



# Vietnam Youth Integrity Survey 2014

Supporting values and practice of integrity among young Vietnamese



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## EXECUTIVE SUMMARY

With almost 50% of Vietnamese aged below 30, young people represent an important part of the overall population (General Statistics Office of Vietnam, 2013). Therefore, young people's resistance to corruption and ability to act with integrity is of particular importance to the long-term success and sustainability of economic and social development. Previous research in Vietnam (Transparency International, et. al., 2011a) has shown that young people are particularly vulnerable to certain forms of corruption. In government policy, the importance of supporting youth understanding of corruption and integrity has been recognised with the establishment of Project 137, an anti-corruption initiative that has been rolled out across the education system starting in the academic year 2013-2014 (Government of Vietnam, 2013).

The Youth Integrity Survey (YIS) 2014 aims to inform policy and practice in government, educational institutions, civil society organisations and other stakeholders with detailed data on young people's understanding of concepts of integrity, their concrete experiences and the challenges they face in applying their values in daily life. Through the use of this data, efforts to support young people in increasing their understanding of, and acting with, integrity can be made more effective.



METHODOLOGY

The YIS 2014 builds on the successful experience of the first edition of the YIS in 2011. For the first time, the 2014 edition allows for the comparison of key data points across time. In the research, the Transparency International definition of integrity as “behaviours 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” is applied.

The research has been carried out in collaboration between the partners from the previous round of research: Transparency International, Towards Transparency, the Centre for Community Support Development Studies (CECODES) and Live&Learn.

For the YIS 2014, a research sample of 1.110 randomly selected young people (aged between 15-30 years old) and 432 adults (as a control group) were interviewed across 11 provinces and cities in all regions of Vietnam. Face-to-face interviews were carried out between December 2013 and May 2014 by Live&Learn, with the support of CECODES and the collaboration of provincial departments of the Vietnam Fatherland Front (VFF). Interviews were carried out by specially trained volunteers, students and young graduates.

KEY FINDINGS

Values and attitudes towards integrity

The YIS 2014 finds that young people in Vietnam profess values which are highly aligned with integrity. However, they tend to loosen their values when it comes to loyalty to family and friends.

Young people continue to have a very high level of understanding of “right” and “wrong”. 94% place honesty over wealth and 82% place law abidingness and integrity over wealth. 89% agree that a person of integrity should not cheat or break the law, and 95% agree that a person of integrity would not accept or give bribes. About 85% consider the lack of integrity harmful for the country, their family and themselves. Nonetheless, there are significant differences in levels of awareness of the importance of integrity, in particular between the least and the best educated youth groups, with the latter demonstrating higher levels of understanding and greater willingness to engage against corruption.

However, compared to 2011, across economic status and education levels, youth now appear more willing to place increased family income and attaining

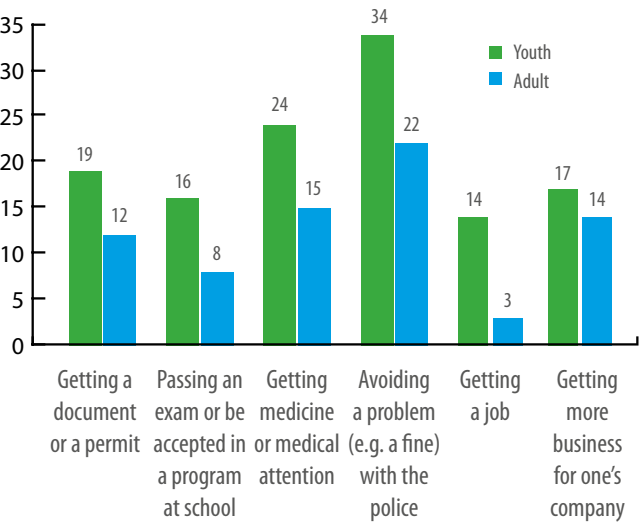
wealth before integrity. Youth are also more willing to compromise their definition of integrity when family income or loyalty to friends and family is concerned. In particular, the number of youth saying that it is acceptable to lie or cheat in such situations has risen from 35% to 41% (2014), with the most pronounced rise in the least educated group. At the same time, among the best educated, the willingness to accept petty bribery is falling.

Experiences and behaviour

Compared to 2011, reported experiences with corruption have declined somewhat among youth respondents. Nonetheless, trust in the integrity of public services is deteriorating fast among young people.

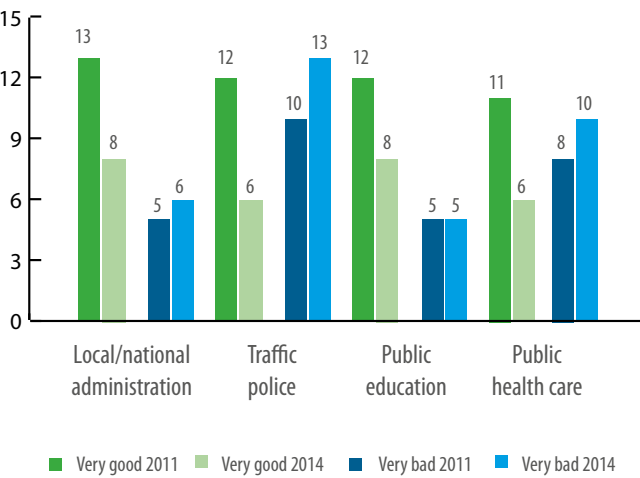
Traffic police, the health sector and standard administrative procedures such as getting a document, are now being reported as the most vulnerable areas. Nonetheless, the fact that more than one third of youth report corruption when interacting with the traffic police, almost a quarter with regard to the health sector and a fifth with the education sector remains highly problematic. As in 2011, young people continue to be more vulnerable to corruption than adults, in all areas that were surveyed in the research.

FIGURE 16 Experiences of corruption among those having contact with services in the past 12 months: youth and adults (%)



In a concerning development, young people's views of the integrity of key public service providers are deteriorating, with only 6% - 8% assessing the integrity level of 4 public service providers as “very good”, half the level of 2011. Ratings of the local and national administration, traffic police, public education and public health care fell, while “very bad” ratings rose for all services except for public education. The more educated youth group were the most critical in this respect (Figure 18).

FIGURE 18 Youth ratings of public service providers' integrity as “very good” and “very bad”: 2011 and 2014 (%)



New questions concerning typical situations in commercial life revealed that a strong majority (72%) would reject the offer of a bribe for a contract, and 84% would reject a facilitation payment on behalf of their company (Figure 22).

Likewise, when presented with choices concerning concrete situations, the willingness of young people to take unethical decisions rose compared to 2011: respondents are increasingly willing to compromise integrity when it comes to passing an exam, applying for a document or getting into a good school or company. At the same time, there is a notable fall in the willingness to accept corruption at a job interview (Figure 21).

FIGURE 21 Willingness to take decisions which violate integrity in different situations among youth: 2011 and 2014 (%)

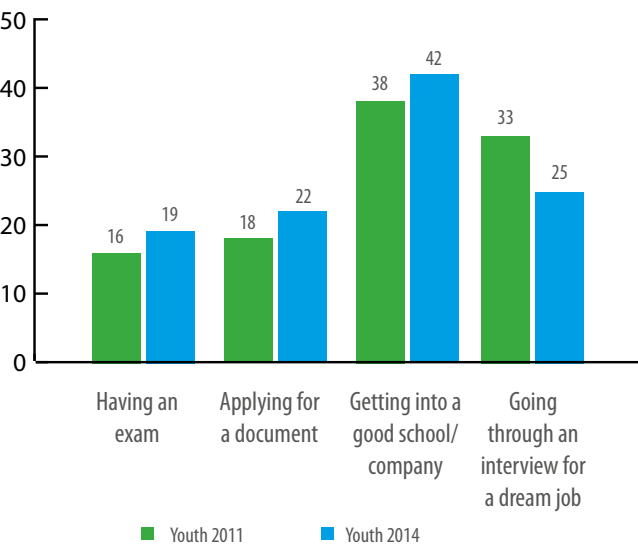
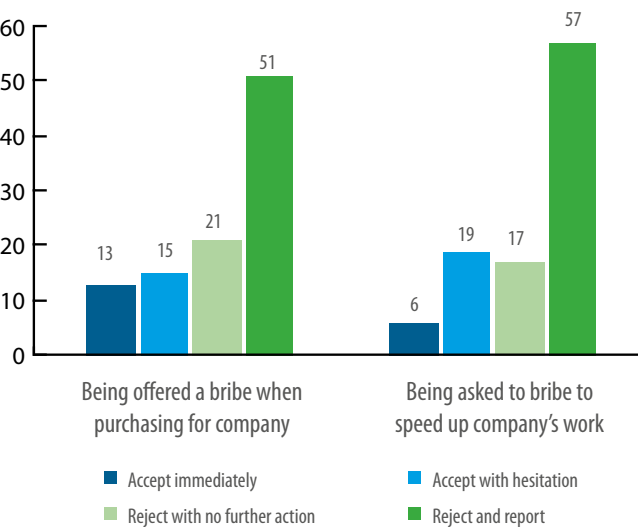


FIGURE 22 Willingness to take decisions which violate integrity in business situations among youth (%)



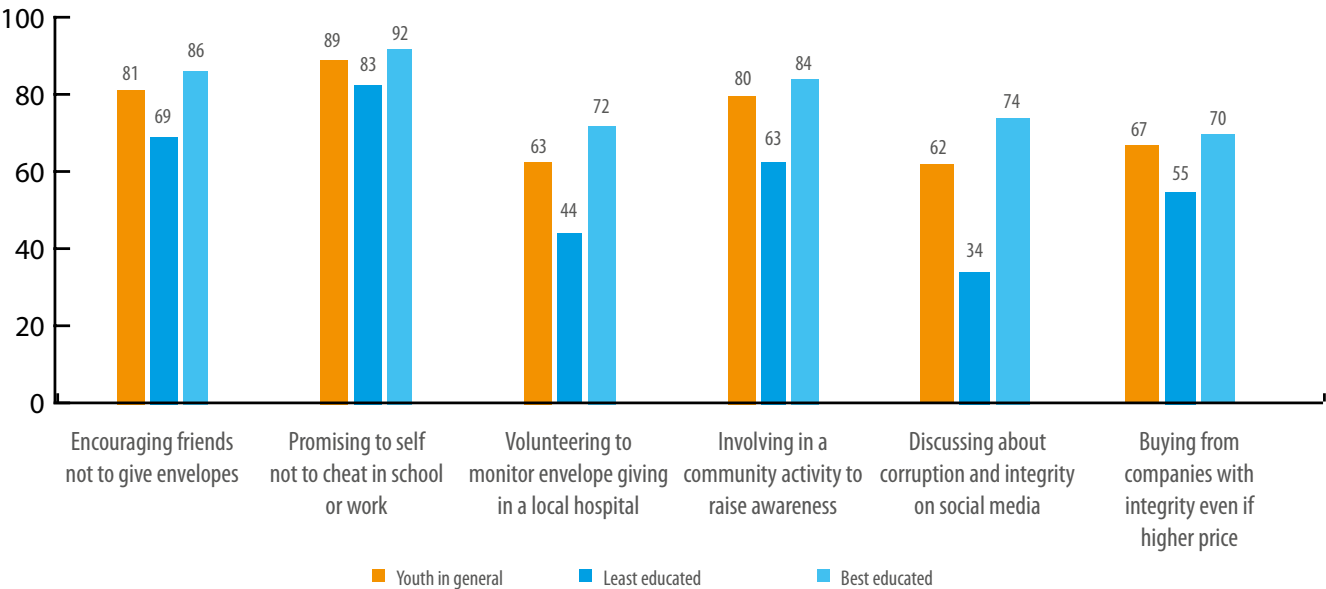
Young people are becoming more willing to engage in integrity initiatives, which is also evident in a growing number of youth-led integrity initiatives in the country.

However, the best educated youth group appears to be significantly more ready to promote integrity than the less educated group. The highest rates of support

are recorded for activities such as encouraging friends not to give envelopes, behaving ethically in the school or work context, and engaging in community awareness raising activities. In particular, using social media to discuss corruption and integrity sees a huge divide between the more educated and the less educated groups with the latter seeing this as much less relevant.

FIGURE 23

Willingness to engage in awareness raising activities: youth in general and by educational background (%)



The willingness to report corruption among youth is largely unchanged since 2011. In 2014, when being asked whether they would report a specific education-related case, 60% said that they would report. Importantly, among those choosing not to report, the reasons have shifted decidedly towards resignation, i.e. that “it would not help anyway” (37% in 2014 compared to 28% in 2011), reflecting broader views among Vietnamese citizens (Towards Transparency, Transparency International, 2013).

Overall however, young people continue to be very optimistic about their ability to promote integrity, with 87% saying that youth can play an important role in this regard. Most encouragingly, significantly more of the least educated youth say so now compared to 2011. In this group, a rise from 67% (2011) to 84% (2014) was recorded.

Influences on youth behaviour

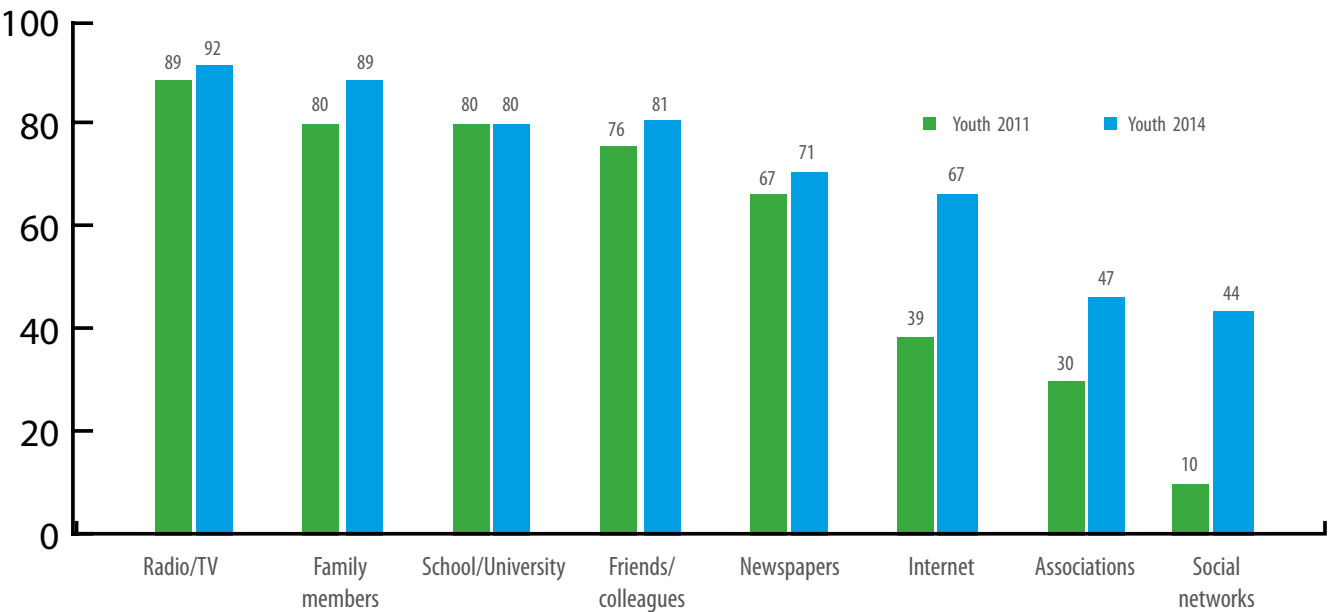
An important observation made in the YIS 2014 is that the information sources shaping the views of young people on integrity are changing.

While radio/TV, family and educational institutions – found to impact most in 2011 – retain their importance, internet, social media and associations

record a very strong rise. At the same time, sources such as educational institutions, newspapers, associations, internet and social networks remain vastly more important for the more educated group of youth. For less educated youth, radio/TV and family members are the most important sources.

FIGURE 30

Information sources shaping youth views on integrity: 2011 and 2014 (%)



Despite the importance of the education sector in influencing young people, the YIS 2014 does not detect an increased reach of formal anti-corruption education programmes since 2011. This may be due to the only recently begun roll-out of Project 137 as a formal government programme in this area.

Only 18% of youth report having received anti-corruption education, and among the least educated the figure is only 3%, while 74% of youth profess having no or very little knowledge of anti-corruption and integrity regulations. This demonstrates a significant need to increase reach and effectiveness of anti-corruption education.

# CONCLUSIONS & RECOMMENDATIONS

Overall, the YIS 2014 presents a mixed picture. On one hand, young people’s values appear to remain firmly rooted in integrity and reported experiences with corruption in selected sectors are declining compared to 2011. Young people also express a strong belief in their ability to promote integrity and strong willingness to take concrete actions. At the same time, young people are now increasingly ready to compromise their values, in particular to secure their family income. They are more sceptical towards the effectiveness of reporting corruption. A significant divide in attitudes about integrity is appearing between more privileged and less educated youth. This emphasises the importance of proactive efforts by multiple stakeholders to support young people, who are strongly committed to their values, to practice these in a challenging environment. The following key recommendations are made in this respect.

## To anti-corruption agencies, government education institutions, and educational institutions

- That close attention is paid to increasing the reach, content and effectiveness of anti-corruption and integrity education.
- That existing and new youth integrity initiatives led by the government, mass organisations, civil society organisations and educational institutions are actively supported by relevant government agencies.
- That key sectors where young people experience corruption are targeted for anti-corruption reform, in particular the education sector.
- That senior leadership in educational institutions encourage the engagement of youth, teachers, and parents in discussing and promoting concepts of clean education and integrity.
- That adequate systems and procedures are established to safeguard integrity in the classroom.

## To youth organisations (formal and informal) NGOs and other actors interested in supporting youth integrity initiatives

- That they, particularly the Ho Chi Minh Communist Youth Union, consider including youth integrity as a priority topic in their annual plans.
- That they consider integrating youth integrity into ongoing initiatives and collaborate with existing youth integrity initiatives.
- That the results of the YIS are carefully considered in the design of youth integrity initiatives.

## To young people

- That they consider joining or starting their own youth integrity initiative and encourage their peers to do so, in order to learn more, get inspired and inspire others to act with integrity.

## To parents and other family members

- That they encourage the development of integrity-based values by setting an example and by supporting their children to act with integrity.
- That they engage proactively and use existing accountability mechanisms in educational institutions to demand clean practices in the sector.

## To media organisations

- That they engage in active efforts to support an increased understanding of concepts of integrity among young people in particular.
- Depending on their particular strengths and reach, that they make proactive efforts to reach less privileged youth.

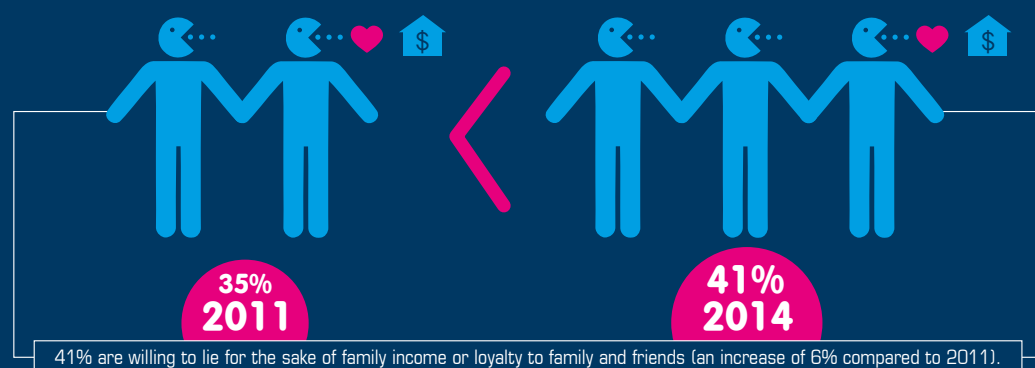
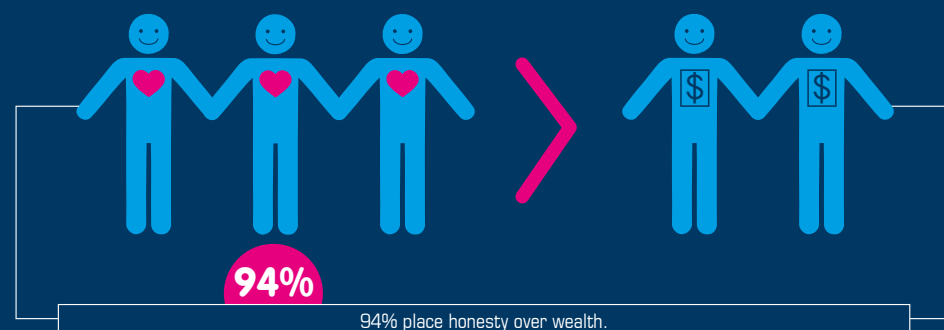
## To business sector organisations

- That leading businesses support existing and new youth integrity initiatives to demonstrate leadership and the relevance of integrity for career development.
- That across the business sector, competitive and transparent hiring procedures are developed and maintained, which place strong importance on the integrity of candidates.

