

YOUNG VOICES 2

Child Integrity Survey Report

**Mongolia
2018**

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Copies of Young Voices Surveys 1 & 2 Mongolia are available at Save the Children Mongolia Office, Child Protection Resource Centre or online at www.savethechildren.mn ; <https://resourcecentre.savethechildren.net/>

PREFACE

In 2016-17, Save the Children in Mongolia carried out the first Young Voices Survey which sought the views of over 1,236 secondary school children on matters that affect them. The survey highlighted children's concerns about unfair and dishonest practices within the education system which we wanted to follow up. At the same time, Transparency International in Mongolia was interested in adding young people's voices to their research on corruption in Mongolia.

Save the Children and Transparency International believe that understanding young people's perception of equal opportunity can make a considerable contribution to the promotion of honesty, justice and equality in Mongolia. We worked together with a representative group of young people to develop the Young Voices II – Child Integrity Survey. 2,191 children from Grades 6, 8 and 10 across nine districts of Ulaanbaatar city and twenty-one rural aimags completed the survey and participated in focus groups.

How justice, corruption and conflict of interest are perceived in educational settings can inform social values and efforts to address inequality in a society. In accordance with this and with Article 12 of the Convention on the Rights of the Child which emphasizes children's right to express their views freely and have them taken seriously, the survey asked young people about their own beliefs and experiences. Their perception of justice and integrity sheds light not only on their impressions of the world they live in, but also on the ethical choices they expect to make in the future.

Save the Children invites politicians, policy makers and executors, parents and the community to read and share the results of the survey. With 37.8% of the population under 19 years old, and 38.7% being adolescents aged 10-19 years, we urge all levels of government to adhere to the principle of the best interests of the child in their policies and practices. While much has been achieved in recent decades to advance the status of children in Mongolia, the findings of this survey present evidence that duty bearers need to make real and positive progress if children are to inhabit and perpetuate a fair and equitable society. They also points to the need to give the majority of teachers and administrators who conduct their duties ethically the support they deserve.

We thank Save the Children Sweden for making this survey possible, Transparency International in Mongolia for its valuable collaboration, particularly for its work in Govisumber. We thank the school principals, teachers and education officers who helped us to carry it out. We express our special appreciation to the Young Voices representative group who contributed their insights to all aspects of the survey. Finally, and most importantly, we thank all the Mongolian children who participated in the survey for their thoughtful insights and opinions.

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Save the Children in Mongolia



The Universal Declaration of Human Rights

recognizes that “education is a fundamental human right and is a basis for realization of all other human rights”.



Sustainable Development Goal 4.c.

states that “teachers are the key to successfully achieving the education goals globally by 2030”.



The United Nations Convention on the Rights of the Child

stipulates that primary education shall be provided without discrimination of any kind in an environment protected from all kinds of violence, exploitation and neglect.

Save the Children in Mongolia believes that education is a process of gaining knowledge, skills, values, beliefs and proper attitudes and behaviour. Discrimination of any kind, corruption, conflict of interest as well as lack of good exemplary behaviour by teachers, staff and adults creates obstacles to the realization of children’s right to education and value-oriented development.



UNESCO Convention against Discrimination in Education

of 1960 prohibits discrimination of any kind, distinction, exclusion, limitation or preference which is based on natural, social and economic or other status and conditions of children that would have effect of impairing equality of treatment in education.

States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child’s or his or her parent’s or legal guardian’s race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.

Article 2, UN Convention on the Rights of the Child

“The Education to which every child has a right is one designed to provide the child with life skills, to strengthen the child’s capacity to enjoy the full range of human rights and to promote a culture which is infused by appropriate human rights values. The goal is to empower the child by developing his or her skills, learning and other capacities, human dignity, self-esteem and self-confidence.”

*The Aims of Education
General Comment on the article 29 of UN
Convention on the Rights of the Child, 2001*

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“Although adults expect us to be honest, their words and behaviour show us the opposite, so from whom can we learn to be honest?”

A, Girl, 15 year-old

72.6%

of children and young people said that they could play a critical role in promoting justice and combating corruption in Mongolia. (Question B22)

95.9%

of children think that corruption is harmful. (Question B2)

WHAT IS YOUNG VOICES 2 SURVEY?

The Young Voices Survey 2016-2017, involving 1,236 young people, revealed that 1 in every 3 children wanted to express their own opinions and exert more influence on matters relevant to education and school. Additionally, a surprisingly high 53.4% of children indicated “other reason” for feeling bullied. More detail could not be learned from the survey, but focus groups suggested that children felt victimised and stressed by systemic discrimination and favoritism by teachers.

This indicated to Save the Children and the Young Voices Group for Human Rights a need to understand more about how children experienced discrimination in the school environment and how the conduct of adults influenced children’s ethical beliefs.

Transparency International was also seeking feedback from children on their attitudes to integrity. It had conducted Child Integrity surveys in other countries in the region and those questionnaires were adapted for the Young Voices 2: *Child Integrity Survey* undertaken in 2017-2018.

WHAT DO WE WANT THE SURVEY TO ACHIEVE?

Young Voices 2 provides insights into how children perceive that their right to equal education is respected, fulfilled or hindered. Save the Children will disseminate and share this knowledge with adults who have an impact on children’s lives, and will ask them to take this knowledge to heart and act on it.

The survey found that 70.0% of children considered it impossible to be honest all the time, and 43.0% of respondents thought that people who lied and cheated lived better lives than those who were honest. In order to address these worrying attitudes, Save the Children appeals to adults, teachers and pedagogues who directly or indirectly teach and nurture value-oriented human development to children to reconsider the aims of education and ensure they behave in an exemplary manner.



Teachers ask each other to “please try to give a good mark to this and that specific student” and the teacher expects some help in return. It is biased to evaluate teachers’ performance based on the marks of their students. Teachers negotiate between themselves to get a better evaluation for their performance.

C, Girl, 16 year-old

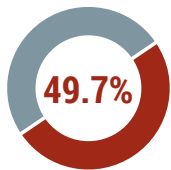
As well, we draw attention to an issue raised by 88.0% of children in focus group discussions. They were concerned about the repercussions of students being evaluated solely on their examination results, and teachers’ performance being assessed only on the level of those results. This has led to increasing numbers of children paying students with higher grades to do their homework for them, teachers asking students to help with personal tasks in return for higher marks, and teachers inflating exam results. We call upon schools to set real and achievable objectives, resolve to eliminate false results and prevent conflicts of interest, introduce a transparent Code of Conduct for Teachers, ensure that children play a genuine role in promoting integrity in schools, and organize both planned monitoring and impromptu investigations to ensure fairness and transparency.

Finally, we strongly encourage the use of these findings to develop relevant laws, policies and programs, and to increase investment in children to fund the actions necessary to ensure that children enjoy fair and equal access to quality education.

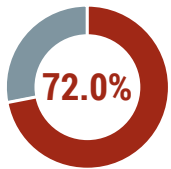
SUMMARY OF RESULTS OF THE YOUNG VOICES 2: CHILD INTEGRITY SURVEY



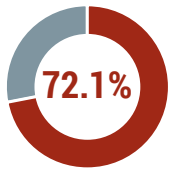
Children define a just world as one where there are no lies, cheating, bribery or discrimination.



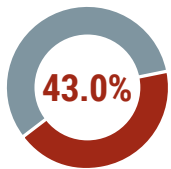
49.7% of children consider that a person is fair and honest if he/she never lies or cheats and can be trusted.



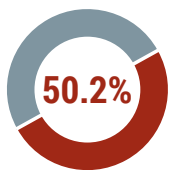
72.0% of children believe that the development of Mongolia will be jeopardized if people act without integrity. This and other answers indicated that children understand the harmful effects of corruption on families, friends, businesses, the economy and the country's long term development.



72.1% of children consider that being honest is more important than being rich, though almost as many (70.0%) think that it is impossible to act honestly all the time.



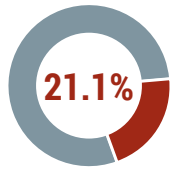
43.0% of children believe that people who lie, break laws and act corruptly tend to be more successful than others.



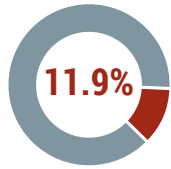
50.2% of children said that they would agree to bypass the usual examinations to be enrolled in school or university, or be recruited for a job they wanted if someone offered them the opportunity.



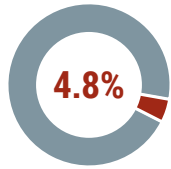
School management and teachers receive money as incentive for children to get into or change schools, to be moved up a grade, to graduate or to artificially improve their marks.



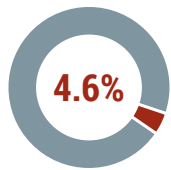
21.1% of children said that their family gave bribes in order to enroll their younger brothers/sisters in kindergarten.



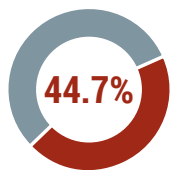
11.9% of children said that their parents paid to transfer their younger brothers/sisters to a kindergarten/school they preferred.



4.8% of children said that their parents gave gifts or money to a teacher or manager for the purpose of improving their overall marks or helping them to get higher marks in an exam.



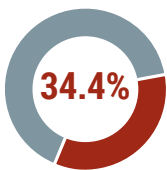
4.6% of children said that their parents gave gifts or money to a teacher or manager for the purpose of positively changing their attitude towards their children.



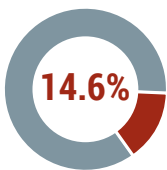
44.7% of children said that their parents gave graduation gifts or money to a teacher or manager for when they graduated at the end of 5th and 9th grades.



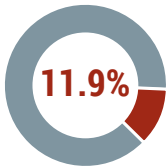
It is common practice that teachers ask children to buy books, newspapers/ journals subscriptions, tickets and other items. Many children feel pressured to buy things that they do not want and need.



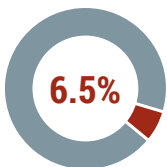
34.4% of children said that although they felt uncomfortable about it, they eventually paid because the rest of the class would do so.



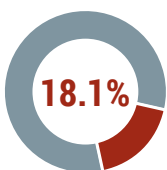
14.6% of children said that although they felt uncomfortable, they could not refuse because teachers might take a negative attitude to them.



11.9% of children said that they would buy things if their teachers said they should.



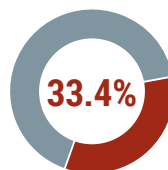
6.5% of children said that they can be straightforward and say they don't have the money to buy unnecessary things.



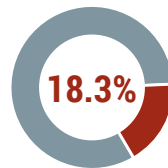
18.1% of children said they feel free to say they can't or don't want to buy things regardless of how their teachers might treat them.



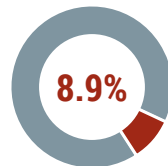
Children said it is unclear how to report wrongdoings, and they worry about the repercussions. The lack of an accessible and secure reporting system discouraged children's willingness to blow the whistle against corruption.



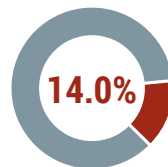
33.4% of children said that they would report and 31.4% that they would probably not report cases known to them but would decide on a case by case basis.



18.3% of children said that reporting would make no difference to the situation, and 9.9% said that they are afraid of reporting wrongdoings since nobody would protect them later.



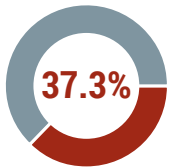
8.9% of children said they were unwilling to report because they didn't want to attract attention to themselves.



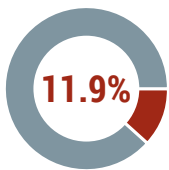
14.0% of children said they didn't know how or who to report to.



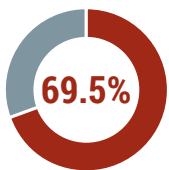
The majority of children were aware that their teachers might single out students for special privileges.



37.3% of children want to become a head boy/girl but believe that their classmates should nominate and elect them.



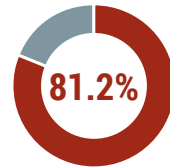
11.9% of children want to be a head boy/girl but think the teacher would not nominate them. This indicates that even teachers affect children's right to participate and represent.



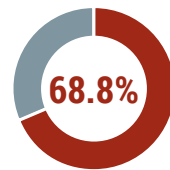
69.5% of children felt that they had felt bullied and harassed in the last term, of them 15.0% felt bullied and harassed by teachers and 5.6% by school staff.



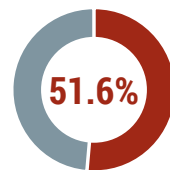
Children consider that families and schools play decisive roles in the development of integrity and a sense of fairness in children.



81.2% of children responded 'yes' to family members being well placed to provide information on the importance of integrity.



68.8% of children responded 'yes' to whether schools should teach children and help them to understand how to act with integrity.



51.6% of children responded that peers and friends played a role in developing their attitudes to integrity, 35.2% thought celebrities, 29.0% the business and economic sectors, and 60.6% of children responded that the media affected their attitudes and helped them to learn about honesty and justice.

HOW WAS THE SURVEY DONE?

OBJECTIVES OF THE STUDY

The survey asked children to share their opinions by answering questions on

- 1 Attitudes, understanding and information on integrity, corruption and conflicts of interest
- 2 Integrity, corruption and conflicts of interest in educational settings
- 3 Willingness to combat injustice, corruption and conflicts of interest
- 4 Integrity and factors affecting perceived lack of integrity

SURVEY METHODOLOGY

Survey methodology was a questionnaire of 23 general and 94 sub-questions, one-on-one interviews and focus group discussions conducted with over 260 children, parents and teachers from the classes surveyed. Survey questions were developed by the Child Rights Governance Program of Save the Children in Mongolia (SCM), Youth Engagement officers of Transparency International Mongolia (TIM) and members of the Young Voices Group for Human Rights, pre-tested among 20 Ulaanbaatar students from Grades 6, 8 and 10 and adjusted for clarity. The stakeholders collaborated on training, data collection, one-to-one interviews and focus-group discussions.

SUBJECTS OF THE SURVEY

The subjects of the survey were 2,023 students in Grade 6 (aged 11-12), Grade 8 (aged 13-14) and Grade 10 (aged 15-16) of secondary schools, including special schools for children with disabilities, in Ulaanbaatar (where almost half of Mongolia's total population of 3.1 million resides), Arkhangai, Uvurkhangai, Dornod, Selenge, Tuv and Gobisumber aimags. The research team took written responses and comments from another 200 children from 21 aimags and 9 districts who were attending the National Forum on Child Participation organized during the time of data collection. After exclusion of 32 incomplete questionnaires, 2,191 completed questionnaire were analyzed. This number of respondents represents 2.1% of the 106,177 children studying in Grades 6, 8 and 10 nationwide.

PARTICIPATION BY YOUNG PEOPLE

Participation by young people was strong. The team of adolescents, drawn from the Young Voices Group, was involved in all stages of the study. They collaborated with SCM and TIM to determine the content of the questionnaire, locations of the target schools, and make-up of the research team. The group also organized single and group discussions, undertook training to code and enter the raw data using the "SPSS 23" program, and finally, analysed and interpreted the data. Quotes from children surveyed are included in the findings section.

SURVEY PROCESS AND DURATION

January 2018	<ul style="list-style-type: none"> • Project scope was approved. • Meetings with partners were organized within the project scope. • Capacity-building trainings were organized.
February-March 2018	The survey questionnaire was designed and developed.
April-May 2018	<ul style="list-style-type: none"> • The survey data was collected. • One-to-one interviews and focus-group discussions were conducted
June-August 2018	<ul style="list-style-type: none"> • Young Voices Group, after training in the “SPSS 23” program, coding and entering the data was completed. • The data was analyzed.
September-October 2018	<ul style="list-style-type: none"> • The survey report was developed on the “Easy-to-read” principle. • The survey report was translated and edited.

LIMITATIONS

After an introduction and review of the research objectives and questionnaire, schools granted permission to carry out the survey. However, during this process some school administrations were alarmed by questions to children about their schools and teachers and were very reluctant to give permission unless the names of schools were taken out of the questionnaire. This has precluded comparative analysis by schools or by districts/aimags.



Adults act honourably and respectfully in front of friends, colleagues, neighbors, teachers but do not behave ethically in front of their children who they should love the most. There are a lot of adults who act improperly without shame. Children are aware of and listen to lies, lies on the phone, by adults and see them engaging in dishonest behaviour in order to work successfully.

Ts, Girl, 15 year-old



Children learn to discriminate against other children from adults when they bad mouth and put down other children beside their own. Teachers themselves also treat children differently, though they teach us not to discriminate. So, children “learn” unjust behaviour from their teachers.

N, Boy, 15 year-old



Students with top marks do others’ homework for payment. Children pay them – cheating not only themselves, but also their parents. The one who takes the money could become someone who doesn’t help others and the one who pays could become a person who prefers to bribe others rather than to do her own work.

C, Girl, 15 year-old

RESULTS OF YOUNG VOICES 2 SURVEY REPORT

The results from the four chapters of the survey show that children believe that attitudes to corrupt behaviour within schools and families have a negative impact on them.

The survey results demonstrate that as children grow older and more aware of issues of honesty, fairness and conflicts of interest, the more they are convinced that corruption is the norm. Save the Children and Transparency International believe that corrupt behaviour by adults has a seriously destructive influence on children with long-term adverse effects on their well-being.

We urge adults, teachers and educators to set and maintain ethical standards that children can observe, learn from and emulate. We support the application of the Ministry of Education's Code of Conduct for school staff that prohibits corrupt practices, conflicts of interest and the use of any form of violence, and encourages regular and impromptu inspections to monitor school's adherence to the Code.



