Strengthening Capacity for Integrity: Advancing Education and Training to Address Corruption in APEC

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1. EXECUTIVE SUMMARY

This report examines the role of training and capacity building as core components of anti-corruption strategy in Asia-Pacific Economic Cooperation (APEC) member economies. It argues that anti-corruption outcomes are constrained less by a lack of laws, systems, or technologies than by persistent gaps in the human and institutional capacity to apply them. Corruption is as much a challenge of human capacity and organizational culture as it is of systems and rules, and education, training, and institutional capability-building can help close those gaps.

Using the anti-corruption value chain (prevention, detection, and enforcement), this report identifies key "pressure points" where targeted training is most consequential: (i) foundational integrity and system-use training for all public officials; (ii) operational and analytical skills for oversight, audit, and detection functions; and (iii) advanced, specialist competencies for investigators, prosecutors, and the judiciary. Across all stages, technology literacy emerges as a critical cross-cutting requirement.

The report traces the evolution of anti-corruption training from one-off, donor-driven workshops toward more sophisticated, demand-driven, and increasingly technology-enabled models. Today, blended learning, e-learning platforms, peer networks, and competency-based frameworks are becoming the norm, with emerging applications of artificial intelligence offering new opportunities for personalized and adaptive training at scale.

At the same time, the analysis of APEC economies reveals a highly uneven landscape. While some economies have institutionalized, technology-enabled training ecosystems with clear mandates and scalable delivery mechanisms, others rely on more fragmented, ad hoc, or partner-supported approaches. The key distinction is not whether training exists, but whether it is systematic, sustained, and embedded within institutional frameworks.

The report also highlights a set of enabling factors that determine the effectiveness of training systems, including political will, institutional ownership, sustainable resourcing, quality of design and delivery, and mechanisms for monitoring and evaluation. Persistent challenges include fragmented approaches, digital divides, limited measurement of impact, and difficulties in sustaining and scaling training efforts over time.

The evidence points to a firm conclusion: training programs that are well-designed, grounded in local context, and reinforced by institutional accountability can significantly strengthen anti-corruption systems. Training alone, however, will not deliver results. Its impact depends on whether governance frameworks, incentives, and accountability mechanisms reinforce what is taught.

KEY FINDINGS

The seven conclusions in Table 1.1 stand out from the analysis and inform how APEC economies and the Anti-Corruption and Transparency Working Group (ACTWG) may approach anti-corruption capacity building over the coming years.

Table 1.1 Summary of Key Findings

Human capacity is central to anti-corruption effectiveness.	Legal frameworks and technological tools are only as effective as the officials who implement them; gaps in skills, knowledge, and incentives remain a primary constraint across APEC economies.
Training is often underprioritized despite its strategic importance.	While investments in systems and reforms are common, sustained investment in people and institutional learning is comparatively limited.
Training models are shifting toward continuous and technology-enabled learning.	There is a clear transition from one-off workshops to blended, modular, and increasingly digital approaches, including e-learning platforms and peer learning networks.
APEC economies exhibit wide variation in training ecosystem maturity.	Differences are most evident in institutionalization, resourcing, use of technology, and the extent to which training is embedded in formal mandates and systems.
Technology is reshaping training design and delivery.	E-learning platforms are now widespread, and emerging tools, particularly AI and data-driven systems, offer opportunities for personalized, role-specific, and adaptive learning.
Digital and skills gaps remain a systemic constraint.	Uneven access to infrastructure and limited digital literacy hinder both the adoption of training platforms and the effective use of anti-corruption technologies.
Training effectiveness depends on enabling conditions.	Political commitment, institutional ownership, sustainable funding, and integration with accountability systems are critical to translating training into behavioral change and operational impact.

Source: Authors.

KEY RECOMMENDATIONS

The recommendations in Table 1.2 are tiered to reflect the diversity of starting points across APEC economies: foundational actions applicable to all economies regardless of readiness level, intermediate priorities for those building systemic capacity, and advanced options for economies with mature training ecosystems positioned to lead and share.

Table 1.2 Summary of Key Recommendations

For APEC Economies	
Institutionalize training systems	by embedding mandatory and regular integrity and anti-corruption training within civil service frameworks, supported by clear mandates and dedicated delivery bodies.
Adopt competency-based and role-specific training approaches	aligned with the anti-corruption value chain, ensuring that different actors receive targeted and relevant skills development.
Invest in scalable digital learning infrastructure	while ensuring accessibility through mobile-compatible and low-bandwidth solutions to address digital divides.
Strengthen advanced and specialist training	for detection and enforcement functions, including financial investigation, digital forensics, and cross-border cooperation
Leverage emerging technologies responsibly	by fostering the development and adoption of digital skills while including AI-enabled learning tools, ensuring appropriate governance, data protection, and equitable access across economies.
Build foundational and applied digital skills across the anti-corruption workforce	ensuring that civil servants and enforcement personnel are equipped to navigate digital tools, platforms, and data systems effectively, including the ability to critically evaluate AI-generated outputs, use digital evidence responsibly, and engage with e-government and open data ecosystems as part of their integrity functions.
For APEC as a Regional Platform	
Expand regional knowledge-sharing and peer learning mechanisms	including through ACTWG and Anti-Corruption Authorities and, where appropriate, Law Enforcement Agencies (through ACT-NET), to facilitate exchange of information on training models, curricula, and good practices.
Support information exchange on development of training resources and platforms	that economies can adapt to their local contexts, reducing duplication and improving efficiency.
For Multilateral Organizations and Development Partners	
Prioritize long-term capacity building over one-off training	including support for institutionalization, train-the-trainer models, and continuous professional development systems.
Align training support with local systems and needs,	ensuring that interventions are demand-driven and integrated into domestic institutional frameworks.

Source: Authors.

2. INTRODUCTION: THE CASE FOR TRAINING AND CAPACITY BUILDING IN ANTI-CORRUPTION

Corruption is not merely a problem of inadequate rules or missing technology. It is a problem of human behavior: of individual choices made under institutional pressures, incentive structures, and norms that may tolerate or even reward misconduct.

Addressing it demands more than legislation or digital systems. It requires sustained investment in the knowledge, skills, and values of the people who implement those systems and enforce those laws. This chapter makes the theoretical and empirical case for training and capacity building as core components of any coherent anti-corruption strategy.

This chapter makes three arguments. First, training matters because corruption is partly a failure of human capital, and sustainable integrity requires ongoing investment in the capabilities of public officials and enforcement institutions. Second, evidence supports this investment, though with important caveats about the conditions under which training produces lasting behavior change. Third, the field has matured, moving from donor-driven workshops toward continuous, blended, and technology-enabled approaches better suited to the complexity of modern anti-corruption challenges.

Across all three dimensions, the organizing framework is the anti-corruption value chain, the linked sequence of prevention, detection, and enforcement functions through which anti-corruption systems operate.

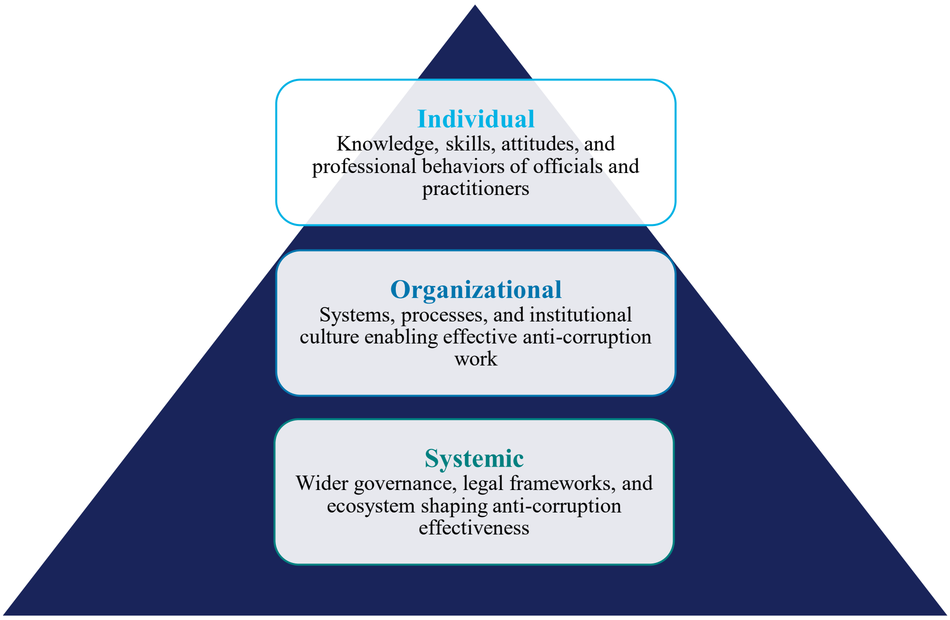
This framework, developed in the *APEC Technologies for Preventing, Detecting and Combating Corruption*[1]" report, provides a useful lens for mapping training needs across institutional roles and functional stages, and for identifying where capacity gaps are most consequential.

WHY TRAINING AND CAPACITY BUILDING MATTER

The concept of "capacity building" in the anti-corruption context encompasses three interconnected levels: the individual, the organizational, and the systemic. At the individual level, it refers to the knowledge, skills, attitudes, and professional behaviors of public officials and enforcement practitioners. At the organizational level, it refers to the systems, processes, and institutional culture that enable or constrain effective anti-corruption work (Figure 2.1).

At the systemic level, it involves the legal frameworks, inter-institutional relationships, and governance environment in which anti-corruption efforts operate. The United Nations Development Program (*UNDP) Practitioners' Guide to Capacity Assessment of Anti-Corruption Agencies* (2015)[2] is among the most widely cited frameworks for operationalizing this multi-level conception, providing assessment modules adaptable to diverse legal and institutional contexts.

Figure 2.1 Anti-Corruption Context



Source: Authors.

The human capital argument for anti-corruption training rests on a fundamental insight: legal and policy frameworks are only as effective as the officials who implement them. Asset declaration systems that are not understood by the officials required to complete them will generate unreliable disclosures. E-procurement platforms that procurement officers cannot navigate will not deliver transparency gains. Financial intelligence units whose staff lack the analytical skills to interrogate transaction data will not identify suspicious patterns.

In each of these cases, the gap between formal rules and actual outcomes is, in significant part, a training gap.

The *Organization for Economic Co-operation and Development (OECD) Public Integrity Handbook* (2020)[3] frames this as an issue of institutional culture as well as individual competency. It emphasizes that building cultures of integrity requires not only the formal adoption of standards but the embedding of those standards through regular, meaningful engagement with officials throughout their careers including, induction training, on-the-job guidance, and continuous professional development. The Handbook notes that mandatory training for leaders, covering how to manage conflicts of interest and model integrity norms, is a particularly high-leverage intervention that remains underutilized in many jurisdictions.

Structural reforms and technology tools cannot substitute for human capacity. The report *APEC Technologies for Preventing, Detecting, and Combating Corruption* (2025)[4] identifies persistent digital literacy and skills gaps among public officials as a systemic constraint on the adoption and effective use of anti-corruption systems. This applies to established technologies, such as e-procurement platforms and financial management information systems, as well as to more advanced tools such as AI-enabled analytics and blockchain-based registries. The report notes that without corresponding investment in training, the growing complexity of anti-corruption technologies risks widening the gap between the systems that exist on paper and those that function in practice.

The institutional argument for training extends beyond individual competency. Programs that combine theoretical instruction with practical, scenario-based exercises on codes of conduct, conflicts of interest, and asset disclosure are more effective at producing behavioral changes that reduce corruption risks. Organizational culture and incentives play a fundamental role: training that is not reinforced by institutional norms, accountability mechanisms, and visible leadership commitment is unlikely to produce durable behavior change.

Three domains of training need can be identified across the anti-corruption value chain, each serving distinct institutional actors (Table 2.1).

Table 2.1 Anti-Corruption Value Chain

Prevention	Foundational integrity and system-use capability: Training that reduces opportunities for corruption by developing ethical competencies and operational proficiency. This includes integrity and ethics training for all public officials; conflict of interest and asset declaration training; procurement and financial management skills; and end-user training for core anti-corruption technology systems.
Detection	Audit, analytics, and reporting competencies: Training that builds the capacity to identify corrupt activity and trigger accountability mechanisms. This covers audit standards and red-flag recognition; data literacy and analytics, including responsible use of AI tools; investigative methods and digital forensics; and whistleblowing and reporting mechanisms.
Enforcement	Specialist skills and continuous professional development: Training for the investigation, prosecution, and adjudication of corruption cases. This encompasses complex financial crime investigation; digital evidence handling; cross-border cooperation and mutual legal assistance; judicial competencies for corruption cases; and asset recovery techniques.

Source: Authors.

A fourth-dimension cuts across all three stages: technology literacy. Every stage of the anti-corruption value chain now involves technology tools, and training for those tools must be integrated into substantive anti-corruption programs rather than treated as a separate IT exercise.

The APEC report *Technologies for Preventing, Detecting, and Combating Corruption* (2025)[5] makes this integration argument explicitly, noting that capacity building and training are prerequisites for the effective use of both established and emerging anti-corruption technologies.

THE EVOLUTION OF TRAINING AND CAPACITY BUILDING APPROACHES

The history of anti-corruption capacity building since the 1990s can be understood as a succession of generations, each building on the lessons of its predecessor and responding to new evidence, changing technology, and evolving understanding of what effective anti-corruption work requires.

First Generation (1990s-early 2000s): Donor-Driven, Supply-Side Workshop Delivery

The first systematic international investments in anti-corruption capacity building emerged in the 1990s and early 2000s, codified in the UN Convention Against Corruption (UNCAC, 2003) and the OECD Anti-Bribery Convention (1997) that corruption was a structural barrier to development and good governance. Early programs were largely supply-driven: donors designed training packages, typically centered on workshops and short courses, and delivered them to government counterparts with limited assessment of actual capacity needs or institutional absorption capacity.

This generation produced important foundational investments: anti-corruption agencies were established, legal frameworks were enacted, and cadres of officials received initial exposure to integrity concepts and investigative techniques. However, evaluations conducted in the late 2000s and early 2010s consistently found that these programs produced limited durable impact. Problems included misaligned content (programs designed for donors' reporting needs rather than trainees' operational needs), inadequate follow-up, high staff turnover eroding trained capacity, and the absence of institutional reinforcement.

The lesson of this generation is not that training was useless, but that training without institutional anchoring such as follow-on support, organizational incentives, and political commitment, does not produce lasting change.

Second Generation (mid-2000s-2010s): Demand-Driven, Institutional Embedding

The second generation of capacity building approaches shifted toward demand-driven models: programs designed in response to assessed needs, aligned with local strategies, and increasingly embedded within institutional frameworks rather than delivered as standalone events. Key features of this generation include the development of integrity systems frameworks, the integration of training into civil service reform processes, and the emergence of regional knowledge-sharing platforms.

The UNDP Practitioners' Guide is emblematic of this generation's approach.[6] Instead of offering standard training packages, the Guide uses flexible assessment modules to help practitioners pinpoint areas, such as mandate design, operations, human resources, and inter-institutional cooperation that require capacity building before creating development plans. This 'diagnostics → development planning → targeted intervention' model represents a significant methodological advance over first-generation approaches.

The OECD published a report[7] reflecting this generation's emphasis on structured design principles for integrity training, covering not only content areas (codes, conflicts of interest, disclosure) but pedagogical approaches (role-plays, case scenarios, practitioner engagement) and evaluation methods to assess what is being learned and retained.

Third Generation (2010s– present): Blended Learning, E-Learning Platforms, Peer Exchange, and Competency Frameworks

The third generation is defined by technological transformation, the shift from event-based to continuous learning, and the proliferation of specialized platforms and communities of practice. Three developments characterize this generation:

First, the emergence of e-learning platforms as the primary delivery channel for foundational and intermediate training. The United Nations Office on Drugs and Crime (UNODC) SPARK platform[8] now offers over 800 eLearning modules and eClasses in over 30 languages, available 24/7 via browser and mobile app, with over 250,000 users worldwide. The SPARK anti-corruption modules, covering UNCAC, prevention, and investigative ethics, are available in English, Arabic, French, and Spanish, and take 60– 90 minutes to complete.

The UN Global Anti-Corruption Training Platform[9] (UN-ACLEARN) provides a complementary platform specifically oriented around competency-strengthening, bringing together resources from UNDP, UNODC, and partner organizations.

The Basel Institute's e-learning courses[10] for anti-corruption and asset recovery practitioners represent a more specialized application: free, self-paced modules developed by The International Centre for Asset Recovery (ICAR) experts for law enforcement, prosecutors, and financial investigators working on financial crime and asset recovery. The World Bank Group Academy's integrity module[11] extends scenario-based digital learning to private sector compliance audiences, using game-based scenarios aligned to sanctions and anti-corruption frameworks.

Second, the growth of peer learning networks as a mechanism for knowledge exchange between practitioners and institutions. Notable examples include:

- The APEC Anti-Corruption and Transparency Working Group (ACTWG)[12] coordinates and implements APEC commitments and facilitates the implementation of the international anti-corruption obligations. It conducts capacity-building activities focused on technology.
- The Network of Anti-Corruption Authorities and Law Enforcement Agencies (ACT-NET)[13] is an informal network connecting regional anti-corruption and law enforcement officers to enhance cross-border cooperation. It enhances information exchange, capacity building, asset recovery and fosters collaboration between law enforcement agencies. ACT-NET-related initiatives have continued to strengthen informal law enforcement cooperation and information-sharing across economies in APEC, including through projects focused on publicly accessible websites and databases relevant to corruption investigations.
- UNODC GlobE Network. The GlobE Network[14] is a network group open to anti-corruption law enforcement authorities from several UN members and parties to the UNCAC. It leverages technology to support its members and achieve significant outcomes in various areas, including communication, data management and analysis, education, and stakeholder engagement. The GlobE Network conducts capacity-building sessions on different areas including technology uses.
- OECD Regional Law Enforcement Networks GLEN[15] was established to strengthen worldwide enforcement actions against sophisticated cross-border corruption crimes. The regional networks aim to help their specific geographical areas, by bringing both members and non-members of the OECD Anti-Bribery Convention

to share their experiences and ideas. ACN focuses on strengthening anti-corruption measures across Eastern Europe and Central Asia, LAC LEN focuses on Latin America and the Caribbean, AP LEN on Asia Pacific and Africa LEN on the African region. These law enforcement networks enable law enforcement officials to build professional relationships and engage in confidential discussions about real-world cases. Law enforcement officials also participate in peer learning sessions, sharing effective investigation techniques and proven practices in tackling corruption.

INTERPOL's Global Focal Point Network on Anti-Corruption and Asset Recovery[16] provides a secure information exchange platform through which designated focal points from law enforcement, judiciary, and administrative authorities share intelligence, discuss cases, and build professional relationships. The Network's annual Expert Group Meetings compile guidelines on methodology and good practice in asset recovery, a form of collective capacity building that goes beyond individual skill development to advance the shared knowledge base of the enforcement community.

The International Association of Anti-Corruption Authorities (IAACA) capacity building program[17] supports peer exchange among anti-corruption authorities, including access to information on best practices, peer consultations, and capacity building events. Its network model, connecting heads and senior officials of anti-corruption agencies worldwide, facilitates high-level knowledge exchange that is often more practically useful than formal training.

The European Union (EU) Network Against Corruption[18] operated by the European Commission, provides a further model: an institutionalized peer exchange forum for public sector stakeholders to share good practices and coordinate anti-corruption efforts across jurisdictions. While not primarily a training program, it functions as a continuous learning platform through the accumulated exchanges among its members. Its institutionalization – through the European Commission, represents a model of how regional governance bodies can create durable peer learning infrastructure, rather than relying on periodic workshops.

The Commonwealth Secretariat's capacity development program[19] for heads of anti-corruption agencies offers high-level workshops and peer consultations for agency heads in Commonwealth member economies, providing a forum that combines skills development with relationship building among the leaders most responsible for driving institutional change.

The Council of Europe Human Rights Education for Legal Professionals (HELP) program[20] offers multi-module interactive e-learning covering corruption prevention tools including ethics frameworks, conflict of interest management, gifts and hospitality, asset declarations, and access to information. The program is directed at legal professionals and public sector officials and represents a notable example of competency-based curriculum design structured around specific professional roles.

These examples suggest that peer learning networks function less as permanent training providers and more as convenors and catalysts for cross-economy learning. Their value lies in creating recurring opportunities for peer exchange, codifying emerging practices into shared resources, and helping economies translate broad anti-corruption principles into practical institutional tools.

The Emerging Paradigm: Technology-Enabled, Personalized, Continuous Professional Development

The current frontier of anti-corruption training, covered in depth in Chapter 4, is defined by the integration of Artificial Intelligence (AI) and machine learning into learning design. These tools enable training experiences that are personalized, adaptive, and continuously updated, going well beyond static e-learning content.

As noted by APEC Policy Support Unit (PSU) (2025),[21] AI-powered systems can analyze individual learner profiles to tailor learning paths to specific roles, knowledge gaps, and risk exposures; generate role-specific scenarios for procurement officers, financial analysts, customs officials, and judicial officers; and provide automated feedback on the consistency of ethical reasoning rather than simply testing factual knowledge.

This frontier also involves integrating training into operational systems, so that officials receive just-in-time guidance within the platforms they use daily rather than accessing training as a separate exercise. APEC PSU (2025) describes this as a shift from "training for systems" to "training through systems," with anti-corruption tools themselves becoming vehicles for continuous competency reinforcement.

