

Analyzing the Implementation of Anti-corruption Education Curriculum Guidelines in Basic Education Institutions in Thailand

Supathida Thamsutiwat, Chiang Mai University, Thailand
Suban Pornwiang, Chiang Mai University, Thailand

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Abstract

The article aims to 1. Analyzing the anti-corruption education curriculum in line with the National Strategy for Corruption Prevention and Eradication, Phase 3 (2017-2021). 2. Synthesizing the implementation of anti-corruption education curriculum in basic education institutions. The research methodology involves a combination of document analysis and in-depth interviews. Research has found that there are six approaches for implementing the curriculum in educational institutions: 1. Adding supplementary courses. 2. Integrating with the curriculum of social studies, religion, and culture. 3. Integrating with other subject areas. 4. Incorporating it into student development activities. 5. Organizing extracurricular activities. 6. Incorporating it into the school's lifestyle. The monitoring results from The National Anti-Corruption Commission (NACC) show that out of the 56,283 basic-level educational institutions, 54,529 (96.88%) have adopted the curriculum. Despite achieving significant quantitative outcomes in the effectiveness of the anti-corruption curriculum's implementation, qualitative dimensions remain inadequately addressed in the quest to construct a society resilient to corruption. Consequently, this article proffers a set of recommendations. It urges educational administrators to heighten awareness of the critical role played by anti-corruption education and advocates for mutual understanding among educators to minimize subject overlap. Schools are encouraged to provide resources, including media, equipment, budgets, and support for extracurricular learning. Educational administrators, teachers, and staff are called upon to set exemplary standards and foster a positive atmosphere, while schools are urged to establish collaborative networks with pertinent organizations, fostering both academic and managerial exchange.

Keywords: Sustainable Development Goals, Anti-corruption Education, Leadership, Educational Administrators, Basic Educational Institutions

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Introduction

Corruption is a global concern stemming from its complex and pervasive nature, making it challenging to address and involving all sectors. It has been designated as part of the sub goal 16 of the Sustainable Development Goals (SDGs). Corruption is a global issue because it occurs in every country, regardless of their level of development. It happens in both the public and private sectors, including non-profit organizations or NGOs (National Anti-Corruption Commission Office, in conjunction with the Office of the Basic Education Commission, 2019). The results of the Corruption Perceptions Index (CPI), which measures a country's transparency, by Transparency International (TI), have not improved or have even worsened in Thailand. This indicates that Thailand still faces high levels of corruption that require urgent attention. Thailand's scores and rankings in the CPI from the past to the present are as follows:

Table 1: Corruption Perceptions Index (CPI) in Thailand during the year 2012- 2023

Year	Score (Out of 100)	Rank Number	Countries
2012	37	88	176
2013	35	102	177
2014	38	85	175
2015	38	76	168
2016	35	101	176
2017	37	96	180
2018	36	99	180
2019	36	101	180
2020	36	104	180
2021	35	110	180
2022	36	101	180
2023	35	108	180

Professor Robert Klitgaard, an economist at Claremont Graduate University (CGU) in the United States, proposed the concept of the "Corruption Formula" in his book "Controlling Corruption." This formula outlines the key principles of corruption that occur in many countries. According to Klitgaard, corruption is not primarily a cultural or traditional problem but rather a systemic issue.

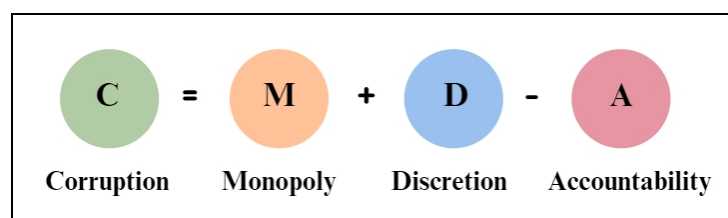


Figure 1: Corruption Formula by Professor Robert Klitgaard

The equation suggests that corruption tends to increase when there is a monopoly in the economic system and excessive discretion. Conversely, increasing accountability reduces the likelihood of corruption (Klitgaard, 1988). In Thailand, most research focuses on corruption within the governmental system, leading to a lack of knowledge about systemic issues. For example, civil society sectors opposing corruption often operate individually without systemic management. Moreover, the asset disclosure and auditing systems lack