We affirm the importance of school regulations and children's rights being known, understood and transparently applied by teachers and administrative staff, students and parents. We also advocate for genuine participation by children in school procedures and decisions that affect them.

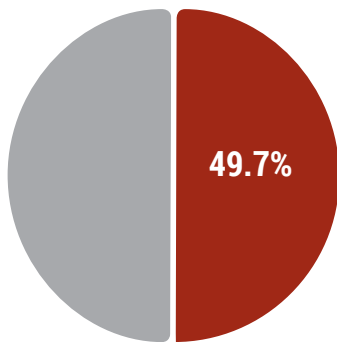
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ATTITUDES, UNDERSTANDING AND KNOWLEDGE OF HONESTY, CORRUPTION AND CONFLICT OF INTEREST

WHO DO YOU THINK HAS THE MOST INTEGRITY?

1 in every 2 children (49.7%) consider that someone who never lies or cheats has the most integrity and can be trusted, another 42.8% checked people who never break the law or take bribes, showing a good understanding of the concept. (Question B1.)

Someone who never lies or cheats is trustworthy



The majority of children look to family and teachers to act in ways that give them good examples of integrity and to help them to shape their own views, although a high percentage also said they looked to their peers and the media for role models. (Questions B20-B22).



For me, my family members and friends are the most honest people. This is because my friends never cheat me. My parents always tell me to own up whenever I have made a mistake.

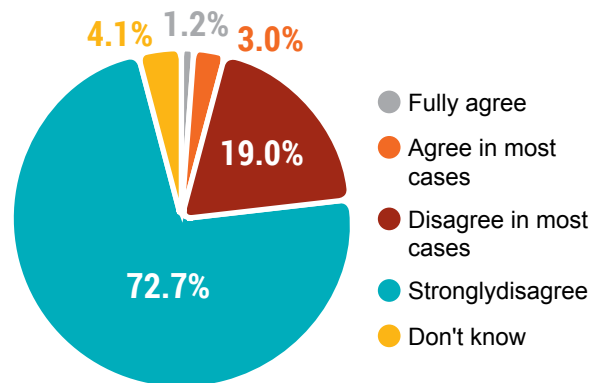
O, Girl, 12 year-old

IS IT MORE IMPORTANT TO BE RICH THAN TO BE HONEST?

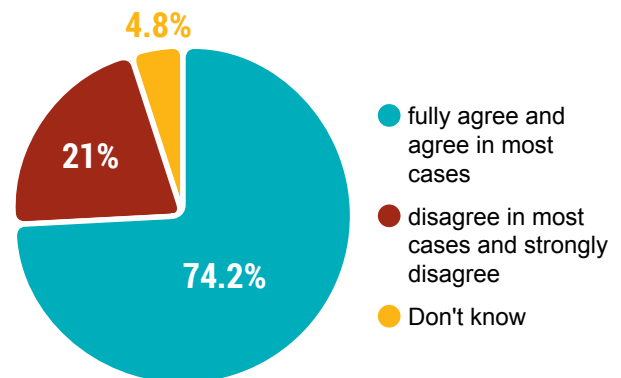
72.7% of children strongly disagreed that being rich is the most important achievement in life. 4.2% agreed that it was. (Question B3.a)

Similarly, 7 out of 10 children (74.2%) agreed that while being rich is important, it isn't everything. (Question B3.b)

Being rich is the most important achievement in life and it is acceptable to lie, cheat and ignore the law to get rich.



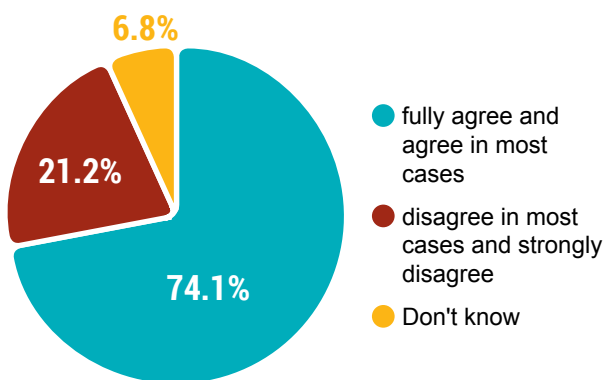
Being rich is important but being rich is not everything



IS IT POSSIBLE TO BE HONEST ALL THE TIME?

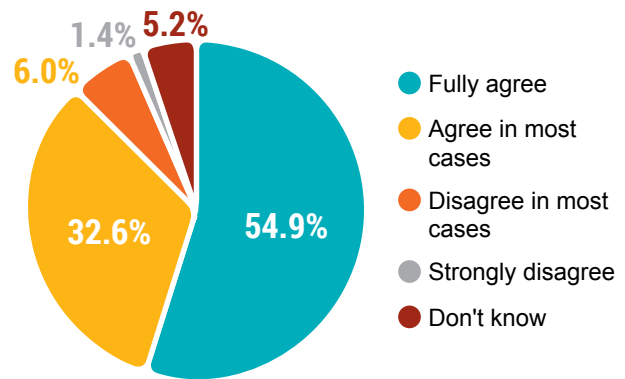
7 in 10 children (74.1%) agreed that honesty is more important than being rich but you can't always be honest. (Question B.c)

Being honest is more important than being rich but you can't always be honest

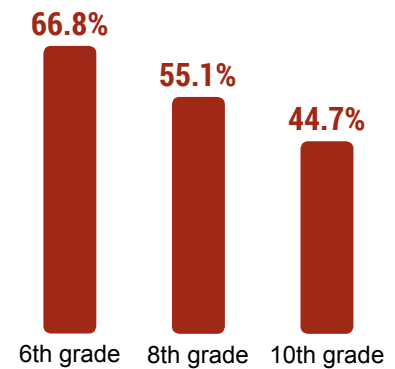


87.5% agreed that honesty is the most important achievement in life and more important than being rich, but the percentage of those who fully agreed with the statement dropped by 20% between Grade 6 and Grade 10. (Question B3.d)

Honesty is the most important achievement in life and more important than being rich



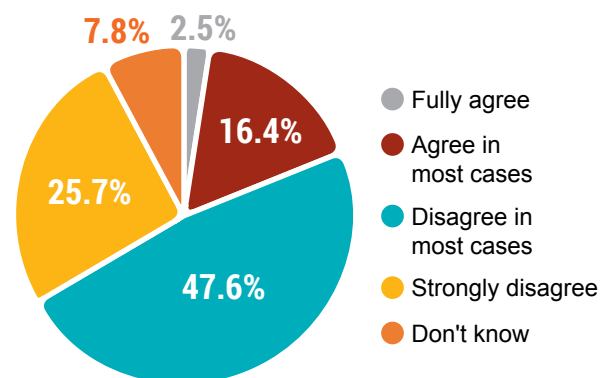
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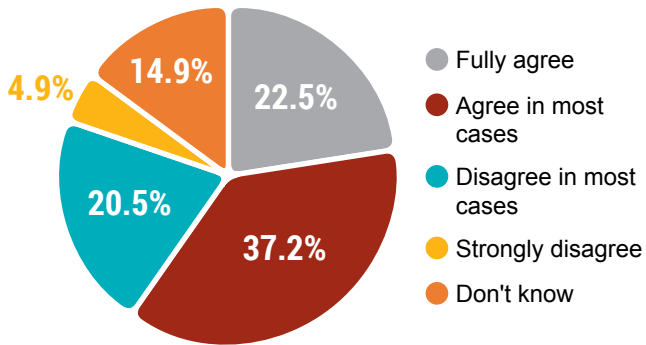
IS IT OKAY TO BREAK THE LAW IN ORDER TO INCREASE FAMILY INCOME?

The results below show that most of the children do not agree that it is acceptable to break the law or act dishonestly to raise household income, but 18.9% agreed that it is. (Question B4.a, b, c, d.)

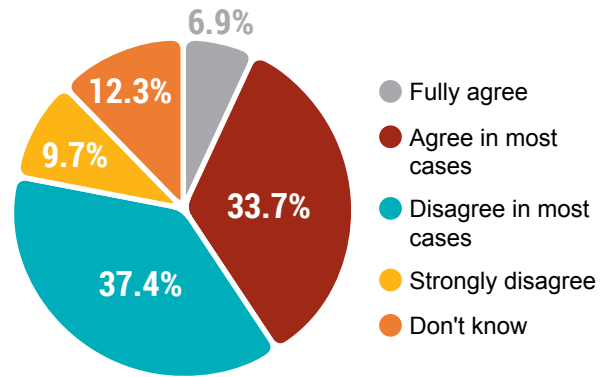
Finding ways to increase the family income is the most important thing and it is OK to ignore some laws to achieve that



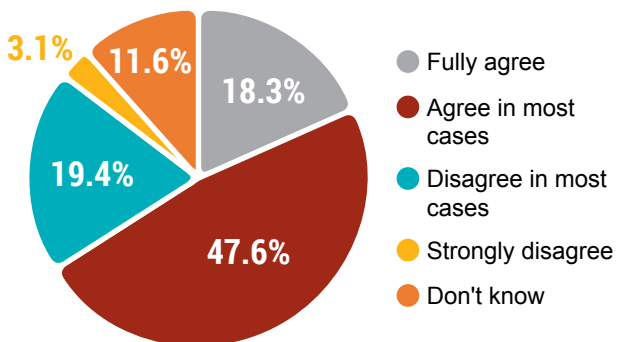
Being honest and respecting laws & regulations are much more important than increasing the income of the family



Finding ways to increase the family income is a little bit more important than being honest and respecting the laws



Being honest and respecting laws & regulations are a little more important than increasing the income of the family



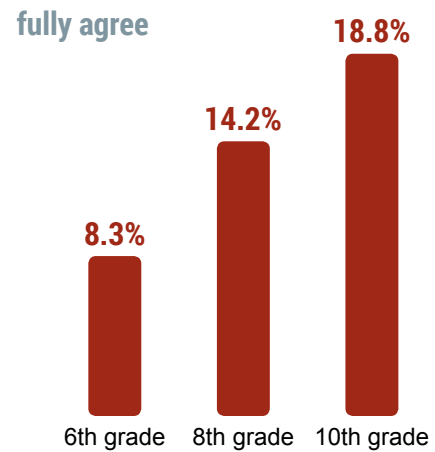
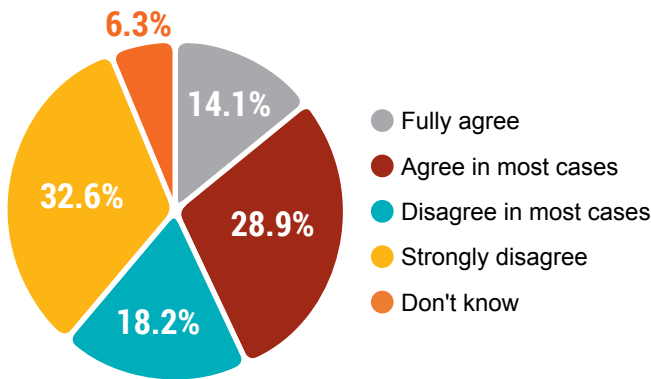
Over 60% of respondents agreed that although it is important to increase family income, acting honestly is more important.

WHO HAS A BETTER CHANCE OF SUCCEEDING IN LIFE?

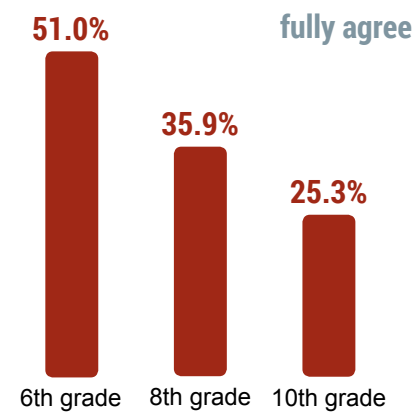
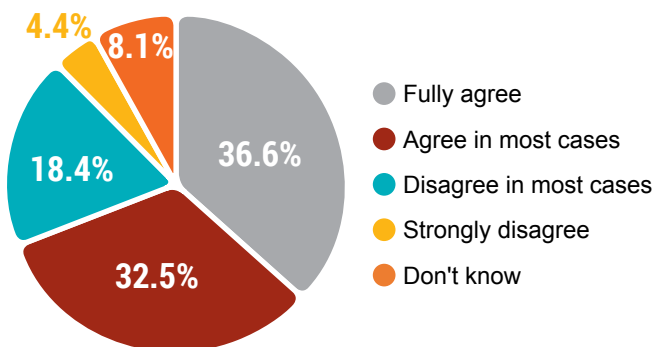
Respondents were divided on whether people who acted with personal integrity are more likely to succeed in life (50.8%) than those don't. 44.0% thought that people who lie, cheat and break the law

are more likely to succeed, and the percentage of children who believed that grew between Grade 6 and Grade 10. (Question B5).

People who lie, cheat, break the law and accept bribes are more likely to succeed in life than people who are not



People who are always honest with personal integrity are more likely to succeed in life than people who lack integrity



Secondary education shall promote the aesthetic, moral, cultural and healthy development of children, nurture responsible citizenship, a sense of the value of justice, collaborative attitudes, humanity, patriotism, respect for and safeguarding of national and world culture and heritage.

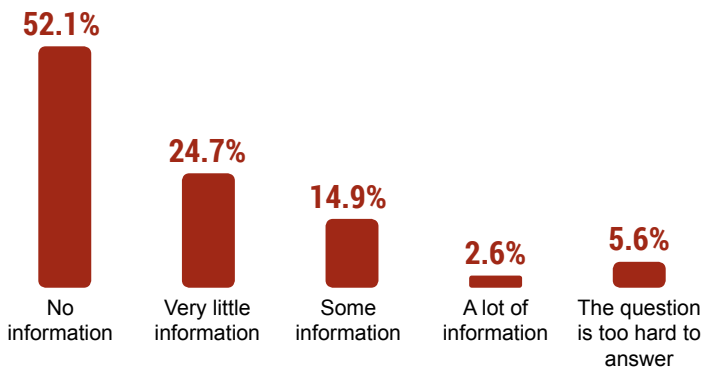
Article 5.1.2 of Law on Primary and Secondary Education

I know children are treated badly by some teachers because they are prejudiced against them. I know so because I am popular with teachers and even if I don't get into trouble, my friend who is doing exactly the same thing gets disciplined because the teacher has something against him.

– E, Boy, 15 years

HOW TRANSPARENT IS THE SCHOOL BUDGET?

How much information do you have on costs covered in school budgets?



When asked how much information they received about the school budget, 52.1% of respondents said they were given no information, 24.7% said they received very little information and 14.9% some information. Only 2.6% said they had a lot of information. With 76.8% of students receiving little or no information, there is a clear need to create a mechanism for them to express their views and be involved in the school budgeting process. (Question B18.)



We do not know what is covered in the budget allocated for school functioning. It seems that expenses for equipment, stationery, cleaning materials and repairs are not covered or there would not be frequent collection of money from us when big repairs are made. It is also vital who does the repair. Also, teachers, staff and pupils should all try to do our best to use school goods and equipment carefully.

C, Girl, 16 years

Common Rights and Duties of School Principals of General Education:

School principals are obliged to plan the budget and financial activities by involving school councils, teachers, pupils, parents, duty bearers as well as are obliged to allocate school budget efficiently according to intended purposes and to report on the budget spending.

Article 20.2.4 of Law on Primary and Secondary Education.

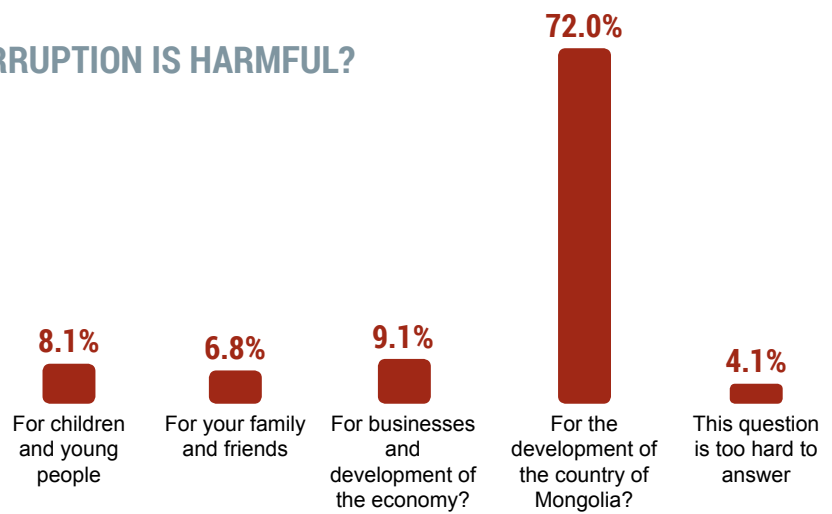
Children have the right to participate in decision-making and in assessments in all matters affecting the child.

Article 8.1.2 of Child Rights Law

UN Committee on the Rights of the Child at 9 (b) in its Concluding Observations on the Fifth Periodic Report 2017 on Mongolia recommended that the Mongolian Government “ensure transparent and participatory budgeting through public dialogue, especially with children, and proper accountability of public officials”.

DO CHILDREN THINK THAT CORRUPTION IS HARMFUL?

