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## CONTENTS

S.No.	Articles	Page
1.	CAUSAL RELATIONSHIP BETWEEN TRADE BALANCE AND STOCK RETURNS: EVIDENCE FROM INDIA DR. TRIPTI TRIPATHI, PROF. UMESH HOLANI	5
2.	FORMATION OF RESOURCE CONTROL MECHANISMS IN INDUSTRIAL SYSTEMS KURBANOVA DILDORA ABDURAKHMANOVNA	11
3.	DEVELOPMENT TRENDS OF THE HOTEL INDUSTRY IN THE BUKHARA REGION Tadjieva Sayyora Uralovna	17
4.	MANAGEMENT MECHANISM OF PRESCHOOL EDUCATION SYSTEM Salikhov Nodir Djamolovich	24
5.	HOW TO USE LOCAL BUDGET? Sanobarkhon Yakubovna Ismoilova	40
6.	DEVELOPMENT OF THE SERVICESPHERE IN UZBEKISTAN AND FEATURES OF MODELING ITS MANAGEMENT PROCESSES Oripov Abdumalik Abdusalomovich	46
7.	LABOR PRODUCTIVITY AS THE MAIN FACTOR OF ECONOMIC GROWTH Yuldashev Shamsiddin Kiyamiddinovich, Hayitov Jahongir Rustamovich, Mullayeva Mehrangiz Ahtam qizi	54
8.	CHANGE MANAGEMENT AT BHUTAN NATIONAL BANK LIMITED AS BNBL SECURITIES (SUBSIDIARY COMPANY) MERGED WITH THE PARENT COMPANY Gaganjot Kaur	61
9.	DEVELOPMENT AND SUPPORTING OF PUBLIC-PRIVATE PARTNERSHIP IN IMPROVING THE QUALITY OF EDUCATIONAL SERVICES Tokhirov Javlon Rakhimovich	69
10.	THREE-LEVEL SMART MODEL OF TOURIST DESTINATION Navruz-zoda Zebiniso Bakhtiyorovna	78
11.	SOME ASPECTS OF STATE SUPPORT OF NON-PROFIT ORGANIZATIONS IN UZBEKISTAN: ORGANIZATIONAL-LEGAL AND FINANCIAL SUPPORT Shukhratbek B.Kamalov	86
12.	THE IMPACT OF INNOVATIVE DEVELOPMENT ON ECONOMIC GROWTH Sirojiddin Makhatov	95
13.	IMPROVING THE QUALITY OF PERSONNEL AS AN IMPERATIVE FOR THE DEVELOPMENT OF COMPANIES (OVERVIEW OF IN-HOUSE TRAINING) Zumrat Talatovna Gaibnazarova	101
14.	FOSTERING REGIONAL TOURISM: EXPLORING THE POTENTIAL OF AGRITOURISM Rakhmatullaeva Firuza Mubinovna	119
15.	CONTEMPORARY ISSUES OF LABOR MIGRATION FROM UZBEKISTAN Kadirova Zulaykho Abdukhalimovna	125

16.	DIRECTIONS FOR THE DEVELOPMENT OF CROSS-BORDER TRADE IN UZBEKISTAN Vokhidova Mehri Khasanovna	133
17.	IMPLEMENTATION STRATEGY OF THE BELT AND ROAD INITIATIVE AND PARTICIPATION OF UZBEKISTAN AND OTHER SCO MEMBER STATES Isamukhamedova Gulchekhra Salikhovna	145

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## DEVELOPMENT AND SUPPORTING OF PUBLIC-PRIVATE PARTNERSHIP IN IMPROVING THE QUALITY OF EDUCATIONAL SERVICES

*Tokhirov Javlon Rakhimovich<sup>1</sup>*

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### ABSTRACT

*This article is devoted to the status and development of the use of public-private partnerships in improving the quality of educational services. In writing this article, the rating indicators of the quality of educational services in higher education institutions of Brazil, Russia, India, China and South Africa are analyzed. Based on the characteristics of public-private partnerships, the conclusions on improving the quality of educational services are summarized.*

**Keywords:** *Public and private partnership, public sector, private sector, education, quality of education, BRICS, QS, education service.*

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Nowadays, the market economy is typical for most countries and it is manifested as an economic system consisting of different forms of ownership. This, in turn, creates the activities of business entities that compete with each other. It is no secret that cooperation by joining forces to achieve high efficiency is becoming a requirement of today. In particular, the interaction of government and business is an important basis for the development of a modern market economy. This is because in countries with public-private partnerships (PPP), this mechanism is achieving high positive results.