effectiveness, as measures to disclose accounts and debts have proven ineffective. While Thailand has many measures to combat corruption, there are gaps in addressing transparency indices (Assoc. Prof. Dr. Thanee Chaiwat, Unveiling the Dynamics: Anti-Corruption Trends and Intriguing Research in 2024, presented at the 2nd National Conference to Promote Potential and Expand Cooperation Networks in Anti-Corruption Efforts at the Regional Level, KRAC, Economic Faculty, Chulalongkorn University on Friday, January 5, 2024).

A system characterized by monopolies creates incentives to pursue "excessive profits," which have long been entrenched. Personal benefits conflict with collective interests, driven by discretion, requiring clear guidelines. Discretion must be exercised appropriately. If economic systems lack adequate management to reduce such excesses, corruption can flourish. Therefore, fostering anti-corruption movements and providing education are crucial. Education can elevate the quality of anti-corruption efforts (Peerapong Techatawat, 2017).

The Constitution of the Kingdom of Thailand, B.E. 2560, stipulates in Section 4 the duties of Thai citizens as follows: "... individuals have the duty not to engage in or support corruption and misconduct in any form." It can be considered the first time that the constitution has designated the prevention and suppression of corruption as the responsibility of all Thai citizens. Furthermore, it clearly outlines in Section 5 the duties of the state that "the state must promote, support, and provide knowledge to the people about the dangers of corruption and misconduct, both in the public and private sectors, and ensure that effective measures and mechanisms are in place to prevent and eliminate corruption and misconduct rigorously. This includes mechanisms to promote the participation of citizens in campaigns to educate against corruption or point out misconduct, with the protection of the state as prescribed by law" (Constitution of the Kingdom of Thailand, B.E. 2560, Article 63).

The National Reform Council, as an organization with roles and powers in reforming mechanisms and performing governmental administrative tasks, has proposed reforms in preventing and combating corruption and misconduct to address these issues systematically, effectively, sustainably, and in line with international standards and Thai society's context. It proposes three strategies to address the problem: 1) "Thai People, No Cheating" Strategy: To reform individuals' consciousness, instill personal responsibility, and cultivate a sense of what is morally right and wrong. Corruption should be perceived as undesirable behavior that degrades society, and society should not tolerate it. 2) "Prevention through Building a Virtuous Society" Strategy: To establish a corruption prevention system akin to building a resilient anti-corruption system across all sectors of society. 3) "Combat Strategy": To reform the system and processes for handling corruption cases to be more effective in prosecuting wrongdoers, instilling fear of consequences for future wrongdoing.

These strategies are part of the National Reform Council's plan to enforce the National Strategy Law within the year 2016, under this government, and to make it mandatory for all state agencies to incorporate various national strategies and development plans into their operational plans and budgets. These national strategies are based on the country's main objectives, focusing on preventing and combating corruption, promoting transparency and accountability in governance across all state agencies, guided by the National Strategy (20-Year National Strategy B.E. 2560-2579).

One important mechanism for preventing corruption is instilling a culture of anti-corruption, fostering civic engagement (Action Citizen), and promoting participation in addressing corruption issues, particularly among students who are becoming significant forces against

corruption. They should be promoted to be aware of the problem and participate in anti-corruption efforts from an early stage, as seen in various examples worldwide where efforts are being made to push and encourage youth participation in expressing opinions on addressing corruption problems and engaging in anti-corruption initiatives within schools and their communities (Torplus Yomnak, 2019). The mobilization of student groups has great potential to lead to positive changes in their communities and contribute to the establishment of sustainable youth networks in the community as well. This is because the work of student groups focuses on a proactive role and involves collaborative bottom-up processes for youth by youth, resulting in equality in expressing opinions. This approach creates a non-judgmental space for fully listening to students' voices (Iwasaki, 2016).

