



FINAL EVALUATION REPORT OF THE PROJECT

«#YoshXabardor: Youth Against Corruption»

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Acknowledgment

I express my profound gratitude to the international organization "Search Uzbekistan", the nationwide movement "Yuksalish," and the Anti-Corruption Agency of the Republic of Uzbekistan for the trust bestowed upon me and the opportunity afforded to participate in the implementation of a project aimed at combating corruption among youth in Uzbekistan. Thanks to your support, I had the honor, in my capacity as a consultant, to make a modest contribution to the development of a culture of transparency, integrity, and civic responsibility within society.

Through our collective efforts, we successfully conducted a substantive evaluation of the activities and formulated practical recommendations designed to enhance the effectiveness of anti-corruption initiatives. I am confident that the outcomes of our collaborative endeavors will serve as a robust foundation for ongoing cooperation in fortifying mechanisms of public oversight and advancing principles of good governance in the country.

Abbreviations

RUz	Republic of Uzbekistan
RK	Republic of Karakalpakstan
GU	Government of Uzbekistan
LRU	Law of the Republic of Uzbekistan
PD	Presidential Decree
PE	Presidential Edict
RCM	Resolution of the Cabinet of Ministers
AAU	Anti-Corruption Agency of Uzbekistan
MPSE	Ministry of Preschool and School Education.
Reg.DPSE	Regional Department of Preschool and School Education
MHSSEI	Ministry of Higher, Secondary Specialized Education and Innovations.
MH	Ministry of Health
Reg. Health	Regional Health Department
NLA RUz	Normative Legal Acts of the Republic of Uzbekistan (laws, resolutions, etc.)
Compliance	Anti-Corruption Department in State Organizations
Corruption	Illegal use of one's official or service position to obtain material or non-material benefits
Corruption risk	This is the probability of the manifestation of corrupt actions in a specific context or field of activity. Corruption risks can be associated with legislation, management practices, organizational structure, or socio-cultural features of a particular region or country.

A. Report Summary

Project Objectives and Context

The “#YoshKhabardor: Youth Against Corruption” project was implemented in 2024–2025 and aimed to strengthen youth engagement in state-led anti-corruption efforts in Uzbekistan. The project’s key objectives included enhancing students’ legal and anti-corruption literacy, developing skills for safe reporting of violations, strengthening cooperation between young people, civil society organizations (CSOs), and government institutions, as well as expanding access to anti-corruption resources and digital platforms.

Conceptually, the project was aligned with the national anti-corruption strategies of the Republic of Uzbekistan, which emphasize a shift from a predominantly punitive approach to a preventive one and the formation of “immunity to corruption” through legal education and the promotion of youth civic engagement.

Purpose and Approach to Evaluation

The final evaluation was conducted in accordance with the Terms of Reference and was based on four key criteria, relevance, effectiveness, impact, and sustainability. A mixed-methods approach was applied, including:

- quantitative tools (questionnaires, analysis of pre- and post-tests, and comparison with a control group of students who did not participate in the project);
- qualitative methods (focus group discussions with participants and non-participants, interviews with representatives of compliance units, educators, and government institutions, as well as case analysis of small-grants initiatives);
- elements of visual and interactive methods (change timeline, corruption tree, and ranking of resources and skills).

Data were analyzed both for the overall sample of respondents and through **participant–control group comparisons**, using **triangulation** (cross-referencing quantitative, qualitative, and documentary sources).

Key findings by evaluation criteria

1. Relevance

The evaluation demonstrated that the project was highly relevant to the key anti-corruption needs of young people in the target regions. The following priority needs were identified:

- safety in participating in anti-corruption activities;
- open, clear, and results-oriented dialogue with government institutions;
- practical knowledge and skills (how to act, where to report, and how to protect oneself);
- access to resources, contacts, and platforms;
- development of critical thinking and motivation for long-term engagement.

The majority of participants (76%) reported that they generally felt safe and protected during project activities, creating a “*starting platform*” for engagement with sensitive anti-corruption issues. At the same time, a significant share of young people (23.7%) continues to perceive reporting corruption as risky, indicating that the need for protection has been only partially met and that further strengthening of safety and support mechanisms is required.

The project is perceived by young people primarily as a source of practical rather than purely theoretical knowledge. Participants demonstrated improved differentiation of forms of corruption (*where 35.2% possess knowledge at the 50% level, and 17.4% possess knowledge at the 100% level*), better understanding of legal anti-corruption mechanisms, and the ability to use *specific reporting channels* (53.2%), including bots, hotlines, and online portals. An active core of students has emerged for whom the project became an entry point into civic and anti-

corruption engagement, although part of the target group remains passive or lacks clear motivation for action.

The project's objectives and content are largely aligned with national priorities, and the selected focus areas (*higher education, healthcare, and youth employment*) correspond to sectors officially recognized as having elevated corruption risks.

2. Effectiveness

The project demonstrated high effectiveness in deepening knowledge and fostering more conscious attitudes among the target youth group:

- Pre- and post-tests and evaluation surveys indicate a measurable increase in scores and a shift from a superficial understanding of corruption toward a more analytical perspective. Some participants demonstrated a systemic understanding of the causes, forms, and consequences of corruption, as well as informed anti-corruption strategies. Knowledge gains reached 51% in Nukus, 13% in Karshi, and 30% in Jizzakh.
- According to participants' self-assessments (82.3%), many respondents not only know how to counter corruption safely and legally, but also apply this knowledge in practice (24.0%) (by using reporting resources and channels, contacting official institutions, and engaging in initiatives) disaggregated by location, Jizzakh region – 76.2%, Kashkadarya region – 100%, and the Republic of Karakalpakstan – 76.9% (are aware/possess knowledge), while Jizzakh region – 33.3%, Kashkadarya region – 0%, and the Republic of Karakalpakstan – 30.8% (apply/practice).
- Compared to the control group, project participants demonstrated less declarative and more practice-oriented knowledge, particularly in relation to safe reporting and interaction with government institutions. The proportion of youth actively using resources and reporting channels was approximately 74.2% in the project group versus 58.3% in the control group (ratio 1.3:1).

A significant achievement was the development of a sense of personal responsibility and agency among participants more than half 57.8% agreed that anti-corruption efforts should start “with oneself” and that every citizen can contribute. At the same time, in culturally sensitive or borderline situations (for example, gifts to teachers or traditional practices such as “hashar”), traditional norms and fear of social consequences remain strong, limiting the consistent application of formal anti-corruption mechanisms.

Institutional and operational factors largely supported project effectiveness:

- clear reporting channels and hotlines were created or promoted. hotline numbers (1253, 1007, and 1197) were collectively mentioned by 32% of respondents, anticorruption.uz was named by 17%, “Akademik halollik bot” and web-page “prokuratura.uz” by 15% each, “my.gov.uz” (9%), additionally “shafof.uz”, web-page “president.uz”, offline submissions, and compliance unit bots were mentioned less frequently approximately 2 and 6%.
- access to project resources was expanded (educational materials, telegram channels, podcasts, and youth clubs).
- several government institutions demonstrated openness to dialogue, including:
 - Reg.DPSE and Reg. Health in Jizzakh and Kashkadarya regions, whose representatives participated in open dialogues with youth, answered questions on how appeals are submitted and how complaints are reviewed, and discussed existing problems and possible changes to procedures.
 - The Jizzakh City Prosecutor's Office, whose representatives participated in meetings with youth, publicly discussed how the appeals review system operates, acknowledged existing gaps, and agreed to continue such dialogue formats.

- University compliance departments establish anti-corruption clubs composed of active students, expand awareness-raising efforts, express readiness to continue working with youth, and use clubs and dialogue rooms as platforms for discussing corruption-related issues.
- Shahrizabz State Pedagogical Institute, the university leadership not only approved the establishment of the volunteer club “Academic Integrity,” but also incorporated its activities into work plans and budgets, which is interpreted in the report as the Institute’s readiness to support the initiative beyond the project period.

Among the identified limitations are a lack of legal literacy among part of the youth, a persistent fear of negative consequences, and a perceived sense of distance and formalism in interactions with state institutions. Nevertheless, approximately half of the participants had experience of meaningful dialogue, in which their proposals were heard, discussed, and partially implemented.

The project laid the foundation for developing anti-corruption leadership; youth are acquiring skills in safe reporting, advocacy, public speaking, working with digital platforms and media, and some participants are applying these skills in real initiatives.

3. Impact

The project’s impact was observed at three levels:

- Individual level. Participants showed increased confidence in using legal mechanisms. 76.3% of respondents to varying degrees reported having practical knowledge on how to counter corruption safely and lawfully, while 23.7% were already applying this knowledge in practice. 56.4% identified the development of safe reporting skills as a key result of participation. at the same time, approximately 74.2% of participants either already use project resources with tangible results or plan to do so, and 60% noted that the project increased their motivation to engage in civic and anti-corruption initiatives, reflecting a readiness to initiate change in their own environment.
- Institutional level. The project contributed to the emergence of new practices in universities and schools. a volunteer club called “Academic integrity”(Shahrizabz), regular “days/weeks without corruption” (Jizzakh Polytechnic University), dialogue rooms on corruption issues (Jizzakh branch of the National University), anti-corruption clubs are developing(Karshi Technical University), and the Ministry of health of the Republic of Karakalpakstan approved the creation and pilot testing of digital solutions for monitoring (for example, the distribution of free medicines). These elements go beyond one-off activities and create infrastructure for continuous corruption prevention and public oversight.
- Policy and practice level. Youth participated in developing recommendations for educational institutions and government bodies (strengthening the independence of compliance units, protecting whistleblowers, digitalizing processes, and removing educators involved in corruption from the system and etc.) The project served as a “solutions laboratory”, testing approaches to reforming procedures at universities and district levels. in particular:
 - At Shahrizabz state pedagogical institute, a volunteer club called academic integrity was created and institutionalized, included in the university’s plans and budgets, considered an example of reforming academic integrity procedures and practices in a specific institution;
 - As part of small grants and open dialogues, universities in Jizzakh, including branches of national and international universities with active compliance units and student clubs, were engaged as a testing ground for anti-corruption clubs, dialogue rooms, and regular days/weeks without corruption;

- One of the small grants was implemented in Ellikkala district of the republic of Karakalpakstan, where the ministry of health agreed to create and pilot digital monitoring solutions for the distribution of free medicines.

At the same time, the project highlighted the top five key risks and barriers: low salaries, unemployment, bureaucratic procedures, weak enforcement of laws, and cultural practices that legitimize gifts and informal services. against this background, the perceived risk of reporting corruption is particularly high, and engaging youth in sensitive cases requires careful handling. the influence of local initiatives on these structural challenges remains limited.

4. Sustainability

The sustainability of the results is assessed as moderately high, at a level of 7 out of 10¹:

- A critical mass of motivated and trained young people has been formed, who intend to continue the activities and engage their peers.²
- some results have already been translated into sustainable formats, including clubs, regular thematic events, digital channels (telegram channels and bots), and dialogue practices with government institutions. several initiatives received support and co-financing from the educational institutions themselves (for example, “Academic integrity” club in Shahrissabz, anti-corruption clubs and dialogue rooms in Jizzakh) and from local authorities (Project for monitoring free medicines).
- In interviews, representatives of government bodies and compliance units expressed readiness to continue working with youth, develop clubs, and use them as platforms for analyzing and discussing corruption issues.
- at the same time, systemic limitations remain:
 - not all participants have developed sustained motivation for long-term engagement;
 - for some youth, corruption is still closely associated with traditions and everyday norms;
 - structural factors (salary levels, unemployment, bureaucratic procedures, weak law enforcement) are beyond the scope of a single project.

For long-term sustainability and scaling of the achieved results, additional efforts are required, including institutionalization of initiatives, expansion of local budgets, strengthening human resources (internal trainers and “change agents”), and integration of youth anti-corruption practices into broader government reforms and digitalization efforts.

Summary Conclusion

Based on the combined criteria of relevance, effectiveness, impact, and sustainability, the project “#Yoshkhabardor: youth against corruption” has played a significant role in fostering legal and anti-corruption culture among youth in the target regions of Uzbekistan. the project addressed youth needs for safety, practical knowledge, open dialogue with government, and access to real resources, contributed to a shift from declarative readiness to “fight corruption” toward more conscious and practice-oriented actions, and laid the groundwork for the further development of a youth anti-corruption movement in line with the national policy of the republic of Uzbekistan.

¹On one hand, an active core of participants has already been formed, and a number of practices have been institutionalized (clubs, regular events, digital channels, dialogue platforms). on the other hand, systemic limitations remain (motivation of some youth, strong influence of cultural norms, external structural factors), which prevent full sustainability. therefore, 10/10 would indicate fully institutionalized results, with stable financing and minimal dependence on the project. A score of 7/10 reflects that a significant portion of practices has already been integrated into the work of institutions and is supported by partners, but there are still risks of “backsliding” due to dependence on external support.

² It involves 47 trained change leaders and 486 engaged participants (through small grants) across three regions, of whom about 74.2% are already using or planning to use the project’s resources, and 60% report an increase in motivation for further participation.

Overall, the project's theory of change proved valid. the assumption that «*strengthening youth knowledge and skills in safe and lawful anti-corruption practices, along with building constructive interaction between youth and government authorities, would create an environment where youth leaders could drive anti-corruption efforts*», was largely confirmed in practice. At the individual level, there was an increase in knowledge and a shift from superficial understanding of corruption toward a more analytical and practice-oriented perspective (significant gains in pre- and post-test scores across all three regions, a high share of youth who know and use official reporting mechanisms), along with the development of a sense of personal responsibility and readiness to act within the law. At the institutional level, a shift occurred from one-off events to the emergence of elements of sustainable infrastructure, including anti-corruption clubs and volunteer associations, dialogue rooms, “regular days/weeks without corruption”, digital channels (telegram bots, portals, “hotlines”), as well as piloting practical monitoring solutions (for example, medicine distribution). At the policy and practice level, the project served as a solutions laboratory, testing new formats of partnership between youth, compliance units, prosecutor's offices, and relevant agencies in target districts and universities. At the same time, some expected changes are still developing, and the sustainability, youth engagement, and influence of local initiatives on deep structural factors (salary levels, unemployment, bureaucratization of procedures, entrenched cultural norms) remain limited by the resources of a single project. this highlights both the correctness of the chosen theory of change and the need for its further implementation and scaling through institutionalization of practices, expanded support from government and partners, and integration of youth anti-corruption initiatives into a broader package of governance and digitalization reforms in the republic of Uzbekistan.

For a clear presentation of the overall assessment results and the logic of conclusions for each criterion (relevance, effectiveness, impact, and sustainability), a summary table is provided below, which consolidates quantitative and qualitative data from the baseline and final stages for key evaluation questions and indicators, along with a brief interpretation of observed changes and project outcomes.

Characteristics	Indicators	Values and Conclusions
I. Relevance		
1. To what extent did the project address the needs and priorities of youth in target regions regarding anti-corruption?	Key needs identified: safety, dialogue with State Authorities/Civil Society (SA/CS), knowledge, access to resources, skill development, motivation to participate	The project highly aligns with these needs. 76% of participants felt safe; however, 24% still feared consequences (reprisals, worsening relations, "informal punishment"). While a "starting pad" for safety and dialogue was established, the need for protection and trust-based interaction is not fully met.
2. How does the target youth evaluate the value of the project and its activities?	Satisfaction level, perceived utility, willingness for further participation and engagement	Only 14.3% of respondents believe that they did not acquire practical knowledge; the majority (35.2% – "at 50%," 17.4% – "I know it 100%, but have not applied it," 23.7% – "I know it and apply it") perceive the project as a source of precisely practical knowledge and skills. Furthermore, 56.4% identify skills in safe informing as a key outcome, while 60% report an increase in motivation for civic and anti-corruption initiatives.
3. How well was the project aligned with the national anti-corruption strategies and policies of Uzbekistan?	Alignment with goals and NLA Ruz; project mentions by government bodies; degree of compliance with national priorities.	Project goals and content fully align with the Law "On Countering Corruption" and Presidential Decrees focused on preventive approaches and building "immunity to corruption." The project built a "bridge" between youth and state institutions, operating precisely in priority risk zones.
II. Efficiency		
1. How effectively did various project activities contribute to achieving its goals?	Achievement of results, quality of events, engagement, evidence of increased awareness and knowledge.	Pre- and post-tests demonstrate a significant increase in knowledge levels: in Nukus, +51% (7.1→10.7); in Karshi, +13% (8.5→9.6); and in Jizzakh, +30% (7.9→10.3). Participants transition from a superficial understanding to a more analytical and practice-oriented approach. Survey data and focus group discussions (FGDs) confirm enhanced engagement and practical skills, including knowledge of communication channels and utilization of resources.

<p>2. What factors facilitated or hindered project effectiveness?</p>	<p>Contextual, institutional, and operational factors.</p>	<p>Facilitating factors include the creation and promotion of accessible information channels (hotlines 1253, 1007, and 1197; anticorruption.uz; the "Akademik halollik bot"; prokuratura.uz; my.gov.uz; and others), the expansion of resources (materials, Telegram channels, clubs, and podcasts), the involvement of Reg.DPSE, Reg.Health, prosecutor's offices, compliance departments, and university administrations, as well as their readiness for dialogue and support of clubs. Limitations encompass a deficit in legal literacy, fear of repercussions, and a sense of distance and formalism in interactions with state authorities.</p>
<p>3. How effectively did the project engage with key stakeholders, including government officials and policy makers?</p>	<p>Quantity and quality of interactions, government response, examples of joint actions, quality of youth-state interaction.</p>	<p>Open dialogues, meetings, and conferences were held. Representatives from Reg.DPSE and Reg.Health, the Jizzakh Prosecutor's Office, the Ministry of Health of the Republic of Karakalpakstan, and university compliance departments participating in discussions, responding to questions, and accepting recommendations. There are instances of co-financing and institutionalization of clubs (Shahrisabz, Jizzakh). Approximately half of the participants reported experiencing substantive dialogues, during which their suggestions were listened to and partially implemented.</p>
<p>4. Did the target youth acquire additional skills and opportunities to act as active anti-corruption leaders?</p>	<p>Specific skills, participation in decision-making and leadership roles, self-assessment of confidence.</p>	<p>A significant proportion (76.3–82.3%) believe they gained practical knowledge on safe and legal anti-corruption measures. 23.7% are already applying these. A core group of "change agents" is forming through involvement in clubs, dialogues, and small grants. 56.4% regard skills in safe informing as a key outcome; a core group of "agents of change" is being formed, engaged in clubs, dialogues, projects, and small grants.</p>
<p>III. Impact</p>		
<p>1. What are the intended and unintended (positive or negative) consequences of the project for youth, government officials, and local communities?</p>	<p>Changes in behavior, attitudes, and practices; negative consequences/backlash; examples.</p>	<p>Positive: Growth of confidence in the use of legal mechanisms (76.3% believe they possess practical knowledge, 23.7% apply it), 74.2% use or plan to use the project resources, 60% note an increase in motivation for civic engagement. Unintended effects: The project highlighted a high fear of consequences of reporting, risks of worsening relations, "informal punishment," stigmatization, as well as the limited influence of local initiatives on systemic problems (low wages, unemployment, bureaucracy, cultural norms).</p>
<p>2. To what extent did the project contribute to increasing cooperation between youth and government structures in the fight against corruption?</p>	<p>Joint initiatives, participation in policy-making, mechanisms for redirecting information and actions.</p>	<p>Regular dialogue formats have been established (open dialogues, discussion rooms, "anti-corruption days/weeks"); youth participate in developing recommendations for universities and government bodies; compliance departments use student reports as a resource for practice analysis. The project acted as a "solution laboratory" for reforming procedures at the level of specific universities and districts (e.g., Shahrisabz, Jizzakh, Ellikkala).</p>
<p>3. How did the project affect youth access to resources and platforms for anti-corruption activities?</p>	<p>Types of created/expanded resources and platforms, reach, usage, feedback</p>	<p>Change agents were trained from 49 ToT (Training of Trainers) participants; 5 small grants (reaching 486 people). 4 youth networks developed, 2 open dialogues conducted, 48 printed guides published, active use of official digital channels (bots, portals), clubs, and dialogue rooms. <u>74.2% of participants used or plan to use the resources; during FGDs (Focus Group Discussions), these resources and contacts with government structures were ranked as a key factor for effective struggle.</u></p>
<p>4. Did the project contribute to addressing systemic gaps in anti-corruption policy and mechanisms?</p>	<p>Changes in procedures/legal acts, advocacy results, remaining barriers.</p>	<p>The project launched pilot solutions (intention to create digital monitoring for free medicine distribution in the Republic of Karakalpakstan, institutionalization of clubs, their inclusion in university plans and budgets), but the influence on deep structural factors (salaries, unemployment, bureaucracy, cultural practices) remains limited. Persistent barriers and targeted recommendations have been identified, but addressing systemic gaps requires resources and solutions beyond the scope of a single project.</p>
<p>5. How has the level of youth activism against corruption changed after participating in the project?</p>	<p>Types of actions, scale/frequency, leadership roles, resource mobilization, results, sustainability of initiatives</p>	<p>Participants more actively use resources, participate in small grants, clubs, and networks, initiate educational and monitoring activities, and submit reports through official channels. 60% note an increase in motivation to participate in public and anti-corruption initiatives; 74.2% use or plan to use project resources. Sustainable forms have emerged (clubs, dialogue rooms, regular campaigns), indicating a transition from episodic actions to more sustainable activities.</p>
<p>IV. Sustainability</p>		
<p>1. To what extent are the project results likely to be sustained after its completion?</p>	<p>Overall level of expected sustainability.</p>	<p>Sustainability is rated as "moderately high" — 7 out of 10. A critical mass of motivated and trained young people (change agents, club and grant activists) has been formed, ready to continue activities and involve their peers. At the same time, a portion of participants remains without sustainable motivation, and the influence on systemic factors is limited.</p>
<p>2. What mechanisms for ensuring the sustainability of results were implemented?</p>	<p>Presence of institutional mechanisms, resources, co-financing</p>	<p>Clubs have been institutionalized ("Academic Integrity" in Shahrisabz, anti-corruption clubs and dialogue rooms in Jizzakh, initiatives in Karshi); their inclusion in university plans and budgets is envisioned. There is an intention to pilot digital solutions for monitoring medicines in the Ellikkala district. Youth networks have been developed,</p>

		printed and digital resources created, and a dialogue has been established with government structures that declare readiness to continue the work.
3. How can the capacity of local stakeholders be further strengthened to maintain the achieved effect?	Identified needs for capacity building, institutionalization, and resources	It is necessary to continue institutionalizing initiatives (formal inclusion of clubs and networks into the management system of universities/departments). Expansion of local budgets and resource bases, development of a pool of trainers, and capacity building of "change agents" are required. Integration of youth anti-corruption practices into broader state governance and digitalization reforms, as well as additional measures to reduce risks for whistleblowers and strengthen their protection.

Recommendations

The recommendations are aimed at consolidating the results already achieved, minimizing identified risks (including those related to participant safety and the limited influence of local initiatives on systemic factors), and ensuring the institutional continuation and scaling of successful practices.

Relevance

Strengthen the safety and protection of participants in anti-corruption initiatives.

- Implement local safety protocols (anonymity, prohibition of retaliation against whistleblowers, clear complaint review procedures).
- Regularly inform students about protection mechanisms and available legal/psychological consultations.

Systematize the development of practical knowledge and skills.

- Convert project materials into short certified modules with case studies, action algorithms, and hands-on practice using real platforms.
- Integrate these modules into academic courses and electives, highlighting separate sections on critical thinking and “gray areas” (gifts, traditions, etc.).

Maintain alignment with national anti-corruption strategies.

- Focus the next phases of the project on priority areas (education, healthcare, youth employment) and align them with existing government programs, using the project as a pilot platform for scalable solutions.

Effectiveness

Deepen modular training and support for activists.

- Build a multi-level program (basic–advanced–leadership levels) with practical assignments (reports, monitoring, case studies) and coaching support for active youth.

Reduce formalism in youth–government interactions.

- Conduct regular “youth–government” dialogues with clear feedback and documented decisions, develop small formats (clubs, student councils), and train government representatives in working with youth.

Work with everyday practices and culturally sensitive situations.

- Hold dedicated sessions on “borderline” situations (gifts, hashar, etc.) with role-playing, dilemma discussions, and participation of teachers, parents, and opinion leaders.

Develop anti-corruption leadership and activist networks.

- Use existing clubs and teams as “leadership schools,” support inter-university/interregional networks, and implement a recognition system (certificates, internships, participation in working groups).

Impact: Influencing Practices and Policy.

Institutionalize successful pilots and digital solutions.

- Consolidate clubs, “integrity weeks,” dialogue rooms, and digital monitoring (medicines, scholarships, etc.) into institutional plans and regional programs, and integrate project bots and channels into official platforms.

Strengthen the advocacy component.

- Continue formats where youth present recommendations and government bodies provide formal responses, include activists in working groups, and support the preparation of analytical materials based on their initiatives.

Manage risks and negative consequences for youth.

- Incorporate risk assessments, response protocols, and rapid support mechanisms (anonymous lines, mediation with administrations) into project design, promoting supportive rather than punitive responses to student reports.

Sustainability.

Strengthen the institutional and financial base of established practices.

- Formalize the operation of clubs and events through official orders and plans, allocate local budgets, and encourage funding from educational institutions and partners.

Develop local human resources.

- Prepare a pool of internal trainers and mentors among youth and teachers with regular updates of their knowledge.

Maintain and expand digital and media platforms.

- Assign responsible persons to manage channels/bots and connect local channels with official government resources.

Plan the next phase taking systemic barriers into account.

- Integrate youth anti-corruption initiatives into broader governance, digitalization, and employment reforms, and develop cross-sectoral and international cooperation and knowledge exchange.

Evolution of Indicators

The formulation of indicators and their quantitative/qualitative representation differ in the “*Baseline*” and “*Final*” reports (according to the terms of reference).

Baseline Assessment	Final Evaluation
% of target youth with increased awareness and knowledge of corruption and anti-corruption efforts.	% of participants who feel that their opinion and voice are valued within the framework of the project.
% of target youth with increased skills and activity/agency to become anti-corruption champions in a safe and constructive manner.	% of participants who feel safe while participating in project activities.
% of youth and government representatives who believe that their mutual cooperation contributed to improving the quality and effectiveness of anti-corruption mechanisms. Assessing the perception of cooperation, communication, and impact.	% of participants who are aware of reporting mechanisms for cases of harm or concern.
# and types of resources provided, such as toolkits, manuals, research materials, and educational content focused on youth-led anti-corruption efforts.	