In particular, at the beginning of the XXI century in the group of developing countries in the economic literature appeared a group of BRIC countries, consisting of the initials of the English pronunciation of Brazil, Russia, India and China (Brazil, Russia, India, China). The term BRIC was coined in 2001 by Jim O'Neill, an economist at Goldman Sachs. Since January 2011, the Republic of South Africa has been included in this group of countries and is now called the BRICS. [1].

By 2050, experts predict that the BRICS will become the world's largest economic center and can produce 40-45% of the world's gross domestic product. The economic literature notes that the steady economic growth rates achieved by the BRICS countries over the last decade have ensured that these countries receive large amounts of investment.

It is known that the short-term global spread of coronavirus infection is currently leading to a deterioration of the socio-economic situation in almost all countries. The World Bank predicts a slowdown in the global economy by 2020, which is leading to a further decline in global production due to longer quarantine periods. As a result, GDP growth in the BRICS countries is projected as follows (Table 1).

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**Table 1: Forecasts of the global economic outlook in the BRICS countries<sup>1</sup>**

<b>№</b>	<b>States</b>	<b>2017 year</b>	<b>2018 year</b>	<b>2019 year</b>	<b>2020 year</b>	<b>2021 year</b>
<b>1</b>	Brazil	1,3	1,3	1,1	-8	2,2
<b>2</b>	Russian Federation	1,8	2,5	1,3	-6	2,7
<b>3</b>	India	7	6,1	4,2	-3,2	3,1
<b>4</b>	China	6,8	6,6	6,1	1	6,9
<b>5</b>	Republic of South Africa	1,4	0,8	0,2	-7,1	2,9

**Note: in GDP growth (%)**

The data in this table show that the decline in gross domestic product (GDP) during the coronavirus pandemic and a significant decline in economic activity during this period threaten the stability of the state budget. In particular, the state budget will not be able to allocate sufficient funds to address all social issues. This will require the financial support of the business. It is clear that by 2021, GDP growth will be observed. Because Brazil has a developed agricultural base, Russia has a huge amount of natural resources, India has a relatively cheap intellectual resource market, China has a cheap labor force, and the Republic of South Africa has a manufacturing and mining industry. Thus, the BRICS countries complement each other in the world economy.

Admittedly, the growth of the BRICS countries' position in the world economy is based on high economic growth, large inflows of foreign investment, education and entrepreneurship.

The international experience gained over the last 15-20 years shows that one of the main mechanisms for expanding the resource base for economic development, attracting unused resources, improving the efficiency of state and municipal property management is the PPP. This collaboration is a relatively new phenomenon in the global economy, reflecting the expansion and complication of forms of interaction between government and business. It should be noted that in the BRICS countries, high rates of investment in PPPs remain (Table 2).

**Table 2: Total investments directed to PPPs in BRICS countries<sup>2</sup>**

<b>№</b>	<b>States</b>	<b>Total number of projects *</b>	<b>General investments size *</b>	<b>Number of ongoing projects **</b>	<b>Current investments size **</b>
<b>1.</b>	Brazil	951	361,224	917	356,763
<b>2.</b>	Russian Federation	91	36,924	87	36,886

<sup>1</sup> Created by the author based on data from [www.worldbank.org](http://www.worldbank.org).

<sup>2</sup> Created by the author based on information from [www.pppknowledge.org](http://www.pppknowledge.org)

3.	India	1,031	252,897	989	238,571
4.	China	1,655	193,701	1,614	188,681
5.	Republic of South Africa	110	25,566	102	25,566

**Note: \* per unit, \*\* million USD**

The analysis shows that in the BRICS countries, the bulk of total investment in PPPs was made in the following sectors and industries:

- Power supply;
- Construction of railways;
- Construction of airports;
- Road construction;
- Water supply and sewerage;
- Natural gas supply;
- Construction of ports.

The development of PPP is determined by the main factors that lead to the expansion of the scope and forms of interaction between government and business. These are:

First, PPP is one of the mechanisms of a mixed economy that allows the development of the relationship between business and government.

