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Anti-Corruption Education in Indonesia: A Systematic Review of Global Practices and Local Applicability

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Abstract

This systematic literature review analyses 42 empirical studies (2015–2025) to identify effective global anti-corruption education strategies with practical relevance for Indonesia. Five evidence-based approaches emerge as impactful: (1) early childhood intervention, (2) interactive pedagogical methods, (3) cross-curricular integration, (4) cultural/religious value alignment, and (5) multi-stakeholder partnerships. Comparative analysis shows that comprehensive programs combining formal training (e.g., PAKSI's certified instructor model) with community empowerment achieve sustainable results. While Indonesian case studies provide contextual depth, the review primarily synthesises global experiences, including South Korea's curriculum integration and Qatar's cultural adaptation. Implementation challenges in Indonesia include resource disparities, uneven teacher preparedness, and cultural perceptions of corruption. A dual-pathway solution is proposed: (a) institutionalising evidence-based training programs and (b) optimising community networks through religious education and family engagement. Limitations include geographical research bias and inconsistent evaluation methods.

Future research should prioritise longitudinal studies of hybrid models and standardised assessments. This review offers actionable insights for policymakers seeking to localise global anti-corruption principles through education reform.

Keywords: anti-corruption education; curriculum integration; Indonesia, integrity; systematic review

INTRODUCTION

Corruption remains a pervasive challenge in Indonesia, undermining the foundations of governance and eroding public trust. Recent reports indicate that corruption in the country is becoming increasingly severe (Tambunan, 2023). The consequences of corruption extend into numerous dimensions of national development, particularly economic progress and resource distribution. It is intrinsically linked to worsening poverty, growing social inequality, and the misallocation of state resources factors that collectively deteriorate the legitimacy of public institutions. In the education sector, corrupt practices such as the misuse of School Operational Assistance and Smart Indonesia Program funds have damaged teaching quality, further impeding economic advancement (Marlina et al., 2024). These realities starkly contrast the ideals outlined in the fourth paragraph of the Preamble to the 1945 Constitution of Indonesia, which envisions a just and prosperous society free from the grip of corruption.

To address this complex issue, the Indonesian government has implemented a multifaceted anti-corruption strategy involving legal, technological, institutional, and community-driven components. For instance, the Corruption Eradication Act of 1999 prescribes severe penalties, including the death penalty, for corruption committed under certain circumstances, such as during national emergencies (Abdaud et al., 2022). Law Number 31 of 1999 defines a broad range of corrupt behaviours and advocates for structural reforms to

enhance transparency and accountability (Ramada & Utari, 2024). What is more, e-government platforms and Integrity Zones have been introduced to improve service delivery and identify areas vulnerable to corruption, though their impact at local levels has remained limited (Ismail et al., 2020; Widyawati et al., 2023). Institutions like Bank Indonesia have adopted global frameworks to improve transparency, while civil society engagement has been promoted through public education and media partnerships (Natamiharja et al., 2024; Suteki et al., 2024).

Moreover, legal mechanisms for asset recovery and the development of performance measurement systems have been introduced to reinforce institutional accountability (Akhayeva & Turgunbayeva, 2023; Herman & Rajagukguk, 2025). However, these efforts are often hindered by procedural delays and political interference. Transparency International's 2024 Corruption Perceptions Index (CPI) places Indonesia at a concerning score of 37 out of 100, ranking 99th among 180 countries. Although this marks an improvement from the previous year's score of 34 and ranking of 115, the overall performance still lags behind regional peers such as Singapore (84), Malaysia (50), and Vietnam (40), underscoring persistent structural weaknesses (Transparency International, 2024).

While Indonesia's anti-corruption framework has made progress regarding legal and institutional infrastructure, the underlying cultural and behavioural dimensions of corruption remain inadequately addressed. Most scholarly work and policy initiatives have focused on enforcement and administrative reform, with minimal emphasis on the preventive power of education (Wedha et al., 2025). This oversight reveals a significant research and policy gap for instance the lack of systematic exploration into anti-corruption education as a sustainable, long-term strategy for cultivating ethical values and civic responsibility (Yunan et al., 2023).