The National Anti-Corruption Strategy Phase 3 (2017-2021) has set the vision 'Clean Thailand, Nation against Corruption' (Zero Tolerance & Clean Thailand) as one of Thailand's strategies to achieve sustainable development goals (SDGs 2030). 'Anti-Corruption Education' has been developed under Strategy 1, 'Building a Society intolerant of Corruption,' focusing on the importance of societal transformation processes to create a culture intolerant of corruption. This begins with socialization processes at all levels of age, starting from early childhood, to instill a culture of anti-corruption and foster values of integrity, discipline, and honesty. This is carried out through institutions or representative groups responsible for socialization processes. Four strategies have been outlined: Strategy 1 focuses on shaping the mindset from an early age to distinguish between self-interest and collective interest. Strategy 2 promotes the establishment of socialization systems and processes to combat corruption. Strategy 3 applies the principles of sufficiency economy as a tool to combat corruption. Strategy 4 strengthens community participation and integration of all sectors to combat corruption. It is mandated to develop curricula, lessons, teaching methods, presentations, and anti-corruption prevention formats, as well as to develop innovations and learning media for all age groups. The National Anti-Corruption Commission (NACC) is the main responsible body, with the Ministry of Justice, Ministry of Education, Office of the Civil Service Commission, Royal Thai Police, and relevant agencies collaborating with the NACC to consider the implementation of this curriculum. The NACC has developed a curriculum or learning materials and supplementary learning media on corruption prevention to be used as standardized content for educational institutions or relevant agencies to consider in teaching for all target groups at all levels (Office of the National Anti-Corruption Commission, in collaboration with the Office of the Basic Education Commission, 2019).

The Anti-Corruption Education curriculum is designed to be implemented in two formats: Curriculum for Teaching Management and Training Curriculum. There are five target groups for the implementation of the curriculum, which include: 1) Basic Education 2) Higher Education 3) Military and Police 4) Civil Servants and State Enterprise Personnel 5) Coaches. These target groups encompass a wide range of educational and professional backgrounds to effectively address anti-corruption education across various sectors and levels.

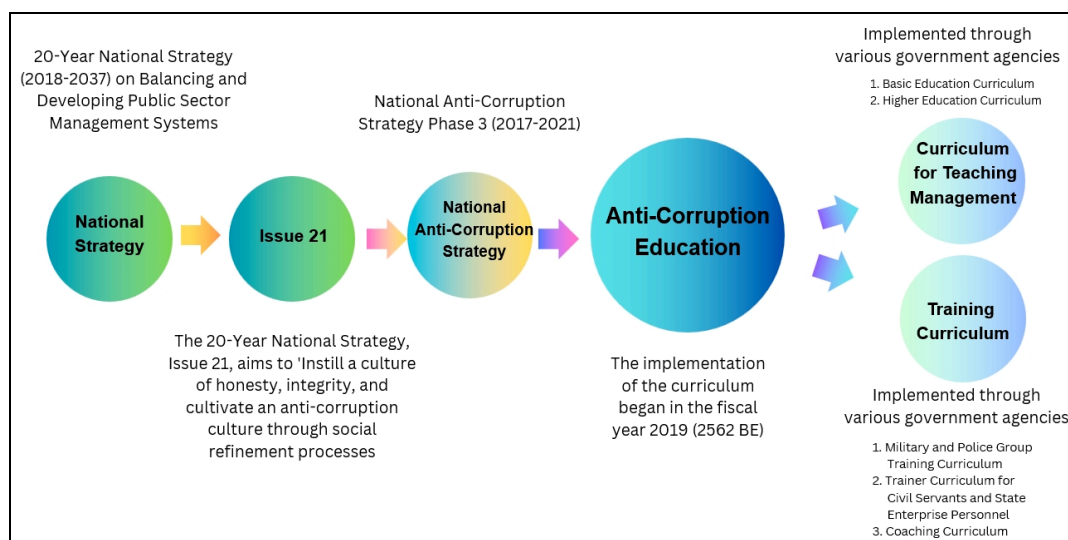


Figure 2: The origin and goal of the Anti-Corruption Education applies in organizing teaching and training

Although efforts to drive the Anti-Corruption Education curriculum have been underway since 2019, the results of the Corruption Perceptions Index (CPI) have not yet improved as targeted by the development objectives. The National Anti-Corruption Commission (NACC), as the main implementing agency, has increasingly pushed for implementation through educational institutions, especially those that provide foundational education for youth development to become responsible citizens of the country. Moreover, this approach is deemed suitable for socialization processes, as education is managed from the primary level to secondary education.

