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ARTIFICIAL INTELLIGENCE AND LEGAL TECHNOLOGY IN LAW SCHOOLS: UZBEKISTAN AND CENTRAL ASIA IN GLOBAL COMPARATIVE PERSPECTIVE

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Abstract. The growing use of artificial intelligence (AI) and legal technology (LegalTech) is changing what lawyers do and what skills they need. However, law schools have responded to these changes at different speeds. While institutions in the United States, the United Kingdom, and Europe have already introduced new courses and programs, many law schools in Central Asia - especially in Uzbekistan - are only beginning to address these developments.

This article explores the main challenges and opportunities for legal education in Uzbekistan and the wider Central Asian region, placing this discussion in a global comparative context. Drawing on theories of experiential learning, competency-based education, and technology ethics, and grounded in three embedded case studies from Uzbekistan - the e-SUD electronic court system, the TSUL LegalTech Laboratory, and the Lex.uz national legal database. The article proposes a Three-Pillar Framework for curriculum reform: Technological Literacy, Critical Legal Reasoning in the Age of AI, and Ethical Governance.

The article argues that although Central Asian law schools face structural challenges - including limited LegalTech markets, language barriers, and post-Soviet institutional legacies - they also hold a latecomer advantage: the opportunity to integrate AI literacy from the outset, rather than retrofitting it onto established but outdated models. The methodology combines theoretical analysis, comparative institutional analysis, policy document review, and secondary empirical data to substantiate its conclusions.

1. Introduction

Across the world, law schools are grappling with a fundamental question: how should legal education respond to the rapid diffusion of artificial intelligence and technology-driven tools into every dimension of legal practice? This question is not merely pedagogical - it is institutional, regulatory, and ultimately political, touching on the role of the legal profession in shaping the societies it serves. Institutions in the Global North have moved furthest, fastest: Harvard Law School, University College London, and IE Law School in Madrid have introduced dedicated LegalTech programs or embedded AI modules into their core curricula. Bar associations in the United States and the United Kingdom have begun to formalize expectations of technology competence among practicing lawyers.

In Central Asia - and in Uzbekistan, the region's most populous country, undergoing the most ambitious state-led digital transformation - the conversation about AI in legal education is only beginning. Yet conditions are rapidly shifting. As of January 2025, Uzbekistan's internet penetration stood at 89 percent, with 32.7 million users online and 94 percent of mobile connections classified as broadband (DataReportal, 2025). The government has risen 17 positions in the Global AI Readiness Index, placed first in Central Asia, and in October 2024 adopted a dedicated Strategy for the Development of Artificial Intelligence Technologies until 2030,



allocating USD 50 million for infrastructure development and setting a target to train one million AI specialists (Government of Uzbekistan, 2024). Against this backdrop, the question of whether Uzbekistan’s law schools are preparing graduates for a technology-enabled legal environment is both timely and urgent.

This article addresses this question through comparative and theoretical analysis, structured around a clearly defined methodology. It situates Uzbekistan and Central Asia within the global landscape of LegalTech integration in legal education, identifies the distinct structural conditions and strategic opportunities of the region, and proposes a principled framework for curriculum transformation. The article proceeds in eight sections: a statement of methodology; a comparative overview of AI adoption in global and Central Asian legal practice; an examination of the current state of legal education in Uzbekistan, illustrated by three institutional case studies; an analysis of theoretical foundations for curriculum reform; the articulation of the Three-Pillar Framework; a comparative analysis of regional and global approaches; and implementation recommendations.

2. Methodology

This article employs a multi-method theoretical and comparative approach. The research question - how should Uzbekistan’s law schools integrate AI and LegalTech into their curricula, and what can be learned from global experience? - does not lend itself to a single quantitative method, as no large-scale survey data on LegalTech integration in Uzbek legal education currently exists. Instead, the article grounds its analysis in five complementary methods, summarized in Table 1.

Table 1.