As the CPI results show only marginal improvements amid enduring low scores, it becomes clear that legal and technological interventions alone are insufficient. What is urgently needed is a complementary approach that targets the root of corrupt behaviour through value-based education. Although various studies have addressed anti-corruption education in specific country contexts (Hauser, 2019; Komalasari & Saripudin, 2015; Mattar, 2022), most focus on isolated implementations or lack comparative synthesis across educational levels and cultural contexts. Furthermore, limited scholarly work has examined how global strategies can be adapted to Indonesia's diverse socio-political environment. This highlights the need for a comprehensive review of international best practices tailored for local application.

Therefore, this study conducts a systematic literature review (SLR) of global anti-corruption education models to identify applicable frameworks and pedagogical strategies. While the review draws upon Indonesian examples for contextual depth, its primary aim remains the synthesis of international best practices to inform Indonesia's educational strategies.

By examining and synthesising educational methodologies implemented across diverse contexts, this review seeks to inform the design of Indonesia's anti-corruption education initiatives. The ultimate goal is to empower future generations with the knowledge, values, and civic agency necessary to reject corruption and uphold national integrity, in line with the constitutional ideals articulated in the 1945 Preamble.

METHODS

This systematic literature review (SLR) aims to explore and synthesise existing research on anti-corruption education practices, focusing on their implications for fostering integrity within educational contexts. The review primarily seeks to identify effective strategies that can be adapted or

implemented within Indonesia's educational system, in line with the country's constitutional commitment to a just and prosperous society free from corruption.

Study Selection and Search Strategy

A comprehensive search was conducted across multiple academic databases, including Google Scholar, JSTOR, Scopus, and Web of Science. The search utilised a combination of keywords, including "anti-corruption education," "integrity," "education," "strategy," "curriculum," and "Indonesia." These terms were selected to reflect the core areas of the review: the role of education in combating corruption and its application within the context of Indonesia.

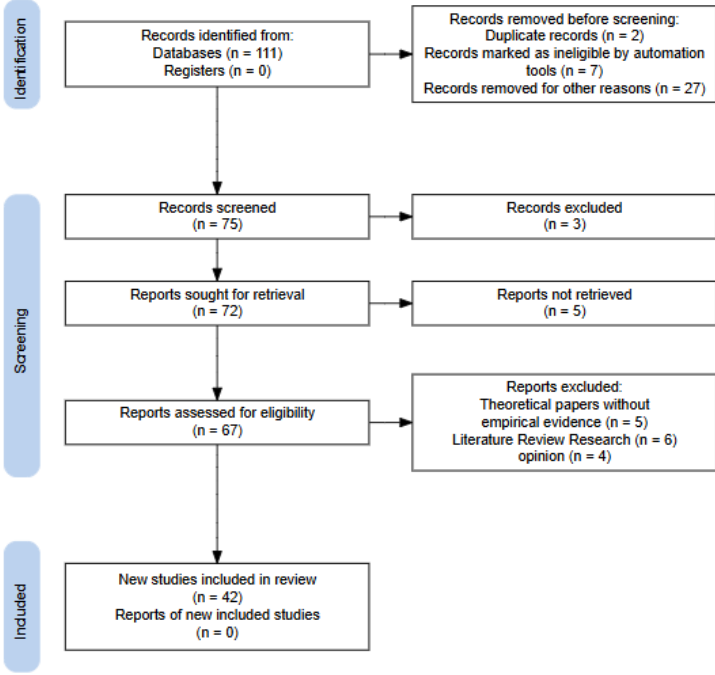
The initial search yielded 111 articles published between 2015 and 2025. After applying inclusion and exclusion criteria, the review narrowed the selection to 42 studies. The inclusion criteria specified that studies should be empirical, peer-reviewed, and focused on anti-corruption education programs or interventions. These studies had to clearly describe educational methods, strategies, or frameworks used to promote anti-corruption values.