# Infographic

## 5 KEY FINDINGS IN THE VIETNAM YOUTH INTEGRITY SURVEY 2014

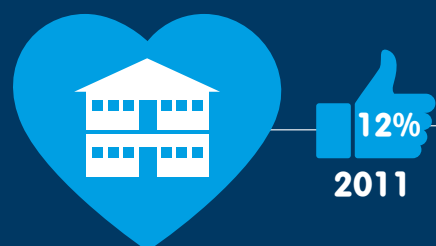
## FROM ATTITUDES TO ACTIONS



## FORMAL EDUCATION ON ANTI-CORRUPTION HASN'T IMPACTED YOUTH



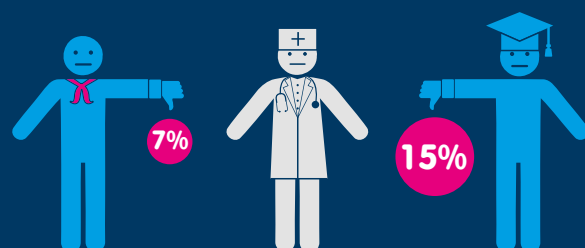
## YOUTH ARE MORE PESSIMISTIC ABOUT THE INTEGRITY OF PUBLIC SERVICES THE MORE EDUCATED ARE MORE CRITICAL



6% offer a "very good" rating for local or national administration (50% less than 2011).

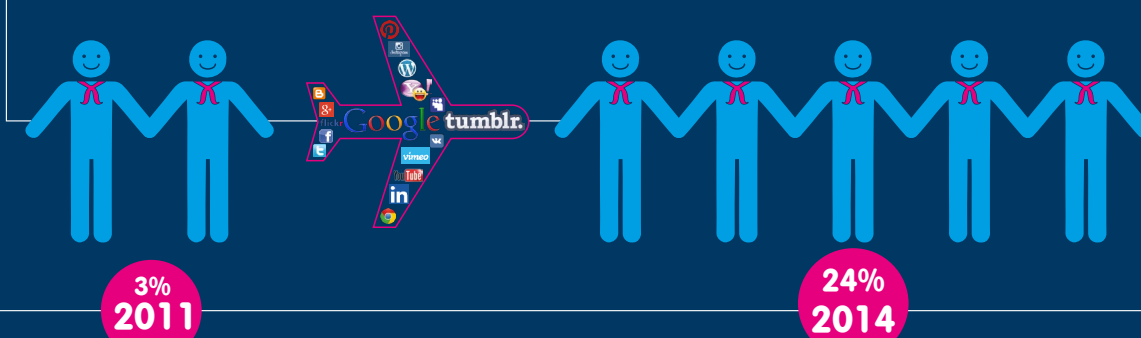


19% of the best educated, compared to 8% of the least educated, rate traffic police as "very bad".



15% of the best educated, compared to 7% of the least educated, rate public health care as "very bad".

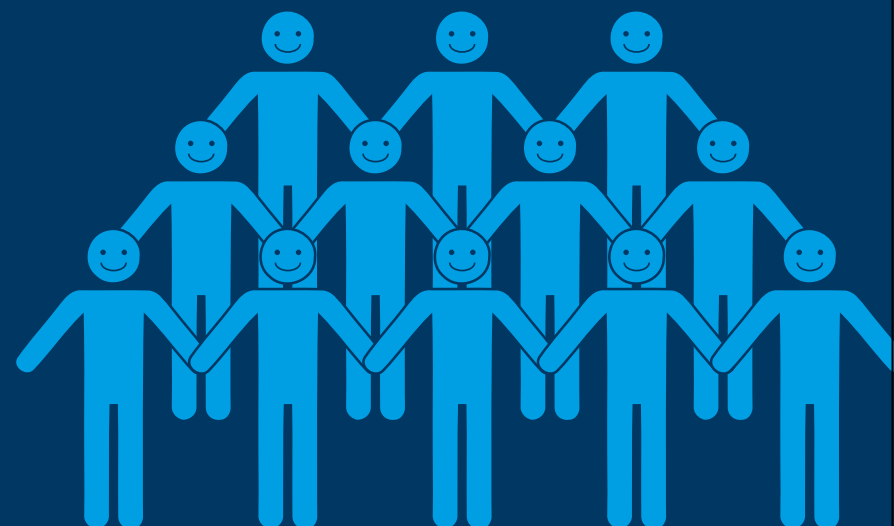
## THE INTERNET IS INCREASINGLY INFLUENCING YOUTH VIEWS ON INTEGRITY



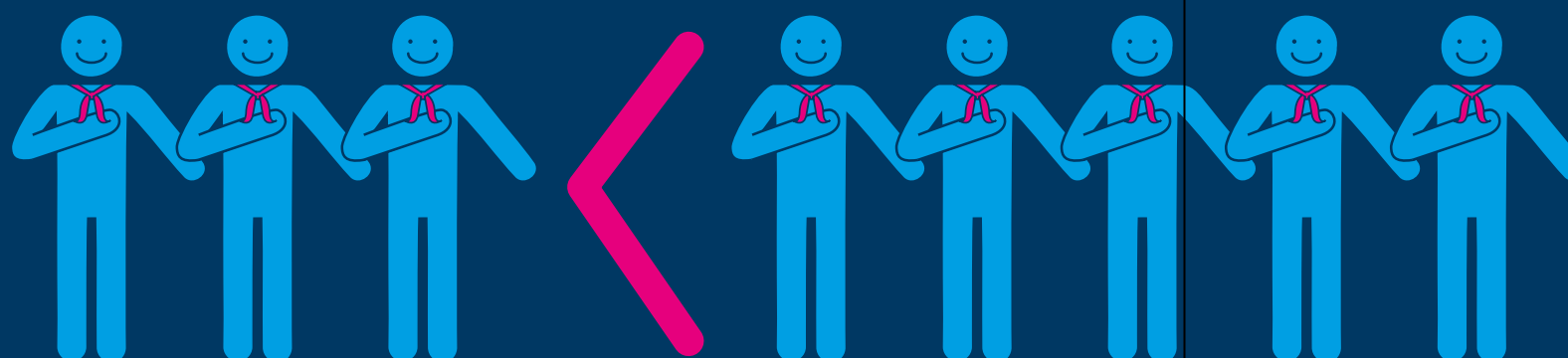
24% of the least educated youth agree (eightfold increase compared to 2011).



## YOUTH ARE STILL OPTIMISTIC AND WILLING TO PARTICIPATE IN ANTI-CORRUPTION INITIATIVES



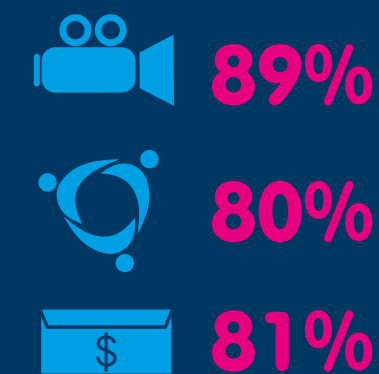
87% believe that they play an important role in anti-corruption.



67%  
2011

84%  
2014

The least educated are more confident of their role  
(84% in 2014 compared to 67% in 2011).



- 89% are willing to commit to no cheating at school.
- 81% are willing to encourage friends not to give envelopes.
- 80% are willing to take part in raising community awareness.



# Chapter 01

## FOREWORD

The active participation of citizens is a critical component in any country's efforts to address corruption. In Vietnam, where almost 50% of the population is under 30 years old, engaging youth in the promotion of integrity as a barrier to corrupt behaviour is of particular importance. The Youth Integrity Survey (YIS) is designed to support efforts to enable young people to practice their strong and positive values by informing policy-makers, educators and civil society organisations on youth views on corruption and integrity, including their challenges and effective ways to support them.

In our work under Transparency International's Vietnam programme since 2009, we have seen many encouraging developments in this area over time. As a state party to the United Nations Convention against Corruption (UNCAC) and by implementing its own national anti-corruption strategy, Vietnam has made important commitments to address corruption and enable the participation of society in this matter. The government has launched Project 137 as a nationwide anti-corruption education effort. While the impact of these efforts are not yet reflected in the findings of the YIS 2014, their importance is strongly emphasised by the results of the research and they deserve continued and even increased support from a wide range of stakeholders.





#### INTEGRITY JOURNEY.

Photo courtesy of FACE Club, Hoa Sen University.

Since the publication of the first YIS in 2011, a growing number of universities, NGOs and other organisations have initiated innovative projects to increase young people's understanding of transparency, integrity and anti-corruption, and sought to inspire them to become active participants. A number of these important efforts have received critical support from the Vietnam Anti-corruption Initiative (VACI), under the leadership of the Government Inspectorate (GI) and the World Bank. If such collaboration between civil society and government in this area continues to improve, and more and better ways are found to reach young people in ways appropriate to their needs and interests, this collaboration can be successful.

The YIS 2014 results point to a number of challenges faced by young people, who continue to be more vulnerable to corruption than adults. At the same time, the findings underline a very strong foundation of ethical values and a strong motivation of young people to promote integrity. In our work in Vietnam and overseas, we often find that young people themselves are the most creative leaders in inspiring other youth to live and practice values of integrity. They therefore deserve the strongest encouragement and support from political leaders, teachers, parents, employers and youth organisations. At the same time, it is incumbent on these adult actors to double their efforts to enable young people to practice integrity, by vigorously addressing corruption where they are affected by it.

We hope that the data provided in this report will make an important contribution to the improvement of anti-corruption policy and its implementation in view of the particular needs of Vietnam's youth. If young people feel supported and encouraged to act with integrity, they will be well prepared for their future leadership roles in government, business and civil society.

In analysing the YIS results, we came across a number of interesting questions that require further study to address and solve. For example: what are the psychological, cultural and economic conditions that influence the gap between awareness and behaviours of youth in general and between the less educated and more educated in particular? Does the lack of a good model of fighting against corruption influence youth commitment to integrity? In this report, we were not able to solve these emerging issues; nonetheless, we hope that the data it provides can suggest some direction and scope of work for individual researchers and organisations who are interested in the topic.

As we continue to develop our own work to support youth understanding and action on integrity, we look forward to working with others in civil society, media, government, the education sector and business to collaborate in this effort. The collaborative nature in which this report was produced is perhaps an example of this approach. We are therefore very grateful for the passion, companionship and hard work of our colleagues at CECODES and Live&Learn in the development of this report.

**Dao Thi Nga**  
Executive Director  
Towards Transparency





## Chapter 02

### METHODOLOGY

The starting point of the study is the definition of integrity as 'behaviours 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' (Transparency International, 2009, p. 24).

Corruption is understood as 'the abuse of entrusted power for private gain' (Transparency International, 2009, p. 14). The study explores young people's understanding of the concept of integrity, their awareness of corruption and their attitudes, behaviours and actions when faced with it. It also investigates which actors have the most influence on shaping youth values and behaviours and how integrity can be improved.



## SAMPLING DESIGN

As in the first edition of the Youth Integrity Survey in Vietnam, the study focuses on young people aged 15 – 30. In this way, both the Vietnamese definition of youth (15–30 years) and the international definition (15 – 24 years) are applied. The selected age range also helps ensure possible comparisons between Vietnamese youth and their international peers in this report. Additionally, the study samples a control group of individuals older than 30, to provide comparison to the youth group in terms of attitudes, values and behaviours.

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, i.e. respondents over 30 years old.

In order to maximise comparability with the 2011 survey, the study keeps the multi-staged sampling design of the previous round. At the first of the four-stage stratified sample, two provinces in each of the six socio-economic regions of the country were randomly selected proportional to their size, using the Probability Proportional to Size methodology (PPS). At the second stage, in each province, 6 census enumeration areas (EA) (3 in rural areas and 3 in urban areas) were selected, again using the PPS method.

In 2011, 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. In 2014, as the lists of the Population Census 2009 were no longer accurate due to the 5 year time lapse, the population list was instead produced manually for each of the sampling points prior to the field work.

Finally, in the fourth stage one person was selected in each of the selected households (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.

In total, face-to-face interviews were conducted with 1.110 youth aged 15-30 (the target group), and 432 adults aged over 30 (the control group). Key demographic parameters of the sample, such as age and gender distribution, employment status, etc. are provided in Annex 1.

While analysing the data of the YIS 2014, the researchers paid equal attention to all demographics of the respondents including age, gender, occupation, geography and ethnicity. However, the results showed that similar to 2011, the awareness and behaviour



of youth are mostly affected by their education level and economic status rather than any other factors. Therefore, most of the analysis of this document regroups respondents based on their education level and economic status. Besides, where significant, the report also highlights comparisons between the answers of the Kinh population, the majority ethnic group of Vietnam comprising over 85% of the population, and the responses of youth from several dozens of smaller ethnic minorities.

With regard to education, the 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. Within the report, references to the “less educated” or “lowest education level” refer to the group which has studied up to the end of primary school, and references to the “best educated” or “highest education level” refers to the group which has a level above upper secondary school.

With regard to living standards, four groups of respondents are defined based on their own self-perception: (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” refer to the group which is living with difficulty and references to the “best off” refer to the group which responded that they are living well.

## QUESTIONNAIRE DESIGN

In order to ensure comparability with the 2011 results and to identify any development, the questionnaire was largely kept unchanged. The exceptions are that in a few places the wording of the questions was slightly changed, when experience showed that this would significantly improve the quality of the responses. Besides the existing ones, a few new questions were added in order to reflect the study team’s current interest in the topic. However, this does not change the underlying concept of the questionnaire, which deals with four different dimensions of the concept of integrity:

- Morality and ethics – the conceptual understanding of behavioural standards
- Principles – the ability to differentiate between what is right and what is wrong
- Law abidingness – degree of compliance with the legal framework set forth by society
- Resistance to corruption - ability to challenge corrupt practices.

The questionnaire contains questions on opinions and perceptions, as well as questions regarding experiences and behaviour of respondents. Questions on opinions and perceptions investigate young people’s broad understanding of the concept of integrity, while questions on experiences and behaviour measure the extent to which concepts of integrity are practiced in everyday life.

Designed for international use, the questionnaire includes three parts. The core part covers main basic questions to be asked in every implementing country in order to allow for international comparison 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. The third part, likewise optional, aims to include country-specific questions, addressing particular laws or evaluating specific policy. Both the Vietnam 2011 and 2014 surveys include all three parts.

Based on the successful experience of conducting the Youth Integrity Survey 2011 in Vietnam, its questionnaire has been used as a starting point by Transparency International for similar survey work in Fiji, Sri Lanka, Indonesia and South Korea. The results of these studies have been published in early 2014 (Transparency International, 2014). Although comparisons have to be made in a cautious manner due to differences in sampling in each of these countries, the cross-country comparative analysis based on valid data in the YIS 2014 provides some interesting insights.

## FIELD WORK

The NGO Live&Learn undertook the field survey work from December 2013 to May 2014, with the supervision of CECODES and the support of the provincial chapters of the Vietnam Fatherland Front (VFF).

For the field work, final year students or recent graduates from different regions were recruited and trained to be enumerators. Interviews were conducted either at homes of the respondents or in neutral places, such as coffee houses. Special attention was paid to minimise potential disturbance such as the presence of the authorities or senior people at the interviews.

In the research for the 2011 report, due to logistical problems, the research team had not been able to conduct the survey in one planned province. The number of observations in each province was thus increased in the remaining 11 provinces in order to achieve the planned total. These provinces were 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. In the research for the 2014 report, the team surveyed the same provinces to maximise comparability.

One of the key challenges was the low availability of youth, due to their high mobility for work and study. Based on earlier experiences, the team planned sufficient time to reach as many respondents as possible in the defined sampling points.





# Chapter 03

## KEY FINDINGS

This chapter presents the findings of the Youth Integrity Survey 2014 in the following areas:

- Young people's values and attitudes, exploring respondents' ethical position and their ability to differentiate between right and wrong.
- Young people's experience with corruption and respondents' behaviour in terms of law abidingness (the degree of compliance with the legal framework defined by the society) and their ability to challenge corrupt practices.
- The environment surrounding young people, including respondents' role models, and the extent and effectiveness of integrity education received by young people.



YOUTH INTEGRITY FESTIVAL, 2012.

Photo courtesy of TT.



## YOUTH VALUES AND ATTITUDES TOWARDS INTEGRITY

The study first explores the attitudes and value system of Vietnamese youth today. How important is integrity to them compared to other values such as loyalty to family or friends, or goals such as wealth or success? Which behaviours are considered right or wrong by young people and which acts are perceived as corrupt? Answers to these questions are necessary in order to understand young people's values and views, which can then form the starting point for educational strategies and create a supportive environment for young people.

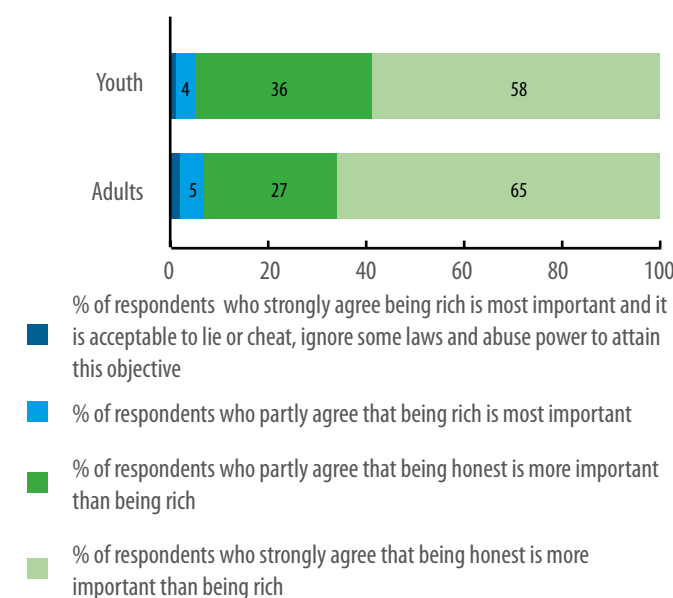
### Values

How important are wealth and success in the views of young Vietnamese compared to integrity? In order to explore this question, the respondents were asked a series of questions presenting alternatives between maintaining honesty and sacrificing integrity to achieve wealth (Question B4, Annex 2), and the potential conflict between increasing family income and respect for integrity (Question B5, Annex 2). Finally, the respondents were asked whether they thought that people who violate integrity are more likely to succeed in life or not (Question B6, Annex 2).

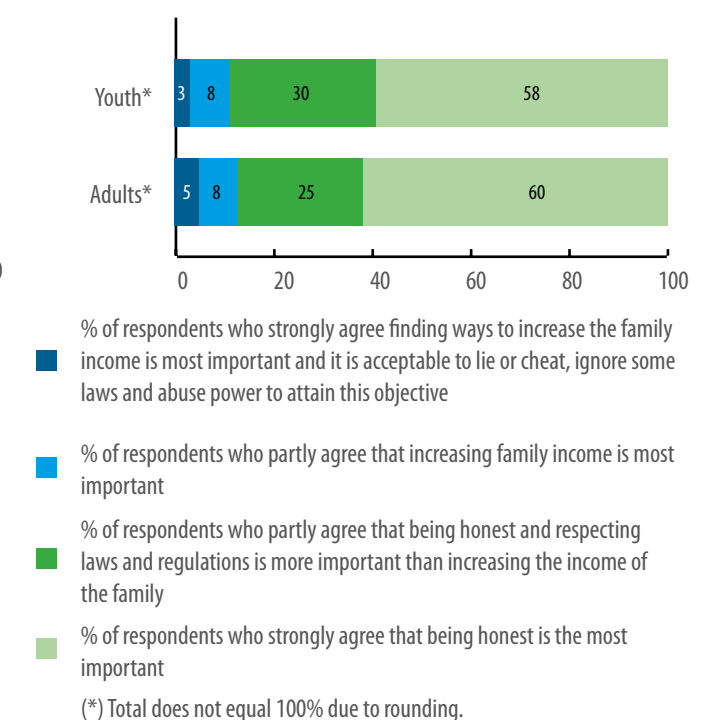
As shown in Figure 1, the vast majority of both youth and adults share views that place great importance on integrity. Among the youth respondents, 94% partly or totally agree that being honest is more important than being rich. Almost 90% agree partly or fully that being honest is more important than increasing family income. Also, 81% think that an honest person has at least the same chance of succeeding in life. These findings closely track those in the 2011 report, with the majority of young people continuing to believe that honesty has a higher importance than increasing family income or wealth.

