

**ASIA PACIFIC YOUTH:
INTEGRITY IN CRISIS**

Transparency International is the global civil society organisation leading the fight against corruption. Through more than 90 chapters worldwide and an international secretariat in Berlin, we raise awareness of the damaging effects of corruption and work with partners in government, business and civil society to develop and implement effective measures to tackle it.

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Every effort has been made to verify the accuracy of the information contained in this report. All information was believed to be correct as of May 2014. Nevertheless, Transparency International cannot accept responsibility for the consequences of its use for other purposes or in other contexts.

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INTRODUCTION

What is more important: being honest or being rich? A survey carried out by Transparency International has found that one in five of the surveyed young people between the ages of 15 and 30,¹ in Fiji, Indonesia, South Korea and Sri Lanka, would find it acceptable to lie and cheat to get rich. Between 14 and 52 per cent of the young people surveyed in each of the four countries think that people have more chances of achieving success in life if they lie, cheat, break the law and act corruptly. While a small majority of young people in the four countries believe in high standards of integrity, the survey reveals that more than half of them do not think they can live up to the standards of integrity they believe in.

Convinced that young people can shape our world for the better and recognising that we cannot fight corruption successfully without them, Transparency International seeks to stem youth apathy and disillusion and to engage young people in building integrity and fighting corruption in their countries. Transparency International's working definition of corruption is "the abuse of entrusted power for private gain".² Transparency International views integrity as entailing "behaviours and actions consistent with a set of moral or ethical principles and standards, embraced by individuals as well as institutions, that create a barrier to corruption".³

Transparency International trained youth volunteers to conduct a survey on youth integrity in four countries in the Asia Pacific region: Fiji, Indonesia, South Korea and Sri Lanka. The four countries have different levels of development and each has a distinct culture but they all share at least one dynamic: a large and growing percentage of the population consists of young people in the 15-30⁴ age group. In Fiji 28 per cent⁵ of the population is made up of young people in the 15-29 age group, 25 per cent⁶ of people in Indonesia are between 15 and 29, in South Korea 19 per cent⁷ is between 15 and 29 years old, and in Sri Lanka the figure is 23 per cent.⁸

Transparency International national chapters in the Asia Pacific region recognise that, in order to engage their ever-growing populations of young people in the fight against corruption, they need to first better understand young people's attitudes, experiences and interests. Transparency International designed the Youth Integrity Survey to understand what "integrity" means to young people in the region and to understand how they experience and react to corruption. We are convinced that the fact that young people interviewed other young people on their views about corruption makes the findings all the more reliable. The participatory approach raises the probability that the respondents were honest in their statements. A control group of adults, aged over 30, was used to explore potential differences or similarities in experience, attitudes and behaviour.

Transparency International chapters in each of the four countries produced national reports based on their own Youth Integrity Survey results that provide more in-depth analysis at the country level.⁹

¹ This age group was defined to ensure sufficient overlap between the four national definitions of youth as well as the UN definition (15-24).

² Transparency International, "How do you define corruption?", 2014, www.transparency.org/whoweare/organisation/faqs_on_corruption/2/

³ Transparency International, The Anti-Corruption Plain Language Guide (Berlin: Transparency International, 28 July 2009), www.transparency.org/whatwedo/pub/the_anti_corruption_plain_language_guide

⁴ Whereas the survey covers the age group 15-30, the only statistical data available is for the age group 15-29.

⁵ Fiji 2007 Census, <http://www.statsfiji.gov.fj/index.php/2007-census-of-population>

⁶ Indonesia 2010 Census, <https://www.cia.gov/library/publications/the-world-factbook/geos/id.html>

⁷ Korean Statistical Information Service, South Korea 2011 Census, http://kosis.kr/eng/database/database_001000.jsp?listid=A&subtitle=Population/Household

⁸ Sri Lanka Department of Census and Statistics, Sri Lanka 2011 Census, www.statistics.gov.lk

⁹ Transparency International Fiji, *Integrity and Corruption in Fiji: What do young people think?*; <http://www.transparencyfiji.org/docs/Youth%20Integrity%20Survey%20Report%202013%20TI%20Fiji.pdf>.
Transparency International Indonesia, *Integrity and Corruption in Indonesia: What do young people think?*;

Young people and adults alike see corruption as negatively affecting their countries. They see many institutions in their countries as being affected by corruption. Many of them have experienced corruption themselves. They have high standards of integrity and an overwhelming number of young people believe they have a role to play in fighting corruption. However, a worrying number of young people believe that in order to succeed in life they will have to compromise their values and conform to the current status quo. As these big youth populations enter the education system and the workplace, we are facing an integrity crisis. The findings represent a warning that urgent action is needed to bring young people, governments, business, schools, parents and others together in order to ensure the next generation helps to transform society into one of integrity, transparency and accountability.

Findings from the survey form the basis of recommendations, laid out in this report, for advocacy activities to mobilise young people's involvement in the fight against corruption and for integrity in the four countries surveyed in the Asia Pacific region. Activities include awareness-raising and educational programmes targeted at both young people and adults, as well as campaigns and projects that young people across the region can lead to push for integrity and fight corruption in their societies. The survey identifies the actors and institutions in society that young people say influence them the most. This enables activities to be targeted at the stakeholders who can best help build integrity levels among the young and inspire youth to act for change in their countries.

EXECUTIVE SUMMARY

Integrity is a consistent combination of specific expectations, values and principles and the actions, methods and results that should go hand in hand with this specific belief system. When a person's or institution's values and actions are consistent with each other, trust and predictability are created, which, in turn, help societies function. A true commitment to principles and values creates fair rules for everyone, an environment where no exceptions are permitted and no compromises are made with morality. An environment built on integrity holds no place for the different forms of corruption: bribes, nepotism, conflicts of interest or any other abuse of power for personal gain.

Without personal integrity, no organisation, business structure or government can function properly and societies do not work. Societies that foster integrity are investing in the nations' present and future. Young people can be a key force in demanding and promoting accountability, based on integrity on the part of their governments and their societies in general. Therefore, understanding young people's attitudes to – and actual experience of – corruption is vital if we are to measure the state of integrity among them. Their own value systems and experiences will decide if they will engage in pushing for and protecting integrity.

A survey carried out by Transparency International in four Asia Pacific countries – Fiji, Indonesia, South Korea and Sri Lanka – sought to find out how young people and adults understand and experience corruption, and whether their behaviour conforms to standards of integrity. Each country comes from one of four sub-regions in the Asia Pacific: Pacific, South East Asia, East Asia and South Asia, respectively. Fiji, Indonesia, South Korea and Sri Lanka have different levels of development and each has a distinct culture. Still, they were selected because they all share at least one very important dynamic: a large and growing percentage of the population consists of young people in the age group of 15 to 30.

The Asia Pacific region is one of the most diverse in the world, encompassing some of the most populous as well as the smallest nations, containing countries experiencing rapid economic growth as well as those marked by severe underdevelopment, and reflecting the entire spectrum of economic, political and social circumstances.

Rapid economic growth, especially in East and South East Asia, has profound governance implications, as does development in other Asia Pacific countries. In transition times like this, people can be overwhelmed by the rapid changes in their daily lives – keeping their personal integrity and not succumbing to the temptation of corruption can be an even bigger challenge than before. National laws, institutions and practices could offer guidance but have not developed as fast as economies, and are often poorly enforced, run, and monitored.

Young people are not powerless spectators to the ways their countries are governed, even in societies experiencing systemic corruption. Because they represent the future of the societies they live in, they have a vital stake in ensuring that the just rules they want to play by are actually being implemented. By demanding integrity from the authorities and by promoting it among their peers and their elders they can help create a better environment for themselves. Governments, education institutions, parents and other role models share the responsibility to actually make this change happen, so that the youth can develop in a more moral environment.

Yet, according to the young people surveyed, integrity is in crisis in the region. The findings of the Transparency International Youth Integrity Survey show that young people often struggle to live up to their own integrity standards. They are willing to act corruptly for their personal benefit, often feeling that corruption is the only option available for them to get ahead in life. However, the survey results also reveal that young people know that corruption is wrong, are willing to report on and expose corruption, and aspire to live in societies that are fair, transparent and rooted in integrity.

A large proportion of the interviewed young people showed themselves committed to fighting corruption and to nurturing integrity in their societies. An average of 72 per cent of interviewed young people, however, would compromise their integrity to attain a personal advantage in at least one of the situations presented to them: to pass an exam, apply for a document, get into a good school or get a good job. A substantial minority generally believed that in order to have a better chance of succeeding in life they will have to compromise their values and conform to the current status quo. This substantial minority is big enough to endanger the belief of the others in the system they share – more and more young people may conform to corrupt mechanisms, in order to avoid being the only ones who play fair in a rigged game.

This survey shows that there are no significant differences between youth and adult populations, in terms of their attitudes towards corruption or their willingness to uphold integrity in the face of moral dilemmas. The findings that describe how corruption affects the lives of young people in the examined societies prove that corruption plagues these nations as a whole, despite their people's stated willingness to tackle it. This report focuses on the youth segments of the population, because Transparency International believes that young people can be agents of social change and should advocate for higher standards of integrity than those witnessed in the past.

The inconsistency between the corrupt behaviour some young people engage in and the contradictory, almost universal desire they expressed to live in fair and just societies is the most salient feature of the study's findings. The current report aims to respond to this contradiction by acknowledging that all stakeholders share a responsibility to create an environment in which integrity can be the guiding principle for young people's behaviour. In order to address the integrity crisis illustrated by the main findings, Transparency International has drafted precise recommendations to be found on the following pages, addressed to the two main actors responsible for shaping this environment: governments and education institutions.

MAIN FINDINGS

More than 30 per cent of young people have recently been confronted by corruption

In all countries a substantial minority of young people surveyed – every one in five of them, at least – had experienced corruption over the past 12 months when dealing with the police or health services, when applying for a document or a permit, in an exam situation, while applying for a job or in another business context.

