●●● **ARTICLE 3**

EDUCATIONAL ACTIVITIES TO PREVENT CORRUPTION AT SECONDARY SCHOOL LEVEL

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Abstract: The aim of this article is to design a proposal for educational activities aimed at preventing corruption among secondary school students in Mexico, using a qualitative approach that is both proactive and exploratory in nature. The research is based on the articulation of the sociocultural theory of learning, the theory of moral development, and the principles of Universal Design for Learning, with the aim of generating inclusive, contextualized, and ethically meaningful pedagogical experiences. Based on an analytical theoretical review and the conceptual systematization of these frameworks, pedagogical criteria are established for the design of activities that promote ethical reflection, moral reasoning, and understanding of the social consequences of corruption in community life. The results demonstrate the relevance of addressing corruption prevention in secondary education as a comprehensive educational process linked to students' cognitive and socio-emotional development, as well as to the principles of the New Mexican School. The proposal constitutes an initial reference point for future empirical research and educational applications in school contexts**.**

Keywords: adolescents, values, society.

INTRODUCTION

The daily life of a secondary school adolescent is complex, as they mainly face changes typical of their stage of development over which they have no control. This can cause confusion, because physically their body begins to take on other characteristics and functions that they will learn to live with and care for in order to feel secure, comfortable, and confident in themselves. Although socially, the same may not be true, as when these changes first appear, they may feel insecure when comparing themselves to their peers and not knowing if their changes are as they should be, as they seek autonomy while challenging authority. They want to find their identity in order to be accepted and thus consolidate their self-esteem (Arreola, 2013; Güemes et al, 2017).

DEVELOPMENT

Adolescence

The stage of adolescence in human life occurs between childhood and adulthood. Due to the significant physical, emotional, cognitive, psychological, and social changes that influence the formation of an adolescent's life, it is easy to identify this stage as the second decade of life (Güemes et al., 2017). The first changes occur during the stage known as puberty, when a boy or girl matures sexually, a process that usually occurs between the ages of 10 and 14 in girls and between 12 and 16 in boys (National Library of Medicine, 2021). These changes in their bodies cause them to act and feel differently at the same time as they move on to a different level of education, secondary school, which demands more of them, requiring them to learn more advanced subjects, take more classes, and have more teachers than they usually had in primary school. In addition, socially, more organization and responsibility are expected of them.

Cognitive development during adolescence occurs in stages. The prefrontal cortex, which is responsible for planning, decision-making, impulse inhibition, and self-control, matures between the ages of 25

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and 30 (United Nations Children's Fund, n.d.a; National Institute of Mental Health, 2023). On the other hand, the amygdala, a small part of the limbic system that detects emotions, causes adolescents to link sensory information with emotional responses, as the amygdala is more active at this age than during childhood or adulthood, causing adolescents to experience emotions more intensely because their limbic system is the first to develop (Scottish Centre for Conflict Resolution 2021; United Nations Children's Fund, n.d.b).

On the other hand, the energy and impulses of this stage give adolescents the opportunity to interact with their environment in other ways, taking advantage of opportunities, acquiring skills, and experiencing new emotions. They begin to form strong bonds with other adolescents, seeking to stand out, belong to a particular group, find their place in society, and bring about change in the world (United Nations Children's Fund, n.d.a).

Secondary education in the New Mexican School

The National Development Plan 2025-2030 (Government of Mexico, 2025) establishes in General Axis 2 Development with well-being and humanism that education is a right and an indispensable element for achieving better levels of well-being, as well as seeking to enable other rights as a matter of social justice that is guaranteed through the strengthening of the National Education System. It is understood that the Education System is strengthened not only in terms of infrastructure but also in terms of its organizational structure and the adequate preparation of teachers to achieve the

graduation profiles of each of the students at the different educational levels.