Exclusion criteria were applied to remove theoretical papers without empirical data, commentaries, opinion pieces, and studies focused solely on legal or policy frameworks without educational components. Additionally, studies that did not provide detailed information on the methodology or target audience of the educational interventions were excluded.

To illustrate the study selection process and provide a more precise visual representation of how articles were included and excluded at each stage of the review, a PRISMA diagram, as seen in Figure 1, is provided. This diagram summarises the flow of studies through the review process, from the initial search to the final inclusion, highlighting the number of studies identified, screened, and ultimately selected for analysis. The diagram offers a transparent view of the steps

involved and guides understanding of the systematic approach employed in this review.

Figure 1 Identification of new studies via databases and registers



This methodology outlines a structured approach to understanding current trends and implications surrounding anti-corruption education over the past decade, while offering valuable insights into future directions for policy-making and practice enhancement within educational frameworks globally.

Data Extraction and Analysis

Data extraction involved summarizing key findings from each of the selected studies. Key elements included the effectiveness of various educational strategies, the challenges faced in implementing anti-corruption programs, and recommendations for future practice. A thematic analysis approach was used to categorize common themes across the studies, such as interactive pedagogies, the integration of anti-corruption content across curricula, and the role of cultural values in shaping anti-corruption education.

Furthermore, the studies were analysed based on the target populations of the interventions, such as primary, secondary, or tertiary education, the geographical locations where the studies were conducted, and the methods used to evaluate the effectiveness of the educational strategies. This analysis helped identify success patterns and potential challenges in implementing these strategies in various contexts.

Quality Assessment

The quality of the studies was assessed using critical appraisal tools appropriate to the research methodologies employed. Particular attention was given to the sample size, methodological rigor, and validity of the findings. Studies with robust methods, such as randomized controlled trials or longitudinal studies, were prioritized in the analysis to ensure higher reliability in the findings.

The synthesis process incorporated thematic analysis, through which common themes across studies were identified and categorised based on their contributions to understanding how anti-corruption education can effectively promote integrity within different contexts. An iterative coding process was employed to refine the analysis further and identify recurring themes, strategies, and challenges across the literature.

Despite the rigorous selection process, the review acknowledges potential limitations in the quality of some

studies, particularly those with smaller sample sizes or those based on self-reported data. Variations in evaluation methods across studies also presented challenges in drawing direct comparisons of outcomes, as the methodologies used to assess the impact of anti-corruption education programs were not always standardized.

RESULTS AND DISCUSSION

This section presents a synthesis of the systematic literature review (SLR) findings, focusing on the effectiveness of global anti-corruption education strategies and their potential applicability to Indonesia's context. It examines educational methods, target audiences, implementation challenges, and outcomes while providing recommendations for adapting successful practices to Indonesia's context.

Result: Global Anti-Corruption Education Strategies

The systematic literature review revealed a comprehensive landscape of anti-corruption education strategies implemented across various global contexts. Our analysis synthesised insights from 42 studies published between 2015 and 2025, uncovering critical approaches to combating corruption through educational interventions. While implemented globally, these strategies hold particular promise for addressing Indonesia's corruption challenges as framed in the 1945 Constitution's vision of a "just and prosperous society."

Comparative Global Implementations

Anti-corruption education has emerged as a significant strategy in combating corruption worldwide, with various countries developing distinctive approaches based on their cultural, political, and educational contexts. The global landscape reveals notable diversity in implementation strategies, curriculum integration approaches, and pedagogical methods. While Southeast Asian countries often leverage religious and cultural values, Western countries tend

to emphasise critical thinking and institutional frameworks. Despite these differences, specific patterns of effectiveness emerge across geographical boundaries.