The formulations “*voice is valued,*” “*sense of safety,*” and “*knowledge of reporting mechanisms*” are not present in the baseline report. There are also no direct numerical values, only qualitative conclusions. Therefore, the following table is proposed:

Indicator	Baseline	Final	Dynamics	Interpretation
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<p>Awareness and knowledge about corruption (B)</p>	<ul style="list-style-type: none"> 12% see economic consequences; 47% negative impact on social welfare 78.7% know forms (bribery, nepotism). 76.3% worried about corruption in employment. 	<p>In the final data on self-assessment of knowledge:</p> <ul style="list-style-type: none"> 14.3% say they have no practical knowledge; 35.2% rate their knowledge as «approximately 50%»; 17.4% – «I know almost everything but have not applied it yet»; 23.7% – «I know and already apply it in practice»; At the same time, 47% strongly agree that they are able to distinguish corrupt situations in everyday life. 	<p>Shift from superficial to practice-oriented knowledge. At the outset, the focus was on "I know what corruption is" (78.7% are aware of its forms); by the conclusion, a core group of 41% emerges who believe they "know almost everything" and/or already apply the knowledge, with more than half confidently distinguishing corrupt situations.</p>	<p>The project shifted the focus from general awareness of negative consequences and everyday forms of corruption to a deep understanding of situations and readiness to apply knowledge. <u>While baseline awareness was high, the final awareness became more analytical and practical.</u></p>
<p>Skills and opportunities for anti-corruption (O)</p>	<ul style="list-style-type: none"> 54% of youth are interested in anti-corruption training; 60% are ready to participate in the fight against corruption, but emphasize the lack of practice-oriented programs and safe conditions; 21% demonstrate skepticism/uncertainty; ≥43% directly request "specific tools and strategies," access to reliable sources, and continuous support. 	<ul style="list-style-type: none"> 76.3% of participants believe they have received [training/knowledge] on safe and legal anti-corruption efforts; 82.3% know how to act safely and legally according to their self-assessment; 23.7% are already applying this knowledge in practice; 56.4% highlight the development of safe reporting skills as a key result of the project; 60% note an increase in motivation to participate in public projects; 74.2% have used or plan to use the project's resources and channels. 	<p>At the start, there is "intention" (54–60%), but few concrete tools. By the end, the majority (76–82%) are already confident that they know how to act, and approximately a quarter are actually using these skills. Qualitatively, this is a transition from motivation to real competencies and actions.</p>	<p>The project closed the gap between motivation and opportunities; <u>from a state of «we want to, but don't know how,» the youth moved to a state of «we know how and where to report, and some are already taking action.»</u> The share of those completely «without practical knowledge» decreased to 14.3%, while the share of those who use or plan to use the tools reached 74.2%.</p>
<p>Cooperation between youth and state bodies (O)</p>	<ul style="list-style-type: none"> 42% of youth participate in anti-corruption activities («lectures, actions, social media campaigns»). 100% of respondents demonstrate a high level of trust in government bodies, but barriers are identified: 18% — insufficient awareness, 35% — low motivation, 5% — limited access to activities. 	<p>In the final evaluation, based on the indicator of practical use of resources and channels:</p> <ul style="list-style-type: none"> 74.2% of project participants have used or plan to use anti-corruption resources/channels, compared to 58.3% in the control group. The ratio is 1.3:1 in favor of the project group. At the same time, 39.2% of participants strongly agree that they can influence the corruption situation. 57.8% believe that «counteraction must begin with oneself personally». 	<p>Growth of practical engagement. Compared to the control group, the share of youth actively involved in using anti-corruption resources is higher by 15.9 percentage points (74.2% vs. 58.3%), which is interpreted as a project effect. In the baseline assessment, interaction was rather episodic. There is no direct «before/after» percentage for this specific question, but an increase in consistency and youth confidence in influencing the situation is evident.</p>	<p>The project strengthened structured dialogue and joint actions, moving from one-off events to the regular use of official channels and platforms, while maintaining a high, yet now more «conscious» role for government bodies. Participants more often perceive themselves as partners of the state rather than passive listeners.</p>
<p>Access to resources and platforms (O)</p>	<ul style="list-style-type: none"> ≥43% of youth stated a need for educational programs providing concrete tools, access to reliable sources, analysis of international experience, and constant advisory support. Preferred formats were identified as «videos, discussions, interactive sessions, practical cases, and expert participation» Existing resources were described as fragmentary. 	<p>A comprehensive set of resources and platforms was created during the project:</p> <ul style="list-style-type: none"> 47 «change agents» and 49 participants of three training-for-trainers (ToT) sessions were prepared; 5 small grants were implemented with a total reach of 486 people; 2 regional meetings were organized; 4 youth networks were established; 2 open dialogues «youth – government structures» were conducted; 48 guides on anti-corruption topics were developed and distributed; 45 representatives of government structures, universities, and youth participated in the final conference. 	<p>Transition from demand to infrastructure. At the start, there were only expressed expectations and fragmented activities. By the end, a measurable set of sustainable resources (clubs, networks, bots, guides, grant projects) and hundreds of direct beneficiaries were established. The quantitative «growth» can be described as a transition from a nominal zero of systemic platforms to a formed ecosystem of several dozen tools and venues, though a single percentage is not calculated here.</p>	<p>The project created an infrastructure for supporting youth initiatives, including trained agents of change, digital and offline platforms, small grants, and regular dialogue formats. The indicator demonstrates the institutionalization of resources that were mentioned only as wishes in the baseline assessment.</p>

<p>% of participants who feel their opinion is valued (2)</p>	<p>The baseline assessment did not include a separate question regarding «opinion and voice being valued»; it primarily recorded awareness of corruption and a general demand for participation and dialogue with the state (54–60% were motivated, but lacked clear mechanisms for involvement in decision-making).</p>	<p>In the final evaluation, 50% of participants feel that their voice was truly taken into account within the framework of the project.</p>	<p>There is no formal «baseline value» so the percentage increase cannot be calculated. However, in essence, this result represents a new quality that did not exist at the start: half of the participants perceive the project as a space for partnership dialogue rather than one-way information sharing.</p>	<p>The indicator shows that the project has transitioned youth into the position of co-authors of solutions, where proposals are discussed and partially implemented. At the baseline stage, such a level of agency and influence among the youth was not recorded.</p>
<p>% of participants who feel safe participating (3)</p>	<p>The baseline assessment did not include a direct quantitative question about the sense of safety, but youth emphasized the need for «safe conditions for participation» and protective mechanisms; some respondents mentioned a fear of consequences and the need for protection (including 20% who mentioned the importance of protection mechanisms when reporting).</p>	<p>According to the questionnaire data: a total of about 76% of respondents felt safe while participating in the activities:</p>	<p>There is no quantitative «before/after» comparison, but it can be stated that the project ensured a baseline level of safety for 3/4 of the participants. Given the strong initial demand for protection, this can be interpreted as significant progress, although the fact that 24% still perceive risks shows that barriers remain substantial.</p>	<p>The project created a relatively safe environment for discussing corruption; the majority feel protected, but the topic remains sensitive, and fear persists for a quarter of the participants. The indicator identifies both the progress achieved and the need for further improvement of safety mechanisms.</p>
<p>% of participants who know about reporting mechanisms (3)</p>	<p>The baseline assessment did not provide a specific percentage for «knowing official reporting mechanisms.» It was recorded that 78.7% were aware of common forms of corruption, but 42% of respondents stated they needed more detailed information on how to counteract corruption, 22% on access to support, and 20% on protection; this indicates that specific channels and procedures were poorly known.</p>	<p>In the final evaluation:</p> <ul style="list-style-type: none"> • 51.4% of participants «strongly agree» that they know official ways to report cases of corruption and other violations; • 54.8% consider official channels as the safest and most constructive way of reporting; • 47% «strongly agree» that they are able to distinguish corrupt situations in everyday life; 	<p>Formally, the percentage growth cannot be calculated (as this indicator was not present in the baseline), but it is possible to speak of a transition from a demand for «concrete tools» to a situation where at least 51–55% of participants already know and are ready to use official reporting mechanisms. In essence, this is a qualitative growth: moving from a state of «knowing corruption exists but not knowing where to go» to a state of «knowing the channels and considering them safe.»</p>	<p>The indicator records a practice-oriented shift, where a significant share of youth now not only theoretically recognizes corruption but also possesses knowledge of official channels and considers them acceptable for use. This is one of the key project results within the logic of the Theory of Change.</p>

B. Introduction and Description

This document is a report on the final evaluation of the project “#YoshXabardor: Youth Against Corruption,” supported by the **European Union** and implemented in partnership with “Search Uzbekistan”, the NGO “Yuksalish”, and the Anti-Corruption Agency of Uzbekistan.

The project, implemented in the Republic of Karakalpakstan, Jizzakh, and Kashkadarya regions, is a 24-month initiative aimed at creating conditions for youth participation in anti-corruption efforts, promoting cooperation between youth and government actors, and increasing access to resources and platforms that influence youth-led anti-corruption initiatives. The project helped youth develop skills, gain tools, and created opportunities for making a meaningful contribution to combating corruption in a safe and constructive manner through the creation of a youth anti-corruption network.

Achieving the project’s goals ultimately provides young participants with broader opportunities to become a driving force in fighting corruption and to complement government efforts to reduce corruption risks.



The Overall Objective of the Project

Strengthening youth participation in the anti-corruption activities of state bodies in the Republic of Uzbekistan, through facilitating collaboration between youth and representatives of state structures, as well as expanding access to resources and platforms that highlight youth-led initiatives in the anti-corruption domain.



Specific Objective No. 1

The target youth have enhanced their awareness and knowledge regarding corruption and anti-corruption efforts.

Results of Objective No. 1:

A. The target youth have enhanced their awareness and knowledge regarding corruption and anti-corruption efforts.

B. The target youth have acquired skills and agency to become advocates for anti-corruption in a safe and constructive manner.



Specific Objective No. 2

Strengthen collaboration between youth and state bodies on matters of improving anti-corruption mechanisms and developing relevant policies.

Results of Objective No. 2:

A. Conditions have been created for interaction between youth and state entities to reinforce anti-corruption mechanisms and mitigate corruption risks.

B. Resources and platforms have become accessible to bring forward and provide recommendations on joint anti-corruption initiatives led by youth..

Project Recipients. and key components:

The program reached a broad audience – youth, government bodies, and civil society organizations. In particular:

- Young people (aged 16 to 29) from Republic of Karakalpakstan, Jizzakh, and Kashkadarya regions.
- Government actors responsible for implementing anti-corruption policies.

The key components of the program – raising awareness and knowledge, acquiring practical skills, improving interaction, and increasing access to resources. In particular:

- Developing the potential of youth change leaders.
- A small grants program.
- Conducting training workshops in a peer-to-peer format.
- Holding open dialogues between youth activists and representatives of government institutions.

Implemented Activities and Results.

Goal 1. Target youth increased awareness and knowledge of corruption and anti-corruption efforts.



- Activity 1.1. Selection of youth change agents – 47 participants (30 girls and 17 boys). In Nukus, 13 people were selected; in Karshi, 13 people; and in Jizzakh, 21 people.
- Activity 1.2. Capacity building for young change agents.
 - Three two-day trainings were conducted in Nukus, Karshi, and Jizzakh, with 49 participants.
- Activity 1.3. Provision of five small grants, total grant fund \$13,630, reaching 486 people, including:
 - Republic of Karakalpakstan – 45 people (1 grant \$2,930), 4 implementers.
 - Kashkadarya region – 317 people (2 grants \$2,650 and \$2,400), 10 implementers.

- Jizzakh region – 74 people (2 grants \$2,850 and \$2,800), 5 implementers.
- Activity 1.4. Working meeting (seminar) on experience exchange, network development, and project writing and management training.
 - One three-day training was held in Jizzakh with participants from all three regions, totaling 29 people (17 girls and 12 boys).
 - Four networks were established among project participants.

Goal 2. Expand cooperation between target youth and national government institutions on policy change and strengthening anti-corruption mechanisms.

- Activity 2.1. Open dialogue – two sessions were conducted.
- Activity 2.2. Development and distribution of a guide – 48 printed copies were produced and distributed.
- Activity 2.3. Final conference – 45 participants.

Theory of Change (ToC):

If youth gain the knowledge and skills that allow them to better understand, identify, and report corruption offenses without putting themselves at risk,  and if youth and government representatives can interact effectively to advance anti-corruption mechanisms,  then an environment will be created in which youth leaders can become a driving force in anti-corruption activities, and the broader youth population will be motivated and supported in addressing systemic gaps in government anti-corruption efforts.

Evaluation Objectives (According to the ToR)

The final evaluation aimed at a comprehensive analysis of the results in the context of the project's stated goals and theory of change.

- To assess the overall effectiveness and impact of the #YoshXabardor project in achieving its stated objectives and tasks.
- To examine the relevance, efficiency, and performance of the project.
- To identify key lessons learned and best practices that can be applied in the implementation of future anti-corruption initiatives in Uzbekistan.
- To prepare practical recommendations for the Anti-Corruption Agency of Uzbekistan (AAU) and other stakeholders on engaging youth in anti-corruption activities.
- To determine changes in indicator values in comparison with the baseline study and the final evaluation.

Final Evaluation Questions (according to the ToR)

The evaluation was conducted based on the following project results, which corresponded to the project goals and theory of change:

I. Relevance:

1. To what extent did the project address the needs and priorities of youth in the target regions regarding anti-corruption efforts?
Indicators: Participant satisfaction level, perceived usefulness of activities, readiness for further engagement and participation.
2. How does the target youth assess the value of the project and its activities?
Indicators: Level of satisfaction, perceived usefulness of activities, willingness to participate further.
3. To what extent was the project aligned with national anti-corruption strategies and policies of the Republic of Uzbekistan?
Indicators: Analysis of the alignment of project objectives with existing government

strategies, mentions of the project by government stakeholders, degree of alignment with national priorities.

II. Effectiveness:

1. How effectively did the various project activities contribute to achieving its objectives?
Indicators: Achievement of planned results, quality of activity implementation, level of youth and partner engagement, evidence of increased youth awareness and knowledge in the field of corruption and anti-corruption.
2. What factors facilitated or hindered the project's effectiveness?
Indicators: Contextual, institutional, and operational factors supporting or hindering project implementation as identified by stakeholders.
3. How effectively did the project interact with key stakeholders, including government representatives and anti-corruption policy makers?
Indicators: Number and quality of interactions, responses from government structures, examples of joint actions, quality of youth-government interactions.
4. Did the target youth acquire additional skills and opportunities to act as active anti-corruption leaders?
Indicators: Specific skills gained (e.g., basics of research, advocacy, digital campaigns, safe reporting of violations), participation in decision-making and leadership roles, self-assessment of confidence and independence.

III. Impact:

1. What were the intended and unintended (positive or negative) consequences of the project for youth, government representatives, and local communities?
Indicators: Observed changes in behavior, attitudes, and practices; potential negative consequences or feedback; illustrative examples.
2. To what extent did the project contribute to increased collaboration between youth and government structures in fighting corruption (with examples and evidence)?
Indicators: Cases of joint initiatives, involvement in policy formation, existence of mechanisms for information sharing and action based on interactions.
3. How did the project affect youth access to resources and platforms for anti-corruption activities?
Indicators: Types of resources and platforms created or expanded, usage and reach metrics, user feedback.
4. Did the project help address systemic gaps in anti-corruption policy and mechanisms?
Indicators: Documented changes in procedures and regulations, results achieved in advocacy, remaining systemic barriers.
5. How did youth activism against corruption change after participation in the project?
Indicators: Types of actions (awareness campaigns, reporting corruption, monitoring, advocacy, coalition building, social media campaigns), scale and frequency of activities, participation in leadership roles, resource mobilization, outcomes achieved (cases reported, complaints submitted, policy proposals), sustainability of youth initiatives.

IV. Sustainability:

1. To what extent are the project results likely to be maintained after its completion?
2. What mechanisms to ensure the sustainability of results were implemented?
3. How can the capacity of local stakeholders be further strengthened to sustain the achieved impact?

The following indicators (ToR) were used to evaluate the achievement of the project goals:

- **Indicator №1:** % of participants who feel that their opinion and voice are valued within the project.

- **Indicator №2:** % of participants who feel safe while participating in project activities.
- **Indicator №3:** % of participants aware of mechanisms for reporting cases of harm or concern.

C. Methodology

The methodology was built based on the evaluation objectives, evaluation questions, results, and indicators proposed in the Terms of Reference (ToR). To enhance the reliability of the analysis and conclusions, a data triangulation approach³ and a quasi-experimental design were used, comparing the average values of key indicators⁴ between two groups: project participants and non-participants. A total of 730 respondents took part in the data collection. The data collection focused on determining the substantive content of program activities rather than obtaining statistically significant results (as specified in the ToR).

The following tools were used:

- Desk/Content Analysis. Analysis of the regulatory framework, national programs, trends, recommendations from international organizations, and available statistics.
- Interviews. Conducted with representatives of government institutions (compliance departments and press secretaries), heads of civil society organizations, and city imams. Each interview lasted 20–30 minutes. Using the branches of OND «Yuksalish», a list of key respondents was prepared, and the “snowball” method was applied, where interviewees recommended subsequent participants. The data collected through interviews were qualitative, with a total of 43 people interviewed.
- Seven FGDs were conducted with 101 first and second-year students from six educational institutions⁵. Locations were proposed by GNM «Yuksalish» branches. Selection criteria included “participation” and “non-participation” in project activities. First-year students were included as a comparison group because they had not participated in project activities. The data collected through FGDs included mostly qualitative information with some quantitative data.
- Surveys Conducted via the “Google Forms” platform among project participants and non-participants. Participation invitations were distributed through GNM «Yuksalish» volunteers, FGD participants, and university lecturers. A total of 586 young people from three regions participated. The data collected through surveys provided both qualitative and quantitative information.

The survey complemented the qualitative information obtained from interviews and FGDs with quantitative data. The relatively small number of respondents was also influenced by the client’s preference for qualitative information and the resources allocated for the evaluation (*time constraints*).

Participants	Interviews	Surveys	FGD
Representatives of government agencies, compliance departments, press secretaries, heads of public organizations, and imams.	43	0	0
Project and small grant participants, students, and schoolchildren.	0	335	62
Non-participants, students (Control group).	0	251	39
TOTAL (730)	43	586	101

Data Collection and Analysis:

Data collection was carried out by the consultant and interviewers in the regions.

³ Triangulating and combining qualitative data, quantitative data, as well as the opinions and assessments of different stakeholder groups

⁴ Allows for determining the extent to which participation in the project has influenced knowledge, skills, and readiness for anti-corruption behavior.

⁵ Nukus Technical University, Ellikala Medical College, Karshi Irrigation Institute, Karshi International University, Jizzakh Polytechnic University, Kazan University Branch in Jizzakh

- All seven FGDs were conducted by the consultant and an assistant.
- Interviews were conducted by the consultant and an assistant.
- Survey administration involved the consultant, small-grant program implementers, and «Yuksalish» volunteers. The survey was pre-tested among 4th-year students of the Faculty of Foreign Languages at KSPI.
- All tools used were discussed and approved in the preliminary research report.

For processing information obtained from interviews and documents, synthesis methods, content analysis, and retrospective analysis were applied. Interview data were analyzed using descriptive statistics, cross-tabulation, and other statistical methods. Data analysis was performed both on the overall respondent population and between different respondent groups. The data collection process considered the rights of youth, gender issues, and equality concerns. Data were collected in the language preferred by respondents. With written consent, photographs were taken.

Data collection was conducted from 6 November to 15 November in the target regions.

D. Evaluation Results.

The results of the evaluation are presented in the following order: established facts, conclusions, and recommendations. The material is described in accordance with the Terms of Reference (ToR). All facts identified during the evaluation were conditionally grouped into four chapters in this section in the following order:

- I. Relevance of the project
- II. Effectiveness of the project
- III. Impact of the project
- IV. Sustainability of the project

I. Project Relevance

Established Facts:

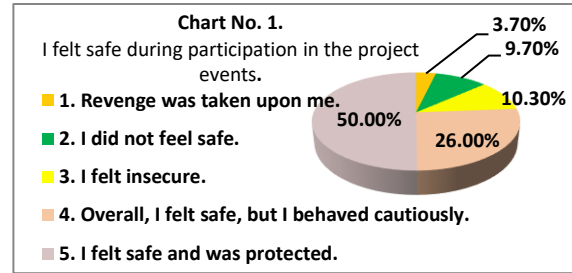
1. To what extent did the project correspond to the needs and priorities of youth in the target regions regarding anti-corruption efforts?

If we consider the relevance of the project from the perspective of youth needs in anti-corruption processes, the following list of needs emerges⁶:

1. Need for safety. Young people need to feel protected while participating in anti-corruption activities and initiatives.
2. Need for open and meaningful dialogue with government bodies. Youth expect transparent, clear, and effective interaction with state institutions rather than merely formal procedures.
3. Need for practical knowledge on anti-corruption. Young people require concrete knowledge, tools, and examples of how to act in situations related to corruption.
4. Need for access to resources and the ability to use them. It is important to have materials, consultations, platforms, and contacts, and to understand how to apply them in practice to combat corruption.
5. Need for skill development. Youth expect to develop specific skills, such as critical thinking, safe reporting, and other competencies.
6. Need for motivation and inspiration for continued engagement. The project should not only provide knowledge but also inspire youth to continue participating in anti-corruption initiatives after the project ends.

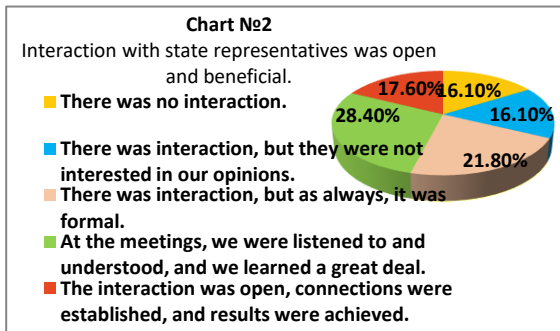
⁶ The list of needs was formulated to ensure genuine, rather than formal, participation in anti-corruption activities and to reflect the full “*participation chain*” of youth in anti-corruption efforts: from a basic sense of safety → through partnership dialogue with the state → to practical knowledge and access to resources → development of concrete skills → and, finally, to a higher level of motivation to continue their engagement even after the project ends.

According to the survey results, most project participants reported feeling safe while taking part in anti-corruption activities. Specifically, 50% of respondents (Chart №1) indicated that they “felt safe and protected,” while another 26% stated that they “generally felt safe but acted cautiously.” In total, this accounts for approximately 76% of young people for whom the project provided sufficiently comfortable and secure conditions for participation⁷, addressing a key need of youth when discussing sensitive anti-corruption topics. At the same time, nearly a quarter of respondents reported experiencing risks and a sense of insecurity. 9.7% felt uncertain, 10.3% explicitly stated that they did not feel safe, and 3.7% reported cases of retaliation or reprisals against them, although during the FGDs, all participants denied such incidents. These data indicate that, despite the ensured basic level of safety, a significant portion of youth still harbors concerns about negative consequences of participating in anti-corruption activities, pointing to a partially unmet need for protection and support.



During the FGDs, participants mentioned the risk of worsening relations with administration or teachers, potential “*informal punishments*” such as delays in document processing, reduced chances of receiving (*inflated*) scholarships, as well as concerns about the dissemination of information regarding submitted complaints and stigmatization by their peers.

Indicators of the quality of interaction with government representatives show that the youth’s demand for open dialogue has been met, but not fully. For 16.1% of respondents (Chart №2), there was no interaction at all; 16.1% described it as one-sided (*they were approached, but their opinions were not considered*); and 21.8% described it as formal. Together, this accounts for over 54% of participants. A positive experience was reported by 28.4% (meetings were useful, the youth were listened to, and they learned a lot) and 17.6% (*interaction was open, connections were established, and results were achieved*), which together makes 46%.



During focus group discussions with both “participants and non-participants of the project,” a case related to safety was discussed. Young people from both groups noted that they felt significantly more confident when they had knowledge of anti-corruption mechanisms and knew they could rely on support and “safety guarantees” from compliance departments. When ranking resources for effective anti-corruption efforts, participants prioritized “*knowledge*” “*experience (national and international)*,” and “*having a network of contacts with government bodies and authorities.*”

In interviews, representatives of compliance departments in educational institutions noted that over the past two years they have significantly reduced the distance with young people—for example, anti-corruption clubs composed of active students have been created, and information sharing has expanded. At the same time, they emphasized that the level of trust and closeness still does not meet their expectations. Compliance staff compared the desired form of interaction to the “informal” communication students have with physical education teachers, where young people approach easily, ask questions, and openly discuss issues. According to them, “it takes time to build immunity to corruption.”

⁷ Indicator No. 2 (ToR)

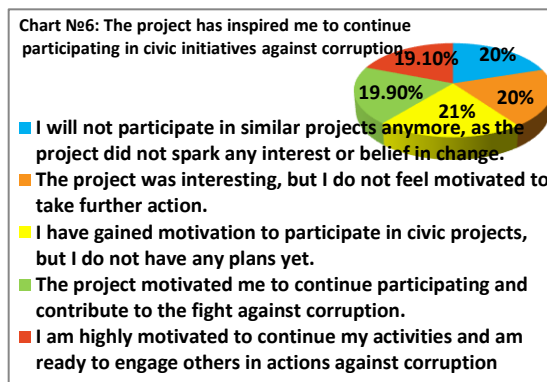
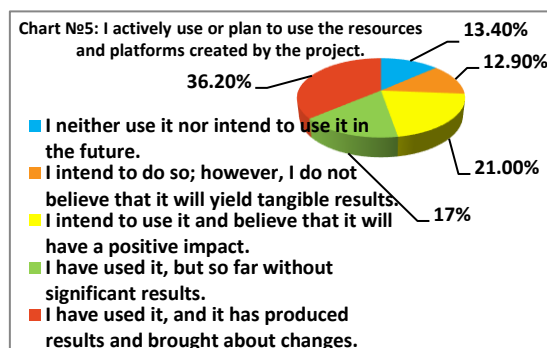
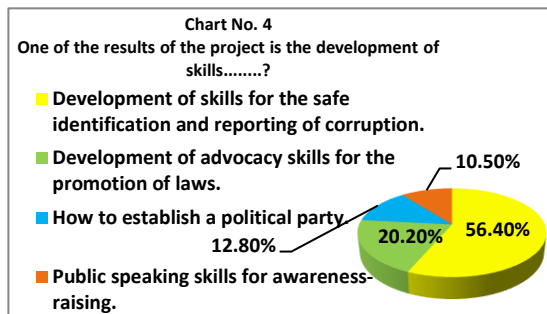
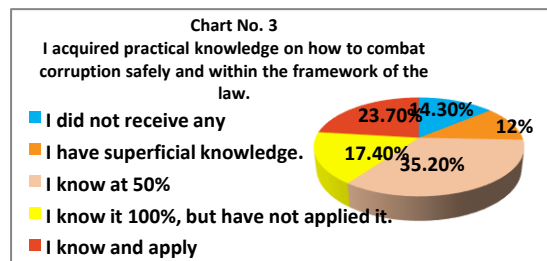
Thus, the project established an important foundational condition—an overall sense of safety and protection which allowed for the start of systematic work with youth on anti-corruption topics. However, the deeper need of young people for open, equitable, and effective dialogue with authorities and government structures has only been partially met. For most respondents, effective, trust-based communication with government authorities is a key factor for successful anti-corruption efforts, and this need has not yet been fully realized.

2. How does the target youth evaluate the value of the project and its activities? This includes participants' satisfaction, perceived usefulness of the activities, and their readiness to continue participating and remain engaged.

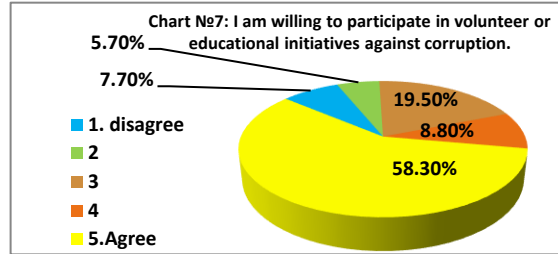
Regarding the value of the project, survey data show that the majority of young people considered it useful for acquiring practical knowledge and developing skills. Only 14.3% (*Chart №3*) reported that they had not gained practical knowledge on how to safely and legally combat corruption.

Meanwhile, 35.2% indicated that they possess such knowledge “to 50%,” 17.4% believe they know everything “100%, but have not yet applied it,” and 23.7% reported that they both “know and actively use” this knowledge in practice. At the same time, 56.4% of participants (*Chart №4*) identified the development of skills for safely detecting and reporting corruption as a key outcome, while another 20.2% highlighted skills in advocating for laws to prevent corruption risks, demonstrating the high perceived practical value of the project’s activities.

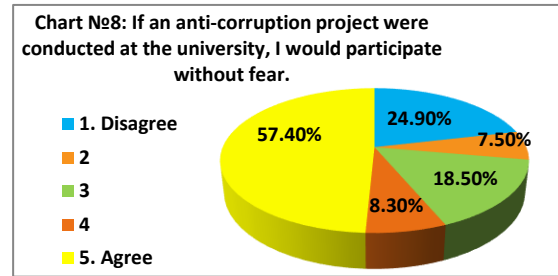
The use of resources and platforms created by the project is also evaluated quite positively (*Chart №5*), albeit with some reservations. About a third of participants—21%—plan to use the resources and believe they will help, 17% have already used them but without significant results so far, and 36.2% report using the resources with tangible outcomes and real changes. Thus, approximately 74.2% of respondents are either already engaged in using the resources or intend to do so and demonstrate a clear level of motivation. In terms of motivation for continued participation, the data are more evenly distributed (*Chart №6*). Overall, 60% of young people report that they have developed motivation to participate in civic initiatives or that the project directly motivated them to continue their engagement and contribute further. At the same time, about one fifth do not plan to participate in similar initiatives in the future, while another significant share remains in a position of being “interested, but without a clear motivation to take action”.



Comparison with the control group (which did not participate in the project) shows that even without prior project experience, there is a high latent demand and motivation to engage in anti-corruption efforts. 58.3% of respondents in the control group (*Chart №7*) report their willingness to participate in volunteer or educational anti-corruption initiatives, while 57.4% (*Chart №8*) agree that they would take part in an anti-corruption project at their educational institution “without fear.” At the same time, they lack the comparable experience in using resources and developing concrete skills that project participants demonstrate.



FGD participants from both groups were asked to rank the knowledge and skills (using a flip chart) that they believe are necessary for combating corruption. In both groups, the highest-ranked items were “*understanding forms of corruption*”, “*safe reporting skills*”, “*working with government institutions*”, “*advocacy*”, and “*critical thinking*”. Participants were also presented with the case study titled “*Resistance*”.



The course of the group discussions differed. Project participants spoke about the need to first inform the compliance department and, if no action was taken, to escalate the issue further to the rectorate and external bodies (*the prosecutor’s office, the Ministry of Higher Education, etc.*), that is, to institutions from which they expected support. Those who had not participated in the project more often limited themselves to a single level—the rectorate—and if the issue was not resolved, they tended to suggest discontinuing further anti-corruption efforts.

In interviews, staff members of educational institution compliance departments and teachers noted changes in students involved in social projects, including anti-corruption initiatives, not only within the framework of “#Yosh Xabardor.” According to them, such students are more open to communication, more proactive in proposing ideas, more willing to discuss problems, and more articulate in expressing their thoughts. They also make more frequent use of Telegram bots promoted by compliance departments as a convenient platform for submitting reports and appeals. Representatives of compliance departments particularly emphasized that students have become better at distinguishing different types of corruption and differentiating them from other offenses (for example, blackmail) or from customary holiday congratulations (such as March 8, Mentor’s Day, and others).

Overall, the project is highly valued by young people as a source of practical knowledge and skills for safe and lawful anti-corruption action. Compared to the control group, where young people mainly declare their willingness to participate in anti-corruption initiatives “without fear,” project participants demonstrate a much stronger practical component: real experience, use of resources, skills in safe reporting, and interaction with government structures. This is also confirmed by FGD data, where project participants more often describe a step-by-step reporting pathway—from the compliance department to higher-level authorities—while representatives of the control group usually limit themselves to the rectorate only (in 90% of cases, the compliance department was not mentioned at all). Interviews with compliance department staff and teachers also record positive changes in students.

All of this makes it possible to conclude that the project not only builds on the existing motivation of young people to engage in anti-corruption processes, but also transforms this

motivation from a potential one into a more conscious and practical form, through the development of knowledge, skills, and the use of anti-corruption platforms and networks.

3. To what extent was the project aligned with the national anti-corruption strategies and policies of the Republic of Uzbekistan? This includes an analysis of how the project's objectives corresponded to existing government strategies, mentions of the project by government stakeholders, and the degree to which the program matched national priorities.

During discussions held in the course of interviews and focus group discussions (FGDs), the alignment of the project design and content with the legal and regulatory framework of the Republic of Uzbekistan and government policy was examined. The findings indicate that the project “#Yosh Xabardor. Anti-Corruption” is largely aligned with the current anti-corruption strategies and policies of the Republic of Uzbekistan.

The project's objectives—enhancing legal and anti-corruption literacy among youth, developing skills for safe reporting, and strengthening cooperation between young people, civil society organizations, and government bodies—fully correspond to state priorities related to the prevention of corruption risks, the expansion of civic participation, especially among youth, and the promotion of transparency within public institutions.

Project activities (trainings, cooperation with compliance departments, and the promotion of official reporting channels) in practice implement the approaches embedded in national strategies—namely, the shift from a punitive to a preventive model, the development of “immunity” to corruption, and the cultivation of a culture of law-abiding behavior.

The Law of the Republic of Uzbekistan «On Countering Corruption» dated January 3, 2017, No. LRU-419, explicitly establishes the priority of corruption prevention measures among the fundamental principles of state anti-corruption policy (<https://lex.uz/ru/docs/3088013>), rather than focusing solely on punishing the perpetrators. Official clarifications to this Law and the state anti-corruption policy emphasize that one of the primary directions is to increase the legal awareness and legal culture of the population and to foster a zero-tolerance attitude toward corruption in society. Essentially, this refers to the development of an «anti-corruption immunity» through education and the transformation of behavioral norms.

This fully aligns with the project's training sessions, which are aimed at building knowledge, safe reporting skills, and a culture of law-abiding behavior.

Presidential Decree PD No. -6013 dated June 29, 2020 (lex.uz/docs/4875786) «On additional measures to improve the anti-corruption system» tasks the newly established Anti-Corruption Agency not only with analyzing corruption risks but also with developing programs aimed at eliminating the systemic causes of corruption and fostering an irreconcilable attitude toward corruption in society. This includes raising the legal awareness and legal culture of citizens, as well as implementing the «compliance control» system across all government bodies.