Second, the PPP provides an opportunity to use the private entrepreneurship initiative to increase the efficiency of budget spending by attracting private sector resources to public and local governments in related sectors and industries.

Third, combining the efforts and resources of business and the state within specific projects will create their additional competitive advantages. It is true that businesses strive for more mobility, faster decision-making, innovation and technical and technological improvement to ensure competitiveness than government agencies. The government, in turn, must create a stable regulatory framework, organize activities, interact with civil society, use financial and economic means: subsidies, guarantees, tax incentives, etc. to ensure the more successful implementation of PPP projects.

The above factors are of great importance for the development and diversification of the scope of PPP. However, the dynamics of this process in each country depends on the state policy, economic and social processes, organizational and legal mechanisms of business cooperation.

The independence of production, freedom of entrepreneurship, free exchange of resources in the country's economy testify to the effective functioning of the market economy. The more independent the producer of goods and services, the better the market will develop. Achieving economic independence in education means, on the one hand, the freedom of educational institutions to use both their own funds and resources from educational, scientific and economic activities, and, on the other hand, full economic responsibility for the results of their activities.

Changing the organizational and managerial framework of the educational institution goes hand in hand with the restructuring of the economy. The study of the functioning of the financial and credit mechanism plays an important role in assessing the quality of financial management in the educational institution. This means that the practical satisfaction of the country's demand for highly educated professionals depends directly on the amount of funding for the system, which, in turn, is determined by the economic situation of the state and education policy.

In today's fast-paced world, the need for human capital and its development remains one of the main goals. Human capital is based on a competitive and flexible education system that includes world-class universities. Employees of all higher education institutions (HEIs) around the world are fighting for the prestige of their universities and for their educational institutions to occupy high places in the global rankings.

Launched in 2013, QS BRICS University Rankings evaluates the performance of the best universities in five countries and compiles an annual ranking. This ranking system tracks the achievements of BRICS countries in the field of higher education and helps to compare some universities in countries with significant socio-economic dynamics. It should be noted that the main purpose of the rating is to assess the best universities in a particular field of knowledge, the quality of their teaching, research and teaching activities. With these objectives in mind, eight indicators were selected for use in the methodology after extensive consultation with experts from each country. The eight indicators used to create the BRICS ranking are:

- Academic reputation (30%);
- Employer reputation (20%);
- Faculty/student ratio (20%);
- Staff with a PhD (10%);
- Papers per faculty (10%);
- Citations per paper (5%);
- International faculty (2.5%);
- International students (2.5%).

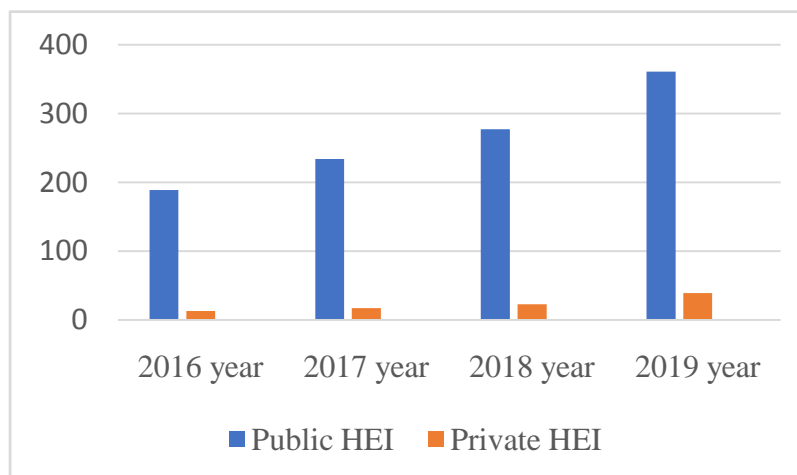
Quacquarelli Symonds (QS) is designed to help prospective students choose which university is best for them and gather information. The fact that each university is rated "Star" in several categories means that they can quickly identify the strengths of an educational institution and search for universities with high rankings in the most important areas. When analyzing the list of universities in the BRICS countries in the QS BRICS University Rankings over the years, we obtained the following data (Table 3).