For Nayarit, the 2021-2027 State Development Plan establishes in its General Axis: Education, general and strategic objectives, as well as strategies for each of the strategic objectives that guarantee the population full access to education, with an innovative, competitive, and ly inclusive education system for all levels during all stages of life, a section in which strategy 5 stands out.4.1 Strengthen education in human values through specialized teaching strategies at all educational levels (Government of the State of Nayarit, 2021).

After completing early childhood education and preschool, students move on to primary education and finally secondary education, which is the last level of basic education in Mexico. One of the key elements of the New Mexican School (NEM) curriculum is to place the community at the heart of the teaching and learning process, since the school is not an isolated entity, but rather a meeting point for people from different contexts, where knowledge, skills, and values are shared and built, as well as a place that provides the opportunity to share the experiences that are generated as a result of community life, which helps them connect with reality (Ministry of Public Education, 2024).

Secondary school corresponds to phase 6, according to the grouping by grade levels established by the NEM; the educational fields it covers are the same four as in the previous levels, and the knowledge covered by each educational field is shown in Table 1, which completes the education required for a student to complete the curriculum of their first level of education, basic education.

Sociocultural theory of learning (Lev Vygotsky)

This theory proposes that the learning process occurs gradually through mediation carried out by the teacher in interaction with students, whereby the latter "construct" their learning as a product of both present and past interactions, which, when integrated, become part of the student's cognitive baggage, being par excellence in shared activities, where learning is constructed. In other words, the social context is the framework of intelligibility that sustains the cognitive process, where meaning is given to everything that can be learned. This context must consider different levels: the student's interaction with others, the structural level represented by educational institutions, family, and society; and the sociocultural level, which involves those resources or tools that facilitate the learning process: language, symbolic systems, and technology (Bodrova and Leong, 2005). In other words, learning from Vygotsky's approach requires three elements: context, mediator, and concept. In the case of this research, the context can be understood as the school environment, the mediator is the teacher, and the concept revolves around the prevention of corruption.

Theory of moral development (Lawrence Kohlberg)

Kohlberg (2003, as cited in Taipe Huamaní, 2022) considers the concept of moral judgment in the form of judgments of justice and assumes that moral constructs are active and centered on a sense of justice. Thus, the theory of moral development proposed by Kohlberg (2003) posits that morality must be constructed through ethical-reflective reasoning.

According to Hersh et al. (1984, as cited in Ramón-Santiago and Barrios-Viñas, 2024), Kohlberg argues that moral judgment allows for a self-reflective process in which personal values are organized hierarchically and selected in everyday situations where it is necessary to make choices in experiences that pose a dilemma for human beings. The justification for their choices in

Knowledge by educational field			
Languages	**Scientific Knowledge and Thinking**	**Ethics, Nature, and Societies**	**Human and Community Issues**
Spanish	Mathematics	Geography	Technology
Indigenous language as mother tongue	Biology	History	Social-Emotional Learning/Mentoring
Indigenous language as a second language	Physics	Civics and Ethics	Physical Education
English	Chemistry		
Arts			

Table 1 *Knowledge by educational field*

Source: own elaboration based on the Ministry of Public Education (2024b)

dilemmatic conflicts is based ethically on social norms, rights, and principles of justice (Kohlberg, 2003). To this end, the author distinguishes three levels of moral development—preconventional, conventional, and postconventional—comprising six stages. At the preconventional level, judgments oriented toward avoiding punishment and satisfying individual interests predominate. The conventional level, common in adolescence, is characterized by the internalization of social norms and respect for institutional order. Finally, the postconventional level involves reasoning based on universal rights and ethical principles, even when these conflict with established norms (Kohlberg, 2003).

Universal Design for Learning (UDL)

UDL is an approach that adapts to children and adolescents with or without disabilities, facilitating inclusion in the classroom and allowing them to benefit from differentiated learning techniques applied in the classroom, turning it into a flexible school environment that can cater to diversity (United Nations Children's Fund, n.d.c), ensuring that all students have access to meaningful and challenging learning opportunities (CAST, 2018).

