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YOUTH INTEGRITY IN VIETNAM

PILOTING TRANSPARENCY INTERNATIONAL'S
YOUTH INTEGRITY SURVEY



LIVE & LEARN
For Environment and Community

D I A L
Développement Institutions & Mondialisation
UMR 225 IRD - Paris-Dauphine

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Every effort has been made to verify the accuracy of the information contained in this report. All information was believed to be correct as of June 2011. Nevertheless, the authors cannot accept responsibility for the consequences of its use for other purposes or in other contexts.

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www.transparency.org

Towards Transparency (TT) is a registered Vietnamese non-profit and non-state consultancy organisation that was established in 2008 to contribute to national efforts in promoting transparency and accountability for corruption prevention and fighting. In March 2009, TT became the National Contact of Transparency International (TI) in Vietnam. In this capacity, TT supports and coordinates emerging activities of TI in Vietnam, within the framework of the TI Vietnam Program “Strengthening Anti-corruption Demand from Government, Private Sector and Society, 2009-2012.”

www.towardstransparency.vn

Center for Community Support Development Studies (CECODES) is a non-profit, non-governmental research centre which undertakes research on policy impact assessment and implement solutions on capacity strengthening for communities, especially disadvantaged communities. The organisation contributes to the improvement of policies and governance capacity towards balancing the three institutions: State, Market and Civil Society. Through a number of high-profile projects, CECODES has become a leading institution in Vietnam working in promoting civil society, strengthening its voice and its engagement with the state. Transparency and good governance is another pillar of CECODES’s work. Cooperating with key national and well-known international partners, the organisation delivers action-based research results which are relevant for policy making and policy dialogues.

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Centre of Live and Learn for Environment and Community (Live&Learn) is a Vietnamese non-profit organisation established by the Vietnam Union of Science and Technology Associations. Live&Learn’s mission is to foster greater understanding and action towards a sustainable future through education, community mobilisation and supportive partnerships. Building learning tools and good governance processes have been adopted to address these issues. Live&Learn is currently implementing and facilitating a number of projects on good governance and sustainable development with youths in its network throughout Vietnam, enabling information to be shared on related topics.

www.livelearn.org

CONTENTS

FOREWORD	7
EXECUTIVE SUMMARY	8
1. INTRODUCTION	12
Why the Vietnam Youth Integrity Survey (YIS) pilot?	12
The Process of Developing the New Methodology: A collaborative approach	13
2. THE METHODOLOGY	14
The Concept	14
The Sampling Design	14
The Questionnaire Design	15
The Field Work	15
3. KEY FINDINGS	16
3.1 Youth Values and Attitudes towards Integrity	16
3.2. Youth Experiences and Behaviours	28
3.3. The Environment: influences on youth	37
4. CONCLUSIONS AND RECOMMENDATIONS	42
4.1 Key Conclusions	42
4.2 Recommendations	43
ENDNOTES	46
ANNEX 1: KEY PARAMETERS OF THE SAMPLE	48
ANNEX 2: THE METHODOLOGY IN DETAIL	50
The Sampling Design, Extrapolation and Precision of the Estimators	50
The Questionnaire Design	52
The Field Work	53
ANNEX 3: THE QUESTIONNAIRE	54
BIBLIOGRAPHY	68

FIGURES

FIGURE 1 Experiences of corruption among those who have contact during the past 12 months: youth versus adults	9	FIGURE 11B Experiences of corruption among those who have contact in the past twelve months: broken down to geographic areas	30
FIGURE 2 Willingness to take decisions which violate integrity in different situations: youth versus adults	10	FIGURE 12 A Youth rating of integrity of public services as “very good” and “very bad”: best educated	31
FIGURE 3 Values on wealth, success and integrity (wealth versus honesty): youth versus adults	16	FIGURE 12B Youth rating of integrity of public services as “very good” and “very bad”: youth in general	31
FIGURE 4 Values on wealth, success and integrity (income versus honesty): youth versus adults	17	FIGURE 13 Willingness to take decisions which violate integrity in different situations: youth versus adults	32
FIGURE 5A Values on wealth and success and integrity: youth versus adults	18	FIGURE 14 Commitment to report corruption: youth versus adults	33
FIGURE 5B Youth values on wealth, success and integrity: broken down by living standards and education levels	19	FIGURE 15A Reasons for not reporting corruption: youth versus adults	34
FIGURE 6 Attitude to integrity- average perception of corrupt behaviours: youth versus adults	20	FIGURE 15B Reasons for not reporting corruption: broken down by youth living standards	35
FIGURE 7 Averaged youth acceptance of corrupt behaviours: broken down by education levels	22	FIGURE 15C Reasons for not reporting corruption: broken down by youth educational levels	35
FIGURE 8 Youth perception on giving extra payment to receive better medical treatment	23	FIGURE 16 Agreement that youth can play a role in promoting integrity: broken down by education levels	36
FIGURE 9A Lack of integrity as a serious problem: youth versus adults	24	FIGURE 17A Information sources shaping youth values on integrity	37
FIGURE 9B Lack of integrity as a serious problem: broken down by education levels	25	FIGURE 17B Information sources shaping youth values on integrity: broken down by education levels	38
FIGURE 10A Agreement with a “relaxed” definition of integrity: youth versus adults	26	FIGURE 18 Role models for youth in regard to integrity: youth in general	39
FIGURE 10B Agreement with a “relaxed” definition of integrity: broken down by education levels	27	FIGURE 19 Knowledge of rules and regulations on integrity promotion and anti-corruption: youth in general	40
FIGURE 11A Experiences of corruption among those who have contact in the past twelve months: youth versus adults	28	FIGURE 20 Youth commitment to report corruption: broken down by anti-corruption knowledge and education	41



FOREWORD

For more than 18 years, Transparency International has been working to stop corruption and promote transparency, accountability and integrity at all levels and across all sectors of society. We approach our third decade with the firm belief that for change to be sustainable, it has to be underpinned by widespread public support and engagement. It is ultimately people who bring lasting change by demanding accountability from those who are in positions of entrusted power. The openness, courage and energy of young people, mean their engagement in the fight against corruption is critical to driving positive change.

One-third of the world's population consists of young people who are, as this report shows, more often victims of corruption than adults. Transparency International recognises the potential young people have to transform today's reality and make a lasting impact as tomorrow's political and business leaders.

Like corruption, integrity is a learned behaviour, so securing a commitment to integrity by both current and future generations requires the core values of transparency and integrity be championed by society and nurtured from an early age.

Having a better understanding of young people's views and experiences provides a basis for more effective anti-corruption efforts and allows us to equip them with the information, skills and support they need to face and resist the corruption they deal with on a daily basis.

The following report exemplifies this holistic approach by examining the views and experiences of youth, as well as looking at the wider environment that influences their choices and behaviour. The methodology developed through this project is an important contribution towards developing tools to better understand young people's experiences of corruption and informing targeted and results oriented programmes.

As we seek to take our anti-corruption work to scale, we will carry out this research in a growing number of countries over the next five years – reaching out and engaging greater numbers of young people in the anti-corruption movement.

Pascal Fabie
Group Director
Chapters' Network and Programmes
Transparency International

EXECUTIVE SUMMARY

1. INTRODUCTION

With over 55% of the population of Vietnam under 30 years old and international experience showing that young people are particularly vulnerable to corruption, it is imperative that youth are targeted in anti-corruption activities. Initiatives such as Project 137, signed by the Prime Minister in December 2009, to introduce anti-corruption curricula in school and universities in Vietnam, provides an opportunity to influence the values of young people and empower them to make concrete changes. Yet, to ensure that such initiatives are effective, there needs to be greater understanding of the beliefs, behaviours and experiences which make up the integrity of Vietnamese youth.

The Youth Integrity Survey (YIS), which interviews 1,022 youth on their attitudes to integrity and corruption, is intended to improve such understanding, thus helping to establish more targeted and effective anti-corruption initiatives.

2. METHODOLOGY

Building on the experience of Transparency International (TI) in this area (especially research initiated by TI Korea), Towards Transparency (TT) has led the review of the original YIS and piloted the new methodology in Vietnam with the support of researchers from DIAL, the Center for Community Support Development Studies (CECODES) and the wider TI movement.

Using TI's definition of integrity as "[b]ehaviours and actions, consistent with a set of moral and ethical principles and standards, embraced by individuals as well as institutions, that create a barrier to corruption" as the basis, the YIS pays special attention to corruption issues, covering youth values and attitudes towards integrity, their experiences with corruption, and their actions when faced with corruption.

The research sample covered a random sample of young people between 15-30 years old to allow conformity with both the Vietnamese classification of youth (16-30 years), and the international definition of 15-24 years. To explore potential

differences between youth attitudes, behaviours and values from the rest of the population, the research also sampled a control group of 519 "adults" over 30 years old.

Face to face interviews were carried out between August and December 2010 by Live&Learn, with the facilitation of CECODES and collaboration with provincial departments of the Vietnam Fatherland Front. Young volunteers, students and recent graduates, were recruited and trained to conduct the interviews across 11 urban and rural provinces across Vietnam.

3. KEY FINDINGS

3.1 VALUES AND ATTITUDES TOWARDS INTEGRITY

To better understand their conceptual understanding of integrity and corruption, the YIS investigates youth values and attitudes towards integrity, such as what they consider to be right or wrong, which acts they perceive as corrupt, how they understand the concept of integrity and how integrity is positioned in their value system.

Responses demonstrate that the majority of youth place a strong importance on integrity at the conceptual level. 95% of youth partly or totally agree that being honest is more important than being rich and 91% agree that being honest is more important than increasing income.

When faced with specific examples of corrupt behaviours, an average of 88% of youth considered the behaviours to be wrong, close to the adult average of 91% of respondents. However, findings also clearly show that youth relax their values according to specific situations. For example when faced with the situation of "giving additional payments or gifts in a hospital in order to get better treatment": 32% of youth consider it not to be wrong, with an additional 13% of youth acknowledging that it is wrong, but still acceptable. Moreover youth are becoming more willing to compromise their integrity as they grow older.

Whilst 83% to 86% of youth surveyed perceived a lack of integrity (including corruption) to be very harmful for their generation, the economy and the development of the country, only 78% considered it to have a direct impact on their family and friends. This perhaps indicates that their understanding of corruption continues to operate on a somewhat abstract level, and while youth can perceive the negative impacts on the country at large, they are less able to perceive its effects on their direct social environment and daily lives.

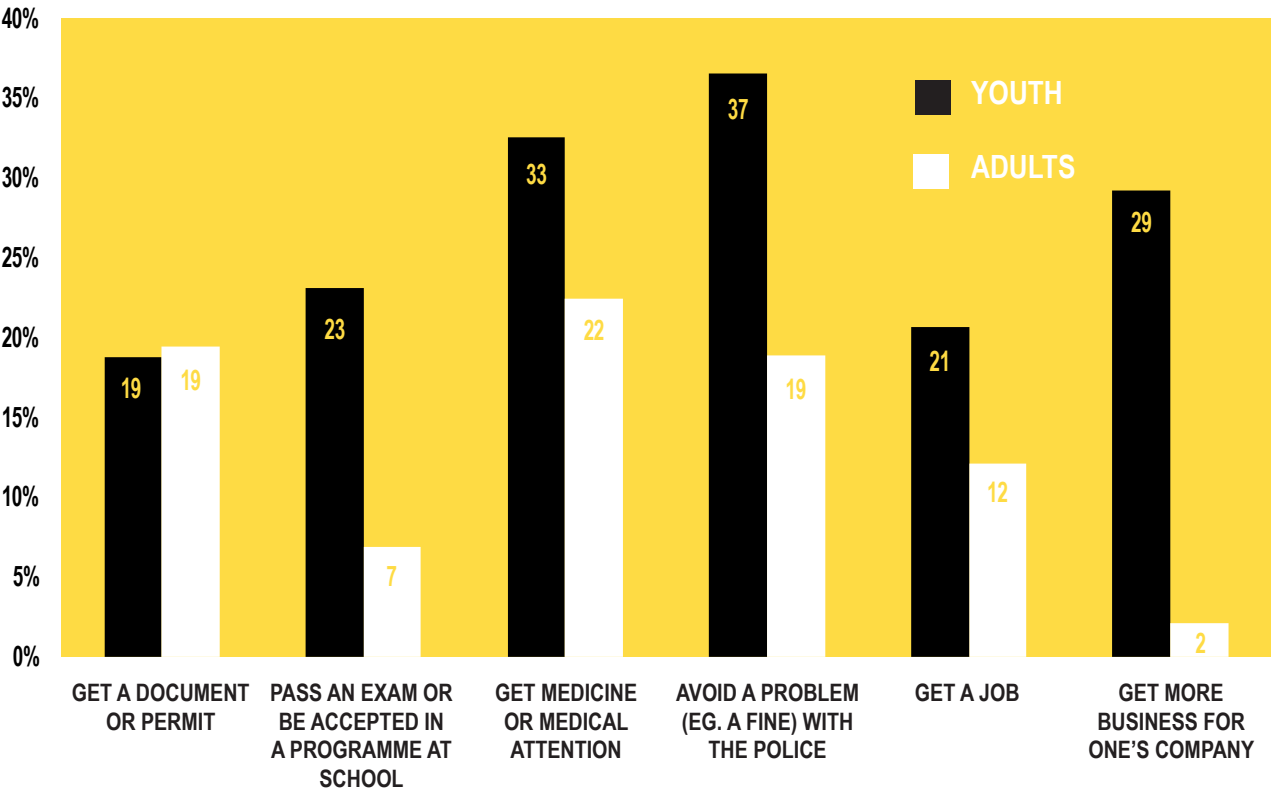
Despite these strongly shared values and principles, around one third of youth (35%) are also ready to relax their definition of integrity when it is financially advantageous, will help in solving a problem or if the amount of bribe changing hands is small. This percentage is even higher amongst the least educated youth, where for example, half of the youth who finished only up to the end of primary school found it acceptable to engage in petty corruption, compared to 27% of youth who had received post-secondary education.

3.2 EXPERIENCES AND BEHAVIOURS

People's actions are not always in line with their personal values. To better understand the relationship between ethical principles and the capacity to follow these up on the behavioural level, the YIS investigates youth exposure to corruption and their behaviour and reactions to such situations.

Youth were surveyed on their experiences of corruption in six daily activities. As shown in figure 1, in five out of six situations, adults experience significantly less corruption than youth in the specific sectors they had contact with, confirming the assumption that youth are more vulnerable to corruption. Receiving medical treatment, encounters with the police and getting more business for one's company are situations where overall youth face the most corruption.

FIGURE 1
Experiences of corruption among those who have contact during the past 12 months: youth versus adults

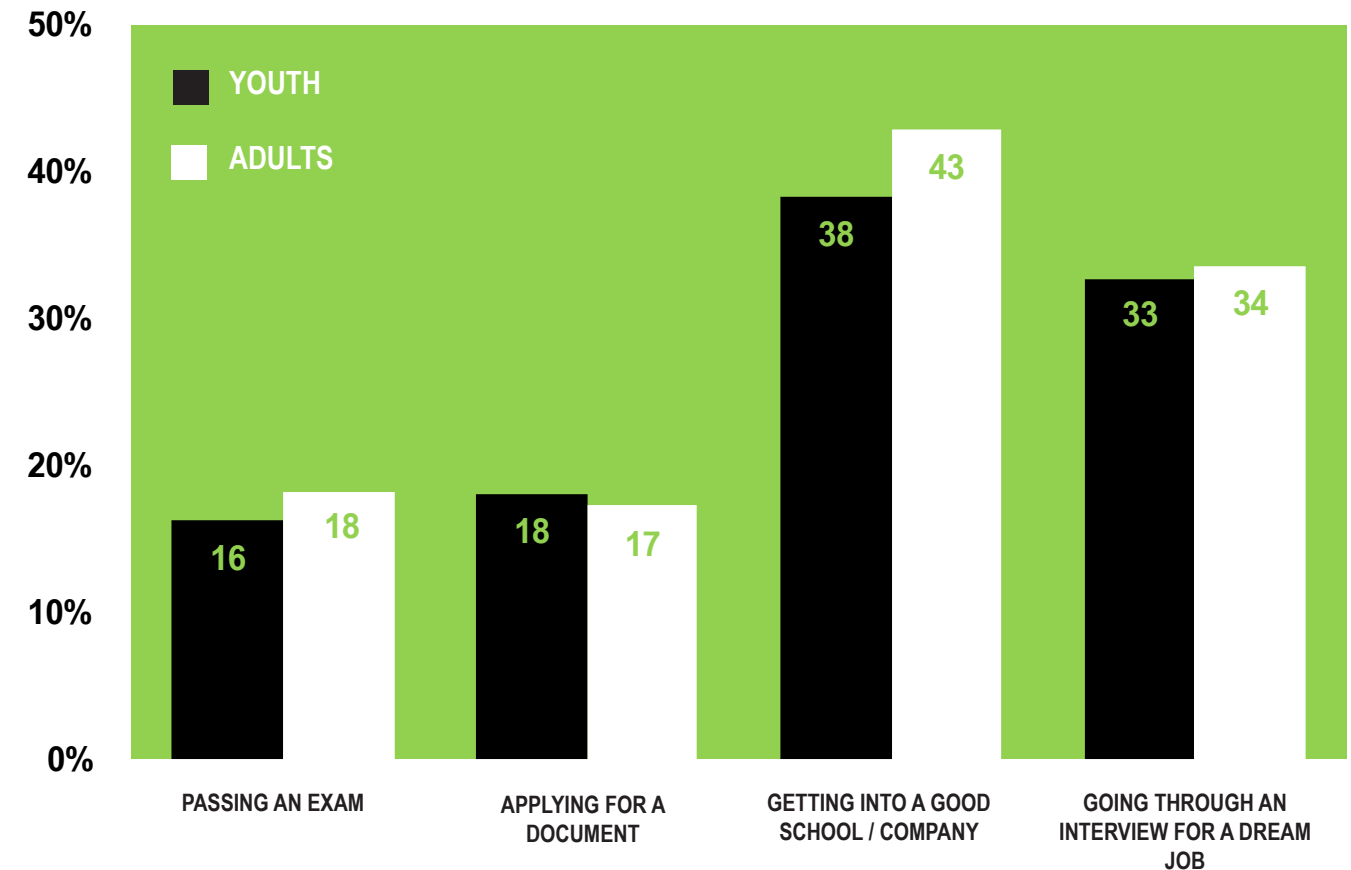


These experiences match up to how youth rank the integrity of public institutions. 12% and 8% of youth rated the traffic police and public health care respectively as “very bad” marginally higher than their perception of the local/national administration and public education (both 5%).

Figure 2 shows the percentage of youth who are willing to violate principles of integrity in the given situations. Youth were most likely to engage in corrupt practices in order to get into a good school or company or in an interview for a dream job, situations which are the most financially important for youth. A striking 38% of youth are ready to pay a bribe to get into a good school or company.

When it comes to fighting against corrupt practices, 86% of youth think they can play a role and around 60% of youth replied that they would report an incidence of corruption (out of them, only 4% already did so in the past). The main reasons for not reporting corruption are indifference (“it’s not my business”) and disillusionment (“it won’t help anyway”). Interestingly, there seems to be no difference in responses between youth who have previously been victims of corruption, compared to those who have not, perhaps illustrating that corruption has become institutionalised.

FIGURE 2
Willingness to take decisions which violate integrity in different situations: youth versus adults



3.3 INFLUENCES ON YOUTH INTEGRITY

To understand why achievements in previous educational efforts have been limited and to identify more effective educational measures, the final part of the study looks at the different information sources influencing their understanding of integrity and anti-corruption, and how they impact on shaping the ethical views of youth.

In general, the four most important sources in shaping youth views on integrity are the TV and radio, cited by 89% of respondents, the learning environment (school or university) and family (both cited by 80% of respondents), and friends and colleagues (76%). Less than half of youth (39%) cite the internet as one of the sources shaping their views. Rural and poorer youth are much less susceptible to be influenced by the internet, newspapers and schools and universities.

Despite the important influence of schools, only 17% of youth say that they received some form of education on integrity. Out of these, almost two thirds felt that such programmes were not helpful enough. The YIS consequently indicates that anti-corruption education thus far, has been largely unsuccessful in developing a generation of youth ready and equipped to fight against corruption.

4. CONCLUSIONS AND RECOMMENDATIONS

Apart from their experiences with corruption, youth responses did not generally vary greatly from adults. More significant differences were found between varying educational backgrounds. Less educated youth were more likely to have a less strict definition of integrity, to approve or accept corrupt behaviours and less likely to report cases of corruption.

However the findings also show that compromising integrity is a learnt behaviour as youth are more willing to “relax” their principles as they grow older. This means that youth could play a greater role in promoting integrity.

If it is expected that the YIS will be used as a baseline to inform key stakeholders working to promote youth integrity, a number of initial broad recommendations can be put forward:

- Root integrity promotion and anti-corruption education in discussions about ethics.
- Target efforts to focus on the geographic groups and thematic sectors most prone to corruption, such as urban areas, the police or the health sector.
- Promote role models to change youth perception that success and integrity and honesty are often mutually exclusive.
- Target wider environmental influences including families.
- Employ various forms of media, such as television, radio and newspapers to influence youth on the importance of integrity.
- Teach concrete situations which young people may face in their daily life rather than only abstract behaviours.
- Mobilise youth outside schools through extra-curricular activities. To help overcome youth reluctance to become individually involved in the fight against corruption, greater support could be provided for group initiatives to capture the collective trust youth have in themselves to promote integrity.
- Improve the external environment to enable youth to refuse and report corruption and to restore the trust of youth. Greater efforts should be made to enforce existing policies, investigate suspects and sentence persons who have been found guilty of illegal acts.
- Reward youth who demonstrate integrity by offering them additional “opportunities” and support such as: scholarships for students, training courses, internships, awards and etc.

1. INTRODUCTION

WHY THE VIETNAM YOUTH INTEGRITY SURVEY (YIS) PILOT?

Corruption has been officially recognised by the Vietnamese authorities as a serious issue of concern for the development and stability of the country.¹ In recent years, national anti-corruption efforts have been significantly strengthened towards giving more and more importance to the mobilisation of society and citizens in the prevention and fight against corruption.² However, with over 55% of the population of Vietnam under 30 years old, youth must be prioritised as a target group for anti-corruption mobilisation activities. Not only do youth make up a significant proportion of the population, but international surveys have shown that youth are particularly vulnerable as victims of corruption.³ Changing youth attitudes and behaviours is thus imperative to ensure that anti-corruption achievements are sustainable.

At the same time, rapid economic growth in Vietnam has shaken social transition and transformation, with many people expressing concerns about the dissolution of “traditional values”. To improve anti-corruption efforts and respond to these concerns, the Prime Minister of Vietnam signed Project 137 in December 2009 to push the introduction of anti-corruption curricula in schools and universities. This initiative offers the opportunity to influence the values of young people and make a concrete change. However to ensure that the curriculum is effective, institutions must first be better positioned to understand and assess the beliefs, behaviours and experiences related to the integrity of young Vietnamese. Improved understanding will also better inform the development of adapted policy interventions targeting young people, to empower them to contribute more to promoting integrity, transparency and anti-corruption efforts.

For these reasons, in the framework of the Transparency International (TI) Vietnam Programme, youth has been identified as one of the key sectoral focus for TI emerging activities in Vietnam. The Vietnam YIS pilot, coordinated by Towards Transparency (TT), has been one of the key

priorities, commitments and achievements of the TI Vietnam Programme since its implementation in 2009.

The Vietnam YIS pilot project, interviewing more than 1,000 Vietnamese youth from 15 to 30 years old randomly chosen from 11 provinces,⁴ will assist TI and TT to design relevant activities related to youth. More fundamentally, however, this report is intended as a guide to support all institutions (specifically Vietnamese institutions in charge of youth education, such as the Ministry of Education and Training, the Youth Union and etc) that play an important role in shaping the views and attitudes of youth. The findings of the Vietnam YIS pilot can contribute extensively to the development of activities related to promoting improved integrity amongst Vietnamese youth. This survey should be used as a baseline and repeated over coming years to observe the change in youth integrity, and particularly the impact of policies and initiatives related to this area.

The Vietnam YIS pilot is strongly supported by extensive international experience from the TI movement, which has placed great attention on youth since TI's establishment in 1993. Youth has been a key focus area for many TI chapters around the world. The number of activities to mobilise youth in promoting integrity and anti-corruption has been growing, taking different forms depending on the local context and innovative initiatives available.⁵ These experiences have demonstrated that youth mobilisation can make a difference in anti-corruption.⁶

To inform the design of such interventions, TI has placed great emphasis on developing scientifically stronger research tools to document youth beliefs, behaviours and experiences related to integrity. The TI-Secretariat and a number of key national chapters active in youth work in the Asia-Pacific region agreed to review the original methodology of previous research on youth integrity and address identified shortcomings before rolling out the emerging tool regionally and internationally within the TI movement. It was suggested that the TI Vietnam Programme could lead this review and pilot the new methodology in Vietnam.