Research Methodology Overview

Method	Role in Article	Application
Theoretical/Conceptual Analysis	Primary method	Reviews experiential learning (Kolb, 1984), CBE, and technology ethics literature to build the Three-Pillar Framework
Comparative Institutional Analysis	Secondary method	Structured comparison of legal education systems across 10+ jurisdictions using seven defined dimensions (see Table 1)
Policy Document Analysis	Secondary method	Analysis of Uzbekistan’s Digital Uzbekistan 2030 Strategy, Presidential Decree PP-358 (Oct 2024), TSUL Strategic Plan 2024–28, and Supreme Court digitalisation decrees



Method	Role in Article	Application
Case Study Analysis	Illustrative	Three embedded cases: e-SUD court system, TSUL LegalTech Laboratory, and Lex.uz legal information portal
Secondary Data Review	Empirical grounding	DataReportal 2025 (internet penetration), USAID Rule of Law reports, OECD AI Readiness Index data, Oxford Insights Government AI Readiness Index

The comparative countries selected for Pillar II of the methodology - the United States, the United Kingdom, the Netherlands, Sweden, Singapore, and Estonia - were chosen on the basis of three criteria: (a) documented LegalTech integration in law school curricula; (b) availability of published academic and institutional literature on their approaches; and (c) variation across common law and civil law traditions, enabling lessons relevant to Uzbekistan's civil law system. The limitations of this methodology are acknowledged: the absence of primary empirical data (surveys or interviews) from Uzbek legal educators or employers constitutes a constraint that future research should address. This article is therefore offered as a theoretical and comparative foundation for a subsequent empirical research program.

3. AI in Legal Practice: Global Trends and Central Asian Realities

3.1 The Global LegalTech Revolution

The deployment of AI in legal practice has accelerated dramatically over the past decade. Contract review and due diligence platforms such as Kira Systems and Luminance, AI-powered legal research engines such as Westlaw Edge and Lexis+ AI, and predictive litigation analytics platforms have moved from experimental to operational status at major law firms and corporate legal departments worldwide. The emergence of large language models - including Harvey, CoCounsel, and various firm-specific deployments - has further accelerated this shift, enabling AI-assisted legal drafting, case summarization, and client communication at scale.

Global consulting estimates consistently project that a substantial share of tasks currently performed by junior lawyers - document review, research memoranda, standard contract drafting, regulatory compliance monitoring - will be significantly automated or AI-augmented within the next decade. For law schools, this is not merely a prediction about technology; it is a prediction about the structure of the legal profession and, consequently, what law graduates must be able to do.

3.2 The Central Asian Context: A Region in Transition

Central Asia - comprising Kazakhstan, Uzbekistan, Kyrgyzstan, Tajikistan, and Turkmenistan - presents a distinctive regional profile. All five countries are post-Soviet



civil law systems that inherited Soviet-era legal education structures: heavily doctrinal, examination-focused, and oriented toward the production of state functionaries rather than independent legal professionals. Since independence in 1991, all have undergone varying degrees of legal reform, but the transformation of legal education has lagged significantly behind changes in substantive law and the structure of the profession.

Kazakhstan has moved furthest in the region in terms of legal technology adoption, driven by the Astana International Financial Centre (AIFC) - an English common law jurisdiction established in 2018 that has created demand for internationally competitive legal services. Kyrgyzstan, Tajikistan, and Turkmenistan remain at an early stage of both legal reform and digital transformation. Uzbekistan occupies a distinctive position as the region's most populous country, with the most comprehensive reform programs since 2016 and the most ambitious national digitalization strategy in the region.

3.3 Uzbekistan's Digital Transformation and Its Legal Dimensions

The Digital Uzbekistan 2030 Strategy, adopted in 2020 and revised through subsequent presidential decrees, encompasses the development of electronic court proceedings, digital notarization services, an integrated legal information system, and AI-assisted regulatory monitoring. Uzbekistan ranked 63rd in the UN E-Government Development Index in 2024, up from 69th in 2022, having already surpassed its 2025 target of 0.75 EGDI (Government of Uzbekistan, 2024). The country also ranked among the world's top four in the GovTech Enablers Index for digital skills and public services innovation. These achievements in digital governance directly shape the legal environment in which Uzbek law graduates will practice - and consequently, what law schools must prepare them for.

4. Legal Education in Uzbekistan: Current State and Institutional Cases

4.1 Institutional Landscape

Legal education in Uzbekistan is provided primarily through state universities, with Tashkent State University of Law (TSUL) occupying the most prominent position as the country's dedicated law university. TSUL was ranked among the top 500 universities globally by Times Higher Education in 2021, has partnership agreements with over 50 universities worldwide, and is a member of the International Association of Law Schools and the European Law Faculties Association (TSUL, 2024). Additional legal faculties operate within the University of World Economy and Diplomacy, the National University of Uzbekistan, and several regional universities. International partnerships have introduced new models, including the Westminster International University in Tashkent and programs at the Turin Polytechnic University in Tashkent.