A series of subsequent acts, including **UP-5729 dated May 27, 2019 (lex.uz/docs/4355399)**, **UP-6257 dated July 6, 2021 (lex.uz/uz/docs/5495531)**, and Resolution **PP-5177 dated July 6, 2021 (lex.uz/docs/5495538)**, establish tasks for creating a «zero tolerance for corruption» environment, introducing internal anti-corruption units, and developing mechanisms for rewarding individuals who report corruption.

The project's work with university compliance departments and the promotion of official reporting channels (Telegram bots, hotlines, appeals through the rectorate and specialized bodies) practically implements these very preventive and institutional measures set forth in the presidential documents.

Interviews with representatives of compliance departments in government bodies and educational institutions confirm a high degree of alignment between the project and the state's anti-corruption policy. Respondents explicitly noted that the training content, emphasis on safe reporting mechanisms, and the use of Telegram bots and official “hotlines” fully correspond to the tasks assigned by the government to compliance services. As an example, they cited cases where students trained under the project submitted properly formatted reports on violations to compliance departments, referencing legal norms and internal regulations; staff emphasized that

this approach simplifies their work and demonstrates practical implementation of national policy at the university level.

Focus group data from youth participating in the project also confirm its alignment with state priorities. Participants noted that when applying the skills acquired in trainings—following the step-by-step procedure from the compliance department to the rector’s office and, if necessary, to higher authorities—they generally encounter understanding and support from compliance staff and administration. Young people reported that they feel their actions are “aligned” with the state’s position when they act within the law and use official channels; government structures respond constructively, help clarify information, and forward reports as needed. This demonstrates that the project not only formally complies with national strategies but also practically builds a “platform/bridge” between youth and government institutions, which are the implementers of Uzbekistan’s anti-corruption policy.

Additionally, youth teams themselves prioritized areas identified in national documents

as high-risk for corruption: higher education, healthcare, and youth employment. This confirms that the project was based not only on formal strategies but also on issues genuinely experienced by young people in the target regions.

II. Project Efficiency

Established Facts:

1. How effectively did the various project activities contribute to achieving its goals? This includes: achievement of planned results, quality of activity implementation, level of youth and partner engagement, and evidence of increased awareness and knowledge of youth in the field of corruption and anti-corruption activities?

During the FGD discussions, using the “Change Line” exercise (participants marked their position on a 1–10 scale on a flipchart, indicating their “confidence to report a violation”), participants from both groups reflected on behavioral and attitude changes, as well as changes among officials over the past two years. “Project participants” demonstrated greater confidence and, when explaining their position on the scale, explored the topic of corruption and its types in more depth. In contrast, the “control group” (“non-participants”) focused on more limited examples, such as bribes to traffic police or payments to doctors.

Quantitative data from pre- and post-tests conducted during basic anti-corruption trainings also confirm increased learning effectiveness. For example, in Nukus, the average score of participants increased from 7.1 to 10.7; in Karshi, from 8.5 to 9.6; and in Jizzakh, from 7.9 to 10.3. Participants explicitly noted that they moved from a superficial understanding to a deeper analysis of corruption forms and possible counter-strategies in education, healthcare, and youth employment sectors. Interviews with instructors and compliance officers highlighted that

«**The Development Strategy of New Uzbekistan for 2022–2026**», approved by Presidential Decree PD No.-60 dated January 28, 2022 (lex.uz/ru/docs/5841077), specifically in the section on the rule of law and public administration reform, provides for the development of legislation based on the principle of «corruption-free legislation». It also envisions expanding the participation of citizens and NGOs in public oversight, as well as the digitalization of citizens' grievances and appeals to government authorities.

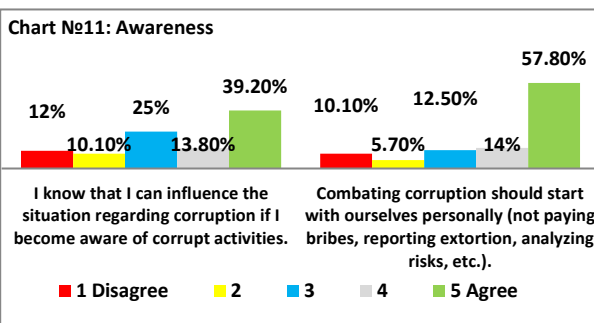
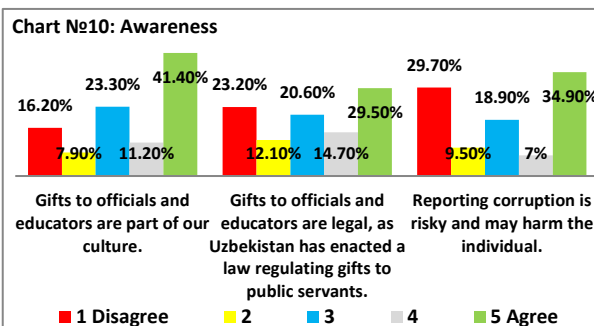
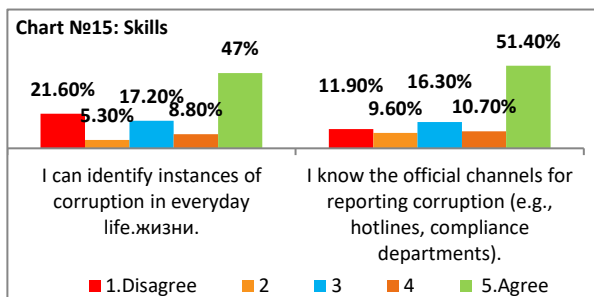
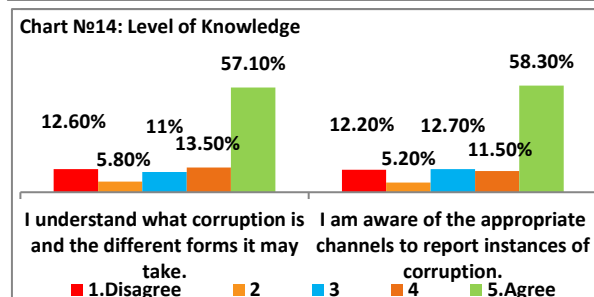
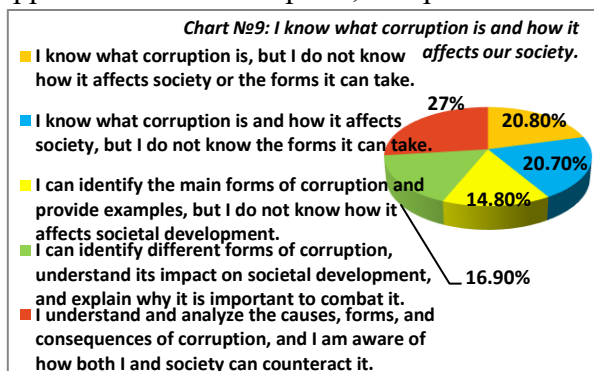
Materials on the implementation of the «Uzbekistan–2030» Strategy further emphasize the task of increasing the efficiency of the corruption risk prevention system and accelerating efforts to foster a zero-tolerance attitude toward corruption in society. **This includes anti-corruption education for youth** and the development of digital transparency tools.

By training young people in the safe use of official reporting channels and fostering interaction with compliance structures and government bodies, the project effectively embodies these strategic guidelines. It represents a shift from purely punitive measures toward prevention, the cultivation of an anti-corruption culture, and the building of «immunity» to corruption.

“project participants” adopted a more analytical approach to anti-corruption, compared to those who did not participate.

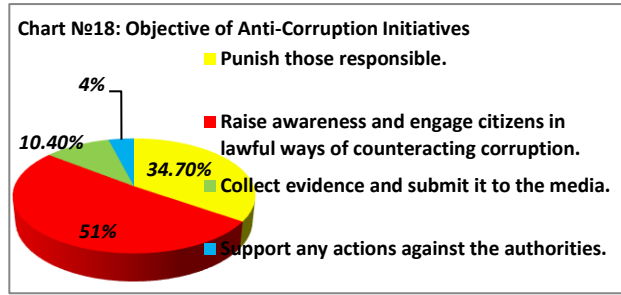
According to the survey data, among “project participants,” nearly half demonstrate an advanced understanding of corruption (Chart №9). Specifically, 16.9% “identify different forms of corruption, its impact on societal development, and can explain why it is important to combat it,” while another 27% state that they “understand and analyze the causes, forms, and consequences of corruption and consciously know how to counteract it”. In total, this amounts to about 44% with a systematic understanding of the topic. For comparison, in the “control group” (Chart №14), 57.1% “agree” that they know what corruption is and the forms it takes, and 58.3% know where to report it⁸. Chart №15 refines this picture: 47% fully agree that they can distinguish corruption situations in everyday life, and 51.4% know the official reporting channels, although in FGDs they only mentioned one stage (the rectorate in 90%). At the same time, 21.6% and 11.9%, respectively, openly admit that they lack such skills. This means that basic awareness is fairly high in both groups, but for project participants, knowledge is more deeply analytical, including understanding causes, consequences, and the community’s role, whereas non-participants mainly have declarative knowledge of the fact of corruption and reporting channels..

The project partially shifts attitudes and personal responsibility among youth. Among “participants” 16.2% fully disagree with the statement that “gifts to officials and teachers...” (Chart №10), and simultaneously 29.7% fully disagree that “reporting corruption is dangerous and could harm a person” while 34.9% agree and recognize that the risk exists and how it may personally affect them. At the same time, 39.2% of participants fully agree that they can influence corruption situations if they learn about violations, and 57.8% believe that anti-corruption efforts must start with themselves personally (Chart №11).

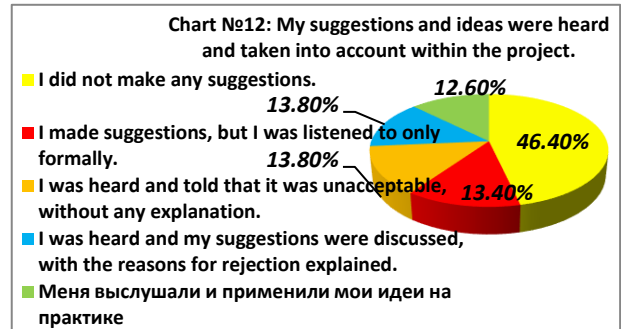
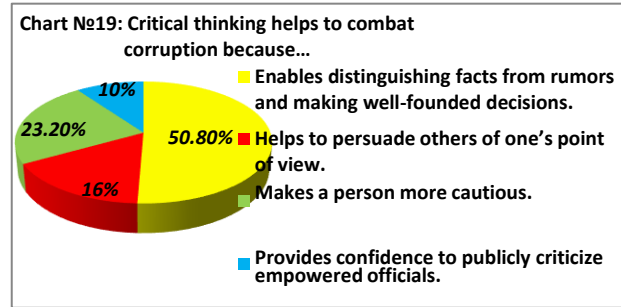


⁸ Indicator №3: Terms of Reference (ToR)

In the “control group” this “personal” component is reflected in the goals of anti-corruption initiatives (Chart №18): 51% consider the main goal to be raising awareness and involving citizens in lawful ways of counteraction, while 34.7% focus on punishing offenders (*about one-third*). Thus, the project strengthens the emphasis on personal responsibility, critical analysis of situations, and practical action, whereas non-participants focus more on punishment and reporting, although understanding the role of critical thinking in the “control group” (Chart №19) provides a solid foundation for further engagement.



The quality of event implementation and the level of engagement are clearly shown in Chart №12. Among “participants” 46.4% reported that they did not make any suggestions, yet the remaining half experienced varying levels of consideration of their ideas. About 13.4% said their ideas were heard formally, 13.8% stated that their suggestions were discussed with explanations for disagreements (*open dialogue*), and 12.6% noted that their ideas were actually applied in practice (*a fairly high indicator*). The sum of the 4th and 5th statements, 26.4%, indicates that real channels for youth feedback were created within the project.



It can be concluded that those who proposed ideas had the experience of substantive discussion or implementation of their initiatives. This is an important indicator of partnership and the quality of work with youth leaders — these are the 50% of participants⁹ who feel that their opinions and voices are valued within the project (*46.4% did not propose ideas*).

During the FGDs, the “Voice Heard” exercise (choosing from three statements: “We are heard” / “Sometimes” / “No, we are not heard”) showed that in the control group, discussions on participation mechanisms and co-authorship of initiatives were not recorded. In contrast, in the “participant group,” representatives of the small grants project team invited representatives from the prosecutor’s office (initiative coming from the team) to “unpack” the topic of corruption at Kazan Federal University (Jizzakh branch). They conducted these events and proposed making such activities cyclical (once every 2–3 months), which emphasizes the “added value” of the project events.

Compliance officers also mentioned joint activities with students, such as creating “anti-corruption clubs” and “Telegram bots” for direct communication with students, which is systemic evidence that youth opinions are institutionalized and valued on an ongoing basis (“voices are heard”).

The case analysis made it possible to assess how knowledge and attitudes translate into actual behavior patterns. In the “khashar” case (Chart №13), among project participants, 39% were

⁹ IndicaTS №1 TS

willing to perceive the teacher’s request as a “tradition” and help, 15.8% agreed under compulsion, and only 18.2% chose the option “I will report to the compliance department or via the hotline”.

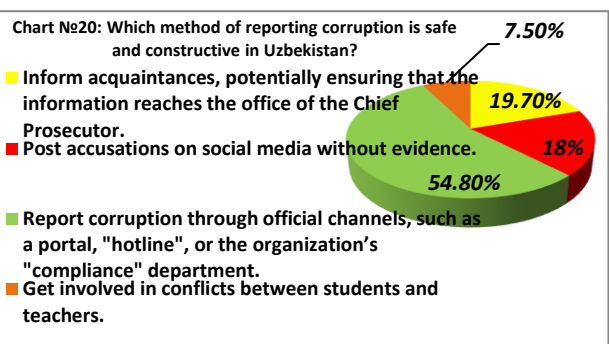
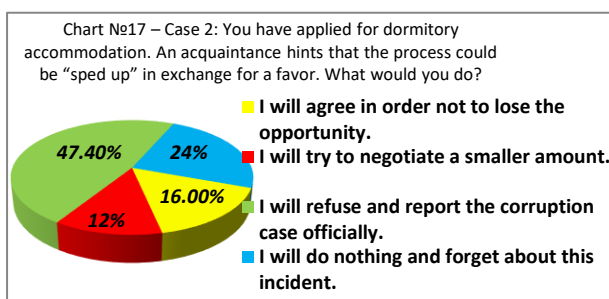
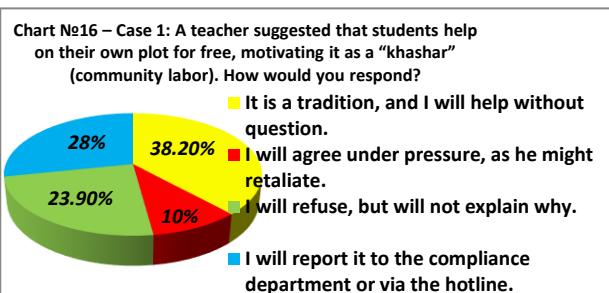
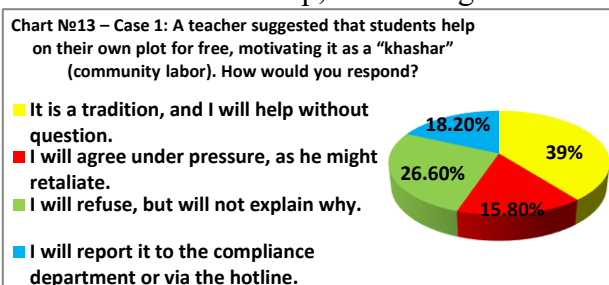
In the “control group” (Chart №16), the picture is somewhat different: 38.2% also consider it a tradition and help, but 28% are ready to report to the compliance department, and 23.9% would simply refuse silently.

In a more “classic” corruption case (Chart №17, “dormitory”), 47.4% of those who did not participate in the project chose the option “refuse and report officially” while 12% were willing to agree “so as not to lose the chance” and 16% would prefer to do nothing. Overall, considering perceptions of critical thinking in the “control group” where 23.2% associate it with caution and 10% with confidence in publicly criticizing officials (Chart №19), this shows that both groups have a high declarative readiness for lawful anti-corruption action and understand the role of critical thinking. However, in situations tied to cultural practices like “khashar” even project participants are influenced by traditional norms and the fear of breaking customary rules (“that’s how it’s done”). Focus group participants from both groups agreed that if invited to attend a “khashar” they would go, as it is our custom.

The project activities have proven effective in deepening knowledge, fostering personal responsibility, developing critical thinking, and creating channels for partnership engagement. However, changing everyday behavioral patterns—especially in “borderline” cultural situations—remains a challenge for future work.

2. What factors contributed to or hindered the project’s effectiveness? Contextual, institutional, and operational factors that either facilitated or impeded project implementation, as identified by stakeholders.

The data indicate that a key institutional factor contributing to the project’s effectiveness was the presence of safe and clear reporting channels. According to Chart №20, 54.8% of participants consider the use of official channels, portals, “hotlines,” and compliance departments as the safest and most constructive way to report corruption. Only 19.7% preferred informal “telling everyone they know,” 18% opted for posting on social media without evidence, and just 7.5% engaged in conflicts between students and teachers¹⁰. In interviews, representatives of

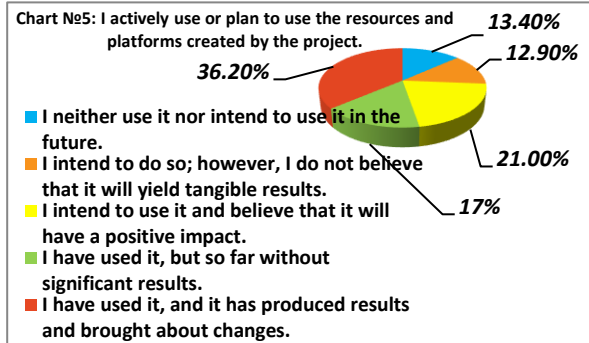


¹⁰ IndicaTS №3 TS

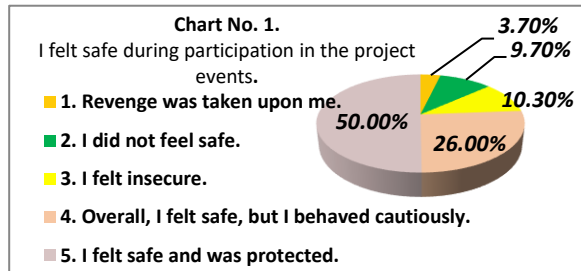
government bodies and compliance departments noted that they specifically “improve communication platforms, make them user-friendly and anonymous if necessary,” and that these platforms have become noticeably more frequented. During focus group interactions, participants emphasized that the openness of compliance departments, their own initiatives to involve students, and the use of electronic platforms—primarily Telegram bots—helped them report issues effectively.

An important operational factor was the accessibility and relevance of the project’s resources.

Chart №5 shows that only 13.4% of participants do not use and do not plan to use the project’s resources and platforms, while 21% plan to use them and believe this will be helpful, another 17% have already tried them, though “without major results so far,” and 36.2% reported that they used the resources and observed tangible results and changes. Thus, around 74% of young people are either already engaged with the project’s resources or intend to do so.

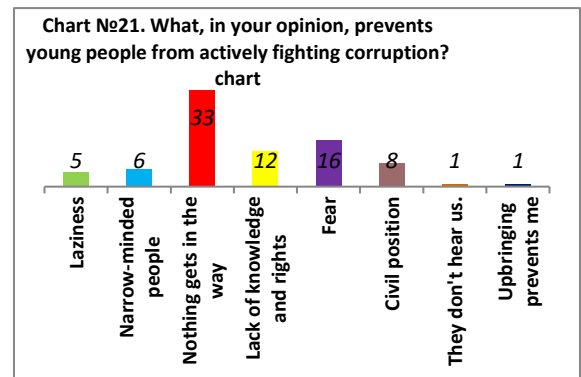


In focus group discussions, both participants and non-participants of the project noted that they feel more confident when they understand anti-corruption mechanisms and can rely on support and “safety guarantees” from compliance departments. When ranking resources, they most often named “knowledge,” “experience (national and international)” and “the availability of a network of contacts with government and civil society organizations” This confirms that the project addressed a key demand and that the availability of platforms and resources represents a strong aspect of the project’s implementation. Contextually, the most important condition for effectiveness is the sense of safety. According to Chart №1, half of the participants (50%) stated that they felt safe and protected during the project activities, while another 26% “generally felt safe but behaved cautiously”. At the same time, 10.3% felt uncertain, 9.7% did not feel safe, and 3.7% indicated cases of retaliation or pressure (although no concrete facts of retaliation were mentioned during FGDs in either group).



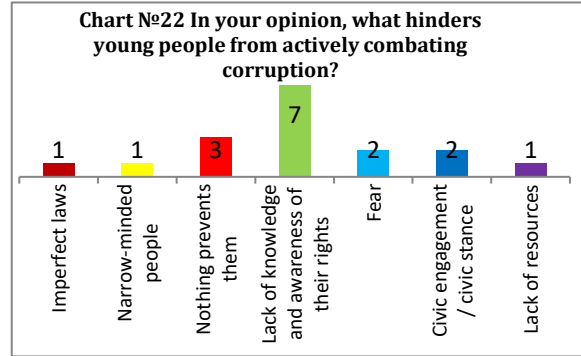
In interviews, representatives of compliance departments noted that “young people have become more open, they are not afraid to speak out” and that younger participants differ noticeably from senior students precisely in their level of activity. However, during FGDs, young people emphasized that despite openness and the availability of electronic platforms, compliance departments are still perceived as “university lecturers” and a sense of close, trust-based relationships has not yet been achieved.

In the control group (Chart №21), the structure of barriers is indeed similar to that reported by project participants, but it has its own specific features. Most often, young people respond that “nothing prevents them” with 33 out of 81 respondents (40.7%) choosing this option. At the same time, fear (19.8%) and “lack of knowledge and awareness of one’s rights” (14.8%) remain



significant obstacles. Another 9.9% point to a weak civic position, 6.2% explicitly mention laziness, and 7.4% identify “*narrow-minded people*” as a factor hindering active anti-corruption efforts. Only 1.2% note that “*we are not being heard*”.

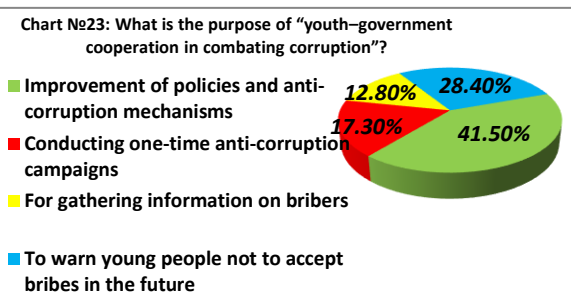
Finally, №22 (*project participants*) and №21 (*control group*) highlight the key inhibiting factors. In response to the same question among the “*project participants*,” the most frequently cited barrier was “lack of knowledge and awareness of one’s rights” 40% (7 out of 17). This was followed by “*nothing prevents me*” (17.6%), “*fear*” and “*weak civic position*” (11.8% each), as well as imperfect legislation and lack of resources (6% each).



The distribution of responses confirms that deficits in knowledge, legal literacy, and stable civic attitudes remain the core barriers, while “*fear*” acts as a constraining factor, although, in essence, fear is largely a consequence of not knowing something. In support of this, one can cite an example from an interview with a small-grant participant from the Republic of Karakalpakstan: “*I am not afraid of corruption; I know my rights and I believe in my knowledge*”. Thus, for part of the control group, barriers are perceived mainly as internal (fear, lack of knowledge), or are denied altogether (“*nothing prevents me*”). This indicates an underestimation of real risks and constraints, a low level of reflection, and limited practical experience in interacting with anti-corruption mechanisms. At the same time, a sense of risk and distance from authority (fear and lack of knowledge/rights) remains a significant contextual limitation for almost every third young person in the control group.

At the same time, interviews with government institutions indicating that the platforms have become well attended, along with the FGD findings on the interaction matrix, demonstrate that institutional openness and the proactiveness of compliance departments have already become a significant resource for the project. The impact of the negative factors described in this section can be mitigated by strengthening efforts in legal awareness-raising, expanding networks with government organizations and civil society, and fostering trust-based, less hierarchical relationships between young people and representatives of universities and government bodies.

3. How effectively did the project engage with key stakeholders, including representatives of government bodies and anti-corruption policy developers? Consider the number and quality of interactions, the responsiveness of government institutions, examples of joint actions, and the quality of engagement between young people and representatives of government bodies.



We assess the effectiveness of the project’s engagement with key stakeholders based on the following factors. Chart №23 demonstrates that project participants’ perceptions of cooperation with the state have generally shifted toward a focus on systemic change. For 41.5%, the goal of “*cooperation between youth and the state in combating corruption*” is the improvement of policies and anti-corruption mechanisms, while

another 28.4% see it as prevention—educating young people so that they do not take bribes in the future. Only 17.3% limit this cooperation to the idea of “*conducting one-off anti-corruption actions*” and just 12.8% perceive cooperation as a way to “*collect information about individuals involved in bribery*”.

We would like to highlight a strong example of engagement at Jizzakh National University (a branch of the Republican university), where meetings are held with students to collect proposals on combating corruption. Below, we present a list of the proposals.

We also described, in the section “*Achievement of Goals*” an example of cooperation between the прокуратура (prosecutor’s office) and representatives of a small grant at Kazan Federal University (branch), focused on the institutionalization of interaction on corruption-related issues, held once every two to three months.

Another example is the active work of the compliance department representatives at Karshi Technical University, who are developing the activities of the “*anti-corruption club*”

During the FGDs, project participants spoke about productive interactions with government structures (GS). For example, in the Republic of Karakalpakstan (RK), during the implementation of a small grant, there was very close cooperation with representatives of the District Health Department, the Khokimiyat of Ellikkala District, and the Ministry of Health of RK. They noted that the Khokimiyat supported the project, while the Ministry of Health and the District Health Department initially claimed that there were no problems with free medicines. However, after conducting research among medicine recipients (in particular insulin and other drugs), they acknowledged the problem and proposed developing a monitoring mechanism. To date, a solution has been proposed involving the creation of a digital monitoring system using a tablet for a visiting nurse, incorporating fingerprint verification of the person receiving the medication. Currently, a youth group is seeking funding to pilot this idea in Ellikkala District.

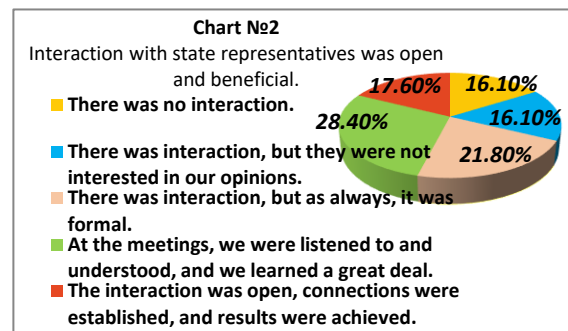
All these findings indicate that the project is shaping, among part of the youth, a vision of partnership with the state as joint work on rules and prevention, rather than solely as a form of “*reporting*” or a “*one-off action*”.

The quality of actual interactions is reflected in Chart No. 2. Only 17.6% of participants had no interaction with government representatives at all, while another 16.1% said that “*interaction occurred, but in our opinion, they were not interested in us*” and 21.8% described it as “*formal, as always*”. Altogether, this amounts to about 55% with either no experience or only formal contact. At the same time, 28.4% noted that “*at the meetings we were listened to and understood; we learned a lot*” and 16.1% reported that the interaction was open, connections were established, and results were achieved. Combined, this accounts for 44.5% of participants. In other words, roughly every second participant experienced a genuinely meaningful dialogue with government structures, while half still felt distance and formality. These young people simultaneously represent both “*a resource and a limitation*” for the development of further engagement.

Data on the “*control group*” (Charts №24 and №25) show that even without participating in the project, young people demonstrate a willingness to engage personally, but the social

List of Proposals.

- *Teachers should treat everyone equally and avoid nepotism and favoritism.*
- *It is necessary to reduce paperwork and digitalize the execution of assignments.*
- *It would be beneficial to provide information regarding the types of penalties for committing corruption-related crimes.*
- *Organize events in cooperation with compliance department staff more frequently.*
- *Reward and encourage high-performing teachers.*
- *Conduct various contests and competitions more often.*



environment remains contradictory. In Chart No. 24, 34.9% fully agree that reporting corruption is dangerous and can harm a person, while 29.7% completely disagree with this statement, showing a clearly polarized range of opinions. At the same time, 57.8% fully agree that combating corruption should start with oneself personally (not paying bribes, reporting extortion, analyzing risks), and only 10.1% fully disagree.

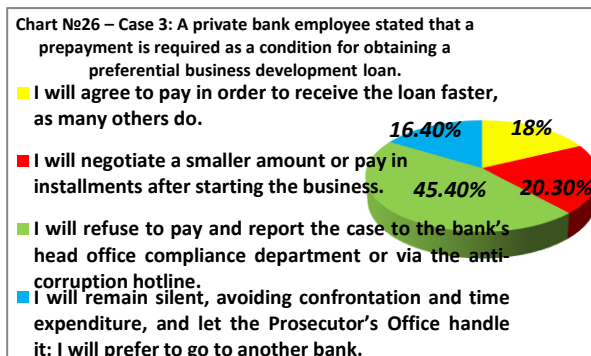
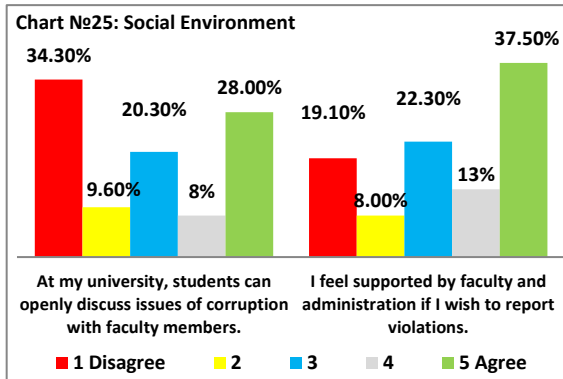
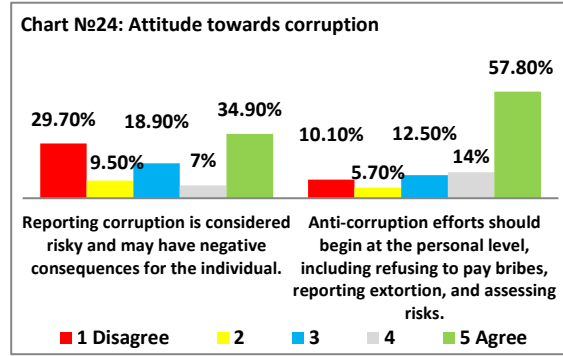
Analysis of Chart No. 25 presents a similar picture regarding the social environment: 34.9% are confident that students at their university can openly talk to professors about corruption, but nearly the same share (29.7%) completely disagrees, while 57.8% report that they feel support from professors and administration if they want to report violations. This indicates that even where there is no targeted project activity, there is a core group of students ready to cooperate and feeling supported, but a significant portion still experiences risk and distrust.