THE PROCESS OF DEVELOPING THE NEW METHODOLOGY: A COLLABORATIVE APPROACH

The process of developing the YIS methodology and questionnaire has been led and coordinated by Ms Nguyen Thi Kieu Vien and Mr Matthieu Salomon from TT. The main ideas and dimension of the Vietnam YIS pilot came from the previous initiatives of TI chapters, particularly the Youth Integrity Index produced by TI Korea. In order to strengthen the tool, researchers from the DIAL team in Hanoi, Dr. Mireille Razafindrakoto and Dr. Francois Roubaud, who are familiar with both TI's tools and the Vietnamese context, were commissioned to review the previous research methodology.⁷ At the same time, TI and TT started to collaborate very closely with Dr Dang Dinh and Dr. Dang Giang from the Vietnamese non-governmental research center – Center for Community Support Development Studies (CECODES), on this project, in order to ensure that the new YIS methodology and questionnaire would be relevant and easily adaptable for a pilot survey in Vietnam. This collaboration brought strong local Vietnamese experience and expertise in research on governance topics to the new methodology. Researchers from the Youth Research Institute (YRI)⁸ also took an active part in these discussions and gave valuable inputs in the process.

In this regard the Vietnam YIS pilot is the result of a very close collaboration between international and local expertise. In December 2009, a regional workshop was organised in Bangkok, Thailand, where representatives from TI Korea, TI Bangladesh, TI Secretariat, DIAL, CECODES,

YRI and TT discussed these previous and new tools in depth to understand and assess youth beliefs, behaviours and experiences related to integrity. This workshop was instrumental in developing the Vietnam YIS pilot questionnaire and methodology. These were finalised in June 2010, after broad consultation with Vietnamese partners, TI chapters and the TI Secretariat's Policy and Research Department, as well as intense and lively discussions amongst the organisations involved, and some concrete testing of the questionnaire organised by CECODES and the YRI with youth groups in Hanoi. Chapter 2 and Annex 2 provide more detail on the methodology of the Vietnam YIS pilot.

To conduct the field work, TI, TT and CECODES partnered up with the Vietnamese NGO Live&Learn and its network of young people committed to promoting improved transparency in Vietnamese society.⁹ In a conscious decision to ensure that the interviewees would be comfortable during the interviews and to use the interview process as an additional means to promote awareness of youth integrity, interviews were conducted by young volunteers, students or recent graduates. The field work was coordinated by Ms Nguyen Thuy Hang from Live&Learn.

Thus this report is foremost the result of a very fruitful and collective effort involving local and international partners. The Vietnam YIS pilot provides a comprehensive, complicated and nuanced image of youth integrity in Vietnam that will help different stakeholders in their engagement with youth and in their efforts to promote stronger youth integrity. In addition, the study has also collected a wealth of valuable quantitative data not previously available, which can be used for further research in the future.¹⁰

2. THE METHODOLOGY

THE CONCEPT

The concept of the research is based on the definition of integrity as “[b]ehaviours and actions, consistent with a set of moral and ethical principles and standards, embraced by individuals as well as institutions, that create a barrier to corruption” provided by TI (Transparency International Plain Guide Language, 2009). Consequently, the YIS pays special attention to corruption issues¹¹ covering the way youth understand the concept of integrity, their awareness and perception of situations involving corruption, their attitudes, behaviours and actions when faced with corruption, and explores which actors have the most influence on shaping youth values and behaviours. Given that youth do not live in a vacuum, this information is crucial in order to understand why achievements in previous educational efforts have been limited and to identify and suggest more effective education measures.

The YIS research team chose to present the broad range of information provided by the survey in a comprehensive and detailed written analysis, rather than computing the data in the form of a youth integrity index. It was feared that an index would put too much emphasis on classifications and ranks, obscuring the important details explaining the specific context of the country. Furthermore, there was a concern that when the YIS is replicated in other countries, an index would create a tendency to put countries into competition with one another, impeding the way youth integrity should be understood and analysed.

THE SAMPLING DESIGN

The research covered young people between 15-30 years old to allow conformity with both the Vietnamese classification of youth (16-30 years), and the international definition (15-24 years). In order to explore potential differences between youth attitudes, behaviours and values from the rest of the population, the research sampled a control group of adults over 30 years old.

Throughout this report, whenever the term “youth” is used, it refers to the target group (aged 15-30). The term “adult” refers to the control group (respondents over 30 years old).

Following international statistical standards, the YIS used a multi-staged sampling design, selecting 12 provinces in 6 socio-economic regions of the country, each province containing 3 rural and 3 urban sampling points. Respondent lists were produced based on data from the 2009 Census by the General Statistics Office (GSO). In total, face to face interviews were conducted with 1022 youths aged 15-30 (the target group), and 519 adults aged over 30 (the control group).

Key demographic parameters of the sample, such as age and gender distribution, employment status and etc. are provided in Annex 1.

Much of the analysis in the report classifies respondents based on their education levels and living standards.

With regards to education, four groups are defined as follows: (i) Up to completing primary school; (ii) Up to completing lower secondary school; (iii) Up to completing upper secondary school; and (iv) Above upper secondary school education. Within the report, references to the “least educated” refers to respondents which have only studied up to the end of primary school and references to the “best educated” refers to respondents who have received post-upper secondary school education.

With regards to living standards, four groups of respondents are defined based on their self-perception of their own economic situation: (i) Living well; (ii) More or less alright; (iii) Alright but need to be careful with money; (iv) Living with difficulty. Within the report, references to the “worst off” refers to the group which is living with difficulty and references to the “best off” refers to respondents who say they are living well.

Responses were also analysed with respect to the age (looking at different age groups of youth), gender, occupation, geography (urban versus rural residences) and the ethnicity¹² of the respondents.

THE QUESTIONNAIRE DESIGN

The questionnaire considered four different dimensions of the concept of integrity:

- **Morality and ethics** – the conceptual understanding of standards of behaviour;
- **Principles** – the ability to differentiate between what is right and what is wrong;
- **Respect for laws** – the degree of compliance with the legal framework set forth by society; and
- **Resistance to corruption** – the ability to challenge corrupt practices.

It dealt with both questions on opinions and perceptions, as well as questions on experiences and behaviours. Questions on opinions and perceptions seek to capture the global understanding of the concept of integrity, while the questions on experiences and behaviour measure the extent to which respondents put notions of integrity into practice in their daily life.

Designed to roll out internationally, the questionnaire includes three parts. The core part covers the main basic questions (10 questions) to be asked in every implementing country in order to allow international comparisons and to provide the fundamental basis for a global and/or regional Youth Integrity Promotion Programme. An optional, second part with more specific questions allows for the collection of more detailed information (7 questions) to provide greater insights. The third part, also optional and to be developed in the context of each country, aims at including more country specific questions, addressing particular laws or evaluating specific policies (2 questions). The Vietnam 2010 survey included all three parts of the questionnaire.

THE FIELD WORK

The field work was carried out between August and December 2010 by Live&Learn, with the facilitation of CECODES and collaboration with provincial chapters of the Vietnam Fatherland Front (VFF). Young volunteers, mostly students and recent graduates, were recruited and trained to conduct the interviews.

Interviews took place in a neutral setting, such as a cultural house or in the home of respondents. Special attention was paid to avoid potential disturbances created by the presence of other people, especially public officials.

Due to logistical problems, the research team was not able to conduct the survey in one province. The number of observations in each province was thus increased in the remaining 11 provinces in order to achieve the planned total. In the end, surveys were undertaken in Hai Duong, Nam Dinh, Nghe An, Dien Bien, Lam Dong, Gia Lai, An Giang, Ho Chi Minh City, Long An, Binh Duong and Quang Ngai.



This map is for illustration purposes only

As the sampling was based on the 2009 census, there were also additional challenges in reaching all the people on the list, as some had migrated for work or study in the time following the census.

With its sampling design, the Youth Integrity Survey is one of the first surveys in Vietnam looking at integrity, which not only employs a rigorous scientific approach, but also covers both urban and rural population.

3. KEY FINDINGS

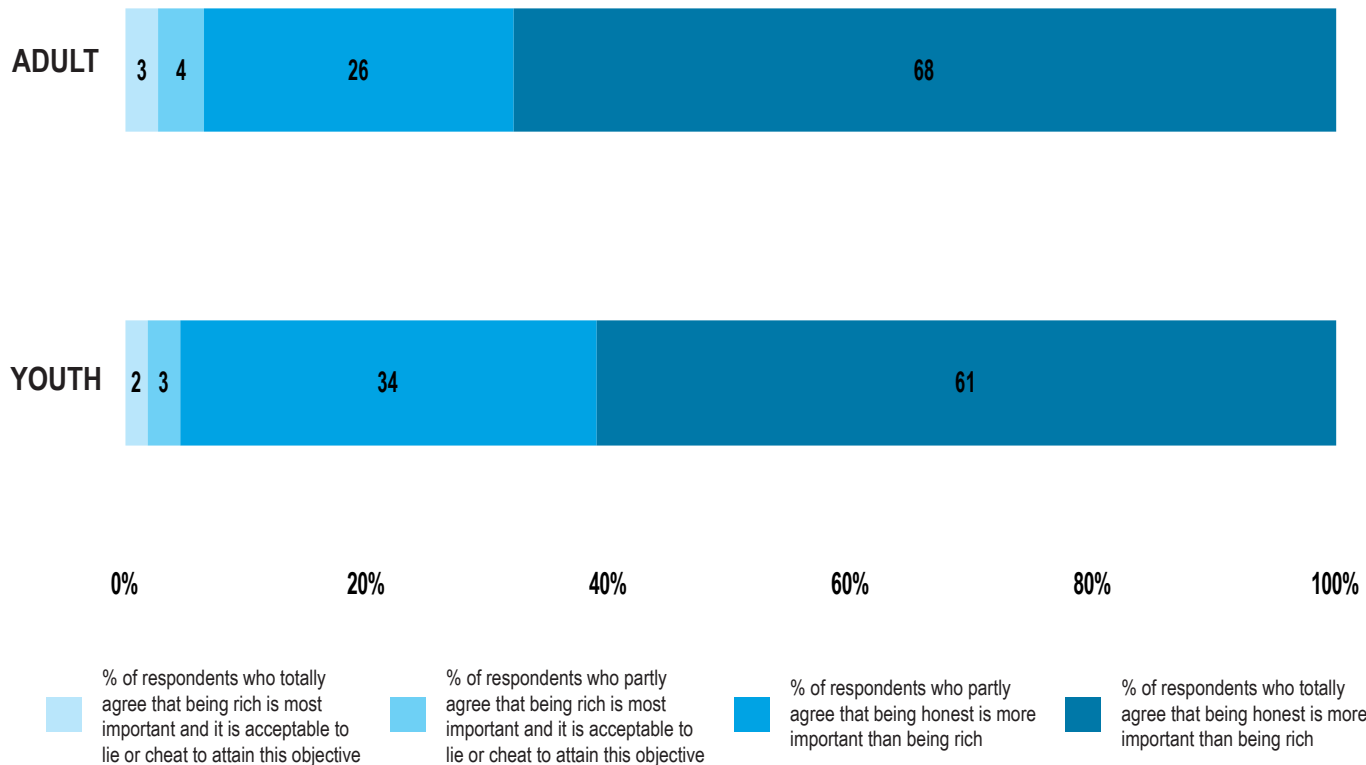
3.1 YOUTH VALUES AND ATTITUDES TOWARDS INTEGRITY

The starting point of the research is to look at the values and attitudes of youth in Vietnam today. It is important to investigate questions such as what they consider to be right or wrong, which acts they perceive as corrupt, how they understand the concept of integrity and how integrity is positioned in their value system in comparison to family loyalty, financial wealth and success. The exploration of these questions contributes to a greater understanding of the thoughts and the social interaction of youth today. This is the first key step of any educational programme which not only aims to be successful in changing youth values, but actually empowers youth to also change society.

VALUES

The survey approaches this broad area by aiming to see the importance that youth assign to integrity in comparison to wealth and success. Respondents are asked to give their part or total agreement to two opposite statements: “Being rich is the most important and it is acceptable to lie or cheat, ignore some laws and abuse power to attain this objective” opposed to “Being honest is more important than being rich”.¹³

FIGURE 3
Values on wealth, success and integrity (wealth versus honesty): youth versus adults



The clash between material advantage and integrity is formulated in a slightly different way. The survey asks respondents for their partial or total agreement on either the statement that “Finding ways to increase family income has the highest importance and it is acceptable to ignore some laws and abuse power to attain this objective”, or the statement that “Being honest and respecting laws and regulations are more important than increasing family income”.¹⁴

As shown in Figure 3, 4 and 5A (on the next page), the majority of responses from both youth and adults are generally aligned with socially accepted views on honesty and integrity. Out of the total number of youth surveyed, 95% partly or totally agree that being honest is more important than being rich, 89% with the statement that being honest is more important than increasing income, and 82% with the statement that an honest person has more chance of success – meaning at the same time, however, that 17% of youth believe that cheating is more likely to lead to success than honesty (see next page). Interestingly, youth seem more likely to take a central position (either only partly agreeing or partly disagreeing) than adults, especially when the subject is on wealth or income versus integrity.

FIGURE 4
Values on wealth, success and integrity (income versus honesty): youth versus adults

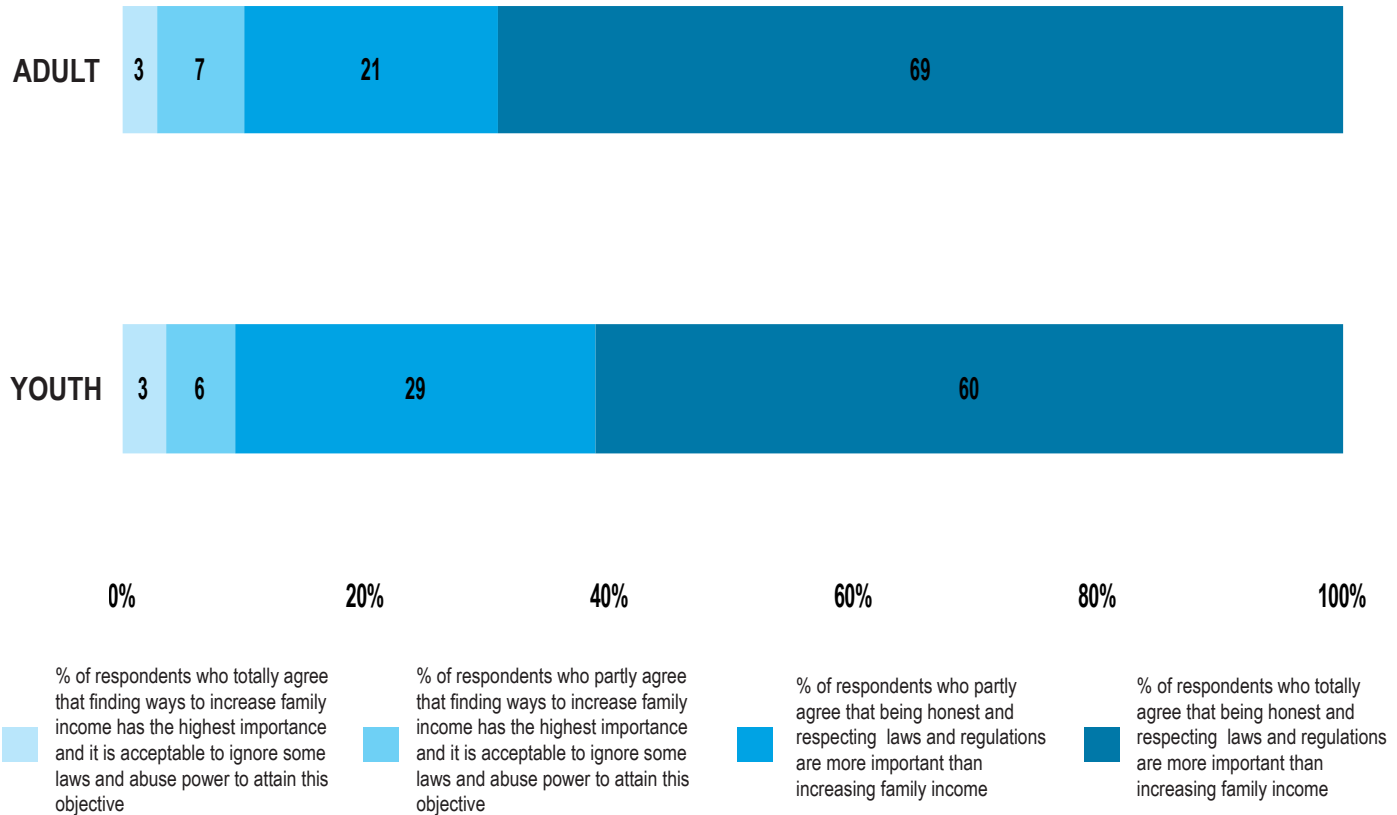
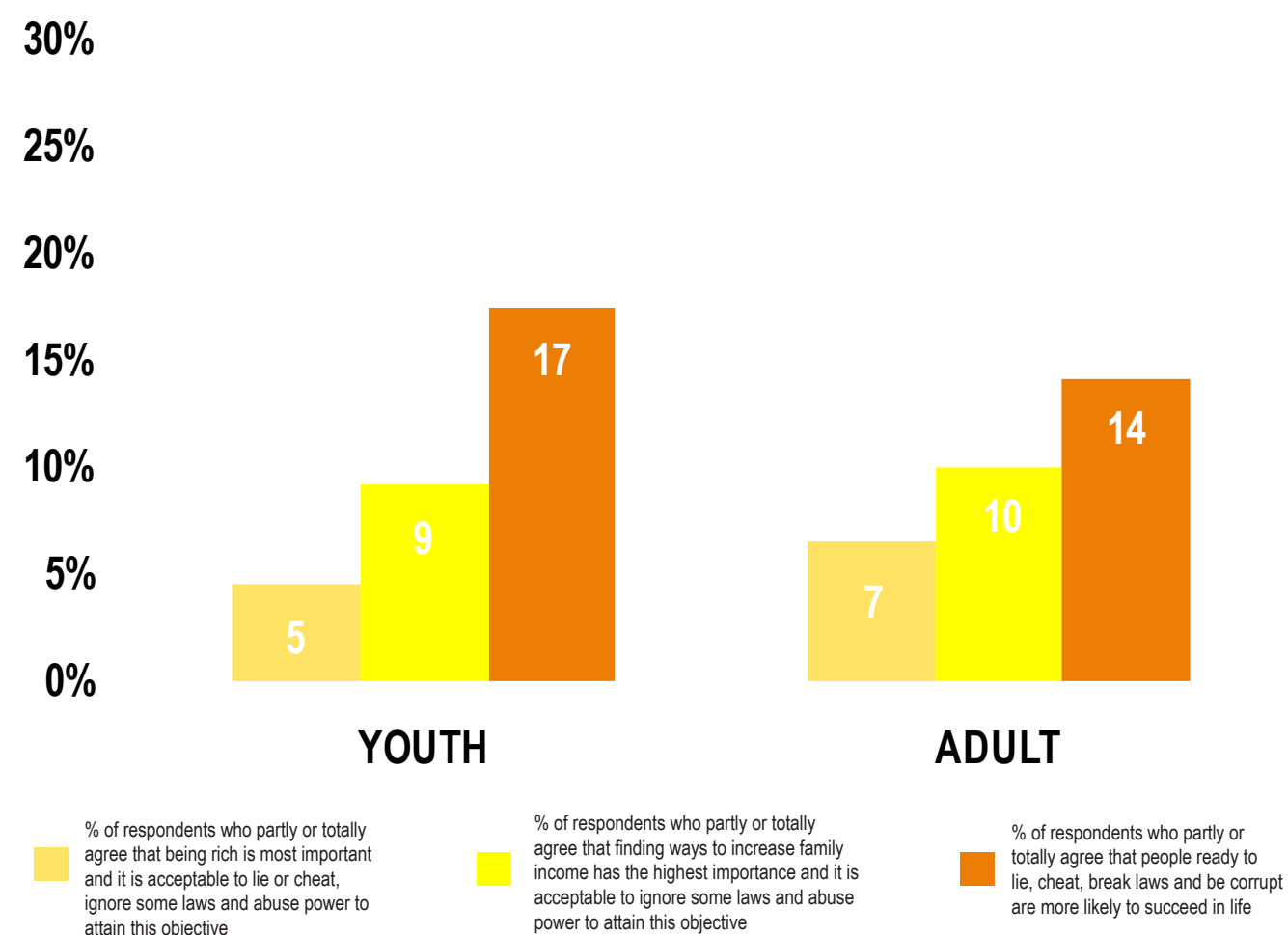


FIGURE 5A
Values on wealth and success and integrity:
youth versus adults

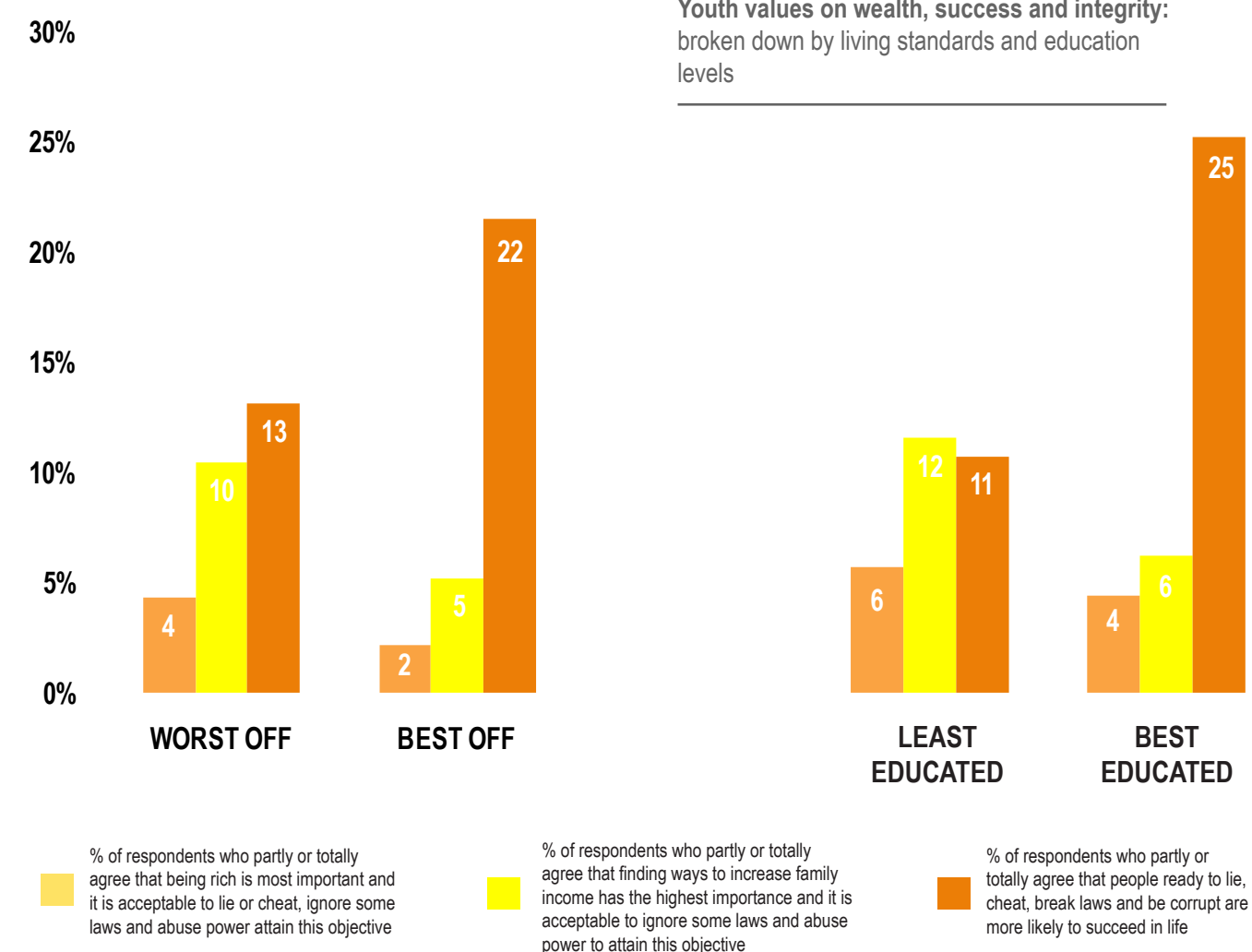


Finally, the last question in the set looks at what youth consider to be the key ingredients of success and asks for total or partial agreement on two statements: “People ready to lie, cheat, break laws and be corrupt are more likely to succeed in life” versus “An honest person, with personal integrity, has more or as much chance to succeed than a person who lacks integrity”.¹⁵

Overall, the figures were fairly consistent between youth and adults. As shown in Figure 5A, only 5% of youth totally or partly agree that being rich is most important and that it is acceptable to lie or cheat, ignore some laws and abuse power to attain this objective, slightly less than the number of adults who agreed (7%). Among the youth surveyed, answers to the questions were also fairly consistent across age groups, gender, occupation and geography (urban versus rural residence). For this question, differences

between respondents who consider themselves to be living with financial difficulty (worst off) and those who consider themselves to be living well (best off) are not large (4% versus 2%). Differences were also small between respondents classified as the least educated (those who studied up to the end of primary school) and those classified as the best educated (those who have undertaken post-upper secondary school education) (6% versus 4%).

