



2019 Vietnam Youth Integrity Survey (YIS 2019)

Supporting values and practices of integrity young Vietnamese

(for reference)



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Activity supported by the
Canada Fund for Local Initiatives
Activité réalisée avec l'appui du
Fonds canadien d'initiatives locales

Canada

In the framework of the Transparency International (TI) Vietnam Strategy 2016 - 2020, this report was made possible with the financial support of Canada Fund for Local Initiatives Vietnam - CFLI Vietnam and the Embassy of Ireland in Vietnam. The views expressed in this report are the author's alone and are not necessarily the views of the funders.

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Acknowledgements: We would like to thank everyone who contributed to the research and preparation of this report, in particular expert reviewers, Dr. Hoang Tu Anh, Dr. Vu Cong Giao, Conrad Zellmann, Xavier Depouilly and the colleagues at Towards Transparency. Every effort has been made to verify the accuracy of information contained in this report. All information was believed to be correct as of August 2019. The authors cannot accept responsibility for the consequences of the report's use for other purposes or in other contexts.

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Transparency International (TI) is the global civil society organisation leading the fight against corruption. Through more than 100 chapters worldwide and an international secretariat in Berlin, Germany, TI raises awareness of the damaging effects of corruption and works with partners in government, business and civil society to develop and implement effective measures to tackle it.

www.transparency.org

Towards Transparency (TT) is a Vietnamese non-profit consultancy company founded in 2008 to contribute to the prevention of and fight against corruption. In March 2009, TT became the official National Contact of Transparency International (TI). TT's vision is a Vietnam free of corruption where people enjoy social justice, accountability and transparency in all aspects of life. TT's mission is to reduce corruption in Vietnam by increasing demand and promoting measures for transparency, accountability and integrity in government, business and civil society at large.

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01

EXECUTIVE SUMMARY



“We cannot always build the future for our youth,
but we can build our youth for the future”

(Franklin D. Roosevelt)

Corruption remains a serious problem in Vietnam despite continued efforts and strong determination of the Communist Party and the government of Vietnam to eradicate corruption. A noticeable corruption effect seen worldwide is the public loss of trust in the government, especially by youth. Integrity, according to Transparency International (2009), means “behaviours and actions consistent with a set of moral or ethical principles and standards, embraced by individuals as well as institutions, which create a barrier to corruption”. It is a learned behaviour, therefore promoting and exercising integrity needs to start from education. It needs to become a social norm that is championed by society and nurtured from an early age. Thus, understanding youth perceptions toward integrity, their attitudes and actions when faced with corruption is pivotal as a first step towards building a society of integrity.

Youth are the main foundation for a country. They represent the future of society, which they shape through their attitudes and behaviours. Transparency International shows that young people know that corruption is wrong, that they are willing to report on and expose corruption, and that they aspire to live in societies that are fair, transparent and rooted in integrity. However, societies make it increasingly difficult for youth to live up to the standards of integrity when governments, education institutions, parents and other role models fail to promote an environment of integrity.

There is little research on youth perceptions toward corruption and integrity in Vietnam, where more than half of the population is under the age of 30 (Vietnam GSO and UNFPA, 2016). In an effort to address this shortcoming, Towards Transparency (TT)’s Youth Integrity Survey (YIS) explores what integrity means to young people and how they experience and react to corruption. The survey, conducted in 2011 and 2014, is now in its third edition, and is one of the primary efforts by TT to contribute to promoting integrity and addressing corruption in Vietnam.

The fieldwork for the YIS 2019 was conducted from October 2nd to December 2nd, 2018. It surveyed 1,175 youths (aged 15-30) and 465 adults (aged 31-55) as the adult group in 12 representative provinces across the country. Respondents were approximately

50 per cent male and 50 per cent female and came from both urban and rural backgrounds.

We hope that the survey results will be used as timely inputs for the government, education institutions, parents and civil society to address what could be called the integrity dilemma of Vietnamese youth. By this phrase we refer to the most salient feature of the survey findings that young Vietnamese of 15 to 30 age group have strong values and aspire to live in a society that promotes and rewards integrity, yet they face more corruption in their lives, and are more willing to engage in it because they believe that it is necessary. Over the last decade, young people’s awareness of integrity initiatives has remained low and unchanged. This situation points to an integrity crisis among young people. As they rationalize corrupt behaviour because of the circumstances they find themselves in, there is a risk that corruption, not integrity, is established as the norm in Vietnam.

MAIN FINDINGS

Paradoxical conception of integrity and associated values

At the conceptual level, and similarly to YIS 2011 and 2014 findings, the **large majority of youth** surveyed have a good grasp of the concept of integrity, with clear views on what they consider right and wrong. Yet, **when youth face moral dilemmas** and have to weigh their values against challenges, personal gains or advantages for themselves and their family, they **would be willing to compromise their integrity principles**. In particular,

- 98% of youth surveyed consider a person of integrity to be someone who never accepts nor gives bribes and 96% of them agree that a person has integrity when he/she never breaks a law (under any circumstances).
- However, more than half of youth surveyed (52%) say that a person could be lying and cheating and still have integrity, if it could help resolve difficulties for themselves or their family.
- A substantial portion of youth surveyed (37%) does not perceive petty corruption to be problematic, while 16% of youth believe that one has a greater chance of success in life if he/she is ready to lie, cheat, break laws and act corruptly.

Youth understand that corruption is harmful to all facets of life and society but are poorly informed about anti-corruption regulations and integrity building initiatives

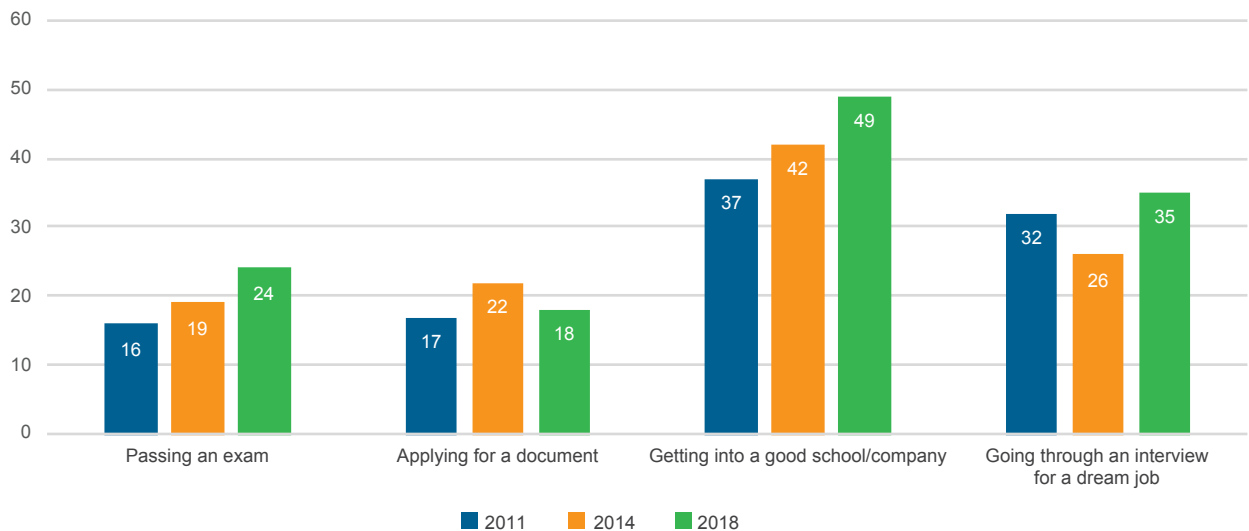
- Nearly all youth surveyed believe that corruption and lack of integrity is harmful to their generation (96%), the economy (95%) and the development of Vietnam (97%).
- But more than three quarters of them (81%) report having no or very little information on integrity and anti-corruption rules and regulations.
- The proportion of youth reporting having no information on this topic significantly increased from 41% in 2011 to 50% in 2014 and to 57% in 2018.

Youth willingness to engage in corruption is on the rise

- Approximately a third of young people surveyed are willing to engage in unethical or corrupt practices to gain an advantage for themselves (e.g. to pass an exam, apply for a document, get into a good school or get a job).
- Worryingly, the number of young people who show willingness to engage in corrupt transactions (except for applying for a document) increased in 2018 compared to the 2011 and 2014 YIS results. For example, as Figure 1 below shows, in 2018, almost half of youth (49%) are willing to take decisions that violate integrity in order to get into a good school or company, versus 42% in 2014 and 38% in 2011.

FIGURE 1

Percentage of young people who stated that they are willing to take decisions that violate integrity in one or more of the situations presented to them: 2011-2014-2018

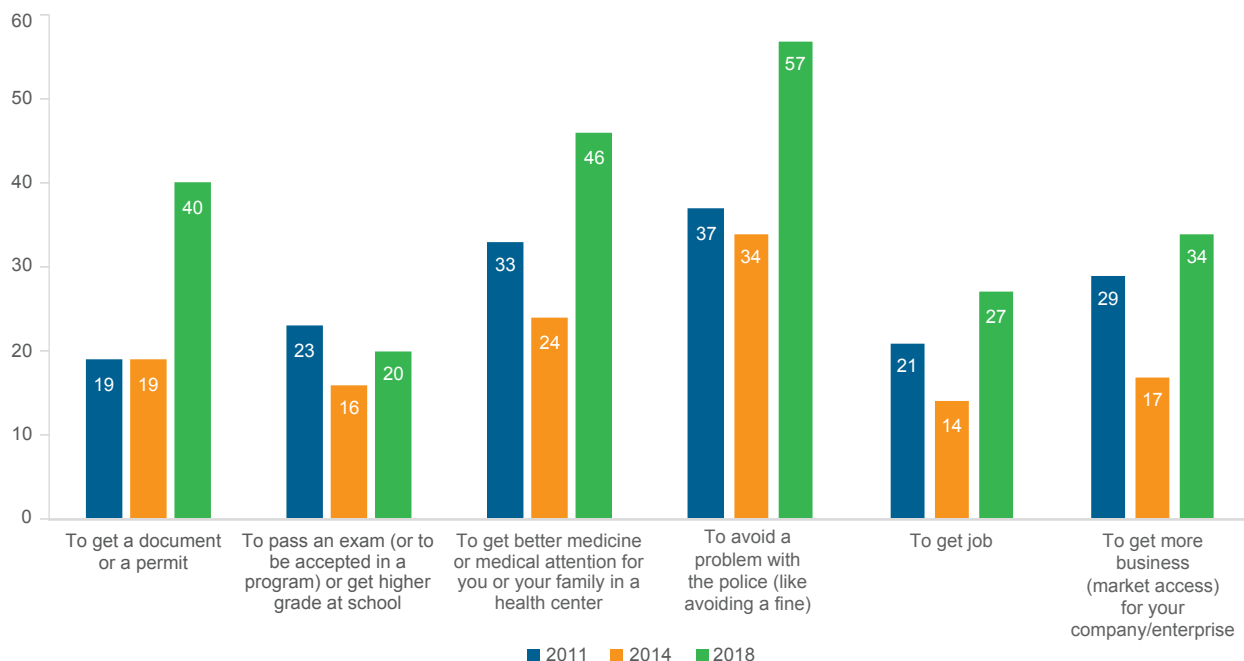


Youth increasingly experience corruption when accessing public services

- The levels of corruption experienced by young people in the surveyed key public services increased substantially in 2018 compared to the results of 2011 and 2014.
- In 2018, among the surveyed youth who were exposed to public services during the year prior to the survey, between 20% and 57% % of them experienced corruption:
 - 57% of youth who had contact with the police experienced corruption.
 - 46% of youth who accessed medical treatment encountered corruption.
 - 40% of youth who had tried to obtain a document or permit faced corruption.

FIGURE 2

Youth’s experiences of corruption (%): 2011 – 2014 - 2018



Youth commitment to fighting corruption is eroding

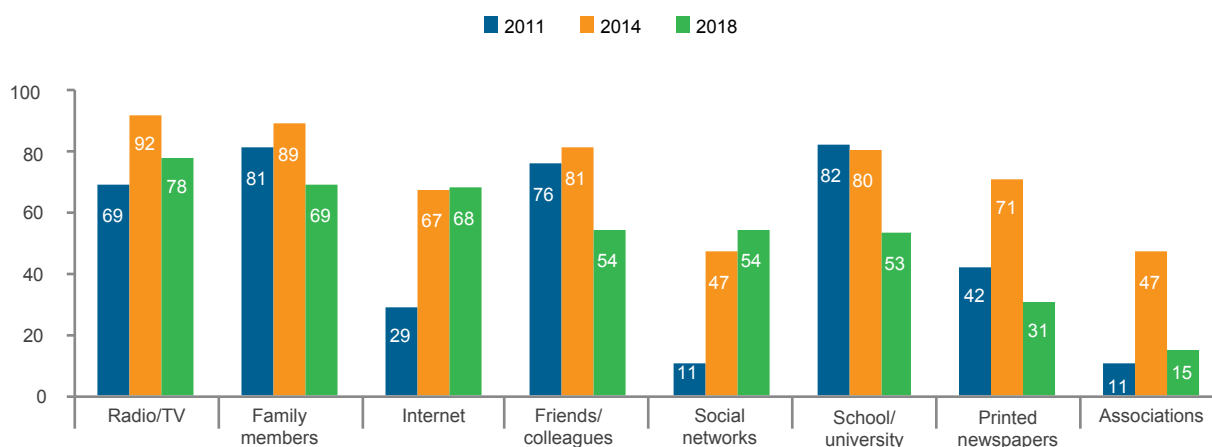
- Though 80% of young people surveyed believe that youth can take action against corruption and play a role in promoting integrity-building, only 50% of youth surveyed say that they would be willing to report corruption.
- Compared to the 2011 and 2014 surveys, **the proportion of youths who are committed to reporting corruption decreases noticeably, from 60% in 2011 down to below 50% in 2018.**
- The most cited reason for not reporting is that **“youth do not think reporting would do any help”**, followed by “fear for personal security” and being “none of their business”.

The role of family and education institutions as shapers of youth’s integrity is declining

- In 2018, family, school/university, along with media and friends/colleagues, continue to be good examples of integrity (refer to Figure 34 in the report).
- However, their role as sources of information shaping youth views on integrity, as shown in Figure 3, is declining since 2014.
- Unsurprisingly, 2 sources of information play an increasing role in shaping youth views on integrity: Internet (for 69% of youth in 2018 versus 29% in 2011) and social networks (for 54% of youth in 2018 versus 11% in 2011).

FIGURE 3

Sources of information shaping youth views on integrity: 2011-2014-2018 (%)



CONCLUSIONS AND RECOMMENDATIONS

The YIS 2019 findings highlight a conflict between young people’s desire to live in a society rooted in integrity and their willingness to accept or commit corrupt acts for their or their family’s sake. As the survey reveals, a substantial proportion of youth would indeed be willing to violate standards of integrity to deal with difficulties or to gain an advantage for themselves. Moreover, the surge in youth willingness to engage in corrupt transactions in 2018 is alarming. There is an urgent need for all stakeholders to accept joint responsibility and take actions to create an environment where integrity can take root and grow, and where young people can experience and uphold integrity.

In light of this situation, TT recommends a specific set of actions addressed to different stakeholders.

To the government and anti-corruption agencies

- Develop concrete plans and measures to address the identified challenges outlined in the 2016 Government Inspectorate (GI)’s “*Review Report after two-year implementation of the Prime Minister’s Directive Nr. 10” (in the framework of project 137)*”.¹

- Encourage youth-led initiatives at national and sub-national levels by providing resources and creating an enabling environment to practice and promote integrity. Role models of integrity for youth should be promoted, for example through rewarding youth initiatives, and empowering youth networks to promote integrity and fight corruption.
- Effectively implement the Prime Minister’s new decision 861/QĐ-TTg approving the national programme on propaganda, dissemination and education of on anti-corruption legislation, period 2019-2021 with a view to instilling the value of integrity in a wider society.
- Provide an effective and secure whistleblowing system where youth can report on corruption and unethical behaviour without fear.
- Prioritise efforts to improve key public services where youth are most likely to encounter corruption, namely, law enforcement (traffic police), healthcare, education and administrative service institutions (responsible for issuing official documents).
- Make use of social media as a channel to communicate and engage youth in promoting integrity and anti-corruption.

¹ Government Inspectorate’s Review Report after two-year implementation of the Prime Minister’s Directive Nr. 10 regarding the integration of anti-corruption content into the national education and training programmes, from the school years 2013-2014, dated 29 April 2016.



To the education institutions (ministry of education and related agencies, schools/ universities)

- Address challenges in existing teaching curriculum (outlined in Prime Minister’s Directive Nr. 10) and design/implement an improved programme content focusing on anti-corruption legislation but also on issues of ethics and integrity.
- Renovate pedagogical approach to integrity with a view to inspiring youth for integrity learning and changing attitudes and mind-set regarding corruption. The methodology of teaching anti-corruption should be interactive and include significant discussions.
- Provide tailored training to schools and educators: teachers’ lack of appropriate pedagogical strategy and skills contributes to making the subject ineffective.
- Build actions to enhance academic integrity at school/universities. Actions to reduce cheating in schools and universities, such as platforms to encourage students to take personal pledge in not cheating should be established.

To youth organizations

- Include integrity in the agenda of youth focused organizations such as the Ho Chi Minh Communist Youth Union, taking into consideration YIS 2019 results.

- Conduct further studies to understand the role of youth integrity.

To youth

- Start integrity initiatives, such as discussing about corruption and integrity with friends and/or on social networks.
- Encourage friends to stop giving bribes.
- Play an active role in monitoring corruption with demonstrated effects, for example through using innovative social media tools.

To parents, media and other actors

- Parents to support their children to act with integrity by setting example.
- Media to increase awareness and understanding of the integrity concept, thus inspiring youth positive attitudes, in particular targeting more vulnerable youth.
- Companies to develop code of conduct and training on integrity.
- Research institutes, development partners and other stakeholders to conduct further studies and research (especially qualitative) to better understand youth’s integrity perception and practices, including its gender dimension.
- Non-governmental organizations and youth groups to promote youth integrity through online integrity campaign or online training.

02

INTRODUCTION



Objectives of the Youth Integrity Survey (YIS):

- To understand what integrity means to young people and to understand how they experience and respond to corruption
- To identify the extent of youth's engagement against corruption and violation of integrity
- To monitor changes of youth's beliefs, experiences on integrity and corruption over time

What is more important: being honest or being rich? Who gets hurt by corruption? Would you cheat to get ahead? Could you resist corruption? Can young people play a role in promoting integrity and fighting corruption? How are you willing to take action against corruption?

These are the key parameters of the Youth Integrity Survey (YIS) implemented since 2011 by Towards Transparency (TT), a member of Transparency International (TI) global movement in fighting corruption and promoting transparency.

"Integrity", first used in 14th century, with the meaning of incorruptibility,² is not a new concept but it is a complex one, which entails various definitions. The Oxford Dictionary defines "integrity" as "1 – the quality of being honest and morally upright; 2 – the state of being whole or unified; 3 – soundness of construction". Integrity in the YIS refers to TI's definition: "**behaviours and actions consistent with a set of moral or ethical principles and standards, embraced by individuals as well as institutions, which create a barrier to corruption**" (Transparency International, 2009).

Almost two decades of fast economic growth have propelled Vietnam's status to a middle income country. However, the wealth accumulation seems not to go hand in hand with the accrual of the core values of transparency and integrity, whereby the

latter is somewhat lacking and fragile, failing to keep pace with the nation's economic progress.

Despite recent results from unprecedented efforts by the Communist Party and the government of Vietnam to eradicate corruption through such measures as cracking down high-profile cases, the "internal enemy" remains a serious problem. In its fifth year nation-wide implementation, the government's Project 137 aims at raising awareness of anti-corruption and developing zero-tolerance attitudes towards corruption amongst students and public servants but still struggles to produce its desired outcomes.

Youth are the main foundation for a country. They represent the future of society, which they shape through their attitudes and behaviours. There is little research on youth perceptions toward corruption and integrity, especially in the political context like Vietnam. TI (2014) shows that young people know that corruption is wrong, that they are willing to report on and expose corruption, and that they aspire to live in societies that are fair, transparent and rooted in integrity. However, societies make it increasingly difficult for youth to live up to the standards of integrity when governments, education institutions, parents and other role models fail to promote an environment of integrity.

Convinced that the battle against corruption cannot bear fruit without young people, TT has engaged youth in building a culture of integrity in Vietnam since its inception a decade ago. Integrity is a learned behaviour, which must be nurtured from an early age. In this regard, in order to engage and empower youth effectively, it is imperative to better understand their attitudes, experiences and interests. The YIS is designed to that end, and seeks **to capture the perceptions and behaviours of young people with regard to integrity and to gauge how their perceptions and experiences change over time**. The YIS is a nation-wide opinion survey carried out by TT in Vietnam in 2011, 2014 and 2018. The YIS findings serve as valuable inputs for policy makers, educational institutions, civil society organisations and other concerned stakeholders to collectively improve conditions for youth to practice integrity.

² <https://www.merriam-webster.com/dictionary/integrity>

03

KEY FINDING



2.1 Youth Values and Attitudes towards Integrity

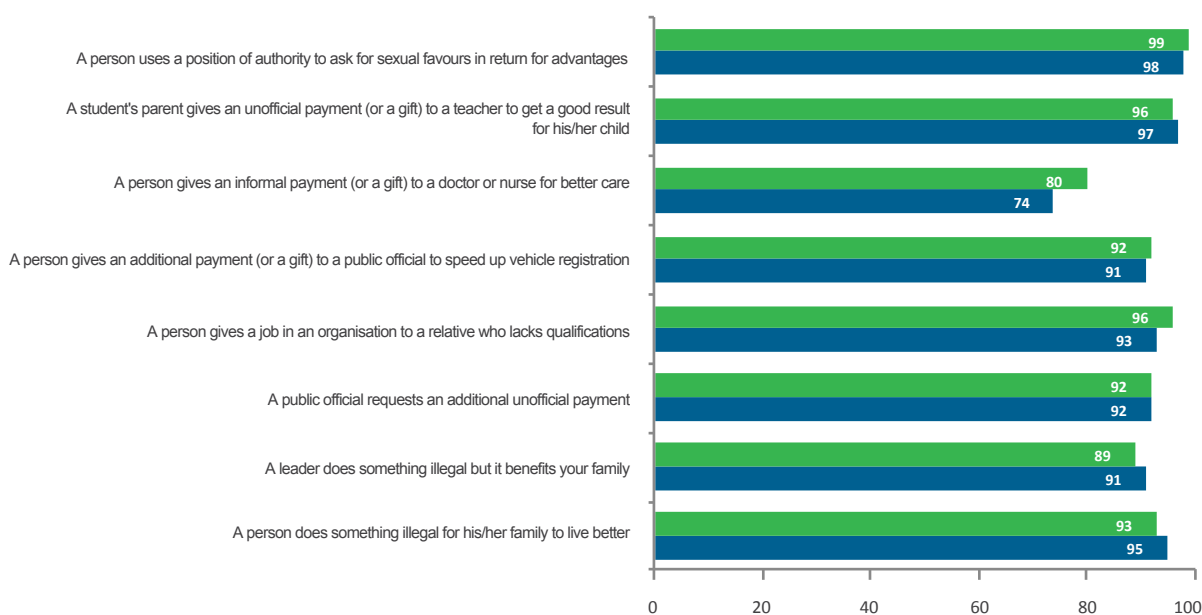
The study begins by looking at youth values and perceptions on integrity by asking what youth believe to be right or wrong, what behaviour they perceive as dishonest, what their understanding of the concept of integrity is, and how they weigh integrity in situations where there may face a trade-off vis-à-vis family wellbeing and loyalty, personal material gains, or personal success in life. The answers provide an insight into how young Vietnamese today think, act and interact with their surrounding environment and the wider society. Their responses are of importance to any integrity educational programme that aims not only to transform their values and beliefs but also to empower them to transform the society.