Across this landscape, the curriculum remains predominantly doctrinal. Core courses focus on civil law, criminal law, constitutional law, administrative law, and procedural codes - reflecting the civil law tradition inherited from the Soviet period. Clinical legal education has developed modestly, with legal clinics operating at TSUL and some regional institutions, but practical skills training remains underdeveloped



relative to the doctrinal emphasis. Technology-related courses are essentially absent from the formal legal curriculum at most institutions.

4.2 Case Study I: The e-SUD Electronic Court System

The e-SUD (Electronic Court) system represents Uzbekistan's most significant digitalization achievement in the legal domain and its most direct pedagogical implication for legal education. Developed since 2013 with support from USAID and UNDP through the Rule of Law Partnership in Uzbekistan, e-SUD has been deployed in all 89 civil courts across the country. The system reduced the number of court trips required to process cases from 6–7 to 2–3, placing Uzbekistan's civil case processing speed above the Central Asian regional average (USAID, 2022). Through the system, over 40,000 electronic applications were received at the pilot Zangiata inter-district civil court alone, and it has facilitated justice for over 37,000 women in rural areas who resolved alimony disputes electronically (United Nations Uzbekistan, 2014).

In August 2025, President Mirziyoyev signed a further decree introducing the concept of the Digital Court: by end-2025, modern digital courtrooms were to be piloted in Tashkent, with nationwide expansion planned for 2026–2027 (Gazeta.uz, 2025). This trajectory has direct implications for legal education: lawyers practicing in Uzbek courts within five years will operate almost entirely within a digital case management environment. Yet there is no evidence that Uzbek law schools have integrated e-SUD or its successor systems into their curricula as objects of study or instruments of professional skills training.

4.3 Case Study II: The TSUL LegalTech Laboratory

TSUL has taken initial steps toward LegalTech integration that are notable precisely because they are genuinely pioneering in the Central Asian context. The university has established a LegalTech laboratory providing students with access to AI-assisted legal tools, including systems capable of contract drafting and electronic document management (TSUL LinkedIn, 2023). The laboratory operates within a broader co-working center that accommodates more than 50 students and supports LegalTech start-up incubation, with an Innovation Fund financing student business initiative on a competitive basis. A dedicated Cyber Law department has been established, with curriculum including courses on artificial intelligence and law, robotics and law, LegalTech, and cybersecurity policy (TSUL, 2023).

These developments are significant. They demonstrate that LegalTech integration at TSUL is not purely aspirational - there is a physical infrastructure and an initial curriculum framework in place. However, they remain confined to a specialist department and optional engagement. The Cyber Law curriculum and LegalTech laboratory serve a subset of students; they have not been integrated into the required curriculum that all law graduates must complete. In April 2026, TSUL announced a new partnership with the Ministry of Justice and the Korea International Cooperation Agency (KOICA) to further digitalize legal services - a development that signals continued institutional momentum (TSUL, 2026).



4.4 Case Study III: The Lex.uz National Legal Information Portal

The Lex.uz system, operated by the Ministry of Justice of the Republic of Uzbekistan, is the national database of legislation providing free public access to all regulatory legal acts, court decisions, and legislative materials. Established pursuant to a Cabinet of Ministers resolution in 2000 and made freely accessible since 2010, Lex.uz has become an indispensable tool for legal research in Uzbekistan. Significantly, the platform has recently added an AI-powered research module (ai.lex.uz), signaling the Ministry of Justice's recognition that legal information services must evolve in step with AI capabilities (Lex.uz, 2025).

For legal education, Lex.uz and its AI module represent an immediately available, Uzbek-language, civil-law-specific resource that can serve as the foundation for a contextualized LegalTech curriculum. Unlike English-language platforms trained on common law data, Lex.uz operates within the actual legal system that Uzbek students will practice in. A curriculum that trains students to use, critically evaluate, and understand the limitations of ai.lex.uz would simultaneously develop technological literacy, critical legal reasoning, and awareness of the opportunities and constraints of AI in the domestic legal context.

