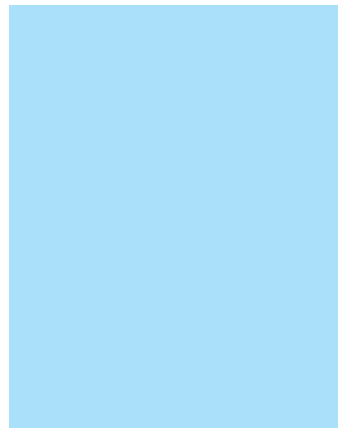


QUESTIONING CORRUPTION



A NATIONAL SURVEY ON YOUTH PERCEPTIONS OF CORRUPTION AND INTEGRITY IN CAMBODIA

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Transparency International is the global civil society organisation leading the fight against corruption. Through more than 100 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.

Transparency International Cambodia (TI Cambodia) is a fully-accredited National Chapter of Transparency International. Our mission is to work together with individuals and institutions at all levels to promote integrity and reduce corruption in Cambodia.

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Table of Contents

Foreword: Optimism and its constraints	10
Preface: Youth at the crossroads	12
Executive Summary	14
Main findings	14
Key recommendations	17
The Youth Integrity Survey	19
Introduction	20
Methodology	21
Key Findings	24
Concept and beliefs	24
Values and attitudes	26
Case study: Gift-giving in the public healthcare sector	27
Awareness of corruption	28
Experience of corruption	31
Behaviour-based integrity	31
Case study: Bypassing the law to get a driving licence	34
Case study: Buying a job	36
Influences on youths	36
Discussion: Regional comparison	40
Conclusion and Recommendations	41
Annex 1: The Questionnaire	45

FOREWORD:

Optimism and its constraints

Almost every one of the 1,200 youths and young adults surveyed for this report agreed that corruption is a major barrier to national development. Most asserted that their generation can play a major role in combating it, and more than two-thirds said they were willing to report cases of corruption.

Youths also reported very high levels of experiencing corruption, while significant numbers said they were willing to engage in practices that contradicted their integrity for the benefit of themselves, their family and friends. These findings are presented and analysed in the following pages in detail. Those who study this data will find much to consider. Hopefully, this will result in supportive action.

Of utmost importance, in our view, is that despite the fact that those surveyed live in what is – as countless studies attest – one of the highly corrupt countries, optimism and idealism are breaking through.

This study provides more evidence that the most optimistic generation in Cambodia’s contemporary history is emerging. Our survey also found that this generation is eager to challenge barriers in order to participate in the development of their country. Apathy appears to be absent; reluctance to engage is waning.

Youths face, however, massive barriers, including lack of education. Most do not even know that Cambodia has an Anti-Corruption Law. Poverty, especially in rural areas, also ensures that economic survival is their priority. Moreover, familial bonds and obligations can be difficult to meet without sacrificing personal convictions, while the lack of opportunities for gainful employment appear to be a motivating factor in the willingness of youths to pay bribes for jobs.

Corruption thrives in such an environment, but this new generation also recognises that corruption is perpetuating the state of affairs they find themselves in. It is important to reiterate that two-thirds of those surveyed are willing to report cases of corruption. Those who are not attuned to these fresh voices may inadvertently widen the generational divide, while those ready to lend a hand can assist in the emergence of this “post Khmer Rouge” generation.

We welcome the initiatives of the Royal Government of Cambodia to eradicate corruption, which include establishing a legal framework, setting up the Anti-Corruption Unit and demonstrated action towards achieving a more transparent society based on the rule of law. Commerce Minister Sun Chanthol’s initiative to eliminate graft in the registration process for new businesses through the creation of an online registration system is just one example of a step that can have far reaching effects, as it could also draw more foreign investment ¹.

Development partners, business associations, political parties and the diplomatic community are also playing a role in advocating for a reduction of corruption in Cambodia.

All are aware that the process is complex and multilayered, and that it requires innovative reforms, action and sustained education on multiple levels. Recent surveys have found that youths have extremely low levels of knowledge of the basic foundations of government and its institutions. Changing this will require intensive, collective action.

1 George Styllis and Kang Sothear, “Commerce Minister Promotes Investment”. *The Cambodia Daily*. 8 October 2014.

<https://www.cambodiadaily.com/business/commerce-minister-promotes-investment-69399/>

At Transparency International Cambodia we believe that developing a national action plan – with clearly defined benchmarks, timeframe and goals – to address integrity issues among youths would be a major step forward. Developing precise anti-corruption curricula and integrating this into all levels of the education system would also help achieve the government’s long-term goals.

Ensuring that the national education system – one of the greatest influences on integrity cited by those who participated in this survey – is corruption-free by increasing teachers’ remuneration, improving the recruitment process and reforming management systems at schools is another step forward. This process has already begun.

We are optimistic that Cambodia is on the right path to curtailing corruption and this survey provides evidence that the momentum can accelerate. The data that follows indicates that youths are more than eager to participate in overcoming this barrier to development – in fact they may be the key.



Preap Kol

Executive Director

Transparency International Cambodia

PREFACE:

Youth at the crossroads

Cambodia has the youngest population in Southeast Asia ¹, with more than 30 per cent of all citizens aged between 15 and 30 ². This demographic fact is of particular significance due to Cambodia's recent history of conflict, genocide and political unrest. The fact that 65 per cent of the population is under the age of 30 means that the majority of the population was born after the Khmer Rouge genocide, and a significantly large proportion of the population did not directly experience the worst of the civil conflict that followed the overthrow of the Pol Pot regime. As a consequence the generation gap is better described as a divide ³, making it essential to study and analyse the views and experiences of young people separate from those of older generations.

Youth face numerous hurdles in Cambodia, including unemployment, lack of education and barriers to political participation. Availability of secure employment is a serious concern for them. Unemployment remains high; in Phnom Penh unemployment for 15-24 year olds is 20 per cent ⁴. Access to education remains unevenly distributed and costs, including informal fees, remain a barrier for many ⁵. Only about half of Cambodians under 30 have completed primary school, according to the Asian Barometer Survey ⁶. About 44 per cent have completed secondary school and 8 per cent tertiary education, creating a sharp educational divide among this demographic ⁷.

It is a truism that youth represent the future, but with such a sharp generational divide in Cambodia there is a greater opportunity for rapid, positive change as well as a higher risk of escalating frustration, due in part to unequal access to education and employment. To ensure the former, youths must be able to fully participate in development, but to do so they need to be informed about how to do this positively.

Only 36 per cent of youth know what democracy or the National Assembly are, and only 40 per cent know what a commune council is, according to a recent joint study by the United Nations Development Programme and BBC Media Action ⁸. Although this study

Cambodia's Demographics: Quick Facts

65.3%
under the age 30 ¹

Youth (people aged between 15-30) comprises
33% of the total population ²

Sources:

1 United Nations Development Programme, About Cambodia, Available at: <http://www.kh.undp.org/content/cambodia/en/home/countryinfo/> (Accessed: February 2015).

2 Royal Government of Cambodia, National Policy on Cambodian Youth Development, June 2011, p.1

1 BBC Media Action and UNDP, *Reaching and Engaging the Cambodian Youth on Issues of Civic Participation*, February 2014, pg.10

2 Royal Government of Cambodia, *National Policy on Cambodian Youth Development*, June 2011, p.1

3 United Nations Country Team, *Situation Analysis of Youth in Cambodia*, May 2009, p iii

4 Ibid. pg.2

5 Ibid. pg.4

6 UNDP, *Youth and Democratic Citizenship in East and South-East Asia*, August 2014, pg.7

7 Ibid.

8 BBC Media Action and UNDP, *Reaching and Engaging the Cambodian Youth on Issues of Civic Participation*, February 2014, pg.20

argues that youth are demonstrating a greater interest to participate in civic life and to promote a prosperous and equitable future for their country, the data indicates that they are not receiving the necessary education to accomplish this.

In a survey of 12 countries in East and Southeast Asia, Cambodians aged 18-30 consumed the least amount of political news⁹. Furthermore, within the country, they reported consuming far less political news than older age groups. Only 26 per cent of Cambodians in this age bracket reported consuming political news, while 41 per cent of those between 30 and 59 reported consuming political news and 54 per cent of those 60 years of age or older consumed some political news¹⁰. However, political party affinity in Cambodia stands at 90 per cent among youths¹¹, and 25 per cent say they have been involved in some form of political activism¹².

Recent nationwide research into the experiences, attitudes and behaviour of Cambodian youth is limited. However, available data suggests this demographic is politically interested but often lacking the information and resources necessary to fully participate in civic activities. Further, unemployment, the lack of decent education and other pressures mean that daily survival and financial security are often the most pressing issues they face.

Prior to this study, no research had been conducted specifically to explore the impact corruption has on young people in Cambodia. Although corruption is linked to poverty, employment, education and political participation, this survey is the first to isolate corruption as a variable to better understand its impact on Cambodian youth.

9 UNDP, *Youth and Democratic Citizenship in East and South-East Asia*, August 2014, pg.22

10 UNDP, *Youth and Democratic Citizenship in East and South-East Asia*, August 2014, pg.22

11 Ibid. pg.56

12 Ibid. pg.59

EXECUTIVE SUMMARY

Reports, case studies and a host of international indicators show persistently high-levels of corruption in Cambodia. The Royal Government of Cambodia (RGC), business associations, civil society organisations and members of the donor community have advocated for, and implemented, a number of commendable anti-corruption initiatives. Greater engagement of youths, however, is essential for success in promoting integrity and curbing corruption.

In Cambodia 65 per cent of the population are under the age of 30, and more than 30 per cent are youths. The Youth Integrity Survey is designed to understand and quantify attitudes to – and perception of – integrity and corruption among this key demographic. This nationally representative survey, the first of its kind, surveyed 1,200 people aged 15 to 30 nationwide. The results can provide evidence and data to government bodies and other organisations looking to deepen their understanding of youths and identify key areas for directing anti-corruption initiatives..

Main Findings

The overwhelming majority of the 1,200 Cambodian youths surveyed, 99 per cent, agree that corruption is a major obstacle to national development. Awareness of the consequences of a lack of integrity¹ on society is also widespread. However, despite believing strongly that personal integrity is vital to society, youths are willing to compromise it to benefit themselves, their family and friends. Youths also report a very high level of direct experiences of corruption. Still, they have an even higher desire to combat corruption. Below we summarise the survey’s major findings in seven areas that follow the flow of the survey itself: conceptual understanding; attitudes about specific behaviours; overall awareness about the issue; specific opinions on public institutions; experiences of corruption; influences that shape the understanding of integrity; and, commitment to fight corruption.

Conceptual understanding of integrity and associated beliefs

At the conceptual level, “integrity” is strongly asserted but vacillates when it is deemed to conflict with personal or family benefits:

- 98 per cent of those surveyed consider a person of integrity to be someone who never breaks a law (under any circumstances).
- However, 19 per cent of those surveyed consider that a person of integrity can still break the law if it benefits his or her family and friends. The level of corruption also impacts beliefs about personal integrity: 34 per cent of those surveyed believe a person of integrity can participate in corruption when the amount of money involved is trivial. Considerations of the direct impact

1 “Integrity” was defined as “the quality of being honest and fair”. For explanation, see page 18.

of corruption are also a factor: 40 per cent of those surveyed report that a person of integrity can participate in forms of corruption that are widely used to solve personal difficulties.

- One-quarter of those surveyed see a correlation between corruption and success, agreeing that those willing to engage in corruption are more likely to succeed than those who are not.

Kickbacks and other forms of “acceptable” corruption

Youths believe that several corrupt practices, including kickbacks to secure jobs, are acceptable and they are willing to participate in them:

- Nearly 60 per cent of youths are willing to pay a kickback of 10-20 per cent of their future salary to a person who can secure them a job.
- Half of those surveyed believe it is acceptable to give an unofficial payment to a doctor or nurse to receive better medical treatment.
- 31 per cent agree that it is acceptable to gain entrance to a good school or get hired by a good company with the help of a relative rather than going through official selection procedures.
- 24 per cent of those surveyed think it is acceptable to give an additional payment to a public official in order to hasten vehicle registration.

Awareness of problem but not solutions

Youths understand that corruption is a social blight but are poorly informed about the Anti-Corruption Law and integrity-building initiatives:

- 99 per cent of those surveyed agree that corruption is a major barrier to national development.
- 71 per cent reported having no or very little information on government rules and regulations to prevent corruption and promote integrity.
- Only 32 per cent said they received knowledge about integrity and corruption through public schools (at all levels).

Opinions on the level of integrity of public institutions

Trust in public services and state institutions, both at national and local levels, is fairly low:

- 46 per cent of those surveyed believe that the police and security forces are either very or somewhat corrupt.
- 38 per cent think that the national administration is very or somewhat corrupt.
- 37 per cent state that their local administration is very or somewhat corrupt.

Experiencing corruption

A significant share of youth has recently encountered corruption when accessing public services

- Nearly 70 per cent of youth who had contact with the police in the 12 months prior to the survey experienced corruption.
- One in two youth has faced corruption while trying to get a document or permit, and while trying to pass an exam at school.
- Nearly 30 per cent of youth encountered corruption while getting health care.

Influences on integrity

Relatives and media are the primary sources youths receive information on integrity and anti-corruption efforts from. Among media sources television and radio are the most influential.

- The extended family, school and media are the main sources of information and the greatest influence on youths with respect to integrity.
- 14 per cent of youths surveyed said that the behaviour of leaders – including political, spiritual and religious – did not provide a good example of integrity.

Commitment to fight corruption

Respondents expressed a strong desire to engage in combating corruption, expressing confidence that they have the power to play a major role, as a group and as individuals.

- Youth overwhelmingly believe they can play a major role in the fight against corruption.
- Moreover, 67 per cent say they are willing to report corruption.

Key Recommendations

To the Government:

Legal Framework:

- Develop an enabling environment for youth to report corruption by improving the platforms, tools and resources that allow them to do so. This includes passage of “whistle blower” protection legislation.

Corruption and Anti-Corruption Education, Prevention and Awareness Raising:

- The Ministry of Education, Youth and Sport should develop specific anti-corruption curricula and integrate this into all levels of the education system, from primary school to university.
- Ensure that the national education system – one of the greatest influences on integrity cited by those surveyed – is corruption-free by increasing teachers’ remuneration, improving the recruitment process and reforming management systems at schools.
- Prioritize efforts to improve other key public sectors where youth are most likely to encounter corruption, namely, law enforcement (particularly traffic police), healthcare, and state agencies responsible for issuing official documents, such as birth certificates, identification cards and driving licenses.
- Establish a national programme to promote role models of integrity for youth, for example, through public integrity awards and youth leaders mentoring initiatives.
- Improve strategies to inform youths about the Anti-Corruption Law and related regulations. In particular, more resources should be channelled into awareness raising campaigns through both mainstream media, particularly televisions and radios, and available social media tools.
- Encourage, create and foster youth networks and empower them to promote integrity and combat corruption.