Perceptions of the concept of integrity

It is a good start to explore youth understanding of the concept of integrity. Youth were presented a range of hypothetical situations and asked *first* whether they think it is wrong behaviour and *second* whether they would accept the behaviour (see Annex 2 Question B1). The range of corrupt behaviours covers more abstract propositions, such as “a leader does something which might be illegal but it enables your family to live better”, and specific everyday life situations such as “a person gives an additional payment or a gift to a doctor or nurse in order to get better treatment”. In addition to health, situations also cover public administration, jobs, education and sexual favours.

FIGURE 1

Given corrupt behaviours perceived as wrong: Youth vs. Adult (%)



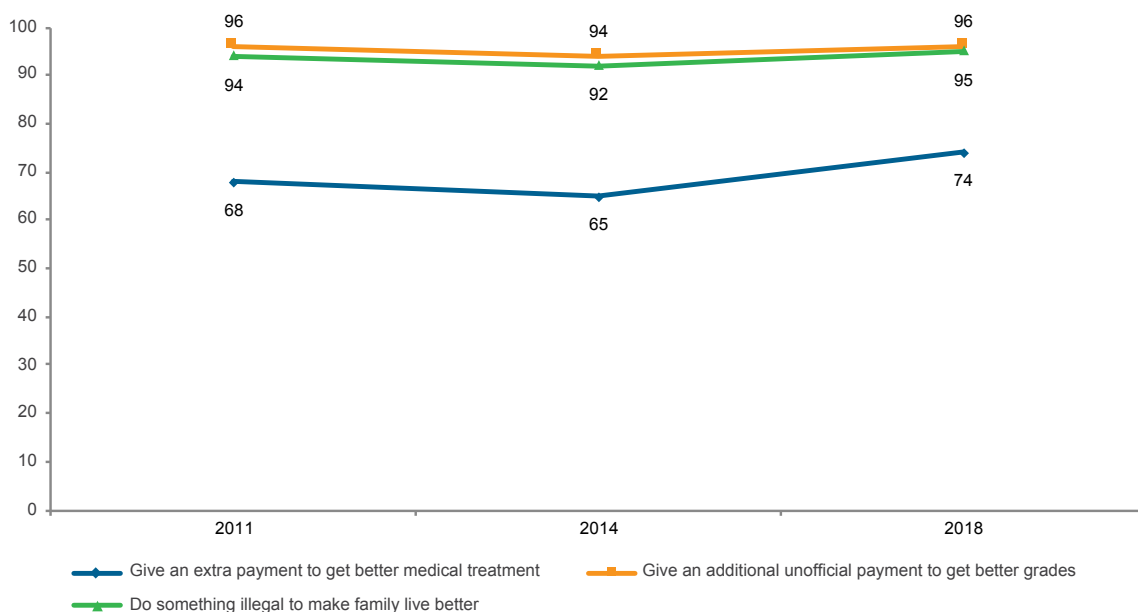
As Figure 1 shows, young people surveyed are considered to have strong ethical beliefs; the large majority of them know what is right and wrong in general. Between **74% and 98% of the young respondents agree that the behaviours given are wrong**. Adults seem to be a bit stricter, with from 80% to 99% viewing these behaviours as wrong. **A positive development is that the average level of youth rejection to the given corrupt behaviours in 2018 (91%) keeps increasing over the years (88% in 2011, 89% in 2014).**

Bribes for better grades and demanding sexual favours receive the highest level of rejection from youth

(97% and 98% respectively). There is one corrupt behaviour, *i.e.* **giving bribes for better medical treatment**, where youth seem quite more tolerant than adults. Indeed, **paying bribes for a better medical treatment receives the lowest level rejection by youth**, with only 74%, which is quite lower than the average rate of rejection by youth. Although informal payment for better medical treatment is the least rejected by youth compared to other corrupt acts in YIS 2019, this result is higher than that of 2011 (68%) and 2014 (65%) (Figure 2). Youth rejection to “giving bribes to get better grades” and to “act illegally to make the family live better” is also seen on the rise throughout the years.

FIGURE 2

Percentages of youth who perceive given corrupt behaviours as wrong (%): 2011 - 2014 - 2018



There is **no significant difference between male and female youths, and between urban and rural youths**. There are, **however**, some noticeable differences in response in some certain hypothetical situations between rural and urban youths, self-perceived living standards and education levels. In particular, responses by rural and urban youths and by the “worst-off”³ and “best-off” youths **with regard to informal payments in the health sector** need more attention. There is higher rejection by youth from rural areas and the “worst off” group than those from urban areas and from the “best-off” group, whereby 77% of rural youths and 78% of the worst-off respectively perceive this act as wrong compared with only 69% of urban youths and 63% of the best-off. These results are interestingly reflexive of the fact that **people with more economic difficulties are less tolerant to this petty corruption** for they are more vulnerable to unjust medical treatment, the impacts of which on the poor tend to be more damaging. **Concerning education levels**, no significant differences are found across the hypothetical statements except the one regarding bribes for public services. Specifically, **86% of the lowest educated**⁴ youth view bribes for the completion of administrative services by public officials as

wrong, which is noticeably lower than rejection rate from the highest educated (96%). This demonstrates that those with less education seem to be more flexible to petty corruption pertaining to this fundamental public service than those with higher education.

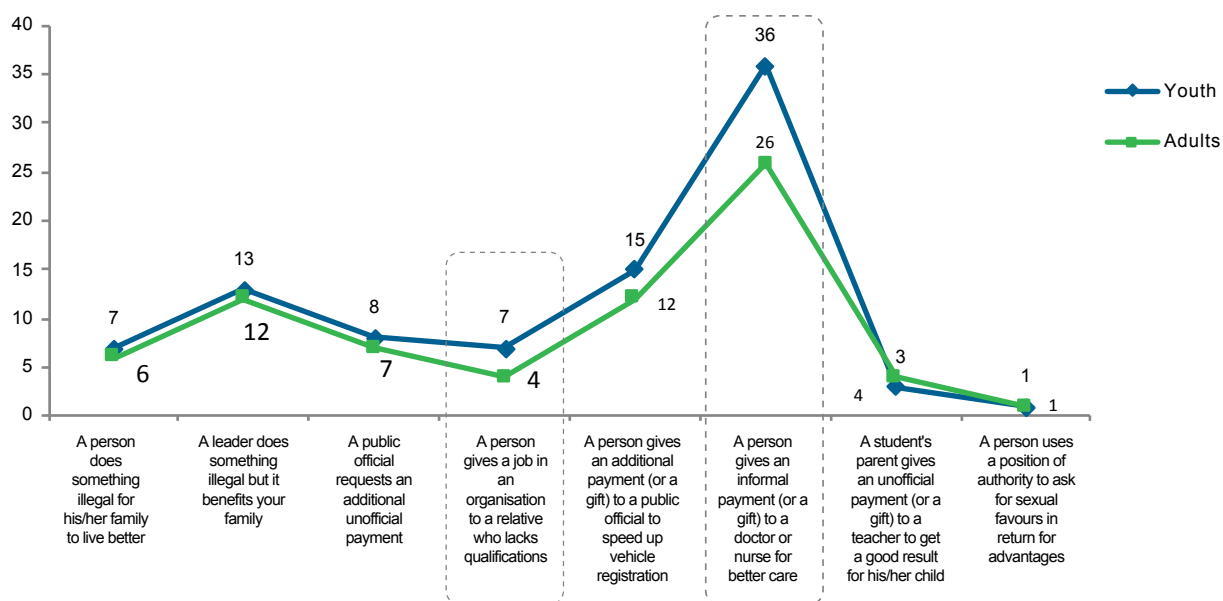
The second part of the question regarding the youth perception of integrity concept aims to gain more nuanced understanding of the degree of acceptance by youth to the same corrupt acts even though they view them as wrong. Figure 3 shows the results of acceptance by youth and adults to the given corrupt behaviours. In general, a large majority of both youth and adults view these corrupt behaviours as unacceptable. The responses by both groups are undifferentiated in almost every statements except the two **concerning nepotism in recruitment and bribery to get better medical treatment** where the level of acceptance by youth is seen significantly higher than that by adults (7% and 36% of youth compared with 4% and 26% of adults respectively). These results align well with the response of the first part of question, meaning that **youth are not only more tolerant but also more willing to accept these two corrupt behaviours**.

³ With respect to the income of respondents, the YIS asked them to characterize their living condition. Those who consider themselves to be living with financial difficulty are “worst-off” and those who consider themselves to be living well and comfortably are “best-off”.

⁴ Lowest education refers to those who studied up to the end of primary school, and the highest education are those who have undertaken university education or higher.

FIGURE 3

Percentages of youth and adults who view given corrupt behaviours as acceptable (%)

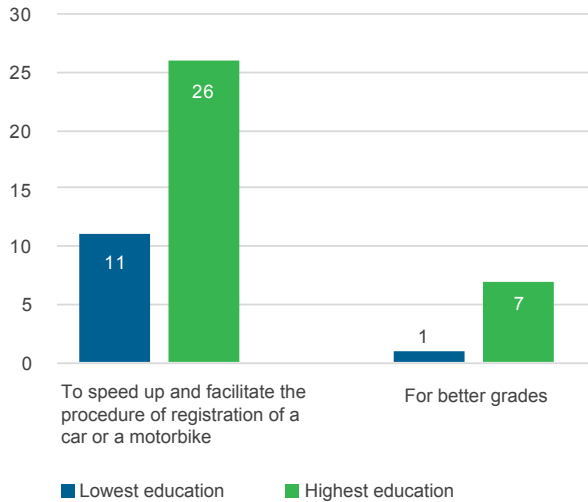


There is no **major difference** in the level of acceptance by youth when data is disaggregated **by gender, living standards and rural/urban divide**. Yet, sizeable differentiation could be evidenced in some certain corrupt behaviours (Figure 4). In particular, **rural youths show higher unacceptance of informal payments in healthcare than their urban counterparts (only 32% consider it acceptable against 43% for urban youth)**. With respect to petty corruption in healthcare, rural youth seem to have much stricter attitudes (both viewing it as wrong and unacceptable) than their urban counterparts. These results could somehow reflect their personal experiences when they have to encounter unequal distribution of resources, lack of accessibility and deteriorating conditions of healthcare system in rural locations. Therefore, being more affected by this unequally functioning system, rural youths take stronger stance in opposing bribes in healthcare. Existing studies shows that in developing countries urban children tend to be consistently advantaged socially and economically compared to rural children (Hardgrove et al. 2014). In these countries young people grow up in situations where vulnerabilities result from an unequal distribution of resources. Urban centres nearly always provide a greater quantity and diversity of goods, services, and opportunities than do rural areas. Rural children or rural youth in Vietnam are not exception; they face more constraints and

fewer opportunities than their urban counterparts. This can to a large extent explain why rural youth take a stronger stance against corruption in certain public services.

With respect to education levels, no significant difference exists across the statements except the ones related to bribes for better grades and bribes to speed up procedure. The result turns out quite striking when **the best educated youth have significantly higher willingness to accept giving bribes for better grades than the least educated**, whereby 7% of the former consider this corrupt behaviour as acceptable while only 1% of the latter accept it (Figure 4). On the same path, **26% of the best educated youth consider it acceptable to pay directly an additional unofficial payment to speed up receiving an official document, against 11% of the least educated youth**. These results indicate that higher education does not always correlate to higher resistance to corruption. The result resonates well with the study by Agerberg (2018) which shows that in contexts where corruption is pervasive and the implementation of policy is distorted by corrupt officials, being highly educated will not translate into high institutional trust. Being educated in such a context is likely to induce a feeling of *resignation* with regard to formal institutions (Agerberg, 2018).

FIGURE 4
 Significant difference in the level of acceptance by youth of corrupt behaviours: (% by education levels)



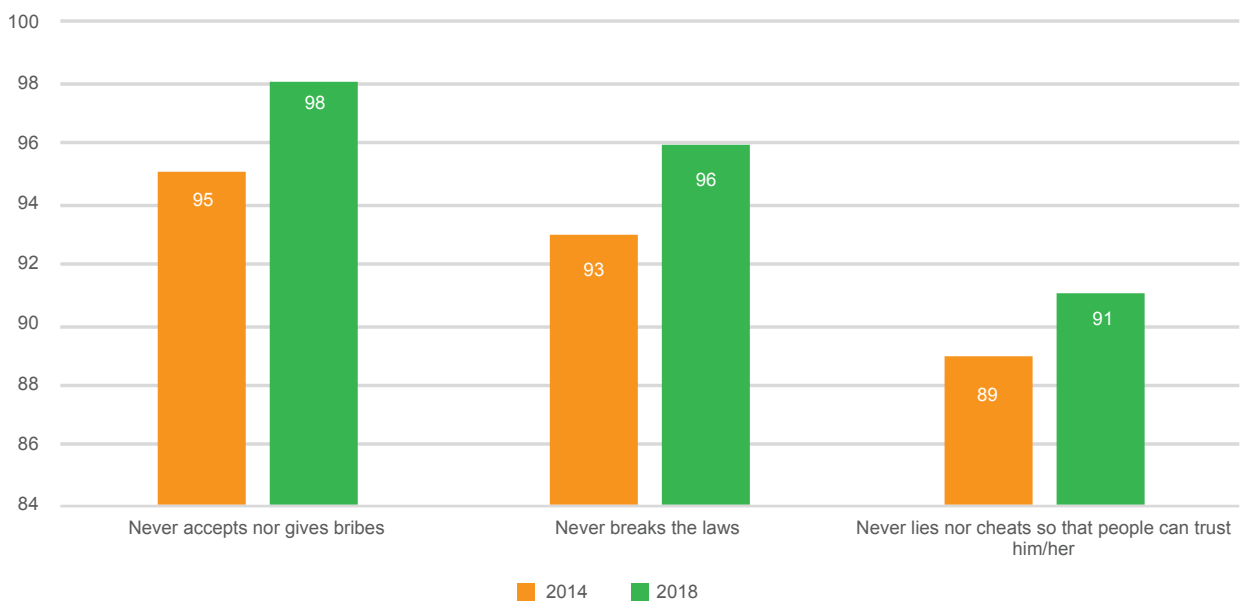
As surveys consistently show, corruption or paying bribes in healthcare is more accepted than in other areas as a normal and integral part of life by all population groups. In developing countries like Vietnam where public healthcare system is poorly resourced and the staff is chronically overworked and low paid, unofficial payment becomes a common

response in the hope for better medical treatment (Vuong, 2015; Pekerti et al, 2017; Ha et al., 2011). This all gives an indication of far more difficulties and challenges in fighting corruption in one of the fundamental sectors of human life, which will therefore demand greater efforts from both the government and society to address the root cause of this problem, instead of the symptom.

The survey continues to explore the youth’s understanding of integrity at conceptual level and examine whether they still uphold their normative commitment to integrity when they are caught in a moral dilemma. Again, **a large proportion of young people** surveyed have strong ethical beliefs (Figure 5). They **know what is right and wrong, however when they are caught in a moral dilemma** and have to weight their moral values against personal material gain and against advantages for themselves or their family, **they would not always act on their principles**. In order to explore this, the survey used three associated attributes of a person of integrity to ask respondents if they agreed with such definitions, i.e. whether they agree that a person of integrity is someone who:

- (i) Never lies / nor cheats so that people can trust him/her
- (ii) Never breaks the law in any case
- (iii) Never accepts nor gives bribes

FIGURE 5
 Agreement with a “normative” definition of integrity (%)



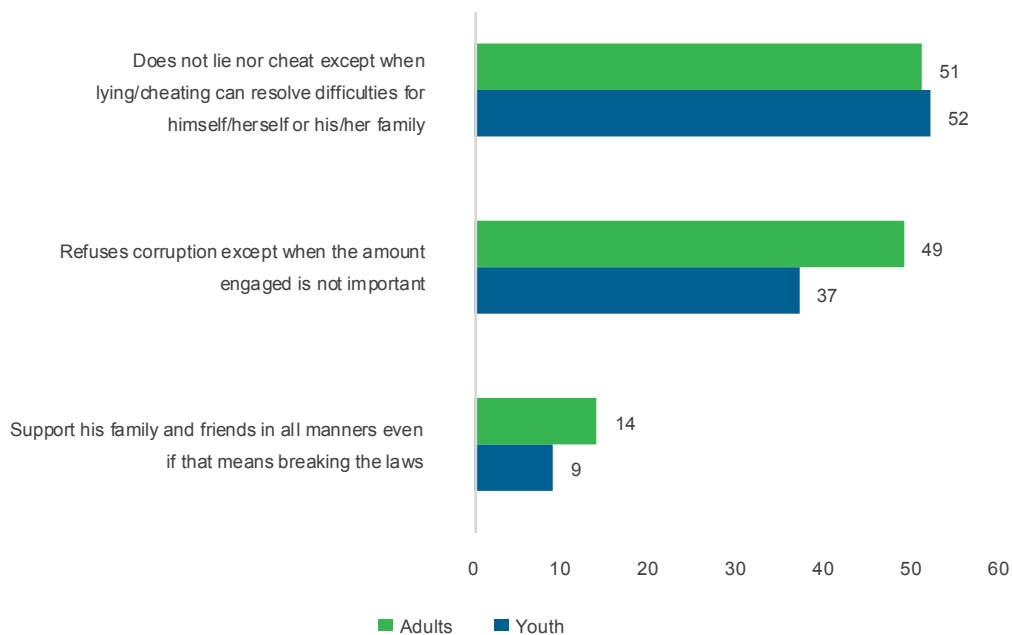
The youths surveyed signal their strong agreement with the three normative definitions of integrity, with between 91% and 98% answering 'Yes', similarly to adults' views. This trend converges well and even improves from the 2011 and 2014 results. In addition, there is **no significant variation across genders, living standards and education levels**. However, when youths were exposed to the scenarios that challenge their universal conception of integrity, their responses turn out to be surprising and worrying. It takes one's no sweat to express a commitment to integrity at "normative" or "conceptual" level, but **when exercising integrity might involve personal costs, either socially or**

financially, it raises the question to whether his/her commitment still holds true. To obtain critical insights in this regard, respondents were asked about integrity in three less normative and lax definitions, i.e.

- (i) Does not lie nor cheat **except when** lying/cheating can resolve difficulties for himself/herself or his/her family
- (ii) Supports his/her 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

FIGURE 6

Agreement with "less normative and lax" definitions of integrity: Youths and Adults (%)



As shown in Figure 6, adults seem to be more willing to compromise their integrity to show their solidarity to family/friends and more tolerant to petty corruption than youth (14% and 49% of adults respectively compared to 9% and 37% of youth). Only 9% of youth are ready to break the law in solidarity with their family and friends, significantly lower than adults (14%). **Slightly more than half of youth and adults surveyed agree that a person could be lying and cheating and still has integrity, if it could help resolve difficulties for themselves or their families.** They are ready to compromise their integrity when exercising principles of integrity is not advantageous to themselves and their families. It is even more worrying that **youth's willingness to compromise their integrity for their family's and own sake has increased quite significantly compared to that of 2011 and 2014 (52% compared to 34% and 41% respectively).**

Equally noticeable, there is still a substantial portion of youth who are tolerant to petty corruption when the survey shows that 37% of them do not perceive the payment or receipt of small amount of bribes as problematic.

Among youth, **responses do not vary significantly across genders, geographical locations (rural vs. urban) and living standards.** While the perceived integrity of a person by urban and rural youth is quite similar in Vietnam, difference is particularly strong in other Asia Pacific countries, for example in Sri Lanka where rural youth appears to have a far more lenient view of what constitutes integrity than urban youth (Transparency International Sri Lanka, 2013). This is because in the Sri Lankan context, rural youth tend to encounter corruption more often than do their urban counterparts, and therefore have to adjust their values

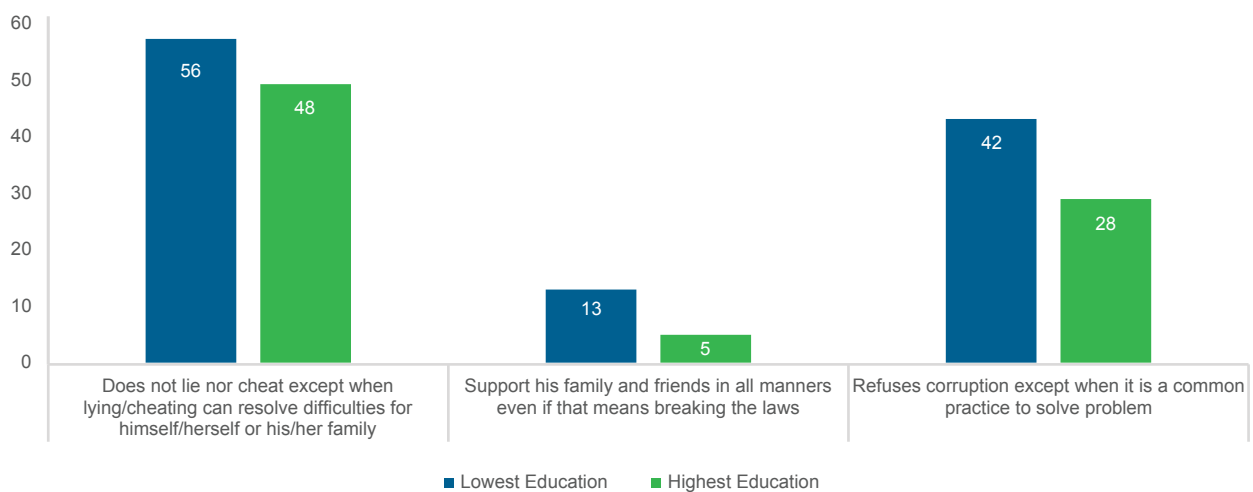
to the realities in which they live. Another explaining factor could be that increased access to education and media may be reducing the tolerance of urban youth for violations of integrity.

However, a little more attention needs to be paid to the differentiation of youth perspectives between education levels (Figure 7), though it is not as striking as the results of the previous 2011 and 2014 waves. **56% of the lowest education group versus 48%**

of the highest education are ready to cheat or lie when it helps themselves or their families. 42% of the lowest education group find it acceptable to commit petty corruption to solve a problem, compared to 28% of the highest education. When it comes to breaking the law in support of family/friends, only 5% of the best educated are ready to do so, compared to 13% of the least educated, which is significantly different at 95% confidence level.

FIGURE 7

Youth willingness to compromise principles of integrity: broken down by education levels (%)



Overall, the above results generally point to the fact that Vietnamese youth do not view integrity as a “mantra” that they follow in an absolute manner although they support it strongly at the normative or conceptual level. Yet, when contextualising it with specific conditions, **“integrity” becomes a relative term that can be adjusted and compromised by youth when they have to consider the good for themselves and their families.** They are willing to accept violations of integrity when it conflicts with their personal or family benefits. **The lowest education group of youth exhibits a much more lenient attitude towards integrity** in these situations compared to the more educated group. They are also more receptive to petty corruption than the highest education group. The significant difference of perceived integrity between education levels re-emphasises the prime importance and urgency of proper education programmes on integrity and moral, which needs to be better tailored to the lower education groups and appealing to the broader youth society to trigger their interest and commitment to exercising and promoting integrity.

