
Issues of Establishing a Public-Private Partnership Mechanism in the Education System

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Abstract: This article discusses the state of development of private educational institutions in the country, ways to develop them. The article also examines the state of development of state and non-state educational institutions in our country and abroad.

Keywords: private property, non-governmental, private sector, social sector, financing, education, budget, public-private partnership.

In the context of liberalization of the economy, the overall effect can be achieved by combining the efforts of the public and private sectors in the implementation of major socio-economic projects of national importance. This is because while the share of the state in the economy is declining, the share of business is growing equally. Cooperation with the private sector is becoming a vital necessity in improving the efficiency of the use of budget funds to address social problems. Therefore, in accordance with the Decree of the President of the Republic of Uzbekistan dated February 7, 2017 No. PF4947 "On the Action Strategy for further development of the Republic of Uzbekistan": In the last paragraph of paragraph 3.4 of the Action Strategy for socio-economic development of Uzbekistan for 2017-2021, one of the priorities is the expansion of public-private partnership. The introduction of a public-private partnership mechanism in education will, on the one hand, reduce the level of natural monopoly in education and, on the other hand, increase the quality of education provided by the development of a competitive environment. Another advantage of this mechanism is that most of the budget funds allocated by the state to implement structural changes in the sector will be replaced by investments made by private partners, and the reforms will be much cheaper for the state.

Today, public-private partnerships are widely used in many developed countries in the social and economic spheres, and are yielding positive results. The implementation of public-private partnerships will lead to the inflow of private investment, the expansion of entrepreneurial activity, the introduction of best management practices and the creation of effective infrastructure. This will lead to the rapid and effective solution of many socio-economic problems in society in a mutually beneficial environment and reduce budget expenditures. To date, the country has adopted and implemented about 10 legislative acts aimed at regulating public-private partnerships in health and education. The adoption of the Law "On Public-Private Partnership" was a logical continuation of the reforms in this area. During the consideration of the draft law in the Legislative Chamber of the Oliy Majlis of the Republic of Uzbekistan, special attention was paid to enriching it with norms aimed at ensuring its

direct operation in practice. The best practices of more than 20 foreign countries were taken into account. The law came into force on June 11, 2019. The law, together with the principles of public-private partnership in this area, states that its main directions are to stimulate economic growth and ensure sustainable development of the Republic of Uzbekistan, improve the quality of public services, expand their access. The conditions and procedure for implementing a public-private partnership are also given. In particular, according to the law, the term of a public-private partnership agreement is 49 years. The law provides for the selection of a private partner on the basis of a tender or direct negotiations. The procedure for conducting one-stage and two-stage tenders is being determined. According to it, a one-stage tender will be held for public-private partnership projects worth up to one million US dollars, and a two-stage tender for public-private partnership projects worth more than one million US dollars. Along with the adoption of the law, monitoring its implementation is an important process to ensure its proper implementation in practice. To this end, the Committee on Innovation Development, Information Policy and Information Technology of the Legislative Chamber of the Oliy Majlis, responsible for the development and monitoring of this law, in cooperation with the Agency for Public-Private Partnership Development under the Ministry of Finance and other ministries and committees held seminars in all regions. At the event, citizens, including businesses, were explained the content and importance of the law. Their views in the field of public-private partnership, the problems that arise in their activities were heard.

Many of the above problems will be solved by introducing the mechanism of public-private partnership in the social sphere of the national economy. This is an important condition for achieving the goals of socio-economic development of Uzbekistan in the development of market relations. Therefore, the issue of introducing a mechanism of public-private partnership in the education system in order to establish modern and affordable preschool educational institutions has been repeatedly emphasized by the President.

Analysis and results

The importance of introducing a public-private partnership mechanism is to take measures to increase the transparency of planning and spending of social expenditures, increase the transparency of their activities and their independence, which will serve as a basis for public-private partnerships. In addition, in order to ensure the affordability and affordability of services in the social sphere, investors will be provided with a wide range of tax benefits and soft loans. Establishment of new types of public preschools on the basis of public-private partnership, starting from January 1, 2018, for 5 years, private kindergartens will cover half of the cost of natural gas and electricity from the state budget.

Issues of radically improving the quality of general secondary education, the formation of an intellectually, aesthetically and physically harmoniously developed generation and raising the level of education of young people to a new level, including in-depth study of foreign languages, computer science and other important disciplines such as mathematics, physics, chemistry, biology is up to date. The experience of developed countries in this regard shows that healthy competition between public and non-governmental educational institutions serves to realize the right of citizens to quality education.

The development of the economy depends directly on the field of education. Therefore, the field of education is developing from year to year. In the development of PPP in the field of education, we need to put into practice the relevant aspects of the European experience. It would be expedient for us to apply the following methods in practice.