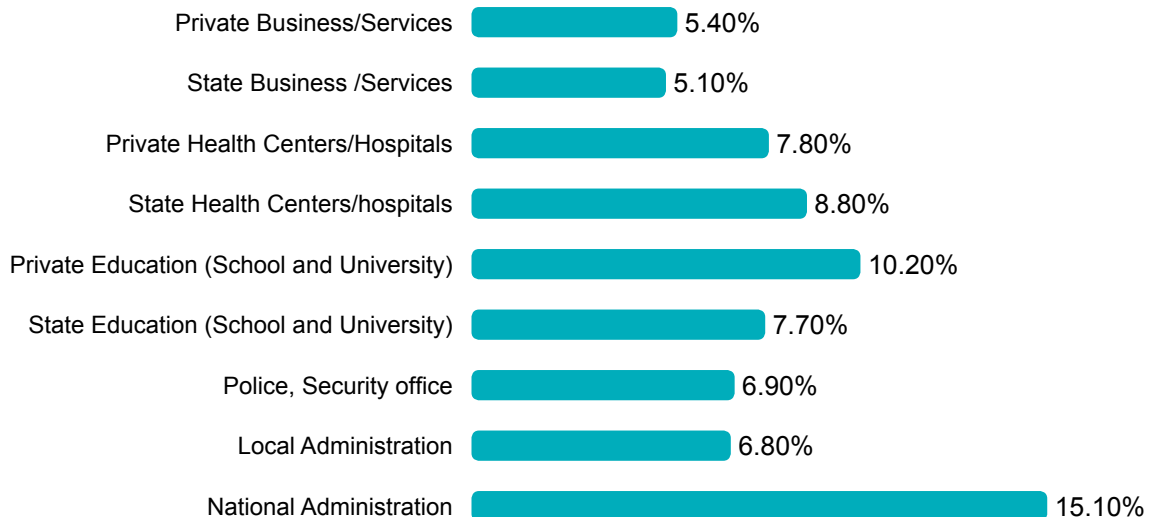
72.0% of children responded that lack of integrity (including corruption) is harmful for the development of Mongolia. Less than 10% in each category thought corruption to be harmful to those closest to them - children, family and friends, and businesses. (Question B2.)



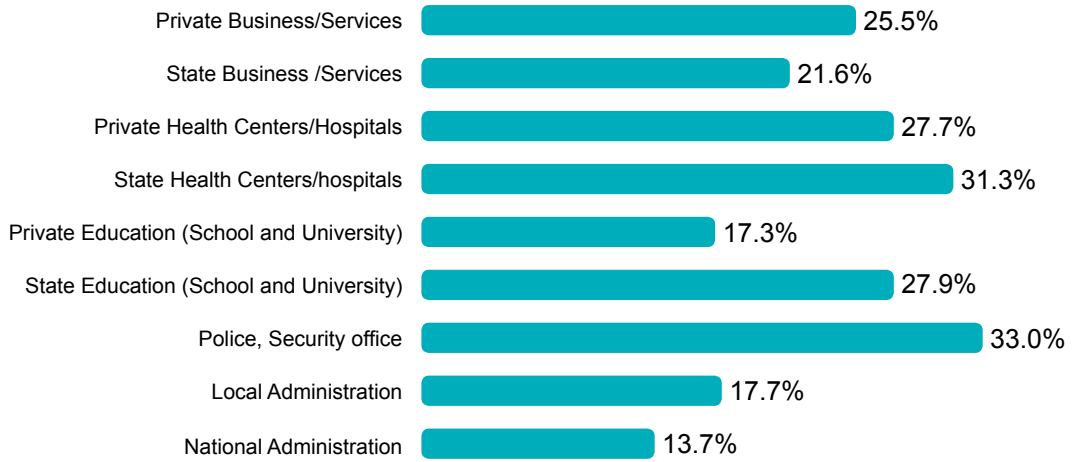
HOW DO CHILDREN RATE THE INTEGRITY OF PRIVATE AND PUBLIC SECTORS?

In this question, students assessed how they perceived the level of integrity in private businesses and public authorities. (Question B9.)

Very bad



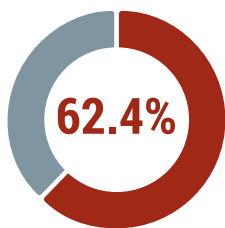
Good



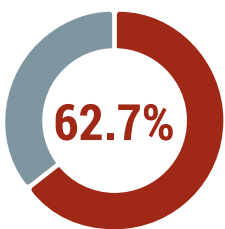
In relation to integrity in State schools, 11.2% of children in urban areas rated them as “very bad”, twice as high as rural students (5.1%). Results were similar for private education between city and country – 13.9% compared to 7.6%. (Question B9.)

INTEGRITY AND EXAMS

The survey asked respondents if they would do their best for an important exam without cheating. 62.40% said they would not cheat. At the same time, 64.7% said that if asked, they would help a friend during an exam because that’s what friends do for each other, implying that children’s loyalty to their friends confuses the issue of cheating.

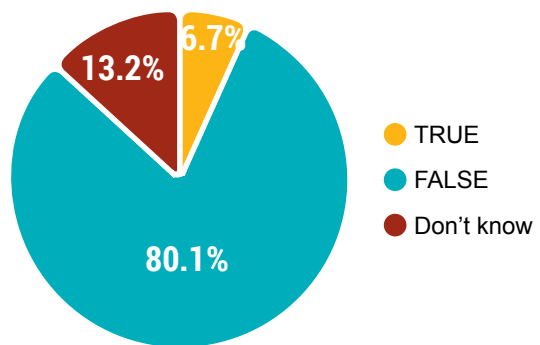


62.40% said they would not cheat. (Question B10a.)



64.7% said they would help a friend during an exam. (Question B10b.)

You will use any other means: cheating and/or giving gifts or money to the teacher/ support staff

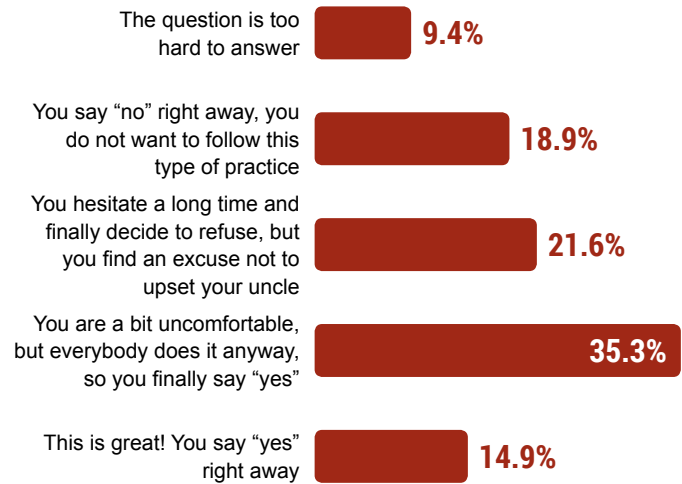


Only 6.7% of respondents said they would use any means to get a good grade in an important exam. Focus groups believed that a small percentage of students copy work from other students or bring money or a gift for the teacher or support staff to get the questions beforehand, but that most students tend to be honest and want to be examined so they can measure their own learning and potential. (Question B10 c.)

WHAT DO CHILDREN DO IF THEY ARE OFFERED AN UNFAIR OPPORTUNITY?

Your relative says, «My good friend can get you into a very good school, university or job without going through a selection process.» What would you do?

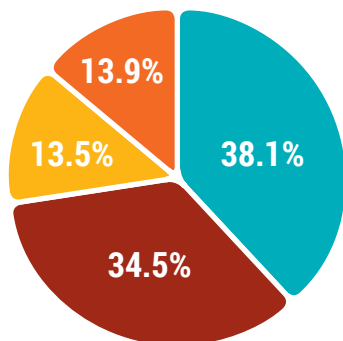
50.2% of respondents said they would accept the offer to bypass normal procedures to get into university or a job, 40.5% that they would not. Feedback from focus groups suggests that children feel that family obligations are more powerful than their opinions and that being helped to get ahead by family members is normal practice. (Question B11).



HOW CAN YOUNG PEOPLE HELP TO BUILD INTEGRITY IN MONGOLIA?

72.6%, 7 out of 10 out of ten children believe they can help fight corruption in Mongolia with advocacy and changing attitudes. (Question B22.)

In your opinion, what role can children and young people play in building integrity in Mongolia?



- Children and young people can play a big role in integrity-building and the fight against corruption (through advocacy and changing attitudes)
- Children and young people can only play a limited role in integrity-building and the fight against corruption (through advocacy and changing attitudes)
- Youth can't play a role in integrity-building and the fight against corruption (nobody cares what children and young people think)
- The question is too hard to answer



We can start to put an end to injustice by not lying to our parents, teachers and relatives.

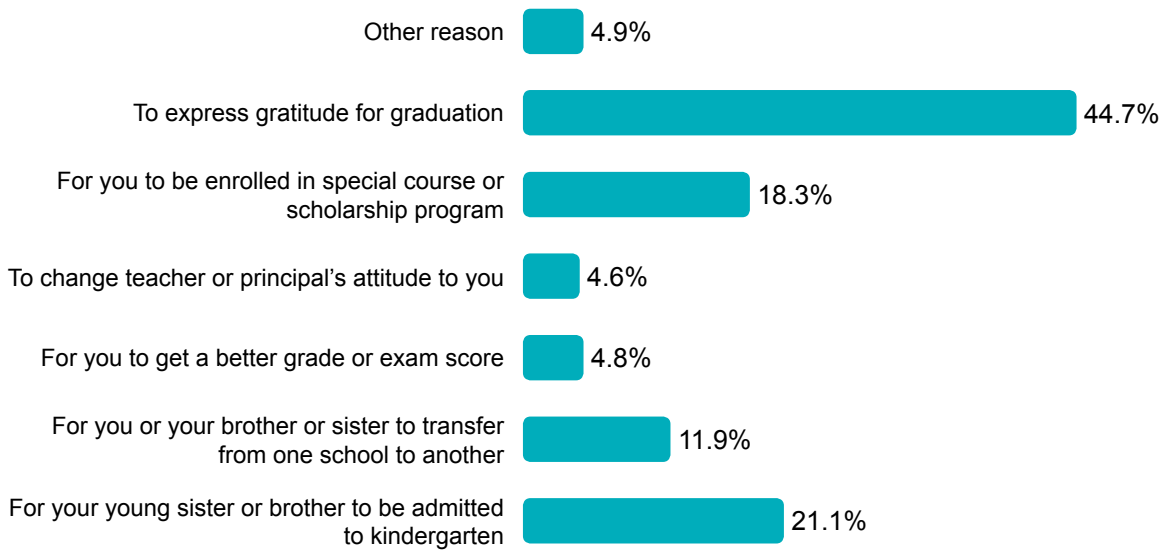
I, Girl, 12 year-old

2

FAIRNESS, CORRUPTION AND CONFLICT OF INTEREST IN EDUCATIONAL SETTINGS

EXPOSURE TO DISHONESTY, BRIBERY AND CONFLICTS OF INTEREST

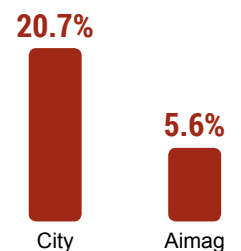
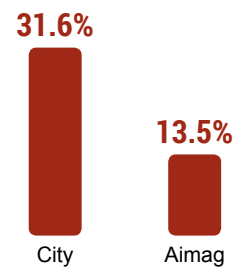
Have you or your parents given gifts or money to school teachers or managers? Children who answered yes to that question gave the following circumstances. (Question B6)



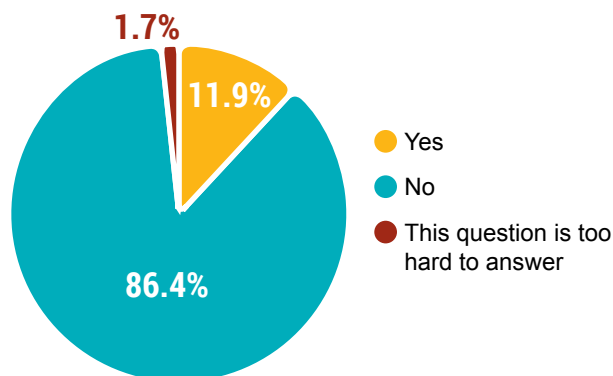
HAVE PARENTS EVER GIVEN GIFTS OR MONEY TO ADMIT CHILDREN TO SCHOOLS/KINDERGARTENS?

Giving gifts for siblings to be admitted to kindergarten was observed by more children in the city (31.6%) than in rural areas (13.5%). This could be explained by the pressure of in-migration that leads to competition for kindergarten places in urban districts. (Question B6.)

For your young sister or brother to be admitted to kindergarten



For you or your brother or sister to transfer from one school to another



The Constitution states that “the State provides universal education free of charge,” but the families of one in three urban children are paying bribes to attend kindergarten at all, and 11.9% to transfer to a better school. Equal access to quality schools and kindergartens needs to remain a government priority. In the meantime, systemic changes need to be made to ensure a fair selection process and to discourage school administrators and teachers from profiting from this social crisis.

We want the State to refurbish schools and kindergartens properly. Money is collected from us to refurbish the schools as well as the classrooms. However, the money is spent on bad quality things so they're easily broken.

From focus group discussions with children

My relative came to the city from a rural area and wanted his child to have a place in a kindergarten. But he was told that his child will only be accepted if he bought a washing machine that the kindergarten needed for that class.

From focus group discussions with children

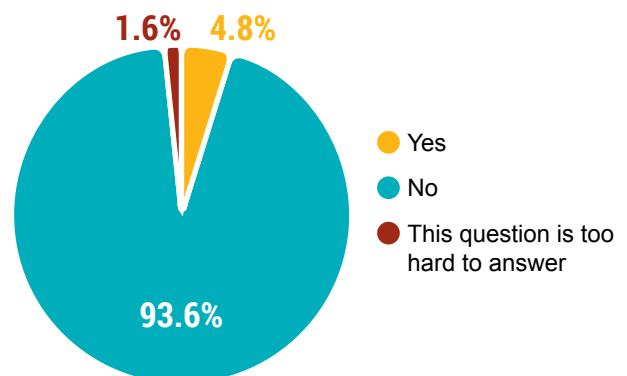
MNT 5,000 was collected from children for state examinations to buy things for examining teachers. It was said that children's grades would then be increased. Isn't that bribery? We are constantly taught about giving and taking behaviour. But even children are cheating by giving the high achieving students money and buying them food to do their homework for them.

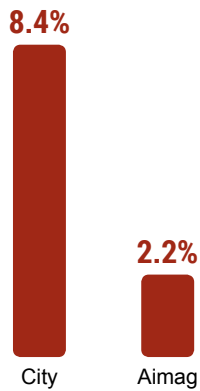
From focus group discussions with children

HAVE CHILDREN OR PARENTS GIVEN GIFTS OR MONEY TO A TEACHER OR A MANAGER TO GET A BETTER GRADE?

Of the respondents, 93.6% said they had not tried to influence their grades. Girls and Boys were on a par, but of the children who said yes they had paid bribes to get better grades, 8.4% were urban students and 2.2% rural. In other words, corruption of this nature is more likely in the city. Focus group children believed that these instances of unfair treatment have a negative impact on the motivation and commitment of both the students who pay bribes and on the rest of his/her classmates. (Question B6.c.)

For you to get a better grade or exam score



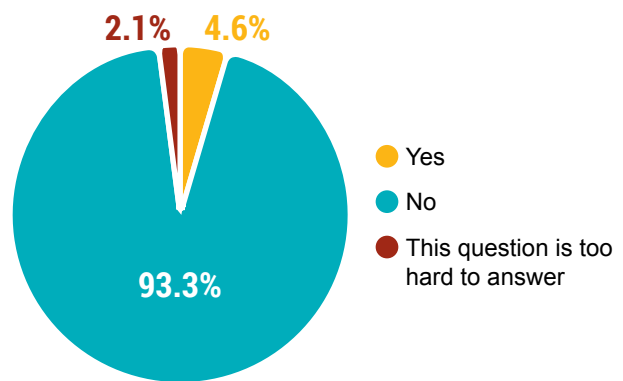


Some teachers say that they will give you 10 points if you bring them the materials they request. First of all, this is non-monetary corruption and secondly, if marks are increased in that way, there's no difference between a child who tries to get a better mark with their own efforts and a child who just gives a bribe.

From focus group discussion

HAVE CHILDREN OR PARENTS EVER GIVEN GIFTS OR MONEY TO IMPROVE THE ATTITUDE OF SCHOOL STAFF TOWARD YOU?

93.6% of respondents answered «no» and 4.6% answered «yes», indicating that at least some teachers and school administrators have received gifts and money. During focus group discussions, the children said that «some teachers are given gifts and cash to change their attitude if they are discriminating against a child». Some parents look for ways to find favour with the teachers in order to gain advantages for their children. Children who study hard say that this makes them very vulnerable because they have to compete with children who get their marks unfairly. (Question B6.d.)



Teachers and school administrators have better attitudes towards children who are from rich families. It seems unfair that a child who's made a great effort gets the same mark as the one who did not. Also, although lessons that should be covered are not taught, a certain amount of money is requested from us for remedial classes.

From focus group discussions

Mongolian citizens shall all be given equal opportunities to receive education in their mother tongue, and they shall not be subject to educational discrimination on account of race, creed, age, sex, social status, economic position, employment status, religion or opinion.