5. Theoretical Foundations: Adapting Global Frameworks

5.1 Experiential Learning in Resource-Constrained Environments

The experiential learning tradition, associated with Dewey (1938) and systematized by Kolb (1984), insists that professional competence is developed through structured engagement with real problems, not merely through doctrinal instruction. For LegalTech integration, this tradition implies that students must have hands-on experience with AI tools in contextualized legal settings. In the Uzbek context, this principle can be implemented through locally relevant resources: engagement with e-SUD and Lex.uz platforms; simulation exercises built around the Supreme Court's case management environment; and the use of general-purpose large language models - which are increasingly capable in Russian and developing Uzbek-language capacity - as teaching instruments for critical evaluation exercises.

5.2 Competency-Based Education and Local Professional Standards

Competency-based education (CBE) frameworks shift the evaluative focus from inputs to outcomes - from credit hours and course coverage to demonstrable professional competencies. In Uzbekistan, the articulation of AI-related legal competencies is less developed than in Western jurisdictions but is not absent. The reformed bar admission system, the growing presence of international law firms and organizations in Tashkent, and Uzbekistan's integration into international legal cooperation frameworks (including WTO accession negotiations and bilateral investment treaty practice) all generate demand signals that law schools can attend to. A CBE approach has the additional advantage of flexibility: it defines outcomes and allows institutions to design pathways appropriate to their resources, which is



particularly valuable given the significant variation in institutional capacity across the region.

5.3 Technology Ethics in Post-Soviet Legal Culture

The technology ethics dimension of LegalTech integration has resonance in the Central Asian context. Post-Soviet legal systems have historically been characterized by weak judicial independence, limited transparency in administrative decision-making, and underdeveloped traditions of legal accountability. The introduction of AI-assisted decision-making into systems with these characteristics creates distinctive risks: algorithmic tools that reinforce patterns of discriminatory enforcement, AI-based surveillance systems that erode privacy rights already poorly protected by law, or automated administrative decision-making that diminishes opportunities for meaningful legal challenge. Governments across Central Asia have invested in digital monitoring and facial recognition systems that intersect with legal enforcement in ways raising serious human rights questions. For law schools in the region, the ethical governance dimension of LegalTech education is therefore not merely about professional responsibility in private practice - it is about the role of lawyers as guardians of constitutional rights in a rapidly digitalizing state environment.

6. A Three-Pillar Framework for Central Asian Law Schools

Building on the theoretical analysis above, this article proposes a Three-Pillar Framework for integrating AI and LegalTech into law school curricula in Uzbekistan and Central Asia. The framework is designed to be: (a) theoretically grounded in established traditions of legal pedagogy; (b) sensitive to the specific institutional, linguistic, and professional conditions of the region; and (c) informed by global best practice without merely transplanting foreign models.

Pillar I: Technological Literacy — Understanding AI in the Uzbek Legal Environment

The first pillar establishes the foundational knowledge that all law graduates in the region should possess about AI systems relevant to legal practice. This pillar must be calibrated to the Uzbek context: rather than focusing exclusively on tools designed for English-language common law practice, it should encompass the digital legal infrastructure of Uzbekistan itself - the e-SUD court platform, the Lex.uz and ai.lex.uz research systems, the e-notary and e-government services that lawyers will routinely use, and the emerging AI tools being developed for Central Asian markets.

Technological literacy in this framework encompasses: an understanding of how machine learning systems generate outputs and where they fail; familiarity with both globally deployed and domestically available AI legal research tools; an awareness of how language and legal tradition shape the reliability of AI tools - specifically, why tools trained on English common law data may produce unreliable results when applied to Uzbek civil law questions; and basic data literacy applicable to legal research and evidence evaluation. Implementation could involve a dedicated Technology and Law



module co-taught by legal and information technology faculty, and the establishment of a LegalTech laboratory at institutions that do not yet have one, modelled on TSUL's existing infrastructure.

Pillar II: Critical Legal Reasoning in the Age of AI

The second pillar addresses the most fundamental tension in LegalTech education: the risk that early reliance on AI tools prevents law students from developing the independent analytical judgment that is the irreducible core of legal expertise. In Uzbekistan's strongly doctrinal and examination-based educational tradition, this concern is acute. This pillar has a dual purpose: first, insisting that the adoption of technology must not substitute for rigorous legal reasoning development; second, introducing a new dimension of critical reasoning specific to AI - the ability to evaluate AI-generated legal outputs, identify errors or jurisdictional mismatches, and exercise independent professional judgment about when AI assistance is appropriate.