Taken together, these data suggest that the project has expanded the practical field of interactions but has not completely removed contextual barriers. Participants more often see cooperation with the state as working on policies and mechanisms (41.5% versus more “punitive” or “one-off symbolic actions”) and have concrete experience in meetings where they were listened to and “results were achieved” (in total, 44.5% note productive contacts). The “control group” relying primarily on their own perceptions, shows high personal readiness to combat corruption (57.8% “start with oneself”) and a sense of support (57.8%), but at the same time experiences “fear and doubt” about the safety of reporting (34.9%).

All this allows us to conclude that the project was quite effective in establishing specific channels and cases of youth engagement with the state. However, the issue of reducing fear, diminishing distance, and overcoming formalism remains a common challenge both for project work and for broader government practices in engaging with young people¹¹, as “it takes two hands to clap”.

4. Has the target youth gained additional skills and opportunities to act as active anti-corruption leaders? This includes specific skills acquired (for example, basics of research, advocacy, digital campaigns, safe reporting of violations), participation in decision-making and leadership roles, and participants’ self-assessment of their confidence and level of independence.

Have project participants become anti-corruption leaders? Data on project participants show that, overall, they have acquired key practical skills for safe and lawful anti-corruption action. In Chart №. 26, 45.4% of



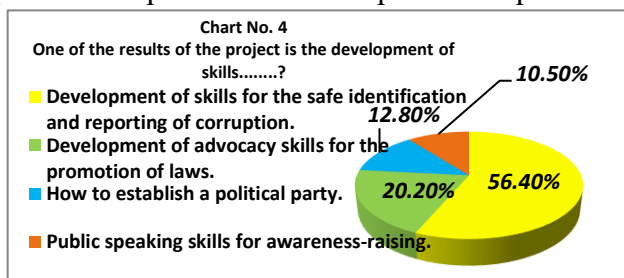
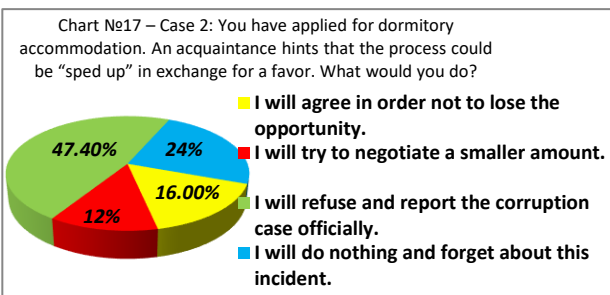
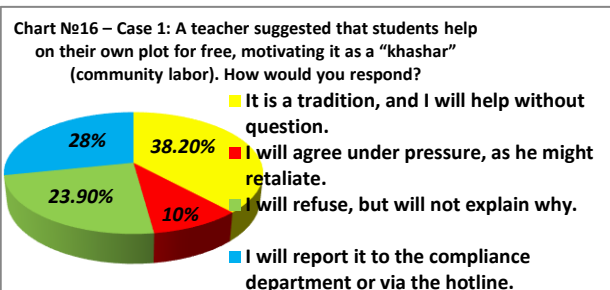
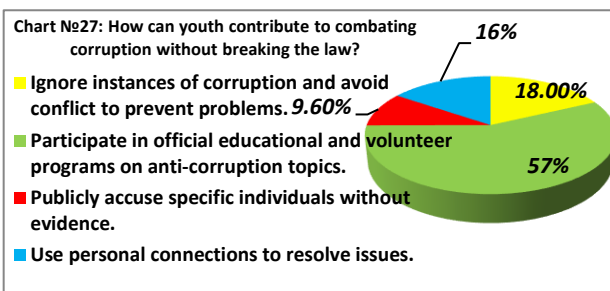
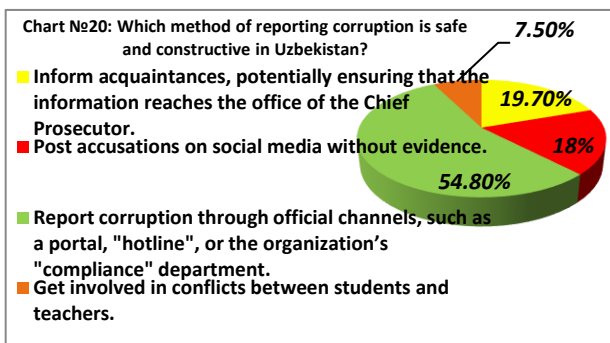
¹¹ There is a need for a government-led capacity-building program for senior public officials on effective engagement with youth.

participants, in the case of extortion for a preferential loan, choose the option “*refuse to give money and report to the compliance department via the hotline*” while another 18% prefer to go to a different bank without entering the corruption scheme. Only 16.4% and 20.3% of respondents, respectively, are willing to pay or “*negotiate*”.

In Chart №20, 54.8% already consider reporting corruption through official channels—such as a portal, hotline, or compliance department—as the safe and constructive way, rather than telling acquaintances (19.7%), posting on social media without evidence (18%), or engaging in conflicts (7.5%). Chart №27 complements this picture: 57% of participants see youth contributions primarily in joining official educational and volunteer programs on anti-corruption topics, rather than ignoring problems (9.6%), making public accusations without facts (18%), or using personal connections (16%).

In the “*control group*” (Charts №16 and №17), the choice of lawful actions is also quite high: 28% are ready to report “*khashar*” through the compliance hotline, and 47.4% would file an official complaint in the dormitory case. However, the share of those who see the situation as a “*tradition*” and simply help (38.2%) or agree to pay and reduce the amount (24% and 12%) remains higher than among project participants in Case №2, “*Bank Loan*”. This indicates that the project has strengthened youth orientation toward official and legitimate mechanisms for protection and complaints, making them more consistent in choosing lawful strategies.

The project also contributed to the development of specific anti-corruption competencies related to leadership and advocacy. According to Chart №4, 56.4% of participants consider the development of skills for safely identifying and reporting corruption as one of the key outcomes, 20.2% highlight skills in promoting anti-corruption legislation (*advocacy*), 12.8% point to public speaking skills for raising awareness, and 10.5% note the development of civic structures (“*how to start a political party*”). Chart №5 shows that 36.2% of participants have already used the project’s resources



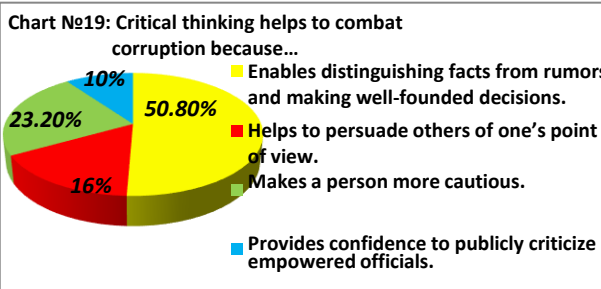
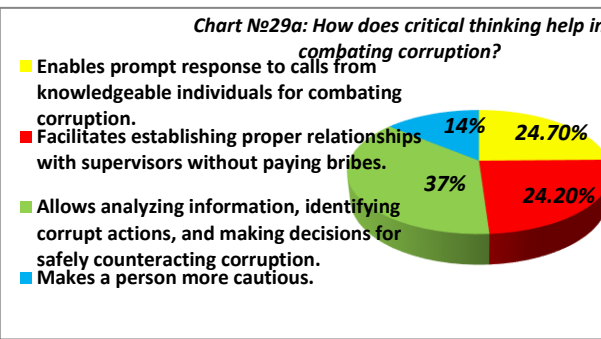
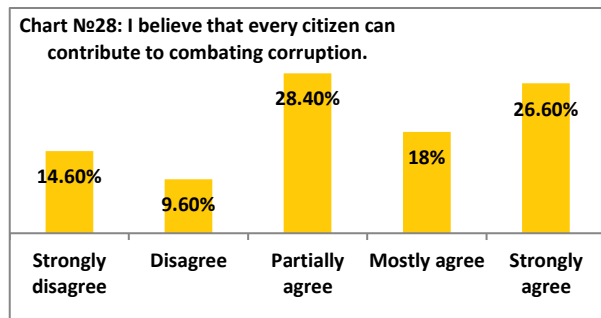
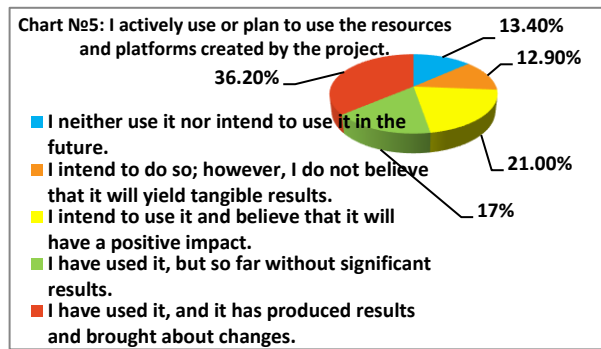
and platforms and “*achieved results and changes*” while another 17% have used them, though “*without significant results*” so far. Additionally, 53.2% apply the skills of safe reporting, communication, and knowledge acquisition. According to Chart №28, 44.6% of participants (18% “*mostly*” and 26.6% “*completely*”) are convinced that every citizen can contribute to combating corruption, while 24.2% are skeptical (“*absolutely/somewhat*”). In the control group, the potential is also high but more abstract; they report using specific resources and platforms less frequently, and their leadership attitudes are less supported by practical experience.

As described above, FGD participants from both groups were asked to rank the skills they considered necessary for combating corruption (on a flip chart). In both groups, the majority of votes went to the following positions:

“*understanding forms of corruption*” ; “*skills for safe reporting*” ; “*working with government structures*”, “*advocacy*” and “*critical thinking*” During the discussion of the case “*Meeting Room*” participants expressed opinions about actions to take, and most in both groups mentioned “*channels for safe reporting*”. However, in the project participants’ groups, the description of methods was much broader, including “*organizing public monitoring (not involving university professors)*” and “*initiating the adoption of internal regulations to prevent similar cases*” The methods proposed by FGD participants not only addressed the immediate problem but also helped prevent it in the future.

The dynamics of understanding critical thinking as a tool for anti-corruption leadership are particularly illustrative. In the “*participants*” group (Chart №29), 37% associate critical thinking with the ability to analyze information, identify corrupt actions, and make decisions for safe anti-corruption action—that is, they see it as a practical, working tool for a leader. Another 24.7% are ready to create and participate in anti-corruption networks (“*allows quick response to calls from smart people to fight corruption*”), 24.2% see it as a way for a leader to influence and change their environment (“*build relationships with supervisors and avoid giving bribes*”), and only 14% take a wait-and-see approach (“*caution*”). Thus, 86% demonstrate anti-corruption leadership qualities.

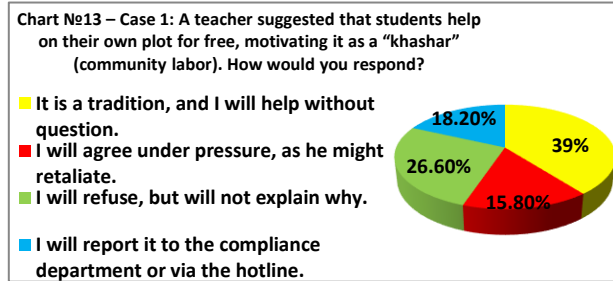
In the control group (Chart №19), the emphasis is somewhat different: 50.8% say that critical thinking helps distinguish facts from rumors and make informed decisions, 23.2% say it makes a person more cautious, 16% say it helps persuade others, and 10% associate it with confidence to publicly



criticize officials. In other words, non-participants focus more on information evaluation and caution, while participants shift toward applying these skills for concrete anti-corruption decisions and engagement with authorities—characteristic of an active leadership position.

The correlation in critical thinking (*Charts №29 and №19*) and the discussion of the “*Meeting Room*” case during the FGDs show that both youth segments have high potential for anti-corruption leadership. However, among the “*participants*” the project has already “*shifted the paradigm*” of thinking and knowledge toward practical application through official mechanisms and resources, whereas in the “*control group*” it remains primarily cognitive and less institutionalized.

In scenarios that require initiative and independent moral decision-making, the differences between the groups are not straightforward. In the “*traditionally sensitive*” case of “*khashar*” (*Chart №13*) among project participants 39% still perceive the teacher’s request as a “*tradition*” and are willing to help 15.8% comply under pressure 26.6% refuse but offer no explanation and only 18.2% choose to report to the compliance department or via the hotline. In the control group (*Chart №16*) the share of those who would use an official channel is higher at 28% while 38.2% adhere to the “*tradition*” and another 23.9% quietly refuse. This indicates that even for prepared participants the project does not yet fully change social norms in “*grey areas*” although it provides them with knowledge and tools for more conscious decision-making



At the same time in the “*bank*” case (*Chart №26*) participants demonstrate a more consistent stance 45.4% are ready not only to refuse but also to file an official complaint whereas in the control group in the “*dormitory*” case 47.4% also choose refusal with a complaint but 24% and 12% are willing to pay or negotiate and another 16% prefer “*doing nothing*” (*Chart №17*). This shows that in typical corruption situations outside of national traditions project participants are more consistent and active as potential leaders

Finally data on resource usage and attitudes show that the project has expanded youth opportunities to take on leadership and educational roles though this potential is only partially realized. Participants not only know about safe channels (*Chart №20*) with 54.8% choosing official reporting paths but also see their role in joining official programs and volunteer initiatives (57% *Chart №27*) rather than in passive observation or informal accusations. A significant share uses or plans to use project platforms (*Chart №5*) and evaluates their skills as an outcome of the project (*Chart №4*). In the control group there is strong emphasis on critical thinking (*Chart №19*) and willingness to act lawfully in specific cases (*Charts №16–17*) but they lack the practical infrastructure and experience that project participants have gained.

In conclusion the project has created conditions for the target youth to become active anti-corruption leaders primarily in safe reporting participation in initiatives and use of official mechanisms while the transformation of deeply rooted traditional practices and the transition from potential to sustainable leadership remain tasks for further program development.

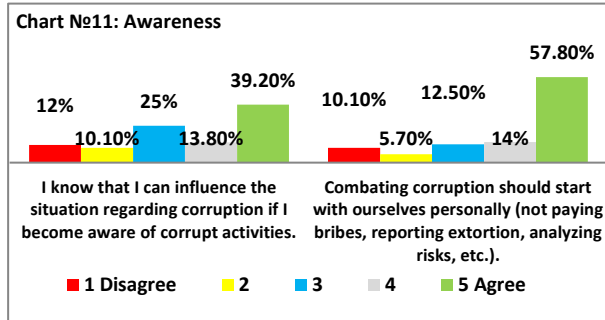
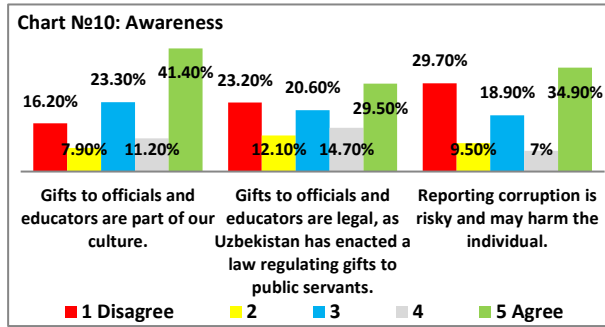
III. Project Impact

Established Facts:

1. *What were the intended and unintended (positive or negative) outcomes of the project for young people, representatives of government bodies, and local communities? This includes documented changes in behavior, attitudes, and practices, potential negative consequences or backlash, and illustrative examples.*

According to survey data and charts, one of the key intended outcomes of the project was a shift in youth attitudes and personal responsibility in the area of anti-corruption. Charts №10 and №11 show that 39.2% of participants fully agree that they can influence the corruption situation if they become aware of violations, and 57.8% believe that combating corruption should start with oneself personally such as not paying bribes reporting extortion analyzing risks and similar actions.

However, responses to the statement “Gifts to officials or teachers are part of our culture” are clearly polarized. While 16.2% completely disagree, 41.4% completely agree, and another 23.3% take a neutral position rated as “3” on the Likert scale. This indicates that within the target group there is a simultaneous coexistence of attitudes rejecting gifts as a



“norm” and deeply rooted cultural perceptions of gifts as part of tradition for an “ustoz”¹². There is a national saying “The greatness of the teacher is equal to that of your father”. This tradition creates internal tension between new anti-corruption approaches and entrenched social norms.

Practical behavior in “borderline” situations influenced by traditions such as “ustoz” and “khashar” is illustrated in Chart №13 the “khashar” case. About 39% of participants perceive the teacher’s request as a tradition and are willing to participate 15.8% agree essentially under pressure and only 18.2% choose the path of reporting either to the compliance department or via the hotline. This shows that despite increased knowledge and readiness to “start with oneself” cultural practices and fear of consequences still influence real-life decisions.

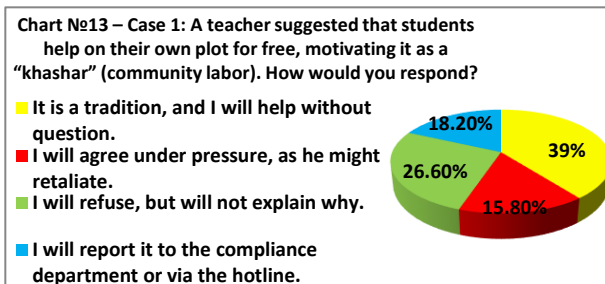
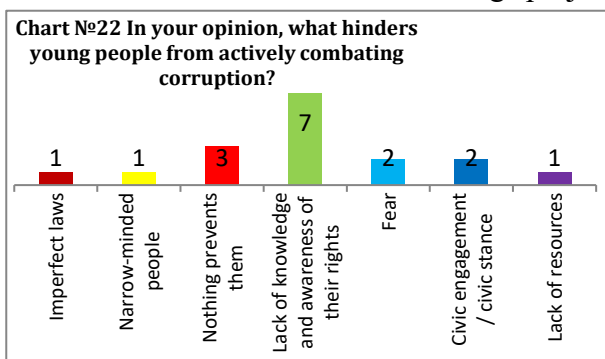


Chart №22 which presents an open question on barriers confirms that among project participants 40% identify the main obstacle as a lack of knowledge and understanding of their rights 17.6% point to fear and another 11.8% to a weak civic position while only 17.6% believe that “nothing prevents action”. Thus the project led to a noticeable increase in awareness while at the same time revealing systemic and psychological barriers that continue to constrain real engagement especially where corrupt practices are tied to “traditions”.



¹² “Ustoz” refers to a teacher or mentor who provides guidance, knowledge, and personal support.

Positive unintended outcomes of the project are largely linked to the growth of practical skills and networks. According to monitoring results, more than 78% of participants in the three-day seminar reported an increase in the number of professional contacts compared to a target indicator of 51%, around 75% described these connections as “extremely useful”, and more than 90% stated that after the training they felt more confident and ready to apply their knowledge in practice. This correlates with qualitative findings. Participants demonstrate not only an understanding of forms of corruption but also skills in formulating cases for submission to authorities, advocacy including consideration of gender aspects and conflicts, project thinking such as SMART goals M&E risk and budget management, organization of public events, and communication through social media and podcasts. The project “Academic Integrity” at Shahrissabz State Pedagogical Institute shows that 62 students completed a 32-hour program that included case analysis, role-playing, development of their own social projects, and testing of a Telegram bot for anonymous reporting of academic violations. As a result of the course, the development of student projects was initiated and a mini-group for club initiatives at the faculties was formed. In Jizzakh, participants of the project “Transparency and Trust” after a series of master classes and podcasts became initiators of public discussions on corruption risks in education, healthcare, and employment, engaging local authorities and educational institutions. A separate unintended positive outcome was an additional three-day seminar on project management that had not been originally planned. After this seminar, participants produced ready-made small grant concepts and themselves requested the continuation of this type of training.

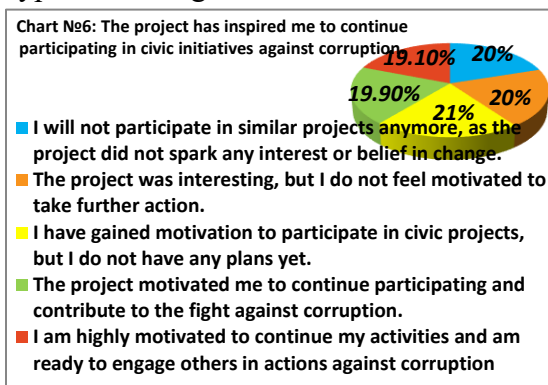


Chart №6 shows that overall about 60% of participants report that the project either directly motivated them to continue participating or strengthened their already existing readiness for civic engagement.

At the institutional and community levels, the project led to a number of structural and digital changes that went beyond the original plans. One example is the creation of the volunteer club “Academic Integrity” at Shahrissabz State Pedagogical Institute, where 90 students who

completed the program united into a sustainable structure. The university not only supported the initiative but also independently financed its continuation through fundraising, which indicates a change in internal practices within the educational institution and serves as an example of institutionalization of the results. In the districts of Kashkadarya, within the framework of the project “Building Immunity Against Corruption”, cycles of seminars were launched in schools and at the university, along with a public campaign “Future Without Corruption” on Instagram and Telegram, reaching approximately 10,600 users.

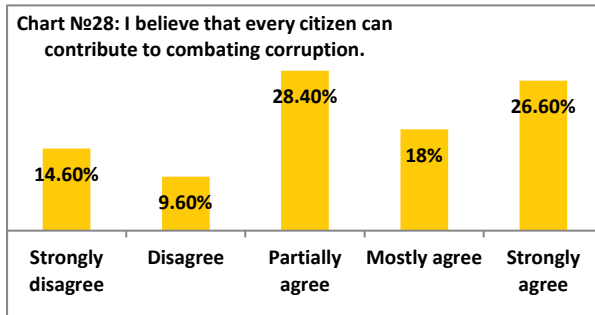
Finally, a notable digital initiative was launched to monitor the distribution of free medicines in Ellikkala District of the Republic of Karakalpakstan.

In different regions, four Telegram groups were created including regional groups and one general group, the Telegram channel Korup24 was launched, podcasts and contests were held “Society Without Corruption — Problems and Solutions”, videos were produced for social media including reels and shorts, a survey was conducted among 2,500 people in Jizzakh, and an additional 200 military personnel were reached. Deputies, an imam, and the Youth Union supported a conference for 150 participants compared to the originally planned 90. The

conference was registered with the Ministry of Higher and Secondary Specialized Education, which allowed lecturers to receive certificates of participation.¹³

A separate unplanned outcome worth highlighting was the interaction between two projects funded through small grants in Jizzakh “*Transparency and Trust*” and “*Society Without Corruption — Problems and Solutions*”. A joint podcast “#podkastka-1” was recorded and disseminated through Telegram and YouTube channels including (<https://t.me/yoshxabardorteam>) and other platforms.

During the FGDs, all groups both “*participants*” and the “*control group*” declared readiness to engage in anti-corruption actions. However, among project participants this engagement was more conscious and “*multi-step*”. They described action algorithms that do not end at a single stage such as compliance to rectorate to external authorities, whereas control groups more often limited themselves to a single level of reporting.



In working with students, a relatively rare method for Uzbek practice called sociodrama¹⁴ was applied. All these examples, combined with *Chart №28* which shows a high appreciation for the usefulness of practical formats and a readiness to use the tools gained, indicate an expansion of youth and professional networks, an increase in the influence of digital formats, and more active

engagement of local communities.

At the same time, potentially negative or risky consequences are noted. *Chart №10* shows that 34.9% of participants fully agree with the statement “*reporting corruption is dangerous and can harm a person*” and another 18.9% partially agree rated 3 out of 5 — meaning that more than half of the youth in one way or another share the perception of danger.

During FGDs and interviews, stakeholders explicitly spoke about the “*delicacy*” of involving youth in anti-corruption work and the need for special safety measures so as “*not to harm either themselves or the communities*”. This points to the risk of possible pressure, stigmatization, or conflicts if reactions from individual representatives of state bodies or administration are unprepared for open criticism.

Administrative and operational consequences such as project suspension and delays related to liquidity affected the pace of implementation but were not described as direct harm to beneficiaries. However, they serve as a reminder that the sustainability and scaling of such initiatives depend on stable funding and institutional support and there were examples of fundraising. Overall, the project led to a significant increase in knowledge, skills, networks, and institutional practices, while at the same time making the risks and barriers that youth face when moving from declarations to actual anti-corruption actions more visible and tangible.

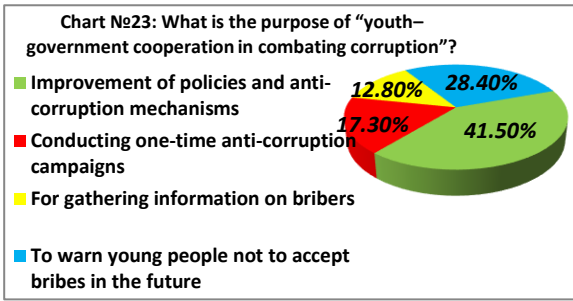
2. To what extent did the project contribute to the development of cooperation between youth and state bodies in combating corruption (with examples and evidence)? Cases of joint initiatives, participation in policy development, and the presence of mechanisms for forwarding information and actions based on the results of interaction.

The project was originally designed to create conditions for the development of cooperation between youth and state bodies. In the process of capacity building, youth not only became

¹³ The possession of a participation certificate and an accepted monograph, under certain conditions, provides state-recognized incentives for a teacher.

¹⁴ A method in which trainers or professional actors demonstrate a case scenario, followed by a facilitated discussion. The learning process is built around case-based discussion.

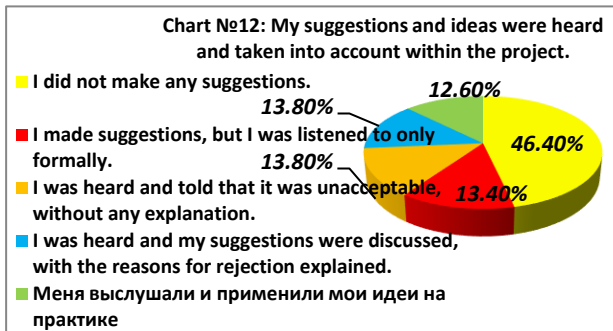
familiar with national and international anti-corruption practices but also learned to formulate recommendations for the relevant state bodies based on real cases in education, healthcare, and employment. This represents the first level of a “bridge” from knowledge to dialogue with the state and participation in policy development.



The project has indeed shifted youth perceptions of the purpose of interaction and cooperation with the state in the field of anti-corruption. As shown in Chart №23, for 41.5% of respondents the main goal of such cooperation is “improving policy ...” while another 28.4% see it as prevention, “to warn youth so that they do not take bribes in the future” Only 17.3% associate interaction with

conducting one-off anti-corruption actions, and 12.8% with “collecting information about bribers” In other words, almost 70% of participants perceive the state not only as a punitive body but as a partner with whom dialogue about rules, procedures, and long-term prevention is possible. This aligns well with the content of the trainings, where youth became familiar with national and international practices and learned to formulate recommendations for state bodies based on real cases from education, healthcare, and employment — a first step from knowledge to advancing their interests.

Chart №12 complements this picture by showing how the youth voice was heard within the project. 46.4% of respondents reported that they “did not make any proposals.” However, 53.6% had various experiences of interaction and reactions from organizers and partners. 13.4% felt they were listened to formally, 13% said their ideas were simply rejected without explanation. Meanwhile, 13.8% noted that proposals were discussed with explanations given for disagreement, and 12.6% reported that their ideas were implemented in practice (there was an open dialogue), totaling 26.4% — which is 50% of those who had any interaction.



The list of proposals from students at Jizzakh National University (ranging from equal treatment for all, reducing paperwork and digitalizing processes, to regular joint events with compliance departments and rewarding good teachers) shows that where youth do take initiative, it concerns not only individual cases of corruption but also systemic improvements in management and academic environments.

Qualitative examples from small grants demonstrate that the project went beyond “surveys and proposals” and launched joint initiatives with specific government bodies. In Karakalpakstan, the team on transparent access to free medicines organized a master class and public dialogue involving medical institutions and over 60 participants (so far, the project has reached an additional 300 students of the medical college, future community nurses). In cooperation with the district health department, the Hokimiyat of Ellikkalinsky District, and the Ministry of Health of the Republic of Karakalpakstan, youth achieved recognition of the problem with insulin provision and initiated (advocated for) the development of a digital monitoring system for dispensing medications via a tablet for the community nurse (with fingerprint verification of the recipient). In Jizzakh, the project “Transparency and Trust” collaborated with the Ministry

of Higher Education, Kazan Federal University, regional departments of statistics, employment, and emergency services, the Polytechnic Institute, and other structures in organizing seminars, conferences, and podcasts. This strengthened cross-sectoral links and created channels for regular data exchange.

Also in Jizzakh, the projects “*Transparency and Trust*” and “*Society Without Corruption — Problems and Solutions*” together with the Polytechnic Institute, the National University branch, and local authorities, not only conducted a large conference and surveyed over 2,500 respondents but also achieved that the university approved a plan for regular “*10 Days Without Corruption*” and opened a permanent dialogue room on corruption issues at the university entrance. This demonstrates a shift from one-off campaigns to institutionalized forms of interaction.

In Shakhrisabz, the “*Academic Integrity*” program established sustainable relations with the institute, the regional office of the Youth Affairs Agency, and the Youth Parliament, leading to the creation of a permanent volunteer club and the implementation of an anonymous Telegram bot. In Jizzakh, the initiative “*Society Without Corruption — Problems and Solutions*” in cooperation with the Polytechnic Institute and MVSSOI, included a competition of materials, a scientific-practical conference (150 participants instead of the planned 90), publication and distribution of a collection of anti-corruption scientific articles¹⁵, as well as the launch of the Telegram channel Korup24 as a stable digital platform. Additionally, in connection with International Anti-Corruption Day on December 9, a seminar “*10 Days Without Corruption*” was held with students of the Jizzakh branch of the National University of Uzbekistan.