Several key trends emerge from this global analysis. First, countries achieving the most substantial anti-corruption outcomes typically integrate these educational components across multiple subjects rather than treating them as standalone programs. Second, culturally relevant approaches that align with existing value systems demonstrate greater acceptance and internalisation. Third, interactive teaching methodologies consistently show positive results across diverse contexts, including case studies, project-based learning, and dialogue-based approaches.

Table 1 presents a comprehensive overview of high-impact anti-corruption education strategies from different countries, demonstrating the diverse approaches to addressing corruption through education.

Table 1.
Global Implementations of High-Impact Anti-Corruption Education Strategies

Strate gy	Cou ntry	Implement ation Example	Key Outcomes	Citati on
Cross- curric ular integr ation	Sout h Kore a	Transparen cy education embedded in social studies, history,	15% CPI rise over 5 years; improved public trust	Hause r (2019)

Strategy	Country	Implementation Example	Key Outcomes	Citation
Religious/ cultural alignment		and ethics courses		
	China	Anti-corruption themes in political education and public sector training	Enhanced awareness in targeted sectors	Yang et al. (2024)
	Rwanda	Civic education integrated with post-conflict reconciliation programs	Significant CPI improvement	Hauseur (2019)
	Qatar	Islamic ethics (e.g., <i>amanah</i>) in professional codes and university curricula	Improved institutional integrity	Mattar (2022)
	Indonesia	Islamic values (e.g.,	Increased student	(Busiri,

Strate gy	Cou ntry	Implement ation Example	Key Outcomes	Citati on
Intera ctive pedag ogies		honesty) in civics lessons and BUTIKO family programs	moral reasoning	2020; Nugroho et al., (2022)
	Thailand	Buddhist principles in social studies to promote corruption prevention	Gradual awareness improvement	Homsombat (2025)
	Indonesia	Dialogue-based learning in high schools to discuss corruption case studies	Enhanced critical thinking	Montessori et al. (2021)
	USA	Case method ethics training in universities and	Mixed results across sectors	Huang et al. (2021)

Strategy	Country	Implementation Example	Key Outcomes	Citation
		compliance programs		
Early intervention	Indonesia	Anti-corruption games and storytelling in elementary schools	Improved understanding of integrity	Heryadi et al. (2016)
Family-community engagement	Indonesia	BUTIKO virtual community training mothers to teach anti-corruption values at home	Holistic family-based integrity reinforcement	Nugroho et al. (2022)
	Russia	Digital anti-corruption education for public officers and families	Enhanced governance transparency	Astafurova et al. (2020)

The table illustrates the multifaceted approaches to anti-corruption education across different cultural and institutional contexts. Each strategy represents a unique

approach to addressing corruption, highlighting the importance of contextual adaptation in educational interventions.

Core Educational Strategies

The review identified several key educational strategies that have effectively promoted integrity and anti-corruption values across various global contexts. Anti-corruption education shapes society's ethical foundations at all levels. Global educational frameworks employ early interventions, interactive learning, and curriculum integration to foster integrity, transparency, and moral decision-making. Research demonstrates that early exposure to anti-corruption education combined with engaging teaching methods significantly improves understanding of corruption's consequences and equips individuals to challenge unethical practices (Heryadi et al., 2016; Montessori et al., 2021; Trisiana et al., 2024).

One of the key findings is the effectiveness of early anti-corruption education, which significantly shapes long-term attitudes towards corruption. Studies highlight that introducing anti-corruption education at a young age, such as in elementary schools, enhances students' understanding of corruption and fosters a deeper sense of responsibility and ethical behavior. This aligns with Indonesia's constitutional commitment to creating a just and prosperous society free from corruption. By instilling values of integrity early in life, future generations can contribute to the nation's long-term integrity goals (Heryadi et al., 2016).