For APEC economies, this evolution is promising but raises real challenges: The benefits of personalized, AI-enabled learning accrue primarily to economies that already have the digital infrastructure, data governance, and institutional capacity to deploy and sustain such tools. Chapter 3 examines the variation in training ecosystem maturity across APEC economies, and Chapter 4 explores the implications for training design across different readiness levels.

ANTI-CORRUPTION VALUE CHAIN (PREVENTION, DETECTION, SANCTION)

This report uses the anti-corruption value chain framework[22] – i.e., prevention, detection, and enforcement/sanction – as its primary organizing lens for understanding where training needs arise, what competencies they require, and which institutional actors bear primary responsibility (Table 2.2).

Each stage involves distinct corruption risks, distinct institutional actors, and distinct training requirements. The chain is only as strong as its weakest link: a gap at any one stage can undermine the whole system.

Table 2.2 Stages of the Anti-Corruption Value Chain and Stakeholders

Stage	Core Objectives	Government	Private Sector	Multilateral Organizations	Citizens
Prevention	Focuses on **proactively deterring** corrupt practices before they occur. This involves establishing robust policies, implementing transparent processes, and creating a culture of integrity.[23]	Government-led regulatory frameworks and e-government solutions	Private sector compliance systems and due diligence tools	International standards and capacity-building programs	Public participation in oversight and accountability processes
Detection	**Identifying** corrupt practices when they occur. This includes monitoring transactions, analyzing data for anomalies, and facilitating reporting and whistleblowing mechanisms.	Government deployment of monitoring and investigation capabilities	Private sector threat intelligence and analytical tools	International coordination of cross-border monitoring	Reporting corruption and monitoring public services
Sanction	Encompasses punitive measures against corrupt actors to **halt** corrupt practices, and efforts to **recover** assets and **deny** safe haven. It involves legal proceedings, international cooperation, and mechanisms to recover stolen assets.[24]	Government enforcement and prosecution mechanisms	Private sector support for asset recovery and sanctions	International facilitation of legal cooperation	Supporting investigations and maintaining accountability pressure

Source: Authors.

The value chain framework also reveals two cross-cutting themes. First, the "handoff problem": gaps at the interface between stages, for example auditors who identify red flags but cannot make effective referrals to investigation units, or investigators who gather digital evidence that prosecutors cannot use in court, are among the most consequential capacity weaknesses in practice. Joint training across institutional boundaries is a practical and underutilized response.

Second, technology literacy is a shared need across all three stages. Every stage now involves technology tools, and training for those tools must be integrated into substantive anti-corruption programs rather than treated as a separate IT exercise.

The following sub-sections briefly map the key training needs across each stage of the value chain, drawing on international evidence reviewed in this chapter and elaborated in subsequent chapters of this report.

Prevention: Foundational Integrity and System-Use Capability

Prevention training reduces the opportunities for corrupt behavior by developing the ethical competencies and operational proficiency of all public officials, not only specialist anti-corruption practitioners. The *OECD Public Integrity Handbook* (2020)[25] identifies integrity training as one of the principles of a sound public integrity system, specifying that it should cover codes of conduct and ethics, conflict of interest management, asset and income disclosure, gifts and hospitality, proactive disclosure obligations, and whistleblowing mechanisms. These training modules should be offered both at induction and on an ongoing basis throughout officials' careers.

A second major domain of prevention training involves proficiency in anti-corruption technology systems, e-procurement platforms, financial management information systems, asset declaration portals, and stakeholder feedback mechanisms.

Previous APEC research[26] states that these systems generate significant transparency and oversight benefits, but only if the officials required to use them are adequately and continuously trained. End-user training is often underprioritized relative to system implementation, and systems are frequently deployed without the concurrent investment in human capacity needed to make them effective.

Key audiences for prevention training should cover all public officials; procurement and financial management staff; frontline service delivery officials; but also extend to other stakeholders like civil society organizations.

Prevention training should also reach elected officials and political appointees, who occupy roles with elevated exposure to conflicts of interest, asset declaration obligations, and lobbying pressures. The OECD Public Integrity Handbook identifies mandatory integrity training for leaders, covering conflict-of-interest management and integrity norm-setting, as a particularly high-leverage intervention that remains under-utilized in many jurisdictions.[27] Their visible participation in training also sends a signal about institutional commitment that can reinforce uptake among career officials.

Detection: Audit, Analytics, and Reporting Competencies

Detection training builds the capacity of oversight institutions, including supreme audit institutions, internal control and audit units, financial intelligence units, tax and customs authorities, and civil society monitors, to identify corrupt behavior and trigger accountability mechanisms.

Several multilateral bodies have produced interesting material on this area, for example the Financial Action Task Force (FATF) standards training[28] is a key component of this domain, providing officials with the skills to implement anti-money laundering (AML) and counter-terrorist financing (CTF) measures that are essential to detecting the proceeds of corruption and disrupting financial crime networks. The INTERPOL Global Program[29] similarly covers financial investigation techniques, including the use of digital forensics to trace and identify illicit assets.

Data literacy and analytics are rapidly becoming core competencies for detection practitioners. Supreme audit institutions and financial intelligence units are increasingly expected to use data analytics tools, including AI-assisted pattern recognition, to identify anomalies in procurement data, financial flows, and asset declarations. The responsible and effective use of these tools requires targeted training that covers not only the technical operation of analytical software but the governance frameworks, data protection obligations, and evidentiary standards that determine when AI-generated findings can be relied upon in accountability processes.

Key audiences for detection training should cover supreme audit institutions; internal audit and control units; financial intelligence units; tax and customs authorities; oversight bodies as well as civil society monitors.

Enforcement: Specialist Skills and Continuous Professional Development

Enforcement training builds the specialist competencies of investigators, prosecutors, judges, and asset recovery teams, the practitioners who must gather evidence, prepare cases, and secure convictions in complex financial crime and corruption matters. This domain is characterized by the highest technical demands, the most rapid evolution of practice (as corruption methods, technology platforms, and case law develop), and the greatest cross-border complexity.

The StAR Initiative (World Bank/UNODC)[30] has documented the central role of specialized training in building sustainable asset recovery capacity, particularly in areas such as non-conviction-based forfeiture, mutual legal assistance, cross-border evidence gathering, and the management of complex multi-party confiscation proceedings. Within this initiative, reports and handbooks[31] have been produced and widely used for practitioner training resources in this domain, providing standardized guidance on asset recovery workflows that are used in training programs across multiple jurisdictions.

Multilateral bodies such as OECD, UNDP, UNODC and INTERPOL have organized several regional workshops[32] on Anti-Corruption, Financial Crimes and Asset Recovery, showing the importance of comprehensive multilateral enforcement training initiative, covering financial investigation, digital and mobile forensics, unexplained wealth investigations, and cross-border cooperation in a format that combines instruction with practical exercises.

Key audiences for enforcement training should cover anti-corruption investigators, financial crime units, prosecutors, judiciary and asset recovery specialists.

EVIDENCE: DOES TRAINING WORK?

The evidence on the effectiveness of anti-corruption training and capacity building is difficult to assess, as concrete outcomes and statistics on the impact and sustainability of the programs tend to be undisclosed. A frank appraisal of the literature reveals both promising findings and significant methodological challenges, and it is important to engage honestly with both in order to design better programs and make credible claims to funders and policymakers.

The strongest evidence comes from specialist, skills-focused training for enforcement and detection practitioners. An independent qualitative evaluation of the Basel Institute on Governance's ICAR training programs[33] found that training in financial investigations and asset recovery produced significant and broad impacts on participants' practical work. Interviewees reported improved investigative skills, greater ability to collaborate across agencies, and enhanced capacity to handle requests for cross-border cooperation.

Crucially, the study found a 'multiplicative' effect: for every participant in an ICAR training course, new knowledge and skills reach an estimated 8-15 additional practitioners through informal knowledge transfer and inter-agency collaboration. Partner economies supported by ICAR confiscated or returned more than USD 60 million in assets in 2024 alone.

Similarly, the INTERPOL Global Program on Anti-Corruption, Financial Crimes and Asset Recovery (AFC)[34] has documented positive outcomes from its five-day regional training workshops, particularly in building the practical skills of investigators and prosecutors and establishing the personal and professional relationships that facilitate cross-border cooperation. Participants in these workshops, which cover digital forensics, financial investigation methods, and asset tracing, have consistently rated the practical exercises and case simulations as the most valuable components, pointing to the importance of applied, experiential learning over purely instructional approaches.

Evidence for the effectiveness of foundational integrity training –the broader public sector programs aimed at all officials – is less robust, but emerging. The OECD's study on ethics training for public officials[35] synthesizes approaches across 22 economies and finds that the most effective programs share several characteristics: they use short, thematic modules rather than long single-event training; they combine theory with interactive case scenarios; they engage participants with realistic ethical dilemmas relevant to their own roles; and they are reinforced by institutional accountability mechanisms.

Programs that meet these criteria show measurable improvements in knowledge retention and, in some cases, in self-reported willingness to refuse corrupt requests, though rigorous behavioral evidence remains scarce.

The *OECD Public Integrity Handbook* (2020)[36] provides additional evidence that integrity training embedded within a broader institutional framework including, clear codes of conduct, whistleblower protection, and consistent enforcement, produces greater impact than training delivered in isolation. Germany's Federal Academy of Public Administration, cited in the Handbook, exemplifies this integrated approach: leadership coaching programs are complemented by codes of conduct, asset disclosure requirements, and active oversight by integrity commissioners.

Several important caveats qualify these findings:

Attribution is difficult. Corruption levels are influenced by a wide range of structural, political, and economic factors, making it hard to isolate the impact of training programs. Most evaluations measure knowledge gains or attitudinal shifts rather than behavioral change, and virtually none can credibly link training to corruption incidence data.

Training rarely works in isolation. The most consistent finding across evaluations is that training produces more durable effects when it is embedded in organizational cultures that reinforce its messages, through visible leadership commitment, institutional accountability mechanisms, and appropriate incentives for ethical behavior.

- **Short-term events have limited impact.** One-off workshops, particularly those delivered without follow-up support or practical application opportunities, produce limited lasting change. The shift toward continuous professional development models and blended learning approaches is partly a response to this evidence.
- **Context matters enormously.** Training models developed in high-capacity contexts may not transfer directly to resource-constrained or governance-challenged environments. The UNDP Practitioners' Guide to Capacity Assessment (2015)[37] emphasizes the importance of conducting baseline capacity assessments before designing training programs, to ensure that content, modality, and pacing are matched to the actual starting point of target institutions.

Despite these limitations, the evidence supports a clear policy conclusion: training programs that are well-designed, grounded in local context, and reinforced by institutional accountability can build the individual and organizational capabilities that anti-corruption systems require. The challenge is to design them well, keep them current, and sustain them over time.

Box 2.1 What the Evidence Tells Us: Anti-Corruption Training in Practice

Training is a foundational component of effective anti-corruption strategy: corruption is partly a failure of human capacity, and sustainable integrity requires sustained investment in the knowledge, skills, and values of practitioners across the entire value chain.

Evidence supports approaches that are skills-focused, contextually grounded, and institutionally reinforced, with well-designed programs demonstrating measurable improvements in capacity and, in some settings, tangible outcomes in investigations, prosecutions, and asset recovery. The field has matured considerably, offering a sophisticated toolkit spanning competency frameworks, demand-driven design, e-learning platforms, peer learning networks, and emerging AI-enabled personalization that APEC economies can adapt to their own contexts.

Technology literacy has become a cross-cutting need at every stage of the value chain, and integrating training for digital tools into substantive anti-corruption programs presents both an opportunity, enabling more scalable and continuous learning, and a challenge, given the uneven distribution of digital infrastructure and technical skills across the region.

Ultimately, no single training model works everywhere: effective program design must be grounded in accurate assessment of institutional capacity, political context, and learner needs, and must be accompanied by the organizational incentives and accountability mechanisms that allow training to translate into durable behavior change.

Source: Authors.

3. CURRENT STATE OF PLAY, TRAINING AND CAPACITY BUILDING IN APEC ECONOMIES

This chapter establishes an APEC-wide baseline of how training ecosystems currently support anti-corruption and integrity, with a particular focus on readiness to adopt and use digital tools. It does not attempt to profile every economy exhaustively. Instead, it synthesizes common patterns and representative cases to answer a consistent set of questions across the region (Figure 3.1).

Figure 3.1 Questions for Assessing Current State of Play

1	What training exists?
2	Who delivers it?
3	Who receives it?
4	How is it delivered?
5	Where do the main capacity constraints sit?

Source: Authors.

Across APEC, the evidence shows that anti-corruption training is organized through various institutional models. In some economies, it is led by dedicated anti-corruption agencies or specialist academies; in others, it is embedded in wider public service ethics systems, financial crime structures, or civil service training frameworks. The result is a highly uneven but increasingly visible regional environment in which digital learning platforms, academy models, outreach systems, and specialist investigator training coexist with more workshop-based and donor-supported approaches.

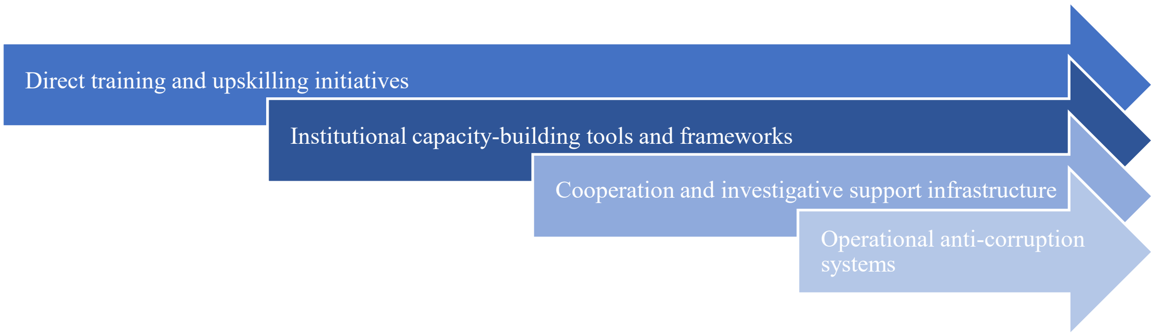
A consistent finding from the research, reinforced by economy consultations conducted for this study, is that the region is not divided between economies that train and those that do not. The more meaningful distinction is between economies where training is institutionalized, visible, and technology-enabled, and those where training occurs but is less structured, less visible, or more dependent on project-based support.

In economies with more institutional capacity, training is often embedded in law, civil service requirements, or formal agency mandates. In economies with limited institutional capacity, training may be delivered through workshops, lectures, donor-supported programs, or ad hoc institutional partnerships rather than through permanent course catalogs or learning management systems. This affects the visibility, scalability, consistency, and sustainability of training over time.

OVERVIEW OF THE REGIONAL LANDSCAPE

Across APEC economies, publicly visible "capacity building" tends to surface through distinct, but often overlapping, categories (Figure 3.2).

Figure 3.2 Capacity-Building Categories



Source: Authors.

Direct training and upskilling initiatives are the most visible and recognizable category. They include e-learning modules, learning management systems (LMS), structured course catalogues, webinars, self-paced modules, certification and e-certificate mechanisms, and train-the-trainer pipelines that professionalize roles (e.g., integrity counsellors, ethics officers, investigators). Examples across the region include entity-led training portals that provide repeatable training assets:

- Australia provides introductory eLearning modules.[38]
- Hong Kong, China provides integrity e-learning and training webinars with digital completion records.[39]
- Chinese Taipei operates under a mandatory regime where the Agency Against Corruption (AAC) under the justice ministry oversees a comprehensive ecosystem of integrity training for all public servants, reinforced by specialized training for "Integrity Officers" stationed across different government organs.[40]
- Thailand reported that integrity and anti-corruption training is mandatory across the public service under the Ethical Standards Act B.E. 2562 (2019), with the Anti-Corruption Commission (NACC) and the Office of the Civil Service Commission playing a leading role in continuous training delivery.

Institutional capacity-building tools and frameworks show up where economies move from content delivery to capability management. These include integrity maturity frameworks, organizational diagnostics, and structured approaches that help agencies identify capability gaps and plan improvements. Australia's Anti-Corruption Commission, for example, houses a Commonwealth Integrity Maturity Framework[41] within its corruption-prevention and education materials, signaling an institutional interest in assessing and strengthening integrity capability, not only delivering one-off training. Chinese Taipei has institutionalized digitalization of tools through the "e-Learning Platform for Civil Servants," providing modular integrity courses that allow for mass-scale delivery and automated tracking of completion rates across the entire public service.[42]

Cooperation and investigative support infrastructure increasingly functions as “capacity building by enabling practice”, not necessarily training in the classroom sense, but building practitioner capability through secure exchange, shared tools, and common workflows. APEC’s own network, ACT-NET, is designed for informal cross-border cooperation among anti-corruption and law-enforcement bodies.[43] At the global level, UNODC-supported infrastructure (e.g., the GlobE secure communications hub) explicitly supports informal information exchange to advance corruption cases, an operational capacity layer that often requires accompanying training and governance to be usable and trusted.[44]

Russia’s Rosfinmonitoring illustrates how specialist agencies contribute to operational learning and institutional coordination in areas such as financial intelligence, compliance oversight, and corruption-risk monitoring.[45] In some economies, a single body holds the core anti-corruption mandate, such as Singapore’s Corrupt Practices Investigation Bureau (CPIB), though training related to anti-corruption and integrity are also administered by other government agencies and sector regulators. Chinese Taipei utilizes a hybrid approach: the AAC provides centralized policy and curriculum guidance, but the actual delivery is embedded within the integrity units of individual ministries, ensuring that anti-corruption measures are integrated into the daily operations of all government levels.

Operational anti-corruption systems (complaint portals, e-procurement, case management, analytics, beneficial ownership registries) are not training in themselves, but they shape training demand and content: institutions need staff who can operate systems, interpret outputs, and convert information into enforcement or prevention action. These systems shape training demand across all APEC economies, though their visibility as capacity-building drivers is particularly evident in economies at earlier stages of digital deployment, such as Brunei Darussalam.[46]

In practice, responsibility for anti-corruption training in APEC economies tends to follow one of a few possible models:

- Dedicated anti-corruption agencies often own prevention education functions and operate training portals for public bodies and/or the public. Hong Kong, China’s Independent Commission Against Corruption (ICAC) platform is explicit about training for staff of public bodies and offers both webinars and self-learning modules, with certificates for record-keeping.[47] These are features that strongly suggest institutionalized training operations rather than ad hoc workshops, providing public bodies with a standardized framework to systematically mandate and verify staff compliance.
- Civil service and ethics systems embed integrity training as an administrative requirement and professional development norm. In Japan, the Public Service Ethics Board explicitly lists “comprehensive planning and coordination of training programs on ethics for public officials” as part of its responsibilities,[48] signaling a mandated, system-level approach to ethics training.
- Law-enforcement and specialist investigative units provide targeted prevention training and diagnostic tools for partners and stakeholders, reflecting a model where enforcement bodies also support prevention through practical guidance and outreach. Canada’s Royal Canadian Mounted Police offers presentations on corruption and bribery investigations and develops a partner-facing risk assessment tool for foreign bribery red flags.[49]

- Particularly in emerging settings, capacity building is often project-supported through development partners (e.g., UNDP and UNODC) and appears as training tied to economies' strategy implementation, institutional establishment, and expert mentoring. Papua New Guinea's recent public documentation provides clear examples of this pathway, including UNDP-led training on anti-corruption policy development for implementers of the anti-corruption strategy and plan of action.[50]
- A further model is regional and economy-to-economy collaboration. Alongside domestic delivery by anti-corruption agencies or civil service institutions, APEC economies also strengthen training capacity through multilateral and peer-learning mechanisms. Recent examples include the 2022 APEC workshop on technology for transparency,[51] the 2024 Lima seminar on strengthening integrity in the public sector[52] and the continuing role of ACT-NET as a channel for exchanging investigative techniques and effective practices. This suggests that training responsibility in the region is not always purely domestic, but rather often reinforced through structured cross-border cooperation.

ECONOMY-LEVEL ANALYSIS: KEY APPROACHES AND PROGRAMS

The 2025 APEC report on anti-corruption technologies grouped economies into high-, moderate-, and low-readiness tiers to categorize their institutional and technical capacity to support anti-corruption efforts.[53] Because this report extends that analysis into training and education, a dynamic area in which institutional arrangements evolve quickly and are often difficult to measure, it adopts a classification that treats readiness less as a fixed status and more as a trajectory along which economies are at varying stages of maturity.

On this basis, the report also classifies economies into 'established', 'advancing', and 'emerging' training ecosystems. Three proxy indicators inform the classification: whether mandatory training requirements are in place, whether a dedicated e-learning platform is available, and whether formal certification pathways exist. As in the earlier report, the tiers serve as an analytical device for identifying patterns and shaping recommendations.

Established Training/Education Systems

Established training systems share several features in common: repeatable training infrastructure (LMS platforms, modular courses, webinar programs), credentialization (certificates, trackable completion), and clear institutional mandates for ethics or integrity education. The training assets they generate – courses, toolkits, recorded modules – are designed to be reused across a large and dispersed public sector.

Several economies in this group follow a prevention-led model in which anti-corruption capability is built into the wider public-service training system. Anti-corruption commissions deliver eLearning modules covering the institution's role, investigative scope, and referral procedures, and these double as scalable induction content for new entrants. Prevention and education resources increasingly extend beyond awareness material to include integrity maturity diagnostics, an indication that some economies are moving from delivery towards institutional capability assessment. Public service commissions in this group often host integrity learning alongside broader data and digital literacy content, on the logic that effective integrity work today depends on both ethics and digital skills.