Perceptions of the importance of integrity

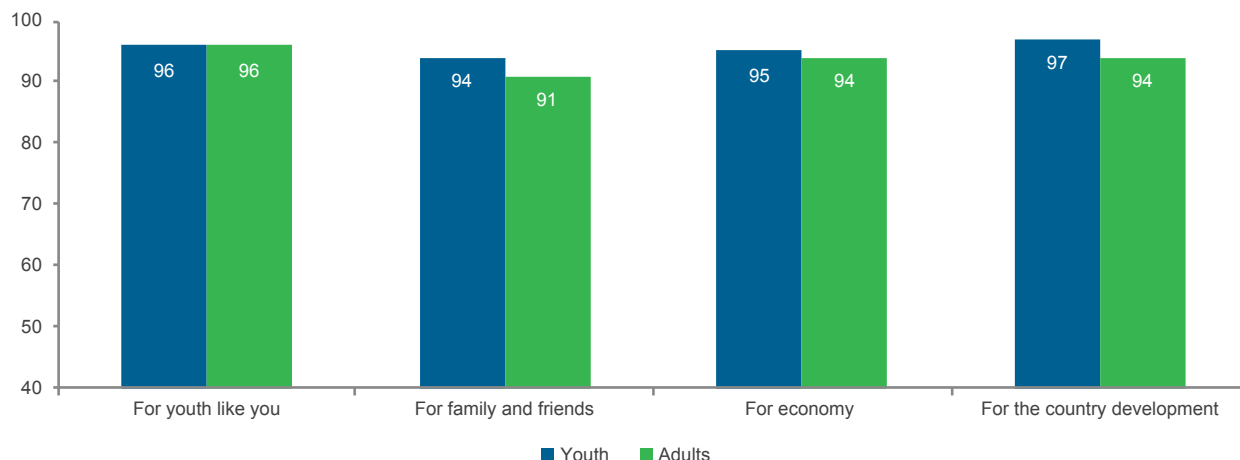
Understanding the perceived levels of importance

of integrity by youth is an essential step towards promoting positive changes in Vietnam. In order to explore this, the YIS asked respondents whether they perceived lack of integrity (including corruption) to be a major problem for (i) youth themselves; (ii) their family and friends; (iii) the development of business/economy and (iv) the development of the country. This question tests the awareness among young people of the harmful effects of corruption and a lack of integrity, and provides insights into whether – and what kinds of – awareness raising, youth education, youth leadership and youth entrepreneurship programmes are needed.

Between 94% and 97% of youth surveyed believe that lack of integrity is harmful to their generation, the economy and the development of the country (Figure 8). These figures are quite similar to those found in Cambodia (Transparency International Cambodia, 2015) where over 97% of youth respondents agree that lack of integrity was a serious problem for all categories. These results also resonate well with the 2018 Vietnam Provincial Governance and Public Administration Performance Index (PAPI), which reveals that corruption is rated amongst 3 top concerns by Vietnamese citizens.

FIGURE 8

Lack of integrity perceived as ‘harmful’: Youth vs. Adults

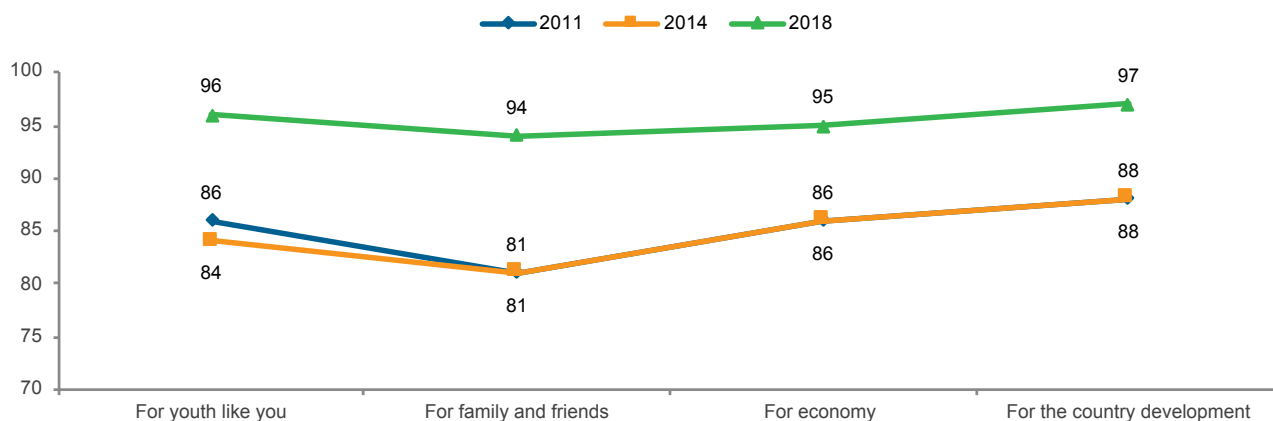


Over time, **the importance of integrity perceived by youth has surged in 2018 compared to 2011 and 2014**, which could be observed in all target areas, and this increase is significant with 99% confidence intervals (Figure 9). The increase in the perceived level of importance of integrity by youth could be explained in the prevalence of available information about corruption cases

and their damages on different facets of society in recent years. The anti-corruption campaign led by the General Secretary of the Communist Party has made information about corruption cases in public sector more accessible to the public. This availability of information could have an influence on youth perception.

FIGURE 9

Lack of integrity perceived as “harmful” by youth: 2011-2014-2018 (%)



When YIS disaggregated data based on “gender”, “urban/rural divide”, “region”, “living standards” - the differences between the divides of each parameter are not significant.

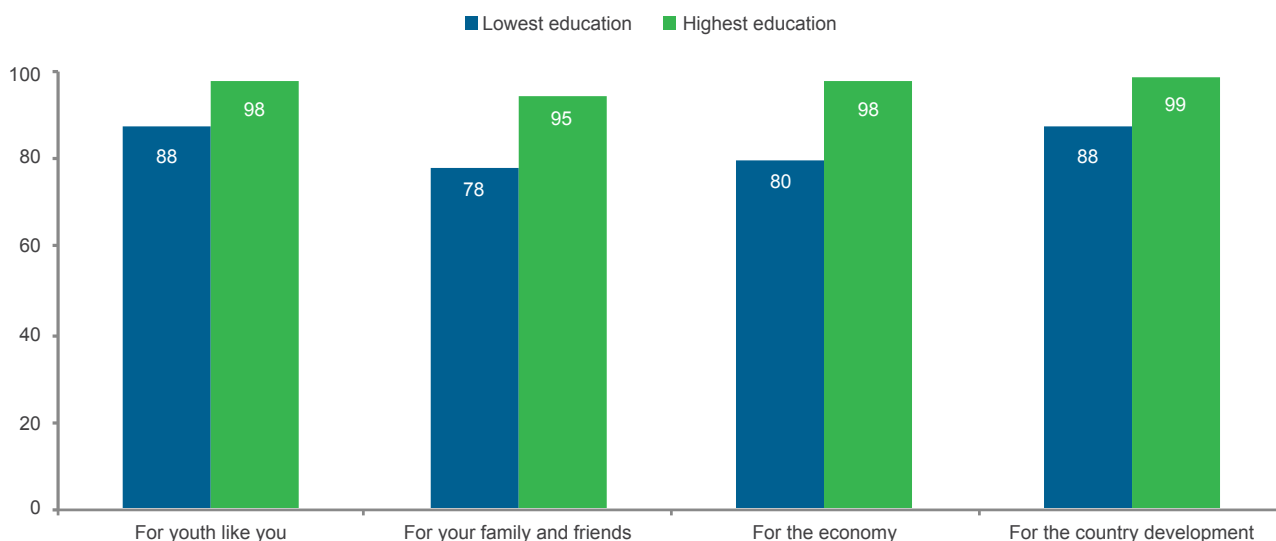
Noticeable results are observed in the differences of response between different groups of youth based on education levels. In particular, there is a marked

difference of perception (at 95%-99% confidence intervals) between the lowest education and highest education groups (Figure 10) when viewing lack of integrity and corruption as harmful for all categories. **Between 78% and 88% of the “lowest education” group believe that lack of integrity is harmful, compared to between 95% and 99% of the “highest education” who do so.** However, these

results indicate that even within the lowest education group, youth perception of the harm of corruption and lack of integrity to themselves, their families, the economy and the country is still very high.

FIGURE 10

Lack of integrity perceived as harmful by youth, disaggregated by education levels (%)



Values

The survey went on to explore young people's personal values and how they act in the face of ethical dilemmas, with a view to understanding whether – and what kind of – further work is needed to promote personal integrity among young people.

What is more important to youth: being rich or being honest? Who has more chance to succeed in life: an honest person or a corrupt person, who lies, cheats and breaks the law?

With such questions, the survey sought to find out which behaviour young people believe helps to achieve wealth and success in their societies. In particular, to examine further how youth value integrity personally and what personal values they are more inclined to, respondents were asked to partly or strongly agree on two contradictory statements:

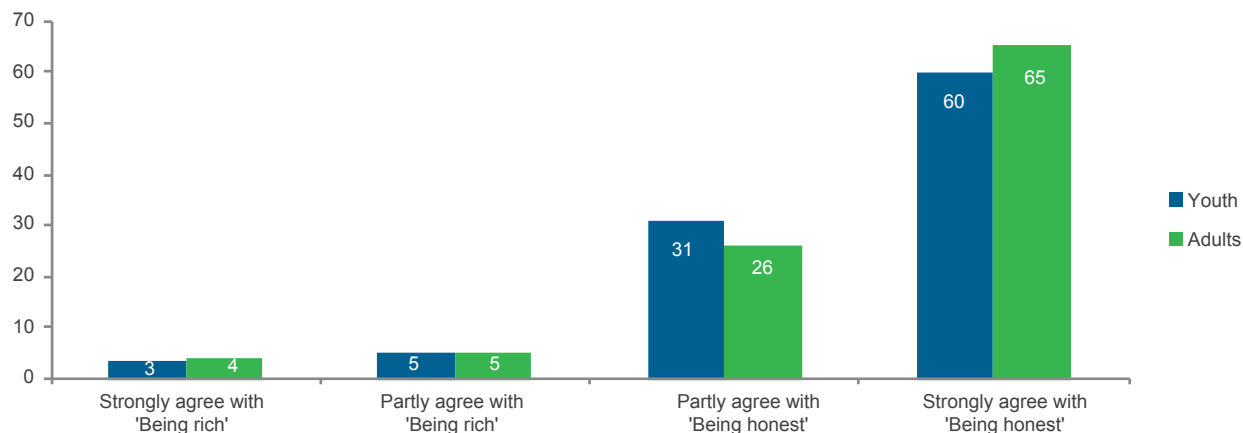
- *“Being rich is the most important and it is acceptable to lie or cheat, ignore some laws, and abuse power to attain this objective”* and

- *“Being honest is the most important even if it prevents from opportunities and getting rich”.*

Figure 11 shows the importance young people and adults in Vietnam place on wealth versus honesty. The results display quite similar responses between youth and adult populations, whereby **91% for each group totally or partly agree that being honest is the most important**. This makes clear that the large majority of young people and adults believe that integrity is the most important value. This finding echoes well with their responses on their “normative” commitments to integrity presented in Figures 5 above. The majority of responses from both youth and adults are generally aligned with socially accepted views on honesty and integrity. The finding is also **in line with that was found in the 2011 and 2014 YIS reports**, with the large majority of young people believing that honesty is more important than wealth.

FIGURE 11

Which is more important? “Being Rich” vs. “Being Honest”: Youth vs. Adults (%)

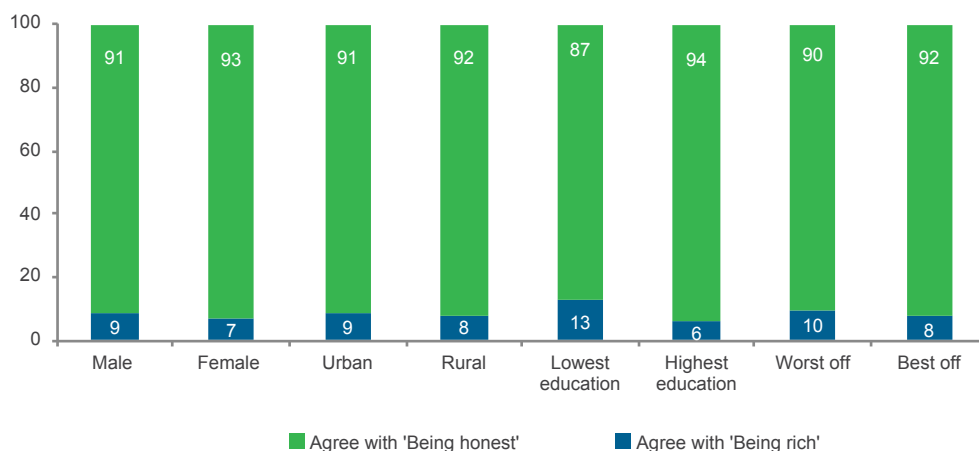


It is quite interesting that when the data of youth is disaggregated by gender, geographical locations and living standards there are no significant differences between the divides of each category. These findings again demonstrate that young people, either being female or male, from rural or urban, either of higher education or lower education, have strong moral beliefs, and

theoretically know what is right and wrong. The gender disaggregated data makes almost no difference between female and male youths, which differs from that found in other countries in the region. For example in Sri Lanka, female youth place a higher value on integrity and substantially less value on being rich (Transparency International Sri Lanka, 2013).

FIGURE 12

Which is more important? “Being Rich” vs. “Being Honest”: youth by gender, rural/urban divide, education levels, and living standards (%)



The YIS continued to explore how youth value integrity, in terms of respect of law against gaining family income. Respondents were asked to compare the importance of integrity to the importance of gaining family income without due respect to the law. Specifically, they were asked to partly or strongly agree on two contradictory statements:

- “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”; and
- “Being honest and respecting laws and regulations are more important than increasing the income of family”

FIGURE 13

Which is more important, “increasing family income regardless of law violation” or “being honest and obeying the law”? Youth vs. Adults (%)

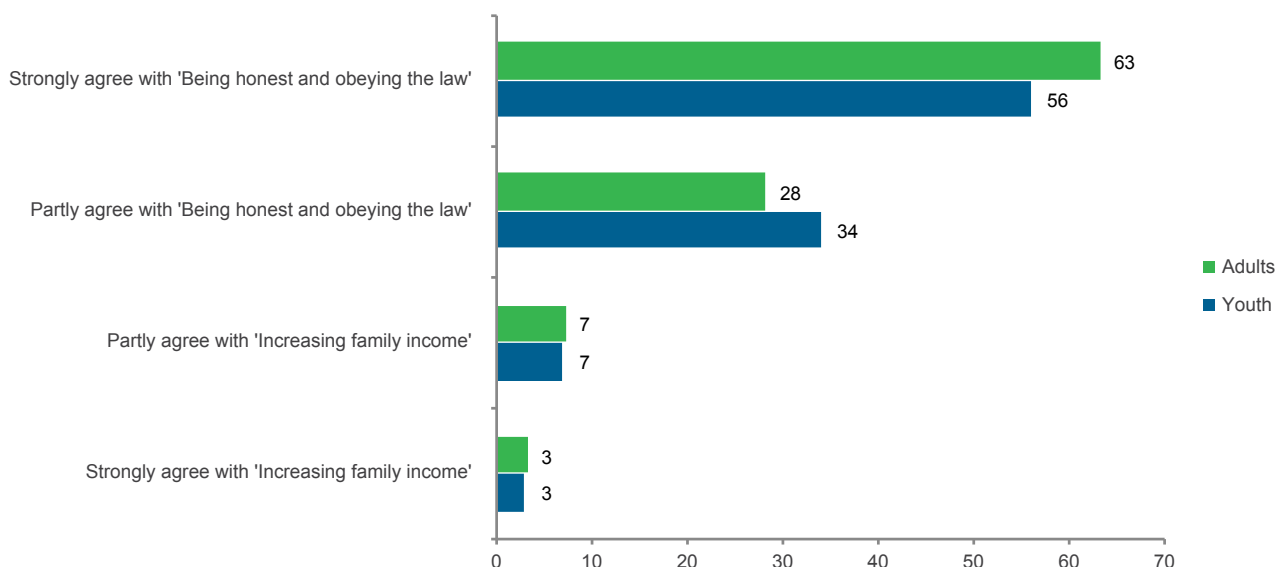


Figure 13 shows that in general, the youth and adults surveyed equally agree that “being honest and obeying the law” is more important than “gaining the family income regardless of law violation”. Yet, when taking a closer look to specific segments, a noticeable difference is observed in the responses by youth and adults regarding the strength of their agreement. In particular, while 63% of adults surveyed strongly agree with “being honest and obeying the law”, only 56% of youth express the same view. However, a higher number of young people show *partial* agreement with “being honest and obeying the law” than adults do, with 34% of youth and 28% of adults. This indicates that young people tend to be less certain than adults in demonstrating their opinions. This implies that there remains much room for educationalists and policy makers to influence youth.

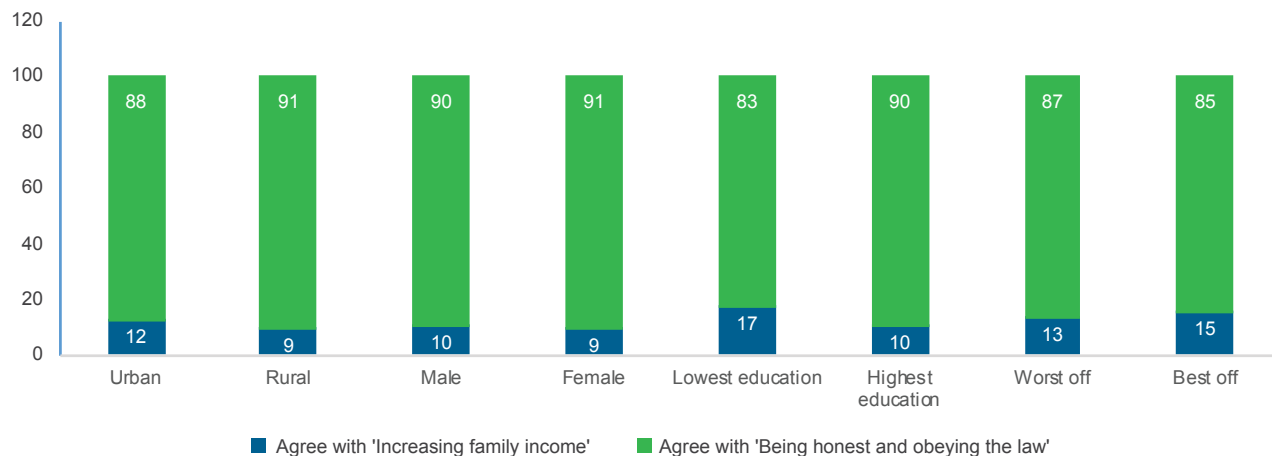
To gain more insights into the views of different groups of youth on the nexus “family tie and integrity”, data is disaggregated by gender, geographical locations, living standards and education levels (Figure 14), then using t-test to examine the significance. While there is no substantial differentiation of response between male and female youths, “worst-off” and “best-off” groups, “lowest education” and “highest education” groups at the general level, more substantive differences are observed in other parameters such as rural vs. urban and when

breaking responses down into more specific levels of agreement (i.e. partly or strongly agree). Overall speaking, both female and male youth have similar preference of choosing “being honest and obeying the law” over “gaining family income regardless of law violation”, with the recorded figures being 90% for male and 91% for female. However, there is a higher number of urban youth who are willing to place increased family income over honesty and respect of law, with 12% of them compared with 9% of rural youths.



FIGURE 14

Which is more important, “increasing family income regardless of law violation” or “being honest and obeying the law”? Youth by gender, rural/urban divide, education levels, and living standards (%)



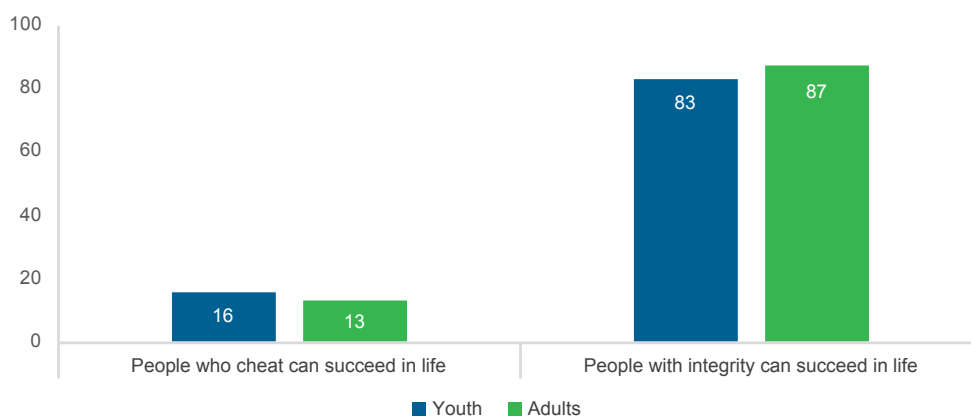
What does it take to succeed in life?

Figure 15 illuminates further young people’s beliefs about what it takes to succeed in Vietnam. While **83% of youth surveyed believe that people with integrity can succeed in life, 16% of youth, similarly to previous YIS editions and 13% adults surveyed believe that one has a greater chance of success in life if one is ready to cheat, lie, break the law and act corruptly.** The results do not vary significantly between male and female. Though 16%

is a minority, it is substantial enough to give a worrying signal about potential negative impacts that they may have on the beliefs and behaviours of the others in the community or society they all live within. This also implies that currently strong integrity role models at the highest levels of politics, business and social life, from the educational sector to the entertainment world, are lacking or even missing, at least in the lives of young people. Young people need to see positive role models succeeding in the society to convince them that honesty pays off.

FIGURE 15

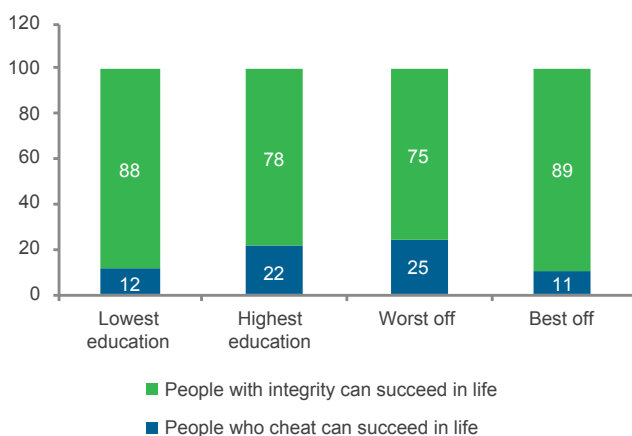
Responses to the question “According to you, who has more chance to succeed in life: people who are willing to lie, cheat, break laws and corrupt or honest people with integrity?": Youth vs. Adults (%)



As shown above, there is no significant difference between adults and youth’s views.

FIGURE 16

Youth responses to the question “According to you, who has more chance to succeed in life: people who are willing to lie, cheat, break laws and corrupt or honest people with integrity?”: by living standards and education levels (%)



However, once the data is disaggregated by education attainment and economic status (Figure 16), the findings are striking. **22% of the best educated youth believe that cheating and lying will bring greater chances for success in life while 12% of the least educated youth believe the same.** This result implies that youth from higher education background tend to have higher distrust in integrity that can increase chances for success. Another difference shows that **twice as many Hanoi youth (21%) believe that cheating and lying will bring greater chances for success than Ho Chi Minh City youth (11%).**

The same troublesome discrepancy can be observed when comparing results by the economic status: **25% of youth living with greater economic difficulties (worst-off) believe that cheating and lying will bring greater chances for success in life while 11% of the “best-off” group do so.** In other words, young people from economically disadvantaged backgrounds tend to be more sceptical about whether integrity can bring more opportunities of being successful to someone in life. These diverging results should be taken seriously by policy makers and educationalists in the design of education programmes and development policies so that young people from economically disadvantaged backgrounds can attain equal chance to access development opportunities.