Basic education institutions play a crucial role in sustainable development through education management. It is about empowering students to make informed decisions and take responsible actions towards stability in the environment, economic prosperity, and social justice, while respecting cultural diversity (Kiatrisuda Srisuk et al., 2022).

School administrators, as leaders and managers of educational institutions, are essential because successful leadership involves guiding others towards desired goals or directions. Leadership is vital in every sector; otherwise, moving towards common goals becomes challenging (Witsanu Keruengam, 2014). The changing paradigms and industrial revolutions worldwide necessitate skills and characteristics alignment with the new normal. Consequently, Thailand's education and educational systems must adapt to global changes (Sombat Noparut, 2018). For effective change, educational leaders must prioritize changes beneficial to students and the collective. Additionally, they must adopt a proactive approach, acting swiftly and boldly because contemporary problems are rapidly evolving, unpredictable, and nearly all require swift changes (Phaitoon Sinlarat, 2018).

Given the aforementioned reasons, it becomes a challenge for school administrators in their leadership roles to effectively translate the policy of the Anti-Corruption Education curriculum into practice within educational institutions to foster continuous and sustainable development. Therefore, the researcher conducts a study titled "Analyzing the Implementation of Anti-Corruption Education Curriculum Guidelines in Basic Education Institutions in Thailand." This research aims to achieve two main objectives: 1) Analyzing the alignment of the anti-corruption education curriculum with the National Strategy for Corruption Prevention and Eradication, Phase 3 (2017-2021), and 2) Synthesizing the

implementation of the anti-corruption education curriculum in basic education institutions. The research methodology involves a combination of document analysis and in-depth interviews.

Research Results

Research results: The Analysis of the Implementation of Anti-Corruption Education Curriculum Guidelines in Basic Education Institutions in Thailand is as follows:

1. Analyzing the Anti-corruption Education Curriculum in Line With the National Strategy for Corruption Prevention and Eradication, Phase 3 (2017–2021)

The National Anti-Corruption Commission (NACC) has developed a set of curricula or learning materials and supplementary learning media on corruption prevention to be used as standardized content for educational institutions or relevant agencies. This set includes five curricula: 1) Basic Education Curriculum (Additional Subject: Corruption Prevention) 2) Unified Education Curriculum (Youth with a Clean Heart) 3) Military and Police Group Curriculum (Aligned with Military and Police Guidelines) 4) Speaker Curriculum for NACC/State Personnel and State Enterprises (Creating Leaders of Change for a Society intolerant of Corruption) 5) Coach Curriculum (Coaches for Anti-Corruption Thinking). The content of the Anti-Corruption Education curriculum in the year 2018 (B.E. 2561) consists of four sets of subjects: 1) Differentiating between Personal Benefits and Collective Benefits 2) Shame and Intolerance towards Corruption 3) STRONG: Sufficiency Mindset against Corruption 4) Citizens and Responsibility to Society. Each set of subjects has its underlying principles as follows:

1) Differentiating Between Personal Benefits and Collective Benefits

The National Anti-Corruption Commission (NACC) Thailand provides definitions and explanations for distinguishing between personal benefits and collective benefits as guidelines for developing Anti-Corruption Education.

Conflict of Interest refers to the situation where a public official or personnel of a state entity carries out duties or responsibilities within the scope of their authority or obligations in the affairs of the state or state organization for the benefit of the state or the common good. However, the official gains personal benefits covertly, or is involved in various forms of personal gain or relationships, which influence or are involved in the exercise of authority or discretion in decision-making processes or actions, seeking financial or other benefits for themselves or any other individual.

"Morality" is a broad social framework that forms the basis of ideas related to conflicts of interest between personal and collective benefits and corruption. Actions that violate the law regarding conflicts of interest between personal and collective benefits and corruption are morally wrong. Conversely, actions that violate morality may not necessarily constitute violations of conflicts of interest between personal and collective benefits and corruption. For example, inappropriate personal behavior or infidelity may not directly involve conflicts of interest between personal and collective benefits and corruption.