Other economies in this group demonstrate a mature multi-audience outreach model supported by effective digital service infrastructure. Anti-corruption authorities run e-booking systems for public education talks and structured learning journeys, with content described in structured terms (definition, preventive measures, case studies) and modality (presentation, video, dialogue). Online public education videos and curated suites of integrity resources point to a reusable content-library approach. A subset of these economies has invested in creative engagement, including web-based games designed to teach the consequences of corruption through interactive scenarios.

In several Established training/education systems, the integrity training landscape is anchored in a central public service commission that sets standards for conduct and integrity across the public service. These commissions publish standards of integrity and conduct and provide supporting resources for agencies to embed integrity expectations within their workforce development systems, while training delivery is largely decentralized to individual agencies. The central body exercises a standards-setting and advisory role rather than operating a centralized training platform. In some of these systems, specialist fraud and serious-crime agencies supplement this with interactive learning modules and counter-fraud hubs that bundle guidance, workshops, and webinars.

A further variant within the Established group is a decentralized ethics system in which a central ethics office does not operate as a specialist anti-corruption commission, but rather supports ethics functions across agencies. Such offices provide "ethics education toolkits" containing ready-made, customizable products for agency ethics officials to use for required briefings and training, an explicit model of central production of training assets for distributed deployment across agencies. Professional development materials in this model often take the form of institute-style course libraries with recordings, slide decks, and job aids, designed to keep ethics officials' own skills current.

Some Established systems stand out for the depth and specificity of their digital integrity training ecosystems**.** Integrity e-learning courses for public bodies offer free webinars and self-learning modules for staff, explicitly oriented to legal requirements and corruption risks drawn from real cases. Notably, materials in these systems describe certificate download functionality for training records, indicating a formalized completion and credential layer. Segmentation of modules, for example, distinct content for managers and general staff, also signals a maturity in designing training by audience role and risk exposure.

In other economies, an ethics board or equivalent body is formally responsible for planning and coordinating ethics training across government, reinforcing that integrity education is treated as a core public administration function rather than an optional or ad hoc activity.

This is a different but comparably institutionalized model to agency-led e-learning portals: the system emphasis is on structured public-service ethics governance rather than a single "anti-corruption academy" interface. Ethics training in this model operates through several complementary channels: a personnel authority oversees the broader human resource development framework; individual ministries deliver training to their staff within that framework; and the ethics board's mandate often extends to administering financial disclosure systems for designated officials, creating a practical interface between training content (disclosure obligations, conflict-of-interest rules) and operational compliance requirements.

A further feature visible in this group is the export of domestic anti-corruption practice through virtual training and regional cooperation. Anti-corruption and civil rights commissions in this group have publicly documented virtual training for international counterparts on topics such as corruption risk assessment and whistleblower protection, which suggests an ability to package domestic practice into reusable curriculum. Regional convening roles – for instance, hosting the first APEC High-Level Dialogue on Anti-Corruption Cooperation in 2025 – tend to track with the same institutional maturity.

A final pattern in this group is a dual training model. On one side, integrity and ethics is embedded through mainstream public-service learning infrastructure: central public service schools offer structured values and ethics learning paths and mandatory foundational courses for public servants, indicating institutionalized baseline requirements. On the other side, federal police and investigative agencies provide prevention-facing training outreach and risk assessment tools (for example, on foreign bribery), showing how investigative agencies can support wider capability-building among external stakeholders.

Consultation responses confirm that in Established systems, mandatory training requirements, embedded in law or regulation, are consistently cited as among the most influential enabling conditions. Economies with strong legislative frameworks report that annual mandatory training drives high completion rates and supports the normalization of integrity standards across the civil service. Consultations also highlighted that case-study-based learning and performance-linked training delivery significantly improve engagement and knowledge retention compared to purely lecture-based approaches.

Advancing Training/Education Systems

Advancing systems frequently display one or more strong institutional features, such as a dedicated e-learning platform, an academy, or a certification pathway, but often with (a) uneven visibility across agencies, (b) less consistent public documentation of recurrence and scale, or (c) a stronger reliance on sectoral programs and campaigns that complement, rather than constitute, a full training ecosystem.

One of the strongest examples in this grouping is the anti-corruption learning center model, in which a corruption eradication or prevention commission provides a structured pathway from e-learning to training and certification for anti-corruption counsellors. Such platforms are both awareness-raising and designed around competency standards and practical outreach skills. They typically offer a certification process that includes training needs analysis, lesson planning, and post-training action. This is a sophisticated prevention model, but one that often focuses more on the training of trainers and institutional outreach than on a fully comprehensive learning ecosystem across all anti-corruption functions.

In other Advancing systems, the key institutional marker is the academy model**.** A dedicated anti-corruption academy is responsible for managing training programs to enhance the competency and professionalism of anti-corruption commission officers and staff – evidence of institutionalized training governance. Public materials in these contexts also signal international-facing course information and training program documentation, although the level of openly accessible e-learning modules tends to be less prominent in the public web surface than in Established training systems.

Some economies in this grouping reference online certificates tied to assessments through dedicated anti-corruption education platforms – an important maturity marker because it implies (a) structured learning, (b) measurable completion, and (c) scalable delivery. These platforms are publicly accessible as course environments spanning different target groups.

In other cases, the key digital marker is an official LMS operated by an ombudsman or equivalent oversight institution. These platforms are presented as the institution's official e-learning environment, with the usual visible structures (courses, references, FAQs, login) consistent with institutional investment in standardized online delivery. Detail on curriculum breadth and recurrence is not always visible publicly without authenticated access.

Several Advancing systems are associated with explicitly named local anti-corruption learning platforms operated by secretariats of local anti-corruption systems. These platforms are publicly visible as training environments, with descriptive materials framing them as technological and pedagogical tools to strengthen anti-corruption knowledge and capabilities. Recent communications from coordinating secretariats further indicate that training and course delivery remain active and linked to economies training priorities.

Other Advancing systems host virtual academy models with structured integrity training delivered digitally through dedicated course environments. These describe target audiences (public personnel), outcome goals, and include course-level visibility (presentation, syllabus, execution dates), indicating a formal training offer.

Public records in some Advancing systems show ministry-based compliance and integrity training tied to operational anti-corruption requirements. For example, public communications from line ministries link annual training programs to asset and income declaration and control, positioning training as a mechanism to strengthen transparency and prevent corruption in public administration. Separately, government inspectorates' public communications point to international cooperation and mutual training activities, suggesting that capacity strengthening occurs through both domestic training and institutional cooperation arrangements.

For other Advancing systems, desk-based mapping of training is constrained by how training is surfaced publicly. The official web presence of central oversight or discipline inspection commissions in some contexts demonstrates a large-scale institutional communication and case/publication function – including investigation and disciplinary information and announcements – rather than an openly packaged training catalogue.

Likewise, training programs in some economies appear fragmented across different bodies. Bilateral and multilateral cooperation activities (for instance, anti-corruption experience-sharing seminars hosted under supreme audit institution networks) provide evidence that training and internal prevention measures exist, even where they are not consolidated into a dedicated local training portal.

Consultations with advancing systems highlighted a set of recurring challenges. Training for digital tools is frequently handled in an ad hoc manner, provided as part of system deployment but without a structured training plan, dedicated budget, or mechanisms for refresher training as systems evolve. Several economies identified insufficient budget allocated to training alongside technology procurement, and the absence of ongoing refresher mechanisms, as the most common reasons why digital tool training fails to prepare users adequately. Staff turnover also emerges as a persistent constraint, with trained personnel departing before knowledge can be applied or transferred to colleagues.

Emerging Training/Education Systems

In this group, anti-corruption training capacity is often present but appears more dependent on (a) outreach-by-request models, (b) partner-supported workshops and trainings tied to strategy development, and/or (c) institution-building pathways where training is part of establishing or professionalizing a relatively new anti-corruption body.

Some economies in this group operate "request for lecture" mechanisms run by their anti-corruption bureau. These mechanisms frame talks as a way to equip government departments, public bodies, and the private sector with knowledge on corruption risks, risk management, and ethical governance – a pragmatic delivery model that fits constrained training budgets. Integrity resource pages in these contexts also indicate lightweight digital distribution of integrity materials.

In other Emerging systems, public evidence points to a capacity-building trajectory shaped by development partnerships and institution-building. Reporting from international partners describes training activities focused on developing, implementing, and evaluating anti-corruption policies and action plans for strategy implementers, training that is explicitly tied to building the capacity of policy developers and implementers, rather than operating a mature local training portal.

Reporting on interim or newly established anti-corruption commissions similarly describes a focus on building corruption prevention expertise and capacity across government agencies through the commission's prevention mandate, an institutional strengthening pathway where training is a core part of enabling a new body to function.

A further feature of this group is an increasingly sophisticated integrity capacity-building approach anchored in a secretariat or office of public integrity. Training programs on public integrity and the fight against corruption can reach tens of thousands of public servants and stakeholders annually through a combination of virtual conferences and Massive Open Online Course (MOOC) style certification courses, delivered in partnership with local schools of public administration.

Mandated integrity models for implementation across public sector entities provide a structured framework within which training is embedded alongside other integrity components, creating an ongoing evaluation cycle through public integrity capacity indices. Annual integrity and anti-corruption capacity programs in these contexts describe participation via virtual conferences and link certification to completion of learning routes and evaluations in local school virtual classrooms.

Findings from Economy Consultations: Common Patterns, Gaps, and Priorities

Economy consultations conducted through the Request for Information (RFI) process provided substantive practitioner perspectives that deepen the desk-based regional analysis. While individual economies vary considerably in institutional context and readiness level, the consultations reveal a set of common patterns, shared capability gaps, and converging priorities for regional cooperation that cut across readiness tiers. This section synthesizes those cross-cutting findings.

Common Capability Gaps

Across the range of economies consulted, a consistent set of capability gaps emerged as the most consequential constraints on anti-corruption effectiveness (Table 3.1). These are not unique to any single economy; they reflect structural features of how anti-corruption training systems develop across the region.

Data analytics competencies for corruption detection represent one of the most widely cited skill deficiencies. Even where anti-corruption systems and digital platforms exist, the analytical skills required to interrogate transaction data, identify anomalies, and apply AI-assisted monitoring tools are described as underdeveloped across much of the public workforce. This gap is particularly significant given the growing reliance on data-driven oversight approaches across the prevention and detection stages of the value chain.

Leadership capacity for institutional integrity culture is a related and frequently cited challenge. The gap is not simply a matter of technical knowledge but of organizational behavior: senior officials who model ethical norms, champion integrity standards, and create institutional conditions in which trained staff can apply new competencies. Consultations consistently identified limited leadership commitment to integrity as a constraint that can undermine even well-designed training programs.

Whistleblower channel management as the capacity to manage, secure, and protect reporting mechanisms in ways that maintain confidentiality and encourage reporting, is another area identified across multiple economies as underdeveloped relative to the risks. This includes both the technical and operational dimensions of secure channel management, and the cultural and institutional conditions that support reporting.

Forensic accounting and audit investigation skills, and specialist investigation and prosecution competencies for complex corruption cases, were also highlighted as significant gaps, particularly relevant to the detection and enforcement stages of the value chain. These specialist competencies typically require sustained investment and are often the hardest to maintain given staff turnover and limited specialist training pipelines.

Cross-border enforcement cooperation skills emerge as a further gap, the capacity to engage effectively in mutual legal assistance, joint investigations, and international asset recovery proceedings. This reflects both the technical complexity of cross-border cooperation and the relationship-building dimension that can only be addressed through sustained peer engagement over time.

Table 3.1 Common Capability Gaps Identified Across Economy Consultations

Common Capability Gaps Identified Across Economy Consultations
Data analytics and AI-tool competencies for anomaly detection and corruption risk identification
Leadership capacity to foster institutional cultures of integrity
Capacity to manage, secure, and protect whistleblower reporting channels
Forensic accounting and audit investigation skills
Investigation and prosecution skills specific to complex corruption cases
Cross-border enforcement and mutual legal assistance cooperation skills

Source: Authors.

Common Challenges in Training Design and Delivery

Beyond capability gaps, consultations identified a set of recurring challenges in how anti-corruption training is designed, resourced, and delivered, particularly in relation to digital tools.

Training for digital anti-corruption tools is frequently handled in an ad hoc or reactive manner. Across multiple economies, training is reported as being planned after a system has already been procured or is in deployment, rather than integrated from the outset as a core component of implementation. This sequencing failure means that systems are rolled out before users are prepared, reducing effective adoption and creating dependency on informal guidance or self-directed learning.

Insufficient budget allocation for training alongside technology procurement is a structural challenge reported consistently. Technology investment decisions frequently do not include dedicated training budgets, leaving the human capability dimension underfunded relative to the technical infrastructure it is meant to support.

Training is described in many contexts as too generic and not sufficiently tailored to the specific tasks and risk environments of end users. One-off delivery without mechanisms for refresher training as systems are updated is a related problem: digital tools evolve, but training often does not keep pace, eroding effective use over time.

Staff turnover is identified across readiness levels as one of the most consistent constraints on sustained capacity building. Where training investment is not reinforced by institutional systems, including structured onboarding, knowledge management, and formal handover processes, turnover continuously erodes trained capacity. The more specialized the skills involved, the more damaging this effect.

These challenges are compounded by uneven digital literacy across the workforce. Even where digital training infrastructure exists, officials without foundational digital skills cannot effectively engage with e-learning platforms, analytical tools, or reporting systems. This makes digital literacy a prerequisite for technology-enabled anti-corruption work, not merely a complementary investment.

Enabling Conditions Most Frequently Cited

Economy consultations also shed light on the institutional conditions that respondents consistently associate with more effective training outcomes. The factors rated as having the strongest influence on training effectiveness, across multiple economies and readiness levels, include: budget and resource availability for training activities over time; leadership commitment to integrity and willingness to invest in training; staff retention and the ability to maintain trained capacity; the existence of legal or policy frameworks that mandate training; and the availability of qualified trainers with relevant subject-matter expertise.

Coordination across agencies on training design and delivery, and the alignment between policy design and operational implementation, are also highlighted as important, particularly for training that needs to span institutional boundaries, such as joint prevention-detection-enforcement workflows.

Consultations with anti-corruption authorities within APEC economies confirm that training mandated by law or regulation produces more systematic and sustained engagement than discretionary approaches. Where mandatory anti-corruption training is institutionalized across the public service, integrity standards tend to be more firmly embedded as a feature of public service culture. The combination of mandate with accessible delivery infrastructure, particularly e-learning platforms and blended models, appears to be especially effective in reaching large and distributed workforces.

Priorities for Regional Cooperation

Economy consultations reveal strong and consistent demand for regional cooperation in anti-corruption capacity building, with a clear alignment on which forms of cooperation are most valued (Table 3.2).

Peer learning exchanges among anti-corruption practitioners across economies are rated as among the most useful forms of regional cooperation. Consultations emphasize the value of direct, practitioner-level interaction, not only senior official dialogue, as a means of building relationships, sharing operational experience, and identifying solutions to shared challenges that formal documents and reports cannot capture.

Table 3.2 Priority Areas for Regional Cooperation: Economy Consultation Findings

Priority Areas for Regional Cooperation: Economy Consultation Findings
Peer learning exchanges among practitioners, including at working-level (not only senior officials)
Regional repository of training materials, case studies, and adaptable curricula
Technical assistance for designing and evaluating effective training programs
Regional communities of practice structured around functional roles
Sharing of adaptable training modules across economies at similar readiness levels
Sustained cooperation mechanisms, not one-off events, including a regular consultative body

Source: Authors.

A regional repository of training materials, case studies, and good practices is identified as highly valuable by multiple economies. Respondents describe a demand for practical, accessible resources that can be adapted to local contexts, covering areas such as procurement integrity, financial risk analysis, whistleblower protection, and digital forensics. The value of such a repository lies not only in its content but in its curation: materials need to be current, validated for quality, and searchable by function and readiness level.

Technical assistance for designing and evaluating training programs is prioritized by economies at Advancing and Emerging readiness levels, reflecting a gap in domestic capacity to design competency-based, evidence-informed training without external support. This is particularly relevant for economies transitioning from project-based to institutionalized training delivery.

Regional communities of practice for officials using similar anti-corruption tools are seen as a practical mechanism for ongoing peer learning beyond formal events. Several economies emphasize the importance of creating spaces for practitioner exchange that are continuous, not limited to annual workshops, and that can be structured around specific functional roles (investigators, procurement auditors, financial intelligence analysts) rather than only by economy.

Sharing training modules and curricula that economies can adapt to their own context is also rated highly. Consultations highlight the efficiency gains of building on tested approaches rather than developing content from scratch, particularly for economies with limited internal training design capacity. There is a clear preference for adaptable rather than prescriptive curricula, materials that provide a structured foundation while leaving room for local customization of examples, scenarios, and regulatory references.

Finally, consultations suggest that regional cooperation is most effective when it creates sustained mechanisms for interaction (recurring forums, shared platforms, and structured bilateral or multilateral exchanges) rather than one-off events. The suggestion of establishing a regular consultative body among anti-corruption training agencies across economies, complemented by a centralized digital repository, reflects a vision of regional cooperation as ongoing institutional infrastructure rather than periodic program delivery.

BEST PRACTICES AND LESSONS FROM THE REGION

Best practice 1: Institutionalized training mandates

Across the region, the most durable training systems are those anchored in a formal mandate (law, regulation, or civil service requirements) rather than discretionary initiatives. Mandates matter because they (a) stabilize training through political and organizational change, (b) clarify minimum training expectations, and (c) create an accountability structure that can support training quality and recurrence rather than one-off delivery.

In the United States, executive-branch ethics training requirements are embedded in regulation under Code of Federal Regulation (CFR) 5, Part 2638[54], including required initial ethics training for new employees and required annual ethics training for specified filers. The US Office of Government Ethics complements these requirements by providing deployable training assets, such as “Ethics Education Toolkits” intended to help agencies carry out initial and annual ethics trainings.[55]

In Korea, the Anti-Corruption and Civil Rights Commission (ACRC) operates the Korea Integrity and Civil Rights Training Institute (KICTI, the renamed Anti-Corruption Training Institute as of 2026), which delivers mandatory integrity education for public servants and to promote integrity culture into the private sector.[56] Korea’s approach goes beyond the existence of a generic obligation: when designing new anti-corruption laws such as the *Improper Solicitation and Graft Act and the Conflict of Interest Prevention Act,* explicit provisions on education and public communication are written into the legislation itself, so that training is embedded from the moment a new system is introduced rather than added downstream.

A best practice is the deployment of dedicated "Integrity Officers" within every government agency. These officers act as internal consultants and trainers, ensuring that anti-corruption education is not just an external "visit" but an ongoing internal capability.[57] Compliance with the mandate is enforced through an annual ACRC monitoring cycle: heads of public institutions must submit results of the previous year’s anti-corruption training to the ACRC by the end of February each year, and institutions whose training is found insufficient are subject to follow-up measures, including special training for managers.

Evidence on scale is now substantial. ACRC monitoring of the 2024 training cycle (conducted in 2025) reports that approximately 1.74 million public officials – around 96 % of the total target population – completed their integrity training, demonstrating that a legally mandated regime, paired with a centralized specialist delivery body and an annual inspection mechanism, can be operationalized at very large scale.

A complementary feature of the Korean model is its incentive design: completion of mandatory integrity training is linked to individual performance appraisals, and the level of an institution's participation in integrity training is used as a key evaluation factor in the agency-level Comprehensive Integrity Assessment that ACRC publishes each year. This shifts the orientation of training away from passive compliance towards a structure in which both individuals and institutions have a direct stake in completion and quality.[58]

The transferable insight is not a specific curriculum, but the governance design: mandates work best when paired with (a) a clearly designated responsible body, (b) minimum requirements (who must train, when, and on what baseline topics), and (c) reusable training assets that reduce duplication and support standardization. Where mandates exist without operational support, training can become check-box compliance; where operational support exists without mandate, training can become episodic.

Best practice 2: Competency-based training frameworks

A second regional best practice is shifting from "attendance-based" training to competency-based capability building, where learning activities map to explicit skills, knowledge, and behaviors, and where progression can be measured. This approach is especially relevant to anti-corruption systems that increasingly rely on digital tools and data: staff need defined competencies in areas such as data literacy, analytics interpretation, and the practical governance of digital workflows, rather than generic awareness alone.

Australia provides a clear example of competency framing through civil service capability infrastructure. The Australian Public Service Commission's (APS) Data Capability Framework developed by the Data Profession under the Australian Public Service Commission's (APSC) professions model describes discrete capability areas and uses capability indicators spanning proficiency levels (foundation, intermediate, advanced), framing workforce development in a way that can be tied to role profiles and learning pathways.[59]

The wider APS professions model similarly explains capability as a composite of skills, knowledge, and attributes, language that enables training to be designed and assessed against competency expectations rather than participation.[60] Separately, Australia's Anti-Corruption Commission has published an Integrity Maturity Framework with principles and a staged maturity scale, an organizational capability lens that can support agencies to diagnose integrity controls and target capacity-building priorities over time.[61]

Public documentation emphasizes structural outcomes: enabling capability building and career paths and providing a foundation that agencies and staff can use to plan development. Evidence on downstream impacts (e.g., improved detection outcomes or reduced integrity incidents) is not typically published in a way that can be attributed to a single framework, so claims should remain limited to the observable function: the frameworks provide scaffolding for consistent competency development.[62]

A structurally different application of the same approach is visible in Russia, where a professional standard ‘Specialist in the field of prevention of corruption offenses’ codifies the competencies expected of officials engaged in anti-corruption work.