FIGURE 17

Youth agreement with the statements disaggregated by education levels: 2011 - 2014 - 2018 (%)

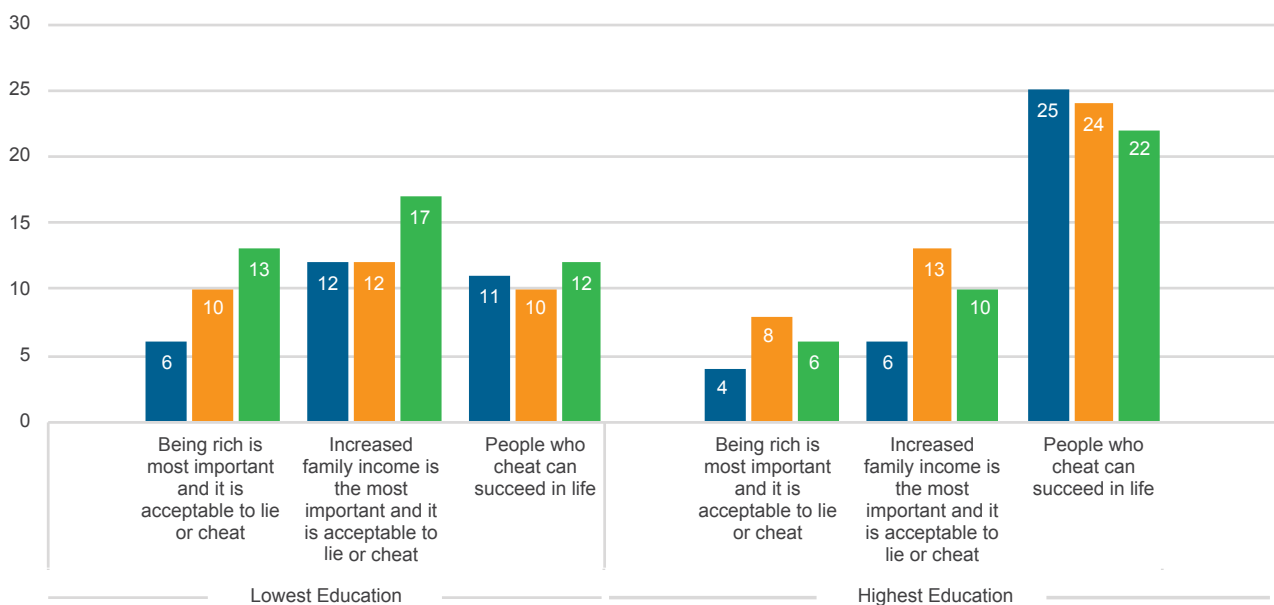


Figure 17 above embodies an ensemble of the trends of response from different groups of youth to ethically challenging questions. Most noticeable is the increasing trend observed in the **lowest**

educated youth throughout the years, who, contrary to the highest educated youth, **increasingly believe that wealth and income are more important than integrity.**

2.2. Youth experiences and behaviours

Experiences with corruption

As an integral part of the survey, apart from seeking to understand youth perception of integrity, YIS aims to investigate **young people’s own experiences of corruption** as well as how they behave or respond when they are exposed to such situations. To understand youth experiences of corruption and to build a picture of where and when corruption might take place in the life of a young person, respondents were asked if they had been confronted with corruption over the past 12 months in six different scenarios:

1) to get a document; 2) to pass an exam; 3) to get health care service; 4) to avoid a problem with the police; 5) to get a job; and 6) to get more business for their enterprise or company.

For each scenario they were given three options: 1) that they had faced corruption; 2) that they had not faced corruption or 3) that they had no contact with that service in the past 12 months. Figure 18 shows the percentage of youth and adults who experienced corruption **among those who had contact** with the agency/service in presented situations in the past 12 months prior to the survey period.

FIGURE 18

Youth and adult experiences with corruption when in contact with any of the six areas (%)

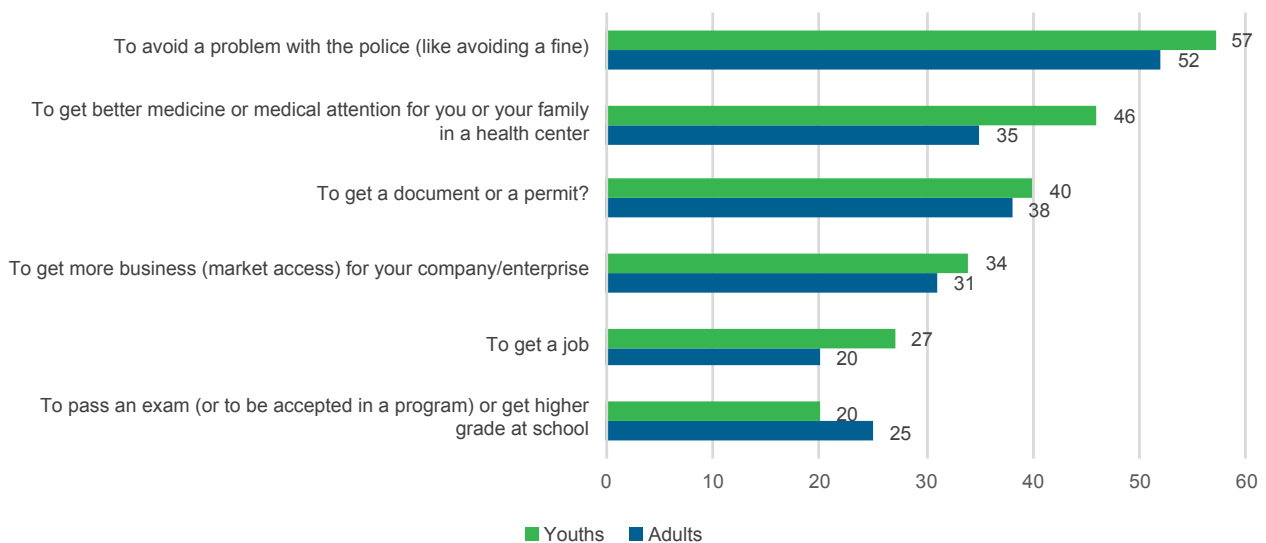


Figure 18 confirms clearly international findings (Transparency International, 2013) that **youth tend to be more exposed and vulnerable to corruption than adults**. For instance, of the youth trying to get better medical treatment, 46% of them faced corruption versus 35% of adults. Regarding job searching, 27% of youth were confronted with corruption versus 20% of adult job seekers. This finding strengthens the pivotal role of anti-corruption programs targeting youth.

Of those in contact with any of the 6 situations described in Figure 18, the percentage of **youth who entered into corrupt transactions ranges from 20% (for passing an exam or getting higher grade**

at school) to 57% (for avoiding problem with the police). This means that more than one in two young people surveyed run up against corruption when dealing with the police⁵. This result aligns well with findings in other countries in the region, for example in Cambodia 69% of young people had encountered corruption in order to avoid a problem with the police (Transparency International Cambodia, 2015) and more than one in five young people across Fiji, South Korea and Sri Lanka had also been confronted with corruption when dealing with the police (Transparency International, 2014). Improper and illegal behaviour by the police is a worrying finding since the police are responsible for upholding the rule of law.

⁵ Regarding encounters with the police, a follow-up question was asked to identify what type of police respondents were referring to. Most of the reported experiences by youth are referred to traffic police (96 %) and a very small number with other types of police, such as local police and economic police.

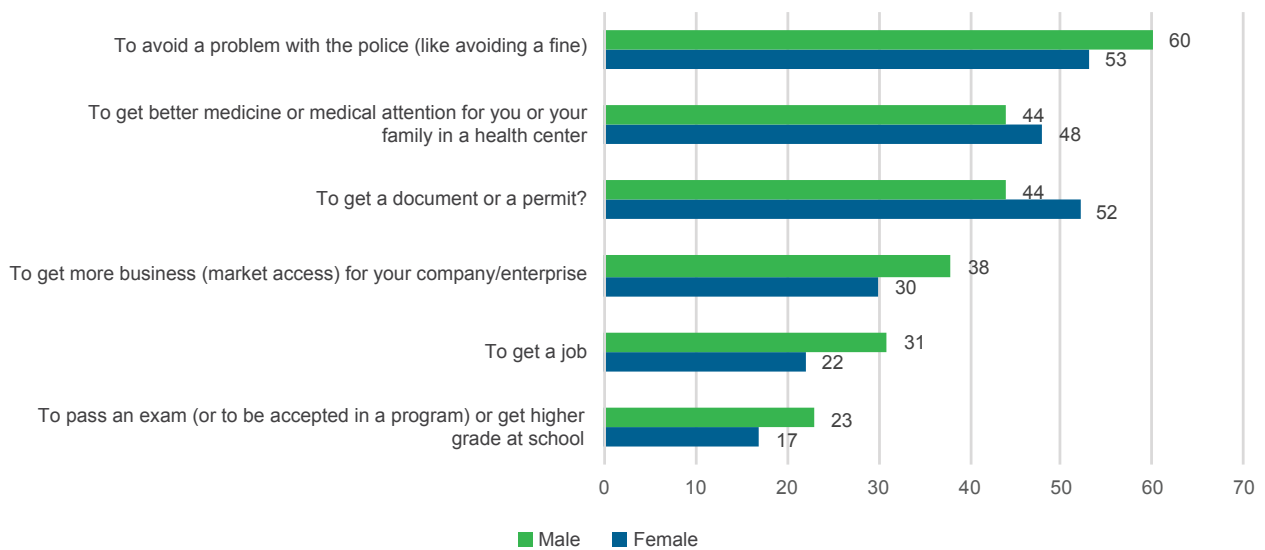
46% of youth who had tried to get medical treatment for themselves or for their family and 40% of youth who had tried to obtain a document or permit faced corruption. These troubling results clearly reflect that corruption in key public services is a serious problem youth face in everyday life. The police services and administrative agencies that issue official documents to citizens are most likely to pose corruption challenges for young people. The high level of experienced corruption in the health sector is unsurprising, as the information about petty corruption in health sector is widely covered on both mainstream and social media. This result also resonates well with the survey finding on youth's attitudes discussed at the beginning of the report, i.e. youth are seen significantly more tolerant towards corruption in health sector.

Cross comparison of respondents by gender shows that **male youth experience corruption**

slightly more than females in all sectors but two (Figure 19). For example, 60% of male youths who had contact with the police revealing that they encountered corruption in the 12 months prior to the survey versus 53% of female youth. The difference is even larger concerning getting a job (31% for male versus 22% for female youth).

Explaining this difference needs further research and cannot be based on the simplistic argument that women are inherently less corrupt than men, which has been increasingly criticised for reinforcing gender stereotypes and oversimplifying the relationship. Most of the encounters with police are referred to traffic police, so there might be some possible speculations to explain these differences such as “women might be more attentive while commuting”, or “as result of a Vietnamese traditional society, males are still considered as principal drivers”.

FIGURE 19
Youth experiences with corruption by gender (%)



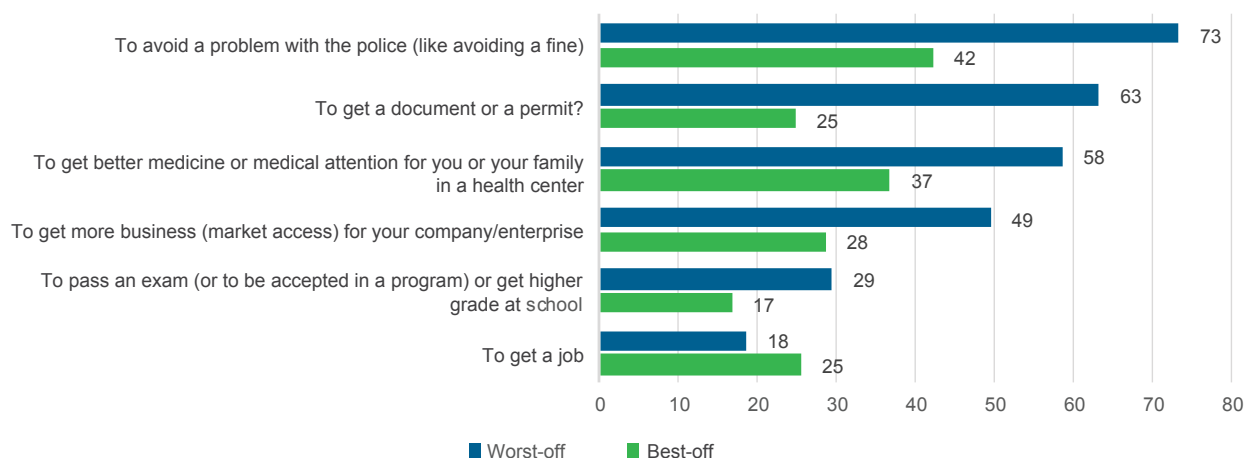
Surprisingly, **demographic factors like educational attainments and geographical locations (rural vs. urban) have not shown any statistically significant influence on the youth experiences of corrupt transactions.**

Likewise, Figure 20 shows that living standards do not seem to lead to significant differences in responses. However substantial divides are observed in some specific scenarios involving the police and getting public service such as getting a permit and health care. **Youth with lower living standards experienced far more corruption with regard to the police**, with 73% of materially worst-off youths reporting that, when in contact with the police in the past twelve months, they had faced corruption,

compared with only 42% of the best-off. It is also quite upsetting that **the worst-off youths had also run up against far more corruption when seeking better medicine or medical attention (58% compared to 37% of the best off youths), and getting a document or a permit (63% versus 25%).** This result indicates that youth who are poorer, more vulnerable and have less access to public services encountered more corruption in basic public services than those who are economically better-off. Further research would be needed to explain why this 2018 result is quite opposite to what was seen in the previous 2011 and 2014 YIS editions, where youth with higher living standards were reported to be exposed to corruption more than those with lower living standards in the concerned situations.

FIGURE 20

Youth experiences of corruption by living standards (%)

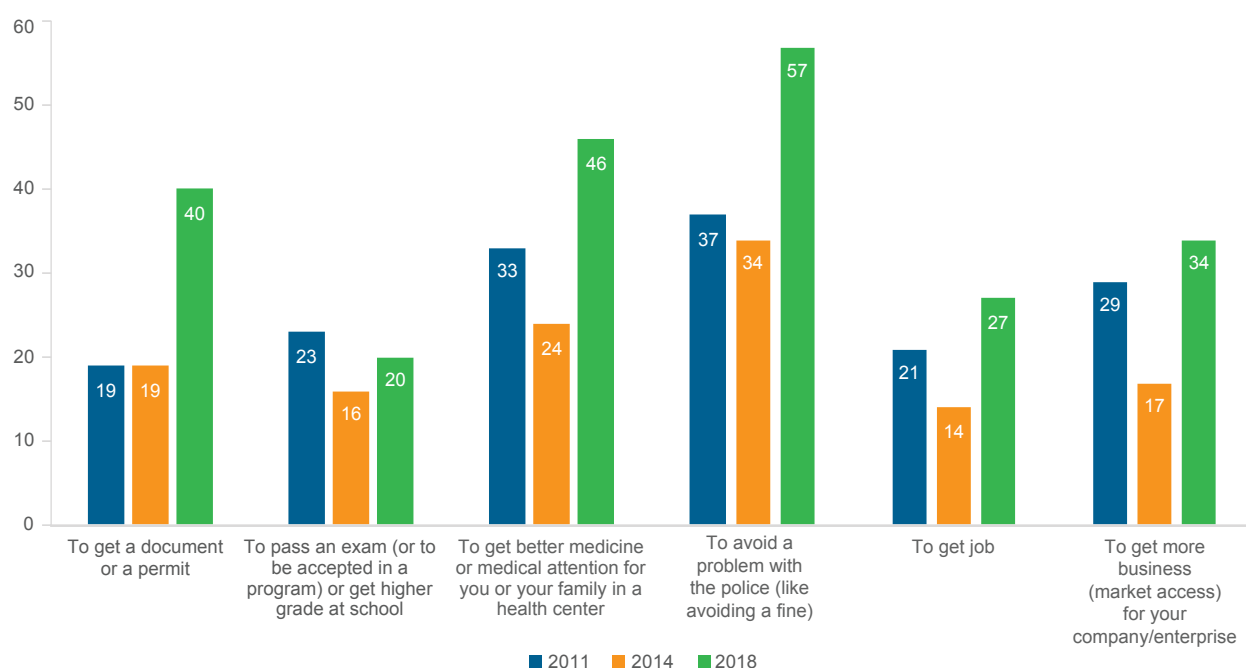


In comparison with the results of the 2011 and 2014 editions, **the levels of corruption experienced by both young people and adults in all surveyed areas are noticeably higher in 2018** (Figure 21). This increase rings an alarm to the entrenched severity of corruption in public services in Vietnam. It also intersects well the country’s Corruption Perception Index⁶ decline in 2018, in which Vietnam scored 33 points out of 100 in the 2018 CPI, down two points compared to 2017. This result interestingly contradicts the result of the 2018 Vietnam Provincial Governance and Public Administration Performance

Index (PAPI) report which indicated that there is general improvement in provincial and local government performance, with citizens reporting less corruption in health care and education and greater satisfaction with most basic public services. However, an important finding shared by both the YIS 2019 and the PAPI 2018 is that **the poorer population continued to be the group that is most vulnerable to corruption** and hit the hardest. Poor people often rely heavily on services provided by government and are therefore more likely to be confronted by demands for bribes in return for obtaining those services.

FIGURE 21

Youth experiences of corruption (%): 2011 - 2014 - 2018



⁶ Transparency International’s Corruption Perception Index ranks 180 countries and territories by their perceived levels of public sector corruption according to experts and businesspeople. The index scores include a scale of zero to 100, where zero is highly corrupt and 100 is very clean.

Young people were also asked in which pillars of society they perceive levels of integrity to be “very bad”, “bad”, “average”, “good” or “very good” (see Annex 2 Question B8). Public institutions in Vietnam are not held in high regard and are frequently

complained for their red tape and corrupt behaviours. Ordinary people exercise everyday interactions with state institutions mainly with the police, local/national administration bodies, public health care, and public education.

FIGURE 22

Percentage of young people who rated the integrity of public services as “bad” or “very bad” (%)

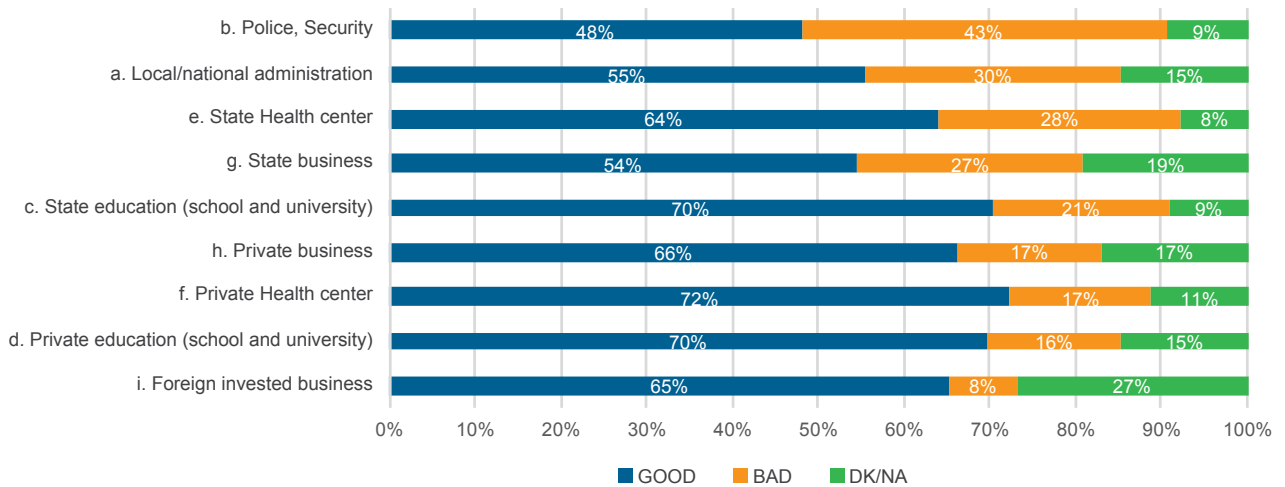


Figure 22 focuses on the percentage of youth who rated the integrity of public service institutions as “BAD” (adding “very bad” and “bad” answers), “GOOD” (adding “very good” and “good” answers) and “Don’t know”. **Over 40% of youth surveyed rated the integrity of police as “BAD”, followed by local/national administrative bodies (30%), state health care providers (28%), and state education institutions (21%).** Police is perceived by youth as the sector that has the lowest integrity, which echoes well with the highest level of corruption youth experienced with the police discussed above (57% in Figure 18). **Interestingly the integrity in private business and private hospitals are considered as “very bad” or “bad” by 17% of youth respondents.**

Adults show slightly more critical views than youth regarding the level of integrity pertinent to the key basic public service institutions.

Willingness to engage in corruption

Would you act corruptly to gain an advantage?

The survey explored the extent to which young people would be willing to uphold their values or to engage in corrupt transactions to obtain a benefit for themselves. As discussed earlier, Vietnamese youth have a strong

moral perception of integrity, yet whether they are still willing to behave in correspondence to what they stand for or to violate it to gain an advantage or a benefit is an important slant to elucidate. Within the scope of the survey, YIS attempts to quantify the number of youths who would admit to being willing to engage in corrupt transactions in specific scenarios. Four different scenarios were presented to respondents, where they were only allowed to select one response. The responses ranged from highly ethical to corrupt behaviour. Respondents were asked how they would respond to an unethical or corrupt request, if it would help them achieve one of the followings (see Annex 2 Question B9-12):

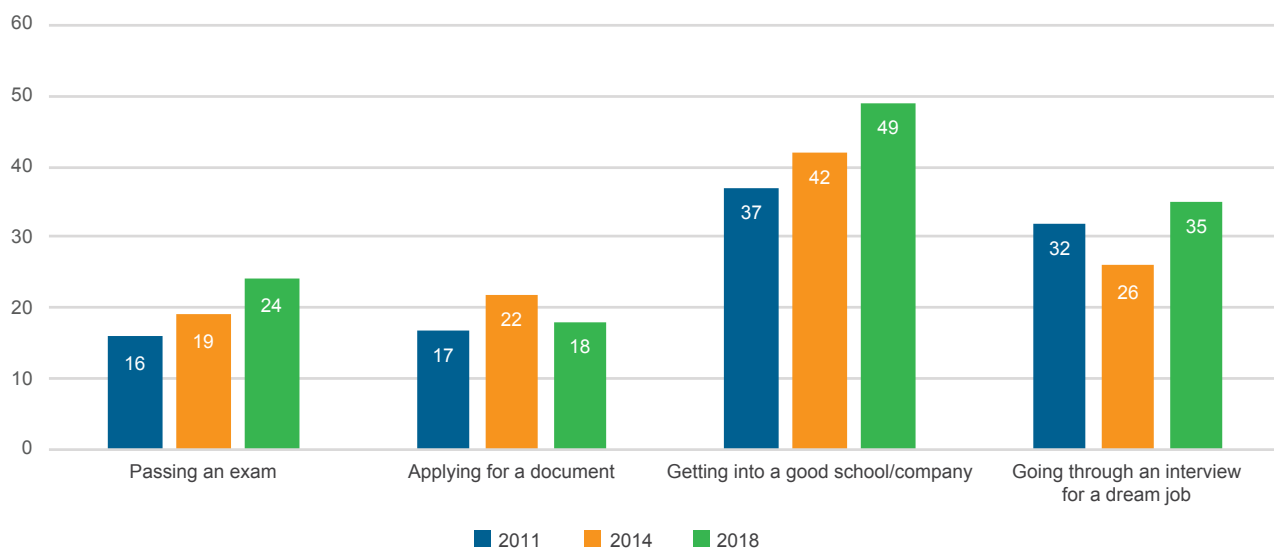
- (iv) Passing an important exam;
- (v) Applying for a document;
- (vi) Getting into a school or company; and
- (vii) Going through a job interview.

In each situation, respondents were asked to take either decisions of integrity (such as taking the exam without cheating) or decisions of violating integrity (such as asking a relative for help to bypass a job selection process or agreeing to pay bribe to get a job).

The results presented in Figure 23 are quite alarming. **The percentage of youth in the 2018 survey who would compromise their integrity to gain an advantage in at least one of these situations range from 18% (in applying for a document) to 49% (getting into a good school/company).** Although more qualitative research is required, it appears that situations where youth are most willing to engage in corrupt practices are related to their future. In 2018, the practice of sharing some initial salary to get a job, declining in 2014, reached its 2011 level, e.g. one youth out of three.

