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**EDUCATIONAL CLUSTER BASED ON PUBLIC-PRIVATE PARTNERSHIP IS THE BASIS FOR THE QUALITY AND EFFICIENCY OF EDUCATIONAL SERVICES****Maksuda Badalova**

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**ABOUT ARTICLE**

**Key words:** Competitiveness, educational market, business, states, modern economic system, public-private partnership, cluster model, educational cluster, factors, characteristics, features, partnership, design, resources, functioning, organizational and pedagogical changes, educational environment.

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**Abstract:** The article discusses in detail the issues of ensuring competitiveness in the educational market, the relationship between business and the state in the modern economic system, the development of public-private partnerships in the field of education, the relevance of the cluster model, and the creation of educational clusters. The article also provides factors, characteristics and features of educational clusters based on public-private partnerships, design and elements of educational clusters, resources for the creation and operation of an educational cluster, positive organizational and pedagogical changes in the educational environment of a school through the organization of an educational cluster.

**INTRODUCTION**

One of the main driving factors of globalization in education is the factor of ensuring competitiveness in the educational market. Currently, in order to be competitive, the education system must be global, providing all types of educational services demanded by consumers and the economy.

All over the world, relations between business and the state are a powerful source of development of the modern economic system. In the last decade, there has been a steady increase in the establishment of partnerships between business and government, supported by mutual motivational attitudes that determine the possibility of effective interaction. Foreign and domestic experience shows that the successful socio-economic development of the state cannot be achieved without the interaction of all

its participants: business, state and society, that is, without the implementation of public-private projects. It is no coincidence that in recent years public-private partnerships have been actively developing in field of education.

Since the beginning of the 21st century, the design of various models of the school education system has become increasingly popular in modern society. In today's world, it is almost impossible to find ready-made recipes, the use of which will allow the school to establish its own effective system of interaction with the student, teacher, family and society as a whole.

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

Recently, including in the Republic of Uzbekistan, the cluster model of economic development, which involves the creation of educational clusters, has been widely discussed. Similar trends (clustering) can be traced in almost all sectors of the real sector of the economy, including education.

It should be noted that these problems have so far been little studied in domestic science and there are not enough scientific publications on them adapted to the realities of the development of lifelong education.

Studying a large number of sources - both domestic and foreign - concerning the development of public-private partnerships in the field of education, relying on large statistical material, world practice shows that public-private partnerships are most actively developing in infrastructure sectors, including including in sectors of social infrastructure, which include education.

The formation of a cluster allows the national industry to maintain and develop its competitive advantage, rather than giving it to those countries that are more inclined to update. Cluster enterprises play not only the role of growth points for the domestic market, but also a base for entering the markets of other countries.

The key element of any innovation system is people who have the qualities necessary to create, disseminate and master innovations. These qualities can only be fully developed in the field of education. Accordingly, the development of the state requires the formation of innovative systems in education.

The emergence and successful functioning of the national innovation system, including in education, is based on the cluster approach. It represents a direction in science and practice associated with the search and implementation of new opportunities for the development of society, increasing its well-being and competitiveness through the creation and management of clusters.

In the most developed countries, public-private partnerships are used much more often than in any other areas in education and healthcare, due to the need for active interaction between the state and business in the development and implementation of large-scale programs and projects aimed at solving current socio-economic problems. problems, and the key advantages of such partnership cooperation are attracting additional funds and other resources, increasing flexibility and efficiency of management, reducing risks, and obtaining additional guarantees.

The educational cluster is capable of creating an effective combination of science and education that corresponds to innovative and technological trends. Within its framework, firstly, all innovative ideas and concepts are produced; secondly, many strategic alternatives for the development of human capital are being formed. Here the power of scientific and educational potential is concentrated, the flow of innovative ideas, their generation and assistance in their implementation increases.

Such an educational cluster contains significant opportunities for realizing the creative potential of society. It is characterized by active actions, openness to change, flexibility, and consistency. Its special

quality is its sensitivity to exclusive scientific, educational, scientific and pedagogical solutions. Its important feature is the ability to create conditions for the development of innovative technologies in all spheres of the economy.