Separate attention should be given to open dialogues and regular interaction formats. Dialogues with representatives of government bodies in Jizzakh and Karshi gathered change agents and representatives of ministries, the anti-corruption agency, and compliance departments. On these platforms, youth presented grant results, raised issues of extortion, bribery, nepotism, and favoritism. The outcome of these meetings was:

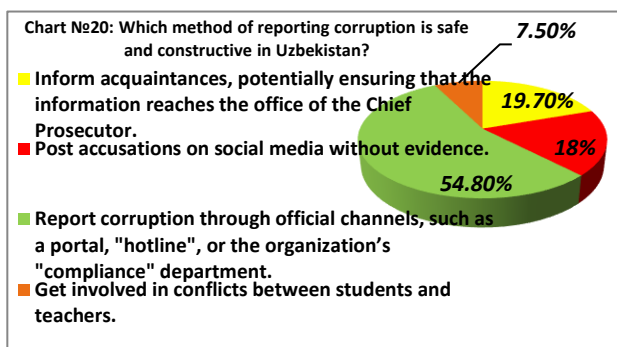
- *Bringing issues onto the “agenda”*
- *“Fundraising” or commitments by state bodies to provide experts for advocacy trainings and commitments by state bodies to integrate the results of small grants into their initiatives*
- *“Development of network structures” commitments by state bodies to expand cooperation with regional structures NGOs and the media*

These commitments are being fulfilled. At the Jizzakh branch of the National University, regular meetings with students have been introduced to collect proposals on combating corruption, and a dedicated room or space for dialogue on corruption issues has been opened at the university entrance for those who wish to participate. At the Kazan Federal University branch, the prosecutor’s office and the small grant team agreed on regular meetings once every two to three months, while the compliance departments of Karshi Technical University and the Karshi National University branch are developing an “anti-corruption club”.

Taken together with coaching support for teams and the development of a guide for change agents, this demonstrates that the project is gradually moving away from one-off contacts and “campaign-style” activities toward systematic and institutionalized cooperation between youth and state bodies. It is creating channels not only for information sharing but also for joint refinement of solutions and follow-up actions.

¹⁵The dissemination of the conference materials was carried out through the following Telegram channels: https://t.me/jizpi_online , <https://t.me/falsafiyasarlal> , <https://t.me/bepulkonferensiya> , https://t.me/ilmiy_maqola , <https://t.me/olimaxonlar> , https://t.me/zuravonliksiz_oila , <https://t.me/uzmujihtalabalari>, https://t.me/maqola_uzb_sertifikatlar

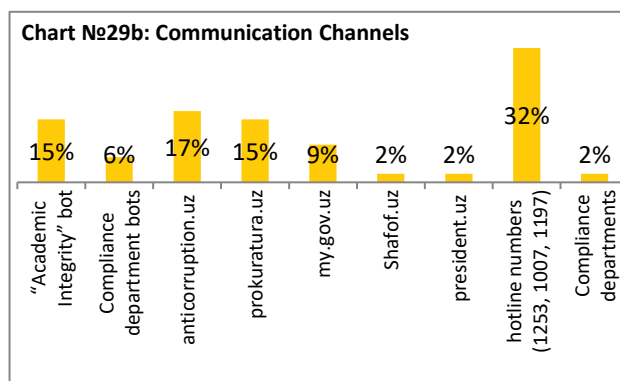
3. How did the project affect youth access to resources and platforms for anti-corruption activities? This includes the types of resources and platforms created or expanded, indicators of reach and use, and user feedback.



The project significantly changed young people’s perceptions of which channels of communication with the state are safe and constructive. Chart №20 shows that 54.8% of respondents consider reporting corruption through official channels such as portals “hotlines” or compliance departments to be the optimal approach. Only 19.7% would prefer to “tell all acquaintances” and 18.0% would publish accusations on social media.

This indicates that after participating in the project there was an increase in trust in formal mechanisms and a greater awareness of the risks of informal “noise” without evidence.

Actual use and awareness of specific platforms are confirmed by Chart №29 “Communication Platforms”. Most often, young people mention hotline phone numbers at 32% (1253, 1007, 1197), followed by the portal anticorruption.uz at 17%. The Akademik halollik bot and the website prokuratura.uz are each mentioned by 15%. This is followed by my.gov.uz at 9%, while resources such as Shafof.uz, the website president.uz, and offline visits to compliance departments are mentioned less frequently at 2%. At the same time, visits to compliance department bots reach up to 6%.



What matters here is not only the percentages but the very fact that these resources are being mentioned, which indicates an expansion of the range of accessible tools. Taken together, this confirms that the project “highlighted” and made official digital and telephone channels of communication with the state more familiar and accessible to youth.

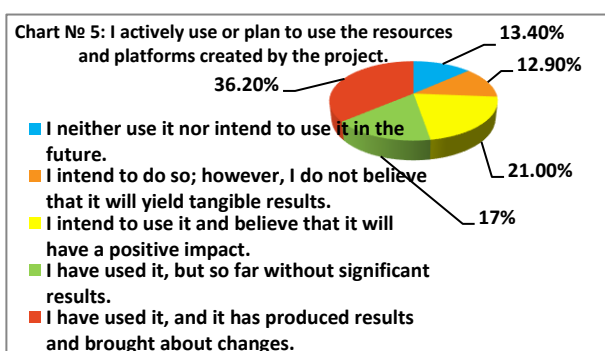


Chart №5 shows that the issue is not only awareness but also actual or planned use of the project’s resources. Only 13.4% of respondents stated that they neither use nor plan to use the created resources and platforms, while another 12.9% said that they plan to use them but do not believe in tangible results. At the same time, 21.0% plan to use the resources and believe they will be effective, 17.0% have already used them but so far “without

significant results”, and 36.2% report that they have used the resources and have seen real results and changes. Thus, around 74% of respondents are either already engaged with the resources or plan to use them with an expectation of impact. This aligns well with qualitative data. The creation of four Telegram groups, the Korup24 channel, podcasts, social media pages, as well as offline platforms such as workshops, conferences, and the “Academic Integrity” club,

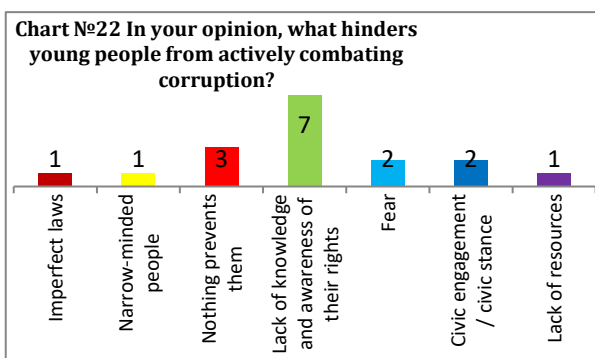
indicates that the project did not merely inform participants but also provided sustainable entry points into anti-corruption activities.

FGD materials highlight that project participants are able to “go through the entire chain” of official resources, whereas youth from control groups more often stop at the first level. In the “Resistance” case, project participants described a step by step algorithm, first reporting to the compliance department, then, in the absence of a response, contacting the rectorate and further appealing to the прокуратура, the Ministry of Higher Education, and other institutions from which they expect support. Those who did not participate in the project more often limited themselves to contacting only the rectorate, and if the issue was not resolved, suggested discontinuing further action. Taken together with the quantitative data, this means that the project not only expanded the range of resources and platforms known to young people, but also formed a practical understanding of how to use them consistently and safely, transforming potential readiness to act into more structured, tool supported anti-corruption engagement.

4. Did the project contribute to eliminating systemic gaps in anti-corruption policy and mechanisms? Documented changes in procedures and regulatory frameworks, achieved advocacy outcomes, and remaining systemic barriers.

According to the results of the FGDs using the “Corruption Tree” method, participants in both groups described corruption primarily as a consequence of systemic gaps rather than merely individual “moral failure”. In the “roots” young people identified unemployment, legal illiteracy, fear and low salaries, the human factor and bureaucracy, lack of proper monitoring of law enforcement, the imperfections of the laws themselves, local mentality and customs, insufficient support for those fighting corruption as well as the fact that successful examples of anti-corruption efforts are rarely covered in the media and on social networks. In the “branches” the consequences of corruption were described as poverty, illness and the loss of trust in authorities and in Uzbekistan by the international community.

Chart №22 complements this picture. Among project participants the main barrier to active anti-corruption efforts was most often cited as lack of knowledge about one’s rights (41%) followed by fear and an underdeveloped civic stance (12%). Only in isolated cases were imperfect laws, narrow-minded people and lack of resources mentioned (5.9% each) while 17.6% of respondents stated that nothing prevents them from acting. As we can see some systemic gaps lie not so much in the regulatory framework as in the lack of awareness, sense of security and trust in institutions.



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At the same time the project created a space for advocacy and the formulation of systemic proposals. During the project a set of recommendations was prepared for higher education institutions (Dialogues with CS):

- *Strengthen the independence and authority of compliance departments and make them accountable to the Academic Affairs Unit (AAU) rather than the rector.*
- *Transfer internal audit under the supervision of anti-corruption departments.*
- *Increase the salaries of compliance department staff.*
- *Prohibit re-employment in the higher education system for faculty found guilty of corruption offenses.*
- *Enhance the information security of the HEMIS system.*
- *Take conflicts of interest into account in personnel decisions.*

These proposals are directly aimed at changing systemic rules, strengthening independent oversight, reducing risks for students, and increasing the transparency of management decisions in universities.

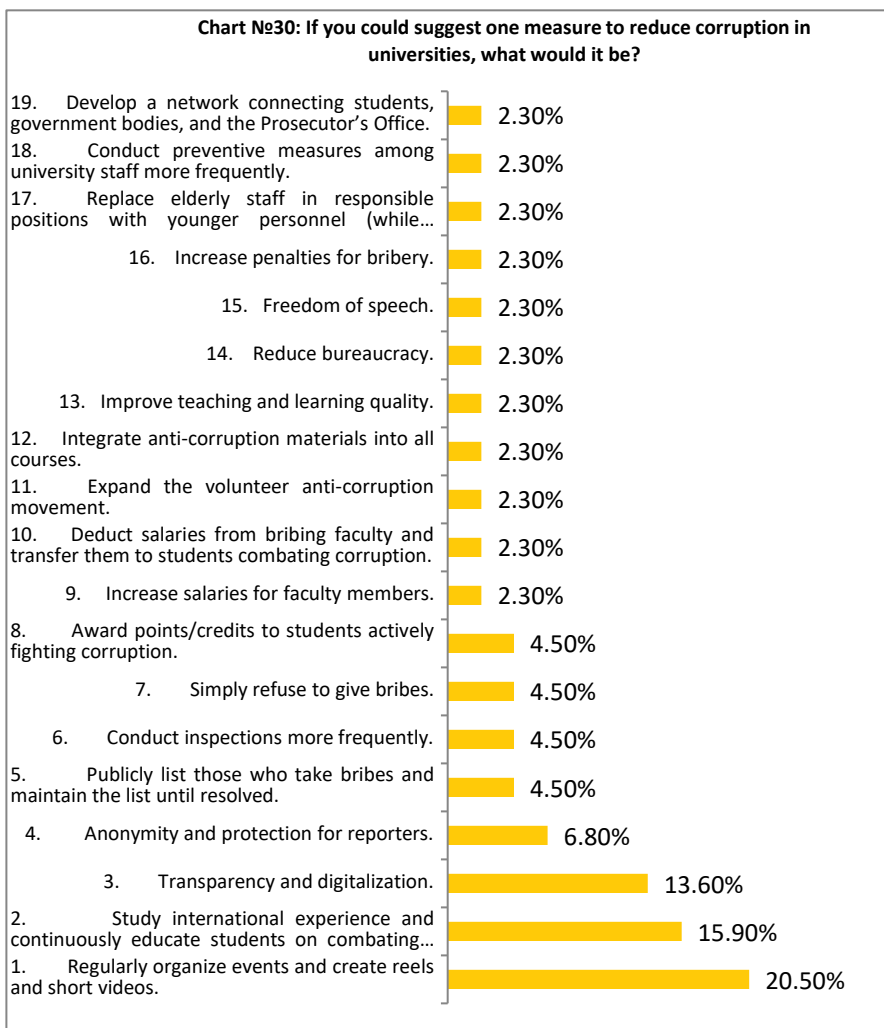


Chart №30 reflects the range of initiatives that participants directed towards civil society and educational institutions. The most frequent responses were related to continuous training and information sharing—*“conduct regular trainings and clarify laws”* (20.5% of mentions), *“study laws and rights”* (15.9%), enhancing transparency and digitalizing procedures—*“ensure transparency and digital record-keeping”* (13.6%), ensuring anonymity and protection of whistleblowers (6.8%), as well as regular audits, rewarding honest faculty, and developing networks for collaboration. In the focus group discussions,

participants added to this list: *“teachers should treat everyone equally and avoid nepotism”*, *“reduce paperwork and digitize processes”*, *“hold joint activities with compliance departments more often”* and *“increase competitions and social campaigns”*. All of these initiatives address the root causes that young people identified in the *“Corruption Tree”*—bureaucracy, lack of monitoring, unequal treatment, and the shortage of positive role models.

Thus, the project not only documented existing gaps but also helped young people translate them into systemic recommendations for universities and government institutions. Some of these initiatives have already moved into procedural changes and practices (advocacy), even if not formally codified as official regulations. Training and coaching within small grant projects were specifically designed to enable young change agents to identify patterns of corruption, analyze systemic causes, and propose institutional solutions—from digital monitoring of free medicine distribution and anonymous reporting channels to strengthening academic integrity and transparency in hiring.

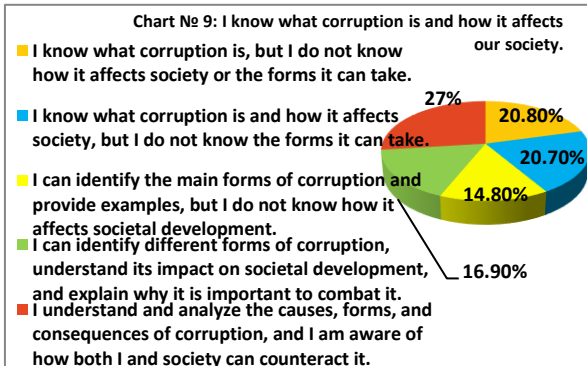
There are already initial institutional shifts: a planned pilot digitalization of medicine distribution (approved by the Ministry of Health), the creation of a permanent volunteer club *“Academic Integrity”* (endorsed by the rectorate of the university in Shahrizabz), and regular dialogues with government authorities (initiated with the Prosecutor's Office in Jizzakh). The

preparation of official proposals (Dialogues with Civil Society) on amendments to regulatory and subordinate acts in higher education and healthcare sectors is ongoing. These steps do not change Uzbekistan’s legislation but gradually refine institutional mechanisms, enhance transparency, introduce regular public monitoring, and make student interaction with government bodies more structured and predictable.

At the same time, focus group data and Charts show that key systemic barriers remain. In the “roots” of the tree, low salaries, unemployment, bureaucracy, weak law enforcement oversight, and cultural practices that normalize “gifts” and informal services still persist. Chart №22 confirms that fear and a lack of perceived support remain relevant for part of the youth, while the spectrum of proposals in Chart №30 demonstrates a demand for deeper institutional reform—“transparent procedures, anonymous reporting channels, and systematic legal education”—which has so far been implemented only partially in pilot formats.

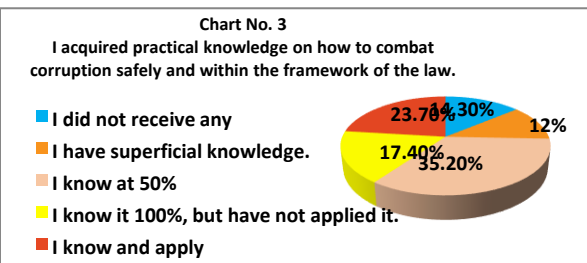
Therefore, in response to the evaluation question, it can be concluded that the project contributed to identifying and partially addressing systemic gaps through advocacy, new monitoring practices, internal university mechanisms, and digital channels. However, it could not, by itself, resolve structural issues related to salaries, employment, law enforcement, and cultural norms. These barriers remain the field for ongoing efforts in state anti-corruption policy, in which the project made an important, though currently localized, contribution.

5. How has the level of youth activism against corruption changed after participating in the project? Types of actions include educational and awareness-raising activities, reporting corruption cases, monitoring, advocacy, coalition-building, and social media campaigns. Changes are observed in the scale and frequency of activities, participation in leadership roles, resource mobilization, achieved results (cases referred, complaints submitted, policy proposals), and the sustainability of youth initiatives.



According to survey data, the project significantly deepened understanding of corruption and provided young people with practical tools for action. Chart №9 shows that 27% of participants already understand and analyze the causes, forms, and consequences of corruption and recognize how society can counteract it. Another 16.9% “identify different forms of corruption, understand its impact on societal development, and can explain why it is important to combat it” while 14.8% can at

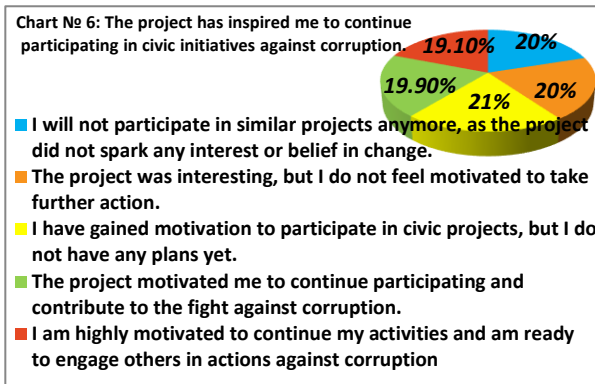
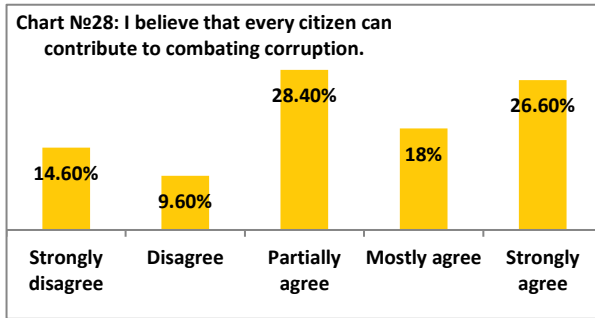
least confidently identify the main forms and provide examples.



At the same time, according to Chart №3, 23.7% of respondents not only know how to combat corruption safely and legally but are already applying this knowledge. Another 17.4% “know it fully but have not yet applied it” and 35.2% assess their practical knowledge at the “50%” level. Thus, for a significant portion of participants, knowledge has moved

from a theoretical to a practical level, providing a foundation for increased activism.

Changes in attitudes and personal readiness to act are also supported by quantitative data. Chart №28 shows that 45.6% of participants (“mostly agree” 18%, and “fully agree” 26.6%) are confident that every citizen can contribute to the fight against corruption. Another 28.4%



“partially agree” with this statement, while the share of those who do not believe in their personal impact (14.6% “strongly disagree” and 9.6% “somewhat disagree”) is significantly lower.

Chart №6 shows that, overall, about 60% of participants have been motivated to engage in community projects, even if they do not yet have concrete plans (21% are somewhat motivated, 19.9% are already motivated to continue participating and contributing, and 19.1% are “highly motivated” and ready to involve others). At the same time, around 40% remain in a zone of uncertain activity (20% do not plan to participate further, and 20% find the project interesting but do not feel motivated), reflecting both the progress achieved and the limits of the project’s influence on all participants.

Qualitative data from FGDs and interviews

demonstrate that participants’ civic engagement became more conscious and multi-step compared to the control group. Participants reported that they began to recognize corruption in situations that were previously perceived as “normal,” to distinguish between different types of corruption, and to use formal mechanisms for reporting. These included submitting reports through compliance department bots, contacting small grants leaders and university rectorates, and, when necessary, appealing to the прокуратура and the Anti-Corruption Agency.

In the “Line of Change” exercise, project participants rated their confidence in reporting violations at 5 or higher (up to 10) and described how their confidence had increased, providing examples of real-life reports they had submitted. In contrast, youth from the control group more often rated their confidence between 0 and 7 and limited their responses to general mentions of “bribes to traffic police or doctors,” without describing clear, sequential action algorithms. In the “Resistance” case study, project participants spoke about a chain of actions (compliance mechanisms → rectorate → external oversight bodies), whereas those who did not participate in the project more often ceased their efforts after an unsuccessful appeal to the rectorate. Practical forms of civic engagement can be illustrated by the project implemented in Karakalpakstan. The project organized a series of workshops and public dialogues on the transparent distribution of free medicines, reaching more than 270 direct participants (medical students, mahalla residents, and military doctors), as well as a broader audience through local television and Telegram channels. As a result, youth and community members became more active in monitoring medicine distribution, and the issue of transparency in drug allocation entered the district’s public agenda. In Shahrizabz, the “Academic Integrity” initiative conducted 32-hour training courses for 62 students, launched an anonymous Telegram bot for reporting violations, and initiated the creation of a volunteer club involving 90 students, thereby anchoring civic engagement within a sustainable institutional platform. In Kashkadarya, the project “Building Immunity to Corruption” covered several schools and one university, using role-playing exercises, creative tasks, and a media campaign. The final ceremony and a social media reach of over 10,600 users demonstrate that youth engagement extended beyond the training audiences and evolved into broader educational and media-driven actions. In Jizzakh, the project “Transparency and Trust,” through seminars, workshops, podcasts, and a scientific-

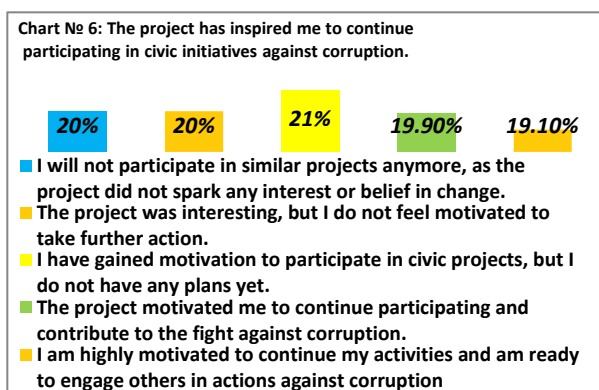
practical conference, engaged students, faculty members, and representatives of ministries and the prosecutor’s office. This resulted in the formation of a network of “agents of change” linking youth and university staff, who continue to exchange materials and case studies via Telegram channels and offline events.

Taken together, these findings allow us to conclude that the project not only strengthened knowledge and attitudes but also initiated various forms of sustainable youth activism—from reporting and monitoring to advocacy and the creation of long-term initiatives and clubs. While the scale of these initiatives is currently limited to pilot regions, their regularity, institutional support, and participants’ demand for continuation indicate a high likelihood of sustainability and further expansion.

IV. Sustainability:

Established Facts:

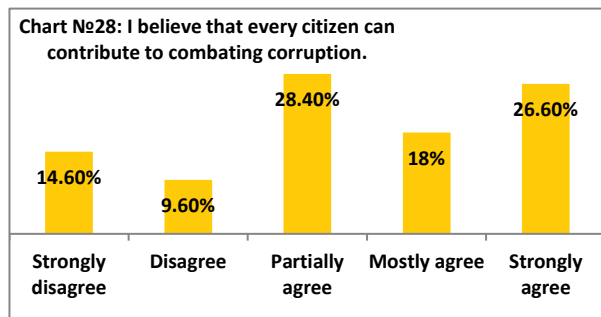
1. To what extent will the project results be sustained after its completion?



According to the survey data, the motivational “base” for continuing activities after the project’s completion is fairly strong. Chart No. 6 shows that about 60% of participants perceive the project as a starting point for further actions. For 21%, the project “sparked motivation to participate in civic initiatives” while another 19.9% report that the project motivated them to continue participating and contributing. Additionally, 19.1% feel a strong level of motivation and express readiness to

engage and mobilize others.

Chart №28 further reinforces this conclusion: 26.6% of respondents fully agree and 18% mostly agree that “every citizen can contribute to combating corruption”, while an additional 28.4% partially agree. The share of skeptics is significantly lower, at 24.2%. In other words, the project leaves behind a critical mass of young people who believe in their own agency and are inclined to continue their civic engagement, although approximately one quarter to one third remain



in a “zone of uncertainty”.

In substantive terms, sustainability is reinforced by the fact that part of the project results has been translated into institutional formats and regular practices. At Shahrizabz State Pedagogical Institute, the volunteer club “Academic Integrity” has been established and continues to operate; it is formally included in the university’s plans. The project report outlines further development of the club’s activities, regular practical workshops and case sessions, support for students’ local initiatives, and the institutionalization of the Telegram bot @Akademik halollik bot as a permanent feedback mechanism. Within the Kashkadarya initiative “Immunity to Corruption,” follow-up activities are carried out through a school-based “Legal Knowledge Club,” the introduction of a monthly “Integrity Week,” methodological support for neighboring schools, and continuous coverage on social media. These efforts already go beyond a one-off project and establish a cyclical, preventive format. Such formats—clubs, recurring thematic

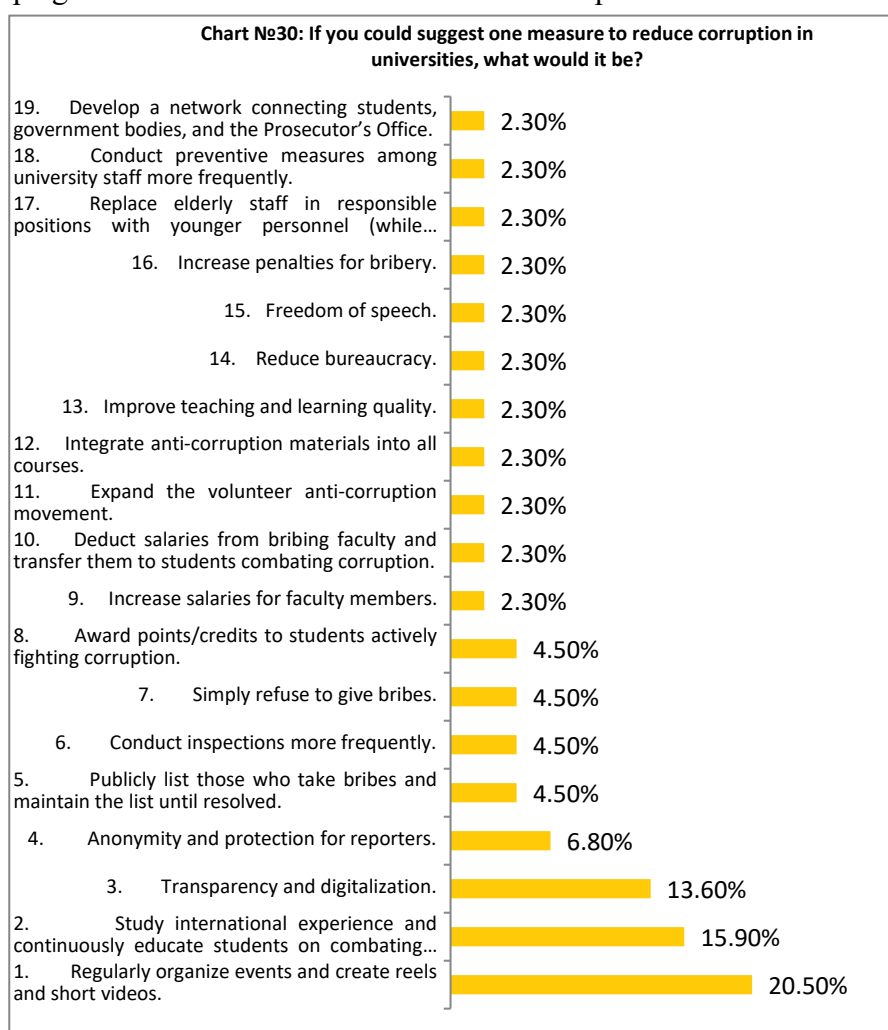
weeks, and media channels—no longer depend on external donor funding and are sustained by the institutions themselves and by local activists.

Digital and media products were also designed with a long-term perspective. In the Jizzakh project “A Society without Corruption: Problems and Solutions,” the official Telegram channel Korup24 was created as a permanent platform for communication and for publishing articles, analytical materials, and best practices. A content competition and the preparation of a collection of academic articles are being carried out in partnership with the State Polytechnic Institute, which ensures both academic and institutional anchoring of the channel. The consolidated report emphasizes that Korup24 and related activities (the conference, the competition, and the “10 Days without Corruption” campaign) are planned for several months and serve as infrastructure for further dissemination of information and for sustaining public interest in the topic.

At the level of school and university initiatives (Karshi, Shahrisabz, and Jizzakh), plans include regular seminars, clubs, integrity weeks, and the replication of experience across other faculties and schools. This further indicates that the project results have been embedded into the ongoing operational plans of the institutions.

Finally, the youth’s own proposals indicate that they understand sustainability as a “daily norm” rather than a one-off campaign. Chart №30 shows that the most frequent recommendations

relate to continuous education and awareness-raising (20.5%, “regularly conduct briefings / trainings”), systematic study of laws and rights (15.9%), and increasing transparency and digitalization of procedures (13.6%). These are followed by demands for anonymity and protection of whistleblowers (6.8%) and regular inspections (4.5%). In this way, young people are effectively “steering” the entire system toward regular, recurring practices rather than one-time actions. Additional insight into how participants themselves envision continuation and sustainability comes from the FGD exercise



“Future Prioritization”. In response to the question, “If the project continues, what should be

the next step?”, youth suggested competitions, regular meetings, new video content that they produce independently, a fully digital knowledge assessment system (“*without teacher involvement*”), study tours to countries that successfully address corruption, and conversely, “*let their students and faculty also come and help us, influence the mindset of our teachers and students*”. They also emphasized sufficient living wages and employment exclusively through digital platforms, where “*the human factor is absent*”. When ranking priorities, participants most often chose digitalization, transparent employment, decent salaries, and video production. This demonstrates that youth perceive sustainability not only as the continuation of existing formats but also as a move toward deeper systemic changes, digitalization of processes, reduced face-to-face interaction, and consequently, lower risks of corruption.

Interviews with representatives of government institutions and compliance departments complement this picture from an institutional perspective. They emphasized plans and readiness to continue engaging youth in anti-corruption clubs and volunteer movements, develop collaboration through youth associations, and use clubs as platforms for analyzing and evaluating situations and collecting recommendations from students. They also highlighted ideas to encourage and reward young people who actively participate in anti-corruption activities in order to consolidate desired behaviors. Taken together, quantitative data, FGD results, and interviews show that a significant portion of the project’s outcomes has a high likelihood of being sustained: a group of motivated and trained young people has been formed, several stable clubs and digital platforms have been created, and stakeholders (universities and government agencies) understand the need to continue and institutionalize this work. At the same time, the presence of participants with weak or absent motivation and the demand for deep systemic changes (“*salaries*”, “*employment*”, “*full digitalization*”) indicate that achieving full sustainability will require additional measures at the level of public policy and governance.

2. What mechanisms were introduced to ensure the sustainability of the project result?

The mechanisms for ensuring the sustainability of the project results can be conditionally divided into institutional, organizational, and communication-based mechanisms.

