

CURRENT STATE OF DEVELOPMENT OF FINANCIAL SUPPORT FOR PRESCHOOL EDUCATION BASED ON PPP BASED ON THE EXAMPLE OF THE REPUBLIC OF KARAKALPAKSTAN

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Abstract

Preschool education represents an important element of the education system, providing the foundation for the further development of the child. In the context of modern economic realities, state budgets often experience deficits, which makes it difficult to finance social programs, including the sphere of preschool education. In such conditions, special attention is paid to alternative ways of attracting funds, one of which is the use of the public-private partnership (PPP) mechanism. The Republic of Karakalpakstan, as part of Uzbekistan, is actively researching and implementing these approaches to improve the quality of preschool education.

Keywords: PPP, social security, investments, subsidies, institutional base, infrastructure.

Introduction

Public-private partnership (PPP) represents a long-term cooperation between state and private organizations to implement projects that meet public interests but require significant financial resources. In the context of education, PPP allows for attracting private investment in the construction and modernization of educational institutions, improving the quality of education, and increasing the accessibility of educational services.

The advantages of PPP in education include:

- attracting private investment in social infrastructure;
- improving the quality of educational services through the introduction of modern technologies;
- expanding access to educational institutions, especially in rural areas;
- efficient use of state and private resources.

The Republic of Karakalpakstan, located in the west of Uzbekistan, is a unique territory with a special socio-economic status. Today, the system of preschool education in Karakalpakstan faces a number of problems, such as the insufficient number of modern educational institutions, the uneven distribution of preschool institutions across regions, as well as limited financial resources for the development of this sphere.

Nevertheless, in recent years, there has been a trend towards improvement in the situation in Karakalpakstan. Local authorities are actively working on modernizing the infrastructure and expanding the network of preschool institutions, which is especially important for rural areas.

Under these conditions, PPP becomes an effective tool that allows for solving the problems of insufficient funding.

One of the clear examples of using PPP in the field of preschool education in the Republic of Karakalpakstan is the cooperation between government bodies and private investors in the construction of new kindergartens. On the basis of such partnerships, several preschool educational institutions in large settlements were built and modernized, which made it possible to significantly improve the quality of educational services provided.

An example of the successful implementation of PPP is the project to build modern kindergartens with the participation of private investors, who finance the construction and maintenance of facilities, and the state provides free educational services for children. Within the framework of such projects, private companies also provide the material and technical base of kindergartens, including equipment, furniture, and teaching aids, which contributes to creating more comfortable and effective conditions for children's education[1].

Now let's consider the advantages and challenges of PPP in preschool education in Karakalpakstan.

Benefits:

- Increasing accessibility of education: thanks to PPP, there is an opportunity to build new kindergartens in remote areas, which increases the accessibility of preschool education for the general population.
- Attracting investments: private investors are interested in implementing such projects, as they can receive profit from long-term lease or facility operation.
- Improving the quality of education: introducing new educational technologies, improving the material and technical base, and enhancing the qualifications of teachers.

Challenges:

- Risks for private investors: The need to comply with social context and political stability may limit the private sector's interest in such projects.
- The need to thoroughly develop cooperation mechanisms: for the successful implementation of PPP, it is important to create clear and transparent cooperation mechanisms that take into account the interests of all parties, including the needs for state support and maintaining a high level of education quality.
- Lack of proper infrastructure in remote areas: In some remote areas of Karakalpakstan, there may be a problem with providing the necessary infrastructure for implementing PPP projects.

For the further development of financial support for PPP-based preschool education in Karakalpakstan, it is necessary:

- Developing long-term strategies: It is important to develop strategies that include not only the construction of new kindergartens but also the modernization of existing ones, especially in rural areas.
- Strengthening cooperation with private investors: it is necessary to continue work on creating incentives for private investors, including tax benefits and other forms of support.

• Training and preparation of specialists: creating conditions for training specialists in the field of preschool education, as well as providing qualified personnel for new institutions[2]. For the successful implementation of PPP projects in the field of preschool education, it is necessary to clearly understand the roles of both state and private investors. The Head of State and local authorities play a key role in creating a regulatory framework and incentives for private investors. In turn, private companies are becoming active participants who can innovate in the process of providing educational services, as well as improve infrastructure. It is important to note that to attract private investors to PPP projects, guarantees of return, as well as long-term agreements that ensure investment security, must be established. The state, in turn, should provide private investors with benefits, tax holidays, as well as long-term guarantees for the use of facilities, which will create a stable and transparent environment for cooperation.

In addition, public-private partnerships should include the development of effective mechanisms for monitoring and controlling the quality of educational services. This is important for both private investors and the state, as ensuring high quality education in kindergartens is a top priority. Effective control and monitoring mechanisms are necessary to ensure that all educational institutions meet established standards. A comprehensive approach to quality control includes regular inspections, assessment of parental and child satisfaction, and analysis of educational outcomes.

First of all, it is necessary to create an independent inspection service that will regularly conduct inspections of educational institutions. These checks should include not only assessing the physical condition of buildings and classrooms but also analyzing the quality of teaching and curricula. Using standardized assessment criteria will ensure the objectivity and fairness of inspections.

Furthermore, an important element of control is the collection and analysis of feedback from parents and children. This can be organized through regular questionnaires and interviews, which will help identify potential problems and shortcomings in the work of educational institutions. This approach not only contributes to increased service satisfaction but also makes the management process more transparent and open.