Article 5.1.4 of Law of Mongolia on Education

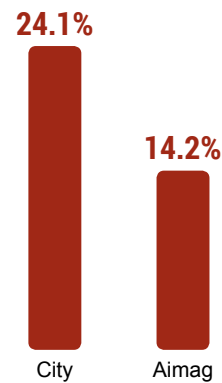
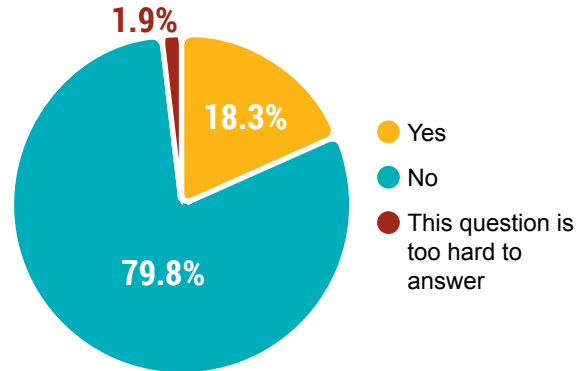
DO CHILDREN GIVE GIFTS OR MONEY TO RECEIVE A SCHOLARSHIP OR SPECIAL TRAINING?

Almost one in five children (18.3%) said they or their parents had given gifts for special programs. «Specific training and scholarships» were probably understood by the respondents as competitions or races, demonstrating a need to monitor the integrity of these events in secondary schools. Of the total 18.3% who answered yes, 24.1% are urban children and 14.2% are rural children. (Question B6.e.)

Children are requested to pay extra money to teachers if they didn't understand the lessons and need to attend after school classes.

From focus group discussions with children

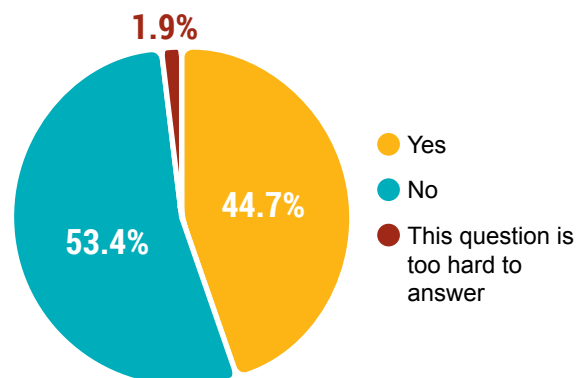
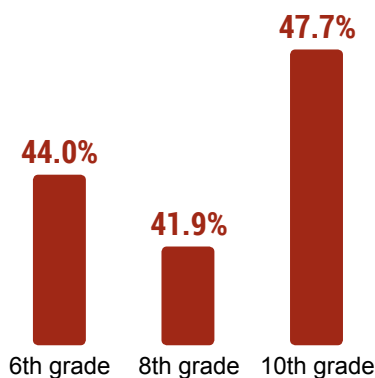
For you to be enrolled in special course or scholarship program



DO CHILDREN GIVE GIFTS OR MONEY TO TEACHERS OR MANAGERS TO EXPRESS THEIR GRATITUDE FOR GRADUATION?

44.7% of children surveyed had expressed their gratitude for graduation by giving the teacher or course manager a gift. The percentage of 6th, 8th and 10th grade children who had done so are relatively similar. (Question B6.f.)

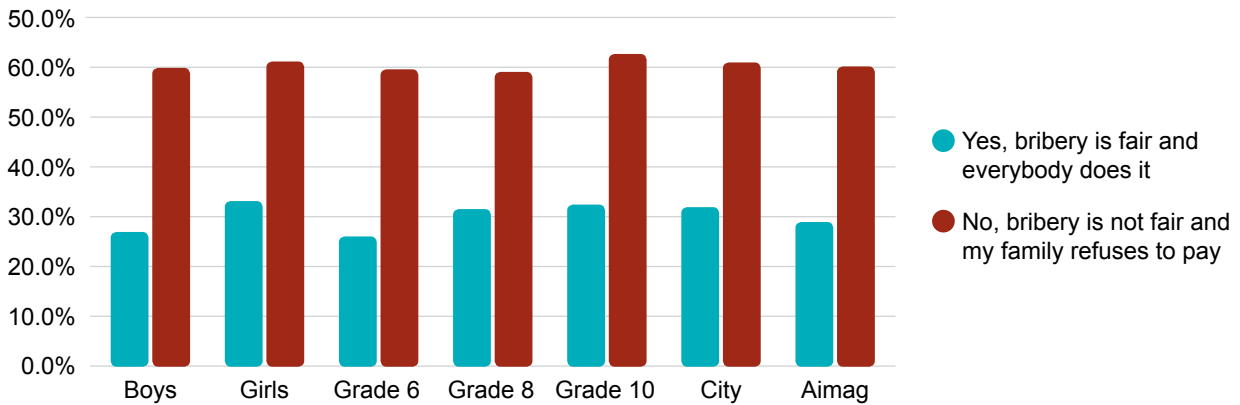
Have you given gifts or money to school staff to express gratitude for graduation



“Teachers, administrators, and other employees of schools, kindergartens, informal and lifelong education centres will respect the principles of equality in respect of human rights and freedoms, respect for humanity, respect for justice, work ethic and non-discrimination. Teachers shall not receive grants and rewards from parents, and they shall not make pupils, their carers or parents’ councils give expensive gifts during official events such as graduation, enrollment and other holidays and ceremonies for fulfilling their duty to teach children. They should follow the Code of Conduct for fair and transparent reporting on timely payments, donations and capital expenditures.”

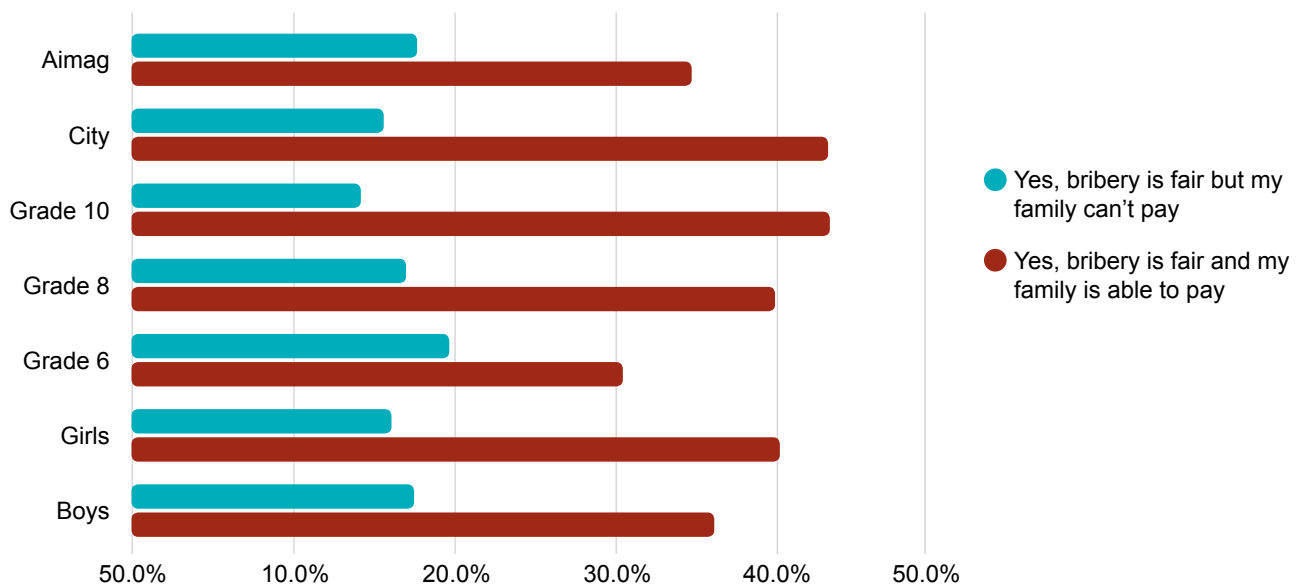
2.2.4 of Code of Professional Conduct of Teachers

WHAT DO CHILDREN THINK ABOUT BRIBERY FOR PERSONAL BENEFIT?



Two thirds of respondents thought bribery unfair and their families refuse to accept these practices. 5.2% more girls thought everybody did it, and a slightly higher percentage of Grade 10 students thought bribery to be unfair. (Question B7 c. and d.)

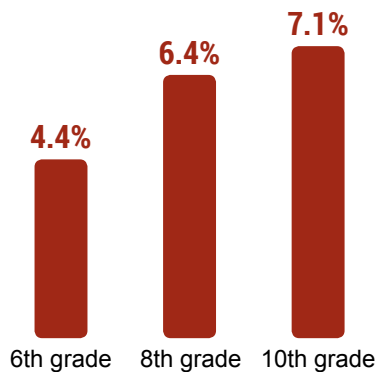
38.5% of children said that their families thought bribery was fair and they could afford to pay, while 16.9% agreed that bribery was fair but they couldn't afford to pay. (Question B7 a. and b.)



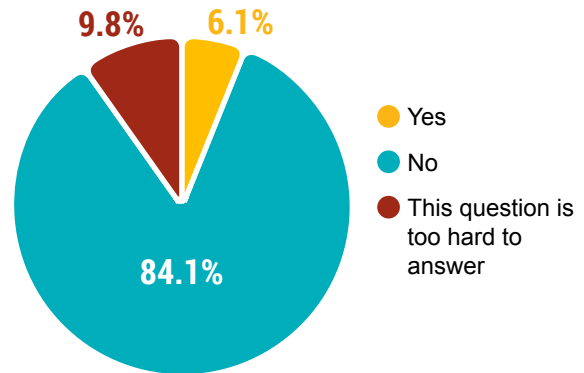
WHAT IF CHILDREN AND FAMILIES DON'T PAY BRIBES?

Informal demands for cash by schools place a heavy moral and financial burden on children, and are particularly stressful for those who cannot afford them. Some focus group members talked about children feeling embarrassed and depressed over their family's circumstances which in turn affected their ability to achieve their goals.

6.1% of all children involved in the study thought they had been badly treated by their school because their family could not afford to pay bribes, with the percentage increasing between Grade 6 and Grade 10. (Question B8.)

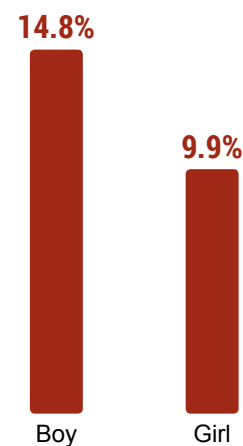
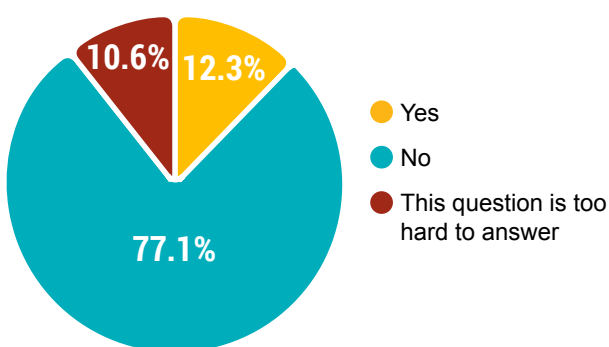


You have been badly treated by school because your family could not afford to pay bribes

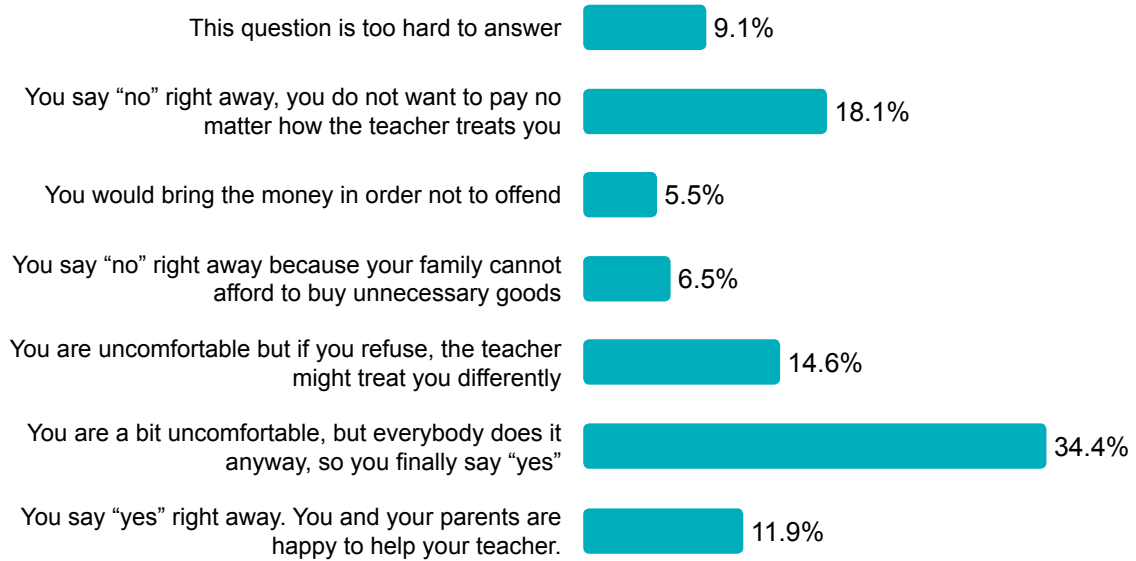


A higher percentage (12.3%) thought they had been treated badly by their school because their family had refused to pay bribes on principle. (Question 8)

You have been treated badly because your family refused to pay bribes on principle



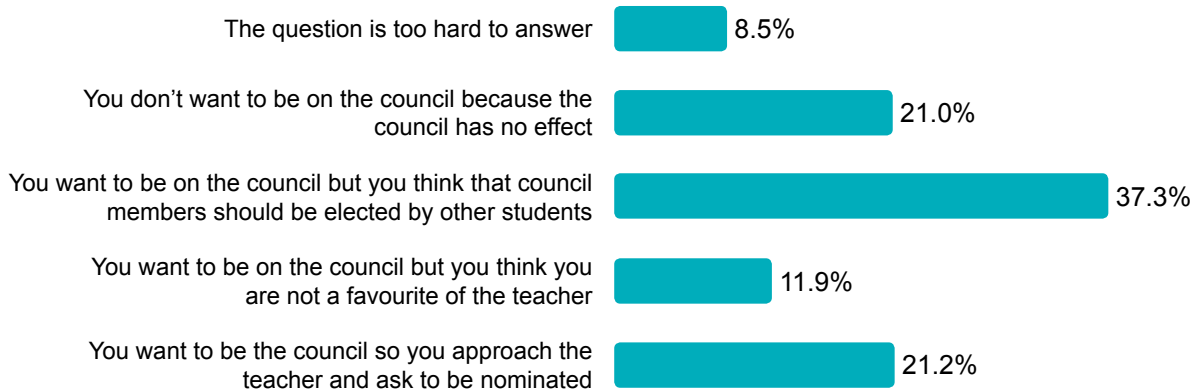
WHAT DO CHILDREN DO WHEN THEIR TEACHER ASKS FOR MONEY FOR NON-SCHOOL ITEMS?



Children know their families are often asked by teachers and school staff to buy items like books, subscriptions and tickets that are not school-related. During a focus group discussion with parents they said that parents' councils are under some pressure

to collect money for items that teachers have a personal interest in, very likely as a way of teachers side-stepping regulations about conflicts of interest. (Question B12.)

HOW DO CHILDREN FEEL ABOUT HOW SELECTION OF THE CLASS LEADER?



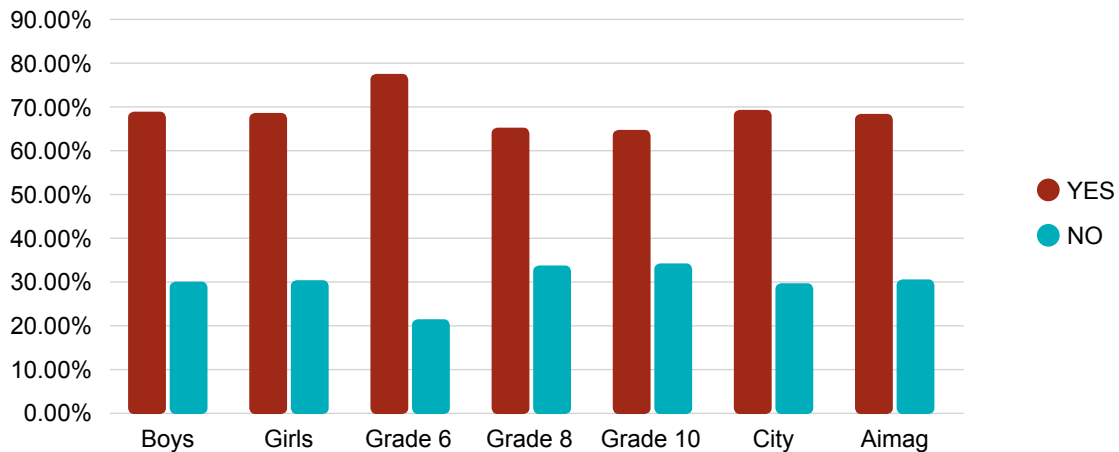
Although students elect class leaders in theory, focus groups said that teachers' favourites were more likely to be nominated, and how to act ethically

is not explained. In November 2018, a third grade child was reported to offer T1,000 to each of his classmates to vote for him. (Question B13.)