The three principles of DUA provide a better understanding of its application (United Nations Children's Fund, 2014):

1) multiple means of representation, to recognize information.

2) Multiple means of action and expression, to process information.

3) Multiple means of motivation and involvement in learning, taking into account the affective component of learning. Alba (2016) adds that they influence attitudes toward desire, motivation, and interest in learning.

The first principle refers to the fact that students perceive and understand information in different ways (Quinzo et al. 2024), which means that the ideal learning channel is not the same for every student; some will prefer visual, kinesthetic, and/or auditory information.

The second principle seeks to offer a variety of ways that are most appropriate for students to act and express themselves, as not all of them have the same ability to interact with information and demonstrate what they have learned (Madrigal, 2024).

The third principle refers to the fact that there is no single means of student participation that satisfies all their motivations, interests, and needs (Organization of Ibero-American States for Education, Science, and Culture, 2024).

For DUA-based projects to achieve significant results, it is recommended that teachers also be trained in this methodology, as this ensures the design and promotion of inclusive practices that meet the needs of students and promote fairer learning environments (Fuente-González, 2025).

Corruption in society

Corruption is a crime that affects the social and economic development of societies. Unfortunately, no community, region, or country is exempt (Office of the United Nations High Commissioner for Human Rights, 2024). Corruption is regularly defined as the abuse of power for personal gain, expressed in different ways: capture, influence peddling, conflict of interest, incompatible negotiations, illegal financing,

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illicit enrichment, among others (Marín, 2024). This phenomenon diverts resources from public services such as education, health, and security, among others, further compromising the ability of states to guarantee and protect human rights (Olivares & Zárate, 2024).

Although international efforts are being made to promote and strengthen measures that help prevent and combat corruption more effectively and efficiently (Esqueda, 2024), the United Nations General Assembly identified that corruption had negative consequences on the enjoyment of human rights, and therefore issued a declaration in a Special Session stating that the prevention and fight against corruption must be carried out with respect for human rights, justice, and democracy (United Nations General Assembly, 2021).

That is why, in order to prevent corruption, it is also necessary to be aware of its consequences. For example, influence peddling, conflicts of interest, or illegal financing could affect the budget allocated to providing or improving a service (Olivares & Zárate, 2024), setting aside the principles and guidelines that govern the actions of public servants in the General Law of Administrative Responsibilities (Chamber of Deputies of the Honorable Congress of the Union, 2025) or the provisions of Title X of the Federal Criminal Code on crimes related to corruption (Chamber of Deputies of the Honorable Congress of the Union, 2017).

Although governments and other agencies responsible for enforcing laws and justice are responsible for establishing mechanisms to prevent and combat corruption (Carrillo, 2024), it should be added that corruption is not an ex r a crime committed exclusively by public servants or in any public sector process. In other words, corruption can also be found in the private sector or among the general public:

> Corruption can also be defined as "the violation of a positional duty, contained in the regulatory system, to obtain an extra-positional benefit not inherent to the position or function." In this case, it is always an act that is outside the framework of the law, i.e., unlawful. Furthermore, it is usually discreet or carried out in secret (Carbonell & Carbonell, 2020).

The promotion of integrity and the rejection of corruption through structured educational programs from an early age play an important role in a preventive approach (Olivares & Zárate, 2024). Citizen participation can go beyond the mechanisms established by law, as interaction with public and social entities promotes integrity, transparency, and accountability, with the government and society sharing responsibility for combating corruption.

A well-informed citizen who interacts with entities in their community and with the public sector can become a genuine agent who will promote values that contribute to the prevention and fight against corruption. For students in basic education, specifically those in secondary school, who question more and whose analytical skills are expanding, they are at a key age for their education and their upcoming transition to adulthood, when their social participation

will count toward decision-making at all levels of government.

The Mexican government, through various state ministries, has launched projects to combat and prevent corruption, which were aimed at children and most of them specifically at fourth, fifth, and sixth grades of primary school (Ministry of Anti-Corruption and Good Governance, 2014). So far, there is no evidence of any projects aimed at secondary school students.