Dewantara et al. (2021) explore anti-corruption education as a form of character development that emphasizes free will and individual responsibility, drawing on the potential of students to act ethically. This perspective aligns with interactive and participatory learning approaches, such as dialogue-based and project-based learning, which have been

shown to significantly enhance student engagement, critical thinking, and problem-solving skills concerning anticorruption. These methods are particularly effective at the high school level, where students begin to develop more defined perspectives on societal issues. By encouraging active participation in ethical decision-making processes, such approaches play a critical role in fostering a society that is resistant to corruption. Within the Indonesian context, they contribute to the development of an informed and empowered citizenry capable of challenging corrupt practices and promoting transparency (Montessori et al., 2021; Sumaryati et al., 2022)

The integration of anti-corruption education across curricula is another crucial strategy. Embedding anti-corruption themes into existing subjects such as social studies or civic education helps students understand how corruption affects various sectors of society, making the values of transparency and integrity foundational to their educational experience. This approach supports Indonesia's national strategy for institutionalising anti-corruption education, creating a culture of integrity and openness that extends beyond the classroom and into broader society (Ismunarno et al., 2022; Komalasari & Saripudin, 2015; Rezer et al., 2022)

Religious values play a significant role in shaping ethical behaviour, and incorporating these values into anti-corruption education has proven effective in many countries, including Indonesia. Spiritual teachings, such as those from Islam, emphasise accountability, transparency, and integrity, reinforcing anti-corruption messages. This approach can be compelling in a country where religion is a central part of daily life, helping to align anti-corruption principles with deeply rooted ethical and moral values (Busiri, 2020).

The involvement of families in anti-corruption education is critical. The family serves as the first line of defence against corruption, as it plays an essential role in shaping a child's

values and ethical behaviour (Fahmi et al., 2021). Programs that extend anti-corruption education to the family level, such as the virtual community initiative (Nugroho et al., 2022) emphasise families' role, especially mothers, in teaching integrity. Complementing these grassroots efforts, structured programs like PAKSI's certified instructor training (Khalimi & Sihombing, 2021) demonstrate how institutional interventions can reinforce family-based learning by equipping parents (particularly civil servants) with standardised anti-corruption frameworks. This hybrid approach, combining community-driven values (Nugroho et al., 2022) with formal skill-building (Khalimi & Sihombing, 2021), ensures anti-corruption messages become holistic, deeply rooted in daily life, and supported by home and institutional environments. Regional Success Stories and Lessons

Examining global practices reveals how various countries have addressed challenges similar to those faced by Indonesia. For instance, countries with historically high levels of corruption, such as Rwanda and South Korea, have made significant progress through comprehensive educational reforms. Similarly, nations with diverse populations and complex governance structures, like Malaysia and India, offer relevant insights for Indonesia's multi-ethnic, decentralised context.

Qatar's professional codes integrated with Islamic frameworks (Mattar, 2022) offer a model for aligning anti-corruption efforts with religious values, similar to Indonesia's approach through Islamic education (Busiri, 2020). Meanwhile, digital technology integration in anti-corruption education for public officers in Russia (Astafurova et al., 2020) provides insights into leveraging technology for broader reach and impact.

Teaching methodologies vary across regions, with dialogue methods in Indonesia (Montessori et al., 2021) case methods in the United States (Huang et al., 2021) and project-based approaches during COVID-19 (Sumaryati et al., 2022)

illustrating effectiveness in different contexts. This suggests that pedagogical innovation and adaptation to local learning preferences are essential components of successful anti-corruption education.

Discussion: Implications for Indonesia's Anti-Corruption Education

Contextualising Global Practices

The systematic review illuminates a critical pathway for addressing Indonesia's complex corruption landscape. Against the backdrop of persistent institutional challenges, educational interventions emerge as a promising strategy for cultural and systemic transformation (Wijaya Mulya & Pertiwi, 2024). To ensure the applicability of global practices, specific contextual challenges in Indonesia must be addressed.

