

**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES  
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES  
DEPARTEMENT OF EDUCATIONAL PLANNING AND  
MANAGEMENT**

**MAN POWER TRAINING AND DEVELOPMENT ON ETHICS AND  
ANTI-CORRUPTION TRAININGS FOR WOMEN BY THE FEDERAL  
ETHICS AND ANTI-CORRUPTION COMMISSION**

**BY  
ACHAMYELESH SHALEMO**

**JUNE, 2017  
ADDIS ABABA**

**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES  
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES  
DEPARTEMENT OF EDUCATIONAL PLANNING AND  
MANAGEMENT**

**MAN POWER TRAINING AND DEVELOPMENT ON ETHICS AND  
ANTI-CORRUPTION TRAININGS FOR WOMEN BY THE FEDERAL  
ETHICS AND ANTI-CORRUPTION COMMISSION**

**THESIS SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL  
PLANNING AND MANAGEMENT IN PARTIAL FULFILLMENT OF  
MASTER DEGREE IN EDUCATIONAL LEADERSHIP AND  
MANAGEMENT.**

**BY  
ACHAMYELESH SHALEMO**

**JUNE, 2017  
ADDIS ABABA**

**MAN POWER TRAINING AND DEVELOPMENT ON ETHICS AND  
ANTI-CORRUPTION TRAININGS FOR WOMEN BY THE  
FEDERAL ETHICS AND ANTI-CORRUPTION COMMISSION**

**BY  
ACHAMYELESH SHALEMO**

**APPROVED BY BOARD OF EXAMINERS**

Name	Signature	Date
Chairperson, Department		
Graduate Committee		
-----	-----	-----
Examiner (Internal)		
-----	-----	-----
Examiner (External)		
-----	-----	-----
Advisor		
-----	-----	-----

## **Declaration**

I the undersigned declare that this thesis entitled ‘Man Power Training and Development on Ethics and Anti-Corruption Trainings for Women by the Federal Ethics and Anti-Corruption Commission’ is my original work and have not been presented for a degree in any other university. The ideas and views discussed in the findings are basically mine and the research sources of materials used for the thesis have been duly acknowledged.

Achamyelesh Shalemo

Signature

Date

---

---

---

This thesis has been submitted for examination with my approval as a university advisor.

**Hailesellassie W/Gerima (Asst. Professor)**

---

## **ACKNOWLEDGEMENTS**

First of all, my immeasurable gratitude is to the Almighty God who protected and guided me through the completion of this work. I also would like forward my heartfelt thanks to my advisor, Ato Haileselassie W/Gerima (Asst. Professor) for his constructive orientation and professional suggestions, careful inspection and positive criticism throughout the duration of this work.

Really, I am thankful to the management and staff members in the Federal Ethics and Anti-Corruption Commission, in particular Ato Berhanu Assefa who encouraged me to upgrade my educational status and Ato Begizew Yaregal who assisted me with constructive comments on the this study.

My especial thanks go to my dearest husband Ato Minwelet Wondmeneh and my visionary daughters' Kalkidan Minwelet and Selamawit Minwelet who provided me all the necessary support, motivation and appreciation in my academic endeavor.

# Table of Contents

<b>Contents</b>	<b>Pages</b>
ACKNOWLEDGEMENTS.....	i
Table of Contents.....	ii
List of Tables.....	iv
List of Figures.....	v
Acronyms and Abbreviations.....	vi
<i>Abstract</i> .....	vii
CHAPTER ONE.....	1
INTRODUCTION.....	1
<b>1.1 Background of the Study</b> .....	1
1.2. Statement of the Problem.....	2
1.3. Objectives of the Study.....	4
1.3.1. General Objective.....	4
1.3.2. Specific Objectives.....	4
1.4. Significance of the Study.....	4
1.6. Delimitation of the Study.....	5
1.8. Definition of Key and operational Terms.....	5
1.7. Organization of the Study.....	6
CHAPTER TWO.....	7
REVIEW OF RELATED LITERATURE.....	7
2.1. Concepts and Definitions of Training and Development.....	7
2.1.1. Concepts of Training.....	7
2.1.2. The Concepts of Development.....	8
2.2. Concepts of Ethics and Corruption.....	9
2.2.1. Concepts of Ethics.....	10
2.2.2. The Concepts of Corruption.....	12

2.3. The role of Women in Addressing Corruption .....	17
2. 4. Ethiopia’s Effort in Training women to address corruption .....	24
Table Two: Reports on TOT, in depth trainings and awareness creation for Women .....	26
CHAPTER THREE .....	27
Research Design and Methodology .....	27
3.1 Research Design .....	27
3.2. Sampling and Sampling Techniques.....	27
3.3 Data Sources .....	28
3.4. Data Gathering Tools.....	28
3.5. Procedures of Data Collection .....	30
3.6. Method of Data Analysis .....	30
CHAPTER FOUR .....	31
DATA PRESENTATION, ANALYSIS AND INTERPRETATION.....	31
4.1 Personal information of the Respondents .....	32
4.2. How Trainings Planned, Organized and Managed by FEACC.....	33
4.3. How Training Methods applied in the trainings of FEACC .....	36
4.4. Knowledge of the Respondents on the Contents of the Given Trainings.....	38
4.5. The views and opinions of the women trainees on the trainings given by the commission	40
4.6. Do the Trained Women Courageously Participate in the anti-Corruption Movement? .....	43
4.7. Major Problems in Organizing, Conducting and Evaluating the Process and Outcomes of the Trainings.....	50
CHAPTER FIVE .....	55
SUMMARY, CONCLUSION AND RECOMMENDATIONS .....	55
5.1. SUMMARY OF THE FINDINGS .....	55
5.2. CONCLUSION.....	58
5.3. RECOMMENDATIONS.....	59
References .....	61
Appendix	

## List of Tables

	<b>Page</b>
Table one: Ethics and Anti-Corruption Trainings and awareness ... 2008-2016 .....	25
Table Two: Reports on TOT, in depth trainings and awareness creation for Women .....	26
Table Three: Characteristics of Respondents .....	32
Table Four: How the trainings planned, organized and managed.....	33
Table Five: Training Methods.....	36
Table Six: Response on the contents of the trainings .....	38
Table Seven: Views and Opinions on the trainings .....	40
Table Eight: <i>Participation of Women</i> .....	43
Table Nine: Reports on awareness creation trainings. ....	49
Table Ten: Major Problems .....	50

## **List of Figures**

	<b>Page</b>
Figure one: The report of FEACC on the number of suspected individuals. ....	17
Figure Two: The 2016 report which indicates the suspects and the level of the cases .....	18
Figure Three: The number of corruption criminals ... from 2013-2016. ....	19

## **Acronyms and Abbreviations**

<b>ADB</b> –	African Development Bank
<b>GRECO</b> -	Group of States against Corruption
<b>EPRDF</b> -	Ethiopian People Revolutionary Democratic Front.
<b>EC</b> -	Ethiopian Calendar
<b>ESCWA</b> -	Economic and Social Commission for Western Asia.
<b>FEACC</b> -	Federal Ethics and Anti-Corruption Commission
<b>FGD</b> –	Focus group discussion
<b>KSA</b> -	Knowledge, skills and abilities
<b>SIDA</b> -	Swedish International Development Cooperation Agency
<b>TI</b> -	Transparency International
<b>TIB</b> –	Transparency International Bangladesh
<b>TOT</b> –	Training of Trainers
<b>UNCAC</b> -	United Nations Convention against Corruption
<b>UNDP</b> -	The United Nations Development program

## ***Abstract***

*The objective of this study was to explore the experiences of ethics and anti-corruption trainings for women by the Federal Ethics and Anti-Corruption Commission (FEACC) of Ethiopia. For this research, mixed design was applied in which the combination of both forms of data provides a better understanding of a research problem. Questionnaire, interview, focus group discussion and document review were applied in which these research tools represented the primary and secondary data sources of the study. The key respondents were 72 in which 18 for interview, 27 for questionnaire and 27 for focus group discussion. Based on the responses of the research questions, the study applied explanation, reasoning, percentage, and analysis and interpretation of the collected data through triangulation. The major findings of the study indicated that because of different problems, basically their low educational status, the trained women did not develop confidence to multiply the intended formal ethics and anti-corruption awareness creation programs. They also responded the presence of discouraging conditions in the anti-corruption struggle around the Sub-cities and Woredas. Finally, the study recommended basic issues that might be considered for the enhancement of the women ethics and anti-corruption trainings as one of the alternatives to fight against the obstacles of holistic societal development.*

# CHAPTER ONE

## INTRODUCTION

In this chapter, the facts on the background of the study, statement of the problem with basic research questions, objectives of the study, significance of the study, delimitation of the study, definition of key terms and organization of the study will be discussed one after the other.

### 1.1 Background of the Study

Training is very important in accomplishing the goal of the organization as it increases the efficiency of employees and adds value in the organizational performance. (Ekaterini, 2009) explained that training process is one of the most persistent methods for enhancing the productivity of individuals and communicating organizational goals to personnel. As well training and development has specifically been related with each other as a major tool for human resource management practice that can have an influence on the level of employee achievements. He emphasized that manpower training and development is one of the most important organizational dynamics.

Nowadays, corruption has posed a major threat to the global economic development, social justice, political stability and sustainable peace. Corruption is a social evil which has resulted in undermining the legitimacy of governments, eroding confidence in leadership, diverting public's money away from development projects, reducing productivity, hindering development, worsening poverty, marginalizing the poor, discouraging investment and spreading unrest and violence.

In our country Ethiopia too, some of the above mentioned effects of corruption have been manifested. The Institute of Educational Research of Addis Ababa University conducted the first National Corruption Survey (2001) in which fraud, cheating, trickery, embezzlement, extortion, nepotism, theft and prejudice are believed to be the principal features by which corruption has manifested itself in Ethiopia.

Second Corruption Perception Survey by Kilimanjaro International Corporation (2012) also indicated that Ethiopia shares many features of other African countries in respect to the challenges of good governance relating with corruption and identified causes of corruption are not different from those experienced in other African countries.

Developing the anti-corruption public awareness is vital to minimize the occurrence of corruption crime. Accordingly, FEACC has adopted training programs which include ethics and anti-corruption Training of Trainers (TOT), in depth training and awareness creation for the diverse ranges of the society since its establishment in 2001(FEACC Profile, 2010, Ethics number 4, 2003, Reports of FEACC, 2012-2016).

The commission has given special attention for women's training in order to encourage their participation in the anti-corruption movement. Above all, the commission adopted a new approach to expand the movement by establishing the National Anti-Corruption Coalition in July 2009 (Profile of FEACC, June 2012) in which its activities directed to the beginning of the women anti-corruption mobilization mainly in A.A. (FEACC Women Anti- Corruption Mobilization Directive, 2012). A number of women drawn from Federal public offices, public enterprises and the Addis Ababa Sub-Cities and Woredas have been participating in the above-mentioned training programs. Some of the TOTs have been organized for women who are believed to be active participants in anti-corruption mobilization (Annual Report of Ethics infra-structure coordination Directorate, 2015 and 2016, FEACC Annual Reports from 2012-2016).

The women certified in the TOT have been expected to multiply the anti-corruption education through awareness creation in their respective areas. Thus, the purpose of this study is to investigate how far the women are experiencing the awareness programs and exposing corruption acts to expand the anti-corruption movement.

## **1.2. Statement of the Problem**

Corruption risk factors have to be given due attention among various factors that are responsible for the prevalence of corruption in a country. It is only when we understand the magnitude of the problem and identify its real causes that we can find effective

solution to get rid of it. If we are to deal with corruption, areas where it is most likely to occur should be identified and conditions that help it to flourish minimized (Gurprit Kindra, 1998).

FEACC has been giving trainings for women from the Sub-Cities and Woredas of Addis Ababa. This has been done in the assumption that the trained women will multiply the concepts of ethics and anti-corruption and mobilize others in the struggle against corruption. However, there is a gap in the process of monitoring and evaluation after delivering the trainings. Hence, this study will be the first that intended to investigate how far the trained women exercised the anti-corruption mobilization. In view of that, the study attempts to give answers to the following basic research questions in order to know the level of the women understanding on the training plan, organization and management, about the training methods and contents, views and opinions of the trainees, participation in the anti-corruption movement and the major problems in the process of the trainings.

1. How do the Federal Ethics and Anti-corruption Commission plan, organize and manage its trainings?
2. What type of trainings methods are applied to train women selected from Sub-Cities and Woredas of Addis Ababa?
3. What are the contents of the trainings?
4. What are the views and opinions of the women trainees on the trainings offered?
5. Did the trained women courageously participate in the anti-corruption movement?  
Clarify the facts.
6. What are the major problems observed in organizing, conducting and evaluating the trainings?

### **1.3. Objectives of the Study**

#### **1.3.1. General Objective**

This study was planned to investigate the experiences and contribution of the FEACC ethics and anti-corruption training and development for women.

#### **1.3.2. Specific Objectives**

Explicitly the focus of the study was to:

1. Examine the plans, organization and management of the FEACC trainings to enhance women's participation in the anti-corruption movement.
2. Identify the understanding level of the public (especially women) on the training methods in order to improve the training approach.
3. Identify how far the women trainees have knowledge on the training packages and based on the findings to improve the contents.
4. Know the views and opinions of the women trainees and gather feedback to improve the plan of FEACC.
5. Investigate the level of participation by the trained women in the anti-corruption mobilization
6. Study the major problems of the training programs processes of FEACC.

### **1.4. Significance of the Study**

It is believed that the study will have the following contributions

- ✓ It will give essential information for policy and decision makers on the necessity of women empowerment to enhance development.
- ✓ Based on this study, the FEACC may consider revising its strategic plan in the near future, or later.
- ✓ It will contribute for other researchers to conduct further study on this issue.

## **1.6. Delimitation of the Study**

This study is to be conducted regarding only the major function of the FEACC. Based on the principle of research, the primary data sources were FEACC, three **randomly** selected Sub-Cities (**30% of 10 sub-cities**) and 30% of their Woredas. Besides, all the women in the selected Sub-Cities and Woredas will not be participating in the research. Instead, the researcher will focus on leaders of women associations and coordinators of different women's affairs programs and some members of the women's associations in the respective Sub-Cities and Woredas. Since the research is a purposive one, the researcher believes that this is the right approach.

## **1.7. Limitation of the study**

The Sub-Cities and Woredas Women Associations of Addis Ababa have large number of volunteer members in which to communicate with them was difficult. As well the organizational nature of the associations, geographical and time factors were hindrance to include all members in this specific study.

## **1.8. Definition of Key and operational Terms**

***Sub- Cities*** - are the second administrative units next to city administration of Addis Ababa.

**Woredas** – are the administrative units next to the Sub-Cities administration of Addis Ababa.

***Transparency International*** – has been founded in 1993 and a non-profit anti-corruption international and non-government organization centered in Berlin, Germany.

***Economic and Social Commission for Western Asia:*** Comprises 17 Arab **countries** in Western Asia: Bahrain, Egypt, Iraq, Jordan, Kuwait, Lebanon, Libya, Morocco, Oman, Palestine, Qatar, Saudi Arabia, the Sudan, the Syrian Arab Republic, Tunisia, the United Arab Emirates and Yemen.

***'Buna Tetu' program*** – is the village level special and open air coffee ceremony program of women, organized by Women Associations in order to discuss on various community issues in their surroundings.

**Consumer associations** – are economic associations established at the administration levels of A.A. city. Their major aim is to full the society's demand of consumer goods and protect them from unfair trade practices.

**Community Radio** - operated, owned, and influenced by the communities they serve. They are generally non-profit and provide a mechanism for enabling individuals, groups, and communities to tell their own stories, to share experiences and, in a media-rich world, to become creators and contributors of media. They serve geographic communities and communities of interest.

## **1.7. Organization of the Study**

The research study will be organized in five chapters that deal with introduction as Chapter one which includes background, statement of the problem, significance, objectives, delimitation of the study, definition of key terms and organization of the study. Chapter two includes review of literatures that relate with the issues of the study. Research design and methodology will be discussed in chapter three. Chapter four basically includes data presentation, analysis and interpretation and chapter five will discuss mainly points of conclusion and recommendation.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This section will discuss topics which are related to the research study that are: the concepts and definitions of training and development, concepts of ethics and corruption, the role of women in addressing corruption and the efforts of Ethiopia in training women to address Anti-corruption.

#### **2.1. Concepts and Definitions of Training and Development**

As basic concepts, training and development refer to the process to obtain or transfer knowledge, skills and abilities (KSA) needed to carry out a specific activity or task. There are basic resources for the achievements of organizations vision, mission and objectives. However, the investment on man power training and development is the most decisive action to enhance the functions of the organizations effectively.

##### **2.1.1. Concepts of Training**

Washington State University, in the document entitled Training and Development Plan (Created in 2002 and revised in 2017) defined training as: “One or series of formal, planned activities which are instructional in nature and are developed for the purpose of delivering course content leading to the acquisition of demonstrable knowledge skills and abilities”. From this definition, we can understand that training is aimed and be practical based on a plan, objectives, and utilization of various resources in order to develop knowledge and skills for the acquisition of attitudinal change of man power.

The Asian Journal of management Research in the title Evaluating training & development effectiveness - A measurement model (Rama Devi, 2012) stated that “training is the process of imparting knowledge, skills and abilities to employees. It is considered as a technical skill enhancement program of employees and a planned learning experience designed to bring about permanent change in an individual’s knowledge, attitudes, or skills”. The understood major training types which contribute to

upgrade the capacity of workers at any level of an organization, public or private are **on job** and **off job** trainings.

*On the job training*, the trainee receives an overview of the job, its purpose outcomes, with an emphasis on relevance of the training. Demonstration by the trainee and practice by the trainee is reputed until the job is mastered (Thesis: Tigist Baye, 2014). The implementation of on job training is through various approaches in which people are able to develop their capacity in order to be successful in their assigned jobs.

*Off job training* is a planned type of training which takes place out of an organization or regular residence area. It is wider and applies various methods of trainings in which better knowledge and skills are expected comparing to on job training.

It is believed that training is enabling individuals to enhance their understanding to fulfill specific tasks. It is more present-day oriented; its focus is on individuals' current jobs, enhancing those specific skills and abilities to immediately perform their jobs. In most cases it is a learning process in which employees get an opportunity to develop skill, competency and knowledge in order to improve their job requirements.