CHILDREN FEELING BULLIED AND HARASSED

Some 7 out of 10 children (69.5%) answered yes to the question of whether this term or last term, they had felt bullied or harassed. 78.3% of Grade 6 children said «yes» compared with 65.4% of Grade

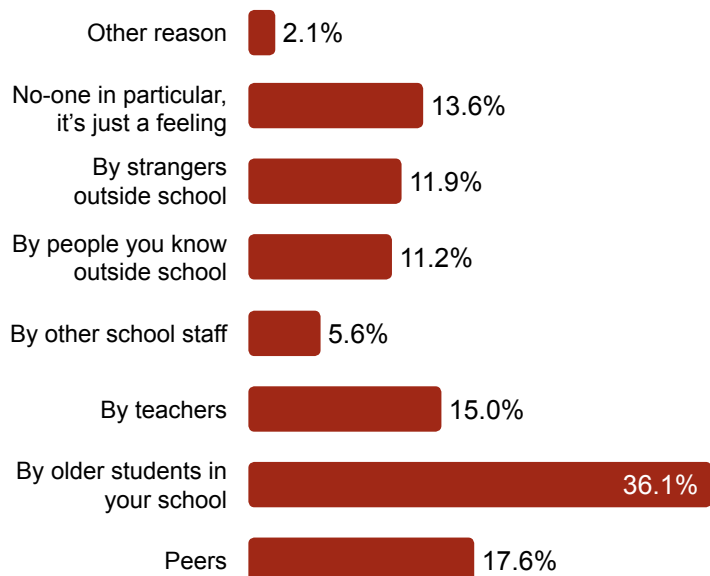
10 students. There was no significant difference between boys and girls, or between city and rural children. (Question B14.)



Children who had answered «yes» to this question were then asked to identify who they felt had bullied or harassed them. (Question B14.)

Bullying and harassment are common practices and it is an ordinary thing that senior graders verbally harass junior graders. Children are harassed about their schools. Comments they made included: “They mock me about my school being located in the Ger district.” “We are harassed about our age and if we have money to give older kids. In that way discrimination has become an everyday thing for us.”

From focus group discussions with children



There is a great peer pressure among children. They call each other rude nicknames and harass each other verbally on a massive scale. A class teacher may take some action when a child who has been hurt tells them about the bullying, but some teachers don't care at all and managers do not take any effective counter measures. Therefore, children have to deal with these issues by themselves. Parents tell us that what happens in the class should be resolved in the classroom when we tell them about peer pressures. Also, parents and teachers do not collaborate on any efforts to resolve this issue. So, since nothing happens when we tell teachers and managers, we keep silent. But in the end, we are children. We don't really know how to resolve these peer pressures so they have bad effects on our personality and mentally.

From focus group discussions with children

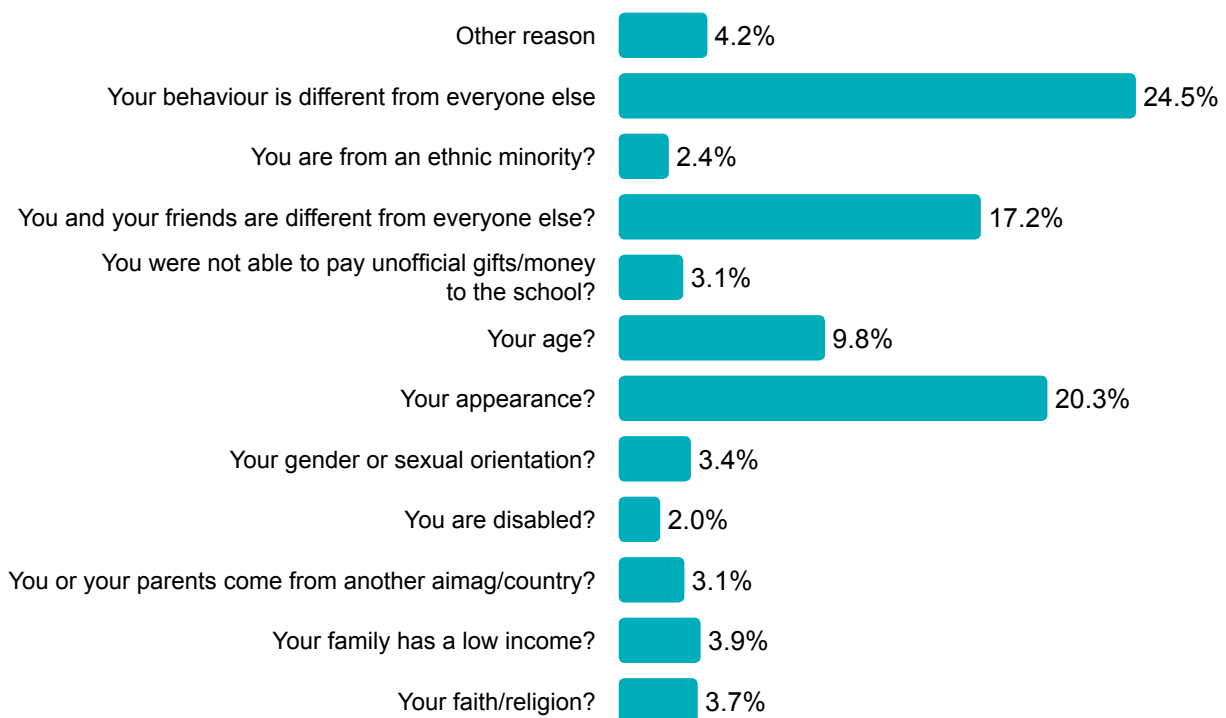
We as teachers are caught between the different opinions of parents. One group wants us to focus on academic learning and achievement; the other wants us to also pay attention to discipline and ethical standards. Both groups blame us, and sometimes there are threats of cutting salaries, so many teachers just put their heads down and stick to the academic curriculum because it is easier. It is time that teachers and parents worked together to achieve a balanced curriculum and agree to use a non-violent methodology such as Positive Discipline for child development and discipline, and to come to a better understanding of the division of responsibilities between school and family.

From focus group discussion with teachers

Young Voices Survey 2017

- 13.1% of 1,236 students said that their family worried about money.
- 3.6% said they didn't feel safe at home.
- 81.2% said they had been asked to bring extra money to school.
- One in three children wanted to express their thoughts and concerns about education and school issues.
- 37.9% said they had been bullied or harassed in the previous year.
- 84.2% stated they didn't know who to turn to in case of harassment or bullying.

WHY DO YOU THINK YOU WERE BULLIED OR HARASSED? (QUESTION B.14.B)



Children wanted to include more reasons for bullying than were in a similar question in the first Young Voices survey in 2017, such as their appearance

and behaving differently. In discussion, they perceived harsh criticism and judgmental attitudes by their peers as a form of bullying.

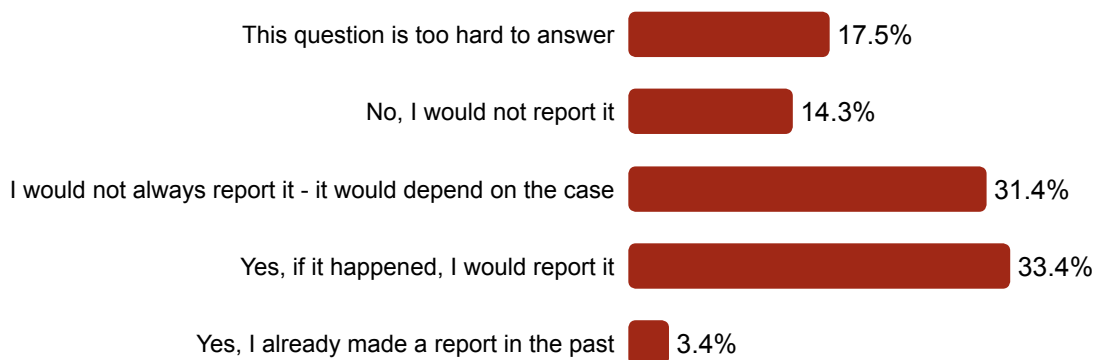
3

WILLINGNESS TO COMBAT INJUSTICE, CORRUPTION AND CONFLICT OF INTEREST

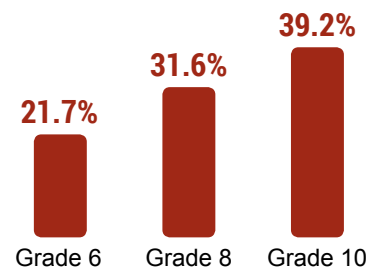
ARE CHILDREN WILLING TO REPORT CORRUPTION WHEN CONFRONTED WITH IT?

Of the total respondents, approximately a third said they would report it, a third said they would decide whether they'd report depending on the situation

and 14.3% of respondents said that they would not report corruption. (Question B15.)



The number of children who said they would decide whether to report corruption depending on the case, rose from 21.7% in Grade 6 to 39.2% in Grade 10 as students became more aware of contradictions and consequences. (Question B15)

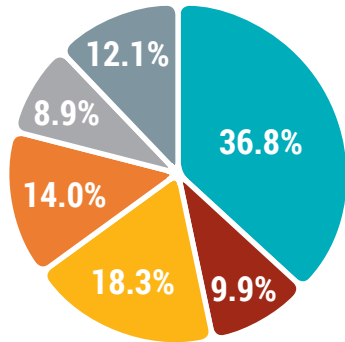


IF CHILDREN ARE NOT READY TO REPORT CORRUPT BEHAVIOUR, WHY?

Only 51.1% of children answered this question. Of these, 9.9% said they were afraid because they would not be protected, 18.3% thought that no action would be taken if they reported corrupt behavior, 14.0% said they didn't know how to make

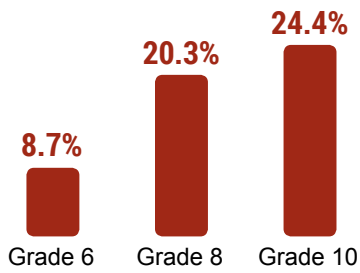
a report and 8.9% didn't want to attract attention to themselves. The low level of response may reflect the low level of information and awareness children have of reporting procedures in schools. (Question B16.)

If you are not ready to report a corrupt act, why?



- Skipped the question
- I am afraid of making a report because I would not be protected
- I think that nothing would happen (no action taken) as a result of my report
- I do not know how to make a report
- I do not want to report anyone, I don't want to attract attention
- The question is too hard to answer

I am afraid of making a report because I would not be protected



86.0% of children consider that it is vital that decision-makers listen to children's voices and opinions, whereas 87.4% of children consider that there are limited or no opportunities to raise their voices and express their opinions to decision-makers.

Young Voices Survey Report, 2017

4

FACTORS AFFECTING CHILDREN'S PERCEPTION OF INTEGRITY

Children responded that their perceptions on integrity are strongly influenced by their families, schools, friends who they spend most of their time with. However, results also indicate that they are not receiving mixed messages about the principles of integrity from these sources.

There is not enough information for children about corruption for children. In contrast, we constantly see bribery from our early childhood. Teachers give us a lot of assignments that require using a computer; also we have to pay a fee to print out assignments. But there are lots of circumstances where we can't do that.

From focus group discussions with children

A child should be educated to be a moral member of society. Morality contains rules and benchmarks that modify our behaviour. Morality should be the foundation for teachers and parents when teaching their children. But, what kind of seeds are we planting in children? We should be supporting children to become educated people, capable of making wise decisions, analysing social issues, acting morally with strength and determination. We do not have the right to restrict children's minds and thinking, or to discourage or destroy their trust in themselves, life and other people.

From focus groups discussions with parents

HOW MUCH INFORMATION DO CHILDREN HAVE ON RULES TO PREVENT CORRUPTION?

46.1% of children said they had little or no information on rules and regulations that promote integrity and prevent corruption. 47.1% said that they had some or a lot of information. 55% of these were in Grade 10 compared with 43.2% in Grade 6. (Question B17.)



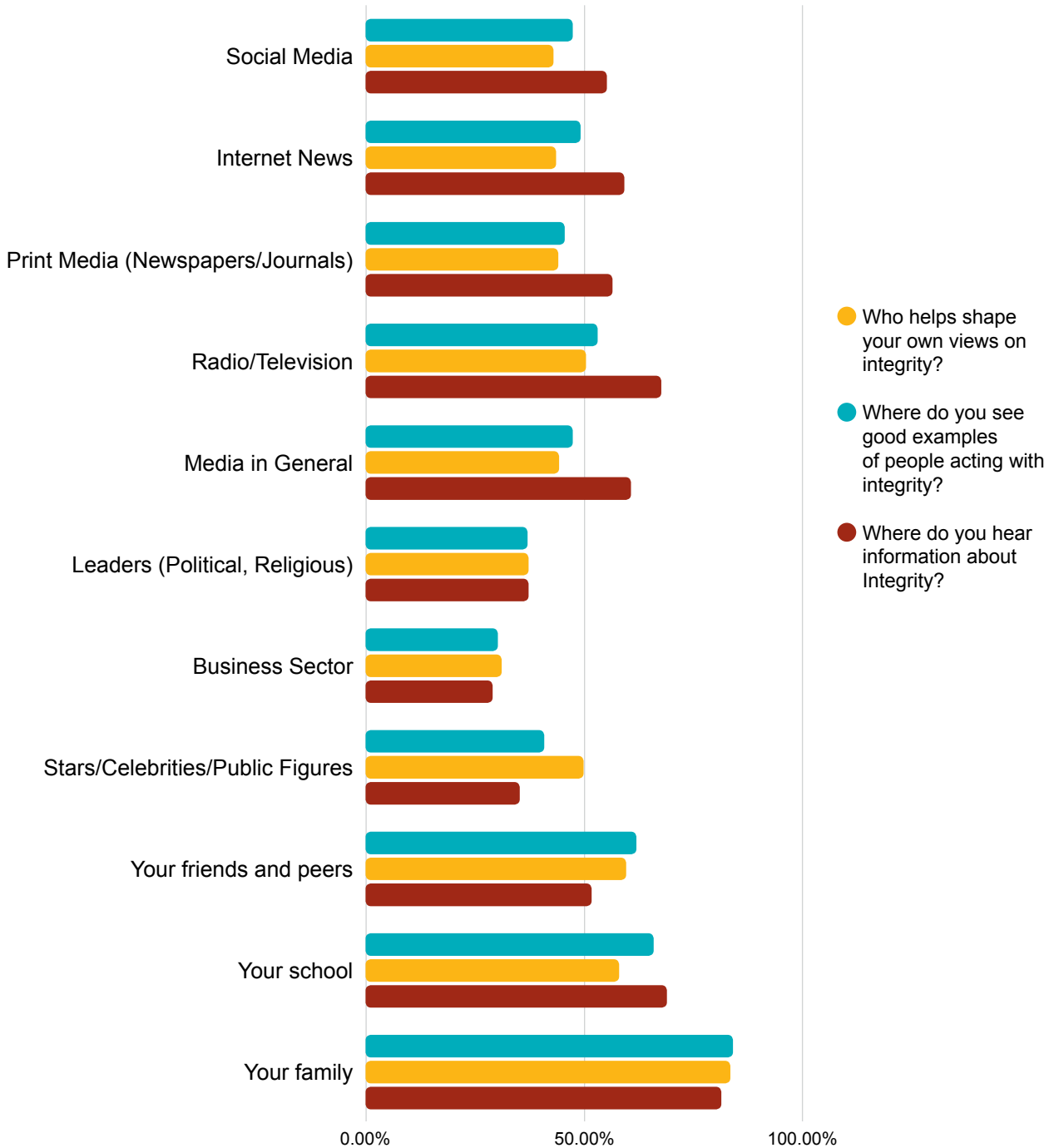
My teacher treats all children equally. Also, my parents and family members never give bribes. My friends never talk badly about others or offend them.

L, Girl, 12 year-old

WHO INFLUENCES CHILDREN'S VIEWS ON INTEGRITY? (QUESTION B19, B20, B21)

The following results highlight how vitally important families, schools and the media are in shaping children's attitudes to honesty, fairness and conflicts of interest. They also stress the need for all those

responsible for children's education to work together to ensure that every child's right to equal and quality education is realized.



ANNEX

SAVE THE CHILDREN/TRANSPARENCY INTERNATIONAL YOUNG VOICES 2: CHILD INTEGRITY SURVEY

RESULTS BY TABLE

1. Respondents

No	Sex	Percentage	Number
10	Boy	48.1%	1,054
2	Girl	51.9%	1,137
Total		100.0%	2,191

2. Secondary School Grade

No	Grade	Number	Percentage
1	6	663	30.3%
2	8	730	33.3%
3	10	798	36.4%
Total		2,191	100.0%

2. Location

No	Location	Number	Percentage
1	City	920	42.0
2	Aimag	1,271	58.0
Total		2,191	100.0

B1 Who do you think has the most integrity?

No	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Someone who never lies or cheats so people can trust him/her	48.0%	51.2%	48.3%	47.7%	52.6%	50.5%	49.0%	49.7%
2	Someone who doesn't lie or cheat except when he/she wants to save costs or prevent difficulties for his/her family	7.2%	8.5%	8.3%	8.8%	6.8%	8.7%	7.3%	7.9%
3	A person who never breaks the law (complies with State regulations) in any situation	15.3%	16.8%	13.4%	16.8%	17.5%	13.0%	18.3%	16.1%

4	A person who always stands by family and friends even if it means breaking the law	7.6%	5.5%	10.7%	6.4%	3.1%	9.2%	4.6%	6.5%
5	Someone who never takes bribes and never gives bribes in any situation	10.0%	9.4%	9.8%	9.6%	9.6%	7.1%	11.6%	9.7%
6	Someone who refuses bribes except when it is a small gift or small amount of money	1.7%	1.1%	1.8%	1.1%	1.3%	1.4%	1.3%	1.4%
7	A person who refuses bribes to solve problems except when everyone else does it	1.9%	0.7%	1.1%	1.1%	1.6%	1.0%	1.5%	1.3%
8	This question is too hard to answer	8.3%	6.8%	6.6%	8.5%	7.4%	9.0%	6.5%	7.5%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Awareness

B2 Do you think that lack of integrity (including corruption) is harmful?