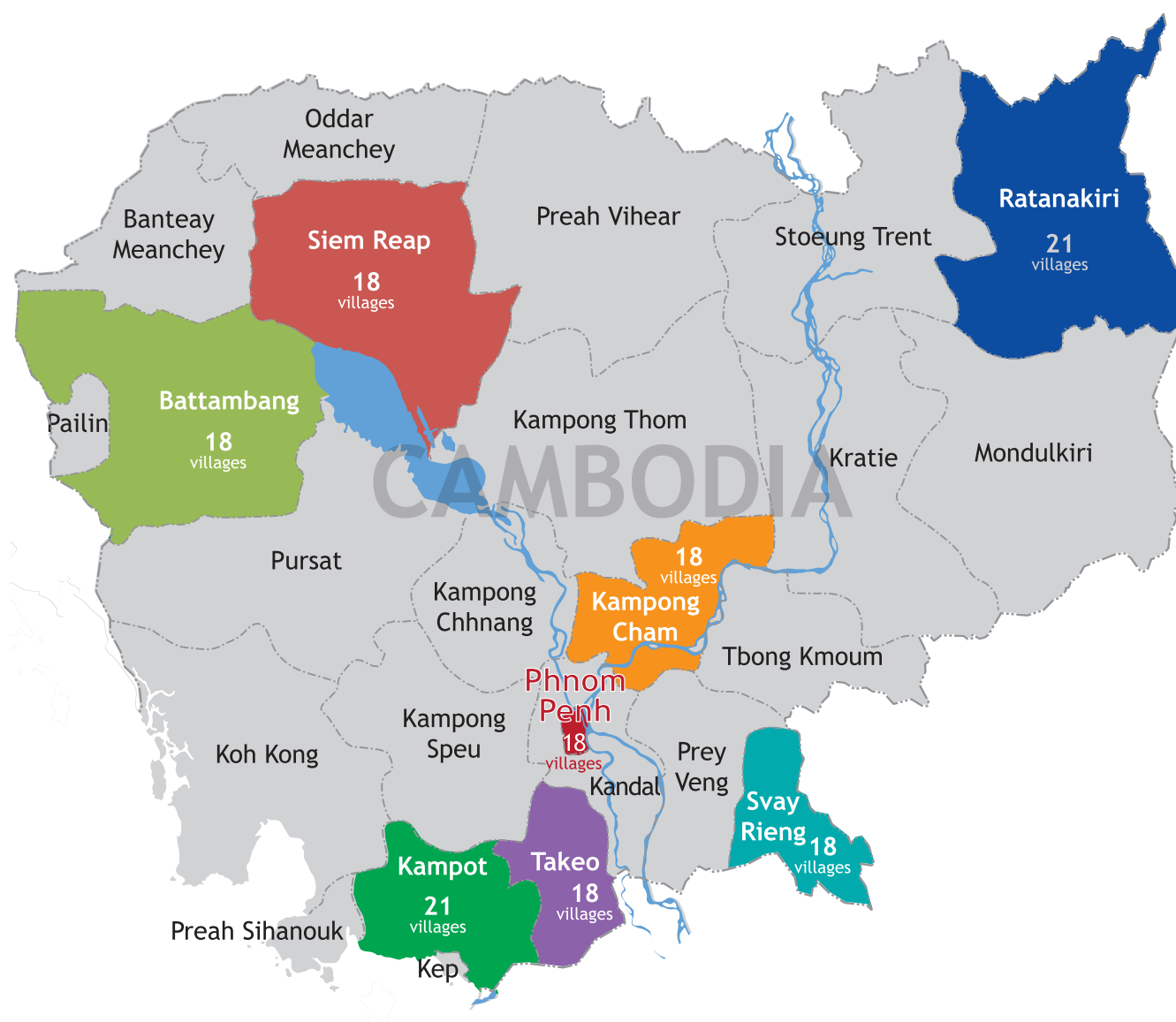
To Higher Education Institutions, the Private Sector, Civil Society Organisations, and Development Partners

- In addition to providing necessary skills and knowledge to students, higher education institutions and professional schools should also focus on training students on the necessity of upholding integrity and ethics in their future careers.
- Members of the private sector and civil society organisations (CSOs) should ensure that all recruitment and staff-selection processes are transparent, free of bribery, kickbacks or other forms of corruption.
- Youth organisations, both national and grassroots, should consider initiating campaigns to change youths’ prevailing mind-set about corruption to ensure that they regard all corrupt practices, whether petty or large scale, as illegal practices that must be avoided.
- Both multilateral and bilateral donors should prioritise anti-corruption measures and youth engagement in their strategic plans and allocate more resources for CSOs to support the rising demand for a corruption-free society.



YOUTH INTEGRITY SURVEY

SURVEYED AREAS



This map is for illustration purposes only

Introduction

The Royal Government of Cambodia (RGC) has not only identified corruption as an obstacle to economic development, the rule of law, democracy, and social stability, but also recognised it as a central cause of poverty¹. Still, reports, case studies and international indicators show persistently high-levels of large-scale corruption, petty corruption as well as political corruption in Cambodia. Transparency International's Corruption Perceptions Index (CPI) ranked Cambodia 156th out of 175 economies in 2014². Regionally, Cambodia and Myanmar were perceived to be the most corrupt of the 11 members of the Association of Southeast Asian Nations in 2014, while Cambodia was ranked as one of the 20 most corrupt countries in the world³.

The RGC has continued to prioritise combating corruption in the third phase of its Rectangular Strategy for Growth⁴. In recent years it has also implemented a number of anti-corruption activities, indicating an encouraging progression towards the promotion of integrity in the country.

However, with 65 per cent of the population under the age of 30⁵, youths⁶ must be prioritised for anti-corruption activities. Young people tend to be more exposed to corruption as a result of their sheer number, their diverse roles, and the frequency with which they interact with the state and society⁷.

The National Strategic Development Plan 2014-2018 acknowledges this, stating that awareness of the Anti-Corruption Law and consequences of corruption will be included in school curricula and programmes at all levels. Its objective – “youth, who are the future of the nation, will observe moral integrity and shun corruption” – is unambiguous⁸.

These activities are welcome and commendable. Educating youth and changing their attitudes and behaviour is imperative to ensure that the goal of eliminating corruption is achieved and sustained. However, in addition to working with youths to ensure attitudinal shifts in the long term, more short-term initiatives are necessary to support those trying to act with integrity within the current system. The 2013 election clearly demonstrated that youths cannot be underestimated as agents of social change: they account for one-third of eligible voters⁹.

Many civil society organisations implement programmes that educate and empower youths to become more engaged in the political process. TI Cambodia holds Youth Camps to educate youths about integrity and the damage corruption inflicts on society¹⁰. Regular youth camps are held around the country in which young leaders are trained to lead peer initiatives to educate other young people about integrity, transparency and anti-corruption measures. As a result of these youth camps, 26 youth-led initiatives have been implemented with financial support from TI Cambodia¹¹. TI Cambodia also provides training to young journalists and partners with other nongovernmental organisations to provide community training to promote good governance.

The Cambodian Youth Integrity Survey (YIS) will help TI Cambodia fine-tune its approach to engaging youths. It can also be used to support other organisations and government bodies seeking to deepen their understanding of youths in order to pinpoint areas for anti-corruption initiatives.

1 National Council of Anti-Corruption, *Five-Year Strategic Plan – 2011-2015*, pg.3

2 Transparency International, *Corruption Perceptions Index 2014*

3 Ibid.

4 Samdech Hun Sen, Prime Minister. *Rectangular Strategy Phase III. September 2013*

5 United Nations Development Programme, *About Cambodia*, Available at: <http://www.kh.undp.org/content/cambodia/en/home/countryinfo/> (Accessed: February 2015).

6 “Youths” refer to people aged between 15 and 30 years, which is the definition used by the RGC.

7 Transparency International, *Youth and Corruption*, Working Paper 6, 2009, pg. 2

8 Ministry of Planning, *National Strategic Development Plan 2014-2018*, September 2014, pg. 106

9 http://www.neclect.org.kh/nec_khmer/

10 <http://ticambodia.org/index.php/whatwedo/event/international-youth-camp-2015>

11 TI Cambodia Annual Report 2013, Section 4.3, pg.28

Methodology

The concept behind the YIS is based on Transparency International's definition of integrity as "behaviours and actions, consistent with a set of moral and ethical principles and standards...that create a barrier to corruption". The YIS is a diagnostic tool that aims to collect information on youth perceptions, opinions, experiences and behaviours when faced with corruption. The first such survey by TI was implemented by TI Vietnam ("Towards Transparency") in 2011. Since then the survey has been conducted in several other countries in the Asia-Pacific region.

The YIS is designed to explore youths' concepts and beliefs about corruption, their values and attitudes, their awareness of corruption, their personal experiences of corruption, and their behaviours when faced with corruption. It also attempts to identify the key influences shaping their values and behaviours, and to gauge the level of their commitment to resist and report corruption.

Sampling design

The YIS is based on a nationally representative sample. It surveyed 1,200 people between 15 and 30 years old in eight provinces. A four-stage stratified sampling selection was used to ensure the sample was nationally representative. The sampling design resulted in the selection of eight provinces as primary sampling units, 150 villages¹² as secondary sampling units, eight households in each selected village as tertiary sampling units, and one youth aged 15-30 in each household as the fourth sampling unit.

The first stage of sampling considered all 25 provinces. Each province was geographically coded and the number of youths, based on the Cambodian Inter-Censal Population Survey 2013, was cumulated. A probability-proportional-to-size and the random-start method were used to select the eight provinces.

The second stage of sampling was conducted at the village level. Using the probability-proportional-to-size method, 18 villages were randomly selected in provinces located in four regions, as well as Phnom Penh. 150 villages were selected from the eight provinces.

The third stage of sampling was conducted at the household level¹³. In order to survey eight households per village, a sample selection of households was selected using a linear, systematic-sampling methodology. The final stage was done at the respondent level. Each respondent needed to be aged between 15 and 30 years old, with an equal number of females and males selected per village.

12 Urban areas, including Phnom Penh, are divided into villages as the smallest administrative unit. Officially Phnom Penh is a Special Administrative Unit, but it functions as a *de facto* province and is included as such in this report for simplicity sake.

13 A household is defined as a group of people who presently eat together from the same kitchen. By this definition, a household does not include persons who have been living elsewhere for more than six months. In multi-household dwelling structures each household is treated as a separate sampling unit.

Questionnaire design

As in the pilot survey conducted in Vietnam, the questionnaire considered four dimensions of integrity:

- **Morality and ethics:** the conceptual understanding of standards of behaviour
- **Principles:** the ability to differentiate between right and wrong
- **Respect for laws:** the degree of compliance with the legal framework
- **Resistance to corruption:** the willingness to challenge corrupt practices.

The survey included questions on opinions and perceptions as well as experiences and behaviour. Questions on opinions and perceptions sought to capture the overall understanding of the concept of integrity. Questions on experiences and behaviour measured the extent to which respondents practice this concept in their daily lives.

Although based on the questionnaire used in Vietnam, changes were made to the Cambodian version following a field test in February 2014. The findings of the test were used to fine-tune the questionnaire to ensure its cultural relevancy and accuracy. Most changes were the result of translating certain English words into Khmer to best capture their conceptual and contextual meanings. Furthermore, as the survey was conducted orally (as it was in Vietnam), some long sentences and complex phrases were shortened and simplified to ensure their effectiveness in a conversational setting. After intensive discussion and consultation, the definition of “integrity” adopted in Cambodia was “the quality of being honest and fair” because it was more concrete and best captured the essence of the concept in the vernacular, in both urban and rural settings.

Data collection and entry: The survey was conducted over 20 days in May and June 2014 by 20 experienced data collectors and five team leaders recruited by TI Cambodia. Prior to this, they received three days of training from a research consultant at the Centre for Advanced Study and TI Cambodia staff. Data collectors were divided into five teams consisting of four data collectors and one team leader. Each group conducted surveys in different provinces as well as Phnom Penh. The interviews took place in the homes of the youths. Team leaders reviewed completed questionnaires for completeness and consistency in responses and subsequently numbered these for ease in locating and tracking the questionnaires as needed. Data entry and initial analysis was conducted by the Centre for Advanced Studies in July and August, using the Census and Survey Processing System (CSPPro) and the Statistical Package for the Social Sciences (SPSS).

Case studies: This report also includes three brief case studies that provide deeper insight into key corruption issues youths encounter in everyday life, as revealed by the results of survey. The case studies were conducted in September and October 2014, after the analysis of the quantitative data was completed and key findings emerged. All individuals agreed to participate in the case studies on the condition that their identities would not be revealed. Consequently, their names were changed.

Study limitations: While every effort was made to ensure the data collected is robust, there are two key issues that may impact the study: the time of day the data was collected and respondents’ desire to answer questions in a way that is socially desirable. Both issues reflect the fact that data was collected during face-to-face interviews, limiting both the time of day in which they could be conducted and the effect of an interviewer on the respondent.

Apart from attempting to restrict data collection to national holidays, it is difficult to mitigate against the fact that significant numbers of youths migrate for employment and are, therefore,

not year-round residents of their family home. Many migrate to Phnom Penh or other urban areas for work, while others leave the country to work in Thailand and other countries. Furthermore, garment workers spend long hours in factories, rarely returning to their homes during daylight hours. Consequently, the number of respondents who are employed in the formal sector may be under-represented.

The fact that those interviewed face-to-face are prone to provide socially desirable responses is also difficult to overcome, especially when questions probe sensitive issues like corruption and personal integrity. Every effort was made, however, to ensure that respondents felt comfortable and relaxed while being interviewed. One selection criteria for data collectors was that they be close in age to the respondents (they ranged from 21-34 years of age). All data collectors were trained by the Centre for Advanced Study and TI Cambodia; while team leaders monitored their work. Those surveyed were assured that their responses would be confidential.

Demographics: Of the 1,200 youths surveyed a near even split between genders was attained: 603 females and 597 males. Almost one-third, 32 per cent, was between 15 and 19 years old, 32 per cent were between 20 and 24, and 36 per cent were between 25 and 30. The sample included approximately eight youths per village in 150 villages in eight provinces: Battambang, Kampong Cham, Kampot, Phnom Penh, Ratanakiri, Siem Reap, Svay Rieng and Takeo.

Language: The survey was conducted in Khmer. Due to budget restrictions, it was not possible to translate the written survey into the languages of ethnic minorities. Although some ethnic minority youths in Ratanakiri province had difficulty understanding all of the questions, only five were unable to be surveyed due to the language barrier ¹⁴.