On the other hand, following the publication of the General Law of the National Anti-Corruption System (Chamber of Deputies of the Honorable Congress of the Union, 2021), each state of the republic began to publish its own laws to structure its own state anti-corruption systems, and Nayarit was no exception. with the publication of the Law on the Local Anti-Corruption System of the State of Nayarit (Legislative Branch of the State of Nayarit, 2016), which led to projects such as the development of the State Anti-Corruption Policy (Executive Secretariat of the Local Anti-Corruption System of Nayarit, 2023) on which the State Anti-Corruption Policy Implementation Program (Executive Secretariat of the Local Anti-Corruption System of Nayarit, 2024) was based, which mainly focuses on the prevention of corruption in the state.

This Implementation Program establishes priorities and lines of action for carrying out activities that facilitate the achievement of objectives and the attainment of proposed goals. The program, divided into four subprograms, involves not only public servants but also citizens, and even considers the Mexican Education System in its priority 40 as an actor in the prevention and fight against corruption (Executive Secretariat of the Local Anti-Corruption System of Nayarit, 2024).

Based on the above, the following research question arises: How can a proposal for training activities be designed, from a proactive-training qualitative approach, based on the sociocultural theory of learning, moral development, and Universal Design for Learning, that contributes to the prevention of corruption among secondary school students in Mexico?

General objective

To design a proposal for training activities for the prevention of corruption among secondary school students in Mexico, based on the sociocultural theory of learning, the theory of moral development, and the principles of Universal Design for Learning.

METHODOLOGY

This study takes a qualitative approach, with a propositional-formative and exploratory scope, whose objective is to design training activities for the prevention of corruption at the secondary education level, without considering, at this time, their implementation or empirical evaluation. Consequently, the research is in a phase of conceptual and pedagogical construction, aimed at generating a theoretically grounded proposal that can serve as a basis for further applied studies.

The exploratory scope is relevant due to the limited systematization of proposals for the prevention of corruption in secondary education from a comprehensive pedagogical perspective, which justifies the development of initial models that clarify approaches, principles, and training criteria (Hernández-Sampieri et al., 2014).

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The methodological design is based on the principles of Design-Based Research (DBR), understood as an approach that articulates educational theory and pedagogical design for the creation of contextualized training proposals. However, in line with the purpose of the article, DBR is used solely as an epistemological reference, focusing on the conceptual design phase, without developing implementation, evaluation, or redesign cycles (Hoadley & Campos, 2022; Tinoca et al., 2022).

The design of training activities is based on the integration of three complementary theoretical frameworks: Universal Design for Learning (UDL), as a guide for planning flexible and accessible activities that cater to the diversity of the student body (CAST, 2018); Vygotsky's sociocultural theory of learning, which conceives of learning as a socially mediated process through interaction and language (Vygotsky, 2009); and Kohlberg's theory of moral development, which guides the design of training situations and activities aimed at promoting moral reasoning and ethical reflection in the face of dilemmas associated with corruption (Kohlberg, 1984).

Based on the review and analytical theoretical comparison of specialized literature, as well as the conceptual systematization of the selected approaches, pedagogical criteria are derived for the design of corruption prevention activities at the secondary level.

The participants in this project are groups of adolescents between the ages of 12 and 15 who are studying in the first, second, or third grade of secondary school, either in public or private institutions of the Mexican educational system in a school-based modality (Chamber of Deputies of the Honorable Congress of the Union, 2024), since non-s-

chool-based and mixed educational services are offered to those who did not have the opportunity to continue their basic education in childhood and adolescence in a school setting (National Institute for Adult Education, n.d.; Chamber of Deputies of the Honorable Congress of the Union, 2024).

The population was selected for convenience in accordance with the research objective and based on the characteristics of the students' age, as they require specific attention that responds to the diversity of the groups.