2) Shame and Intolerance Towards Corruption

The National Anti-Corruption Commission (NACC) Thailand provides definitions and explanations for shame and intolerance towards corruption as guidelines for developing Anti-Corruption Education.

"Sense of Shame" refers to the feeling of reluctance to engage in actions that are improper, inappropriate, or fearful of the consequences of wrongdoing. This reluctance arises from an awareness of the potential punishment or negative repercussions that may result from those actions. Consequently, individuals refrain from engaging in wrongful behavior, thereby preventing themselves from committing wrongdoing. This is what constitutes a sense of shame - a reluctance to act wrongly.

The characteristics of shame can be divided into two levels: primary shame and secondary shame. Primary shame refers to the reluctance to engage in wrongful behavior out of fear of being caught or receiving punishment or backlash from others upon discovery of the wrongdoing. Individuals at this level refrain from wrongdoing due to the fear of consequences. On the other hand, secondary shame, which is at a higher level, involves the reluctance to engage in wrongful behavior even in the absence of external monitoring or consequences. This is because individuals recognize that their actions not only affect themselves but also have repercussions on their families and communities, leading to tarnished reputations for both themselves and their families.

"Intolerance of Corruption" refers to the expression of disapproval towards actions that occur towards oneself, others, and society in a manner that is not accepted or acknowledged. Intolerance can manifest in various forms, including gestures, actions, and words. The degree of intolerance towards corruption varies from person to person, depending on individual conscience and the impact of those actions. This intolerance is often demonstrated through behaviors such as verbal warnings, public announcements, raising awareness, lodging complaints, and organizing protests. Protests are the most intense form of expression, as they involve the gathering of a large number of people and can result in significant damage.

3) STRONG : Building Resilient Minds to Combat Corruption

In developing the curriculum content for the "STRONG: Building Resilient Minds to Combat Corruption" course, NACC Thailand draws on guidelines for preventing corruption from key international organizations such as the United Nations (UN), the Organization for Economic Cooperation and Development (OECD), and the Asian Development Bank (ADB). This analysis serves as a framework for developing a curriculum aimed at building resilient minds to combat corruption, as outlined in the table (Office of the National Anti-Corruption Commission Education Office, 2021).

Table 2: The analysis of the anti-corruption guidelines from the UN, OECD, and ADB by the National Anti-Corruption Commission (NACC) of Thailand

Issues in preventing corruption	International Organizations		
	The United Nations (UN)	The Organization for Economic Cooperation and Development (OECD)	The Asian Development Bank (ADB)
1. Participation of various sectors.	•	•	•
2. Transparency and audibility.	•	•	•
3. Creation of knowledge on corruption prevention.	•	•	•
4. Prevention of conflicts of interest between collective benefits and personal interests.	•	•	•
5. Promotion of ethical conduct of government officials according to ethical principles.	•	•	•
6. Promotion of public awareness of the dangers of corruption.	•	•	•
7. Development of research and policy on corruption prevention.		•	
8. Capacity building for personnel responsible for corruption prevention.		•	

Anti-Corruption Education has emerged from studying the prevention methods of international organizations, by comparing the approaches of UN, OECD and ADB from this study, eight key points have been identified, including studying best practices from countries such as Singapore, South Korea, and Hong Kong.

STRONG Model has been developed as part of the Anti-Corruption Education content, conceptualized by NACC. It applies the sufficiency economy philosophy of His King Ramma 9, to the principles of combating corruption. This model aims to instill a sufficiency mindset as the foundation for anti-corruption attitudes, serving as a guideline for organizational practices and cultural development.

