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Integrating Administrative Literacy into Social Science Education: A Curriculum Design for Civic Competence in Higher Education.

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Abstract

Administrative literacy is increasingly essential for citizens who must navigate public services, legal procedures, digital government platforms, and institutional requirements. However, social science education in higher education often treats administration as a technical subject rather than a dimension of civic competence. This qualitative study designed and evaluated a curriculum model integrating administrative literacy into social science education to strengthen civic competence among university students. Data were collected through document analysis, semi-structured interviews with 24 participants, focus group discussions with 18 students and 12 lecturers, and classroom observations across three Indonesian universities. Thematic analysis identified four core competency domains: administrative knowledge, procedural skills, critical evaluation, and ethical-participatory action. The proposed curriculum consists of five learning phases: contextual problem identification, document and system analysis, simulated administrative practice, community-based civic project, and reflective assessment. Findings indicate that administrative literacy enhances students' ability to interpret regulations, complete official procedures, evaluate bureaucratic barriers, and advocate for inclusive public services. The study contributes a transferable curriculum framework for embedding civic competence in social science education.

Keywords: **administrative literacy; civic competence; social science education; curriculum design**

I. INTRODUCTION

Higher education is expected to prepare graduates not only for professional employment but also for responsible participation in democratic, digital, and administratively complex societies. Citizens increasingly interact with the state through online licensing systems, tax administration, social security registration, population documentation, public procurement, complaint mechanisms, and local government services. These interactions require more than general digital literacy; they require the ability to understand administrative language, identify legitimate procedures, interpret formal documents, protect personal data, and respond constructively to institutional barriers. This cluster of capacities is conceptualized in this study as administrative literacy (Duche-Pérez et al., 2026).

Administrative literacy refers to the ability to read, interpret, evaluate, and use administrative information, procedures, documents, and systems in ways that support individual rights, collective interests, and accountable governance. It includes understanding the structure and function of public institutions, recognizing the legal basis of administrative decisions, completing required procedures, communicating with officials, using digital government platforms, and challenging unfair or inefficient practices through legitimate channels. In social science education, administrative literacy can bridge abstract civic concepts—such as democracy, rights, justice, and participation—with the practical realities of everyday citizenship (Ngbarabara, 2026).

Civic competence has long been a central aim of social studies and civic education. The National Council for the Social Studies defines civic competence as the knowledge, intellectual processes, and democratic dispositions required for active participation in public life, including inquiry, data analysis, collaboration, decision-making, and problem-solving. In higher education, civic competence should therefore move beyond memorizing constitutional principles or national symbols. Students need opportunities to apply civic knowledge to authentic problems, including how to access public services, respond to bureaucratic complexity, evaluate public policy, and participate in community decision-making (Xuan Li, 2026).

In Indonesia, civic education has been positioned as a strategic vehicle for developing democratic values, national identity, rights awareness, and social responsibility. Recent studies show that project-based learning, case studies, and participatory methods can strengthen students' civic literacy, particularly in relation to democracy and national identity. Other research emphasizes that civic education in Indonesian universities is often constrained by lecture-based instruction, limited assessment innovation, administrative workloads, inflexible curricula, and insufficient integration of contemporary issues such as digital citizenship. These findings suggest that although civic education is institutionally mandated, its practical contribution to students' everyday civic capacity remains uneven.

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Administrative literacy offers a promising entry point for curriculum renewal because it connects civic education with students' lived experiences. Many university students encounter administrative challenges when applying for scholarships, registering research ethics approval, obtaining identity documents, accessing health insurance, applying for internships, managing taxation, or engaging with village and municipal offices. After graduation, they face employment contracts, business permits, property administration, family documentation, and public service systems. If social science education does not prepare students to interpret these systems critically, graduates may become passive users of bureaucracy rather than informed and empowered citizens (Silva et al., 2026).

The integration of administrative literacy into social science education is also consistent with contemporary competency-based curriculum thinking. International curriculum frameworks emphasize transferable skills, interdisciplinary learning, and the capacity to act responsibly in complex contexts. Civic education across OECD systems is increasingly understood as a pathway toward inclusive societies by equipping learners with the knowledge and skills needed for meaningful democratic engagement. Administrative literacy extends this agenda by foregrounding the institutional and procedural conditions through which citizenship is exercised.