There are almost no private preschools in Italy. The main reason for this is that pre-school education is not compulsory in this country and education is very expensive. Nevertheless, their teaching is organized. Kindergartens are attended by children aged 3 to 6 years; The method of the famous children's teacher Maria Montessori is based on an individual approach to a child — the child himself constantly chooses the didactic material and the duration of lessons, develops in his own rhythm and direction.

In Sweden, pre-school education is compulsory and parents can take their children to kindergarten from the age of 1. The main purpose of such institutions is to help the child adapt to society by teaching them to relate to their peers. All kindergartens in Sweden are paid. In addition, their price depends on the income level of the parents and the number of children in the family. Payment for one child is 3% of the monthly income of the parents, but not more than 130 euros, for two - 2% for each, for three - 1% for each, if more than three are absolutely free for them only parents work in a public organization need.

In recent years, special attention has been paid in our country to the development of private educational institutions.

The results of the analysis for 2017-2020 were published on the official website of the Main Department of Economic Development of Namangan region. According to him, changes in preschool education:

	2017	2018	2019	2020
Number of preschool education	472	636	1210	1618
the number of places in preschool education	50059	79023	118331	149983
The number of state-run preschools	462	544	560	574
Number of private preschools	10	49	71	71
The number of public-private partner preschools	0	3	23	38
Number of family preschools	0	40	556	935
level of coverage with preschool education %	24%	42,9%	51,9%	62,9%

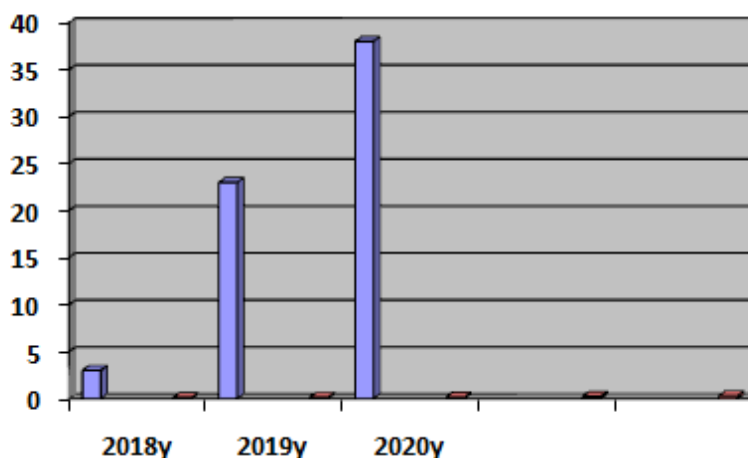
During this time, in order to improve the quality and coverage of preschool education, 6 new preschools for 1,225 places were built, 109 preschools for 4,100 places were reconstructed at the expense of state investment programs, local budgets and other sources, and 50 preschools were overhauled. an additional 5,325 seats were created due to the implementation.

In addition, vacant buildings and non-functioning preschools were reconstructed, 112 public preschools, 71 non-governmental preschools, 38 public-private partnerships, 935 family non-governmental preschools were established.

As a result of this work, the number of preschool educational institutions increased from 472 to 1,618 through the construction and reconstruction of new facilities, a total of 99,924 places were created, the coverage ratio increased from 50,059 to 149,983.

For information, by the end of 2020, there were 10,478 educators in the region, of whom 2,967 (28.5%) have higher education, 568 (6%) have incomplete higher education and 6,943 (65.5%) have secondary special education. contributed to.

Figure 1. Number of public-private partnership preschool educational institutions in Namangan region for 2018-2020.



The analysis of a comprehensive study of the national education system conducted by a group of foreign experts in collaboration with UNESCO and DGP Research & Consulting highlighted the need to create a competitive environment for improving the quality of education, with priority given to private sector development. In order to provide long-term soft loans to non-governmental educational institutions in Uzbekistan and extend the term of previously allocated loans, exemption from all taxes on education and related services until 2021, wide involvement of specialists is envisaged. In turn, issues such as visas for foreign teachers and specialists invited to non-governmental educational institutions, air transport, accommodation, decent wages and tax exemptions have also been resolved.

Conclusions and suggestions

In conclusion, the following positive results can be achieved through the development of non-governmental educational institutions:

- A healthy competitive environment will be created between educational institutions and the quality of education will be improved.

Opportunities to use the intellectual potential of young people will increase and opportunities to raise a harmoniously developed generation of free thinkers will be strengthened.

- A system of efficient use of financial resources in educational institutions will be established.

In the social sphere, especially in the education system, the introduction of the mechanism of public-private partnership will allow the state to reduce expenditures from the state budget for social facilities. Public-private partnership is beneficial to the state budget as an innovative means of financing social facilities. It will also improve the quality of services provided through healthy competition between social facilities.

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