### **2.1.2. The Concepts of Development**

It is planned to have all-round progress of personality, which will help to face challenges and be productive in various activities of life. In the article entitled 'the difference between training and development' discussed that development changes the mindset of the individuals and makes them more challenging or competing (Surbhi, 2015). Development varies from training in which it is exclusively targeting at learning activities that promotes long-lasting growth aiming at future needs rather than present problems. It is an asset on human resource and refers to the growth of an individual in all respect. It is mainly concerned with shaping the attitudes. It is not only restricted to a particular duty, but it aims to improve the personality and attitude of individuals. Thus, it is believed that development improves behaviors and shows progress in performance and individual employee development and focuses on future jobs in an organization or the society. It is also a planned activity, which is expected to enhance the individuals learning capacity

and an educational process in which they get the chance to learn the in depth application of theoretical knowledge for their overall growth. It is pointed that development is time taking and focusing more on a self-assessment act in which individuals are expected to evaluate their attitudinal changes career improvement (Chinwe S., 2011) .

Generally, Training and development are the major tasks of Human Resource Management. These are planned to improve the performance and productivity of individuals. This truth is working for those organizations which have objective of developing public awareness in the growth programs of a nation. This fact is clarified by Karen Hussmann and others (2009) from the U4 Corruption Resource Center that awareness creation is component of any sustainable anti-corruption efforts. Accordingly, they manifested that effective implementation of anti-corruption policies requires structured and systematic communication, training, and monitoring processes with clearly defined roles and responsibilities

Therefore, this research is focusing to search out the attitudinal development and further activities expected from the ethics and anti-corruption trainings of women which have been delivered by the FEACC.

## **2.2. Concepts of Ethics and Corruption**

It is believed that there is probably a variety of independent causes of corruption. In the article stated as 10 possible causes of corruption, most of the causes relating with ethical issues which are: personal greed, decline of personal ethical feeling, no sense of service when working in public or private institutions, low awareness or lack of courage to criticize corrupt cultural environments, regulations and inefficient controls, lack of transparency, slow judicial processes, lack of moral criteria in promotions, and downplaying or reacting mildly to corruption charges (Domènec Melé, 2014) . Hence, identifying these causes is essential to prepare contents of the ethics and anti-corruption training. Most adults understand the rules of "do" and "don't", but that alone is sometimes insufficient to prevent against unethical or corrupt behavior. Moral and ethical development is learnt as people mature and, accordingly, is influenced by the better environment in which they live. As such a person's consideration, personality and behavioral attributes, and their environment are significant factors in determining their

possibility of behaving in an ethical manner. In this manner, it is essential to know basic facts on ethics and corruption.

### **2.2.1. Concepts of Ethics**

Ethics are values and principles that guide right and wrong behavior in the daily activities of human beings. The Concise Oxford English Dictionary defined ethics as “the science of morals, exposition on this, moral principles or rules of conduct”. The word comes from the Greek *ethikos* meaning ‘of or for morals’. Morals are described by the same dictionary as being concerned with ‘the distinction between right and wrong’. Wikipedia /the free encyclopedia/ also defines ethics as:

Ethics or moral philosophy is a branch of philosophy that involves systematizing, defending, and recommending concepts of right and wrong conduct. The term ethics derives from the Ancient Greek word *ethikos*, which is derived from the word *ethos* (habit, “custom”). The branch of philosophy **axiology** comprises the sub-branches of ethics and **aesthetics**, each concerned with values.

An article from internet entitled What is axiology and how does it relate to ontology and epistemology? (2015) explained the concept: Axiology (derived from Greek *axios*, “worthy”; *logos*, “science”), as **Theory of Value** that is related with the philosophical study of goodness, or value, in the widest sense of these terms. Its significance lies: In the considerable expansion that it has been given to the meaning of the term value and in the unification that it has provided for the study of a variety of questions—economic, moral, aesthetic, and even logical—that had often been considered in relative isolation.

On the other hand, the dictionary meaning of aesthetics is: focusing on the view and critical judgments in relation to arts. It also emphasizes the mind and emotions concerning the outward appearance especially how it is pleasing. As well, another article entitled: Strategic Leadership and Decision Making, by National Defense University of the USA defines **values** as:

Things those are important to or valued by someone. That someone can be an individual or, collectively, an organization. One place where values are important is in relation to vision. One of the imperatives for organizational vision is that it must be based on and consistent with the organization's core values. In one example of a vision statement we'll look at later, the organization's core values - in this case, integrity, professionalism, caring, teamwork, and stewardship-were deemed important enough to be included with the statement of the organization's vision.

This article clearly explained that ethics is categorized into three major areas namely:

1. **Meta ethics**, concerning the theoretical meaning and reference of moral propositions, and how their truth values (if any) can be determined.
2. **Normative ethics**, concerning the practical means of determining a moral course of action.
3. **Applied ethics**, concerning what a person is obliged (permitted) to do in a specific situation or a particular domain of action.

Above all, professionals live with ethical and unethical realities in the performance of their duties, and are obliged to give attention for ethics management. This places them in the unique position of being able to practice ethics management and, on occasion, to experience the consequences of managing ethics. Ethics management is practically focusing on applied ethics as a duty about the application of principles of ethics in the activities of human beings. The concern to manage ethics should also emphasize training programs. Employees serving throughout a public organization are vulnerable to ethics falls. Thus, a continuous, ongoing ethics training program intensifies the message that ethics matters (Donald C. 2007). This view also matters the development of ethics as a crucial issue for the success of the anti-corruption movement.

In the same manner, from the Santa Clara university, the Makkula Center for Applied Ethics (2015) discussed the detailed meaning of ethics in which ethics refers to well-

founded standard of right and wrong that prescribe what humans ought to do, usually in terms of rights, obligations, benefits to society, fairness, or specific virtues. Ethics for example, refers to those standards that impose the reasonable obligations to refrain from rape, stealing, murder, assault, slander, and fraud. Ethical standards also include those that enjoin virtues of honesty, compassion, and loyalty. And, ethical standards include standards relating to rights, such as the right to life, the right to freedom from injury, and the right to privacy. Such standards are adequate standards of ethics because they are supported by consistent and well-founded reasons.

Ethics also considered the study and development of one's ethical standards. As mentioned above, feelings, laws, and social norms can deviate from what is ethical. So it is necessary to constantly examine one's standards to ensure that they are reasonable and well-founded. It needs the continuous effort of studying our own moral beliefs and our moral conduct, and struggling to have confidence in order to have reasonable personal life and solidly-based organizational existence.

Training on ethics discusses various aspects of ethics in various duties: by stressing on definitions of ethics, ways of applying the Golden Rule (is the principle of treating others as one would wish to be treated oneself) in management's role, educating people to think about ethics differently- beyond ethics training, making standards clear and sticking to them, and the belief that people want to do the right thing. Developmental process through ethics training is time taking and is the formation of moral /right reasoning and judgment.

It is obviously believed that ethics development is a determinant factor for the progress and modernity of the nation. Thus, FEACC adopts an objective to create an ethical society through the participation of the public at large.

### **2.2.2. The Concepts of Corruption**

**Corruption** is a devastating activity that causes social injustice and infects many countries today, mainly the developing nations. It is just a complex concept as there are

societies and economic and political systems that hold from the wide concept of corruption to the narrow legal concept of bribery.

The anti-corruption training manual of European Council - EC (2015) raised basic points on the definition of corruption, how it is defined through specific angles: it can be seen through the lens of philosophy, through a moral-ethical prism or as part of an economic school of thought. All of these angles have shaped the international legal consensus on corruption that is now laid out in the major international legal instruments, as well as in national legislation of many countries.

With the presence of various definitions, corruption is most commonly defined as the misuse or the abuse of public office for private gain. In his research paper, Jose G. Vargas-Hernandez mentioned that the same definition has been given by the World Bank and Transparency International (TI). Corruption is abusing the public office when private agents actively offer bribes to avoid public policies and processes for competitive advantage and profit (Odd-Helge, 2008). Meanwhile, the public office can also be abused for personal benefit even if no bribery occurs, through backing and favoritism, the theft of state assets, or the distraction of state revenues.

**What are the causes of corruption?** It is assumed that people do not treat in corrupt practice because they like doing so; rather, it is often their only option. From this point of view, the causes of corruption vary from place to place and explained in different ways. Even though, the causes are highly related with the social, economic and political factors. An internet article entitled: “Corruption: Causes and solutions” (2016) discussed the following corruption causes. **Poverty:** not only encourages corruption, but corrupt public institutions in turn worsen poverty. **Illiteracy and Poor Education:** Similar to poverty, the most corrupt countries are often those with low rates of adult literacy. **Greed:** Greediness is impossible to elaborate in table /chart analysis/, but it is undoubtedly basic cause of corruption. **Weak Governments:** In corrupt societies, governments are unable or unwilling to stop corruption. **Drug Trafficking:** Drug use is often practiced by disaffected youth, who in turn create demand for a drug market that fuels corruption.

Likewise, causes of corruption in developing countries are explained in an International Journal by raising the topic “Corruption and Resource Allocation Distribution for “ESCWA Countries”. It discussed that Corruption is wide spread in developing countries, not because their people are different from people elsewhere but because conditions are ripe for it, (Mauro, 1996). Such as:

1. Motivation to earn income is extremely strong due to: poverty. low salaries (wages). high risks of all kinds (illness, accidents and unemployment) and lack of insurance.
2. Opportunities to engage in corruption are numerous, more regulations lead to higher opportunities for corruption.
3. Weak legislative and judicial systems:
4. Law and principles of ethics are poorly developed.
5. Population relative to natural resources is large.
6. Political instability and weak political will.

At all, most of the mentioned causes are highly motivated by unethical practices of individuals. Then again, the causes forced the anti-corruption movement to focus on ethics issues.

**Corruption** is categorized in different **types or forms**. The occurrence of corruption can be dynamic or inert taking into consideration the nature of the participants in the corrupt activities. Corruption also can be private among particular individuals and public corruption that takes place in the society sphere of politics and government administration. Political corruption, economic corruption and public administration corruption are the three basic types of corruption (Jose G. 2006).

Accordingly, the precise explanations on the various types of corruption are: Political Corruption results in gaining political power, Economic Corruption has implications of determining the loss of income, how and how much for the principal, the agent, the state, the consumer, the economy, etc., and the Public Administration Corruption - there is the transfer of public benefits to private and taking advantages of the entrusted power, as for

example, in the form of nepotism /favoritism that results in the transfer of benefits from society to the family members.

U4 the anti-corruption resource center, in its academic anti-corruption courses entitled “Overview of anti-corruption courses from various providers” explained that, based on the extent of corruption, its types could be classified into Grand and Petty Corruption. Furthermore, in its depth nature corruption can be individual or systemic in which the major institutions and processes of the state are routinely dominated and used by corrupt individuals and groups, and when most people have no alternatives to deal with corrupt officials. This means when corruption expanded and governance becomes weak, people will be forced to get service through corruption by contradicting their own rights.

**Corruption** is resulting in devastating **effects** in the life of people and countries of the world. Those effects are manifested in various ways in countries of the world, above all in developing and poor nations. This fact is justified in an article written on the title “Eight effects of corruption on people, society and economy-For mind peace” (2012) accordingly:

1. **Effects of Corruption on people:** This includes: lack of quality service, lack of proper justice, chances of unemployment, poor health and hygiene, pollution, accidents, failure of genuine research, etc.
2. **Effects of corruption on the Society:** Disregard the officials, lack of respect for rulers, lack of faith and trust on the governments, dislike for joining the posts linked to corruption, etc.
3. **Effects of corruption on economy:** Decrease in foreign investment, delay in growth, lack of development, differences in trade ratios, etc.

The consequences of corruption are precisely mentioned in the following speech of Ban Ki-Moon (the United Nations Secretary-General), at the launch of the Stolen Asset Recovery Initiative (2007):

Corruption undermines democracy and the rule of law. It leads to violations of human rights. It erodes public trust in government. It can

even kill - for example, when corrupt officials allow medicines to be tampered with, or when they accept bribes that enable terrorist acts to take place. [...] It has adverse effects on the delivery of basic social services. It has a particularly harmful impact on the poor. And it is a major obstacle in achieving our Millennium Development Goals [emphasis added].

The mentioned results of corruption may clarify that corruption is an evil event that results in social, economic, political and environmental damages. Then, the anti-corruption movement is obligatory that needs political will and public participation.

A Practical Guide, for Business - on An Anti-Corruption, Ethics and Compliance program: by United Nations Office on Drugs and Crime (UNDOC, 2013) evidently discussed the following major facts.

In the introduction it has explained that an anti-corruption ethics and compliance program consists of policies and procedures that address the risk of corruption and could reflect the political will. The development and improvement of policies and procedures must reflect the following characteristics: Consistency with all applicable laws, Adaption to specific requirements, Participation of stakeholders, Shared responsibility, Accessibility, Readability, Promoting a trust-based internal culture, Applicability, Continuity, Efficiency:

A Training Manual by the Council of Europe entitled Basic Anti-Corruption Concepts (2015) pointed the better approach of the anti-corruption by stressing on the basic facts of corruption as: it is lack of service mentality, ignoring the human rights of people, not caring for the public interest, violating the rule of law, reflecting low level of ethics, etc. This is why leaders with experience in anti-corruption reforms often name a change in attitude within the public administration the number one necessity. Increasing salaries will not result in basic changes without improvement in ethical culture. The aim of such ethical changes is to have a public administration where people will abstain from

corruption – not because they are afraid of being caught, but because it is the right thing to do.

All the above points support the importance of expanding ethics and anti-corruption education to create an ethical society. To train the society in anti-corruption laws and procedures is better than focusing on law enforcement. It is obvious that laws will be respected by aware and ethical society.

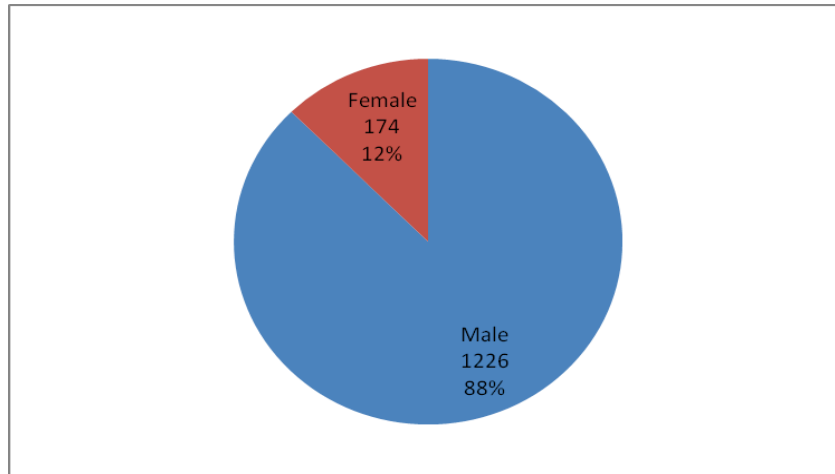
### **2.3. The role of Women in Addressing Corruption**

Several experimental studies explained that there is a relationship between gender and corruption, in particular, that women are less likely to be corrupt than men. The U.K. Department for international development: Evidence Paper on Corruption (2015) clearly emphasized the subsequent points by referring the World Bank study which indicated the women higher representation in government is mostly associated with lower level of corruption. It referred a sample of over 100 countries in developed and developing countries, controlling for one of the indicators of social and economic development. The authors conclude their findings are consistent with other social science literature, suggesting that women may have higher standards of ethical behaviour and appear to be more concerned with the common good”.

The mentioned evidence paper also discussed by referring early study on gender and corruption which has three major findings: large shares of women in parliament and in the labor force are associated with lower corruption across countries, women managers are less frequently involved in bribery than men and women have more critical attitudes towards the acceptability of bribery than men.

The FEACC annual reports on the cases of the law enforcement also indicated that women have been less corrupted than men (Annual Reports of FEACC, 2011-2016). The researcher does not get the reasons why women are representing less number in the law enforcement of the commission except that of the above justifications at international level. Hence, the following statistical data of the reports verify this fact.

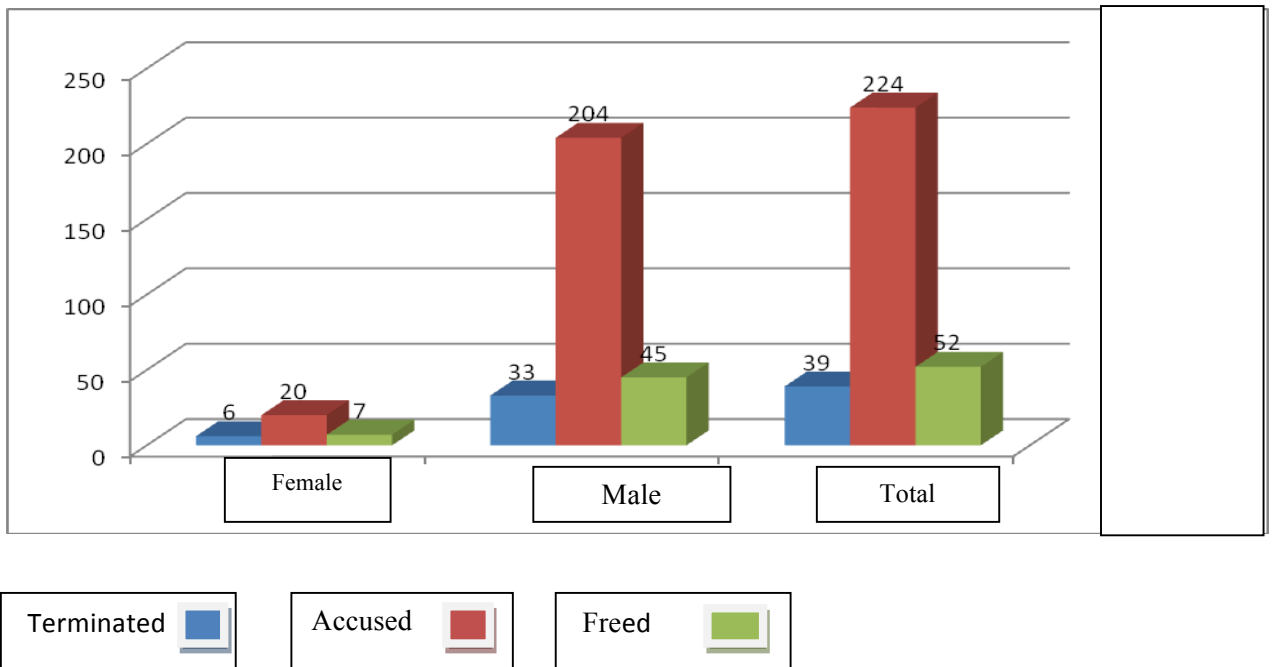
Figure one: The report of FEACC on the number of suspected individuals.