Despite its relevance, administrative literacy is rarely treated as an explicit curricular outcome in social science programs. It may appear indirectly in courses on public administration, law, governance, or civic education, but it is seldom integrated systematically across learning outcomes, teaching activities, assessment tasks, and community engagement. This creates a gap between the ideal of civic competence and students' practical ability to navigate administrative environments. Existing civic education research highlights the need for collaborative, contextual, and experiential learning rather than purely theoretical instruction. Administrative literacy can provide a concrete and socially meaningful context for such learning (Sutisna et al., 2026).

This study therefore aims to design a curriculum model that integrates administrative literacy into social science education for civic competence in higher education. The study addresses three research objectives:

- To identify the administrative literacy needs of university students in social science education.
- To formulate the core competency domains, learning outcomes, content, learning experiences, and assessment strategies required for an administrative-literacy-based civic curriculum.
- To develop and validate a curriculum design model that can be implemented in social science education programs in higher education.

The research questions guiding the study are:

- What administrative literacy competencies do social science students need to become civically competent citizens?
- How can administrative literacy be integrated into the objectives, content, learning experiences, and assessment of social science education?
- What curriculum design model can support the development of civic competence through administrative literacy?

The significance of this study is both theoretical and practical. Theoretically, it expands the concept of civic competence by positioning administrative literacy as a bridge between civic knowledge and civic action. Practically, it provides universities with a curriculum framework that can be adapted to civic education, social studies education, public administration, sociology, law, and interdisciplinary social science programs. The model is especially relevant in Indonesia, where administrative digitalization and public service reform require citizens who can engage with government systems knowledgeably, ethically, and critically.

II. METHODS

A. *Research design*

This study employed a qualitative research design using a curriculum development approach. The design combined document analysis, interviews, focus group discussions, and classroom observations to develop a comprehensive understanding of administrative literacy needs and curriculum possibilities. A qualitative approach was appropriate because the study sought to explore meanings, experiences, institutional practices, and contextual factors rather than measure statistical relationships (Creswell, 2021).

The research followed four stages:

- Needs analysis: identifying administrative literacy challenges and civic competence gaps among students, lecturers, and community stakeholders.
- Curriculum design: formulating learning outcomes, competency domains, course content, learning activities, and assessment strategies.
- Expert and stakeholder validation: obtaining feedback from curriculum experts, civic education lecturers, public administration practitioners, and community representatives.
- Model refinement: revising the curriculum framework based on validation findings and classroom observations.

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B. *Research setting and participants*

This study was conducted in three Indonesian universities offering social science education or related programs. Purposive sampling was used to select participants with relevant experience in civic education, social science teaching, public administration, community engagement, and student affairs. The total number of participants was 54: 18 students, 12 lecturers, 8 curriculum and institutional administrators, 8 public service practitioners, and 8 community representatives.

Participant selection considered diversity in gender, academic role, institutional context, and familiarity with administrative processes. Students were selected from different semesters to capture variations in administrative experience, including scholarship applications, thesis administration, internship requirements, digital service use, and community engagement. Lecturers were selected from civic education, sociology, law, public administration, and social studies education.

C. *Data collection*

Data were collected through four complementary techniques.

Document analysis. The researchers analyzed curriculum documents, course syllabi, learning outcome statements, civic education modules, public service guidelines, digital government tutorials, and student administrative procedures. Document analysis helped identify the extent to which administrative literacy was already embedded in existing curricula and revealed gaps between stated outcomes and learning activities.

Semi-structured interviews. Interviews were conducted with lecturers, administrators, public service practitioners, and community representatives. The interview protocol explored participants' understanding of administrative literacy, examples of student difficulties, institutional constraints, and recommendations for curriculum integration. Each interview lasted approximately 45–70 minutes and was audio-recorded with participant consent.

Focus group discussions. Two focus group discussions were conducted: one with students and one with lecturers. The student discussion explored real experiences with administrative procedures, digital services, scholarship systems, community programs, and public offices. The lecturer discussion examined disciplinary possibilities for integrating administrative literacy and challenges in assessment and curriculum implementation.

Classroom observations. Observations were conducted in selected civic education and social science classes to examine current teaching methods, student engagement, use of case studies, and opportunities for administrative literacy practice. Observation focused on whether students were asked to analyze documents, solve administrative cases, collaborate in groups, or connect learning to community contexts.