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	For children and young people	8.3%	7.9%	10.0%	7.4%	7.3%	7.9%	8.3%	8.1%
2	For your family and friends	7.3%	6.2%	12.5%	5.6%	3.0%	6.3%	7.1%	6.8%
3	For businesses and development of the economy?	11.8%	6.6%	7.4%	10.5%	9.1%	8.3%	9.7%	9.1%
4	For the development of the country of Mongolia?	67.8%	75.8%	66.4%	72.5%	76.2%	72.9%	71.3%	72.0%
5	This question is too hard to answer	4.7%	3.4%	3.8%	4.0%	4.4%	4.6%	3.7%	4.1%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Values, Belief

B3 Which is more important? Being rich or being honest?

a. Being rich is the most important achievement in life and it is acceptable to lie, cheat and ignore the law to get rich

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	STRONGLY AGREE	1.7%	0.7%	2.0%	1.0%	0.8%	1.0%	1.3%	1.2%
2	AGREE	3.8%	2.2%	1.7%	3.8%	3.3%	3.8%	2.4%	3.0%
3	DISAGREE	22.4%	15.9%	15.2%	20.3%	21.1%	20.4%	18.0%	19.0%
4	STRONGLY DISAGREE	66.4%	78.5%	75.9%	71.2%	71.4%	69.6%	75.0%	72.7%
5	DON'T KNOW	5.7%	2.6%	5.3%	3.7%	3.5%	5.2%	3.3%	4.1%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

b. Being rich is more important than being honest but being rich is not everything

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	STRONGLY AGREE	34.3%	33.9%	37.6%	36.8%	28.7%	32.4%	35.3%	34.1%
2	AGREE	39.6%	40.5%	34.8%	41.0%	43.6%	42.7%	38.2%	40.1%
3	DISAGREE	12.3%	14.4%	12.5%	10.3%	17.0%	13.0%	13.7%	13.4%
4	STRONGLY DISAGREE	8.8%	6.4%	9.2%	7.3%	6.5%	6.4%	8.4%	7.6%
5	DON'T KNOW	4.9%	4.7%	5.9%	4.7%	4.1%	5.4%	4.4%	4.8%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

c. Being honest is more important than being rich but you can't always be honest

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	STRONGLY AGREE	22.0%	16.9%	17.5%	19.9%	20.4%	21.7%	17.6%	19.4%
2	AGREE	49.2%	55.8%	43.1%	57.5%	56.1%	52.2%	53.0%	52.7%
3	DISAGREE	16.1%	15.8%	19.9%	13.2%	15.3%	14.2%	17.2%	16.0%
4	STRONGLY DISAGREE	4.6%	5.7%	8.9%	3.2%	3.9%	4.7%	5.5%	5.2%
5	DON'T KNOW	8.1%	5.7%	10.6%	6.3%	4.3%	7.2%	6.6%	6.8%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

d. Being honest is the most important achievement in life, much more important than being rich

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	STRONGLY AGREE	53.8%	55.8%	66.8%	55.1%	44.7%	50.4%	58.1%	54.9%
2	AGREE	32.2%	33.0%	21.7%	32.9%	41.4%	36.6%	29.7%	32.6%
3	DISAGREE	6.5%	5.5%	4.4%	6.0%	7.4%	5.8%	6.2%	6.0%
4	STRONGLY DISAGREE	1.5%	1.2%	2.0%	1.1%	1.1%	1.5%	1.3%	1.4%
5	DON'T KNOW	6.0%	4.4%	5.1%	4.9%	5.4%	5.7%	4.8%	5.2%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

B4 Which is more important?

a. Finding ways to increase the family income is the most important thing and it is OK to ignore some laws to achieve that

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	STRONGLY AGREE	3.7%	1.3%	3.8%	1.9%	1.9%	3.6%	1.7%	2.5%
2	AGREE	17.2%	15.7%	13.6%	18.5%	16.9%	19.5%	14.2%	16.4%
3	DISAGREE	46.9%	48.4%	38.5%	49.5%	53.6%	47.3%	47.9%	47.6%
4	STRONGLY DISAGREE	24.3%	26.9%	36.5%	20.4%	21.4%	21.7%	28.5%	25.7%
5	DON'T KNOW	8.0%	7.7%	7.7%	9.7%	6.1%	7.9%	7.7%	7.8%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

b. Finding ways to increase the family income is a little bit more important than being honest and respecting the laws

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	STRONGLY AGREE	7.9%	6.1%	9.4%	7.9%	4.0%	7.4%	6.6%	6.9%
2	AGREE	35.1%	32.5%	31.7%	37.1%	32.3%	34.2%	33.4%	33.7%
3	DISAGREE	35.5%	39.1%	33.2%	34.4%	43.6%	37.7%	37.1%	37.4%
4	STRONGLY DISAGREE	9.1%	10.2%	13.1%	7.8%	8.5%	8.8%	10.3%	9.7%
5	DON'T KNOW	12.4%	12.1%	12.7%	12.7%	11.5%	11.8%	12.6%	12.3%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

c. Being honest and respecting laws & regulations are a little more important than increasing the income of the family

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	STRONGLY AGREE	17.4%	19.3%	28.1%	16.8%	11.7%	16.1%	20.0%	18.3%
2	AGREE	44.5%	50.5%	41.3%	46.3%	54.0%	48.0%	47.3%	47.6%
3	DISAGREE	21.8%	17.2%	16.0%	20.4%	21.3%	21.2%	18.1%	19.4%
4	STRONGLY DISAGREE	3.9%	2.3%	4.2%	3.0%	2.1%	3.3%	2.9%	3.1%
5	DON'T KNOW	12.4%	10.8%	10.4%	13.4%	10.9%	11.4%	11.7%	11.6%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

d. Being honest and respecting laws & regulations are much more important than increasing the income of the family

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	STRONGLY AGREE	22.5%	22.6%	30.3%	19.7%	18.7%	20.3%	24.2%	22.5%
2	AGREE	35.1%	39.1%	34.7%	35.6%	40.6%	36.5%	37.6%	37.2%
3	DISAGREE	21.1%	20.1%	13.7%	23.7%	23.3%	21.6%	19.7%	20.5%
4	STRONGLY DISAGREE	5.9%	4.0%	6.2%	5.3%	3.4%	5.9%	4.2%	4.9%
5	DON'T KNOW	15.5%	14.3%	15.1%	15.6%	14.0%	15.7%	14.3%	14.9%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

B5 In your opinion, who has a better chance of succeeding in life?

a. People who lie, cheat, break the law and accept bribes are more likely to succeed in life than people who are not

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	STRONGLY AGREE	14.1%	14.1%	8.3%	14.2%	18.8%	14.0%	14.2%	14.1%
2	AGREE	27.7%	30.0%	15.8%	29.7%	39.0%	31.6%	26.9%	28.9%
3	DISAGREE	18.5%	17.9%	19.5%	18.5%	16.8%	16.8%	19.1%	18.2%
4	STRONGLY DISAGREE	32.4%	32.8%	49.9%	30.3%	20.3%	31.0%	33.8%	32.6%
5	DON'T KNOW	7.3%	5.3%	6.5%	7.3%	5.1%	6.5%	6.1%	6.3%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

b. People who are honest most of the time, but lie, cheat and break the law some of the time, are more likely to succeed in life

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	STRONGLY AGREE	10.5%	11.2%	6.9%	12.1%	13.0%	12.6%	9.6%	10.9%
2	AGREE	44.0%	43.1%	27.9%	47.7%	52.8%	43.4%	43.7%	43.5%
3	DISAGREE	27.2%	29.9%	39.8%	26.4%	21.3%	27.5%	29.4%	28.6%
4	STRONGLY DISAGREE	8.8%	9.6%	16.1%	6.3%	6.1%	8.8%	9.5%	9.2%
5	DON'T KNOW	9.4%	6.2%	9.2%	7.5%	6.8%	7.7%	7.8%	7.8%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

c. People who are always honest with personal integrity are more likely to succeed in life than people who lack integrity

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	STRONGLY AGREE	36.0%	37.2%	51.0%	35.9%	25.3%	31.7%	40.1%	36.6%
2	AGREE	32.3%	32.7%	29.0%	32.3%	35.6%	33.4%	31.9%	32.5%
3	DISAGREE	18.3%	18.6%	10.0%	17.3%	26.6%	21.2%	16.4%	18.4%
4	STRONGLY DISAGREE	4.8%	4.0%	3.8%	5.3%	4.0%	5.1%	3.9%	4.4%
5	DON'T KNOW	8.6%	7.6%	6.3%	9.2%	8.5%	8.6%	7.7%	8.1%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Experience (exposure) to difficult and challenging situations in regard to integrity

B6 Have you or your parents given unofficial gift/s or money to school teachers or school managers for these reasons?

a. For your young sister or brother to be admitted to kindergarten

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Yes	18.5%	23.5%	14.6%	22.2%	25.4%	31.6%	13.5%	21.1%
2	No	79.7%	75.5%	83.7%	76.7%	73.1%	66.3%	85.6%	77.5%
3	This question is too hard to answer	1.8%	1.1%	1.7%	1.1%	1.5%	2.1%	0.9%	1.4%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

b. For you or your brother or sister to transfer from one school to another

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Yes	10.4%	13.3%	8.1%	13.8%	13.3%	20.7%	5.6%	11.9%
2	No	87.6%	85.3%	90.3%	84.1%	85.2%	77.1%	93.2%	86.4%
3	This question is too hard to answer	2.0%	1.4%	1.5%	2.1%	1.5%	2.3%	1.3%	1.7%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

c. For you to get a better grade or exam score

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Yes	5.2%	4.4%	4.7%	5.1%	4.6%	8.4%	2.2%	4.8%
2	No	93.0%	94.1%	93.8%	93.3%	93.6%	89.1%	96.8%	93.6%
3	This question is too hard to answer	1.8%	1.5%	1.5%	1.6%	1.8%	2.5%	1.0%	1.6%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

d. To change a teacher or principal's attitude to you

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Yes	4.3%	4.8%	4.4%	3.8%	5.4%	7.4%	2.5%	4.6%
2	No	93.5%	93.2%	93.7%	94.1%	92.5%	89.8%	96.0%	93.4%
3	This question is too hard to answer	2.2%	1.9%	2.0%	2.1%	2.1%	2.8%	1.5%	2.1%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

e. For you to be enrolled in special course or scholarship program

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Yes	19.3%	17.5%	17.2%	18.8%	18.9%	24.1%	14.2%	18.3%
2	No	78.6%	80.9%	81.1%	79.0%	79.3%	73.2%	84.6%	79.8%
3	This question is too hard to answer	2.2%	1.6%	1.7%	2.2%	1.8%	2.7%	1.3%	1.9%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

f. To express gratitude for graduation

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Yes	44.1%	45.2%	44.0%	41.9%	47.7%	46.7%	43.2%	44.7%
2	No	53.6%	53.2%	54.1%	55.6%	50.8%	50.5%	55.5%	53.4%
3	This question is too hard to answer	2.3%	1.6%	1.8%	2.5%	1.5%	2.7%	1.3%	1.9%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

g. Other reason

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	No	96.3%	93.9%	96.2%	95.2%	94.0%	93.4%	96.3%	95.1%
2	Yes	3.7%	6.1%	3.8%	4.8%	6.0%	6.6%	3.7%	4.9%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Attitude to paying bribes (donations/gifts/money for personal benefit).**B7 In your opinion...***a. Do you think it's fair and your family is able to pay*

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Yes	36.3%	40.5%	30.6%	40.1%	43.5%	43.4%	34.9%	38.5%
2	No	59.1%	55.6%	64.1%	54.8%	53.9%	51.4%	61.5%	57.3%
3	This question is too hard to answer	4.6%	4.0%	5.3%	5.1%	2.6%	5.2%	3.5%	4.2%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

b. Do you think it's fair but your family is not able to pay

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Yes	17.6%	16.2%	19.8%	17.1%	14.3%	15.7%	17.8%	16.9%
2	No	78.1%	79.3%	74.7%	77.7%	83.1%	79.5%	78.2%	78.7%
3	This question is too hard to answer	4.3%	4.5%	5.6%	5.2%	2.6%	4.9%	4.0%	4.4%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

c. Do you think it's fair, your family is able to pay and everybody else does it

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Yes	27.0%	33.2%	26.1%	31.6%	32.5%	32.0%	29.0%	30.3%
2	No	68.0%	61.9%	68.2%	62.9%	63.9%	62.7%	66.4%	64.9%
3	This question is too hard to answer	4.9%	4.8%	5.7%	5.5%	3.6%	5.3%	4.6%	4.9%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

d. Do you think it's unfair and your family refuses to follow these practices

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Yes	60.0%	61.3%	59.7%	59.2%	62.8%	61.1%	60.3%	60.7%
2	No	35.1%	33.9%	34.5%	34.8%	34.2%	33.3%	35.4%	34.5%
3	This question is too hard to answer	4.9%	4.7%	5.7%	6.0%	3.0%	5.7%	4.2%	4.8%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

B8 Outcome from paying/not paying bribes (donations/gifts/money for personal benefit)

a. You have been treated better by school teachers/management because you paid bribes

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Yes	9.8%	11.9%	9.7%	13.2%	9.8%	17.7%	5.9%	10.9%
2	No	82.4%	80.8%	82.8%	77.8%	84.0%	75.0%	86.3%	81.6%
3	This question is too hard to answer	7.9%	7.3%	7.5%	9.0%	6.3%	7.3%	7.8%	7.6%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

b. You have been treated the same after you paid gifts/money

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Yes	6.6%	5.7%	5.7%	8.8%	4.1%	10.0%	3.4%	6.2%
2	No	82.8%	85.1%	84.5%	80.4%	87.0%	81.1%	86.2%	84.0%
3	This question is too hard to answer	10.5%	9.1%	9.8%	10.8%	8.9%	8.9%	10.5%	9.8%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

c. You have been badly treated by school because your family could not afford to pay bribes

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Yes	5.1%	6.9%	4.4%	6.4%	7.1%	7.0%	5.4%	6.1%
2	No	84.1%	84.2%	86.1%	82.5%	84.0%	84.0%	84.2%	84.1%
3	This question is too hard to answer	10.8%	8.9%	9.5%	11.1%	8.9%	9.0%	10.4%	9.8%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

d. You have been treated badly because your family refused to pay bribes on principle

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Yes	14.8%	9.9%	13.7%	13.0%	10.4%	14.8%	10.5%	12.3%
2	No	73.2%	80.7%	75.7%	75.1%	80.1%	75.3%	78.4%	77.1%
3	This question is too hard to answer	12.0%	9.4%	10.6%	11.9%	9.5%	9.9%	11.2%	10.6%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Opinion on the level of integrity

B9 *In your view, what is the opinion of young people like you on the level of integrity in these services?*

a. National Administration

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Good	17.6%	10.2%	17.2%	15.3%	9.4%	10.5%	16.1%	13.7%
2	Not so good	31.7%	32.7%	30.5%	33.8%	32.2%	31.0%	33.1%	32.2%
3	Not so bad	17.3%	21.2%	15.2%	19.9%	22.2%	21.1%	18.0%	19.3%
4	Very bad	13.3%	16.7%	14.6%	14.0%	16.4%	16.1%	14.3%	15.1%
5	Don't know	20.2%	19.2%	22.5%	17.0%	19.8%	21.3%	18.5%	19.7%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

b. Local Administration

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Good	21.3%	14.4%	24.0%	18.2%	12.0%	13.2%	21.0%	17.7%
2	Not so good	34.7%	39.6%	33.2%	39.7%	38.3%	33.8%	39.7%	37.2%
3	Not so bad	17.4%	20.0%	10.9%	21.8%	22.4%	21.4%	16.8%	18.7%
4	Very bad	6.3%	7.2%	5.6%	6.0%	8.4%	8.8%	5.3%	6.8%
5	Don't know	20.4%	18.8%	26.4%	14.2%	18.8%	22.8%	17.2%	19.6%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

c. Police, Security office

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Good	35.2%	30.9%	45.1%	34.0%	21.9%	31.2%	34.2%	33.0%
2	Not so good	29.6%	36.1%	24.4%	33.4%	39.6%	31.3%	34.1%	33.0%
3	Not so bad	17.1%	14.0%	11.3%	15.1%	19.3%	16.7%	14.6%	15.5%
4	Very bad	5.9%	7.8%	6.3%	6.6%	7.6%	8.5%	5.7%	6.9%
5	Don't know	12.2%	11.3%	12.8%	11.0%	11.5%	12.3%	11.3%	11.7%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

d. State Education (School and University)

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Good	30.8%	25.2%	39.1%	29.3%	17.4%	19.8%	33.8%	27.9%
2	Not so good	34.6%	38.3%	29.9%	36.6%	42.1%	41.4%	33.0%	36.6%
3	Not so bad	14.8%	17.6%	10.1%	15.8%	21.8%	17.7%	15.2%	16.2%
4	Very bad	5.9%	9.3%	6.0%	5.9%	10.7%	11.2%	5.1%	7.7%
5	Don't know	13.9%	9.5%	14.9%	12.5%	8.0%	9.9%	12.8%	11.6%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

e. Private Education (School and University)

