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FINANCING OF PRE-SCHOOL EDUCATIONAL INSTITUTIONS BASED ON PUBLIC-PRIVATE PARTNERSHIPS AND THEIR RESULTS

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Abstract: This article analyzes the financing processes of preschool educational institutions based on public-private partnerships (PPP) and examines their current effectiveness in these institutions. It focuses on the expansion of the coverage of public preschool institutions in various sectors, the development of their material and technical base, and the goal of ensuring that children grow up healthy and well-rounded, while receiving quality education.

Keywords: Budget, strategy, non-state, preferential, subject, director, methodologist, defectologist, psychologist, compensation.

Introduction. Today, various sectors in our country are being developed with the support of state budget financing, which is leading to the creation of new jobs. In accordance with the President of the Republic of Uzbekistan's Decree "On the Strategy of Development of New Uzbekistan for 2022-2026" (January 28, 2022, PF-60), the Decree on "Further Strengthening Support for Families and Women" (March 7, 2022, PF-87), and the Decree "On Additional Measures to Develop Public-Private Partnership in Preschool Education" (July 14, 2022, PQ-322), as well as the decision of the Cabinet of Ministers "On the Organization of the Activities of the State Financial Control Inspectorate under the Ministry of Finance and Measures to Improve Financial Control in Budgetary Organizations" (February 24, 2022, No. 129), many decisions have been made to further develop public-private partnerships in the preschool education sector. The financing of preschool educational institutions based on PPP is a crucial issue today. This article highlights several aspects of financing these institutions through public-private partnerships.

Literature Analysis and Methods: The importance of implementing public-private partnership (PPP) mechanisms is associated with enhancing the transparency of planning and spending in the social sector. Increasing the openness and independence of activities serves as a foundation for establishing PPPs. Additionally, extensive tax benefits and preferential loans are provided to investors to ensure reasonable and affordable service prices in social sectors. Establishing new types of higher education institutions through public-private partnerships helps save state budget funds. To efficiently integrate PPP

mechanisms into the education system, it is advisable to study the experiences of developed countries. In the United States, PPP issues are highlighted in the research of H. Anthony, P. Felipe, and J. Guáquetal. As a result of PPP initiatives in the U.S., the role of the private sector in education has increased, legal frameworks have been established, educational service choices have expanded, and the quality of education has improved. This development has fostered competition among educational institutions, leading to enhanced education standards. In our country, the formation and development of PPPs have been studied by N. Yusupov and F. Karabayev in their theoretical-methodological research. Additionally, A. Nizomov has conducted research on implementing the "Public-Private Partnership Model in the Social Cooperation of Educational Institutions." Granting financial independence to higher education institutions promotes healthy competition and contributes to the preparation of competitive specialists who meet modern requirements. Statistical observation, forecasting, and comparative methods were applied in preparing this article.

Results and Discussion. According to the decision made, starting from September 1, 2022, new measures have been implemented to provide additional privileges to family-owned private preschool institutions operating under public-private partnerships. These measures include:

In Tashkent city, preferential loans with a 12% annual interest rate are provided for 10 years, including a 2-year grace period.

- In Nukus city, regional centers, and cities subordinate to the regions, preferential loans with an 8% annual interest rate are provided for 10 years, including a 2-year grace period.

In rural areas, preferential loans with a 5% annual interest rate are provided for 10 years, including a 2-year grace period.

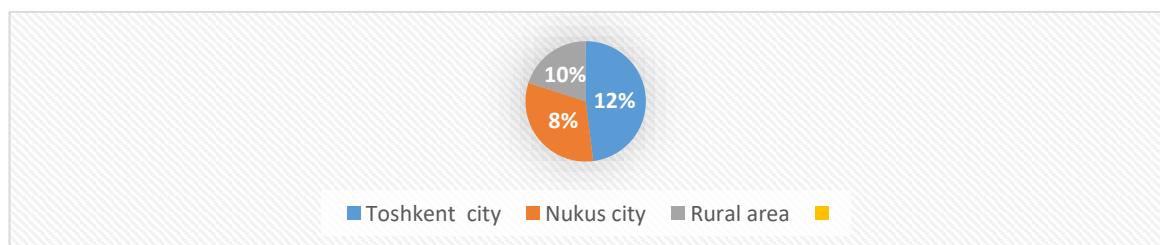


Figure 1. Percentage of loans allocated to preschool educational institutions

A range of laws and regulations have been developed regarding these loans. When granting preferential loans, incomplete private preschool building facilities are taken as collateral. The Ministry of Finance signs an agreement with commercial banks to place resources at the legally prescribed interest rate. Under the resources allocated by the Ministry of Preschool Education, PPP projects are recommended for preferential loans, which are then presented to the Ministry of Finance and commercial banks. The decision to grant or deny these loans is made within three working days from the submission of an application by the project initiator. Preferential loans for PPP projects are provided

within the resources allocated by the Ministry of Finance for these purposes, and both the Ministry of Finance and the Ministry of Preschool Education monitor the effective and purposeful use of these resources. The following privileges are provided for preschool institutions operating under public-private partnerships (PPP):

- Subsidies are paid for every child in the institution, in relation to the amount of expenses per child in a public preschool institution operating with a 9-hour working day.
- The salaries of staff members, such as directors, methodologists, educators, defectologists, psychologists, and music specialists, in PPP-based preschool institutions, are calculated based on the approved payment rates and conditions.
- Subsidies are provided for children who are raised in PPP-based preschool institutions and whose mothers have lost their breadwinner.
- For families included in the "Youth Registry," "Iron Book," or "Women's Register" from remote or border areas, subsidies are paid for each child based on the amount spent on a preschool institution's services.