Religion and ethnicity: The overwhelming majority of youth were both ethnic Khmer and Buddhist: 92 per cent. About 4 per cent identified themselves as atheist.

Employment: A significant minority of the sample was unemployed or studying. This was due to the surveys being conducted during the day, when employed youths were at work. Ten per cent of those surveyed said they were unemployed, with a further 11 per cent saying they were “inactive” (housewives or dependents). More than one-fifth, 22 per cent, were students and 57 per cent described themselves as employed. However, 78 per cent of them said they worked in the informal sector. These included youths working on family farms, day labourers at construction sites and plantations, as well as vendors, roadside mechanics and maids.

14 Alternates were selected by the same process, a linear, systematic- sampling methodology, to replace them

Key findings and discussion

Concept and Beliefs

The starting point of the survey was to identify concept and beliefs about corruption. Questions explored the understanding of personal integrity. In addition, questions about youths’ beliefs about family income and integrity, as well as the perceived link between success and corruption, were raised.

Although youths hold a highly moralistic concept of integrity, this quickly breaks down once integrity is seen to conflict with family loyalty. Further, the concept of integrity appeared to be undermined when the corrupt practice was described as a “common practice”, or where the amount of money involved was “insignificant”. These findings suggest that the concept of personal integrity is shaped by a wider societal acceptance of some corrupt practices.

From the findings, although 98 per cent of youth surveyed considered a person of integrity to be someone who never breaks the law in any circumstance, 19 per cent consider that a person of integrity demonstrates solidarity and support to family and friends in all circumstances, even if that means breaking the law.

Thirty-four per cent of youth surveyed said they consider a person of integrity to be someone who refuses to take part in corruption except when the amount involved is insignificant. This could include small amounts of money or gifts. In addition, 40 per cent of respondents said that a person of integrity refuses to participate in corruption except when it is a common practice used to solve problems or difficult situations.

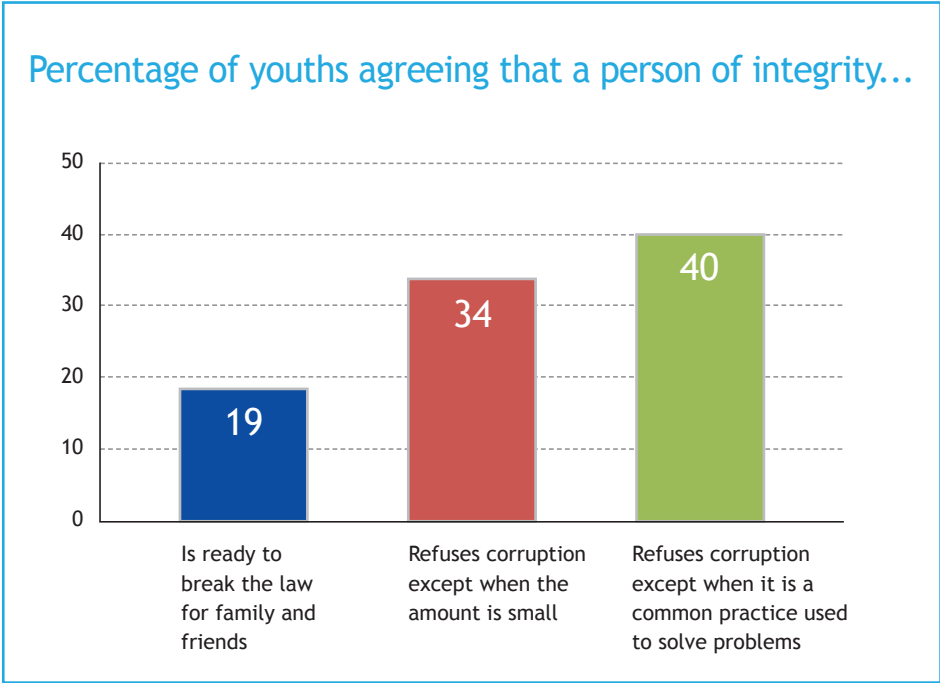
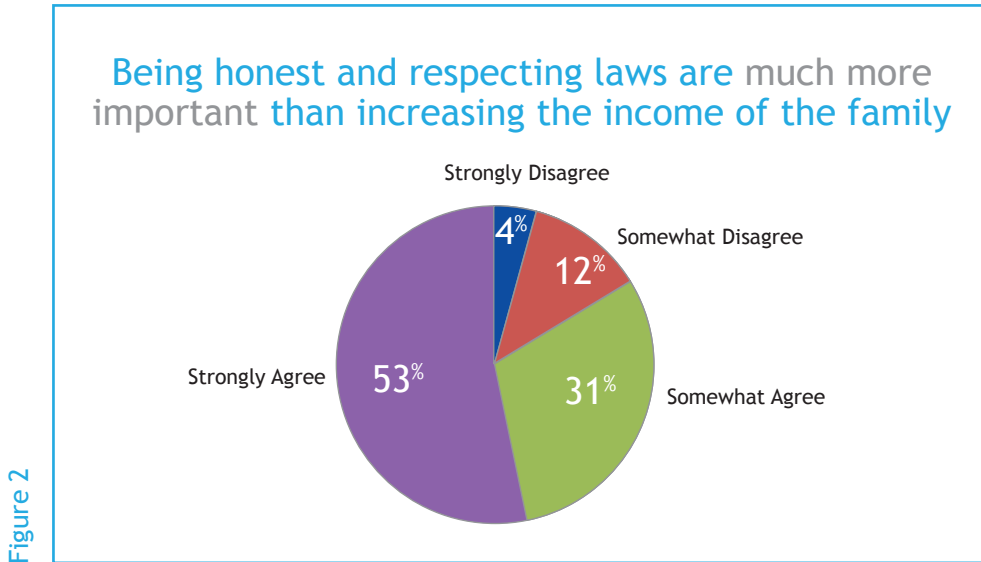


Figure 1

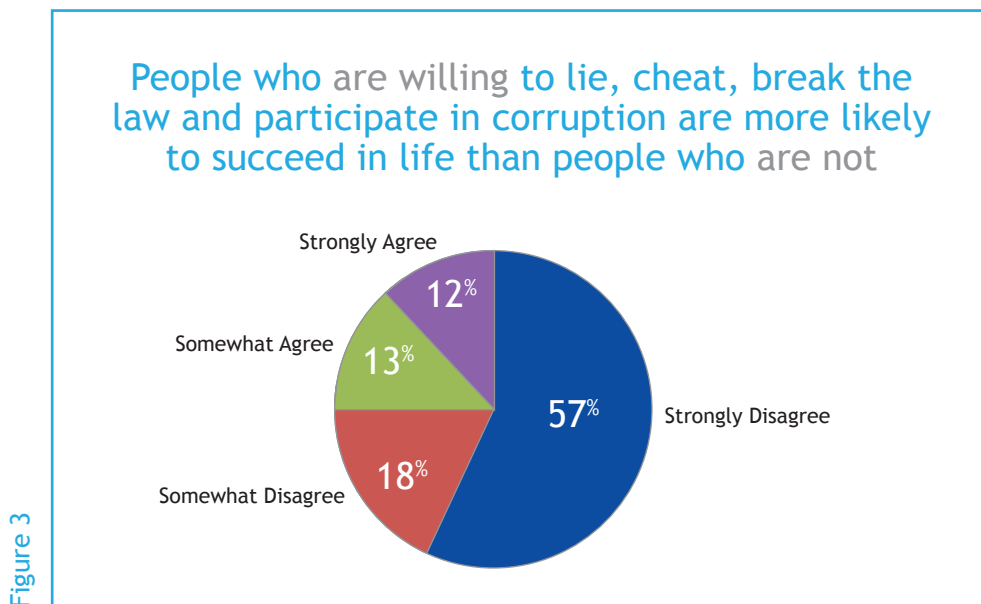
Beliefs

Questions aiming to explore youths' beliefs about corruption asked them to rank statements in terms of the extent to which they agreed with them. The majority of the responses demonstrated a strong belief in honesty and integrity.

As shown in figure 2, 84 per cent of youth surveyed agreed with the statement: "Being honest and respecting laws and regulations are much more important than increasing the income of the family." This implies that youth value personal integrity more than their family's financial interests.



As shown in figure 3, 75 per cent of those surveyed disagreed with the statement, "People who are willing to lie, cheat, break the law and participate in corruption are more likely to succeed in life than people who are not." It should be noted, however, that the rest agreed that people who engage in corrupt acts are more likely to succeed in life than those who are not.



Values and attitudes

This section of the research was intended to delve beneath the more overarching concepts and beliefs of youth presented in the previous section. It involved asking questions intended to diagnose attitudes towards “right” and “wrong” that were more nuanced. Respondents were presented with specific behaviours and asked to choose whether they were wrong or not, and also whether the behaviours were acceptable or not. The intention of these questions was to explore the distinction between an understanding of right and wrong in terms of legality and best practice, and the acceptance of those behaviours in everyday life.

As shown below, the results demonstrate that many corrupt practices are considered acceptable by youths; even if they believe that the behaviours are wrong. In every question, the number who said the behaviour was acceptable was higher than the number who said the behaviour was not wrong. This may suggest that although youths value integrity, their attitude towards corrupt practices in everyday life is more accepting.

Values

The questions relating to values specifically asked whether certain behaviours were right or wrong. The questions included a mix of behaviours, including some that specifically stated the action was illegal. Although the majority of responses aligned with socially accepted views of right and wrong; some behaviours related to activities that are commonplace in Cambodia drew a more mixed reaction.

The strongest responses in terms of a clear sense of right and wrong tended to involve illegal behaviours. For example, 90 per cent of respondents agreed that it was wrong for a person to do something that might be illegal in order to make a living for his or her family, while 91 per cent agreed that it was wrong for a public official to request an additional, unofficial payment for a service or administrative procedure that should be part of his or her job.

Not all values-based questions attracted such a strong response: 17 per cent of those surveyed disagreed that it was wrong to give an additional, unofficial payment (or gift) to a public official in order to speed up and facilitate the procedure of registering a car or motorbike. The reason for the lower score may be related to the wide prevalence of such a practice, or its perceived insignificance. The latter may explain why only 40 per cent of respondents disagreed that it was wrong to give an additional, unofficial payment (or a gift) to a doctor or nurse in order to receive better treatment. Giving “gifts” or additional, unofficial payments to health care providers is common practice in Cambodia. In a country where the salary of health care providers remains below a living wage, giving gifts or unofficial payments to them is often considered a sign of gratitude rather than bribery.



Figure 4

CASE STUDY 1: GIFT-GIVING IN THE PUBLIC HEALTHCARE SECTOR “A matter of live or death”

For 28-year-old Makara, handing a gift in the form of cash to hospital staff secures better and faster service. In 2013, she delivered a baby at a public hospital in Phnom Penh.

Makara said members of her family handed small sums of cash to several staff - including doctors, nurses, cashiers and cleaners - during her one-week stay at the hospital.

“They didn’t ask for the gifts. We just gave them so that they would take good care of us,” she said, explaining: “We heard service is slow for those who don’t give money.”

She described the payments as “a matter of life and death for me and for my baby”. “We didn’t consider it a big issue,” she explained.

While hospital staff did not demand the cash, none rejected it or seemed at all surprised to receive it, the young mother said.

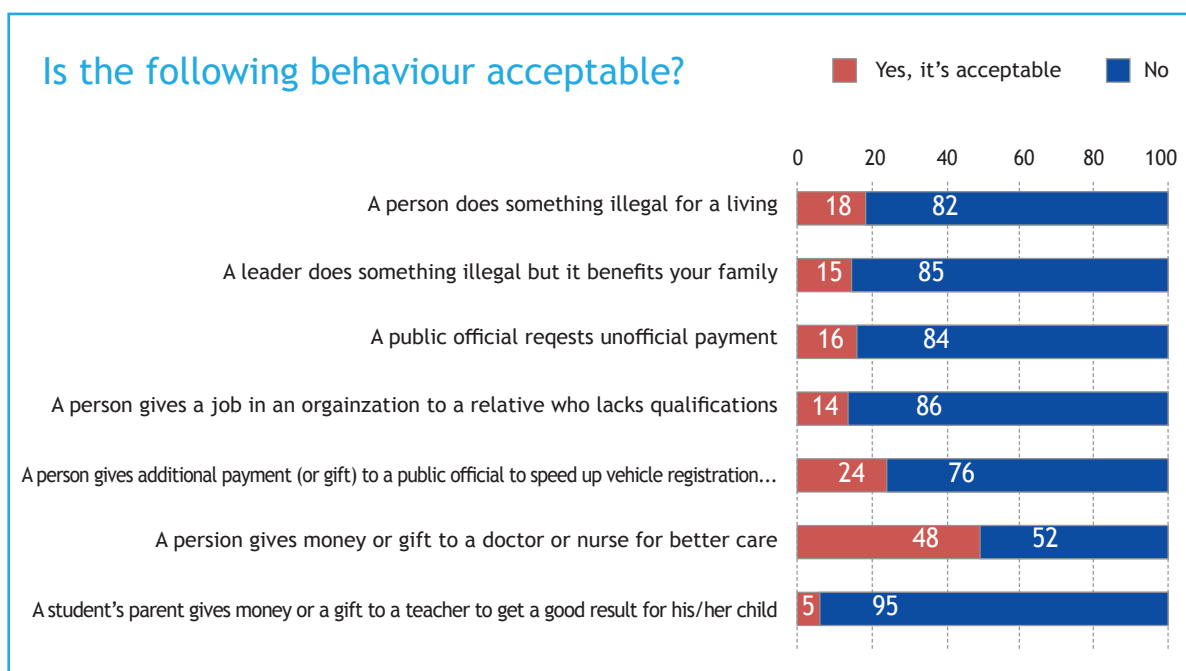
Attitudes

Using the same scenarios as in the values-based questions, these questions asked youth whether they thought the behaviours were acceptable or not. The responses to the attitudes-based questions demonstrated a much broader acceptance towards behaviours that youths believe to be wrong. In all questions, the rate of acceptance was higher than the rate of those saying the behaviour was not wrong.

Whereas 90 per cent of respondents agreed that it was wrong for a person to do something that might be illegal in order to make a living for their family, nearly one-in-five said it was acceptable. Further, although 91 per cent agreed that it was wrong for a public official to request an additional, unofficial payment for a service or administrative procedure that should be part of their job, 16 per cent said this behaviour was acceptable. The only question where there was relative parity between the level of acceptance and whether it was considered right or wrong was: “A parent of a student gives an additional, unofficial payment (or a gift) to a teacher so that their child can get better grades.” In this instance, 97 per cent of respondents said the behaviour was wrong, while 95 per cent said it was not acceptable. It was quite astonishing to find that only 3 per cent of youths surveyed said it was acceptable for a parent to give a gift to a teacher to benefit his or her children. It is common for teachers to offer extra classes or tutorials for students for fees, and it is often assumed that students who enrol in these classes automatically receive higher grades from teachers.