More than two-thirds of young people believe that a person of integrity never lies and never breaks the law

Over 80 per cent of young people surveyed across the four countries believe that a person of integrity would never lie and more than 75 per cent agree that a person of integrity would never break the law.

Almost three-quarters of young people would engage in corruption for personal gain

An average of 72 per cent of young people surveyed across the four countries would act corruptly if they would personally gain an advantage: in particular, they would accept a relative's help to secure a job or a place in a school.

A third of young people think cheating increases the likelihood of success

Almost a third of young people surveyed across the four countries think that if people lie, cheat, break the law and act corruptly they will be more likely to succeed in life.

A substantial share of young people do not associate gift-giving with corruption

Significant numbers of young people – ranging from almost 30 per cent of those surveyed across Fiji, Indonesia and Sri Lanka to a remarkable 72 per cent of the youth population in South Korea – do not associate giving public officials gifts and small amounts of money with acting corruptly.

More than 50 per cent of young people would report corruption

More than 50 per cent of young people in the four countries surveyed would blow the whistle on corruption despite fears among the young about tackling corruption and uncertainty about whether their voices would be heard.

Over 80 per cent of young people believe that youth can take action against corruption

Over 80 per cent of young people surveyed across the four countries said that despite their fears about not being heard, they could envisage for youth some kind of role – sometimes a more extensive role, sometimes a more limited one – in taking action to fight corruption and build integrity.

KEY RECOMMENDATIONS¹⁰

To governments:

- Develop, fund and invest technical resources in a national action plan to address the integrity crisis, owned, developed, and implemented by related ministries, anti-corruption agencies, the business sector, the media and civil society.
- Establish and provide resources to channels for young people to report corruption and ensure they are accessible.
- Assess existing integrity education in the formal and informal education systems and implement a new integrity programme that addresses the gaps found, taking advantage of interactive information technology and new social media.
- Ensure a specific anti-corruption curriculum is pursued, including education on the exercise of the right to information in the legislative context of the country.
- Develop national programmes that honour people with integrity in order to create role models.

To education authorities, universities, schools, parent, student and teacher associations:

- Include ethics education programmes and projects within the curriculum at all levels of educational establishments from primary school to university.
- Develop a syllabus for teaching integrity and anti-corruption that is interactive and participatory and that utilises new communication technologies. The design of new syllabi should be undertaken in full collaboration with youth representatives.
- Provide students with effective and secure whistleblowing systems where they can report on corruption and unethical behaviour.
- Educate students on their rights to information and existing accountability mechanisms.
- Make sure that teachers encourage students to shape the environment they live in through leadership initiatives, peer education and projects in school, as well as promotion of accountability and monitoring mechanisms.
- Enforce legal guidelines that eradicate gift-giving between students and teachers.

¹⁰ All recommendations have been cross-referenced and supported by the findings of Transparency International, *Global Corruption Report: Education* (Oxon: Earthscan by Routledge, 2013).

METHODOLOGY

The Youth Integrity Survey 2012 consists of questions on respondents' attitudes to integrity, their experience of and reaction to corruption, their knowledge of integrity and anti-corruption rules and regulations, who and what influences them, and the role young people see for themselves in fighting corruption in their societies.

In each of the four countries approximately 1,000 youths between the ages of 15 and 30 were interviewed. Young people were engaged and trained by Transparency International to conduct the survey interviews in order to, on one hand, maximise the involvement of young people in addressing the issue of corruption in their countries and, on the other hand, enable peer-to-peer interviews that encouraged young respondents to speak frankly about their experiences and aspirations. A control group in each country of about 1,000 adults over 30 years old were asked the same questions in order to explore the similarities and differences.

Respondents were approximately 50 per cent male and 50 per cent female and came from both urban and rural backgrounds. The sample in Sri Lanka is representative of the country's population, whereas the samples in the other three countries may focus on densely populated key regions, which were comparatively accessible.

The findings are an indication of the beliefs of young people. Although the samples of respondents were chosen through different methods, cautious comparisons across countries can help diagnose key features of young people's attitudes towards integrity and corruption in their societies. More detailed information about how the surveys were conducted in each of the four countries can be found in Annex I of this report.

The questionnaire used in the survey can be found in Annex II.

Transparency International performed an overall analysis, using the data gathered on the national level. An expert consultant was hired to perform the analysis, which was cross-checked by the Research Department at the Transparency International Secretariat. Overall cross-country averages were produced by calculating the average of the aggregated country averages.

CORRUPTION CONTEXT

CORRUPTION IN YOUNG PEOPLE'S EVERYDAY LIVES

Many young people and adults in the four countries surveyed experience corruption when coming into contact with public and private institutions in their everyday lives. As Figures 1 and 2 show, in every country other than Sri Lanka, at least one in four had been confronted with corruption in the 12 months leading up to the survey. Indeed, even in Sri Lanka, over one-fifth of the young people interviewed had encountered corruption, especially when dealing with the police or the administrative services.

To understand young people's 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 a range of situations.

In all countries a substantial minority of young people surveyed – more than 25 per cent – had experienced corruption in these scenarios regularly over the past 12 months. In Indonesia 57 per cent of young people had encountered corruption in order to avoid a problem with the police and more than one in five young people across Fiji, South Korea and Sri Lanka had also run up against corruption when dealing with the police, as shown in Figure 1 below.

Improper and illegal behaviour by the police is a worrying finding because the police are responsible for upholding the rule of law. A corrupt police force can lead to impunity for corrupt individuals and signal that a country is incapable and unwilling to tackle and stamp out corruption.

In Indonesia, Fiji and South Korea 20 per cent or more of young people surveyed had encountered corruption in getting a document or a permit, while 17 per cent of young people in Sri Lanka had experienced similar problems. In Fiji and South Korea the process of passing an exam stands out as being a scenario where young people confront corruption regularly: in both countries 28 per cent of young people surveyed had experienced corruption in this situation. These results, shown in Figure 1, demonstrate that the police services and administrative agencies that issue official documents to citizens are most likely to pose corruption challenges for young people across the four countries.

Young people were also asked in which pillars of society they perceive there to be “very bad” or “rather bad” levels of integrity. In South Korea and Sri Lanka around 60 per cent of young people stated that the police and security forces in their countries had very bad or rather bad levels of integrity. In Fiji and Indonesia, nearly a quarter and a third of young people, respectively, had the same opinion.

Local and national administrations were deemed by young people to have low levels of integrity. Twenty-four per cent of Fijian youth, 33 per cent of Indonesian youth, almost 70 per cent of young people in South Korea and around 40 per cent of Sri Lankan youth believed that their local administrations had very bad or rather bad levels of integrity. Regarding national administrations, more than 40 per cent of young people in Indonesia, South Korea and Sri Lanka perceived there to be very bad or rather bad levels of integrity, while 16 per cent of young people in Fiji had the same opinion. Figure 2 compares the results from the four countries surveyed.

Figure 1: Percentage of young people who answered “yes” when asked “Have you been confronted with corruption in the past 12 months when in any of the following situations?”