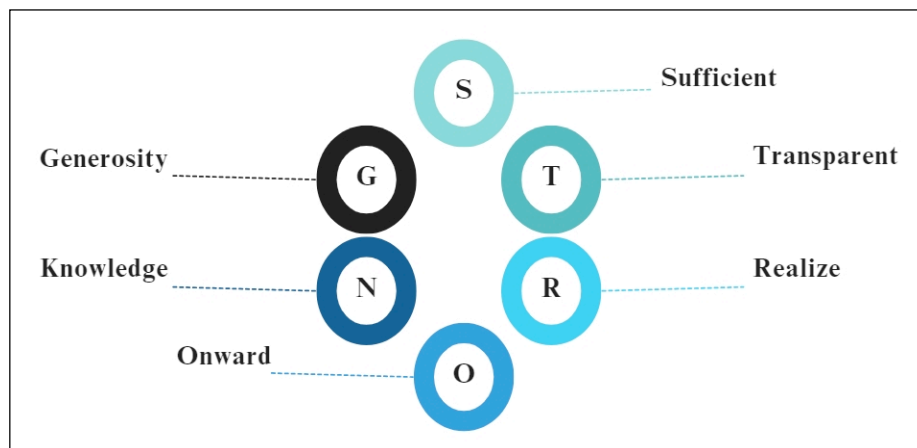


Figure 3: STRONG Model by the National Anti-Corruption Commission (NACC) of Thailand

NACC of Thailand defines the meaning of the STRONG Model as follows:

S (Sufficient): Sufficient means adopting the principles of sustainable development and applying them as the foundation for sustainable work practices and the prevention of corruption.

T (Transparent): Transparent means operating on the basis of transparency, subject to scrutiny in accordance with transparency principles, regulations, codes of conduct, and laws.

R (Realize): Realize means having knowledge, understanding, and awareness of the root causes of corruption issues. Awareness arises when encountering situations that pose a risk of corruption.

O (Onward): Onward means striving for self-improvement and progress based on transparency, sufficiency, and the promotion of a culture of integrity.

N (Knowledge): Knowledge means continuously developing knowledge to keep up with the situation of corruption, applying knowledge to analyze and assess corruption situations.

G (Generosity): Generosity means showing compassion and kindness towards others based on ethics and sufficiency principles, without favoring personal gain or benefiting at the expense of others.

4) Citizenship and Social Responsibility

NACC of Thailand provides definitions and characteristics of citizenship and social responsibility as guidelines for developing Anti-Corruption Education. The characteristics of citizenship and social responsibility are as follows: 1) Respect laws and regulations, social norms, and legal statutes. 2) Be rational and listen to the opinions of others. 3) Accept majority decisions, even if they do not align with one's own beliefs. 4) Have democratic compassion, prioritizing the collective benefit over personal gain. 5) Respect the freedoms of others. 6) Take responsibility for oneself, society, community, and country. 7) Participate in political activities and governance within a democratic framework. 8) Contribute to preventing and solving socio-economic and political problems in the country. 9) Uphold morality, ethics, and religious principles one adheres to.

The office of the National Anti-Corruption Commission (NACC) monitors the progress of implementing anti-corruption education curricula by surveying the number of organizations that have adopted the curricula according to the context of each organization from 2019 to 2022. These organizations fall into five target groups: 1) Basic Education 2) Higher Education 3) Military and Police 2 main agencies 4) Civil servants and state enterprise personnel 5) Coaches, as shown in Figure 4.