The standard is used as the explicit basis for additional professional education programs delivered by federal training institutions, including the Russian Presidential Academy of Economy and Public Administration (RANEPA) program ‘Functions of HR departments of federal agencies for the prevention of corruption and other offenses’. Whereas the Australian model anchors competency in cross-cutting civil-service capability frameworks, the Russian model anchors it in a single, occupation-specific professional standard issued by the labor ministry; together they illustrate two different administrative routes to the same underlying logic.

The transferable lesson is methodological: codify the competencies required for modern integrity work (including digital and data competencies), align training modules to those competencies, and define levels of proficiency that match job families and roles. This makes training more portable, supports targeted investment, and allows economies to build capacity progressively, especially important where digital tool adoption outpaces user capability.

Best practice 3: Multi-audience approaches

The strongest regional training ecosystems do not treat “anti-corruption training” as a single product for a single audience. Instead, they cascade and segment training across different roles (leaders, managers, frontline staff, specialists) and across stakeholder groups (public bodies, private sector partners, and stakeholders). This design reflects how corruption risk is distributed: some risks concentrate in procurement and financial management functions, while other risks concentrate in decision-making roles or at public–private interfaces.

In Hong Kong, China, the Independent Commission Against Corruption (ICAC) operates an integrity e-learning platform for staff of public bodies that combines live webinars with self-learning modules, explicitly designed for different audiences, such as distinct modules for managers and for general staff, and includes e-certificates to support training record-keeping.[63]

In Singapore, the Corrupt Practices Investigation Bureau (CPIB) provides multi-audience outreach through (a) public education talks available to government agencies and private companies via an e-booking workflow, and (b) structured learning journeys for students that present defined learning topics and a standard session format.[64]

In Korea, the KICTI has intentionally moved beyond conventional forms of lectures by using case-study-based learning and traditional drama/cultural performances; this storytelling-focused approach is credited with improving participant engagement and retention (see Box 2 below).

The replicable lesson is to treat integrity capacity as an ecosystem: segment content by role and risk exposure, provide multiple delivery channels (webinars, e-learning, structured outreach sessions), and build mechanisms for reach and accountability (booking systems, completion tracking, certificates). This approach supports consistent messaging while respecting the reality that different audiences require different learning designs.

Box 3.1 Republic of Korea – Usage of Cultural Traditions to Enrich Anti-Corruption Training

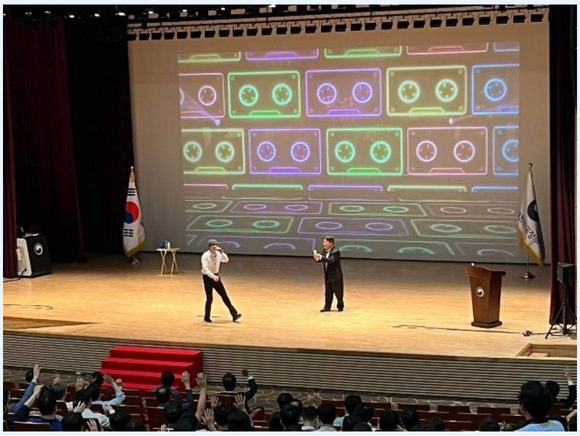
The Korea Integrity and Civil Rights Training Institute (KICTI) has moved a meaningful portion of its mandatory integrity programming beyond conventional classroom lectures into a culturally embedded format that line ministries, metropolitan and provincial governments, and education offices now commonly deliver under labels such as "Cheongnyeom Live" (literally "Integrity Live") or "Cheongnyeom Concert."

A typical session pairs a case-based lecture on the *Improper Solicitation and Graft Act*, the *Conflict of Interest Prevention Act*, and the *Public Officials' Code of Conduct* with one or more cultural performances: pansori (the UNESCO-recognized Korean narrative singing tradition, often reinterpreting classical works such as Heungbuga around anti-corruption themes), short integrity plays dramatizing real workplace abuse-of-power cases, and sand art animations that trace the moral arc of an integrity dilemma in real time.

The design rationale is that ethics content delivered as pure legal doctrine tends to generate audience resistance, particularly among officials who experience repeated mandatory training as a compliance exercise. Anchoring the same legal content in storytelling formats reduces this psychological resistance, raises engagement during the session itself, and supports retention afterwards. Likewise, case-study-based learning plays the analytical counterpart: rather than reciting rules in the abstract, officials are taken through realistic conflict-of-interest scenarios and asked to identify the integrity breach and the correct procedural response.

According to KICTI, the shift from theoretical lectures to storytelling-based education has produced observable improvements in engagement and retention among public officials, with recurring local-government deployments of the "Cheongnyeom Live" format demonstrating replicability across institutional settings within Korea.

The underlying design principle supporting this shift is fully portable to other APEC economies;



the act of pairing standardized legal content with a culturally familiar narrative medium, and the act of embedding case studies that mirror the integrity decisions officials actually face in their day-to-day work. Cultural-format adaptation typically requires partnerships with local artists or cultural institutions and is most cost-effective when targeted at audiences – frontline staff cohorts, youth and student groups, citizens at large, or sectors with low baseline integrity engagement – for whom purely legalistic delivery has historically underperformed.

Source: Anti-Corruption and Civil Rights Commission (ACRC) and Korea Integrity and Civil Rights Training Institute (KICTI) responses to RFI questionnaire.

Best practice 4: Private-sector and external stakeholder engagement

A recurrent regional lesson is that anti-corruption training often cannot sit entirely inside government. Corruption risks often materialize at transaction points, procurement, licensing, contracting, and facilitation, where private sector actors are present. Capacity-building approaches that ignore private sector capability can leave a gap: public agencies may be trained, but counterparties may not understand integrity expectations or compliance standards, and SMEs may face disproportionate difficulty implementing robust controls.

ACTWG-adjacent work illustrates how private sector engagement is being operationalized through regional initiatives focused on Small and Medium-sized Enterprises (SMEs). APEC-published resources under the Business Ethics for APEC SMEs initiative include a "Government Strategies to Encourage Ethical Business Conduct" guide that explicitly highlights government levers, including "government supported business ethics training", as part of strengthening ethical business conduct.[65] APEC project documentation for the "Business Ethics for SMEs Forum" frames the initiative as equipping member economies and "thousands of SMEs" with tools and resources to align ethical business practices with APEC principles, and notes that multiple "Consensus Framework" agreements have been implemented across diverse economies.[66]

Complementing this, international toolkits such as the OECD's SME-focused anti-corruption awareness and prevention toolkit illustrate a parallel approach: capacity building through targeted, practical resources designed for SME contexts.[67] Economy-level practice also reflects outward-facing training delivery: CPIB's public education talks are explicitly available to private companies as well as government agencies.[68]

Singapore's wider model also illustrates how line agencies, not only the anti-corruption agency, can act as private-sector training channels in the sectors they regulate. The Building and Construction Authority (BCA) runs a dedicated anti-corruption training module for facility Managing Agents, embedding integrity expectations within the professional infrastructure of an industry where corruption risks at procurement and contracting interfaces are well documented. Complementing this is the *Settling-in Program* for new work permit holders in the construction, process and marine sectors, which includes anti-corruption content as part of a broader onboarding program. This dual architecture – sector-regulator-led training for industry intermediaries, plus migrant-worker-onboarding training delivered at the point of entry – spreads integrity messaging across both sides of high-risk private-sector interactions and reaches audiences that traditional public-service or SME-forum channels would miss.

Publicly available evidence is strongest on outputs and scale-intent rather than measured impact. APEC documentation evidences breadth (multiple implemented consensus frameworks; tool and resource distribution aims), while OECD materials evidence structured content designed to fit SME risk environments.[69]

The transferable lesson is to treat private sector integrity as a capability-building domain: provide SMEs with practical tools and training modules, convene multi-stakeholder platforms that normalize ethical business conduct, and link business integrity resources to government procurement and regulatory expectations. Where possible, incorporate "train-and-support" approaches rather than awareness-only approaches, recognizing the constraints SMEs face.

Best practice 5: Gamification and creative engagement

Gamification and creative engagement tools remain relatively uncommon in formal anti-corruption training, but evidence from APEC economies shows they are being used to widen reach, especially for youth and community audiences that may not respond to conventional lecture-based integrity teaching.[70] In training-system terms, creative tools function as "capacity multipliers" for prevention and culture-building when they are integrated into broader education programs rather than deployed as standalone campaigns.

In Singapore, CPIB's Corruzione is presented as a web-based simulation that uses gamification to educate on the consequences of corruption through interactive decision-making.[71] CPIB communications further describe it as part of CPIB's Anti-Corruption Badge Programme for uniformed groups and youths, indicating programmatic integration rather than a one-off product.

In Malaysia, the Malaysian Anti-Corruption Commission launched MACC AR, an augmented reality mobile application described in app-store documentation as presenting anti-corruption content interactively (including quizzes and informational content).[72] Public reporting frames the app as an educational digital game developed to educate and build public support for anti-corruption efforts.[73]

Public sources primarily point to intent and integration. For Singapore, the incorporation of gamification and specific youth programs in anti-corruption education demonstrate concrete adoption and usage in practice. For Malaysia, public descriptions and app-store materials evidence features and educational framing, but published evaluation results are not visible in the referenced sources.

The transferable lesson is not that games "solve" corruption risks, but that interactive tools can complement formal training by expanding reach, improving engagement, and reinforcing integrity concepts through scenario-based learning. Where economies adopt gamification, the sustainability and credibility of the tool depend on governance: content accuracy, refresh cycles, integration into broader learning journeys, and, where feasible, evaluation of learning uptake.

Best practice 6: Train-the-trainer approaches

In some APEC economies, especially where staff turnover is high, geographic dispersion is significant, or specialist expertise is limited, capacity building is more sustainable when programs create domestic "multipliers." Train-the-trainer models focus on building a cadre of instructors who can repeat training internally and adapt it to local contexts, reducing long-term reliance on external providers and creating a pathway for institutional memory.

For example, in September 2025, the Singapore CPIB piloted an anti-corruption module developed jointly with the education ministry's Centre for Excellence Leadership and targeted at school principals and vice-principals. Two design choices made it effective.

First, the Human Resource division contributed information and cases specific to school leaders, so that scenarios were relatable and directly relevant to participants' working environment, an example of the wider point made in this report that context-specificity is a high-leverage design choice. Second, the train-the-trainer model makes it possible to reach a large target group at low resource cost and creates a multiplier effect, with each trained school leader positioned to extend the integrity message within their own institution. This case is instructive because it shows train-the-trainer working as a delivery model in a high-capacity setting where the constraint is not specialist scarcity but the need to translate central content into contexts the anti-corruption body itself does not control.

In Papua New Guinea, UNDP and the Attorney General delivered an "advanced training of trainers" on investigating administrative complaints for public sector officials from key anti-corruption institutions, under a project jointly implemented by UNDP and UNODC.[74] In Korea, the KICTI, under the ACRC has explicitly referenced the need to foster integrity education instructors and expand the talent pool as demand grows, including demand linked to new integrity-related legal frameworks (such as conflict of interest rules).[75] The fostering of a professional cadre of integrity instructors is itself treated as a structural lever: by developing standardized curricula and credentialled instructors, the centralized training body lowers the administrative burden on individual agencies and helps ensure consistent training quality across the entire public sector.

In Indonesia, the Corruption Eradication Commission operates the Anti-Corruption Learning Centre, where the "Anti-Corruption Counsellor Edu-Training" is described as an initial stage leading into certification for anti-corruption extension workers, an explicit pipeline that produces trained personnel positioned to deliver outreach and integrity education.[76]

Papua New Guinea's documentation provides a concrete output metric: a training-of-trainers cohort of over 30 public officials. For Korea and Indonesia, public materials provide strong structural evidence (institutional decisions to expand instructor pools; training-to-certification pipelines), but less publicly available evidence on performance outcomes attributable to the model.

Best practice 7: Regional peer learning

Regional learning mechanisms are a central pathway for strengthening anti-corruption training systems in APEC, particularly when economies face shared constraints (limited specialist expertise, rapid digitization, and uneven institutional capacity). Bilateral and triangular cooperation creates practical diffusion routes: “good practices” and training materials can be adapted with lower transaction costs when contexts are comparable, and virtual formats can reduce participation barriers.

APEC’s capacity-building architecture is visible through convening functions and shared outputs. The ACTWG-linked “Workshop on Technology for Transparency: Digital Disruption to Corruption” produced a summary report explicitly intended as a reference for future policy and measures in APEC economies, compiling shared experiences and best practices from a multi-economy virtual workshop.[77]

Economy-level engagement demonstrates the peer-learning mechanics: ACRC publicly recorded its participation and presentation of domestic anti-corruption policies in connection with the workshop and ACTWG meetings.[78] Beyond workshop outputs, APEC’s practitioner network infrastructure also supports cooperation as capacity building. The APEC ACT-NET Terms of Reference describe the network’s strategic focus as maintaining connections between anti-corruption and law enforcement officials to enhance informal cross-border cooperation for investigations, prosecutions, and proceeds recovery.[79]

Regional mechanisms most often evidence outputs (shared reports, convenings, reference materials) rather than quantified capability changes. However, the existence of recurring structures (workshops, terms of reference, networks) is itself a sustainability marker: it indicates that peer learning is not episodic, but embedded in a continuing regional cooperation infrastructure.

The transferable lesson is to treat regional platforms as capacity infrastructure: use them to (a) translate technology shifts into training needs, (b) share curricula and “how-to” materials, and (c) build practitioner relationships that enable ongoing learning beyond formal trainings. Virtual delivery can improve reach, but economies still need domestic mechanisms to absorb and institutionalize learning.

Best practice 8: Inter-agency and cross-functional training for the handoff problem

One of the most consequential, and under-addressed, capacity weaknesses across APEC economies lies at the interfaces between stages of the anti-corruption value chain. Auditors who identify procurement red flags but cannot frame effective referrals to investigation units; investigators who gather digital evidence that prosecutors cannot introduce in court; prosecutors who secure convictions but lack the asset-tracing skills to initiate recovery proceedings – these 'handoff' failures represent points where training investment in individual functions is undermined by a lack of cross-functional capability.

In Australia, the Anti-Corruption Commission has established referral and cooperation protocols with the Australian Federal Police (AFP) and the Commonwealth Director of Public Prosecutions. In Korea, the ACRC coordinates across prosecution, audit, and administrative bodies, with training that addresses the procedural and evidentiary requirements at each handoff point.

Internationally, the Stolen Asset Recovery (StAR) Initiative (World Bank/UNODC) has documented the critical role of inter-agency training in asset recovery, a domain that inherently requires coordination between financial intelligence units, investigators, prosecutors, and the judiciary. The Basel Institute's ICAR training programs similarly structure their curriculum around the full investigation-to-recovery workflow, ensuring that participants understand not only their own role but the requirements and constraints of counterparts at other stages.

The transferable lesson is that anti-corruption training should not only develop capability within individual institutions; it should also develop the connective tissue between them. Joint training exercises, cross-agency secondments, shared case simulations, and common evidence-handling standards are practical mechanisms for strengthening this connective capacity. Investing in handoff training is one of the highest-yield interventions available, because a single bottleneck at the interface between institutions can undermine the effectiveness of the entire anti-corruption system, regardless of how well each institution performs individually.

4. TECHNOLOGY AND THE FUTURE OF ANTI-CORRUPTION TRAINING

Technology has already reshaped the baseline of anti-corruption training delivery, making foundational content more accessible, more scalable, and more cost-effective than at any previous point. The emerging frontier, including AI-enabled personalization, gamified simulation, immersive learning, and intelligent knowledge-sharing platforms, holds the potential to make training substantially more effective at producing the behavioral change that anti-corruption systems require.

The analysis draws on the framework and findings of the APEC *Technologies for Preventing, Detecting and Combating Corruption* report,[80] which identifies capacity building and training as prerequisites for effective technology-enabled anti-corruption work across all stages of the value chain, and whose recommendations on digital education provide a practical basis for the proposals in this chapter.

THE DIGITAL TRANSFORMATION OF TRAINING

For most of the first two decades of international anti-corruption capacity building, training meant travel: officials attended workshops, courses, or seminars in person, often in capital cities or regional hubs. This model was expensive, logistically demanding, and inherently limited in reach. Indeed, while a workshop could serve thirty participants, a civil service may comprise tens of thousands of agents. By the early 2010s, the field had begun to shift, and by the mid-2020s, digital delivery had become the primary channel for foundational and intermediate anti-corruption training across the region.

Drivers of the Digital Shift

Several forces converged to accelerate the digital transformation of training. Cost pressures on both government training budgets and multilateral development programs created demand for more scalable models. Geographic reach emerged as a priority as governments sought to extend training beyond capitals to regional and local administrations.

The COVID-19 pandemic, which forced the closure of in-person training programs globally in 2020, served as a forcing function, compelling institutions that had been slow to digitize their training to do so rapidly. And a new generation of Learning Management System (LMS) platforms made it increasingly straightforward to design, host, and track completion of structured online courses.

Alongside these supply-side developments, demand-side expectations shifted. Public officials, particularly younger cohorts, increasingly expected on-demand, self-paced access to professional development content, rather than waiting for scheduled classroom sessions. The growth of mobile internet access across the world, but in particular much of the Asia-Pacific region has made smartphone-based learning increasingly feasible, even in economies where desktop or laptop access remains limited.

The E-Learning Landscape for Anti-Corruption Training

Several major multilateral platforms now provide substantial free anti-corruption e-learning content accessible to government officials across APEC economies (Table 4.1).

Table 4.1 The E-Learning Landscape

Platform	Provider	Target Audience	Content Focus	Key Features
UNODC SPARK Platform[81]	UN Office on Drugs and Crime	Government officials; public sector	UNCAC obligations; corruption definitions & impacts; major public events integrity	800+ modules in 30+ languages; 250,000+ users; mobile-compatible; 60– 90 min self-paced courses; blended train-the-trainer component
UN Anti-Corruption Learn (UN-ACLEARN)[82]	UNDP, UNODC & partners	Training administrators; officials across multiple institutional roles	Broad anti-corruption competency strengthening	Aggregator model – curates content across the full UN system's anti-corruption catalogue; useful for designing multi-role learning pathways
Basel Institute / ICAR e-Learning[83]	Basel Institute on Governance (ICAR)	Law enforcement; prosecutors; financial investigators	Asset recovery; mutual legal assistance; tracing & freezing illicit assets; complex multi-party recovery proceedings	Practitioner-level depth; developed by ICAR specialists; depth-over-breadth model complementing broader awareness platforms
U4 Anti-Corruption Resource Centre[84]	U4 / Chr. Michelsen Institute	Development practitioners; civil society actors	Anti-corruption theory and practice for the governance ecosystem	Self-paced online courses; complements government-facing platforms with content for non-government actors
World Bank Group Academy[85]	World Bank Group	Private sector compliance; government counterparts	Integrity compliance; international anti-corruption & sanctions frameworks	Game-based scenario learning; moves beyond multiple-choice to ethical decision-making simulations

Source: Authors.

Blended Learning Models

While fully online delivery has expanded reach dramatically, the evidence suggests that blended models, combining online and face-to-face elements, produce stronger learning outcomes for content where behavioral change, not just knowledge acquisition, is the objective.

The Council of Europe HELP program[86] exemplifies this approach: its corruption prevention curriculum for legal professionals combines multi-module interactive e-learning with facilitated group sessions, practical exercises, and peer discussion. This design reflects the OECD's finding,[87] that role-plays, questionnaires, and practitioner engagement are among the most effective pedagogical approaches for integrity learning, and that these are best delivered in settings that allow genuine discussion and reflection, rather than solo screen-based learning.

The UNODC training materials for major public events similarly employ a blended model: e-learning modules for foundational knowledge acquisition are paired with train-the-trainer workshops designed to equip domestic facilitators to deliver practical, context-specific training to frontline officials in their own institutions and languages. This approach has proved particularly valuable in APEC economies with large public sectors and limited specialist facilitation capacity.

Mobile Learning and Connectivity Considerations

For many Emerging training systems in the APEC region, the limiting factor for digital training is not motivation but infrastructure: inconsistent internet connectivity, limited access to personal computers in government offices, and digital literacy gaps that make standard LMS interfaces inaccessible for some officials. Mobile learning, delivery via SMS, basic smartphone apps, or low-bandwidth web interfaces, represents an important bridge.

The UNODC SPARK platform's mobile compatibility is a deliberate design choice that reflects this reality. APEC economies such as Papua New Guinea; Viet Nam and several Pacific island economies are predominantly mobile-internet users; training platforms that require desktop browsers or high-bandwidth video streaming will systematically exclude officials in these contexts. This equity dimension, ensuring that digital training expands rather than narrows access to capacity building, is taken up in chapter five of this report.

Box 4.1 Hong Kong, China – ICAC Integrity e-Learning for Civil Servants

Hong Kong, China’s Independent Commission Against Corruption (ICAC) partnered with the Civil Service Bureau to make anti-corruption training a routine part of government learning.

ICAC launched an **Integrity Management e-Learning Platform for Civil Servants** on the Learning Management Portal (LMP) as a self-paced module. It covers six main integrity themes (acceptance of advantage without permission, misuse of authority for advantage, use of false document, conflicts of interest, misconduct in public office, and supervisory accountability) and uses scenario-driven animations, videos and infographics to engage learners. The platform is accessible 24/7 across devices, enabling consistent baseline training for thousands of civil servants without the need for in-class sessions.