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Good	19.1%	15.6%	23.1%	17.8%	11.9%	15.2%	18.7%	17.3%
2	Not so good	31.4%	33.3%	27.9%	33.0%	35.6%	33.4%	31.7%	32.4%
3	Not so bad	18.1%	23.0%	14.8%	20.5%	25.7%	21.4%	20.1%	20.7%
4	Very bad	9.0%	11.3%	9.0%	10.3%	11.2%	13.9%	7.6%	10.2%
5	Don't know	22.4%	16.7%	25.2%	18.4%	15.7%	16.1%	21.9%	19.4%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

f. State Health Centers/hospitals

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Good	36.3%	26.6%	45.4%	30.5%	20.2%	29.7%	32.4%	31.3%
2	Not so good	32.3%	37.7%	25.8%	37.9%	40.2%	35.7%	34.7%	35.1%
3	Not so bad	11.5%	17.2%	9.0%	12.9%	20.3%	15.3%	13.8%	14.4%
4	Very bad	8.2%	9.3%	5.7%	7.9%	12.0%	8.9%	8.7%	8.8%
5	Don't know	11.8%	9.2%	14.0%	10.7%	7.3%	10.4%	10.5%	10.5%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

g. Private Health Centers/Hospitals

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Good	29.4%	26.1%	30.2%	30.0%	23.6%	27.0%	28.2%	27.7%
2	Not so good	29.8%	31.8%	29.9%	29.2%	33.1%	30.8%	30.8%	30.8%
3	Not so bad	16.7%	19.0%	12.7%	19.2%	21.1%	19.5%	16.8%	17.9%
4	Very bad	7.3%	8.2%	6.6%	6.7%	9.6%	9.3%	6.6%	7.8%
5	Don't know	16.8%	15.0%	20.7%	14.9%	12.7%	13.5%	17.5%	15.8%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

h. State Business /Services

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Good	23.5%	19.9%	25.8%	24.2%	15.8%	16.8%	25.1%	21.6%
2	Not so good	33.3%	35.3%	28.1%	35.6%	38.3%	35.8%	33.3%	34.3%
3	Not so bad	15.8%	17.6%	12.5%	16.3%	20.7%	19.1%	15.0%	16.8%
4	Very bad	5.2%	5.0%	3.9%	5.3%	5.9%	7.0%	3.8%	5.1%
5	Don't know	22.1%	22.3%	29.7%	18.5%	19.3%	21.3%	22.8%	22.2%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

i. Private Business/Services

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Good	27.6%	23.5%	26.1%	25.6%	24.8%	23.9%	26.6%	25.5%
2	Not so good	29.1%	36.9%	31.7%	34.0%	33.6%	34.0%	32.5%	33.1%
3	Not so bad	16.0%	15.0%	13.1%	15.6%	17.4%	15.1%	15.8%	15.5%
4	Very bad	5.7%	5.2%	5.3%	5.8%	5.3%	6.1%	5.0%	5.4%
5	Don't know	21.5%	19.4%	23.8%	19.0%	18.9%	20.9%	20.1%	20.4%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Behaviour-based on integrity

B10 *You need to get a good grade to pass an exam (a very important step for your future and for your family)*

a. You will do your best without cheating even if this means you may fail

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	True	62.1%	62.7%	80.8%	60.7%	48.7%	55.5%	67.4%	62.4%
2	False	24.3%	26.5%	9.8%	26.3%	37.6%	31.0%	21.4%	25.4%
3	Don't know	13.6%	10.8%	9.4%	13.0%	13.7%	13.5%	11.2%	12.1%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

b. You will ask your best friend to help you during the exam and he will agree to because it is normal to help a friend

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	True	65.4%	64.0%	53.8%	71.2%	67.7%	65.3%	64.2%	64.7%
2	False	21.4%	23.4%	31.8%	17.7%	19.0%	21.4%	23.2%	22.5%
3	Don't know	13.2%	12.6%	14.3%	11.1%	13.3%	13.3%	12.6%	12.9%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

c. You will use any other means: cheating and/or giving gifts or money to the teacher/ supporters

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	True	6.6%	6.8%	3.8%	7.7%	8.3%	8.4%	5.5%	6.7%
2	False	77.5%	82.5%	81.1%	78.1%	81.1%	77.5%	82.0%	80.1%
3	Don't know	15.8%	10.7%	15.1%	14.2%	10.7%	14.1%	12.5%	13.2%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

B11 Your uncle tells you that he has an excellent friend who can get you into a very good school/ university/ company easily, without having to pass the selection process, what would you do?

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	This is great! You say "yes" right away	19.0%	11.1%	11.5%	17.0%	15.8%	18.4%	12.4%	14.9%
2	You are a bit uncomfortable, but everybody does that anyway, so you finally say "yes"	32.6%	37.7%	19.6%	37.8%	46.0%	37.2%	33.9%	35.3%
3	You hesitate a long time and finally decide to refuse, but you find an excuse not to upset your uncle	21.4%	21.7%	27.3%	20.5%	17.8%	19.2%	23.3%	21.6%
4	You say "no" right away, you do not want to follow this type of practice	16.3%	21.3%	30.5%	16.6%	11.4%	16.5%	20.6%	18.9%
5	The question is too hard to answer	10.6%	8.2%	11.2%	8.1%	9.0%	8.7%	9.8%	9.4%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Conflicts of Interest

B12 *Your teacher tells you that you need to bring money for school to pay for non-school books / subscriptions/ tickets/ other goods what would you do?*

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	You say “yes” right away. You and your parents are happy to help your teacher.	14.1%	9.8%	15.8%	12.3%	8.1%	15.5%	9.2%	11.9%
2	You are a bit uncomfortable, but everybody does it anyway, so you finally say “yes”	31.1%	37.4%	25.2%	36.7%	39.8%	35.8%	33.4%	34.4%
3	You are uncomfortable but if you refuse, the teacher might treat you differently	11.5%	17.5%	9.5%	15.6%	17.9%	14.6%	14.6%	14.6%
4	You say “no” right away because your family cannot afford to buy unnecessary goods	7.7%	5.4%	9.5%	6.3%	4.1%	5.7%	7.1%	6.5%
5	You would bring the money in order not to offend	6.5%	4.6%	7.4%	5.1%	4.3%	4.9%	5.9%	5.5%
6	You say “no” right away, you do not want to pay no matter how the teacher treats you	18.4%	17.8%	18.3%	16.3%	19.5%	15.0%	20.3%	18.1%
7	This question is too hard to answer	10.7%	7.7%	14.3%	7.7%	6.1%	8.6%	9.5%	9.1%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

B13 *Your teacher tells you that the school will soon be selecting students for the children’s council, what would you do?*

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	You want to be the council so you approach the teacher and ask to be nominated	21.0%	21.4%	30.5%	22.3%	12.4%	19.3%	22.5%	21.2%
2	You want to be on the council but you think you are not a favourite of the teacher	10.4%	13.3%	14.2%	12.9%	9.1%	13.6%	10.7%	11.9%

3	You want to be on the council but you think that council members should be elected by other students	36.5%	38.1%	38.8%	37.0%	36.5%	33.8%	39.9%	37.3%
4	You don't want to be on the council because the council has no effect	22.2%	20.0%	9.5%	20.8%	30.8%	24.6%	18.5%	21.0%
5	The question is too hard to answer	9.9%	7.3%	7.1%	7.0%	11.2%	8.7%	8.4%	8.5%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

B14 Harassment and Bullying

a. This term or last term, have you felt that you were bullied or harassed

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Yes	69.6%	69.3%	78.3%	65.9%	65.4%	70.0%	69.1%	69.5%
2	No	30.4%	30.7%	21.7%	34.1%	34.6%	30.0%	30.9%	30.5%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

B14.1 If "Yes", have you felt bullied or harassed by

a. Peers

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Skipped the question	28.4%	29.3%	20.7%	31.4%	33.3%	29.1%	28.6%	28.8%
2	Yes	12.4%	22.3%	26.4%	14.7%	12.9%	18.0%	17.2%	17.6%
3	No	59.2%	48.4%	52.9%	54.0%	53.8%	52.8%	54.1%	53.6%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

b. By older students in your school

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Skipped the question	28.7%	29.5%	21.0%	31.5%	33.6%	29.3%	28.9%	29.1%
2	Yes	38.2%	34.0%	40.9%	37.0%	31.2%	33.9%	37.6%	36.1%
3	No	33.1%	36.5%	38.2%	31.5%	35.2%	36.7%	33.5%	34.9%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

c. By teachers

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Skipped the question	28.7%	29.5%	21.0%	31.5%	33.6%	29.3%	28.9%	29.1%
2	Yes	15.3%	14.8%	11.9%	13.8%	18.7%	14.6%	15.3%	15.0%
3	No	56.1%	55.8%	67.1%	54.7%	47.7%	56.1%	55.8%	55.9%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

d. By other school staff

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Skipped the question	28.7%	29.5%	21.0%	31.5%	33.6%	29.3%	28.9%	29.1%
2	Yes	6.0%	5.3%	3.9%	6.3%	6.4%	5.4%	5.7%	5.6%
3	No	65.4%	65.3%	75.1%	62.2%	60.0%	65.2%	65.4%	65.3%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

e. By people you know outside school

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Skipped the question	28.7%	29.5%	21.0%	31.6%	33.6%	29.3%	29.0%	29.1%
2	Yes	12.9%	9.6%	11.8%	10.3%	11.5%	11.5%	10.9%	11.2%
3	No	58.3%	60.9%	67.3%	58.1%	54.9%	59.1%	60.1%	59.7%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

f. By strangers outside school

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Skipped the question	28.7%	29.4%	21.1%	31.4%	33.5%	29.3%	28.8%	29.0%
2	Yes	14.7%	9.3%	13.7%	11.4%	10.9%	10.8%	12.7%	11.9%
3	No	56.6%	61.3%	65.2%	57.3%	55.6%	59.9%	58.5%	59.1%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

f. No-one in particular, it's just a feeling

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Skipped the question	28.8%	29.5%	21.0%	31.8%	33.6%	29.6%	28.9%	29.2%
2	Yes	11.0%	16.0%	10.0%	14.4%	15.9%	15.2%	12.4%	13.6%
3	No	60.2%	54.5%	69.1%	53.8%	50.5%	55.2%	58.7%	57.2%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

g. Other reason

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	No	97.9%	97.9%	97.0%	98.6%	98.0%	98.7%	97.3%	97.9%
2	Yes	2.1%	2.1%	3.0%	1.4%	2.0%	1.3%	2.7%	2.1%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

B14.2 *If you have felt bullied or harassed at any time during the previous year, was this because of*

a. Your faith/religion?

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Skipped the question	29.8%	29.8%	22.6%	31.5%	34.2%	30.3%	29.4%	29.8%
2	Yes	3.0%	4.4%	4.2%	3.4%	3.6%	3.7%	3.8%	3.7%
3	No	67.2%	65.8%	73.2%	65.1%	62.2%	66.0%	66.8%	66.5%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

b. Your family has a low income?

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Skipped the question	29.8%	29.9%	22.6%	31.5%	34.3%	30.4%	29.4%	29.8%
2	Yes	3.3%	4.4%	4.8%	3.7%	3.3%	2.6%	4.8%	3.9%
3	No	66.9%	65.7%	72.5%	64.8%	62.4%	67.0%	65.8%	66.3%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

c. You or your parents come from another aimag/country?

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Skipped the question	29.8%	29.9%	22.6%	31.5%	34.3%	30.4%	29.4%	29.8%
2	Yes	3.3%	4.4%	4.8%	3.7%	3.3%	2.6%	4.8%	3.1%
3	No	66.9%	65.7%	72.5%	64.8%	62.4%	67.0%	65.8%	67.1%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

d. You have a disability?

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Skipped the question	29.8%	29.9%	22.6%	31.5%	34.3%	30.4%	29.4%	29.8%
2	Yes	2.2%	1.8%	2.7%	1.8%	1.5%	2.9%	1.3%	2.0%
3	No	68.0%	68.3%	74.7%	66.7%	64.2%	66.6%	69.3%	68.2%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

e. Your gender or sexual orientation?

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Skipped the question	29.8%	29.9%	22.6%	31.5%	34.3%	30.4%	29.4%	29.8%
2	Yes	3.5%	3.3%	4.8%	3.3%	2.4%	5.0%	2.3%	3.4%
3	No	66.7%	66.8%	72.5%	65.2%	63.3%	64.6%	68.3%	66.7%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

f. Your appearance?

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Skipped the question	29.8%	29.9%	22.6%	31.5%	34.3%	30.4%	29.4%	29.8%
2	Yes	15.6%	24.7%	22.6%	19.3%	19.3%	17.9%	22.0%	20.3%
3	No	54.6%	45.4%	54.8%	49.2%	46.4%	51.6%	48.5%	49.8%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

g. Your age?

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Skipped the question	29.8%	29.9%	22.6%	31.5%	34.3%	30.4%	29.4%	29.8%
2	Yes	12.8%	6.9%	12.4%	8.1%	9.1%	9.6%	9.9%	9.8%
3	No	57.4%	63.1%	65.0%	60.4%	56.5%	60.0%	60.7%	60.4%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

h. You were not able to pay gifts/money to the school?

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Skipped the question	29.7%	29.9%	22.6%	31.5%	34.2%	30.3%	29.4%	29.8%
2	Yes	2.8%	3.3%	5.6%	1.8%	2.1%	2.5%	3.5%	3.1%
3	No	67.6%	66.8%	71.8%	66.7%	63.7%	67.2%	67.1%	67.1%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

i. Your friends?

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Skipped the question	29.9%	29.9%	22.6%	31.6%	34.3%	30.5%	29.4%	29.9%
2	Yes	15.9%	18.3%	18.7%	14.9%	17.9%	18.7%	16.1%	17.2%
3	No	54.2%	51.8%	58.7%	53.4%	47.7%	50.8%	54.5%	52.9%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

i. You are from an ethnic minority?

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Skipped the question	29.8%	30.0%	22.6%	31.5%	34.5%	30.4%	29.5%	29.9%
2	Yes	2.9%	1.8%	2.7%	2.6%	1.9%	2.2%	2.5%	2.4%
3	No	67.3%	68.2%	74.7%	65.9%	63.7%	67.4%	68.0%	67.7%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

j. Your behaviour is different from everyone else

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Skipped the question	30.1%	29.8%	22.5%	31.4%	34.8%	30.3%	29.7%	29.9%
2	Yes	24.2%	24.8%	25.3%	24.7%	23.7%	25.0%	24.2%	24.5%
3	No	45.7%	45.4%	52.2%	44.0%	41.5%	44.7%	46.2%	45.5%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

k. Other reason

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	No	96.9%	94.8%	97.0%	96.2%	94.5%	95.0%	96.4%	95.8%
2	Yes	3.1%	5.2%	3.0%	3.8%	5.5%	5.0%	3.6%	4.2%
3	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Willingness to combat injustice, corruption and conflict of interest

B15 *If you happen to be confronted with a corrupt act (for example, a teacher asks you for money in order to pass an important exam), would you be willing to report it?*

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Yes, I already made a report in the past	4.1%	2.8%	5.0%	3.0%	2.5%	4.1%	2.9%	3.4%
2	Yes, if it happened, I would report it	32.7%	34.0%	37.9%	31.1%	31.8%	27.3%	37.8%	33.4%
3	I would not always report it - it would depend on the case	29.6%	33.1%	21.7%	31.6%	39.2%	34.6%	29.1%	31.4%
4	No, I would not report it	15.6%	13.1%	16.3%	15.1%	11.9%	15.5%	13.4%	14.3%
5	This question is too hard to answer	18.0%	17.0%	19.2%	19.2%	14.5%	18.5%	16.8%	17.5%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

B16 *If you are not ready to report the corrupt act, why?*

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Skipped the question	36.8%	36.9%	42.8%	34.1%	34.3%	31.4%	40.8%	36.8%
2	I am afraid of making a report because I would not be protected	9.2%	10.5%	9.2%	10.3%	10.0%	8.8%	10.6%	9.9%
3	I think that nothing would happen (no action taken) as a result of my report	17.8%	18.7%	8.7%	20.3%	24.4%	23.2%	14.8%	18.3%
4	I do not know how to make a report	14.0%	14.0%	13.1%	14.4%	14.4%	14.0%	14.0%	14.0%
5	I do not want to report anyone, I don't want to attract attention	8.7%	9.0%	8.6%	9.6%	8.4%	9.8%	8.2%	8.9%
6	The question is too hard to answer	13.4%	11.0%	17.5%	11.4%	8.4%	12.8%	11.6%	12.1%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

B17 *How much information do you have on rules and regulations to promote integrity and prevent corruption?*

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	No information	13.7%	12.7%	14.0%	14.1%	11.5%	14.1%	12.4%	13.1%
2	Very little information	32.9%	33.0%	31.8%	35.8%	31.3%	33.8%	32.3%	33.0%
3	Some information	41.7%	47.1%	37.3%	42.5%	52.5%	43.6%	45.2%	44.5%
4	A lot of information	4.5%	3.1%	5.9%	3.2%	2.5%	3.6%	3.9%	3.7%
5	The question is too hard to answer	7.2%	4.1%	11.0%	4.5%	2.1%	4.9%	6.1%	5.6%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

B18 *How much information do you have on what/how costs are covered in school budgets?*

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	No information	48.5%	55.5%	46.8%	47.7%	60.7%	50.1%	53.6%	52.1%
2	Very little information	24.8%	24.7%	23.7%	26.7%	23.8%	27.3%	22.9%	24.7%
3	Some information	16.5%	13.4%	15.7%	17.9%	11.4%	14.0%	15.5%	14.9%
4	A lot of information	3.4%	1.9%	3.9%	2.6%	1.6%	2.7%	2.6%	2.6%
5	The question is too hard to answer	6.8%	4.5%	10.0%	5.1%	2.5%	5.9%	5.4%	5.6%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

B19 For developing your views on integrity, who do you think provides information and delivers messages to promote integrity?

a. Your Family

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Yes	80.4%	81.9%	82.7%	77.5%	83.2%	79.0%	82.7%	81.2%
2	No	16.8%	16.2%	14.6%	19.3%	15.4%	17.4%	15.8%	16.5%
3	The question is too hard to answer	2.8%	1.9%	2.7%	3.2%	1.4%	3.6%	1.5%	2.4%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

b. Your School

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Yes	69.7%	68.0%	68.5%	66.0%	71.7%	63.8%	72.5%	68.8%
2	No	25.9%	29.2%	28.2%	29.9%	25.1%	31.7%	24.6%	27.6%
3	The question is too hard to answer	4.4%	2.8%	3.3%	4.1%	3.3%	4.5%	2.9%	3.6%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

c. Your Friends and peers

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Yes	50.9%	52.2%	48.6%	50.7%	54.9%	49.1%	53.3%	51.6%
2	No	44.4%	44.4%	47.7%	44.8%	41.4%	46.0%	43.3%	44.4%
3	The question is too hard to answer	4.7%	3.3%	3.8%	4.5%	3.8%	4.9%	3.4%	4.0%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

d. Stars/Celebrities in Entertainment /Public figures

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Yes	35.1%	35.4%	30.5%	35.1%	39.3%	32.3%	37.4%	35.2%
2	No	59.3%	61.1%	65.6%	59.3%	56.6%	62.2%	58.9%	60.2%
3	The question is too hard to answer	5.6%	3.5%	3.9%	5.6%	4.0%	5.5%	3.8%	4.5%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

e. Business/Economy sector

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Yes	31.1%	27.1%	28.8%	29.6%	28.7%	25.5%	31.5%	29.0%
2	No	63.2%	69.4%	67.0%	65.2%	67.0%	68.8%	64.7%	66.4%
3	The question is too hard to answer	5.7%	3.5%	4.2%	5.2%	4.3%	5.7%	3.8%	4.6%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

f. Leaders (Political/Religious etc.)