With respect to the readiness of youth to cheat on an exam, **one in four youths surveyed admitted that they were willing to engage in unethical practices** such as asking a friend to help during an exam or use any means (either cheating and/or giving gifts to the teacher) **to pass the exam.** This troubling result resonates well with plenty of corrupt cases in examination and education in Vietnam for the past few years that have been widely covered on the media (for example Tuoitrenews⁷, Vietnamnet⁸). Cheating in education has been discussed earlier in the report, yet in this regard it is still needed to highlight it again here for the urgency and severity of the issue.

FIGURE 23
Percentage of young people who stated that they are willing to take decisions that violate integrity in one or more of the situations presented to them: 2011-2014-2018



It is also worrying that compared to the results of 2011 and 2014, **the number of young people who showed willingness to engage in corrupt transactions noticeably increased in 2018, except for the situation related to “applying for a document”.** There is a continuous increase in youth willingness to take part in unethical/corrupt practices involving a relative helping them to “get into a good school or to get a job”. Nepotism (using personal and family connections to get preferential treatment) is a form of corruption (Transparency International, 2009). Lack of transparency and unfairness of recruitment processes are obstacles to youth employment, those

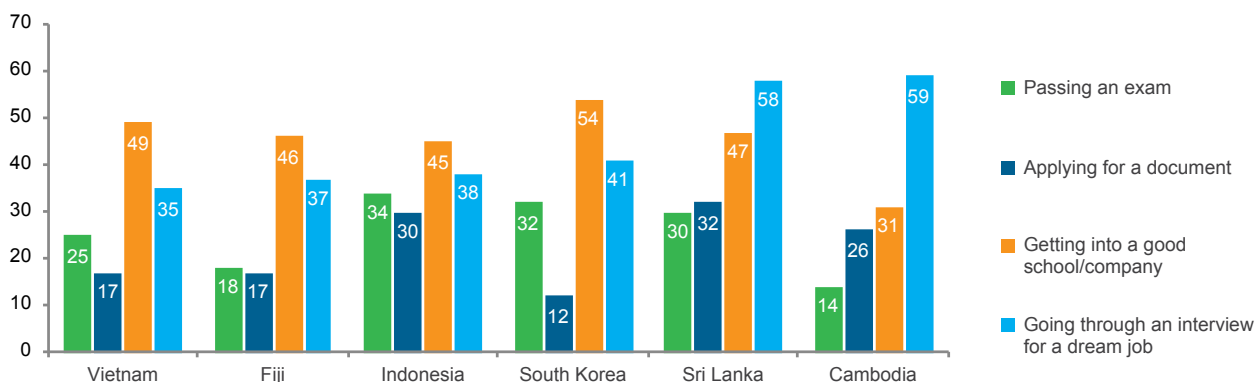
who are newbies in the job market. Yet, paradoxically, the perceived lack of fairness in hiring decisions may also drive young people to accept unethical assistance from a relative in order to get a job, perpetuating the cycle of corruption (International Labour Organization, 2012). The worrying results concerning “nepotism” could also be evidenced in other countries in Asia Pacific. Figure 24 shows some identifiable results across some countries in the region, whereby it can be observed that the most likely scenario where young people would violate standards of integrity involved nepotism to get into a school or to get a job.

7 ‘Students involved in test-score cheating to face expulsion: Vietnam education minister’ <https://tuoitrenews.vn/news/education/20190422/students-involved-in-testscore-cheating-to-face-expulsion-vietnam-education-minister/49762.html>

8 ‘Exam cheating scandal shows dark side of Vietnam’s education’ on Vietnamnet: <https://english.vietnamnet.vn/fms/education/205748/exam-cheating-scandal-shows-dark-side-of-vietnam-s-education.html>

FIGURE 24

Percentage of young people who stated that they are willing to take decisions that violate integrity in different situations in selected regional countries



(Source: Transparency International, 2014 and Transparency Cambodia, 2015, Vietnam 2018)

Ethics in business

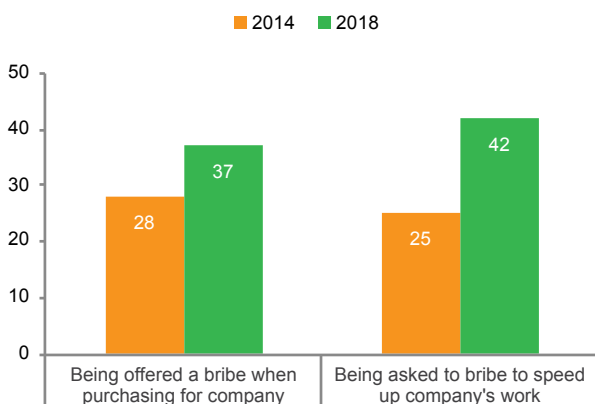
In addition to the scenarios above, two questions concerning ethical behaviours in business activities were added in the 2014 and 2018 surveys (see Annex 2 Question 12a & b). This addition is a timely response to the concerns on corruption in the private sector about which TI as well as its chapters have been vocal and critical for a long time. Businesses are the victims but also perpetrators of corruption. Given this, the survey sought to explore whether young people, once in the position of a decision maker of a

business, are willing to engage in unethical practices to gain benefits or to resist corruption in corrupt environments. Respondents were asked how they would respond in the following situations:

- (i) Being the purchasing manager of a company, they are offered by a supplier a bribe (10% commission fee) to purchase their goods;
- (ii) Being the manager of a company, they are asked by a state agency to pay a bribe to get a needed paper for the company.

FIGURE 25

Percentage of young people who stated that they are willing to take decisions that violate integrity in business situations: 2014-2018



As shown in Figure 25, there are **significant increases in youth willingness to commit unethical acts of business if they were placed in a position of power. While in 2014, 28% and**

25% of youths respectively stated that they were willing to receive and give bribes for the benefits of their business, the 2018 survey witnessed an identifiable increase to 37% and 42% accordingly. This troubling result again demands an urgent response to these worrying attitudes among youths with regard to ethics in business activities.

There is extensive literature on corruption in private sector and why businesses commit corrupt practices. For example, a research by Anand et al (2005) indicates that corrupt acts in businesses can be explained in part by the rationalization tactic used by individuals committing unethical or fraudulent acts. Rationalisations, they explain, are mental strategies that allow employees (and others around them) to view their corrupt acts as justified. Businesspeople may collectively use rationalisations to neutralise any regrets or negative feelings that emanate from their

participation in unethical acts. Rationalisations are often accompanied by socialisation tactics through which newcomers entering corrupt units are induced to accept and practice the ongoing unethical acts and their associated rationalisations (Anand et al, 2005). Echoing Anand’s research, Velamuri et al. (2017) shows that most business leaders hesitate to take a firm stand against corruption. This is because they may see benefits from indulging in corrupt practices such as faster processing of permits or less interference from government officials. As a result, most business leaders end up succumbing to it (Velamuri et al, 2017).

The survey finding rings an alarm to integrity education providers as well as education institutions, not to mention the overall business community. Young people might be business leaders in the future. Instead of succumbing to it, it is necessary they take a strong stance against unethical acts in business and to acquire a fine-grained understanding of negative consequences of corruption on businesses both in short term and long term.

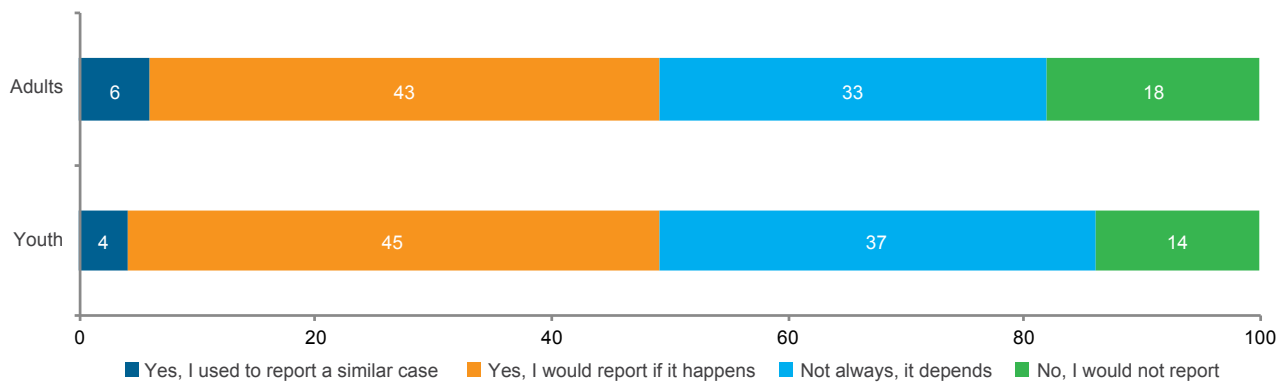
Commitment to fight corruption and promote integrity

Youth have a crucial role to play in fighting corruption

and pushing for change in their societies. As the YIS findings would serve as valued inputs for future advocacy work with youth, it is essential to understand the levels of commitment by youth to combat corruption and promote integrity. In this regard, respondents were first asked whether they would be willing to speak up about corruption and what reasons might prevent them from taking positive steps to report corruption. They were then asked to select what sort of role they believed youth could play in integrity-building activities.

To begin the exploration of youth commitment in this respect, the YIS asked an hypothetical question about a situation that could be assumed to occur in the respondents’ environment: A lecturer offers to let the respondent pass an exam or someone offers you a bribe to sign a contract with your company, asking whether the respondent would be willing to report (or denounce) such a case (see Annex 2, Question B13). As shown in Figure 26, **nearly half of youths surveyed said they would be willing to report corruption**. There is no substantial difference in response between youth and adults, except in the one regarding their unwillingness to report, where adults were seen to refuse to report corruption much more than youth.

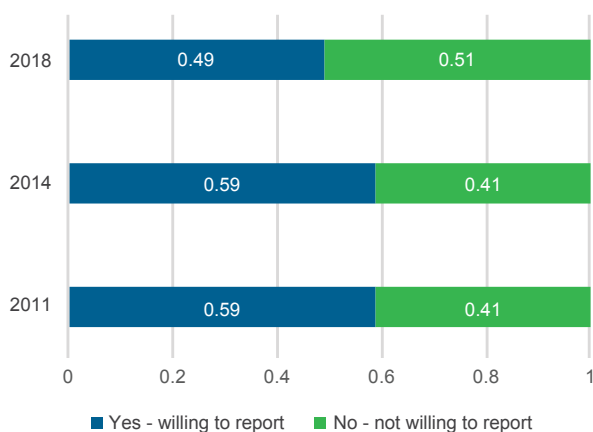
FIGURE 26
Commitment to report corruption: Youth vs. Adults (%)



Compared with the 2011 and 2014 results, **the proportion of youths who are committed to reporting corruption decreases substantially (Figure 27), from 59% in 2011 down to only 49% in 2018**. The weakening youth commitment resonates well with the above findings on the higher levels of corruption experienced by youths. While this alarmingly result can be seen as an exhibition of youth fatigue in blowing the whistle on corruption, it demands a timely reformed integrity education national plan with adequate funding and technical expertise to address the integrity crisis among youth. It is essential to revitalise youth trust in long-term benefits of exercising integrity.

Equally important is to provide an effective and secure whistleblowing system where youth can report without fear on corruption and unethical behaviour. Obviously, the crisis of youth integrity will not be simply remedied by either wealth accumulation or job creation. Unethical practices need to be overhauled but this can only happen if young people themselves show a manifest willingness to fight corruption when they are confronted by it. Young leaders and activists should be empowered and enabled to speak out and demand more transparency and accountability in their daily lives; they should not continue to succumb to corruption and delude themselves with an unfortunate norm that “everyone does it, so we do it as well”.

FIGURE 27
Youth willingness (or not) to report corruption: 2011-2014-2018 (%)

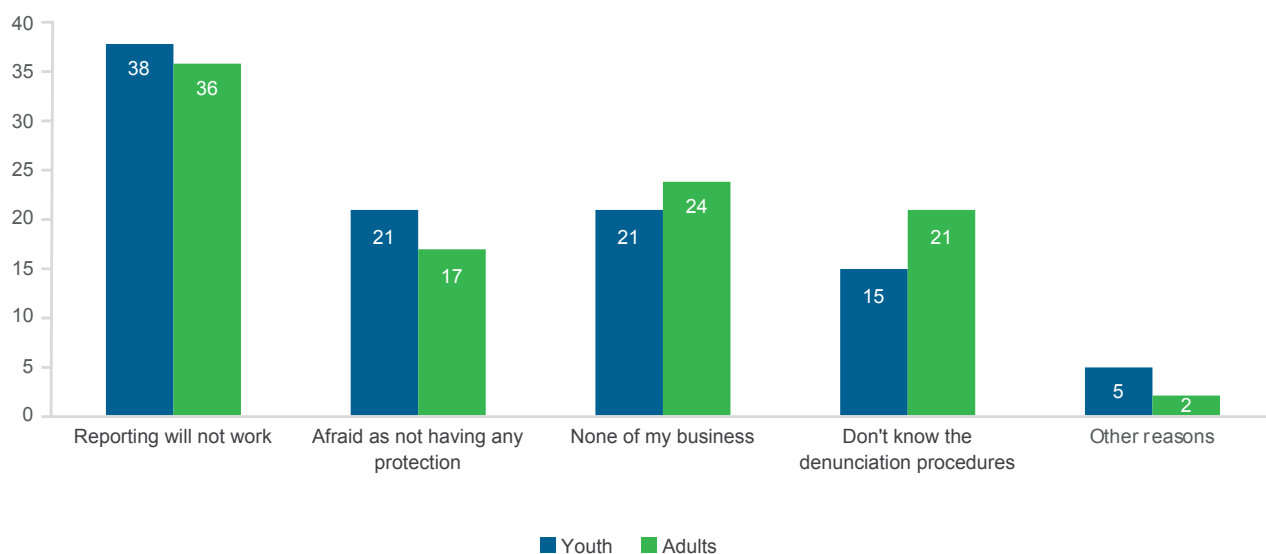


As shown above (Figure 27), the percentage of youth willing to report corruption decreases steadily over the years, from 59% in 2011 to 49% in 2018.

When data is disaggregated by gender, living standards and education attainments, there are no recognizable divides. Yet, the geographical location (rural vs. urban) seems to make a difference to youth response. Specifically, **rural youths seem to be more willing to report corruption**. There is a higher number of rural youths who showed their willingness to report corruption if they face it in the future than their urban counterparts, accordingly 48% of the former intend to report while the fraction of the latter is 40%.

As the next step, those who refuse or are reluctant to report an act of corruption are asked why. As Figure 28 shows, the most cited reason is that they think reporting simply will not help; specifically **38% of youth** and 36% of adults **who do not report feel sceptical about the effectiveness of reporting/denunciation**. They do not feel that their voice and action will have any effect. This is a very troubling result since it is a denotation of high suspicion among young people and adults on the legal system that can ensure justice.

FIGURE 28
Reasons for not reporting corruption: Youth vs. Adults (%)



“Fear for personal security” and “none of my business” are the second most cited reasons among youths (21%). Fear and lack of knowledge on procedures are the key factors that prevent young people from denouncing. In explanation for fear of a backlash, a weak and fragile mechanism of whistleblower protection can be denoted as a key reason. According to Towards Transparency (2016) and Vu Cong Giao et al (2017), currently Vietnam has yet to have a separate Whistleblower Protection

Act. This issue has been littered in different legal documents (e.g. Law on denunciation, law on anti-corruption, and Government Decree 59/2003). These regulations fail to provide an effective and secure whistleblower protection system because of their abundant complexity and inadequate specificity.

Therefore, in order to trigger a higher reporting rate, youth must feel safe in doing so and they must be better informed about the importance of speaking out

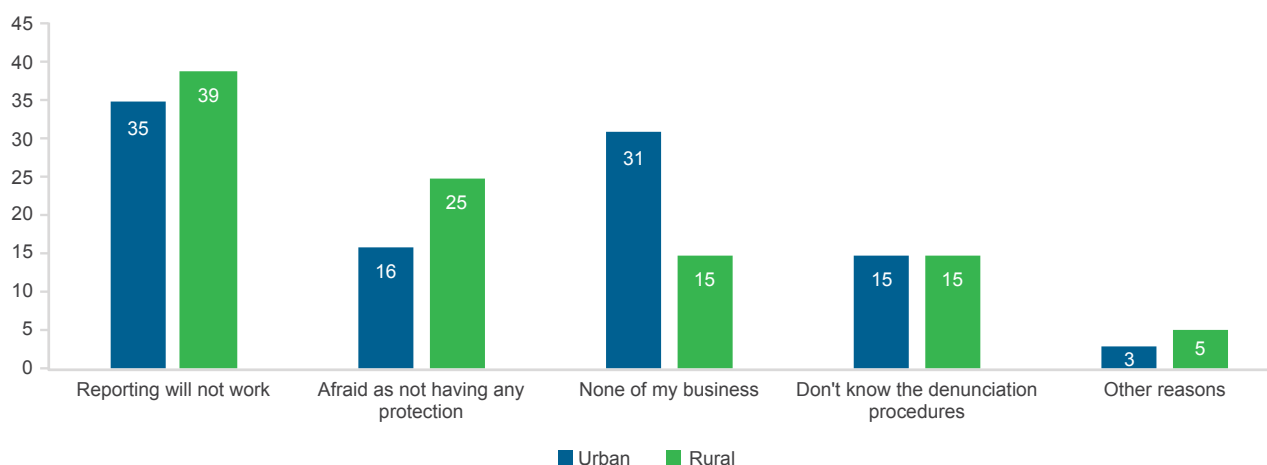
against corruption and the real-life impact that such activism can bring about. 15% of youth referred to lack of knowledge about the denunciation process as a reason that restrains them from reporting. Concerning the awareness of denunciation procedures, surprisingly adults seem less aware of the process than youth, when 21% of adults reveal that they do not know how to report, which is significantly higher (+6% pts) at 95% confidence level.

Substantive divides are not seen across demographic

parameters such as living standards, gender or education attainment. Yet, responses by rural and urban youths vary slightly significantly (Figure 29). In particular, among those who answered that they would not report, rural youth seem to be more concerned about personal security than urban youth (25% compared to 16% respectively). On the other hand, **twice as many urban youths believe that reporting is “none of their business”** (31% vs. 15% respectively).

FIGURE 29

Reasons for not reporting corruption: Urban youth vs. Rural youth (%)

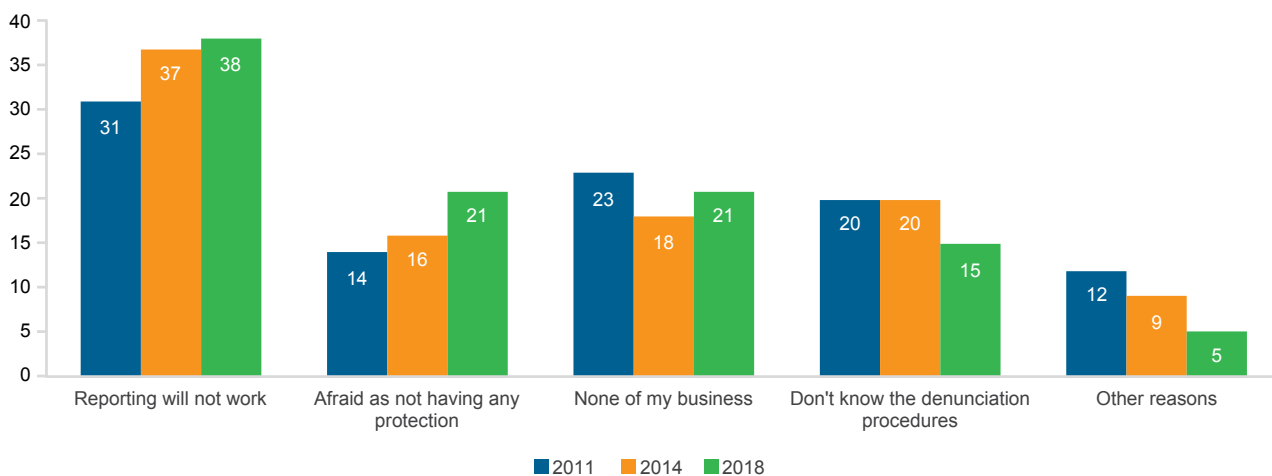


Compared to the 2011 and 2014 results, overall there is no significant change in youth response to the reasons they draw on for not reporting (Figure

30), except for the fear of not being protected, which shows a significant increase, from 14% in 2011 to 21% in 2018.

FIGURE 30

Reasons for not reporting corruption among youth: 2011-2014-2018 (%)



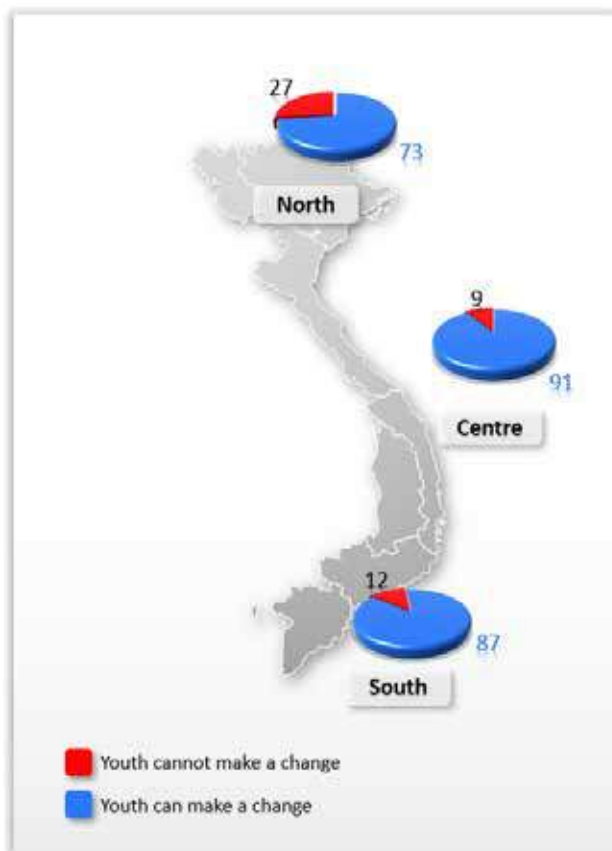
The survey moved on exploring what role youth could play in building integrity and in fighting corruption. The YIS asked respondents whether they agree partly or totally with each of the following statements (see Annex 2 Question B18): “Youth can play a role in integrity-building and in the fight against corruption (by advocacy and change of attitude)” and “Youth cannot change this state of fact as cheating and bribery are the normal ways of life”.