First, results are secured through institutionalization within state universities and schools. At the Shakhrisabz State Pedagogical Institute, a volunteer club “Academic Integrity” comprising 90 students was created and officially supported by the rectorate. The university not only continued the club’s activities after the grant ended but also allocated its own funds for its operation, transforming a one-time initiative into a permanent structure within the university. Similar clubs and “Integrity Weeks” are planned at Karshi International University and in schools across Kashkadarya districts, where administrations have officially expressed readiness to regularly conduct lessons on corruption and include them in educational plans. In addition, a set of proposals has been prepared to reform the compliance-control system in higher education institutions (subordination of departments to anti-corruption bodies, prohibition of re-employment for faculty caught in corruption, strengthening HEMIS protection, etc.), which creates a basis for formalizing the practices developed within the project.

Second, the project established regular cycles of activities and monitoring rather than one-off events. Small grant teams developed task-tracking tables and agreed to weekly work meetings to analyze progress and adjust plans. In schools and universities, formats such as regular seminars for student leaders and active students were introduced, along with arrangements for recurring meetings (every 2–3 months) with the prosecutor’s office, compliance departments, and other government bodies. Having such scheduled cycles ensures that activities are reproducible even after project funding ends.

An important element has been voluntary youth associations and the development of local human capacity. Reports emphasize that training, interactive methods, and the creation of clubs,

student teams, and “activity weeks” became the foundation for dialogue with government structures. Youth who completed the training continue to act as leaders, facilitate discussions in schools and universities, run their own mini-campaigns, and take on the role of “agents of change.” This forms a local pool of people capable of sustaining the anti-corruption agenda without constant external support.

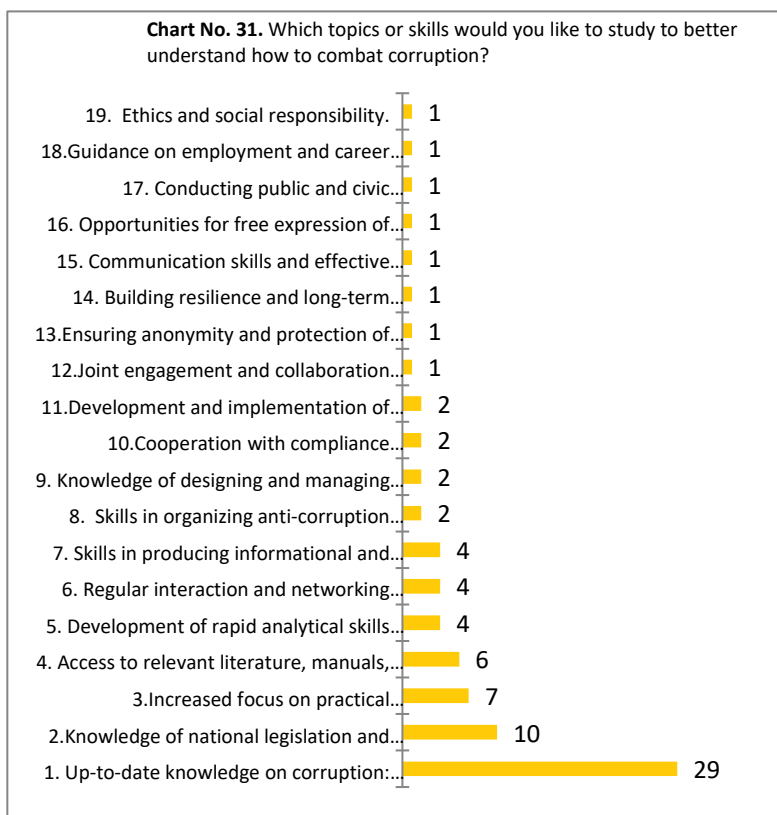
Finally, sustainability is reinforced through digital and media mechanisms. Telegram channels and groups have been created and continue to operate, including branded materials “Future Without Corruption” on Instagram and Telegram with a reach of over 10,600 users, as well as the practice of regularly covering events on regional television. These channels do not depend on the project as a grant; they are owned and managed by youth teams and partner organizations, which ensures long-term access to content and the possibility of further campaigns using local resources.

Overall, these mechanisms show that sustainability was “built in” by the project, both into the organizational structure and the normative-institutional framework of the project partners.

3. How can the capacity of local stakeholders be further strengthened to maintain the achieved impact?

According to the project data, participants themselves clearly indicate areas where they lack the knowledge and skills needed to continue work after the initiative ends. Chart №31 shows that about 36.7% of responses fall under the request “all innovations in this field...”—youth want to understand modern and international practices in fighting corruption, not just basic definitions. Around 12.7% indicated “knowledge of laws and their rights...,” 8.9% requested “more practice and experience,” and 7.6% mentioned in-depth study of anti-corruption literature. Topics such as “quick information analysis,” “effective communication,” and “how to make videos” each accounted for 5.1% of responses, reflecting a demand for analytical and communication skills, the ability to work with facts, explain complex issues to an audience, and use visual content. Other options (anonymity, sustainability, collaboration with government, project development, community building, etc.) ranged from 2.5% to 1.3%, showing that part of the youth are already thinking in terms of institutional development and collective action.

Chart №30 complements this demand from the perspective of proposed systemic changes. The most frequent suggestions were “regularly conduct briefings and trainings” (20.5% of responses), “study laws and student rights” (15.9%), and “ensure transparency and digitalization of procedures” (13.6%). These were followed by “ensure anonymity and



protection of whistleblowers” (6.8%), “*conduct regular inspections*”, “*neither give nor take bribes*” and “*increase student awareness*” (each 4.5%). Other options, such as expanding participation, training faculty, and developing collaboration networks, accounted for about 2.3% each. Altogether, this indicates that, according to participants, strengthening the capacity of local stakeholders should proceed through systematic training, legal education, digitalization of processes, creation of secure reporting channels, and regular monitoring.

Based on conclusions from previous chapters, additional strengthening of local stakeholders’ capacity should focus on several areas. First, deepening and “*professionalizing*” training by moving from one-off workshops to modular programs for student clubs, faculty, and compliance departments (covering laws and their practical application, case analysis, advocacy skills, media literacy, and content production—videos, podcasts, infographics).

Second, supporting and expanding existing structures such as the “*Academic Integrity*” clubs, legal circles, and school and university “*Integrity Weeks*”. This includes local budgets, embedding activities in annual plans of universities and schools, and preparing “*internal trainers (peer-to-peer)*” from among active youth and faculty.

Third, strengthening mechanisms for interaction with government bodies through regular dialogues, internships and joint study tours, collaborative development of recommendations, and involvement of youth in working groups at universities, governments, and relevant ministries.

Finally, FGD and interview results show that youth primarily perceive sustainability through digitalization and reducing the influence of the “*human factor*”: fully digital exams, transparent employment via online platforms, secure reporting channels, and higher salaries as a structural prerequisite for reducing bribery

The capacity of local stakeholders can be further strengthened if:

- *Help them develop and implement such digital solutions at the university/district level,*
- *Build interregional experience-sharing networks (including international study tours),*
- *Develop recognition and incentive systems, from university awards to including anti-corruption activities in students’ portfolios and government agencies’ reporting.*

This will allow local partners not only to maintain the achieved impact but also to gradually scale it to a broader range of institutions and communities.

Summarizing the evaluation results across four criteria—relevance, effectiveness, impact, and sustainability—it can be said that the project largely meets the needs of the target group and the priorities of Uzbekistan’s state policy. The project “hit the mark”: corruption is perceived as a personal and sensitive issue, and the demand for safety, practical knowledge, open dialogue with the government, and access to real resources is clearly reflected both in surveys and FGDs. At the same time, the project is aligned with the national strategy of shifting from a punitive to a preventive approach, contributing to the development of an “immunity to corruption” through legal education and civic engagement.

From the perspective of effectiveness, the project demonstrated a noticeable deepening of youth knowledge and skills, as well as the creation of working channels for cooperation with government bodies. Pre- and post-tests, survey data, and FGDs show growth in analytical understanding of the causes and forms of corruption, development of skills for safe reporting, and use of official platforms (bots, portals, hotlines). An important outcome was the expansion of professional and horizontal networks, creation of clubs, Telegram groups, and joint dialogue formats, where youth not only receive information but also propose their own ideas and projects, some of which have already been implemented through small grants and coaching support.

The project’s impact is evident both at the level of individual attitudes and behavior, and at the level of institutional and digital changes in target regions. Participants increasingly see themselves as active agents of change, are ready to “start with themselves,” and use legal mechanisms for protection and complaint submission, although in “borderline” cultural situations (gift-giving traditions, “hashar”) the influence of entrenched norms and fear is still noticeable. At the same time, the emergence of the volunteer club “Academic Integrity,” the “Future Without Corruption” campaign, initiatives for digital monitoring of medicines, conferences, and podcasts in Jizzakh and other practices show that the project has gone beyond one-off trainings and has become a catalyst for broader changes in the educational and social environment.

The sustainability of results is assessed as moderately high, with clear potential for further scaling. Established clubs, digital channels, regular “Integrity Weeks,” and university plans to continue activities, as well as the readiness of compliance departments and local government bodies to support youth initiatives, provide a foundation for maintaining impact after the grant ends. At the same time, systemic barriers remain—low salaries, unemployment, bureaucracy, lack of trust, and limited legal literacy among some youth. Therefore, the key task for the next stage is to strengthen local structures (clubs, youth centers, digital platforms), ensure their institutional and financial consolidation, and work at the level of policy and governance to address the structural causes of corruption, which youth have already clearly highlighted in their proposals.

V. Summary Values of Key Indicators

Below are the summary values for each indicator along with brief explanations.

- % of participants who believe that their opinions and voices are valued within the project
Analysis of survey data (Chart 12) and focus group discussions indicates that approximately 50% of participants feel that their voices are genuinely considered within the project. This group includes young people whose proposals were discussed, received substantiated feedback, and/or were partially implemented (26.4% according to Chart 12), as well as participants who, in exercises such as “Voice Heard,” described their engagement in the project as collaborative and productive. Thus, it can be concluded that a core group of young people has emerged who perceive the project as a space where their opinions carry weight and can lead to tangible changes.
- % of participants who feel safe participating in project activities
According to survey data (Chart 1), approximately 76% of respondents reported feeling safe while participating in project activities:
 - 50% indicated that they “felt safe and protected”;
 - an additional 26% reported that they “generally felt safe but exercised caution.”

However, nearly one quarter of respondents (approximately 24%) expressed uncertainty, a lack of protection, or perceived risks (including 3.7% who reported cases of pressure or retaliation). This indicates that a basic level of safety was ensured for the majority, yet the need for protection and support remains partially unmet for a significant portion of youth and requires further strengthening of safety mechanisms.

- % of participants who are aware of mechanisms for reporting violations
Survey results (Chart 15) show that 51.4% of participants “strongly agree” that they are aware of official procedures for reporting instances of corruption and other violations. Additionally, according to Chart 20, 54.8% of participants consider official channels (portals, “hotlines,” compliance departments) to be the safest and most constructive means of reporting corruption-related issues. Collectively, these findings suggest that at least 51–55% of participants are not only informed about existing reporting mechanisms but also perceive official channels as the

primary tools for safe reporting. This outcome confirms the achievement of Indicator №3 and reflects the project's contribution to increasing awareness and the practical readiness of youth to use formal mechanisms for reporting violations.

E. Conclusions on Key Evaluation Areas

Relevance.

The evaluation results indicate that the project largely meets the key needs of youth in the target regions in the field of anti-corruption. For the vast majority of participants, basic conditions of safety and protection were ensured, allowing for the establishment of a “launching platform” for addressing this sensitive topic. At the same time, a significant portion of youth continue to experience concerns and a sense of vulnerability, indicating that the need for protection is only partially met and that further strengthening of safety guarantees and support is required.

The project is perceived by youth primarily as a source of practical knowledge and skills. Participants reported a better understanding of forms of corruption, knowledge of how to act within the legal framework, and the ability to use specific resources and channels for reporting. An active core of young people has emerged, whose motivation for continued participation in civic initiatives and anti-corruption activities has been reinforced by the project, although part of the target group remains passive or lacks clear internal motivation to take action.

The objectives and content of the project are largely aligned with the national anti-corruption strategies of the Republic of Uzbekistan. The project implements the state-mandated shift from a predominantly punitive to a preventive approach, relying on legal education, the development of civic engagement, and the strengthening of trust in official reporting channels. The priority areas chosen by the youth teams (higher education, healthcare, employment) correspond with the national agenda and reflect the actual challenges faced by young people at the local level.

Effectiveness.

The project demonstrated a high level of effectiveness in deepening knowledge and fostering more conscious attitudes among the target youth. Participants moved from a superficial understanding of corruption to a more comprehensive grasp of its causes, consequences, and potential strategies for counteraction. Analytical thinking and critical reflection among participants were noticeably higher than in the control group, where knowledge often remained largely declarative.

A key achievement was the development of an understanding of personal responsibility and the role of young people as agents of change. A significant portion of participants believe they can influence the situation, are willing to act through legal mechanisms, and perceive anti-corruption efforts as a matter of personal choice and behavior, rather than solely as a function of the state. At the same time, in everyday “borderline” situations influenced by cultural norms (traditional gift-giving, participation in communal labor or “hashar,” etc.), the sustainability of new behavioral models remains limited, as traditions and fear of social disapproval continue to affect decision-making.

The project's effectiveness was significantly shaped by institutional and operational factors. On the one hand, clear and safe communication channels were created and developed (compliance bots, hotlines, official portals), resources and consultations became more accessible, and some state institutions demonstrated openness to dialogue. On the other hand, key barriers remain, including gaps in legal knowledge among some youth, fear of negative consequences from reporting, and a sense of distance between students and government representatives. Nevertheless, approximately half of the participants gained experience in meaningful interaction with state bodies, where their proposals were discussed and partially implemented, representing an important step toward a partnership model of engagement.

The project also lays the groundwork for the development of anti-corruption leadership among youth. Participants acquire skills in safe reporting, advocacy, public speaking, and working with digital platforms and social networks. Their leadership potential is reinforced by practical experience using these tools and participating in initiatives, whereas in the control group, leadership remains largely theoretical

Impact.

The impact of the project can be observed at three levels: individual, institutional, and socio-political.

At the individual level, participants experienced an increased sense of personal engagement in anti-corruption efforts, greater confidence in using legal mechanisms, and a heightened willingness to initiate change within their own environment. Young people began to perceive certain everyday situations, previously regarded as “normal,” differently, increasingly associating them with potential corruption risks.

At the institutional level, the project facilitated the emergence of new practices and formats for collaboration between youth and state institutions. These include regular dialogues and meetings, joint conferences, digital monitoring mechanisms (for example, tracking the issuance of medical prescriptions), Academic Integrity clubs, recurring thematic weeks, and spaces for open discussion of corruption-related issues in universities. These initiatives go beyond one-off activities and contribute to the development of a sustainable infrastructure for public oversight and prevention.

At the political and public level, the project helped translate young people’s perceptions of systemic gaps into concrete proposals for educational institutions and government bodies (strengthening the independence of compliance departments, digitalizing processes, protecting whistleblowers, removing educators found guilty of corruption, etc.). While the project cannot objectively resolve structural issues such as low salaries, employment challenges, or law enforcement deficiencies, it has acted as a catalyst for local change and created platforms for advocacy and public monitoring.

Sustainability.

The sustainability of the project results is assessed as moderately high. A group of motivated and well-prepared young people has been formed, ready to continue activities and engage their peers. Some results have already been institutionalized: student and school clubs, regular thematic weeks, university and school plans, and functioning digital channels and bots. This indicates that, in several cases, project activities have evolved into elements of permanent practice.

At the same time, systemic limitations remain. Not all participants have developed stable motivation, for some youth corruption remains closely linked to traditions and everyday norms, and contextual challenges persist, including low incomes, bureaucratic obstacles, and distrust of institutions. Additional efforts to deepen training, support already established structures, expand digital solutions, and develop interregional and international exchanges are necessary to scale and consolidate the achieved effects.

Overall, considering the combined criteria of relevance, effectiveness, impact, and sustainability, it can be concluded that the project has played a significant role in fostering a legal and anti-corruption culture among youth and has created real prerequisites for the further development of the youth anti-corruption movement within the framework of the national policy of the Republic of Uzbekistan.

F. Recommendations

The recommendations are grouped according to the four main evaluation criteria: relevance, effectiveness, impact, and sustainability, with an indication of the key addressees.

1. On Project Relevance

1.1. Strengthen safety guarantees and protection systems for young people participating in anti-corruption initiatives.

Recipients. Government agencies, universities/schools, compliance departments, NGOs. Given the reported high level of perceived risks and fear of corruption reports, it is recommended:

- Develop and implement local safety protocols in partner educational institutions (including anonymous reporting, protection against retaliation for complainants, and clear procedures for handling complaints);
- Regularly inform students about protection mechanisms, including examples of cases where reporting did not result in negative consequences;
- Provide access to free consultations (legal and psychological) for young people engaged in anti-corruption activities.

1.2. Systematize the Development of Practical Knowledge and Skills in Anti-Corruption.

Recipients. Project implementers, partner NGOs, universities/schools. Considering the high demand among youth for practical knowledge and the positive experience of previous trainings, it is recommended to:

- Convert the main anti-corruption learning modules into short certified courses/modules, including case studies, action algorithms, and work with real documents and platforms;
- Integrate elements of these courses into existing subjects (law, social sciences, civic education) and electives;
- Create separate blocks on critical thinking, information handling, and “grey areas” (gifts, traditions), where values and culture often contradict anti-corruption principles.

1.3. Maintain Alignment of the Project with National Anti-Corruption Strategies and Priority Areas.

Recipients. Donors, state authorities, project implementers. Given the high degree of alignment of the project with national policy, it is recommended to:

- Continue focusing efforts on sectors recognized as high-risk (education, healthcare, youth employment), engaging relevant ministries in planning new phases;
- Align future project stages with existing government programs and strategies to facilitate institutionalization and state support of the results;
- Use the project as a “pilot platform” for testing approaches that can later be scaled up at the national level.

2. On Efficiency

2.1. Deepen modular training and support for youth, especially in terms of legal literacy and practical application of knowledge.

Recipients. Implementers, partner NGOs, universities/schools. Considering the gap between high declarative readiness and limited practical application of knowledge:

- Develop a multi-level program (basic, advanced, leadership levels) in which students gradually progress from fundamental concepts to managing their own initiatives and advocacy;
- Ensure regular practical assignments (preparing appeals, case analysis, community monitoring) rather than limiting activities to training sessions only;

- Provide coaching support for the most active participants (agents of change) throughout the entire project cycle. предусмотреть коучинговое сопровождение для наиболее активных участников (агентов перемен) в течение всего цикла проекта.
- 2.2. Work purposefully to reduce distance and formalism in the interaction between youth and government institutions.
Recipients. Government bodies, compliance departments, and university administrations. Considering that a significant portion of youth still perceives interactions with government institutions as formal:
- Implement regular (rather than one-off) open dialogues between youth and government bodies with clear rules, feedback mechanisms, and documentation of decisions made;
 - Develop “small group” formats (clubs, focus groups, student advisory councils) where communication is less hierarchical;
 - Train representatives of government bodies and compliance departments in youth engagement skills (clear, straightforward communication, discussing complex topics, and receiving criticism).
- 2.3. Strengthen components aimed at changing everyday behavioral practices, especially in culturally sensitive situations.
Recipients. Implementers, NGOs, universities, youth clubs. Given that traditions such as gift-giving, «khashar», and other cultural practices remain a strong influence:
- Develop separate training sessions and campaigns focused on «borderline» situations, incorporating discussions of real dilemmas, role-playing exercises, and finding legally compliant compromise solutions;
 - Involve not only students but also teachers, parents, and community leaders (e.g., imams, mahalla activists) in these discussions to influence norms both «from the bottom up» and «from the top down»;
 - Support positive examples of rejecting corrupt practices within traditional forms (for instance, participating in «khashar» voluntarily, without coercion or hidden contributions).
- 2.4. Develop anti-corruption leadership and networked engagement among youth.
Recipients. Implementers, NGOs, government bodies responsible for youth affairs, and universities. Taking into account the already formed core group of activists:
- Support existing clubs and teams (academic integrity clubs, legal clubs, volunteer groups) as “leadership schools” where young people can develop facilitation, advocacy, public speaking, and media production skills;
 - Develop interregional and inter-university networks (shared online platforms, joint events, study tours) so that activists perceive themselves as part of a broader movement;
 - Establish systems of recognition and incentives for active participants (certificates, inclusion in student portfolios, internships, participation in working groups under government bodies).

3. On Impact

- 3.1. Institutionalize successful pilot initiatives and digital solutions.
Recipients. Relevant ministries, universities/schools, and local authorities, considering the positive impact of small grants and digital tools:
- support the digital monitoring of drug distribution on a systemic basis (as in the free medicine pilot) and implement similar models in other areas (dormitories, scholarships, recruitment, exams);

- formalize the «Academic Integrity» club, «10 Days Without Corruption», anti-corruption dialogue rooms, and similar formats within the official plans of educational institutions and regional programs;
 - consider the integration of specific initiatives (e.g., Korup24, Telegram bots) into the official communication and consulting platforms of government agencies, ensuring technical and personnel support.
- 3.2. Develop the advocacy component and youth participation in improving policies and procedures.
Recipients. Government agencies, universities, and implementers, as the project has already become a platform for generating substantive proposals:
- continue the practice of dialogues where youth present their recommendations (on the independence of compliance departments, HEMIS security, banning the re-employment of corrupt officials, etc.), while government agencies provide formal responses and action plans;
 - include representatives of student clubs and activists in working groups at universities and relevant government agencies;
 - support the preparation of analytical materials and briefs for decision-makers based on youth research projects and small grant results.
- 3.3. Manage risks and potential negative consequences of youth mobilization.
Recipients. Donors, implementers, government agencies, and universities. Considering the high subjective danger of reporting corruption:
- include a dedicated risk management block for youth in the design of future initiatives (risk assessment, response protocols, and «red lines» when dealing with sensitive cases);
 - provide rapid response mechanisms for potential cases of pressure or retaliation (anonymous support lines, negotiations with administrations, and engagement of partner organizations);
 - strengthen the informing of government agencies and administrations about the importance of a supportive, rather than repressive, response to legal youth inquiries.

4. On Sustainability

- 4.1. Strengthen the institutional and financial foundation of already established structures and practices.
Recipients. Universities/schools, local authorities, and donors. Based on the fact that some results are already embedded in clubs, digital channels, and plans:
- formalize the activities of clubs, «integrity weeks», and dialogue rooms through orders, regulations, and inclusion in annual institutional plans;
 - provide small local budgets (from the funds of universities, schools, and khokimiyats) to maintain activity and reduce dependency on grants;
 - encourage the practice of co-financing and fundraising (as in the case of the Shahrizabz Pedagogical Institute) to motivate local partners to invest in the sustainability of initiatives.
- 4.2. Develop local human resource potential, «internal trainers», and agents of change.
Recipients. Implementers, universities/schools, and NGO partners. To reduce dependency on external experts:
- prepare a pool of trainers from among active youth and teachers («peer-to-peer», mentors) on the key topics of the project;
 - integrate their activities into the system of professional development and educational work of educational institutions;

- provide this group with periodic knowledge updates (reviews of new practices, legislation, and digital solutions).
- 4.3. Maintain and expand digital and media platforms managed by local partners.
Recipients. NGO partners, universities/schools, and government agencies for youth affairs. Considering the role of Telegram channels, bots, podcasts, and social media:
- assign responsible persons/teams for managing channels (e.g., Korup24, academic bots, project pages) with clear tasks and a publication plan;
 - use these channels not only for information but also for collecting feedback, conducting surveys, announcing dialogues, and publishing successful cases;
 - establish interaction between local channels and official government pages to enhance the visibility of and trust in the content.
- 4.4. Plan the next phase of work taking into account systemic barriers that go beyond the scope of the project.
Recipients. Donors, government agencies, and implementers. Since the project cannot solve the problems of low wages, unemployment, bureaucracy, and cultural norms on its own:
- consider anti-corruption youth initiatives as part of broader programs for governance reform, service digitalization, and improving the quality of employment;
 - develop cross-sectoral cooperation (anti-corruption bodies, ministries of education and health, employment services, and youth agencies) to link local practices with the policy level;
 - support interregional and international exchange of experience (study tours, online forums, and partner projects) reflecting the youth's demand for familiarity with successful global practices and their adaptation within the context of Uzbekistan.

The implementation of these recommendations will not only consolidate the achieved results of the project but also transform local practices and initiatives into long-term, systematically supported mechanisms for building an anti-corruption culture among youth.

G. Lessons Learned

I. Project Design and Relevance of Intervention.

Takeaway 1. The existence of basic motivation among youth does not substitute for systemic support.

The assessment showed that even without participating in the project, a significant portion of youth is already willing to «fight corruption» and participate in volunteer and educational initiatives, declaring high support for legal counter-action mechanisms (control group). However, without practical knowledge, tools, and experience interacting with government structures, this motivation remains largely potential. The project demonstrated that it is precisely the combination of basic interest and targeted training (case studies, action algorithms, trainings, and small grants) that shifts motivation from a declarative to a practical level.

Takeaway 2. Relying on national strategies strengthens the project, but requires «translating» them into the language of youth.

Consistency with the national anti-corruption policy and the transition to a preventive approach became a strong point of the project. At the same time, the wording of the strategies for youth themselves remains poorly recognized. The project's practice showed that effectiveness increases when elements of public policy are «broken down» into cases, action algorithms, visual and digital products understandable to youth, rather than remaining at the level of abstract slogans.

II. Safety, Risks, and Trust

Takeaway 3. A sense of security is a key condition, but its provision cannot be considered a «one-time» achievement.

Conditions were created for the majority of participants under which they felt sufficiently protected. Nevertheless, a significant share of youth still perceives reporting corruption as risky and potentially dangerous. This shows that ensuring security is not a single event or a single channel, but a long-term process requiring systemic work on anonymity, whistleblower protection, support for complex cases, and public demonstration of positive examples where those who reported did not face negative consequences.

Takeaway 4. Fear is often associated not only with external risks but also with a deficit of knowledge.

Assessment results show that the lack of a clear understanding of one's rights, procedures, and possible consequences intensifies the sense of threat. Where youth better understand protection mechanisms and step-by-step action algorithms, the level of anxiety and «paralyzing fear» decreases. This confirms the importance of not only legal education but also risk analysis training, understanding «what happens next» after filing a report, and practicing such situations in a safe environment.

III. Youth Engagement Formats and Leadership Development

Takeaway 5. The transition from theory to practical forms is the key to behavioral change.

The most noticeable changes in attitudes and behavior were observed where the educational component was linked to practice: small grants, developing own projects, using real case studies, sociodrama, role-playing, modeling reports/appeals, and producing podcasts and videos. Conventional lectures and «information sessions» without a practical component yield only a limited effect. The project experience showed that combining learning with real action (research, advocacy, monitoring) significantly increases the likelihood that the knowledge will be utilized.

Takeaway 6. Leadership is formed through «small steps» and concrete experience, rather than solely through calls to action.

Participants began to use official channels more consistently, initiate meetings, formulate proposals, and engage in dialogue with government structures precisely where they had a small but real experience: preparing an appeal, organizing an event, participating in a small grant, or moderating a discussion. This shows that leadership development programs should be built on a gradual increase in task complexity and mandatory reflection on the experience gained, rather than being limited to general talks about «*leadership qualities*».

IV. Interaction with Government Structures

Takeaway 7. The quality of interaction with the state is more important than the mere fact of contact.

For a significant portion of youth, meetings with government representatives remain formal—the «*usual way*». Where interaction was substantive (*discussing specific cases and proposals, reaching joint decisions*), the attitude toward government structures changed, and the willingness to cooperate grew. When planning events with government agencies, it is necessary to agree in advance on the format, the role of youth, feedback mechanisms, and next steps to avoid formalism and build trust.

Takeaway 8. The role of compliance departments can be transformed from a «punitive» one into a partnership, but this requires time and a reimagining of their role.

The project showed that compliance departments are capable of acting as a bridge between youth and the state, developing bots, organizing meetings, and supporting clubs. However, in the eyes of a significant portion of students, they are still perceived as part of the hierarchy and as «teachers» rather than independent advocates. To build trust, soft and «informal» communication formats, youth participation, joint projects, and institutional steps to strengthen the independence of compliance structures are essential.

Takeaway 9. Where government agencies are ready to implement a real change in practices, the effect of projects is significantly enhanced.

Examples of digital drug monitoring, the creation of permanent dialogue rooms, and regular «corruption-free days» supported by universities and authorities show that the willingness of government agencies to consider youth recommendations sharply increases trust and motivation for further participation. At the same time, a lack of response or a formal «brush-off» reinforces a sense of futility regarding such efforts. For future projects, it is essential from the very beginning to build mechanisms for joint planning and the formalization of «commitments» by partners from government agencies.

V. Digital and Media Solutions

Takeaway 10. Digital channels (bots, portals, Telegram channels) are effective only if they are clear, accessible, and yield visible results.

The project showed an increase in trust toward official digital channels; many participants are aware of and use hotlines, portals, and bots. However, sustainable use is formed only where youth see that reports are not lost, there is a response to them, and the interfaces are user-friendly and allow for anonymity when necessary. The lesson for future initiatives is to focus not only on promoting digital tools but also on the quality of their operation, feedback mechanisms, and the creation of «success stories».

Takeaway 11. Media formats (podcasts, videos, social media) increase reach and engagement but require the training of youth teams.

Where participants gained skills in content creation and channel management, media products became a sustainable part of the anti-corruption infrastructure (e.g., Korup24 and other channels). In the absence of such skills, digital resources quickly «freeze» after the project ends. This suggests the need to include separate modules on media literacy, storytelling, and the technical aspects of managing channels in future programs.

VI. Cultural Context and Social Norms

Takeaway 12. Working with corruption in the «grey zone» of traditions requires different approaches than classical anti-corruption measures.

Cases involving gifts to «ustozs» and participation in «khashar» showed that even well-prepared participants are not always ready to apply formal counteraction mechanisms where the situation is tied to strong cultural norms. This is a lesson on the need to incorporate special modules into programs for working with social norms and dilemmas, as well as fostering dialogue with mentors, parents, religious, and local leaders, rather than being limited to legal and ethical arguments..

Takeaway 13. Changing norms is a long process in which not only knowledge is important, but also collective support.

Individually, young people often recognize corruption risks, but they fear «standing out» from their environment or violating group expectations and traditions. The project experience showed that where sustainable groups were created (clubs, small grant teams, networks of «agents of change»), it was easier for youth to adhere to new standards of behavior.

Consequently, corruption prevention efforts should rely not only on the individual but also on the collective level the formation of groups that share anti-corruption values.

