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Anti-corruption education: from awareness-raising to the transformation of anti-corruption culture

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Abstract

This article examines the evolution of anti-corruption education and its role in shaping an ethical governance culture in the Commonwealth of Independent States (CIS). Special attention is given to the institutional strategies of academies, universities, and digital platforms, with a focus on the experience of the Law Enforcement Academy of the Republic of Uzbekistan. Through comparative analysis, the study identifies effective practices that promote anti-corruption thinking and foster long-term institutional transformation. The research reveals that traditional awareness-raising efforts are insufficient on their own. Instead, sustainable progress requires a shift toward value-oriented educational approaches that integrate practical simulations, ethical reasoning, and civic engagement. Furthermore, the article stresses the importance of ongoing monitoring, evaluation mechanisms, and regional cooperation in strengthening the impact of anti-corruption training. The findings support the idea that education should not only inform but also empower individuals to uphold integrity and resist informal practices within public administration and beyond.

Keywords: anti-corruption education, governance culture, CIS countries, digital learning, ethical behavior, legal culture

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1. Introduction

Anti-corruption education is becoming an integral component of integrity assurance systems, particularly in countries undergoing active public administration reform. While earlier approaches focused primarily on raising awareness about legal violations, contemporary paradigms emphasize the development of anti-corruption thinking as an essential element of governance culture.

In this context, anti-corruption reforms in countries with low scores on the international Corruption Perceptions Index (CPI) [1] have shown limited effectiveness. A widely recognized reason for this lies in the general public's insufficient understanding of corruption in its various forms. Scholars and researchers point to a number of persistent challenges in anti-corruption education across Central Asian countries:

*1. Formalistic approach to education***.** Anti-corruption education is often limited to familiarizing learners with laws and codes of ethics, without in-depth engagement with practical case scenarios or real-life applications [2].

2. Lack of qualified instructors and methodological frameworks. University lecturers and trainers often lack sufficient expertise in applied anti-corruption analysis, which limits the depth and effectiveness of educational programs [3].

*3. Lack of coordination between the state, academic institutions, and NGOs***.** Anti-corruption courses offered by universities, ministerial academies, and non-governmental organizations often overlap or diverge significantly in content and methodology, leading to inefficiencies and inconsistencies in training programs [4].

4. Insufficient practice-oriented content. Training programs often fail to incorporate real-world case studies, investigations, conflict-of-interest scenarios, or procurement-related risk analysis, limiting the practical relevance of the curriculum [5].

5. Limited accessibility of electronic platforms. Online anti-corruption education is developing in a fragmented manner and is frequently inaccessible to regional participants or lower-level staff within institutions.

6. Weak assessment of learning outcomes. There is a lack of robust mechanisms for monitoring behavioral changes after training, such as pre/post assessments or key performance indicators.

7. Political hierarchy obstructs knowledge application. Course participants often encounter institutional resistance, where the application of anti-corruption knowledge is not supported or encouraged by leadership [6].

8. Lack of localized case studies and linguistic resources. Educational materials are frequently translated from English without proper adaptation to local legal, institutional, and cultural contexts [7].

This study seeks to answer the question: To what extent does anti-corruption education in academic and professional institutions across CIS countries contribute to the transformation of anti-corruption culture?

2. Methodology

This study employs a qualitative comparative research design aimed at examining how anti-corruption education is institutionalized and implemented across selected countries of Central Asia, and how these educational practices contribute to the transformation of anti-corruption culture.

Research design

The research follows a comparative, multi-country case study approach, combining document analysis and qualitative content analysis. The design is exploratory and interpretative, focusing on institutional models rather than on causal statistical inference. The timeframe of the analysis covers 2018–2024, a period marked by intensified anti-corruption reforms and the expansion of educational initiatives in the region.

Units of analysis and selection criteria

The units of analysis include:

- national anti-corruption education frameworks;

- specialized training programs for civil servants and law enforcement personnel;

- university-level courses and digital learning platforms related to anti-corruption education.