The fact that the overwhelming majority of youth place stronger importance on honesty than on material wealth might be comforting, but the data reveal a somewhat sobering world view of youth. While almost everyone believes honesty is important for themselves, almost a fifth tends to think that honesty is not rewarded by society, at least when measured by success. This also reveals that young Vietnamese have the same practical view compared to their international peers in Fiji, Sri Lanka, Indonesia and Korea (Transparency International, 2014).

**FIGURE 1**  
Values on wealth, success and integrity  
(wealth versus honesty):  
youth and adults (%)

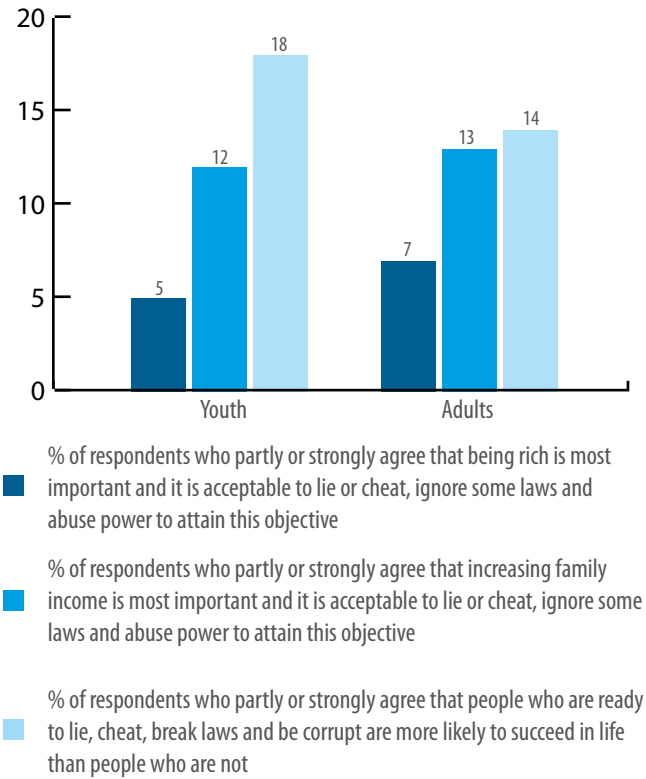


**FIGURE 2**  
Values regarding relative importance of  
increasing family income and honesty:  
youth and adults (%)



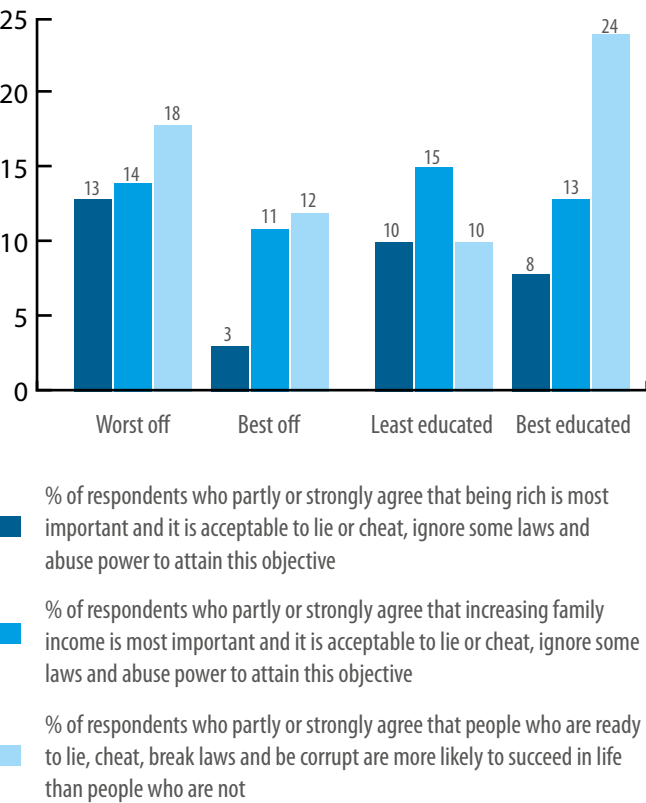
As shown in Figure 3, the proportion of youth who place greater importance on wealth and family income than on integrity, and think cheating is an essential ingredient of success, is similar to the one among adults. In general, these results are also at a similar level to 2011, albeit with small increases in rating family income higher than integrity among both youth and adults (Transparency International et. al, 2011). As already observed in the previous edition of the survey, when being asked whether being honest and respecting laws and regulations are more important than increasing family income, youth seem to take less of a definitive position, and tend to pick “partly agree” more than adults (29% versus 21% in the 2011 edition; and 30% versus 25% in the 2014 edition). This result may mean that regarding this issue, young people are less sure about their opinion, and that their views can still be influenced.

**FIGURE 3**  
Views on wealth, success and integrity among youth and adults (%)



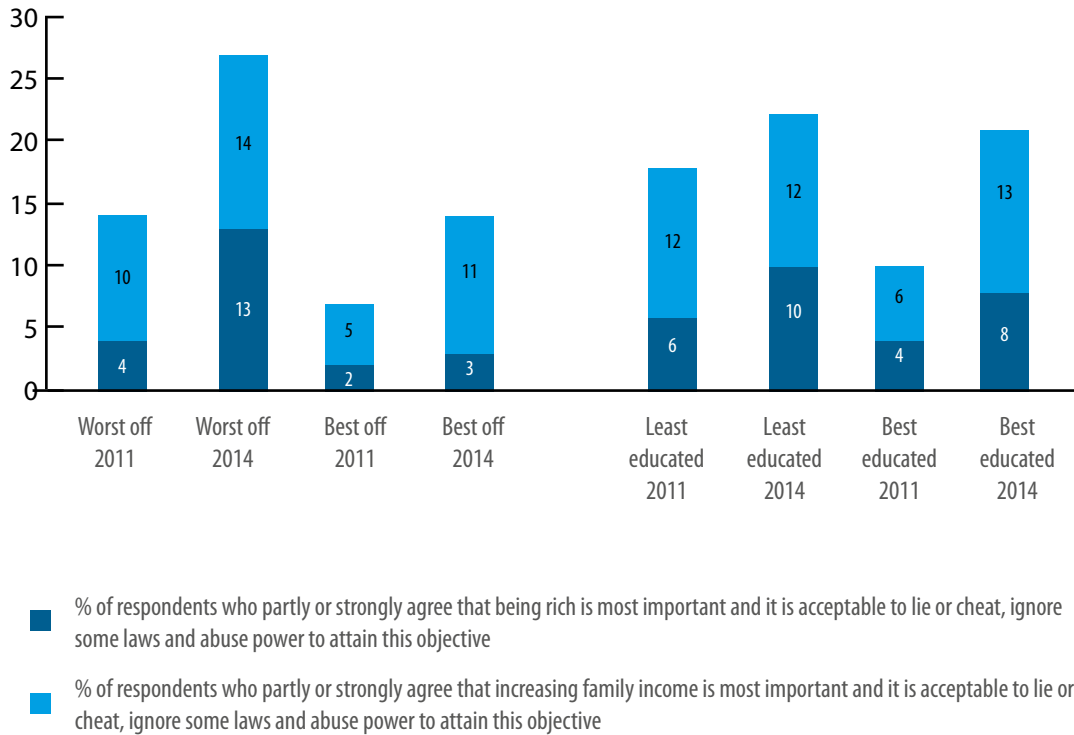
As shown in Figure 4, most of the respondents living with the greater financial difficulties seem to believe that wealth and income are more important than integrity. Similarly, there is a relation between the education level of youth and their responses: the less educated group (completed primary school) have a slightly more materialistic view than the more educated (beyond high school). However, the best educated respondents are also the most cynical regarding their views on cheating.

**FIGURE 4**  
Youth values on wealth, success and integrity: by living standard and education levels (%)



There are also significant differences between urban and rural youth, as well as between Kinh and minority respondents. The survey found that 21% of youth in urban areas believe that cheating increases one's chances of being successful, compared to only 14% of youth in rural areas. The percentage among Kinh youth is 20% versus 9% among young minority populations, similar to 2011. However, the differences between geography and ethnicities may merely be a reflection of the fact that a higher concentration of the better educated population live in urban areas and belong to the Kinh population.

**FIGURE 5**  
Youth values on wealth, success and integrity: 2011 and 2014 (%)

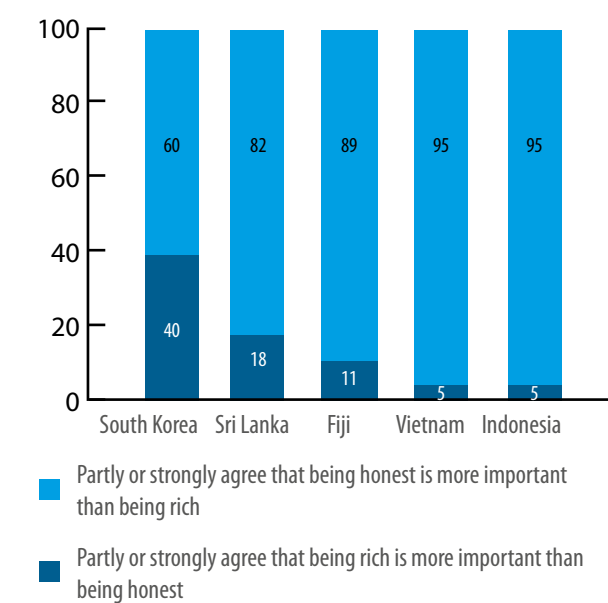


Compared to 2011, across economic status and education levels, youth are now more willing to place increased family income and being rich before integrity. This increased focus on material well-being may well be a reflection of tougher economic times in recent years and reflect decreasing trust in official anti-corruption and increasing levels of corruption perceived by Vietnamese citizens (Towards Transparency, Transparency International, 2013). The best-educated respondents remain, similar to 2011, the most cynical concerning how success is to be achieved, with 24% of them saying that cheating will lead to success. This may confirm a concern already stated in the 2011 study: the group with the biggest intellectual potential to be the country's future leaders have the least positive view on how success is to be achieved. That this finding persists after four years provides cause for concern.

Although caution needs to be applied when comparing results with other Asian countries given the different sampling strategies, the numbers offer interesting insights. Generally, Vietnamese along with Indonesian respondents offer more positive answers than their Asian peers. At least in terms of opinion, 40% of South Korean youth say that being rich is more important than being honest, compared to only 18% in Sri Lanka, 11% in Fiji, and just 5% in both Indonesia and Vietnam (Transparency International, 2014).



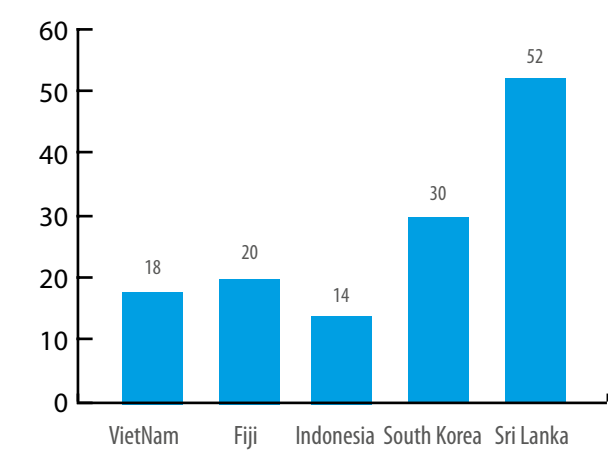
**FIGURE 6**  
Youth opinion on “being rich” versus “being honest”: Asian comparison (%)



Data from Transparency International, 2014

Similarly, when asked whether they think that people who are willing to lie, cheat and break the law will have more chances to succeed in life, Vietnamese, Fijian and Indonesian youth share similar opinions, with between 14% and 20% agreeing. South Korean and Sri Lankan youth are significantly more pessimistic (Transparency International, 2014).

**FIGURE 7**  
Youth respondents’ agreement with the statement that “lying, cheating and breaking the law is more likely leading to success” in life: Asian comparison (%)



Data from Transparency International, 2014

**Attitudes towards integrity**

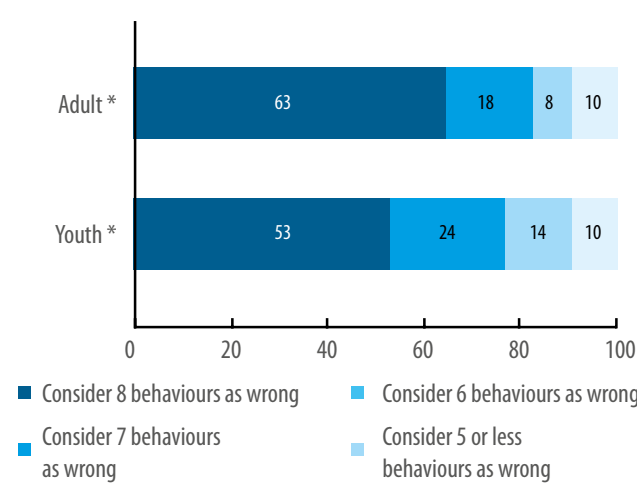
An important aspect of the study is exploring young people’s understanding of the concept of integrity. For this purpose, youth were presented with a range of possible corrupt behaviours and asked if they considered them wrong or not, as well as acceptable or unacceptable (See Annex 2, Question B1). The behaviours range from everyday life situations to more abstract concepts. Below is the complete list of the behaviours:

- a. A person does something which might be illegal in order to make his/her family live better
- b. A leader does something which might be illegal but it enables your family to live better
- 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)
- d. A person having responsibility gives a job in his service to someone from his family who does not have adequate qualifications (to the disadvantage of a more qualified person)
- e. 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
- f. A person gives an additional payment (or a gift) to a doctor or nurse in order to receive better treatment
- g. A parent of student gives an additional unofficial payment (or a gift) to a teacher so that their child can get better grades
- h. Somebody (such as a teacher, or manager in a company) uses his or her position to get a sexual favour in exchange of a salary raise or higher exam score.<sup>1</sup>

As shown in Figure 8, slightly more than half of youth consider all 8 behaviours to be wrong, while a quarter of youth consider 7 behaviours to be wrong. Another quarter of respondents view two or more behaviours as not wrong. These results are very similar to those of the 2011 round. Also, as in 2011, adults appear to be slightly stricter than the youth, with almost two thirds of respondents viewing all behaviours as wrong.

<sup>1</sup> This question was newly added to the questionnaire in the 2014 round of research.

**FIGURE 8**  
Attitude to integrity: youth and adults (%)



(\*) Total does not equal 100% due to rounding.

As shown in Table 1, on average across each given hypothetical situations, 89% of youth considered them wrong, similar to adults (90%), and similar to the 2011 level (88%). In particular, bribes for better grades and sexual favours receive higher than average rates of rejection from youth (94% and 99% respectively). Asking for sexual favours in exchange for benefits, such as a salary raise or higher exam scores, sees the highest level of rejection of all given behaviours among both youth and adult groups.

**TABLE 1**  
Attitude to integrity – average perception of corrupt behaviours (%)

% of respondents agreeing that the corrupt behaviour is wrong	Youth	Adults	Best off	Worst off	Best educated	Least educated
Average of each of the eight behaviours	89	90	88	87	92	82
Giving extra payment to get better medical treatment (2014)	65	80	64	64	71	63
Giving extra payment to get better medical treatment (2011)	68	82	58	69	64	68

After being asked whether they consider the above behaviours as right or wrong, respondents were asked whether they are acceptable, even if they consider the behaviours wrong. Figure 9 shows youth respondents’

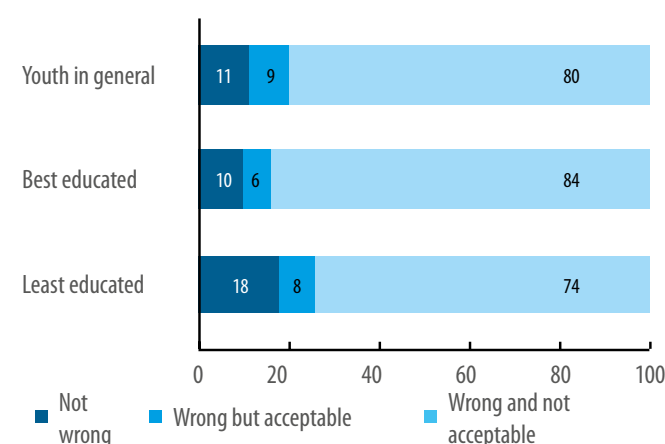
Among youth respondents, there is also no significant difference in responses between gender, geography (rural versus urban), occupation, ethnicity or living standards. The largest differences are observed between youth and adults with regard to informal payments in the health sector, which only 65% of youth consider wrong versus 80% of adults.

The difference in views observed in 2011 between economically best off and worst off youth groups on whether informal payments in the health sector are wrong has now disappeared. In particular, attitudes among the best off economically group have shifted towards an increasing rejection of informal payments in health, from 58% (2011) to 64% (2014), while among the worst off group there is a decline in rejection from 69% (2011) to 64% (2014). While this would need to be explored further through research, these changing attitudes may also relate to increasing exit options from poor public services among the more privileged, who can access care in a growing private healthcare sector (Gray-Molina, et al., 1999; Hort, 2011; The Economist, 2014; VietNamNet Bridge, 2014). At the same time, views in the worst off and less educated groups have deteriorated, perhaps reflecting increasing strain on public services.

answers in three groups: those who do not think that the behaviours are wrong, those who think that they are wrong but acceptable, and those who think that the behaviours are both wrong and unacceptable.



**FIGURE 9**  
Averaged youth perception on corrupt behaviours (%)

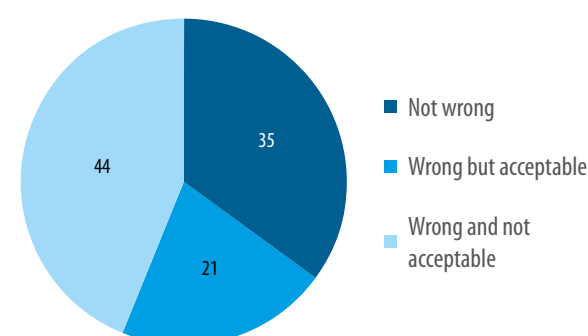


Results are again similar to those in 2011. On average for each of the eight situations in question, 80% of youth find the behaviours to be wrong and unacceptable, while 9% know that these actions are wrong but are still willing to accept them. Finally, 11% do not consider the acts as problematic. It is striking that among the less educated group (completed primary school), up to one fourth (26%) accept the corrupt behaviours as either not wrong or wrong but still acceptable.

The attitude of the less educated youth may reflect their personal experience on how society functions. It may also reflect lower levels of awareness and sense of less empowerment to reject corruption compared to more educated groups.

As already indicated, among all given situations, people seem to be far more ready to compromise when health services are concerned (Figure 10). Similar to 2011, more than one third of young respondents do not consider the act of giving an extra payment to receive better medical treatment as wrong, significantly more than the 20% found among adults. Another fifth, increasing from the 13% of 2011, considers it wrong but is willing to accept it.

**FIGURE 10**  
Youth perception on giving extra payment to receive better medical treatment (%)



Why is there the most willingness to consider corrupt behaviours in the health sector as “acceptable”? At the systemic level, informal payments in the health sector have been described as a response to under-resourced public health systems in Vietnam and other transition countries (Transparency International, et. al., 2011b; Allin, et al., 2006). At the individual level, previous research notes a desire for better service, accessing higher-level health facilities, gaining access to care, ensuring the availability of supplies and avoiding shame as reasons for patients’ offering of informal payments (Transparency International, et. al., 2011b).

Given the immediate perceived or real impact on physical well-being, it is also reasonable to expect that compared to other areas, it is easier to rationalise behaviour that lacks integrity. Efforts to address corruption in this area would therefore need to take into account all of the incentives faced by providers and patients to address the root causes of informal payments.