FIGURE 5B
Youth values on wealth, success and integrity:
broken down by living standards and education
levels



Given that being rich is a broad and abstract concept, whilst increasing family income is much more concrete and tangible, it is natural that more youth are willing to sacrifice honesty to increase their family's income compared to the number willing to sacrifice honesty to be rich. In this case, the proportion of youth almost doubles to 9% (compared to 10% among adults). Interesting patterns start to emerge when we compare answers to this question by the economic situation of respondents. Responses were notably higher amongst the worst off (10% agreed compared to only 5% of the best off) and least educated (12% compared to 6% of the best educated).

Responses to the final question of this set are particularly troublesome. Not only do 17% of young people believe that cheating, breaking the law and being corrupt increase your chances of being successful, but this is the only category where there is greater agreement amongst the more educated and better off respondents. A striking 25% of the best educated (and 22% of the best off) believe that a person

with integrity has less chance to succeed in life. There are also sharp divides between responses from urban and rural citizens, as well as between Kinh and minority populations. The survey found that 23% of youth in urban areas believe that cheating increases your chances of being successful, compared to only 15% of youth in rural areas. The percentage among Kinh youth is 19% versus 12% among young ethnic minority populations. However diverging responses between ethnic and geographic differences may merely be a reflection of the fact that a higher concentration of the better off and better educated population live in urbanities and belong to the Kinh population.

It is deeply concerning that the group with the greatest intellectual potential, who are also the most likely to enter future leadership positions share a particularly cynical idea of the rules of life and society, especially given that the best educated and the best off normally have more exposure to examples of people who have achieved success.

ATTITUDE TO INTEGRITY

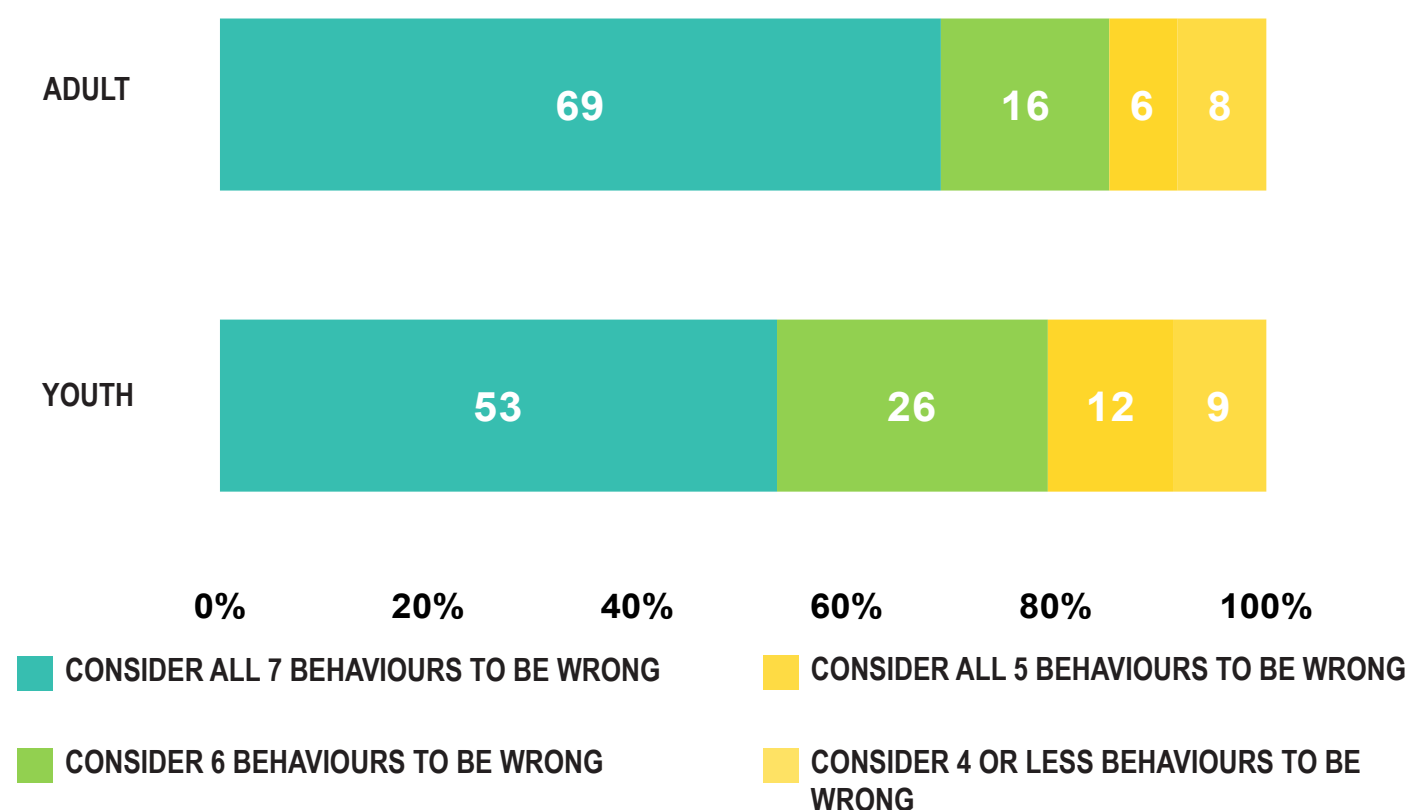
To complement these insights into value systems and ethical standards, the YIS also explored youth understanding of the concept of integrity. It did so by presenting a range of corrupt behaviours and asking the respondent whether they (a) think it is a wrong behaviour and (b) would accept the behaviour.¹⁶ The range of corrupt behaviours given vary from abstract propositions, such as “a leader does something which might be illegal but it enables your family to live better”, to concrete everyday life situations, such as “a person gives an additional payment or a gift to a doctor or nurse in order to get better treatment”.

The list of behaviours is provided below:

- A person does something which might be illegal in order to make his/her family live better
- A leader does something which might be illegal but it enables your family to live better
- A public official requests an additional unofficial payment for some service or administrative procedure that is part of his job (for example to deliver a licence)
- A person having responsibility gives a job in his service to someone from his family who does not have adequate qualifications (to the detriment of a more qualified person)
- A person gives an additional payment (or a gift) to a public official in order to speed up and facilitate the procedure of registering a car or a motorbike
- A person gives an additional payment (or a gift) to a doctor or nurse in order to receive better treatment
- A parent of student gives an additional unofficial payment (or a gift) to a teacher so that their child can get better grades

As shown in Figure 6 below, around 53% of youth consider all seven behaviours to be wrong. 26% makes one exception, and 21% see two or more of the seven behaviours as not wrong. Adults seem to be stricter: 69% of them reject all seven behaviours as wrongful acts.

FIGURE 6
Attitude to integrity- average perception of corrupt behaviours: youth versus adults



Across each of the hypothetical situations given, an average of 88% of youth said they considered each of the seven behaviours to be wrong, almost the same proportion as the control group of adults where an average of 91% of respondents perceived each behaviour to be wrong. An exception exists for the statement related to bribery to receive better medical treatment, where youth appear to be more flexible. Within youth there is also no significant difference in responses between genders, geographic spread (rural versus urban), occupations or ethnicities.

There are, however, slight differences between both educational levels and self-perceived living standards. Significantly more youth who are worst off view requesting bribes for the completion of administrative services by public officials and the payment of bribes for better medical services as wrong, while their response to other situations were more aligned. A possible explanation for this is that these two forms of petty corruption are among the most wide-spread with the greatest impact on the poor, while those who are better off can use their financial leverage to deal with these situations.

The gap between educational levels is greater – those with less education seem to be more flexible: among the least educated, an average of only 83% considered the behaviours to be wrong compared to an average of 91% of the best educated. The largest differences are found in statements related to: a person breaking the law to make his/her family's life better, a leader breaking the law although it makes the respondent's family's life better, nepotism in recruitment, and bribery to speed up an administrative procedure. On the other hand, responses to the statement related to bribery to receive better medical treatment are quite similar.

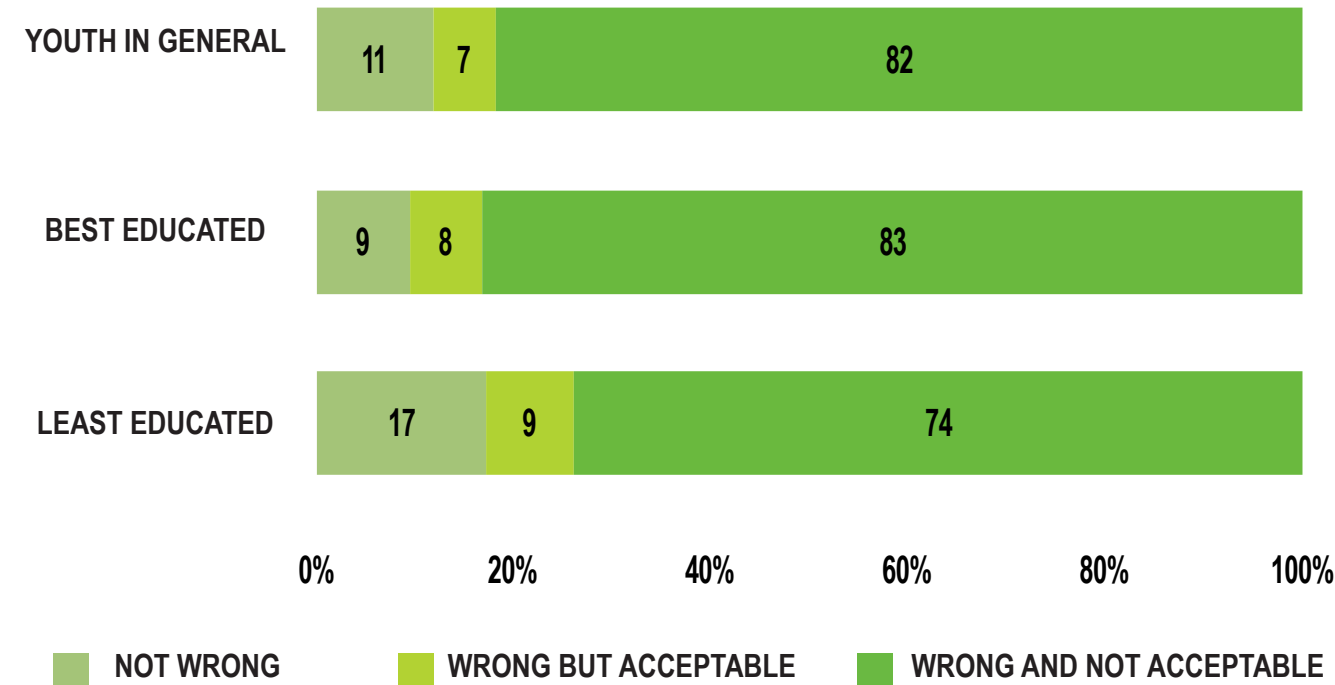
Among the situations in question, a significantly higher number of youth do not consider it to be wrong to give “additional payments or gifts in a hospital in order to get better treatment”: only 68% of youth in general consider it to be wrong, significantly lower than the percentage of adults at 82%. This number is fairly consistent across different groups of youth, except when we compare responses by living standards: among the best off youth, the number is as low as 58%, meaning that almost one out of two people in this group consider the payment of bribes for better medical treatment as “normal”. Willingness to engage in informal payments in health services may be explained by the fact that health is far more important than attaining a driving license or passing a school exam. Thus, the more easily people can afford informal payments, the more willing they are to pay for it.

TABLE 1
Attitude to integrity- average perception of corrupt behaviours (disaggregated view)

% OF RESPONDENT AGREEING THE CORRUPT BEHAVIOUR IS WRONG	YOUTH	ADULTS	BEST OFF	WORST OFF	BEST EDUCATED	LEAST EDUCATED
Average of each of the seven behaviours	88	91	82	88	91	83
Giving extra payment to get better treatment	68	82	58	69	64	68

The second part of the question adds on a differentiation and asks if respondents find the same behaviours to be acceptable, even if they think they are wrong. Figure 7 shows the results of average youth responses according to education backgrounds, broken down to three groups: those who do not think that the behaviour is wrong, those who think that it is wrong but still acceptable, and those who think that the behaviour is both wrong and unacceptable.

FIGURE 7
Averaged youth acceptance
of corrupt behaviours:
broken down by education levels



On average for all seven behaviours in question, 82% of youth find the behaviour to be wrong and unacceptable, while 7% know that these actions are wrong but are still willing to accept them. Finally, 11% do not consider the acts to be problematic at all. As shown above, the less educated are much more willing (26%) to accept the corrupt behaviours as either not wrong or still acceptable. This attitude perhaps reflects their personal experiences on how “the system works.” Even more concerning, it perhaps demonstrates that this group feels “excluded” and do not see any alternative solution to cope with their daily challenges without resorting to corruption. In any case, it also indicates that ethical education has failed to the greatest extent amongst this group. In later

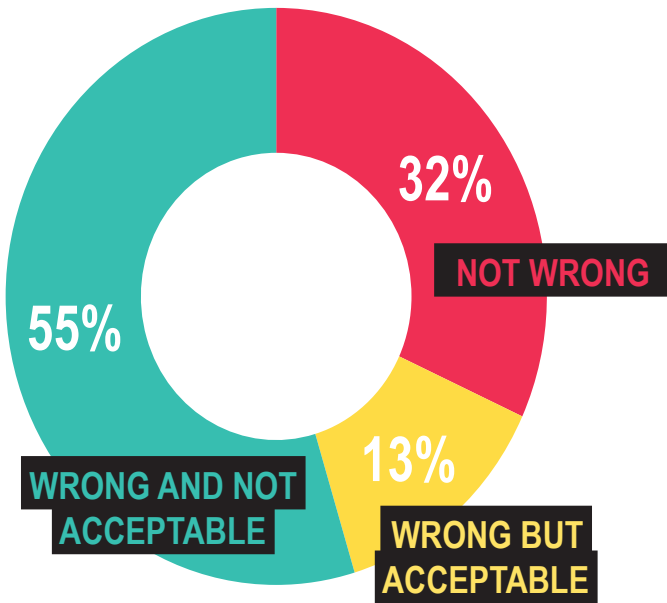
parts, the study looks at which information sources which actors in society have the biggest impact on shaping the views of different youth groups. This information will hopefully help to design more effective educational programmes.

On the question of “acceptance”, there are no big differences between gender, age groups, occupation, religion or geography. The only significant gaps exist between respondents from minority population (27%) and the Kinh population (16%), which again may be due to the fact that there is a significant overlap between those who are less educated and those from ethnic minorities.

Again, readiness to compromise when health is involved is by far greater than in all other situations. As shown in Figure 8, only around half of the young people surveyed see the act of giving an extra payment to receive better medical treatment as unacceptable. 13% of them admit it is not a proper behaviour, but are still willing to accept it, and as much as one third of all youth (32%) do not even consider such an action to be wrong. The total proportion of youth (45%) willing to accept bribes for better medical attention is significantly larger than the proportion of adults (30%). Among youth, this perception is quite consistent and does not vary much between gender, living standards or education levels. There does however exist a sharp gap between different age groups: 50% of the youngest group (15-18 years old) accept the practice compared to 41% of the oldest group (26-30 years old).

The fact that corruption is widely accepted in certain areas such as health care and is seen to be a normal part of life by all groups of the population will make fighting corruption in these cases very challenging.

FIGURE 8
Youth perception on giving extra payment
to receive better medical treatment



PERCEPTIONS ON THE IMPORTANCE OF INTEGRITY

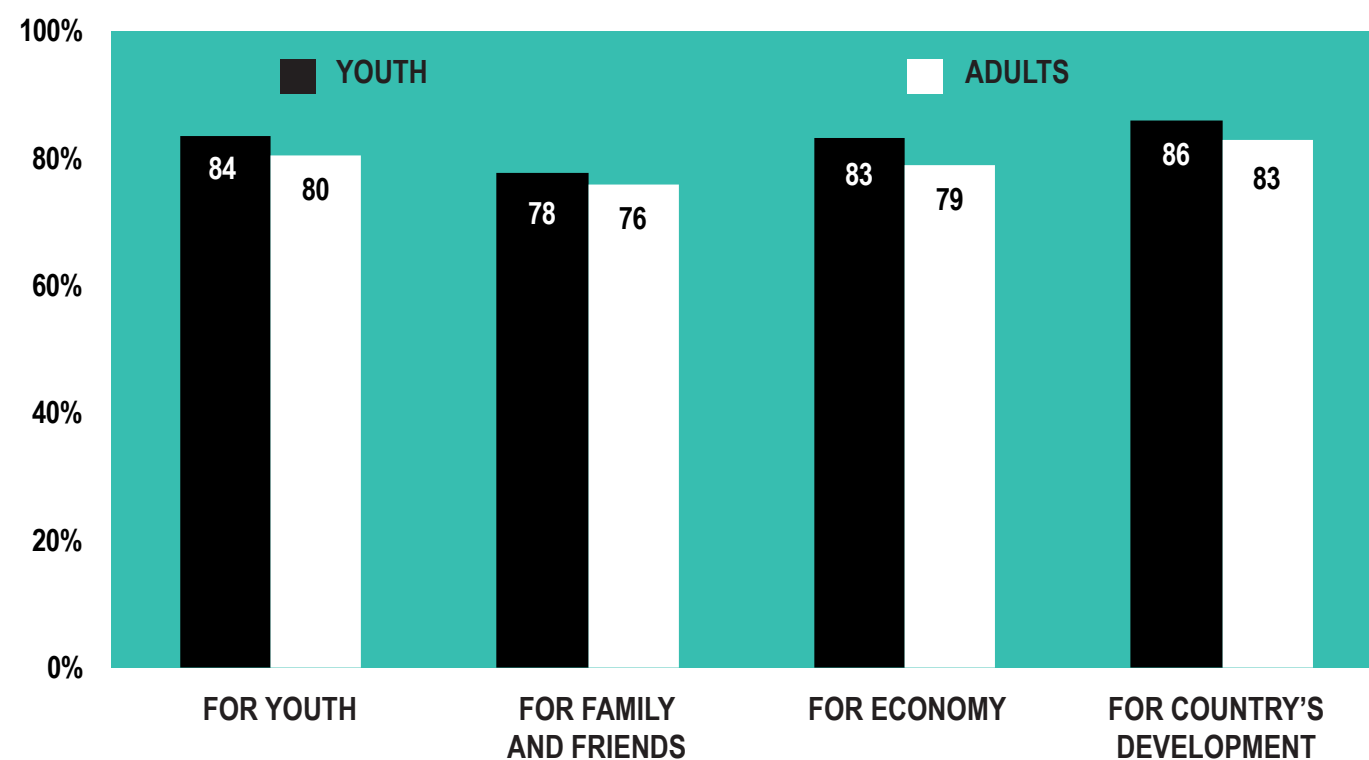
While the majority of youth reject examples of corrupt behaviours as both wrong and unacceptable (as previously shown in figure 7), what are their views on the importance of integrity and the impact of lack of integrity?

For this purpose, respondents were asked if they perceived lack of integrity (including corruption) to be a major problem for (i) youth; (ii) their family and friends; (iii) business / the economy in general; and (iv) the country's development.¹⁷

The absolute majority of youth, between 83% and 86%, believe that lack of integrity is very harmful for their generation, the economy and the development of the country. Interestingly, "only" 78% think that a lack of integrity has a direct impact on their family and friends. The adult control group has very similar responses. These results indicate that corruption seems to continue to be perceived as a somewhat abstract issue, and while both youth and adults recognise that it is bad for the country at large, they are less able to perceive its impact on their direct social environment.

A number of differences can be noticed between the responses of various groups of youth. While 90% of the better off perceive lack of integrity to be harmful to the country's development, only 81% of poorer youth make the same connection. The difference is even greater when we compare respondents by their educational levels: the more education young people receive, the more likely they are to perceive the negative impact of lack of integrity, both for their own social circles and for the wider society at large. Inversely, less educated youth are less likely to perceive its negative impact and are also more likely to reply that they do not know whether a lack of integrity is a serious issue. Figure 9A shows the striking differences between the most and the least educated groups of youth.

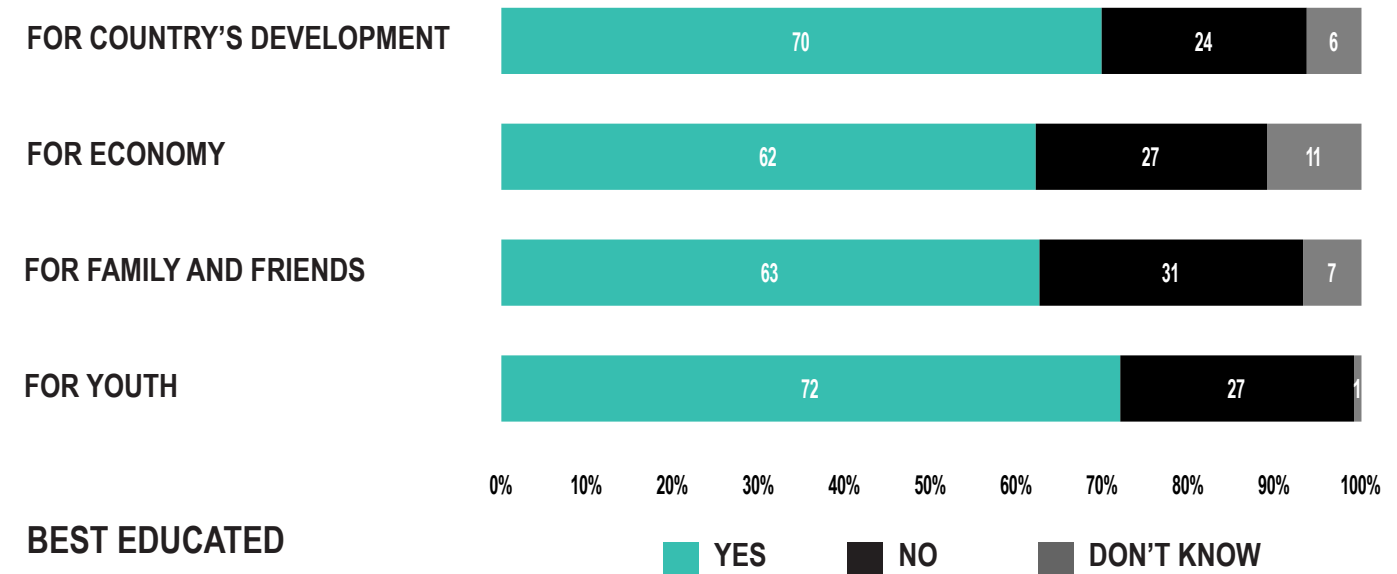
FIGURE 9A
Lack of integrity as a serious problem:
youth versus adults



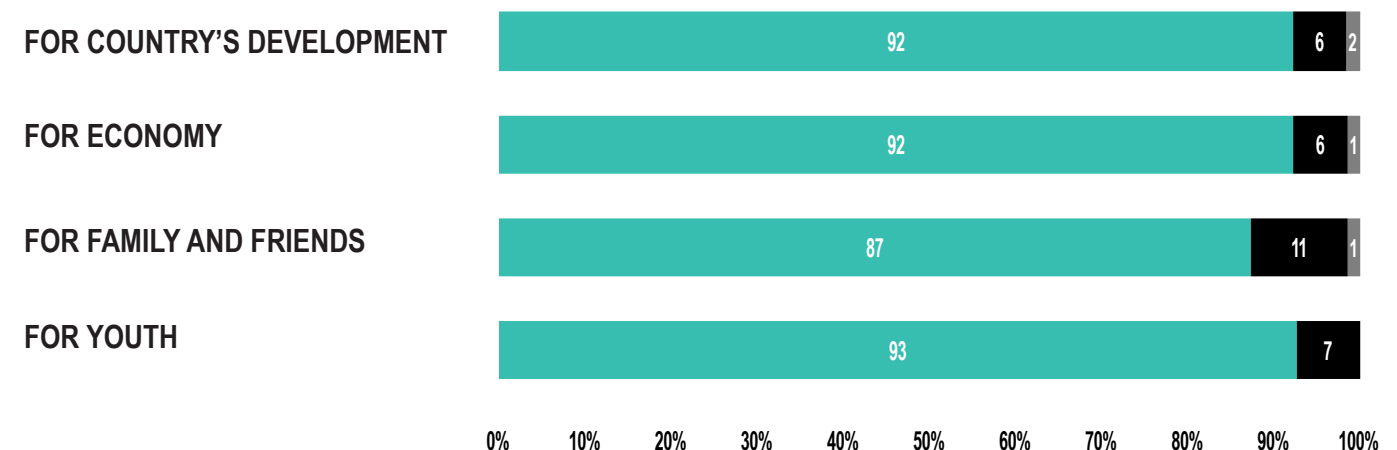
Only between 62% and 72% of the least educated believe that lack of integrity is harmful, compared to between 87% and 93% of the best educated. Almost one third of the least educated youth believe that lack of integrity has no serious impact on their family and friends. In addition, 11% and 6% of this group are not sure about its impact on the economy and the country's development respectively, while among the best educated, less than 2% did not have an opinion. Particular attention should be paid to those without an opinion, as they could potentially turn into informed citizens through proper educational measures.