The survey results shed light on young people’s belief in their own power and ability to bring about change. Figure 31 shows an optimistic finding that **more than 80% of young people surveyed thought that youth can play a role in promoting integrity-building**, which would then strengthen the fight against corruption. The **percentage** of young people agreeing with this has been **stable since 2011** (2011:

86%; 2014: 87% and 2018: 83%) showing youth’s constant belief over the years that they can play a role in promoting integrity and in anti-corruption

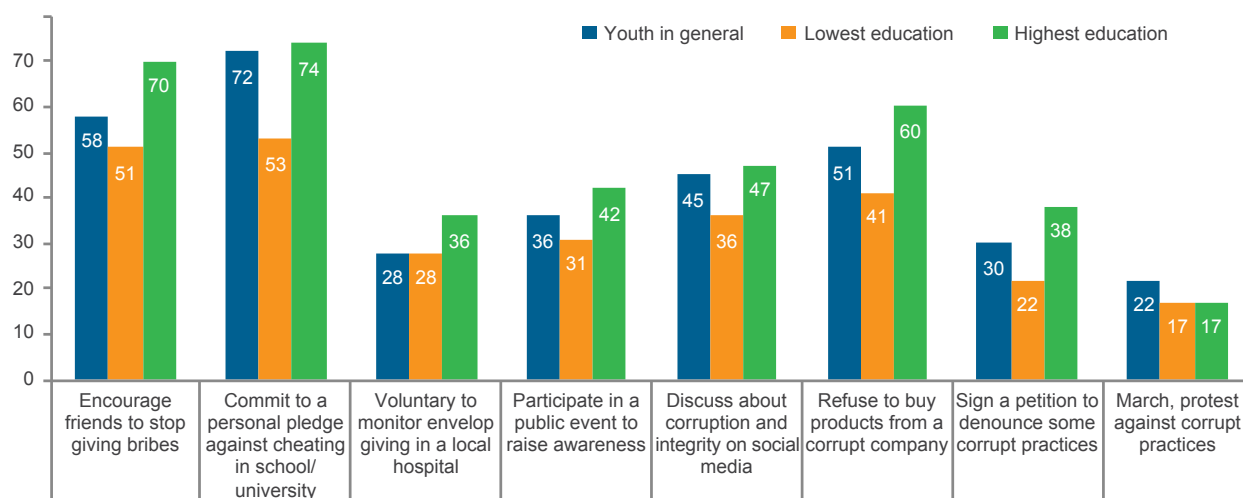
Equally notable, the youngest youth (15-18) more strongly agree (68%) with the statement than the oldest youth, aged 26-39 (59%). There is no recognisable distinction between responses by youth from different demographic parameters (gender, rural/urban divide, and living standards). Nevertheless, breaking down the data by education attainment, there is a **meaningful divide between youths of the lowest and the highest education groups (77% vs. 90%)**. Also, as suggested by the Figure 31 below, youth’s confidence in playing a role in promoting integrity is significantly higher in the south (87%) than in the north (73%).

FIGURE 31
Agreement level that youth can play a role in promoting integrity (%)



With youth’s strong belief in their role in building integrity and fighting corruption, if they are engaged in and empowered to oppose corruption, young people could ultimately become the role models of integrity in the Vietnamese society. While this result is promising, a pragmatic view needs to be taken since there is a significant growing fraction of youth who are not willing to report corruption (51% shown in Figure 27) as well as the rise in the number of youth who are willing to violate standards of integrity to gain an advantage (as shown in Figure 23).

The YIS explored in further detail youth’s willingness to engage in specific anti-corruption and integrity building activities. Respondents were asked if they would be willing to participate in the followings (see Annex 2 Question B20): (1) talk to friends and encourage them not to give envelopes; (2) commit to a personal pledge against cheating in school/university; (3) join a group of volunteers to monitor the payment of envelopes in a local hospital; (4) participate in public events to raise awareness on corruption such as a talk show, a music festival, or a bike tour etc.; (5) spread the word about the problem of corruption and/or to promote integrity on social media; (6) refuse to buy products from a corrupted company; (7) sign a petition addressed to the national/local authorities to denounce some corruption practice; and (8) march, protest against corruption practice.

FIGURE 32**Willingness to engage in awareness raising activities: Youth in general and by educational background (%)**

As shown in Figure 32, youth are most keen on **making a personal pledge against cheating at school/university**, which **received the highest level of youth support (72%)**. Albeit declining, this aligns well with the 2014 result when youth showed the highest support for this activity (89%). Following this, “encouraging friends to stop giving bribes”, “refusing to buy products from a corrupt company” and “discussing about corruption and integrity on social media” are respectively supported by 58%, 51% and 45% of youth. It is not quite difficult to observe that activities demanding more efforts, time and cost (such as being a volunteer to monitor envelop giving in a local hospital or taking part in a public event), as well as activities involving risk (such as signing a petition or marching to protest against some corrupt practices) received the least support from youth.

While corruption in the private sector starts to be regulated in Vietnam, notably in the penal code and in the October 2018 adopted revised anti-corruption law, one must note that **one out of two youth would refuse to buy a product from a corrupt company** (60% among the highly educated ones).

There is no identifiable differentiation of responses between male and female youths, or youths from rural and urban areas or from different economic status. Nevertheless, some notable divides are observed in some activities when the data is disaggregated by education attainment. Youths with higher education showed recognisably higher willingness to participate in integrity building activities, in particular **74% of the best educated youth were keen on making a personal pledge against corruption at school/university, compared to 53% of the least educated group**. Likewise, 70% the highest educated youth were willing to talk and encourage friends to stop

giving bribes while only 53% of the least educated were willing to do so.

These results shed useful lights onto youth behaviours and perception, whereby they seem to be more interested in actions that enable them to manifest their inner self (e.g. commit to a personal pledge against corruption) or to interact with their peers/friends to share and discuss about integrity. These are valued inputs for future advocacy work as well as a strong point of reference for the education institutions in tailoring integrity-building programmes that would better fit into youth needs and interests.

There is a bright phenomenon that has emerged for the past few years, i.e. an increasing number of activities to engage youth as well as to empower them to lead integrity-building actions/initiatives have been undertaken by the anti-corruption movement locally and globally (Wickberg, 2013). A variety of best practices for engaging youth in the fight against corruption has been realised by TI chapters across the globe (ibid). Understanding that engaging youth is essential for success in curbing corruption, TT, as early as 2010, has placed emphasis on engaging young people as one of its target groups of its programmes and projects in anti-corruption and integrity promotion.

The very first step of TT’s youth programme involved conducting youth integrity survey incubated in 2010, then a second one in 2014 and now the third one in 2018. Exploring youth perception of and experiences in corruption throughout the years is one of significant efforts by this organisation in bringing youth closer to integrity-based culture and in empowering them to take a strong stance in defence of their personal values as well as in countering corruption. See Box 1 below for further information.

Box 1: Youth integrity initiatives in Vietnam

Youth Box Channel: Making good use of the YIS 2011 results for its continued efforts in engaging youth, TT launched a pilot project called the Youth Box Channel (YBO). The YBO is a youth media initiative led by young volunteers, which target youth aged 15-35, those who share interests in using creative means of communication for positive social changes. It provides a platform for media skill-owners to produce news reportages, interviews, short films, articles and comics on issues related to anti-corruption and sustainable development. By engaging youth in the production of their own communication products, the YBO provides a platform for youth to foster critical thinking and encourages young people to take a leading role in promoting integrity, transparency and social progresses.

Vietnam Integrity School: In 2017, TT initiated the “Vietnam Integrity School” (VIS), the first of its kind in Vietnam to create space for young people to learn about, practice and promote integrity. VIS has to date welcomed 132 university students and young professionals coming from all over Vietnam. The school’s curriculum is academically and practically intensive with back-to-back lectures delivered by TT’s team, leading experts, academics, and government anti-corruption agency. VIS initial impacts include alumni taking action not only in practicing personal integrity, but also in disseminating knowledge on corruption and integrity amongst their friends, communities as well as to the wider society.

Other prominent initiatives by youth

Tax transparency: a youth initiative aims to promote tax disclosure and transparency through animated videos that explains what tax payers’ money is used for and how it is used in a simple language with an aim to raise awareness and public demand on tax transparency. <http://todocabi.vn>

Story by Think: a virtual platform where young people publish stories on the voiceless people, victims of injustice (e.g. victims of land confiscation) and social activists who are dedicated to fighting for a better society. <https://www.facebook.com/chuyencuathinh>.

2.3 Shapers of youth’s integrity

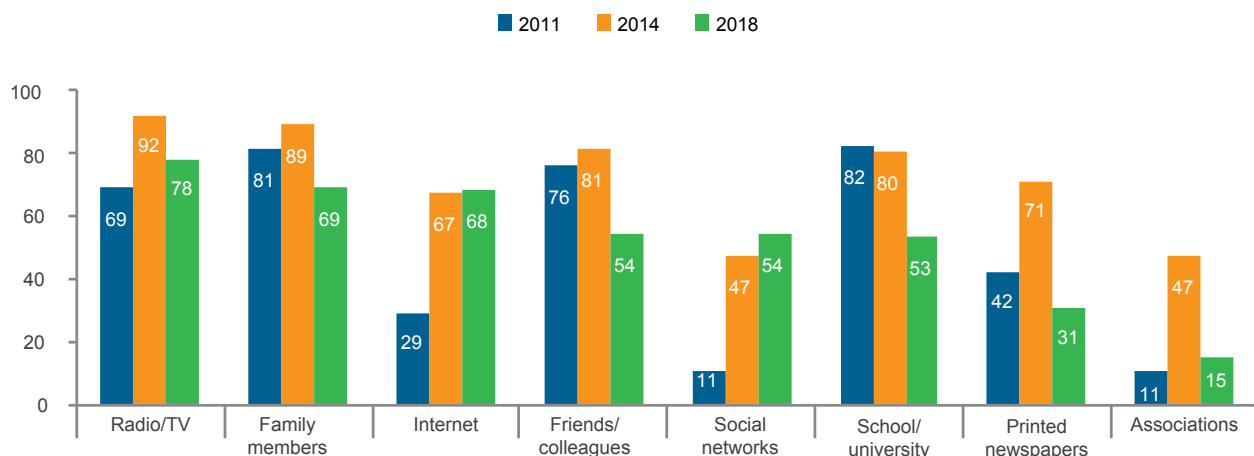
Sources of information

The YIS seeks to explore what sources of information influence youth. The target population of the YIS are aged 15-30, whose world of perspectives is yet to be firmly established. So the surrounding environment, including a wide range of actors such as individuals, friends, family, institutions, schools, mass media, social media, or TV/ radio can make varying influences on youth. Respondents were asked from where they receive integrity-related information and how they impact on shaping the ethical views of youth. This source of information is important since it helps education institutions identify the right channels to engage and influence youth better with respect to integrity building.



FIGURE 33

Sources of information shaping youth views on integrity: 2011-2014-2018 (%)



In 2018, the **traditional channels such as radio/TV family, friends/colleagues continue to be the primary influencers to youth in shaping their views on integrity**. However, there is a significant decline in the importance of these channels viewed by youths, most remarkably as well as **worrying is seen in the diminishing role of family and education institutions** perceived by youth in shaping their ethical behaviours, **falling from 81% and 82% in 2011 to 69% and 53% in 2018** respectively.

Opposite to the fading influence of family and school is the unsurprisingly **significant increase in importance of Internet and social networks** in influencing youth perspectives on integrity, escalating from 29% and 11% in 2011 to 68% and 53% in 2018 respectively. Approximately, nearly two thirds of the respondents recognised the influence of Internet and over half of them referred to social networks as a channel of influence. Existing research shows that teenagers are among the most prolific users of social network sites and youth spend a considerable portion of their daily life interacting through social media. **93% of youth respondent declare using social media daily** and 97% at least once per week. Subsequently, amounting questions and controversies emerge about the effects that social media has on adolescent development (Ahn, 2011).

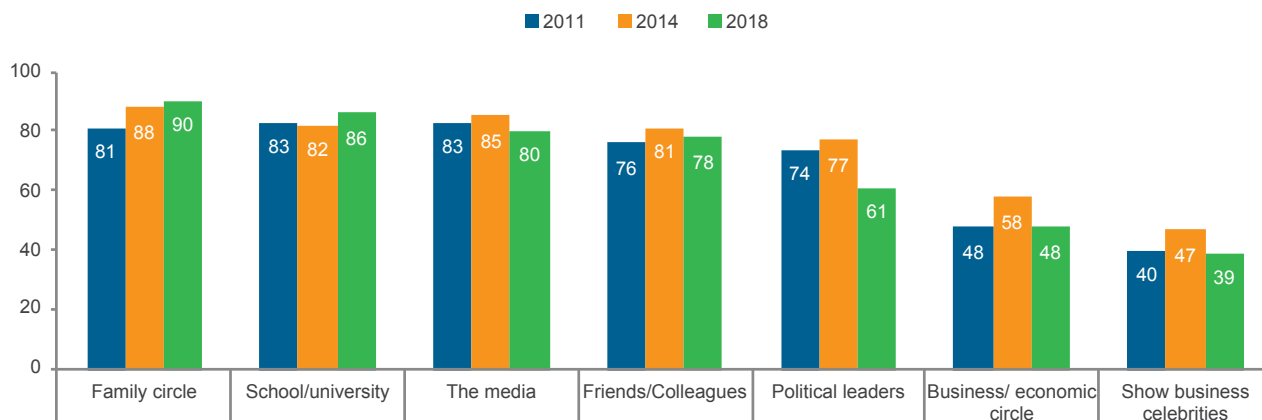
These striking results are worrying to institutions such as family and school/university, which require urgent and appropriate responses. If proper action is not taken, sooner or later these traditional institutions would have to surrender their role to the Internet and social networks in shaping youth’s ethical views.

The survey moved on by asking respondents to identify among the sources above what is the primary source of information that shapes their views on integrity. They were allowed to pick only one option (see Annex 2 Question B17m). Three channels stood out from youth responses: TV/Radio (29%, significantly higher than that of the previous waves); family (cited by 23% of youth surveyed in 2018, but still considerably lower than that of 2011 and 2014); and Internet (19%, also substantially higher than that of 2011 (3%) and 2014 (12%) and compared to the adult group).

Continuing the exploration of influencing actors to youth, the survey asked respondents who influence their views on integrity. The questions first asked them which actors provide information and deliver messages to promote integrity, and then who young people consider as role models or good examples of integrity (see Annex 2 Question B16).

FIGURE 34

Actors providing good examples of integrity for youth: Youth in general (%)



In terms of role models, as shown in Figure 34, in 2018 family and school are still seen as leading actors that provide the best example of integrity for youth (90% and 86% of youth surveyed cited these influences respectively), with the media and friends also being significant influencers (with 80% and 78% of youth citing these actors as role models respectively). Notably, compared to 2011, youth's perspective over the role of family in setting a good example of integrity changed significantly in 2018, rising from 81% to 90% of youth surveyed citing this. A similar trend is also observed in the importance of education systems (school/university) in acting as role models viewed by youth, with a significant increase in 2018 (86%) compared to the results of 2011 and 2014. The survey findings confirm that young people are strongly influenced by the family circle and the education system and that improving the integrity of adults and education institutions will contribute considerably to shaping the behaviour as well as ethical values of young people.

As discussed in Figure 33 above, though Internet and social networks have an increasing influence on youth, family and education environment are still considered by the large majority of youth surveyed as the best example of behavioural integrity and the greatest influencer to them. It is the responsibility of parents as well as schools for ensuring that young people are aware of the consequences of corruption and that they possess the self-confidence and strength necessary to stand up to it. There is nowhere better than home and school to provide the best integrity role-model for young people to draw on and follow. Integrity begins at home: parents must bear zero tolerance to corruption, discouraging their children from giving gifts/bribes to teachers and educators, stimulating them to speak out, and inspiring them to demand

practices of integrity at school as well as in society.

Compared to the previous waves, the 2018 results show a significant drop in the number of youth viewing political leaders, business people, the media and celebrities as role models of integrity.

In particular, the first two categories encountered the largest drop. There needs to be further research to shed adequate light onto this phenomenon, yet it could be partly explained that in recent years several grand corruption cases concerning high-ranking public officials as well as business leaders (BIDV, MobiFone, AVG, and PetroVietnam) being disciplined and/or prosecuted for the past few years. For example, in 2017 and 2018 alone, 490 party organizations and 35,000 party members were found to have violated state laws and party regulations. Among them, 1,300 people, including 10 incumbent or former members of the CPV Central Committee and one former Politburo member, were disciplined and/or prosecuted due to corruption and related charges (Le Hong Hiep, 2018). The individuals involved in these high-profile corruption cases came from different backgrounds, including local and central government officials, SOE executives, bankers, and police and army officials. All this information revealed to the public has to a certain extent influenced the understanding of young people on corruption status in Vietnam as well as the morality and ethics of government officials and business leaders.

Political leaders used to be cited as a role model of integrity by more than two thirds of youth surveyed in 2014, which means that they have an obvious role to play in shaping youth views on integrity and moral values. It is essential that they should initiate national and community initiatives that cultivate integrity and lead by example, promoting integrity and publicly disclosing their wealth. Young people need positive role models.

With regard to the diminishing influence of show business celebrities, abundant scandals concerning stars and celebrities are widely covered in both mainstream and social media. Most of these scandals involve sexual exploitation and abuse, jealousy, extra marriage affairs, gambling, decayed morality, cheating, etc., all of which leave an impact on youth perception over the intricacy of Vietnam's show business.

Integrity education

As mentioned in Figure 34, education institutions remain prominent actors both in terms of being an influencer and a role model of integrity viewed by youth. In this regard, the mainstream anti-corruption education is considered to have an obvious role to play in promoting integrity among youths. Since 2013,

all high schools in Vietnam have been conducting updated curriculum for civic education that includes anti-corruption content, which is seen as evidence in realising the Government's Project 137 dated 2/12/2009. Under this project, high schools and various educational institutions have officially started incorporating anti-corruption education in school curricula since 2013 (Duong, 2014). While this project is considered as an effort of the government to tackle the problem of corruption in general and in education in particular, it has been criticised for its incapacity and lack of practicality to translate into behaviour changes (ibid) (see Box 2 for further information about Project 137). YIS 2019 (e.g. Figures 35 and 36) furthermore points out that the effectiveness and outreach of the project 137 need to be carefully reviewed for further improvements.

Box 2: The Government's Project 137: Mixed results

The Project 137 was born in late 2009 to integrate anti-corruption content into education and training programmes. It aims to raise social awareness of anti-corruption, develop zero-tolerance attitudes towards corruption among high school pupils, university students and public servants, and last but not least to create a wide-spread movement against corruption (Government Inspectorate of Vietnam, 2015). Its piloting phase took place from 2009 to 2012. Since 2013, it has been officially implemented nationwide under Prime Minister's Directive Nr.10/CT-TTg. The lead implementing agency is the Government Inspectorate and related stakeholders include Ministry of Education and Training; Ministry of Labour, Invalids and social affairs; Ministry of Finance; Ministry of Investment and planning; Ho Chi Minh National Political Academy; and the People's Committees of cities and provinces.

The initiative is considered an important step by the Government of Vietnam in raising corruption awareness and anti-corruption education (Transparency International, Towards Transparency, 2011). Some of the initial positive results include the creation of anti-corruption teaching manuals and training of lecturers carried out.

Nevertheless, skeptics believe that there is no guarantee that students who learn about anti-corruption will not engage in corruption behaviours in the future (Duong, 2014). Civic education at school has been repeatedly claimed to be one of the most insignificant and boring subjects. As a consequence, students have invested little time and effort in this subject as they believe it has trivial role in their academic success. Other factors underlying this criticism involve teachers' lack of pedagogical skills, rote learning, and lack of practical application (ibid). These hindering factors and some other challenges are pointed out by Government Inspectorate (GI)'s *"Review Report after two-year implementation of the Prime Minister's Directive Nr.10"*.

With an aim to understand more about youth awareness of any type of anti-corruption education and training and whether these programmes have any influence on them in integrity building in society, respondents were asked to what level they were aware of the rules and regulations to fight and prevent corruption and promote integrity. Then a

separate question asked whether respondents had received any education or participated in any specific programme about integrity or anti-corruption efforts at school or elsewhere and if so, whether this education program had any influence on them with regard to integrity building in society.

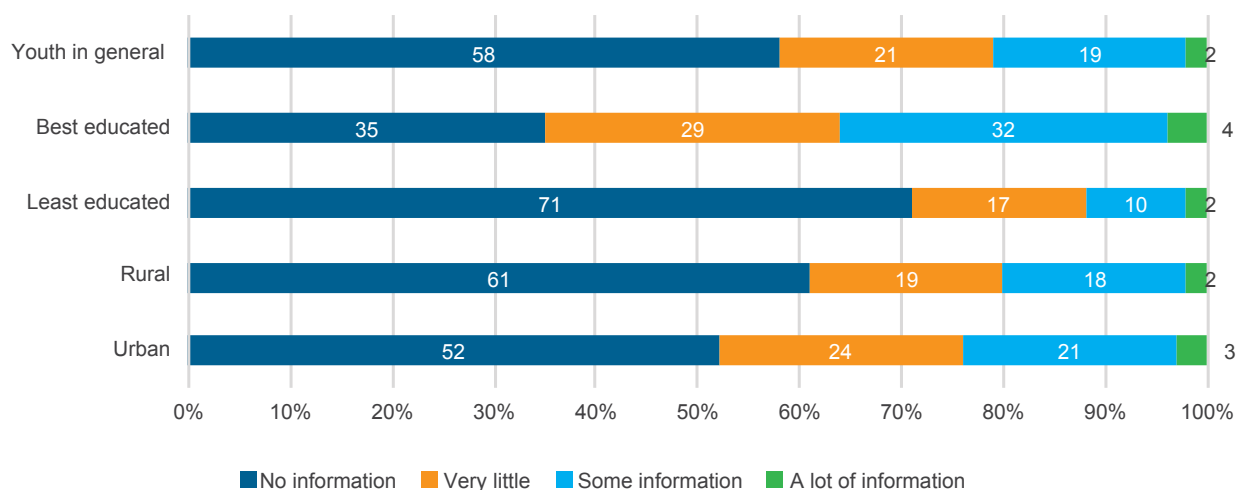
FIGURE 35**Youth awareness of government rules and regulations on integrity promotion and anti-corruption (%)**

Figure 35 shows a troubling result, **79% (more than three quarters) of youth surveyed reported having no or very little information on integrity and anti-corruption** rules and regulations, only 2% of youth at all education levels felt that they knew “a lot” about these topics and less than 20% knew “some information”. Notably, compared to the 2011 and 2014 results, the percentage of **youth answering that they had no information** on this topic witnessed a significant **increase from 41% in 2011 and 50% and 2014 to 58% in 2018**. Exploring the effectiveness and impact of the Project 137 is beyond the scope of the YIS, yet these troubling results could to some degree be indicative of the weak or even no correlation between the presence of this initiative and the extent of youth awareness on rules and regulations concerning integrity and anti-corruption. The scope of YIS cannot give a robust explanation for these disappointing results, but some speculated justification could lie in youth ignorance of this topic, or the inadequacy of the existing education programmes on anti-corruption and integrity.

A significantly higher number of rural youths revealed their lack of knowledge of rules and regulations on integrity promotion and anti-corruption than that of their urban counterparts (61% vs. 52%). With respect to the education levels, some identifiable differentiations exist, i.e. among the least educated youths, only 12% have some or a lot of information, while the number is 36% among the best educated. Likewise, nearly **two thirds of youths with the lowest education (71%) demonstrated that they have no information on**

this topic, but only one third (35%) of youths from the highest education indicated this.

The survey further asks the respondents whether for the past two years (preceding the survey period) they had received any education or followed any specific programme about integrity or anti-corruption at school or other institution (Figure 36) **Only 17% of youth stated that they did receive some training or education, similarly to the 2011 and 2014 YIS results**. One could note a difference of appreciation according to geography: 23% of youth leaving in the South, 21% in central Vietnam and only 7% in the North. This striking result came out in spite of the fact that the Project 137 has been officially implemented since 2013. This indeed raises the question of the outreach of the Project 137, which needs further research to provide a more robust answer.