The analysis of the concept of “public-private partnership” must begin with the general definition of “partnership”. In the political dictionary, “partnership” is understood as “a form of cooperation, the participants of which are aware of the limitations of the goals, interests, objectives that unite them, the presence or possibility of serious differences between them, conflicts of interests and, as a consequence, the termination of partnership relations; in the business dictionary, partnership is considered as a form of organization of a company, a firm, which is created on the basis of an agreement between partners, which stipulates their rights, duties, responsibilities, etc.; In the economic dictionary, partnership is one of the most important legal forms of enterprise organization. A partnership is created on the basis of an agreement that regulates the rights and obligations of shareholders (partners), the procedure for reimbursement of general expenses and distribution of profits, the terms of the partnership, the conditions for its dissolution, etc.” The dictionary defines a partnership as “a voluntary cooperative agreement between two or more parties in which all participants agree to work together to achieve a common goal or task and to share risks, responsibilities, resources, authority, and profits”.

Each partnership/collaboration has both common goals and individual benefits. At the present stage of development, many businessmen are trying to make their business socially responsible, i.e. oriented, including towards the public good and benefit. Thus, the private sector of the economy takes part in the implementation of social sector projects, and the state bears responsibility for this sector.

An educational cluster can be defined as a flexible network structure that includes groups of interconnected objects (educational institutions, public organizations, scientific schools, universities, research organizations, business structures, etc.), united around the core of innovative educational activities to solve certain problems and achieve a specific result. (product). An educational cluster (like any other) contains elements, has a certain infrastructure, and interaction routes. The main elements of an educational cluster are organizations as a whole (educational institutions - universities, schools, colleges, lyceums; business structure) or its individual parts (structures, divisions), a combination of structures that take part in solving the task. The composition of participants in an educational cluster (its elements) may change and be supplemented depending on the circumstances. Infrastructure determines the size and other topological properties of the educational space, which is characterized by the volume of educational services, the power and intensity of educational information. The route of interaction within an educational cluster is a route for building mutually beneficial relationships between individual elements of the cluster within the framework of a specific project and in a given period of time.

Public-private partnership is an integral part of a strong, developing modern state. There are many definitions of public-private partnerships. The World Bank gives the most general definition of public-private partnership: public-private partnership is an agreement between public and private parties regarding the production and provision of infrastructure services, concluded with the aim of attracting additional investment and, more importantly, as a means of increasing the efficiency of budget financing.

Creation of an innovative product within the cluster, the focus on which is the main characteristic feature of any cluster.

Thus, a cluster as a group of organizations and activities is an economic phenomenon that allows you to create an innovative product and thereby increase your competitiveness; it is a powerful incentive

for national development. Accordingly, the cluster approach can be defined as a direction in science and practice associated with the search and implementation of new opportunities for the development of society, increasing its well-being and competitiveness through the creation and management of clusters.

Public-private partnerships are implemented abroad in the field of education in such areas as educational vouchers from enterprises and scholarships; private management of public schools; participation of the private sector in the material and technical support of the educational process; contracts for the provision of ancillary professional services. The above areas of public-private partnership in education are relevant because they bring many advantages. They, firstly, monitor the effective allocation of investments; secondly, with close cooperation they share experience; thirdly, they provide opportunities for the state to meet new demand and facilitate the process of introducing innovations in education.

The importance of quality education for advancing along the path of the knowledge economy requires providing conditions for the formation of a national innovation system, within the framework of which integration and social interaction between the state and business are carried out.

The main reasons for the failure of PPP implementation in developing countries are: ill-conceived risk distribution, insufficient financing of public-private partnership projects, corruption and inflated project costs. The above obstacles are very significant for us, since public-private partnership is one of the main promising areas of the country's socio-economic development.

The modern market system determines the interaction of market subjects with representatives of all types of businesses: from small to large. Market transformations are also necessary in the field of education. The reform of the education system is dictated by the demands of the time, the globalization of the economy, the introduction of information technology and should be carried out, first of all, through a partnership between the state and business. To implement cooperation and cooperation, it is possible to use the mechanism of public-private partnership.

Consequently, public-private partnership can be considered as a tool for solving such problems of modern education as obtaining education for children with various educational needs; pooling and raising funds to improve the quality of training programs; ensuring conditions for the psychophysiological safety of students.

There are a number of advantages of public-private partnerships.