The highest levels of acceptance were consistent with the behaviours that had the largest number of youth saying the behaviour was not wrong. Almost one-fifth, 24 per cent said it was acceptable to give an additional payment (or gift) to a public official in order to speed up and facilitate the process of registering a car or motorbike, seven percentage points higher than the proportion who said the behaviour was not wrong. This result is not surprising: giving additional payments to public officials in order to obtain documents quickly is not unusual.

Figure 5



Awareness of corruption

This section of the research aimed to probe young people’s awareness of corruption, both on a macro level and in specific institutions. By quantifying their awareness of corruption, the research is able to provide a broader context of their interactions with corruption in society.

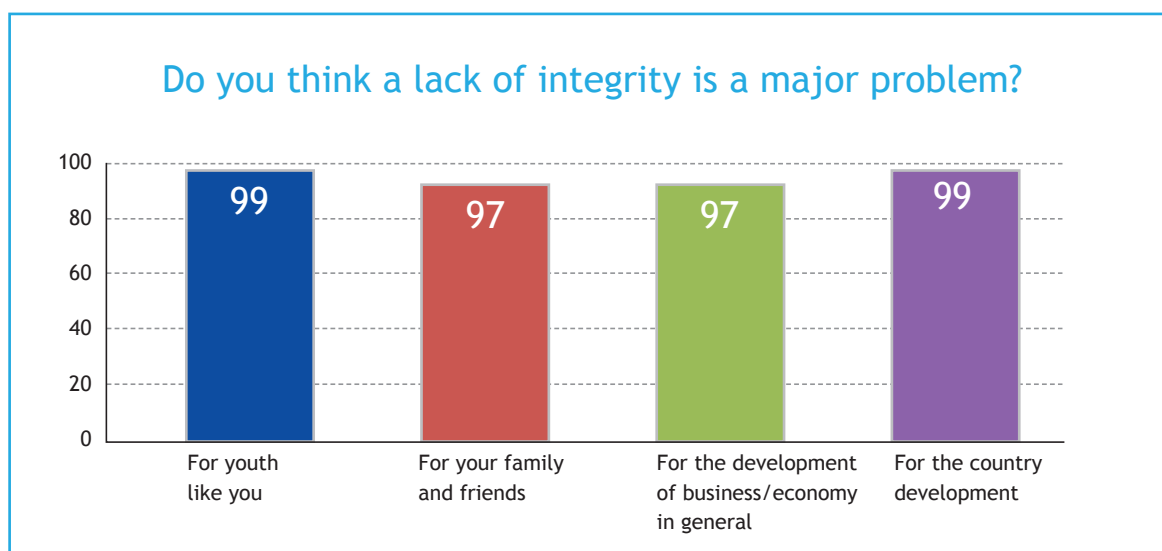
The results revealed a significant disparity between perceptions of corruption on a macro level and awareness of corruption within specific institutions. Although youth overwhelmingly stated that a lack of awareness of corruption is a problem for the development of the country, the economy and for individuals, when asked about corruption within specific institutions they were less able to identify where exactly corruption was causing a problem. It is likely that this reflects a lack of knowledge about specific institutions. As mentioned earlier, only 36 per cent of youth reported to know what democracy or the National Assembly are, and only 40 per cent know what commune councils are ¹.

Further, data from the YIS reveals that only 29 per cent of youths surveyed said they had some information or a lot of information about government rules and regulations to prevent corruption and promote integrity. Without the necessary information or knowledge, it is difficult for them to accurately identify corruption within specific governmental and societal institutions. It is worth noting that school curriculum does not include explanations of democracy or mention of the National Assembly.

As shown in figure 6, over 97 per cent of respondents stated that a lack of integrity was a major problem for each level of society. Of youth who responded “yes” or “no” to the question, 99 per cent said that a lack of integrity was a major problem for the development of the country. This demonstrates that, on a broader theoretical level, youths are aware of corruption as a social problem. This also demonstrates that the new generation is aware of the consequences of a lack of integrity within the society, although this does not necessarily mean that they are willing to choose to live their lives with integrity regardless of any unforeseeable impact it may have on their living standard and the people around them.

1 BBC Media Action and UNDP, *Reaching and Engaging the Cambodian Youth on Issues of Civic Participation*, February 2014, pg.20

Figure 6



When asked to identify corruption within specific institutions, youth were less confident in singling any out. Despite this, as seen in figure 7, the percentage of youths who said the level of integrity in different institutions was “very bad” or “somewhat bad” is significant ².

Of those surveyed, 46 per cent said that the level of integrity in the police and security forces is “very bad” or “somewhat bad”. Thirty-eight per cent said that the level of integrity in the national administration was also “very bad” or “somewhat bad”, 16 per cent said they did not know. Thirty-seven per cent said that the level of integrity in the local administration was “very bad” or “somewhat bad”.

These findings are consistent with the Global Corruption Barometer 2013, which indicated that the courts, the police and the public sector are the most corrupt institutions in Cambodia ³. Youth seem to think that state education has a higher level of integrity than other state institutions, with 70 per cent saying the level of integrity in state education was “good” or “somewhat good”. This appears quite contradictory to their behaviour: a 2012 survey found that 92.3 per cent of students surveyed reported to have cheated or bribed a teacher during a high school exam ⁴.

2 A “very bad” or “somewhat bad” rating was explained in the questionnaire as meaning either corruption is widespread or there are many cases of corruption. A “somewhat good” or “good” response means there is little or no corruption at all.

3 <http://www.transparency.org/gcb2013/report>

4 Art and Youth Employment Support, *Turning a Blind Eye*, 2012, pg.2or <http://blog.seuksa.com/2012/08/cambodia-2012-bacii-exam-survey/>

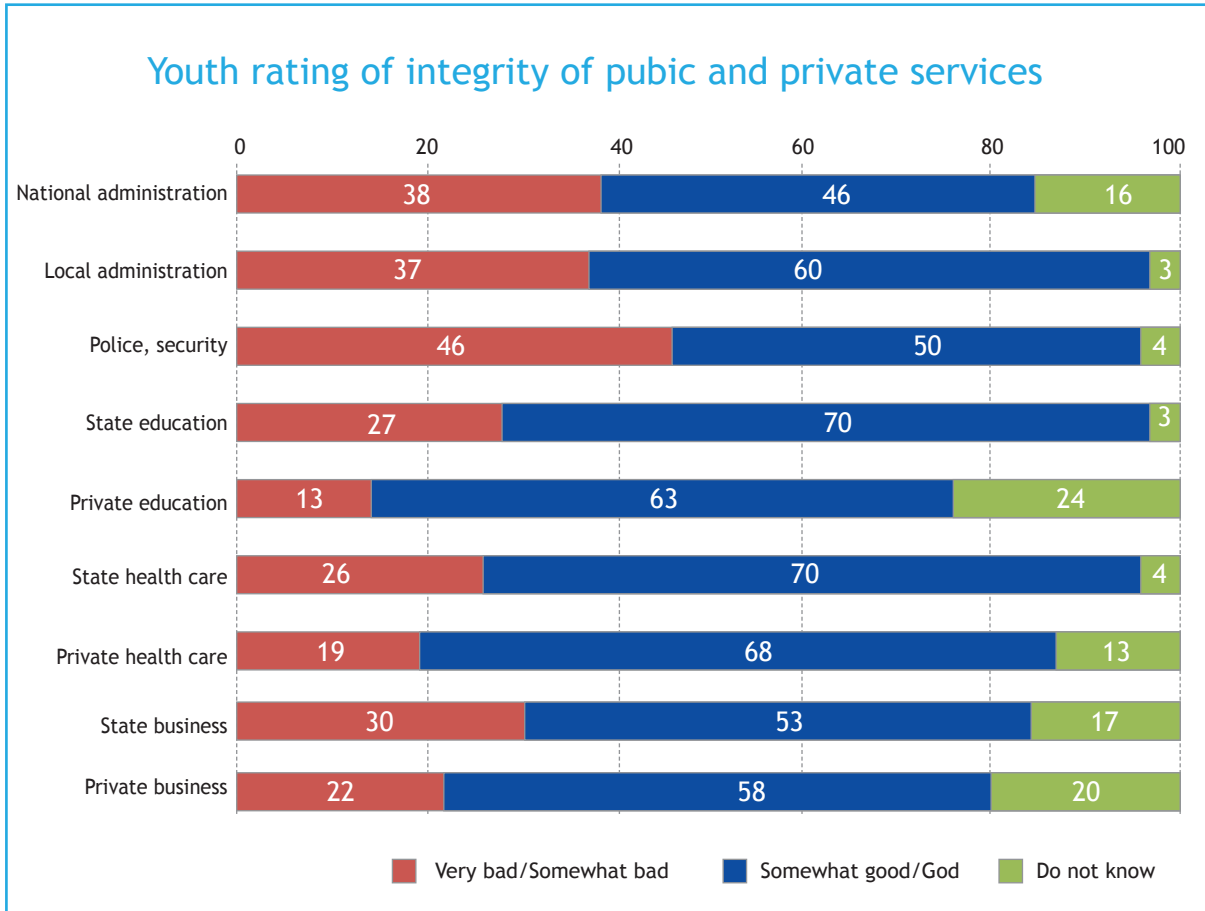


Figure 7

Further analysis reveals that urban youth are much more likely to perceive public services as “corrupt” or “very corrupt” than their rural counterparts. The divide is particularly sharp in their assessment of public healthcare (47 per cent of urban youths think it is “bad” or “very bad” compared to 23 per cent of rural youths), public education (44 per cent, compared to 24 per cent) and the police and security force (59 per cent compared to 45 per cent).

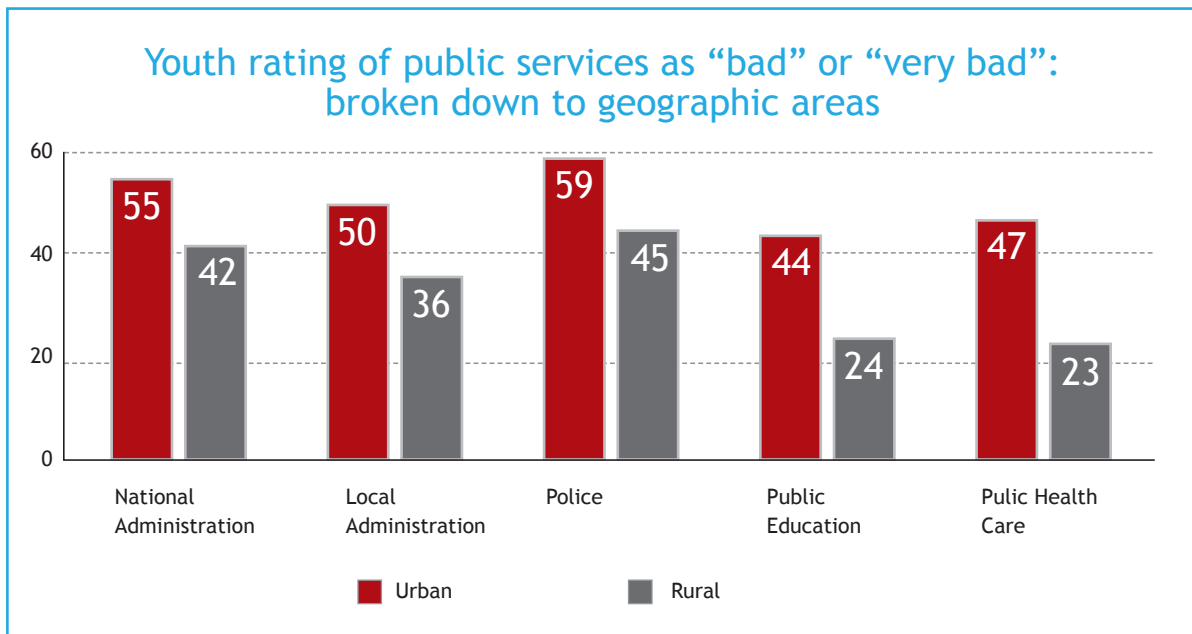


Figure 8

Experiencing corruption

This section specifically aimed to quantify experiences of corruption. Youths were asked whether or not they had experienced corruption in the 12 months prior to the survey 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 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. The data produced from this section of the research provides a useful comparison with the ratings of integrity in the specific institutions mentioned above.

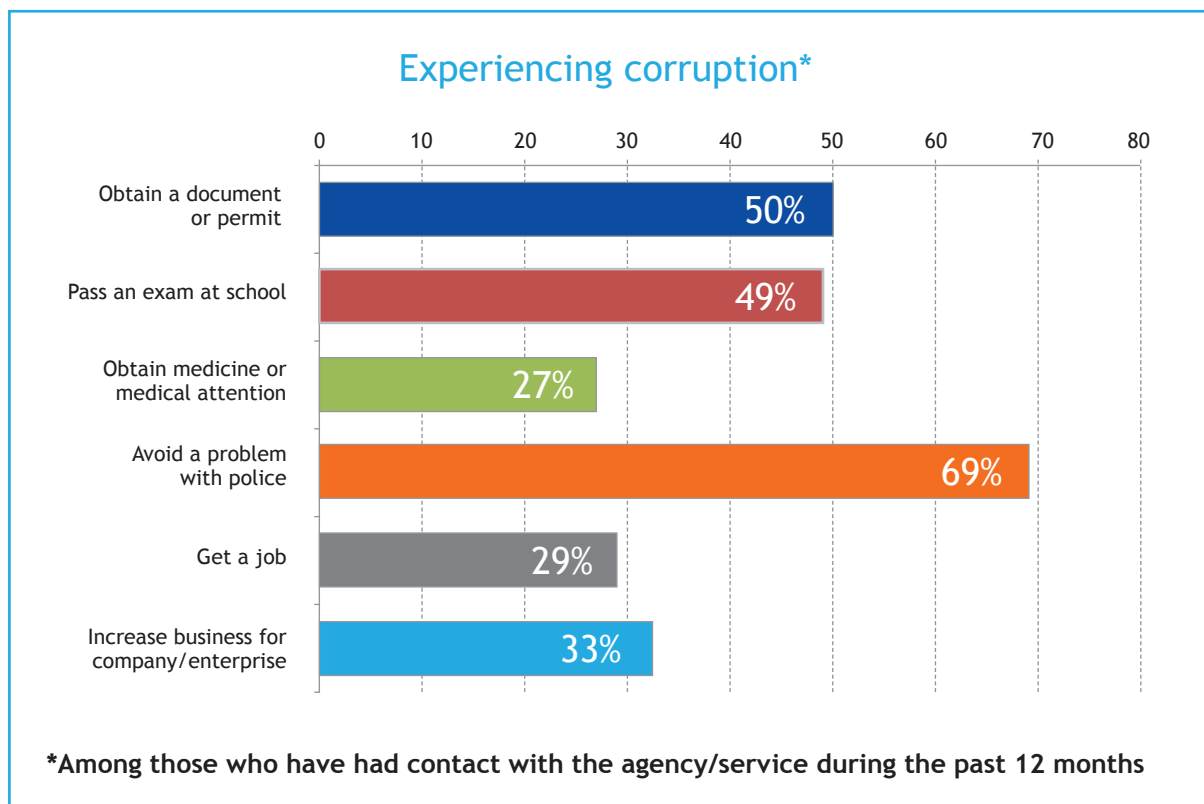


Figure 9

As shown in figure 9, the highest level of reported corruption was from youth trying to avoid a problem with the police. Nearly seven-in-ten of those who had contact with the police in the 12 months prior to the survey faced corruption. This figure indicates that corruption is a very serious problem within the police force.