FIGURE 36

Percentage of young people who received anti-corruption or integrity promotion education for the past two years (prior to the survey)

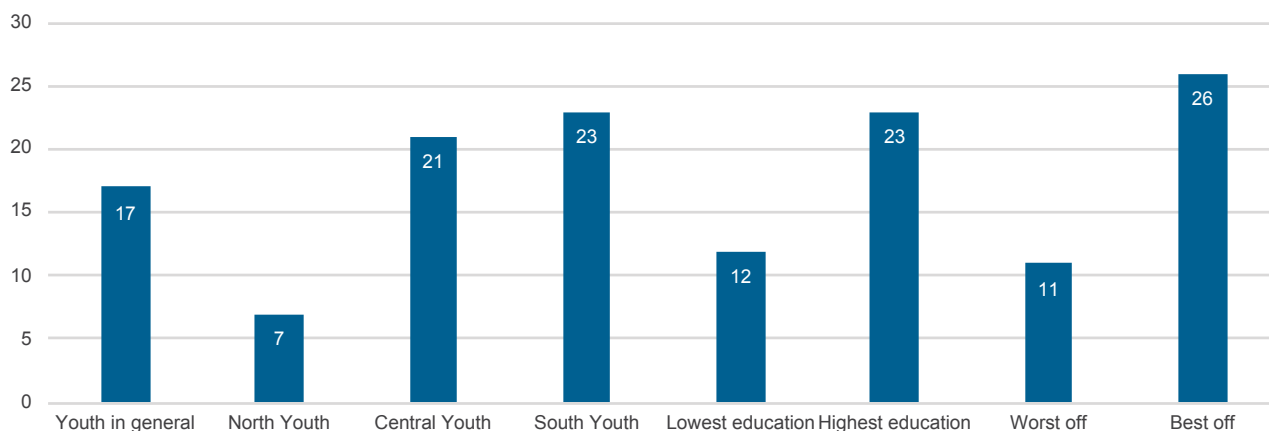
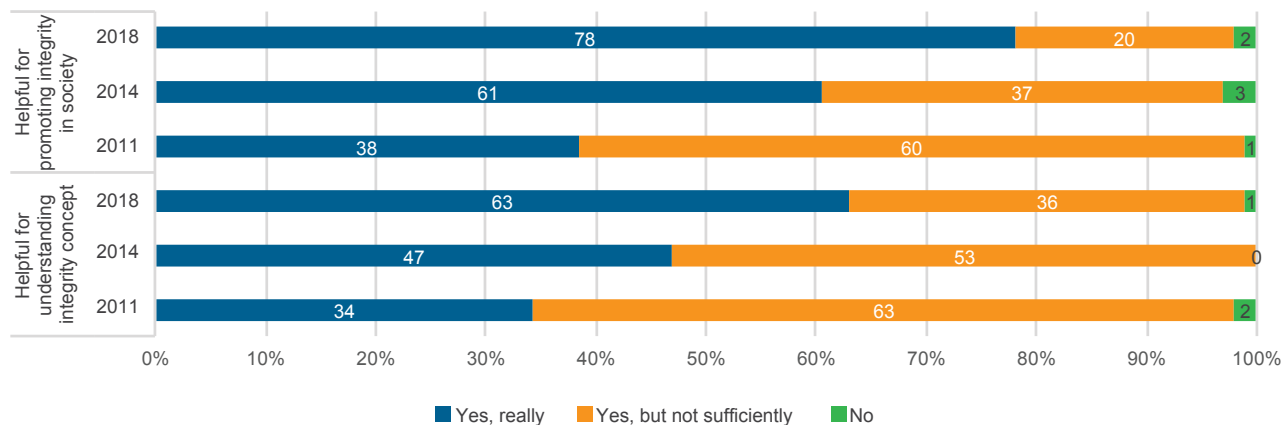


FIGURE 37

Youth response to the question whether the education/programme helped them understand better the concept of integrity and to promote integrity in society (%): 2011-2014-2018



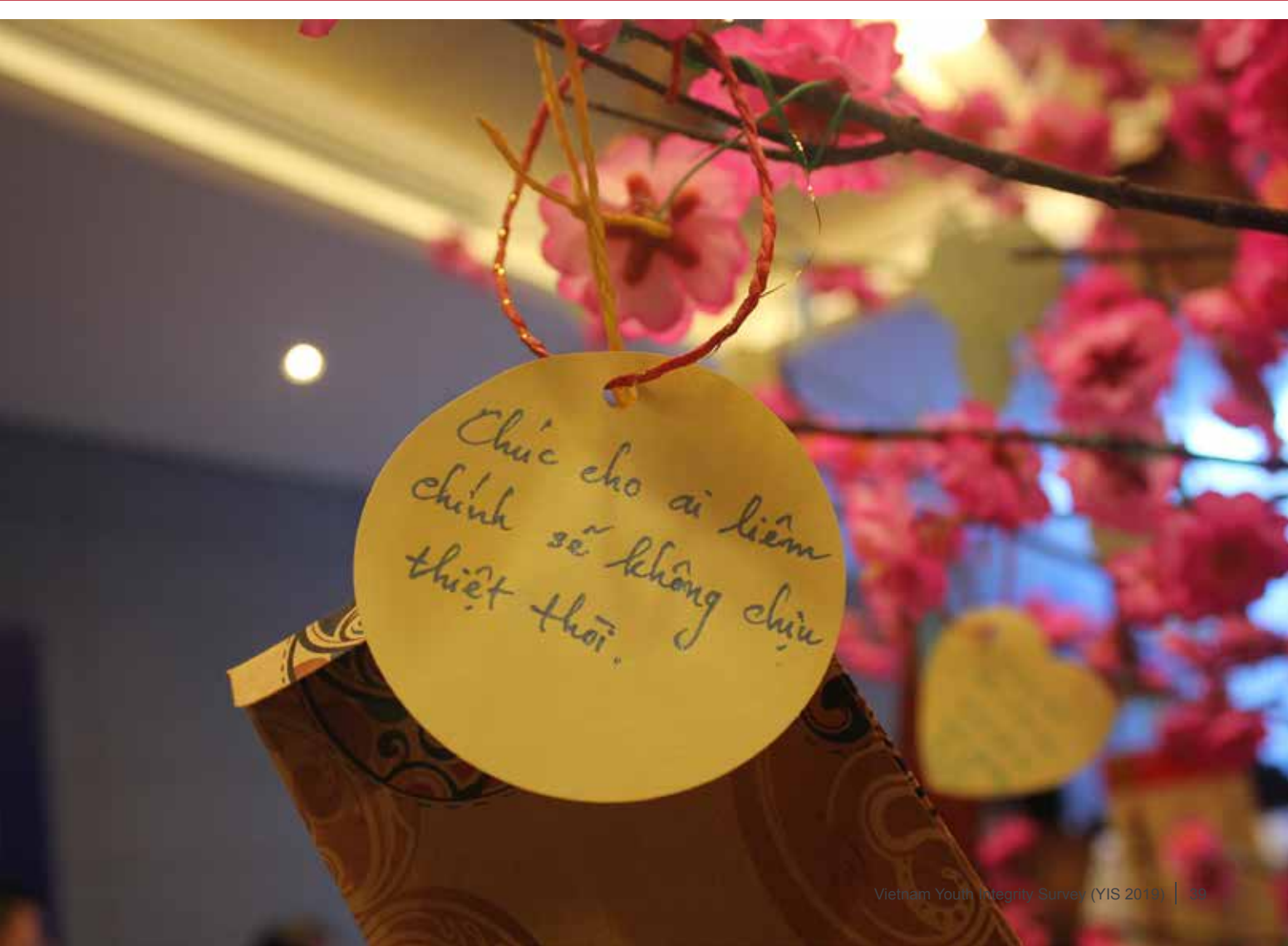
In 2018, **78% and 63% of youth who did receive related education respectively agreed that this training really helped them understand better the concept of integrity (and corruption) as well as to contribute to integrity building in society** (Figure 37). These figures are **twice as high as those of the 2011** survey and significantly higher than the 2014 result. This implies that in the YIS 2019, among those who did receive anti-corruption and integrity-related education, the majority of them recognised the positive influence of such training on them. This could be seen as a positive sign to the education institutions and policy makers. Yet, excitement over this result needs to be tempered since there remains

a substantial number of youth who reported that such education and training is not sufficient or even not able to provide a good understanding of integrity or to help them to promote integrity building in society.

The reasons underlying this vary, but the key ones cited by youths should be taken into account in a revamped Project 137; they include: (i) being too theoretical and lack of practicality, (ii) training course being too short and incapable of providing sufficient information, and (iii) youth being impacted by social environment and factors more than by mainstream education.

04

CONCLUSIONS AND RECOMMENDATIONS



3. CONCLUSIONS AND RECOMMENDATIONS

Key conclusions

Key conclusions from the survey are presented as follows:

- Increasingly, Vietnamese youth believe that corruption and lack of integrity are harmful for Vietnam's development (from 88% in 2011 and 2014 to 97% in 2018). Also, more than 8 out of 10 youth believe that they can play a role in promoting integrity and fighting corruption.
- Vietnamese youth do value integrity, know that corruption is wrong, are willing to denounce and expose corruption, and aspire to live in a society that is integrity-rooted, and upholds fairness and transparency. However they often grapple with their own integrity standards and values, especially when exercising integrity comes at odds with their personal benefit.
- Education level and economic condition can influence youth's perception and practices of integrity/anti-corruption. The survey shows that the best educated and the youth living with greater economic difficulties tend to be more skeptical about whether integrity can help them succeed in life.
- YIS 2019 confirms previous editions' finding that youth tend to be more exposed and vulnerable to corruption than adults. However, there are no sizeable and discernible differentiations of response between youth and adult populations, in terms of awareness and attitudes towards corruption, or their commitment to fight corruption and willingness to promote integrity when they are caught in moral dilemmas.
- Cross comparison of respondents by gender shows that male youth experience corruption slightly more than females when in contact with the police and in getting a job.
- Lack of law enforcement and safety measures are the main reasons for young people not to report corruption even if they want to do so.
- Internet and social networks play an increasing important role in influencing youth's perspectives on integrity, together with family and education.

Recommendations

The most 2019 YIS salient findings lies in the conflict between youth's universal desire to live in an integrity-

rooted society and their willingness to commit corrupt behaviours for the sake of their inner self and their family circle. As the survey found out, there is a substantial proportion of youth who would be willing to violate standards of integrity to gain an advantage for themselves. Moreover, the surge in youth willingness to engage in corrupt transactions in 2018 is alarming.

Drawing on this paradox inhering in youth, the report seeks to draw immediate attention of all stakeholders in a joint responsibility and action to create an environment where integrity can take root and grow and where youth can play a role as a conductor as well as an enhancer of integrity. It is our belief that government, anti-corruption agencies, education institutions, youth organizations, parents and the media each have a certain role to play in promoting integrity.

TT recommends the following specific set of actions addressed to the main stakeholders.

To the government and anti-corruption agencies

- Promote integrity education as a tool to fight corruption: clear laws and strong institutions will not prevent corruption unless citizens actively demand accountability from public institutions. Integrity, ethics and civic responsibility education for young people can help break the cycle of corruption. The implementation of Project 137 is an important step in the right direction that should be critically reviewed, strengthened to make it more effective.
- In the framework of Project 137's implementation, to develop and implement concrete plans and measures to address the identified challenges outlined in the 2016 Government Inspectorate (GI)'s *"Initial Review Report after two-year implementation of the Prime Minister's Directive Nr. 10"*.⁹ Such measures could include enhancing awareness amongst leadership and management on the importance of anti-corruption as an efficient tool to fight corruption.
- Encourage youth-led initiatives at national and sub-national levels by providing resources and creating an enabling environment to practice and promote integrity. Role models of integrity for youth should be promoted, for example through rewarding youth initiatives, and empowering youth networks to promote integrity and fight corruption.
- Provide an effective and secure whistleblowing system where youth can report on corruption and

⁹ Government Inspectorate's Initial Review Report after two-year implementation of the Prime Minister's Directive Nr. 10 dated 29 April 2016 regarding the integration of anti-corruption content into educational and training programmes, from the school years 2013-2014.

unethical behaviour without fear. This involves effective enforcement of the 2018 Law on Denunciations in a way that meaningfully protects young whistle-blowers. In the future, a separate and comprehensive whistle-blowers protection legal instrument should be developed.

- Prioritise efforts to improve key public services where youth are most likely to encounter corruption, namely, law enforcement (traffic police), healthcare, education and administrative service institutions (responsible for issuing official documents).
- Make use of social media as a channel to communicate and engage youth in promoting integrity and anti-corruption.

To the education institutions (ministry of education and related agencies, schools/ universities)

- Address challenges in existing teaching curriculum (outlined in Prime Minister's Directive Nr. 10 mentioned above) and design/ implement an improved programme covering content not only on anti-corruption legislation but also on issues of ethics and integrity. To that effect, educators may refer to a rich body of international experiences in teaching integrity and anti-corruption in schools and universities.¹⁰ Renovate pedagogical approach to integrity, both in terms of education and administration, with a view to inspiring youth for integrity learning and changing attitudes and mind-set regarding corruption. The methodology of teaching anti-corruption should be interactive and include, e.g. significant discussions or role plays. Anti-corruption stance is best conveyed through practical and real-live examples that young people can relate to.
- Provide tailored training to schools and educators: teachers' lack of appropriate pedagogical strategy and skills contributes to making the subject ineffective. Essentially, teachers require the skills, knowledge and confidence to tackle contemporary social problems raised by learners such as corruption; training for educators should therefore be a core component of any programme for educating about integrity. The current government's plan to organize trainings for teachers should be effectively implemented.

- Build actions to enhance academic integrity at school/universities. For integrity to take root, education environment must bear zero tolerance to corruption and unethical practices. Actions to reduce cheating in schools and universities, such as platforms to encourage students to take personal pledge in not cheating should be established.

To youth organizations

- Include integrity in the agenda of youth focused organizations such as the Ho Chi Minh Communist Youth Union, taking into consideration YIS 2019 results.
- Conduct further studies to understand the role of youth integrity.

To youth

- Start integrity initiatives, such as discussing about corruption and integrity with friends, family members and/or on social networks.
- Encourage friends to stop giving bribes.
- Play an active role in monitoring corruption with demonstrated effects, for example through using innovative social media tools.

To parents, media and other actors

- Parents to discuss topics related to integrity with their children and to support them to act with integrity by setting example.
- Media to increase awareness and understanding of the integrity concept, thus inspiring youth positive attitudes, in particular targeting more vulnerable youth.
- Companies to develop code of conduct and training on integrity.
- Research institutes, development partners and other stakeholders to conduct further studies and research (especially qualitative) to better understand youth's integrity perception and practices, including its gender dimension.
- Non-governmental organizations and youth groups to promote youth integrity through online integrity campaign or online training.

¹⁰ Transparency International, 2013, *Global Corruption report : Education, Part 5, the role of education and research in strengthening personal and professional integrity*: https://www.transparency.org/whatwedo/publication/global_corruption_report_education

05

METHODOLOGY



Originally the YIS methodology was the result of a deliberative and collective effort involving local and international expertise. It was borne out of many extensive consultations, led by TT Vietnam with Vietnamese partners, TI chapters and TI-Secretariat as well as intensive discussions amongst many actors involved (Vietnamese NGOs, research institutes, and localexperts). Its validity and rigour have been repeatedly tested over years. Using this methodology, the YIS editions of 2011 and 2014 in Vietnam were successfully completed and their results received state and civil society interests for their timeliness and creativity. After the first successful pilot conducted in Vietnam in 2010/2011, YIS methodology were adopted by TI chapters in Asia Pacific and Hungary. Building on the previous editions in Vietnam, the YIS 2019 was conducted in collaboration with Indochina Research, a known independent market research firm, which was commissioned to conduct empirical data collection. The data analysis was performed by TT with external reviews.

Throughout the survey design and analysis, gender perspective has been taken into full account. While making efforts to do gender-sensitive analysis, findings show that there is no or very little disparity in response across genders.

4.1. Sample design

Compared with the previous YIS editions (2011 and 2014), the survey design of YIS 2018 was slightly modified drawing the sample from 12 provinces and cities instead of 11. Out of those twelve provinces, 11 are the same as the previous editions (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), and Hanoi was added (North region). In the first edition 2011, 11 provinces in six socio-economic regions of the country were randomly selected proportionally to their size, using the Probability Proportional to Size sampling (PPS). The reason for maintaining the same selected provinces in the sample throughout the editions is to enable for comparative analysis that seeks to gauge how youths' beliefs and experiences has changed over time. It was decided to add the city of Hanoi into the 2019 edition to provide a better representation of one of the largest population bases in Vietnam. For each province, a non-proportional sampling approach was taken, targeting a sample of $n = 140$ per province (except Dien Bien Phu $n = 100$) equally split between urban and rural areas and between gender.

In relation to age groups representation, the 2018 sample follows GSO's 2014 Census of Population & Housing data. **The research covers Vietnamese**

youth and young adults aged 15-30 years old, which captures both the international definition of youth (15-24 years old) and the Vietnamese classification of youth (16-30 years old). The research also designed a control group of adults (31-55 years old) to explore eventual differences and/or similarities, if any. The terms 'youth' is used in reference to the target group (15-30 years old), while the term 'adult' refers to the control group (31-55). The total sample size is 1,638 respondents including 1,173 youths and 465 adults.

A change implemented in the 2018 edition is related to the adult group, restricted of people from 31-55 years old to focus more on the active population while previously no upper age limit were set.

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

In brief, a total of 7,513 contacts across 151 starting points were made to complete 1,640 interviews, or about 22% success rate. At the end of the project, after checking additional questions, the research team realised that two respondents (1 in Dien Bien Phu and 1 in Gia Lai provinces) had declared that they just answered less than 25% of the questionnaire honestly; hence it was decided to take their answers out from the final dataset, thus totalling 1,638 respondent as summarised below table.

Methodology in brief:

- Non-Proportional sample with quotas on gender and age groups.
- Representation: Total of 12 provinces representative of 3 main regions.
- Random selection of districts, wards and communes.
- Tablet Assisted Personal Interview (TAPI) using Surveytogo solution.
- Sample size: $n = 1638$.
 - Youth group: 15-30 years old | $n = 1,173$.
 - Control group: 31- 35 years old | $n = 465$.
- Fieldwork conducted from October 2nd to November 29th, 2018.
- 100% control of GPS locations and 44% back-checks of all interviews.

	Total	Urban	Rural
North	519	259	260
Ha Noi	140	70	70
Nam Dinh	140	70	70
Hai Duong	140	70	70
Dien Bien	99	49	50
Central	559	280	279
Nghe An	140	70	70
Quang Ngai	140	70	70
Lam Dong	140	70	70
Gia Lai	139	70	69
South	560	280	280
Ho Chi Minh	140	70	70
Binh Duong	140	70	70
Long An	140	70	70
An Giang	140	70	70
Total	1638	819	819

The final dataset was then weighted at the regional level (North, Center and South) by age group and gender at urban and rural levels to correct discrepancies and project the sample results to the represented population of 56,310,000 people.

REGION	Sample (n=)	%	Population ('000)	%
North	519	32%	19,441	35%
Central	559	34%	15,341	27%
South	560	34%	21,528	38%
TOTAL	1,638	100%	56,310	100%

4.2. Questionnaire review

The structured questionnaire for the 2018 edition was comprehensively validated in the previous editions as well as in other TI chapters (South Korea, Sri Lanka, Fiji). In particular, in this edition, a few other steps were taken to update and better refine the questionnaire, i.e. the survey questionnaire was deliberated in two group discussions (GD) with youths representatives, then the questionnaire was amended accordingly at the end of the 2 GDs and an updated version was used for pre-test interviews in Hanoi and Ho Chi Minh City with both Youth and Control groups as abovementioned. The results from the pre-test were fed well into the improvement and refinement process of the questionnaire to minimize confusion among respondents and increase the quality of response.

The questionnaire focused on four associated and interlinked elements of 'integrity':

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

From the empirical data generated by face-to-face interviews with respondents, four parameters of Youth Integrity were identified and are analysed throughout the report, namely (1) youth values and attitudes towards integrity, (2) youth experiences and behaviours with corruption, (3) youth commitments to promote integrity; and (4) the influence of the environment surrounding environment on youth.

4.3. The fieldwork

The fieldwork (FW) was conducted from October 2nd to November 29th, 2018. However, in order to ensure the highest quality of the data collection, before officially embarking upon the field, a thorough preparation phase was undertaken:

- Training sessions for pre-test with interviewers in Hanoi and Ho Chi Minh City.
- 30 pre-test interviews in 2 key cities Ha Noi & Ho Chi Minh (15 per province) to test all relevant aspects of the survey instruments.
- Review and refinement of the questionnaire script and training documents.
- Final training to all supervisors and interviewers in key locations and in provinces.

All 68 interviewers were trained on the background of the project, locations, sample size, general quota on gender/age and specific quota of each province/city. Interviewers were also trained on sampling plan, how to choose houses of respondents, how to fill-in contact sheets, how to approach respondents. Overall project materials (introduction letter, consent letter, contact sheet) that interviews would have to bring during FW were presented.

Interviewers were then trained specifically on the questionnaire and presented how to correctly ask each question and carried mock-up interviews before going to field.



Respondent selection process

Starting points selection (SPs):

- Considering the population density, a maximum of 5 interviews/ SP were conducted for urban area and a maximum 10 interviews/ SP for rural areas.
- SPs selections process: The SPs were selected conveniently within randomly selected district and wards. They had to satisfy the condition to be easily identified, for example, at an intersection, at first big street. FW supervisors prepared maps of blocks in 1 ward or commune.

Household selection

- Contacts were done following right-hand rule from the starting point.
- Contact sheet were maintained in hard copy for each contact made.
- A minimum of 2 household were skipped after 1 successful interview in urban area and 1 household skipping in rural area.
- Interviews took place either at the respondent household or in a suitable private premise as respondent requirement.

Respondent selection

- Within the selected household, the interviewer talks to any household member aged 15 or above available at the point of contact to identify the

target respondent. The selected person was then approached at his/her availability and to meet the quota required on Age Group and Gender. If there were more than one person meeting the requirement, the selection was based on Next Birthday method.

- Once selected, the person was re-screened prior to the main interview in order to ensure his/her eligibility to participate to the research.
- Any unsuccessful interviews were recorded using contact sheet reports to calculate the non-response rates.

4.4. Limitations of the survey

While every effort was made to ensure that the data collected is robust, there is an issue that goes beyond the scope of this quantitative survey. That is, a number of changes over the years and differences between demographic parameters found in the survey could not be explained thoroughly for a lack of qualitative robust data. For example, this survey does not explain why male youth experience more corruption than female youth in all but two sector covered in Figure 19.

This limitation opens much room for further interdisciplinary and cross-sectoral research on youth integrity that incorporates qualitative data collection tools to capture the depth and magnitude of these differences. Due to limited resources, TT could not carry out such qualitative research. Thus, TT encourages related parties to conduct further studies on this topic.

06

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Government Inspectorate's Initial Review Report after 2 years implementation of the Prime Minister's Directive Nr. 10/CT-TTs to integrate anti-corruption content into teaching programmes of educational and training institutions from the school year 2013-2014

6. ANNEXES

ANNEX 1: KEY SAMPLE PARAMETERS

KEY PARAMETERS OF THE SAMPLE		
AREA	Number of youth respondents	%
Urban	819	50%
Rural	819	50%
TOTAL	1638	100%

REGION	N	%
North	519	32%
Central	559	34%
South	560	34%
TOTAL	1638	100%

CITY	N	%
An Giang	140	9%
Binh Duong	140	9%
Dien Bien	99	6%
Hai Duong	140	9%
Gia Lai	139	9%
Ho Chi Minh	140	9%
Nam Dinh	140	9%
Nghe An	140	9%
Lam Dong	140	9%
Long An	140	9%
Quang Ngai	140	9%
Ha Noi	140	9%
TOTAL	1638	100%

GENDER	N	%
Male	819	50%
Female	819	50%
TOTAL	1638	100%

AGE GROUP	N	%
YOUTH	1173	72%
15 - 18	349	21%
19 - 25	406	25%
26 - 30	418	26%
ADULT	465	28%
31 - 35	94	6%
36 - 40	93	6%
41 - 45	94	6%
46 - 50	92	6%
51 - 55	92	6%
TOTAL	1638	100%

EDUCATION	N	%
Lowest Education	124	16%
Lower Education	598	76%
Highest Education	184	24%
TOTAL	782	100%

YOUTH - EDUCATION	N	%
Lowest Education	49	10%
Lower Education	351	72%
Highest Education	138	28%
TOTAL	489	100%

ADULT - EDUCATION	N	%
Lowest Education	75	26%
Lower Education	247	84%
Highest Education	46	16%
TOTAL	293	100%

LIVING STANDARD	N	%
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Best Off	89	34%
Worst Off	170	66%
TOTAL	259	100%
YOUTH - LIVING STANDARD	N	%
Best Off	78	47%
Worst Off	88	53%
TOTAL	166	100%
ADULT - LIVING STANDARD	N	%
Best Off	11	12%
Worst Off	82	88%
TOTAL	93	100%

ANNEX 2: THE QUESTIONNAIRE

You are invited to participate in a research study commissioned by Toward Transparency, a Vietnamese non – profit consultancy company and conducted by Indochina Research Vietnam, an independent research company.