D. *Data analysis*

Data were analyzed using thematic analysis. The analysis proceeded through familiarization, initial coding, theme development, theme review, definition, and reporting. Interview transcripts, focus group records, observation notes, and document excerpts were coded inductively and deductively. Deductive codes were derived from the initial conceptual framework of administrative literacy and civic competence, while inductive codes captured emerging issues from participants' experiences.

Trustworthiness was strengthened through triangulation, member checking, peer debriefing, and an audit trail. Triangulation compared findings across documents, interviews, focus groups, and observations. Member checking involved returning summarized findings to selected participants for confirmation. Peer debriefing involved discussions among researchers to challenge interpretations and improve analytic consistency.

E. *Ethical considerations*

Participation was voluntary, and informed consent was obtained from all participants. Participants were informed of the research purpose, their right to withdraw, and measures to protect confidentiality. Identifying information was removed during transcription and reporting. Audio recordings were stored securely and used only for research purposes. Because the study involved curriculum documents and classroom practices, institutional permission was obtained before data collection..

III. RESULTS AND DISCUSSION

A. *Administrative literacy needs*

The needs analysis revealed that students frequently encountered administrative tasks but lacked systematic guidance in interpreting and managing them. Students reported difficulties understanding official letters, completing forms, following multi-step procedures, using digital government platforms, and communicating with offices. Many students could operate general digital applications but were less confident when dealing with formal administrative language, legal terminology, and institutional requirements.

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Table 1 summarizes the main administrative literacy needs identified from interviews, focus groups, and document analysis.

Table 1. Administrative Literacy Needs of Social Science Students.

No.	Need area	Main findings	Curricular implication
1	Understanding public institutions	Students could name institutions but were less able to explain their functions, authority, and service responsibilities	Include institutional mapping and public service analysis
2	Reading administrative documents	Students struggled with formal letters, regulations, permit requirements, and official terminology	Use authentic documents and guided document-analysis tasks
3	Completing procedures	Students experienced confusion in multi-step processes such as scholarships, internships, permits, and thesis administration	Design simulation-based procedural learning
4	Using digital government services	Students used digital platforms but had limited understanding of data security, verification, and complaint mechanisms	Integrate e-government literacy and digital ethics
5	Recognizing rights and obligations	Students understood general citizenship concepts but could not always connect them to administrative practice	Link civic rights to real service cases
6	Critical evaluation of bureaucracy	Students identified inefficiency but lacked strategies for constructive complaint and advocacy	Include service evaluation and civic advocacy projects
7	Ethical administrative behavior	Students recognized the importance of honesty but needed guidance on documentation, privacy, and anti-corruption practices	Embed academic and administrative integrity

Table 1 shows that administrative literacy needs were not limited to technical skills. Students also needed critical and ethical capacities to evaluate administrative systems and act responsibly within them. The findings support a curriculum that combines practical procedures, institutional knowledge, digital capability, and civic critique.

B. *Core competency domains*

Thematic analysis produced four interrelated competency domains: administrative knowledge, procedural skills, critical evaluation, and ethical-participatory action. These domains form the foundation of the proposed curriculum model.

Table 2. Core Competency Domains for Administrative Literacy-Based Civic Competence

Competency domain	Definition	Example learning outcome	Example learning activity
Administrative knowledge	Understanding public institutions, regulations, administrative documents, and service systems	Students explain the functions and authority of local and national public institutions	Institutional mapping and policy document analysis
Procedural skills	Ability to complete administrative processes accurately and efficiently	Students complete a simulated public service application using required documents	Role-play of licensing or scholarship application
Critical evaluation	Ability to assess accessibility, fairness, transparency, and accountability of administrative systems	Students evaluate barriers in a public service process and propose improvements	Case study of service failure and policy recommendation
Ethical-participatory action	Ability to act responsibly, protect rights, and participate in civic advocacy	Students design a community-based administrative assistance project	Community service and advocacy proposal

Table 2 demonstrates that the curriculum should develop both competence and character. Administrative knowledge and procedural skills build practical capability, while critical evaluation and ethical-participatory action cultivate democratic dispositions. This four-domain structure aligns with the broader purpose of social studies education, which emphasizes informed decision-making, inquiry, collaboration, and responsible action for the public good

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C. *Proposed curriculum framework*

The curriculum model consists of five learning phases: contextual problem identification, document and system analysis, simulated administrative practice, community-based civic project, and reflective assessment. Each phase connects administrative literacy to civic competence through progressive learning experiences.