The platform was built into the Civil Service College’s online learning system, with short multimedia lessons and embedded quizzes. For example, users who complete each unit earn a course-specific digital badge, and all content can be reviewed on LMP for reference. In practice, the Bureau noted that the system “mix[es] role-based scenarios with interactive content” and provides learning materials tailored by rank and function. This design means the platform functions as an institutional training tool rather than an optional one-off course.

Source: Hong Kong, China, ICAC Integrity e-Learning for Civil Servants

AI AND MACHINE LEARNING: TRANSFORMING TRAINING DESIGN

The application of artificial intelligence (AI) and machine learning (ML) to training design is among the most significant emerging developments for anti-corruption capacity building. As the APEC Report documents,[88] AI/ML is already transforming multiple stages of the anti-corruption value chain, from procurement risk screening to financial intelligence analysis.

Its potential to reshape training is substantial: it can enable learning experiences that are personalized, adaptive, and continuously updated, and that align far more closely with the actual risk environments of individual learners than any standardized curriculum can achieve.

AI-Powered Personalization and Adaptive Learning

Traditional training programs deliver the same content to all participants regardless of their existing knowledge, professional role, or specific corruption risk exposure. An investigator in a financial intelligence unit and a procurement officer in a regional government agency face very different integrity challenges, yet both might sit through the same generic ethics workshop. AI-powered learning systems can fundamentally change this by analyzing individual learner profiles, including role, grade, prior training, assessment performance, and even patterns of behavior in anti-corruption systems, to tailor learning pathways to each person's specific needs.

Adaptive learning systems take this a step further by adjusting content difficulty, pacing, and topic coverage in real time based on how learners respond to questions and exercises. A learner who demonstrates strong conceptual understanding of conflict of interest rules but struggles with applying them to procurement scenarios would automatically receive additional practical exercises in that area, rather than progressing to the next module. This approach maximizes the efficiency of learning time, particularly important for senior officials whose availability for training is limited, and ensures that remediation occurs before knowledge gaps solidify into behavioral patterns.

Role-Specific Scenario Generation

One of the most practically valuable applications of AI in anti-corruption training is the generation of role-specific, jurisdiction-appropriate scenarios. Anti-corruption ethics training has historically suffered from a credibility problem: generic scenarios about fictional officials in unnamed economies feel remote from participants' actual working environments, reducing engagement and limiting transfer to real-world behavior.

AI-generated scenario tools can address this by creating situations directly relevant to each learner's role, sector, and institutional context. A procurement officer in a Pacific economy can receive scenarios involving contract award decisions in infrastructure procurement that reflect local market conditions and regulatory frameworks. A customs official can work through dilemmas involving small facilitation payment requests at a land border crossing, a scenario type that may be entirely irrelevant to a financial intelligence analyst but is central to a customs officer's daily experience. The APEC Anti-Corruption Technologies Report[89] identifies this personalization capacity as one of the key advantages of AI/ML tools at the prevention stage of the value chain.

Automated Assessment and AI-Assisted Feedback

Standard e-learning assessments that rely on multiple-choice questions that test recall of rules and definitions measure knowledge acquisition but tell us little about ethical reasoning. An official who can correctly identify the definition of a conflict of interest may nonetheless rationalize the same situation as non-problematic in a real setting.

AI assessment tools can begin to address this gap by evaluating not just answers but the reasoning behind them: consistency of ethical decision-making across related scenarios, the factors learners cite in justifying their choices, and patterns of response that might indicate rationalization rather than genuine understanding.

AI chatbots and virtual assistants represent a related application: providing on-demand, confidential guidance on ethical dilemmas that officials encounter in practice. Rather than waiting for the next scheduled ethics consultation or risking embarrassment by raising a sensitive question with a supervisor, an official can query a trained AI assistant, describing a specific situation and receiving contextually appropriate guidance anchored in the relevant legal framework.

The *OECD Public Integrity Handbook*[90] identifies 'ethics counsellors', human officials available to provide confidential guidance, as a high-impact integrity mechanism; AI assistants can extend this function to contexts where dedicated human ethics advisors are not available.

Predictive Analytics for Targeted Training Interventions

At the institutional level, AI analytical tools can identify patterns that indicate where targeted training interventions are most needed, before misconduct occurs. Analysis of e-procurement data might identify procurement units where patterns of contract splitting, single-source awards, or late specification changes suggest elevated corruption risk, flagging those units for priority training on procurement integrity rules. Financial transaction analysis might identify clusters of officials whose expense claims or procurement approvals are statistical outliers, warranting both investigation and preventive training follow-up.

This "predictive training" model, which uses data analytics to direct capacity building to the highest-risk individuals and units, marks a shift from reactive training (responding to identified misconduct) to anticipatory training (intervening before misconduct occurs). The APEC Technologies Report documents how Spain's General Intervention of the State Administration (IGAE) and Korea's 'ON-line E-Procurement System' (KONEPS) have used data analytics for compliance purposes; applying similar approaches to training targeting is a logical extension.

Current State of Deployment in APEC Economies

Deployment of AI-powered training tools in anti-corruption contexts remains at an early stage across most APEC economies. Several Established systems, including Australia; Singapore; and the United States, have made investments in AI-enabled learning management systems within their broader civil service development infrastructure, and these tools are beginning to be applied to integrity training. Australia's APS Learning and Development Strategy, for example, mandates systematic identification of capability gaps as a precondition for training design, laying a foundation for AI-assisted gap analysis tools.[91]

Korea's Anti-Corruption and Civil Rights Commission, through the KICTI, has developed data-driven approaches to targeting and evaluating integrity education, although Korean authorities note that AI tools have not yet been actively utilized in formulating anti-corruption policies or in delivering integrity education.[92] Similar signals have come from Hong Kong, China's ICAC, demonstrating a growing trend of AI-backed anti-corruption training deployments.[93] Chinese Taipei identified "data analytics competencies for anomaly detection" as one of its most consequential capability gaps. Despite a mature system, the rapid evolution of digital corruption means that training curricula often struggle to provide the high-level technical skills required for digital forensics and complex risk identification.

For the majority of APEC economies, however, the deployment of AI learning tools remains a medium-term aspiration rather than a current reality. The prerequisites, digital learning infrastructure, data governance frameworks, technical capacity to manage AI systems, and the baseline digital literacy of both learners and training administrators, are not yet in place. The implication is not that AI-enabled training is irrelevant to these economies, but that the sequencing matters: foundational investment in digital infrastructure and basic e-learning capacity must precede more advanced AI applications.

Box 4.2 World Bank Group Academy Integrity Module: Game-Based AI-Assisted Learning

The World Bank Group Academy's integrity compliance module uses scenario-based digital learning aligned to international anti-corruption frameworks and the World Bank Group’s sanctions policies. Learners navigate realistic decision-making scenarios, involving supplier relationships, procurement decisions, and gift and hospitality situations, and receive feedback on the reasoning behind their choices, not just whether their answers were 'correct'.

The module is designed for both private sector compliance audiences (procurement managers, finance officers) and government counterparts, making it one of the few platforms that explicitly bridges public and private sector integrity training. Its game-based design, with scoring based on the quality of ethical reasoning rather than simple right/wrong outcomes reflects emerging best practice in AI-assisted assessment that is beginning to be applied in other platforms.

Source: World Bank Group Academy – Integrity module

SIMULATION, GAMIFICATION, AND IMMERSIVE LEARNING

Beyond AI-enabled personalization, a distinct stream of innovation in anti-corruption training involves game-based learning, simulation, and, at the emerging frontier, immersive technologies such as virtual reality. These approaches share a common pedagogical premise: that the ethical and procedural judgements anti-corruption training seeks to build are skills that must be practiced, not just facts to be memorized.

Just as medical professionals learn through simulation before operating on patients, and pilots train in flight simulators before flying commercial aircraft, public officials can benefit enormously from rehearsing ethical dilemmas in safe, consequence-free environments before facing them in practice.

The Pedagogical Case for Gamification

The research case for gamification in ethics and compliance training is well established.[94] Game-based learning produces higher engagement and better knowledge retention than passive content delivery; it enables 'safe failure', learners can make wrong choices and experience their consequences without real-world harm; and it creates the experiential, emotionally engaged learning conditions that are most conducive to genuine attitude change.

For anti-corruption training, these properties are particularly valuable: integrity is precisely the domain where abstract knowledge of rules most frequently fails to translate into ethical behavior under pressure, and where rehearsal of realistic dilemmas can close that gap.

The *OECD Public Integrity Handbook*[95] identifies interactive exercises involving realistic ethical dilemmas, particularly those relevant to participants' own roles, as the highest-leverage design choice in integrity training programs.

Several APEC economies have developed notable examples of gamified and simulation-based anti-corruption training tools that illustrate the range of approaches and audiences. One example is Singapore, where the CPIB, in partnership with Nanyang Polytechnic, developed the 'Corruzione' web game.[96]

This 'Corruzione' is a browser-based interactive game in which players navigate a series of corrupt offer scenarios, as either the official being offered a bribe or the person offering one, and experience the consequences of different choices. Its narrative structure and realistic scenario design reflect Singapore's broader emphasis on corruption prevention as a cultural and attitudinal challenge, not merely a legal compliance matter.

Virtual Reality and Augmented Reality: Emerging Applications

Virtual reality (VR) represents the frontier of immersive learning for anti-corruption training. While still at an early stage of deployment in this context, several applications are being explored. VR courtroom simulations allow judicial trainees to experience cross-examination of witnesses, handling of digital evidence, and management of complex corruption trials in a realistic but risk-free environment. VR scenarios for law enforcement investigators replicate the experience of conducting interviews, managing informants, and navigating inter-agency information sharing, developing the situational and interpersonal skills that are difficult to build through classroom instruction.

The costs of VR development and hardware deployment remain significant, particularly for Emerging training systems, and the evidence base on VR's effectiveness relative to lower-cost simulation approaches is still limited. However, the experience of VR adoption in medical education, military training, and flight simulation suggests that costs will decline and access will broaden as the technology matures. For Established training systems within APEC, pilot investment in VR-based enforcement training, particularly for investigator and judicial skills, is a near-term opportunity worth exploring.

Serious Games for Public Awareness

Beyond official training, gamification is increasingly used to build public awareness of corruption and its harms, and to develop the civic literacy needed to engage with transparency and accountability mechanisms. Anti-corruption board games, card games, and role-play exercises have been deployed by civil society organizations and academic institutions across the region, including in school curricula.

The UNODC University Module Series on Anti-Corruption includes educational modules on anti-corruption for higher education[97] that incorporate case studies, discussion exercises, and simulation elements designed for university-level curricula, building anti-corruption awareness in the next generation of public officials, business leaders, and civil society actors.

Box 4.3 Malaysian Anti-Corruption Commission Augmented Reality (MACC AR)

The Malaysian Anti-Corruption Commission (MACC) developed an augmented reality educational tool that overlays anti-corruption information, case studies, and integrity messaging on physical environments, including exhibition spaces, public buildings, and school settings. MACC AR extends anti-corruption education beyond formal government training to students and the general public, reflecting Malaysia's approach of embedding integrity education in the school curriculum and civic life. The application of AR to public education, making anti-corruption content accessible and engaging for non-specialist audiences, represents a model with significant potential for wider adaptation across the APEC region.

Users scan AR markers using their smartphones to access interactive content, including case studies of corruption consequences, integrity pledges, and educational quizzes.

The application reaches audiences that would not normally engage with formal training, students, members of the public, and private sector employees, and has been deployed alongside MACC's broader anti-corruption education program in schools. This multi-channel approach, combining institutional training for officials with public-facing tools for the public, exemplifies an integrated prevention strategy that builds a culture of integrity beyond the public sector.

The MACC approach reflects a principle articulated in the OECD Public Integrity Handbook,[98] that integrity cannot be built solely through rules and enforcement, but requires cultural investment that reaches stakeholders, students, and civil society, not just public officials.

Source: Malaysian Anti-Corruption Commission Augmented Reality (MACC AR), www.maccfm.my/info/macc-launches-anti-corruption-digital-game

DIGITAL PLATFORMS FOR KNOWLEDGE SHARING AND PEER LEARNING

Training individual officials and building institutional capacity are necessary but not sufficient conditions for effective anti-corruption practice. The communities of practitioners who share knowledge, discuss cases, develop standards, and support each other's work are a form of collective capacity that is often more durable and adaptive than any single training program can produce. Digital platforms have transformed the possibilities for this kind of community-based knowledge sharing, enabling practitioners to connect, exchange, and learn from each other across borders and time zones in ways that were simply not feasible in a pre-digital era.

Online Knowledge Repositories and Case Libraries

Several major international knowledge platforms now provide accessible repositories of anti-corruption guidance, case studies, legal analyses, and training tools:

- **UNODC GRACE Initiative[99]:** The UNODC University Module Series on Anti-Corruption provides academic modules, case studies, and teaching materials for higher education. While primarily targeted at university educators, the resource library is also used by training designers and practitioners seeking evidence-based analysis of anti-corruption issues.
- **U4 Anti-Corruption Resource Centre[100]:** The U4 Resource Centre maintains an extensive library of issue papers, helpdesk responses, and online learning content covering anti-corruption theory and practice. Its helpdesk function – providing rapid, evidence-based responses to specific practitioner questions – represents a model of just-in-time knowledge delivery that complements structured training with responsive support.
- **StAR Initiative Database[101]:** The Stolen Asset Recovery Initiative (StAR) maintains databases of asset recovery cases, legal frameworks, and technical guidance that support both training and live casework. The Asset Recovery Handbook,[102] co-published by StAR and UNODC and freely available online,

is one of the most widely used practitioner reference tools in the enforcement community globally, and is routinely incorporated into local and regional training programs for investigators and prosecutors.

Consider an Anti-Corruption Training and Knowledge Platform

Across these examples, a common pattern emerges: the most effective knowledge-sharing platforms combine a curated resource repository with active community features, enabling practitioners to find relevant content, connect with counterparts, ask questions, and share their own experience. The APEC ACTWG has historically functioned as a workshop-based knowledge exchange, but the depth and continuity of that exchange is limited by the annual meeting cycle and the face-to-face requirement.

This report builds on the APEC Report 2025,[103] which recommended that APEC develop a dedicated Anti-Corruption Training and Knowledge Platform: a central repository of curricula, case studies, evaluation findings, and training tools accessible to all member economies. Such a platform would allow APEC to build on investments already made by multilateral organizations (UNODC, OECD, Basel Institute, U4) while providing APEC-specific content, particularly ACTWG workshop outputs, economy-level practice examples, and regional good practice guidance currently scattered across individual economy websites and APEC publications.

Such platforms could include AI-assisted discovery and curation tools that help users navigate the large volume of available content and identify resources most relevant to their role, economy, and capacity challenge. The proliferation of international anti-corruption learning resources has created a paradox of abundance: more good content is available than any individual practitioner can find and assess. Intelligent curation that surfaces the most relevant, highest-rated, and most recently updated resources for each user is itself a significant capacity-building service.

Box 4.4 INTERPOL's Global Focal Point Network – Operational Peer Learning at Scale

INTERPOL's Global Focal Point Network on Anti-Corruption and Asset Recovery connects designated focal points from law enforcement, judiciary, and administrative authorities across INTERPOL's 195 member economies. The Network's primary function is operational, enabling rapid, secure exchange of intelligence about suspects, cases, and asset locations, but it also functions as a sustained peer learning community.

The Network's annual Expert Group Meetings produce guidelines and best practice documents on specific methodological challenges in asset recovery, such as handling of cryptocurrency assets, management of complex non-conviction-based forfeiture proceedings, and cross-border freezing of real estate holdings. These documents, developed by practitioner consensus, represent a form of collectively produced knowledge that is more practically grounded and more rapidly updated than academic research or policy guidance from non-practitioner organizations.

For APEC economies, participation in the INTERPOL Global Focal Point Network, and its APEC-specific engagement through INTERPOL's Regional Bureau for Asia and the South Pacific, represents one of the most valuable capacity-building opportunities available to enforcement agencies, providing access to both operational intelligence support and practitioner knowledge that is unavailable through any training program.

Source: INTERPOL. "Global Focal Point Network". Accessed 13 March 2026. https://www.eaaaca.com/sites/default/files/media-documents/2021/05/30042021%20GFPN%20Network%20Presentation.pdf

CHALLENGES AND RISKS OF TECHNOLOGY-ENABLED TRAINING

The preceding sections have presented the substantial opportunities that technology creates for anti-corruption training, expanded reach, greater personalization, richer learning experiences, and more effective peer learning communities. But a complete assessment must also engage honestly with the risks that technology-enabled training presents: data privacy and security, content accuracy and AI hallucination, economic sustainability, and quality assurance in digital learning. These are not reasons to avoid investment in digital learning, they are reasons to invest thoughtfully.

Data Privacy and Security Risks

AI-powered training platforms collect and analyze detailed data about individual learners, their performance patterns, knowledge gaps, ethical reasoning tendencies, and response to specific scenarios. This data has significant potential value for improving training effectiveness and tailoring instruction to individual learners. At the same time, it can create significant data protection and security risks. In sensitive anti-corruption contexts, knowledge of an official's response to corruption scenarios or of identified weaknesses in their ethical reasoning, is information that could be misused for coercion, targeting, or reputational harm if the platform were compromised or if the data were accessible to malicious actors within the institution.

Economies are encouraged to develop voluntary principles and good practices for technology-enabled anti-corruption measures, drawing on existing international frameworks where appropriate. For training platforms specifically, good design practices, including collecting data proportionate to the learning purpose, retaining it for appropriate periods, and limiting access to individual-level data to the learner and authorized training personnel, can help mitigate these risks and should be considered in platform design.

Content Accuracy and AI Hallucination Risks

A specific and material risk for anti-corruption training is the potential for AI-generated content to produce incorrect legal or procedural information based on the context and usage. Large language models (LLMs) are documented to generate plausible but incorrect statements about regulatory frameworks, case law, institutional procedures, and jurisdictional requirements.

For training modules covering legal obligations (asset declaration requirements, conflicts-of-interest rules, mutual legal assistance procedures, or evidentiary standards for digital forensics) such errors could have direct operational consequences. An official trained on incorrect asset declaration thresholds, or a prosecutor briefed on non-existent mutual legal assistance provisions, faces risks that go beyond learning failure to potential professional liability and case compromise.

This risk is amplified in the anti-corruption context because legal and institutional frameworks vary significantly across APEC economies, and AI models trained predominantly on English-language sources from high-income economies may not accurately reflect the legal and procedural realities in other jurisdictions. An AI-generated training scenario based on common-law assumptions about evidence admissibility may not be suitable for officials operating in civil-law systems.

Human expert review of AI-generated training content is an important quality assurance step. Economies adopting AI-enabled training tools should establish minimum review protocols that include verification of legal and procedural content by subject matter experts, testing of AI-generated scenarios against the specific legal framework of the target jurisdiction, and version-control mechanisms that flag when underlying legal provisions have changed since the content was last reviewed.

Economic Sustainability: Costs and Maintenance

Technology-enabled training platforms are not one-time investments, they require ongoing maintenance, content updating, technical support, and periodic upgrades. The costs of maintaining an AI-enabled LMS platform, updating scenario content to reflect changing laws and corruption risks, and ensuring compatibility with evolving device and operating system environments are substantial and recurring. For many APEC economies, the limiting factor for technology adoption is not the initial deployment cost but the ability to sustain the platform over time, particularly when international development funding that supported initial setup is no longer available.

Comprehensive technology sustainability plans that address initial implementation costs, ongoing maintenance requirements, future upgrade pathways, and succession planning for technical expertise are needed to ensure follow-through. For training platforms specifically, this means designing for low maintenance overhead, prioritizing open-source and standards-based solutions over proprietary platforms, and building domestic technical capacity to manage and update the platform without ongoing dependence on external specialists.

Quality Assurance in Digital Learning

The proliferation of anti-corruption e-learning content has created a quality assurance challenge. Not all platforms are equally reliable, content may be outdated, legally inaccurate, contextually inappropriate, or pedagogically weak. Officials in Emerging training systems who turn to international platforms for foundational training may encounter content designed for a different legal or institutional context, creating confusion rather than clarity.

APEC can play a useful quality assurance role here, not by creating all content itself, but by maintaining a curated, endorsed catalogue of platforms and courses that meet minimum quality standards for accuracy, currency, and pedagogical design. This curation function would provide training administrators across the region with a reliable starting point, reducing the risk that limited training time is spent on low-quality or inappropriate content.

The gap between what technology makes possible and what APEC economies are currently doing with it is wide, but it is not uniform. Some economies are already piloting AI-adaptive learning and immersive simulation; others are still building the e-learning infrastructure that would make such tools viable.

The analysis of platforms, deployment patterns, and risk factors developed in this chapter points to four conclusions that could shape how APEC economies and the ACTWG approach technology-enabled training going forward (Table 4.2).

Table 4.2 Conclusions on Technology-Enabled Training

1	Technology expands the possibilities, but does not substitute for the necessary.	The conditions that make training effective, political commitment, institutional reinforcement, adequate resourcing, quality design, apply to digital and AI-enabled training as much as to classroom workshops. Investment in sophisticated platforms without paying attention to these conditions will produce the same disappointing outcomes that plagued the first generation of anti-corruption capacity building.
2	Availability for all should be a design criterion, not an afterthought.	Technology-enabled training that is inaccessible to Emerging training systems or to officials without high levels of digital literacy will widen capacity gaps rather than close them. Every training platform and program design decision should be developed to be available to all.
3	Sequencing matters.	Foundational digital infrastructure (reliable/affordable internet access, LMS familiarity, basic digital literacy) is a prerequisite for more sophisticated tools such as AI adaptive learning, VR simulation, and predictive analytics. APEC's readiness framework, developed in the Technologies Report, provides a useful guide to sequencing technology investments in training that is matched to actual capacity levels.
4	Regional cooperation can amplify domestic investment.	No individual APEC economy needs to build all anti-corruption learning infrastructure from scratch. The combination of international platforms (UNODC, Basel Institute, World Bank), regional knowledge networks (INTERPOL Focal Points, IAACA), and APEC-level curation and quality assurance can provide a strong foundation on which domestic training systems build, reducing duplication, sharing costs, and enabling smaller economies to access quality resources that would be beyond their individual capacity to develop.

