

## **EXPANSION OF THE NETWORK OF NON-PUBLIC PRESCHOOL EDUCATIONAL INSTITUTIONS ON THE BASIS OF PUBLIC-PRIVATE PARTNERSHIP: EXPERIENCE OF UZBEKISTAN**

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### **ABSTRACT**

This article is about the legal framework of public-private partnership in the preschool education system, the forms of public-private partnership, the benefits and preferences created, as well as the next tasks to be addressed based on experience in educational practice.

**Keywords:** Preschool education system, public-private partnership relations, forms of public-private partnership, privileges and preferences, content and methodology of preschool education.

### **INTRODUCTION**

The Ministry of Preschool Education was created on October 1, 2017 as a completely new system with the aim of comprehensively solving the problems accumulated over the years in the preschool education system, in order to ensure greater coverage of children with the preschool education system. The newly formed ministry was tasked with increasing the coverage of children with the preschool education system by expanding the network of state and non-state preschool educational institutions, as well as improving the educational process and healthy eating in institutions.

In this context, at the initiative of President Islam Karimov, one of the most important ways to increase the coverage of preschool education was the introduction for the first time in the economy of the mechanism of public-private partnership in the preschool education system.

### **THE MAIN FINDINGS AND RESULTS**

In order to create a legal framework for this mechanism, the Resolution of the President of the Republic of Uzbekistan dated April 5, 2018 No PD-3651 “On measures to further stimulate and develop the system of preschool education” was adopted [1]. The resolution approved 9 forms of public-private partnership in the system of preschool education and organizational and legal mechanisms for its implementation. Subsequently, based on the requirements of private partners, the Cabinet of Ministers of the Republic of Uzbekistan on November 22, 2018 “On measures to further expand forms of public-private partnership in the field of preschool education” approved Form 10 [2].

Also, on January 30 this year, in order to further improve public-private partnership, the President of the Republic of Uzbekistan adopted Resolution No. PD-4581 “On measures to further develop public-private partnership in the field of preschool education.” [4].

Thus, today in the system of preschool education of the Republic of Uzbekistan there are the following forms of public-private partnership:

- provision of land for permanent use on a free basis for the construction of non-governmental institutions of preschool education;
- Allocation of land plots for permanent use on a free basis on the territory of public preschool educational institutions operating for the construction of non-governmental preschool educational institutions;
- Reconstruction and equipping of existing public pre-school educational institutions, and the provision of land on a free basis for the construction of non-governmental pre-school educational institutions on the condition of their subsequent adoption;
- Allocation of a plot of land for construction on a concession basis or a building for reconstruction and equipping;
- sale of vacant state-owned facilities, including non-functioning public preschools, at a “zero” purchase price;
- handing over unused rooms or buildings of incomplete public preschools to private partners for long-term free use;
- logistical and financial support of non-governmental preschool educational institutions established on the basis of the property of a private partner;
- logistical and methodological support of family non-governmental preschool educational institutions;
- carrying out charitable activities in the form of paternity;
- establishment of a non-governmental pre-school educational institution on land and buildings owned by a private partner.

In the current situation, the introduction of public-private partnership in the system of preschool education provides the following opportunities:

to dramatically increase the coverage of children with preschool education in the country in a relatively short time;;

ensuring equal opportunities for all regions of the country in the process of preparing children for school;

training of families in need of social support and a certain number of foster children from the special contingent on preferential terms;

setting them preferential parental pay (in amounts not exceeding those established for state preschool educational institutions of the region);

in this case, the children of families in need of social support should be admitted to school as a matter of priority;

Improving the quality of the educational process by introducing modern conditions into the system and striving to attract highly qualified teachers as a result of creating a healthy competitive environment among preschool education organizations;

reduction of expenditures from the national budget for the establishment of preschool educational institutions and financing their activities.

In order to attract entrepreneurs to public-private partnerships, to provide them with decent conditions, a number of benefits and preferences for private partners have been introduced:

soft loans were issued by commercial banks for a period of 15 years, including a grace period of 3 years at a rate of 1% per annum;

Exempted from paying all types of taxes and mandatory contributions to state trust funds for ten years after the start of the non-governmental institution of preschool education;

provided an opportunity to receive subsidies from the State Budget of the Republic of Uzbekistan in the amount of up to 50% of the cost of one pupil of the state preschool educational institution;

50% of payments for electricity and natural gas used by non-state preschool educational institutions were reimbursed from the State budget of the Republic of Uzbekistan;

Exemption from customs duties (except for customs clearance fees) for a period of 2 years from the date of conclusion of the agreement on public-private partnership of equipment, tools, teaching aids and stadiums imported in accordance with the established lists for the needs of existing non-governmental educational institutions;

Until January 1, 2023, the single social payment rate for non-governmental pre-school educational institutions is 10% of income in the form of wages, and for non-governmental pre-school educational institutions established on the basis of public-private partnership - for ten years from the month of signing the public-private partnership agreement Was set at 5 per cent.