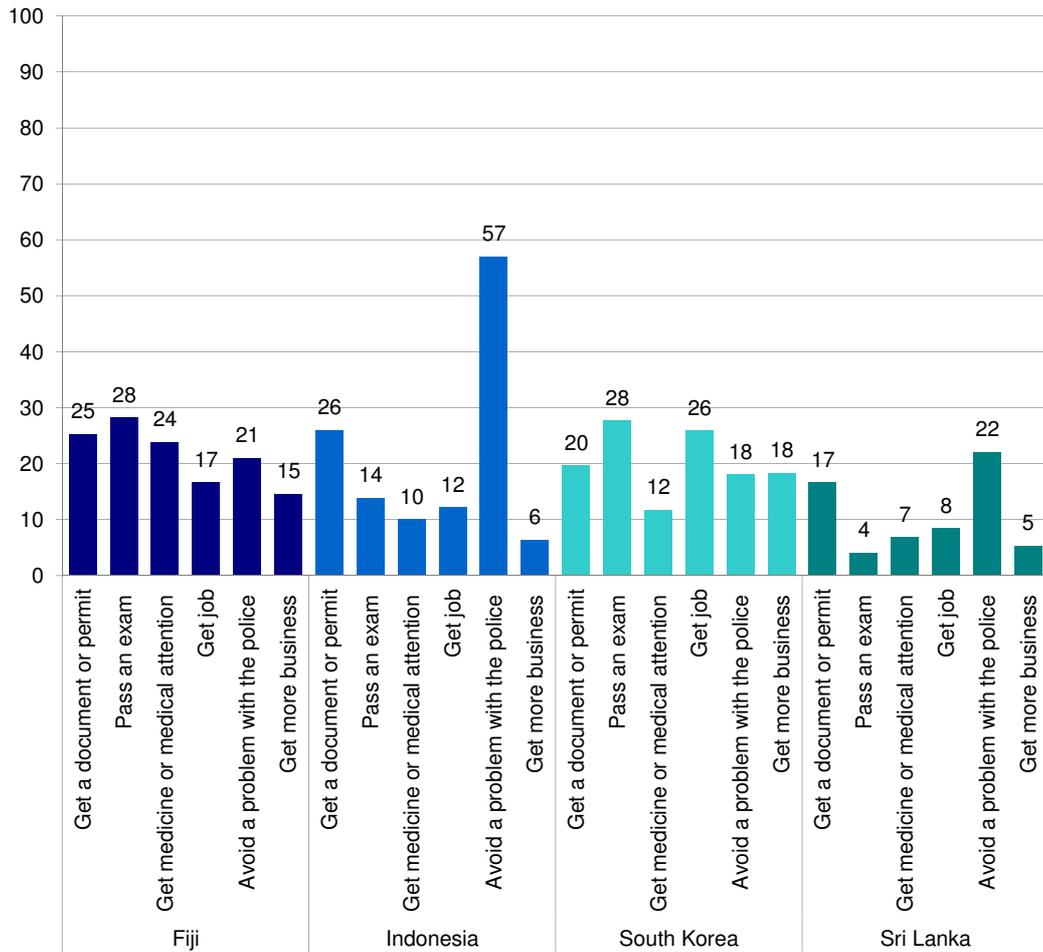
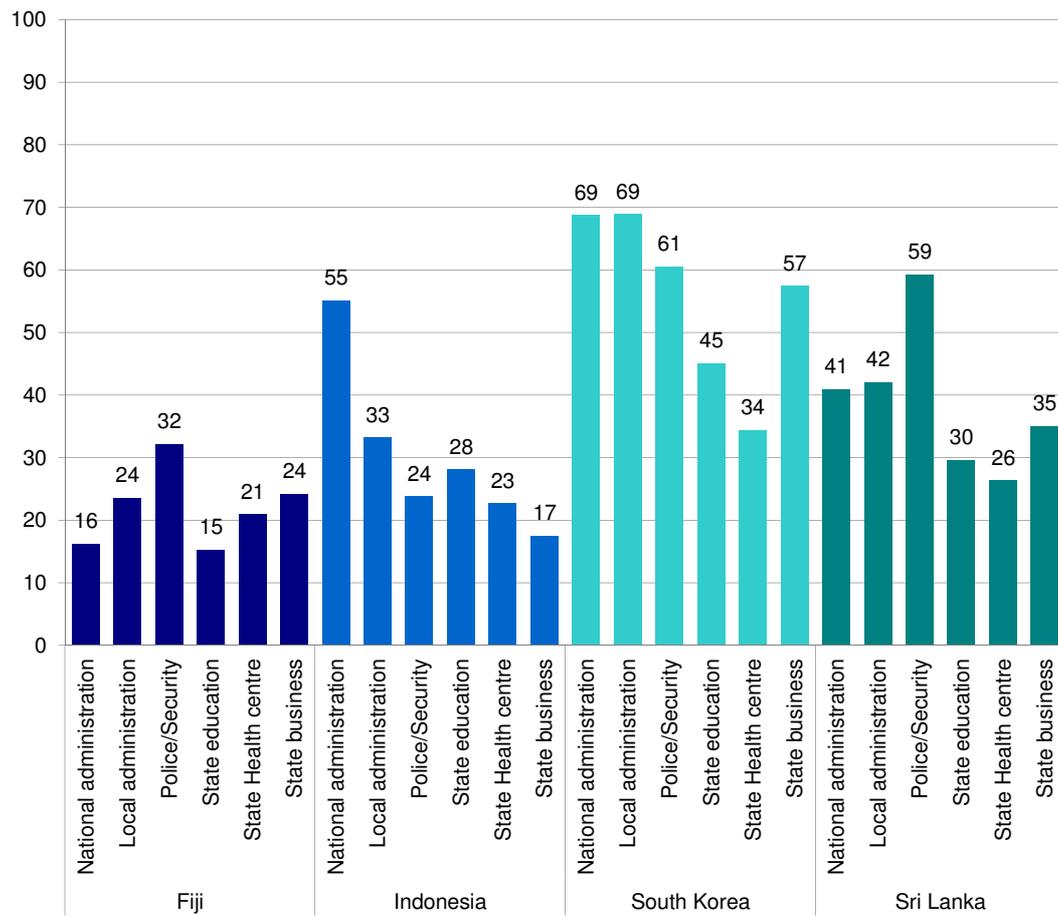


Figure 2: Percentage of young people who rated the integrity of public services as “very bad” or “rather bad”.



INTEGRITY NORMS AND BEHAVIOURS

The results of the four country surveys are analysed together to build a comparative overview of the findings across Fiji, Indonesia, South Korea and Sri Lanka. In each of the following four sections the common views, values and experiences shared by young people across the four countries are drawn out. The findings indicate a serious integrity crisis facing young people in the four countries surveyed. This poses a grave risk of future societal breakdown: without integrity, nothing works.¹¹ All institutions responsible for shaping the lives of the people in any country will fail to provide a predictable environment for development and growth if they constantly misuse the system for their personal benefit. A series of recommendations we believe are fit to halt this erosion of integrity may be found at the end of this report. They are based on the findings and targeted at specific actors in society.

1. WHAT IS INTEGRITY?

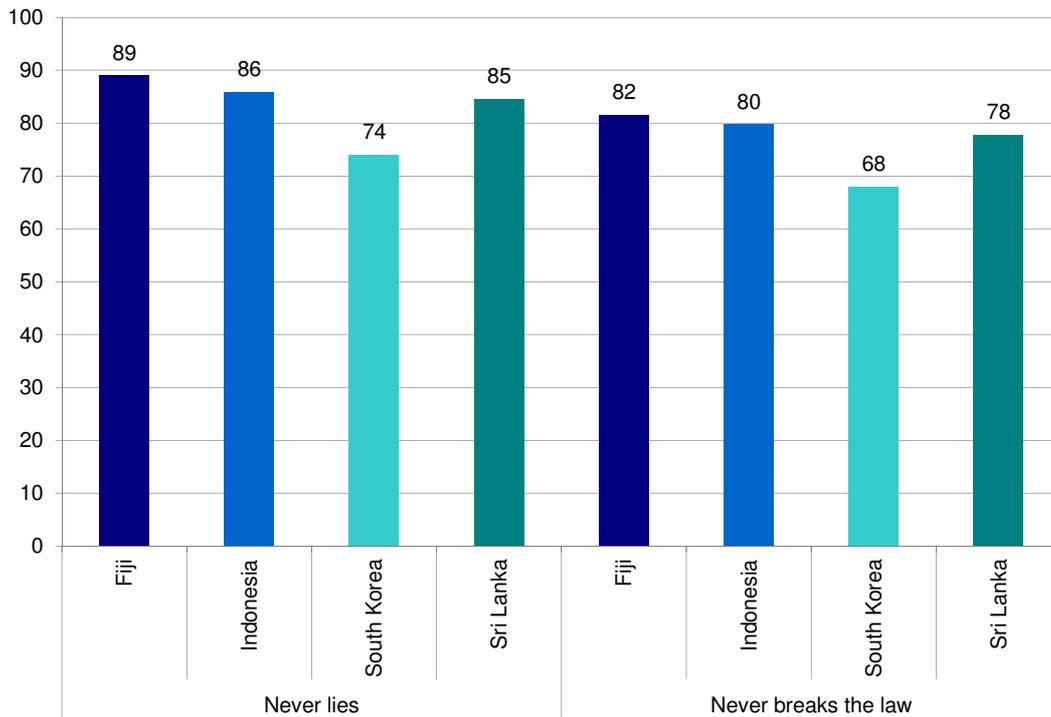
The young people surveyed have strong moral beliefs. They know what is right and wrong. However, when they are caught in a moral dilemma and have to weigh their moral values against personal material gain, against more education or professional opportunities for themselves or the good of their family, they would not always act on their principles. This means that an alarmingly substantive minority of youth acts without personal integrity in each of the presented cases. Some areas of behaviour, such as students giving gifts to teachers or young people refusing to report illegal activity by family members, however, may not be obviously corrupt to many people, and this report suggests actions that can be taken to make clear that such practices are wrong.

The survey sought to find out how young people think a “person with integrity” behaves, to help build an understanding of what standards young people attribute to the concept of “integrity”. The survey seeks to pinpoint the behaviours young people associate with the concept of integrity.

In all four countries more than 70 per cent of young people state that a person with integrity never lies. More than 65 per cent of young people across the four countries surveyed believe a person with integrity never breaks the law. Figure 3 shows that the majority of people from the four different countries agree on the basic concept of integrity: that this involves being honest and law abiding. Figure 4, however, shows that people could see themselves accepting dishonesty and law breaking under certain circumstances.

¹¹ W. H. Erhard, S. Zaffron and M. C. Jensen, *Integrity: A Positive Model that Incorporates the Normative Phenomena of Morality, Ethics and Legality*, Harvard Business School NOM Working Paper No. 06-11, 2009, http://papers.ssrn.com/sol3/papers.cfm?abstract_id=920625

Figure 3: Percentage of young people who agree with the statements that a person with integrity never lies and never breaks the law respectively.



When a more ethically challenging question was posed about whether someone could be a “person of integrity” if they break the law to support their family, 37 per cent of young people in the four countries agreed that someone could still be a “person of integrity” if they broke the law out of family loyalty.

But when young people were asked if a person can still be considered to be someone of integrity if they do not generally participate in corruption *except* when it comes to “small amounts of money or gifts”, some differences among the attitudes in the four countries emerged.