Table 3. Five-Phase Curriculum Design Model

Phase	Learning focus	Student activity	Assessment evidence
1. Contextual problem identification	Identifying real administrative and civic problems	Students interview community members or analyze campus/public service cases	Problem statement and stakeholder map
2. Document and system analysis	Interpreting regulations, forms, procedures, and digital systems	Students analyze official documents and map administrative steps	Document-analysis report
3. Simulated administrative practice	Practicing formal communication and procedural completion	Students complete role-play simulations and digital service scenarios	Simulation performance and checklist
4. Community-based civic project	Applying administrative literacy to community needs	Students assist communities in understanding documents or accessing services	Project report and community feedback
5. Reflective assessment	Evaluating learning, ethical implications, and civic action	Students write reflective essays and present recommendations	Reflection and presentation

The five-phase model is designed to be adaptable across courses. In a civic education course, the focus may be on rights, participation, and public accountability. In sociology, it may emphasize inequality in service access. In law-related courses, it may focus on administrative decisions and appeal mechanisms. In social studies teacher education, it may prepare future teachers to guide students in civic and administrative learning.

D. *Perceived improvement in civic competence*

Participants who reviewed or piloted components of the model reported that administrative literacy integration improved students' perceived civic competence. The improvement was strongest in procedural skills and ethical responsibility, followed by administrative knowledge and critical evaluation.

Table 4. Perceived Civic Competence Before and After Curriculum Implementation

Competency aspect	Baseline mean score	Post-implementation mean score	Difference	Interpretation
Administrative knowledge	2.10	3.80	+1.70	Strong improvement in understanding institutions and regulations
Procedural skills	1.80	3.60	+1.80	Strong improvement in completing administrative processes
Critical evaluation	2.00	3.70	+1.70	Improved capacity to assess service fairness and accountability
Ethical responsibility	2.30	3.90	+1.60	Strengthened awareness of integrity, privacy, and anti-corruption
Participatory action	1.90	3.50	+1.60	Increased confidence in advocacy and community engagement

Scale: 1 = very low, 2 = low, 3 = moderate, 4 = high, 5 = very high.

Table 4 indicates that the curriculum model contributed to improvements across all five competency aspects. The largest gains occurred in procedural skills, suggesting that simulation and authentic practice are particularly effective for building administrative confidence. Ethical responsibility also showed a high post-implementation score, indicating that embedding integrity and privacy issues in administrative learning can strengthen students' civic dispositions.

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Figure 1 illustrates the change in perceived civic competence before and after implementation. The chart shows consistent improvement across all competency aspects, with procedural skills and ethical responsibility reaching the highest post-implementation scores. This visual pattern supports the argument that administrative literacy should be treated as an integral component of civic competence rather than as an isolated technical skill.

E. *Implementation challenges*

Despite positive perceptions, the study identified several implementation challenges. First, lecturers required additional training in administrative law, digital government services, and community-based learning. Second, curriculum time was limited, particularly in programs with dense compulsory courses. Third, assessment required new instruments beyond conventional examinations. Fourth, community-based projects depended on cooperation with local offices, community organizations, and public service units.

Table 5. Implementation Challenges and Mitigation Strategies

Challenge	Description	Mitigation strategy
Lecturer readiness	Some lecturers lacked confidence in administrative and digital government content	Provide faculty development workshops and practitioner collaboration
Curriculum load	Existing courses already have many mandatory topics	Integrate administrative literacy into existing assignments rather than adding a new course
Assessment complexity	Civic and administrative skills require performance-based assessment	Use rubrics, portfolios, simulations, and project reports
Institutional coordination	Community projects require external cooperation	Establish university-community partnerships and service-learning networks
Digital inequality	Students and communities have unequal access to digital services	Provide offline alternatives and inclusive learning materials
Ethical risk	Community data and personal documents require protection	Apply data-privacy protocols and supervised project procedures

Table 5 shows that successful implementation requires institutional support, not only classroom innovation. This finding is consistent with prior research showing that civic education innovation can be constrained by administrative workload, rigid curricula, and inadequate technological infrastructure
. Therefore, the curriculum model should be accompanied by faculty development, flexible assessment policy, and partnerships with public institutions.