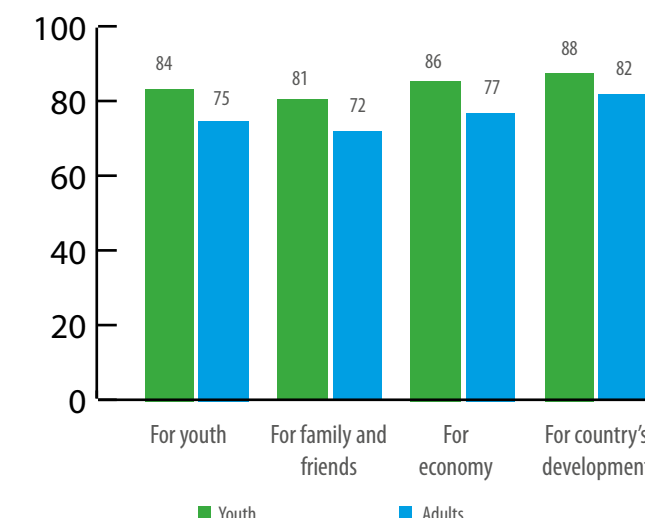
## Perceptions on the importance of integrity

As seen above, the majority of youth view corrupt behaviours both as wrong and unacceptable. But are young people aware of the importance of integrity and the impact of its absence? In order to examine this question, respondents were asked if they perceive the lack of integrity to be a major problem for (i) youth, (ii) their family and friends, (iii) the economy/business in general and (iv) the country’s development (see Annex 2, Question B3).

As shown in Figure 11, between 81% and 88% of youth believe that the lack of integrity is harmful. This is broadly comparable to the 2011 results. Interestingly, among adults only between 72% and 82% share this view. Also, the number tends to drop when it comes to impact on youth and their family and friends, indicating that people tend to view corruption as a macro-level, more abstract concern, impacting the country rather than their direct social environment. Hence, educational programmes aimed to increase public engagement to address corruption need to show that the damage caused by a lack of integrity is real, not just for the economy and the country, but for every citizen.

Nonetheless, it is important to recognise this level of awareness among young people which is also manifested in concrete cases, such as in a recent reported history exam answer by eighth grade students in a secondary school in District 1, Ho Chi Minh City (Thanh Nien Online, 2014a) (See Box 1).

**FIGURE 11**  
Lack of integrity as a serious problem: youth and adults (%)



## BOX 1

### Perceptions on importance of integrity reflected in a history examination of students in a secondary school

In an examination on history prepared by the Department of Education and Training, People Committee of District 1, Ho Chi Minh City (dated on 12/12/2014), a situation was given in Question 1: If you were a country leader, what would be your solutions to encourage your people to boost their economic status?

According to the Department of Education and Training, they have received very positive answers from the students. Especially, many students said that if they were their country’s leaders, they would solve unemployment.

A student from Tran Van On secondary school wrote: Generating more jobs for the unemployed, stabilize the social situation, saving natural resources, reducing electricity and water usage, using existing material economically...

Similarly, another student wrote: abolishing monopoly of state-owned enterprises in a number of fields to increase total number of enterprises and competition.

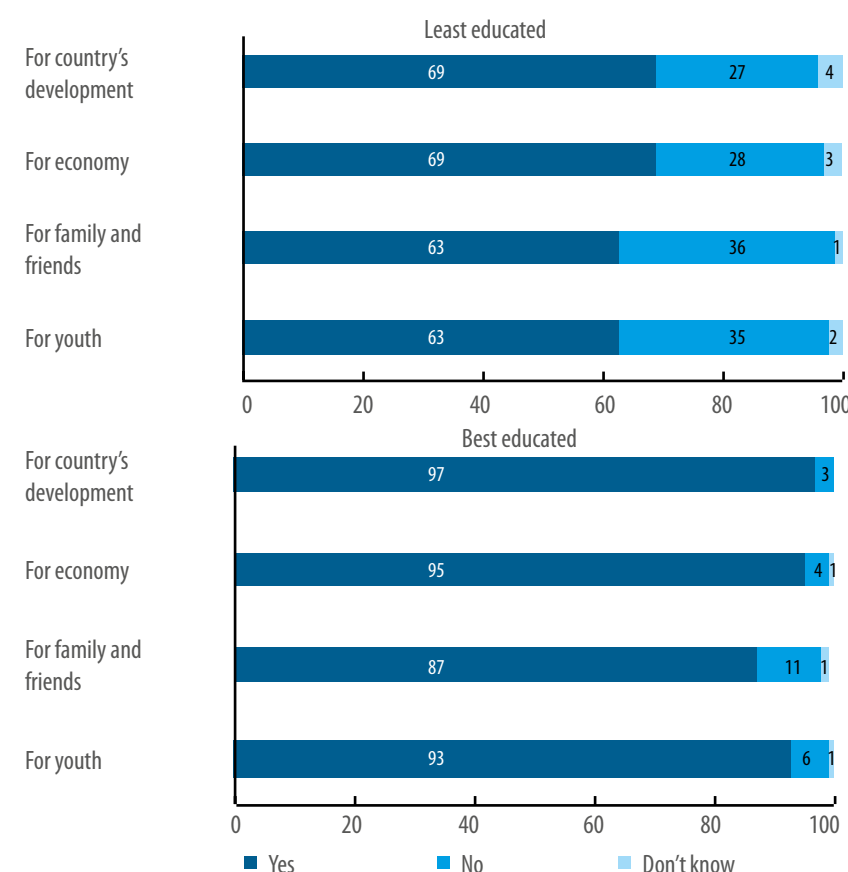
“Building trust among people, encourage them to buy domestic products,” one student said.

The findings are more differentiated when the data is broken down to different youth groups. While about 95-97% of the best educated youth are aware of the negative impact of the lack of integrity on the country and the economy, less than 70% of the least

educated think this way. Among the latter group, only slightly more than 60% think corruption is harmful for them or their family, which indicates a serious lack of understanding and awareness (Figure 12). These findings are consistent with the 2011 results.

**FIGURE 12**

Lack of integrity as a serious problem, broken down by education levels (%)



Finally, as in 2011, there is a significant gap in perceptions between youth from urban and rural areas, which may be a reflection of the educational divide (Transparency International, et. al., 2011a). Awareness concerning the seriousness of the lack of integrity is about 10% less in rural areas than in urban areas. The gap between minorities and the Kinh population is close to 20%. On the other hand, age and gender do not seem to play a role in shaping respondents' views.

### Readiness to compromise integrity

Even when youth know to tell right from wrong and are aware of the importance of integrity for the society, it is important to explore how ready they are to compromise their ethical values. Would they act with integrity if being honest involved personal cost, either financial or social? What are the differences between respondents' theoretical understanding of integrity and their willingness to make exceptions to their principles? To explore these questions, respondents were asked whether they

agreed or disagreed with three aspects of a definition for a person of integrity (See Annex 2, Question B2). According to these, a person of integrity is someone who:

- (i) Never lies nor cheats so that people can trust him/her
- (ii) Does not break the law in any case
- (iii) Never accepts nor gives bribes

There is strong agreement among respondents with these definitions: Between 89% and 95% youth agree with these statements, similar to adults' views. No significant variation exists between different gender, geographical divides, living standards or educational levels.

Interesting insights are revealed when respondents are questioned on how ready they are to compromise their definition of integrity. For this purpose, three similar, but relaxed definitions of a person of integrity were offered. They describe a person of integrity as someone who:

- (i) Does not lie nor cheat except when it is costly for him/her or his/her family

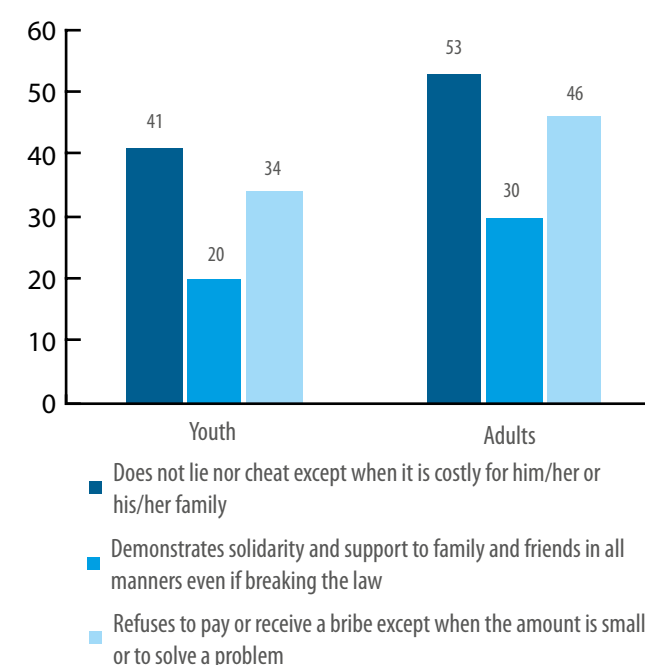
(ii) Demonstrates solidarity and support to family and friends in all manners even if that means breaking the law

(iii) Refuses to pay or receive a bribe except when the amount is small or to solve a difficult problem<sup>2</sup>

Figure 13 shows that 41% of youth are ready to relax their definition of integrity when acting with integrity comes at a cost to him/her or her/his family. 34% accept that a person of integrity might still pay a small bribe or one that will help solve a difficult problem. 20% say that it might even be permissible to break the law in solidarity with family and friends. Adults are even more willing to compromise on their definition of integrity: Around 50% consider avoiding a financial loss or engaging in petty corruption acceptable. Notably, 30% of adults think integrity is compatible with committing an unlawful act in support of family and friends. Also, youth become more willing to compromise their definition of 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 definition of integrity is lower than the overall youth average.

**FIGURE 13**

Agreement with a "relaxed" definition of integrity: youth and adults (%)



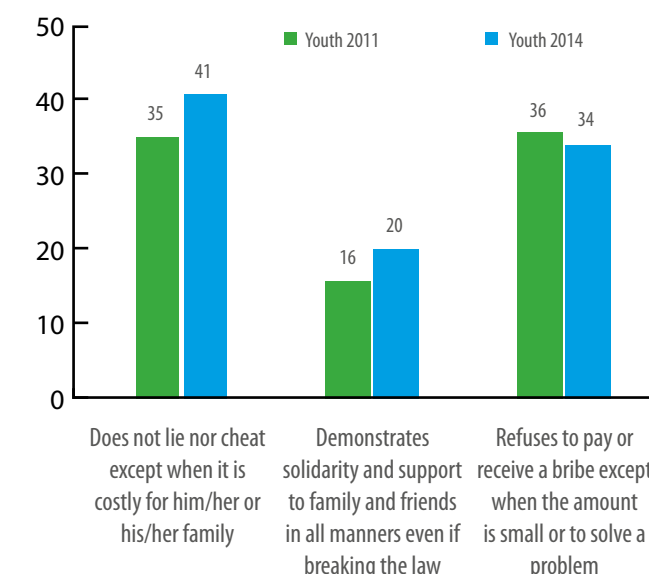
As shown in Figure 14, compared to 2011, the willingness to relax their definition of integrity has slightly increased among young respondents in situations where family or friends are involved.

<sup>2</sup> This is addressed in the questionnaire by two separate questions, B2f and B2g. For analysis the average results of these two questions are taken into account. See Annex 2 Question B2.

Meanwhile, willingness to tolerate petty corruption sees a very small decline. Among adults however, there has been a marked rise in their willingness to compromise for the sake of family and friends (53% versus 41% in 2011) and a slight increase in the two other situations (5% and 2% respectively). This could be worrisome both in the sense that adults set examples for young people, and the possibility that attitudes among young people may change as they get older.

**FIGURE 14**

Willingness to "relax" definition of integrity: 2011 and 2014 (%)

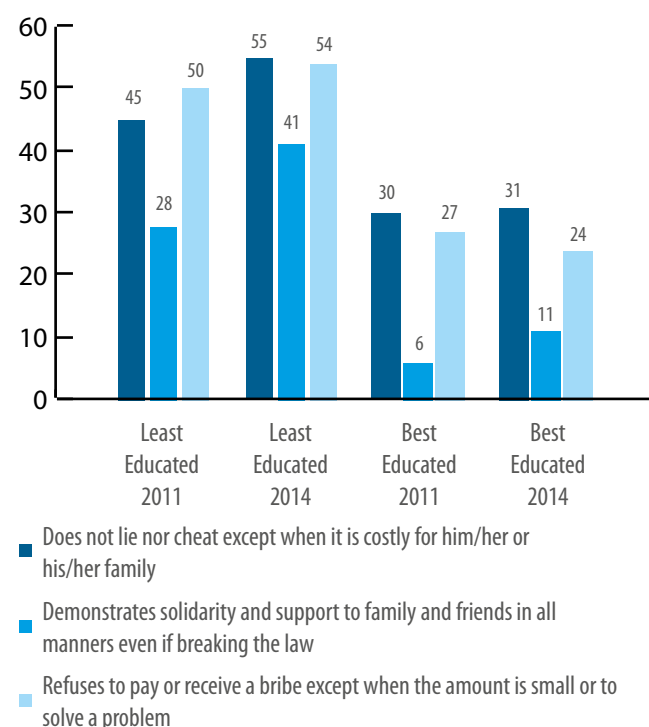


Among Vietnamese youth, the divide between educational levels is striking. 55% of the least educated versus 31% of the best educated accept that a person of integrity may lie or cheat when it helps her/him or the family. 54% of the least educated indicate the same when it comes to petty corruption, compared to 24% of the more educated. When it comes to breaking the law in support of their family and friends, only 11% of the best educated are ready to do so, compared to 41% of the least educated.

Compared to 2011, perhaps most worrisome is the rise in readiness to break the law to support family and friends, which increased from 28% to 41% among the less educated and from 6% to 11% among the more educated (Figure 15). Concerning the acceptability of lying and cheating, there is a strong rise among the less educated group of young respondents. The only positive development is a slightly reduced willingness to accept petty corruption among the more educated.



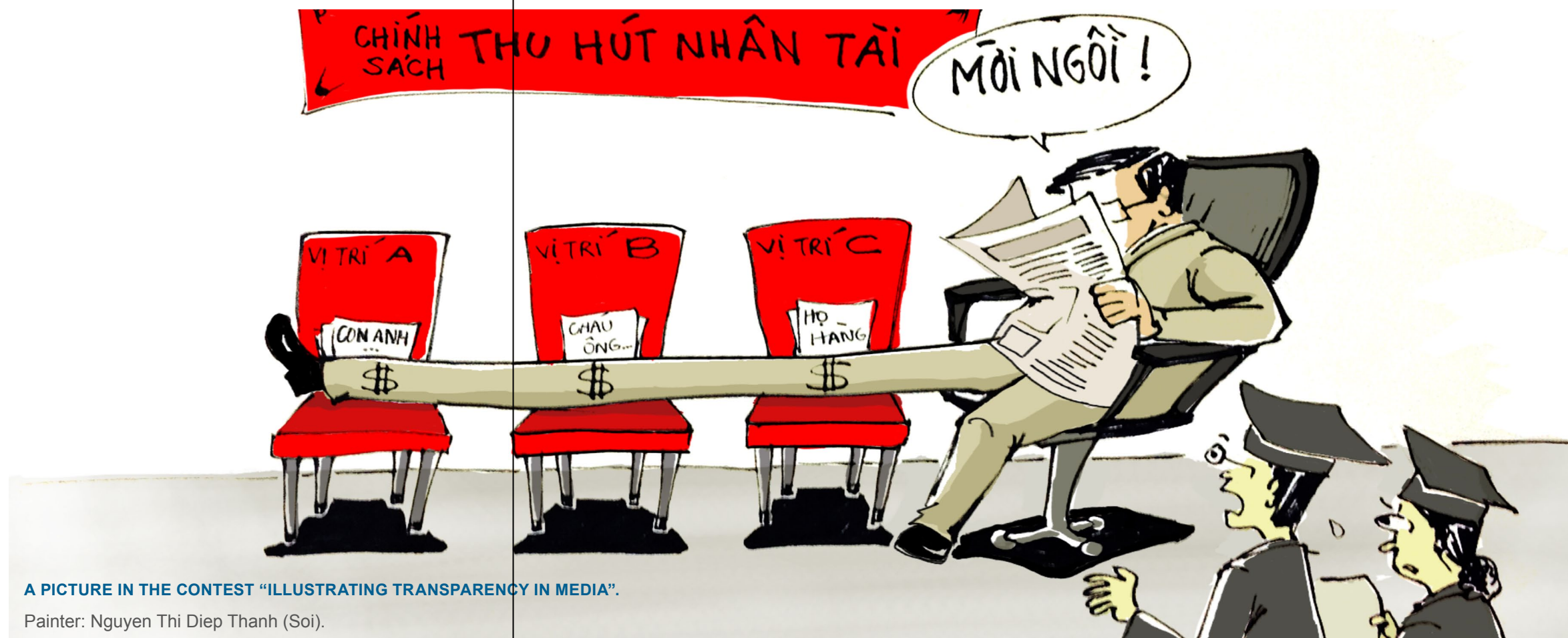
**FIGURE 15**  
Agreement with a “relaxed” definition of integrity among youth, according to education levels: 2011 and 2014 (%)



Overall, the data indicates fairly high levels of acceptance of cheating to avoid personal costs or costs for the family, as well as of petty corruption. By comparison, acceptance of outright breaking of the law to support family or friends is lower. The least educated group of young people displays a much more relaxed attitude towards integrity compared to the more educated group. This suggests that more research needs to be conducted to find practical methods for integrity education that are appropriate for the less educated group and able to support an increasing awareness and practice of integrity.

## YOUTH EXPERIENCES AND BEHAVIOURS

Following the exploration of young people's values, the study also explores concrete behaviours and actions to understand how these align with young people's values. In practice, values may conflict with pressures and incentives that young people face in their daily lives. Exploring these issues is the focus of this chapter, along with an exploration of young people's exposure to corruption in their daily life.

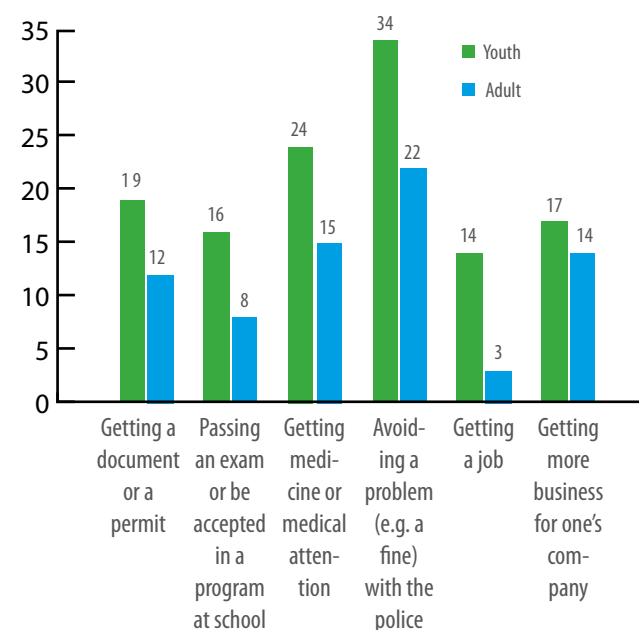


## Experiences with corruption

The first aspect examined here is the level of exposure of young people to concrete experiences of corruption. For this purpose, respondents were presented with a number of examples and asked if they had faced corruption in any of the situations during the past 12 months. 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 (See Annex 2, Question B7).

As shown in Figure 16, among those who have been exposed to these situations, the highest share (34%) experienced corruption when dealing with the police, followed by 24% in order to get medicine or medical attention. In all other situations, the levels of young people mentioning corruption experiences range between 14% and 19%.

**FIGURE 16**  
Experiences of corruption among those having contact with services in the past 12 months: youth and adults (%)



Overall, the levels of corruption experienced by young people are somewhat lower than those reported in 2011. Reported instances of corruption, among those who had been in the specific situations that were surveyed, fell from 23% to 16% in education, from 33% to 24% in health services, and from 29% to 17% regarding winning business.

It is interesting to note that all but two of the provinces surveyed in the YIS 2014 recorded improvements in the 'Control of Corruption' indicator in the Vietnam Provincial Governance and Public Administration Performance Index (PAPI) between 2011 and 2013 (UNDP, et al., 2013).<sup>3</sup> The 2013 Global Corruption Barometer data for Vietnam shows broadly comparable levels of bribery experiences for all age groups in education, health care and regarding permits. However, the data cannot be easily compared due to different sampling and questionnaires (Towards Transparency, Transparency International, 2013).

<sup>3</sup> Between 2011-2013, PAPI records Hai Duong, Nam Dinh, Nghe An, Dien Bien, Lam Dong, Gia Lai, An Giang, Ho Chi Minh City and Long An as improving their control of corruption indicators. Of the provinces included in the YIS, only Binh Duong and Quang Ngai recorded a decline in the same PAPI report.