VII. Institutionalization, Sustainability, and Scaling

Takeaway 14. Sustainability increases when initiatives are integrated into institutional plans and provided with minimum resources.

The «Academic Integrity» clubs, regular «Integrity Weeks», permanent dialogue rooms, and Telegram channels demonstrated that even a small but institutionally anchored decision (a line in a work plan, an internal order, the allocation of time and a small budget) makes results less dependent on the project and donor funding. For future initiatives, it is vital to incorporate steps for including key formats into the official plans of universities and schools right from the design stage.

Takeaway 15. Local potential and partner initiatives are a vital resource for sustainability.

Cases where universities independently extended club activities, allocated funding, and increased the reach of events show that sustainability depends not only on the «handover» of results but also on the project's ability to activate the internal resources of partners. Conclusion: when planning, more attention must be paid to identifying and strengthening the internal motivations and interests of universities, schools, and local authorities.

Takeaway 16. Project formats cannot replace systemic reforms, but they can serve as a «solution laboratory».

Low salaries, unemployment, bureaucracy, lack of enforcement, and persistent cultural practices remain key causes of corruption and cannot be eliminated through youth projects alone. However, the experience of small grants and dialogues with Government Agencies showed that such projects can test models for digital monitoring, strengthening compliance control, and youth participation in developing recommendations. It is important to position such initiatives in advance as «pilot platforms» for testing solutions that can then be scaled by the state.

VIII. Monitoring, Evaluation, and Knowledge Management

Takeaway 17. The combination of quantitative and qualitative methods provides a deeper understanding of changes.

The use of pre-post tests, Likert scales, comparisons with a control group, focus groups, case studies, and visual methods (problem tree, change line, resource ranking) made it possible to identify not only the level of knowledge but also changes in attitudes, behavior, and risk perception. Such a comprehensive approach to M&E should be used in future programs, especially when dealing with complex phenomena related to norms and behavior.

Takeaway 18. Youth involvement in M&E strengthens their sense of ownership and provides a more realistic picture.

Where young people participated in discussing indicators, analyzing cases, and preparing recommendations, they not only better understood the project goals but also provided more honest and profound feedback. This demonstrates the potential of an approach where beneficiaries are viewed as partners in evaluation, rather than just sources of data.

Taken together, the lessons learned show that successful anti-corruption initiatives involving youth must:

- *Rely on motivation and demand*
- *Provide real (not just declared) safety mechanisms.*
- *Combine training with practical actions and leadership roles.*
- *Build sustainable partnerships with Government Agencies and Civil Society.*

- *Account for the cultural context and work with social norms.*
- *Plan institutionalization and digital infrastructure in advance.*
- *Use a participatory approach in M&E.*

These lessons can be taken into account when developing the next phases of the project and when replicating the experience in other regions and programs for anti-corruption and the development of youth civic engagement.

H. Appendices

№1. List of Interview Participants.

№	Full Name	Organization	Contact
Jizzakh			
1.	Хамрақулов Сардор	"Shaffoflik va Ishonch" Project	931139113
2.	Карибаев Жамол	"Shaffoflik va Ishonch" Project	941319292
3.	Жумабаев Олимжон	"Shaffoflik va Ishonch" Project	975244454
4.	Нурматов Азиз	NUUz Jizzakh Branch Compliance	976487818
5.	Абдурахмонов Ғайрат	Department of Health	975238672
6.	Исмоилов Муқимбой	"Jizzax Ovozi" newspaper	939401078
7.	Каримов Зиевуддин	Youth Union of Uzbekistan	882133600
8.	Турғунова Дилфуза	Jizzakh Regional Council of the People's Democratic Party of Uzbekistan (PDPU)	502073632
9.	Хидиров Хошим	Jizzakh Polytechnic Institute	991380004
10.	Азамов Аъзимжон	Jizzakh City "Madaniyat" Neighborhood Citizens' Assembly (MCA)	882915757
11.	Жабборов Мехнатхон	Chief Imam-Khatib's Office of Jizzakh Region	902296831
12.	Рахматов Хайрулло	National University Compliance Department	902658020
13.	Имонова Сарвиноз	Regional Department of Public Education	996262947
Republic of Karakalpakstan			
1.	Нурматов Аминжон	"Salmen Eshon" Juma Mosque	973537755
2.	Бабаназарова Шахзода	Compliance Department of the Ministry of Preschool and School Education	913046360
3.	Якубов Қобил	Compliance Department of the Ministry of Higher Education, Science and Innovation	934887113
4.	Нориев Армон	Nukus Branch of the Uzbekistan State Institute of Arts and Culture	934872179
5.	Айбергенов Рустем	Republic of Karakalpakstan Branch of the Civil Service Agency of Uzbekistan	907289468
6.	Жуманиязова Санавар	Ministry of Employment	937149330
7.	Жумагулова Гулзор	Press Service of the Ministry of Health	975085115
8.	Усейлназарова Роза	Specialist of the Appeals Department of the Ministry of Health	995831775
9.	Кудияров Доуранбек	Youth Affairs Specialist	912604141
10.	Қадирбаева Хурлиман	Youth Leader of "Nukus Qal'asi"	905928121
11.	Отеманов Мингибай	Deputy Khokim (Mayor) of Nukus	913759777
12.	Калиев Махмуд	Compliance Department of Nukus Mining and Technological University	886953101
13.	Усмаилов Эрناзар	Karshi International University (KIU)	904218118
14.	Кизилбаева Кумишай	Student of Nukus State Pedagogical Institute	913835554
15.	Курбанниязов Юсуф	"Sarvinoz" Training Center (project)	913034292
16.	Сурунов Шоҳруҳ	Student of Karakalpak State University (project)	886574999
17.	Атажанов Акбар	Project Manager (project)	933611611
Kashkadarya			
1.	Ражабов Улугбек	Karshi Technical University	905181446
2.	Норкулов Сирож	Department of Employment	990614161
3.	Саидова Мафтуна	"Immunity Against Corruption" Project	908632807
4.	Исмаатов Холмумин		987765908
5.	Ахмедов Шухрат	Chief Specialist	771066777
6.	Муродов Олмос	Head of Department, Compliance, Regional Department of Public Education	973853785
7.	Аллаярова Лазиза	Regional Health Department	907220742
8.	Рустамов Лочинбек	Regional Health Department	987778082
9.	Ходихонов Аурсунбой	Regional Agency for Youth Affairs	914670222
10.	Шамсиев Рустам	"Yoshlar — Kelajagimiz" NGO	881129000

11.	Рахматов Шухрат	Blogger, Journalist	977225384
12.	Журакулова Маржона	"Academic Integrity" Project	916373887
13	Шодмонов Даврон	Khokimiyat (Local Government)	906709000

№2 List of Focus Group Discussion (FGD) Participants.

No	Full Name	Organization	Contact
Jizzakh			
1.	Турғунов Шохбоз	Jizzakh Polytechnic Institute	200010337
2.	Абжалилов Жавлон	Jizzakh Polytechnic Institute	935742406
3.	Дустов Улғбек	Jizzakh Polytechnic Institute	990818207
4.	Каримов Мурод	Jizzakh Polytechnic Institute	913831304
5.	Абдумавлонов Сардор	Jizzakh Polytechnic Institute	970623005
6.	Бахриддинов Сирожиддин	Jizzakh Polytechnic Institute	942370722
7.	Шералиев Безруз	Jizzakh Polytechnic Institute	95 1504626
8.	Файзуллаев Рузимбек	Jizzakh Polytechnic Institute	88 6401507
9.	Дехқонов Сухроб	Jizzakh Polytechnic Institute	505514145
10.	Бердиев Уктам	Jizzakh Polytechnic Institute	770604570
11.	Хайтбоев Шохжахон	Jizzakh Polytechnic Institute	940410949
12.	Амиров Мехрож	Jizzakh Polytechnic Institute	70 0244004
13	Қурбоналиев Улғбек	Jizzakh Polytechnic Institute	77 1105406
14.	Нормуротов Аслбек	Jizzakh Polytechnic Institute	94 9224648
15.	Мухторов Навруз	Jizzakh Polytechnic Institute	99 2552103
16.	Асралов Шухрат	Jizzakh Polytechnic Institute	99 3464434
17.	Аблоқулов Фурқат	Jizzakh Polytechnic Institute	93 7812001
18.	Хабибуллаев Миръзам	Jizzakh Polytechnic Institute	883278191
19	Мухаммадов Аслбек	Jizzakh Polytechnic Institute	933209998
20	Қаюмов Абдулазиз	Jizzakh Polytechnic Institute	95 4456116
21	Ибрагимов Шерали	Jizzakh Polytechnic Institute	889827788
22	Туралиев Бектемир	Jizzakh Polytechnic Institute	990920912
23	Номуродова Гулбахор	Jizzakh Polytechnic Institute	993598387
24	Латиркаев Рустам	Jizzakh Branch of Kazan University	--
25	Норматова Шохиста	Jizzakh Branch of Kazan University	--
26	Муротова Шахзода	Jizzakh Branch of Kazan University	--
27	Пулатова Зухра	Jizzakh Branch of Kazan University	--
28	Асанова Озода	Jizzakh Branch of Kazan University	--
29	Нурмаматова Гуласал	Jizzakh Branch of Kazan University	--
30	Сағдуллаева Фарангиз	Jizzakh Branch of Kazan University	--
31	Хамиджонов Сардорбек	Jizzakh Branch of Kazan University	97 1278777
32	Муродова Мохичехра	Jizzakh Branch of Kazan University	--
33	Саиджоновна Санобар	Jizzakh Branch of Kazan University	--
34	Байзакова Луиза	Jizzakh Branch of Kazan University	--
35	Файзимуродова Маржона	Jizzakh Branch of Kazan University	--
Republic of Karakalpakstan			
1.	Алламова Интизор	Ellikala Medical Technicum	887142131
2.	Худойбергенова Замира	Ellikala Medical Technicum	881599303
3.	Абдураимова Нилуфар	Ellikala Medical Technicum	970802409
4.	Аллабергенова Янгилжан	Ellikala Medical Technicum	997351592
5.	Юлдашева Сарвиноз	Ellikala Medical Technicum	904200422
6.	Сапарбаева Муштарий	Ellikala Medical Technicum	912599289
7.	Янгибоева Рухшона	Ellikala Medical Technicum	975740109
8.	Ражаббаева Рухшона	Ellikala Medical Technicum	883010818
9.	Садуллаева лайло	Ellikala Medical Technicum	978690618

10.	Шамуратов Толибжон	Ellikala Medical Technicum	990702214
11.	Толесинова Жанар	Nukus Technical University	--
12.	Қадиров Фаррух	Nukus Technical University	--
13.	Оракбаев Азамат	Nukus Technical University	--
14.	Собиров Анварбек	Nukus Technical University	--
15.	Ерманбаев Жасур	Nukus Technical University	--
16.	Якубжанеаов Жахонгир	Nukus Technical University	--
17.	Худойберганов Акмал	Nukus Technical University	--
18.	Отаханова Рухшона	Nukus Technical University	--
19.	Қурбанбаева Сарвиноз	Nukus Technical University	--
20.	Рустамов Илёсбек	Nukus Technical University	--
21.	Азатова Гулсевар	Nukus Technical University	--
22.	Қутлимуратов Шахрухбек	Nukus Technical University	--
23.	Шарибаев Азизбек	Nukus Technical University	--
24.	Тожимуратов Султанмурат	Nukus Technical University	--
25.	Хидирбоев Нурбек	Nukus Technical University	--
26.	Сейтжанов Расул	Nukus Technical University	--
27.	Собиров Диёрбек	Nukus Technical University	--
28.	Шамуродов Равшанбек	Nukus Technical University	--
29.	Имамадинов Махмуд	Nukus Technical University	--
30.	Сабиров Мухамедали	Nukus Technical University	--
31.	Нишанбаев Қудрат	Nukus Technical University	--
32.	Абдихайров Рустем	Nukus Technical University	--
33.	Узарбаев Алишер	Nukus Technical University	--
34.	Исаков Шахрух	Nukus Technical University	--
35.	Муртазаев Муратбай	Nukus Technical University	--
36.	Бектемиров Атажан	Nukus Technical University	--
37.	Ганиев Хожахмет	Nukus Technical University	--
38.	Сурсенбаев Яйрат	Nukus Technical University	--
39.	Йулдашбаев Саломат	Nukus Technical University	--
40.	Жумабаев Нурузар	Nukus Technical University	--
Kashkadarya			
1.	Давлатова Муслима	Karshi International University	912195955
2.	Ибодуллаева Дилнура	Karshi International University	941222516
3.	Икромова Машхура	Karshi International University	908850816
4.	Наримонова Наргиза	Karshi International University	337712304
5.	Муродова Муштарий	Karshi International University	503030768
6.	Нуруллаева Рухшона	Karshi International University	883878707
7.	Жаббарова гулзода	Karshi International University	990278207
8.	Ашуралиева Рухшона	Karshi International University	971803010
9.	Турдиев Исломбек	Karshi International University	886707079
10.	Шодиева Умида	Karshi International University	770207231
11.	Саидова Мафтуна	Karshi International University (project)	906832807
12.	Йулдашева Зухра	Karshi International University	919511465
13.	Қодирова Бахора	Karshi International University	771037179
14.	Ражабова Муштарий	Karshi International University	889512228
15.	Каримов Жобир	Karshi University	887049262
16.	Гадоев Жавлон	Karshi University	889307505
17.	Бахнуров Хуршидбек	Karshi University	998990053
18.	Хамдамова Дурдона	Karshi University	880443686
19.	Хуррамова Севинч	Karshi University	889540602
20.	Айапберенова Гулмира	Karshi University	905060178
21.	Бахтиёрва Рухшона	Karshi University	908706411

22.	Эркинов Тохир	Karshi University	973330906
23.	Қурбонов Умрзок	Karshi University	908756906
24.	Жураев Элдэр	Karshi University	902730108
25.	Тошмуродов Сухроб	Karshi University	930605305
26.	Шарипова Замира	Karshi University	919113098

№1. Interview Guide.

The objective of the interviews was to determine the stakeholders' assessment of the project, evaluate the quality of interaction, analyze the project's impact on youth anti-corruption initiatives, and identify key elements of sustainability.

Greeting and Introduction (2 min)

- Thank the participant for their participation.
- Briefly remind them of the interview's purpose:

«This interview is conducted as part of the final evaluation of the #YoshKhabardor project. It is important for us to understand your role, observations, and assessment of the project results, as well as the changes the project has introduced into the practice of working with youth and government agencies in the field of anti-corruption».

- Guarantees of confidentiality.
- Confirm consent to participate.

I "Relevance. Project Timeliness " (5 min)

1. How do you assess the relevance of this project in the context of anti-corruption objectives in your region/institution/organization?
 - What made the project timely?
 - What specific problems did it help to identify?
2. To what extent were the project's goals and approaches aligned with national anti-corruption policies and strategies?
 - Were there any overlaps with your own activities?
3. What expectations did your organization have at the beginning of the project, and to what extent were they met?

II. " Effectiveness / Interaction " (5 min)

1. How do you assess the interaction between the youth and your organization within the framework of the project?
 - Has the intensity or quality of interaction changed?
 - Were there any joint initiatives?
2. What factors contributed to the successful implementation of the project, and what factors hindered it?
 - Organizational, institutional, or contextual factors.
3. How do you evaluate the level of preparedness and competence of the youth after participating in the project?
 - According to your observations, what specific skills have effectively been developed?
4. Were special conditions or mechanisms created within the project to ensure that young people felt safe and protected when expressing their opinions or reporting issues?

III. " Impact " (5 min)

1. Do you notice any changes in the behavior or participation of youth in anti-corruption activities?
 - Examples of proposals, appeals, initiatives, or public activities.
2. Has the project influenced youth access to platforms or resources for highlighting anti-corruption initiatives?

- Which platforms are currently being used in practice?
- 3. From your perspective, has the project contributed to systemic changes?
 - Have any new dialogue formats, tools, or regulatory changes emerged?
- 4. In your opinion, how has the project influenced the readiness of young people to speak openly about cases of corruption?

IV. " Sustainability and Recommendations" (5 min)

1. Which elements of the project, in your opinion, can be sustained and continue to function after its completion?
 - Institutionally, through partnerships, human resources, or youth communities.
2. In your view, what is necessary to strengthen the sustainability of the results in the future?
3. What recommendations would you provide for future programs aimed at involving youth in the fight against corruption?

Conclusion (3 min)

- Thank the participant.
- Ask if it is possible to follow up in case of additional clarifying questions.
- Inform that the results will be presented in a generalized format.

№2.Focus Group Discussion (FGD) Script.

FOCUS GROUP DISCUSSION (FGD)

Project: «#YoshKhabardor: Youth Against Corruption»

Objective of the FGD:

- To identify participants' perceptions of the project results,
- To determine what knowledge and skills they have acquired,
- To assess how their behavior has changed,
- To identify the forms of anti-corruption activities they are implementing,
- To identify the remaining barriers.

Format: FGD with elements of PRA (Participatory Rural Appraisal) (*ranking, bean-counting, visual matrices, mini-drawing*)

Duration: 90 minutes

Resources: Flipcharts, stickers, cards, markers, beans (large)

Number of Participants: 10–15 people

Guiding Principles: «Safe — Voluntary — Confidential»

I. GREETING AND INTRODUCTION (10 min)

- 1) Introduction of the Facilitator
- 2) Purpose of the Discussion
- 3) **Ground Rules:** Voluntary participation, mutual respect, confidentiality, and the «stop-word» rule.
- 4) **Icebreaker «Project Image»:** Drawing activity (A4 paper). Participants are invited to draw a simple symbol (icon) that they associate with the project and briefly explain its significance.

II. RELEVANCE / TIMELINESS (10 min)

Key Questions:

- 1) What motivated you to participate in this project?
- 2) What were your initial expectations, and to what extent were they met?
- 3) Which topics or formats proved to be the most useful?
- 4) What is the overall value of the project for the youth in your region.
- 5) **Ranking of Project Expectations:** Write the following categories on the flipchart: «*Knowledge — Influence — Support — Practice — Networking with Government Agencies and NGOs*». Participants are asked to rank these by distributing 3 votes each.

- 6) Case Study: «A project participant stopped participating because they did not understand which actions were safe for them». «In your opinion, what would have helped them to continue their involvement?»

III. ПРИОБРЕТЕННЫЕ ЗНАНИЯ И НАВЫКИ (20 МИН)

- 1) Skill Flipchart (Ranking):

- | | | |
|-------------------------------------|---------------------------------------|-----------------------|
| ▪ Understanding forms of corruption | ▪ Advocacy (Promotion of interests) | ▪ Media campaigns |
| ▪ Safe reporting / informing | ▪ Engagement with government agencies | ▪ Critical thinking |
| ▪ Public monitoring | | ▪ Project development |

Participants select 3 key skills and explain their choice. **Pair Work:** «Where have you already applied or do you plan to apply this skill?»

- 2) Card Work:

<p>The facilitator draws a tree on the flipchart:</p> <ul style="list-style-type: none"> • Roots = Causes of corruption • Trunk = Manifestations of corruption • Canopy (Crown) = Consequences of corruption 	<p>Participants use stickers to complement the tree:</p> <ul style="list-style-type: none"> • Into the Roots — Factors: (e.g., fear, lack of knowledge, impunity...) • Into the Trunk — Forms: (e.g., petty gifts, connections/nepotism, circumvention of rules...) • Into the Canopy — Consequences: (e.g., mistrust, inequality...)
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- 3) Case Study. «In a university, participants noticed that during the allocation of dormitory rooms, certain students received places through "connections" (nepotism). One of the students wanted to raise the issue openly but was concerned about the potential impact on their future studies. **Which tool from the project would be most useful to them? (e.g., "safe reporting," "engagement with government agencies," "initiating public monitoring," etc)».**

IV. IMPACT AND CHANGES (20 min)

Key Questions:

- 1) How has the project influenced your level of activity?
- 2) Have you become more confident in reporting violations?
- 3) What has changed in your behavior or attitudes?
- 4) How has your initiative influenced others?
- 5) How did government structures or universities respond to your actions?
- 6) «**Scale of Change**» (**Rating 1–10**): A scale from 1 to 10 is marked on the floor. Participants stand on the position that represents **their confidence in reporting violations now versus before the project**. The facilitator asks 2–3 participants: «What specifically helped you move forward on this scale?»
- 7) **Case Study: «Resistance»** A female student conducted a mini-survey among her peers regarding complaints in the dormitory. The administration asked her «not to make a fuss» and hinted that such initiatives «create a negative image for her». **How would you act in her place?**

V. INTERACTION WITH GOVERNMENT STRUCTURES (10 min)

- 1) **Matrix:** «**What helped / What hindered**» interaction with Government Agencies and NGOs. Participants place stickers in two columns.
- 2) «**Is the voice heard?**» (**Ranking – 1 vote**): «Yes, we are heard», «Sometimes», «No, they do not listen»

VI. SUSTAINABILITY (15 min)

Key Questions:

- 1) Will the activity continue after the project concludes?

- 2) What resources or support are needed?
- 3) Which topics are worth further development?
- 4) Interactive Activity: «Prioritizing the Future». «If the project continues, what would be the next step?»
Drawing in 2-3 groups.
- 5) Each group distributes 5 beans among 4-6 topics. The facilitator selects topics from the drawings and invites the group to vote.
 - **Examples of topics:** digital transparency, youth monitoring, access to platforms, protection of whistleblowers (applicants).

VII. CLOSING (5 min)

- 1) Expression of Gratitude
- 2) Reminder of Confidentiality
- 3) Opportunity to provide additional comments individually
- 4) Closing Question — «What am I taking away with me?»

№3. PARTICIPANT QUESTIONNAIRE.

I. General Information:

- a) University, Faculty (if studying) _____
- b) Place of work (if working) _____
- c) Age _____

II. Awareness of the anti-corruption project (one correct answer).

1. What is the purpose of the anti-corruption project implemented in the educational institution where you study?
 - a) To collect corruption-related material about teachers
 - b) To involve youth, government agencies, and civil society structures in the process of countering corruption
 - c) To introduce amendments to the anti-corruption law
 - d) To involve youth and bloggers in joint actions against corruption
2. My contribution to the project «#YoshKhabardor: Youth Against Corruption» was significant and useful.

1	2	3	4	5
<i>I only received information about the project but did not participate in any events</i>	<i>I participated as a listener; if I was invited, I attended.</i>	<i>I made suggestions and participated in specific events.</i>	<i>I participated in the preparation and execution of all events..</i>	<i>I participated in the planning, preparation, and implementation of project activities.</i>

3. I felt safe while participating in the project activities.

1	2	3	4	5
<i>I faced retaliation</i>	<i>I did not feel safe</i>	<i>I felt uncertain / insecure</i>	<i>I generally felt safe, but acted cautiously</i>	<i>I felt safe and was protected</i>

III. Relevance. Awareness. (one correct answer)

4. I know what corruption is and how it affects our society.
(1 – I do not know... 2... 3... 4... 5 – I know very well)

1	2	3	4	5
<i>I know what corruption is, but I do not know how it affects society or what forms it can take.</i>	<i>I know what corruption is and how it affects society, but I do not know what forms it can take.</i>	<i>I can identify the main forms of corruption and provide examples, but I do not know how it affects the development of society.</i>	<i>I can identify different forms of corruption and its impact on social development, and I can explain why it is important to fight it.</i>	<i>I understand and can analyze the causes, forms, and consequences of corruption, and I realize how I and society can counteract it</i>

5. Please rate your level of agreement with the following statements, where 1 – completely disagree and 5 – completely agree.

Statement	1	2	3	4	5
1. Giving gifts to officials or teachers is a part of our culture.					
2. Giving gifts to officials or teachers is legal, as Uzbekistan has adopted a law on gifts for civil servants.					
3. Reporting corruption is dangerous and can harm a person.					
4. I know that I can influence the corruption situation if I learn about corrupt activities.					

5. We must start countering corruption with ourselves personally (not paying, reporting extortion, analyzing risks, etc.).				
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6. I have gained practical knowledge on how to fight corruption safely and within the framework of the law.

1	2	3	4	5
I did not gain any knowledge	I have a superficial understanding	I know about 50%	I know 100%, but I have not used it	I know and I use it

7. Case 1. A teacher asked students to help for free on his private plot of land, calling it a «khashar». What will you do?

- a) This is a tradition, and I will help without question.
- b) I will agree under duress/compulsion, as he might retaliate.
- c) I will refuse, but I won't say why.
- d) I will report it to the compliance department or via the «hotline».

8. Case 2. A private bank employee stated that the condition for receiving a preferential business development loan is a 10% cash prepayment for the bank manager's signature. How will you act, considering you urgently need the money?

- a) I will agree to pay to get the loan faster; many people do this.
- b) I will negotiate for a smaller amount or offer to pay in installments after starting the business.
- c) I will refuse to give the money and will contact the compliance department of the bank's head office with an official complaint or via the anti-corruption «hotline».
- d) I will remain silent; why should I get into a conflict and waste time? Let the prosecutor's office deal with it; I will simply go to another bank.

9. I have gained practical knowledge on how to fight corruption safely and within the framework of the law.

1	2	3	4	5
<i>Did not gain</i>	<i>Have superficial knowledge</i>	<i>Know about 50%</i>	<i>Know 100%, but have not used it</i>	<i>Know and use it</i>

10. How can youth contribute to the fight against corruption without breaking the law?

- a) Ignore cases of corruption and avoid conflict to stay out of trouble.
- b) Join official educational and volunteer programs on anti-corruption topics
- c) Publicly accuse specific individuals without evidence
- d) Use personal connections to resolve issues

11. I actively use or plan to use the resources and platforms created by the project.

1	2	3	4	5
I do not use them and do not plan to	I plan to, but I do not believe there will be a result.	I plan to use them and believe they will help	I have used them, but without significant results so far	I have used them, and there were results and changes.

12. What is a safe and constructive way to report corruption in Uzbekistan?

- a) Telling all acquaintances, hoping the information might reach the Prosecutor General.
- b) Posting an accusation on social media without any evidence
- c) Reporting corruption through official channels, such as the «insert name» portal, the «insert number» Hotline, or the «compliance» department of the structure
- d) Participating in conflicts between students and teachers.

IV. Interaction with Government Agencies (one correct answer)

13. What is the goal of «cooperation between youth and the state in the fight against corruption»?

- a) Improving policies and anti-corruption mechanisms
- b) Conducting one-time anti-corruption campaigns
- c) Collecting information about bribe-takers.
- d) Warning youth not to take bribes in the future.

14. Interaction with government representatives was open and useful.

1	2	3	4	5
There was no interaction	Interaction took place, but only in one direction towards us; our opinion was not sought	Interaction took place, but as always, it was formal	The meetings were useful; we were heard and understood, and we learned many new things	Interaction was open, connections were established, and results were achieved

V. Project Effectiveness and Results (one correct answer)

15. My suggestions and ideas were heard and taken into account within the project

1 I did not suggest anything	2 I made suggestions, but I was listened to only formally	3 I was heard, but told that it was «unacceptable» without any explanation	4 I was heard and my ideas were discussed, with explanations for any disagreement	5 I was heard, and my ideas were put into practice
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16. If you offered ideas, briefly describe them

17. One of the project's results is the development of skills... Which ones exactly?

- a) Skills for the safe identification and reporting of corruption.
- b) Skills for promoting laws.
- c) How to start a political party.
- d) Public speaking skills for raising awareness.

18. How does critical thinking help in the fight against corruption?

- a) It allows for a quick response to calls from smart people to fight corruption.
- b) It helps to build a relationship with a manager and avoid giving bribes.
- c) It allows for analyzing information, identifying corrupt actions, and making decisions for safe counteraction against corruption.
- d) It makes a person more cautious.

VI. Impact and Sustainability (one correct answer)

19. I believe that every citizen can contribute to the fight against corruption.

1 <i>Strongly disagree</i>	2 <i>Somewhat disagree</i>	3 <i>Partially agree</i>	4 <i>Mostly agree</i>	5 <i>Completely agree</i>
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20. The project inspired me to continue participating in anti-corruption public initiatives.

1 I will no longer participate in such projects because the project did not spark any interest or belief in change	2 The project was interesting, but I do not feel motivated for further action	3 I am motivated to participate in public projects, but I do not have specific plans yet.	4 The project motivated me to continue participating and contributing to the fight against corruption	5 I have a strong motivation to continue my activities, and I am ready to involve others in actions against corruption.
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VII. Resources and Platforms

21. Write the names of the platforms you use for safe reporting of corruption.

22. In your opinion, what prevents youth from actively countering corruption?

23. What topics or skills would you like to study to better understand how to fight corruption?

24. If you could propose one step to reduce corruption in universities, what would it be?

№4. Questionnaire for the Control Group.

I. General Information

- 1. University, Faculty _____
- 2. Age _____
- 4. Have you heard about the «#YoshKhabardor» project? Yes No Difficult to answer

II. Awareness and Understanding of Corruption

Rate your level of agreement with the following statements: 1 – Strongly disagree, 5 – Strongly agree.

Statement	1	2	3	4	5
1. I know what corruption is and what forms it can take.					
2. Corruption hinders social development and reduces trust in government bodies.					
3. In my social circle, corruption is perceived as a «common occurrence».					
4. Youth can play an important role in the fight against corruption.					
5. I know where to turn if I encounter corruption.					

III. Practical Knowledge (Case Studies)

Case 1: A teacher asks students to help on their private land for free, calling it «khashar». What will you do?

- a) This is a tradition, and I will help without question.
- b) I will agree under pressure, as they might take revenge.

- c) I will refuse but won't explain why.
- d) I will report it to the compliance department or via the «hotline».

Case 2: You applied for a dormitory. An acquaintance hints that the process can be «accelerated» in exchange for a «gift». What will you do?

- a) I will agree so as not to lose the chance.
- b) I will try to negotiate a smaller amount.
- c) I will refuse and officially report the case of corruption.
- d) I will do nothing and forget about the incident.

Case 3: An acquaintance shares a post accusing someone of corruption without evidence. What is the correct thing to do?

- a) Repost it so people are aware.
- b) Suggest gathering evidence and submitting an official report.
- c) Ignore it; it is not my business.
- d) Write a comment stating that it is all untrue.

IV. Attitude Towards Corruption

Rate your level of agreement with the following statements: 1 – Strongly disagree, 5 – Strongly agree.

Statement	1	2	3	4	5
1. Giving gifts to officials or teachers is part of our culture.					
2. Giving gifts to officials or teachers is legal, as Uzbekistan has passed a law on gifts for civil servants.					
3. Reporting corruption is dangerous and can harm a person.					
4. I know that I can influence the corruption situation if I learn about corrupt actions.					
5. Countering corruption must start with ourselves (not paying, reporting extortion, analyzing risks, etc.).					