Source: The FEACC Statistical Annual Reports, from 2011-2015

The report in the above figure indicated that out of 1400 suspects 174 (12%) were women while the male were 1226 (88%)

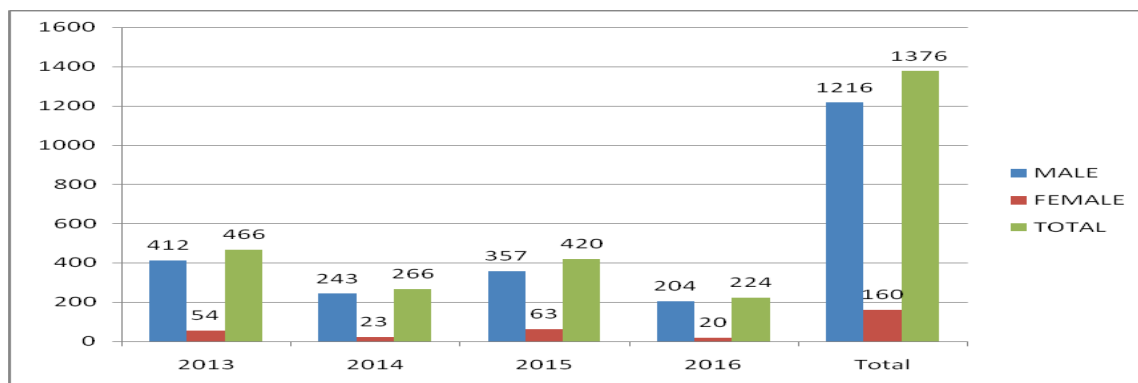
**Figure Two:** The 2016 report which indicates the suspects and the level of the cases



Source: Statistical Report of 2016 of FEACC

In the above chart, number of total suspects was 315 in which 224 (71%) were accused, the case of 39 (12%) individuals was terminated and 32 (10%) were freed in 2016. Out of these, the accused female were 20 (9%) while 204 (91%) were male. This has been the recent report of the commission that might give hint on the level of involvement of male and female in corruption activities.

Figure Three: The number of corruption criminals ... from 2013-2016.



**Source:** The FEACC Statistical Annual Reports, from 2013-2016

In most cases, the final decisions of the courts indicated that the number of accused women has been relatively less comparing to men. Whatever the case, it is difficult to justify the perfect reasons for being less number of female except considering the evidences given the international facts on this issue.

The data in the above tables and chart give hints in which Corruption and gender discrimination are in many ways closely connected. It is obvious that men and women are affected by corruption in different ways, and could be actors and victims of different corrupt practices and behaviors. The article by Swedish International Development Cooperation Agency (SIDA, 2015) explained that gender inequality breeds corruption and vice versa: corruption tends to make gender inequalities worse. As it is explained in the same document, “When poor women do not have funds to spare for corrupt officials or persons holding positions of power, they risk being exposed to physical abuse, sexual extortion and exploitation, women’s lower status and position in society makes them vulnerable to corruption”.

The clarification by Helena Lisuchova (GRECO, 2012) justified that, there is no reservation that corruption impacts both men and women as citizens, participants, and victims. The question is whether, in certain contexts national or local, the impact is significantly different on men or women. This is also justified by TI (2013) by raising the fact “Reasons to make anti-corruption projects women-specific”. The mentioned reasons are like: Corruption affects everyone, but women are particularly affected by corruption in the public and basic services, women in positions of power are perceived as less corrupt and they need to be engaged as opinion makers, role models and champions, better educated and informed women are better empowered to fight corruption, in families, integrity values are primarily passed to children through women and women are more affected by poverty than men – therefore, they are also more affected by the poverty-corruption cycle.

In general, national branches of TI Anti-Corruption Organizations and others concluded that gender differences in how women and men perceive and experience corruption in which women appear to be less tolerant, as well as more vulnerable than men in certain conditions.

On the international level, it is recognized that the empowerment of women is decisive to combat poverty and obstacles of development of a country. In the same manner, it is understood that many of the international development goals cannot be achieved without seriously tackling corruption. From this point of view, professionals promote the link between the fight against corruption and gender policies. The empowerment assumed to be over all growth in the capacity of women, so that their contribution could be magnificent in the anti-corruption movement. On this regard, the document of African Development Bank (ADB) entitled “Empowering African Women” (2015, p. 17) confirmed that the necessity of investing on women and girls in order to enhance development. It added more by stressing on the importance of girls education that could enable them to be productive members of the society in the various gender roles. Their effective contribution in the life of the society will result in improvement to their children’s safety and life opportunities have multiplier effects that expand with each new

generation. Finally, the document stressed on the effect of ignoring the participation of women will result in the presence many illiterate women, with poor health and little control over their fertility; their children also pay the price. Thus, the issues will not be only for women's; rather they are obstacles on Africa's development".

The bank also added the next further points on this issue in its major duties and its Gender Strategy document (2014-2018 P. 18):

Under governance and accountability, the Bank will support initiatives that promote women's ability to influence how decisions are made and how public resources are allocated. It will tap the collective strength of women's associations and cooperatives to strengthen women's bargaining power and will support governance systems to allow women to be more effective in monitoring public services.

Similarly, the report of The United Nations Development program - UNDP, (2012) suggested the involvement of women in the anti-corruption strategies by giving justifications like: Women play a key role in shaping the value system of any society, in particular via raising their children and they have an important contribution to make in building sustainable integrity systems. It emphasized that:

- Women should be empowered to get involved and efforts should be targeted to build their capacity to contribute to anti-corruption work.
- Women's groups are important allies in the fight against corruption and the design of gender sensitive anti-corruption strategies and gender specific approaches to fight corruption. In particular, many grassroots organizations have developed successful approaches to address corruption in very different settings.

In the document of UNDP, "Empowering Women against Corruption" TI (2014) proposed the importance of gender focused anti-corruption movement. It gave emphasis on the empowerment of women and promoting their participation in public life that should be a cornerstone of any intervention. This includes: Addressing forms of

corruption that affect women most, Promoting women's participation in public life, Creating gender-sensitive reporting mechanisms.

Accordingly, one of the best women anti-corruption experiences have been seen in Mexico. The Mexican state believed that the women will be honest to fight corruption and took practical measure by hiring women traffic police force. This is clearly stated in an article on Mexico Police Corruption Crusade entitled: State Hiring More Female Cops (2013) stated as "In a new crusade against corruption, officials in the Central State of Mexico are now hiring hundreds of female cops in which the Mexican state anti-corruption plan reports, claiming that women are more trustworthy than men and therefore less prone to bribing citizens".

In an article entitled 100 Women in 2016 - the outcome of hiring women police in Mexico has been explained by the director of Transit Police for Mexico State, Rosalba Sanchez Velazquez (She has been in the police for 25 years and was made head of the force in 2011 when the women-only policy was implemented). Her justification referred the study on the activities of women police that indicates their efficiency to cope up the assigned responsibility.

The other experience is the case of women journalists in Bangladesh in which their role is supported by the national branch of TI in Bangladesh. The national branch of TI in Bangladesh adopted a strategy to motivate the role of women journalists in the anti-corruption movement (TI Bangladesh, 2015). Basically journalists are expected to develop their capacity in investigative journalist in order to tackle corruption Therefore, TIB notified that women journalists of Bangladesh genuinely practiced their professional obligation and work hard to develop their competency to fight against corruption. TIB supported these journalists to develop knowledge on investigative journalism.

The director general of TIB (Iftekharuz Zaman, 2015) appreciated the role of women journalists in Bangladesh who are, as he pointed out, "working with highest professional integrity and excellence against all odds". The same source indicated that TIB encouraged women journalists to take part in a group work to identify women related

issues in the specific areas of health, education, local government, land and climate finance governance and how they can report more on those topics relating with unethical activities and corruption.

Likewise, the TI articles indicated that similar efforts have been made in different countries to tackle corruption. TI notified the facts on the role of women in the anti-corruption movement by interviewing some of the worldwide corruption fighters by promoting the motto ‘women against corruption’ (2014). It precisely expressed the role of the following women that might give hint on the contribution of women in the anti-corruption movement.

**Maryam Mughal** – A woman teacher and supporter of the Transparency International Pakistan, said in the interview; “Training women to engage with a government employee, such as the teacher of the area, allowed them to exercise their right as a concerned citizen, making it irrelevant whether they were a man or a woman.”

She has helped hundreds of citizens in Pakistan speak out against corruption, many of them women. She told us how women are hit harder by corruption – even when it comes to disaster relief – and how something as simple as a chair can give them back their voice.

**Simona Habič** – Member of Transparency International Slovenia said in the interview; “Women need to be louder in the anti-corruption sphere, and more valued for the contribution they make.”

Five and a half years after she helped set up Transparency International Slovenia, Simona Habič told us about successfully putting the anti-corruption agenda on the map in her country and how a new breed of young women leaders are changing the game in politics.

**Nyaradzo Mutonhori** – Member of the Transparency International Zimbabwe said in the interview; “Women must be empowered to know their rights so they can hold leaders accountable. And they must be told their input is important.”

Being a woman is a help and a hindrance when it comes to fighting corruption, said Nyaradzo Mutonhori. Sharing her experiences of empowering Zimbabwean women to speak out on sexual extortion, she tells us what needs to happen to ensure other women can fight corruption.

The mentioned points specify that empowering the capacity of women is essential to tackle social problems, mainly unethical activities and corruption. Hence, FEACC is promoting this strategy to expand the anti-corruption movement depending on its mandate (promoting ethics and anti-corruption education). Thus, this research is conducting the role and the experiences of trained women in the anti-corruption movement mainly, in their respective Sub-Cities and Woredas.

#### **2. 4. Ethiopia's Effort in Training women to address corruption**

Ethiopia has been involved in the anti-corruption movement since the adoption of the country's Civil Service Reform Program (1995), mainly planned to improve the delivery of public service. The reform had five sub-programs in which the Ethics sub-program directed to the establishment FEACC.

The revised Anti-Corruption Special Procedure and Rule of Evidences proclamation 882/2015 article 57/1 stated that the cooperation and support of FEACC and the Regional Anti-Corruption Commissions in all efforts to create a society that does not tolerate corruption. Accordingly, they have established a joint forum based on article 57/3 of this proclamation. This legal base allows them to address the anti-corruption movement of Ethiopia that includes the participation of women.

The FEACC and the Regional Anti-Corruption Commissions of Ethiopia have similar objectives. Above all, they are focusing on the enhancement of ethics and anti-corruption education in order to expand the anti-corruption movement within the society. Thus, Ethiopia's Effort in training women to address anti-corruption includes the activities of the commissions in the dissemination of ethics and anti-corruption education.

Ethiopia has been doing its level best to enhance the participation of women in the fight against corruption. Regarding training, the country trained 2,788,197 people in 4100

training programs held for two-five days in the last nine years alone. In the years 2015 and 2016, the number of women out of 272,641 trainees was 98, 970 i.e. 36.3% (Joint Reports of the Federal and Regional Anti-Corruption Commissions, 2008- 2016). Except these years, the number of trainees was not sort out on gender base. Hence, this evidence gave hint for the researcher to assume that more than one fourth of the total trainees were women in the last nine years. The following table may give evidence on this information.

Table one: Ethics and Anti-Corruption Trainings and awareness ... 2008-2016

No	Years	Number of Training Programs	Number of trainees	Remark
1	2008	131	147, 694	<b>Not on gender base</b>
2	2009	154	1,289, 595	>>
3	2010	523	242,708	>>
4	2011	983	599,784	
5	2012-2013	1,941	740,259	>>
6	2014	405	121,515	>>
7	2015	560	154,141 (of this <b>50,612</b> are women)	----
8	2016	386	118,500 (of this <b>48,358</b> are women)	----
<b>Total</b>		<b>4100</b>	<b>3,414,1966</b> (of this 98, 970 are women trained in 2015 and 2016)	

**Source:** The 2008-2016 Combined Annual the reports of the FEACC and nine Regions Anti-Corruption Commissions of Ethiopia

To emphasize on the scope of this study is obligatory in order to mention the effort of the FEACC in women training. The above figure of the total trainees included 69676 women who were trained by the FEACC based on the women anti-corruption mobilization training program held for the last five years (Annual reports of the Ethics Education and communication Affairs Directorate and Annual Report of the Ethics Infra structure Coordinating Directorate, 2012-2016). This fact is supported by the following table.

Table Two: Reports on TOT, in depth trainings and awareness creation for Women

No	Year	Awareness Creation for 1-2 days	In depth Training for 5 days	Training of Trainers
1	2012	19410	617	----
2	2013	10358	768	----
3	2014	15474	471	----
4	2015	16092	350	----
5	2016	5546	463	127
<b>TOTAL</b>		<b>66880</b>	<b>2669</b>	<b>127</b>

**Source:** Annual Reports of the Ethics Education and communication Affairs Directorate (2012-2016) and the 2016 Annual Report of the infra structure coordinating Directorate..

Efforts have been also exerted to organize women and facilitate their participation in the fight against corruption in the last eight years. This was applied by including five women associations in the National Anti-corruption Coalition that was established in 2009 (FEACC Profile, 2010). Those associations have been Women Association of A.A, the Ethiopian People Revolutionary Democratic Front (EPRDF) Women League, the Ethiopian Women Associations coalition, the A.A. Women Federation and the A.A. Women Forum. These are normally recognized as member of the national anti-corruption coalition. Thus, the above trainings included mainly members of these women associations.

Furthermore, the country is trying to implement effective implementation of the United Nations Convention against Corruption (UNCAC, 2014). Ethiopia attaches a significant premium to such convention and is committed to observe and implement the convention and has already ratified the convention in 2007 (FEACC Profile, 2014). Article seven of the convention clearly explained the significance of anti-corruption trainings and gave direction for countries which concluded the ratification. Thus, the participation of women in the fight against corruption through trainings is part of exercising the objective of UNCAC.

## CHAPTER THREE

### Research Design and Methodology

#### 3.1 Research Design

The researcher decided to use mixed research design because it is used to specify, demarcate or describe naturally occurring phenomena and it enabled to identify how and why ethics and ant-corruption training and development were carried out in the Sub Cities and Woredas. The importance of mixed design is stated as “conduct a mixed methods study when one type of research (qualitative or quantitative) is not enough to address the research problem or answer the research questions. More data is needed to extend, elaborate on, or explain the first database. For example, you may want to first explore the data qualitatively to develop an instrument or to identify variables to test in a later quantitative study” (Creswell, 2014). Thus, Concurrent triangulation design was used in which the qualitative data collection and analysis built to the quantitative data collection and analysis to have complete interpretation (Creswell & Plano Clark, 2011)

#### 3.2. Sampling and Sampling Techniques

Once the study area was selected, it is rational to specify the study population, it was logical to determine the sample and its size depending on the purpose of the study and nature of the study group. The target population for this study were leaders of women associations and coordinators of different women’s affairs programs and some members of the women’s associations in 30% of the A.A. sub-cities (namely Bole P1, Lideta P2 and Addis Ketema P3 Sub-Cities) and 30% of their Woredas (Woredas 1,2 and 3 from each Sub-City as P1.1, P1.2, P1.3 ...) including team leaders (T1, T2, T3) and experts (E1, E2, E3) from the Ethics Infra structures Directorate of FEACC. The sample size was 72 (18 for interview- 3 from sub-cities, 9 from woredas, 6 from FEACC); 27 for focus group discussion - (from 9 Woredas, three groups), and 27 for questionnaire (from 9 woredas).

Based on the mentioned sampling techniques the quantitative data was collected by applying the multi-stage sampling in the selected Sub-Cities and Woredas. At each stage

systematic sampling technique was applied to gather data in the selected nine Woredas. The questionnaire was distributed and filled by selected members of the women associations. However, the large number of members in the women associations hindered inclusion of all women to collect data. Therefore, some of the members were purposely selected based on the stated sample size.

### **3.3 Data Sources**

The data sources of the study were both primary and secondary. The primary data were gathered through interviewing the team leaders and experts (mainly trainers) of Ethics Infra structure Coordination Directorate of the FEACC and leaders women associations in the Sub-Cities and Woredas, from the participants in Focus Group Discussion and findings from the questionnaire.

The secondary data were obtained from the FEACC print media (mainly profiles, annual performance reports, and magazines) and documents (reports - related with this specific training and development programs) of the Sub-Cities and the Woredas.

### **3.4. Data Gathering Tools**

In an attempt to collect data the researcher used questionnaire, interview, focus group discussion (FGD), document analysis /document review.

#### **Questionnaire**

This tool was applied to get answers for all research questions. Questionnaire was constructed as the supporting sources of data gathering. The questionnaire was constructed with close ended and open ended items. Its preparation included the achievement and affective /Likert and semantic differential/ tests. The content, criterion, construct and consequential issues have been taken into consideration. It included 27 participants.

#### **Interview**

This tool was used to get answers for all research questions. According to Best and Kahn (1993), the purpose of interviewing people is to find out what is in their mind, what they

think or how they feel about something. Thus, semi-structured interview items were prepared for the interviewees. Because, the semi-structured interview is flexible & allows new questions to be brought during the interview for clarification as a result of what the interviewee says (Lindlof, 2002).

The Interview was applied in a guiding approach i.e. to get the required information by asking concerned team leaders and experts of the FEACC, the leaders of women associations Sub-Cities and the Woreda by presenting a set of questions verbally and in face to face situation that enabled the researcher to triangulate the relevant data that were gathered through the questionnaire. This approach was useful to counter check the information that will be obtained through other tools. The participants were 18 from the Sub-Cities, Woredas and FEACC.