The inclusion criterion was that this project be aimed at adolescent students in Nayarit in the three grades of secondary school corresponding to the basic education level. The exclusion criterion was all students in early childhood education, preschool, and primary school or any other educational level, including upper secondary and higher education, as there are non-school-based or mixed modalities for the latter, which would hinder the viability and feasibility of this project's activities.

First, an analysis was conducted of information that could help characterize and understand adolescence and its cognitive and socio-emotional development characteristics in order to identify preferences in peer interaction.

After analyzing learning theories, Vygotsky's Sociocultural Theory of Learning and Kohlberg's Theory of Moral Development were taken into account to structure the proposal and subsequently identify the knowledge of each training field in phase 6 according to the NEM (Government of Mexico, 2025) and the DUA principles on which the activities and their support re-

sources are based. Information on prevention and combat issues was then reviewed.

Finally, the activities were designed in a format that guides the person responsible for their implementation when the time comes. This format will include the name of the activity for easy identification, the objective, the materials, the estimated time, the recommended spaces, as well as the development of the activity and recommendations.

It is considered necessary to create a file for each group in which the activities are implemented to facilitate their evaluation. This file can include observations from those who implement the activity, observations from someone acting solely as an observer, and comments from participating students, as these will be valuable in identifying the impact of the activities and how students relate what they have learned to their daily lives with family members, schoolmates, or in their community.

Ethical considerations

The study is governed by the ethical principles of educational and psychological research, considering its potential applicability in secondary education institutions in Mexico, where the target population is made up of minors. Although the work is theoretical and propositional in nature and does not contemplate empirical implementation, the ethical dimension is incorporated from the design phase.

The approach is aligned with the principles of the New Mexican School (NEM), particularly with its focus on comprehensive, humanistic, ethical, and civic education, as well as the promotion of values such as honesty, justice, responsibility, and the common good, which are central to the

prevention of corrupt practices in education (Ministry of Public Education [SEP], 2020, 2022).

Likewise, the design of the training activities prioritizes the best interests of children and adolescents, a guiding principle of the national education system, and promotes inclusion, participation, and respect for diversity, in line with SEP guidelines and the principles of Universal Design for Learning (CAST, 2018). The activities avoid punitive or moralizing approaches, favoring ethical reflection and moral reasoning in accordance with the students' developmental stage (Kohlberg, 1984).

In the event of future implementation, it will be essential to obtain the informed consent of parents or guardians, as well as the assent of the students, in addition to the corresponding institutional authorization, guaranteeing confidentiality, voluntariness, and ethical use of the information, in accordance with the ethical standards of the APA (7th edition).

RESULTS

Table 2 *PUBLIC SERVICES*

Public services
Objective: To recognize the consequences of when public services are not provided in the community.

Time/Location	Materials
Time: 1 hour **Location:** Classroom.	**Materials:** Names of state and municipal government agencies (depending on the municipality) that provide services to society.

Activity
1.-Have your notebook and pen or pencil ready to write.
2.-To do the activity, you can stay in your seats or arrange the chairs in a horseshoe shape facing the blackboard.
3. Read pages 94 and 95 of the book ÉTICA, NATURALEZA Y SOCIEDADES (ETHICS, NATURE, AND SOCIETIES) about the services that institutions provide to society, focusing on the health and education services discussed there.
4.-Students can comment on how these services are provided in their community and what could happen or has already happened when these services are not available.
5. Write on the board the services available to society and what happens when they are not provided. You can focus on the services that students and their families use, or those provided by their community.
6.-Help students identify whether services are available in some parts of their community and not in others, in order to identify the OMISSION of services and the problems this causes for citizens.
7.-Conclude with the students that acts of OMISSION that public servants may commit, knowing that they may affect the assets or interests of an agency or entity, also directly or indirectly affect citizens.