Source: Authors.

5. ENABLING FACTORS AND IMPLEMENTATION CHALLENGES

Whether training produces lasting results depends on far more than program design or curriculum quality. The institutional, political, financial, and organizational conditions surrounding a training program often matter as much as what happens in the classroom or on the screen.

This chapter examines the enabling factors and implementation challenges that determine whether training investment actually changes anti-corruption capability across APEC economies, drawing on the evidence assembled in Chapters 2 to 4, research from the OECD and UNDP, and lessons from economy-level experience across the region.

ENABLING FACTORS FOR EFFECTIVE TRAINING AND CAPACITY BUILDING

Evidence from across the APEC region and beyond points to six enabling conditions that consistently distinguish effective training ecosystems from fragmented ones. None operates in isolation, they reinforce one another, and a serious deficit in any one of them can undercut the rest.

Political Will and Leadership Commitment

The single most powerful enabler of effective anti-corruption training is political will: the demonstrated commitment of senior political leaders and heads of anti-corruption institutions to prioritize, resource, and visibly champion capacity building as a core element of governance reform. Without this commitment, training can easily become a compliance formality, checkbox activities that satisfy reporting requirements without producing behavioral change.

The OECD's Anti-Corruption and Integrity Outlook 2024[104] documents a critical 'implementation gap' across even high-income economies: OECD members on average meet 76% of OECD criteria on conflict-of-interest regulations but only 40% on practice; 67% on corruption risk management standards but only 33% on implementation in practice. The report attributes this gap substantially to insufficient monitoring of whether policies and processes actually mitigate corruption risk, a failing that in many cases reflects limited leadership attention to implementation quality, not just formal adoption of rules.

What does political will look like in practice? Most directly, it drives the enactment of legal and regulatory mandates for integrity training. Where governments or civil service commissions have embedded training requirements in law, training is more likely to be continuous, properly resourced, and backed by real accountability.

The relationship between mandate and effectiveness is not, however, mechanical. Singapore's CPIB, rated organizational culture, leadership commitment, qualified trainers and resource availability as having stronger influence on training effectiveness than the existence of a legal mandate – a position consistent with the economy's long-standing emphasis on integrity culture and leadership behavior as the binding constraints on outcomes. The reading that emerges from the regional evidence, taken together, is therefore not that mandates are unimportant in high-readiness settings, but that as systems mature the marginal value of additional formal requirements diminishes relative to investments in culture, leadership and the quality of training delivery.[105]

The United States, for example, embeds executive-branch ethics training requirements in federal regulation,[106] requiring both initial ethics training for new employees and annual training for specified officials. Korea similarly mandates integrity education for public servants through the Anti-Corruption and Civil Rights Commission, which operates a dedicated specialist training body, the KICTI, to deliver these obligations at scale. Korean authorities specifically identify the legal mandate, combined with a centralized specialist delivery body, as the single most important factor in maintaining standardized training quality across the public sector.

Second, political will is expressed through visible leadership behavior. The *OECD Public Integrity Handbook* notes that mandatory integrity training for leaders "remains underutilized in many jurisdictions," despite being one of the highest-leverage interventions available.[107] When senior officials attend and engage with training, it signals to the rest of the civil service that integrity is taken seriously, not simply delegated downward. Practitioner experience from Korea makes this point in concrete terms: the personal participation of the head of an organization in integrity training, or a formal declaration by senior leadership of its importance, is identified by Korean authorities as a crucial element in breaking a culture of passive compliance within institutions.

A third, complementary expression of political will is incentive design. Mandates and visible leadership are most effective when they are reinforced by personal and institutional consequences for participation. In Korea, completion of mandatory integrity training is linked to individual performance appraisals, and the level of participation by each public institution is integrated as a key evaluation factor in the ACRC’s annual Comprehensive Integrity Assessment of public bodies. This combination converts a legal obligation into a structural incentive for both officials and agency leadership, and is identified by Korean practitioners as a significant driver of the very high completion rates achieved across the public sector (around 96 % of the target population in 2024).

Finally, political commitment shows up in budget lines. Training programs that depend on individual champions or short-term external funding rarely survive changes in leadership or fiscal pressure. Dedicated, recurring budget allocations (whether through anti-corruption agency line items or civil service training levies) are one of the clearest markers of genuine commitment.[108]

Institutional Architecture and Designated Ownership

Effective training requires a clear institutional home: an organization with the mandate, authority, capacity, and accountability to design, deliver, and evaluate anti-corruption learning across the public sector. Without designated ownership, training fragments: multiple agencies deliver overlapping content without coordination, duplicating effort while leaving gaps.

Across APEC economies, training responsibilities are organized through several models, each with distinct advantages. Dedicated anti-corruption agency training units (as in Hong Kong, China; and Singapore) combine subject matter expertise with operational proximity to the corruption risks they are addressing. Civil service commission or public service training framework models (as in Australia; Canada; and Japan) embed integrity training within broader professional development infrastructure, ensuring it reaches all public officials through established pathways. Hybrid models, in which a specialist anti-corruption body sets standards and develops curriculum while civil service training infrastructure delivers it, are increasingly common.

What matters less is which model an economy adopts; what matters more is whether the designated institution has a genuine mandate, adequate resources, and accountability for outcomes rather than just delivery volumes.

Indonesia's Corruption Eradication Commission (KPK) exemplifies this through its Anti-Corruption Learning Centre, which combines curriculum development, delivery infrastructure, and a certification pathway for anti-corruption counselors, building a sustainable domestic training capacity rather than relying on episodic external provision. While many economies only track participation, Chinese Taipei is noted for moving up the evaluation hierarchy by using formal evaluation studies and observing changes in staff practice or behavior to measure if training actually reduces corruption risks.

International organizations play a supporting role in economies where domestic institutional architecture is developing. UNODC's SPARK platform,[109] or the Basel Institute's ICAR[110] e-learning courses provide high-quality, accessible content that can be integrated into local training programs. But international platforms cannot substitute for domestic institutional ownership; they are most effective when deployed as components of a training ecosystem with a clear local-wide anchor.

Adequate and Economically Sustainable Resourcing

Training and capacity building require sustained financial investment. High-quality program design, skilled facilitation, digital infrastructure, ongoing evaluation, and the continuous updating of content to reflect new corruption risks and technologies all carry costs that must be planned and funded over multi-year horizons, not only at project inception.

The resource challenge takes different forms at different readiness levels. In higher-capacity APEC economies, the primary issue is typically not absolute funding levels but allocation decisions: training budgets can be vulnerable to reduction when agency resources are under pressure, and the shift from workshop-based to technology-enabled learning requires upfront investment in platforms, content development, and technical maintenance that agencies may resist.

In lower-capacity economies, the challenge is more fundamental: limited fiscal space, high staff turnover (which requires continuous training pipeline investment), and dependence on donor project cycles that can be discontinued without domestic systems in place to sustain the gains.

Economically sustainable resourcing models require a combination of approaches. Domestic budget commitments through dedicated training line items provide the most durable foundation. Regional cost-sharing, through APEC ACTWG mechanisms or bilateral cooperation arrangements, can extend resources and avoid duplication. Public-private partnerships, in which private sector compliance programs contribute to public sector training infrastructure, can supplement limited public budgets in areas of shared interest. And the progressive shift to e-learning models can reduce per-learner delivery costs over time, though it requires upfront investment in platform development and digital literacy.[111]

Quality of Training Design and Delivery

As the evidence reviewed in Chapter 2 shows, a well-designed program delivered to fewer people will outperform a poorly designed one delivered to many. Programs that align content with competency requirements, use active learning methods, and are reinforced by institutional accountability consistently produce better results. Quality reflects methodological choices, not just budget size, and those choices can be made at any resource level.

Table 5.1 compiles some of the most consistently cited quality principles in international literature.[112 113]

Figure 5.1 Consistently Cited Quality Principles

Competency-based design	Starting from the knowledge, skills, and behaviors required for effective anti-corruption work, rather than from available content or trainer expertise.
Active learning	Using role-plays, case scenarios, simulations, and ethical dilemma exercises rather than purely didactic instruction. The OECD has identified interactive exercises involving realistic ethical dilemmas relevant to participants' own roles as among the highest-leverage design choices in integrity training programs.
Context-specificity	Training produces more durable effects when embedded in organizational cultures that support its messages through visible leadership behavior, accountability mechanisms, and appropriate incentives for ethical conduct.
Reinforcement	Training produces more durable effects when embedded in organizational cultures that support its messages through visible leadership behavior, accountability mechanisms, and appropriate incentives for ethical conduct.
Rigorous evaluation	Applying frameworks such as the Kirkpatrick four-level evaluation model – assessing reaction, learning, behavioral change, and organizational results – to understand whether training is actually changing practice, not just producing satisfied participants.

Source: Authors.

These principles are not sequential steps but concurrent design requirements: effective training programs integrate all of them simultaneously, and weakness in any one dimension tends to undermine the others.

Russia's Rosfinmonitoring offers a worked illustration of how active-learning and context-specificity can be operationalized at low cost. Anti-corruption training of federal civil officials, judges and prosecutors is paired with continuously updated practice reviews and methodological recommendations that include practical examples of conflict-of-interest situations and their resolution.

This approach – sustained case-based learning anchored in real situations – was identified in Russia's submission to the 2022 UNCAC Implementation Review Group as a recommended way of raising practitioner awareness of applicable rules. It is also explicitly tied to the 2022 Money Laundering Risk Assessment, which identifies corruption-related crimes as a key threat for the further laundering of illicit proceeds, illustrating how anti-corruption training can be deliberately joined to financial-intelligence training rather than treated as a separate pillar.

The growing integration of technology into training design, through AI-enabled personalization, gamification, and mobile delivery, provides significant new opportunities to apply these principles on a scale and with greater consistency. As discussed in Chapter 4, however, these tools are enabling rather than substitutive: they amplify the effectiveness of good instructional design but cannot compensate for poor content or absent institutional reinforcement.

Monitoring, Evaluation, and Learning

A persistent weakness in anti-corruption capacity building across the APEC region, and in multilateral development programing more broadly, is the lack of robust monitoring and evaluation (M&E) systems that can demonstrate whether training produces the behavioral and institutional changes it is designed to achieve.

The UNDP's User's Guide on Measuring Corruption and Anti-Corruption[114][115] emphasizes that limited evidence on the effectiveness of anti-corruption programs "may too quickly be mistaken for ineffectiveness or failure," urging practitioners to develop methods and tools that capture the incremental progress and impact of training investment. In December 2023, UNDP launched a new Global Initiative for Measuring Corruption, including development of new indicators to measure integrity risks in public procurement, an initiative that will provide stronger evidence for the types of outcomes that anti-corruption training should target.

Practical M&E improvements within reach of APEC economies include: establishing pre- and post-training knowledge assessments as standard practice; conducting follow-up surveys three to six months after training to assess behavioral change; linking training programs to performance management and audit data to identify indicators of improved practice; and participating in regional benchmarking initiatives that allow cross-economy comparison of training investment and outcomes.

Korea offers a useful illustration of how these elements can be combined into a single, institutionalized M&E cycle. Each year, KICTI assesses both training satisfaction and the extent to which integrity training is being applied to participants' actual work tasks, moving evaluation beyond awareness. The level of participation in integrity training by each public institution is then integrated as a key evaluation factor in the ACRC's annual Comprehensive Integrity Assessment, creating a feedback loop between individual learning, institutional performance and public reporting.

At the same time, Korean authorities are candid that the more difficult challenge – ensuring that very high completion rates (around 96% of the target population in 2024, against a base of approximately 1.74 million public officials) translate into actual behavioral change – remains a persistent and ongoing challenge. This honest framing is itself instructive: even the most institutionalized systems in the region still need to develop better tools to measure outcomes, not just outputs.

Regional and Multilateral Cooperation

Regional and multilateral cooperation amplifies what individual economies can achieve on their own through shared expertise, reduced duplication, and the cross-border professional relationships that enforcement cooperation depends on. The ACTWG, which marked its 20th anniversary at the 2024 APEC Ministerial Meeting, is an important part of this cooperation architecture.[116]

The ACTWG and ACT-NET, together with the wider ecosystem of international networks described in Chapter 3 (INTERPOL Global Focal Point Network, UNODC GlobE Network, OECD Regional Law Enforcement Networks), provide established platforms for peer learning. The value of these platforms is not only in formal training events but in the ongoing professional relationships and trust they build between practitioners who will need to collaborate on actual cases. APEC's unique role as a regional convenor positions it to facilitate targeted capacity-building and to support the sharing of experiences and lessons learned from both successes and failures.

The 2025 APEC High-Level Dialogue on Anti-Corruption Cooperation,[117] convened by Korea, represents the most recent example of the convening role APEC can play, bringing together heads and senior officials of anti-corruption agencies to discuss shared challenges, including the accelerating pace of technological transformation.[118] Sustaining and deepening this convening function, particularly through mechanisms that enable practitioners at all levels (not only senior officials) to engage in peer learning, is among the most cost-effective investments the ACTWG can make.

PRACTICAL CONSIDERATIONS FOR SUCCESSFUL IMPLEMENTATION

None of these enabling conditions are easy to establish, and APEC economies face a set of persistent challenges that limit the reach and effectiveness of anti-corruption training. These problems are not new, but they have been sharpened by rapid technological change, increasingly complex corruption risks, and the fiscal pressures many economies still face after the COVID-19 pandemic.

5.2.1 Fragmentation and Lack of Strategic Coherence

One of the main structural weaknesses in anti-corruption training across the region is fragmentation: training that exists as a collection of discrete, uncoordinated activities rather than as a coherent strategic program aligned with identified corruption risks and institutional priorities.

Fragmentation manifests in several ways. Different agencies deliver training on overlapping topics without coordination, duplicating effort and creating inconsistent messaging. Training is concentrated in capital cities and accessible primarily to senior staff, leaving out the frontline officials who face the greatest exposure to corruption opportunities. Donor-funded training programs are designed for reporting requirements and project cycles rather than for absorption and sustainability, ending abruptly when funding is discontinued. And training investment is rarely connected to data about corruption risks, audit findings, or enforcement outcomes that could direct it to the areas of greatest need.

Research on anti-corruption policy implementation consistently identifies this coherence deficit as a primary barrier to impact. A 2025 study on implementation obstacles to Corruption Risk Management Policy across economies found eight distinct categories of barrier, spanning the policy context, the anti-corruption policy framework, and specific program design, highlighting the importance of understanding both institutional and societal barriers that prevent policy ideas from being effectively implemented rather than just technically delivered.[119]

Addressing fragmentation requires the development of local anti-corruption training strategies that map training investment to corruption risks, align responsibilities across agencies, set minimum standards for content and quality, and establish monitoring systems to track whether training is reaching its intended audiences and producing its intended effects.

5.2.2 The Digital Divide Within and Between Economies

The APEC region encompasses some of the world's most digitally advanced economies alongside economies where significant portions of the public sector have limited or intermittent internet access.[120]

The 2025 APEC Digital and AI Ministerial Statement[121] recognizes that "digital divides within and between economies" remain a significant constraint on participation in the digital economy, calling for cooperation and capacity-building efforts to address persistent gaps including the digital divide.

For anti-corruption training, these digital divides mean that e-learning solutions designed for high-bandwidth desktop environments may systematically exclude the officials most exposed to frontline corruption risks: customs officials, local government staff, and procurement officers in regional offices who are precisely the audience where training investment may have the greatest impact.

Economies with limited readiness not only face the gap within the regional level but even within that economy, anti-corruption technologies may only reach certain institutions, regions, or populations, leaving large gaps in coverage.

This makes the overall challenge significantly harder to address than if it was only addressed at economy-level averages. Urban officials in major cities generally have far better access to digital training infrastructure than counterparts in provincial or local administrations. Officials in headquarters are more likely to have both access to and comfort with digital learning platforms than frontline staff in rural or remote areas or those who entered the public service before digital tools were widely available.

Addressing the digital divide as a training challenge requires explicit assessment of who is excluded from planned digital training channels, investment in mobile-first and low-bandwidth delivery for the highest-priority audiences, and continued investment in foundational digital literacy as a prerequisite for more sophisticated technology-enabled training. APEC's Internet and Digital Economy Roadmap (AIDER),[122] and its goal of bridging digital divides across the region, provides a relevant framework for thinking about the infrastructure investments that underpin anti-corruption training equity.

5.2.3 Institutional Resistance to Change

Bureaucratic inertia is a well-documented barrier to the implementation of governance reforms, including anti-corruption training. Public institutions, by nature, develop established routines and incentive structures over decades. Employees may view new training requirements as disruptions rather than improvements, particularly when training is not accompanied by visible leadership commitment, relevant content, or organizational accountability for applying what is learned.

Research on bureaucratic reform challenges in Asia-Pacific contexts identifies several specific manifestations of institutional resistance to training. Officials with long tenure may resist training that implicitly critiques established practices. Managers may be reluctant to invest staff time in training during periods of high workload. Institutions with cultures of impunity, where corrupt behavior by senior officials is rarely sanctioned – may find it difficult to sustain an organizational commitment to integrity training regardless of quality.

This connects to a deeper risk: the 'compliance mentality,' where training becomes a box-ticking exercise rather than a genuine investment in capability. When officials treat training as a bureaucratic obligation, participation is perfunctory, retention low, and behavioral change negligible. Research cautions that an overemphasis on formal compliance can "create the misconception that any behavior not explicitly illegal is permissible", a mindset that rule-focused training, paradoxically, can reinforce.[123]

Overcoming this resistance requires cultural change alongside programmatic reform. Training sticks when the institutional environment reinforces it, through leadership that models integrity, performance management that rewards it, and accountability mechanisms that sanction departures from it. Practical steps matter too: co-designing training content with intended participants, communicating its purpose honestly, and treating officials as professionals to be developed rather than risks to be managed.

5.2.4 Measurement and Attribution Challenges

Attributing changes in corruption outcomes to any single training program is inherently difficult. Corruption levels reflect structural, political, and economic forces far beyond the reach of any classroom or e-learning module, and isolating a training program's causal contribution is rarely possible. Most evaluations measure knowledge gains or attitudinal shifts rather than behavioral change, and rigorous evidence linking training to reduced corruption incidence is scarce.

A 2025 International Anti-Corruption Academy research paper[124] on anti-corruption training for aid workers reviewed the state of evidence and found that "assessing the direct impact of training on reducing corruption is difficult, yet other indicators of effectiveness can be measured." The paper cites Hauser (2018) that "despite the expected contribution of training to the fight against corruption, researchers and practitioners still have a limited understanding of the effectiveness of anti-corruption training efforts." This evidence gap affects both program improvement (without outcome data, it is hard to know what works) and political sustainability (without demonstrated results, training budgets are vulnerable to reduction).

Improving measurement within the constraints of attribution difficulty requires a pragmatic approach. Practitioners should track multiple levels of evidence – from participant satisfaction through knowledge acquisition, behavioral change, and observable indicators of improved institutional performance, accepting that each level provides partial but useful information.

Pre- and post-training assessments of knowledge and self-reported confidence provide baseline data. Follow-up surveys and manager reports conducted three to six months after training provide early behavioral indicators. Linkage to procurement integrity data, audit findings, and enforcement outcomes, where available, can provide system-level correlates of training impact over longer time horizons.

Most training evaluations remain at the lowest level of the Kirkpatrick[125][126] model: measuring participant satisfaction immediately after training (Level 1: Reaction). Far fewer programs assess what participants actually learned (Level 2: Learning), and fewer still measure whether behavior changed in practice (Level 3: Behavior) or what institutional or system-level results followed (Level 4: Results).

This M&E weakness means that training budgets are frequently allocated based on input metrics (numbers trained, hours delivered) rather than outcome evidence, making it difficult to improve programs over time or to make credible claims to policymakers and funders about value for money.[127] [128]

5.2.5 Economic Sustainability and Scalability of Training Systems

A recurring pattern in anti-corruption capacity building across the region is the ‘project trap’: well-designed training initiatives delivered through time-limited donor projects that are discontinued when funding ends, without sustainable domestic systems having been put in place to continue the work. High staff turnover, a structural feature of many public administrations, particularly at lower levels, compounds this challenge, eroding trained capacity faster than it can be replaced.

Scalability compounds the problem. Many training initiatives work well with a small cohort of motivated participants but cannot be delivered to the full target population without fundamental changes in delivery model. Workshop-based training delivered by a small team of specialists simply cannot reach tens of thousands of frontline public officials; technology-enabled delivery models are essential for scale, but require upfront investment, digital literacy prerequisites, and ongoing maintenance.[129]

The two challenges of economic sustainability and scalability are linked: an economically sustainable training system is one that can continue without donor support and grow with the demand it serves. That requires domestic facilitation capacity (built through train-the-trainer pipelines), technology infrastructure that can deliver at scale, content governance processes that keep materials current without expensive external redevelopment, and institutional ownership that treats training as part of how an organization operates, not as a standalone activity bolted on from outside.