### **Focus Group Discussion (FGD)**

This tool was used to gather responses for all research questions. With the support of the Woreda women association's leaders the researcher facilitated the discussions. These were helpful to gather primary data from the women who will come in small group, i.e. 27 in three groups.. The tool contributed to cross check the validity and reliability of the responses from the interviews and the questionnaires.

### **Document Analysis /Document Review**

This tool was used to answer all the research questions. Document review was applied to confirm or identify consistency of the actual training programs and how far the multiplication of the anti-corruption concepts practiced in the Sub-Cities and the Woredas through the activities of the FEACC and trained members of the anti-corruption mobilization.

- ❖ For the convenience of the respondents, the questions of interview, focus group discussion and the questionnaire were prepared in Amharic language. Then after, the tools and then the findings were translated to English.

### **3.5. Procedures of Data Collection**

With regard to interview and the FGD, the researcher carefully contacted the participants to obtain permission and precede the study. Concerning the venue, some were held in the Sub-Cities and Woredas women association offices while others were conducted in the Woredas sector offices through the facilitation of the participants. To review the documents, the researcher politely asked the willingness and permission of the concerned bodies. The questionnaires were distributed based on the above mentioned techniques. It was focused to collect information in order to triangulate the findings gathered through other approaches. In all case, the researcher was careful and considered the necessity of ethical approach to gather the research findings.

### **3.6. Method of Data Analysis**

The qualitative data were collected through interview, FGD and document analysis were transcribed using unique identifiers (coding) and have been reported through narrative description.

Therefore, qualitative data analysis involved organizing the data, exploring the data, interpreting /reflecting the data and integrating the data. Grouping the data in meaningful ways, possibly by data type, source, chronology or other characteristics was conducted. Patterns and relationships have been identified and explained in connection with other knowledge such as other studies, references or comparisons across groups i.e. data or perspectives from different team members will be compared. Hence, the findings were analyzed in a narrative method. In the case of the findings of the questionnaires the presentation and analysis have been done manually by using frequency and percentage.

Therefore, the data collected from the mentioned sources, have been analyzed and interpreted using mixed design as qualitative and quantitative method of data analysis.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

This chapter covers the presentation, analysis and interpretation of the data gathered from key respondents through questionnaires, interviews, focus group discussions and the reviewed documents of the Sub-Cities and FEACC. Accordingly, it includes the quantitative as well as the qualitative analysis parts of the study. The qualitative part was believed to be harmonized with the quantitative component covered through the data of the questionnaire. The data gathered through interviews, focus group discussions and documents review established the qualitative part of the study.

The study took 72 individuals as key respondents. The distribution of the questionnaires was for 27 respondents who are members of Women Associations in 9 selected Woredas of the mentioned Sub-Cities. Members of the EPRDF Women League of, the Women Forum and Women Federation are also members of the Women Associations. This reality resulted in complexity to differentiate the anti-corruption activities of each organized group in which the Women Associations are taken as leaders of the anti-corruption mobilization. Nevertheless, by applying systematic approach, the questionnaires have been distributed for members of the Woreda Women Associations and all questionnaires were fully returned (100%). Leaders of Women Associations of the Sub-Cities and Woredas (12), Team leaders and experts (6) of the FEACC were interviewed. The participants in the three focus group discussions were 27 members Women Associations in the nine Woredas, means 3 from each Woreda.

The background of the respondents, the data presentation, and analysis and interpretation parts consisted the contents of this chapter. Accordingly, the key respondents for the questionnaire, interview and focus group discussions were asked to signify their background information.

## 4.1 Personal information of the Respondents

**Table Three: Characteristics of Respondents**

No	Item		From the Commission		From Sub-Cities and Woredas	
			Frequency	%	Frequency	%
1	Sex	Male	4	5.5	3	4.2
		Female	2	2.8	63	87.5
2	Age	18-25 years	-----	----	6	8.33
		26-35 years	2	2.78	12	16.67
		36-40 years	1	1.39	29	40.28
		41-55 years	3	4.17	17	23.61
		56-60 years	-----	----	2	2.78
		Above 60 years	-----	----	-----	-----
3	Education	High School Level	-----	----	26	36.11
		Technical and Vocational Level	-----	----	2	2.78
		College Diploma	-----	----	6	8.33
		First Degree	2	2.78	4	5.56
		Second Degree and Above	4	5.56	-----	-----
		Others	-----	----	28	38.88
4	Occupation	Public Servant	6	8.33	7	9.72
		Employee at Private organization	-----	----	4	5.56
		Private Business	-----	----	19	26.39
		Self Employee	-----	----	9	12.5
		NGO Manager /Employee	-----	----	10	13.89
		House Wife	-----	----	15	20.83
		Others	-----	----	2	2.78
		Total Respondents			72	

**Table three** included the facts on the sex, age, education and occupations of the respondents. Hence, the female were 65 (90.28%) while 7 (9.72%) male respondents. The 3 male respondents (4.17%) gave replies for the questionnaires and 4 (5.55%) for interviews. Those who were included in the FGD were 27 female (37.5%), interviewed were 14 female (77.78%) and 4 (22.22%) male. women 24 (88.89%) and 3 male (11.11%) replied the questionnaires. The researcher focused on the involvement of women by assuming that genuine information might be gathered from members of women associations. Accordingly, the women were 65 (90.28) out of 72 respondents.

The majority of the respondents were in the age group of 36-40 years (41.67%) and the second is age group of 41-55 (27.78%). Thus, it is assumed that the respondents have participated in a matured manner.

Concerning their education, 28 respondents (38.89%) were below high school level and the second highest group was represented by 26 respondents (36.11%) who reached at high school level. From the selected Sub-Cities and Woredas, 6 respondents (8.33%) reached at a college diploma level while 4 respondents (5.56%) possessed first degree. The 6 respondents (8.33%) of the FEACC owned first degree and second degree. This fact specified that most of the Women associations' members have been at the lower education levels.

From the participants of the Sub-Cities and Woredas the public servants were 7 (9.72%), Employee at Private organization 4 (5.56%), at Private Business 19 (26.39%), Self Employees 9 (12.50%), NGO Manager /Employee 10 (13.89%), house wife 15 (20.83%) and others (not indicated) were 2 (2.78%). This evidence reflected that most of the women are leading their life through their private business. The gathered information indicated that most of the respondents who said 'working in NGOs' have been leaders of women associations at the Sub-Cities and Woredas offices.

With the mentioned personal backgrounds, the key respondents willingly participated and responded for the following research questions in the questionnaires, interviews and focus group discussion.

#### **4.2. How Trainings Planned, Organized and Managed by FEACC**

**Table Four: How the trainings planned, organized and managed.**

No	Items	statistics	Excellent and Very Good	Good	Least /minimum	I do not know
1	How trainings planned	Frequency	17	5	3	2
		%	63	19	11	7
2	How trainings organized	Frequency	17	4	1	2
		%	71	17	4	8

No	Items	statistics	Excellent and Very Good	Good	Least /minimum	I do not know
3	How trainings managed	Frequency	15	5	2	1
		%	65	22	9	4

As specified in **table four**, **item 1** asked the respondents about the plan of the FEACC trainings. From the responses of 27 participants, 17 (62.96%) said excellent and very good, 5 (18.52%) good, 3 (11.11%) minimum and 2 (7.41%) I do not know. From these, we can conclude that even if the training plan was at a good position, some have not been satisfied with the plan.

**Item 2** was concerning the organization of the trainings, the responses comprised 24 individuals, out of which 17 (70.84%) excellent and very good, 4 (16.68%) good, 1 (4.18%) minimum and 2 (8.3%) said I don't know. The responses of the majority have been positive while few marked negative.

For **item three** the responses incorporated 23 individuals, out of which 15 (65.21%) excellent and very good, 5(21.74%) good, 2(8.7%) and 1 (4.35%) said I don't know. Based on this information we can understand that the majority of the participants responded by appreciating the management of the trainings. Few respondents marked on the 'least' and 'I don't know' points, even though they didn't justify their reasons.

For these items, the responses of the interviewed team leaders of the FEACC clarified that the training plan of the commission is categorized in awareness creation and TOT, preparing trainings by selecting the most important participants of the ethics infrastructure in the anti-corruption movement (like that of the women and youth), Preparing TOT and awareness creation by focusing on the exposed areas of corruption, the trainings are prepared by fulfilling the internal and external prerequisites: like that of financial and time budgeting, communicating the selected stake holders, selection of trainees and trainers, fulfillment of material needs including training modules, checking the availability of training halls, assigning training coordinators etc.

Even if there was similarity of responses by the selected team leaders and training experts of FEACC, two of the trainers commented on the weakness of the plan, especially on the existence of problems while selecting the trainees and the gap in the follow up of the trainees. They likewise said that mostly women trainees are coming repeatedly within short time. This has been incorrect approach in training process that affected the training environment in which the trainers faced problem to facilitate the training in a proper way. On this problem the researcher assumed the presence of problem in the screening of trainees and lenient follow up after training.

The interviewed Sub-Cities and Woredas Women Associations leaders replied that the plan, organization and management of the training process have been very good in which the planning incorporated the involvement of the Women associations from Sub-Cities to Woreda level. Exceptions in the reply were the comment of P2 who said:

*The transportation fee is less for those who are coming from distance Sub-Cities and Woredas. This has been demoralizing the participants and minimizes their participation, even not to accept the invitation. This is because the associations are volunteer based unions with minimum income and most of the members are economically weak.(March 13, 2017)*

Basically, most of the women trainees are at economically weak and expecting better support from the Commission. In this regard, they are eager to collect benefits while coming for the trainings. ADB confirmed that the necessity of investing on women and girls in order to enhance development, ADB “Empowering African Women” (2015, p. 17). This investment has to be holistic in order to strengthen their capacity to fight corruption.

The other comment on the training plan was from P1.1 who said:

*The TOT plan is not good, because those are coming to the training are not capable to give training for other members. Instead of TOT the commission has to plan and budget to deliver one or two day’s awareness creation to multiply the anti-corruption concepts throughout the Woredas.(March 15,2017)*

This finding justified that most of the women trainees were incapable to give awareness creation by themselves. This was also suggested by the majority of the participants in the three focus groups discussions. Even if they appreciated the Commission’s role in

planning, organizing and managing the trainings, they commented on the preference of awareness creation program than TOT. The respondents also commented that the commission’s TOT plan couldn’t be fully practical by the facilitation of trained women.

In the focus group discussions, the researcher observed somehow genuine comments of women on the activities of the trainings, because they said that most women have been eager to participate in the TOT of FEACC to have support for their involvement in the anti-corruption mobilization around the Sub-Cities, mainly the Woredas. This reality is compatible with the facts indicated in the literature, the Asian Journal of management (Rama Devi, 2012) explained that ‘training is considered as a technical skill enhancement program of individuals and a planned learning experience designed to bring about permanent change in an individual’s knowledge, attitudes, or skills. The researcher also considered the feeling of the women that reflected the participation of the women in those trainings enhance their anti-corruption awareness and assumed that public institutions might recognize them as important citizens to carry out such vital public issues.

#### 4.3. How Training Methods applied in the trainings of FEACC

Table Five: **Training Methods**

NO	Items	Stat.	Questionnaires Responses				Total
			Excellent and Very Good	Good	Minimum /Least	I don’t know	
1	Lecture /Presentation	Freq.	13	7	1	1	22
		%	59.1	31.82	4.54	4.54	<b>100</b>
2	Group Discussion	Freq.	11	9	2	2	24
		%	45.84	37.5	8.33	8.33	<b>100</b>
3	Case Study	Freq.	11	9	1	2	23
		%	47.83	39.13	4.34	8.7	<b>100</b>
4	Using Electronic and Print Media Products	Freq.	13	8	2	1	24
		%	54.17	33.33	8.33	4.17	<b>100</b>
5	Inviting Guests	Freq.	10	6	3	2	21
		%	47.8	28.5	14.2	9.50	

Table Five discussed the training methods like: Lecturing (1), group discussion (2), case study (3), applying electronic and print media (4) and invitation of guests. The given responses were: **for item 1** out of 22 respondents, 13 (59.1%) excellent and very good, seven (31.82%) good, one (4.54%) minimum and one (4.54%) said I don’t know. No

clarification is given by those who responded least and I don't know. **For item 2** out of 24 respondents, 11 (45.84%) answered excellent and very good, nine (37.5%) good, two (8.33%) minimum and two (8.33%) replied I don't know. **For item 3** out of 23 respondents, 11 (47.83%) replied excellent and very good, nine (39.13%) good, one (4.34%) minimum and two (8.7%) said I don't know. **For item 4** out of 24 respondents, 13 (54.17%) replied excellent and very good, eight (33.33%) good, two (8.33%) minimum and one (4.17%) said I don't know. **For item 5** out of 21 respondents, 10 (47.62%) answered excellent and very good, six (28.57%) good, three (14.29%) minimum and two (9.52%) replied I don't know. The respondents didn't justify for few points in which their responses are least and I don't know.

For the same points of table five, the interviewed team leaders of FEACC replied that the selected women trainees have different educational gap in which most of them are below high school level. Thus, various training methods like lecturing, group discussion on anti-corruption and ethics concepts including case study, presenting the cases of law enforcements of the commission and using electronic and print medias in order to make the training participatory, attractive and tangible. In addition to this one of the team leaders - T1 said:

*To enhance the women anti-corruption mobilizations of the 117 Woredas of A.A., the responsible directorate of the commission (The Ethics Infra Structure Directorate) adopted careful selection method of trainees by communicating with the various organized women associations. Accordingly, lecture, group discussion and other supporting training methods are applied to make the trainings attractive.(February 21, 2017)*

The responses of E1, E2 and E3 have been similar to that of the team leaders on the selection of trainees. As trainers, they add more fact that stressed on an attractive approach (Example - asking women trainees about their involvement in fighting maladministration) in order to motivate women trainees. This could be seen as participatory approach which encouraged the women to play their role in fighting corruption. The interviewed Sub-Cities and Woredas women coordinators replied that the training methods included lecturing, applying power point, group discussion, on ethics and corruption cases that considered the understanding level of the trainees. They also

appreciated the training facilitation by the trainers who arranged watching of documentary films and deliverance of electronic media productions on CDs that related with the training issues.

Even though, the view of the researcher commented on the trainees appreciation on the methods as it was just because of their motivation to fight corruption. This reality may manifest that the major objective of practicing the principle of TOT was not practical as it is strategically planned.

The participants in the three focus group discussions indicated that all the above training methods were used when they were participating in the training programs, mainly the TOT. The responses gathered through the questionnaires were almost compatible with the other tools except the response on invitation of guests for upgrading the trainings. It is not justified by the FEACC, the Sub-Cities and Woredas respondents through the interviews and focus group discussions. The majority of respondents justified the presence of group discussion which encouraged participation of the trainees, the application of case study method in order to make the trainings interesting and tangible, the Electronic and Print Medias were applied for further reference to make the trainings attractive.

Accordingly, the researcher understood that better explanation methods (mainly lecturing, group discussion, case studies, using electronic and print media) were applied in order to clarify basic concepts of ethics and anti-corruption.

#### **4.4. Knowledge of the Respondents on the Contents of the Given Trainings**

**Table Six: Response on the contents of the trainings**

Number of respondents who said I know the contents of the trainings	18	Number of respondents who said I don't know the contents of the trainings	9
Number of respondents who have clearly stated the contents	7	Number of respondents who have not clearly stated the contents	20

The importance of the points in **table six** was to identify the facts on the trainees understanding of training contents. Out of 27 respondents 9 (33.3%) answered that they didn't know the contents of the training. Even who said that they knew the contents were unable to express correctly. This implied that the respondents who were considered as the trained women are unable to explain the proper training packages.

Interviewed team leaders and experts of the commission stated the training packages as: concepts on ethics and corruption including Women and corruption, corruption crime laws and training methodologies. The respondents from Sub-Cities and Woredas didn't reply the contents in exact and precise manner. They rather mentioned that the trainings were focusing on corruption crime activities and how to fight against corruption and rent seeking.

The participants in the FGD also replied in the same manner and some said that 'they don't' remember the exact contents of the trainings. In addition, most of them said that 'remembering the exact contents of the trainings is not this much important', by justifying that the trainings allowed them to change their attitude and focus on the importance of ethics development, feeling of citizenship obligations and responsibilities. These findings reflected that even if the women were unable to acquire deep rooted knowledge of the anti-corruption concepts /knowledge, their readiness in the anti-corruption mobilization is objectively thoughtful.

On this issue, the researcher looked for the presence of tangible training documents of the FEACC. The interviews of the FEACC team leaders and experts justified the presence of training packages which have been delivered based on modules since 2002. In addition, the reviewed documents have been as revised modules and manuals like: Ethics and Anti-Corruption Training Module (FEACC, 2007 E.C.), Ethics and Anti-Corruption Training preparation and implementation Training Manual (FEACC, 2007 E.C.) and a manual how to apply Ethics and Anti-Corruption Training Module.

#### 4.5. The views and opinions of the women trainees on the trainings given by the commission

**Table Seven: Views and Opinions on the trainings**

NO	Items	Stat.	Questionnaires Responses			Total
			Strongly Agree and Agree	Neutral	Disagree	
1	The trainees are coming and participating with high interest and motivation	Freq.	22	2	----	24
		%	91.67	8.33	----	100
2	The trainees have commitment to practice the training concepts achieved in the anti-corruption movement	Freq.	19	1	----	20
		%	95	5	----	100
3	The trainees do not have trust on the training of the commission to result in radical changes.	Freq.	15	----	4	19
		%	78.95	----	21.05	100
4	The trainees are assuming that they are coming without their interest	Freq.	7	1	10	18
		%	38.89	5.56	55.55	100
5	The trainees are assuming that they are unable to fight against corruption	Freq.	12	----	7	19
		%	63.16	----	36.84	100

As mentioned in table seven, **item 1** asked – ‘The trainees are coming and participating with high interest and motivation’ and the responses were: 22 out of 24 (91.67%) strongly agree and agree, two out of 24 (8.33%) said that they were neutral. About the trainees commitment to practice the training concepts achieved in the anti-corruption movement was asked in **item 2** and the replies were 19 out of 20 (95%) said strongly agree and agree and one (5%) replied neutral. Their responses for **item 3** that mentioned ‘the trainees do not have trust on the training of the commission to result in radical changes’, 15 out of 19 (78.95%) strongly agree and agree while four (21.05%) said disagree. **For item 4** which asked – ‘The trainees are assuming that they are coming without their interest’, the responses were: seven out of 18 (38.89%) strongly agree and agree, while one (5.56%) neutral and 10 (55.55%) said disagree. The responses for **item five** that was about trainees assumption that ‘they are unable to fight against corruption’: 12 out of 19 (63.16%) strongly agree and agree while seven (36.84%) replied disagree.