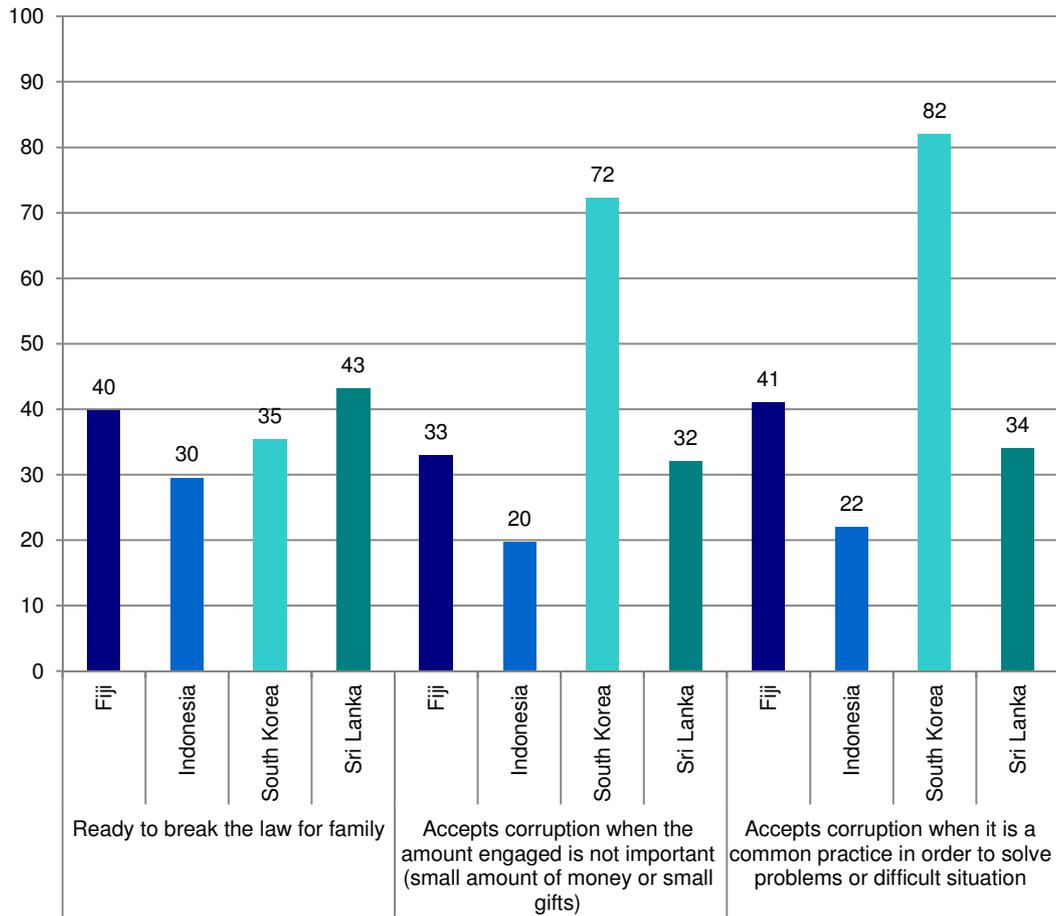
In Fiji, Indonesia and Sri Lanka more than 70 per cent of young people surveyed thought that making such an exception for small amounts of money and gifts is corrupt behaviour. In South Korea, by contrast, only 28 per cent of young people thought making exceptions for “unimportant” amounts of money or small gifts is corrupt: over 70 per cent of young people in South Korea thought that a person maintains their integrity even if they accept small amounts of money or gifts.

Views on integrity among youth in the four countries diverged again on the issue of whether a person has integrity if they act corruptly when it is common practice to do so, to resolve problems or difficult situations. Across the four countries more than half of young people recognised that acting corruptly when it is common practice to do so is *not* acting with integrity. But in South Korea only 18 per cent believed that acting corruptly in situations where “everyone does it” is a sign that a person is lacking integrity.

“Young people know very well what is right and wrong in theory, but in real life they said that it is very difficult to act with integrity and keep honest.”

Mi-ja Lee, youth interviewer, South Korea

Figure 4: Percentage of young people who agree with the statement “A person with integrity (is) ...”



2. THE COSTS AND BENEFITS OF CORRUPTION AND INTEGRITY

Youth and adults in Fiji, Indonesia, South Korea and Sri Lanka view corruption as directly affecting their lives. Their response to the corruption in their societies is alarming: high proportions of young people and adults believe success is more likely by cheating, lying, acting corruptly and breaking the law, and a fifth of young people value being wealthy as more important than being honest.

“Especially for young people, [corruption] creates an atmosphere of distress. You find yourself unable, or [find it] hard to trust your government, your leaders, political parties, media and so on. It makes young people become more and more apathetic towards anything.”

Molly, member of an Indonesian youth organisation

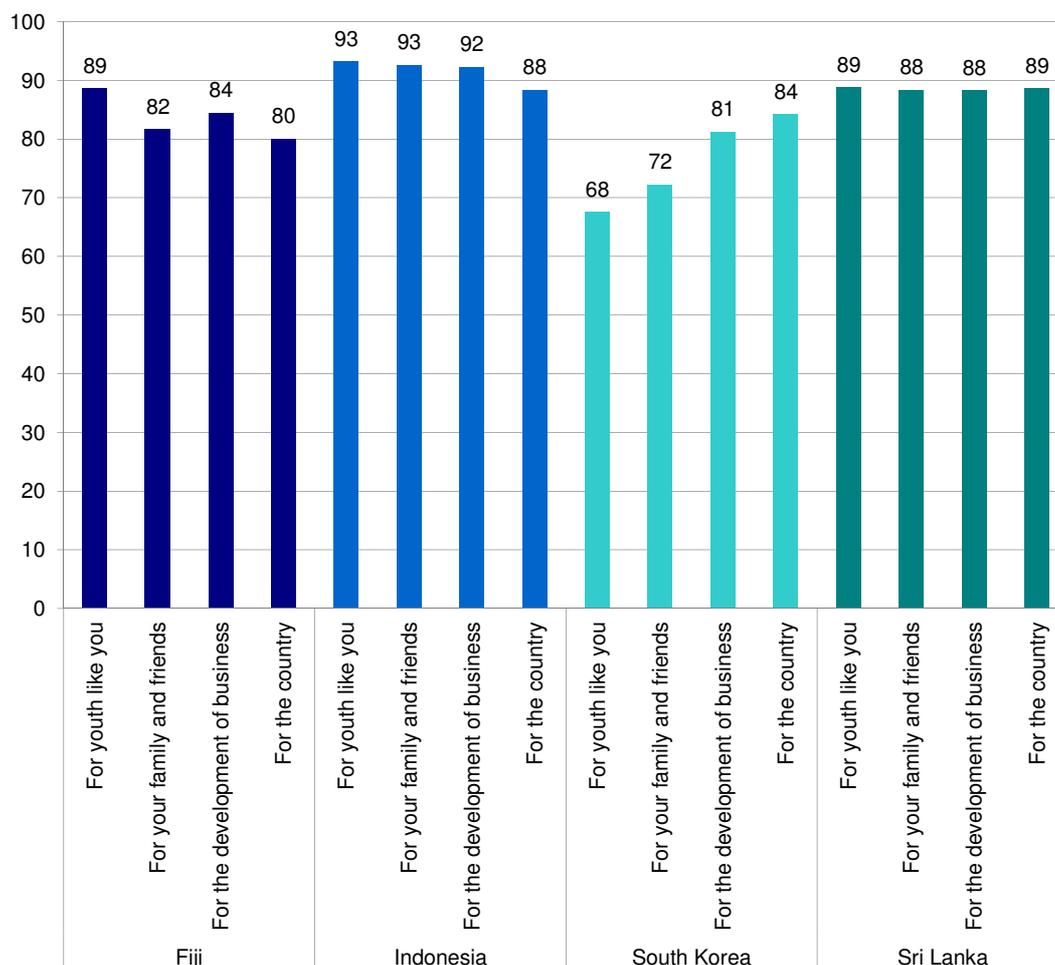
To further understand how youth in the four countries view integrity they were asked if a lack of integrity and corruption was a major problem for them; for their families; for the economy; and for the development of their countries. This question tests the awareness among young people of the harmful 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.

Figure 5 shows that across all four countries, a majority of young people – over 65 per cent – saw corruption as personally a problem for themselves, their family and friends and society at large. Indonesia saw the highest results, with over 85 per cent of young people seeing

corruption and a lack of integrity as really harmful personally to them, to their friends and family, to the economy and to the development of the country.

In South Korea, in comparison with the other three countries, there was a slightly lower percentage of young people who perceived corruption and a lack of integrity as causing harm personally to themselves (68 per cent) and to family and friends (72 per cent). Interestingly, more of the young people surveyed in South Korea viewed a lack of integrity and corruption as a problem for the economy (81 per cent) and for the country’s development (84 per cent).

Figure 5: Percentage of young people who agree with the statement “Corruption and a lack of integrity is a serious problem ...”



The survey went on to explore young people’s 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.

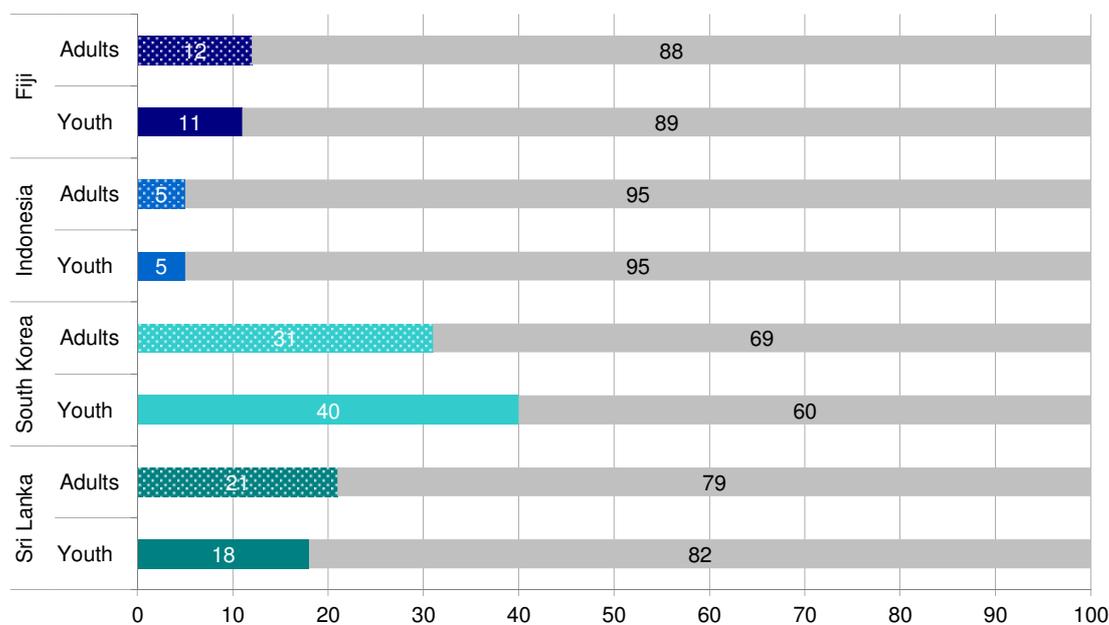
Is it better to be rich or honest?

What is more important: being rich or being honest? Is an honest person more likely to succeed in life than a corrupt person, who lies, cheats and breaks the law? With such questions, the survey sought to find out what behaviour young people believe helps to achieve wealth and success in their societies.