Five countries were selected for comparison: Uzbekistan, Kazakhstan, Kyrgyzstan, Tajikistan, and Turkmenistan. The selection was based on the following criteria:

- shared post-Soviet institutional and legal heritage;

- participation in international anti-corruption mechanisms (UNCAC, OECD ACN);

- availability of publicly accessible policy documents and educational materials;

- variation in the degree of institutionalization of anti-corruption education.

Data sources and data collection

Data were collected exclusively from open and publicly available sources, including:

- 27 national strategic and policy documents, including anti-corruption strategies, state programs, and action plans (5–7 documents per country);

- 34 official analytical and monitoring reports issued by international organizations (OECD, UNODC, UNDP, OSCE, Transparency International);

- 19 descriptions of educational programs and curricula implemented by academies, universities, and specialized training centers;

- 5 national or institutional digital learning platforms dedicated to anti-corruption education, including Uzbekistan's Virtual Anti-Corruption Academy;

- 12 academic and policy-oriented publications addressing anti-corruption education and governance culture in the region.

No primary data (interviews, surveys, or experiments) were collected.

Analytical procedure

The analysis was conducted in three sequential stages.

First, a documentary analysis was applied to national strategies and institutional reports to identify the formal role assigned to education within anti-corruption policies.

Second, a qualitative content analysis of educational programs and platforms was performed using a structured coding framework. Five analytical categories were applied consistently across all country cases:

- degree of institutionalization of anti-corruption education;

- presence of dedicated anti-corruption modules or courses;

- level of digitalization and use of e-learning tools;

- incorporation of practice-oriented methods (case studies, simulations, risk analysis);

- existence of certification, assessment, or monitoring mechanisms.

Third, a comparative analysis was undertaken to identify convergences and divergences among national models and to classify dominant educational approaches (formalistic, practice-oriented, or digitally integrated).

Reliability and validity

To enhance analytical reliability, triangulation of sources was applied by cross-checking national documents with international monitoring reports and academic studies. Analytical categories were applied uniformly to all cases to ensure internal consistency. Transparency was ensured through the exclusive use of traceable and verifiable sources.

Limitations

The study is subject to several limitations. First, restricted access to internal ministerial documents and training evaluations limited the depth of institutional analysis in some countries. Second, the absence of standardized regional indicators constrained the ability to conduct quantitative cross-country comparisons. These limitations were mitigated by relying on internationally validated assessments and multiple independent data sources.

Ethical considerations

The study did not involve human participants, personal data, or confidential information. All data were obtained from publicly accessible sources; therefore, ethical approval was not required.

3. Results

3.1. Methods of anti-corruption education

Kazakhstan. The methods of anti-corruption education in Kazakhstan are distinguished by an integrated approach combining the professional development of educators [8], the adoption of international training programs, the organization of interactive camps, and the development of tailored educational resources for diverse target groups — ranging from schoolchildren to civil servants. These strategies signify a transition from traditional awareness-raising initiatives toward practice-oriented and integrative educational models, aligning with contemporary global trends in anti-corruption capacity building.

Kyrgyzstan. Anti-corruption education in the Kyrgyz Republic is implemented through targeted training programs for punitive and oversight bodies [9], awareness-raising initiatives for civil servants and the education sector [10], and the integration of educational components into national strategies and action plans [11].

However, OECD monitoring indicates that the approaches remain largely ad hoc and non-standardized, lacking methodological depth and exhibiting insufficient transparency in the assessment of outcomes [4].

Turkmenistan. Anti-corruption education in Turkmenistan is conducted with the support of the United Nations, the European Union, and the OSCE, encompassing regulated entities, public institutions, and private sector organizations. The emphasis is placed on practical skills and competencies, including legal analysis, compliance, and risk management [12]. Particular attention is given to civil servants and law enforcement personnel, with training programs focused on the application of concrete anti-corruption tools. However, a key shortcoming lies in the predominant focus on institutional needs, with limited integration into the broader educational sector, particularly at the university and school levels.