**Table 3: Number of universities in the QS BRICS University Rankings<sup>1</sup>**

№	States	2016 year			2017 year			2018 year			2019 year		
		Number of HEI	Public HEI	Private HEI	Number of HEI	Public HEI	Private HEI	Number of HEI	Public HEI	Private HEI	Number of HEI	Public HEI	Private HEI
1	Brazil	40	34	6	54	46	8	61	52	9	90	70	20
2	Russian Federation	52	52	0	55	55	0	68	68	0	100	98	2
3	India	31	26	5	44	37	7	65	53	12	84	70	14
4	China	68	66	2	87	85	2	94	92	2	112	109	3
5	Republic of South Africa	11	11	0	11	11	0	12	12	0	13	13	0
<b>Жами:</b>		<b>202</b>	<b>189</b>	<b>13</b>	<b>251</b>	<b>234</b>	<b>17</b>	<b>300</b>	<b>277</b>	<b>23</b>	<b>400</b>	<b>361</b>	<b>39</b>

**Note: Number of universities per unit**

Our research shows that the number of universities participating in the ranking has increased over the years. In particular, the number of public universities has almost doubled in 2019 from 2016. Similarly, we can see that private universities have tripled from 2019 to 2019. This is reflected in the following figure (Figure 1).



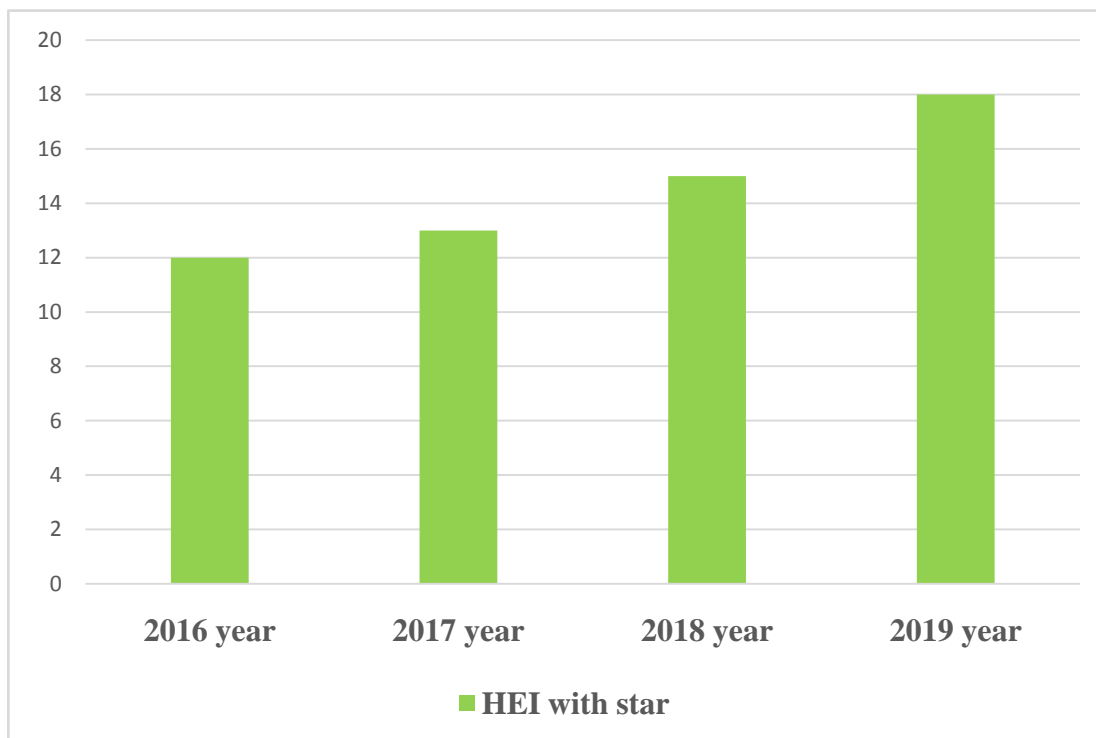
**Figure 1: Growth rates of public and private universities over the years in the QS BRICS University Rankings<sup>1</sup>**

<sup>1</sup>Created by the author based on information from [www.topuniversities.com/university-rankings/brics-rankings/](http://www.topuniversities.com/university-rankings/brics-rankings/).



It is very difficult to differentiate and clearly define the activities of the public and private sectors in the field of education. This is because both sectors will be interconnected in the provision of educational services. One of the priorities of such cooperation is its widespread use in the education system, aimed at improving the quality and efficiency of education.