Nearly half of those youth who had tried to obtain a document or permit faced corruption, and almost the same percentage did so while trying to pass an exam (or gain acceptance into a school programme). Although the survey did not seek to find the frequency of corruption, the data it uncovered indicates that corruption is a serious problem youths face in everyday life.

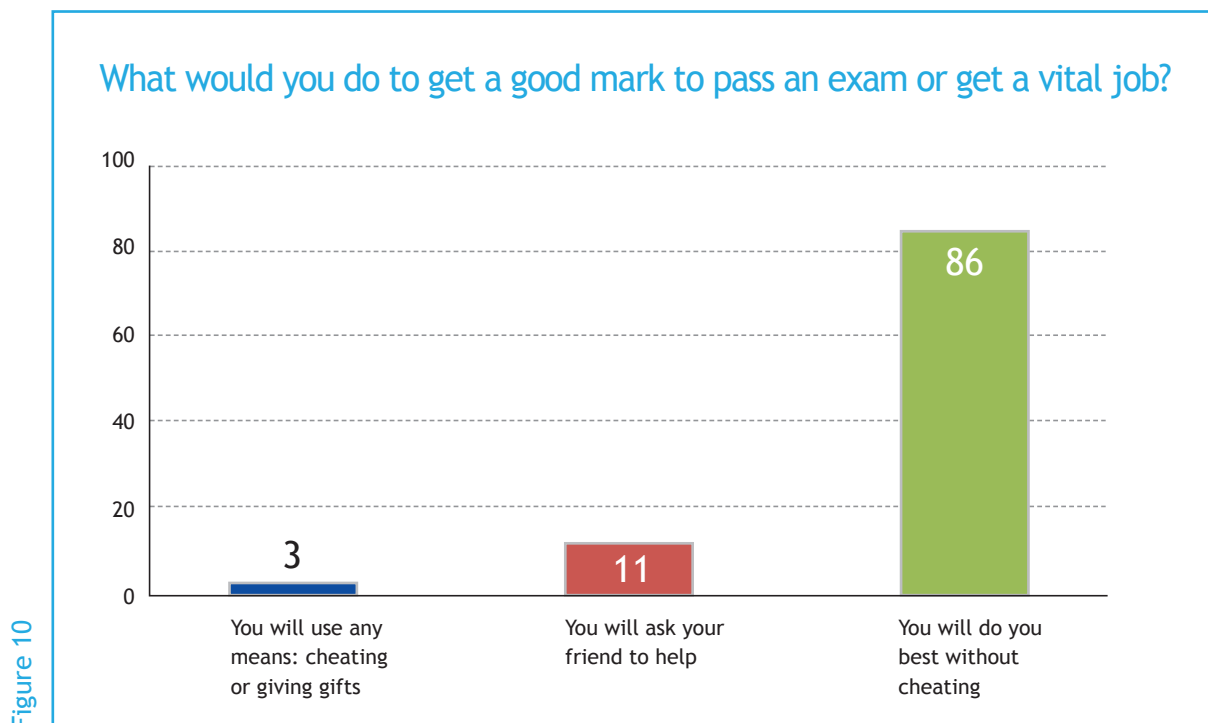
The survey also indicates that urban youths consistently encountered more corruption than rural youths in five of the six scenarios. The differences are most notable in terms of passing an exam (21 per cent of urban youths compared to 13 per cent of rural youths), obtaining health care service (18 per cent compared to 12 per cent), and in encounters with the police (28 per cent compared to 20 per cent). In terms of gender, a higher percentage of male than female youths reported experiencing corruption in the 12 months prior to the survey, except in one scenario: increasing business for a company or enterprise.

Behaviour-based integrity

In addition to gauging experiences of corruption, the study aimed to explore youths' commitment to integrity when faced with various hypothetical situations. Corruption is not always a top-down process. As discussed later in the report, acceptance of corruption and even participation in corrupt practices appear to be a societal problem in Cambodia. Although youth may be aware of corruption and have a strong moral perception of integrity, their willingness to participate in corruption is also important to note. Whether or not they feel there is another alternative to behaving corruptly is an area that requires further research. This section of the data attempted only to quantify the number of youths who would admit to being willing to violate their integrity in specific scenarios. Four different scenarios were presented to respondents and they were only allowed to select one response. The responses ranged from highly ethical to corrupt behaviour.

Getting a good grade

The first scenario focused on the readiness of youth to cheat on an exam. As discussed later in the report, this issue received plenty of media attention in 2014 and is the subject of direct action by the Anti-Corruption Unit. The results from the survey found that only 14 per cent of respondents said that they would be willing to cheat. This figure is low compared with the media attention this subject receives and the general perception that cheating in school exams is widespread. A 2012 study of students in Phnom Penh who were sitting their grade 12 Bac-II exams found that 70 per cent of respondents reported paying money to the supervisor to be able to cheat in the exam ⁵.

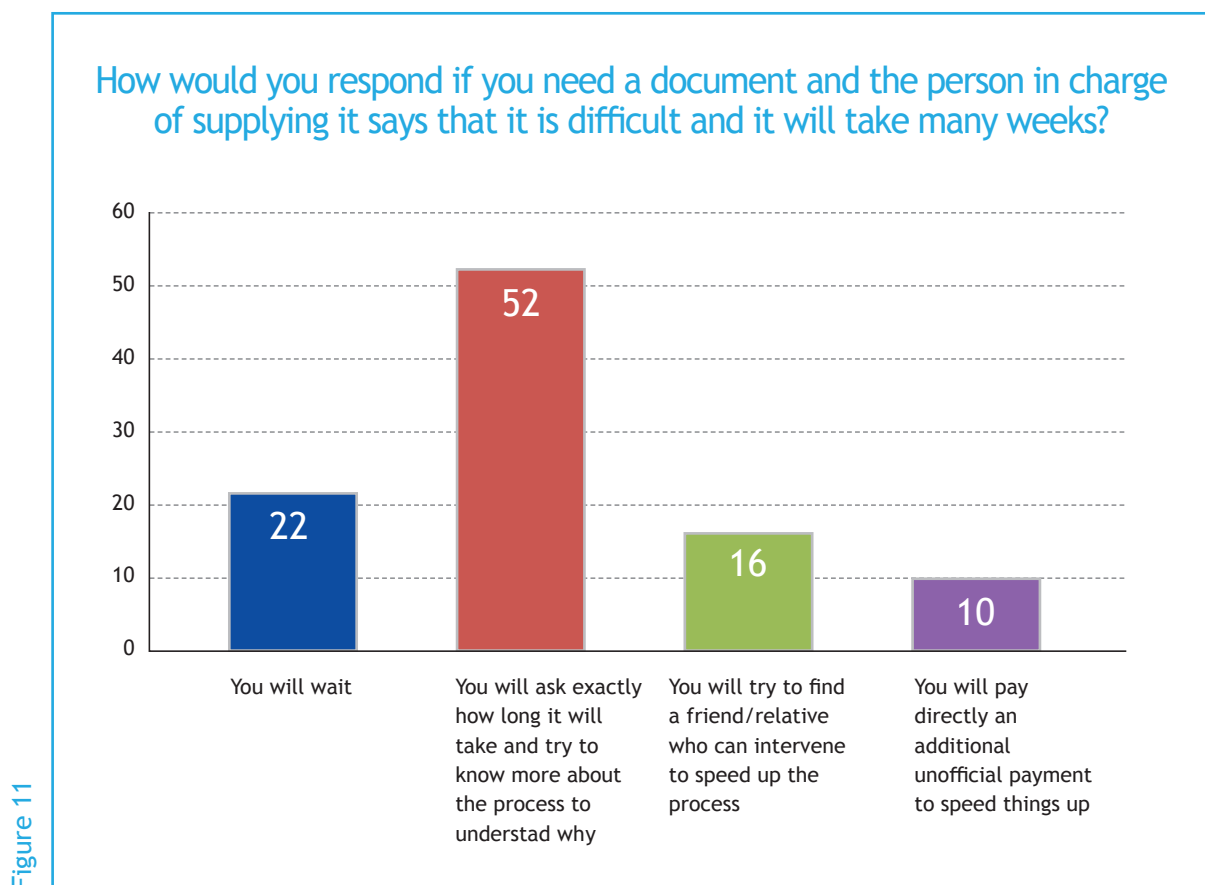


5 <http://blog.seuksa.com/2012/08/cambodia-2012-bacii-exam-survey/>

The low score in the YIS suggests that although cheating may be a widespread phenomenon, youth do not feel comfortable admitting to such practices. This may be interpreted to mean that, despite its prevalence, cheating in school exams is not viewed as an acceptable practice. Cheating and paying bribes had become a means to ensure the confidence of students in passing an exam until 2013. In 2014, the Ministry of Education, Youth and Sports (in collaboration with the Anti-Corruption Unit) initiated and launched a nationwide exam monitoring programme to eliminate cheating and bribery during the high school exam, which determines whether or not those who take it can enter university. As a result of this initiative, only 25.73 per cent of the 23,126 students who took the exam passed it ⁶.

Obtaining documents

The next scenario focused on obtaining documents. Youths were asked how they would respond if they needed a document, such as a driving licence, and the person in charge said it would take a very long time to provide it. Corruption in public service delivery is a problem in Cambodia that has been explored elsewhere in this report and the supply of driving licences is not immune from this. Ten per cent of respondents reported that they would directly pay an additional, unofficial payment to speed up the process of obtaining a document. In addition, another 16 per cent said they would call on a friend or relative to intervene in the process. Only 22 per cent said that they would wait. Those who consider themselves to be well-off are much more willing to engage in corruption to speed up the registration process than those in financial difficulty.



6 <http://www.moeys.gov.kh/kh/press-releases.html>

CASE STUDY 2: BYPASSING THE LAW TO GET A DRIVING LICENCE

“If we don’t pay a bribe, we might never pass the test.”

A course must be completed and a test must be passed before applying for a licence to drive a motorcycle or car in Cambodia. In practice, however, not all drivers go through this process; some simply buy the licence.

This has been widely reported in the media. According to the Phnom Penh Post, a licence to drive a car could be purchased from relevant officials for US\$220 to US\$250 in 2007. The bribe allowed the purchaser to bypass driving school as well as the test ¹. “Just give us a photo and money and that’s all. We arrange everything,” an official at the general department of transport at the Ministry of Public Works and Transport was quoted as saying ².

This practice apparently has not changed much since then. In 2011, the same newspaper interviewed a number of youths who said they had “bought” their licences. One 21-year-old student admitted he did not know much about traffic laws, rationalising this by saying: “I’m not the only one.” He said his friends did the same ³.

In October 2014, a TI Cambodia research team found this was still happening. Many of the youths interviewed said they knew the practice was wrong but said that the system was rigged so they had no choice. “I bought a licence a few months ago, while my husband bought one several years ago. If we don’t pay a bribe, we might never pass the test or have to wait for ages to get it,” a young woman explained.

1 Cheang Sokha. “Express service’ skirts new driving license law”. *The Phnom Penh Post*. 1 November 2007. <http://www.phnompenhpost.com/national/express-service-skirts-new-driving-license-law>

2 Ibid

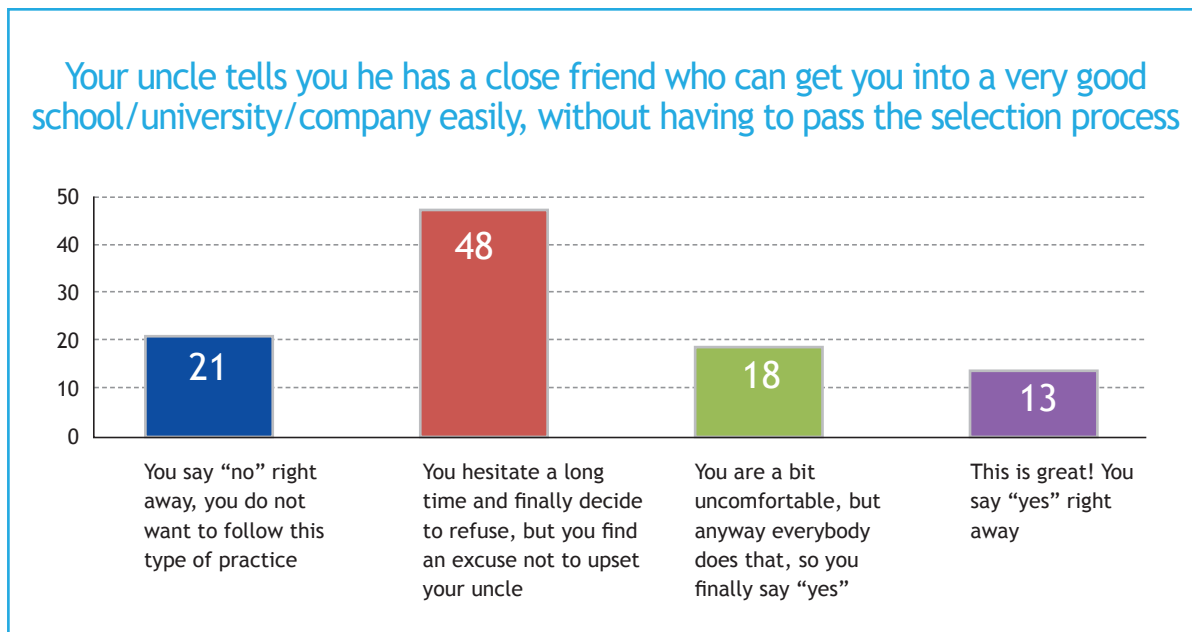
3 Kim Samath and Ngor Menghourng. “Driving school difficulties”. *The Phnom Penh Post*. 11 May 2011. <http://www.phnompenhpost.com/lift/driving-school-difficulties>

Getting into a good school/university/company

Youths were presented with the following scenario: “Your uncle tells you that he has a close friend who can get you into a very good school/university/company easily, without having to pass the selection process.” As shown in figure 12, 21 per cent of respondents said they would say “no” right away, while 31 per cent of respondents said they would accept the offer. Further research would be useful in order to understand why so many youth would compromise their integrity in this scenario. High unemployment and the fact that nepotism is so rife are likely factors. As mentioned before, unemployment for 15-24 year olds is 20 per cent in Phnom Penh ⁷.