When the researcher analyzed the findings of the above points, she considered the presence of the women commitment to fight corruption. On the other hand, the answers

in point 3 and 5 reflect that they did not have trust on the external environment related with the Commission and the Woreda administration.

For points of the above table, T1, T2 and T3 of FEACC said that in most cases by communicating with the stake holders, the trainees have been pre informed about the nature of the trainings. In addition, by consulting the responsible women leaders the commission assumed that the trained women have good views and opinions before and after the trainings.

On the other hand, E1 responded that he had information from the trained women and the leaders of women associations at the Sub-Cities and Woredas in which the trainees were eager to participate and satisfied by the knowledge they gained from the trainings. However, the E2 and E3 said that members of the various Women Associations have better awareness on different issues based on their chances to participate in the trainings /meetings of governmental and non- governmental organizations. Accordingly, some of them assumed our trainings have been similar to that and might come to collect transport fees and other benefits. In addition,, E2 and E3 said that some of trainees explained if they get proper support in post training activities they could contribute much for the anti-corruption mobilization .

The reviewed literature also strengthens this fact by mentioning about man power development as ‘through trainings in which it is planned to have all-round progress of personality, which will help to face challenges and be productive in various activities of life and changes the mindset of the individuals and makes them more challenging or competing (Surbhi, 2015)’.

The responses of P1, P2 and P3 added more on this point by saying that the women have been pre-informed about the training during selection process and mostly eager to participate in the FEACC trainings. After the trainings most of them were returning with better motivation. However, P3.1 said:

*Some women are ready to participate because of the invitation only, means they went without mission (just to collect benefits), also the members have*

*no initiation to multiply the anti-corruption concepts, except we leaders in which the issue is assumed as our duty. For this, the assumption is that they have no trust and afraid of the counter attacks by corrupt individuals. (March 27, 2017)*

From the above response of the key informant, we might understand that the trained women and others didn't establish strong alliance to exercise the anti-corruption mobilization.

P3.3. as the key respondent of the study said:

*At present the feeling of the women in the anti-corruption mobilization is declined. Formerly the women were alert to participate in the struggle by assuming that the commission was an umbrella to give protection and strengthen the movement, but because of the new restructure of the commission, and mainly the transfer of the investigation and prosecution departments to other bodies. As a result, most women are frustrated and lost confidence that the FEACC has no power of punishing the corruptors. (March 27, 2017)*

The researcher commented on this fact as: the Commission was famous and relatively strong when it was active in the presence of investigation and prosecution of corruption crimes as one of its core processes for law enforcement. When this wing has been given for other bodies, the popular image by the public altered as if it has no power.

Most of the Woredas Leaders responded that the participants had good opinion before and after the trainings. However, the motivation to involve in the anti-corruption movement slows down because of external factors like less support from the concerned and responsible bodies like: the Woredas, Commission and law enforcement institutions.

The participants in the three focus groups responded that the women have been eager to participate in the trainings of the commission. Those who participated in the trainings informed others how the training packages have been useful, even for personal life. This reality made untrained women very much interested to participate in the trainings. They also informed that the Women Associations have large number of members who are expecting to participate in the trainings of commission in which the commissions training of trainers programs didn't satisfy the eagerness of the women.

On the other hand, the participants of the focus groups discussion commented on the dissatisfaction of highly inspired women in their post training anti-corruption activities. They mentioned that their expectation was mainly support from appointed public officials, but in most cases they have been discouraged and faced counter attacks from the corrupted officials and experts. Accordingly, those women in the focus groups discussions said ‘the negative responses on the anti-corruption mobilization have the power to alter the good feeling of the women before and after the training’.

#### 4.6. Do the Trained Women Courageously Participate in the anti-Corruption Movement?

**Table Eight: Participation of Women**

NO	Items	Stat.	Questionnaires Responses			Total
			Strongly Agree and Agree	Neutral	Disagree	
1	Trained women strongly Fighting against corruption acts in the Sub-Cities	Freq.	18	----	4	22
		%	81.82	----	18.18	<b>100</b>
2	Trained women strongly Fighting against corruption acts in the Woredas	Freq.	16	1	1	18
		%	88.88	5.56	5.56	<b>100</b>
3	Trained women are transferring anti-corruption messages at public meetings.	Freq.	15	1	1	17
		%	88.24	5.88	5.88	<b>100</b>
4	They are cooperating with the youth to develop anti-corruption mobilization	Freq.	16	1	----	17
		%	94.12	5.88	----	<b>100</b>
5	They are preventing, Exposing and justifying corruption acts	Freq.	16	1	1	18
		%	88.88	5.56	5.56	<b>100</b>

In table eight, **item one** asked the level of women corruption fighting in the sub-cities in which the responses were: 18 out of 22 (81.82%) said strongly agree and agree, 4(18.18%) disagree. This implied that the women were trying their best to fight corruption. **Item two** was about women’s involvement in fighting corruption at the Woredas in which 16 out of 18 (88.88%) said strongly agree and agree, one(5.56%) neutral and one (5.56%) said disagree. Accordingly, the researcher could conclude that they have been at a good position. **Item three** was about the women’s activity in transferring anti-corruption messages at public meetings. The replies were: 15 out of 17

(88.24%) said strongly agree and agree: one (5.88%) neutral and one(5.88%) said disagree. From these responses we can understand that the trained women have been using alternatives to multiply the anti-corruption issues in the society. **Item 4** of the table was about the alliance of the women and the youth in the anti-corruption struggle and then the respondents who said strongly agree and agree 16 out of 17 (94.12%) and neutral one (5.88%). This fact indicated that some of the trained women were young and also they might ally with the Woredas Youth anti-corruption mobilization. The replies **for item 6** that asked about prevention, exposition on and justification of corruption acts were the following. Strongly agree and agree 16 out of 18 (88.88%), neutral one (5.56%) and disagree 1(5.56%). The responses could give hints that the women might be assumed as active participants in the fulfillment of major objectives of anti-corruption movement.

On the same point, T2 of FEACC responded that ‘he has no reliable information’ while T1 said:

*The women in the anti-corruption mobilization of the Woredas are courageously struggling against corruption and impropriety, fighting for their rights mainly as customers in service delivery, encouraging people to fight corruption, boldly whistle blow - even if the response is not satisfactory.*(February 22, 2017)

T3 said that ‘the annual reports of the Women Associations indicated that they have been actively participating in fighting corruption especially in the issues of service delivery around the Woredas. The reports also stated that they faced problems to enhance the movement’. On the other hand, the response of the E1, E2 and E3 indicated that some of the women have been fighting corruption in the Woredas like: asking the proper transfer of government houses in the Woredas, resisting corruption and impropriety in the consumer associations, exposing problems in land administration, etc. But, in most cases, they are discouraged by the responsible individuals who neglected the cases or make intentional delay of the responses. Accordingly, E3 of FEACC said:

*Most of the women are highly inspired by the trainings of the commission. After they returned to their Woredas they developed feeling of citizenship obligation to fight corruption and involved in the struggle against unethical and corrupt activities of the public officials of their areas. However, those*

*officials are discouraging the women in different ways. For instance, when the women are forcing the closing of illegal drug houses in the school surroundings, in most cases the officials secretly deal with the owners and allow opening of these places. Again, the evidences they gave to justify their whistle blowing are purposely avoided or disappeared. (February 22, 2017)*

The responses of the interviewees from the Sub-Cities showed that the Women Associations have been in the lead to develop the women anti-corruption mobilizations. The others like EPRDF Women League, the Women Forum, and the Women Federation have been participated in the movement through the leadership of Women Associations. The Women Associations have organizational structure beginning from A.A. city administration to Sub-Cities, Woredas, zones and village levels. Concerning the basic information about the Addis Ababa Women Association P1 said:

*The A.A. women association has been existed since 1990. At present it has NGO license from the Charities and Societies agency (Proclamation No 621, 2009) and is a voluntary association which has about 250,000 members in A.A. city. Its major objective is to protect the rights of children and women and at time of need working in alliance with the Women Lawyers association and other stake holders, like that of the Commission to fight against maladministration that affected the rights of women. (March 22, 2017)*

Additionally, they mentioned that the idea of anti-corruption mobilization is advocated at each level of the association. Most of the trained women are active participants in fighting corruption and impropriety in the consumer associations, exposing illegal construction, illegal possession of land, and problems in service delivery in the Sub-Cities and the Woredas. However, different obstacles blocked the advance of their struggle. However, they mentioned the implementation of alternatives to expand the struggle like: transferring anti-corruption messages at public meetings, 'Buna Tetu' programs and at house level. Concerning the anti-corruption fighting, exposing mischievous information by brokers on government houses, exposing the owners of condominium houses who have no the right to live in government houses, struggling against unethical and corrupt leaders of consumer associations, etc. Such efforts were seen through the passionate efforts of the courageous women.

Woreda leaders in P1, P2 and P3 of Women Associations responded similar points, mainly concerning membership in the associations. Above all, they considered fighting corruption as one of their main duties. According to their replies, one Woreda has 10-15 management members and one of them assigned as the chair person, as well a responsible leader to enhance the anti-corruption mobilization. They informed that the movement incorporated all members of the associations. Accordingly, P3.2.said:

*When we are strongly resisting corruption acts members from the EPRDF Women League are lenient. In most cases we observed that they become opportunist and hesitated to continue in the anti-corruption struggle. Sometimes they openly allied with the suspects of corruption. Thus, we mostly take care to work with them.(March 15, 2017)*

They also said ‘they are in the lead and the members are expected to give information (whistle blow) about unethical and corrupt activities which could endanger the life of the public in large’. However, some of the members have been participating courageously while others have no trust in the success of the movement, means they are afraid of the consequences which might follow by counter attack of officials or other individuals. P3.1 said:

*The management members of the Woredas Women **Associations** tried to fight corruption boldly. Different corruption cases are coming related with consumer associations, illegal construction, etc. However, when we asked evidences for those whistle blowing cases, the lower members have no courage to give the tangible evidences. This might be because of their suspicion on the unethical information leakage or less trust in the continuation of the case till final solution. Such problems hindered us to continue the struggle. (March 24, 2017)*

In this regard the researcher observed the feeling of the respondents in which they have no trust even within the women associations. Thus, it might be better if close supervision in order to support the attempt of women to fight corruption.

For **item five** the concluded responses of **focus group one** indicated that the trainings of the commission were not the only one which contributed to their knowledge about ethics and anti-corruption and justified that women have been participating in various trainings and able to develop better awareness on the facts of rent seeking and good

governance. Accordingly, they said ‘most of the time women are courageous to expose corruption and other unethical behaviors of public officials and experts’. However, they mentioned that their struggle has been discouraged by the counter attack by the corruptors around the Woreda administrations. They also said that they have been confused how to whistle blow corruption cases and how to sustain the struggle. A participant in the second focus group said:

*We appreciate the trainings of the commission. We developed our knowledge and upgrade our motivation. But when we began our struggle there is no support from the concerned bodies like the Woreda administration and the Commission. Rather we are exposed and psychologically terrified, humiliated by corruptors and their supporters. Because of this attack some strong women are forced to change their Woredas and disappeared from the scene. We do have tangible evidences on these scenarios. These occurrences created the feeling of untrustworthiness on the commission, because those who did not participate in the trainings said that no change has come by the activities of the former participants. It altered the former good feeling on the anti-corruption mobilization. Finally, the interviewee shared what she heard at a certain meeting as, ‘In fighting rent seeking women’s rate is 75% while the men covers only 25%’. This could justify the truth that, ‘we women are strong corruption fighters if the environment supports us (March 15. 2017)*

Most of the participants supported the above comment and raised the different problems /obstacles they faced while trying to fight corruption. Those facts were similarly reflected in the responses of the **third focus group**. In addition, they explained that their struggle started within the Women associations and then to the areas where they have been customers in various public service sectors.

Here the researcher commented that these findings might imply the opportunist nature of some members of the women associations which may affect the readiness of women corruption fighters.

Even though, the participants of the FGDs explained that their major areas of anti-corruption mobilization were around the customers associations, illegal construction, land administration, possession of government houses while having the ownership of condominium houses and unethical service delivery in government offices. Accordingly,

the following were some of the review points from the annual reports of the Sub-Cities to FEACC.

In Lideta Sub-City, there was repeated theft of public properties. Through the careful observation of Women Association members, the unethical finance worker was tangibly caught and imprisoned (2006 E.C). In Bole Sub-City Woreda 10, 11, 17 whistles blew on the greedy traders who imposed illegal price on goods and the illegal profit gathered by them impounded by the government (2007 E.C). In Lideta Sub-City committed members of the women association with genuine evidence exposed and forced the imprisonment of public officials who were allied with a police officer to embezzle large amount of sugar from public store (2007 E.C. In Lideta Sub-City Woreda 3 the members exposed the illegal supply of goods mainly oil from the consumer association to greedy traders, exposed two experts of land administration who were receiving bribe. In Bole Sub-City, through their active participation of the women informed maladministration in land administration forced the demolition illegal construction, the removal of corrupt individuals in customer association (2008 E.C).

The reports also included the awareness creation program by the various women organizations. Thus, researcher observed that those women organizations (as members of anti-corruption coalition) have been independently reported to the commission - focusing on their involvement in the anti-corruption movement, mainly their activities in trainings and fighting corruption. On the other hand, mostly the women associations as the coordinators of the anti-corruption mobilization were using the programs of other women organizations to transmit short messages on ethics and anti-corruption. This condition might result in redundancy that questioned the reliability of the reports.

In this case, the researcher somehow understood that the engagement of women in the anti-corruption fighting was mainly when they faced problems in their day to day life experiences. Based on this reality, the researcher tried to know how the principle of TOT is applied by the trainees and asked how they tried to expand the anti-corruption concepts within the society. Most of them replied that they didn't organize formal trainings on ethics and anti-corruption issues. Some of the given reasons are like the budget problem,

incapability of most trained women to give the assumed trainings and inconveniency of the Woreda environment, especially absence of training hall. They also said that they used other possible alternatives like using a certain time (30 minutes to an hour) to expand ethics and anti-corruption messages at the meetings of different issues held by other bodies and ‘buna tetu’ programs organized by the Women Associations within the villages of the Woredas. Thus, the assumption of the Commission to multiply the ethics and anti-corruption concepts has not been properly functional based on the major principle of TOT.

As one of the tools of the study, the researcher reviewed the data of the Woredas and the Sub-Cities which were presented to the commission as six months and annual reports. The reports included that the different organized associations of the women gave trainings for various groups of the society. The points in the following table clarified how the reports are prepared and sent to that commission.

**Table Nine: Reports on awareness creation trainings.**

NO	NAME OF THW WOMEN ORGANIZATIONS	NUMBER OF PARTICIPANTS IN...				TOTAL
		2013	2014	2015	2016	
1	AA city Women Association	69675	23268	803,810	64452	961215
2	AA City Women EPRDF League	82080	44998	82,976	312	210366
3	Coalition of Women Associations of Ethiopia	38	874	880	601	2393
4	AA City women Federation	10162		46,892	75740	132794
5	AA City Women Forum	5662	54549	61,044	768	122023
<b>TOTAL</b>						<b>1,428,781</b>

**Source: Annual Reports of the FEACC Ethics Infra Structure Coordination Directorate, 2013-2016**

From the reviewed reports the researcher identified that the awareness creation trainings were given by the combined actions of five women organizations and the FEACC. The reports indicated that topics of the awareness creation included mainly major concepts of ethics and corruption, women and corruption, facts on good governance, nature of rent seeking, and the decisive role of ethical service delivery. However, the interviewed women and participants in the focus group discussions said in most cases formal training programs were not held on the ethics and anti-corruption topics. As mentioned above

those messages were disseminated at the meetings held for other issues and the ‘*buna tetu*’ programs. Sometimes experts of the commission involved in awareness creation given for women. The findings showed that most of these activities were repeatedly reported to the commission (means the same activities reported by each association and even by the Commission itself) as formal training programs. As indicated above, one of the leaders from the Woreda Women Association explained about the nature of the reports which included exaggerated number of trained individuals without tangible evidences (even no attachment of attendance).

The concern to manage ethics should also emphasize training programs. Employees serving throughout a public organization are vulnerable to ethics falls. Thus, a continuous, ongoing ethics training program intensifies the message that ethics matters (Donald, 2007).

The researcher attempted to get information how the Commission has been monitoring and evaluating the truthfulness of the training reports. The findings showed that it has no effective monitoring and evaluation system. Even if TOT programs are believed to be the tool for expansion of planned ethics and anti-corruption concepts, the Commission has no clear and tangible evidences on the effectiveness on these programs.

#### **4.7. Major Problems in Organizing, Conducting and Evaluating the Process and Outcomes of the Trainings.**

Table Ten: Major Problems

NO	Items	Stat.	Questionnaires Responses				Total
			Excellent and Very Good	Good	Minimum /Least	I don't know	
1	How the commission is organizing the training environment	Freq.	13	3	----	----	16
		%	81.25	18.75	----	----	<b>100</b>
2	How the commission is communicating with various organized women associations to conduct the trainings	Freq.	9	2	----	----	11
		%	81.81	18.18	----	----	<b>100</b>
3	How the commission carefully select the women to deliver trainings.	Freq.	9	2	----	----	11
		%	81.81	18.18	----	----	<b>100</b>
4	About the competency of Trainers of the commission	Freq.	9	2	----	----	11
		%	81.81	18.18	----	----	<b>100</b>

NO	Items	Stat.	Questionnaires Responses				Total
			Excellent and Very Good	Good	Minimum /Least	I don't know	
5	The support of the commission for the trained women	Freq.	9	2	----	----	11
		%	81.81	18.18	----	----	<b>100</b>
6	Follow up of the commission after delivering the trainings	Freq.	7	3			10
		%	70	30			<b>100</b>

The responses for **item one** of table ten which asked about the Commission's training organization includes: excellent and very good 13 out of 16 (81.25%), medium three out of 16 (18.75%). Responses for **item two** which asked about the communication of the Commission with women associations included excellent and very good nine out of eleven (81.81%), medium two out of eleven (18.18%), for **item three** that raised the nature of selection of trainees included excellent and very good nine out of eleven (81.81%), medium two out of eleven (18.18%), for **item four** on the competency of the trainees the replies are excellent and very good nine out of eleven (81.81%), medium two out of eleven (18.18%), the replies for **item five** about the Commission's support for the trained women are excellent and very good nine out of eleven (81.81%), medium two out of eleven (18.18%) and finally about the Commission follow up mentioned in **point six** included excellent and very good seven out of ten (70%) and three out of ten (30%) said good.