Figure 6 shows the importance young people and adults in the four countries place on wealth versus honesty. The results display differences between the countries. Figures range from 5 per cent of young people in Indonesia who totally or partly agree that it is acceptable to lie and cheat on occasion to get rich, to 11 per cent of young people in Fiji, 18 per cent of young people in Sri Lanka and 40 per cent of young people in South Korea. Although the country results in Indonesia and Fiji are very encouraging, the substantive minority of young people who prize wealth and success over honesty in Sri Lanka and South Korea seems to indicate integrity problems in the rapidly growing economies of East Asia and South Asia. More national research on youth attitudes in those regions, expanding to a bigger sample of countries, seems crucial to understand this concerning trend.

The Asia Pacific Youth Integrity Survey does not indicate substantial differences between the views and experiences of youth and adult populations across the four countries on standards of integrity and corruption within their societies. However, at the national level in South Korea, young people were actually found to place more importance than adults on being rich than on being honest.¹²

Figure 6: Responses by adults and young people respectively to the question “What is more important: being rich or being honest?”



Colour: Percentage of respondents who partly or totally agree that being rich is more important than being honest and that it is acceptable to lie and cheat to attain this objective.

Grey: Percentage of respondents who partly or totally agree that being honest is more important than being rich.

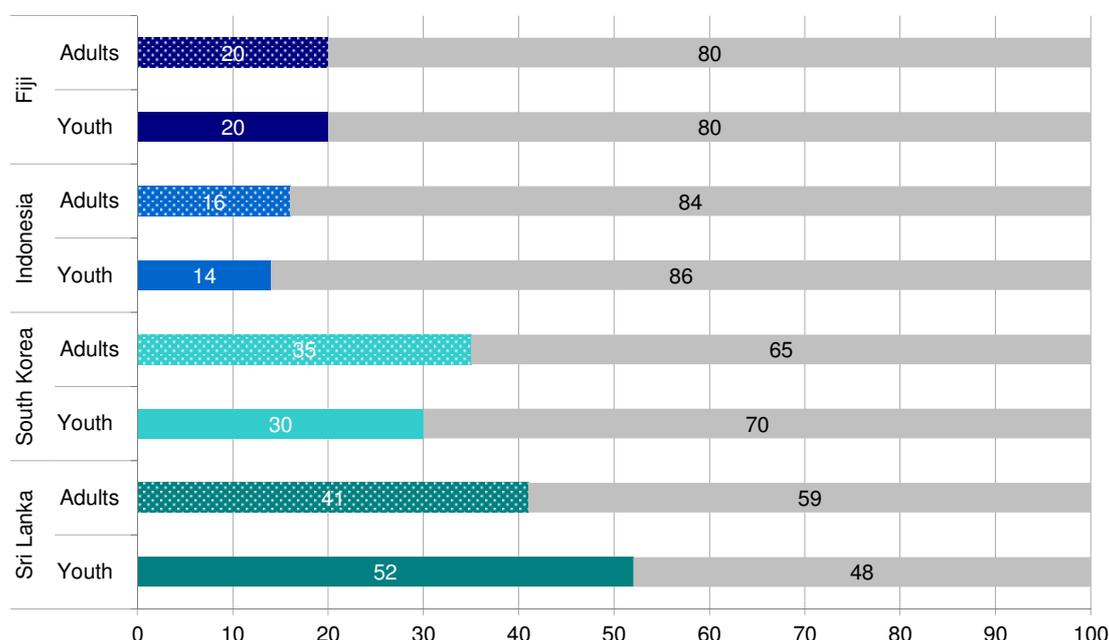
What does it take to succeed in life?

Figure 7 illuminates further young people’s beliefs about what it takes to succeed in the four countries. Significant numbers of young people across the four countries 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 vary across the four countries surveyed. This is the view of over half of young people surveyed in Sri Lanka (52 per cent), which is the most extreme example of the integrity crisis in the four surveyed countries. However, this disconcerting opinion is present to a significant level in the other surveyed countries as well: 14 per cent of young people in Indonesia, 20 per cent of young people in Fiji and 30 per cent of young people in South Korea believe that you have a greater chance of success if you are prepared to cheat, lie, break the law and act corruptly.

A substantial minority of young people surveyed believe that lying and cheating, breaking the law and acting corruptly are more likely to lead to success in life. This could indicate that strong integrity role models at the highest levels of politics, business and social life, from the educational sector to the entertainment world, are not present enough, at least in the lives of young people.

¹² Transparency International South Korea, *Integrity and Corruption in South Korea: What do young people think?* p.1; and Transparency International Sri Lanka, *Integrity and Corruption in Sri Lanka*, p.18.

Figure 7: Responses by adults and young people respectively to the question “According to you, who has more chance to succeed in life: people who are willing to lie, cheat and break the law or people who are not?”



Colour: Percentage of respondents declaring that people who are ready to lie, cheat, break the law and be corrupt are a little/a lot more likely to succeed in life than people who are not.

Grey: Percentage of respondents declaring that an honest person, with personal integrity has a little bit/a lot more chance to succeed in life than a person who lacks integrity.

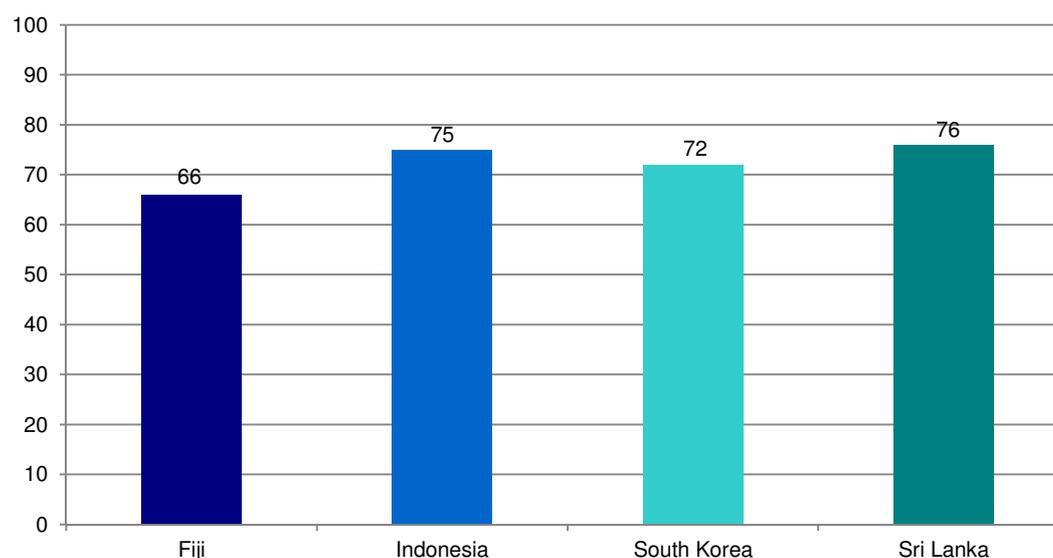
These results demonstrate that young people across the region need to see positive role models succeeding in their societies to convince them that honesty pays off. Similarly they need to see that corrupt people are punished: in other words the corrupt should not get away with it; there should be no impunity. Impunity is only tackled effectively and eradicated when governments and all state authorities work effectively to prevent, detect, investigate, prosecute and punish acts of corruption.¹³

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. Young people were presented with four scenarios in which they were asked how they would respond when faced with corruption. The results, presented in Figure 8, were alarming. The percentages of respondents who would compromise their integrity to gain an advantage in at least one of these situations range from 66 per cent in Fiji, 72 per cent in South Korea and 75 per cent in Indonesia to 76 per cent in Sri Lanka. This represents an average between the four countries that lies at 72 per cent.

¹³ For an explanation of Transparency International’s approach to fighting impunity, see Transparency International, *Global Corruption Barometer Report 2013* (Berlin: Transparency International, 2013), <http://transparency.org/gcb2013/report>

Figure 8: 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.



Approximately a third of young people in Indonesia, South Korea and Sri Lanka¹⁴ say they would cheat or pay a bribe to pass an exam, while 18 per cent of Fijian youth would do so.

When it comes to obtaining official documents, about a third of young people in Indonesia and Sri Lanka would pay a bribe or try to find a friend or a relative who could intervene to speed up the process. 17 per cent of Fijian youth and 12 per cent of South Korean youth would act dishonestly to get an official document.

The results displayed in Figure 8 and Figure 9 show that more than 70 per cent of young people across the four countries would act corruptly or violate standards of integrity *in at least one* of the presented situations, if they would personally gain an advantage. The most likely scenario where young people would violate standards of integrity involved a relative helping them get into a school or to get a job. Nepotism – using personal and family connections to get preferential treatment – is a form of corruption.¹⁵ Transparency and fairness of recruitment processes are obstacles to youth employment in the four countries. 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.¹⁶