FIGURE 9B
Lack of integrity as a serious problem:
broken down by education levels

LEAST EDUCATED



BEST EDUCATED



Finally, there is a significant gap in perceptions between youth from urban and rural areas, which may be a reflection of the educational divide: 85% of urban and only 75% of rural youth believe that lack of integrity negatively impacts their family and friends; 94% of urban versus only 83% of rural youth think that lack of integrity is bad for the country. Similarly, minorities have a much lower awareness compared to the Kinh youth population: 74% of the former compared to 89% of the latter are critical of the impact lack of integrity has on the country's development. Interestingly, on average, younger youth are also much more aware of corruption's negative impact than older youth. For example, 87% of youth between 15-18 years old believe that lack of integrity has a negative impact on youth, while "only" 77% of the youth between 26-30 years old make the same connection.

READINESS TO COMPROMISE INTEGRITY

How ready are young people to compromise their integrity if being honest involves a personal loss that impacts them either financially or socially? How ready are they to compromise their ethical values? The YIS assessed the difference between theoretical understandings of integrity and how ready young people are to make exceptions to this understanding. Respondents were asked to give their agreement to three definitions of a person of integrity.¹⁸ The definitions are somebody who:

- Never lies nor cheats so that people can trust him/her
- Never break the law in any case
- Never accepts nor gives bribes

Not surprisingly, 92% to 94% of youth have no problem in agreeing with these theoretical definitions. In addition, no significant variation exists between different gender, geographical divide, living standard or education levels, or between youth and the adult control group.

However, differentiations start to emerge when we analyse how ready respondents are to compromise their definition of integrity. For this purpose, three similar, but relaxed definitions of a person of integrity were offered as someone who¹⁹:

- Does not lie nor cheat except when it is costly for him/her or his/her family
- Demonstrates solidarity and support to family and friends in all manners even if that means breaking the law
- Refuses to pay or receive a bribe except when the amount is small or to solve a difficult problem

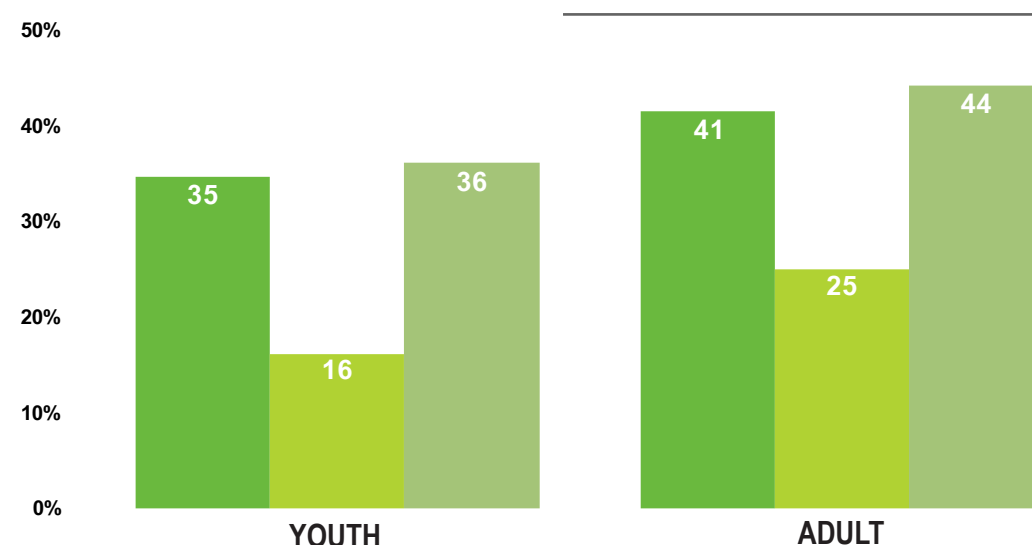


FIGURE 10A
Agreement with a “relaxed” definition of integrity:
youth versus adults

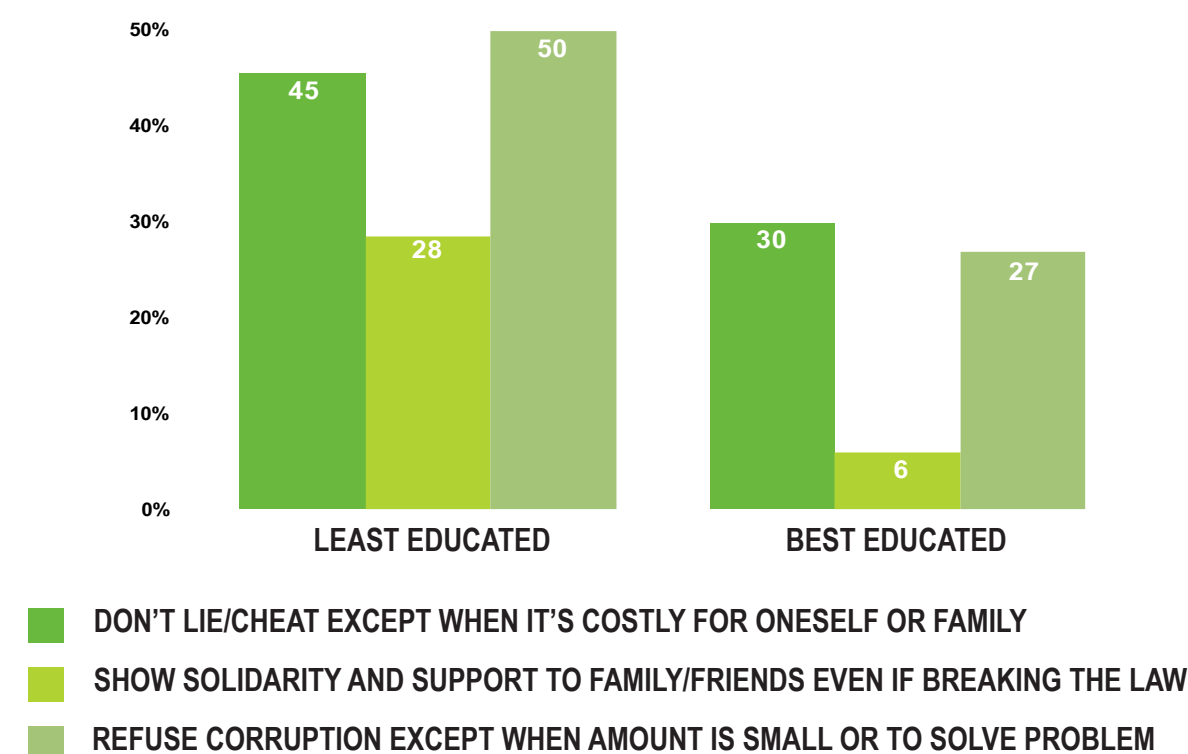
Figure 10A shows that in general, around one third of youth (35-36%) are ready to relax their definition of integrity and make exceptions if exercising principles of integrity results in financial disadvantages, will help in solving a problem or if the amount of bribe changing hands is small. 16% of youth are even ready to break the law in solidarity with their family and friends.

Adults are even more willing to compromise their integrity: almost half of the adults surveyed do not perceive the payment or receipt of small amounts of bribes to be problematic, and one fourth (25%) are ready to commit an unlawful act in support of their family and friends.

This difference is also prevalent among different age groups with youth becoming more willing to compromise their integrity as they grow older. Responses from youth aged between 26-30 years are very similar to the adult group, while the readiness of youth aged between 15-18 years to compromise their integrity is lower than the overall youth average. This indicates that compromising integrity is actually a process which develops as youth get older, where the principles that the youngest learn (and are ready to follow) are progressively being eroded and corrupted as they grow older, by their experiences of how the society concretely functions. This finding demonstrates that the more social and professional interaction a young person experiences, the more willing they are to relax their own definition of integrity.

Among youth, responses do not vary greatly between different genders and living standards (except that the worst off seem slightly more ready to accept small bribes). However, the divide between educational levels is striking. 45% of the least educated versus 30% of the best educated are ready to lie or cheat when it helps themselves or their family. Half of the least educated youth find it acceptable to engage in petty corruption, compared to 27% of the best educated. When it comes to breaking the law in support of their family and friends, only 6% of the best educated are ready to do it, compared to 28% of the least educated (Figure 10B).

FIGURE 10B
Agreement with a “relaxed” definition of integrity:
broken down by education levels



Are those with less education less aware of the consequences and the harmfulness of their acts, or have they learned that this is the way they have to go through life? Or, once again, do they feel that they simply do not have any alternatives to overcome their daily challenges?

When broken down by occupation, unemployed and job seeking youth demonstrate a much higher readiness to relax their definition of integrity compared to youth who are employed or currently undertaking training or education. The reasons for this difference are probably easily understood. On the other hand, living standards do not appear to have a clear impact on responses. It is possible that education rather than economic pressure have a greater influence on youth attitudes and values.

3.2. YOUTH EXPERIENCES AND BEHAVIOURS

In addition to norms and moral standards, another area to be investigated is youth exposure to corruption, as well as their behaviour and responses to such situations. People's actions are not always in line with their personal values, and for the research it is important to understand the relationship between ethical understanding and judgement and the capacity to follow these up on the behavioural level.

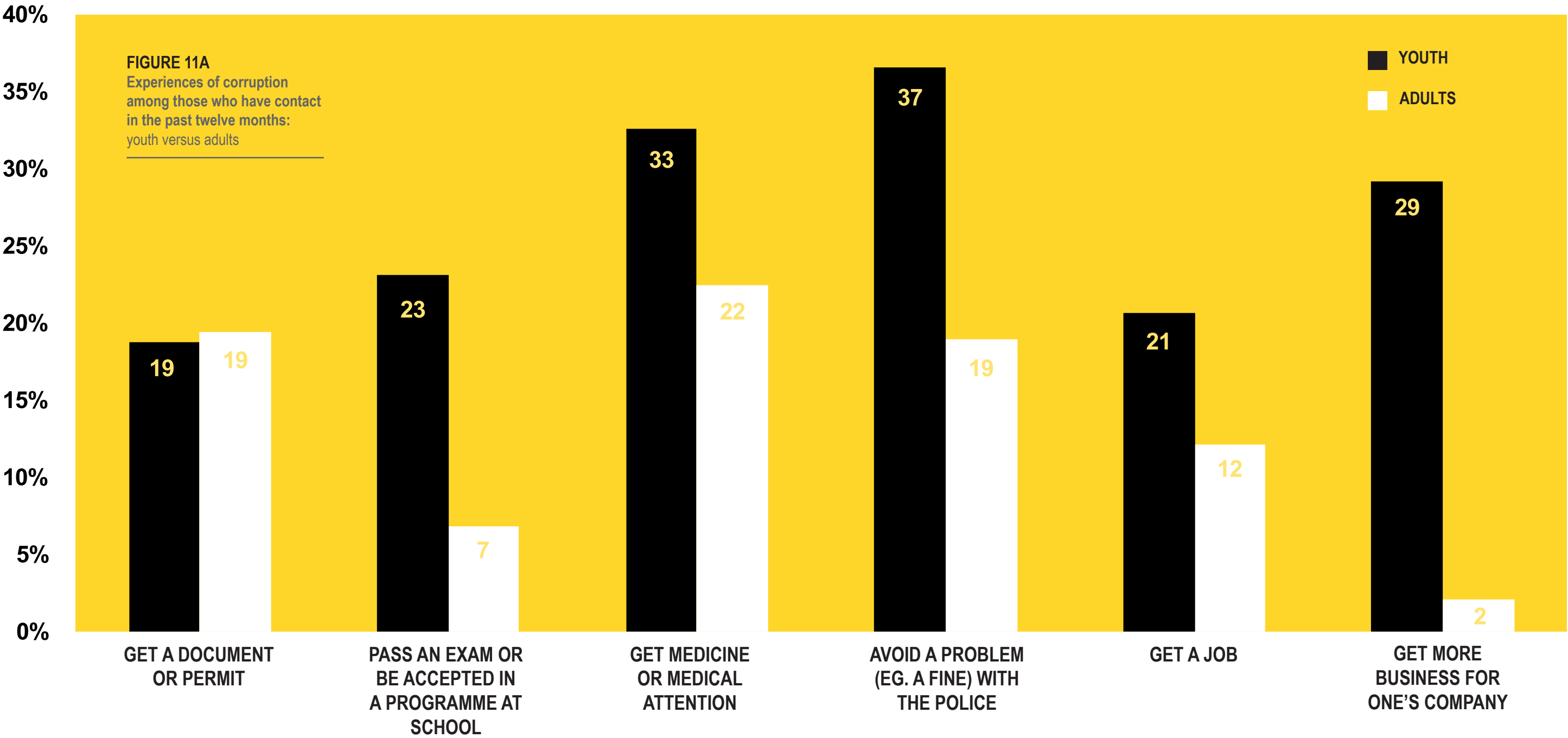
EXPERIENCES WITH CORRUPTION

Before turning our attention to youth behaviour, it is important to understand their experiences with corruption. How often are youth exposed to situations where they have to pay a bribe? Do they experience more or less corruption compared to adults? In this study, respondents were presented with a number of situations and were asked if they had faced corruption in any of the situations during the past 12 months.²⁰ The situations are: (i) Getting a document or a permit, (ii) Passing an exam or being accepted in a program at school, (iii) Getting medicine or medical attention for oneself or family in a health centre, (iv) Avoiding a problem (e.g. a fine) with the police, (v) Getting a job and (vi) Getting more business for one's company.

The percentage of youth who came into contact with one of these situations (percentage of "contacts") ranges from 9% (for getting more business for company) to 40% (for getting medicine or medical help). Among those who had been in these situations, between 19% and 37% of youth had experienced corruption, as shown in Figure 11A. Receiving medical treatment, encounters with the police and getting more business for one's company were found to be the situations most likely to involve corruption (with 33%, 37% and 29% of youth who had come into contact with these situations respectively stating that they had experienced corruption).

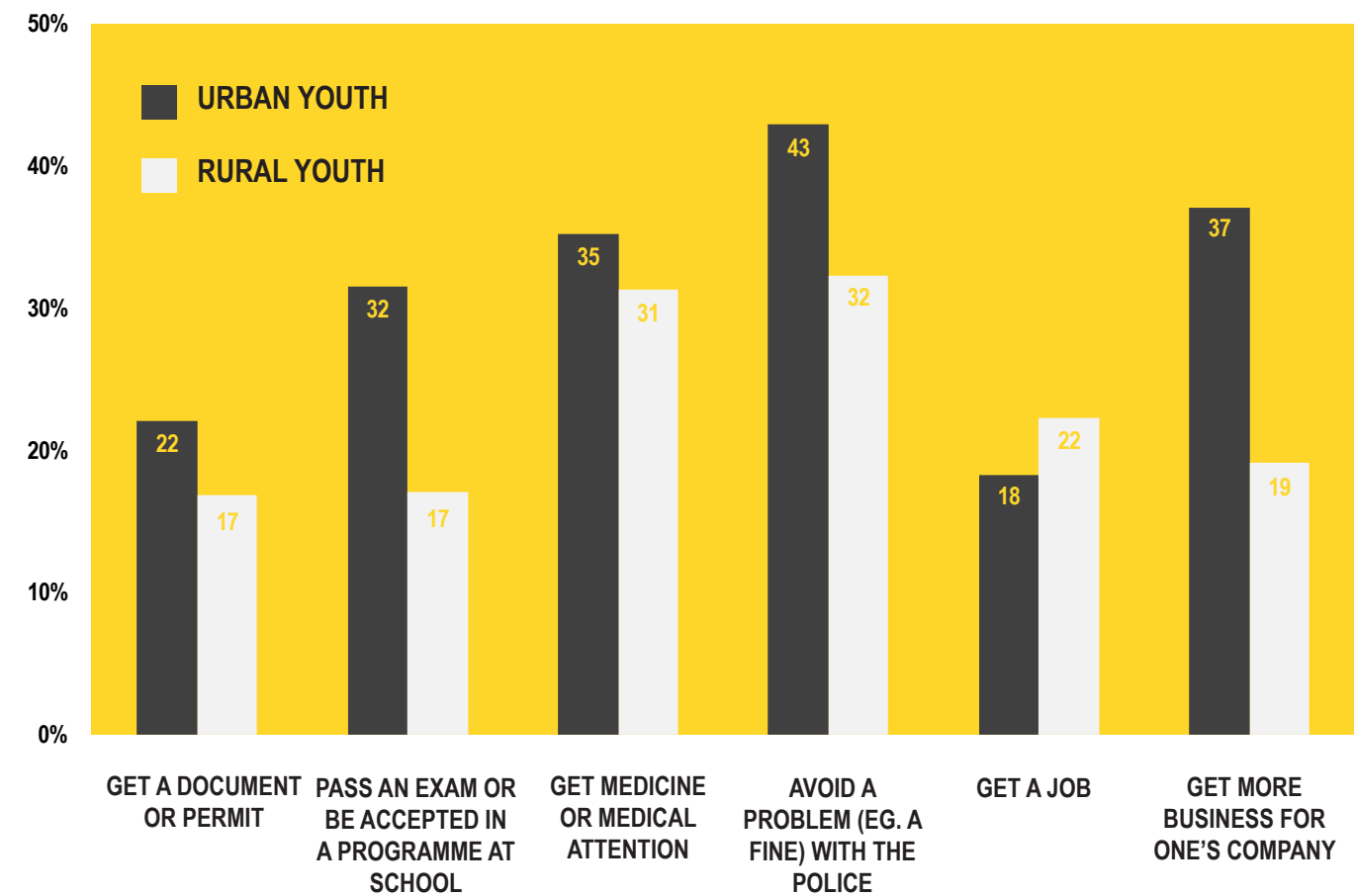
The high rate of experiences of corruption in the health sector is unsurprising given previous surveys which often reveal the seriousness of corruption in the health sector.²¹

The high incidence of experiences of corruption with the police can probably be explained by experiences with the traffic police (particularly given that respondents were given the specific example of "avoiding a fine"). Unfortunately experiences of corruption in business amongst the surveyed youth is probably reflective of the general business practice in Vietnam and can also explain why young people have such a "negative" image of the integrity of business people,²² particularly given that 21% of youth surveyed had to pay a bribe to get a job. The picture in Vietnam is concerning when one considers that youth have to deal with bribery in one out of three incidents in these areas. It is particularly alarming for future generations when 23% of youth declared that they experienced corruption when passing an exam or being accepted into a programme at school, which will inevitably produce strong scepticism and cynicism about the value of academic degrees, diplomas and the quality of education.



It is important to note that in five out of the six situations presented, adults experience significantly less corruption than youth. The data seems to confirm the assumption that youth are more vulnerable to corruption. Youth are probably an easier target compared to adults, as they may be more impressionable and have less experience in dealing with situations of corruption, and are consequently less resistant and pose less risk to the bribe-asker.

FIGURE 11B
Experiences of corruption among those who have contact: broken down to geographic areas



Education levels do not necessarily seem to make a difference to responses, although the best educated appear to have more experience with corruption when seeking medicine or medical attention (45% compared to 18% of the least educated), in avoiding a problem with the police (41% vs. 32%), and in getting more business (50% vs. 37%). When comparing living standards, the best off group experienced more corruption when seeking medicine or medical attention (37% compared to 27% of the worst off youth), getting a job (49% vs. 12%) and getting more business (35% vs. 12%), although the differences are not so significant in the other situations. This can perhaps be explained by the fact that the best off youth are either more often asked or offer to pay (higher) bribes in the described situations, because they can afford to pay more.

There also appears to be a clear rural and urban divide. Figure 11B shows that urban youth consistently experience more corruption, most significantly in the education system, in business and when dealing with police and health sector.

Given the considerable extent to which youth experience corruption in everyday situations, how do youth perceive the level of integrity of the respective service providers? Respondents were asked to give their assessment of the integrity of a range of public and private institutions, from “very good” to “very bad.”²³

Figure 12A focuses on the share of youth who assigned either “very good” or a “very bad” to the integrity of four important public service providers: the local/national administrative system, the police/security,²⁴ the public education system and public health care.²⁵

While there is not a marked difference between the number of youth (ranging from 11% to 13%) who rank each of the four institutions as very good, significantly more youth rated the traffic police and public health care as “very bad” (12% and 8% respectively) compared to the local/national administration and public education (both 5%).

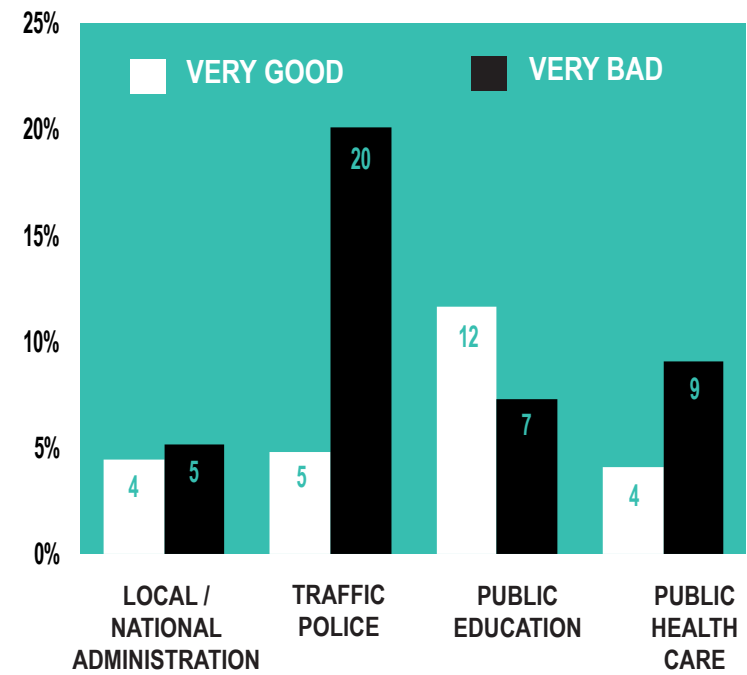


FIGURE 12B
Youth rating of integrity of public services as “very good” and “very bad”: best educated

The responses are fairly similar to the adult control group and there are also no significant gaps between either gender or geographical differences. Interestingly, the best educated youth are much more critical, with fewer of them giving a “very good” rating to any of the institutions, and a considerable 20% giving the police their mistrust.

WILLINGNESS TO VIOLATE INTEGRITY

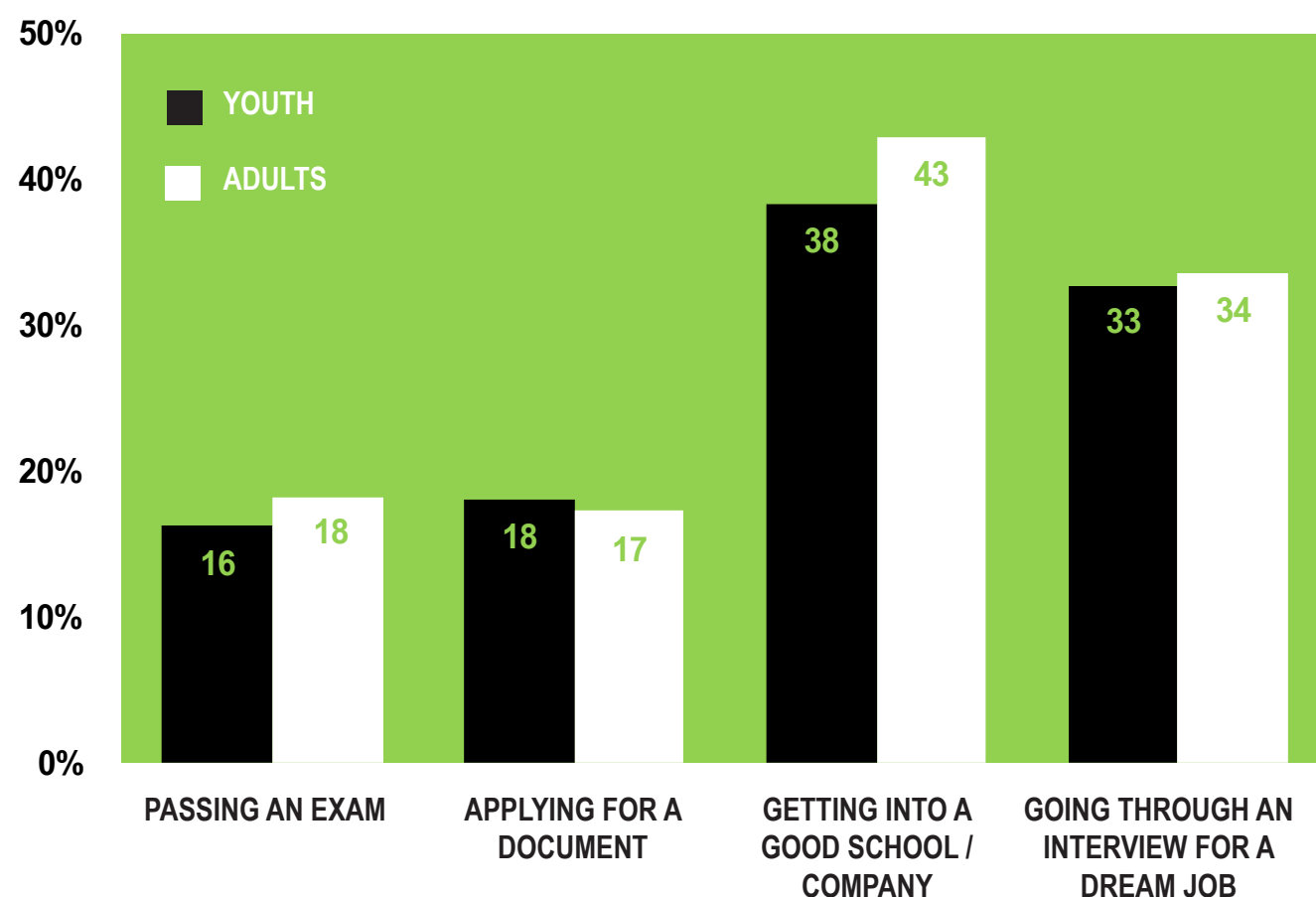
People are not just victims of corruption, but in many situations also actively violate principles of integrity and are sometimes even the perpetrator of corrupt practices. To better understand how youth behave in situations in their life that present opportunities for corruption, the YIS presented four situations of varying importance:²⁶ (i) Passing an important exam; (ii) Applying for a document; (iii) Getting into a school or company; and (iv) Going through a job interview. In each situation, respondents are asked to take either decisions of integrity (such as taking the exam without cheating) or decisions violating integrity (such as asking a relative for help to bypass a job selection process).