Overall, however, young people continue to report significantly higher levels of experience with corruption than adults, similar to the 2011 research (Transparency International, et. al., 2011a).<sup>4</sup> Eventhough more research is needed to draw firmer conclusions, the data seems to support the assumption that youth are more vulnerable to corruption than adults. Youth may have less experience in dealing with situations of corruption and are consequently less resistant and pose less risk to the bribe-asker.

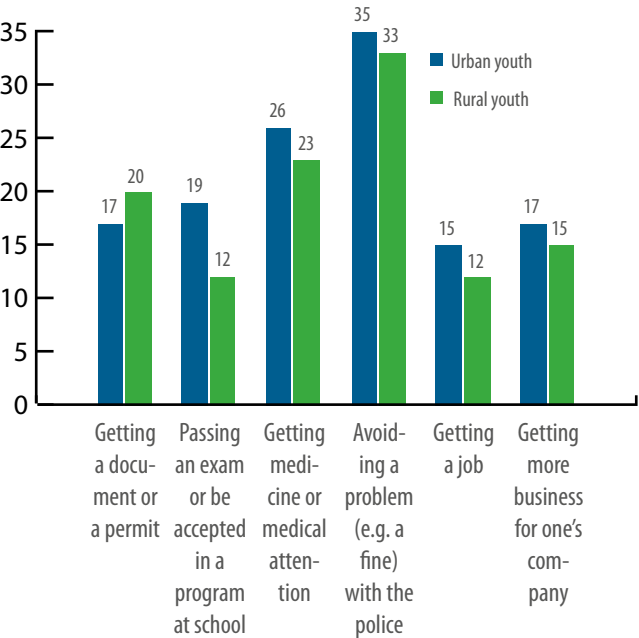
The rate of experiences of corruption in the health sector is unsurprising, as reflected by media and other reports concerning various corrupt practices, from envelope-giving to doctors and medical staff (Transparency International, et. al., 2011b) to falsified lab results (Thanh Nien Online, 2014b). Likewise, reports of unethical or corrupt behaviour in the education sector are regularly reported in the press, even though not all such practices may be directly observable by young people (Lao Dong, 2014; Giao Duc Viet Nam, 2014a; Giao Duc Viet Nam, 2014b; Thanh Nien News, 2014). Regarding interactions with the police, a follow-up question revealed that most of the reported experiences refer to the traffic police (88%), while about 9% report encountering corruption with the local police (“cảnh sát khu vực”), and a very small number with other types of police, such as the economic police (“công an kinh tế”).

Even outside of typically corruption prone areas such as health care and traffic police, it is worrisome to see that around one fifth or one sixth of youth continue to experience corruption in areas such as passing an exam or winning more business for their companies. This could lead to concerns over the value and quality of education. It also reflects wider concerns over corruption in the business sector, especially by foreign investors (VCCI, 2013). Efforts to increase integrity in education and providing opportunities for learning about international standards in business integrity could therefore make a positive contribution not only directly for young people, but also help underpin confidence among investors in Vietnam.

Across the board, youth with higher living standards seem to be more exposed to corruption, possibly because they have greater financial means to pay. There is also a small rural and urban divide regarding experiences with corruption (Figure 17), although compared to 2011, urban – rural differences have become smaller.

<sup>4</sup> Notably, reported experiences of corruption among the adult group rose slightly with regard to the police (from 19% to 22%) and strongly with regard to winning business (from 2% to 14%).

**FIGURE 17**  
Experiences of corruption among those who had contact with a service: urban and rural youth (%)

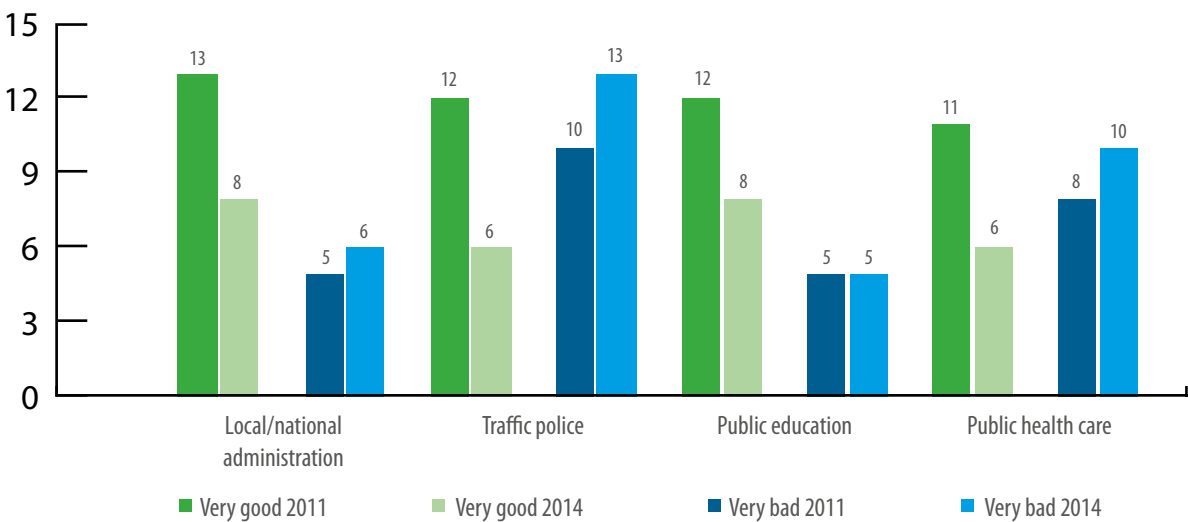


Probing a different angle, respondents were also asked about their perceptions regarding the level of integrity of selected service providers. Respondents were asked to provide their assessment according to a range of options, from “very good” to “very bad” (See Annex 2, Question B8). Figure 18 focuses on the share of youth who assigned either a “very good” or a “very bad” mark to four important providers: the local/national administrative system, the police/security<sup>5</sup>, the public education system and public health care.<sup>6</sup>

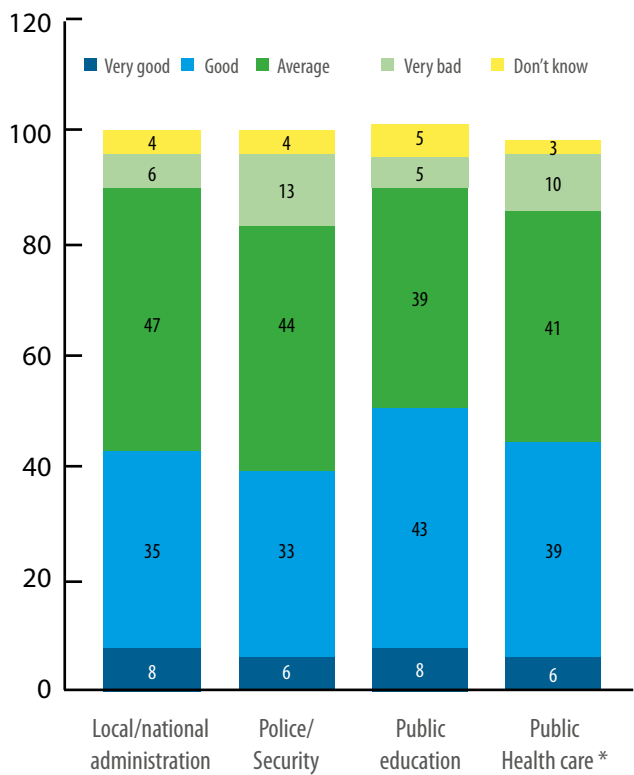
<sup>5</sup> The questionnaire referred to “police/security”. However for the reasons mentioned above (youth deal most commonly with the traffic police) and given that question B7 uses the example of “avoiding a fine”, the authors tend to assume that respondents were referring to traffic police when answering this question. Figure 18 thus refers to “traffic police,” rather than the police/security in general.

<sup>6</sup> Question B8 in the questionnaire also included sub-questions on perceptions of corruption in private healthcare, private education, private business and public business. However, the share of “Don’t Know” answers selected for these was relatively high as was the share of “Average” ratings, perhaps because respondents did not have clear opinions on these additional sectors.

**FIGURE 18**  
Youth ratings of public service providers’ integrity as “very good” and “very bad”: 2011 and 2014 (%)



**FIGURE 19**  
Youth rating integrity of public service providers overall: 2014 (%)



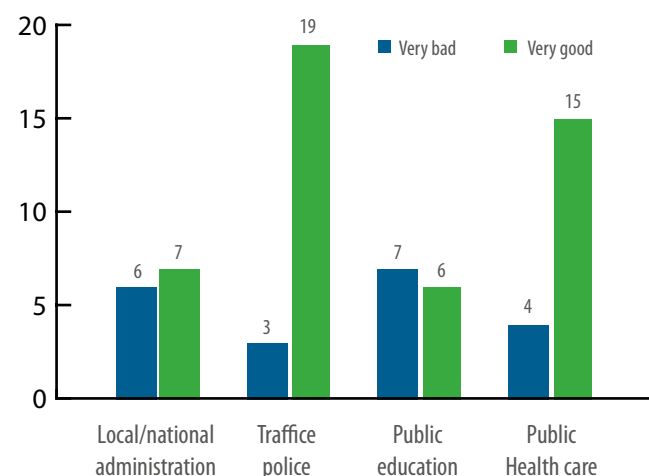
(\*) Total does not equal 100% due to rounding.

A comparison with the results of the 2011 survey shows that young people’s views of key public service providers are deteriorating. While increases in “very bad” marks are very small, the number of respondents providing “very good” assessments has fallen across all four services (Figure 18). Overall, youth opinions concerning the integrity of the selected public service providers are increasingly negative, with the traffic police and public health care performing worst. It is important to counter these deteriorating perceptions among Vietnam’s younger citizens with credible efforts to improve integrity in these areas, as trust in these public services will be essential for the overall trust in the functioning of the public sector.

The data shows no significant difference regarding the responses within the adult control group, and no significant gap exists between gender and geographical areas. However, as in 2011 (Transparency International, et. al., 2011a), 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 19% rating the police poorly (Figure 20 ).



**FIGURE 20**  
Youth rating integrity of public service providers as “very good” and “very bad”: more educated group (%)



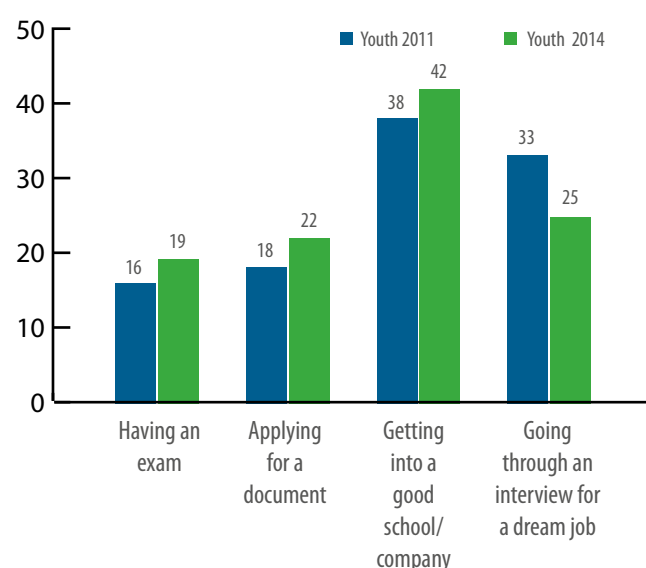
### Willingness to violate integrity

When it comes to corruption, it is not always the case that the giver is the victim and the taker of a bribe is the perpetrator. The reality is often more complex, with participants to a corrupt transaction colluding for personal profit at the expense of public benefit. In some cases people actively seek an advantage through corrupt behaviour, or initiate corruption for other reasons, such as to avoid real or perceived difficulties. To explore young people's attitudes in such situations, a series of scenarios were presented to the respondents (See Annex 2, Questions B9-B12): (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 were asked to choose between a decision based on integrity (such as sitting the exam without any cheating) or one violating integrity (such as asking a relative to help bypass the job selection process).

Figure 21 shows the percentage of young people who indicated that they would be ready to compromise their integrity in these situations. Noticeably, a greater number of young people appear to be ready to violate principles of integrity when it comes to the arguably bigger decisions in life, such as being admitted into a good school or getting a job. Compared to 2011, there is a small rise in willingness to compromise ethical principles in all situations, except when it comes to interviewing for a dream job, where significantly fewer respondents are now ready to bribe or cheat. This may reflect a certain 'normalisation' of corruption during a time when the majority of Vietnamese perceive corruption to be on the rise (Towards Transparency, Transparency International, 2013).

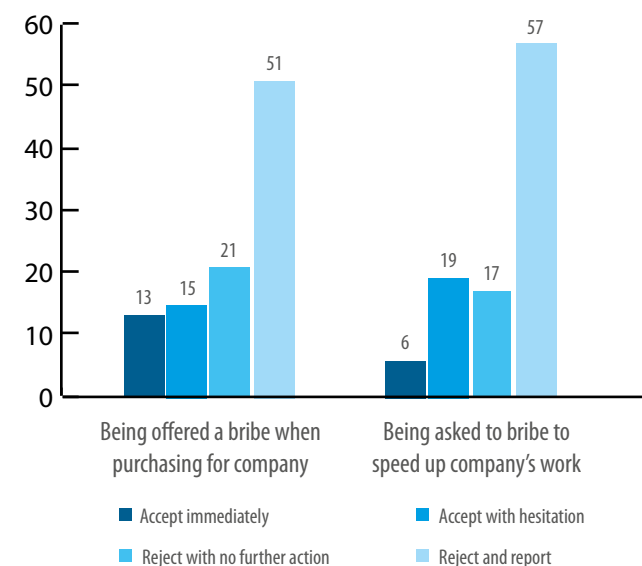
Regarding the positive change in youth's perspectives related to job interviews (only 25% willing to bribe or cheat), the YIS 2014 also reveals that fewer respondents reported encountering corruption in hiring procedures compared to 2011 (14% versus 21%). In comparison with other Asian countries, Vietnamese youth overall display lower readiness to compromise their ethical principles than their peers in Indonesia, Fiji, South Korea and Sri Lanka (Transparency International, 2014).

**FIGURE 21**  
Willingness to take decisions which violate integrity in different situations among youth: 2011 and 2014



In addition to the situations above, two questions demonstrating typical scenarios in commercial life were added in the 2014 survey: in one, the respondent, being the purchasing manager of a company, is offered a bribe; in the other, the respondent is asked to pay a bribe to speed up their company's work. As shown in Figure 22, in both cases a similar share of youth decide to violate their integrity principles (28% and 25%). About one half said they would reject the offer and report the incident. Around one fifth would reject but not take any further action.

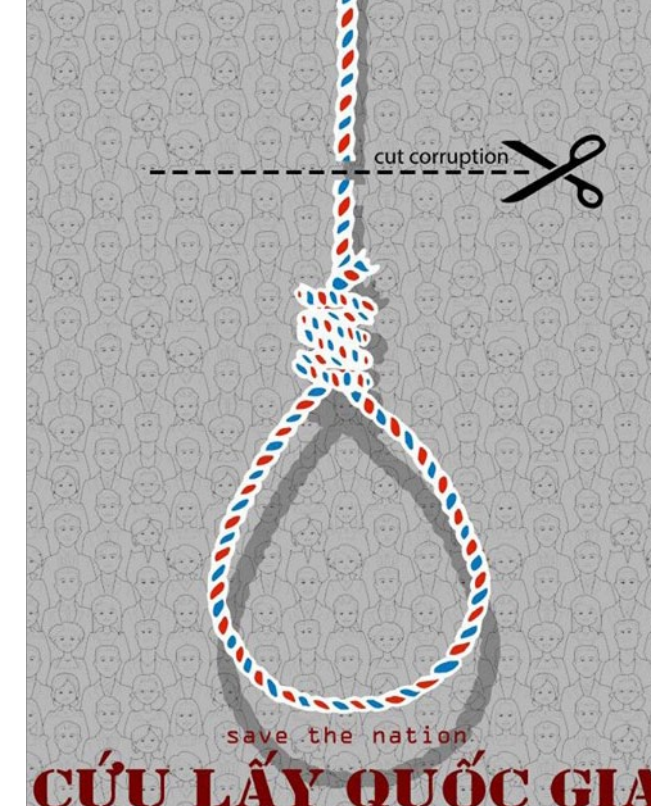
**FIGURE 22**  
Willingness to take decisions which violate integrity in business situations among youth (%)



Overall, the results appear to present a positive picture: In both scenarios, a strong majority (72-74%) say that they would act ethically, with more than half of the respondents indicating willingness to report the incident. This should provide encouraging news to a new generation of international and domestic companies who need to abide by ever stricter international anti-bribery standards in business. It could also indicate that private sector employers with a strong culture of integrity can provide an environment in which young people can truly put their values to work.

At the same time, almost one third of respondents would accept a bribe in return for awarding a contract, and a fourth of respondents would be ready to bribe to speed up the company's business. This indicates that businesses should pay strong attention to selecting candidates with demonstrated integrity, act strongly against nepotism and bribery in hiring and collaborate with universities and others to raise awareness of the importance of integrity in business to avoid the significant financial, reputational and legal risks associated with corrupt behaviour.

Across all situations, behaviour does not seem to vary much between different groups of respondents in Vietnam. The numbers are fairly consistent between youth and adults and also across gender, education levels and living standards.



A WINNING POSTER IN A CONTEST HELD BY FACE CLUB, HOA SEN UNIVERSITY.

Designer: Tran Dang Quang.

### Youth commitment to promoting integrity

The YIS 2014 also explores young people's willingness and readiness to take action to promote integrity and to confront acts of corruption.

In this section, the study looks at youth's willingness to engage in anti-corruption activities, integrity promotion and to make ethical choices as preventative actions to help reduce corruption in society. Respondents were asked if they are willing to: 1) talk to friends and encourage them not to give envelopes, 2) promise not to cheat in school or at work, 3) become involved in a volunteer group to monitor envelope giving in a local hospital, 4) participate in community activities, such as a bike ride to raise anti-corruption awareness, 5) share and discuss about corruption and integrity on social media, and 6) buy from companies not involved in bribery and/or corruption, even if the price is higher (See Annex 2, Question B20).

Overall, promising not to cheat at school or work (89%), getting involved in a community activity to raise awareness (80%) and encouraging friends not to give envelopes (81%) receive the highest level of support. Actions with higher costs in terms of time or money receive less support from youth. Between 67% percent would buy from companies with integrity even if the price is higher, and 63% say they would participate in an envelope monitoring exercise in a local hospital. Interestingly, discussing corruption and integrity on social media (a seemingly low cost activity) receives the lowest response, although still 62% are willing to do that (Figure 23).



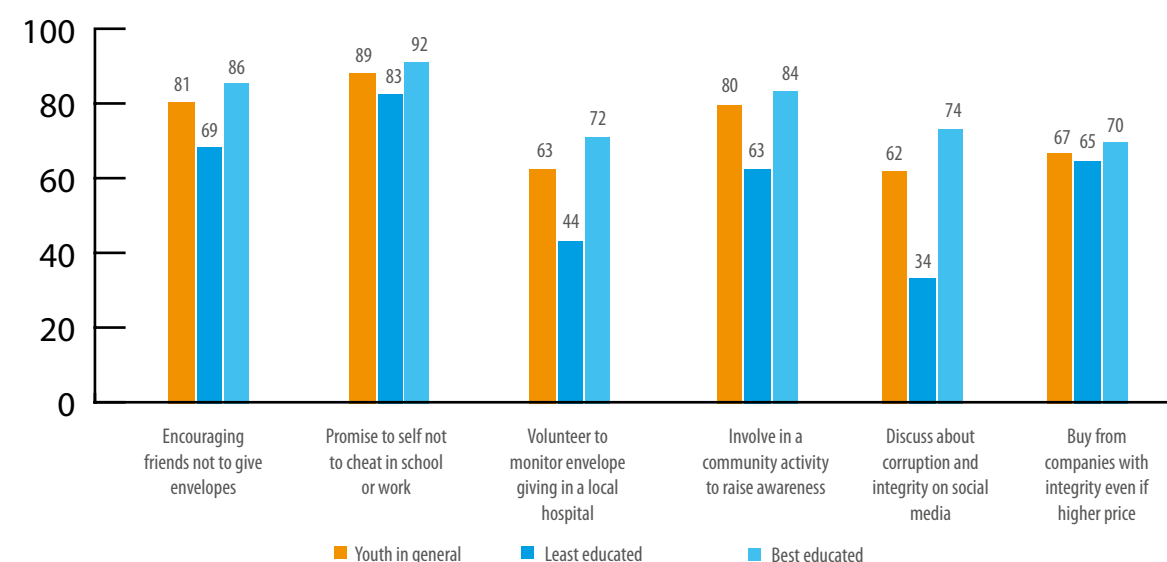


**INTEGRITY FESTIVAL NIGHT, 2014.**

Photo courtesy of TT.