Tajikistan. Anti-corruption education in Tajikistan has been developing primarily through external institutional support and regional cooperation [13]. It remains largely targeted and institutionally confined, with a focus on public administration and law enforcement agencies. The predominant forms of training are practical workshops for law enforcement personnel, particularly in operational data analysis and the identification of corruption risks, organized with the support of UNODC [13]. These initiatives aim to build core competencies in anti-corruption analytics, especially in the context of combating transnational crime and financial misconduct.

Uzbekistan. Uzbekistan demonstrates a comprehensive and technologically advanced approach to anti-corruption education, encompassing formats from in-person seminars to large-scale electronic platforms. Educational materials are practice-oriented (e.g., UNODC-supported summer schools), with a strong emphasis on legal literacy development (such as training on conflict of interest), as well as institutionalized requirements for mandatory training and certification through national programs and the Virtual Anti-Corruption Academy [14].

3.2. Documentary Analysis of Anti-Corruption Strategies

Kazakhstan. The government of Kazakhstan periodically adopts anti-corruption strategies [15], in which education is identified as a key tool for preventing corruption. These strategies incorporate educational initiatives at various levels of public service, including modules on ethics, risk analysis, and conflict of interest. Plans for fostering a “culture of accountability” are adapted based on the results of surveys and analytical reports, with regular updates to training programs recommended to ensure their relevance and effectiveness.

Kyrgyzstan. Since 2021, Kyrgyzstan has been developing and adopting strategic anti-corruption plans, most notably the National Anti-Corruption Strategy for 2021–2024 [4]. This strategy includes specific measures aimed at training civil servants, prosecutors, and law enforcement officers in the areas of anti-corruption and the prevention of conflicts of interest.

Tajikistan. Tajikistan has been implementing its anti-corruption strategy through the National Anti-Corruption Council, which has been operational since 2010; however, the effectiveness of this body remains limited. The country adopts strategic frameworks with an emphasis on civil servant training and monitoring mechanisms. Nonetheless, the implementation of these strategies faces persistent challenges, including the absence of key performance indicators (KPIs) and standardized evaluation methodologies [16].

Turkmenistan. The National Anti-Corruption Program for 2019–2024, enacted by presidential decree, includes mandatory measures for enhancing the qualifications of civil servants in the area of corruption prevention. However, according to the NTI assessment [17], there is a recognized need to strengthen the educational components within the national anti-corruption framework.

Uzbekistan. Uzbekistan promotes education as an integral component of its national anti-corruption strategy. Through the joint efforts of the Law Enforcement Academy and the Anti-Corruption Agency, a systematic training and oversight mechanism is being established via the Virtual Anti-Corruption Academy. Collaboration with international partners—such as UNODC, OECD, and GIZ/UNDP [18]—facilitates the adaptation of global best practices. Both institutional and academic developments are underway, including the structural modernization of the Law Enforcement Academy and the integration of anti-corruption courses into law school curricula. While notable progress has been achieved, the OECD recommends the development of clear key performance indicators (KPIs) and feedback mechanisms to assess the effectiveness of training programs.

3.3. Comparative analysis of anti-corruption education

The analysis of anti-corruption education was conducted based on three key dimensions: the institutional framework, educational approaches, and population coverage across upper indicated Central Asian countries. As the study revealed, significant variation exists among the countries in terms of the depth, consistency, and strategic orientation of their anti-corruption education efforts.

Countries such as Uzbekistan and Kazakhstan demonstrate relatively well-developed institutional bases, where anti-corruption education is embedded within national strategies and supported by dedicated agencies and academic institutions. Their approaches tend to be more practice-oriented and aligned with international standards, with broader outreach that includes not only public officials but also students and the general population.