Figure 13 shows the share of youth who indicate their willingness to violate principles of integrity in the given situations. It can be noticed that the more financially important the situation is for the respondent, the more willing they are to engage in corrupt (or at least questionable and dubious or dishonest) practices. For the first two situations:

passing an exam and applying for a document, only 16% and 18% of youth are ready to cheat or pay a bribe. However, in the last two situations (getting into a good school / company and going through an interview for a dream job) which could be considered as having a greater impact on the future of the respondent, 38% and 33% of youth respectively are willing to engage in corruption.

In the case of getting into a good school or company, adults and youth from ethnic minorities are more ready to make a corrupt decision (e.g. using personal contacts) than the youth average. In the case of applying for a document, the best educated, the best off, urban youth and women seem to be more willing to follow integrity principles and seek further information and explanations on their entitlements. In general, however, behaviours do not seem to vary much between groups. The numbers are fairly consistent between youth and adults and also across gender, education levels and living standards. In addition, there seems to be no difference in responses between youth who have previously been victims of corruption, compared to those who have not, perhaps illustrating that corruption has become institutionalised. These results are well in line with the flexible attitude that youth display towards integrity and their willingness to relax its definition when there is a financial cost or family loyalty is at stake. It indicates an attitude of broad pragmatism among both youth and adults, which extends well into opportunism and using nepotistic networks.

FIGURE 13
Willingness to take decisions which violate integrity in different situations: youth versus adults

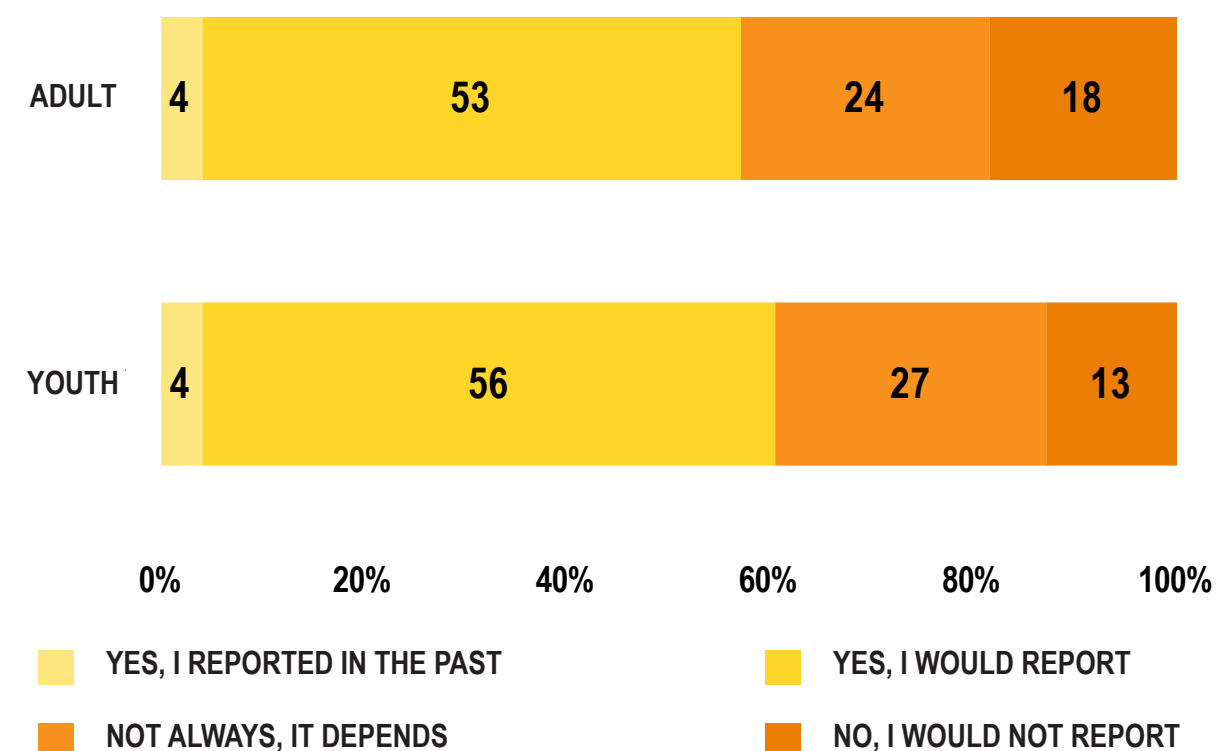


COMMITMENT TO FIGHT CORRUPTION

Another aspect of youth behaviour to be better understood is their level of commitment to fighting corruption. The YIS uses a hypothetical situation from the respondent's typical environment — a teacher offers to let the respondent pass an exam in exchange for money²⁷ — to investigate whether the respondent would report the case.

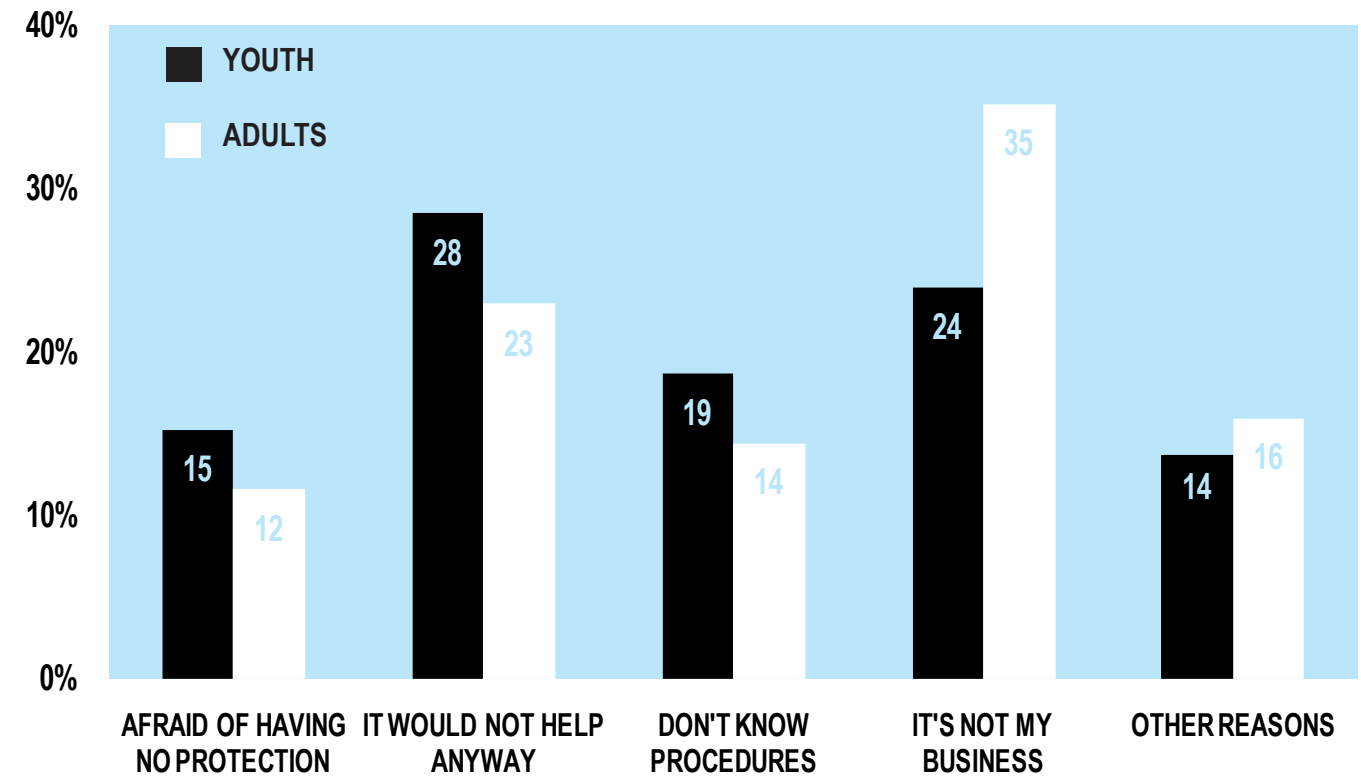
Figure 14 shows that around 60% of youth would report the incident (out of them, 4% already did so in the past). The remaining youth are either not sure (27%), or say out right that they would not report this corrupt act (13%). Adults behave in a similar way, with 24% saying that it depends and 18% saying that they would definitely not report it. There are no meaningful differences between gender, wealth and urban/ rural populations, but education seems to have an impact: 48% of the best educated say they would not report such an incident, compared to only 31% of the least educated. Among the best educated, the main reason for not reporting is that they do not believe that it will help. This pessimism possibly leads to a larger degree of apathy among this group of youth.

FIGURE 14
Commitment to report corruption: youth versus adults



As the next step, those who chose “no” or “not always” are asked about why they are not ready to report such an act of corruption (see Figure 15A).²⁸ The most cited reason is that it does not concern them: 35% of adults and 24% of youth who do not report say that it is because it is not their business. Doubt about receiving an effective outcome from reporting corruption prevents 28% of youth and 23% of adults from doing so. About 15% of youth do not report out of fear and 19% say that they do not know the proper reporting procedures.

FIGURE 15A
Reasons for not reporting corruption:
youth versus adults



In other words, a combination of pessimism (it would not help anyway) and indifference (it is not my business) account for why 58% of adults and 52% of youth do not report corruption, while fears of safety and security come as the least reported reason. It indicates that while regulations to protect whistleblowers are important, it may not be the most vital and urgent way to encourage people to fight corruption. The most important seems to be to demonstrate that reported cases are handled properly and efficiently, and that citizens also have a responsibility to report cases of corruption.

There is a strong attitude that reporting corruption “would not help anyway” cited by 41% of urban youth compared to only 23% of rural youth, illustrating that a widespread

pessimism exists in urban areas. This probably goes hand in hand with the fact that corruption happens more frequently in urban areas, as mentioned above. While education, living standards and geography all appear to have an impact on how willing youth are to report corruption, previous experience with corruption does not appear to have an influence on their willingness to report.

As outlined earlier, youth who have previously been exposed to corruption are not more likely to report it. This may appear surprising at first, however previous experiences with corruption perhaps helps to institutionalise corruption as inevitable in the minds of youth, fostering the belief that it is not worth or perhaps not even possible to fight against it.

The reasons also differ quite significantly between different youth groups. Figure 15B shows the differences between the financially best off and the worst off group. Better off youth appeared to be more informed: only 10% of this group responded that they did not know the procedures, compared to 25% of the worst off. The main reason that the best off do not report corruption is due to their pessimism (37% responded that “it won’t help anyway”). Among the worst off youth, the three most popular reasons are pessimism (29%), indifference (27%) and lack of information (25%).

FIGURE 15B
Reasons for not reporting corruption:
broken down by youth living standards

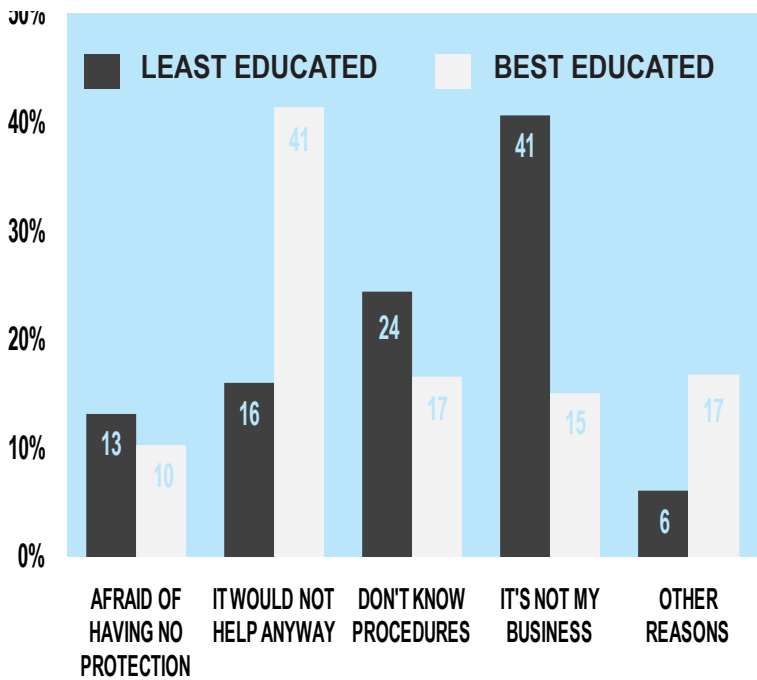
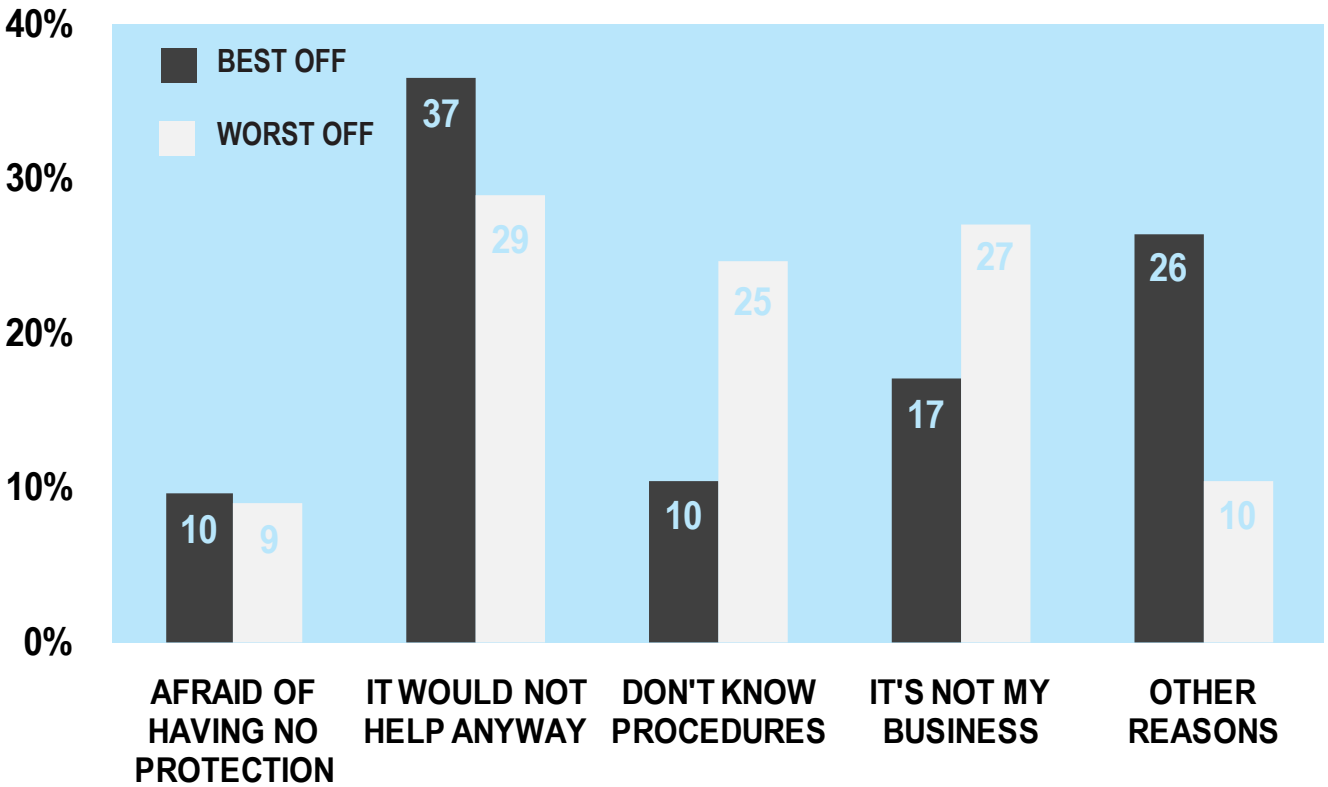


FIGURE 15C
Reasons for not reporting corruption:
broken down by youth educational levels

Responses between different educational levels vary slightly more. The single most important reason for the least educated youth is indifference (41%), followed by ignorance of procedures (24%). On the other hand, the best educated show an overwhelming pessimism in reporting corruption – 41% believe that reporting corruption would not bring any result – demonstrating that they do not trust the effectiveness of existing anti-corruption mechanisms. On the other hand, only 16% responded that it was not their business, compared to 41% of the least educated, perhaps indicating that the more educated are less indifferent to corruption (see Figure 15C).

Given the existing reluctance towards reporting corruption, how do youth perceive their own role in building integrity and their own impact on society? The YIS asked respondents to give their total or partial agreement to one of the following two statements:²⁹ “Youth can play a role in building integrity and the fight against corruption through advocacy and changing attitudes” and “Cheating and bribery is the normal way of life which youth cannot change, as nobody cares about youth opinions or behaviours.” Figure 16 shows the overall results, disaggregating responses by education levels.

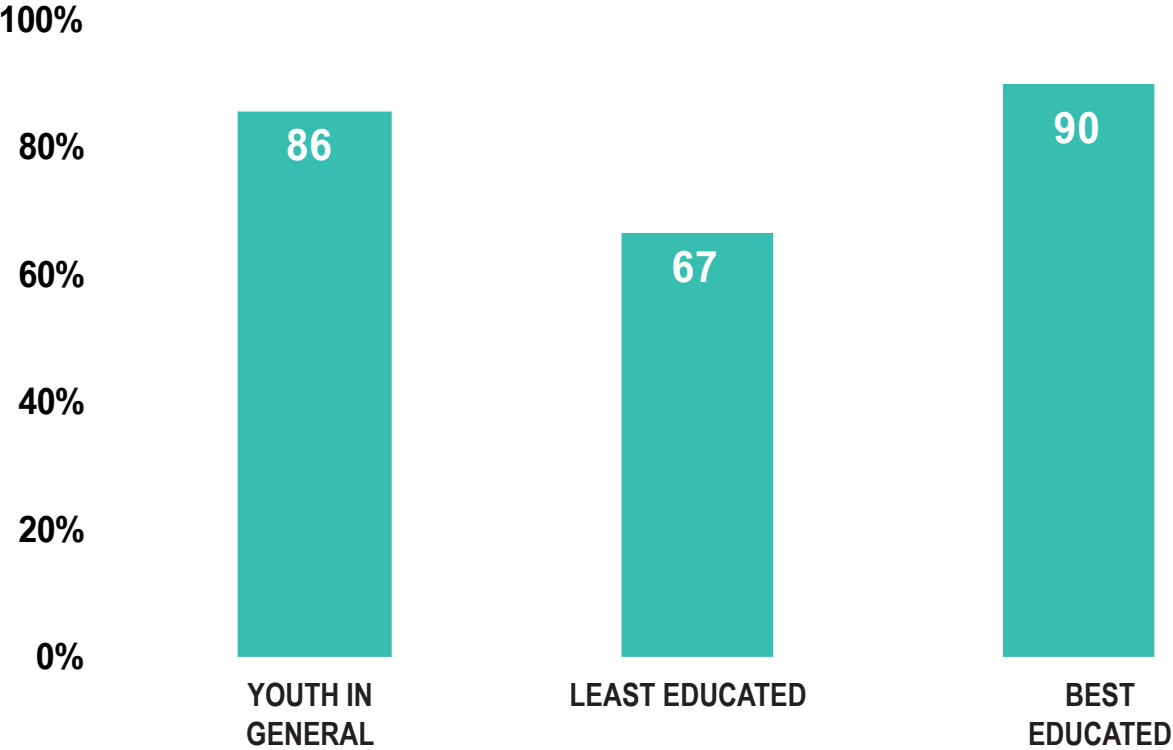


FIGURE 16
Agreement that youth can play a role in promoting integrity: broken down by education levels

The answers are optimistic: close to 90% of youth agree that they can play a role in fighting corruption, and even among the least educated, 67% believe that youth can make a difference. These figures may appear high, perhaps indicating that respondents made an effort to pick the most “politically correct” answer. However they may also reflect that youth place significant trust in their collective capacity to “change” things, indicating that there may be a great difference in how youth view the impact of their individual versus collective actions. Anti-corruption efforts could try to build more on this.

On the other hand, 23% of the worst off and 28% of the least educated youth agree with the statement that “cheating and bribery is the normal way of life”, again confirming the cynicism demonstrated earlier. In other words, it will be very

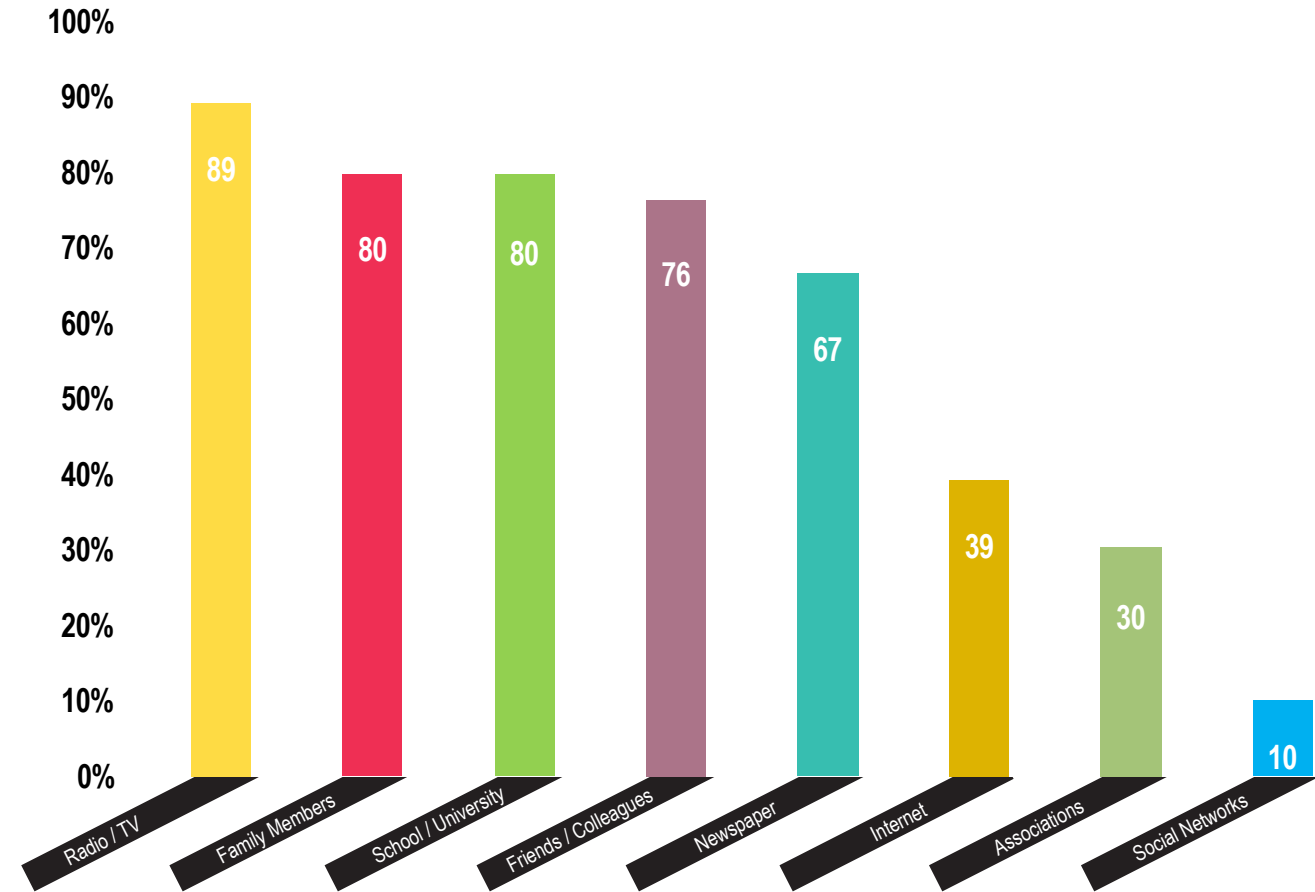
difficult to convince between one fourth and one third of the financially worst off and least educated Vietnamese youth that the rules of society on corruption and integrity can be changed.