**FIGURE 23**

Willingness to engage in awareness raising activities: youth in general and by educational background (%)



Some important variations were observed between respondents of different education and income levels. The best educated group generally expresses the strongest willingness to take any of the given actions. The least educated and economically worst off groups record the lowest willingness to engage. This is perhaps not surprising given the probably much stronger pressures on securing a daily income among these groups. Important to note is also the 'digital divide' that becomes visible when asked about social media: 74% of the most educated are willing to join

discussions on social media compared to 34% of the least educated.

The 2014 data also shows that the percentage of youth seeing activities on social media as less suitable or less relevant among the least educated and worst off groups are higher than that of the other groups. More studies need to be carried out to explain this fact better but clearly, one of the possible reasons is because the more educated and economically better off youth have better access to technology compared to the less educated and economically worse off groups.

These findings point to the need to design awareness raising and youth engagement activities with a focus on individual actions and those involving friends and the immediate community of young people. It is also important to be conscious that the less educated and economically worst off groups are still unlikely to be easily reached through social media based initiatives. As these groups also display lower levels of integrity awareness, other approaches are required to engage them.

It is important to note a very encouraging development that has taken hold in recent years, whose impact is perhaps too early to explore through a national-level survey like the YIS. However, there are a growing number of innovative youth integrity initiatives (See Box 2) which have the potential to inspire many more young people and provide concrete opportunities for those interested to engage.

## BOX 2

### Youth Integrity Initiatives in Vietnam

In recent years, and in some cases with the notable support of VACI, the Vietnam Anti-corruption Initiative (World Bank, 2014), a number of youth integrity activities have been initiated by universities, NGOs and – most importantly – young people themselves. These initiatives have already raised awareness of thousands of young people in creative and exciting ways. These efforts deserve the interest of many more young people, parents, teachers and the support of government and donors. While by no means exhaustive, the following list provides an indication of opportunities to engage with other young people, and be inspired to learn about and practice integrity.

Black or White group, supported by Live&Learn, nationwide:  
<https://www.facebook.com/DenhayTrang>

For A Clean Education (FACE) club Hoa Sen University, Ho Chi Minh City:  
<https://www.facebook.com/FACEHOASEN>

Integrity Me Contest, supported by SAGE, Transparency International, Towards Transparency:  
<https://www.facebook.com/IntegrityMe.vn> and <http://integrityme.vn/>

School is Beautiful Project, by the Academy of Journalism and Communication Hanoi:  
<https://www.facebook.com/SIBProject> and <http://giangduongtuoidep.com.vn>.

Young Creative group, Ben Tre: <https://www.facebook.com/nhomsangtao>

Young Lawyers' Club, Vietnam National University, Faculty of Law:  
<https://www.facebook.com/CibLuatGiaTreKhoaLuatDhqghn>

Youth Box Channel, supported by Towards Transparency, Hanoi and Ho Chi Minh City:  
<https://www.facebook.com/youthbox.vn>

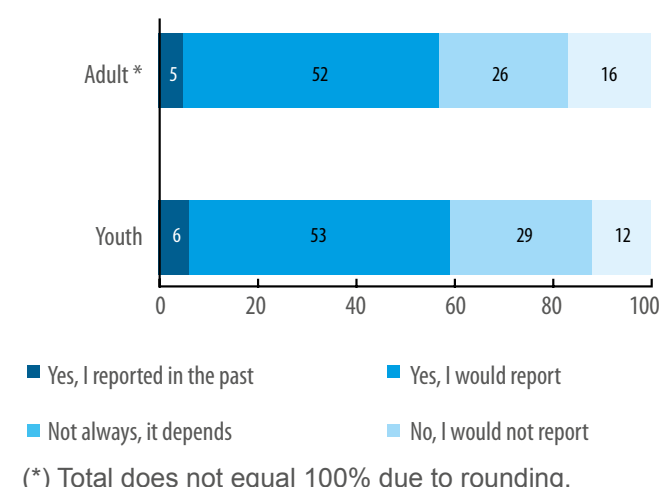
For a more updated list, please visit: <http://towardstransparency.vn/youth-led-integrity-projects>



A more specific aspect of youth behaviour to be investigated in this context is their level of commitment to confronting corruption. For this purpose, the study asks a hypothetical question about a situation that could be assumed to occur in the respondents' environment: A teacher offers to let the respondent pass an exam in exchange for money, asking whether the respondent would report such a case (See Annex 2, Question B13).

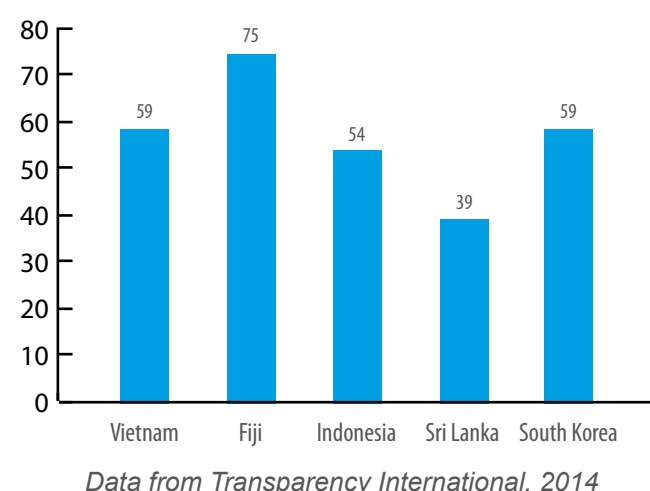
The results indicate that attitudes towards reporting corruption have not changed since 2011. Figure 24 shows that close to 60% would report the case (out of them, 5% did so in the past). 29% are undecided, and the remaining 12% say that they would not report. As in 2011, adults responded in a similar way, and there are no meaningful differences between gender, income level and urban/rural populations. Education however does seem to have an impact, but in a surprising way: 48% of the group with above-secondary level education would choose not to report the incident, compared to only 35% of the least educated.

**FIGURE 24**  
Commitment to report corruption: youth and adults (%)



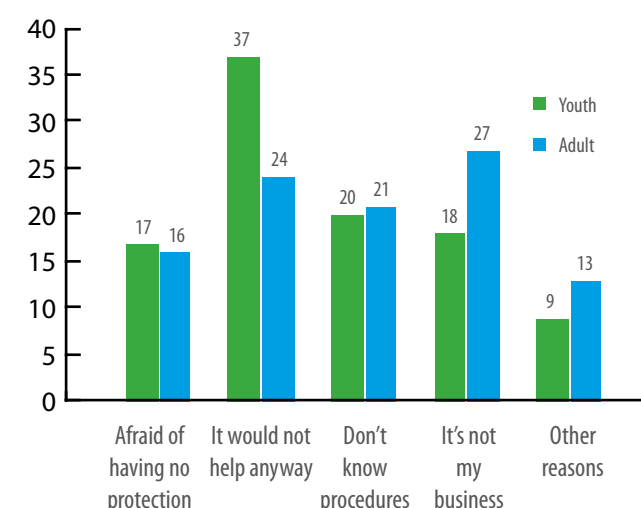
Interestingly, the willingness to report the given specific case of corruption is higher than the number reported by the respondents in the Global Corruption Barometer 2013 for Vietnam. When asked about willingness to report a general incident of corruption, only 38% of Vietnamese respondents – the lowest number in regional comparison – said they would be ready to report (Towards Transparency, Transparency International, 2013). In the YIS 2014, as shown in Figure 25, Vietnam's share of youth who either have reported in the past or would report is on a similar level as Indonesia and South Korea. Sri Lanka sees a much lower level of willingness to report (39%) (Transparency International, 2014).

**FIGURE 25**  
Commitment to report corruption in Asian comparison (%)



Furthermore, it is also important to understand why people choose not to report corruption (See Annex 2, Question B14). Among young Vietnamese, the most important reason, accounting for 37% in 2014, is that they do not believe it will help – an increase from 28% in 2011. 17% are afraid of negative consequences, 20% do not know the procedure, and 18% think that this is not their business. For adults, the main two reasons preventing them from reporting are that they do not think it is their business (27%) and a feeling that it would not help (24%) (Figure 26).

**FIGURE 26**  
Reasons for not reporting corruption: youth and adults (%)

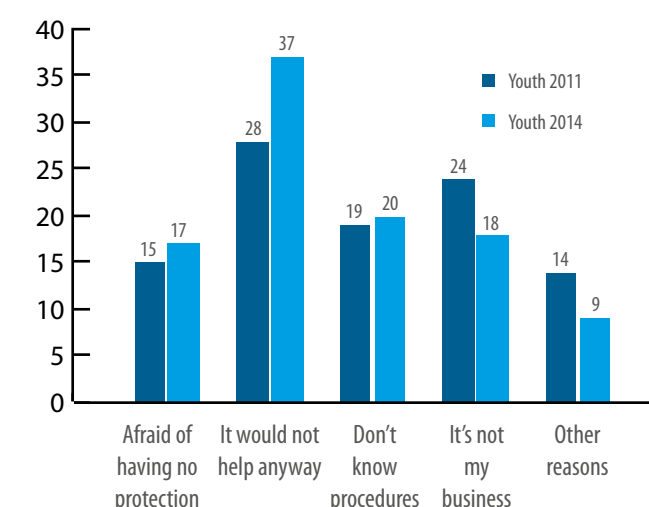


Compared to 2011 it can be noted that the overall share of young people choosing not to report remains about the same. However, the reasons given have shifted decidedly towards resignation ("it would not help anyway"). This confirms a finding of earlier research among all age groups, where the same reason accounted for more than 50% among respondents unwilling to report (Towards Transparency, Transparency International, 2013).

That the level of resignation among young people is growing is a cause for concern (Figure 27). On a

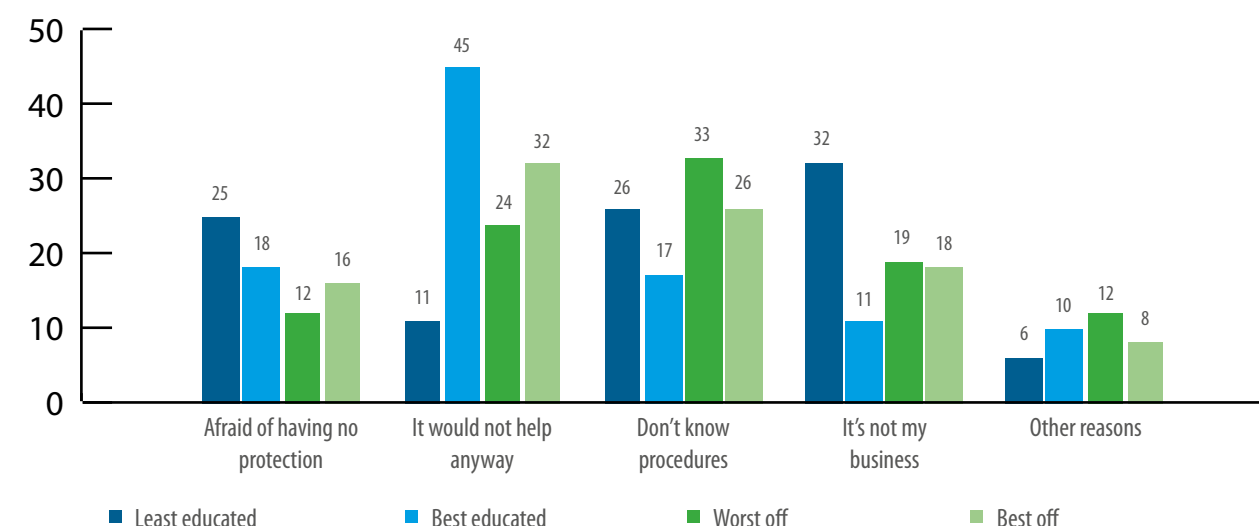
positive note, it can be observed that fewer young people than in 2011 now think that reporting is not their business. In order to strengthen young people's belief and encourage them to report corruption, it is important to show them that reporting will lead to positive results.

**FIGURE 27**  
Reasons for not reporting corruption among youth: 2011 and 2014 (%)



It is important to note a number of differences among responses from different youth groups according to their educational attainment levels and material circumstances (See Figure 28).

**FIGURE 28**  
Reasons for youth not reporting: by educational levels and economic circumstances (%)



Responses between different educational levels vary strikingly. Among those with above secondary level education, 45% of respondents believe that reporting

would not help. This reveals an especially concerning lack of trust in official anti-corruption efforts among the best educated youth, who are most likely to be future



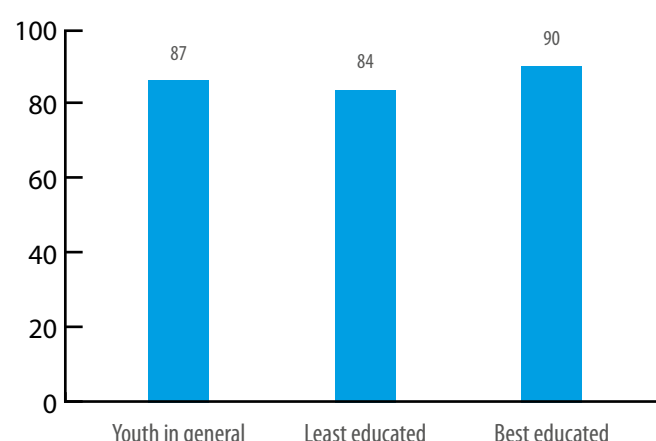
leaders in business and politics. At the same time, only 11% in this group consider it not their business. The situation is quite different among the least educated: one third say that it is not their business while a quarter is afraid to have no protection and another quarter lacks information. Especially concerning should be the fact that among the least well educated and economically worst off, limited awareness of the relevant reporting procedures plays an important role in their lack of willingness to report. Again, suitable and practical methods are needed to raise these groups' awareness.

Given the strong willingness among young people to engage in awareness raising activities, and a more mixed picture regarding the reporting of corruption, how do young people think about their own role in promoting integrity and their ability to have an impact on society? To explore this question, respondents were asked to give their full or partial agreement to one of the following opposite statements (See Annex 2, Question B18): (i) Youth can play a role in building integrity and the fight against corruption through advocacy and changing attitudes, and (ii) Cheating and bribery is the normal way of life which youth cannot change, as nobody cares about youth opinions or behaviours.

Figure 29 shows the overall results, disaggregated by education levels. Young people's answers are very optimistic: close to 90% agree that youth can play a role in fighting corruption, and among the less educated,

84% believe that youth can make a change, a large increase from 67% in 2011 (Transparency International, et. al., 2011a). While this is very encouraging, it is somewhat tempered by the fact that a significant and growing number of youth are ready to compromise their values in concrete situations (Figure 21) and about 40% have reservations about reporting corruption (Figure 24).

**FIGURE 29**  
Agreement that youth can play a role in promoting integrity (%)



## THE ENVIRONMENT: INFLUENCES ON YOUTH

Attitudes and values of young people are shaped by their environment, institutions such as school and the media, and by the people around them. This chapter explores which actors influence young people's views on integrity and anti-corruption. These insights are important for the design of effective strategies for integrity education as well as awareness and behaviour change campaigns.

### Information sources

Compared to a few years ago, the key influencers on youth have changed in an interesting way. On the one hand, radio/TV, family, the educational environment and friends/colleagues are still the most important influencing factors, followed by printed newspapers with around 70% (Figure 30). For those who are working, employers are cited by a surprisingly high number of respondents (68%) to be sources of information regarding integrity, almost on a par with printed newspapers.<sup>7</sup>

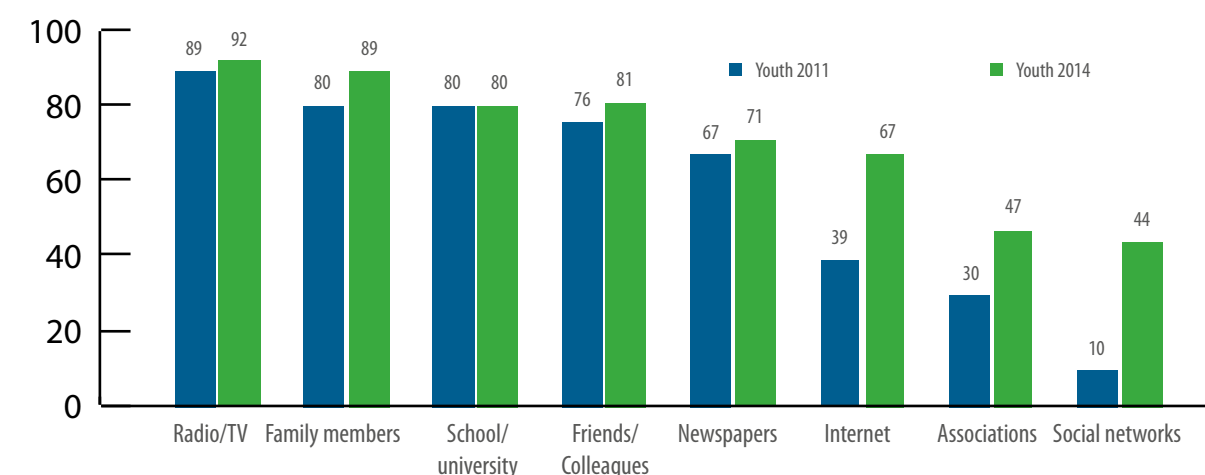
On the other hand, there is a significant rise in the importance of the internet as a channel of influence, climbing from 39% to 67%, and of social media, which is now cited by almost half of the respondents, compared to only 10% in 2011. The role of associations also rose from 30% to 47%. For policy makers and educators, this should emphasise the importance of using web-based learning approaches, and that of actors – such as associations and other civil society organisations – outside of family, school and employment.

At the same time traditional channels – whether the media or immediate social relationships – have maintained their importance in shaping young people's views.

**YOUNG MEMBERS OF THE YOUTH BOX CHANNEL LEARNING FILM-MAKING SKILLS.**  
Photo courtesy of TT.



**FIGURE 30**  
Information sources shaping youth views on integrity: 2011 and 2014 (%)



When asked about main source of information (See Annex 2, Question B17k), three stand out from young people's answers: family (named by more than one third of youth), radio/TV (cited by one quarter) and Internet (given by 11% of youth). While youth take in information from various sources, these three appear to have the greatest weight for the ones who use them. All other factors record significantly lower numbers, for example, school is cited by only 8% and printed newspapers by 3%.

Looking at different groups of youth according to levels of education (Figure 31), significant variations can be observed. For youth with education above the upper secondary school level, almost all the factors have similar importance. For youth with education up to elementary school, school and printed newspapers have much less influence. Similarly, associations are important for 58% of the more educated, but only for about half of this number among the less educated (up to elementary school). As a consequence, there are more ways to reach the more educated group,

<sup>7</sup> Figure 30 does not show this factor as it was newly introduced in the 2014 round of research.



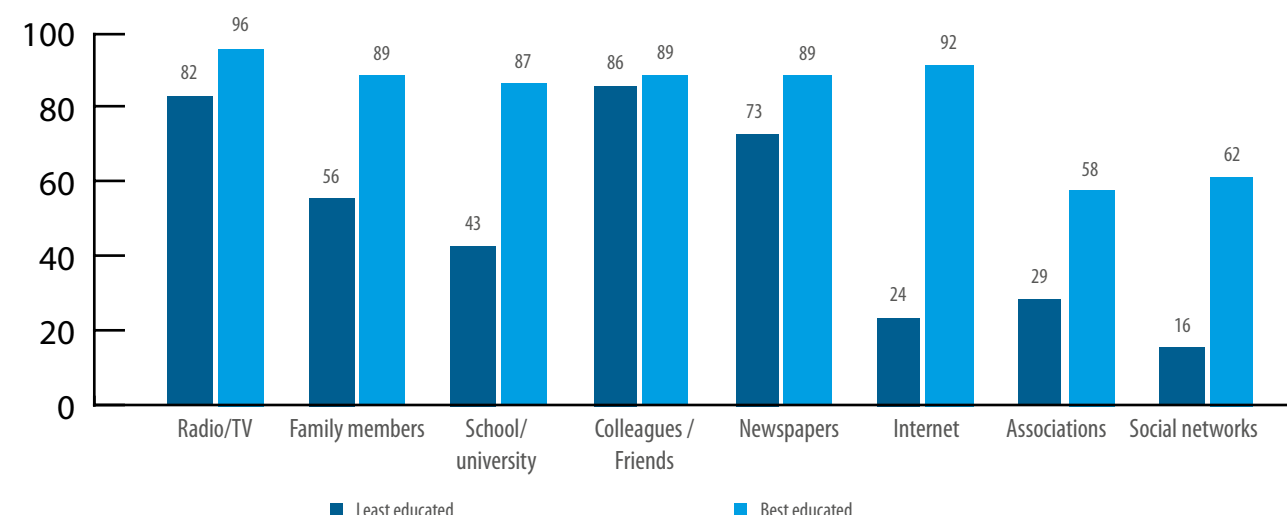
while the channels providing information to the less educated are much more limited. These differences should be kept in mind when designing strategies to raise awareness of, and to educate youth, on integrity.