6. CONCLUSIONS AND RECOMMENDATIONS FOR APEC ECONOMIES

The analysis presented in this report points to a central conclusion: anti-corruption efforts across APEC economies are constrained less by the absence of laws, systems, or technologies than by gaps in the human and institutional capacity required to apply them.

Effective anti-corruption outcomes depend as much on the knowledge, skills, and values of the officials who implement integrity systems as on the design of those systems. Addressing these capacity gaps is not an optional complement to structural reform; it is a precondition for it.

WHAT THE EVIDENCE TELLS US: KEY CONCLUSIONS

The preceding chapters have examined the foundations of anti-corruption capacity building, the evolution of training across three generations of practice, the current landscape across APEC economies, the role of technology, and the conditions that determine whether training investment translates into institutional change.

The analysis, enriched by economy consultation findings, yields seven conclusions that should inform how APEC economies and the ACTWG approach anti-corruption capacity building over the coming years.

Training and capacity building remain chronically under-resourced relative to their strategic importance

Corruption is partly a failure of human capacity, of the knowledge, professional judgement, and institutional culture that determine whether public officials apply rules reliably or circumvent them. Yet across APEC economies, investment in training is frequently episodic, underfunded, and disconnected from identified corruption risks.

Economy consultations confirm that budget and resource availability for sustained training activity is one of the factors most strongly associated with training effectiveness, yet it is also among the most frequently cited constraints. Well-designed programs that are skills-focused, contextually grounded, and institutionally reinforced produce measurable improvements in practitioner capacity and, in some settings, demonstrable outcomes in investigations, prosecutions, and asset recovery.

Shared capability gaps call for coordinated regional responses

Economy consultations reveal a consistent set of capability gaps across the region: data analytics competencies for corruption detection, leadership capacity for integrity culture, whistleblower channel management, forensic accounting and investigation skills, and cross-border enforcement cooperation.

These are not idiosyncratic to individual economies, they reflect structural features of how anti-corruption training systems develop across diverse institutional contexts. The commonality of these gaps creates a strong rationale for regional approaches: shared training resources, peer learning networks, and technical assistance programs that address them collectively rather than in isolation.

Training is often underprioritized despite its strategic importance

While investments in systems and reforms are common, sustained investment in people and institutional learning is comparatively limited. This is particularly evident in the treatment of training for digital anti-corruption tools: economy consultations consistently describe training as planned after system deployment rather than integrated from the outset, and as insufficiently budgeted relative to technology procurement costs.

Correcting this sequencing failure, treating training investment as an integral component of every digital tool deployment, not an afterthought is one of the most immediately actionable improvements available to APEC economies.

Training models are shifting toward continuous and technology-enabled learning

There is a clear transition across the region from one-off workshops to blended, modular, and increasingly digital approaches. Mandatory annual e-learning requirements, MOOC-style certification programs, augmented reality tools, and gamified integrity simulations represent a significant evolution in delivery modality.

Economy consultations confirm the importance of accessible digital learning infrastructure and the value of mobile-compatible, low-bandwidth solutions for reaching officials across diverse geographic and connectivity contexts.

APEC economies exhibit wide variation in training ecosystem maturity and this variation is itself an asset for regional cooperation

Differences across economies are most evident in institutionalization, resourcing, use of technology, and the extent to which training is embedded in formal mandates and systems.

However, this diversity also creates opportunities: economies with mature training systems can act as resource generators and mentors for those at earlier stages, generating a form of regional learning that is more contextually relevant than generic international frameworks. Economy consultations express strong interest in structured peer learning exchanges and request that these be sustained beyond single events.

Staff turnover is an underappreciated structural threat to training sustainability

Across economies and readiness levels, staff turnover is consistently rated as one of the most influential constraints on training effectiveness. The departure of trained officials, before knowledge can be applied, consolidated, or shared with colleagues, continuously erodes the returns on training investment.

Addressing this requires not only train-the-trainer pipelines and institutional memory mechanisms, but also organizational conditions like competitive remuneration, career development pathways, and cultures of professional recognition that support retention of capable staff in anti-corruption functions.

Measurement and evaluation remain the weakest link in the capacity-building chain

Most training evaluations across the region remain at the level of participant satisfaction and completion tracking. Behavior changes and system-level outcomes are rarely measured, making it difficult to demonstrate value, improve programs over time, or make credible claims to funders and policymakers.

Economy consultations reveal a mix of approaches; some economies use supervisor feedback and observation of practice changes alongside knowledge tests and certification; others acknowledge the absence of systematic evaluation. Improving measurement is both feasible and urgent: systematic pre- and post-training assessments, follow-up surveys, and linkage to procurement integrity and audit data are practical steps within reach of most economies, regardless of resource level.

These conclusions point to a clear strategic direction: technology can materially strengthen integrity systems, but only if the training ecosystems and institutional conditions supporting day-to-day use are in place.

Across diverse APEC administrative contexts, the most consistent differentiator of anti-corruption performance is not the presence of systems and tools but whether public officials can apply rules and systems reliably, whether oversight actors can detect and act on anomalies, and whether enforcement and judicial actors can handle complex corruption cases credibly. Building those competencies requires sustained and strategically directed investment, which is what the recommendations below are designed to support.

RECOMMENDATIONS

The recommendations below are organized as a staged pathway, reflecting the diversity of starting points across APEC economies, and grouped by audience. A first set of foundational actions applies across all economies regardless of readiness level. A second set targets economies with greater institutional and technological maturity. A third set is directed at APEC and the ACTWG as the regional body best positioned to facilitate collective action.

The intent is to provide ACTWG and APEC economies with a usable roadmap for strengthening the human and institutional readiness needed to maximize the returns of anti-corruption technology investments, in ways that are feasible, adaptable, and aligned with APEC's non-binding, cooperation-driven approach.

For Emerging Training/Education Systems: Foundational Priorities

These recommendations apply across all APEC economies and represent the minimum institutional infrastructure suggested for an effective anti-corruption training system.

Establish a designated institutional home or homes for anti-corruption training. Where no institution has clear responsibility for anti-corruption training, a first structural reform is to designate one – whether as a dedicated training unit within the anti-corruption agency, integrated with a civil service training commission, or through a hybrid arrangement. In some cases, responsibility may be divided between the institution that sets training requirements and policy, and the institution responsible for delivering the training. What matters is that the designated institution or institutions have a genuine mandate, adequate resources, and accountability for outcomes rather than merely for delivery volumes.

Empowering this institutional owner requires investment in its own capacity: to design quality curriculum, evaluate outcomes, and continuously update content. Train-the-trainer programs that build a cadre of qualified anti-corruption education professionals are particularly important for economies transitioning away from dependence on external expertise. Indonesia's KPK Anti-Corruption Counselor certification pathway and Papua New Guinea's UNDP-supported trainer development program illustrate what this looks like in practice.

Develop an economy-wide anti-corruption training strategy. The most fundamental structural reform for economies lacking strategic coherence in training is to develop an economy-wide strategy that maps training investment to identify corruption risks and institutional priorities. Such a strategy should identify key institutional actors with training responsibilities; define minimum competency standards across the prevention, detection, and enforcement stages of the value chain; set standards for training quality and evaluation; establish resource allocation principles; and create accountability mechanisms for implementation.

An economy-wide strategy provides the coherence framework that enables different agencies and programs to operate as a system rather than a collection of isolated activities. APEC can support this reform by developing practical guidance drawing on the examples of Australia; Korea; and Singapore, where strategic coherence in training governance is most developed.

Embed anti-corruption training in legal frameworks and professional development systems. Discretionary training, delivered when resources and motivation allow, is inherently less sustainable than training embedded in legal requirements or professional development systems. APEC economies should explore embedding anti-corruption training in civil service induction requirements; professional certification and re-certification for roles with elevated corruption risk (procurement officials, customs officers, financial management staff, investigators, prosecutors, and judges); annual integrity declarations linked to training completion records; and performance management frameworks.

Legal and regulatory mandates are most effective when they specify minimum requirements, who must train, how often, on what topics, and at what demonstrated competency level, and are accompanied by operational support that makes compliance practically achievable. They are reinforced when training expectations are written into anti-corruption legislation at the point of design, as Korea has done with the Improper Solicitation and Graft Act and the Conflict of Interest Prevention Act and when completion is tied to individual performance appraisals and to publicly reported, agency-level integrity assessments. The US model, in which the Office of Government Ethics provides standardized training toolkits for distributed deployment across agencies, illustrates how central mandate-setting can be combined with decentralized delivery.

Invest in monitoring and evaluation systems that measure outcomes, not only outputs. Improving the measurement of training impact is both a program quality issue and a political sustainability issue. APEC economies should invest in M&E systems that go beyond participation statistics to capture learning outcomes, behavioral change, and indicators of institutional performance. This does not require complex research designs: systematic pre- and post-training knowledge assessments, standardized follow-up surveys three to six months after training, and linkage of training records to relevant performance and integrity data provide a substantial improvement over current practice in most economies.

Integrate training investment into every digital tool deployment.

Address the sequencing failure identified consistently across economy consultations by treating training as an integral component of digital anti-corruption tool deployment, not an afterthought. Every technology procurement process should include a dedicated training budget, a structured training plan, and mechanisms for refresher training as systems are updated. Responsibility for training should be designated from the outset alongside responsibility for technical implementation.

At the regional level, the ACTWG can be used as a platform to share best practices on data standards for anti-corruption training reporting.

For Advancing Training/Education Systems: Building Systemic Capacity

These recommendations are directed at economies that have established a basic training infrastructure but are seeking to move from project-based delivery to systemic, institutionally embedded approaches.

Move from project-based to systemic training, embedding capacity building into institutional processes. A recurring pattern across APEC economies is the "project trap": well-designed training initiatives delivered through time-limited donor projects that are discontinued when funding ends, without sustainable domestic systems having been put in place. Moving beyond this pattern requires embedding training in organizational processes and professional development frameworks, investing in domestic facilitation capacity through train-the-trainer pipelines, and establishing content governance processes that keep materials current without requiring expensive external redevelopment.

A critical element of this transition is investment in domestic facilitation capacity. Economies should consider establishing formal instructor development and certification pathways for anti-corruption training professionals, curriculum designers, trainers, and evaluation specialists, drawing on models such as Indonesia's KPK Anti-Corruption Counsellor certification pathway and Korea's KICTI. A regional cadre of certified anti-corruption training professionals, recognized across APEC economies, would strengthen both domestic delivery capacity and the quality of cross-economy peer learning.

Introduce technology-enabled training, beginning with accessible tools and expanding as digital literacy increases. The shift to digital training delivery is both an opportunity for scale and personalization, and a challenge for officials without reliable connectivity or digital literacy. APEC economies should invest in digital training infrastructure through an approach that considers all across delivery channels.

Practical steps include adopting mobile-first platform design as the default; procuring or developing low-bandwidth versions of key training content for use in regional and local government settings; and investing in foundational digital literacy as a prerequisite for more sophisticated e-learning. APEC can leverage its Internet and Digital Economy Roadmap (AIDER) to encourage access to high-quality digital training content.

For Established Training/Education Systems: Leading the Field

These recommendations are directed at economies with mature training ecosystems that are positioned to develop and share advanced approaches with the broader APEC community.

Lead the adoption and rigorous evaluation of advanced technology-enabled training tools, and share findings with the region. AI-adaptive learning systems, virtual reality simulation for investigative training, and immersive gamification offer significant potential to improve the depth, personalization, and retention of anti-corruption training. Established training systems that pilot these tools are well-positioned to generate evidence about what works, and what does not, that is directly applicable across the APEC region. Sharing evaluation findings voluntarily through ACTWG can help other APEC economies identify effective practices, avoid common challenges, and strengthen anti-corruption capacity-building efforts across the region.

For APEC and the ACTWG: Strengthening the Regional Architecture

These recommendations are directed at APEC and the ACTWG in their role as the regional body best positioned to facilitate collective action, reduce duplication, and create shared goods that no single economy could produce alone.

Building on platforms such as UNODC SPARK and UN-ACLEARN, the platform would consolidate materials from ACTWG workshops, economy case studies, and international sources, providing a living resource that evolves with the field. The platform could be hosted and maintained by the APEC Secretariat or PSU, with content curation managed through a peer review mechanism involving ACTWG member economy representatives.

Indicative resourcing could draw on the experience of comparable multilateral platforms: the UNODC SPARK platform, which serves over 250,000 users in over 30 languages, provides a relevant benchmark for scope and cost structure. An initial phase could focus on consolidating existing ACTWG workshop outputs and economy-contributed case studies, with subsequent phases expanding to include curated external content and interactive training tools.

Deepen and institutionalize peer learning to include practitioner-level exchange, not only senior official dialogue. Regional peer learning through the ACTWG and ACT-NET is most effective when it is structured around practical problems, accessible to practitioners at all levels, and produces durable knowledge products that can be used beyond the original event.

The ACTWG should consider engaging voluntarily in practitioner-level peer exchanges at APEC meetings. Korea's 2025 hosting of the APEC High-Level Dialogue on Anti-Corruption Cooperation, which placed capacity building and training among its key themes, provides a useful example. Such exchanges can facilitate the sharing of practical experiences and innovative approaches among anti-corruption practitioners, helping economies enhance their institutional capacities.

Develop guidance on the benefits of technology in anti-corruption training, including AI-enabled learning tools. The rapid integration of AI and machine learning into training design, enabling personalization, automated feedback, and adaptive learning pathways, creates new opportunities. APEC should develop practical guidance on the effective use of AI-enabled training tools, and consider covering data privacy and minimum standards for content accuracy and pedagogical quality.

This guidance should be developed in consultation with economies at varying readiness levels to ensure it is practical and adaptable to different economies and institutional contexts and extends to all.

ANNEX A: STAKEHOLDER ENGAGEMENT (RFI) & METHODOLOGY

Engagement Approach

Given anticipated constraints on scheduling interviews with public officials, stakeholder engagement for this study was conducted primarily through a structured Request for Information (RFI).

This approach was designed to maximize response rates, reduce administrative burden on economies, and ensure structured, comparable inputs without creating sensitivities associated with evaluative interviews or comparative assessments.

The RFI questionnaire was developed in consultation with the APEC Policy Support Unit and circulated to ACTWG members in Word format via the ACTWG Secretariat. Responses were requested by 3 April 2026, with one consolidated response expected per economy submitted through each economy's ACTWG representative.

Respondents were invited to indicate whether they would be open to a short follow-up discussion (approximately 30 minutes) to clarify or expand on specific points. Participation was entirely voluntary.

RFI Design and Content

The RFI comprised seven sections covering the following domains:

- **Section A**: Anti-corruption training in the respondent's economy– covering mandatory training requirements, training types and formats, delivery frequency, target audiences, and the digital tools in use for anti-corruption work.
- **Section B**: Capability gaps and training needs– asking respondents to identify the three most significant capability constraints affecting anti-corruption efforts, from a structured list covering digital literacy, specialist skills, analytics, forensics, investigation, prosecution, leadership, and training program design capability.
- **Section C**: Training for digital anti-corruption tools– exploring how training is planned, funded, and delivered when new digital systems are introduced, including questions on sequencing (whether training is embedded in system design or treated as a downstream activity), sustainability mechanisms, and common failure points.
- **Section D**: Good practices and evidence of impact– soliciting concrete examples of training approaches that have demonstrably improved practice, including measurable outcomes, as well as examples of approaches that did not work well and reasons for failure.
- **Section E**: Use of technology for training delivery– assessing the adoption of e-learning platforms, blended learning, simulations, mobile learning, AI-enabled tools, and data analytics for training management, along with perceived benefits and challenges.
- **Section F**: Institutional factors and enabling conditions– asking respondents to rate the influence of structural factors (budget, staff turnover, leadership commitment, coordination, career incentives, organizational culture, legal mandates, digital infrastructure) on training effectiveness.

- **Section G**: Regional cooperation, assessing the perceived usefulness of different forms of APEC cooperation (shared modules, peer learning, technical assistance, regional repositories, joint exercises), and soliciting views on what would make regional support practical and non-duplicative.

RFI Responses: General Trends

As of the finalization of this report, nine economies have submitted responses: Hong Kong, China; Korea; Malaysia; Mexico; Peru; Russia; Singapore; Chinese Taipei; and Thailand.

The respondent set spans economies across both sides of the Pacific and includes anti-corruption commissions (Hong Kong, China; Korea; Malaysia; Chinese Taipei; Thailand), integrity secretariats and ministries (Mexico; Peru), an investigation bureau (Singapore), and financial intelligence and labor-policy bodies (Russia). While the sample is a minority of the APEC membership, the diversity of mandates and readiness levels provides a useful basis for identifying patterns that occur across institutional contexts.

Taken together, the responses corroborate the desk-based regional analysis presented in earlier chapters of this report and add practitioner-level texture in several areas. The general patterns set out below are also reflected, in more analytical form, in the cross-cutting findings discussed in Section 3.

Mandatory training and breadth of training portfolios

Mandatory anti-corruption or integrity training for all public servants is the dominant model across responding economies.

Eight of the nine economies report a mandatory regime, although the legal vehicle and intensity vary, ranging from statutory requirement of at least two hours of integrity training per year for all public officials, to broader 40-hour annual training obligations across the public administration, to mandatory induction and refresher cycles. One economy identifies mandatory training only for federal officials whose duties relate to the prevention of corruption.

The breadth of the training portfolio offered also varies considerably. Four economies report active programs across all nine of the training categories listed in the RFI, while less institutionalized ecosystems concentrate provision on ethics-and-integrity training and induction for new civil servants, with comparatively limited coverage of forensic, analytical, and investigator-prosecutor specializations.

Self-reported capability gaps

Self-reported capability gaps cluster around five recurring areas:

- data analytics competencies for anomaly detection and corruption-risk identification;
- leadership capacity to foster institutional cultures of integrity;
- the management, security, and protection of whistleblower reporting channels;
- forensic accounting and audit-investigation skills; and
- specialist skills for operating digital anti-corruption systems such as e-procurement and case management.

Investigation and prosecution skills, and cross-border cooperation skills are also identified as priority gaps.

Training for digital anti-corruption tools

Responses converge strongly on the finding that training for digital anti-corruption tools is rarely embedded in system design from the outset.

Six of the nine respondents indicate that training is provided as part of deployment but typically planned only after a system has already been procured or is being rolled out. Only one economy reports that training is built into the system's design and procurement process from the start, with dedicated budget and a structured training plan.

The most frequently cited reasons that training fails to prepare users adequately are that it is treated as a one-off event rather than an ongoing process (cited by six respondents), that it is too generic and not tailored to end-users' actual tasks (four respondents), and that it is planned too late, after deployment (four respondents). Insufficient budget allocated alongside technology procurement, staff turnover, and the absence of internal "champions" or focal points are also cited across multiple economies.

Technology-enhanced training delivery

The responses give a clear picture of which technology-enhanced training modalities have moved into the mainstream and which remain at the frontier. E-learning platforms and learning management systems are reported as in regular use by eight of the nine economies, and online or blended delivery is similarly widespread. Data analytics to track training, participation and effectiveness is also broadly adopted, although typically on an occasional rather than continuous basis.

By contrast, scenario-based simulations and virtual exercises are in regular use only in two economies; mobile-based learning applications are reported as being in regular use by two economies; and AI-enabled or adaptive learning pathways remain at pilot level or are absent for most respondents.

Reported benefits across respondents are consistent: wider geographic reach, flexibility for participants, scalability, cost efficiency, and the ability to track learning outcomes systematically. Reported challenges are equally consistent: uneven baseline digital literacy among officials, lower engagement and immersion in fully digital formats compared with in-person sessions, generational differences in technology fluency, infrastructure variability, cybersecurity and data-protection considerations, and the difficulty of maintaining interactivity at scale.

Assessment of training effectiveness

The dominant approaches to assessing training effectiveness fall on the lower steps of the standard evaluation hierarchy: participant satisfaction surveys, knowledge tests or certification, and monitoring of completion and participation rates are used by virtually all respondents. Higher-order assessment, including observation of changes in staff practice or behavior, operational indicators linked to training, and formal evaluation studies, is reported by five economies. One economy reported that systematic assessment of training effectiveness is not consistently in place.

Only two respondents provided quantitative impact estimates on the effectiveness of their anti-corruption training.

Institutional factors and enabling conditions

Across the institutional-factor ratings in Section F of the questionnaire, three drivers emerge as consistently rated "strong" or "very strong" across nearly all respondents: budget and resources available to launch and sustain training over time; leadership commitment to integrity and willingness to invest in training; and staff turnover and the ability to retain trained personnel.

Organizational culture and informal norms around integrity, the availability of qualified trainers with relevant expertise, and the ability of training to keep pace with technological advances and new forms of fraud and corruption also score consistently high. Career incentives or professional requirements linked to training completion attract more variable ratings, as does the existence of legal or policy frameworks that mandate training.

Several respondents flag factors that are not on the listed scale, including alignment between policy design and operational implementation, workload constraints on participants and supervisor support for the application of newly acquired skills, the willingness of individual learners to engage, and the fit between training content and actual day-to-day work contexts.

Regional cooperation

There is broad consensus across respondents that regional cooperation can add material value to anti-corruption capacity-building, although the intensity of preference varies. Six respondents rate most or all listed forms of cooperation as "useful" or "very useful". Two respondents provide more measured assessments, rating peer learning, the sharing of training modules, and a regional repository as useful, but expressing more reservation about regional approaches to procurement and joint communities of practice.