For Central Asian students, a particularly important application concerns the evaluation of AI outputs generated in legal systems different from their own. A student trained to use an AI research tool predominantly based on US case law but asked to address a question of Uzbek civil law must possess the critical capacity to recognize where the tool's outputs are reliable, where they are misleading, and when they must be independently verified against domestic sources. This capacity is not merely technical - it is a dimension of legal reasoning that the traditional Uzbek curriculum does not develop, and that must be explicitly taught.

Pillar III: Ethical Governance - AI, Law, and the Rule of Law in Central Asia

The third pillar is, in the Central Asian context, arguably the most urgent. It encompasses two dimensions: the ethics of AI use in legal professional practice, and the governance of AI by and through law. On the professional dimension, Uzbek law schools must equip graduates to navigate a professional responsibility landscape that is still being defined - including questions about confidentiality when using cloud-based AI tools with client data, disclosure obligations when AI has assisted in court submissions, and supervisory responsibilities when junior lawyers use AI tools. These are live questions that the Uzbek bar and courts will address in coming years, and law schools should be preparing students for them now.

On the governance dimension, Uzbekistan's legal professionals have an opportunity and a responsibility explicitly acknowledged in the national AI strategy: as the country develops regulatory frameworks for AI in governance, law enforcement, and public services, it will need lawyers who understand data protection, algorithmic accountability, liability for AI-caused harm, and constitutional constraints on state use of AI. This is simultaneously an education challenge and a nation-building imperative.

7. Comparative Analysis: Uzbekistan, Central Asia, and Global Best Practice

Table 2 provides a structured comparative overview of key dimensions of LegalTech integration in legal education, contrasting the Uzbek and Central Asian context with leading global practice. The dimensions were selected based on the methodological criteria described in Section 2.

Table 2.

Comparative Overview: Uzbekistan/Central Asia vs. Global Leaders

Dimension	Uzbekistan/Central Asia	Global Leaders (US/UK/EU)	Strategic Opportunity
LegalTech Curriculum	Largely absent; isolated electives at TSUL	Dedicated tracks & required clinics (Harvard, UCL)	Introduce mandatory foundational module across all law faculties
AI Regulatory Framework	Nascent; AI Strategy 2030 adopted Oct 2024	EU AI Act (2024); US Executive Order on AI (2023)	Align domestic AI legal framework with global norms
Digital Infrastructure	89% internet penetration (Jan 2025); 94% mobile broadband	Mature, near-universal connectivity	Leverage gov. infrastructure investment for LegalTech labs
Legal Data Availability	Lex.uz open; e-SUD court data; limited ML-ready datasets	Extensive structured case-law databases (Westlaw, LexisNexis)	Develop Uzbek-language open legal datasets for AI training
Industry–Academy Links	Emerging; TSUL LegalTech lab, KOICA partnership (2026)	Strong law firm–school pipelines; clinic sponsorships	Formalise employer co-design of curriculum
Language of AI Tools	English/Russian dominant; Uzbek underrepresented	Native-language dominant tools	Prioritise Uzbek-language LegalTech R&D
Professional Regulation	Bar standards evolving; unified exam introduced	ABA tech-competence rule; SRA requirements (UK)	Revise Bar standards to mandate AI literacy

7.1 Lessons from Global Leaders

Several lessons from international experience are particularly applicable to Uzbekistan. First, experience from the US and UK shows that LegalTech education



works best when integrated into required subjects - legal research, professional responsibility, and clinical programmed - rather than confined to electives. Second, examples from smaller civil law countries, including the Netherlands, Sweden, and Singapore, demonstrate that successful LegalTech education does not depend on large legal markets; it depends on strategic clarity, faculty development investment, and employer partnerships. Third, Estonia's experience is of specific relevance: a country that built its digital governance from scratch after independence, and whose model has directly influenced Uzbekistan's e-government architecture, demonstrates that national digital strategies can be powerful catalysts for legal education reform when universities and government reform agencies work in alignment.