For these points, T1 and T2 of the Commission responded on the trainings as: the trainings have been well organized, but problems existed in post-training follow up, absence of coordinated activities between the Commission and the Woreda administrations, problem in the selection of trainees, i.e. incapable women are coming for the TOT, weak cross check of the participants i.e. repeatedly similar women trainees are coming for the same kind of trainings, no study about the outcomes of the trainings, no immediate and satisfactory responses for the cases /critical issues presented by the trained women in which the trained women expected solution from the Commission..

Even if E1, E2 and E3 of FEACC replied similar facts like that of the team leaders, they also mentioned additional points like: Most of the Woreda anti-corruption mobilization leaders have no offices and unable to sustain their mission, inability of the Commission to satisfy the needs of the organized women associations, the educational gap of the women trainees which created problems to transfer the concepts of the training topics properly (also most of them are house wives coming with their kids, other aged coming only to collect benefits). Such problems have been considered as hindrances for the trainers to transfer the knowledge as expected in the process of the trainings.

The P1, P2 and P3 of the Sub-Cities mentioned that they appreciated the training organized by the FEACC. However, they commented on the weak / absence of support and follow up of the Commission after trainings. They said that ‘they are at the top, but the most active participants are at Woreda levels’. Even though, they said: ‘We, mainly the Woredas raised various tangible cases but remained unsolved. The responsible bodies including the Commission were not strong enough to be on our side’. The commission is asking and gathering the plans and reports of the Woredas through the Sub-Cities Women Association offices.

Based on this fact, the researcher analyzed that the women are expecting more from the Commission than the usual report process. As far as they indicated that the Women Associations are voluntary based unions without sufficient budget (only monthly membership contribution a birr from a member) and other extra incomes it might be better to search for funds to give financial assistance to motivate the activities of the women.

P 3.1 responded that the Commission has been weak in the checking of trainings outcomes, except that of focusing on plans and reports from the Sub-Cities (assumed as obligation). The reports included information on the number of trained individuals by the trained women, but no attachment of attendance. The commission has no strategic approach to check the truthfulness of the reports.

The responses of **focus group one** included almost the same facts like that of the above points. However, they raised more points like: involvement of the FEACC has been below expectation in the Woredas, their motivation has been discouraged by frequent changes of leaders in the Woreda administration (who neglected the corruption cases we raised previously), when they whistle blew the corruption cases there is leak of information directly to the corruptors which led to conflict between us and individuals and this affected their social life, there was no protection from responsible bodies for women corruption fighters. Finally, they said that in the presence of such draw backs, some strong women anti-corruption fighters are trying their best to sustain their struggle while others feel helpless and lagging behind. Identified strong women corruption fighters of some countries are also indicated in the TI document entitled ‘women against corruption’ (2014).

The participants in the other focus groups added more information like: The direction given by the Commission to work with the Woredas Children and Women affairs offices (concerning budget sources) have not been satisfactory, Thus, they said that FEACC’s expectation to expand anti-corruption concepts by the trained women was less practical because of different problems like: less budget for those who were attempting to give awareness creation, lose of confidence by trained women and discouraging conditions in the Woredas less attention from the Commission in the post training time. Such conditions are contrary to the basic facts stated in the documents of ADB ((2014-2018), UNDP, (2012) and Mexico: State Hiring More Female Cops (2013).

From the findings of the study, the researcher observed the presence of problems which were hindrance for the sustainability of the anti-corruption mobilization. The problems were clearly stated while discussing with the key respondents. Thus, the situation required the importance of improving the strategic approach of FEACC to strengthen the struggle.

To conclude this chapter ,the problem on the collection of data were: few of the respondents didn't reply for the open ended questions of the questionnaires while better information have been gathered from the interviews and focus group discussions. Thus, most of the respondents mentioned the existence of problems in the post training follow up process.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter consists of three parts. The first part presents the summary and the major findings of the study. The second part presents the most important conclusions drawn from the findings. The last part deals with the recommendation of the study.

#### 5.1. SUMMARY OF THE FINDINGS

The ADB document entitled Gender Strategy (2014-2018) that emphasized as strengthening women's bargaining power and will support governance systems to allow women to be more effective in monitoring public services. Hence, the purpose of this study was focusing on training and human development that is related with the FEACC's ethics and anti-corruption trainings for women. To meet this purpose, three Sub-Cities and their nine Woredas of A.A. were selected in systematic sampling techniques in order to inspect the expected activities in the anti-corruption mobilization.

Mixed research design and purposive sampling were applied to address the research questions. Thus, for the quantitative part - questionnaire with closed and open ended questions was used while interview, focus group discussion and document analysis tools were applied for the quantitative part of the study. The observation tool was not practical, because there were no current events on formal training and '*buna tetu*' programs related with ethics and anti-corruption issues.

Based on the proposed topic and its specific nature, the study was focused on the anti-corruption activities of the Women Associations. Thus, the key respondents of the mentioned tools were coordinators /leaders and members of these associations.

The study was conducted by gathering and analyzing findings through the questionnaires that gave basic information for the research questions. Accordingly, twenty seven members of the associations were participated as key respondents for the questionnaires. The interviewed individuals were: twelve leaders of the Women Associations at Sub-City and Woreda levels, three team leaders and three experts of the FEACC. Twenty seven

participants of the focus group discussions were members of the associations. In total, 72 respondents have been participated to give basic information for the study.

While applying the research tools, the researcher prepared a guiding check list in order to have well coordinated approach of effective study. By doing so the study was conducted smoothly and in the process readjustments were made in order to have healthy contact with the key respondents. In addition, the researcher also translated all the findings from Amharic to English language in order to triangulate the basic facts of the study. Thus, by presenting and analyzing the findings of the questionnaires, the researcher triangulated the analysis with the findings of the other tools. This has been assumed to check the truthfulness of the findings of the selected research tools.

Consequently, the quantitative data obtained from the given questions were edited, organized, tabulated, and then analyzed by using frequency and percentage. Electronic recording equipment was used to gather the responses of interviewed individuals from the Sub-Cities and the Woredas. The recorded facts were thematically changed into written form just before the analysis process. On the other hand, responses were wrote /registered while interviewing the respondents of FEACC. To select the participants of the focus groups, the Woreda Women Association leaders were closely working with the researcher. The participants were chosen through the agreement of the leaders and the researcher and were not included in the other study tools. The focus group discussions were held at the venues chosen by the participants in their Woredas. Like that of the interviews, the discussion points were recorded by using Electronic recording equipment and then recorded facts were thematically changed into written form. This was done in order to qualify the study by including different views from key respondents. The majority of the participants was responding positively and commented on the necessity of the study. They mentioned that such study was the first and expected remedial actions for the problems they faced while fighting corruption. Basically, data collected through interview and FGD were organized into meaningful theme and transcribed to support, triangulate, and cross check data gathered using other tools.

Additionally, the six months and annual reports of Sub-Cities were reviewed as the available documents in FEACC. This approach was considered to have further evidences and reassess the facts with the responses gathered through the other tools.

Based on the analysis the following findings were assembled.

The majority of the respondents (82.31%) have appreciated the plan, organization and management of the trainings of the FEACC. However, some respondents commented on the weakness of the plan, especially focusing on the selection of trainees and the gap created on the follow up of the trainees. They likewise said that mostly women trainees are coming repeatedly within short time. This has been incorrect approach in training process that affected the training environment in which the trainers faced problem to facilitate the training in proper way. Few respondents preferred awareness creation program than TOT.

The respondents said that the trainers have been using various training methods in order to make the trainings attractive and participatory. Most of them (81.48%) mentioned that even if lecture, group discussion, case study, using electronic and print media methods have been used for TOT, However, they have sufficient understanding on the training concepts in order to transfer the concepts to others.

While applying the mentioned study tools, most of the respondents were unable to state the training topics. Here the researcher observed that their educational level has been hindrance to understand the detail concepts of the training packages. They explained that the ethics and anti-corruption trainings contributed for women motivation in the anti-corruption mobilization than enabling them to deliver awareness creation.

The respondents raised various points about their views and opinions on the trainings. They mentioned that they are eager to participate in the trainings of FEACC. Moreover, they (88.31%) justified the presence of satisfaction even after participating in the trainings. However, some of the respondents said that the trainings have been meaningless in the absence of proper multiplication of the ethics and anti-corruption messages and intensification of anti-corruption struggle in our surroundings. They added

more by mentioning obstacles which hindered their anti-corruption activities: like no further support from the commission and Woreda administrations to enhance the anti-corruption movements.

The findings from the research tools specified that women, especially those who have been trained are courageous to fight corruption. They (88.39%) have tried to justify this fact by mentioning the areas of their struggle against unethical and corrupt practices mainly in the consumer associations, land administration, construction projects and public service delivery. However, they mentioned their dissatisfaction on the counter actions of unethical and corrupt officials as well experts. Also some of them mentioned the membership in the voluntary women associations included members of different political parties, especially EPRDF. From the findings respondents commented that some members of the ruling party are hesitating to fight against corrupt officials which hindered the courage to continue the struggle.

The last findings were on the commission training plan, conduct and follow up activities. These have been decisive for effectiveness of the trainings. Most of the respondents (above 80%) commented that they faced challenging conditions while attempting to fight corrupt acts in their respective Woredas. They also said that ‘the commission didn’t establish consistent follow up system in order to give supports (mainly expertise and budget) for the trained women’.

## **5.2. CONCLUSION**

The study explored the effectiveness of the trainings of FEACC in those selected Sub-Cities and Woredas and came up with the above stated findings. Based on the findings, the conclusions are as follows.

Problems existed in training management of the Commission; mainly in the selection of women trainees which might affect the effectiveness of the Commission’s Strategy to intensify the women anti-corruption mobilization. As well most of the trained women haven’t come up with the intended capacity building even if they were trained by applying different training methods.

The trained women have less knowledge on the details of the commission's training topics. This implied that most of the trained women in TOT lacked confidence to give awareness creation by themselves.

The views and opinions of the women on the trainings of the Commission haven't been consistent. Thus, most of them lack confidence to participate in the anti-corruption movement.

The courage and initiation of the trained women in fighting maladministration and corruption has been discouraged by corrupt officials and individuals including some members of the Women Associations.

Budget problems, focusing only on planning and reporting system, weak monitoring and evaluation are indicated as weaknesses of the commission.

### **5.3. RECOMMENDATIONS**

Based on the findings and conclusion mentioned so far, the following recommendations are forwarded to expand the anti-corruption mobilization, in particular of women.

Selecting qualified (with better education level) Woredas women employees for TOT programs might be better approach. The Commission might communicate with Addis Ababa City Administration, the Sub-Cities and the Woredas for the implementation

Preparing result oriented anti-corruption training manual (by focusing on the maladministration activities in the Sub-Cities and Woredas). In addition, by looking for others experiences, opening of community radio might be considered in order to disseminate ethics and anti-corruption issues for the women in particular and the public in general.

The commission has to take initiation for establishing legal frame work (that might legalize the women anti-corruption mobilization) to be enacted by the legislative body or

Council of Ministers. As well, for trustworthiness the Commission has to work hard for the implementation of the declaration on Protection for Whistle blowers and Witnesses (Proclamation No 699, 2010).

Allocation of budgets (financial and material) is mandatory to expand ethics and anti-corruption awareness creation programs. Thus, the Commission has to look for additional budget sources, like the World Bank and UNDP which are dealing with anti-corruption issues.

FEACC have to apply careful monitoring and evaluation strategy. This might develop genuine experience sharing, create spirit of competition and sustain the women anti-corruption mobilization.

Finally, the researcher recommended that the importance of establishing incentive mechanism and reward system by FEACC. This might be implemented by screening active corruption fighters: And then giving recognition for their participation by inviting them at important meetings (as anti-corruption models), searching for scholarship for those who are interested to upgrade their educational status, giving honorable certificates, providing other appropriate supports for their life.

## References

- African Development Bank Report (2014-2018). *Gender Strategy Investing in Gender Equality for Africa's Transformation*
- Africa Development Bank Group (2015). *Empowering African Women*. Africa Gender Equality Index.
- Anand, S. Stephen K, Young, L, and Omar, A.(1999). *Gender and Corruption*: University of Maryland College of park
- Annual Report of the Federal Ethics and Anti-Corruption Commission (2005)
- Annual Reports of the Federal Ethics and Anti-Corruption Commission (2010-2016)
- An Article on Axiology (2015). What is axiology and how does it relates to ontology and epistemology? Posted on June 03, 2015
- An Article on Corruption (2016). *Causes and Solutions*
- An Article on Strategic Leadership and Decision Making (1986). The National Defense University of the USA.
- An Article on Mexico police (2013). *Mexico Police Corruption Crusade: State Hiring More Female Cops*,
- Berhanu Adugna Gebeye, Oromia Law Journal [Vol. 4, No. 1] The Legal regime of corruption in Ethiopia: An assessment from international law perspective.
- Best, K (2006). Research in Education, 10<sup>th</sup> Edition.
- Branisa, B. & Ziegler,M. (2010). *Re-examining the link between gender and corruption: The role of social institutions*.Discussion Paper No. 24, Courant Research Centre. PEG. (see also reprint: <http://ideas.repec.org/p/zbw/gdec11/15.html>)
- Chinwe, S. (2011). *Multidisciplinary Journal of Research Development* Volume 17 No 2
- Cirila, P. (2014). *Struggling Through Corruption: A Gender Perspective*
- Civil Service Reform Program (2000) – *Ethics Sub-Program Policy paper*
- Corruption and Resource Allocation Distribution for “ESCWA: Countries (2011). *In Corruption and Resource Allocation Distribution for “ESCWA: Countries*. International Journal of Economics and Management Sciences Vol. 1, No. 4, pp. 71- 83

- Corruption Survey in Ethiopia (2001). *Institute of Educational Research Addis Ababa University, Addis Ababa*
- David, B. Resnik (2015). *What is Ethics in Research & Why is it Important?*
- Deutsche, G .and Technische, Z. (2009) Gender & corruption in Development Cooperation, retrieved from ([http://www.oecd.org/social/gender\\_equalityand\\_development/4574409.pdf](http://www.oecd.org/social/gender_equalityand_development/4574409.pdf))
- Domènec Melé (2014). An article: Corruption and 10 possible causes. Posted on 06/11/2014 on the blog of Business Ethics
- Donald, C. Menzel ( 2007). *Ethics Management for Public Administrators. The Science of Training and Development in Organizations: What Matters in Practice.* New York
- Ekaterini, (2009). Impact of training and development on organizations. To highlight the benefits of training and development in Nigeria public sector.
- Eduardo, S. et al (2012). *Psychological Science in the Public Interest. The Science of Training and Development in Organizations: What Matters in Practice.*
- Ethics and Anti-Corruption (2007 E.C.) The Ethiopian Federal Ethics and Anti-Corruption Commission revised Training Module.
- Ethiopia Second Corruption Perception Survey (2012). *Kilimanjaro International Corporation Limited.*
- European Council (2015). *Training Manual: Basic Concepts on Anti-Corruption.*
- European Journal (2014). *Business and Management Vol.6, No.29,*
- Ezeani & Oladele, (2013). *Impact of Training and Development on Organizational Effectiveness: Evidence from Selected Public Sector Organizations in Nigeria.*
- FEACC Manual to apply the Module - on Ethics and Anti-Corruption Training (2007 E.C.)
- FEACC Manual on Training preparation and implementation - on Ethics and Anti-Corruption (2007 E.C.)
- Francis, Boadu (2014). May Training and development: A tool for employee performance in the district assemblies in Ghana. *International Journal of Education and Research Vol. 2 No. 5.*

- Gavriel Salvendy, Michael J. Smith (2011). *Business & Economics Buckingham Shum, S.: Cohere: Towards Web 2.0 Argumentation. In: Proc. Int. Conf. COMMA 2008, pp. 97 108. IOS Press, Amsterdam (2008) 12. Okada, A.*
- Gurprit Kindra, Rick Stapenhurst (1998). Social Marketing Strategies to Fight Corruption. The Economic Development Institute of the World Bank.
- Helena, L. (2012). *Gender dimensions of corruption*. Strasbourg, 3-7 International Journal of Economics and Management Sciences Vol. 1, No. 4, 2011, pp. 71- 83  
Corruption and Resource Allocation Distribution for “ESCWA: Countries.  
Institute of Educational Research of Addis Ababa University (2001) The first National Corruption Survey in Ethiopia
- Jenny Balboa and Erlinda M. Medalla, (2006). *Anti-Corruption and Governance: The Philippine Experience*. Vietnam
- Jose G. Vargas-Hernandez, (2009). *The multiple faces of corruption*  
<https://papers.ssrn.com/sol3/Delivery.cfm?abstractid>
- Karen H. (2009). Institutional arrangements for corruption prevention: Considerations for the implementation of the United Nations Convention against Corruption Article 6. U4 Corruption Resource Centre.
- Kenya's Anti-Corruption Strategy Plan (2003), [www.track.unodc.org/.../Kenya/](http://www.track.unodc.org/.../Kenya/)
- Markkula Center for Applied Ethics (2015). Santa Clara University.  
[www.scu.edu/ethics/ethics/resources/ethical-decision-making/what-is-ethics/](http://www.scu.edu/ethics/ethics/resources/ethical-decision-making/what-is-ethics/)
- National Anti-Corruption Coalition Charter of Ethiopia (2010). Addis Ababa,
- Niazi, A.S. (2011), Training and development strategy and its role in organizational performance. *Journal of public administration and governance*,
- Odd-Helege Fjeldstad Jan Isaksen, (2008). Anti-Corruption Reforms: Challenges, effects and limits of World Bank Support. Washington D.C.
- Ologunowa, C.S., Akintunde, Adu, B.O. (2015). Man Power Training and Development: Pathway to Efficient Organizational Performance. *American International Journal of Research in Humanities, Arts and Social Science*.
- Rama Devi (2012). Evaluating training & development effectiveness - A measurement model. *Asian Journal Of Management Research*.