Across the full set of responses, the forms of cooperation rated most useful are: peer learning exchanges among practitioners across economies; the sharing of adaptable training modules and curricula; a regional repository of training materials, case studies, and good practices; and technical assistance for designing and evaluating training programs. Several respondents emphasize that the value of regional cooperation depends less on creating new institutions than on sustaining existing ones.

One respondent called for a centralized digital repository combined with a regular consultative body among anti-corruption training agencies; Another proposed a regional joint e-learning hub, short staff exchanges, a regional case-intelligence database, and an Association of Southeast Asian Nations (ASEAN)-style core competency framework; and yet another respondent highlighted the importance of bilateral technical-assistance arrangements that can be drawn on flexibly by any economy that requests them.

Practitioner-level texture and methodological caveats

Beyond the structured rating data, the RFI responses reveal useful program-level detail that complements the desk research, including ethical leadership training, storytelling-based curricula, certification programs for integrity officers, distance learning modules, train-the-trainer programs, and training targeted to youth participants.

ANNEX B: RFI QUESTIONNAIRE

Anti-Corruption and Transparency Working Group (ACTWG)

Strengthening Capacity for Integrity: Advancing Education and Training to Address Corruption in APEC

Request for Information

Background: In early 2026, the ACTWG and the APEC Policy Support Unit (PSU) initiated the study "Strengthening Capacity for Integrity: Advancing Education and Training to Address Corruption in APEC." In March 2026, the PSU engaged Access Partnership as the research consultant for this study.

The study builds on APEC PSU Issues Paper No. 15, *Technologies for Preventing, Detecting, and Combating Corruption* (June 2025), but shifts the analytical focus from the technologies themselves to the education, training, and broader institutional capacities needed to build a culture of anti-corruption, integrity, and transparency across the prevention, detection, and enforcement value chain. This includes, but is not limited to, the capacities needed to use relevant digital tools effectively.

This RFI is being circulated to ACTWG members to gather practical, experience-based inputs that will help inform the study's findings and recommendations.

What this study aims to do:

- Assess the current state of anti-corruption education, training, and capacity-building across APEC economies, including those that support the effective use of anti-corruption technologies.
- Identify good practices and scalable training models that have demonstrated positive results in prevention, detection, or enforcement of anti-corruption measures.
- Examine the role of digital tools and technology-enhanced approaches in strengthening the design, delivery, and reach of anti-corruption training.
- Understand the institutional, resource, and organizational factors that enable or constrain effective capacity-building.
- Develop practical, tiered recommendations for APEC economies and identify areas where regional cooperation can add value.

What we are hoping to learn from your responses:

- What kind of anti-corruption training exists in your economy, how frequently they are delivered, and who they reach.
- Where the most consequential capability gaps lie across anti-corruption education, training, and institutional capacity, including where relevant the use of digital tools.
- What training approaches have worked well, along with concrete examples where available.
- What institutional and organizational factors most strongly influence whether anti-corruption training translates into improved practice.

Who should answer this questionnaire?

Officials from the body or agency with the core mandate and responsibility for anti-corruption in your economy (e.g., anti-corruption commission, government inspectorate, integrity office), preferably someone with knowledge on anti-corruption capacity building and training practice and implementation.

Respondents are welcome to cite or share examples of anti-corruption training programs that they are aware of in other line ministries or government bodies within the anti-corruption ecosystem (e.g., law enforcement, civil service, audit office, etc.).

Please respond based on your direct knowledge and experience. Where a question concerns a digital system, training program, or reform led by another government body, please answer to the best of your knowledge and identify the responsible body where relevant. If a question does not apply in your context, please select 'Don't Know / Not Applicable' or briefly explain why.

Key definitions:

- **Anti-corruption training** refers to any structured program designed to strengthen integrity, prevent corruption, or develop the skills needed to detect and enforce anti-corruption measures.
- **Anti-corruption prevention–detection–enforcement value chain**:
  - Prevention = reducing corruption opportunities before they arise.
  - Detection = identifying corrupt activities.
  - Enforcement = prosecution, sanction, and asset recovery.
- **Digital anti-corruption tools** include e-procurement platforms, case management systems, data analytics and AI-enabled tools, beneficial ownership registries, and similar digital systems.

Privacy of responses: All information provided will be treated as confidential and visible only to the APEC Secretariat, the PSU, and the consultant. Responses will be anonymized in the published Issues Paper.

Response submission: One consolidated response is expected per economy, submitted through the economy's ACTWG representative. Please send your response to the PSU at **eas14@apec.org** and **cyr@apec.org** with cc to the Secretariat at **ACTWG@apec.org**. We would appreciate receiving your response by **3 April 2026**.

If you have any questions or clarifications regarding the study or this questionnaire, please contact Emmanuel A. San Andres at eas14@apec.org with cc to cyr@apec.org and ACTWG@apec.org.

Estimated completion time: 30-45 minutes. Please complete as many questions as possible and in as much detail as you are able to; every response strengthens the evidence base for the study.

Respondent Information	
Economy:	
Agency / Body:	
Agency mandate: *Describe your agency/body's core anti-corruption mandate*	
Role in training: *Describe your agency/body's role in anti-corruption training in your economy*	*e.g., Lead agency / primary provider, Coordinates with other bodies, Contributes to training in a limited way, Has no direct training role, etc.*
Role in digital tools/change management: *Describe your agency/body's role in the introduction or use of digital tools relevant to anti-corruption work*	*e.g., Leads design/procurement/implementation, Co-leads with another government body, Primarily acts as a user of tools managed elsewhere, Has no direct role in such tools, Another body is primarily responsible, etc.*
Name(s):	
Position(s):	
Email(s): *If you accept to be contacted for a follow-up discussion*	

SECTION A: ANTI-CORRUPTION TRAINING IN YOUR ECONOMY

The following questions ask about the anti-corruption training programs that currently exist in your economy. We are interested in programs delivered or coordinated by your agency, as well as any programs in other public bodies involved in the anti-corruption ecosystem.

Q1. Anti-Corruption Training Programs

Q1.1. Is anti-corruption or integrity training mandatory for any categories of public servants in your economy?

Yes, for all public servants ___ **Yes, for specific roles only** ___ **No** ___
Don't Know / Not Applicable ___

If yes, please specify which roles and what type of training is mandatory:

Q1.2. Does your organization offer, coordinate, or regularly participate in any of the following types of anti-corruption training? For each type, please indicate whether it exists (Yes / No / Partially), approximately how often it is conducted, what format the training takes, and which categories of public servants typically participate.

Training type	Yes	No	Don't Know / Not Applicable	Approximate frequency (e.g., annual, ad hoc)	Type of training (e.g. instructor-led, self-directed online learning, other)	Main target audience
Specific ethics and integrity training (e.g., codes of conduct, conflict-of-interest management)						
More general anti-corruption induction or awareness programs for new civil servants						
Procurement and financial management training related to anti-corruption controls						
Training for auditors and internal controllers (e.g., forensic techniques, risk assessment)						
Data literacy and analytics training for detecting anomalies or red flags						
Training for investigators and prosecutors on corruption cases						
Training on whistleblower protection and reporting mechanisms						
Training on digital anti-corruption tools (e.g., e-procurement systems, case management platforms)						
Leadership development focused on integrity and institutional accountability						

Q1.3. Are you aware of anti-corruption training programs provided by other government agencies in your economy (e.g., civil service commissions, training academies, other ministries)? If so, please briefly describe what you know.

Please describe any programs you are aware of in other agencies:

Q1.4. Which types of digital tools or systems relevant to anti-corruption work are currently used in your economy, whether by your agency or by another public body? Please tick all that apply and, where known, indicate which agency primarily manages the tool.[1]

Digital Tools/Systems Relevant to Anti-Corruption	Tick all that apply (X)	Primary Managing Body (if known)
E-procurement platforms		
Case management systems		
Asset declaration or disclosure systems		
Beneficial ownership registries		
Whistleblower reporting platforms		
Audit, risk-scoring, or data analytics tools		
AI-enabled or automated anomaly-detection tools		
Other (please specify)		
No such tools currently in use		
Don't Know		

SECTION B: CAPABILITY GAPS AND TRAINING NEEDS

These questions help us understand where the most significant skill and knowledge gaps lie in relation to anti-corruption work. Your assessment will inform the study's analysis of priority areas for capacity-building investment.

Q2. Capability Gaps

Q2.1. The following is a list of capability gaps and constraints that can limit the effectiveness of anti-corruption efforts. From this list, please select the three areas that most significantly constrain anti-corruption efforts in your economy. Please mark your top three with an 'X'.

Capability gaps and constraints	Top 3 (X)
Lack of basic digital literacy among public servants involved in anti-corruption work	
Insufficient specialist skills for operating anti-corruption systems (e.g., e-procurement, case management)	
Lack of data analytics competencies for detecting anomalies and identifying corruption risks	
Lack of forensic accounting and audit investigation skills	
Insufficient investigation and prosecution skills specific to corruption cases	
Limited knowledge of anti-corruption legal frameworks and compliance obligations	

[1] If you selected 'No such tools currently in use' or 'Don't know', you may still find some questions in Section C relevant.

Limited leadership capacity to foster institutional cultures of integrity	
Limited capacity to manage, secure, and protect whistleblower reporting channels	
Insufficient skills for cross-border cooperation on anti-corruption enforcement	
Limited capability to design, deliver, or evaluate effective anti-corruption training programs	

Q2.2. Are there other capability gaps not listed above that you consider important? If so, please describe briefly.

Please describe:

SECTION C: TRAINING FOR DIGITAL ANTI-CORRUPTION TOOLS

A focus of this study is understanding how training supports the adoption and effective use of digital tools relevant to anti-corruption work, where such tools exist. In some economies, these tools may be introduced or managed by another public body as part of wider digitalization reforms rather than by the anti-corruption agency itself. These questions ask about what happens in practice when new systems are introduced.

Q3. Training for Digital Tools

Q3.1. Thinking about the most recent introduction of a digital tool relevant to anti-corruption work in your economy – whether led by your agency or by another public body – which of the following best describes how user training was handled? Please select one option..

Description	Select one (X)
Training is built into the system's design and procurement process from the start, with dedicated budget and a structured training plan	
Training is provided as part of the deployment, but it is typically planned after the system has already been procured or is being rolled out	
Training and change management were led mainly by another ministry, agency, or central digitalization body, and our agency was not closely involved.	
Some training is provided, but it is ad hoc, inconsistent across agencies, or limited to a small number of users	
No structured training is typically provided; users are expected to learn through manuals, informal guidance, or on-the-job experience	
No such digital tool has been introduced in our recent experience / Not applicable	

Q3.2. When training for digital tools does not adequately prepare users to apply the system confidently and correctly in their day-to-day work, what in your view are the most common reasons? Please select up to three options.

Reason	Tick (X) up to 3
Training is planned too late – after the system is already deployed	
Insufficient budget is allocated for training alongside technology procurement	
Training is too generic and not tailored to end-users' actual tasks	
There are not enough qualified trainers with both technical and anti-corruption expertise	
Staff turnover means that trained personnel leave before applying their skills	
There is no mechanism for refresher training as systems are updated	
Training is treated as a one-off event rather than an ongoing process	
There is a lack of internal focal points or advanced users ('champions' / 'power users') who can help colleagues solve practical questions during day-to-day use	
Responsibility for procurement, system rollout, and user change management sits with another body, creating coordination gaps	
Other (please specify in the notes box below)	

Q3.3. After the initial rollout of a digital tool, does your agency or the responsible government body have any mechanisms in place to maintain user capability and support continued use over time (e.g., refresher training, helpdesks, peer support groups, retraining when the system is updated, or internal focal points/advanced users)?

Yes, we have formal mechanisms ___ Yes, we have informal mechanisms ___ No ___

Don't know ___ Not applicable / Our agency is not involved in this area ___

If yes, please describe briefly:

SECTION D: GOOD PRACTICES AND EVIDENCE OF IMPACT

These questions ask about training approaches that have worked well in your economy, including any evidence of impact. Concrete examples – even brief ones – will be particularly valuable for the study.

Q4. Effective Training Approaches

Q4.1. How does your agency or economy usually assess whether anti-corruption training is useful or effective? Please tick all that apply.

Impact Area	Tick all that apply (X)
Participant feedback or satisfaction surveys	
Knowledge tests or certification	
Monitoring of training completion or participation rates	
Supervisor or manager feedback	
Observation of changes in staff practice or behavior	
Operational indicators linked indirectly to training	
Formal evaluation studies	
We do not systematically assess training effectiveness	
Don't Know / Not Applicable	
Other (please specify)	

Q4.2. If your agency or economy has observed any concrete improvements that training appears to have supported, please briefly describe one or two examples and indicate what evidence or observations support that view.

Please describe:

Q4.3. Based on your direct experience or your knowledge of anti-corruption training programs in your economy, please describe one or two training programs or approaches that have worked particularly well. We are interested in what the program covered, who it targeted, what format it used, and what made it effective. If published evaluations or documentation exist, please share links or include any relevant attachments.

Please describe:

Q4.4. Have any anti-corruption training programs in your agency or economy been significantly revised, paused, or discontinued because they were no longer meeting needs, were poorly suited to users, or were overtaken by new priorities? If so, please briefly describe what changed and why. If changes were made, were they helpful?

Please describe:

SECTION E: USE OF TECHNOLOGY FOR TRAINING DELIVERY

Beyond training people to use digital anti-corruption tools, technology can also be used to improve how training itself is delivered (e.g., through e-learning, simulations, or data analytics on training effectiveness). These questions explore that dimension.

Q5. Technology-Enhanced Training Delivery

Q5.1. Does your agency currently use any of the following approaches to deliver or support anti-corruption training? For each, please indicate whether it is in use and how regularly.

	In use (X)	**Not in Use (X)**	**Don't Know / Not Applicable (X)**	**If in use, frequency of use (e.g., regular, occasional, pilot only)**
E-learning platforms or learning management systems (LMS)				
Online or blended learning (combining digital and in-person sessions)				
Scenario-based simulations or virtual exercises				
Mobile-based learning applications				
AI-enabled or adaptive learning pathways				
Data analytics to track training participation or effectiveness				
Digital communities of practice or peer learning networks				

Q5.2. Based on your agency's experience, in instances where digital tools are used to deliver anti-corruption training (whether for your own staff or for other public bodies), what have been the main benefits and the main challenges of using digital tools for training delivery?

Benefits:

Challenges:

SECTION F: INSTITUTIONAL FACTORS AND ENABLING CONDITIONS

Training outcomes depend on more than just the quality of training itself. These questions ask about the broader institutional and organizational conditions that affect whether training translates into improved practice.

Q6. Factors Influencing Training Effectiveness

Q6.1. Based on your experience, how strongly do the following factors influence the effectiveness of anti-corruption training in your economy? Please score each from 1 (little or no influence) to 5 (very strong influence on training outcomes) using a tick (X) under the relevant column.

Factors that influence the effectiveness of anti-corruption training in your economy	**1**	**2**	**3**	**4**	**5**
	Little or no influence	Limited influence	Moderate influence	Strong influence	Very strong influence
Budget and resources available for training activities (both to launch the program and to sustain/replicate it over time)					
Staff turnover and the ability to retain trained personnel					
Leadership commitment to integrity and willingness to invest in training					
Coordination across agencies on training design and delivery					
Career incentives or professional requirements linked to training completion					
Organizational culture and informal norms around integrity					
Availability of qualified trainers with relevant expertise					
Existence of legal or policy frameworks that mandate training					
Digital infrastructure (connectivity, devices, platforms) to support training					
Ability of the training to keep up with technological advances and 'new' types of fraud and corruption					
Clarity of institutional roles between anti-corruption bodies and other agencies responsible for digitalization, procurement, or training delivery					

Q6.2. Are there other factors not listed above that significantly affect the effectiveness of anti-corruption training in your agency or economy? Please describe/elaborate.

Please describe:

SECTION G: REGIONAL COOPERATION

A final objective of the study is to explore how regional cooperation could help strengthen anti-corruption capacity-building.

Q7. Regional Cooperation

Q7.1. How useful would each of the following forms of regional cooperation be for strengthening anti-corruption capacity-building in your economy? Please score each from 1 (not useful) to 5 (very useful).

Regional cooperation for anti-corruption capacity building	1	2	3	4	5
	Not useful	Slightly useful	Moderately useful	Useful	Very useful
Sharing training modules or curricula that economies can adapt to their own context					
Peer learning exchanges among anti-corruption practitioners across economies					
Guidance on incorporating training requirements into technology procurement processes					
Regional communities of practice for officials using similar anti-corruption tools					
Technical assistance for designing or evaluating training programs					
A regional repository of training materials, case studies, and good practices					
Joint training exercises or cross-economy simulation activities					
Regional approaches to procurement of anti-corruption tools to enable the cost-efficient purchase of market leading and advanced tools					

Q7.2. In your view, what would make regional cooperation in this area practical and effective? Please describe briefly.

Please describe:

Q.7.3. Are there any other forms of regional support or cooperation not listed above that would be useful in your economy? Please explain briefly why.

Please describe:

Follow-Up Discussion

To complement the information gathered through this RFI, the research team may wish to conduct a brief follow-up online discussion (approximately 30 minutes) with selected respondents to clarify or expand on specific points. Participation is entirely voluntary and would be arranged at a mutually convenient time.

Would you or a colleague be open to a short follow-up discussion, if needed?

Yes ___ **No** ___

Preferred contact for a follow-up (if different from above respondent):

Name:

Email:

— END —

Thank you for your time and cooperation. Your responses will directly contribute to the study on strengthening capacity for integrity and advancing anti-corruption education and training across the APEC region.

ANNEX C. KEY CONCEPTS AND DEFINITIONS

This section establishes the conceptual vocabulary used throughout the report to ensure clarity and consistency.

- **Anti-corruption**: The set of laws, policies, institutions, and practices aimed at preventing, detecting, investigating, and sanctioning corruption across the public and private sectors
- **Anti-corruption value chain**: A framework that organizes anti-corruption efforts into three interconnected stages, prevention, detection, and enforcement (sanction), highlighting the linkages between them
- **Artificial intelligence (AI) in training**: The use of AI and machine learning to personalize learning pathways, adapt content, automate assessment, and generate role-specific training scenarios
- **Blended learning**: A combination of online and in-person training approaches designed to enhance learning outcomes, particularly for applied and behavioral skills
- **Corruption**: The abuse of entrusted power for private gain, including practices such as bribery, embezzlement, fraud, nepotism, trading in influence, and illicit enrichment
- **Capacity building**: The process of developing and strengthening skills, competencies, systems, and institutions at the individual, organizational, and systemic levels to achieve effective and sustainable outcomes
- **Competency framework**: A structured model that defines the knowledge, skills, behaviors, and proficiency levels required for specific professional roles, used to align training design with institutional requirements and to measure capability development over time
- **Detection**: Mechanisms to identify and report corruption, including audits, data analytics, whistleblowing systems, and oversight functions
- **Digital divide**: Disparities in access to digital infrastructure, connectivity, and skills that affect the ability to participate in and benefit from technology-enabled training
- **Digital literacy**: The ability to effectively use digital tools and systems, including those relevant to anti-corruption functions such as e-procurement and data analytics
- **Digital transformation (in training)**: The integration of digital technologies into the design, delivery, and management of training programs to improve scalability, accessibility, and effectiveness
- **E-learning**: Training delivered through electronic platforms, enabling self-paced, scalable, and modular learning experiences
- **Enforcement (sanction)**: Actions to investigate, prosecute, and sanction corruption, including criminal proceedings, disciplinary measures, and asset recovery

- **Gamification**: The application of game design elements in training to increase engagement and support experiential learning, particularly in ethical decision-making
- **Institutionalization**: The embedding of training and capacity-building functions within formal mandates, structures, and systems to ensure sustainability
- **Integrity**: Adherence to ethical principles, transparency, accountability, and the public interest in the exercise of official duties
- **Kirkpatrick model**: A four-level framework for evaluating training effectiveness, comprising Reaction (participant satisfaction), Learning (knowledge acquired), Behavior (application in practice), and Results (institutional or system-level outcomes). The model is the most widely used evaluation framework in anti-corruption training
- **Learning Management System (LMS)**: A software platform used to design, deliver, track, and manage structured training programs, typically supporting features such as course hosting, learner registration, progress tracking, assessment, and certification
- **Monitoring, evaluation, and learning (MEL)**: Processes used to assess the effectiveness of training and capacity-building programs and to inform continuous improvement
- **Peer learning**: Knowledge exchange and capacity building among practitioners, institutions, or economies through networks, workshops, and collaborative platforms
- **Prevention**: Measures aimed at reducing opportunities for corruption, including integrity systems, ethics frameworks, transparency mechanisms, and awareness training
- **Public integrity system**: The set of institutional arrangements, policies, and practices that promote integrity and prevent corruption within the public sector
- **Readiness level (training ecosystem)**: A descriptive categorization used in this report to characterize the institutional maturity of an economy's anti-corruption training system, based on factors including institutionalization, digital delivery capability, mandate clarity, and sustainability. The tiers (Established, Advancing, and Emerging) are indicative and based on publicly available evidence; they do not constitute evaluative rankings
- **Technology-enabled training**: The use of digital tools such as learning platforms, data analytics, simulations, and gamification to enhance training delivery and impact
- **Training**: Structured learning activities designed to develop specific knowledge, skills, and competencies, including classroom instruction, e-learning, simulations, workshops, and on-the-job learning
- **Train-the-trainer**: An approach that builds a cadre of instructors who can deliver training within their own institutions, supporting scalability and sustainability

ANNEX D: ENDNOTES AND REFERENCES

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