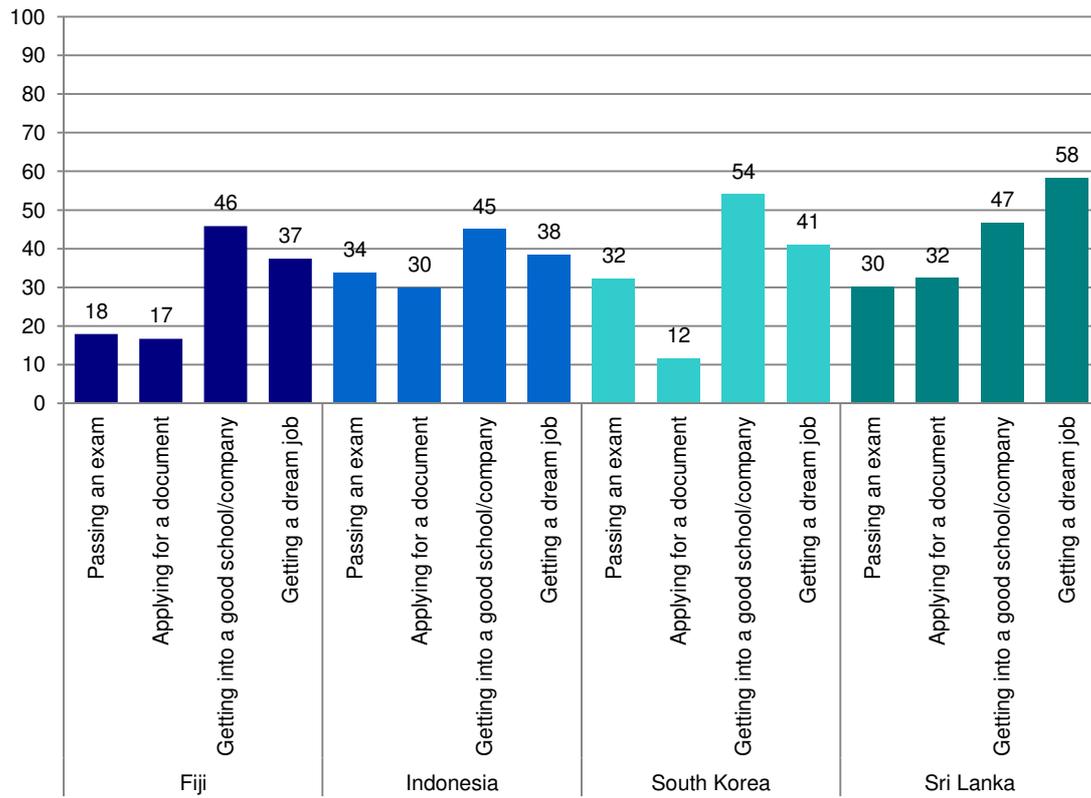
This crisis of youth integrity will not be simply repaired by strong economies and high employment because the inequality in the environments of young people could still persist. Non-transparent hiring practices need to be overhauled but this can only happen if young people themselves show a manifest willingness to fight corruption when they are confronted by it. The crisis in youth integrity needs to be addressed directly by targeting these corrupt environments, so that young leaders and activists feel empowered to demand more transparency and accountability in their daily lives and do not continue to accept cases of corruption as the unfortunate norm.

¹⁴ Indonesia 34 per cent, South Korea 32 per cent and Sri Lanka 30 per cent.

¹⁵ Based on Transparency International, *The Anti-Corruption Plain Language Guide*, p.32.

¹⁶ International Labour Organization, *Youth voices from Asia and the Pacific: Messages from the youth consultations* (Bangkok: ILO, 2012), www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/documents/publication/wcms_181055.pdf. The ILO organised more than 45 youth consultation events worldwide – including 13 in the Asia Pacific region between December 2011 and May 2012 – to hear from young people about challenges to youth employment and involve them in making policy for tackling youth unemployment in the region.

Figure 9: Percentage of young people who stated that they are willing to take decisions that violate integrity in different situations.



3. YOUTH AS LEADERS OF INTEGRITY

Young people have a key role to play in fighting corruption and pushing for change in their societies and the survey results show that they want to step up to that role. But they cannot be expected to bear the full responsibility alone: they must be equipped with the capacity, provided with the opportunities and encouraged to build their confidence to stand up against corruption and for integrity.

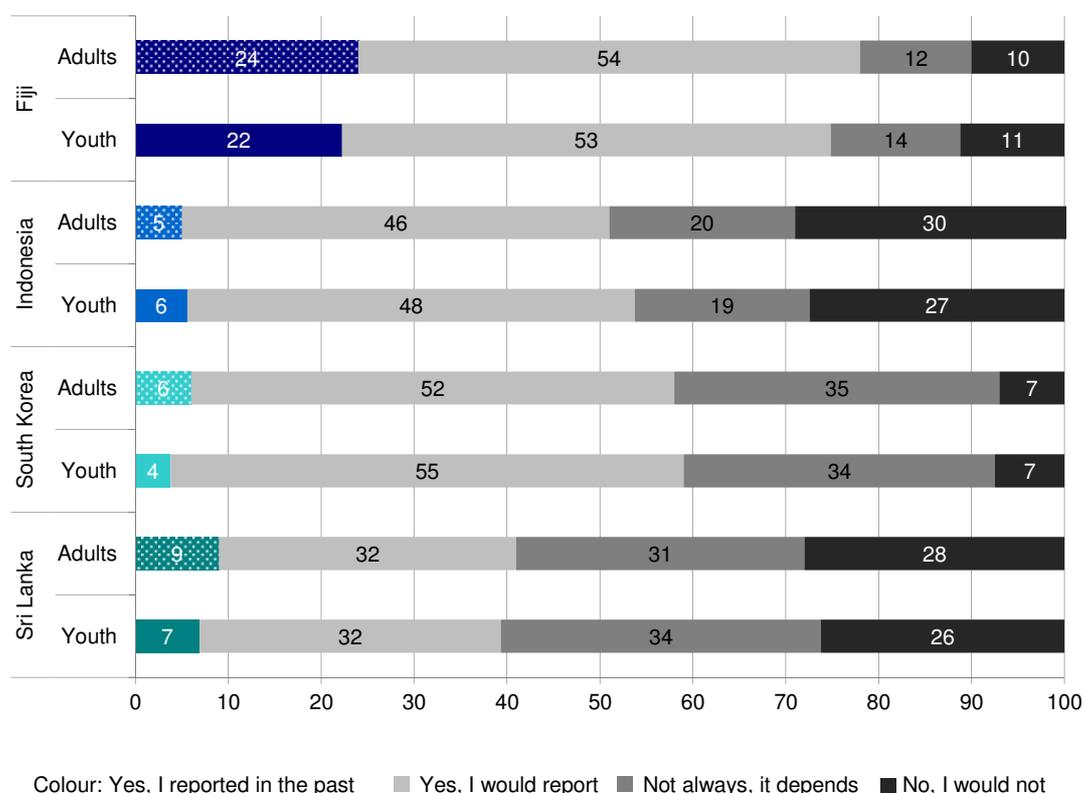
Would you report corruption?

The survey gave young people the opportunity to demonstrate whether they would take positive steps to report corruption, for example if a professor asked them for money in order to pass an important exam.

A high proportion of young people in the four countries surveyed would definitely, without exception, report corruption, with Fiji having the highest proportion of young people who would do so (or have done so) at 75 per cent, and Sri Lanka the lowest at 39 per cent. In Indonesia and South Korea 54 and 59 per cent of young people respectively would report corruption (or have done so). In each of the four countries, similar proportions of adults and young people surveyed would report corruption.

Young people who hesitated to report corrupt practices feared the impunity of the corrupt: they did not think reporting corruption would lead to an effective remedy, correction or punishment of the corrupt behaviour and, in some cases, they feared they would not be protected against reprisals.

Figure 10: Percentage of young people and adults who would commit to reporting corruption or not.



Could youth get involved in fighting corruption?

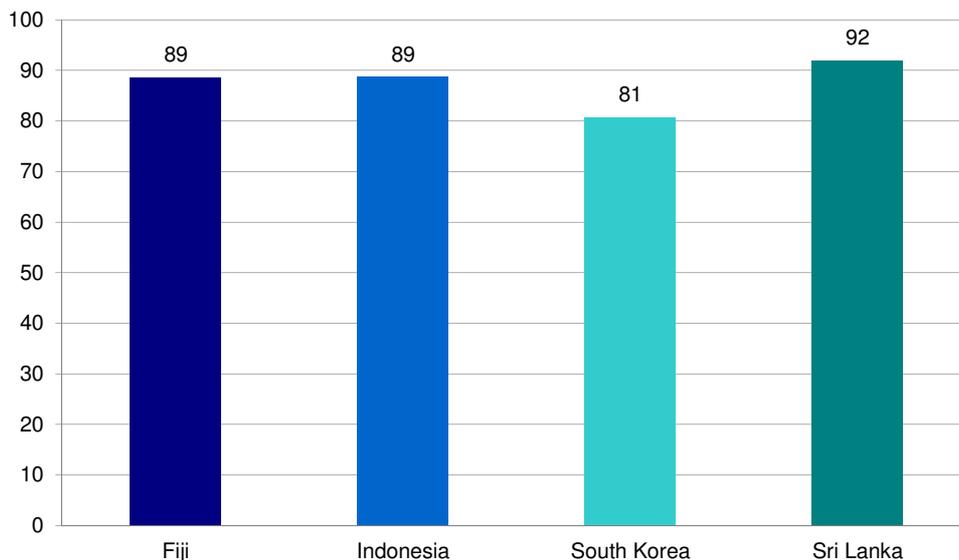
Respondents were asked about the role youth could play in building integrity and in anti-corruption efforts. The findings shed some light on young people's belief in their own power and ability to bring about change. Personal integrity is the basis for a youth community that rejects corruption and could lead to activism and leadership that rely on transparency-oriented leadership values. Such energy should be harnessed and supported by all the stakeholders, be they parents, the government, education authorities, civil society or the private sector.

Figure 11 shows that in all four countries, more than 80 per cent of young people surveyed thought that youth can play a role in promoting integrity-building, which would then strengthen the fight against corruption. If educated and properly supported to oppose corruption, young people could ultimately become the role models of integrity who are missing in their societies.

“Young people can play a big role [in fighting corruption]. They can come together and form groups where they can go out to communities to explain to people what corruption is and how it affects them and how they can identify corruption.”

Tevita, youth volunteer, Fiji

Figure 11: Percentage of young people agreeing that youth can play a role in promoting integrity.



Ultimately the ability to harness this belief on the part of 80 per cent of young people in the region that youth can be engaged, to greater and lesser degrees, to mobilise and to advocate for change in their societies will determine whether corruption is curbed and integrity is strengthened across the Asia Pacific region.

Are you aware of corruption and integrity regulations?