Recommendations
Psychosocial disability/neurodiversity, visual impairment, and motor disability: if the student can do it on their own, they will be given the freedom of autonomy and offered help when needed; instructions can be given in written and oral form.
Visual impairment: Students on the team can read the instructions aloud to the person with visual impairment or prepare the material in Braille if the student can read and write it that way. They can share experiences of what it is like to live with that disability and how they receive services from their community.
Hearing impairment: Instructions are provided in writing or in Mexican Sign Language. The student is integrated into a team so that they can participate, sharing their own ideas about how they receive services as a person with this type of disability.

Additional information
You can suggest reading the first-year secondary school textbook or suggest that students read the following documents:
Federal Criminal Code
General Law on Administrative Responsibilities
Law on Administrative Responsibilities of the State of Nayarit
Code of Ethics for Public Servants of the Government of the State of Nayarit
Code of Conduct for Public Servants of the Government of the State of Nayarit

Table 2 Source: own elaboration based on Méndez M. M. & Rábago D.A., M. (2025)

Table 3 *FAIR PLAY*

Fair play	
Objective: To recognize the importance of having rules in a game	
Time: 1.5 hours	**Materials:** 2 baskets, cardboard boxes or trash cans, a plastic ball the size of a basketball or a basketball. Chalk in case there is no basketball court marked on the field. Pages 137 to 148 of the book FROM THE HUMAN TO THE COMMUNITY.
Location: Schoolyard, multipurpose yard, or basketball court.	

Activity
After reading pages 137 to 148 of the book FROM THE HUMAN TO THE COMMUNITY, they will play basketball in the schoolyard, with the only rule change being the location of the basket (in case there are no baskets at the school or the students have not played the game before).
If the court is not marked, chalk can be used to mark the main areas that a basketball court should have.
Teams of 5 or 4 are formed depending on the number of students in the group, preferably 4 teams, as two teams will play first in a match and the others will be spectators, then in the second match the spectators will be players and the first teams will now be spectators.
It is expected that the first and second games will be played without rules and the other games with rules, so that the students can notice the differences and reflect on this experience at the end. It is important that they tell us what to do because otherwise everyone would have a different opinion on how to play when there are no rules, and they should notice the differences when there are rules: there is more order, there are no accidents, people do not get upset, and it is easy to identify when someone is not doing the activity as instructed.

Recommendations
Psychosocial disability/neurodiversity: if the student can do it on their own, they will be given the freedom of autonomy and offered help when needed. Instructions can be given in writing and orally.
Visual impairment: Students on the team can read the instructions aloud to the person with visual impairment, and the teacher can also prepare the material by simulating a court in a cardboard box and making a hole at each end that fits a marble or a small ball such as a ping-pong ball. The objective is the same: the student is given the opportunity to play with rules: they cannot use their hands, only rock the box until the ball or marble reaches the hole and falls through. A bottle cap can also be used to prevent it from rolling so easily. Students with visual impairments are also given the opportunity to play without rules, i.e., to use their hands to find the hole and put the marble or ball directly through it.
Hearing impairment: instructions are provided in writing or in LSM, and the student is integrated into a team so that they can participate if they wish.
Students with motor disabilities or any other disability can use the option for visual impairment if it is easier for them.

Additional information
If there are no students with disabilities in the group in which the activity is carried out, the activity can be carried out as described above, or the teacher can choose which type of game to play, always considering that they must play once with rules and once without rules. If there are very few students, and the group can be divided into two teams, the teams will demonstrate the two ways of playing.

Table 3. Source: own elaboration based on Méndez M. M. & Rábago D.A., M. (2025)

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Table 4   *VALUES CAMPAIGN*

Values campaign	
Objective: to identify the values that enable people to live in harmony within society	
Time: 1.5 hours	**Materials:** copies of the definitions of values and examples of how to apply them in daily life. White cardstock, colored paper, crayons, pencils, white glue.
Location: classroom and common areas of the school.	