Addressing Systemic Challenges

Indonesia confronts multifaceted obstacles in implementing effective anti-corruption education. Resource limitations, particularly in rural and underfunded schools, create significant barriers to comprehensive program implementation. Effendi & Windari (2020) highlight the profound impact of inadequate funding and infrastructure, which constrains the reach and effectiveness of anti-corruption initiatives.

The challenge extends beyond material resources. Komalasari & Saripudin (2015) emphasise the critical need for specialised teacher training, identifying a significant gap in educators' capacity to facilitate nuanced discussions about corruption and ethical behaviour. This pedagogical challenge requires a multifaceted approach that combines professional development, curriculum innovation, and contextually sensitive teaching methodologies.

The research underscores the paramount importance of culturally aligned anti-corruption strategies. Unlike generic, top-down interventions, successful approaches must resonate

with local cultural frameworks. Busiri (2020) and Nugroho et al. (2022) demonstrate the potential of integrating indigenous values such as gotong royong (communal cooperation) and Islamic ethical principles like amanah (trustworthiness).

These culturally rooted approaches offer a more profound mechanism for promoting integrity. By anchoring anti-corruption education in familiar cultural narratives and ethical frameworks, educational interventions can move beyond abstract concepts to create meaningful, internalised understanding of corruption's societal impacts.

The global review reveals several promising approaches to anti-corruption education. Hauser (2019) highlights the effectiveness of cross-curricular integration, as exemplified by South Korea's approach to embedding transparency education across multiple subjects. Such holistic strategies demonstrate how anti-corruption principles can be woven into the broader educational fabric.

Community-driven solutions emerge as particularly promising. PAKSI. Khalimi & Sihombing (2021) showcases the potential of engaging non-professional stakeholders to overcome resource limitations. By mobilising community volunteers and local institutions, these approaches create a more comprehensive and resilient anti-corruption ecosystem.

Drawing on the global practices and challenges identified in this review, Table 2 presents the synthesises of the key recommendations derived from our systematic review, providing a structured approach to enhancing anti-corruption education in Indonesia. These strategies are grounded in empirical evidence from the reviewed studies and align with Indonesia's cultural, religious, and institutional contexts. By addressing systemic corruption, resource gaps, cultural barriers, and community disengagement through coordinated interventions, Indonesia can strengthen its anti-corruption education framework while operationalising the constitutional ideals of a just society (Preamble to the 1945 Constitution).

Table 2. Recommendations for Anti-Corruption Education in Indonesia

Strategic Focus	Key Recommendations	Potential Impact	Supporting Evidence
Curriculum Integration	Embed anti-corruption themes across multiple subjects	Comprehensive understanding of corruption's systemic nature	Hauser (2019); Komalasari & Saripudin (2015)
Cultural Alignment	Incorporate local wisdom (gotong royong) and religious ethics	Increased cultural relevance and student engagement	Busiri (2020); Nugroho et al. (2022)
Pedagogical Innovation	Develop interactive and dialogue-based learning approaches	Enhanced critical thinking and ethical reasoning	Montessori et al. (2021); Heryadi (2016)
Resource Expansion	Create digital learning tools and community	Overcome geographical and	(Khalimi & Sihombing, 2021) Trisiana et

Strategic Focus	Key Recommendations	Potential Impact	Supporting Evidence
	volunteer programs (i.e PAKSI)	resource limitations	al. (2024); Nugroho et al. (2022)
Teacher Capacity Building	Implement specialised anti-corruption education training	Improved delivery of complex ethical content	Effendi & Windari (2020); Komalasari & Saripudin (2015)
Family & Community Engagement	Extend anti-corruption education beyond classrooms	Holistic approach to integrity reinforcement	(Nugroho et al., 2022) Khalimi & Sihombing (2021) Fahmi et al. (2021)

Table 2 shows that systemic corruption and Indonesia’s persistently low CPI score can be addressed through culturally resonant strategies. For instance, integrating Islamic ethics (e.g., amanah [trustworthiness]) into curricula aligns with Indonesia’s majority-Muslim population and reinforces intrinsic ethical values (Busiri, 2020). Similarly, leveraging local wisdom like gotong royong (communal cooperation) in educational activities enhances the relatability of anti-corruption principles, as demonstrated in civics programs in Indonesian schools (Komalasari & Saripudin, 2015). These approaches operationalise the constitutional mandate for a “just and prosperous society” by embedding integrity into daily practices.