Furthermore, there are compensations for the costs of electricity and natural gas services used by these institutions. The state provides a monthly compensation of 50% of the state budget for the energy and gas costs incurred by PPP-based preschools (excluding family-based institutions). Subsidies and compensations from the state budget are allocated for children aged 3 and older, including those who have lost their breadwinner, and for children who are waiting to be enrolled in school by the age of 7. Family-based institutions also benefit from numerous opportunities aimed at implementing modern educational programs, technologies, and the provision of new personnel. These institutions operate in accordance with the Constitution and laws of Uzbekistan, as well as the decisions, decrees, and orders of the President and the Cabinet of Ministers. Family-based preschool services are registered and conducted by individual entrepreneurs, who must meet specific requirements, including ownership or lease agreements for the premises. Family-based preschools are allowed to educate up to 50 children, with group sizes ranging from 12 to 25, depending on the age group. Subsidies for the second group are provided once at least 12 children are enrolled.

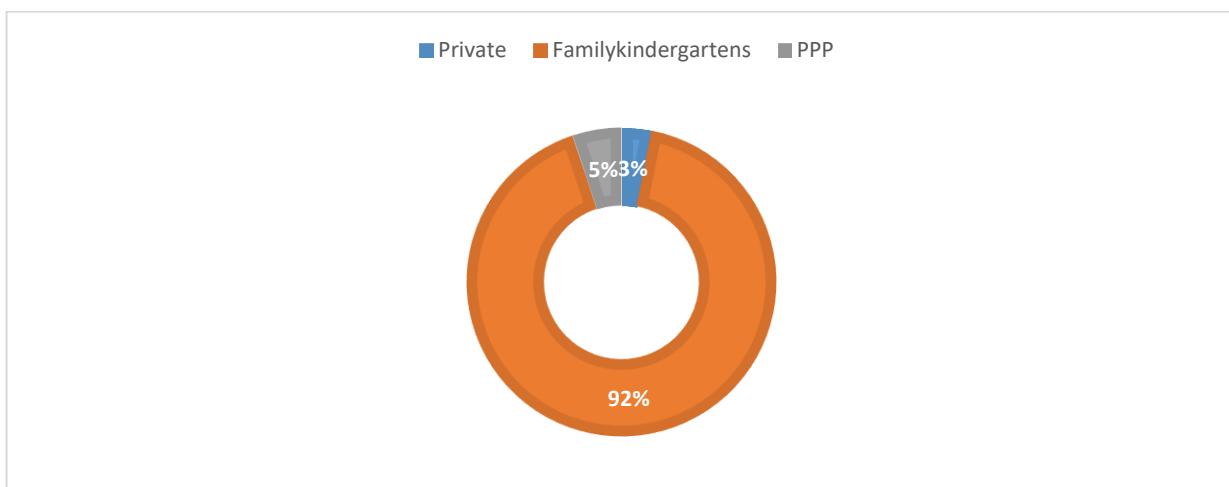


Figure 2. Number of preschool educational institutions

- Private – 847;
- Family kindergartens – 24,927;
- Public-Private Partnership (PPP) kindergartens – 1,388.

Monitoring and control of family-based preschools are carried out either by the individual entrepreneur who established the institution or by authorized government bodies. The government provides funding for the necessary furniture and equipment for newly established family-based preschools, and the Ministry of Preschool Education allocates teaching materials from the state budget. As of today, approximately 3 million children between the ages of 3 and 7 are in Uzbekistan. Of these, 74% are enrolled in preschool education, and this number is expected to reach 80% by 2026 and 100% by the end of 2030. Currently, there are 33,942 preschool institutions operating in the country, of which 6,780 are state-run and 27,162 are private institutions. In 2023, 182 state preschools were renovated, including the construction of 57 new preschools, reconstruction of 113 preschools, and the completion of 2 major renovations. Additionally, 71 PPP-based preschools and 4,402 family-based preschools were opened, providing a total of 116,998 spaces.

Conclusion: In conclusion, the development of non-state educational institutions can lead to the following positive outcomes:

1. **Healthy Competitive Environment:** A competitive atmosphere is cultivated among educational institutions.
2. **Enhanced Use of Youth Potential:** Opportunities to harness the intellectual potential of young people increase, strengthening the foundation for nurturing a well-rounded, free-thinking generation.
3. **Improved Workforce Development:** Advancements in educational service marketing create greater opportunities to train highly qualified professionals.
4. **Efficient Financial Resource Utilization:** Systems for effective utilization of financial resources within educational institutions are established.

By introducing public-private partnership mechanisms in social sectors, particularly in education, the state can reduce expenditures from the national budget for social sector facilities. Public-private partnerships serve as an innovative tool for financing social sector facilities, providing financial advantages for the state budget. Additionally, fostering healthy competition among social sector facilities improves the quality of services provided.

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