If young people are to be agents for promoting integrity and fighting and preventing corruption in their societies, they need to be informed about the rules and regulations that already exist on these issues. The survey shows that a majority of young people surveyed (extending from 50 per cent in Indonesia, 55 per cent in Sri Lanka and 66 per cent in Fiji to 74 per cent in South Korea) have no or very little information on rules and regulations about integrity and corruption. This could explain to an extent the differences in willingness to engage in corruption, as more than half of the young people who participated in the survey were not aware of all forms of corruption and did not know what mechanisms they can use to protect their integrity when confronted with corruption.

Who influences you?

Finally, the survey questioned young people in Fiji, Indonesia and South Korea¹⁷ on which people, institutions and media influence their views on integrity. The findings may be used to ensure that future integrity-building activities involve the people, institutions and media – the stakeholders with access to and influence over young people.

Family and schools majorly influence young people in Fiji, Indonesia and South Korea on the subject of integrity (more than 75 per cent of young people surveyed in the three countries cited these influences), with friends also being a significant influence. The survey confirms that young people are strongly influenced by the adults in their family and social circles and that improving the integrity of adults will also shape the behaviour of young people.

Parents will always share a great responsibility for ensuring that their children are aware of the consequences of corruption and that they possess the self-confidence and strength necessary to oppose it. They should demonstrate themselves that no one is above the law and even family loyalty cannot take precedence over acting in accordance with the law. Parents can organise discussion among family members and friends to instil these principles in their children. It is vital that parents model and teach ethical behaviour to young people themselves. Integrity begins at home: parents must not give gifts or permit their children to give gifts to teachers and educators and can rather engage in school committees, demanding zero tolerance for gift-giving, as well as the inclusion of ethics education in the school curricula.

In terms of role models, political, spiritual or religious leaders have a major influence on the integrity of over 60 per cent of young people surveyed in each of the three countries. Business people also have an influence on well over half of all young people in the three countries. Notably, however, stars or celebrities in show business influence less than half of young people in each of the three countries. Leaders 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. These role models should not be limited to adults but should also encompass other young people who have demonstrably acted with integrity. Rewards for young people who demonstrate integrity, such as scholarships, should be established by leaders and civil society actors, so as to encourage other young people to also act with integrity.

¹⁷ There are no results for Sri Lanka; see Transparency International Sri Lanka, *Integrity and Corruption in Sri Lanka* for an explanation of why this is the case.

RECOMMENDATIONS

To respond to what young people are saying through the survey results, Transparency International recommends a specific set of actions. We believe that a coalition of governments, education institutions, civil society, business actors and last but not least, personal role models like parents and political, spiritual and religious leaders all have a role to play in promoting integrity among Asia Pacific youth.

As the findings of the Youth Integrity Survey show, young people across the Asia Pacific region, in countries as diverse as Fiji, Indonesia, South Korea and Sri Lanka, want to live in fair and just societies and are willing to play a role in the fight against corruption. Young people should become active in the fight against corruption themselves by starting their own initiatives and responding to opportunities provided by civil society organisations, schools, universities, workplaces and governments to build their capacity and knowledge of how to tackle corruption. They should dare to report potential wrongdoings and encourage others to report wrongdoing at school and in society. Civil society actors can cooperate with young people and develop youth programmes that build the capacity of young people to mobilise against corruption in their societies.

However, Transparency International believes that the main responsibility for changing the environment that discourages young people from acting with integrity lies with their governments and the education institutions, which hold most power over young people's lives and thus form their worldview. This is why we have prepared a set of specific key recommendations, which we address directly to these two main stakeholders:

To governments:

Governments in each of the four countries should fulfil their Chapter II treaty obligations, as State Parties of the United Nations Convention against Corruption,¹⁸ to raise awareness and provide public education on corruption and how to prevent it.¹⁹ The following recommendations can guide these efforts. Governments should:

- Develop, fund and invest technical resources in a national action plan to address the integrity crisis, owned, developed, and implemented by related ministries, anti-corruption agencies, the business sector, the media and civil society.
- Establish and provide resources to channels for young people to report corruption and ensure they are accessible.
- Immediately assess existing integrity education in the formal and informal education systems and implement a new integrity programme that addresses the gaps found, taking advantage of interactive information technology and new social media.
- Ensure a specific anti-corruption curriculum is pursued, including education on the exercise of the right to information in the legislative context of the country.
- Develop national programmes that honour people with integrity in order to create role models.

¹⁸ See the status of signatories to and ratification of the convention: www.unodc.org/unodc/en/treaties/CAC/signatories.html

¹⁹ See Chapter II of the convention: www.unodc.org/documents/treaties/UNCAC/Publications/Convention/08-50026_E.pdf

To education authorities, universities, schools, parent, student and teacher associations:

- Include ethics education programmes and projects within the curriculum at all levels of educational establishments from primary school to university.
- Develop a syllabus for teaching integrity and anti-corruption that is interactive and participatory and that utilises new communication technologies. The design of new syllabi should be undertaken in full collaboration with youth representatives.
- Provide students with effective and secure whistleblowing systems where they can report on corruption and unethical behaviour.
- Educate students on their rights to information and existing accountability mechanisms.
- Make sure that teachers encourage students to shape the environment they live in through leadership initiatives and leadership projects in school, participatory accountability and monitoring mechanisms, and self-government projects at school.
- Enforce guidelines that eradicate gift-giving between students and teachers.

ANNEX I: METHODOLOGY

The survey in each of the four countries addressed a diverse range of at least 1,000 young and adult respondents, male and female, coming from urban and rural backgrounds. The following elaborates on the samples surveyed in each country.

The survey was conducted by Transparency International Fiji at a national event, the Vodafone Hibiscus Festival, held in the capital city, Suva, from 18 to 25 August 2012. During those nine days over 500,000 people from across the country congregated in Suva. Face-to-face interviews were conducted using a random selection method of approaching every third person. To ensure a representative sample of participants, quotas for interviewing youth and adults, i-Taukei, Indo-Fijians and “others”, were established. Random sampling was adapted to reflect these quotas.

Transparency International Indonesia conducted the survey between July and December 2012. Interviews were conducted with random samples of youth and adult respondents of DKI Jakarta province. Face-to-face interviews were carried out between July and August 2012 by 40 volunteers who were recruited for the fieldwork.

In South Korea, the sample of respondents was taken from the regions of Ansan, Guri, Namyangju, Suwon, Wonju and Yongin as well as several districts of Seoul. Transparency International South Korea trained young university students and recently graduated volunteers to conduct face-to-face interviews with all youth and adult respondents between July and October 2012. A high percentage of the youth and adult respondents study, work and live in the Seoul area and nearby satellite cities and regions.

Transparency International Sri Lanka interviewed a nationally representative random sample of youth and adult respondents from all nine provinces of Sri Lanka. Urban and rural populations were proportionately represented. The survey was carried out with the support of the Open University and in cooperation with members of the National Youth Services Council from July to September 2012.

ANNEX II: YOUTH INTEGRITY SURVEY QUESTIONNAIRE

Identification of household

Province/city:

District/quarter:

Enumeration Area (EA name / code): Urban/rural (urban = 1; rural = 2):

Name of interviewer: _____

Household characteristics

A1. Number of members of household:

| Socio-demographic characteristics of the respondent | |
|-----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A2. Gender | Male.....1 <input type="checkbox"/> Female2 <input type="checkbox"/> |
| A3. Date of birth (Interviewer inserts age afterwards) | Month <input type="text"/> <input type="text"/> <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"/> |
| A4. Level of education completed by the respondent | 1. None/less than primary 2. Primary 3. Secondary 4. College 5. University and above |
| A5. Ethnic group | _____ <input type="text"/> <input type="text"/> (SPECIFY and see code) |
| A6. Religion of the respondent (if any) | _____ <input type="text"/> <input type="text"/> (SPECIFY and see code) |

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>A7. Main employment status (what best describes you)?</p> | <p>1. Still in school / university <input type="checkbox"/></p> <p>2. Inactive (not in school and not looking for work) <input type="checkbox"/></p> <p>3. Unemployed (looking for job) <input type="checkbox"/></p> <p>4. Working <input type="checkbox"/></p> |
| <p>A8. If the respondent is working, in which sector?</p> | <p>1. Public sector <input type="checkbox"/></p> <p>2. Private sector (big and SME) <input type="checkbox"/></p> <p>3. Not for profit sector <input type="checkbox"/></p> <p>4. Informal sector <input type="checkbox"/></p> <p>5. Do not work <input type="checkbox"/></p> |
| <p>A9. Are you an active member of a civil society group? (Definition of civil society: the aggregate of non-governmental organisations and institutions that manifest interests and will of citizens; individuals and organisations in a society which are independent of the government)</p> <p>If yes, name of the civil society group (If member of many civil society groups, ask for the most important)</p> | <p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>If yes specify _____</p> <hr/> |

Concept and attitude

| B1. According to you, in everyday life, a person considered to be someone of integrity means that this person: | |
|-------------------------------------------------------------------------------------------------------------------------|------------|
| a. Never lies nor cheats so that people can trust him/her | 1.Yes 2.No |
| b. Does not lie nor cheat except when it is costly for him/her or his/her family (costly= entail difficulties or costs) | 1.Yes 2.No |
| c. Never breaks the laws (compliance to State regulations) in any case | 1.Yes 2.No |
| d. Demonstrates solidarity and support to family and friends in all manners even if that means breaking the laws | 1.Yes 2.No |
| e. Never takes part in corruption (never accepts to receive bribes and never gives bribes) under any condition | 1.Yes 2.No |
| f. Refuses corruption except when the amount engaged is not important (small amount of money or small gifts) | 1.Yes 2.No |
| g. Refuses corruption except when it is a common practice in order to solve problems or difficult situation | 1.Yes 2.No |

Awareness

| B2. Do you think that lack of integrity (including corruption) is a major problem (is really harmful) | |
|-------------------------------------------------------------------------------------------------------|----------------------------|
| a. for youth like you | 1.Yes 2.No 8. Do not know* |
| b. for your family and friends | 1.Yes 2.No 8. Do not know* |
| c. for the development of business/economy in general | 1.Yes 2.No 8. Do not know* |
| d. for the country development | 1.Yes 2.No 8. Do not know* |