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Yes	37.6%	36.9%	35.0%	38.5%	37.8%	33.3%	40.0%	37.2%
2	No	56.6%	59.5%	61.2%	56.0%	57.5%	60.4%	56.5%	58.1%
3	The question is too hard to answer	5.8%	3.6%	3.8%	5.5%	4.6%	6.3%	3.5%	4.7%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

e. Media in general

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Yes	58.5%	62.5%	49.3%	62.6%	68.2%	59.1%	61.7%	60.6%
2	No	36.0%	34.6%	47.1%	31.9%	28.4%	35.4%	35.1%	35.2%
3	The question is too hard to answer	5.5%	2.9%	3.6%	5.5%	3.4%	5.4%	3.2%	4.2%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

f. Radio, Television

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Yes	68.0%	67.0%	60.6%	69.6%	71.3%	64.6%	69.6%	67.5%
2	No	27.1%	29.6%	35.7%	24.8%	25.6%	30.0%	27.2%	28.4%
3	The question is too hard to answer	4.8%	3.4%	3.6%	5.6%	3.1%	5.4%	3.1%	4.1%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

g. Print Media - newspapers, journals

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Yes	56.8%	55.9%	50.1%	56.6%	61.4%	54.1%	58.0%	56.4%
2	No	37.4%	40.6%	46.0%	37.5%	34.7%	40.1%	38.3%	39.1%
3	The question is too hard to answer	5.8%	3.4%	3.9%	5.9%	3.9%	5.8%	3.7%	4.6%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

h. Internet News

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Yes	60.3%	57.9%	52.0%	60.0%	64.0%	60.4%	58.1%	59.1%
2	No	34.3%	39.0%	44.5%	34.5%	32.3%	34.7%	38.2%	36.7%
3	The question is too hard to answer	5.3%	3.2%	3.5%	5.5%	3.6%	4.9%	3.7%	4.2%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

i. Social Media

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Yes	56.6%	53.6%	48.0%	56.4%	59.8%	52.4%	57.0%	55.1%
2	No	37.5%	43.4%	48.6%	37.9%	36.3%	42.5%	39.2%	40.6%
3	The question is too hard to answer	5.9%	2.9%	3.5%	5.6%	3.9%	5.1%	3.8%	4.3%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

B20 For developing your views on integrity, who behaves in ways that give good examples of integrity?

a. Your family

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Yes	81.4%	85.1%	82.5%	82.9%	84.5%	81.4%	84.7%	83.3%
2	No	13.6%	11.8%	13.9%	11.8%	12.4%	14.1%	11.6%	12.6%
3	The question is too hard to answer	5.0%	3.1%	3.6%	5.3%	3.1%	4.5%	3.7%	4.0%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

b. Your school

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Yes	60.3%	55.6%	61.4%	61.4%	51.8%	52.4%	61.8%	57.9%
2	No	33.9%	40.6%	34.2%	33.0%	44.0%	42.6%	33.6%	37.4%
3	The question is too hard to answer	5.8%	3.8%	4.4%	5.6%	4.3%	5.0%	4.6%	4.7%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

c. Your friends and peers

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Yes	60.6%	58.4%	55.7%	61.0%	61.3%	57.1%	61.2%	59.5%
2	No	34.0%	37.6%	40.3%	33.4%	34.5%	37.7%	34.5%	35.9%
3	The question is too hard to answer	5.4%	4.0%	4.1%	5.6%	4.3%	5.2%	4.2%	4.7%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

d. Stars/Celebrities in Entertainment/Public Figures

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Yes	50.4%	49.3%	47.1%	51.8%	50.4%	50.8%	49.2%	49.8%
2	No	43.4%	46.6%	47.5%	41.6%	46.1%	44.0%	45.8%	45.0%
3	The question is too hard to answer	6.3%	4.0%	5.4%	6.6%	3.5%	5.2%	5.0%	5.1%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

e. Business/Economy sector

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Yes	34.2%	28.2%	32.4%	33.0%	28.2%	28.8%	32.7%	31.1%
2	No	59.2%	67.2%	62.0%	60.1%	67.4%	64.8%	62.3%	63.4%
3	The question is too hard to answer	6.6%	4.6%	5.6%	6.8%	4.4%	6.4%	5.0%	5.6%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

f. Leaders (Political, religious etc.)

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Yes	38.6%	36.0%	36.5%	38.9%	36.3%	35.0%	38.9%	37.2%
2	No	54.9%	60.0%	58.5%	54.5%	59.5%	58.9%	56.6%	57.6%
3	The question is too hard to answer	6.5%	4.0%	5.0%	6.6%	4.1%	6.1%	4.6%	5.2%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

g. Media in general

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Yes	44.4%	44.1%	37.6%	47.5%	46.7%	42.7%	45.3%	44.2%
2	No	48.6%	51.5%	57.0%	45.3%	48.7%	51.1%	49.4%	50.1%
3	The question is too hard to answer	7.0%	4.4%	5.4%	7.1%	4.5%	6.2%	5.3%	5.7%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

h. Radio, television

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Yes	51.3%	49.4%	45.4%	55.9%	49.4%	48.6%	51.6%	50.3%
2	No	41.9%	46.1%	49.2%	37.5%	45.9%	44.9%	43.5%	44.1%
3	The question is too hard to answer	6.7%	4.5%	5.4%	6.6%	4.8%	6.5%	4.9%	5.6%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

i. Print Media – newspapers, journals

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Yes	45.0%	43.1%	39.1%	46.3%	46.0%	43.2%	44.6%	44.0%
2	No	47.9%	52.2%	55.1%	46.2%	49.7%	50.4%	50.0%	50.2%
3	The question is too hard to answer	7.1%	4.7%	5.9%	7.5%	4.3%	6.4%	5.4%	5.8%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

j. Internet News

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Yes	46.1%	41.0%	39.5%	48.1%	42.5%	43.5%	43.4%	43.5%
2	No	46.6%	54.1%	54.8%	44.2%	52.6%	49.9%	50.9%	50.5%
3	The question is too hard to answer	7.3%	4.9%	5.7%	7.7%	4.9%	6.6%	5.7%	6.1%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

k. Social media

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Yes	45.8%	40.1%	40.4%	45.6%	42.4%	39.0%	45.6%	42.9%
2	No	47.1%	55.4%	54.6%	47.1%	52.6%	54.5%	49.2%	51.4%
3	The question is too hard to answer	7.1%	4.5%	5.0%	7.3%	5.0%	6.5%	5.2%	5.8%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

B21 *For developing your views on integrity, who do you think influences to shape your own view of integrity?*

a. Your family

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Yes	81.4%	86.2%	80.4%	82.9%	87.7%	83.5%	84.2%	83.9%
2	No	12.8%	10.4%	14.6%	11.4%	9.1%	12.0%	11.3%	11.5%
3	The question is too hard to answer	5.8%	3.4%	5.0%	5.8%	3.1%	4.6%	4.6%	4.6%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

b. Your school

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Yes	67.4%	70.1%	68.6%	68.1%	69.5%	66.5%	70.4%	68.8%
2	No	26.7%	25.5%	25.5%	25.8%	26.8%	27.7%	24.9%	26.1%
3	The question is too hard to answer	6.0%	4.4%	5.9%	6.2%	3.6%	5.8%	4.7%	5.2%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

c. Your friends and peers

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Yes	60.9%	62.5%	58.8%	61.0%	64.9%	62.2%	61.4%	61.8%
2	No	32.5%	32.7%	34.8%	33.0%	30.5%	32.0%	33.1%	32.6%
3	The question is too hard to answer	6.5%	4.7%	6.3%	6.0%	4.6%	5.9%	5.4%	5.6%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

d. Stars/Celebrities in Entertainment/ Public Figures

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Yes	42.1%	39.7%	38.9%	40.1%	43.1%	40.4%	41.1%	40.8%
2	No	50.5%	55.2%	54.9%	52.2%	52.0%	53.2%	52.8%	52.9%
3	The question is too hard to answer	7.4%	5.1%	6.2%	7.7%	4.9%	6.4%	6.1%	6.2%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

e. Business/Economy Sector

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Yes	33.0%	27.6%	31.5%	30.3%	29.1%	30.5%	30.0%	30.2%
2	No	59.9%	67.8%	62.4%	62.7%	66.4%	63.7%	64.2%	64.0%
3	The question is too hard to answer	7.1%	4.6%	6.0%	7.0%	4.5%	5.8%	5.8%	5.8%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

f. Leaders (Political, religious)

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Yes	37.7%	36.3%	35.3%	36.8%	38.5%	35.3%	38.2%	37.0%
2	No	55.2%	59.0%	58.2%	56.4%	57.0%	58.7%	56.1%	57.2%
3	The question is too hard to answer	7.1%	4.7%	6.5%	6.7%	4.5%	6.0%	5.7%	5.8%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

g. Media in general

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Yes	46.9%	47.7%	39.1%	50.1%	51.5%	46.1%	48.2%	47.3%
2	No	45.9%	47.8%	55.1%	43.0%	43.6%	47.9%	46.1%	46.9%
3	The question is too hard to answer	7.2%	4.6%	5.9%	6.8%	4.9%	6.0%	5.7%	5.8%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

h. Radio, television

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Yes	46.6%	56.4%	55.3%	52.5%	53.6%	51.5%	54.1%	53.0%
2	No	47.5%	36.8%	39.8%	40.3%	42.0%	42.2%	40.4%	41.2%
3	The question is too hard to answer	5.9%	6.7%	4.9%	7.2%	4.5%	6.3%	5.4%	5.8%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

i. Print Media – newspapers, journals

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Yes	46.7%	44.5%	39.5%	47.0%	49.2%	43.2%	47.3%	45.5%
2	No	46.1%	51.0%	54.9%	45.9%	46.0%	50.8%	47.1%	48.7%
3	The question is too hard to answer	7.2%	4.5%	5.6%	7.1%	4.8%	6.1%	5.6%	5.8%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

j. Internet News

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Yes	50.3%	47.9%	41.0%	51.9%	53.1%	48.2%	49.7%	49.1%
2	No	42.3%	47.6%	52.5%	41.6%	42.0%	45.4%	44.8%	45.0%
3	The question is too hard to answer	7.4%	4.5%	6.5%	6.4%	4.9%	6.4%	5.5%	5.9%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

k. Social Media

№	Answer	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
1	Yes	49.5%	45.2%	42.5%	49.3%	49.4%	44.2%	49.5%	47.3%
2	No	43.1%	50.2%	51.3%	43.8%	45.7%	49.6%	44.8%	46.8%
3	The question is too hard to answer	7.4%	4.6%	6.2%	6.8%	4.9%	6.2%	5.7%	5.9%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

4. Factors affecting children's perception of integrity

B22 In your opinion, what role can children and young people play in building integrity in Mongolia?

№	B-22	Sex		Grade			Location		Total
		Boy	Girl	6	8	10	City	Aimag	
a	Children and young people can play a big role in integrity-building and the fight against corruption (through advocacy and changing attitudes)	38.2%	37.9%	35.4%	36.8%	41.4%	39.0%	37.4%	38.1%
b	Children and young people can only play a <u>limited role</u> in integrity-building and the fight against corruption (through advocacy and changing attitudes)	34.5%	34.5%	33.9%	34.4%	35.1%	35.7%	33.7%	34.5%
c	Youth <u>can't play a role</u> in integrity-building and the fight against corruption (nobody cares what children and young people think)	11.7%	15.2%	11.0%	13.7%	15.4%	12.9%	13.9%	13.5%
d	The question is too hard to answer	15.6%	12.4%	19.6%	15.1%	8.1%	12.4%	15.0%	13.9%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

C Access to Information: How often do you get news from the following sources?

C1. Radio or television

№	C-1	Sex		Grade			Location		Нийт
		Boy	Girl	6	8	10	City	Aimag	
1	Skipped the question	3.1%	2.9%	3.3%	2.7%	3.0%	2.8%	3.1%	38.7%
2	Every day	43.5%	34.4%	40.1%	40.7%	35.8%	40.5%	37.5%	36.4%
3	A few times a week	32.6%	39.8%	33.6%	34.4%	40.5%	36.3%	36.4%	10.3%
4	A few times a month	8.4%	12.0%	8.3%	10.1%	12.2%	9.1%	11.2%	4.7%
5	Less than once a month	4.1%	5.3%	4.8%	4.5%	4.8%	4.7%	4.7%	6.8%
6	Never	8.3%	5.5%	9.8%	7.5%	3.8%	6.5%	7.1%	3.1%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

C2. Newspapers

№	C-2	Sex		Grade			Location		Нийт
		Boy	Girl	6	8	10	City	Aimag	
1	Skipped the question	3.6%	2.7%	3.5%	2.7%	3.3%	3.2%	3.1%	38.7%
2	Every day	5.4%	3.8%	7.1%	4.1%	2.9%	4.7%	4.5%	36.4%
3	A few times a week	14.4%	12.1%	14.9%	14.1%	11.0%	14.0%	12.7%	10.3%
4	A few times a month	18.9%	21.4%	20.4%	20.0%	20.2%	19.0%	21.0%	4.7%
5	Less than once a month	16.6%	22.6%	16.6%	18.4%	23.6%	20.5%	19.1%	6.8%
6	Never	41.1%	37.4%	37.6%	40.7%	39.1%	38.6%	39.6%	3.1%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

C3. Internet

№	C-3	Sex		Grade			Location		Нийт
		Boy	Girl	6	8	10	City	Aimag	
1	Skipped the question	3.4%	2.5%	3.9%	2.6%	2.4%	2.7%	3.1%	38.7%
2	Every day	54.6%	59.4%	40.1%	60.3%	68.2%	60.3%	54.7%	36.4%
3	A few times a week	25.9%	25.4%	31.4%	24.5%	21.9%	23.2%	27.5%	10.3%
4	A few times a month	7.8%	6.5%	9.8%	6.8%	5.1%	6.7%	7.4%	4.7%
5	Less than once a month	3.1%	3.0%	5.4%	2.6%	1.5%	3.0%	3.1%	6.8%
6	Never	5.2%	3.3%	9.4%	3.2%	0.9%	4.0%	4.3%	3.1%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Communication Tools

C4. What are the 3 main communication tools you use to receive information and/or to communicate?

№	C-4	Sex		Grade			Location		Нийт
		Boy	Girl	6	8	10	City	Aimag	
1	Skipped the question	17.7%	11.5%	19.1%	14.4%	10.7%	17.0%	12.7%	14.5%
2	Radio	3.4%	2.0%	4.8%	2.3%	1.2%	2.4%	2.9%	2.7%
3	Television	21.4%	23.7%	20.8%	22.2%	24.4%	21.8%	23.2%	22.6%
4	Print newspaper	4.4%	3.5%	5.8%	3.4%	2.9%	3.3%	4.4%	3.9%
5	Online news	7.9%	8.9%	7.0%	9.5%	8.6%	7.2%	9.2%	8.4%
6	Social Media	14.6%	18.0%	12.1%	16.9%	19.4%	16.5%	16.3%	16.4%
7	Mobile Phone	24.6%	27.3%	23.6%	26.7%	27.4%	25.3%	26.5%	26.0%
8	Internet	5.9%	5.0%	6.8%	4.5%	5.2%	6.5%	4.7%	5.5%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	99.9%	100.0%