Given that one third of youth are ready to engage in corrupt practices when it comes to making decisions about their future employment, and half of the respondents would not report an incidence of corruption which directly concerns their education, mainly because “it is not their business” and “it won’t help anyway”, this strong conviction in their own ability to change the status quo seems to be somewhat incongruous to previous responses. At best, this reflects an optimism amongst youth about their collective capacity and at worst, an inherent lack of self-criticism and self-awareness of the impact of their own actions.

3.3. THE ENVIRONMENT: INFLUENCES ON YOUTH

Youth do not live in a vacuum. Their attitudes and values are shaped by other people such as family or friends, and by institutions such as school or the media. This part of the YIS looks at different sources on integrity and anti-corruption, and how they impact on shaping the ethical views of youth. This information is crucial in order to understand why achievements in previous educational efforts have been limited and to identify and suggest more effective educational measures.

FIGURE 17A
Information sources shaping youth values on integrity



SOURCES OF INFORMATION

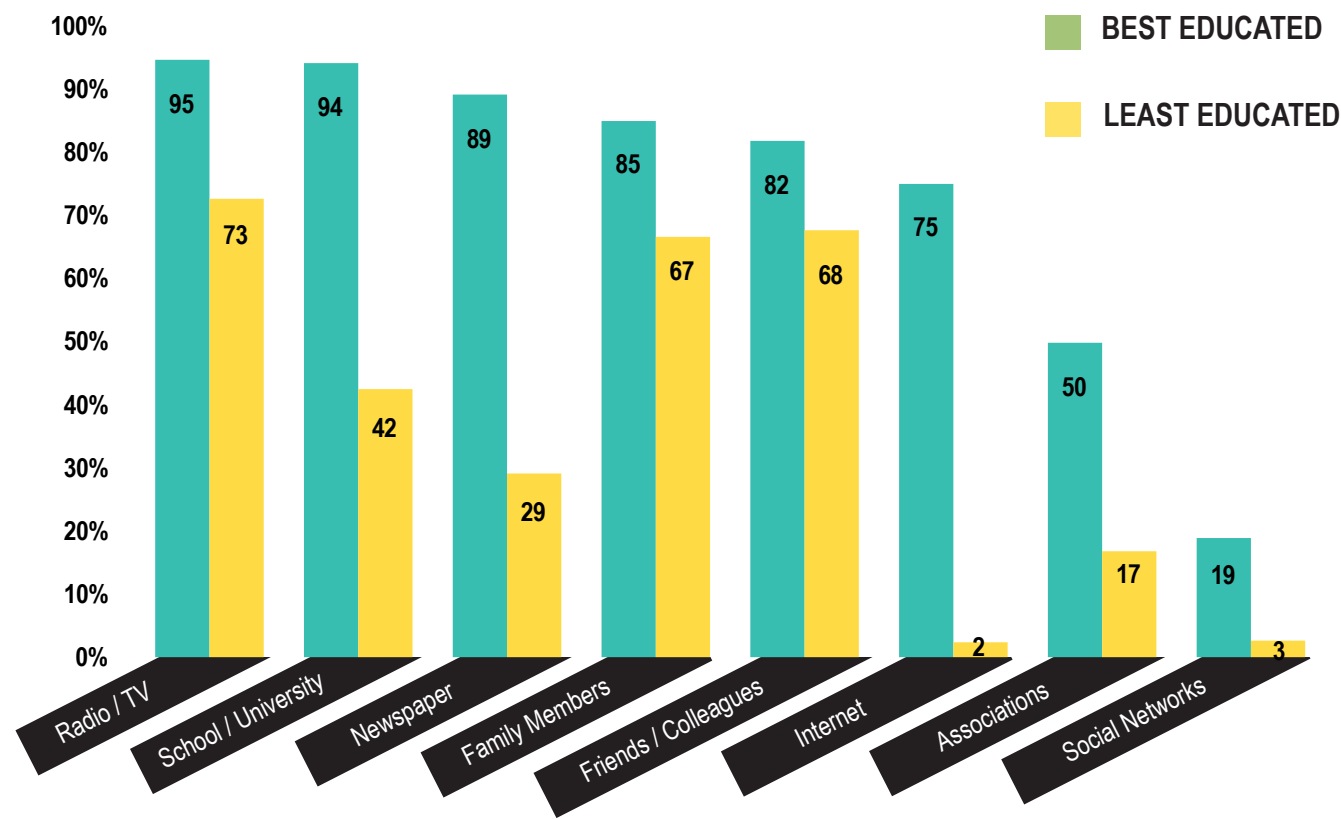
In general, the four most important sources in shaping youth view on integrity are the TV and radio, cited by 89% of respondents, the learning environment (school or university) and family (both cited by 80% of respondents), and friends and colleagues (76%). These are followed by newspapers (67%). Less than half of youth (39%) cite the internet as one of the sources shaping their views. Only one third (30%) are influenced by clubs or social associations. Only 10% say social networking sites such as Facebook or Twitter have an impact on their views (Figure 17A). The pattern among adults is similar, except for some obvious deviations: school, internet and social networking sites have much less of an influence while associations have a slightly greater influence.

When we break down the group of youths, the picture becomes much more differentiated. Generally, all sources have less impact on rural youth compared to their urban peers, the influence of newspapers (but not TV or radio), technology (internet, social networking sites) and school and university are all significantly smaller. A similar divide can be found between the better off and poorer youth, with the latter being generally much more difficult to influence.

Bigger differences are found between educational levels. Figure 17B illustrates the impact of different information sources on youth, broken down by education levels.

There are many more ways to reach youth who have completed secondary school: internet has a very high rating of 75%, school and university is as important as all forms of media including newspaper (between 89% and 96%), and even social organisations and associations can reach half of this group. In contrast, channels providing information to the least educated are much more limited. Schools, newspapers, internet, all have much less of an impact. Radio and TV are the single most important source for this group (73%), followed by their direct social environment represented by family (67%) and friends or colleagues (68%). Only 2% respond that the internet shapes their views on integrity. These differences should be kept in mind when designing strategies to raise awareness of and to educate youth on integrity.

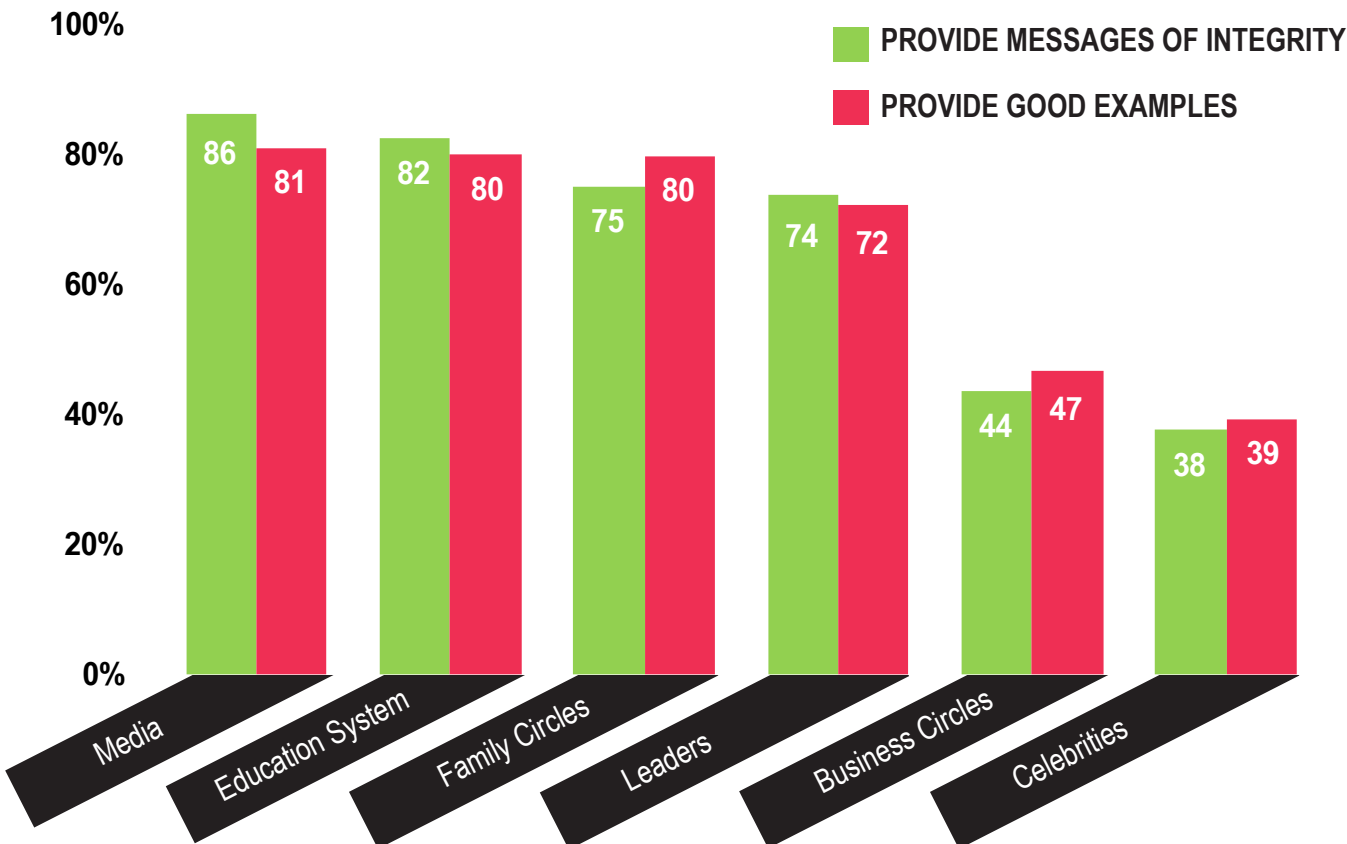
FIGURE 17B
Information sources shaping youth values on integrity: broken down by education levels



In a different approach, youth were asked if certain actors, such as their family, the education system, the media, or leaders either: (i) deliver messages to promote integrity and (ii) act as good examples of integrity.³⁰ As shown in Figure 18, the three most important actors in promoting and providing good examples of integrity are again the media, the learning environment (despite the extent of corruption perceived and experienced within the education system) and the family (between 86% and 75%). These are followed by the country's (political and religious) leaders (72-74%).

Interestingly, more than half of youth responded that celebrities and those in business circles are not role models for promoting integrity. This is clearly a serious deficit, if one considers the influence that entertainment stars have in occupying the time and shaping the dreams and philosophy of the daily lives of youth, as well as the prominence and status business people enjoy from contemporary Vietnamese society. This probably links back to the view presented at the beginning of this chapter that youth often perceive that the road to success must include cheating and lawbreaking along the way, indicating deeper issues of ethical orientation.

FIGURE 18
Role models for youth in regard to integrity: youth in general

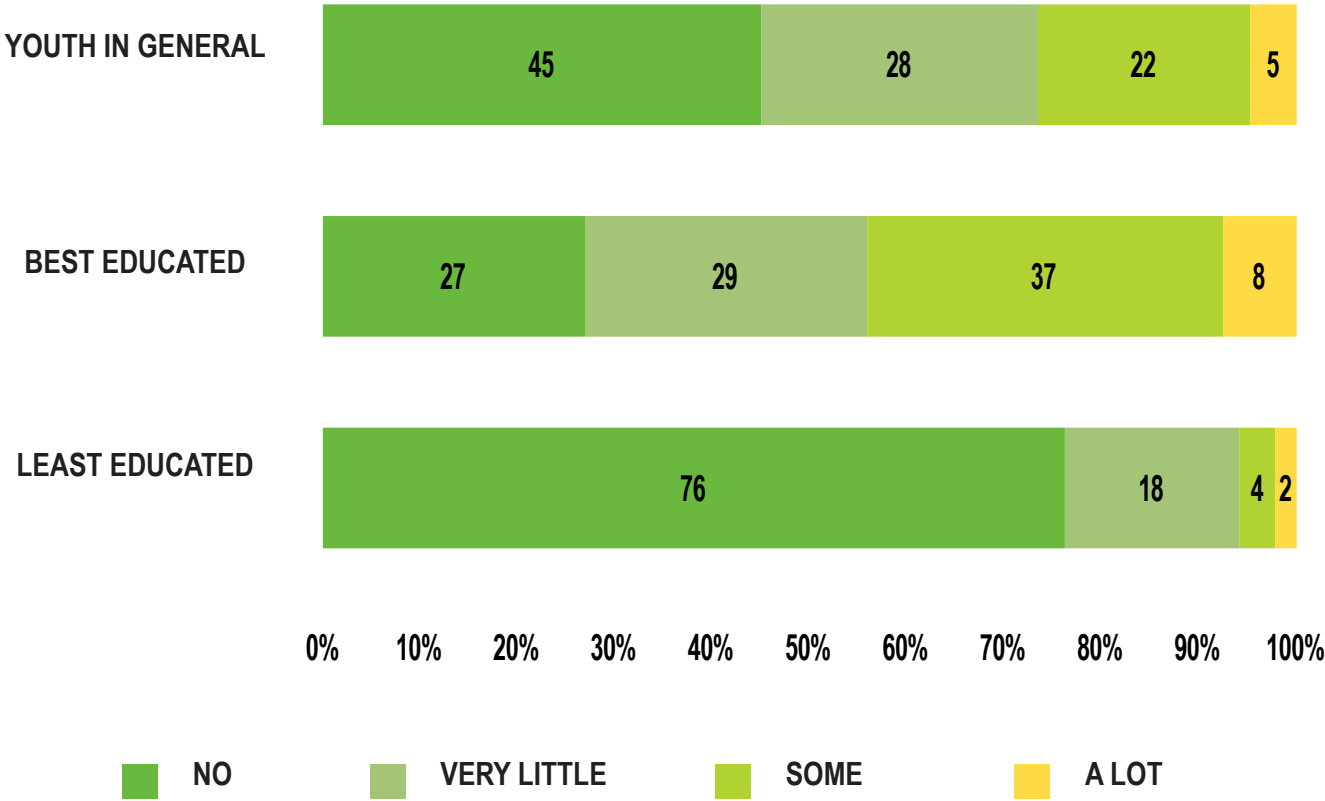


INTEGRITY EDUCATION

Given the prominence of schools as an important source of information and example of integrity, it is somewhat surprising to learn that only 17% of youth considered that they have received any anti-corruption or integrity promotion education or programme at school or at another institution.³¹ Amongst the least educated only 7% responded that they had received such training, and even among the best educated, the figure is still a modest 29%.

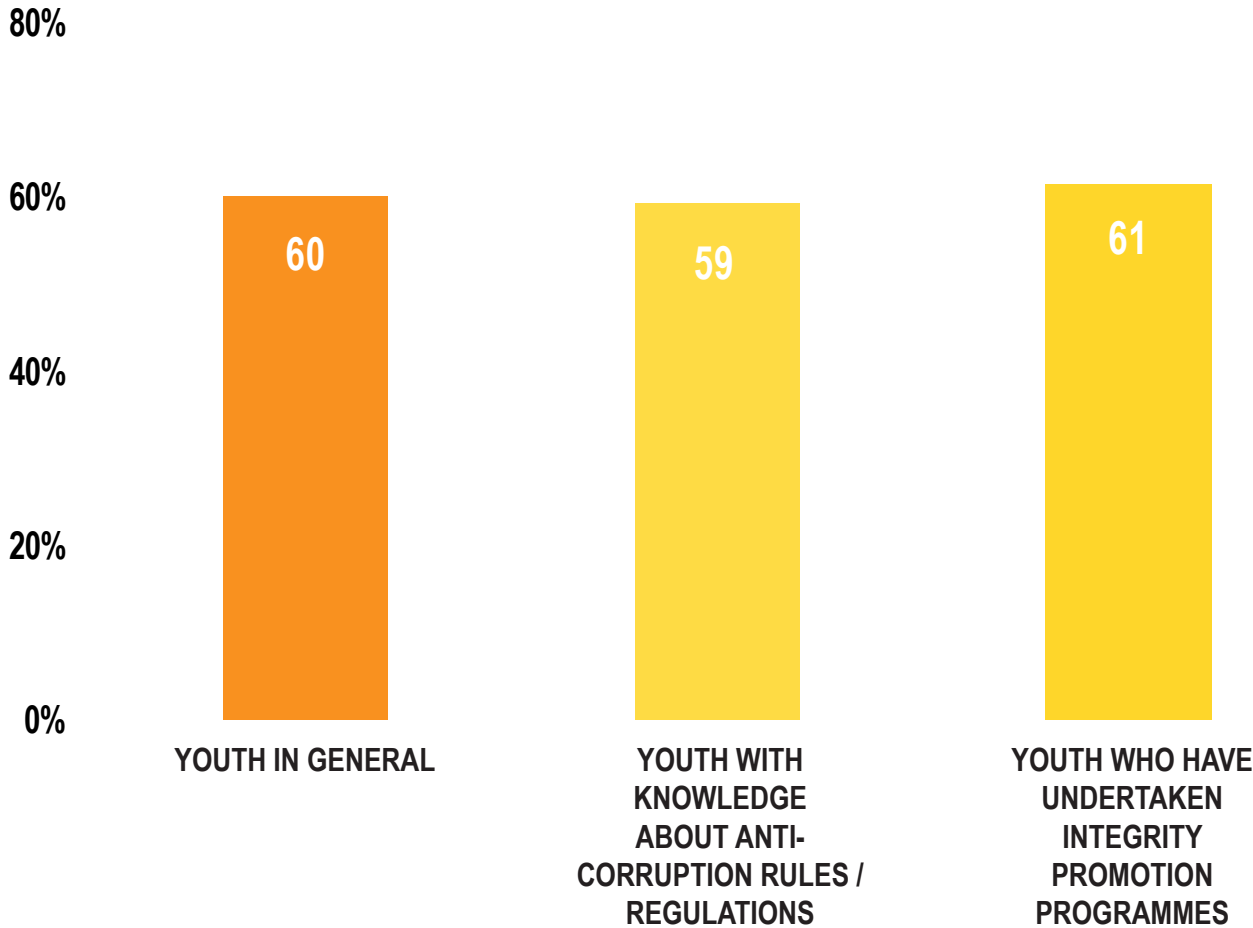
Furthermore, for those who had received such training, when asked if the training helped them to better understand the concept of integrity and to promote integrity in society, almost two thirds of respondents replied that “...*this education is not enough to provide a good understanding of integrity...*”. As a consequence, the majority of young people admit that they are quite ignorant about existing rules and regulations to promote integrity, and fight and prevent corruption.³² As shown in Figure 19, 73% of youth say that they have no or very little information in this regard. Among the least educated, only 6% say that they possess some or a lot knowledge of anti-corruption or integrity promotion. This clearly indicates that current anti-corruption programmes in schools are severely insufficient. In addition, for the least educated youth who complete only primary school, anti-corruption education must also target other channels of influence. These findings clearly show the relevance and urgency of implementing Project 137 signed by the Prime Minister in late 2009 to introduce anti-corruption curricula in schools and universities.

FIGURE 19
Knowledge of rules and regulations on integrity promotion and anti-corruption: youth in general



Even for the group of youth who respond that they know some or a lot about integrity and anti-corruption rules and regulations, this knowledge does not appear to translate into behaviour. Figure 20 shows the proportion of youth who would report a corrupt practice, comparing youth in general, with youth who are knowledgeable about anti-corruption rules and regulations, with youth who have previously participated in an integrity promotion program. Around 60% of all three groups responded that they would report a case of corruption, indicating that the education received “does not make a difference” when it comes to changing behaviours.

FIGURE 20
Youth commitment to report corruption: broken down by anti-corruption knowledge and education



4. CONCLUSIONS AND RECOMMENDATIONS

4.1 KEY CONCLUSIONS

From the findings presented in the previous chapter, the following key features of today's youth in Vietnam can be drawn:

- Although Vietnamese youth respond that they lack sufficient information about the rules and regulations on integrity and anti-corruption, the great majority seem to have a clear understanding of the concept of integrity. Between 82% and 95% of youth place honesty, respect for the laws and integrity higher than wealth and success gained through corrupt ways. 88% reject corrupt behaviours as wrong. Between 92% and 94% agree that a person of integrity should not cheat, break the law, and accept or give bribes. 86% consider corruption to be harmful for the country at large, and 78% believe that it is harmful to them personally. So far, youth understanding of the principles and concept of integrity seem to follow the general socially accepted definitions of integrity, similar to the one defined by TI.
- However, on the practical level, a significant share of Vietnamese youth seems ready to make exceptions and to compromise on their definition of integrity (although not as ready as the adult control group). When faced with a situation of corruption, 18% of youth either did not perceive it to be wrong, or even if they did recognise it as wrong, still considered it to be acceptable. For example petty bribery in health care is accepted by almost half of all youth surveyed. About one third of youth are willing to cheat or engage in corruption to obtain financial gains; and around 16% would break the law out of solidarity with their family and friends. Furthermore, youth are more willing to compromise their integrity as they grow older.
- Young people also seem to be quite opportunistic and ready to compromise their integrity for personal gain. 38% of youth are willing to be dishonest in order to get into a good school, while 33% would agree to engage in corrupt practices in order to be selected for a desirable job.
- Youth are more vulnerable to corruption than adults. In the past year, around one third of youth have experienced corruption in situations related to health care, dealing with the traffic police and getting more business for their company, a significantly higher proportion than adults. Police and security institutions (mostly likely the traffic police) and public health care are the least trusted public institutions by youth. 10% of youth rate the level of police integrity as very bad, and 8% rate the integrity of health centres as very bad. Among the best educated, 20% give this harsh assessment to the police and security institutions (again most likely referring to the traffic police).
- Youth living in urban areas experience much more corruption than youth living in rural areas. This clear finding confirms the conclusions of previous studies on corruption in Vietnam. This is particularly the case when dealing with the education sector (32% of urban youth gave an informal payment, compared to 17% in rural areas), in doing business (37% of urban youth declared that they experienced corruption in getting more business for their company, compared to 19% in rural areas) and with the police (43% of urban youth gave money to avoid a police fine, compared to 32% in rural areas).
- Overall 86% of youth think they can play a role in fighting corruption. However, and despite the fact that youth are more vulnerable to corruption, they display a limited commitment to concretely act against corruption in their daily life. 42% of youth say that they would not report when faced with a situation of corruption, such as a teacher asking for money in exchange for passing an exam. The two main reasons for inaction are indifference ("it's not my business", especially amongst the least educated youth, with 41% giving this as the reason for not reporting) and disillusionment ("it won't help anyway", especially amongst the best educated youth, with 41% giving this as the reason for not reporting). Meaningful differences also appear between different categories of living standards.
- In many ways, young people think and act similarly to adults. Among youth, responses varied little between gender and living standards. More significant differences are found between educational backgrounds. Less educated youth were more likely to have a less strict definition of integrity. To a much larger extent they approve or accept corrupt behaviours, place gaining material wealth over honesty, and are more willing to cheat and break the law to avoid financial loss. This group also has a much weaker awareness about the negative impact which corruption has on their life and family. They are less ready to report a corrupt case and lack knowledge about the procedures through which they can do so. On the other hand, better educated youth are much more pessimistic about the effectiveness of fighting corruption and are more afraid that they won't be protected if they were to report corrupt acts. In addition, the better educated are more cynical and believe to a much larger degree that cheating and breaking the law will more likely lead to success.
- Family, education institutions and the media are the most important sources of information and also, according to youth, provide the best examples in promoting integrity. In contrast, celebrities and the business circle are viewed by youth as less positive examples of integrity. This is likely to be closely linked to the previous view that the road to success is paved with cheating and contempt for laws. Despite the importance placed on schools in providing information, only 17% say that they have received some programme on integrity promotion. Among those, two thirds say that such programmes were not helpful enough.

4.2 RECOMMENDATIONS

From the picture coming out of the Vietnam YIS pilot it clearly appears that youth are at the same time both victim of corruption but also an enforcer of the status quo. Most young people have clear ideas about what is right and what is wrong, yet appear to be opportunistic and readily compromise their principles in particular social contexts. Cynicism and admissions of helplessness ("this is how things work", "business is business"...) come out clearly from the findings.