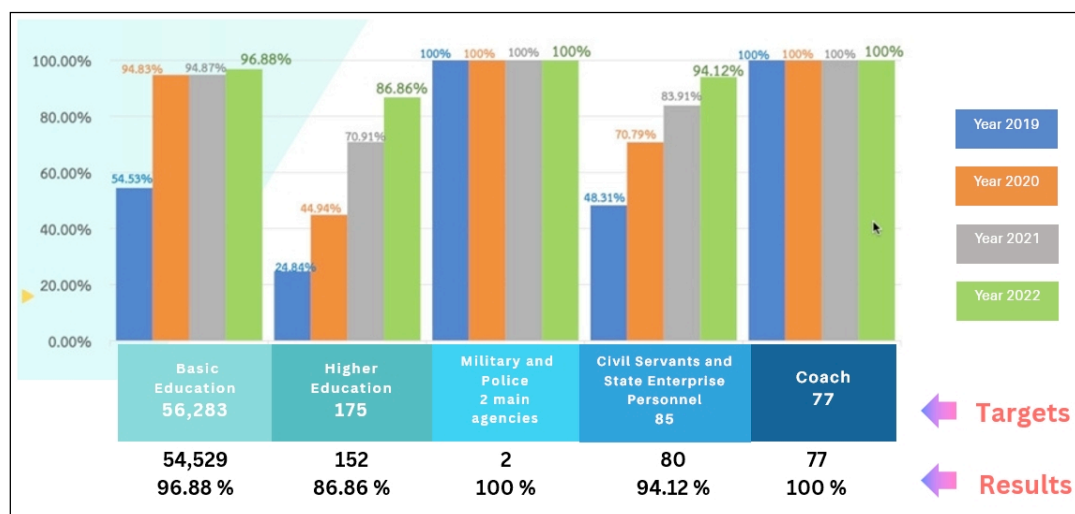


Figure 4: Results of implementing the anti-corruption education curriculum by NACC of Thailand adapted to the context of target groups between 2019-2022

According to data from NACC, the results of implementing anti-corruption education show a nearly 100% utilization trend over the four-year period from 2019 to 2022. Although the effectiveness of implementing the anti-corruption education curriculum has been high in terms of quantity, in terms of quality, it has not yet been able to drive the strategy of building a society intolerant of corruption.

In addition, the NACC office has developed three additional courses in 2021, including: 1) Resisting Corruption in Rapidly Changing Digital Technology Situations (Digital Disruption) 2) Protecting Natural Resources on Land 3) Protecting Water and Underground Water Resources. Then, in 2022, two more courses were developed: 1) Protecting Forest Resources 2) Protecting Marine and Coastal Resources.

A study found that a significant obstacle to implementing the anti-corruption education curriculum is that most teachers are still unable to teach to their full potential due to limitations in knowledge, staffing, and teaching management. Furthermore, there has been no quality assessment of the teaching management for the courses developed in 2017. However, there has been a continuous addition of courses. Therefore, driving the anti-corruption education curriculum remains a systematic challenge that requires qualitative research to develop and improve the curriculum based on research findings.

2. Synthesizing the Implementation of Anti-corruption Education Curriculum in Basic Education Institutions

The NACC office has developed curricula or learning modules and accompanying teaching materials on corruption prevention for use as standardized content for educational institutions or relevant agencies to consider for implementation in teaching across all grade levels. This is aimed at instilling awareness of distinguishing between personal interests and collective benefits, promoting sufficiency mindset, and fostering behaviors that reject and resist corruption. This initiative aligns with the strategy for preventing and combating corruption in phase 3 (2017 - 2021).

The NACC office has developed a curriculum or learning modules and teaching materials focused on corruption prevention. The teaching approach emphasizes the use of learning theories to construct knowledge and understanding, including: 1) Construction Theory 2) Social Constructivism Theory 3) Cognitive Constructivism 4) Information Processing Theory 5) Theory of Multiple Intelligences 6) Cooperative Learning Theory. Overall, the teaching strategy prioritizes student-centered learning, adapting to the differences among individual students. It employs teaching methods such as analytical thinking, synthesis, hands-on practice, project-based learning, and the 5 STEPs learning process: 1) Learning to Question 2) Learning to Search 3) Learning to Construct 4) Learning to Communicate 5) Learning to Serve. Various teaching techniques suitable for different age groups are used, along with learning media and resources related to corruption prevention, such as videos, news clips, stories, cartoons, short films, anti-corruption documents, printed materials, worksheets, and various equipment. Additionally, computer-based learning resources are utilized for research purposes. Assessment of learning outcomes focuses on knowledge, understanding, practical skills, and desired attributes. Assessment tools include questionnaires, performance assessments, and behavioral observation checklists. Students must achieve a minimum of 80% in assessments to be considered successful.

The anti-corruption education curriculum has been piloted in schools participating in the "Ethical Education Enhancement Project" under the supervision of the Basic Education Commission. Furthermore, guidelines for implementing the anti-corruption education curriculum have been proposed for use in basic education institutions nationwide by NACC Thailand, presenting six strategies as shown in Figure 5.