7 Ibid pg.2

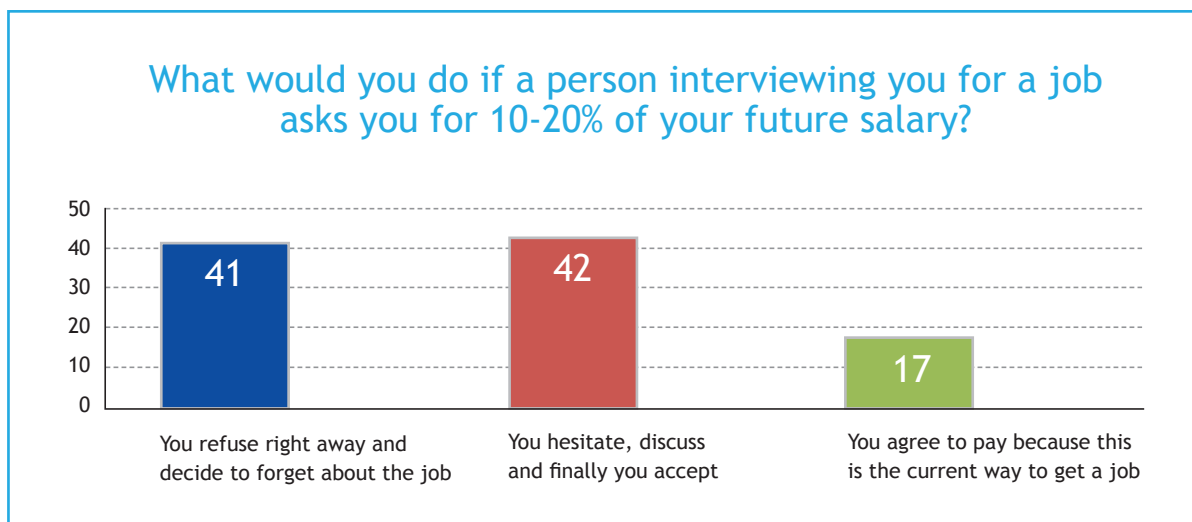
Figure 12



Applying for a job

Finally, youth were asked whether they would be willing to give 10-20 per cent of their future salary if requested by the person interviewing them for a job that they want. In this situation nearly six-in-ten youth said they would agree to this condition. Giving away a proportion of the salary to get a job is very common in Cambodia, especially with the labour intensive job sector such the garment factory. Most workers got their first job through a middleman who promised them a job at the factory in return for some money or the proportion of their salary and sometimes the salary of the first month of their employment if they did not have money to pay in advance.

Figure 13



As discussed in the case study below, this result suggests two serious problems: exploitation of youth by employers and of social acceptance of corrupt practices. Further research would help clarify whether this is a youth-specific problem or a wider practice. That nearly 59 per cent of youth said they would be willing to agree to such a condition is a cause for concern.

CASE STUDY 3: BUYING A JOB “If I hadn’t done it others would have.”

Twenty-three-year-old Sopheap, a waitress in a restaurant in Phnom Penh, is willing to pay 10-20 per cent of her future salary to secure a good job. Poverty, her limited education and the lack of better career prospects are the reasons she cites for her willingness to participate in this practice.

“If I got another job with much better pay, I wouldn’t hesitate to give away 10 or 20 per cent of my salary. I don’t know if this is considered bribery or corruption, but anyone in my position would be happy to do the same,” she explained. She has worked as a waitress for three years, says her salary is very low and that her prospects for a better job are limited by the fact that she lacks a high school diploma, let alone a university degree.

University graduate Pheara, 30, said he paid a bribe to get his job. “Of course, I knew it was ethically wrong, but the job was extremely well paying and if I hadn’t done it others would have,” he explained.

For both Sopheap and Pheara, it does not matter whether this practice is considered bribery or not, ethical or unethical. Rather, what is important for them is that it is socially acceptable and people get away with it.

Influences on youth

The survey asked respondents who was influencing their views on integrity. The questions were broken down into who was providing information and delivering messages to promote integrity, who was setting a good example of integrity and who generally influenced their views on integrity. A follow-up question asked whether they had received any education about integrity or anti-corruption efforts at school or elsewhere.

The extended family was seen to be the best example of integrity and the greatest influence on youth. Almost all, 99 per cent, of youth surveyed said that their extended family provided a good example of integrity, and 94 per cent said that their extended family provided information and delivered messages that promoted integrity. Family networks tend to be close-knit in Cambodia and trust within families is high.

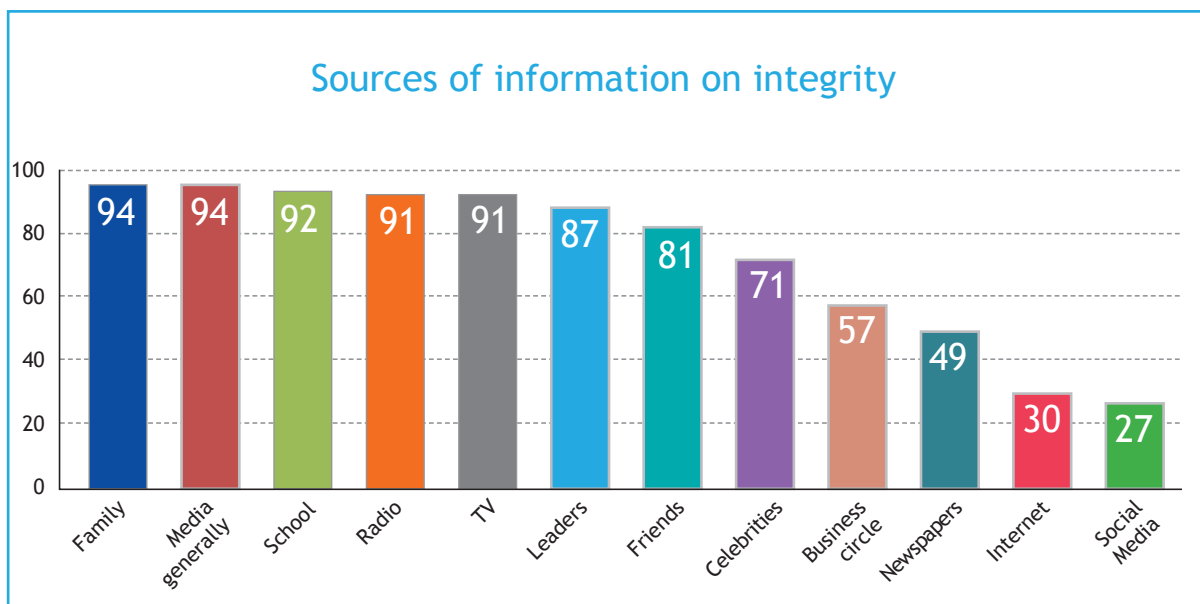


Figure 14

Youths also said that the media had a major influence on them: 94 per cent of those surveyed agreed that the media provided information and delivered messages to promote integrity. The same number also reported that media provided good examples of integrity. Despite this, 16 per cent said media did not influence their views on integrity. When breaking the media down into components, radio and television were the most influential. Almost 50 per cent of all youth surveyed said they had never read a newspaper, while 70 per cent had never used the internet. Internet connections remain very limited in the country, especially in the rural area.

Leaders have a far less significant influence on youths than their extended families or the media: 14 per cent of youth surveyed said that the behaviour of leaders – including political, spiritual and religious figures – did not provide a good example of integrity. Furthermore, 19 per cent of those surveyed said that leaders did not influence their views on integrity.

Integrity education

Although youth were asked about the influence of the education system, a separate question asked whether respondents had received any education or participated in a specific programme about integrity or anti-corruption efforts at school or in another institution. A large majority, 92 per cent, said that the education system provided information and delivered messages that promoted integrity. However, when asked more specifically, only 32 per cent of respondents said they had received any education or followed a specific programme about integrity or anti-corruption efforts at school. Although these results appear to be contradictory, it is likely that the Khmer translation of “integrity” used in the survey can be interpreted to say that youths are receiving information about morality in schools but not about acting with integrity in terms of confronting corruption.

In a subsequent question, youth were also asked how much information they had received regarding government rules and regulations to promote integrity and prevent corruption: 71 per cent reported having no or very little information on these issues.

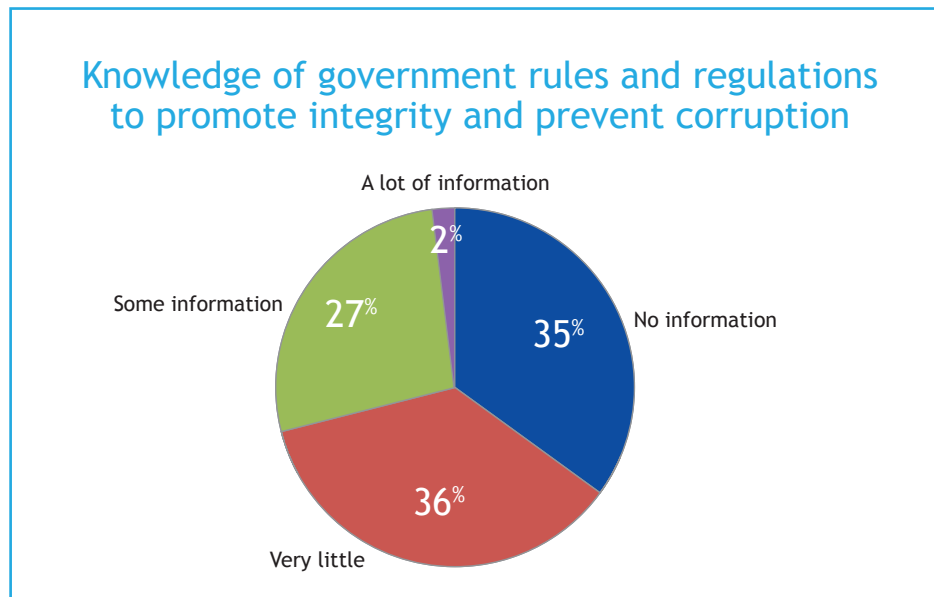


Figure 15

Further, as shown in figure 16, nearly half of those who reported having no information or very little information had not progressed past primary school. Considering the original sample in which 41 per cent of youths had not progressed past primary school, it is very concerning that so many youth are unaware of government efforts to promote integrity and tackle corruption.

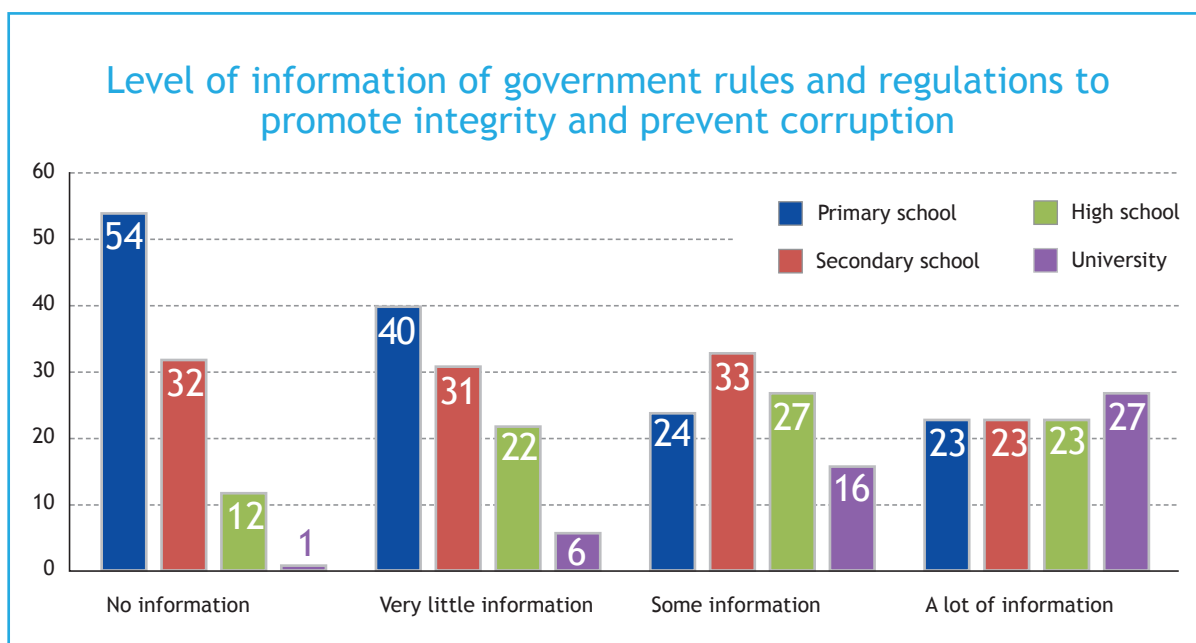


Figure 16

Level of commitment to fight corruption

In terms of future advocacy work with youth, it is essential to understand their willingness and commitment to fight corruption. Youth were first asked whether they would be willing to report corruption. They were then asked to select what sort of role they believed youths could play in integrity-building activities. Sixty-seven per cent of those surveyed said they would be willing to report corruption. Of those, eight per cent said that not only would they report a corrupt act, but they had already done so. This high level of commitment to fight against corruption is encouraging. In addition, 90 per cent of those surveyed said they believe youths can play a major role in integrity-building and the fight against corruption.

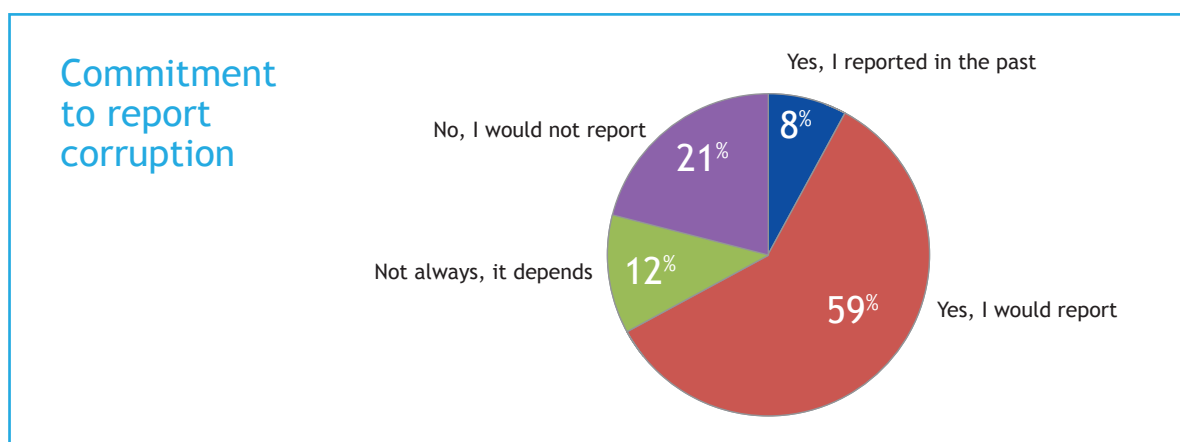


Figure 17

For the 33 per cent of youths who said they would certainly not or would likely not report corruption, different reasons were given. Fear of a backlash was the most common one, with 30 per cent saying they feared having no protection. Another 25 per cent said they would not report corruption because reporting it would have no impact, while almost the same percentage (24 per cent) cited a lack of knowledge on reporting procedure as the main reason. Another 21 per cent said it was not their duty to report corruption. A low level of trust of the government and the absence of a Whistle Blower Protection Act may be one of the reasons that youths fear reporting corruption or being a witness in a corruption case.