The differences related to the influence of electronic communication technology are striking. While 92% of the best educated cite the Internet as an important source of information on integrity and 62% of them

cite social media as important, the numbers are only 24% and 16% among the less educated. However, even among the ones with lower than primary education, the role of the internet and social media has risen significantly, given that three years ago only between 2 – 3% of this group said that these two sources shaped their views on integrity (Transparency International, et. al., 2011a)

**FIGURE 31**

Information sources shaping youth views on integrity: by educational background (%)

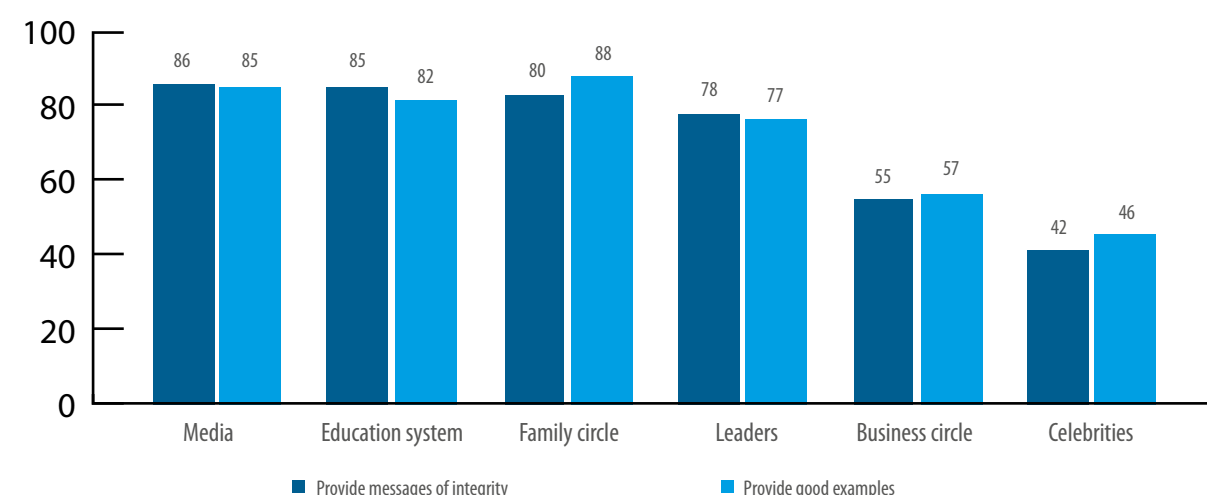


The study then asked which actors provide messages on integrity, and who young people consider as role models (See Annex 2, Question B16-B17). The results remain very similar to the previous survey in 2011. As shown in Figure 32, the three most important actors

promoting and providing good examples of integrity are the media, educational institutions and the family circle, cited by between 80% and 88% of respondents, followed closely by political and religious leaders (77%-78%).

**FIGURE 32**

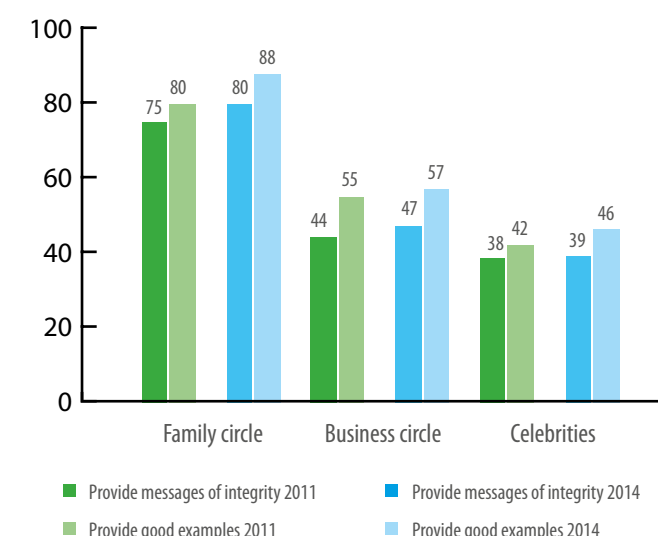
Role models for youth with regard to integrity (%): youth in general



As in 2011, significantly fewer respondents name business and celebrities as providing messages of integrity and acting as role models. However, it is also these two groups of actors who see the strongest rise in importance. In 2014, 55% of youth said that business circles provide messages of integrity compared to 44% in 2011, and 57% said they provided a good example, compared to 47% in 2011. For celebrities, while there was a rise, it was somewhat smaller. In the 2014 survey, 42% of youth saw celebrities as providing a message of integrity, compared to 38% in 2011 and 46% said they offered a good example, compared to 39% in 2011. There is also a marked rise in mention of the family circle when it comes to providing good examples (Transparency International, et. al., 2011a).

**FIGURE 33**

Biggest changes in influence of actors on youth integrity: 2011 and 2014 (%)



While the relative growth in their importance is encouraging, business leaders and celebrities could be much more engaged in setting an example of integrity for young people. Given the rising importance of the private sector and the strong presence of celebrities in the media, this could send an important signal to young people. However, for the time being, those working to promote integrity need to take into account that at present, young people see others as playing a much more important role in this regard. In particular, the family circle stands out as the most significant actor with its importance having increased further.

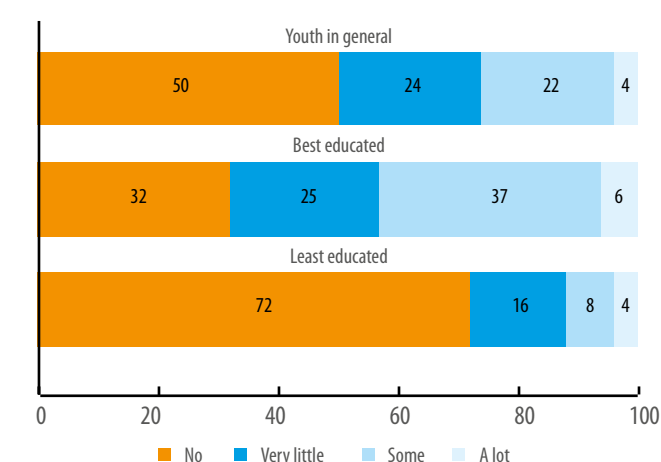
## Integrity education

As discussed in the previous section, young people say that educational institutions play an important role in shaping their views on integrity. In this regard, formal education programmes regarding anti-corruption and integrity such as Government Project 137 should play an important role in promoting integrity. Compared to the previous survey in 2011, no change can be detected yet in terms of the reach and effectiveness of such programmes, which have only recently begun to be rolled out (Government of Vietnam, 2013). Overall, only 18% of youth say that they have received an education programme in this area, whether in school or another educational institution. Among the least educated, only 3% said they received some training, and even among the best educated, the number is only 24% (Figure 34).

The importance of increasing the reach and effectiveness of integrity education efforts is demonstrated by the majority of young people who profess that they have no or very little information on rules and regulations to promote integrity, and on fighting and preventing corruption. As shown in Figure 34, about three quarters of youth say that they have no or very little information in this regard, similar to 73% in 2011. Among the least educated, only 12% have some or a lot of information, while the number is 43% among the best educated. These numbers show no strong changes compared to 2011 (Transparency International, et. al., 2011a) and an urgent need to increase education on integrity and anti-corruption for young people.

**FIGURE 34**

Youth knowledge of rules and regulation on integrity promotion and anti-corruption (%)

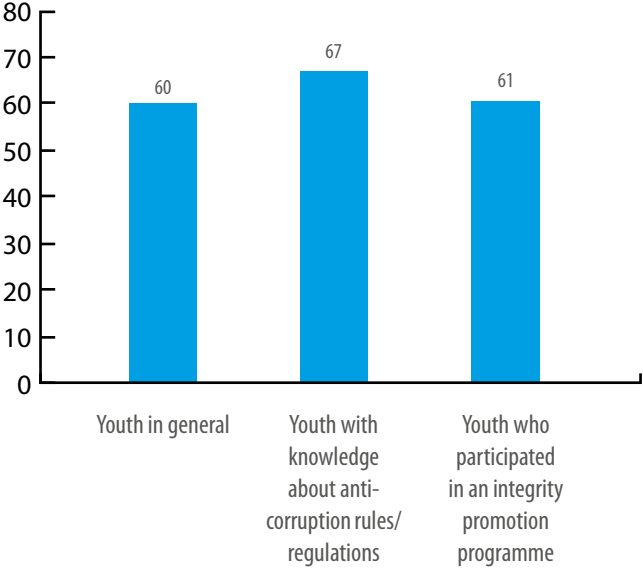


Even among those who received some training or educational programme, only 47% said that this training helped them understand integrity and corruption. Nonetheless, 61% said that these



programmes helped them to contribute more to integrity in society. When asking the more critical respondents why these programmes did not help sufficiently, some of the comments repeatedly mentioned were “time being too short”, “content too theoretical”, “too generic”, “lacking link to reality”, “lacking depth”. This may challenge traditional educational approaches which tend to focus on normative content rather than real-life examples, scenario and discussion-based exercises.

**FIGURE 35**  
Youth commitment to report corruption:  
by anti-corruption knowledge and  
education (%)



The survey does not pick up any changes in youth knowledge or effectiveness of anti-corruption education since the announcement of Project 137 in 2009. This may be partly due to the fact that following a pilot phase, the programme was only rolled out across the education system in the beginning of the academic year 2013-2014 (Government of Vietnam, 2013).

However, there is a clear indication that anti-corruption education does not yet reach significant numbers of young people, in particular among the less educated youth. Furthermore, an important finding from 2011 still holds true: Integrity education has a limited effect on young people’s readiness to translate their knowledge into action. As seen in Figure 35, among three groups – youth in general, the ones who are knowledgeable about anti-corruption rules and regulations, and the ones having participated in an integrity promotion programme – similar shares of between 60% and 67% in 2014 said they have reported or would report a corrupt practice. These levels match almost exactly those of the 2011 survey (Transparency International, et. al., 2011a). The only increase in commitment to reporting corruption from 59% in 2011 to 67% in 2014 is registered among those who indicate some knowledge of anti-corruption rules and regulations.







## Chapter 04

### CONCLUSIONS AND RECOMMENDATIONS

This chapter summarises the key findings of the survey, with comparisons to the 2011 survey and to findings in other Asian countries (Fiji, Indonesia, Sri Lanka and South Korea) where appropriate.



## KEY CONCLUSIONS

- Vietnamese youth continue to have very high levels of understanding of right and wrong and profess values which are highly aligned with integrity. Between 82% and 94% place honesty, law abidingness and integrity over wealth and success gained through corrupt means. Between 89% and 95% agree that a person of integrity should not cheat, break the law, accept or give bribes. About 85% consider the lack of integrity harmful to the country, their family and themselves. Around 90% see corrupt behaviours as wrong. In comparison to a set of surveyed countries in Asia Pacific, these are among some of the highest levels of awareness.
- There is a gap between understanding and young people's values and their actions. Compared to 2011, more youth are now ready to make exceptions and compromises to their principles of integrity. 41% of youth would do so to avoid material disadvantage. One third would engage in corrupt acts if the amount is small. One fifth can imagine breaking the law to support their family and friends.
- There is also evidence that more young people, compared to 2011, are placing economic well-being above integrity. Overall, 18% of young people believe that cheating leads to success in life.
- Unchanged from 2011, young people remain ready to compromise their integrity for personal benefit. 42% of youth are willing to violate their principles to get into a good school, while 25% would agree to engage in corrupt practices in order to be selected for a desirable job.
- Young people also continue to be more vulnerable to corruption than adults in areas such as dealing with the police, accessing health care or getting a job. At the same time, young people's views of key public service providers have declined further, with only 6% offering a "very good" assessment on the integrity level of public service providers, half the level of 2011. The best educated group of youth is the most critical: between one sixth and one fifth of them rate the integrity level of public health care and traffic police as "very bad". These two providers are seen much more negatively than public educational institutions and the national/local administration.
- Youth commitment to fighting corruption remains limited, with about 40% saying they would not report a corrupt act such as when a teacher asks for money in exchange for a good score - a level about mid-field in comparison to other Asia Pacific countries. Resignation ("it won't help anyway") and indifference ("it's not my business") are the two main reasons given for not reporting.
- One of the most interesting findings, consistent for 2011 and 2014, is the difference in views and behaviour between youth groups from different educational backgrounds (gender, geography and income levels matter much less). The less educated have a less strict definition of integrity; to a much larger extent they approve or accept corrupt behaviours, place material wealth over honesty, and show higher family loyalty at the cost of breaking the law. They are also less aware of the negative impact of corruption on their life and family and have a lack of knowledge about the procedures to report corruption. On the other hand, the best educated youth are much more pessimistic that their efforts in fighting corruption would make a difference; they are more afraid about the lack of protection if they do report corrupt acts. The better educated are also more cynical and believe to a much larger degree that cheating and breaking the law will lead to success.
- Family, educational institutions, the media and colleagues at work are seen as the most important sources of information and are, according to youth, good examples in promoting integrity. As in 2011, celebrities and the business circle, those who are typically considered by society as being successful, are viewed by youth as less positive examples of integrity although views of both groups by young people have improved. The internet and social media have become very important channels shaping in particular the more educated youth's views on integrity. While the importance of these channels has also risen among the less educated, the importance of the internet and social media remains much lower in this group.
- Overall, stagnation or even a slight decline in many aspects of youth integrity can be observed over the last 3 years. This includes the ability to hold on to principles of integrity in difficult situations, resistance to corrupt acts and the will to report corruption. The effects of recent efforts in promoting youth education on integrity and anti-corruption cannot be observed yet.

## RECOMMENDATIONS

The picture that emerges from the Youth Integrity Survey 2014 indicates that significantly greater efforts are needed to promote integrity among young people in Vietnam and to work towards changes in the broader environment which they experience to enable behaviour change. In this sense, many of the recommendations put forth following the 2011 edition of the survey still hold true, but they are even more urgent now.

Young people exhibit a clear understanding of what is right and wrong, yet appear to be acting according to incentives imposed by their environment which do not always encourage integrity. While it remains important to find more effective ways to promote understanding of integrity among youth through education and awareness raising, this alone is unlikely to lead to success. Urgent changes are required to reverse a trend of normalisation of corruption in day-to-day situations.

The recommendations put forth in this report address young people themselves and key stakeholders in youth integrity.

To promote learning on integrity and anti-corruption as well as values-led behaviour among young people, it is recommended:

### To anti-corruption agencies and government education institutions

- ***That close attention is paid to increasing the reach, content and effectiveness of anti-corruption and integrity education.*** Educational programmes should incorporate ethical concepts that are relevant to an increasingly stratified society, such as discussions of the meaning of success, public versus private interests and applied ethics. Interactive, scenario and discussion-based teaching methods are more likely to succeed than rote learning and teaching of abstract, purely normative concepts. Anti-corruption education in a more narrow sense should incorporate issues of practical relevance, such as citizen rights and obligations, corruption reporting channels and information that can help empower young citizens to resist corruption in the education, health and traffic police areas when confronted with corruption in day-to-day situations. More effective anti-corruption education and awareness raising programmes will also require greater scale and use of multiple channels, including formal and extracurricular learning, use of traditional and new media and specific strategies to reach less educated

and rural youth. More research needs to be conducted to understand this youth group better, in order that the quality and effectiveness of education and awareness raising programs specifically designed for them can be ensured. Finally, the impact of official anti-corruption education efforts should be monitored using robust, and ideally including independent, data.

- ***That existing and new youth integrity initiatives by the government, mass organisations, civil society organisations and educational institutions are actively supported by relevant government agencies.*** In the past years increasing efforts have been undertaken by various youth groups supported by Vietnamese NGOs and universities – with some receiving notable support from the Vietnam Anti-corruption Initiative (VACI) – to particularly engage young people in awareness raising activities. Such initiatives deserve continued support and should increasingly aim at hands-on engagement of young people in initiatives to increase transparency in key public service providers.
- ***That key sectors where young people experience corruption are targeted for anti-corruption reform, in particular the education sector.*** Young people are confronted with corruption in the education, health sectors and notably with the traffic police. Credible efforts need to be made to dramatically limit the opportunities for corruption in these areas to bolster trust in state institutions among younger citizens.

Corruption in the education sector in its multiple forms is likely to have especially detrimental effects on young people's values (and educational outcomes). As formal and informal reports about various corrupt practices in the sector abound, it is critical to hold leaders of educational institutions to account for corruption as well as to empower them to take drastic action to root out all forms of illicit influencing in the classroom. Concrete incentives are needed to improve integrity, including full transparency in all risk-prone areas, swift and strong punishment for all offenders and adequate reward systems for teachers and students. Empowering parents and students to monitor integrity in the education system and protecting teachers who report or resist corruption is particularly important.



## To the Ho Chi Minh Communist Youth Union

- ***That it considers the inclusion of youth integrity as a priority topic in its annual plans.*** The Youth Union has a potentially unique and important role to play in motivating young people and other actors who can support them to learn about and practice integrity. While a number of youth union representatives are already involved in youth integrity initiatives in individual universities, a proactive stance by the central Youth Union could strongly boost efforts in this area. In particular, there is huge potential for the Youth Union to engage with NGOs and interested universities in developing and rolling out relevant initiatives.

## To other youth organisations (formal and informal), NGOs and other actors interested in supporting youth integrity initiatives.

- ***That they consider integrating youth integrity into existing initiatives and collaborate with existing youth integrity initiatives.*** Multiple and growing opportunities exist for youth-led and youth-focused organisations, whether purely voluntary or formally organised, to engage with a growing number of youth integrity-related initiatives, particularly in Hanoi and Ho Chi Minh City. Integrity is relevant to and can be integrated into various areas of concern, such as education, environment or community development focused initiatives. In fact, it is a critical component in underpinning the sustainability and impact of these sectors. Organisations that are active, or interested in becoming active on youth integrity, should make a special effort to collaborate and coordinate with each other to avoid duplication of efforts, under-coverage of particular youth groups, and to promote learning.
- ***That the results of the Youth Integrity Survey are carefully considered in the design of youth integrity initiatives.*** The YIS data points to important differences in attitude among different groups of young people, as well as concerning the reach of existing youth integrity efforts. Depending on their particular strengths, NGOs and other organisations should therefore evaluate how they can best contribute to reaching less educated and economically worse off youth, how they can increase focus on influencers such as parents and other adult family members, and educators in the school and university system to change attitudes and behaviours.

## To educational institutions

- ***That senior leadership encourage the development of youth and teacher, or combined clubs as well as the involvement of parents to discuss and promote concepts of clean education and integrity in a wider sense.*** It is particularly important that the leaders and management of educational institutions demonstrate leadership on promoting integrity in education. For example, institutions should encourage the setup, as well as support and facilitate the operation of formal or informal clubs focused on promoting integrity in education. Such initiatives can involve both teachers and students. Educational leaders should engage parents in efforts to promote integrity in education and enlist their support - e.g. through parent-teacher meetings – and in monitoring performance in this area as part of an overall effort to secure quality in education.
- ***That adequate systems and procedures are established to safeguard integrity in the classroom.*** In order to set appropriate incentives for integrity in young people's educational environment, teaching and training institutions, from early childhood education to university and post-graduate providers should establish adequate systems to safeguard academic integrity. This should include discouraging plagiarism, payments for exams and other violations of good academic conduct. Teachers and students need to be adequately trained and supported in their application of these systems and dissuasive sanctions applied in cases of misconduct.

## To business sector organisations

- ***That leading businesses support existing and new youth integrity initiatives to demonstrate leadership and the relevance of integrity for career development.*** As prospective employers, leading businesses have a unique role to play in encouraging young people to take an interest in and practice integrity. Their involvement, by sharing their expertise with existing and new youth integrity initiatives, and through pro-bono and other support, can send a strong signal that integrity matters and inspire a new generation of ethical young leaders in business.
- ***That across the business sector, competitive and transparent hiring procedures are developed and maintained which place strong importance on the integrity of candidates.*** Given the rising importance of the private sector as an employer, and the positive role it can play in setting standards for integrity,

businesses are encouraged to place strong emphasis on transparent hiring procedures. Businesses should also screen for candidates of demonstrated integrity, and proactively communicate the importance of ethics to business success to prospective employees.