- Redman, P. (2006). *Good essay writing: a social sciences guide*. 3rd ed. London: Open University in assoc.
- Surbhi, S (2015). Difference between Training and Development. <http://keydifferences.com/difference-between-training-and-development.html#ixzz4Q46M9R1>
- Tesfaye Shamebo (2007). Fighting Corruption and Safeguarding Integrity. Report prepared for Global Anti-Corruption Forum V at Sandton, South Africa.
- The Ethiopian Federal Ethics and Anti-Corruption Commission (2012). IAACA Anti Corruption Authorities. [www.iaaca.org](http://www.iaaca.org)
- The Ethiopian Federal Ethics and Anti-Corruption Commission Profile (2010)
- The World Bank (1997). Poverty Reduction and Economic Management. Helping Countries to Combat Corruption.
- Training Manual by the Council of Europe (2015). Basic Anti-Corruption Concepts
- Transparency International (2015). Role of journalists in the anti-corruption movement. Bangladesh <https://www.ti-bangladesh.org/.../4570-role-of-women-journalists-in-anti-corruption->
- Transparency International (2013). Do we need women-specific anti-corruption projects? Impediments to engaging women in anti - corruption. [www.transparency.org/.../](http://www.transparency.org/.../)
- Transparency International (2014). Empowering Women Against Corruption, [www.transparency.org /.../](http://www.transparency.org /.../)
- Transparency International (2014). Women against Corruption. [www.transparency.org/news/feature/womenagainstcorruption](http://www.transparency.org/news/feature/womenagainstcorruption)
- SIDA (2015). Gender Tool Box [Brief]. Gender and Corruption.
- Department for International Development (2015). *Why corruption matters: understanding causes, effects and how to address them Evidence paper on corruption*. U.K.
- United Nations Convention against Corruption (2004). New York.

UNDP (2012). 'Seeing beyond the state: grassroots women's perspective on corruption and anti-corruption'

USAID. Burundi. Women fight Corruption in small steps. [www.usaid.gov](http://www.usaid.gov)

Victor A Malaolu & Jonathan Emenike Ogbuabor (2013). Training and Manpower Development, Employee Productivity and Organizational Performance in Nigeria: an Empirical Investigation. What are some causes and effects of corruption, Reference.com, <https://www.reference.com> › Government & Politics › Crime.

Washington University Training and Development Plan (Created in 2002 and revised in 2017)

Werther & Davis, Keith (1996). *Human Resource and Personnel Management* (5th edition).

Wikipedia /the free encyclopedia/. Definition of Ethics.

## **LEGISLATIONS**

Anti-Corruption Proclamation to Provide for the Disclosure and Registration of Assets,  
Proclamation No. 668/2010.

Anti-Corruption Special Procedure and Rules of Evidence Proclamation No. 236/2001.

Anti-Corruption Special Procedure and Rules of Evidence Proclamation No. 434/2005.

Anti-Corruption Special Procedure and Rules of Evidence Proclamation No. 882/2015.

## Appendix-A

### Addis Ababa University School of Graduate and Behavioral studies

#### Department of Educational Planning and Management

#### Questionnaire for the respondents

##### General Direction

The purpose of this questionnaire is to collect information on the practice of the Federal Ethics and Anti-Corruption Commission in disseminating Ethics and Anti-Corruption Education for women. The success of this study entirely depends up on your honest, genuine and objective responses to each question. Therefore, you are kindly requested to read the questions carefully and fill the questionnaire honestly and responsibly. This study is purely academic and hence all information will be kept confidentially. Thank you in advance for your Participation.

##### Address of the researcher

Achamyesh Shalemo. *Mob. 0911421646* Email: [achaacha2001@yahoo.com](mailto:achaacha2001@yahoo.com)

##### Note that

1. You are not required to write your name.
2. To the questions which have alternatives, mark responses on the space provided by putting “ √ ” or encircle the answer.
3. For any additional opinion or explanation you are kindly requested to write briefly on the space provided.

#### Part one:-Back ground and personal information of the respondents

##### 1.1 sex

Male	1
Female	2

##### 1.2 Age

18-25 Years	1
26-35 Years	2
36-40 Years	3
41-55 Years	4
51-60 Years	5
60 and above	6

**1.3. Educational qualification**

High School	1
TVT	2
College Diploma	3
First Degree	4
Second Degree and Above	5
Others	6

**1.4. Occupation**

Public Servant	1
Employee in Private Organization	2
Personal Business	3
Non-business personal work	4
NGO Employee	5
House Wife	6
Job Seeker	7
Other	8

**Part Two – Basic points of the questionnaire**

**1. How are trainings planned, organized and managed by the Federal Ethics and Anti- corruption Commission**

No	Items	Excellent	Very Good	Good	Least /minimum	I do not know
1	How trainings planned					
2	How trainings organized					
3	How trainings managed					

☞ If you respond ‘least’ and ‘I don’t know’ for the given items explain the reasons

---



---



---

**2. Methods used to give the trainings for women selected from Sub-Cities and Woredas of Addis Ababa?**

NO	Items	Excellent	Very Good	Good	Least/Minimum	I Don't Know
1	Lecture /Presentation					
2	Group Discussion					
3	Case Study					
4	Using Electronic and Print Media Products					
5	Inviting Guests					

**3. Views of the respondents on the contents of the given trainings.**

3.1. Do you know the training packages /Major contents/ of the trainings?

Yes I know the major contents ...	I don't know the major contents ...

3.2. If your answer is 'yes' write the topics of the contents precisely.

- -----  
-----

- Based your response for the above points what is your level of understanding?

1. Excellent    2. Very Good    3. Good    4. Medium    5. Least

3.3. If your response is least explain the reasons.

-----  
-----  
-----  
-----

**4. The views and opinions of the women trainees on the trainings offered by the commission.**

No	Items	Strongly Agree	Agree	Neutral	Disagree
1	The trainees are coming and participating with high interest and motivation				
2	The trainees have commitment to practice the training concepts achieved in the anti-corruption movement				
3	The trainees do not have trust on the training of the commission to result in radical changes.				
4	The trainees are assuming that they are coming without their interest				
5	The trainees are assuming that they are unable to fight against corruption				

☞ Write on the space provided if you have different /additional points.

---

---

---

---

---

**5. How the trained women courageously participating in the anti-corruption movement.**

No	Items	Strongly Agree	Agree	Neutral	Disagree
1	Trained women strongly Fighting against corruption acts in the Sub-Cities				
2	Trained women strongly Fighting against corruption acts in the Woredas				
3	Trained women are transferring anti-corruption messages at public meetings				
4	. They are cooperating with the youth to develop anti-corruption mobilization				
5	They are preventing, Exposing and justifying corruption acts				

☞ Explain the challenges /problems which hindered the women’s courageous participation in the anti-corruption movement.

- In relation to the role of the Commission

---



---



---



---

- In relation to the role of the Sub-Cities

---



---



---



---

- In relation to the role of the Woredas

---



---



---



---

**6. Major problems in organizing, conducting and follow up the results of trainings.**

No	Items	Excellent	Very Good	Good	Least/Minimum	I Don't Know
1	How the commission is organizing the training environment					
2	How the commission is communicating with various organized women associations to conduct the trainings					
3	How the commission carefully select the women to deliver trainings.					
4	About the competency of Trainers of the commission					
5	The support of the commission for the trained women					
6	Follow up of the commission after delivering the trainings					

☞ If you respond 'least' and 'I don't know' for the given items explain the reasons.

---



---



---



---

✚ If any, write additional opinions to contribute for the study.

---



---



---



---

Thank You!!!

**Appendix-B**  
**Ababa University School of Graduate and Behavioral studies**  
**Department of Educational Planning and Management**  
**Interview Questions for the respondents**  
**Part One – Interview questions for team leaders and experts of the Ethics Infra**  
**Structure Coordinating Directorate of the Federal Ethics and Anti-**  
**Corruption Commission.**

1. How does the Commission organize, conduct and manage its trainings?
2. What methods are applied to deliver effective trainings by the Federal Ethics and Anti-Corruption Commission?
3. What are the major training packages /contents of the Commission?
4. Explain the views and opinions of women participants in the trainings of the Commission?
5. To what extent the trained women boldly participate in the anti-corruption movement?
6. What are the major problems of the commission in organizing, leading, monitoring and evaluating the trainings

**Part One – Interview questions for the leaders /coordinators of Sub-Cities and**  
**Woredas Women Associations.**

1. Explain your opinion how the Federal Ethics and Anti-Corruption Commission organize, conduct and manage its trainings.
2. What methods are applied to deliver ethics and anti-corruption trainings of the commission?
3. Explain the major training packages /contents of the Commission?
4. What are the views and opinions of women participants in the trainings of the Commission?
5. How far the trained women courageously participate in the anti-corruption movement?
6. Explain the major challenges /problems in organizing, leading, monitoring and evaluating the trainings.

**Note:** Personal information of the respondents will be collected

**Appendix - c**  
**Addis Ababa University School of Graduate and Behavioral studies**  
**Department of Educational Planning and Management**  
**Questions for Focus Group Discussion**

**Note that**

- Three Focus Groups will be organized from nine Woredas of the selected three Sub-Cities, i.e. three Woredas for each Focus Group.
  - Each Focus Group will have nine participants and the total number will be twenty seven.
1. How does the Commission organize, conduct and manage the ethics and anti-corruption trainings?
  2. What kinds of training methods are applied by the trainers of the Commission in order to give efficient trainings for women?
  3. What are the major training contents /topics of the trainings of the Commission?
  4. Explain the views and opinions of women participants in the trainings of the Commission.
  5. Discuss how far the trained women courageously participate in the anti-corruption movement.
  6. Explain the observed problems of the commission in organizing, leading, monitoring and evaluating its trainings.

**Note:** Personal information of the respondents will be collected.

Appendix - D

በአዲስ አበባ ዩኒቨርሲቲ የድህረ ምረቃ ትምህርት ቤት፣

በትምህርትና የባህሪ ዋናት ኮሌጅ፣ ለትምህርት ዕቅድና አስተዳደር ክፍል ለማስተርስ ዲግሪ ማሟያ ለተዘጋጀ ዋናት የሚውል የጽሑፍ መጠይቅ

አጭር መግለጫ

የዚህ መጠይቅ ዋና ዓላማ የፌዴራል የሥነምግባርና የፀረ-ሙስና ኮሚሽን ቀዳሚ ዓላማውን ከማስፈጸም አንጻር በሥነምግባርና የፀረ-ሙስና ፅንሰ ሀሳቦች ዙሪያ ለሴቶች የሚሰጠውን ሥልጠና ሙስናን የሚታገል ህብረተሰብ ከመፍጠር አንጻር አጠቃላይ እንቅስቃሴው ምን እንደሚመስል ዋናት ለማድረግ የሚጠቅሙ ሀሳቦችን ለማሰባሰብ ነው። በመሆኑም በመጠይቁ ያሉትን ጥያቄዎችን ግልፅና እውነት በሆነ መልኩ እንዲመልሱልን ከወዲሁ ትብብርዎን ስንጠይቅ የሚመልሷቸው መልሶችን በምስጢር የሚጠበቅ መሆኑን በመግለጽ ነው። ጊዜዎን ተሻምተን ጥያቄዎቹን ለመመለስ ለሚደረገው ትብብር በቅድሚያ ምስጋናዬን አቀርባለሁ።

አስፈላጊ ግንኙነት ለማድረግ ዋናቱ የሚደረገው ባለሙያ ስምና አድራሻ  
አቻምየለሽ ሻለሞ ሞባይል ቁጥር 0911 421646 Email: [achaacha2001@yahoo.com](mailto:achaacha2001@yahoo.com)

አጠቃላይ መመሪያ

- ✓ ስምዎን መጻፍ አይጠበቅም።
- ✓ የሚቀርቡ ጥያቄዎች መልሶች በሳጥን የተደገፉ ከሆነ በሳጥኑ ውስጥ የ "✓" ምልክት ያድርጉ።
- ✓ ጥያቄዎቹ የእርስዎን ማብራሪያ የሚፈልጉ ከሆኑ እውነተኛ የሆኑ ሀሳቦችን በተሰጡት ቦታዎች ላይ እንዲያሰፍሩልን በትህትና እጠይቃለሁ።

ክፍል አንድ የመላሾች አጠቃላይ መረጃ

1. ጾታዎ? (ከፊት ለፊት ያሉ ቁጥሮችን በመክበብ ምላሽ ይስጡ)

ወንድ	1
ሴት	2

**2. ዕድሜዎ? (ከፊት ለፊት ያሉ ቁጥሮችን በመክበብ ምላሽ ይስጡ)**

ከ 18-25 ዓመት	1
ከ 26-35 ዓመት	2
ከ 36-40 ዓመት	3
ከ 41-55 ዓመት	4
ከ 51-60 ዓመት	5
ከ 60 ዓመት በላይ	6

**3. የትምህርት ደረጃዎ? (ከፊት ለፊት ያሉ ቁጥሮችን በመክበብ ምላሽ ይስጡ)**

ሁለተኛ ደረጃ	1
ቴክኒክና ሙያ ስልጠና	2
የኮሌጅ ዲፕሎማ	3
የመጀመሪያ ዲግሪ	4
ሁለተኛ ዲግሪና ከዚያ በላይ	5
ሌላ ካለ ይገለፅ	6

**4. ሥራዎ? (ከፊት ለፊት ያሉ ቁጥሮችን በመክበብ ምላሽ ይስጡ)**

የመንግስት ሠራተኛ	1
በግል ድርጅት ተቀጣሪ	2
የግል ንግድ ሥራ	3
የግል ሥራ (ከንግድ ውጪ)	4
መንግስታዊ ያልሆነ ድርጅት ኃላፊ / ሠራተኛ	5
የቤት እመቤት	6
ሥራ ፈላጊ	7
ሌላ	8

**መልስዎ ሌላ ከሆነ ቢገልጹ** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**ክፍል ሁለት - በመጠይቁ የተካተቱ ጥያቄዎች**

**1. በፌዴራል የሚዘጋጁ ሥልጠናዎች የሚታቀዱበት፣ ተግባራዊ የሚደረጉበትና የሚመሩበት ሁኔታ በተመለከተ፡-**

ተ.ቁ	ተግባራት	እጅግ በጣም ጥሩ ነው	በጣም ጥሩ ነው	ጥሩ ነው	ዝቅተኛ ነው	አላውቅም
1	የሥልጠና ዕቅድ ዝግጅት በተመለከተ					
2	የዕቅድ አተገባበርን በተመለከተ					
3	ሥልጠናዎች የሚመሩበት ሁኔታ					

**፹ ለሥልጠና ዕቅድ ዝግጅት፣ ለዕቅድ አተገባበርና ለሥልጠናዎች ለሚመሩበት ሁኔታ የሰጡት መልስ ዝቅተኛና አላውቅም ከሆነ ምክንያቶችን ቢገልጹ፡፡**

---



---



---



---



---

**2. ከአዲስ አበባ ክፍለ ከተሞችና ወረዳዎች ለተውጣጡ ሴቶች ሥልጠናዎች ለመስጠት ኮሚሽኑ ተግባር ላይ የሚውላቸው ዘዴዎች በተመለከተ፡-**

የሥልጠና ዘዴዎች	እጅግ በጣም ጥሩ ነው	በጣም ጥሩ ነው	ጥሩ ነው	ዝቅተኛ ነው	አላውቅም
በገለጸ					
በቡድን ውይይት					
በኬዝ (ጉዳይ) ጥናት					
የህትመትና የኤሌክትሮኒክ ሚዲያ ውጤቶችን በመጠቀም					
ሥልጠናውን ለማጠናከር እንግዳ በመጋበዝ					

ለ. ሥልጠናዎች ለመስጠት በገለጹ፣ በቡድን ውይይት፣ በኬዝ (ጉዳይ) ጥናት፣ የህትመትና የኤሌክትሮኒክ ሚዲያ ውጤቶችን በመጠቀም ሥልጠናውን ለማጠናከር እንግዳ በመጋበዝ ለሚሉት ዘዴዎች የሰጡት መልስ ዝቅተኛ እና አላውቅም ከሆነ ምክንያቶችን ቢገልጹ።

---



---



---

3. ኮሚሽኑ የሚሰጣቸው ሥልጠና ይዘቶች በተመለከተ፡-

ሀ. ኮሚሽኑ የሚሰጣቸው ሥልጠናዎች ይዘቶች ጠንቅቀው ያውቃሉ? (ቁጥሮችን በመክበብ ምላሽ ይስጡ)

አዎን	አይደለም
1	2

ለ. የሥልጠና ይዘቶችን ጠንቅቄ አውቃለሁ ካሉ ቢገልጹቸው።

፹ -----  
 -----  
 -----  
 -----

፹ -----  
 -----

፹ -----  
 -----

ሐ. ከላይ ከጠቀሷቸው የሥልጠና ይዘቶች አኳያ በሥልጠናው በመሳተፍ ግንዛቤን ያዳበሩበት አግባብ እንዴት ይገልጹታል?

