not being given the desired attention.
	Sewafe (Station)	Training was very well organised. Participants had even taken notes of the training. Trainer well versed in the modules.	Very impressive.
South	Pujehun (Division HQ)	Observed parade but nothing was done on the microtraining. Key informants said they had been trained but from their responses to the questions about the microtraining content they had not been trained.	No training had been done.
	Bandajuma (Police Post)	There was no parade. Respondents knew the officer had attended a training but did not know what was involved.	No training had been done.
West	Freetown (Central Police Station)	Observed the training being done at parade. It had also been done during the previous day because there was a recap of what had been done then. Trainees were not attentive and were seen answering phone calls and also taking orders from other officers to undertake particular assignments. Trainees could not properly answer questions about microtraining content.	Training is going on but is not being given the desired attention.
	Western Police station	Enumerator arrived in the afternoon and was unable to witness morning parade. Two key informants were interviewed. One had attended the Level 2 training and was able to answer questions on the microtraining. The other one gave general answers and was unable to convince the enumerator that microtraining was happening at this station.	No training had been done.

Map B-1. Level 2 Evaluation Sites
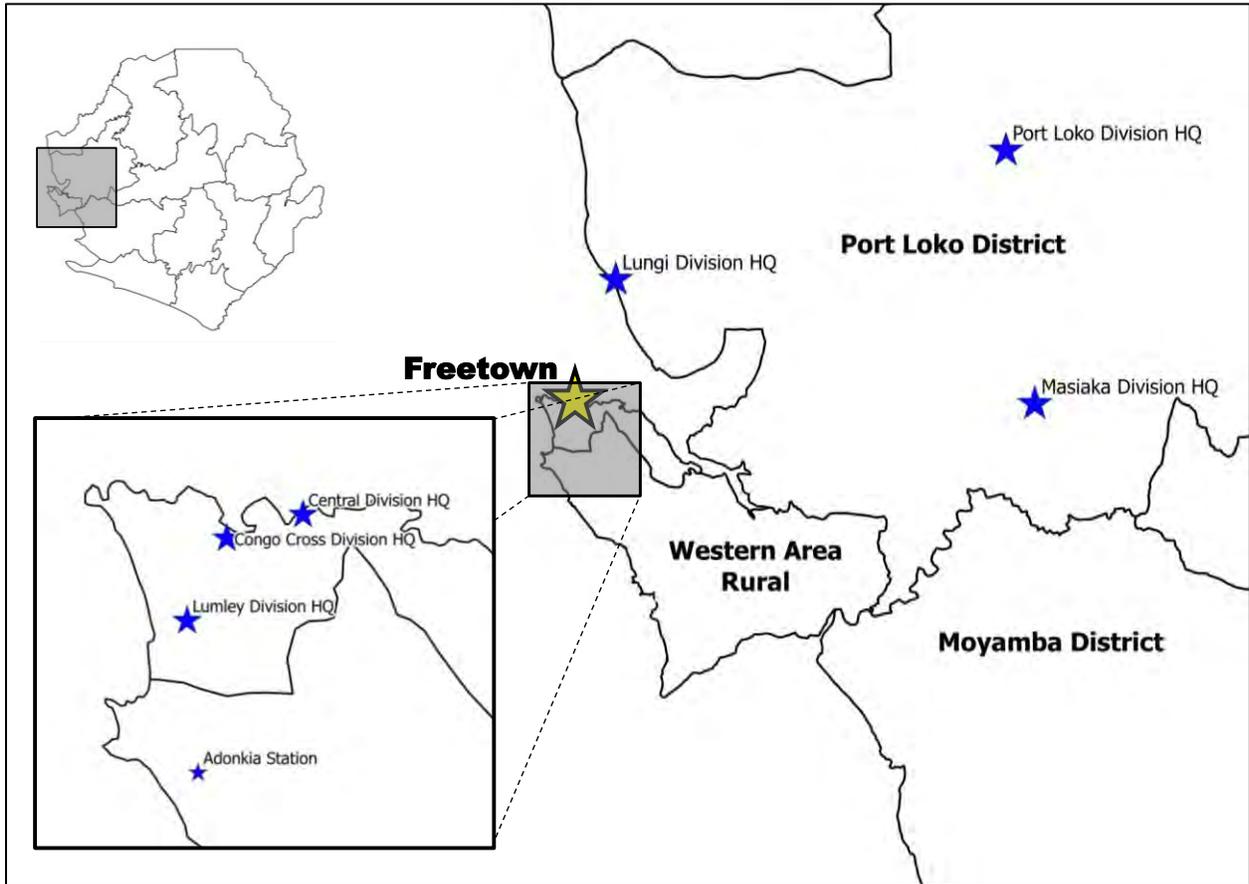
Map B-2. Level 3 Evaluation Sites
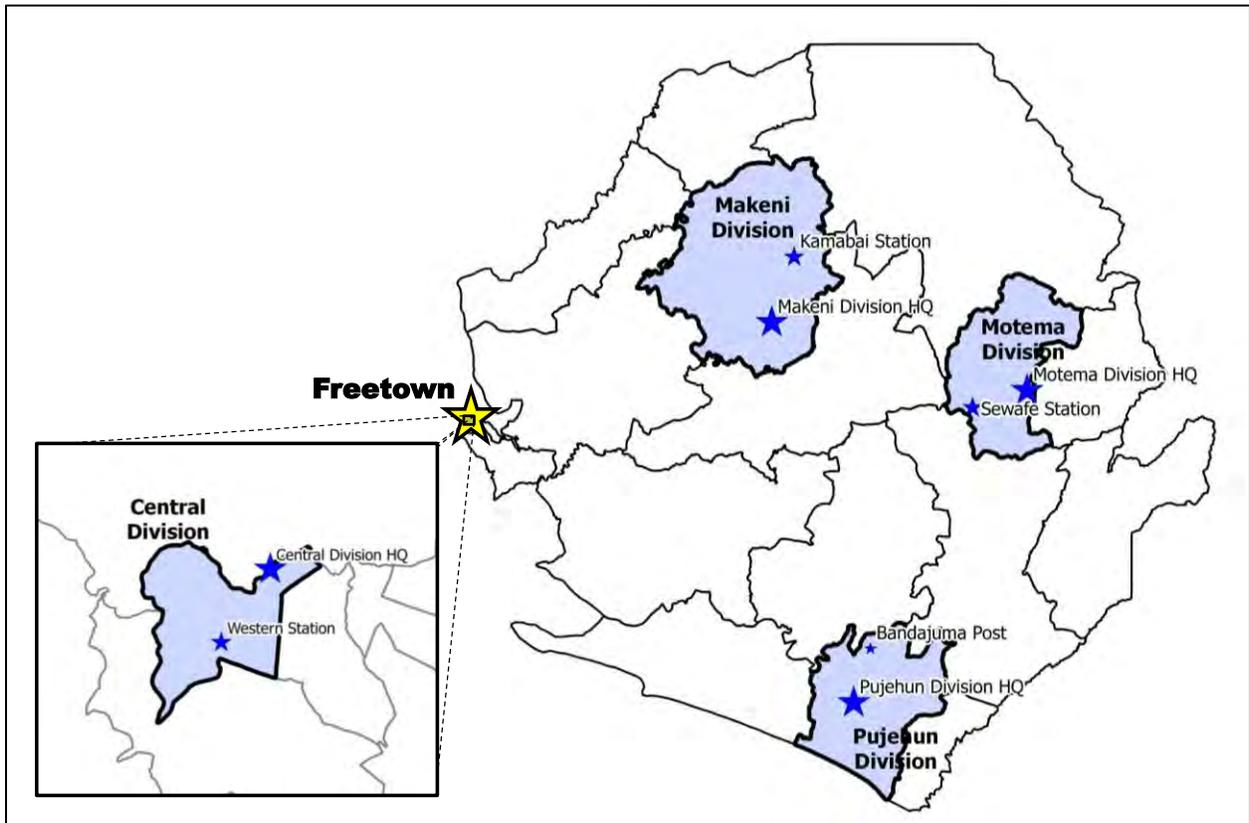
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