Resource limitations, such as insufficient teacher training and rural outreach, can be mitigated through

community-driven solutions. Khalimi & Sihombing (2021) evaluation of PAKSI's certified instructor training demonstrates how structured programs for civil servants (e.g., Ministry of Finance employees) can institutionalise anti-corruption behaviours, while (Nugroho et al., 2022) research on family/religious networks highlights complementary grassroots strategies. These models underscore the need for multi-level interventions targeting state and societal actors. Exemplifies how mobilising non-professional stakeholders can bridge gaps in formal education systems. Complementing this with digital toolkits, such as the smart mobile civic apps tested by Trisiana et al. (2024), ensures equitable access to anti-corruption resources across Indonesia's geographically dispersed regions.

Cultural resistance, rooted in normalised corrupt practices (Wijaya Mulya & Pertiwi, 2024), requires context-sensitive interventions. Youth-led audits of school budgets (Heryadi et al., 2016) and partnerships with religious institutions to co-design ethics training (Busiri, 2020) can dismantle fatalistic attitudes toward corruption. Concurrently, expanding family engagement through programs like BUTIKO (Nugroho et al., 2022) ensures that anti-corruption values permeate households, creating a holistic support system for ethical behaviour.

CONCLUSION

In conclusion, this systematic literature review has examined global anti-corruption education practices and assessed their applicability to Indonesia. The analysis reveals several effective educational strategies, including early intervention, interactive teaching methodologies, curriculum integration, cultural value alignment, and family involvement. While Indonesian examples are discussed to contextualise findings, the review draws on diverse international experiences to guide the development of comprehensive, culturally grounded educational strategies in Indonesia.

Indonesia's anti-corruption initiatives face resource limitations, inadequate teacher training, and cultural resistance. However, as outlined in Table 2, a multi-pronged approach combining curriculum reform, community empowerment, and cultural adaptation can address Indonesia's systemic challenges. By adopting these strategies, policymakers can transform weaknesses into opportunities for fostering a generation committed to integrity, ultimately advancing the constitutional vision of a corruption-free society (Preamble to the 1945 Constitution).

This systematic literature review has several limitations that warrant consideration. First, despite comprehensive efforts to incorporate diverse global perspectives, the temporal scope restricted to 2015-2025 publications may have excluded seminal research from earlier periods, particularly foundational studies on anti-corruption education methodologies and long-term program evaluations.

Second, the review's reliance on published academic literature presents potential publication bias and may overlook valuable insights from grey literature, government reports, NGO evaluations, and emerging grassroots initiatives in anti-corruption education.

Third, the assessment of program effectiveness was constrained by the heterogeneity of evaluation methods employed across studies, ranging from rigorous empirical analyses to qualitative case studies, which complicated direct comparisons of outcomes. Fourth, while the review identified promising global practices, their transferability to Indonesia's context requires careful consideration due to distinctive socio-cultural dynamics, administrative structures, and institutional frameworks that may influence implementation success. Finally, the rapid evolution of digital technologies and educational approaches, particularly post-COVID-19, suggests that some innovative practices may be too recent to have generated substantial empirical evidence for inclusion in this review.

For future research, it is recommended that longitudinal studies be conducted to evaluate the long-term effects of community involvement in anti-corruption education. Furthermore, exploring comparative analyses between different regions or countries could provide valuable insights into best practices and potential adaptations for local contexts.

Ultimately, this SLR is a foundation for further exploration into innovative educational strategies to combat corruption through grassroots involvement. We can contribute to building a more transparent and accountable society by continuing to investigate these avenues within an evidence-based framework.

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