In contrast, Kyrgyzstan, Tajikistan, and Turkmenistan still exhibit fragmented or narrowly focused educational initiatives, often confined to law enforcement and government personnel. These efforts are frequently implemented on a project basis, with limited integration into national education systems and minimal evaluation mechanisms.

Overall, the study highlights a growing recognition of education as a preventive tool against corruption in the region, yet emphasizes the need for greater standardization, institutional capacity-building, and expansion of coverage to ensure long-term impact and sustainability.

Institutional framework

The institutional infrastructure for anti-corruption education in Central Asia reflects varying degrees of development, specialization, and integration across the five countries. The following comparative analysis illustrates both progressive and limited institutional practices based on official sources and recent reforms.

Uzbekistan demonstrates a comprehensive and multi-tiered institutional framework. The Law Enforcement Academy serves as the primary body for implementing systematic professional development programs and conducting academic research on anti-corruption. Educational programs on anti-corruption policy have been integrated not only into higher education institutions but also into secondary vocational schools and, notably, even kindergartens—indicating an ambitious effort to build ethical awareness from an early age.

Kazakhstan has established a dedicated Scientific and Educational Center for Anti-Corruption under the Academy of Public Administration, which coordinates advanced academic initiatives [19]. Noteworthy innovations include the launch of a Master of Anti-Corruption Policy (MACP) program and the establishment of specialized anti-corruption schools, signifying a shift toward professionalization and institutionalization of anti-corruption education at the postgraduate level.

In **Kyrgyzstan**, the Central Asian Research Institute on Corruption and Money Laundering, along with anti-corruption units under the Prosecutor General's Office, are central actors in promoting anti-corruption awareness [20]. These institutions primarily target specialized government agencies with training on corruption prevention and criminal asset legalization [21]. However, public outreach remains limited, and the institutional focus is largely confined to enforcement personnel rather than the broader education system [22].

Tajikistan's Agency for State Financial Control and Combating Corruption organizes training workshops for civil servants and conducts public awareness campaigns through mass media. These campaigns aim to inform citizens about the legal consequences of corrupt behavior. In recent years, anti-corruption elements have been introduced into school curricula, representing a modest step toward educational integration [23]. Nonetheless, the institutional setup lacks a dedicated academic or research body focused on corruption prevention.

In **Turkmenistan**, the State Authority for Combating Economic Crimes conducts anti-corruption awareness programs for public officials, mirroring the Tajik model. Additionally, efforts to foster an anti-corruption culture are evident in the introduction of ethics and behavioral etiquette lessons in middle schools [24]. While these initiatives mark a cultural dimension in early education, the absence of specialized institutions or higher education programs on anti-corruption suggests a limited institutional foundation.

3.4. Approaches to anti-corruption awareness and education

Educational outreach and public coverage in anti-corruption education

The degree to which anti-corruption education reaches the general population across Central Asia varies significantly by country, reflecting both the political will and the institutional capacity to promote a culture of integrity through formal and informal educational mechanisms.

In early 2025, **Uzbekistan** launched the Virtual anti-corruption academy, a nationwide digital platform aimed at public enlightenment and fostering a culture of integrity. Built upon an complex educational base, the platform provides foundational courses for all segments of the *population, including mandatory anti-corruption training for public servants as part of their professional developmen*t. This model illustrates a broad and inclusive approach that leverages technology for mass civic engagement and institutional accountability.

Since 2020, **Kazakhstan** has mandated the course "*Anti-corruption culture"* for all university students. Additionally, grassroots initiatives such as the *Integrity school, "Adal urpaq"* ("Honest Generation"), and "**Sanaly urpaq"** ("Conscious generation") reflect an active civil society and state-supported engagement with youth and academic communities [25]. These programs contribute to early values formation and public sector ethics, making Kazakhstan a regional leader in youth-centered anti-corruption education.