1) እጅግ በጣም ጥሩ ነው 2) በጣም ጥሩ ነው 3) መካከለኛ ነው 4) ዝቅተኛ ነው

መ. ከሥልጠና በኋላ የሥልጠና ይዘቶችን በመረዳት ረገድ መልስዎ ዝቅተኛ ወይም አላውቅም ከሆነ ምክንያቶችን ቢገልጹ።

-----  
 -----  
 -----  
 -----  
 -----

4. ኮሚሽኑ የሚያሰለጥናቸው ሴቶች በሥልጠናዎች ላይ ያላቸው አተያይና የግል አመለካከት ምን እንደሚመስል በሚቀጥለው ሠንጠረዥ ውስጥ ያሉትን ነጥቦች መሰረት በማድረግ የ (✓) ምልክት በመጠቀም መልስ ይስጡ።

ተ. ቁ	የሠልጣኞች አተያይና አመለካከት ተብለው የሚገመቱ	እጅግ እስማማለሁ	እስማማለሁ	ገለልተኛ ነኝ	አልስማማም
1	በክፍተኛ ተነሳሽነት በመምጣት በሥልጠናው ይሳተፋሉ				
2	በሥልጠናው የሚያገኙትን ትምህርት ተግባራዊ ለማድረግ ቁርጠኛ ይሆናሉ				
3	ኮሚሽኑ ውጤት የማያመጣ ሥልጠና ላይ ጊዜ ያሳልፋል የሚል ግምት አላቸው				
4	ያለ ፍላጎታቸው በሥልጠናው እንዲሳተፉ እንደተደረጉ ያስባሉ				
5	ሙስናን መታገል በእነሱ አቅም እንደማይቻል አድርገው ያስባሉ				

፹ ከላይ ከተጠቀሱት ግምታዊ የሠልጣኞች አተያይና አመለካከት ሌላ ብለው የሚገልጹቸው ለየት ያሉ ሀሳቦች ካሉ በዝርዝር ቢገልጹ።

5. ኮሚሽኑ በሚሰጣቸው ሥልጠናዎች የተሳተፉ ሴቶች የፀረ-ሙስና ንቅናቄን ከማጎልበትና ሙስናን በድፍረት ከመታገል አንጻር የቀረቡትን ሀሳቦች በማንበብና በመረዳት በሚቀጥሉት ነጥቦች መሰረት ውጤቱን ያስቀምጡ።

ተ. ቁ	በሠልጣኞች ይከናወናሉ ተብለው የሚገመቱ ተግባራት	እጅግ እስማማለሁ	እስማማለሁ	ገለልተኛ ነኝ	አልስማማም
1	በክፍለ ከተሞች አካባቢ የሚስተዋሉ የሙስና ክስተቶችን ጠንክረው ይታገላሉ				
2	በወረዳዎች አካባቢ የሚስተዋሉ የሙስና ክስተቶችን ጠንክረው ይታገላሉ				
3	በተለያዩ ህዝባዊ የስብሰባ መድረኮች ላይ የፀረ-ሙስና መልሀክቶችን ያስተላልፋሉ				
4	የፀረ-ሙስና ንቅናቄውን ለማጎልበት ከወጣቶች ጋር በመተባበር ይሰራሉ				
5	ሙስናን የመከላከል፣ የመጠቆም /የማጋለጥ ብሎም የመመስከር ተግባራት ያከናውናሉ				

**፱ ኮሚሽኑ በሚሰጣቸው ሥልጠናዎች የተሳተፉ ሴቶች የፀረ-ሙስና ንቅናቄን ከማጎልበትና ሙስናን በድፍረት ከመታገል አንጻር የሚያጋጥሟቸውን ችግሮች በዝርዝር ቢገልጹ።**

✓ ከኮሚሽኑ ሚና አንጻር

-----

-----

-----

-----

-----

-----

-----

✓ ከክፍለ ከተሞች ሚና አንጻር

-----

-----

-----

-----

-----

-----

-----

✓ ከወረዳዎች ሚና አንጻር

-----

-----

-----

-----

-----

-----

-----

**፬ ኮሚሽኑ ለሴቶች የሚያዘጋጃቸው ሥልጠናዎችን በማደራጀት፣ በመምራትና በመከታተል በኩል የሚስተዋሉ ችግሮችን በተመለከተ መልስ ለመስጠት የሚከተሉትን ነጥቦች ይጠቀሙ።**

ተ. ቁ.	ሥልጠናዎችን ማደራጀት፣ መምራትና መከታተል በተመለከተ	እጅግ በጣም ጥሩ	በጣም ጥሩ	መካከለኛ	ዝቅተኛ	አላውቅም
1	ኮሚሽኑ የሥልጠና አካባቢዎችን ምቹ ከማድረግ አንጻር ያለው ዝግጅት፣					
2	ሥልጠናን ለማደራጀት ኮሚሽኑ ከሴቶች አደረጃጀቶች ጋር የሚያደርገው ትብብር					
3	ኮሚሽኑ የሚፈለጉ ሠልጣኞችን ከማሳተፍ አኳያ የሚያደርገው ጥንቃቄ					
4	ኮሚሽኑ የሚያዘጋጃቸው አሠልጣኞች					

ተ. ቁ.	ሥልጠናዎችን ማደራጀት፣ መምራትና መከታተል በተመለከተ	እጅግ በጣም ጥሩ	በጣም ጥሩ	መካከለኛ	ዝቅተኛ	አላውቅም
	ብቃት ሁኔታ					
5	ለትምህርቱ መስፋፋት ኮሚሽኑ ለሠልጣኞች የሚሰጠውን ድጋፍ በተመለከተ					
6	ሥልጠና የወሰዱ ሴቶች ማከናወን ያለባቸውን ተግባራት በመከታተል ረገድ የኮሚሽኑ ሚና በተመለከተ					

**፱** ሥልጠናዎችን ማደራጀት፣ መምራትና መከታተል በተመለከተ ከተራ ቁጥር 1 እስከ 6 ለቀረቡት ሀሳቦች የሰጡት መልስ ዝቅተኛ እና አላውቅም ከሆነ ተግባራቱን መሰረት በማድረግ ምክንያቶችን በዝርዝር ቢጠቅሱ።

-----

-----

-----

-----

-----

-----

**፲** ለጥናቱ ይረዳሉ የምትችሉትን ተጨማሪ ሀሳቦች ብትገልጹ።

-----

-----

-----

-----

-----

-----

-----

-----

-----

-----

**እመሠግናለሁ!!!**

Appendix - E

**በአዲስ አበባ ዩኒቨርሲቲ የድህረ ምረቃ ትምህርት ቤት፤**

**በትምህርትና የባህሪ ጥናት ኮሌጅ፤ ለትምህርት ዕቅድና አስተዳደር ክፍል ለማስተርስ ዲግሪ ማሟያ ለተዘጋጀ**

**ጥናት የሚውል የቃለ መጠይቅ ነጥቦች**

የዚህ ቃለ መጠይቅ ዓላማ የፌዴራል የሥነምግባርና የፀረ-ሙስና ኮሚሽን ለሴቶች በሰጣቸው ሥልጠናዎች ዙሪያ የሚደረጉ እንቅስቃሴዎችና የፀረ-ሙስና ንቅናቄ ሁኔታ የሚጠቁሙ ሀሳቦችን ለማሰባሰብ ነው። ከዚህ ቃለ መጠይቅ የሚገኙ መረጃዎች ለጥናቱ መሳካት ወሳኝ እንደሆኑ ይታመናል። የጥናቱ ጥቅም ለማወቅ እርስዎ በሚሰጡን መረጃዎች ላይ የተመሰረተ ስለሆነ ትብብርዎን በእክብሮት ስጠይቅ የሚሰጡን መረጃዎችንም በምስጢር እንደሚጠበቅ አረጋግጣለሁ። በዚህ መሰረት ስምን መግለጽ ሳያስፈልግ ጾታ፣ እድሜ፣ የት/ት ደረጃዎንና ሥራዎን እንዲገልጹልኝ እጠይቃለሁ።

**ክፍል አንድ** - ለፌዴራል የሥነምግባርና የፀረ-ሙስና ኮሚሽን የሥነምግባር አውታሮች ማስተባበሪያ ዳይሬክቶሬት ቡድን መሪዎችና አሰልጣኞች የተዘጋጀ ቃለ መጠይቅ

1. በፌዴራል የሥነምግባርና የፀረ-ሙስና ኮሚሽን የሥነምግባር አውታሮች ማስተባበሪያ ዳይሬክቶሬት ሁኔታ እንዴት ይገለጹታል?
2. ከአዲስ አበባ ክፍለ ከተሞችና ወረዳዎች ለተውጣጡ ሴቶች ውጤታማ ሥልጠናዎች ለመስጠት ኮሚሽኑ ተግባር ላይ የሚውላቸው ዘዴዎች ምንድን ናቸው?
3. ኮሚሽኑ የሚሰጣቸው ሥልጠና ይዘቶች ምንድን ናቸው?
4. ኮሚሽኑ የሚያሰለጥናቸው ሴቶች በሥልጠናዎች ላይ ያላቸው አተያይና የግል አመለካከት ምን ይመስላል?
5. በኮሚሽኑ ሥልጠና የሚሰጣቸው ሴቶች በፀረ-ሙስና ትግሉ በድፍረት ይሳተፋሉ?
6. ኮሚሽኑ ለሴቶች የሚያዘጋጃቸው ሥልጠናዎችን በማራጀት በመምራትና በመከታተል በኩል የሚስተዋሉ መሰረታዊ ችግሮች ምንድን ናቸው?

Appendix - F

**ክፍል ሁለት - ለክፍለ ከተሞችና ወረዳዎች ሴቶች አደረጃጀቶች አመራሮች የተዘጋጀ ቃለ መጠይቅ**

1. በፌዴራል የሚዘጋጁ ሥልጠናዎች የሚታቀዱበት፣ የሚዘጋጁበትና የሚመሩበት ሁኔታ እንዴት ይገለጹታል?
2. ከአዲስ አበባ ክፍለ ከተሞችና ወረዳዎች ለተውጣጡ ሴቶች ውጤታማ ሥልጠናዎች ለመስጠት ኮሚሽኑ ተግባር ላይ የሚውላቸው ዘዴዎች ምንድን ናቸው?
3. ኮሚሽኑ የሚሰጣቸው ሥልጠና ይዘቶች ምንድን ናቸው?
4. ኮሚሽኑ የሚያሰለጥናቸው ሴቶች በሥልጠናዎች ላይ ያላቸው አተያይና የግል አመለካከት ምን ይመስላል?
5. በኮሚሽኑ ሥልጠና የሚሰጣቸው ሴቶች በፀረ-ሙስና ትግሉ በድፍረት ይሳተፋሉን?
6. ኮሚሽኑ ለሴቶች የሚያዘጋጁባቸው ሥልጠናዎችን በማራጀት በመምራትና በመክታተል በኩል የሚሰተዋሉ መሰረታዊ ችግሮች ምንድን ናቸው?

## Appendix - G

### በአዲስ አበባ ዩኒቨርሲቲ የድህረ ምረቃ ትምህርት ቤት፤

### በትምህርትና የባህሪዎች ጥናት ኮሌጅ፤ ለትምህርት ዕቅድና አስተዳደር ክፍል ለማስተርስ ዲግሪ ማሟያ ለተዘጋጀ

### ጥናት የሚውል የቡድን ውይይት ጥያቄዎች

መግለጫ - ትኩረት የሚሰጣቸው ሶስት ቡድኖች ከተመረጡት ሶስት ክፍለ ከተሞች ውስጥ ዘጠኝ ወረዳዎች በመወከል ይደራጃሉ፤

- እያንዳንዱ ቡድን ዘጠኝ ተሳታፊዎች ሲኖሩት በጠቅላላው ሃያ ሰባት ሰዎች ይሳተፋሉ።

1. በፌዴራል የሚዘጋጁ ሥልጠናዎች የሚታቀዱበት፣ የሚዘጋጁበትና የሚመሩበት ሁኔታ እንዴት ይገለጹታል?
2. ከአዲስ አበባ ክፍለ ከተሞችና ወረዳዎች ለተውጣጡ ሴቶች ውጤታማ ሥልጠናዎች ለመስጠት ኮሚሽኑ ተግባር ላይ የሚውላቸው ዘዴዎች ምንድን ናቸው?
3. ኮሚሽኑ የሚሰጣቸው ሥልጠና ይዘቶች ምንድን ናቸው?
4. ኮሚሽኑ የሚያሰለጥናቸው ሴቶች በሥልጠናዎች ላይ ያላቸው አተያይና የግል አመለካከት ምን ይመስላል?
5. በኮሚሽኑ ሥልጠና የሚሰጣቸው ሴቶች በፀረ-መስና ትግሉ በድፍረት ይሳተፋሉን?
6. ኮሚሽኑ ለሴቶች የሚያዘጋጁባቸው ሥልጠናዎችን በማራጀት በመምራትና በመከታተል በኩል የሚሰተዋሉ መሰረታዊ ችግሮች ምንድን ናቸው?

## Appendix - H

### Check list of the study

No	Activities	Remark
1.	Searching telephone numbers of the Sub-Cities Women Associations offices.	
2.	Dial for the leaders of the Sub-Cities Women Associations for interview appointment.	
3.	Interview the Sub-Cities leaders based on the appointment.	
4.	If any, to collect documents from the Sub-Cities for the purpose of the study.	
5.	To check the training programs of the Sub-Cities and Woredas for the purpose of observation.	
6.	Searching telephone numbers of the Woredas Women Associations offices.	
7.	Dial for the leaders of the Woredas Women Associations for interview appointment.	
8.	Interview the Woredas leaders based on the appointment.	
9.	To facilitate for the focus groups for discussions in the Woredas, i.e. how to choose participants	
10.	To distribute the questionnaire, if possible to collect within two days	
11.	To manage the Focus Group Discussions based on confirmed programs	
12.	Observation of training activities if the researcher identifies the training programs of Sub-Cities and Woredas	
13.	To communicate the selected team leaders of the Commission for interview	
14.	To interview the leaders based on appointments.	
15.	To communicate the selected experts of the Commission for interview	
16.	To interview the experts based on appointments.	
17.	To organize and codify the interviews of the Sub-Cities for the purpose of analysis	
18.	If any, to organize and integrate the documents of Sub-Cities with the related documents of the Commission	
19.	If any, to organize the data that might be collected from training observations	
20.	To organize and codify the interviews of the Woredas for the purpose of analysis	
21.	To identify, organize and codify the data gathered through questionnaire	
22.	To organize and codify the information gathered during Focus Group Discussions	
23.	To organize and codify the interviews of the Commission's team leaders for the purpose of analysis	
24.	To organize and codify the interviews of the Commission's training experts for the purpose of analysis	
25.	To organize, analyze and triangulate the data gathered using the mentioned study tools	
26.	To summarize, conclude the findings and write the final recommendation	

## Appendix - I

### የተገባራት ሂደት መከታተያ መከታተያ ቅጽ

ተ.ቁ	ዝርዝር ተገባራት	ክንውን
1	የክፍለ ከተሞች ሴት አደረጃጀቶች መሪዎችን የሰልክ አድራሻ መፈለግ፤	
2	ለክፍለ ከተሞች ሴት አደረጃጀቶች መሪዎች ስልክ በመደወል ቀጠሮ መያዝ፤	
3	በቀጠሮ መሰረት ተገናኝቶ ቃለ መጠይቁን ማድረግ፤	
4	በክፍለ ከተሞች የጽሑፍ መረጃዎች ከተገኙ መሰብሰብ፤	
5	በምልክታ መረጃ ለመሰብሰብ ሥልጠና የሚሰጥበት ክ/ከ ወይም ወረዳ ካለ መጠየቅ፤	
6	ከክፍለ ከተሞቹ የተመረጡ የወረዳ ሴት አደረጃጀቶች መሪዎችን አድራሻ መቀበልና ቀጠሮ መያዝ፤	
7	በቀጠሮ መሰረት ከወረዳዎች ሴት አደረጃጀቶች መሪዎች ጋር በመገናኘት ቃለ መጠይቁን ማድረግ፤	
8	የጽሑፍ መጠይቁን ለማሰራጨት የአደረጃጀት አባላትን ለማግኘት ማመቻቸት፤	
9	በወረዳዎች በቡድን ውይይት ሊሳተፉ የሚችሉ የአደረጃጀቶቹ አባላት ማግኘት በሚቻልበት ሁኔታ ማመቻቸት፤	
10	የጽሑፍ መጠይቁን ማሰራጨትና ቢቻል በሁለት ቀናት ውስጥ መሰብሰብ፤	
11	በተመቻቸው መሰረት በቡድን የሚደረጉ የጋራ ውይይቶችን ማካሄድ፤	
12	ሥልጠና የሚካሄድበት ቦታ ከተለየ በቦታው በመገኘት በምልክታ መረጃዎች መሰብሰብ፤	
13	በፌዴራል የቃለ መጠይቅ የተመረጡትን ቡድን መሪዎች ማነጋገርና ቀጠሮ መያዝ፤	
14	በቀጠሮ መሰረት ከፌዴራል የተመረጡት ቡድን መሪዎች የቃለ መጠይቁን ማድረግ፤	
15	በፌዴራል የቃለ መጠይቅ የተመረጡትን አሰልጣኝ ባለሙያዎች ማነጋገርና ቀጠሮ መያዝ፤	
16	በቀጠሮ መሰረት ከፌዴራል የተመረጡት አሰልጣኝ ባለሙያዎች የቃለ መጠይቁን ማድረግ፤	
17	ከክፍለ ከተሞች በቃለ መጠይቅ የተገኙ መረጃዎችን በኮድ በመለየት ማደራጀት፤	
18	ከክፍለ ከተሞች ከጥናቱ ጋር ተያያዥ የሆኑ የጽሑፍ መረጃዎች ከተገኙ በኮሚሽኑ ከተሰበሰቡት ጋር ማናበብና ማደራጀት፤	
19	ሴቶች በሚሰጧቸው ሥልጠናዎች በምልክታ የተገኙ መረጃዎችን ማደራጀት፤	
20	ከወረዳዎች ሴት አሰራሮች በቃለ መጠይቅ የተገኙ መረጃዎችን በኮድ በመለየት ማደራጀት፤	
21	በጽሑፍ መጠይቅ የተሰበሰቡ መረጃዎችን በጥያቄዎች መሰረት በኮድ በመለየት ማደራጀት፤	
22	በቡድን ውይይት የተገኙ መረጃዎችን በጥያቄዎቹ መሰረት በኮድ በመለየት ማደራጀት፤	
23	ከፌዴራል የቃለ መጠይቅ የተገኙ የቃለ መጠይቅ መረጃዎችን በጥያቄዎቹ መሰረት በኮድ በመለየት ማደራጀት፤	
24	ከፌዴራል አሰልጣኝ ባለሙያዎች የተገኙ የቃለ መጠይቅ መረጃዎችን በጥያቄዎቹ መሰረት በኮድ በመለየት ማደራጀት፤	
25	በተጠቀሱት የጥናት ዘዴዎች የተሰበሰቡና የተደራጁ መረጃዎችን መተንተንና ማስተሳሰር	
26	የጥናቱን ውጤት በአጭሩ መግለጽ፣ ማጠቃለልና የመጨረሻ አስተያየት መስጠት	