Figure 18

Discussion: Regional Comparison

The YIS has been conducted in almost 10 other jurisdictions around the world. Recently, the TI-Secretariat released a regional YIS report¹ focusing on Fiji, Indonesia, South Korea and Sri Lanka. Although these countries have very distinct cultures at various levels of economic and social development, the common feature is a large and growing youth population (excluding South Korea, which has a large youth population but not a growing one). As a result, it is possible to compare the Cambodian data to these other countries. It is important to note that the questionnaire used in Cambodia was different to those used in other countries, meaning that the results cannot be compared question-for-question. However, a general, overall comparison can be attained and is worth exploring.

Cambodia has the largest youth population from this group, with 33 per cent of the population aged between 15 and 30. Fiji comes second, with 28 per cent of its population in the same age bracket. In Indonesia the percentage is 25 per cent, in Sri Lanka it is 23 per cent and in South Korea 19 per cent. Results from across the region suggest that although Cambodian youths face more corruption in their daily lives, they are more optimistic about their ability to bring about change and less likely to rank different pillars of society as “very bad” or “somewhat bad” in terms of prevalence of corruption.

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 across Fiji, South Korea and Sri Lanka had also experienced corruption when dealing with the police. In Cambodia, of those who had had contact with the police during the 12 months prior to the survey, a staggering 69 per cent said they had faced corruption to avoid a problem. Interestingly, although the percentage of young people who had encountered problems with the police was less in South Korea and Sri Lanka than Cambodia, 60 per cent of youth in these two countries believe that the police and security forces are “very bad” or “somewhat bad” in terms of corruption, as opposed to 48 per cent in Cambodia. Although more Cambodian youths encounter corruption when dealing with the police, they are less inclined than youths in some other countries to describe the police as corrupt. One explanation may be that some youths in Cambodia view certain forms of police corruption as a useful way to settle problems, rather than a problem in itself.

Cambodian youths are very optimistic about their ability to bring about change and say that they are willing to report corruption; 90 per cent of those surveyed said that youths could play a major role in integrity-building and the fight against corruption. This figure is consistent with other countries in the region: 92 per cent of Sri Lankan youths agreed that they could play a role in promoting integrity, and in Fiji, Indonesia and South Korea the numbers were 89, 89 and 81 per cent, respectively. Only Fiji reported a higher percentage of young people willing to report corruption (75 per cent) than Cambodia (69 per cent). In South Korea the percentage was 59 and in Sri Lanka it was merely 39 per cent.

Despite Cambodians being optimistic and enthusiastic about integrity-building, 71 per cent of those surveyed said they had no information or very little information on government rules and regulations to promote integrity and fight corruption. This is a region-wide phenomenon, with 74 per cent of youths in South Korea saying they have no or very little information, 66 per cent in Fiji, 55 per cent in Sri Lanka and 50 per cent in Indonesia. If young people are to be agents of change in society, they need to be informed about existing rules and regulations.

1 Transparency International. *Asia Pacific Youth: Integrity in Crisis*. May 2014

Conclusion

Several key conclusions can be drawn from the survey.

First, although youth seem to clearly understand that many corrupt practices are wrong, they find the behaviours acceptable and are even ready to engage in them. Youths are more willing to compromise their integrity and engage in corrupt practices when the acts are deemed minor or common practice. Their readiness to violate integrity for personal gain is perhaps shaped by widespread social acceptance of corruption in Cambodia.

Second, youth consider corruption to be a major problem for the country's development. They also think that corruption exists in various state institutions, both at national and sub-national levels. A high proportion of youth reported experiencing corruption in the year prior to the survey, most frequently when dealing with the police, obtaining a document or permit, or while taking an exam.

Third, extended family, the education system and the media are the main sources of information on integrity for youths and greatest influence on them. The majority of youths, however, have little or no information on government rules and regulations to promote integrity and prevent corruption. Only about one-third said they had received specific education about integrity or anti-corruption efforts at school.

Finally, youth believe they can play a major role in building integrity and fighting corruption, through advocacy and changing attitudes. The majority are willing to report corruption if confronted with a corrupt act. A significant minority, however, reported reluctance to report corruption. Fear of having no protection, the view that reporting corruption will have no impact, and a lack of knowledge on reporting procedures are the main barriers preventing youths from reporting corruption.

Recommendations

The results of the survey indicate that widespread corruption affects youths in their daily lives. It also appears to have taken a toll on their perception of integrity, making them both victims and participants in corrupt practices. However, youths also clearly assert that they want this situation changed: they want a more transparent and corruption-free society, and are willing to participate in the process of creating one. Changing current social dynamics, however, cannot start with youths alone. It requires immense and sustained efforts from all relevant stakeholders, most significantly from the government, educational institutions, the private sector, civil society and Cambodia's many development partners. In light of this, TI Cambodia has put forward a set of both broad and specific recommendations to assist all stakeholders in the formulation of policy, programmes and strategies to promote youth integrity and support their efforts to fight against corruption.

To the Government:

Legal Framework:

- Develop an enabling environment for youth to report corruption by improving the platforms, tools and resources that allow them to do so. This includes passage of “whistle blower” protection legislation.
- Increasingly promote open and transparent governance by increasing effective access to information. This includes passage of an Access to Information Law that meets international standards.
- Promote and enhance freedom of expression, particularly among youths, by ensuring that the Cyber Crime Law complies with international standards and does not jeopardise the freedom of expression guaranteed by the Constitution.

Corruption and Anti-Corruption Education, Prevention and Awareness Raising:

- The Ministry of Education, Youth and Sport should develop specific anti-corruption curricula and integrate these into all levels of the education system, from primary school to university.
- Ensure that the national education system – one of the greatest influences on integrity cited by those surveyed – is corruption-free by increasing teachers' remuneration, improving the recruitment process and reforming management systems at schools.
- Establish a national action plan to address integrity issues among youth with clearly defined benchmarks, responsibilities, timeframe and goals. A national survey should also be regularly conducted among youths to measure the shift in their attitude and perception toward integrity and frequency with which they encounter corruption.
- Prioritize efforts to improve other key public sectors where youth are most likely to encounter corruption, namely, law enforcement (particularly traffic police), healthcare, and state agencies responsible for issuing official documents, such as birth certificates, identification cards and driving licenses.
- Establish a national programme to promote role models of integrity for youth, for example, through public integrity awards and youth leaders mentoring initiatives.
- Intensify anti-corruption campaign at national and sub-national levels by educating citizens and youths about the causes and effects of corruption on society; and informing them about the Government's commitment and strategy in reducing corruption.
- Improve strategies to inform youths about the Anti-Corruption Law and related regulations. In particular, more resources should be channelled into awareness raising campaigns through both mainstream media, particularly televisions and radios, and available social media tools.
- Encourage, create and foster youth networks and empower them to promote integrity and combat corruption.

To Higher Education Institutions, the Private Sector, Civil Society Organisations, and Development Partners

- In addition to providing necessary skills and knowledge to students, higher education institutions and professional schools should also focus on training students on the necessity of upholding integrity and ethics in their future careers.
- Members of the private sector and civil society organisations (CSOs) should ensure that all recruitment and staff-selection processes are transparent, free of bribery, kickbacks or other forms of corruption.
- Youth organisations, both national and grassroots, should consider initiating campaigns to change youths' prevailing mind-set about corruption to ensure that they regard all corrupt practices, whether petty or large scale, as illegal practices that must be avoided.
- CSOs should engage youth more actively in their efforts to promote integrity, transparency and anti-corruption by mainstreaming anti-corruption initiatives in citizen- and youth-engagement programmes.
- Both multilateral and bilateral donors should prioritise anti-corruption measures and youth engagement in their strategic plans and allocate more resources for CSOs to support the rising demand for a corruption-free society.





Annex:

THE QUESTIONNAIRE

YIS QUESTIONNAIRE

Introduction/explanation

My name is _____. I am from Transparency International Cambodia. We are currently conducting a survey on youth perceptions of integrity across a number of provinces. This survey aims to gain a better understanding of youths' experiences and perceptions of transparency and integrity. I have with me a number of questions, all of which are multiple choice questions. There are no right or wrong answers. The survey will take about 30 minutes.

All data will remain anonymous – you will not be identified in the report. Transparency International Cambodia maintains the right to retain ownership of the data once the survey has been completed.

Start time:	<input type="text"/> <input type="text"/> hour	<input type="text"/> <input type="text"/> minute
End time:	<input type="text"/> <input type="text"/> hour	<input type="text"/> <input type="text"/> minute
Duration	Total minutes <input type="text"/> <input type="text"/>	

Household location
Province/City:
District/Quarter:
Commune/Sangkat:
Village:
Urban/Rural (Urban = 1,Rural = 2): <input type="checkbox"/>
Name of Interviewer _____ ID _____
Name of Team Leader _____ Signature _____

Part A: Socio-demographic profile

Household members	
A1. Number of members of household	<input type="text"/> <input type="text"/>

Socio-demographic characteristics of respondent		
A2. Gender	Male.....1 <input type="checkbox"/> Female.....2 <input type="checkbox"/> Other.....3 <input type="checkbox"/>	
A3. Date of Birth (Interviewer inserts age afterwards)	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"/>	
A4. Level of education completed by respondent	In school	Not in school
	1. None/less than primary 2. Primary (Grade 1 – 6) 3. Secondary (Grade 7-9) 4. High School (Grade 10 – 12) 5. University	1. None/less than primary 2. Primary (Grade 1 – 6) 3. Secondary (Grade 7-9) 4. High School (Grade 10 – 12) 5. University
A5. Ethnic group	_____ <input type="text"/> <input type="text"/> (Specify and insert code)	
A6. Religion (if any)	_____ <input type="text"/> <input type="text"/> (Specify and insert code)	

Socio-demographic characteristics of respondent (continued)

<p>A7. Employment status (what best describes you?)</p>	<p><input type="checkbox"/> 1. Employed * A person is considered as employed if he/she has worked for more than six months during the past year in one or more occupations, including both formal and informal jobs.</p> <p><input type="checkbox"/> 2. Unemployed *Refers to a person who is currently not working and has not been employed for more than six months during the previous year.</p> <p><input type="checkbox"/> 3. Inactive *Refers to housewives or those dependent on parents for income</p> <p><input type="checkbox"/> 4. Student</p>
<p>A8. If the respondent is working, in which sector?</p>	<p><input type="checkbox"/> 1. Public</p> <p><input type="checkbox"/> 2. Private</p> <p><input type="checkbox"/> 3. Not-For-Profit</p> <p><input type="checkbox"/> 4. Informal</p> <p><input type="checkbox"/> 5. Other</p>
<p>A9. Occupation of respondent's father</p>	<p><input type="checkbox"/> 1. Public</p> <p><input type="checkbox"/> 2. Private</p> <p><input type="checkbox"/> 3. Not-For-Profit</p> <p><input type="checkbox"/> 4. Informal</p> <p><input type="checkbox"/> 5. Does not work</p> <p><input type="checkbox"/> 6. Other</p>

Socio-demographic characteristics of respondent (continued)

<p>A10. Occupation of respondent's mother</p>	<p><input type="checkbox"/> 1. Public</p> <p><input type="checkbox"/> 2. Private</p> <p><input type="checkbox"/> 3. Not-For-Profit</p> <p><input type="checkbox"/> 4. Informal</p> <p><input type="checkbox"/> 5. Does not work</p> <p><input type="checkbox"/> 6. Other</p>
<p>A11. Are you an active member of a civil society group? (Interviewer explains what a civil society group is. Groups affiliated with political parties are excluded.)</p> <p>If "yes", name the group. (If respondent is a member of many, ask which is the most important.)</p>	<p><input type="checkbox"/> 1. Yes</p> <p><input type="checkbox"/> 2. No</p> <p>If yes specify _____</p> <p>3. _____</p>

Part B: Concepts and attitudes

B1 & B2. What is your opinion of the following behaviours?	B1. Is the behaviour wrong?	B2. Is it acceptable?
A) A person does something which might be illegal in order to make a living for his/her family.	1. Yes 2. No	1. Yes 2. No
B) A leader does something which might be illegal, but it enables your family to live better.	1. Yes 2. No	1. Yes 2. No
C) A public official requests an additional, unofficial payment for a service or administrative procedure that should be part of his job (for example to process a licence).	1. Yes 2. No	1. Yes 2. No
D) A person in a position of responsibility gives a job in in his or her organisation to a relative who lacks adequate qualifications (to the disadvantage of a more qualified person).	1. Yes 2. No	1. Yes 2. No
E) A person gives an additional, unofficial payment (or a gift) to a public official in order to speed up and facilitate the process of registering a car or motorbike.	1. Yes 2. No	1. Yes 2. No
F) A person gives an additional, unofficial payment (or a gift) to a doctor or nurse in order to receive better treatment.	1. Yes 2. No	1. Yes 2. No
G) A parent of a student gives an additional, unofficial payment (or a gift) to a teacher so that their child can get better grades.	1. Yes 2. No	1. Yes 2. No

B3. According to you, a person considered to be someone of integrity means that this person:	
A) Never lies or cheats so that people can trust him/her.	1. Yes 2. No
B) Does not lie or cheat except when it would disadvantage them or their family.	1. Yes 2. No
C) Never breaks the law (complies with state regulations) under any circumstance.	1. Yes 2. No
D) Demonstrates solidarity and support to family and friends in all circumstances, even if that means breaking the law.	1. Yes 2. No
E) Never participates in corruption (such as accepting or paying bribes) under any circumstance.	1. Yes 2. No
F) Refuses to take part in corruption except when the amount involved is insignificant (for example, paying a small amount of money or giving small gifts).	1. Yes 2. No
G) Refuses to participate in corruption except when it is a common practice used to solve problems or difficult situations.	1. Yes 2. No

The objective of this question is to measure the general understanding of integrity, excluding concrete and precise situations, which are raised later in the questionnaire.