Activity
A copy of the definitions of values and examples of how to apply them in daily life is given to each student. After distributing them, students are given time to read them. When they are finished, they are asked questions such as: What would happen if you did not apply one of these values for good? What are the consequences of living in a society without values? What would happen if there were no authorities at school? Students can write notes in their notebooks to create their poster for the values campaign within their school.
Then, as a team, the students will create a poster with messages and drawings to share recommendations with other students at the school, all related to respectful interactions between students and the importance of applying values in daily life.
When they have finished making the posters, students will put them up in common areas of their school so that all members of the educational community can learn about these values.
It is important to show students that acting with values means doing the right thing, and doing the right thing means avoiding participating in acts of corruption.

Recommendations
Psychosocial disability/neurodiversity, visual impairment, and motor impairment: if the student can do it themselves, they will be given autonomy and offered help when needed.
Visual impairment: instructions can be given orally, and students on the team can read the instructions aloud for the person with visual impairment. This student can contribute ideas for messages, and if they can write in Braille, they can write their own messages to share with other students or other people who can read Spanish in this system. The student could also record a video or audio message to share with their community.
Hearing impairment: instructions are provided in writing or in Mexican Sign Language. The student is integrated into a team so that they can participate, designing with their own ideas. If they know how to write Spanish, they can write messages and recommendations on the poster.

Additional information
The following documents may be suggested for reading:
a) Federal Criminal Code
b) General Law on Administrative Responsibilities
c) Law on Administrative Responsibilities of the State of Nayarit
d) Code of Ethics for Public Servants of the Government of the State of Nayarit
e) Code of Conduct for Public Servants of the Government of the State of Nayarit
f) Law on the Local Anti-Corruption System of the State of Nayarit

Table 4. Source: own elaboration based on Méndez M. M. & Rábago D.A., M. (2025)

CONCLUSIONS

This study has made it possible to consolidate a theoretical-pedagogical proposal aimed at preventing corruption in secondary education, recognizing adolescence as a key stage for ethical, civic, and social development. From an integrated psychological and educational perspective, it is clear that a preventive approach to corruption cannot be reduced to the transmission of norms or legalistic , but rather requires educational processes that are sensitive to the cognitive, socio-emotional, and moral development of students.

The articulation between sociocultural learning theory, moral development theory, and the principles of Universal Design for Learning (UDL) made it possible to construct a coherent framework for the design of inclusive, reflective, and contextualized educational activities. This theoretical integration allowed us to understand ethical learning as a socially mediated process, in which interaction, dialogue, and collective reflection favor the construction of meanings related to integrity, justice, and social responsibility. In this sense, corruption prevention is conceived as a progressive educational process, rather than as isolated content or an external moral mandate.

The results of the activity design show that it is feasible to translate abstract principles—such as honesty, accountability, or the common good—into concrete pedagogical experiences linked to community life and public services that are part of the students' everyday environment. This approach encourages students to recognize the social consequences of corruption, not only at the institutional level, but also in terms of its direct impact on the quality of collective life, thus strengthening a situated and meaningful ethical understanding.

Likewise, the incorporation of DUA as a cross-cutting axis of pedagogical design allows for the diversity of the student body to be addressed, including students with disabilities and neurodiversities, from a perspective of equity and accessibility. This reinforces the idea that education for the prevention of corruption must necessarily be inclusive, guaranteeing the active participation of all students and avoiding the reproduction of exclusionary or stigmatizing practices.

From a methodological point of view, the qualitative, exploratory, and propositional-formative nature of the study is relevant given the lack of systematization of educational proposals specifically aimed at the secondary level in this thematic . The work provides an initial conceptual and didactic reference that can serve as a basis for future empirical research, both in terms of implementation and impact assessment, in different educational contexts in the country.

Finally, this study highlights the relevance of secondary school as a strategic space for the formation of ethical citizenship, in line with the principles of the New Mexican School and with the educational and anti-corruption policies in force in Mexico. Training adolescents to think critically about their decisions, recognize ethical dilemmas, and engage in responsible social participation is a long-term preventive measure against corruption. In this sense, education is not only a fundamental right, but also a key tool for building a culture of integrity and social justice, with implications that transcend the school environment and extend to the democratic life of the country.

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