V. Skills and Actions

Rate your level of agreement with the following statements: 1 – Strongly disagree, 5 – Strongly agree.

Statement	1	2	3	4	5
1. I can distinguish corrupt situations in everyday life.					
2. I know the official ways to report corruption (e.g., «hotlines», compliance departments).					
3. I am ready to participate in volunteer or educational initiatives against corruption.					
4. I know how to safely express my opinion on anti-corruption issues.					
5. If an anti-corruption project were held at the university, I would participate without fear.					

VI. Mini-test: «What is correct?»

1. The goal of anti-corruption initiatives is—
 - a) To punish the guilty.
 - b) To increase awareness and involve citizens in legal methods of counteraction.
 - c) To collect evidence and hand it over to the media.
 - d) To support any actions against the authorities.
2. Critical thinking helps fight corruption because...
 - a) It allows for distinguishing facts from rumors and making informed decisions.
 - b) It helps convince others that you are right.
 - c) It makes a person cautious.
 - d) It gives confidence to publicly criticize officials in power.

VII. Social Environment Assessment

Rate your level of agreement with the following statements: 1 – Strongly disagree, 5 – Strongly agree.

Statement	1	2	3	4	5
1. In my university, students can openly talk about corruption with teachers.					
2. I feel support from teachers and administration if I want to report violations.					
3. In my social circle, discussing corruption is «awkward».					
4. My friends believe that fighting corruption is pointless.					
5. I am confident that my voice can be heard if I propose ideas for exam transparency and digitalization.					

VIII. Open-ended Questions

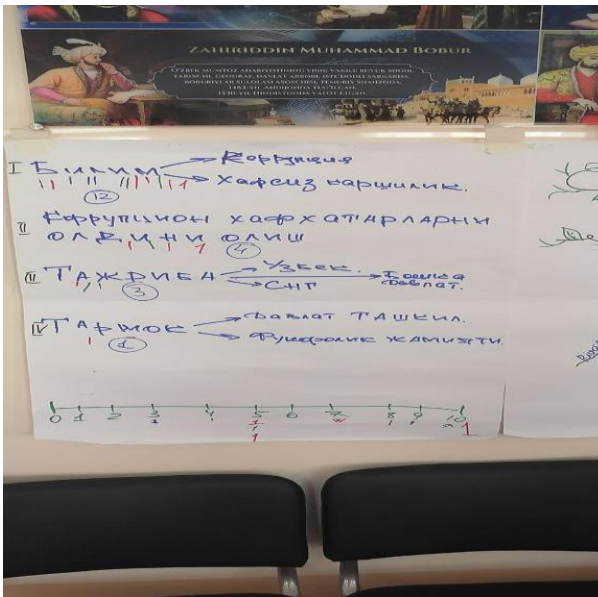
1. In your opinion, what prevents youth from actively countering corruption?

2. What topics or skills would you like to study to better understand how to fight corruption?

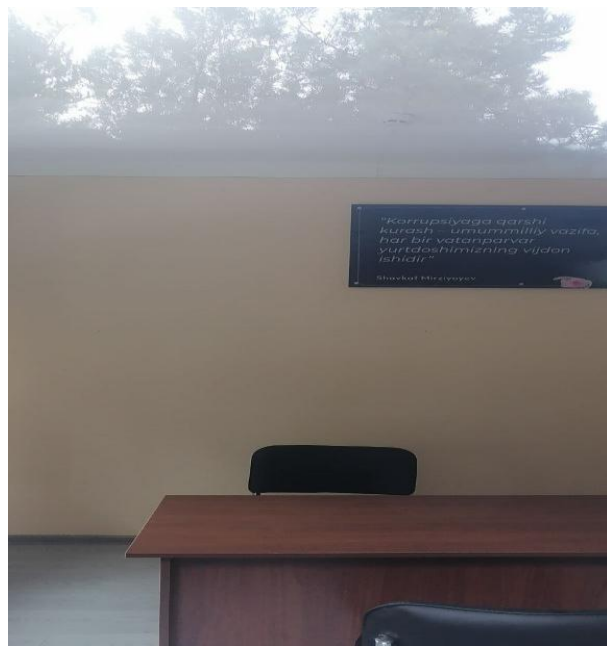
3. If you could propose one step to reduce corruption in universities, what would it be?

Photo materials

Republic of Karakalpakstan



Jizzakh



Kashkadarya

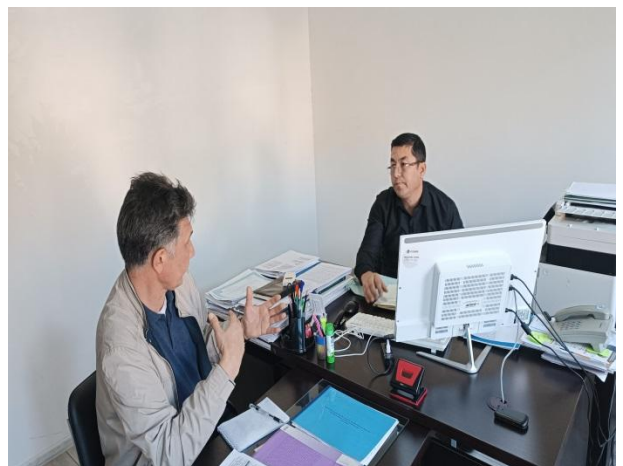
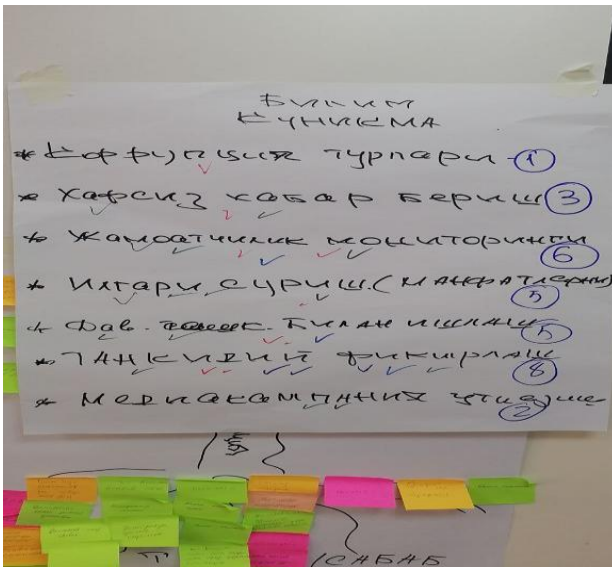
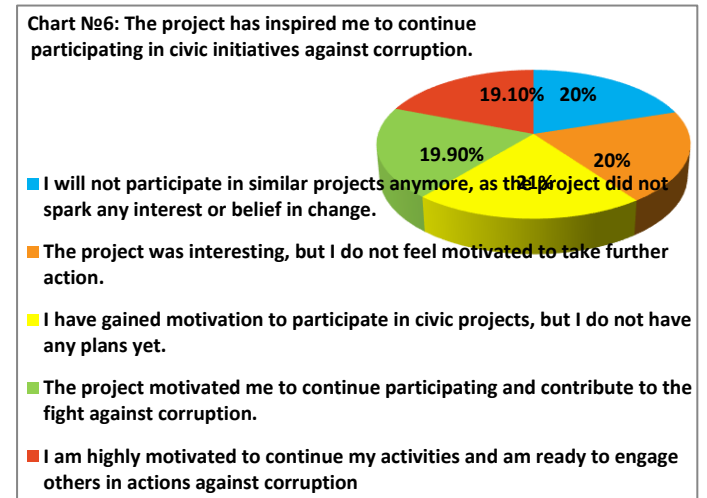
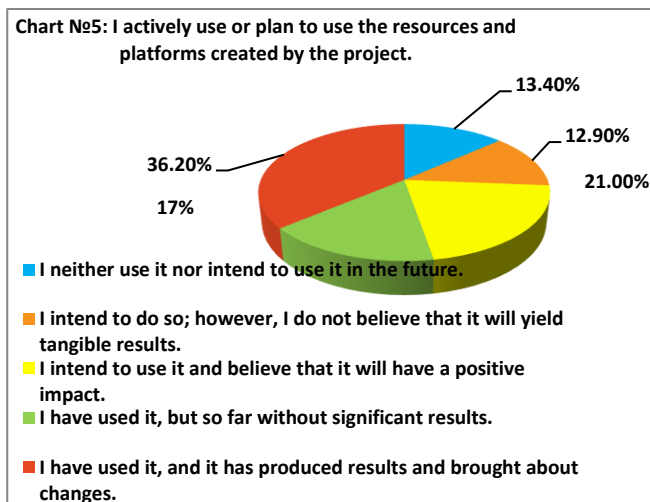
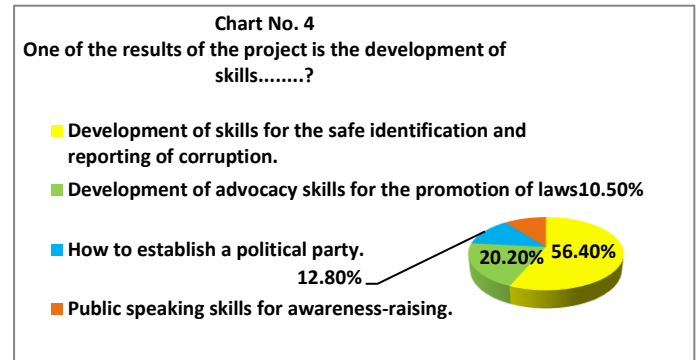
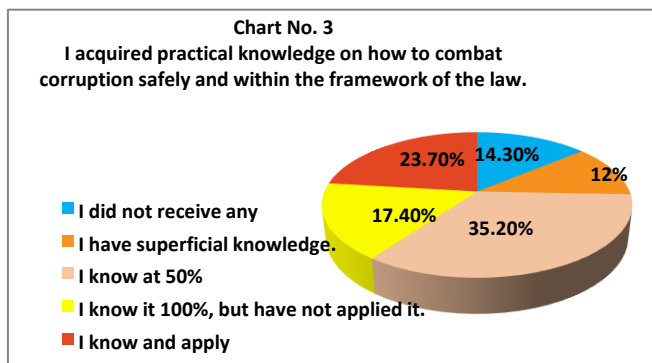
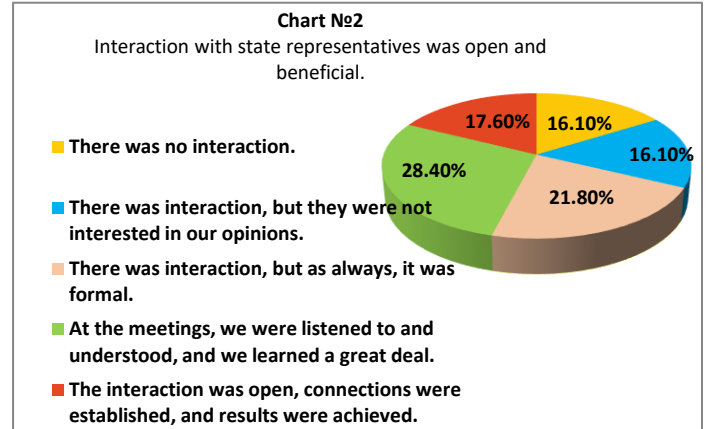
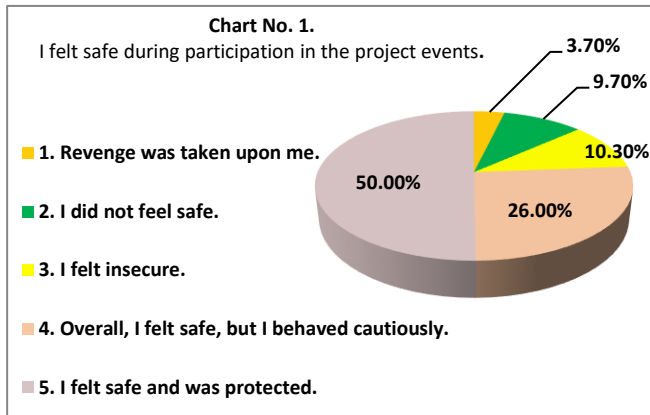


Chart (30)



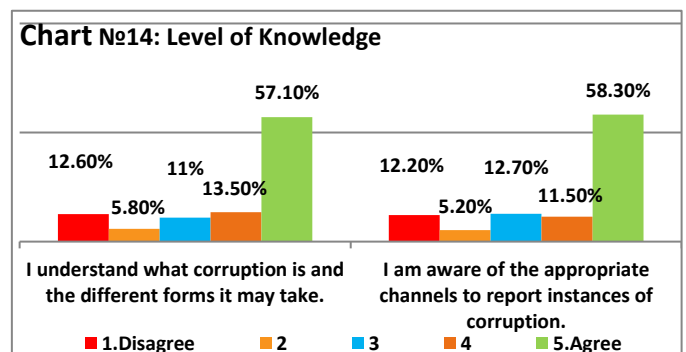
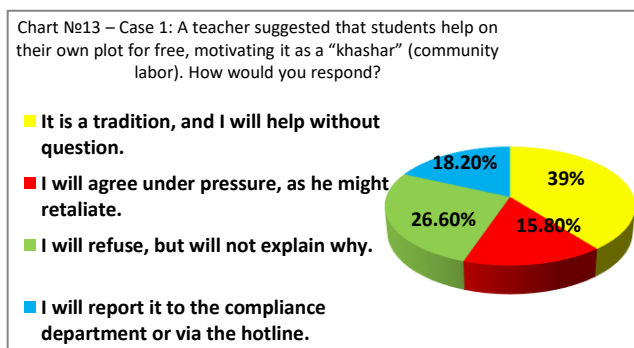
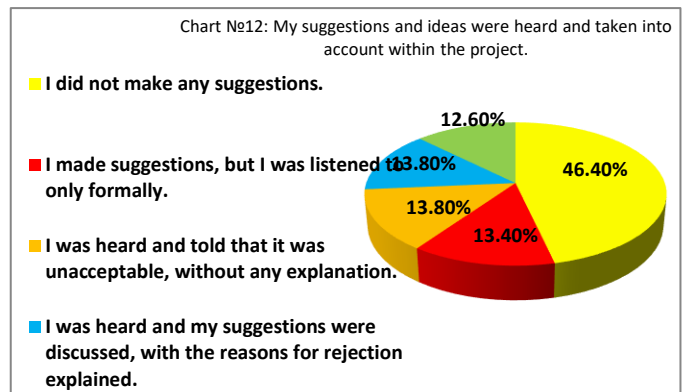
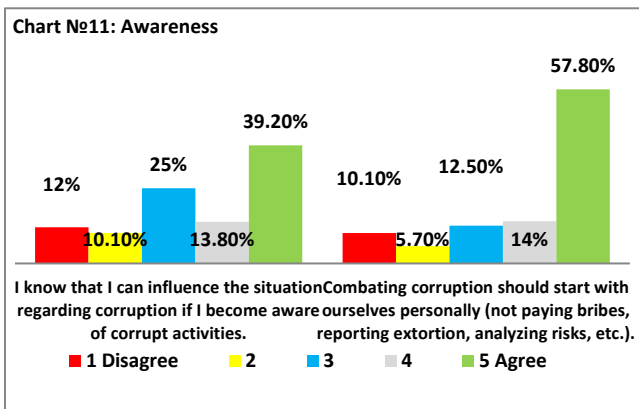
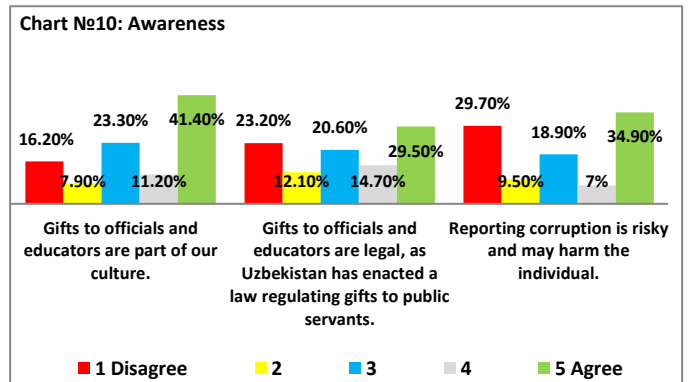
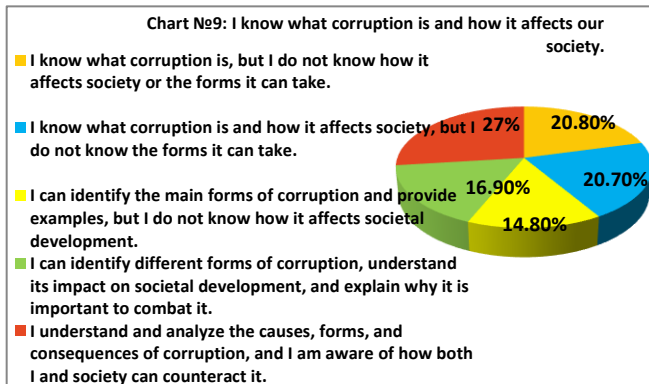
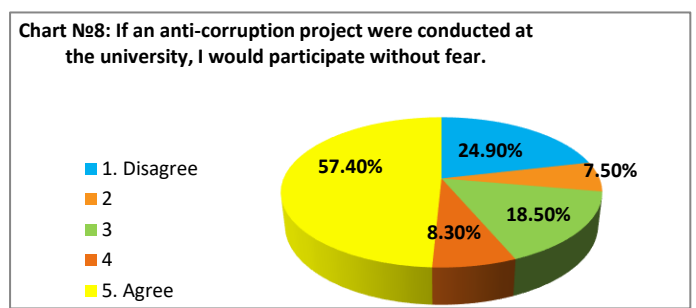
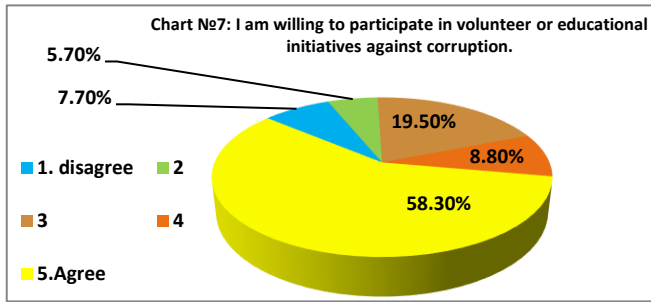


Chart №15: Skills

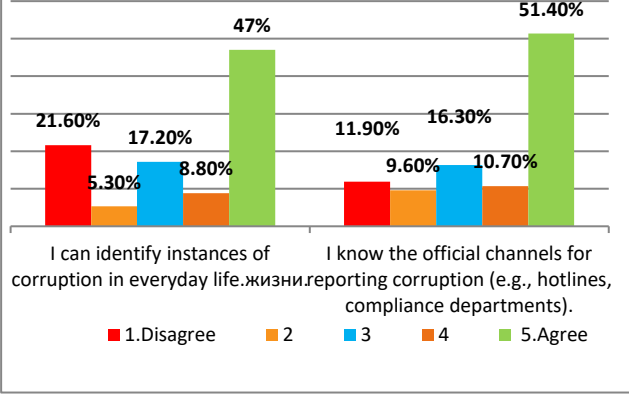


Chart №16 – Case 1: A teacher suggested that students help on their own plot for free, motivating it as a “khashar” (community labor). How would you respond?

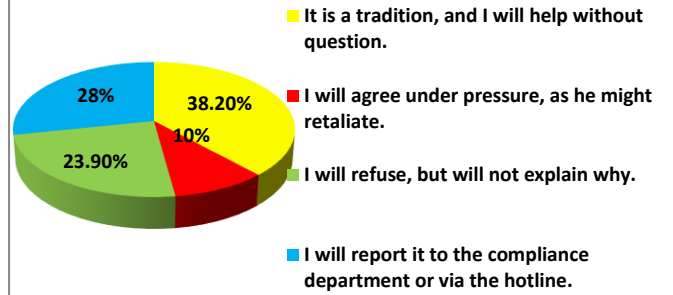


Chart №17 – Case 2: You have applied for dormitory accommodation. An acquaintance hints that the process could be “sped up” in exchange for a favor. What would you do?



Chart №18: Objective of Anti-Corruption Initiatives

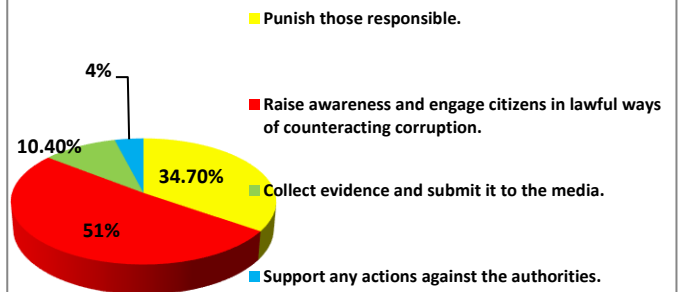


Chart №19: Critical thinking helps to combat corruption because...

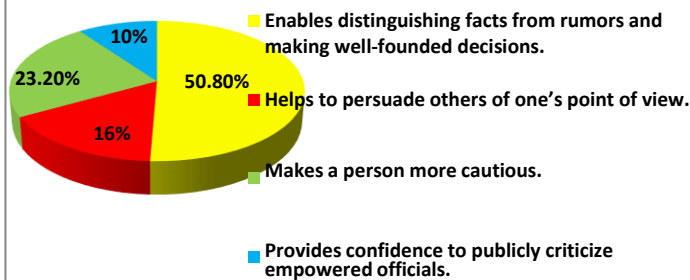
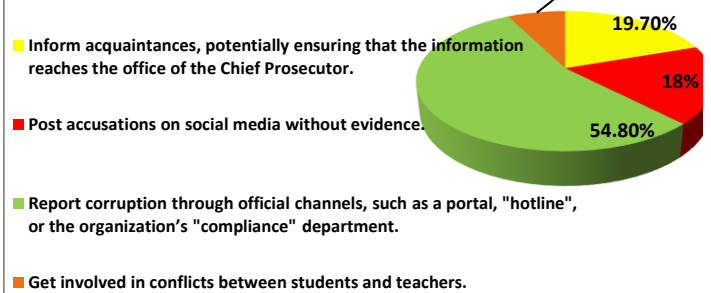


Chart №20: Which method of reporting corruption is safe and constructive in Uzbekistan?



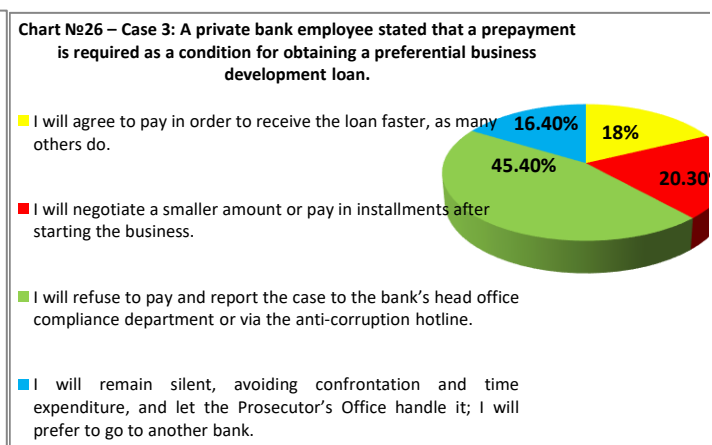
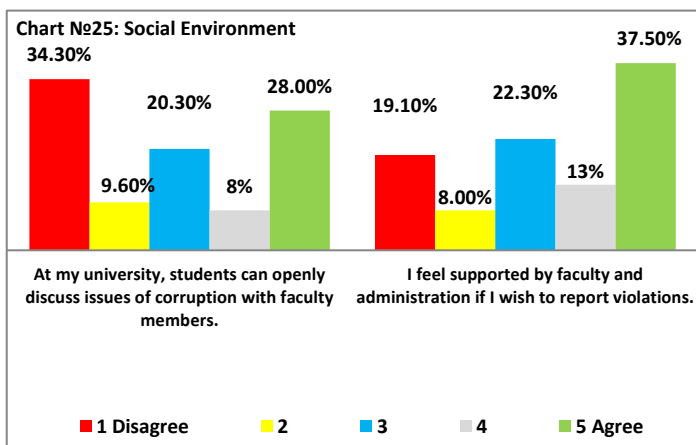
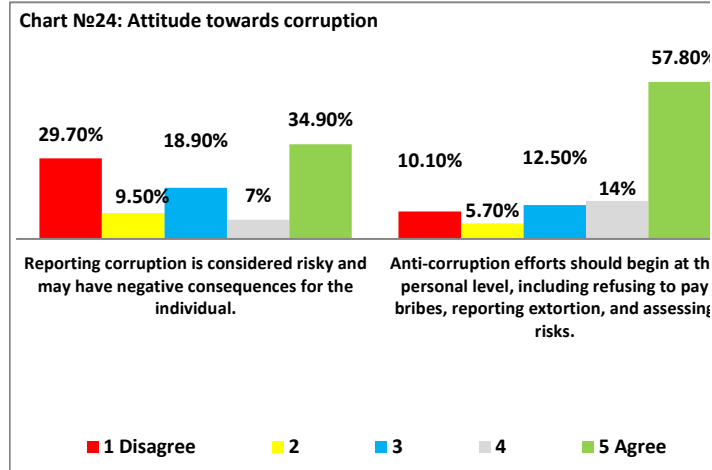
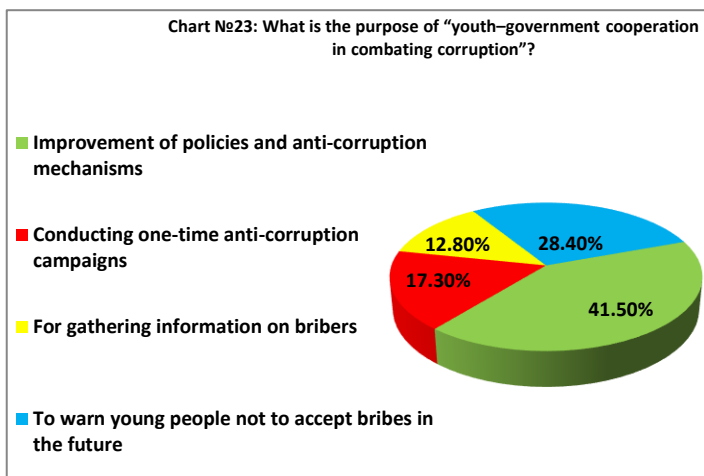
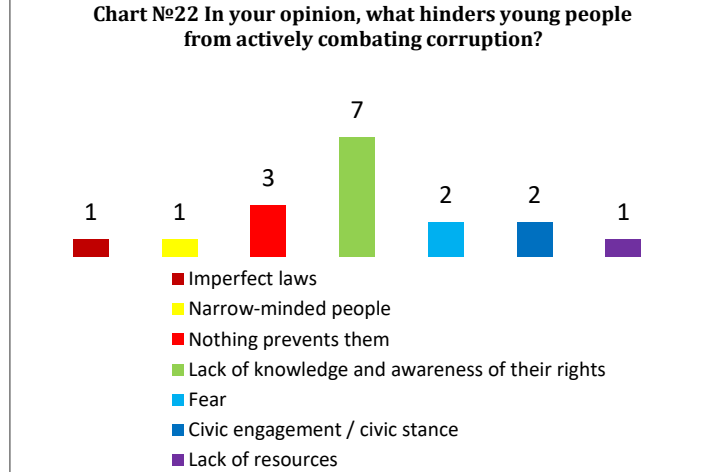
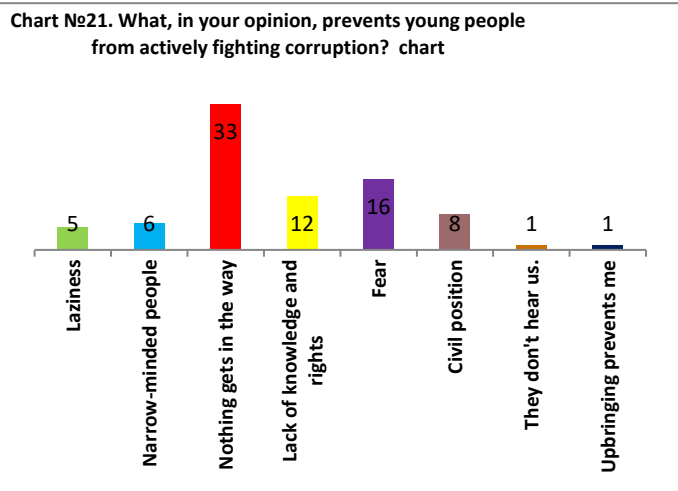


Chart №27: How can youth contribute to combating corruption without breaking the law?

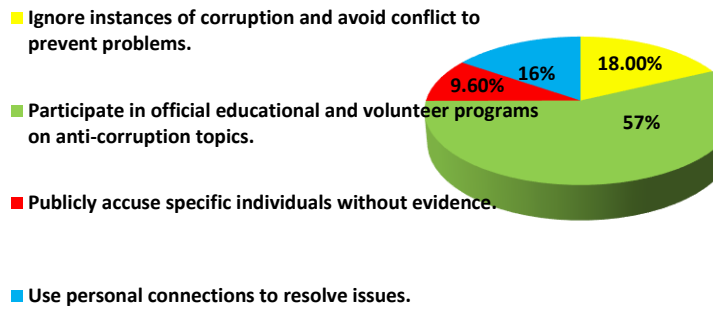


Chart №28: I believe that every citizen can contribute to combating corruption.

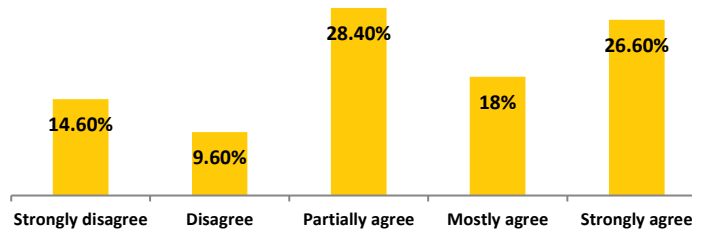


Chart №29a: How does critical thinking help in combating corruption?

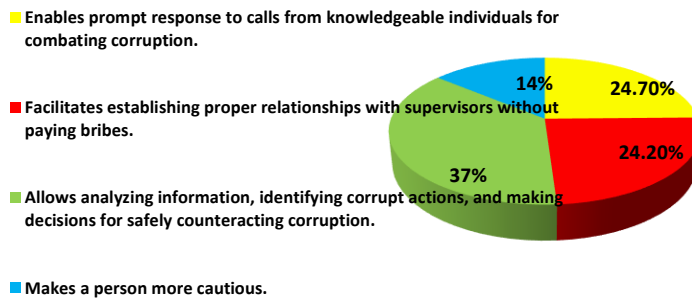


Chart №29b: Communication Channels