Awareness

*Option “8. Do not know” must neither be read nor suggested to the respondent. It should be mentioned only if the respondent appears to be, or expresses, great difficulty in answering the question.

B4. Do you think that a lack of integrity (including corruption) is a major problem (is really harmful)?	
A) For youths 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’s development	1. Yes 2. No 8. Do not know*

Values, Beliefs

<p>B5. Rank these statements in terms of importance to you on a scale of 1-4?</p> <p>1= strongly disagree, 2= somewhat disagree, 3= somewhat agree, 4 = strongly agree, 8= do not know*</p> <p>Remark: Options are exclusive. There is only one choice for an answer.</p> <p>*Option “8. Do not know” must neither be read nor suggested to the respondent. It should be mentioned only if the respondent appears to be, or expresses, great difficulty in answering the question.</p>	<p>Select the corresponding answer*</p>
<p>1. Finding ways to increase family income is the most important goal and it is acceptable to ignore some laws and abuse power to attain this objective.</p>	<p>1 2 3 4 8*</p>
<p>2. Finding ways to increase the family income is a little bit more important than being honest and respecting the laws.</p>	<p>1 2 3 4 8*</p>
<p>3. Being honest and respecting laws and regulations is a little more important than increasing family income.</p>	<p>1 2 3 4 8*</p>
<p>4. Being honest and respecting laws and regulations are much more important than increasing family income.</p>	<p>1 2 3 4 8*</p>

<p>B6. According to you, who has more chance to succeed in life?</p> <p>Rank these statements on a scale from 1-4. 1= strongly disagree, 2= somewhat disagree, 3= somewhat agree, 4 = strongly agree, 8 = Do not know*</p> <p>Options are exclusive here. There is only one choice of answer.</p> <p>*Option “8 = Do not know” must not be read nor suggested to the respondent. It should be mentioned only if the respondent appears to be, or expresses, great difficulty in answering the question.</p> <p>(“Success” is self-defined. If asked for a definition, interviewer tells respondent it is based on his or her individual understanding of the word, which could mean being rich, being well-known, being respected, etc.)</p>	<p>Select the corresponding answer*</p>
<p>1. People who are willing to lie, cheat, break the law and participate in corruption are more likely to succeed in life than people who are not.</p>	<p>1 2 3 4 8*</p>
<p>2. People who are willing to lie, cheat, break the law and participate in corruption are somewhat more likely to succeed in life than people who are not.</p>	<p>1 2 3 4 8*</p>
<p>3. People who are not willing to lie, cheat, break the law and participate in corruption are somewhat less likely to succeed in life than people who are.</p>	<p>1 2 3 4 8*</p>
<p>4. People who are not willing to lie, cheat, break the law and participate in corruption are much less likely to succeed in life than people who are.</p>	<p>1 2 3 4 8*</p>

Experience (exposure) to difficult and challenging situations that may impinge on integrity.

B7. Have you been faced with corruption in the past 12 months? (Please, answer this question based on your own understanding of what corruption is.)	
A) To get a document or a permit	1. Yes 2. No 3. Not applicable (N/A)
B) To pass an exam (or gain acceptance to a programme) at school	1. Yes 2. No 3. (N/A)
C) To obtain medicine or medical attention for you or a family member at a health centre	1. Yes 2. No 3. (N/A)
D) To avoid a problem with the police (such as a fine)	1. Yes 2. No 3. (N/A)
E) To get a job	1. Yes 2. No 3. (N/A)
F) To get more business (or market access) for your company/ enterprise	1. Yes 2. No 3. (N/A)

*The respondent has to choose one option among the three. He/she cannot answer “Do not know”. “Not applicable” is the option for those who have not been faced with the situations listed.

Opinion on the level of integrity

B8. What is your opinion on the level of integrity nowadays in the services listed below? Give your opinion according to your own experiences or perceptions.	1. Very bad (wrong behaviour and corruption is widespread) 2. Somewhat bad (many cases of wrong behaviour and corruption) 3. Somewhat good (few cases of wrong behaviour and corruption) 4. Good (no wrong behaviour, transparent, no corruption) 8. Do not know*
	Select the figure corresponding to answer
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*

*Option “8 = Do not know” must not be read nor suggested to the respondent. It should be mentioned only if the respondent appears to be, or expresses, great difficulty in answering the question.

Behaviour-based integrity

<p>B9. 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 if this means you do not do well on the exam. 2. You will ask your best friend to help you during the exam and he/she will accept this because it is normal to help a friend. 3. You will do anything to get a good grade: cheating and/or giving gifts to the teacher/supervisors.
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*The respondent must choose one option among the three. He/she cannot answer “do not know”. If the respondent answers “it depends”, the interviewer should persist by asking what the respondent would do in a normal situation. (If the respondent mentions extreme scenarios, such as life or death situations, he or she must be told to exclude these.)

<p>B10. How would you respond if you needed a document (such a driving licence) and the person in charge of supplying the document says that the process is difficult and will take many weeks (or months)?*</p>	<ol style="list-style-type: none"> 1. You will wait. 2. You will ask exactly how long it will take and try to find out more about the process to understand why it takes so long. 3. You will try to find a friend or relative who can speed up the process. 4. You will pay an additional, unofficial payment to speed things up
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* The respondent must choose one option among the four. He/she cannot answer “do not know”. If the respondent answers “it depends”, the interviewer should persist by asking what the respondent would do in a normal situation. (If the respondent mentions extreme scenarios, such as lifedead situations he or she must be told to exclude these.)

<p>B11. Your uncle tells you that he has an excellent friend who can easily get you into a very good school/ university/company without having to pass the selection process. How would you respond?*</p>	<ol style="list-style-type: none"> 1. You say “no” right away; you do not want to engage in this type of practice. 2. You hesitate a long time and finally decide to refuse, but find an excuse not to upset your uncle. 3. You are a bit uncomfortable, but anyway everybody does that, so you finally say “yes”. 4. This is great! You say “yes” right away.
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*The respondent must choose one option among the four. He/she cannot answer “do not know”.

<p>B12. You are applying for a job in an enterprise in the field you want to work in. In order to get hired, 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 immediately and decide to forget about the job. 2. You hesitate, discuss and finally accept, but decide you will try later to change this practice when you become an employee of the enterprise. 3. You agree to pay because this is how to get a job.
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*The respondent must choose one option among the three. He/she cannot answer “do not know”.

Level of commitment to fight corruption

<p>B13. If you happen to be confronted with a corrupt act (for example, a professor asks you for money in order to pass an exam), would you be ready to report it?*</p>	<ol style="list-style-type: none"> 1. Yes, I have already reported a corrupt act in the past. 2. Yes, I would report it. 3. Not always. I would report it depending on the case. 4. No, I would not report it.
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*The respondent must choose one option among the four. He/she cannot answer “do not know”.

<p>B14. If you are not ready to report corruption, why not? (For respondents who replied “no” or “not always” in the previous question)</p>	<ol style="list-style-type: none"> 1. I am afraid of reporting corruption because I would not be protected. 2. I think reporting corruption would not be effective (it would have no result). 3. I do not know the procedures for reporting corruption. 4. I do not want to report anyone. It is not my business.
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The respondent must choose one option among the four. He/she cannot answer “do not know”.

Available information and influence of the environment

<p>B15. How much information do you have on government rules and regulations to promote integrity and prevent corruption?*</p>	<ol style="list-style-type: none"> 1. None 2. Very little 3. Some 4. A lot
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*The respondent must choose one option among the four. He/she cannot answer “do not know”.

B16. To shape your views on integrity, do you consider that	provides information and delivers messages to promote integrity?
A) your extended family	1. Yes 2. No
B) the education system/your school	1. Yes 2. No
C) friends and peers	1. Yes 2. No
D) stars/celebrities	1. Yes 2. No
E) the business/economic sphere	1. Yes 2. No
F) leaders (political, spiritual/religious, etc.)	1. Yes 2. No
G) the media generally (includes only a and b)	1. Yes 2. No
a. radio/TV	1. Yes 2. No
b. newspapers	1. Yes 2. No
c. internet news sites	1. Yes 2. No
d. social networking sites	1. Yes 2. No

B17. To shape your views on integrity, do you consider that	provides a good example of integrity?
A) your extended family	1. Yes 2. No
B) the education system/your school	1. Yes 2. No
C) friends and peers	1. Yes 2. No
D) stars/celebrities	1. Yes 2. No
E) the business/economic sphere	1. Yes 2. No
F) leaders (political, spiritual/religious, etc.)	1. Yes 2. No
G) the media generally (includes only a and b)	1. Yes 2. No
a. radio/TV	1. Yes 2. No
b. newspapers	1. Yes 2. No
c. internet news sites	1. Yes 2. No
d. social networking sites	1. Yes 2. No

B18.To shape your views on integrity, do you consider that	influences your views on integrity?
A) your extended family	1. Yes 2. No
B) the education system/your school	1. Yes 2. No
C) friends and peers	1. Yes 2. No
D) stars/celebrities	1. Yes 2. No
E) the business/economic sphere	1. Yes 2. No
F) leaders (political, spiritual/religious, etc.)	1. Yes 2. No
G) the media generally	1. Yes 2. No
H) radio/TV	1. Yes 2. No
I) newspapers	1. Yes 2. No
J) internet news site	1. Yes 2. No
K) social networking sites	1. Yes 2. No

Youths' role in building integrity and anti-corruption

B19.In your opinion, what role can youths play in integrity-building in your society/country? (Choose the statement you agree with most.)	Select the corresponding answer*
1. Youths cannot play a role in integrity-building and the fight against corruption (nobody cares about youth opinions or behaviours).	1
2. Youths can play a limited role in integrity-building and the fight against corruption (through advocacy and changing attitudes).	2
3. Youths can play a big role in integrity-building and the fight against corruption (through advocacy and changing attitudes).	3
4. Do not know.	8**

*The **respondent must be encouraged to select only one of the first three options.**

**“8 = Do not know” must neither be read nor suggested to the respondent. It should be mentioned only if the respondent appears to be, or expresses, great difficulty in answering the question.

B20. Have you received any education or followed a specific programme about integrity or anti-corruption at school (or in another institution)?	1. Yes 2. No
If yes, according to you:	
A) Who organised the education/programme?	<input type="checkbox"/> 1. Educational institution <input type="checkbox"/> 2. NGOs <input type="checkbox"/> 3. Local authorities <input type="checkbox"/> 4. Anti-Corruption Unit <input type="checkbox"/> 5. Other
B) This education/programme helped you to better understand the concept of integrity (and corruption).	<input type="checkbox"/> 1. Yes, very much <input type="checkbox"/> 2. Yes, somewhat <input type="checkbox"/> 3. No
C) This education/programme helped you to play a role in integrity-building in your society/country.	<input type="checkbox"/> 1. Yes, very much <input type="checkbox"/> 2. Yes, somewhat <input type="checkbox"/> 3. No

Specific questions in order to monitor specific policies/programmes

Remark: Questions B19 and B20 depend on whether such a programme exists in the country.

Additional questions are country-specific ones, and could be considered to monitor the impact of specific policies /programme.

Part C: Living standards and access to information

C) Living standards	
<p>C1. Possession of different assets (equipment) (objective assessment) Do you have:</p> <p>a. access to a reliable water source</p> <p>b. electricity in your home</p> <p>c. a radio</p> <p>d. a telephone</p> <p>e. a bicycle</p> <p>f. a motorbike</p> <p>g. a television</p> <p>h. internet access</p>	<p>a. Yes.....1 No2</p> <p>b. Yes.....1 No2</p> <p>c. Yes.....1 No2</p> <p>d. Yes.....1 No2</p> <p>e. Yes.....1 No2</p> <p>f. Yes.....1 No2</p> <p>g. Yes.....1 No2</p> <p>h. Yes.....1 No2</p>
<p>C2. Given the income of your family, do you consider that: (subjective assessment)</p>	<p>You live with difficulty.....1</p> <p>Life is alright but you must be careful.....2</p> <p>Things are more or less alright.....3</p> <p>You live well.....4</p>
<p>Subjective well-being</p>	
<p>C3. All things considered, how happy are you with your life? Would you say that you are:</p>	<p><input type="checkbox"/> Not at all happy.....1</p> <p><input type="checkbox"/> Not really happy.....2</p> <p><input type="checkbox"/> Not happy nor unhappy.....3</p> <p><input type="checkbox"/> Pretty happy.....4</p> <p><input type="checkbox"/> Very happy.....5</p>

Access to information: How often do you get news from the following sources?
(in normal times, excluding holidays)

<p>C4. Radio or television</p>	<p><input type="checkbox"/> Never <input type="checkbox"/> Less than once a month <input type="checkbox"/> A few times a month <input type="checkbox"/> A few times a week <input type="checkbox"/> Every day</p>
<p>C5. Newspapers</p>	<p><input type="checkbox"/> Never <input type="checkbox"/> Less than once a month <input type="checkbox"/> A few times a month <input type="checkbox"/> A few times a week <input type="checkbox"/> Every day</p>
<p>C6. Internet</p>	<p><input type="checkbox"/> Never <input type="checkbox"/> Less than once a month <input type="checkbox"/> A few times a month <input type="checkbox"/> A few times a week <input type="checkbox"/> Every day</p>
<p>Communication tools</p>	
<p>C7. What are the three main communication tools you use to receive information or to communicate (radio, TV, newspapers, notice boards, village chief, friends and family, internet, text/SMS, etc.)?</p> <p>• (Note to interviewer: The respondent can suggest another source if applicable but don't suggest other options.)</p>	<p>_____ <input type="text"/> <input type="text"/></p> <p>_____ <input type="text"/> <input type="text"/></p> <p>_____ <input type="text"/> <input type="text"/></p> <p>(Interviewer: Specify and enter code.)</p>

Questions about the interview

C8. How did you feel about the questions during the discussion? The questions were:

- Very difficult to answer
- Difficult to answer
- Not so easy (some questions were difficult)
- Easy to answer

• Interviewer's observation (Do not read this to the respondent.)

Respondent answered with

- a. Great attentiveness
- b. Some attentiveness
- c. Little attentiveness





In Cambodia 65 per cent of the population are under the age of 30, and more than 30 per cent are youths. Consequently, ensuring youths are more engaged in society is vital for campaigns to promote integrity and eradicate corruption. The Youth Integrity Survey is designed to understand and quantify attitudes to - and perception of - integrity and corruption among this key demographic. This nationally representative survey, the first of its kind, surveyed 1,200 people aged 15 to 30 nationwide. The results can provide evidence and data to government bodies and other organisations looking to deepen their understanding of youths and identify key areas for directing anti-corruption initiatives.