At the same time we can see that some youth are critical and fed up with "how things work" and are collectively ready to take a more active role in anti-corruption promotion. These young people seem to be ready to become more active in anti-corruption and to contribute more radically to changing the rules of the game if they can be empowered to do so. Perhaps the most potential group of youth to transform the current situation are those with higher educational levels who are more aware of corruption as a phenomenon and its negative impacts, nonetheless this same group seems to more be cynical and disillusioned by the system.

Anti-corruption education has to be rethought as it does not seem to be making a significant difference in positively influencing people's capacity to refuse corruption. Attention must be paid to how youth can be empowered and conditions can be changed to ensure that young people follow principles of integrity in their daily life, even when confronted with situations of corruption. The empowerment of Vietnamese youth to improve integrity and fight against corruption includes but is not limited to initiatives and reforms coming from youth itself. It is clear that the support and commitment of other stakeholders is necessary. In particular, public authorities, the education system and families must play a part in creating the suitable conditions and strengthen the mutual trust necessary to enable youth to become more involved in promoting integrity and refusing corruption.

The Vietnam YIS pilot can assist policy makers and other stakeholders in informing the design of integrity promotion programmes and activities based on detailed findings, analysis and conclusions. The initiators of this survey hope that these findings will be used by as many stakeholders as possible, to formulate evidence-based innovative policies and interventions, and strengthen existing ones. A number of initial and broad recommendations can be put forward (some of these do not only target the involvement of youth in promoting integrity but also the entire population).

- **Root integrity promotion and anti-corruption education in discussions about ethics:** integrity promotion efforts should not narrowly focus on anti-corruption education per se, but start with ethical education at large. For example, youth should be engaged in discussions about what success means and whether it can be considered to be true success if it involves cheating and abusing power. Similarly, what does family solidarity mean, and how can it fit into an ethical value systems without conflicting with the law.
- **Target efforts to most vulnerable groups and sectors most prone to corruption:** special policy interventions and initiatives should be taken to provide greater protection of youth, since the YIS clearly demonstrates that young people are more likely to be victims of corruption than adults. Special efforts should also be made in urban areas, compared to rural areas – especially with regards to the education sector, the business environment and the traffic police. Special attention should also be given to the issue of corruption in the health sector which appears to have become institutionalised and is now almost perceived as a normal in the eyes of young people.
- **Promote role models for youth:** youth need to be able to identify positive role models for themselves when it comes to learning principles and attitudes of integrity. Despite the influence that celebrities and successful business people have on youth in general, the survey found that youth do not generally perceive them as embodying or promoting values of integrity. This can perhaps explain the high percentage of youth who associate success with cheating and breaking the law. Given the omnipresence and influence of business personalities and celebrities in contemporary media (particularly compared to the limited appeal of educational institutions), it thus seems fundamental to identify business personalities and celebrities of integrity who could demonstrate that success can also be achieved without compromising on principles or ethics

or breaking the law. Integrity promotion programmes and interventions should encourage the participation of such identified celebrities and high-profile business people. This is imperative if we are to change how success is viewed in the eyes of youth.

- **Involve and target adult family members:** public policies and other initiatives should take into account and actively involve adult family members. This is important, firstly because the family is one of the most important sources of information and also one of the biggest influences on conceptions of integrity for young people, irrespective of their educational level. In addition, the YIS finds that opportunism amongst adults is just as common (if not more) as it is among youth. In particular, willingness to compromise integrity principles and personal indifference towards corruption appear far more prevalent among adults compared to young people. Therefore, any effort to improve youth perception and behaviours cannot target youth in isolation, but must also address their wider family environment at the same time. Even if it is expected that a mobilised group of youth would put pressure on their family environment to promote integrity (as they already appear to have stronger principles than adults), public policies and social initiatives have to target the entire youth environment in order to create synergies for successful change. This also holds true for other key stakeholders which are part of the youth environment, especially the education system.
- **Use the media to influence youth values on integrity and anti-corruption:** given the strong impact that the media (particularly radio, television and newspapers) were found to have on shaping youth values and providing good examples of integrity, the media should be better employed in promoting the negative effects of corruption, providing information on reporting procedures, and highlighting the importance of why youth should act with integrity. The media could be more strongly employed in the implementation of other recommendations from this report, for example to promote role models for youth, publicise cases of corruption and initiate a discussion on anti-corruption and youth integrity between youth and their adult family members.
- **Teach concrete situations rather than abstract behaviours:** in order to catch the attention of youth and to be credible and relevant, education should go beyond teaching normative (and abstract) behaviours and must also employ specific and concrete cases of ethical dilemmas which young people may face in their daily

lives, such as why and how to refuse special privileges offered by family members. The YIS demonstrated that programmes teaching integrity and anti-corruption do not seem to be successful in their current form, as they have failed to produce significant changes in youth behaviours and have had little impact on the propensity of young people to report corrupt practices. The current challenge is thus how to improve the effectiveness of existing anti-corruption curricula and how to ensure that such curricula is sufficiently equipped to counter the cynicism and opportunism displayed by youth today. Anti-corruption and integrity promotion programmes must be able to empower and equip youth to find ways to act with integrity when they go to the hospital, look for a job and other everyday situations. Teaching should thus include innovative methods, role plays, cases studies, group discussions and etc.

- **Teach and mobilise youth in and outside schools:** given the wide range of influences on youth beliefs and behaviours that extend beyond the education system, integrity promotion in extra-curricular activities should be encouraged. This is particularly important for youth who spend less time in formal education, where the impact of schools is limited. In a number of countries around the world, TI chapters (notably TI Bangladesh) have organised initiatives involving and mobilising youth in concrete small scale actions. Examples include mobilising youth groups: to organise information and advice booths outside of public hospitals to inform patients of the services they are entitled to; to monitor the distribution of textbooks or scholarships; and to create youth associations which help graduate students to resist corruption when searching for their first job. Small examples of concrete successes demonstrate that fighting for integrity is possible and helps build motivation for youth to get more and more involved. This may also provide a solution to their high rates of cynicism and disinterest. Furthermore, working in groups can help transform the collective confidence that youth have in themselves to promote integrity into concrete actions. Working in groups can help youth overcome their reluctance to become involved individually and enables young people to build a community where they feel more protected and less vulnerable in the fight against corruption.
- **Improve the external environment to enable youth (and adults) to refuse and report corruption:** the YIS findings clearly show that whilst youth are more often victims of corruption, there exists strong concerns and reluctance amongst youth (and also adults) when it

comes to reporting corrupt acts. Existing disillusionment (especially for the best educated youth) and apathy (for less educated youth) about the effectiveness of reporting should be addressed by stronger mobilisation and efforts to enforce existing policies, investigate suspects and sentence persons who have been found guilty of illegal acts. In addition, stronger whistleblower protection will encourage youth and citizens to report when they witness cases of corruption, whilst channels for reporting should be strengthened and widely advertised.

- **Reward those who demonstrate integrity:** young people (and adults) do not currently seem to perceive that clear and strong incentives exist for them to act with integrity and to refuse corruption. This may be one reason why many of them respond that reporting corruption “is not their business”. On the contrary, such courageous behaviours should be rewarded more strongly. The Government and other public authorities (including the education system), and also media, the business sector and the NGO community should create incentives by rewarding those who demonstrate integrity by offering them additional opportunities and support such as: scholarships for students, training courses, internships, awards and etc.

As this survey can be considered as a baseline, it is also recommended that the survey is repeated in the coming years to observe changes in perceptions, behaviours and experiences of Vietnamese youth in relation to integrity over time. This will in particular allow the impact of existing and future policies and initiatives to promote greater integrity amongst youth to be assessed over time.

The Vietnam YIS has clearly demonstrated that it is imperative to bring back hope to youth, to encourage them and help them feel that integrity and anti-corruption concerns them and that their actions can have an impact. Youth can make a difference, especially in a young country like Vietnam. Young people should take more strongly their destiny in their hands; however such a change cannot rely solely on the work of a single actor, but requires public institutions, the media, the private sector, civil society organisations and citizens to work together.

ENDNOTES

1. Since 2000, and in particular with the adoption of the 2005 Law on Anti-corruption (amended in 2007), the Vietnamese Government has strengthened its anti-corruption legislative framework and institutions, and clearly committed to stronger anti-corruption efforts, including a more rigorous and systematic implementation of anti-corruption policies. In addition to the National Anti-Corruption Strategy towards 2020 adopted in May 2009, Vietnam ratified the United Nations Convention against Corruption (UNCAC) in June 2009.

2. As stated, for example, by Decree 47/2007/ND-CP from March 2007, but also in the National Anti-Corruption Strategy towards 2020.

3. Overall, 35% of people under 30 reported paying bribes, compared to between 18-22% of those over 30. See the Global Corruption Barometer 2010, accessible at: http://www.transparency.org/policy_research/surveys_indices/gcb/2010

4. As well as more than 500 “adults”, over 30 years-old, as a control group. The original research plan included 12 provinces, but due to logistical problems it was not possible to conduct the survey in one province.

5. As a result of this growing focus on youth, the new TI Strategy towards 2015 has identified youth as one key strategic area for the development of the TI movement. “Youth” is included in the Strategic Priority number 4 in TI Strategy towards 2015: “To contribute to instilling a higher level of Integrity in both organizations and people, especially Youth and those in leadership positions around the world.” See: <http://www.transparency.org/content/download/59993/961563/TI+Strategy+2015.pdf> for more information.

6. Just to take a few examples from the Asia-Pacific region: between 2000 and 2001, TI Korea initiated the first research on youth integrity which was reported widely in the media and helped to put the question of integrity and corruption on the agenda of the Korean education system (<http://ti.or.kr/x/eintro>). Such research has been repeated

in Bangladesh, India and Mongolia. In Bangladesh (<http://www.ti-bangladesh.org>) and in Indonesia (<http://www.ti.or.id/en/>), youth groups have been mobilised in huge campaigns and concerts to promote and contribute to the nation’s anti-corruption efforts. Youth Engagement and Support (YES) groups have been established by TI Bangladesh to act daily in carrying out concrete raising awareness activities against corruption.

7. Mireille Razafindrakoto and Francois Roubaud are members of TI’s Index Advisory Committee and have been based in Hanoi since 2006. DIAL has extensive experiences in conducting such quantitative research on topics related to governance. See for example, their following reports: Herrera J., Razafindrakoto M. & Roubaud F. (2007), “Governance, Democracy and Poverty Reduction: Lessons drawn from household surveys in sub-Saharan Africa and Latin America”, International Statistical Review, 75(1), pp.70-95; Razafindrakoto M. & Roubaud F. (2010), “Are International Databases on Corruption reliable? A comparison of Expert Opinion Surveys and Household Surveys in Sub-Saharan Africa”, World Development, August, 38(8), pp. 1057-1069; Herrera J., Razafindrakoto M. & Roubaud F. (2008), “Poverty, Governance and Democratic Participation in Francophone Africa and the Andean Region”, OECD Journal on Development, Special Issue: Measuring Human Rights and Democratic Governance. Experiences and Lessons from Metagora, June, pp.99-121; Razafindrakoto M. & Roubaud F. (2004), “Daily corruption in French speaking Africa”, Global Corruption Report 2004, Transparency International, pp.346-348; Razafindrakoto M., Razafindrazaka D. & Roubaud F. (2008), “Governance in Madagascar: Scope and Limits of the Fight Against Corruption and Decentralization: First Results of Afrobarometer 2008 Surveys in Madagascar”, Afrobarometer Briefing Paper n°63. (www.afrobarometer.org/papers)

8. <http://vya.edu.vn/Trang-chu.vtn>.

9. This network was developed through a project awarded by the Vietnam Innovation Day (VID) 2009 on transparency and accountability.

10. Researchers who are interested in using YIS data in their work are encouraged to contact TT to obtain the survey data.

11. The definition of corruption used by TI is as follow: “Corruption is the abuse of entrusted power for private gain.”

12. Within the report there are comparisons between the answers of the Kinh population (which is the majority ethnic group of Vietnam, comprising of over 85% of the population) with the responses of youth from smaller ethnic minorities.

13. See Annex 3, Question B4.

14. See Annex 3, Question B5.

15. See Annex 3, Question B6.

16. See Annex 3, Question B1.

17. See Annex 3, Question B3.

18. See Annex 3, Question B2.

19. This is addressed in the questionnaire by four separate questions, B2a, B2d, B2f and B2g; for analysis the average results of these four questions are taken.

20. Annex 3, Question B7.

21. See for example TI’s 2010 Global Corruption Barometer, Vietnamese urban citizens perceive the health sector to be the third most corrupt institution, with 29% of people who had contact with medical services in the past year reporting that they paid a bribe and the 2008 Vietnam Household Living Standard Survey, which showed that 85% of citizens perceived slight to very serious corruption in central health services.

22. See more in following sections of this report.

23. Annex 3, Question B8.

24. To clarify: the questionnaire referred to “police/security”. However for the reasons mentioned in the report (youth deal most commonly with the traffic police) and given that question B7 uses the example of “avoiding a fine”, the authors tend to assume that respondents were referring to traffic police when answering this question. Figure 12 and 12B thus refer to the “traffic police,” rather than the police/security in general.

25. Question B8 in the questionnaire includes also sub-questions on perceptions of corruption in private healthcare, private education, private business and public business. From the findings it seems however that these sub-questions “did not really work” as the share of “Don’t Know” is around 25% and the share of “very good” and “very bad” is significantly lower than for the other sectors, which may be a sign that interviewees just choose the option “average” because they don’t have clear opinions on these additional sectors. As a consequence, the authors chose not to present these numbers.

26. See Annex 3, Question B9 – 11.

27. See Annex 3, Question B13.

28. See Annex 3, Question B14.

29. See Annex 3, Question B18.

30. See Annex 3, Question B16.

31. See Annex 3, Question B19.

32. See Annex 3, Question B15.

ANNEX 1: KEY PARAMETERS OF THE SAMPLE

LIST OF SURVEYED PROVINCES AND NUMBER OF INTERVIEWS

PROVINCE	TOTAL	YOUTH	ADULTS
Hai Duong	127	92	35
Nam Dinh	126	84	42
Nghe An	125	83	42
Dien Bien	147	97	50
Lam Dong	144	95	49
Gia Lai	144	95	49
An Giang	145	96	49
Ho Chi Minh City	149	96	53
Long An	145	96	48
Binh Duong	144	92	52
Quang Ngai	146	96	50
TOTAL	1541	1022	519

GENDER DISTRIBUTION OF RESPONDENTS

	MALE	FEMALE
Youth	49.4%	50.6%
Adults	49.5%	50.5%

AGE DISTRIBUTION OF RESPONDENTS

AGE (%)	15-20	21-25	26-30
Youth	45.2	26.9	27.9

AGE (%)	31-40	41-50	51-60	ABOVE 61
Adults	27.0	32.0	29.9	11.1

EDUCATIONAL LEVELS OF YOUTH (%)

%	UP TO PRIMARY	FINISHED LOWER SECONDARY	FINISHED UPPER SECONDARY	ABOVE UPPER SECONDARY
Youth in general	14	29	41	16
Youth male	14	31	40	15
Youth female	14	27	42	17
Adults	32	43	18	7

URBAN / RURAL DISTRIBUTION OF YOUTH

%	URBAN	RURAL
Youth in general	48.9	51.1
Youth male	48.1	51.9
Youth female	49.7	50.3
Adults	51.3	48.7

DISTRIBUTION OF SELF-PERCEIVED LIVING STANDARDS

%	LIVING WELL	THINGS ARE ALRIGHT	ALRIGHT BUT HAVE TO BE CAREFUL	LIVING WITH DIFFICULTY
Youth in general	9	14	60	17
Youth male	10	13	60	17
Youth female	8	15	61	16
Adults	9	11	55	25

ANNEX 2: THE METHODOLOGY IN DETAIL

THE SAMPLING DESIGN, EXTRAPOLATION AND PRECISION OF THE ESTIMATORS

While youth is the target population of the survey, two issues deserve attention, which are (i) the different international and national age definitions of youth, and (ii) the consideration of extending the survey beyond youth.

According to Vietnam's Youth Research Institute, the official definition of youth in Vietnam is the age group of 16-30 years. However, international definitions work within the bracket of 15-24 years. In order to conform to the Vietnamese definition, as well as to allow international comparisons, it was decided that the survey would cover the group between 15-30 years old.

In order to understand youth, one has also to consider the question: do youth attitudes, behaviours and values differ from other citizens, and if yes, in what respect? To explore this aspect, the study also sampled a control group of adults over 30 years old. As a result, the YIS survey actually represents a sample of individuals aged 15 and over. This has enabled us to compare specific youth values, attitudes and behaviours to those of adults. In addition, it has also enlarged the survey's analytical potential. The fact that this is the pilot survey has meant that we are unable to compare the results over time or between countries, thus, surveying a control group provided food for analytical purposes and policy design.

Although similar TI surveys exist in other countries, e.g. in Korea, where the youth population was sampled through schools, the Vietnam YIS decided not to use this method. Because Vietnam assigns a much broader age bracket to define youth (15-30 years old), non-school attending youths (e.g. drop outs and those who have already finished school) would be very large. Such a sampling method would have missed a significant proportion of Vietnam's youth population.

In line with the international statistical standards concerning random household surveys, and taking advantage of a fairly recent Population Census done in 2009, the Vietnam YIS is based on a classical four stage stratified sample design to select individuals. Six official agro-ecological regions and two areas (urban / rural) have been chosen as stratification criteria. At the first stage, two provinces in each of the six regions have been randomly selected proportional to their size (PPS). At the second stage, Census enumeration areas (EA) have been selected again according to the PPS method: 3 EAs in rural areas and 3 EAs in urban areas. The third stage consisted of a systematic selection of a fixed number of households from the listing form of each sampled EA drawn from the Population Census 2009: 14 households for the youth sub-sample, and 7 households for the "adult" control group. Finally, the fourth stage relies on selecting one person in each selected household (one youth in each of 14 sampled households and one adult in each of the seven households). Accordingly, the probability of inclusion of one person is the product of the conditional probabilities of selection at each stage, while the theoretical extrapolation coefficient is the inverse of this probability.

As in any survey, the total sample size results from a trade-off between the desired precision of the estimators and the available funding. Taking this into account, the original sample of the YIS was fixed at 1,000 youth (our main domain of interest) and 500 "adults" (the control group). Similarly, for a given number of sampled final units (here households / individuals), many combinations of numbers of EAs and households can be chosen. The trade-off is that less EAs reduce the costs involved (mainly through transportation) but decreases the survey quality due to cluster effects. In the YIS, six EAs per province, or 72 in total were planned, with 21 respondents in each EA. This sampling strategy had to be adapted due to some usual shortcomings: one province (Bac Giang) had to be taken out of the project as undertaking a survey in the province was not possible due to management reasons. Thus the number of households / individuals had to be increased in the remaining provinces to keep the initial sample size. Secondly, the listing form provided by the GSO was not updated (due to the delays

between the date of the Census (from April 2009) and the time of the survey (more than one year later), mainly due to migration, demographic changes and etc. Furthermore there were some errors in the listing form. To tackle this issue, the original listing form had to be updated, with assistance from the local authorities, while a substitution list of households had to be randomly constituted in order to deal with non response while maintaining the original sample size. Finally, the extrapolation coefficients have been computed using a post-stratification procedure to fit with the Population Census data, based on four key criteria: region (6), area (urban/ rural), age group (15-29, 30-69) and gender (male/female). Robustness checks using the theoretical sample design suggest that the weighted results are robust. In total, the YIS interviewed 1,022 individuals belonging to the youth category and 519 adults across Vietnam.

Another key advantage of our sampling design is that it allows us to compute and formally assess the precision of estimators, and test for their difference along various categories of the population. The following indicators are presented in the table below: the estimated proportion and its associated confidence interval (at 5%) for the whole sample (column 1), for youth (column 2) and the control group (column 3), while column 4 provides the results of the test for differences between the two groups. For instance, the incidence of corruption in health centers (question B7c) among service users is 26.4% on average. The corresponding figures are 33.2% and 21.9% for youth and control group, and the difference is highly significant (less than 1%), the youth being more prone to suffering from corruption than their adult counterparts.

Table 2
Confidence intervals for key indicators

Source: YIS 2010, author's calculations
***: significant at 1%
** : significant at 5%
*: significant at 10%
n.s.: not significant at 10%

	Whole sample (%)	Youth (%)	Control (%)	Difference (Prob > F)
B1a1. Concept: A person does something which might be illegal in order to make his/her family live better (wrong behaviour)	91.7 [88.9 - 94.6]	92.9 [90.5 - 95.2]	91.0 [87.0 - 94.9]	0.3259 n.s.
B1a1. (behaviour not acceptable)	86.3 [83.8 - 88.7]	86.0 [82.8 - 89.2]	86.4 [83.2 - 89.7]	0.8246 n.s.
B2a. Integrity: Never lies nor cheats so that people can trust him/her	95.1 [93.9 - 96.3]	92.0 [90.1 - 94.0]	97.3 [95.8 - 98.8]	0.0001 ***
B3a. Awareness: lack of integrity is a major problem for the country development	84.1 [79.9 - 88.3]	85.9 [81.9 - 89.8]	82.9 [77.8 - 88.0]	0.1605 n.s.
B6. Value: People who are ready to lie, cheat, break laws and corrupt are more likely to succeed in his life than people who are not	15.5 [12.5 - 18.5]	17.1 [14.1 - 20.0]	14.4 [9.9 - 18.9]	0.3046 n.s.
B7c. Experience of corruption (service user): in a health center	26.4 [21.7 - 31.1]	33.2 [26.6 - 39.7]	21.9 [16.0 - 27.8]	0.0068 ***

THE QUESTIONNAIRE DESIGN

In order to ensure the quality of the survey, the method of face to face interviews was chosen. The questionnaire considered the following dimensions of the concept of integrity:

- **Morality and ethics** – the conceptual understanding of standards of behaviour;
- **Principles** – the ability to differentiate between what is right and what is wrong;
- **Respect for laws** – the degree of compliance with the legal framework set forth by society; and
- **Resistance to corruption** – the ability to challenge corrupt practices.

The following two types of questions were considered:

1. Opinion / perception

- Concept of integrity, transparency and corruption (cognitive)
- Awareness of the extent of corruption and its cost (cognitive)
- Values and belief on what is acceptable (affective)
- Role of youth in building integrity and anti-corruption

2. Experience and behaviour

- Exposure (experience)
- Behaviour (what would you do if...)
- Level of commitment to demonstrate personal integrity, to build integrity and fight corruption

The distinction between the two types of questions is important, as the first one tries to capture the global understanding of concepts of integrity and attachment to the principles of integrity, while the second one measures to what extent the respondents put such principled into practice in their daily lives. This distinction corresponds also to the differences between experiences and opinion questions. The two approaches are complementary and provide two different aspects. Perception does not always match up to experience and vice versa.

In order to be easily understood by respondents, the questionnaire works with specific behaviours that are characteristic of integrity. These integrity-based behaviours tend to collect around common themes, such as a person's ability to do the right thing in spite of different external pressures (eg. peer pressure, family or social pressures and etc.). As far as possible, the survey considers concrete situations that youth might be exposed to, but respondents should answer questions on opinion / perception regardless of whether he/she has had any experiences or not, as opinions can be built based on different sources of information including from family, friends, neighbours and the media. The survey also explores cases where respondents do not have enough knowledge or understanding of certain concepts. When possible, questions are not asked directly but indirectly to avoid reluctance of respondents to answer and to facilitate honest answers.

Questions on experiences refer to actual and direct experiences that the respondent has had during the past 12 months. In other countries, 24 months may be considered, depending on the country's context, the possible occurrence of a specific experience for youth, and the periodicity of the survey. Respondents can only answer these questions if they have used the services that are the subject of the question. Questions on experiences cannot be answered with "I don't know". Finally, in addition to the two groups of questions, the socio-demographic characteristics of the respondents are captured to enable analysis and mapping of youth integrity.

The sequencing of the questions is considered carefully as it may influence the answers. Special care was put into the wording of the questions so that they appear neutral, as the respondent should not feel that there are right or wrong answers, and to the greatest extent possible, should not feel judged for their opinion or behaviour.

A numbers of questions in the questionnaire were taken from the previous survey carried out by TI Korea and were reformulated where necessary. Additional questions were added to complement certain dimensions of integrity that were not addressed in the previous survey. Experiences of similar

surveys in other countries were considered. In the case that the YIS is rolled out in other countries, a re-wording of some questions is recommended depending on the national context.

With the intention in mind that the survey, after being piloted in Vietnam, could be adopted and implemented in other countries, the questionnaire is designed to includes three parts:

1. The core questionnaire which contains the main basic questions which should be asked in every country where the survey is carried out to allow for regional/ international comparison. These questions will constitute the fundamental basis to help in designing the Youth Integrity Promotion Programme.
2. An optional, second part which contains more specific questions which will permit researchers to get more detailed information and provide more insight for the Youth Integrity Promotion Programme.
3. The third part, which is also optional and could be added either to just the core questionnaire or to the core and the second part of the questionnaire. This part aims at including more country-specific questions, addressing particular laws or evaluating specific policies. Naturally, this part will be developed according to the context of the implementing country.