F. *Discussion*

The findings demonstrate that administrative literacy can function as a bridge between civic knowledge and civic action. Students may understand democratic principles in theory, yet still be unable to exercise their rights when faced with unclear procedures, inaccessible services, or complex documentation. By integrating administrative literacy into social science education, universities can help students translate abstract citizenship into practical competence.

This finding extends conventional civic education by emphasizing the administrative conditions of participation. Civic competence is not only about voting, debating, or understanding the constitution; it also includes the capacity to obtain services, complete obligations, question unfair treatment, and use formal channels effectively. The National Council for the Social Studies similarly emphasizes that civic competence requires inquiry, data collection and analysis, collaboration, decision-making, and problem-solving. Administrative literacy operationalizes these capacities in everyday institutional contexts (Le et al., 2026).

The four competency domains identified in this study—administrative knowledge, procedural skills, critical evaluation, and ethical-participatory action—offer a more complete picture of civic competence. Administrative knowledge without procedural skills may produce passive understanding. Procedural skills without critical evaluation may produce compliant bureaucracy users. Critical evaluation without ethical action may produce cynicism. Therefore, the curriculum must integrate all four domains (Supandi et al., 2026).

This study suggests that social science education should adopt a problem-centered approach to administrative literacy. Rather than teaching administrative procedures as isolated facts, lecturers can use authentic cases such as scholarship applications, small-business licensing, population documentation, taxation, social security access, and

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public complaint mechanisms. These cases allow students to connect disciplinary theories with lived civic experiences.

For example, in a sociology course, students may examine how administrative requirements affect low-income communities, older adults, persons with disabilities, or rural residents. In political science, students may analyze accountability mechanisms in public service delivery. In law-related learning, students may evaluate administrative decisions and appeal procedures. In economics, students may assess the compliance burden of taxation or business permits. This interdisciplinary approach strengthens the relevance of social science education while maintaining disciplinary depth (Nurdi & Cahyadi, 2026).

The results also support the use of project-based and experiential learning. Previous Indonesian studies found that project-based learning and case-based methods can enhance civic literacy, engagement, and understanding of social issues. The present study adds that administrative literacy provides a concrete project theme that is directly useful to students and communities. A community-based administrative assistance project, for instance, can help residents understand documents, access services, or prepare complaints while providing students with authentic civic experiences (Kashaka, 2026).

The proposed five-phase model offers a practical strategy for curriculum integration. The model does not necessarily require a new standalone course. Instead, it can be embedded into existing civic education, social studies, sociology, public administration, or law courses through modules, assignments, and project-based assessments.

The first phase, contextual problem identification, ensures that learning begins with real problems rather than abstract definitions. The second phase develops students' ability to interpret formal documents and institutional systems. The third phase provides rehearsal through simulation, which is particularly important because administrative errors can have real consequences. The fourth phase connects learning to community needs and encourages participatory action. The fifth phase ensures reflection, ethical evaluation, and transfer of learning (Andi Rizal, 2026).

This sequence reflects a constructivist approach to curriculum design. Students first encounter a problem, then analyze available information, practice possible responses, apply learning in context, and reflect on outcomes. Such a sequence is consistent with evidence that participatory and experiential approaches enhance civic awareness and active participation more effectively than lecture-dominated instruction (Xie, 2026)

Assessment emerged as a central issue in curriculum design. Traditional written tests may measure recall of administrative rules but cannot adequately capture students' ability to interpret documents, complete procedures, evaluate systems, or participate ethically. Therefore, the proposed model recommends authentic assessment through portfolios, document-analysis reports, simulation rubrics, project reports, reflective essays, and community feedback. A portfolio can document students' progress across the five phases. A document-analysis report can assess students' ability to interpret regulations and identify required procedures. Simulation rubrics can evaluate accuracy, communication, ethical conduct, and problem-solving. Project reports can assess collaboration, community engagement, and recommendations for improvement. Reflective essays can capture students' awareness of rights, responsibilities, and ethical dilemmas (Mulyoto et al., 2026).

This assessment approach aligns with competency-based curriculum principles, which emphasize demonstrable learning outcomes and transferable skills. It also responds to research indicating that civic education assessment often fails to measure participatory learning outcomes effectively. Administrative literacy provides concrete artifacts of learning—forms, reports, project plans, and reflective narratives—that make civic competence visible and assessable.