In addition, it is important to implement a system for analyzing the results of educational activities. This includes assessing children's academic performance, their social and emotional adaptation, and developing key competencies. Data analysis will allow us to identify the effectiveness of curricula and methodologies, as well as determine which of them are most successful in achieving the set educational goals.

At the final stage, it is necessary to ensure the constant renewal and modernization of the control and monitoring system. The world is not standing still, and educational requirements are constantly changing. Therefore, the quality assessment system must be flexible and adaptable, capable of responding to new challenges and changes in the educational process. Thus, developing effective control and monitoring mechanisms is a key aspect of public-private partnership in education. This will not only improve the quality of educational services but also ensure their compliance with the current and future requirements of society and the state.

In addition to the obvious economic and infrastructural benefits, PPP plays an important social role in preschool education. Projects implemented through PPP contribute not only to improving the physical infrastructure of educational institutions but also to solving social problems such as unemployment and lack of qualified personnel [3].

For example, the implementation of PPP in the construction and management of kindergartens stimulates the creation of new jobs, which is important for a region with a high proportion of rural population. Often, local entrepreneurs and workers are involved in such projects, which contributes to the development of the local economy. In addition, private investors can implement modern teaching technologies, which will allow them to improve the level of education and develop skills that will be useful in the future.

In addition, PPP can be a solution to the problem of the lack of available places in kindergartens, especially for children from large families and low-income families. The development of a network of private preschool institutions in partnership with the state contributes to ensuring equal opportunities for all children to receive education from an early age.

Public-private partnerships in preschool education provide unique opportunities to address many social issues, including the accessibility and quality of educational services for the most vulnerable segments of the population. Attracting private investment in preschool education allows for expanding infrastructure and increasing kindergarten places, which is crucial in the context of demographic growth and urbanization.

One of the main problems in preschool education is the shortage of places, especially in cities with high population density, where many families struggle to find affordable and quality preschool institutions. Through PPP, the state can incentivize private investment in the construction of new kindergartens by providing land plots, tax benefits, or subsidies, making projects more attractive to investors.

An important aspect is the development of quality standards for educational services, which must be observed both in state and private preschool institutions. This will help ensure a high level of the educational process and its compliance with modern educational requirements. Control over the implementation of these standards should be carried out through regular audits and assessments, which will contribute to maintaining the necessary level of education quality.

Also, PPP can contribute to the innovative development of the preschool education sector. The involvement of private companies can lead to the introduction of new technologies and teaching methods, which will increase the interest of children and their parents in the educational process. For example, using interactive games and training programs will help make learning more attractive and effective.

PPP projects can also include the creation of specialized programs for children from large families and low-income families, which will help ensure equal access for all categories of the population. This can include not only educational but also social services such as food, medical services, and psychological support, which significantly simplifies parents' lives and contributes to children's more harmonious development [5].

In the final stage, to ensure the sustainability and effectiveness of PPP, it is necessary to develop clear criteria and mechanisms for selecting private partners, which must meet high

standards of responsibility and professionalism. This will help prevent corruption and conflicts of interest, ensuring transparency and fairness in the implementation of projects.

To fully assess the prospects of applying PPP in preschool education in Karakalpakstan, it is worth studying the experience of other regions of Uzbekistan, as well as international practice. For example, successful projects aimed at building kindergartens with the participation of private investors have already been implemented in Tashkent and some other regions of Uzbekistan. These projects demonstrated high effectiveness, as they attracted significant funds and improved the quality of educational services.

Such examples are not uncommon in international practice. Countries such as Great Britain, the USA, and Canada are actively using PPP to modernize educational institutions, including preschool education. In these countries, private companies take on the construction and operation of facilities, as well as the provision of educational services, while the state ensures a regulatory function and monitors the quality of services provided.

Despite the obvious advantages of PPP, certain problems may arise in its implementation. One such problem is the potential unpreparedness of the private sector for long-term investments in the social sphere, especially under conditions of unstable economic conditions. Private investors may doubt the payback of such projects, which may make it difficult to attract capital[4].

In addition, ensuring equal quality of education in private and state kindergartens remains an important issue. State bodies must carefully monitor compliance with educational standards to prevent the commercialization of the educational process, which could lead to a decline in quality.

There is also a problem with the accessibility of PPP for all regions. In remote areas where infrastructure is weak and living standards are lower, PPP projects may be less attractive to private investors. In such cases, it is necessary to develop state support measures to attract the attention of the private sector to these regions.

For the successful implementation and development of PPP mechanisms in preschool education in Karakalpakstan, it is necessary:

1. Strengthening the institutional framework: It is necessary to create centralized structures that will manage PPP projects in the field of education, ensure transparency and coordination of actions between state and private participants.
2. Information support and incentives for private investors: it is important to provide private investors with complete information about potential benefits and support measures, as well as to establish direct communication between investors and local authorities to improve communication.
3. Development of a model of social guarantees: to improve the attractiveness of PPP projects in preschool education in Karakalpakstan, it is possible to offer a system of social guarantees that will provide private investors with additional confidence in the profitability of projects.
4. Professional development of personnel: It is necessary to create professional development programs for teachers and heads of preschool institutions to ensure high-quality education at all levels.

Conclusion

Public-private partnerships are becoming an important tool for the development of preschool education in Karakalpakstan. The use of PPP allows for solving the issues of insufficient funding, infrastructure modernization, and improving the quality of educational services. Despite the existing challenges, proper management and effective cooperation between government and private structures can lead to significant improvements in the preschool education system, which will have a positive impact on the development of the region as a whole.

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