Ideally, all three parts should be implemented to get a comprehensive picture of youth integrity. In cases of budget constraints, a lighter survey with a smaller number of questions can be considered. The core questionnaire which puts forward the main basic questions should be included in any YIS survey and monitored over time. The third part allows for a flexible adaptation of the survey to be more relevant to the country and to better reflect the country's specific environment such as culture or living standards. The Vietnam YIS 2010 has included all three parts of the questionnaire.

THE FIELD WORK

The field work was carried out by Live&Learn, with the facilitation of CECODES and in collaboration with the provincial departments of the Vietnam Fatherland Front (VFF). Young volunteers, mostly student or recent graduates, were recruited and went through several rounds of training to conduct the survey. The similarity between the ages of the interviewers and interviewees helped to make respondents feel more comfortable in responding to the survey. In addition, these volunteers could be mobilised for future advocacy work in the framework of the Youth Integrity Promotion Programme.

Field work was carried out between August and December 2010. It was made possible by the close cooperation of VFF staff at the commune level and the village heads in the communities. The interviews took place either in neutral setting, such as a cultural house, or at the home of respondents. Special attention was paid to avoid potential disturbances created by the presence of other people, especially public officials. Due to logistical problems it was not possible to conduct the survey in one province. As a result, the number of observations in each province was increased in the remaining 11 provinces in order to achieve the planned total.

As the sampling was based on the Census 2009, there have been challenges to reach the people on the list due to migration for work and study happening in the time following the Census. Since mobility is generally higher among youth than adults, this resulted in a lower response rate from youth. Another challenge was the communication between Hanoi and the provinces, as technical telecommunication and the qualification of local collaborators (e.g. village heads) at the village level were limited.

With its sampling design, the Youth Integrity Survey is one of the first surveys in Vietnam looking at integrity to employ such a rigorous scientific approach and to also cover populations in rural areas. The data gathered is valuable for research and advocacy work in Vietnam beyond the immediate purposes of the survey.

ANNEX 3: THE QUESTIONNAIRE

Below is the full version of the questionnaire with suggested sequencing. Questions in shaded (grey) boxes represent the core part of the questionnaire.

IDENTIFICATION OF HOUSEHOLD	
PROVINCE/CITY:	<input type="text"/>
DISTRICT/QUARTER:	<input type="text"/>
COMMUNE/WARD:	<input type="text"/>
Enumeration Area (EA name / code):	<input type="text"/>
URBAN/RURAL (URBAN = 1; RURAL = 2):	<input type="text"/>
NAME of INTERVIEWER <input type="text"/>	

HOUSEHOLD CHARACTERISTICS	
A1. Number of members of household	<input type="text"/>
A2. Name of Household head: <input type="text"/>	

SOCIO-DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENT	
A3. Name of the respondent.	<input type="text"/>
A4. Gender	MALE..... 1. <input type="checkbox"/> FEMALE..... 2. <input type="checkbox"/>
A5. Date of Birth (Interviewer inserts age afterwards)	MONTH <input type="text"/> <input type="text"/> AGE <input type="text"/> YEAR <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
A6. Land line number	<input type="text"/>

A7. Mobile number	<input type="text"/>
A8. Highest general education grade completed by the respondent	GRADE <input type="text"/>
A9. Ethnic group	<input type="text"/> (SPECIFY and see code)
A10. Religion of the respondent (if any)	<input type="text"/> (SPECIFY and see code)
A11. Economic status of the respondent	1. STILL AT SCHOOL / UNIVERSITY <input type="checkbox"/> 2. INACTIVE (no school, don't look for work) <input type="checkbox"/> 3. UNEMPLOYED (looking for job) <input type="checkbox"/> 4. WORKING <input type="checkbox"/>
A12. If the respondent is working, in which sector?	1. PUBLIC SECTOR <input type="checkbox"/> 2. PRIVATE SECTOR (big and SME) <input type="checkbox"/> 3. NON FARM HOUSEHOLD BUSINESS <input type="checkbox"/> 4. FARM HOUSEHOLD BUSINESS <input type="checkbox"/> 5. DO NO WORK <input type="checkbox"/>
A13. Occupation of the father of the respondent? (social origin)	1. PUBLIC SECTOR <input type="checkbox"/> 2. PRIVATE SECTOR (big and SME) <input type="checkbox"/> 3. NON FARM HOUSEHOLD BUSINESS <input type="checkbox"/> 4. FARM HOUSEHOLD BUSINESS <input type="checkbox"/> 5. DO NO WORK <input type="checkbox"/>

A14. Occupation of the mother of the respondent? (social origin)	1. PUBLIC SECTOR	<input type="checkbox"/>
	2. PRIVATE SECTOR (big and SME)	<input type="checkbox"/>
	3. NON FARM HOUSEHOLD BUSINESS	<input type="checkbox"/>
	4. FARM HOUSEHOLD BUSINESS	<input type="checkbox"/>
	5. DO NO WORK	<input type="checkbox"/>
A15. Are you member of an association? If yes, name of the association (If member of many associations, ask for the most important)	1. YES	<input type="checkbox"/>
	2. NO	<input type="checkbox"/>
	IF yes specify _____	

CONCEPT

B1. WHAT IS YOUR OPINION ON THE FOLLOWING BEHAVIOR?	A. IS IT A WRONG BEHAVIOR?	B. IS IT ACCEPTABLE?
a. A person does something which might be illegal in order to make his/her family live better	1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/>	1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/>
b. A leader does something which might be illegal but it enables your family live better	1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/>	1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/>
c. A public official requests an additional unofficial payment for some service or administrative procedure that is part of his job (for example to deliver a licence)	1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/>	1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/>
d. A person (in the public or private sector) having responsibilities gives a job in his service to someone from his family who does not have adequate qualifications (to the detriment of a more qualified person)	1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/>	1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/>
e. A person gives an additional payment (or a gift) to a public official in order to speed up and facilitate the procedure of registration of a car or a motorbike	1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/>	1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/>
f. A person gives an additional payment (or a gift) to a doctor or nurse in order to receive better treatment	1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/>	1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/>
g. The parent of a student gives an additional unofficial payment (or a gift) to a teacher so that their child can get better grades	1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/>	1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/>

B2. ACCORDING TO YOU, IN EVERYDAY LIFE, A PERSON CONSIDERED TO BE SOMEONE OF INTEGRITY MEANS THAT THIS PERSON:		
a. Never lies nor cheats so that people can trust him/her	1. Yes <input type="checkbox"/>	2. No <input type="checkbox"/>
b. Does not lie nor cheat except when it is costly for him/her or his/her family (costly= entails difficulties or costs)	1. Yes <input type="checkbox"/>	2. No <input type="checkbox"/>
c. Never breaks the law (compliance to State regulations) in any case	1. Yes <input type="checkbox"/>	2. No <input type="checkbox"/>
d. Demonstrates solidarity and support to family and friends in all manners even if that means breaking the law	1. Yes <input type="checkbox"/>	2. No <input type="checkbox"/>
e. Never takes part in corruption (never accepts to receive bribes and never gives bribes) under any condition	1. Yes <input type="checkbox"/>	2. No <input type="checkbox"/>
f. Refuses corruption except when the amount engaged is not important (small amount of money or small gifts)	1. Yes <input type="checkbox"/>	2. No <input type="checkbox"/>
g. Refuses corruption except when it is a common practice in order to solve problems or difficult situation	1. Yes <input type="checkbox"/>	2. No <input type="checkbox"/>

Remarks: In the daily life means in normal life (not considering situation of war for example); these criteria are not necessary exclusive.

The objective of this question is to measure the global understanding of the concept and the attachment to values. The purpose is to have a global approach without specific concrete situation. More concrete and precise situations are considered in the other part of the questionnaire.

AWARENESS

B3. DO YOU THINK THAT LACK OF INTEGRITY (INCLUDING CORRUPTION) IS A MAJOR PROBLEM (IS REALLY HARMFUL)			
a. for youth like you	1. Yes <input type="checkbox"/>	2. No <input type="checkbox"/>	3. Do not know* <input type="checkbox"/>
b. for your family and friends	1. Yes <input type="checkbox"/>	2. No <input type="checkbox"/>	3. Do not know* <input type="checkbox"/>
c. for the development of business/economy in general	1. Yes <input type="checkbox"/>	2. No <input type="checkbox"/>	3. Do not know* <input type="checkbox"/>
d. for the country development	1. Yes <input type="checkbox"/>	2. No <input type="checkbox"/>	3. Do not know* <input type="checkbox"/>

* Remark: The option (modality of answer) “3. Do not know” must not be read nor suggested to the respondent. This modality 3 should be selected only in case it is really difficult for the respondent to answer.

VALUES, BELIEFS

B4. WHAT IS MORE IMPORTANT: BEING RICH OR BEING HONEST? Choose between these options	Select the corresponding answer*	
A. Being rich is the most important and it is acceptable to lie or cheat, ignore some laws and abuse power to attain this objective	Strongly agree with A (being rich is more important)	1
	Quite agree with A (being rich is more important)	2
B. Being honest is more important than being rich	Quite agree with B (being honest is more important)	3
	Strongly agree with B (being honest is more important)	4
	Do not know	5

* Remark: **Options are exclusive** here. There is only one choice of answer among 4 options.
This question has to be asked in two steps: choice between the 2 options then question on the level of agreement (“Strongly agree” means that she/he thinks that this is really the correct option; “Agree” means that she/he thinks that it could be the correct option)

Option “5. Do not know” must not be read nor suggested to the respondent. This modality 5 should be selected only in case it is really difficult for the respondent to answer.

The following question can be considered for poor countries or countries where the level of income is not very high (alternative question instead of the previous one).

B5. What is more important : Choose between these options	Select the corresponding answer*	
A. Find ways to increase the family income is the most important and it is acceptable to ignore some laws and abuse power to attain this objective	Strongly agree with A	1
	Agree with A	2
B. Being honest and respecting laws and regulations are more important than increasing the income of the family	Agree with B	3
	Strongly agree with B	4
	Do not know	5

* Remarks: **Options are exclusive** here. There is only one choice of answer.
This question has to be asked in two steps: choice between the 2 options, then question on the level of agreement.

Option “5. Do not know” must not be read nor suggested to the respondent. This modality 5 should be selected only in case it is really difficult for the respondent to answer.

B6. ACCORDING TO YOU, WHO HAS MORE CHANCE TO SUCCEED IN LIFE: Choose between these options	Select the corresponding answer*	
A. People who are ready to lie, cheat, break laws and be corrupt are more likely to succeed in his life than people who are not	Strongly agree with A	1
	Quite agree with A	2
B. An honest person, with personal integrity, has more or as much chance to succeed in his life than a person who lacks integrity	Quite agree with B	3
	Strongly agree with B	4
	Do not know	5

* Remark: **Options are exclusive here.** There is only one choice of answer.
This question has to be asked in two steps: choice between the 2 options, then question on the level of agreement. (“**Strongly agree**” means that she/he thinks that this is really the correct option; “**Agree**” means that she/he thinks that it could be the correct option).

Option “5. Do not know” must not be read nor suggested to the respondent. This modality 5 should be selected only in case it is really difficult for the respondent to answer.

(Success: according to the understanding of the respondent of this word. The meaning of the word success can be different from one person to another, it could mean being rich, or being well-known, being respected, etc.)

EXPERIENCE (EXPOSURE) TO DIFFICULT AND CHALLENGING SITUATION IN REGARDS TO INTEGRITY

B7. HAVE YOU BEEN CONFRONTED WITH CORRUPTION IN THE LAST 12 MONTHS: (Please, answer this question based on your own understanding of what corruption is)	1. Yes 2. No 3. Did not have any contact with this type of service*		
a. To get a document or a permit?	1. Yes <input type="checkbox"/>	2. No <input type="checkbox"/>	3. No contact* <input type="checkbox"/>
b. To pass an exam (or to be accepted in a program) at school	1. Yes <input type="checkbox"/>	2. No <input type="checkbox"/>	3. No contact* <input type="checkbox"/>
c. To get medicine or medical attention for you or your family in a health center	1. Yes <input type="checkbox"/>	2. No <input type="checkbox"/>	3. No contact* <input type="checkbox"/>
d. To avoid a problem with the police (like avoiding a fine)	1. Yes <input type="checkbox"/>	2. No <input type="checkbox"/>	3. No contact* <input type="checkbox"/>

e. To get job	1. Yes <input type="checkbox"/>	2. No <input type="checkbox"/>	3. No contact* <input type="checkbox"/>
f. To get more business (market access) for your company/enterprise	1. Yes <input type="checkbox"/>	2. No <input type="checkbox"/>	3. No contact* <input type="checkbox"/>

* Remark: The respondent has to choose one option among the three. He/she cannot answer “Do not know”.

OPINION ON THE LEVEL OF INTEGRITY

<p>B8. WHAT IS YOUR OPINION ON THE LEVEL OF INTEGRITY NOWADAYS IN THIS SERVICE? Give your opinion according to your experience or perception</p> <p>Alternative way of asking the questions:</p> <p>According to you, what is the opinion of young person like you on the level of integrity nowadays in this service?</p>	<p>SELECT THE FIGURE CORRESPONDING TO ANSWER:</p> <p>1. good (no wrong behavior, transparent, no corruption) 2. rather good (few cases of wrong behavior and corruption) 3. rather bad (many cases of wrong behavior and corruption) 4. very bad (wrong behavior and corruptionare widespread) 5. Do not know*</p>
a. Local/national administration	1 2 3 4 5
b. Police, Security	1 2 3 4 5
c. State education (school and university)	1 2 3 4 5
d. Private education (school and university)	1 2 3 4 5
e. State Health center	1 2 3 4 5
f. Private Health center	1 2 3 4 5
g. State business	1 2 3 4 5
h. Private business	1 2 3 4 5

* Remark: **The option** (modality of answer) **“5. Do not know” must not be read nor suggested to the respondent.** This modality 5 should be selected only in case it is really difficult for the respondent to answer.

BEHAVIOUR-BASED INTEGRITY

<p>B9. YOU NEED TO GET A GOOD MARK (GRADES) TO PASS AN EXAM AND/OR TO GET A VITAL JOB (A CRUCIAL STEP FOR YOUR FUTURE AND FOR YOUR FAMILY)</p>	1. You will do your best without cheating even if you may fail
	2. You will ask your best friend to help you during the exam and he will accept because it is normal to help a friend
	3. You will use any means: cheating and/or giving gifts to the teacher/supporters

* Remark: The respondent has to choose one option among the three. **He/she cannot answer “Do not know”.** If the respondent answers “it depends”, the interviewer should insist and say in a normal situation (no questions of life/death), what would be the respondent’s behavior

<p>B10. WHAT WOULD YOU DO IF YOU NEED A DOCUMENT (EX: DRIVING LICENSE) AND THE PERSON IN CHARGE OF YOUR DOCUMENT UNDERLINES THAT IT IS DIFFICULT AND THERE IS NO SOLUTION, IT WILL TAKE MANY WEEKS (MONTHS)</p>	1. You will wait
	2. You will ask how long exactly it will take and try to know more about the process to understand why
	3. You will try to find some friend/relative who can intervene to speed up the process
	4. You will pay directly an additional unofficial payment to speed things up

* Remark: The respondent has to choose one option among the four. **He/she cannot answer “Do not know”.** If the respondent answers “it depends”, the interviewer should insist and say in a normal situation (no questions of life/death), what would be the respondent’s behaviour

<p>B11. YOUR UNCLE TELLS YOU THAT HE HAS AN EXCELLENT FRIEND WHO CAN GET YOU INTO A VERY GOOD SCHOOL/UNIVERSITY/ COMPANY EASILY, WITHOUT HAVING TO PASS THE SELECTION PROCESS, WHAT WOULD YOU DO?</p>	1. This is great! You say “yes” right away
	2. You are a bit uncomfortable, but anyway everybody does that, so you finally say “yes”
	3. You hesitate a long time and finally decide to refuse, but you find an excuse not to upset your uncle
	4. You say “no” right away, you do not want to follow this type of practices

* Remark: The respondent has to choose one option among the four. **He/she cannot answer “Do not know”.**

B12. YOU ARE APPLYING FOR A JOB IN AN ENTERPRISE WHICH CORRESPONDS TO WHAT YOU ARE LOOKING FOR. IN ORDER TO GET THIS JOB, THE PERSON WHO INTERVIEWS YOU ASKS FOR 10-20% OF YOUR FUTURE SALARY, WHAT WOULD YOU DO?	1. You refuse right away and decide to forget about the job
	2. You hesitate, discuss and finally you accept and you will try later on to change this type of practice when you become a member of the enterprise
	3. You agree to pay because this is the current way to get a job

* Remark: The respondent has to choose one option among the three. **He/she cannot answer “Do not know”.**

LEVEL OF COMMITMENT TO FIGHT CORRUPTION

B13. IF YOU HAPPEN TO BE CONFRONTED WITH A CORRUPT ACT, (FOR EXAMPLE, A PROFESSOR ASKS YOU MONEY IN ORDER TO PASS AN IMPORTANT EXAM), WOULD YOU BE READY TO REPORT IT (MAKE A DENUNCIATION)?	1. Yes, I already made a denunciation in the past
	2. Yes, I would make a denunciation, in case it happens
	3. Not always, I would make a denunciation depending on the case
	4. No, I would not make a denunciation

* Remark: The respondent has to choose one option among the four. **He/she cannot answer “Do not know”.**

B14. IF YOU ARE NOT READY TO A MAKE DENUNCIATION, WHY NOT? (FOR RESPONDENTS WHO REPLIED NO OR NOT ALWAYS IN THE PREVIOUS QUESTION) (OPTION 3 OR 4 IN Q13)	1. I am afraid of making a denunciation because I would not be protected
	2. I think that my denunciation would not be effective (there will be no result)
	3. I do not know the procedures for making a denunciation
	4. I do not want to denounce anyone, this is not my business
	5. Other reason, specify _____

* Remark: The respondent has to choose one option among the five. **He/she cannot answer “Do not know”.**

AVAILABLE INFORMATION AND INFLUENCE OF THE ENVIRONMENT

B15. HOW MUCH INFORMATION DO YOU HAVE ON THE RULES AND REGULATIONS TO PROMOTE INTEGRITY AND FIGHT AND PREVENT CORRUPTION?	1. No information
	2. Very little
	3. Some information
	4. A lot of information

* Remark: The respondent has to choose one option among the four. **He/she cannot answer “Do not know”.**

B16. TO SHAPE YOUR VIEWS ON INTEGRITY, DO YOU CONSIDER THAT	A. provides information and delivers messages to promote integrity	B. Behaviours and acts in this circle provides good example of integrity
a. The family circle	1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/>	1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/>
b. The education system	1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/>	1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/>
c. The media	1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/>	1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/>
d. Stars / celebrities in the show business	1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/>	1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/>
e. The business/economic circle	1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/>	1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/>
f. Leaders (political, spiritual/religious, etc.)	1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/>	1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/>

B17. WHERE DO YOU GET INFORMATION TO SHAPE YOUR VIEWS ON INTEGRITY?	
a. You discuss with the members of your family	1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/>
b. You discuss with your friends (classmates, colleagues, etc.)	1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/>
c. You rely on the information you get from school/university	1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/>
d. You listen to the radio and TV	1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/>
e. You read printed newspapers	1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/>
f. You read news on internet	1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/>
g. You are a member of an association and discuss with the other members	1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/>
h. You belong to a social networking site (facebook, twitter, etc.)	1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/>
i. Other (specify) _____	1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/>
j. Among them, who (or which circle/media) you consider as the main source of information for you? (select one among the option from a to i)	_____

YOUTH ROLE ON BUILDING INTEGRITY AND ANTI-CORRUPTION

B18. ACCORDING TO YOU, WHAT COULD BE THE ROLE YOUTH COULD PLAY IN INTEGRITY-BUILDING IN YOUR SOCIETY/COUNTRY (Choose between these options)	Select the corresponding answer*	
	Strongly agree with A	1
	Agree with A	2
	Agree with B	3
	Strongly agree with B	4
Do not know		5

* Remark: Options are exclusive here. There is only one choice of answer.
This question has to be asked in two steps: choice between the two options then question on the level of agreement.

Option “5. Do not know” must not be read nor suggested to the respondent. Modality 5 should be selected only in case it is really difficult for the respondent to answer.

SPECIFIC QUESTIONS IN ORDER TO MONITOR SOME SPECIFIC POLICY/PROGRAM

B19. HAVE YOU RECEIVED AN EDUCATION OR FOLLOWED A SPECIFIC PROGRAMME ABOUT INTEGRITY OR ANTI-CORRUPTION AT SCHOOL (OR IN ANOTHER INSTITUTION)	1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/>
IF YES, ACCORDING TO YOU:	
a. This education/programme helped you to understand better the concept of integrity (and corruption)	1.Yes, really <input type="checkbox"/>
	2. Yes, but not sufficiently <input type="checkbox"/>
	3. No <input type="checkbox"/>
b.This education/programme helped you to play role in integrity-building in your society/country	1. Yes, really <input type="checkbox"/>
	2. Yes, but not sufficiently <input type="checkbox"/>
	3. No <input type="checkbox"/>

Remark: These two questions depend on whether such a program exists in the country.

Additional questions are country-specific ones, and could be considered to monitor the impact of some specific policy /program.

For example, for future surveys in Vietnam:

B20. Are you aware of the current stipulated laws which protect people who report corruption?	1. Yes <input type="checkbox"/>	2. No <input type="checkbox"/>
B21. Do you think these laws are effective in protecting people who report corruption?	1. Yes <input type="checkbox"/>	2. No <input type="checkbox"/>

C. LIVING STANDARDS	
C1. Possession of different assets (equipment) (objective assessment) To be adapted to country context	
a. access to water & electricity	1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/>
b. fridge	1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/>
c. telephone	1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/>
d. bicycle	1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/>
e. motorbike	1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/>
f. car	1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/>
g. computer & internet access	1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/>
C2. Given the income of your family, do you consider that: (subjective assessment).	1. YOU LIVE WELL <input type="checkbox"/>
	2. THINGS ARE MORE OR LESS ALRIGHT <input type="checkbox"/>
	3. ALRIGHT BUT YOU HAVE TO BE CAREFUL <input type="checkbox"/>
	4. YOU LIVE WITH DIFFICULTY <input type="checkbox"/>
SUBJECTIVE WELL-BEING	
C3. All things considered, how satisfied are you with your life on the whole these days? Would you say that you are:	1. VERY HAPPY <input type="checkbox"/>
	2. PRETTY HAPPY <input type="checkbox"/>
	3. NOT HAPPY NOR UNHAPPY <input type="checkbox"/>
	4. NOT REALLY HAPPY <input type="checkbox"/>
	5. NOT AT ALL HAPPY <input type="checkbox"/>

ACCESS TO INFORMATION: How often do you get news from the following sources? (in normal time, not on holidays)	
C4. Radio or television	1. EVERYDAY <input type="checkbox"/>
	2. A FEW TIMES A WEEK <input type="checkbox"/>
	3. A FEW TIMES A MONTH <input type="checkbox"/>
	4. LESS THAN ONCE A MONTH <input type="checkbox"/>
	5. NEVER <input type="checkbox"/>
C5. Newspapers	1. EVERYDAY <input type="checkbox"/>
	2. A FEW TIMES A WEEK <input type="checkbox"/>
	3. A FEW TIMES A MONTH <input type="checkbox"/>
	4. LESS THAN ONCE A MONTH <input type="checkbox"/>
	5. NEVER <input type="checkbox"/>
C6. Internet	1. EVERYDAY <input type="checkbox"/>
	2. A FEW TIMES A WEEK <input type="checkbox"/>
	3. A FEW TIMES A MONTH <input type="checkbox"/>
	4. LESS THAN ONCE A MONTH <input type="checkbox"/>
	5. NEVER <input type="checkbox"/>
COMMUNICATION TOOLS	
C7. What are the 3 main communication tools you use to receive information or to communicate (Radio, TV, printed newspapers, online newspapers, social media, mobile phones, social networking, etc.) To be adapted to country context	<div><div></div><div></div><div></div></div> (SPECIFY and see code)

QUESTIONS ON THE INTERVIEW	
C8. How did you feel about the questions during the discussion? The questions were:	1. EASY TO ANSWER <input type="checkbox"/>
	2. NOT SO EASY (some difficult questions) <input type="checkbox"/>
	3. DIFFICULT TO ANSWER <input type="checkbox"/>
	4. VERY DIFFICULT TO ANSWER <input type="checkbox"/>
C9. How many questions on this survey did you answer with complete honesty?	1. ALL THE QUESTIONS <input type="checkbox"/>
	2. THE MAJORITY OF THEM (50%) <input type="checkbox"/>
	3. LESS THAN 50% OF QUESTIONS <input type="checkbox"/>

Start Time of the interview:	<div><div></div><div></div></div> Hours <div><div></div><div></div></div> Minutes
End Time:	<div><div></div><div></div></div> Hours <div><div></div><div></div></div> Minutes
Duration of the interview	<div><div></div><div></div><div></div></div> Minutes

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