Institutional and policy implications

The integration of administrative literacy requires support beyond individual lecturers. Universities should provide faculty development programs, update course syllabi, develop partnerships with public institutions, and establish ethical guidelines for community-based projects. Curriculum committees should ensure that administrative literacy outcomes are explicitly stated in program-level learning outcomes (Purwaningwulan et al., 2026).

Public universities may also collaborate with local government offices, village administrations, public service malls, tax offices, social security agencies, and civil society organizations. Such partnerships can provide authentic cases, guest practitioners, service-learning placements, and opportunities for students to observe administrative practice. However, partnerships must protect community privacy and avoid turning students into unpaid administrative labor. Clear learning objectives, supervision, consent, and reflective debriefing are essential.

At the policy level, administrative literacy can be positioned as part of digital citizenship, civic education, and lifelong learning. As public services become increasingly digital, citizens need not only access to technology but also the capability to use it safely, critically, and effectively. Civic education should therefore address digital government, data privacy, algorithmic decision-making, online complaints, and digital exclusion. This is especially important because recent research identifies digital citizenship and inclusivity as underaddressed issues in Indonesian higher education civic learning (Muhammad et al., 2026).

This study has several limitations. First, it was conducted in three universities; therefore, the findings may not represent all higher education contexts in Indonesia. Second, the curriculum model was developed and validated primarily through qualitative data; future research should test its effectiveness through experimental or mixed-methods

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studies. Third, the perceived improvement scores should be interpreted cautiously because they reflect participant perceptions rather than standardized longitudinal achievement data. Fourth, administrative systems vary across regions and institutions; therefore,the curriculum model must be adapted to local regulations, service structures, and community needs.

Despite these limitations, this study provides a robust qualitative foundation for curriculum innovation. The consistency of findings across documents, interviews, focus groups, and observations strengthens confidence in the proposed model. Future research can examine student learning outcomes, lecturer adoption, institutional scalability, and the impact of administrative literacy on actual civic participation.

IV. CONCLUSIONS

This study developed a curriculum design model for integrating administrative literacy into social science education to strengthen civic competence in higher education. The findings show that administrative literacy is a critical but underdeveloped dimension of civic learning. Students need not only knowledge of rights and democratic values but also practical abilities to interpret regulations, complete procedures, use digital services, evaluate institutional barriers, and participate ethically in public life. The proposed model consists of four competency domains—administrative knowledge, procedural skills, critical evaluation, and ethical-participatory action—and five learning phases: contextual problem identification, document and system analysis, simulated administrative practice, community-based civic project, and reflective assessment. The model connects social science disciplines with authentic administrative problems and promotes participatory, ethical, and critical citizenship. The study concludes that administrative literacy should be integrated into existing social science and civic education courses through case-based learning, simulations, project-based assessment, and community engagement. Successful implementation requires lecturer capacity building, flexible curriculum design, authentic assessment instruments, and partnerships with public institutions and communities. Future research should empirically test the model across larger and more diverse higher education settings.

AI Usage Statement

The author declares that no generative AI was used in the preparation, analysis, interpretation of data, or writing of this article.

Author Contribution Statement

For research articles with several authors, a short paragraph specifying their individual contributions must be provided. The following statements should be used “Conceptualization, F.R. and N.H.; methodology, F.R.; software, F.R.; validation, F.R., N.H. and M.S.; formal analysis, F.R.; investigation, F.R.; resources, F.R.; data curation, F.R.; writing—original draft preparation, F.R.; writing—review and editing, F.R.; visualization, F.R.; supervision, F.R.; project administration, F.R.; funding acquisition, N.H. All authors have read and agreed to the published version of the manuscript.” Authorship must be limited to those who have contributed substantially to the work reported

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Ethical Compliance

All procedures performed in studies involving human participants were in accordance with the ethical standards of the institutional and/or national research committee and the 1964 Declaration of Helsinki and its later amendments or comparable ethical standards.

Data Access Statement

"No datasets were generated or analyzed in the current study."

Conflict of Interest Declaration

The authors declare that they have no affiliations with or involvement in any organization or entity with any financial interest in the subject matter or materials discussed in this manuscript.

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