In **Kyrgyzstan**, anti-corruption education remains *fragmented and project-based*. Although some universities have introduced the course "**Legal Culture and Anti-Corruption Behavior"**, there is no standardized or nationwide implementation strategy. Public coverage is limited, and the educational content is typically confined to pilot initiatives without long-term institutional support.

As of May 2025, the Agency for State Financial Control and Anti-Corruption began integrating anti-corruption elements into school curricula [26]. This marks a significant development in early education, although the overall outreach to the broader population and professional sectors remains underdeveloped.

In **Turkmenistan**, anti-corruption themes are formally present in national documents, but lack operational detail or implementation plans. Public access to data and information on anti-corruption education is severely limited, which hampers transparency and restricts any meaningful assessment of outreach efforts.

Uzbekistan and Kazakhstan demonstrate the most comprehensive and inclusive models of anti-corruption education, integrating digital platforms, formal curricula, and youth engagement initiatives. Kyrgyzstan and Tajikistan are at earlier stages of systematization, relying on isolated or recently initiated programs. Turkmenistan remains the least transparent and institutionally engaged in this area, underscoring the need for greater openness and structured educational planning.

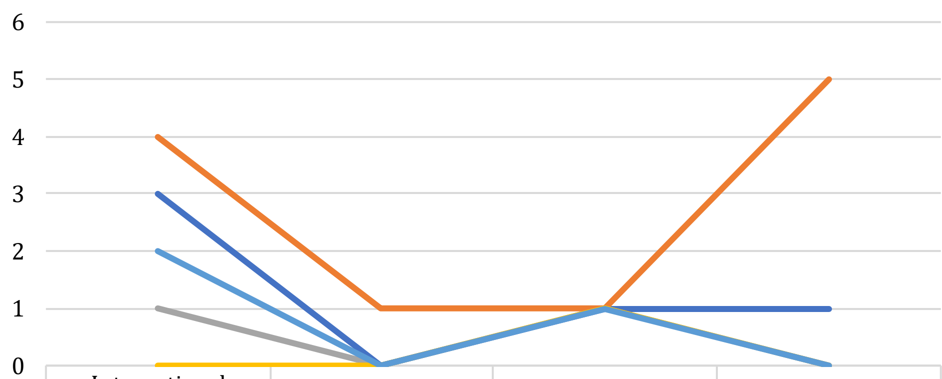
4. Comparative analysis

4.1. Anti-corruption modules

In **Uzbekistan**, anti-corruption modules such as compliance, risk management, and accountability have been made compulsory in institutions like the *Law Enforcement Academy* and *Tashkent State University of Law*. Moreover, educational institutions—including kindergartens and schools—have introduced standalone programs on anti-corruption, based on the GRACE curriculum developed under the YouthLED initiative [27].

In **Kazakhstan**, the Anti-Corruption Agency plays a coordinating role in promoting ethics education at the national level, ensuring its integration into various tiers of the education system [15].

In contrast, in **Kyrgyzstan**, **Tajikistan**, and **Turkmenistan**, anti-corruption content is generally embedded within broader legal or ethical education frameworks, rather than as independent and mandatory subjects [28]. This results in lower visibility, inconsistent coverage, and a lack of systematic impact evaluation in those countries.



	International programm	Electronic platform	Trening and course	Module
Kazakhstan	3	0	1	1
Uzbekistan	4	1	1	5
Tajikistan	1	0	1	0
Turkmenistan	0	0	1	0
Kyrgyzstan	2	0	1	0

Figure 1. Conditions for anti-corruption education

Conditions for anti-corruption education *(this table presents an analysis of educational approaches based on types of training and the number of specialized instructional materials developed, reflecting a comprehensive approach to anti-corruption education in the Central Asian countries).*

4.2. Online platforms as catalysts

The expansion of electronic platforms, notably Uzbekistan's Virtual Anti-Corruption Academy, has significantly enhanced both the reach and the personalization of anti-corruption education. These platforms serve not only as scalable tools for mass engagement but also as mechanisms for data-driven instruction and real-time assessment [29].