7.2 The Latecomer Advantage

A key argument of this article is that Uzbekistan and Central Asia have a genuine latecomer advantage - the opportunity to move forward more rapidly than Western countries did, precisely because they are undertaking reform at the same moment as the technological transformation, rather than trying to adapt an already-established system after the fact. Law schools in countries like the US and UK spent years grafting LegalTech onto curricula designed for a pre-digital era. Uzbek law schools, currently engaged in comprehensive reform under Presidential Decree PF-5987 (2020) 'On Additional Measures for the Radical Improvement of Legal Education and Science', can build AI literacy into the structural architecture of the new curriculum from the outset.

There is also a language dimension to this advantage. Uzbek is almost entirely absent from the training data of global LegalTech systems, and Uzbek legal texts are not represented in major AI legal research platforms. Rather than treating this as a deficit, it can be reframed as a foundation for domestic innovation. Law schools, working with the Ministry of Justice, the Supreme Court, and Uzbekistan's growing IT park ecosystem (which hosted over 3,200 resident companies with digital services worth USD 1.6 billion in 2024), are positioned to contribute to Uzbek-language legal AI development. This would simultaneously improve domestic LegalTech quality and position Uzbekistan as a contributor to - rather than merely a consumer of - the global LegalTech ecosystem.

8. Implementation Pathways and Policy Recommendations

8.1 At the Institutional Level

For TSUL and other leading Uzbek law schools, immediate implementation priorities include: expansion of the TSUL LegalTech Laboratory from an elective specialist resource to a required element of all students' legal research training; integration of digital legal research literacy - including critical evaluation of ai.lex.uz outputs - into the required legal research curriculum; introduction of a Technology and Professional Responsibility component into existing required professional ethics courses; and development of faculty capacity through Erasmus+ and bilateral academic exchange frameworks with European and Asian law schools that have advanced



LegalTech programmes. TSUL's existing partnership with over 50 universities worldwide, and its membership in the European Law Faculties Association, provide a ready-made platform for this exchange.

8.2 At the Regulatory Level

The Ministry of Justice, the Supreme Court, and the Uzbek bar should develop coordinated guidance on technology competence as a component of professional competence for Uzbek lawyers. The inclusion of basic legal AI literacy as a component of the unified bar examination would be a particularly powerful signal to law schools that curriculum investment in this area is professionally necessary. The Ministry of Justice's ongoing KOICA partnership on legal services digitalization should explicitly include a legal education component.

8.3 At the Regional and International Level

Central Asian law schools should develop regional networks for sharing curriculum resources, faculty expertise, and LegalTech research findings. A Central Asian Legal Education Technology Network - modelled on similar networks in Southeast Asia and Europe - could provide the institutional infrastructure for regional collaboration. International development partners, including UNDP, the OSCE, and the EU's legal reform support programs in Central Asia, should include LegalTech curriculum support as an explicit component of legal education assistance programs.

9. Conclusion

Uzbekistan and Central Asia are at an important turning point in the development of their legal education systems. This article has argued, based on theoretical analysis, three institutional case studies, and structured comparative evidence, that the global growth of AI and LegalTech is already reshaping the competency expectations placed on law graduates - and that Uzbekistan's law schools cannot afford to treat this transformation as a distant concern. At the same time, the country's remarkable digital transformation trajectory, anchored in the Digital Uzbekistan 2030 Strategy and the AI Strategy until 2030, creates a uniquely favorable policy environment for curriculum reform.

The Three-Pillar Framework proposed in this article - Technological Literacy, Critical Legal Reasoning in the Age of AI, and Ethical Governance - offers a principled, contextually grounded starting point. It does not propose the wholesale import of Western LegalTech curricula; it proposes a framework that draws on global best practice while remaining sensitive to the institutional, linguistic, and professional conditions of Uzbekistan and Central Asia. The latecomer advantage is real, but it will not persist indefinitely. The window for Uzbekistan's law schools to build AI literacy into the architectural foundations of a reformed curriculum - rather than adding it as an afterthought - is open now. The case studies of e-SUD, TSUL's LegalTech Laboratory, and Lex.uz demonstrate that the necessary institutional foundations already exist. What remains is the curricular and regulatory will to use them.



Future research should address the limitations of this article by collecting primary empirical data - surveys of Uzbek law students, employers, and legal educators - to test and refine the framework proposed here. The governance of AI in Uzbek legal institutions, and the specific competency gaps most urgently perceived by legal employers in Tashkent and the regions, are priorities for an empirical research agenda that this article aims to motivate.

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