## To parents and other family members

- ***That they encourage the development of integrity-based values by setting an example and by supporting their children to act with integrity.*** According to the YIS data, parents play a critical role in shaping the values of young people. Their own setting of examples is therefore critical in supporting young people to act with integrity. This can take many forms, but in particular, parents should support their children when they want to engage in youth integrity initiatives, and encourage them to take ethical decisions in practical situations where young people may face challenges.
- ***That they engage proactively to use existing accountability mechanisms in educational institutions to demand clean practices in the sector.*** Parents have multiple ways of expressing their own demands for integrity where the living and learning environment of their children is concerned. Parents should actively use these, in particular to hold educational institutions to account for the delivery of high-quality and clean education, for example in the context of teacher-parent meetings.

***Finally, and with strong admiration for the creativity and leadership of the many young people who inspire the authors in their work, one recommendation is offered to young people themselves, namely that they consider joining or starting their own youth integrity initiative and encourage their peers to do so, in order to learn more, get inspired and inspire others to act with integrity.***

A number of existing initiatives that deserve their attention are featured in this report and at [www.towardstransparency.vn](http://www.towardstransparency.vn), which the authors will endeavour to regularly update.

## To media organisations

- ***That they engage in active efforts to support an increased understanding of concepts of integrity among young people in particular.*** Many media organisations are already engaged in important efforts to report on integrity initiatives and uncover corrupt wrongdoing. These efforts are critically important, should continue and even increase. In addition, the media sector should create and use opportunities to develop more analytical and ethics-focused outputs, covering, where possible, individual or organisational champions of integrity and engaging young audiences in interactive exchanges on this topic. This could help increase understanding of concepts of integrity and help inspire positive attitudes among young people.
- ***That, depending on their particular strengths and reach, they make proactive efforts to reach less privileged youth.*** While any media organisation has an important role to play in this area, the YIS data shows that radio and TV based media are particularly effective in reaching less educated and less well-off groups of youth. Audio-visual media therefore, through an increased focus on coverage of issues of integrity, play a particularly important role in supporting these groups in learning about and practicing integrity.





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ANNEX 1: KEY PARAMETERS OF THE SAMPLE

List of surveyed provinces and number of interviews

Province	Total	Youth	Adults
An Giang	138	102	36
Binh Duong	138	98	40
Dien Bien	141	105	36
Gia Lai	141	104	37
Hai Duong	140	100	40
Ho Chi Minh	139	98	41
Nam Dinh	142	106	36
Nghe An	146	104	42
Lam Dong	138	98	40
Long An	139	97	42
Quang Ngai	140	98	42
Total	1,542	1,110	432

Gender distribution of respondents

	Male	Female
Youth	549	561
Adults	207	225

Age distribution of youth

Age (%)	15-18	19-25	26-30
Youth	15,41	45,14	39,46

Educational levels of youth (%)

%	Up to completed primary school	Up to completed Lower Secondary school	Up to completed Upper Secondary school	Received post-secondary school education
Youth total	13,78	31,35	28,74	26,13
Youth male	14,21	34,06	28,96	22,77
Youth female	13,37	28,70	28,52	29,41
Adults	32,87	39,58	14,81	12,73

Urban / Rural distribution of youth

%	Urban	Rural
Youth total	50,81	49,19
Youth male	49,00	51,00
Youth female	52,58	47,42
Adults	50,93	49,07

Distribution of perceived living standards of youth

%	Living well	Things are alright	Alright but have to be careful	Living with difficulty
Youth total	11,62	16,40	64,32	7,66
Youth male	12,57	14,94	64,66	7,83
Youth female	10,70	17,83	63,99	7,49
Adults	7,64	9,72	64,35	18,29

ANNEX 2: THE QUESTIONNAIRE

PROVINCE/CITY	.....
DISTRICT/QUARTER	.....
COMMUNE	.....
GROUP/VILLAGE	.....
Respondent number	.....
Date of interview	...../...../.....
Starting time of interview	.....
Finishing time of interview	.....
Interviewer:.....	Interviewer's signature:.....
Counter:.....	Counter's signature:.....
Data entry clerk:.....	Signature of data entry clerk:.....
Date of data entry:...../...../.....	

2013/2014 SOCIO-DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENT

Household Characteristics: (Note: from A3 – A7: save for last questions)		
A1. The number of persons in the household:		
A8. Highest level of education completed Note: illiterate: completed Primary school	1. Completed Primary school 2. Completed Secondary school 3. Completed High school 4. Beyond High school	
A9. Ethnic group	..... (specify)	
A10. Religion (if any)	..... (specify)	
A11. What is current occupational status?	1. Currently in school	Move to A 13
	2. Unemployed Looking for work	Move to A 13
	3. Not currently in school, Not currently looking for work	Move to A 13
	4. Currently working	Move to A 12
A12. If “Currently working”, what is your job? ..... (Interviewer records answer and then ticks the appropriate box)	1. Public sector 2. Private sector (large, medium and small) 3. Non-agriculture household business 4. Agriculture household business 5. Other	
A13. Current occupation of your father? (if he is alive) ..... (Interviewer records answer and then ticks the appropriate box)	1. Public sector 2. Private sector (large, medium and small) 3. Non-agriculture household business 4. Agriculture household business 5. Other	
A14. Current occupation of your mother? (if she is alive) ..... (Interviewer records answer and then ticks the appropriate box)	1. Public sector 2. Private sector (large, medium and small) 3. Non-agriculture household business 4. Agriculture household business 5. Other	
A15. Are you a member of any association/organisation? If yes, which one and if more than one which association/ organisation is the most important to you? ..... (Interviewer records the answer)	1. Yes 2. No	

CONCEPT

B1. What is your opinion on the following behaviour?	A. Is it a wrong behaviour? • (If “Yes, switch to column B, • If “No”, go to next question.)	B. Is it acceptable?
A person does something which might be illegal in order to make his/her family live better	1.Yes 2.No	1.Yes 2.No
A leader does something which might be illegal but it makes your family live better	1.Yes 2.No	1.Yes 2.No
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 2.No	1.Yes 2.No
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 2.No	1.Yes 2.No
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 2.No	1.Yes 2.No
A person gives an additional payment (or a gift) to a doctor or nurse in order to get better treatment	1.Yes 2.No	1.Yes 2.No
A parent of student gives an additional unofficial payment (or a gift) to a teacher so that their child can get better grades	1.Yes 2.No	1.Yes 2.No
A person uses a position of authority (teacher, superior in a company) to ask for sexual favours in return for advantages (better grades/promotion)	1.Yes 2.No	1.Yes 2.No

B2. According to you, in daily life, a person considered as someone of integrity means that this person: (Interviewer repeats the above sentence before reading each situation a -> g)	
Never lies nor cheats so that people can trust him/her	1.Yes 2.No
Does not lie nor cheat except when it is costly for him/her or his/her family (costly= entails difficulties or costs)	1.Yes 2.No
Never breaks the laws (compliance to State regulations) in any case.	1.Yes 2.No
Demonstrates solidarity and support to family and friends in all manners even if that means breaking the laws	1.Yes 2.No
Never takes part in corruption (never accepts to receive bribes and never gives bribes) under any condition	1.Yes 2.No
Never takes part in corruption (never accepts to receive bribes and never gives bribes) under any condition	1.Yes 2.No
Refuse corruption except when it is a common practice in order to solve problems or a difficult situation	1.Yes 2.No



AWARENESS

\* **Note:** The option “Do not know” is not read or suggested to the respondent. This option is only used in cases where the respondents has difficulty answering.

B3. Do you think that lack of integrity (including corruption) is a major problem (is really harmful): (Interviewer repeats the above sentence before reading each situation a -> d)		
For youth like you	1.Yes 2.No 3. Do not know*	
For your family and friends	1.Yes 2.No 3. Do not know*	
For the development of business/economy in general	1.Yes 2.No 3. Do not know*	
For the country’s development	1.Yes 2.No 3. Do not know*	

VALUES/BELIEFS

\***Note:** For questions B4, B5, B6, respondents choose 1 answer only. Below are asking techniques:

- Step 1: Choose between option A and B
- Step 2: Choose level of agreement (“Strongly agree” means that the respondent thinks that this option is certainly right; “Partly agree” means that the respondent supposes that it may be right)

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	1. Strongly agree with A (being rich is more important)	1
	2. Partly agree with A (being rich is more important)	2
B. Being honest is more important than being rich	3. Partly agree with B (being honest is more important)	3
	4. Strongly agree with B (being honest is more important)	4
Do not know		5

B5. What is more important? Choose between these options		Select the corresponding answer*
A. Finding 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
	Partly agree with A	2
B. Being honest and respecting laws and regulations is more important than increasing the income of the family	Partly agree with B	3
	Strongly agree with B	4
Do not know		5

B6. According to you, who has more chance to succeed in life: Choose between these options (Success is understood in accordance with the respondent’s view. The definition of success may vary among people. It could mean wealth, fame, being respected...)		Select the corresponding answer*
A. People who are ready to lie, cheat, break laws and be corrupt are more likely to succeed in life than people who are not	Strongly agree with A	1
	Partly agree with A	2
B. An honest person, with personal integrity, has more or as much chance to succeed in life than a person who lacks integrity	Partly agree with B	3
	Strongly agree with B	4
Do not know		5

EXPERIENCE (EXPOSURE) TO DIFFICULT AND CHALLENGING SITUATIONS WITH REGARD TO INTEGRITY

B7. Have you been confronted to corruption in the last 12 months: (Please answer this question based on your own understanding of what corruption is)		
To get a document or a permit?	1. Yes 2. No 3. No contact	
To pass an exam (or to be accepted in a program) at school	1. Yes 2. No 3. No contact	
To get medicine or medical attention for you or your family in a health centre	1. Yes 2. No 3. No contact	
To avoid a problem with the police (like avoiding a fine)	1. Yes 2. No 3. No contact	If “Yes”, what type of police? (choose 1 option) 1. Traffic police 2. Economic police 3. Local police 4. Other, specify .....
To get a job	1. Yes 2. No 3. No contact	
To get more business (market access) for your company/ enterprise	1. Yes 2. No 3. No contact	



OPINION ON THE LEVEL OF INTEGRITY

<b>B8. What is your opinion on the level of integrity nowadays in this service?</b> (Interviewer repeats this question before reading each situations a -> h)	<b>1. Very good</b> <b>2. Good</b> <b>3. Average</b> <b>4. Very bad</b> <b>5. Do not know</b> <b>Circle the selected number</b>				
Local/national administration	1	2	3	4	5
Police, Security	1	2	3	4	5
State education (school and university)	1	2	3	4	5
Private education (school and university)	1	2	3	4	5
State Health centre	1	2	3	4	5
Private Health centre	1	2	3	4	5
State business	1	2	3	4	5
Private business	1	2	3	4	5

<b>B8a. In your opinion, how has corruption in the education sector in Vietnam changed over the last 2 years? (circle the chosen option)</b>		
1. Substantially reduced	2. Somewhat reduced	3. Stayed the same
4. Somewhat increased	5. Substantially increase	6. Do not know

BEHAVIOUR-BASED INTEGRITY

*\*Note: From question B9 to B17, respondents shall choose one of options being given. They cannot answer “Do not know”. If the respondent answers “It depends”, the interviewers need to keep asking them how they will act in normal situations (not in emergencies).*

<b>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)</b>	<ul style="list-style-type: none"><li>• You will do your best without cheating even if you may fail</li><li>• You will ask your best friend to help you during the exam and he will accept because it is normal to help a friend</li><li>• You will use any means: cheating and/or give gifts to the teacher/ supporters</li></ul>
<b>B10. What would you do if you need a document (e.g. 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)</b>	<ul style="list-style-type: none"><li>• You will wait</li><li>• You will ask how long exactly it will take and try to know more about the process to understand why</li><li>• You will try to find a friend/relative who can intervene to speed up the process</li><li>• You will pay directly an additional unofficial payment to speed things up</li></ul>
<b>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?</b>	<ul style="list-style-type: none"><li>• This is great! You say “yes” right away</li><li>• You are a bit uncomfortable, but anyway everybody does that, so you finally say “yes”</li><li>• You hesitate a long time and finally decide to refuse, but you find an excuse not to upset your uncle</li><li>• You say “no” right away, you do not want to follow this type of practices</li></ul>

<b>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?</b>	<ul style="list-style-type: none"><li>• You refuse right away and decide to forget about the job</li><li>• You hesitate, discuss and finally you accept and you will try later on to change this type of practice when you will be a member of the enterprise</li><li>• You agree to pay because this is the current way to get a job</li></ul>
<b>B12a. You are in charge of an important purchasing contract for your organisation (company/ group/ state agency). A supplier contacts you and promises you a 10% commission fee if you purchase their goods. What will you do?</b>	<ul style="list-style-type: none"><li>• Awesome! You agree immediately and keep the money for yourself or bring it back to your company.</li><li>• You feel uncomfortable but think that everyone does the same. Thus, you finally agree and keep the money for yourself or bring it back to your company.</li><li>• You say “No” but do nothing.</li><li>• You say “No” and report it to your manager.</li></ul>
<b>B12b. You are the manager of a company and your company needs a significant paper. A representative of a state agency requests you to give an envelope to speed up the process.</b>	<ul style="list-style-type: none"><li>• No problem, you agree immediately.</li><li>• You feel uncomfortable but still agree to give the envelope.</li><li>• You say “No” but do nothing more.</li><li>• You say “No” and report it to competent agencies.</li></ul>

LEVEL OF COMMITMENT TO FIGHT CORRUPTION

<b>B13. If you are confronted with a corrupt act (for example a lecturer asks you to give money to pass an exam), are you willing to report (or denounce) this?</b>	Yes, I used to report a similar case.	Move to question 15
	Yes, I will report if this happens	Move to question 15
	Not always, I will report depending on the case.	Move to question 14
	No, I will not report this	Move to question 14

<b>B14. If you are not willing to report, why? (choose 1 option)</b>	I am afraid of denouncing because I will not be protected
	I think the denunciation will not work
	I don't know the denunciation procedure
	I don't want to denounce anyone, it's none of my business.
	Other, please specify .....



SOURCES OF INFORMATION AND IMPACTS OF THE ENVIRONMENT

<b>B15. How much information do you have on the rules and regulations to promote integrity and fight and prevent corruption?</b>	No information Very little Some information A lot of information
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<b>B16. To shape your views on integrity, do you consider that:</b> <i>(Interviewer repeats questions A and B after reading each elements a -&gt; f)</i>	<b>A. Provides information and deliver message to promote integrity</b>	<b>B. Do behaviours and actions of those who are in this environment provide examples on integrity for you?</b>
The family circle	1.Yes 2.No	1.Yes 2.No
The education system	1.Yes 2.No	1.Yes 2.No
The media	1.Yes 2.No	1.Yes 2.No
Stars / celebrities in show business	1.Yes 2.No	1.Yes 2.No
The business/economic circle	1.Yes 2.No	1.Yes 2.No
Leaders (political, spiritual/religious, etc.)	1.Yes 2.No	1.Yes 2.No

<b>B17. Where do you get information to shape your views on integrity?</b>	
You discuss with members of your family	1.Yes 2.No
You discuss with your friends (classmates, colleagues, etc.)	1.Yes 2.No
You rely on information you get from school/university	1.Yes 2.No
You rely on information you are receiving at your workplace	1.Yes 2.No
You listen to radio and TV	1.Yes 2.No
You read printed newspapers	1.Yes 2.No
You read news on the internet	1.Yes 2.No
You are a member of an association and discuss with other members	1.Yes 2.No
You belong to a social networking site (Facebook, twitter, etc.)	1.Yes 2.No
Other (specify) .....	1.Yes 2.No
Among them, who (or which circle/media) do you consider as the main source of information for you? (select one among the options from a to j)	

<b>B18. According to you, what could be the youth role in integrity-building in your society/country: choose between these options</b>		<b>Select the corresponding answer</b>
A. Youth can play role in integrity-building and the fight against corruption (by advocacy and change of attitude)	Strongly agree with A	1
	Agree with A	2
B. Cheating and bribery is the normal way of life. Youth cannot change this state of fact (nobody cares about youth opinions or behaviours)	Agree with B	3
	Strongly agree with B	4
Do not know		5

SPECIFIC QUESTIONS ON PARTICULAR POLICIES/ PROGRAMMES:

<b>B19. Have you received an education or followed a specific program about integrity or anti-corruption at school (or in another institution)</b>	1. Yes 2. No	Continue Move to question 20
<b>This education/program helps you to better understand the concept of integrity (and corruption)</b>	1. Yes, really 2. Yes, but not sufficiently 3. No	If the answer is 2 or 3, request respondent to explain why -----
<b>This education/program helps you to play a role in integrity-building in your society/country</b>	1. Yes, really 2. Yes, but not sufficiently 3. No	If the answer is 2 or 3, request interviewees to explain why -----

READINESS TO PARTICIPATE IN ANTI-CORRUPTION ACTIVITIES

<b>B20. In the following anti-corruption activities, are you willing to participate in any of them?</b>	
Talk with my friends and encourage them to stop offering informal payments	1.Yes 2.No
Commit to a personal pledge against cheating in school/university	1.Yes 2.No
Join a group of volunteers to monitor the payment of envelopes in a local hospital	1.Yes 2.No
Help organise a public event to raise awareness of corruption (a competition, a talk show, music festival, flashmob, bike tour, ...)	1.Yes 2.No
Spread the word about the problem of corruption and/or promote integrity on social media	1.Yes 2.No
Buy products from a company that is corruption free/clean even if I have to pay more	1.Yes 2.No
Other, (please explain)	1.Yes 2.No



B21. Who would support you in activities to promote integrity/ reduce corruption?		
My parents	1.Yes	2.No
My friends	1.Yes	2.No
My teacher(s)	1.Yes	2.No
Student union representative	1.Yes	2.No
My colleagues	1.Yes	2.No
My boss	1.Yes	2.No
Local government leaders	1.Yes	2.No
Local party leaders	1.Yes	2.No

## LIVING STANDARDS

C1. Ownership of assets (equipment) (objective assessment)					
Electricity	1.Yes	2.No	Bicycle	1.Yes	2.No
Clean water	1.Yes	2.No	Motorbike	1.Yes	2.No
Fridge	1.Yes	2.No	Car	1.Yes	2.No
Landline phone	1.Yes	2.No	Computer	1.Yes	2.No
Mobile phone	1.Yes	2.No	Home Internet	1.Yes	2.No

C2. With the income of your family, do you suppose you live (objective assessment):	1. Quite well 2. Quite satisfied 3. Normal 4. Very hard
C3. All things considered, how satisfied are you with your current life? Would you say you are:	1. Very satisfied 2. Quite satisfied 3. Normal 4. Dissatisfied 5. Very dissatisfied

## ACCESS TO INFORMATION

How often do you get information from the following sources?	
C4. Radio or television	1. Everyday 2. A few times per week 3. A few times per month 4. Less than once per month 5. Never
C5. Print media	1. Everyday 2. A few times per week 3. A few times per month 4. Less than once per month 5. Never
C6. Internet (Online newspapers are included in internet)	1. Everyday 2. A few times per week 3. A few times per month 4. Less than once per month 5. Never

Communication tools	
C7. Please name 3 main communication tools you use to collect information and to communicate (Radio, T.V, written newspapers, online newspapers, mobile phone, social relations, social networks...)	1. .... 2. .... 3. .... (Specify and insert code numbers)

## QUESTIONS REGARDING THE INTERVIEW

C8. How did you feel about the questions?	1. Easy to answer 2. Not easy (some questions are difficult) 3. Difficult to answer 4. Very difficult to answer
C9. How many questions do you suppose you answered honestly?	1. All questions 2. Most of the questions (50% or more than 50%) 3. A small number of questions (less than 50%)

Demographic and sociological characteristics of interviewees (continued from first section)	
A3. Full name	.....
A4. Gender	1. Male                      2. Female
A5. Birthday: (then, interviewers will insert the age by themselves)	Month Year                      Age
A6. Phone number (if interviewees are comfortable):	
A7. Mobile phone number (if interviewees are comfortable):	

INTERVIEWER’S OBSERVATIONS

***Briefly describe the factors that influenced the interview:***

*D1. Was the place of the interview quiet and focused?.....*

*D2. Was there anyone else present apart from interviewers and respondents?.....*

.....

*D3. Did they intervene in the interview?.....*

.....

*D4. What was respondent’s attitude?.....*

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*D5. Other observations:.....*

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