Between 2022 and 2024, over 8,000 civil servants in Uzbekistan participated in in-person anti-corruption training courses. According to available data, post-training test scores improved by 27% compared to baseline (pre-course) assessments, indicating notable gains in knowledge acquisition.

Following the launch of the Virtual Anti-Corruption Academy, the coverage across target populations doubled, reaching broader segments of society, including educators, youth, and local government officials. Most notably, learning effectiveness—as measured by final test performance—reached 95% accuracy, a significant increase compared to initial entry-level assessments.

These results underscore the transformative potential of online platforms as catalysts for democratizing access to integrity education, optimizing learning efficiency, and supporting national strategies for building a culture of accountability.

4.3. Changes in administrative behavior

Conflict of interest. In **Uzbekistan**, graduates of programs at the Law Enforcement Academy demonstrated a significant improvement in identifying hidden conflicts of interest within administrative hierarchies and procurement processes—85% of them attributed this progress to the integration of practical case studies and simulation exercises. In **Kazakhstan**, as a result of ToT trainings and GRACE modules, a 2023 survey reported that 72% of participants experienced improvements in their ability to analyze conflict-of-interest situations. In **Kyrgyzstan**, interview-based reports following CARI seminars indicated that approximately 58% of participants (n = 35) enhanced their skills in detecting conflicts within inter-agency relations. In **Tajikistan**, UNODC intelligence analysis programs improved awareness of institutional conflicts; however, the practical cases primarily focused on inter-agency corruption, and only 48% of participants reported improvements in conflict-of-interest identification.

Willingness to report. In 2023, a total of 2,262 reports of corruption were submitted, while 4,128 corruption offenses were officially recorded. This suggests that in approximately 54% of the cases, there was no corresponding citizen-initiated reporting in Uzbekistan [30][31]. In this date, a total of 2,523 reports of corruption were registered, while the Anti-Corruption Service investigated 2,094 corruption offenses in Kazakhstan. This results, a reporting rate of 120% relative to the number of offenses, the highest figure among Central Asian countries. In Kyrgyzstan on this period a total of 619 criminal corruption cases were initiated. However, in the absence of dedicated mechanisms for corruption reporting, it is not feasible to conduct a fair evaluation of the citizen reporting system. Consequently, the reporting rate is estimated at 0% [4]. According to OECD data on Tajikistan, only 55 reports of corruption were submitted in 2023, while 676 criminal corruption cases were initiated, indicating that citizen reporting accounted for merely 8% of the total [16].

Resistance to informal practices. In Central Asia, efforts to reduce informal and non-transparent administrative practices—such as verbal arrangements and unofficial payments—have shown uneven progress across countries.

In Uzbekistan, anti-corruption education is increasingly institutionalized through modules on ethics, accountability, and integrity. However, no publicly available studies confirm the claim that approximately 55 % of participants refrained from engaging in prostitution or “shadow” payment schemes following such training. Although informal practices remain a concern—particularly in sectors like education and public procurement—empirical data linking specific training programs to behavioral change is limited [32].

In Kazakhstan, the development of anti-corruption curricula has been more structured. According to OECD data, by 2017, more than 101 higher education institutions had introduced elements of anti-corruption education, reaching over 114,000 students nationwide. Nonetheless, experts note the persistent influence of informal alliances and patronage networks within administrative settings [33].

In Kyrgyzstan, anti-corruption content is embedded within public ethics and criminal law courses at the Academy of Public Administration and leading universities. Yet, practical teaching methods—such as simulation or digital case analysis—are rarely used, and most instructors have limited access to updated methodological resources [34]. Corruption remains one of the three most serious challenges facing Kyrgyzstan today, with 47 % of citizens identifying it as a major national problem .