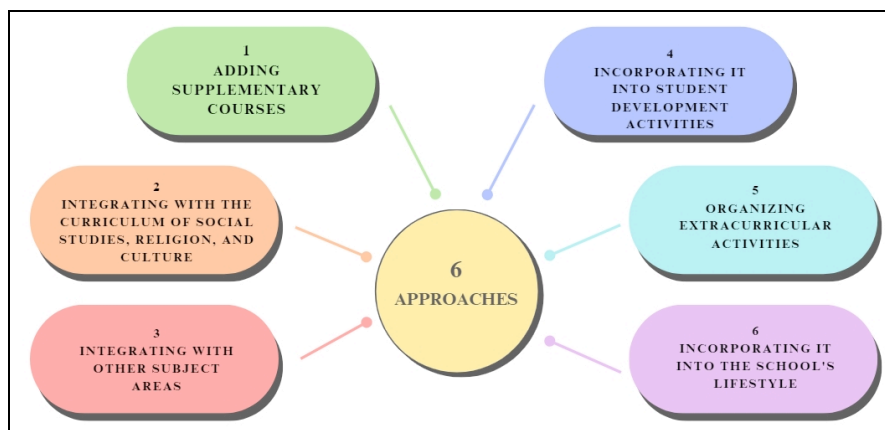


Figure 5: There are six approaches for implementing the curriculum in education institution

There are six approaches for implementing the curriculum in education institution 1) Adding supplementary courses 2) Integrating with the curriculum of social studies, religion, and culture 3) Integrating with other subject areas 4) Incorporating it into student development activities 5) Organizing extracurricular activities 6) Incorporating it into the school's lifestyle.

According to the monitoring report of the NACC for the fiscal year 2022, basic educational institutions are categorized as follows: 1) Basic Education Commission (OBEC) 2) Private Education Commission (OPEC) 3) Department of Local Administration (DLA) 4) Bangkok Metropolitan Administration (BMA). It was found that there was 96.88 percent out of a total of 54,529 schools.

Challenges and Barriers of Implementing Anti-Corruption Education in Basic Education Institutions:

- 1) The spread of COVID-19, despite the adjustment of teaching formats to On-Site, On-Air, On-Demand, On-Line, and On-Hand, still lacks the continuity of perception and effective curriculum implementation.
- 2) The content of the anti-corruption education curriculum has been continuously developed. In 2018, it began with 4 sets of courses. In 2021, an additional 3 sets of courses were added, and in 2022, another 2 sets of courses were added. However, educational institutions and teachers still lack sufficient knowledge and understanding for teaching, and there is a shortage of teaching staff.
- 3) The content of the anti-corruption education curriculum overlaps and resembles some parts of the current curriculum, leading to confusion.
- 4) Some schools have developed special curricula according to area policies. When additional subjects are added, it affects the structure of the special curriculum, focusing on language and scheduling.
- 5) Some schools have not received cooperation from parents and communities in the area regarding the perception of corruption as a gray area, as these schools are located in red zones (areas with high corruption rates).

Conclusion

Research findings highlight the challenges and obstacles in implementing anti-corruption education, which require remediation and development.

- 1) Evaluation of the effectiveness of implementing anti-corruption education in basic education institutions should not only involve quantitative surveys but also require qualitative analysis of each educational institution.
- 2) Establishing model spaces or leading schools for implementing anti-corruption education curriculum is crucial and should be prioritized, considering the diversity among educational institutions.
- 3) Social and community readiness in the school's local area is crucial.
- 4) Anti-corruption education should adopt diverse teaching methodologies, not necessarily confined to traditional classroom instruction. Utilizing formats such as learning camps, e-learning, and emphasizing behavior change-focused learning outcomes assessments is essential.
- 5) Training for instructional knowledge is paramount. The OBEC should provide training for teachers and school administrators, along with promoting expertise and performance evaluation systems.

Recommendations

Recommendations for Basic education institutions.

- 1) Educational administrators should create awareness about the significance and importance of adopting the anti-corruption education.
- 2) Educational institutions should facilitate mutual understanding among educators to minimize redundancy between subjects.
- 3) Schools should provide support in terms of media, equipment, budget allocation, and extracurricular learning.
- 4) Educational administrators, teachers, and staff should lead by example and create a positive environment.
- 5) Schools should establish a collaborative network with relevant organizations for academic and managerial exchange.

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Contact email: supathida_t@cmu.ac.th