Values, Belief

| B3. What is more important: being rich or being honest? Where would you put yourself on a scale of 1-4? | <i>Select the corresponding answer*</i> |
|-------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| 1. Being rich is the most important and it is acceptable to lie or cheat, ignore some laws and abuse power to attain this objective | 1 |
| 2. Being rich is a little more important than being honest | 2 |
| 3. Being honest is a little more important than being rich | 3 |
| 4. Being honest is much more important than being rich | 4 |
| 5. Do not know | 8 |

| B4. What is more important? Where would you put yourself on a scale of 1-4? | <i>Select the corresponding answer*</i> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| 1. 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 | 1 |
| 2. Finding ways to increase the family income is a little bit more important than being honest and respecting the laws | 2 |
| 3. Being honest and respecting laws & regulations are a little more important than increasing the income of the family | 3 |
| 4. Being honest and respecting laws & regulations are much more important than increasing the income of the family | 4 |
| 5. Do not know | 8 |

| B5. According to you, who has more chance to succeed in life? Choose on a scale from 1-4. | <i>Select the corresponding answer*</i> |
|----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| 1. People who are ready to lie, cheat, break law and be corrupt are more likely to succeed in life than people who are not | 1 |

| | |
|-------------------------------------------------------------------------------------------------------------------------------------|---|
| 2. People who are ready to lie, cheat, break law and be corrupt are somewhat more likely to succeed in life than people who are not | 2 |
| 3. An honest person, with personal integrity, has a little more chance to succeed in life than a person who lacks integrity | 3 |
| 4. An honest person, with personal integrity, has more or as much chance to succeed in life than a person who lacks integrity | 4 |
| 5. Do not know | 8 |

Experience (exposure) to difficult and challenging situation as regards integrity

| B6. Have you been confronted to corruption in the past 12 months : (Please, answer this question based on your own understanding of what corruption is) | 1. Yes 2. No 3. Did not have any contact with this type of service* |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|
| a. To get a document or a permit? | 1.Yes 2.No 3. No contact |
| b. To pass an exam (or to be accepted in a programme) at school | 1.Yes 2.No 3. No contact |
| c. To get medicine or medical attention for you or your family in a health centre | 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 |
| 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 |

Opinion on the level of integrity

| | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>B7. What is your opinion on the level of integrity nowadays in this service? Give your opinion according to your own experience or perception</p> <p>Alternative way of asking the questions: According to you, what is the opinion of young people like you on the level of integrity nowadays in this service?</p> | <p>1. good (no wrong behaviour, transparent, no corruption)</p> <p>2. rather good (few cases of wrong behaviour and corruption)</p> <p>3. rather bad (many cases of wrong behaviour and corruption)</p> <p>4. very bad (wrong behaviour and corruption is widespread)</p> <p>8. Do not know*</p> |
| | <i>Select the figure corresponding to answer</i> |
| a. National administration | 1 2 3 4 8 |
| b. Local administration | 1 2 3 4 8 |
| c. Police, Security | 1 2 3 4 8 |
| d. State education (school and university) | 1 2 3 4 8 |
| e. Private education (school and university) | 1 2 3 4 8 |
| f. State Health centre | 1 2 3 4 8 |
| g. Private Health centre | 1 2 3 4 8 |
| h. State business | 1 2 3 4 8 |
| i. Private business | 1 2 3 4 8 |

Behaviour-based integrity

| | |
|------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>B8. You need to get a good mark (grade) to pass an exam and/or to get a vital job (a crucial step for your future and for your family)</p> | <ol style="list-style-type: none"> 1. You will do your best without cheating even this means you may fail 2. You will ask your best friend to help you during the exam and he will accept because it is normal to help a friend 3. You will use any means: cheating and/or giving gifts to the teacher/supporters |
|------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>B9. What would you do if you need a document (ex: driving licence) and the person in charge of your document underlines that it is difficult and there is no solution, it will take many weeks (months)</p> | <ol style="list-style-type: none"> 1. You will wait 2. You will ask how exactly how long it will take and try to know more about the process to understand why 3. You will try to find a friend/relative who can intervene to speed up the process 4. You will pay directly an additional unofficial payment to speed things up |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>B10. Your uncle tells you that he has an excellent friend who can get you into a very good school/university/company easily, without having to pass the selection process, what would you do?</p> | <ol style="list-style-type: none"> 1. This is great! You say “yes” right away 2. You are a bit uncomfortable, but anyway everybody does that, so you finally say “yes” 3. You hesitate a long time and finally decide to refuse, but you find an excuse not to upset your uncle 4. You say “no” right away, you do not want to follow this type of practices |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>B11. You are applying for a job in an enterprise which corresponds to what you are looking for. In order to get this job, the person who interviews you asks for 10-20% of your future salary, what would you do?</p> | <ol style="list-style-type: none"> 1. You refuse right away and decide to forget about the job 2. You hesitate, discuss and finally you accept and you will try later on to change this type of practice when you become a member of the enterprise 3. You agree to pay because this is the current way to get a job |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Level of commitment to fight corruption

| | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>B12. If you happen to be confronted with a corrupt act (for example, a professor asks you money in order to pass an important exam), would you be ready to report it (make a denunciation)?</p> | <ol style="list-style-type: none"> 1. Yes, I already made a denunciation in the past 2. Yes, I would make a denunciation, in case it happens 3. Not always, I would make a denunciation depending on the case 4. No, I would not make a denunciation |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>B13. If you are not ready to make a denunciation, why? (for respondents who replied no or not always in the previous question) (option 3 or 4 in B14)</p> | <ol style="list-style-type: none"> 1. I am afraid of making a denunciation because I would not be protected 2. I think that my denunciation would not be effective (there will be no result) 3. I do not know the procedures for making a denunciation 4. I do not want to denounce anyone, this is not my business |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Available information and influence of the environment

| | |
|------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>B14. How much information do you have on government rules and regulations to promote integrity and fight and prevent corruption?</p> | <ol style="list-style-type: none"> 1. No information 2. Very little 3. Some information 4. A lot of information |
|------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|

| To shape your views on integrity, do you consider that | B15. Provides information and delivers messages to promote integrity | B16. Behaviours and acts in this circle provide good example of integrity | B17. Influence you to shape your views on integrity |
|--------------------------------------------------------|----------------------------------------------------------------------|---------------------------------------------------------------------------|-----------------------------------------------------|
| a. The family circle | 1.Yes 2.No | 1.Yes 2.No | 1.Yes 2.No |
| b. The education system/your school | 1.Yes 2.No | 1.Yes 2.No | 1.Yes 2.No |
| c. Friends and peers | 1.Yes 2.No | 1.Yes 2.No | 1.Yes 2.No |
| d. Stars/celebrities in the show business | 1.Yes 2.No | 1.Yes 2.No | 1.Yes 2.No |
| e. The business/economic circle | 1.Yes 2.No | 1.Yes 2.No | 1.Yes 2.No |

| | | | |
|---------------------------------------------------|------------|------------|------------|
| f. Leaders (political, spiritual/religious, etc.) | 1.Yes 2.No | 1.Yes 2.No | 1.Yes 2.No |
| g. The media generally | 1.Yes 2.No | 1.Yes 2.No | |
| h. Radio/TV | | | 1.Yes 2.No |
| i. Printed newspapers | | | 1.Yes 2.No |
| j. Internet news | | | 1.Yes 2.No |
| k. Social networking sites | | | 1.Yes 2.No |

Youth role on building integrity and anti-corruption

| B18. According to you, what could be the role youth could play in integrity-building in your society/country (Choose the statement you agree with most) | Select the corresponding answer* |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|
| 1. Youth can play a big role in integrity-building and the fight against corruption (through advocacy and changing attitudes) | 1 |
| 2. Youth can play a limited role in integrity-building and the fight against corruption (through advocacy and changing attitudes) | 2 |
| 3. Youth can't play a role in integrity-building and the fight against corruption (nobody cares about youth opinions or behaviours) | 3 |
| 4. Do not know | 8 |

| C. Living standards | |
|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| C1. Given the income of your family, do you consider that: (subjective assessment). | You live well 1 Things are more or less alright.....2 Alright but you have to be careful .3 You live with difficulty 4 |

| Access to information: How often do you get news from the following sources? (in normal time, not on holidays) | |
|----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| C2. Radio or television | Everyday..... 1 <input type="checkbox"/> A few times a week..... 2 <input type="checkbox"/> A few times a month 3 <input type="checkbox"/> Less than once a month 4 <input type="checkbox"/> Never 5 <input type="checkbox"/> |
| C3. Newspapers | Everyday..... 1 <input type="checkbox"/> A few times a week..... 2 <input type="checkbox"/> A few times a month 3 <input type="checkbox"/> Less than once a month 4 <input type="checkbox"/> Never 5 <input type="checkbox"/> |
| C4. Internet | Everyday..... 1 <input type="checkbox"/> A few times a week..... 2 <input type="checkbox"/> A few times a month 3 <input type="checkbox"/> Less than once a month 4 <input type="checkbox"/> Never 5 <input type="checkbox"/> |

| Communication tools | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| C5. What are the 3 main communication tools you use to receive information or to communicate (Radio, TV, printed newspapers, online newspapers, social media, mobile phones, social networking, etc.) <i>To be adapted to country context</i> | _____ <input type="text"/> <input type="text"/> _____ <input type="text"/> <input type="text"/> _____ <input type="text"/> <input type="text"/> (SPECIFY and see code) |

| | |
|------------------------------|---------------------------------------------------------------------------------------------------|
| Start Time of the interview: | <input type="text"/> <input type="text"/> Hours <input type="text"/> <input type="text"/> Minutes |
| End Time: | <input type="text"/> <input type="text"/> Hours <input type="text"/> <input type="text"/> Minutes |
| Duration of the interview: | <input type="text"/> <input type="text"/> <input type="text"/> Minutes |