In Tajikistan, anti-corruption education remains largely declarative and legalistic. Courses rarely include practice-based elements, and international training standards are not yet embedded in the national education system [35]. Corruption remains one of the three most serious challenges facing Tajikistan today, with 18 % of citizens identifying it as a major national problem.

In Turkmenistan, due to a lack of qualified instructors, methodological resources, and institutional independence, anti-corruption education remains underdeveloped. The country does not conduct formal evaluations of training outcomes, making it difficult to assess behavioral or systemic impact.

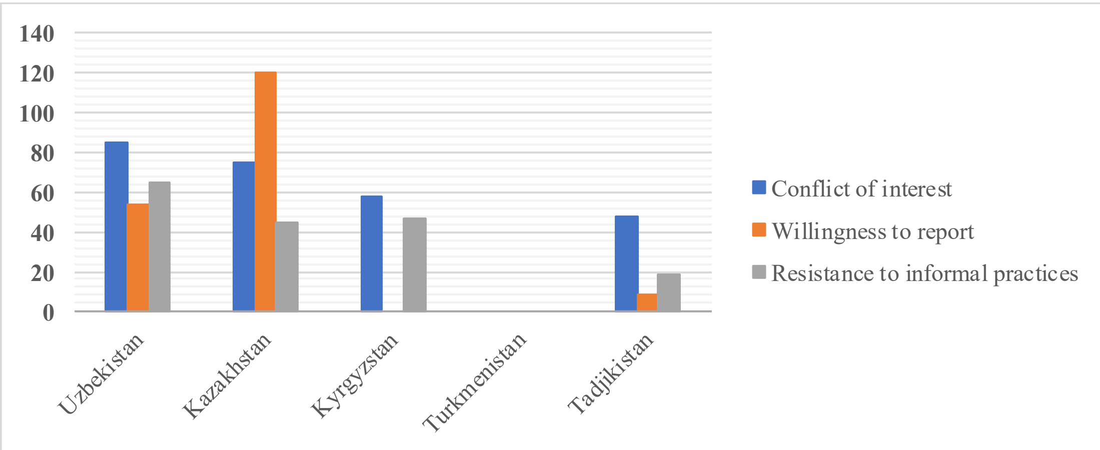


Figure 2. Comparative analysis of Central Asian countries regarding resistance to informal practices (based on OECD assessment findings and corruption-related reports compared with corruption cases in this countries).

5. Discussion

Uzbekistan demonstrates one of the most comprehensive approaches to anti-corruption education, implemented through the Law Enforcement Academy, the State University of Law, and the Institute for Advanced Training under the Ministry of Justice [32]. Since 2020, specialized training modules have been developed, including “Ethics and accountability”, “Investigation of economic crimes”, “Anti-corruption management systems”, “Public integrity”, “Anti-corruption risk assessment", "Conflict of interest". Mandatory certification covers employees of the prosecutor's office, internal affairs bodies, tax services, and other public institutions.

At the same time, it must be acknowledged that, according to scholars analyzing Uzbekistan's higher education system, corruption remains systemic—ranging from bribery to academic dishonesty—which continues to undermine both learning outcomes and institutional credibility [36].

International cooperation—particularly with UNESCO's International Institute for Educational Planning (IIEP)—has facilitated the development of a national roadmap for integrating anti-corruption education and preventive mechanisms into the higher education system (IIEP UNESCO).

Prominent academic voices, such as Mirzaev [37], advocate for the adoption of ethical codes and the institutionalization of structured courses in law and ethics as tools to transform organizational culture and build professional integrity within public institutions.

In **Kazakhstan**, anti-corruption components are integrated into the curricula of the Justice Academy as well as training courses offered by the Anti-Corruption Agency. In 2024, with the support of UNODC, a Training-of-Trainers (ToT) program was launched, incorporating simulation-based learning and case analysis [8]. However, the absence of a standardized national curriculum and a digital learning platform remains a notable gap.