Based on the created conditions and opportunities, the Ministry of Preschool Education has allocated about 3.8 trillion soums for the establishment of non-governmental preschool organizations with a capacity of more than 143,000 in 2018-2019. In order to implement projects worth 1.1 trillion soums (including 1.1 trillion soums from entrepreneurs and 2.7 trillion soums from soft loans). Public-private partnership agreements were signed with 1,459 entrepreneurs.

To date, more than 6,000 agreements on public-private partnerships have been signed throughout the country on the creation of family non-state preschool educational institutions, most of which have already begun their activities.

Although the legal and financial issues of establishing non-governmental preschool education organizations on the basis of public-private partnership have been resolved, improving the content, methodology, health of students, healthy eating and control mechanisms of these processes are on the agenda.

### **In particular**

1. Curriculum “State requirements for the development of primary and preschool children of the Republic of Uzbekistan” approved by the order of the Ministry of Preschool Education of the Republic of Uzbekistan dated June 18, 2018 No 1-mh and “First Step” curriculum approved by the Board of the Ministry on July 7, 2019 established on the basis of. However, in non-governmental pre-school educational institutions established on the basis of public-private partnership, there are not enough state units allocated in district (city) pre-school education departments to control this process and provide methodological assistance if necessary.

For example, today in most districts (cities) there is a greater number of non-governmental preschools established on the basis of public-private partnership than public preschools, but only 1 or 2 state units are allocated for this area. However, for public preschool organizations, the district (city) department of preschool education provides services to 25-30 specialists.

If necessary, it is expedient to allocate separate financial-construction, methodological staff for public-private partnership in district (city) preschool education departments.

2. It is necessary to develop mechanisms for professional development of teachers of non-governmental preschool educational institutions established on the basis of public-private partnership.

According to public-private partnership agreements, training of pre-school staff is provided by a private partner on a fee basis. However, to date, this mechanism has not been established. Therefore, today the Ministry of Preschool Education, as an organization implementing the policy of preschool education in the country, first of all organizes on-the-job training courses for teachers of non-governmental preschools established on the basis of public-private partnership with insufficient experience in the field. It is advisable to attach the nearby state preschools to provide methodological assistance.

3. It is known that family non-governmental preschool educational institutions, established on the basis of public-private partnership, cover 7-25 children of different age groups [3]. To date, the content and methodology of mixed type preschool education have not been developed for these preschools. Consequently, there is a need to develop a specific content and methodology for teaching these preschool organizations.

4. The normative documents provide for the attachment of a health worker from a rural doctor's office or a rural family clinic belonging to family non-governmental pre-school educational institutions. However, today, as a result of the lack of interest in the attachment of a medical staff by some private partners, the issues of healthy eating and foster care in the organization have not been addressed in the prescribed manner.

Therefore, today it is expedient for the Ministry of Preschool Education, in coordination with the Ministry of Health, to develop clear mechanisms for attaching a health worker from a rural doctor's office or a rural family clinic belonging to a family non-governmental preschool.

5. According to the Regulations on the organization of activities of family non-governmental preschool educational institutions, tutors and assistants are paid for short-term or 9-hour public preschool education on the same terms and in the same amount as for the corresponding category, the decision did not provide for the state to reimburse the employee directly after the decree was issued, the child was born, and the subsequent pension was paid. There is a need to clearly define the legal solutions to these issues.

## **CONCLUSION**

In the preschool education system, 2020 has been declared the year of improving the quality of education. Given that the quality of education in preschool education is directly related to the organizational, logistical, human resources, it is expedient to pay special attention to the issues analyzed above.

Due to the lack of experience in the field of quality assurance and education management among non-state preschool educational organizations created on the basis of public-private partnerships, it is necessary to conduct seminars and trainings in these areas, to develop criteria for assessing their activities and ranking. These rankings are a direct assessment of the organization's performance and provide an opportunity for future parents to make the right choice. Preschool education organizations will have to improve the quality of education services so that they do not lose the demand for educational services in a competitive environment.

In short, the solution of these issues will serve as a basis for the development of public-private partnerships and quality preschool education services in the preschool education system.

## REFERENCES

1. Resolution of the President of the Republic of Uzbekistan dated April 5, 2018 No PD-3651 “On measures to further stimulate and develop the system of preschool education.”
2. Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated November 22, 2018 No 944 “On measures to further expand the forms of public-private partnership in the field of preschool education.”
3. Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated July 30, 2018 No 595 “On approval of the Regulations on the procedure for issuing permits for the activities of family non-governmental preschool educational institutions and family non-governmental preschool educational institutions.”
4. Resolution of the President of the Republic of Uzbekistan dated January 30, 2020 No PD-4581 “On measures to further develop public-private partnerships in the field of preschool education.”
5. Nizamov A.B. “The model of public-private partnership in the social partnership of educational institutions.” Monograph. Tashkent: Institute of OMKHTTKMO and UQT, 2017, -p. 110.