This study is looking to understand the perceptions of people, especially young people, regarding integrity in the society.

You were randomly selected to participate in this study to complete a survey questionnaire. Your answers will remain anonymous and be only used aggregated with all other participants in the report. This report will be published and serve as basis for policy recommendations.

As per our Research protocol and code of conduct, your personal data will not be revealed in any publication and bel deleted after our quality control has been finalized.

Do you accept to participate to this interview?	1. Yes	2. No
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A5. What is your date of birth?	Month <input type="text"/> <input type="text"/>	Year <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Age <input type="text"/> <input type="text"/>
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DP: If (under 18yo)

As you are under 18-year-old, we would like to have your parent to permit your participation in this survey.

Interviewer to show consent letter and ask a parent of the respondent and the respondent to sign.

PART 1: DEMOGRAPHIC AND SOCIOLOGICAL CHARACTERISTICS OF INTERVIEWEE

A3. Full name	
A4. Gender	1. Male	2. Female
A7. Phone number (respondent)_:		
A7a. Phone number of 1 parent:		
DP: In case of minor		
Province		
District / city		
Commune		
Village		
House and Street address		

A1. How many persons are currently living in your household:	<input type="text"/> <input type="text"/>
A8. What is the highest level of education you have completed?	<ol style="list-style-type: none"> 1. Completed Primary school 2. Completed Secondary school 3. Completed High school 4. Started University 5. Completed University or higher
<i>Note for Report: illiterate: complete Primary school</i>	
A8a. Until now, in what school system have you been studying?	<ol style="list-style-type: none"> 1. Public school system 2. Private school system 3. Both
MA	
A9. What is your Ethnic group?	<ol style="list-style-type: none"> 1. Kinh 2. Tày 3. Thái 4. Mường 5. Kmer 6. Hmong 7. Nùng 8. Hoa 9. Dao 99. Other (specify)
Single answer	

<p>A10. Are you a practioner of any of the following religion (if any)</p> <p>Single Answer</p>	<ol style="list-style-type: none"> 1. Buddhist 2. Catholicist 3. Caodaist 4. Protestantist 5. Hoahaoist 6. Non religious 99. Other (specify) 								
<p>A11. What is current occupational status?</p>	<table border="1"> <tr> <td data-bbox="782 577 1198 622">1. Currently in school / University</td> <td data-bbox="1205 577 1389 622">Move to A 15</td> </tr> <tr> <td data-bbox="782 633 1198 734">2. Unemployed Looking for work</td> <td data-bbox="1205 633 1389 734">Move to A 15</td> </tr> <tr> <td data-bbox="782 745 1198 846">3. Not currently in school, Not currently looking for work</td> <td data-bbox="1205 745 1389 846">Move to A 15</td> </tr> <tr> <td data-bbox="782 857 1198 902">4. Currently working</td> <td data-bbox="1205 857 1389 902">Move to A 12</td> </tr> </table>	1. Currently in school / University	Move to A 15	2. Unemployed Looking for work	Move to A 15	3. Not currently in school, Not currently looking for work	Move to A 15	4. Currently working	Move to A 12
1. Currently in school / University	Move to A 15								
2. Unemployed Looking for work	Move to A 15								
3. Not currently in school, Not currently looking for work	Move to A 15								
4. Currently working	Move to A 12								
<p>A12. What is your job?</p> <p>.....</p> <p><i>(interview write down the answer)</i></p>									
<p>A12a. In which sector are you currently working?</p>	<ol style="list-style-type: none"> 1. Public sector 2. Private sector (large, medium and small) 3. Non-agriculture households/individual business 4. Agriculture households/individual business 5. Other (Specify) 								
<p>A15. Are you a member of any association/ organisation?</p> <p>If yes which are the 3 association/organisation that you spend the most time with?</p> <p>.....</p> <p><i>(write down the answer)</i></p>	<ol style="list-style-type: none"> 1. Yes 2. No 								

PART 2: CONCEPT

We are now going to read few statement and ask your personal opinion, if you think the behaviors are wrong and/or acceptable.

B1. What is your opinion on the following behavior?	Is it a wrong behavior?	Is it acceptable?
a. 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
b. A leader does something which might be illegal but it makes your family live better	1.Yes 2.No	1.Yes 2.No
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, an ID)	1.Yes 2.No	1.Yes 2.No
d. A person (in the public or private sector) having responsibilities gives a job in his service to someone from his family who does not have adequate qualifications (to the detriment of a more qualified person)	1.Yes 2.No	1.Yes 2.No
e. A person gives an additional payment (or a gift) to a public official in order to speed up and facilitate the procedure of registration of a car or a motorbike	1.Yes 2.No	1.Yes 2.No
f. 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
g. 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
h. 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 the daily life, a person considered as someone of integrity means that this person: <i>Remarks: In the “daily life” means in normal life (not considering situation of war for example); these criteria are not necessary exclusive.</i>		
a. In the daily life, a person considered as someone of integrity means that this person never lies nor cheats so that people can trust him/her		1.Yes 2.No
b. In the daily life, a person considered as someone of integrity means that this person does not lie nor cheat except when lying/cheating can resolve difficulties for himself/herself or his/her family		1.Yes 2.No
c. In the daily life, a person considered as someone of integrity means that this person never breaks the laws (compliance to State regulations) in any case		1.Yes 2.No
d. In the daily life, a person considered as someone of integrity means that this person support his family and friends in all manners even if that means breaking the laws		1.Yes 2.No
e. In the daily life, a person considered as someone of integrity means that this person never get involved in corruption (never accepts to receive bribes and never gives bribes) in any condition		1.Yes 2.No
f. In the daily life, a person considered as someone of integrity means that this person refuses corruption except when the amount engaged is not important (small amount of money or small gifts)		1.Yes 2.No
g. In the daily life, a person considered as someone of integrity means that this person refuses corruption except when it is a common practice in order to allow to solve problems or difficult situation		1.Yes 2.No

PART 3: 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. In your opinion, how harmful the lack of integrity (including corruption) is:	
a. In your opinion, how harmful the lack of integrity (including corruption) is for youth like you	1. Very harmful 2. Somewhat harmful 3. Not really harmful 4. Not harmful at all
b. In your opinion, how harmful the lack of integrity (including corruption) is for your family and friends	1. Very harmful 2. Somewhat harmful 3. Not really harmful 4. Not harmful at all
c. In your opinion, how harmful the lack of integrity (including corruption) is for the development of business/economy in general	1. Very harmful 2. Somewhat harmful 3. Not really harmful 4. Not harmful at all
d. In your opinion, how harmful the lack of integrity (including corruption) is for the country development	1. Very harmful 2. Somewhat harmful 3. Not really harmful 4. Not harmful at all

PART 4: VALUE, BELIEFS

B4. What is more important between the following 2 statements		Select the corresponding answer*
Choose between these options		
A. Being rich is the most important and it is acceptable to lie or cheat, ignore some laws and abuse power to attain this objective	Strongly agree with A	1
	Partly agree with A	2
B. Being honest is the most important even if it prevents from opportunities and getting rich	Partly agree with B	3
	Strongly agree with B	4
Do not know		5

B5. What is more important between the following 2 statements 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 & regulations are 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 <i>(Success: is understood in accordance with interviewees' view. Definition of success may vary among people. It could be wealth, fame, being respected...)</i>		Select the corresponding answer*
A. People who are ready to lie, cheat, break laws and corrupt	Strongly agree with A	1
	Partly agree with A	2
B. An honest person, with personal integrity	Partly agree with B	3
	Strongly agree with B	4
Do not know		5

PART 5: EXPERIENCE (EXPOSURE) TO DIFFICULT AND CHALLENGING SITUATIONS WITH REGARD TO INTEGRITY

B7. In the past 12 months, have you been confronted to corruption? : <i>(Please, answer this question based on your own understanding of what corruption is)</i>		
a. To get a document or a permit?	1. Yes 2. No 3. No contact	
b. To pass an exam (or to be accepted in a program) or get higher grade at school	1. Yes 2. No 3. No contact	
c. To get better medicine or medical attention for you or your family in a health center	1. Yes 2. No 3. No contact	
d. To avoid a problem with the police (like avoiding a fine)	1. Yes 2. No 3. No contact	If "Yes", what type of police? (MA) 1. Traffic police 2. Economic police 3. Local police 4. Other, specify -----
e. To get job	1. Yes 2. No 3. No contact	
f. To get more business (market access) for your company/enterprise	1. Yes 2. No 3. No contact	

PART 6: OPINION ON THE LEVEL OF INTEGRITY

B8. What is your opinion on the level of integrity nowadays in the following service?	1. Very good 2. Good 3. Bad 4. Very bad 99. Do not know* DP create variable for 1+2 3+4				
<i>DP - ROTATION</i>	<i>Select the figure corresponding to answer</i>				
a. What is your opinion on the level of integrity nowadays in Local/national administration	1	2	3	4	99
b. What is your opinion on the level of integrity nowadays in Police, Security	1	2	3	4	99
c. What is your opinion on the level of integrity nowadays in State education (school and university)	1	2	3	4	99
d. What is your opinion on the level of integrity nowadays in Private education (school and university)	1	2	3	4	99
e. What is your opinion on the level of integrity nowadays in State Health center	1	2	3	4	99
f. What is your opinion on the level of integrity nowadays in Private Health center	1	2	3	4	99
g. What is your opinion on the level of integrity nowadays in State business	1	2	3	4	99
h. What is your opinion on the level of integrity nowadays in Private business	1	2	3	4	99
i. What is your opinion on the level of integrity nowadays in Foreign invested business	1	2	3	4	99
j. What is your opinion on the level of integrity nowadays in Media (TV, print newspaper, online newspaper...)	1	2	3	4	99
k. What is your opinion on the level of integrity nowadays in Social welfare /pension	1	2	3	4	99
l. What is your opinion on the level of integrity nowadays in Entertainment industry	1	2	3	4	99

B8a. Over the past 2 years, In your opinion, how has corruption in education sector in Vietnam changed?		
1. Substantially reduced	2. Lightly reduced	3. Stayed the same
4. Lightly increased	5. Substantially increased	6. Do not know

PART 7: BEHAVIOUR-BASED INTEGRITY

**Note: From question B9 to B17, interviewees shall choose one of the proposed options. They cannot answer "Do not know". If the interviewees answer "It depends", the interviewers need to keep asking them how they will act in normal situations (not in emergency).*

The following part describes 5 hypothetical situations that you may have faced or not. We provide some 'reactions' and we would need you to choose which one fits best with the way you would react.

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)	<ol style="list-style-type: none">1. You will do your best without cheating even if you may fail2. You will ask your best friend to help you during the exam and he will accept because it is normal to help a friend3. You will use any means: cheating and/or give gifts to the teacher/supporters
B10. What would you do if you need a document (ex: driving license) and the person in charge of providing this document underlines that it is difficult and that there is no solution, that it will take many weeks,... (months)	<ol style="list-style-type: none">1. You will wait2. You will ask how long exactly it will take and try to know more about the process to understand why?3. You will try to find some friend/relative who can intervene to speed up the process4. You will pay directly an additional unofficial payment to speed things up
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?	<ol style="list-style-type: none">1. This is great! You say "yes" right away2. You are a bit uncomfortable, but anyway everybody does that, so you finally say "yes"3. You hesitate a long time and finally decide to refuse, but you find an excuse not to upset your uncle4. You say "no" right away, you do not want to follow this type of practices
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 initial monthly (2-3) future salary, what would you do?	<ol style="list-style-type: none">1. You refuse right away and decide to forget about the job2. 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 enterprise3. You agree to pay because this is the current way to get a job

<p>B12a. You are in charge of an important purchasing contract to your organization (company/ group/ state agency). A supplier contacts you and promises to “give” you a 10% commission fee if you purchase their goods. What will you do?</p>	<ol style="list-style-type: none"> 1. Awesome! You “agree” immediately and keep such amount of money for your own or bring it back to your company. 2. You feel uncomfortable but think that everyone do the same. Thus, finally you “agree” and keep such amount of money for your own or bring it back to your company. 3. You say “No” but do nothing. 4. You say “No” and report this to your manager.
---	--

<p>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 a money envelope to speed up the process. What will you do?</p>	<ol style="list-style-type: none"> 1. No problem, you agree immediately. 2. You feel uncomfortable but still try to give “envelope”. 3. You say “No” but do nothing more. 4. You say “No” and report this to competent agencies.
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PART 8: LEVEL OF COMMITMENT TO FIGHT CORRUPTION

<p>B13. If you are confronted with a corrupt act (for example a lecturer asks you to give money to pass an exam / or someone asking you money to sign a contract with your company), are you willing to report (or denounce) this?</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">1. Yes, I used to report a similar case.</td> <td style="text-align: right; padding: 5px;">Move to question 18</td> </tr> <tr> <td style="padding: 5px;">2. Yes, I will report if this happens</td> <td style="text-align: right; padding: 5px;">Move to question 18</td> </tr> <tr> <td style="padding: 5px;">3. Not always, I will report depending on the case.</td> <td style="text-align: right; padding: 5px;">Move to question 14</td> </tr> <tr> <td style="padding: 5px;">4. No, I will not report this</td> <td style="text-align: right; padding: 5px;">Move to question 14</td> </tr> </table>	1. Yes, I used to report a similar case.	Move to question 18	2. Yes, I will report if this happens	Move to question 18	3. Not always, I will report depending on the case.	Move to question 14	4. No, I will not report this	Move to question 14
1. Yes, I used to report a similar case.	Move to question 18								
2. Yes, I will report if this happens	Move to question 18								
3. Not always, I will report depending on the case.	Move to question 14								
4. No, I will not report this	Move to question 14								

<p>B14. If you are not willing to report, why? (choose 1 option)</p>	<ol style="list-style-type: none"> 1. I am afraid of denouncing because I will not be protected 2. I think the denunciation will not work 3. I don't know the denunciation procedure/ The denunciation procedure is too complicated 4. I don't want to denounce anyone, it's none of my business. 5. Other, please specify.....
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B18. According to you, what could be the Youth’s role in integrity-building in your society/country: Choose between the following options:	Select the corresponding answer*						
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%; padding: 5px;">A. Youth can play a role in integrity-building and in the fight against corruption (by advocacy and change of attitude)</td> <td style="padding: 5px;">Strongly agree with A</td> <td style="text-align: right; padding: 5px;">1</td> </tr> <tr> <td></td> <td style="padding: 5px;">Partly agree with A</td> <td style="text-align: right; padding: 5px;">2</td> </tr> </table>	A. Youth can play a role in integrity-building and in the fight against corruption (by advocacy and change of attitude)	Strongly agree with A	1		Partly agree with A	2	
A. Youth can play a role in integrity-building and in the fight against corruption (by advocacy and change of attitude)	Strongly agree with A	1					
	Partly agree with A	2					
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%; padding: 5px;">B. Youth cannot change this state of fact as cheating and bribery are the normal ways of life.</td> <td style="padding: 5px;">Partly agree with B</td> <td style="text-align: right; padding: 5px;">3</td> </tr> <tr> <td></td> <td style="padding: 5px;">Strongly agree with B</td> <td style="text-align: right; padding: 5px;">4</td> </tr> </table>	B. Youth cannot change this state of fact as cheating and bribery are the normal ways of life.	Partly agree with B	3		Strongly agree with B	4	
B. Youth cannot change this state of fact as cheating and bribery are the normal ways of life.	Partly agree with B	3					
	Strongly agree with B	4					
Do not know	5						

PART 9: SOURCE OF INFORMATION AND IMPACTS OF ENVIRONMENT

B15. To what level are you aware on the rules and regulations to fight and prevent corruption, promote integrity?	<ol style="list-style-type: none"> 1. No information 2. Very little 3. Some information 4. A lot of information
--	---

B16. To shape your views on integrity, do you consider that: (Interviewers repeat questions A and B after reading each elements a → f)	A. provide(s) information and deliver message to promote integrity	B. Do behaviours and actions of those who are in this environment provide examples on integrity for you?
a. The family circle	1.Yes 2.No	1.Yes 2.No
a. The education system	1.Yes 2.No	1.Yes 2.No
b. The media	1.Yes 2.No	1.Yes 2.No
c. Stars / celebrities in the show business	1.Yes 2.No	1.Yes 2.No
d. The business/economic circle	1.Yes 2.No	1.Yes 2.No
e. Political Leaders	1.Yes 2.No	1.Yes 2.No
f. Religious leaders	1.Yes 2.No	1.Yes 2.No
g. Friends/Acquaintances	1.Yes 2.No	1.Yes 2.No

B17. How do you shape your views on integrity?	
a) You discuss with the members of your family	1.Yes 2.No
b) You discuss with your friends (classmates, colleagues, etc.)	1.Yes 2.No
c) You receive information from school/university	1.Yes 2.No
d) You receive information from at your workplace	1.Yes 2.No
e) You listen to the radio and TV	1.Yes 2.No
f) You read printed newspapers	1.Yes 2.No
g) You read news on Internet	1.Yes 2.No
h) You are a member of an association and discuss with the other members	1.Yes 2.No
i) You consult social networking pages (Facebook,..)	1.Yes 2.No
j) You visit blogs pages on Internet	1.Yes 2.No
k) You chat with your friends using apps (Zalo, Viber, WhatsApp)	1.Yes 2.No
l) Other (precise) _____	1.Yes 2.No
m) Among them, who (or which circle/media) do you consider as the main source of information for you? <i>(select one among the option from a to j)</i>	
DP -> add the answer from B17 to select from (1 only)	

PART 10: SPECIFIC QUESTIONS ON PARTICULAR POLICIES/PROGRAMMES:

B19. In the past 2 years, have you received any education or followed a specific program about integrity or anti-corruption at school or in another institution (workplace)?	1.Yes	Keep going
	2.No	Move to question 20
19a) This education/program helped you to understand better the concept of integrity (and corruption)	1. Yes, really 2. Yes, but not sufficiently 3. No	If the answer is 2 or 3, request interviewees to explain why ---- -----
19b) This education/program helped you to play a role in integrity-building in your society/country	1. Yes, really 2. Yes, but not sufficiently 3. No	If the answer is 2 or 3, request interviewees to explain why ---- -----

PART 11: READINESS TO PARTICIPATE IN ANTI-CORRUPTION ACTIVITIES

B20. In which of the following anti-corruption activities, would you be willing to participate?	
a) Talk with my friends and encourage them to stop offering informal payments	1. Yes 2. No
b) Commit to a personal pledge against cheating in school/university	1. Yes 2. No
c) Join a group of volunteers to monitor the payment of envelopes in a local hospital	1. Yes 2. No
d) Help organise a public event to raise awareness on corruption (a competition, a talk show, music festival, flash mob, bike tour, ...)	1. Yes 2. No
e) Spread the word about the problem of corruption and/or promote integrity on social media	1. Yes 2. No
f) Refuse to buy products from a corrupted company	1. Yes 2. No
g) Participate to signing a petition aimed at national/local authorities to denounce some corruption practice	1. Yes 2. No
h) March, protest against corruption practice	1. Yes 2. No
i) Other, (please explain)	1. Yes 2. No

B21. Who would support you in activities to promote integrity/ reduce corruption?	
a) My parents/family members	1. Yes 2. No 3. Do not know/Not applicable
b) My friends	1. Yes 2. No 3. Do not know/Not applicable
c) My teacher(s)	1. Yes 2. No 3. Do not know/Not applicable
d) Student union/organization representative(s)	1. Yes 2. No 3. Do not know/Not applicable
e) My colleagues/business partners	1. Yes 2. No 3. Do not know/Not applicable
f) My boss	1. Yes 2. No 3. Do not know/Not applicable
g) Local government leaders	1. Yes 2. No 3. Do not know/Not applicable
h) Local party leaders	1. Yes 2. No 3. Do not know/Not applicable

PART 12: LIVING STANDARD

C1. Among the following goods, which one do you own or have access to in your home?			
a. Motorbike	1. Yes	2. No	
b. Car	1. Yes	2. No	
c. A fridge	1. Yes	2. No	
d. A washing machine	1. Yes	2. No	
e. A fix telephone line	1. Yes	2. No	
f. Computer / Laptop	1. Yes	2. No	
g. Home Internet Access	1. Yes	2. No	
h. Smartphone with Internet / 3G	1. Yes	2. No	

C2a. How much would you say is the overall monthly revenue of your family (all sources included)?		
	Monthly HH income	Income Level
A+	Above VND 50,000,001	High
A	VND 40,000,001-50,000,000	
	VND 30,000,001 - 40,000,000	Medium-High
B	VND 25,000,001 - 30,000,000	
	VND 20,000,001 - 25,000,000	Medium-Low
C	VND 15,000,001 - 20,000,000	
D	VND 10,000,001 - 15,000,000	Low
F	VND 5,000,001 - 10,000,000	
	VND 3,000,001 - 5,000,000	
	Below VND 3,000,000	

C2. With such income, how would you characterise your living condition:	1. Very comfortable
	2. Comfortable
	3. Normal
	4. Difficult
	5. Very difficult

PART 13: LEVEL OF INFORMATION AND INFORMATION ACCESS

How often do you access the following media sources?	
C4. Radio	<ol style="list-style-type: none"> 1. Everyday 2. Few times per week 3. Few times per month 4. Once per month 5. Less than once per month 6. Never
C4a. Television	<ol style="list-style-type: none"> 1. Everyday 2. Few times per week 3. Few times per month 4. Once per month 5. Less than once per month 6. Never
C5. Newspapers	<ol style="list-style-type: none"> 1. Everyday 2. Few times per week 3. Few times per month 4. Once per month 5. Less than once per month 6. Never
C5a. Magazines	<ol style="list-style-type: none"> 1. Everyday 2. Few times per week 3. Few times per month 4. Once per month 5. Less than once per month 6. Never
C6. Internet	<ol style="list-style-type: none"> 1. Everyday 2. Few times per week 3. Few times per month 4. Once per month 5. Less than once per month 6. Never
C7. Social media (Facebook, Zalo)	<ol style="list-style-type: none"> 1. Everyday 2. Few times per week 3. Few times per month 4. Once per month 5. Less than once per month 6. Never

Communication tools	
<p>C7a. Name 3 specific sources of information you use the most to collect information and communicate (TV, Radio, Internet...)</p> <p><i>(Please specify the name of the TV channel, program, newspapers, website...)</i></p>	<ol style="list-style-type: none"> 1. 2..... 3.....

PART: INTERVIEW QUESTIONS

This part is for interviewee to self-complete. Interviewer please give the tablet to interviewee.

Insert to new page

C8. How do you feel about the above questionnaire?	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 have answered honestly?	1. All questions (100%) 2. 75% to 99% 3. 50% to 74% 4. 25% to 49% 5. Under 25%

Thank you for your participation to our Study. You can give the tablet back to interviewer to complete the demographic and quality control data.

The interviewer will also provide you with a small gift for your participation. We hope you enjoy it!

PART: OBSERVATION OF INTERVIEWERS

Shortly describe factors that influenced the interview

D1. Is the place of interview quiet and focused? yes – no

D2. Is there anyone else apart from interviewers and interviewees?

Yes – no

D3. Did they intervene during the interview?

Yes – no

D4. How was the interviewee' attitude?

Engaged

Interested

Not interested

Annoyed

Other:

D5. Other observation:

.....

.....

.....

.....

.....

NOT FOR SALE



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