In **Kyrgyzstan**, educational programs for corruption prevention are delivered by the Academy of Public Administration and several universities, though primarily within broader courses on public ethics or criminal law. The use of case-based learning and digital formats is infrequent, and instructors have limited access to methodological resources [34]. Scholars widely acknowledge that corruption in higher education—manifesting through bribery, academic dishonesty, and preferential admissions—poses a systemic threat to institutional integrity and educational outcomes. Recent academic work [38] advocates for the development and mandatory introduction of a dedicated course titled «Fundamentals of Anti-Corruption Education and Culture» across all universities, aiming to foster academic integrity and institutional transparency. International academic exchanges—such as the Maxwell School Visiting Scholar program involving Kazakhstani faculty of public administration—have facilitated the assimilation of global best practices in teaching integrity-focused education. In addition, the digitalization of administrative and academic procedures has redefined corruption risk zones on campus, necessitating updated training approaches that integrate digital integrity and risk management modules [39].

In **Tajikistan**, anti-corruption education remains embedded within the broader legal curriculum and lacks specialization. Legal education programs do not incorporate practice-oriented modules, and ethics courses are often declarative rather than applied. International initiatives have not yet been effectively integrated into the national education system [35].

In **Turkmenistan**, the absence of necessary institutional resources—including qualified personnel and digital infrastructure—has hindered the development of a sustainable anti-corruption education framework for the general population. As a result, the impact and effectiveness of existing training efforts remain difficult to evaluate.

In light of the fragmented and uneven development of anti-corruption education across Central Asia, we propose the establishment of a Central Asian Anti-Corruption Education Hub, aimed at enhancing the quality, consistency, and regional cooperation in preventive training. The hub would serve as a multilateral platform for knowledge sharing, capacity building, and the harmonization of training standards for both the general population and public officials.

The proposed initiative would be coordinated under the auspices of the Commonwealth of Independent States (CIS), leveraging its institutional networks and intergovernmental legitimacy. By centralizing methodological expertise, digital tools, and training resources, the hub could support member states in designing context-sensitive, evidence-based, and scalable educational programs aligned with international frameworks such as the United Nations Convention against Corruption (UNCAC) and OECD Anti-Corruption Guidelines.

Key functions of the hub would include:

- Curriculum development for general civic education and professional training;
- Trainer certification programs based on regional best practices;
- Digital platform management for e-learning, case libraries, and whistleblowing simulations;
- Monitoring and evaluation mechanisms to assess learning outcomes and behavioral change;
- Research and policy dialogue among academics, practitioners, and civil society.

By situating the hub within a multilateral structure, the initiative could foster mutual learning and address common challenges such as informal practices, low trust in institutions, and lack of educational infrastructure. The CIS, as a beneficiary and coordinating body, would enhance its normative leadership in the anti-corruption domain while supporting its member states in achieving Sustainable Development Goal 16, particularly Target 16.5 (substantially reduce corruption and bribery in all their forms).

6. Conclusion

Anti-corruption education in the CIS countries is gradually evolving from a formal academic requirement into a transformative tool for shaping governance culture. The *Law Enforcement Academy of Uzbekistan* exemplifies an effective model that combines in-person instruction with digital learning formats. However, ensuring long-term impact requires the establishment of robust monitoring systems, the creation of institutional incentives, and the strengthening of intergovernmental cooperation.

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Conflicts of Interest: The authors declare no conflict of interest. Ethical approval was not required as the study involved only publicly available data.

Data Availability Statement: No new data were created or analyzed in this study. The analysis is based exclusively on openly and publicly available sources, including national anti-corruption strategies and policy documents, analytical and monitoring reports of international organizations (OECD, UNODC, UNDP, OSCE, Transparency International), publicly accessible descriptions of educational programs and curricula, and academic publications, all of which are cited in the references.

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