The results of our research show that in the QS BRICS University Rankings, the number of public universities is high, while private universities are in the minority. However, universities in the form of PPP do not appear in the ranking at all. This in itself allows universities to become a monopoly in BRICS countries. The number of universities that received a star in the ranking is a minority (Figure 2).



**Figure 2: Number of universities with different levels of stars in QS BRICS University Rankings (in units)**

It should be noted that one of the strategic tasks of the country is to end the monopoly of state property by creating a multi-sectoral and stimulating competitive environment in the economy, the establishment of enterprises of various forms of private ownership. From this point of view, it is important to create a competitive environment among universities in the country. In our opinion, the creation of universities of different forms of ownership can be as follows:

- establishment of public universities;
- establishment of private universities;
- establishment of PPP universities.

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<sup>1</sup> Compiled by the author as a result of research.

However, it should be noted that the majority of universities with different levels of stars in the rankings are state universities. As a result of our research in this area, it can be said that the organization of public universities with low scores on the basis of private universities or private universities is a practical activity.

The PPP in the field of education involves co-financing the costs and risks of education in the public and private sectors. The contract of the quality assurance model of education includes the exact time, fixed price, quantity and mechanism used to purchase a particular service under the contract [2].

In the field of education, the systems of PPPs are targeted at the interests of the country. This conceptual system helps to determine the degree of relevance of PPP in the country's education sector (Figure 2).

Lower PPP			High PPP		
Lacks	Nascent	Emerging	Moderate	Engaged	Integral
<b>100 percent public</b>			<b>100 percent private</b>		
Strictly public systems (regulation, finance, provision)	Private schools exist	Subsidies to inputs in private schools	Contracts with private schools to provide a portion of education	Private management of public schools	Vouchers; Funding follows students

**Figure 3: The PPP continuum<sup>1</sup>**

It should be noted that at the lower level of the PPP, the state is fully responsible for the relevant services in the field of education, assuming regulation, funding and provision. At the initial stage, countries that allow private education to operate in a centralized manner do not receive funding from the state budget. In the developing period of PPP, the state will provide subsidies for private education. In the process of PPP in a stable state, a part of private education is provided on a contractual basis. In PPP-dependent countries, the public and private sectors are independently responsible for providing education-related services. Consumers will be able to choose between public and private education services in the context of high PPP. However, their choices can be influenced by their ability to pay and geographical location.

<sup>1</sup> Felipe Barrera-Osorio, Juliana Guaquet, и Harry Anthony Patrinos, The role and impact of public private partnerships in education, Public Private Partnerships in Education: New Actors and Modes of Governance in a Globalizing World, 2012. p.16

<b>Finance</b>	<b>Provision</b>		
		<b>Private</b>	<b>Public</b>
	<b>Private</b>	Private schools Private universities Home schooling Tutoring	User fees Student loans
	<b>Public</b>	Vouchers Contract schools Charter schools Contracting out	Public schools Public universities

**Figure 4. Financing and provision of services in PPPs <sup>1</sup>**

The private sector and the public sector are classified as sources and executors of PPP services. The peculiarity of the state PPP in the field of education is that such an agreement is also of a social nature, which means that in the implementation of such a project must be based on the provision of social services to the consumer and legal and regulatory basis.

Thus, in the field of education, PPP solves the following tasks:

- Strengthens the rights and freedoms of the parties in the legal and regulatory framework;
- The scope of business benefits will be expanded;
- Guarantees of cooperation with the state will be legally strengthened;
- Sanctions are imposed in case of non-fulfillment of obligations under cooperation with the state;
- Property and financial opportunities for education will be further expanded through the attraction of extra-budgetary funds;
- Increases the competitiveness of the educational institution through fundamental and applied research;
- Innovative infrastructure of educational process will be created.
- Energy efficiency will be increased, given the joint efforts of the parties.

The implementation of the above tasks will serve as a significant factor in improving the quality of education in the country. PPP in the education system increases the effective use of funds, allows the state to use special skills that civil servants do not have, allows the introduction of innovative ideas in the educational process, meets the new requirements of the time and market in the use of PPP in improving the quality of educational services.

<sup>1</sup> Felipe Barrera-Osorio, Juliana Guaquet, и Harry Anthony Patrinos, The role and impact of public private partnerships in education, *Public Private Partnerships in Education: New Actors and Modes of Governance in a Globalizing World*, 2012. p.3

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