- Possibility of accelerating socio-economic development. Most often, the elements of public-private partnerships are socially significant institutions and infrastructure; reducing the time interval between identifying the need to create a new facility and its actual implementation becomes real and significant. In this regard, public-private partnership can become the most rational solution, allowing the implementation of promising projects through attracting private capital, as financial cooperation schemes. This gives the additional benefit of public-private partnerships in the form of a reduced impact on budgets through more rational use.
- Public-private partnership makes it possible to attract private capital to social infrastructure facilities, which makes it possible to rationalize public investments through the competent distribution of financial flow over time, which is designed for a specific period of validity of the agreement.
- The introduction of public-private partnerships will provide an opportunity to refocus on providing quality services to the population, which will solve many problems and implement development

programs. It is possible to infuse innovative technologies and modern management methods into state-owned companies.

- Increase in implemented projects with a high level of efficiency. This is possible thanks to a better selection of proposed projects, taking into account the needs of the population and attracting the management experience of a private partner.
- Minimizing risks and obtaining synergistic effects. The synergistic effect of interaction between government agencies and the private sector makes it possible to transfer project risks to each partner, based on their ability to manage them. That is, there is a redistribution of responsibility within the project to the private partner throughout the entire project cycle.
- Improving the quality of services. Public-private partnership through the introduction of innovative technologies and management methods creates higher management standards, which significantly affects the quality of services provided to the population.
- Reducing corrupt practices and illegal practices at all stages of project implementation. Public-private partnerships, as part of their activities, legally establish the distribution of rights and responsibilities of the parties, which ensures the implementation of projects in accordance with the budget and schedule, eliminating the opacity of competitive procedures and anti-corruption actions among officials.

To create and operate a cluster, you must have the following types of resources:

- ☐ Personnel or labor (highly qualified heads of educational institutions, creative teachers, qualified support staff);
- ☐ Information resources (data bank of educational cluster participants; support for active interaction with external information channels; inclusion of information flows of all subjects and organizations included in the educational cluster in the general information environment;
- ☐ Infrastructure (organizational conditions) (creation of a network structure of representatives of government, business community, organization, etc., united around the core of innovative activity; development of regulatory documents regulating the activities and interaction of all elements within the educational cluster; conducting marketing research about possible directions for the development of the educational cluster;
- ☐ Material and technical conditions (the ability to use the existing material and technical base for the implementation of a specific project, areas of activity within the educational cluster, the use of material and technical resources of all partners).

An educational cluster, as a rule, includes elements that are different in nature. Elements - the organization as a whole (preschool educational organization, school, lyceum, college, university, business structure, etc.) or its individual structures, a combination of structures that take part in solving the task. The composition of participants in an educational cluster (its elements) may change and be supplemented depending on the circumstances. The core of the cluster is the organization, which represents the main management resource and establishes a system of relationships between its elements. Elements of a cluster, combining, form an organizational and territorial structure (cluster plane, geographic proximity); resource structure (combination of resources - personnel, financial, material, information, educational, etc.); functional structure (formed at the intersection of previous structures and carries out an innovative solution to the set goals and objectives).

The main goal of creating a cluster is to combine the educational, scientific and innovative potential of educational and scientific-methodological institutions to meet the needs of the education system for personnel distinguished not only by a high level of citizenship, culture and professional competence,

but also by competitiveness, readiness to perceive innovation, and the ability to design and implementation of new educational programs and technologies.

The idea of clustering economic development is essentially inexhaustible in terms of implementation. At the same time, the design of clusters in the education system must be subject, first of all, to the requirement of expediency and efficiency. The formation of a cluster should be based on the market mechanism of "profitability". Important factors when designing a cluster should be its diversification and innovation. The ability of partners of various industries within the cluster to effectively use internal and external resources should be important. The cluster should play a positive role in attracting investment in the educational system.

Public-private partnerships involve cooperation between the public and private sectors in order to implement long-term investment projects in the field of preschool and school education based on the voluntary pooling of resources and the distribution of income or non-property benefits, costs and risks. For the correct application of an instrument such as public-private partnership, it is important to understand the mechanism, that is, the totality of all forms and models of implementation in practice. In the process of evolution and development of public-private partnerships, many schemes for interaction between business and the state have emerged.

The use of public-private partnership mechanisms in education allows us to ensure:

- expansion of the market and strengthening of fair competition in the market of educational services;
- testing new organizational and legal forms of cooperation with business for educational structures;
- development of proposals for further improvement of the regulatory framework for reforming educational institutions;
- replication of best practices; development of multi-channel financing tools;
- development of interaction between educational institutions and other social institutions;
- improving the management system in the field of innovation by processing the content and methods of administration, preparing advanced training for management specialists.

Considering the instruments for financial support of public-private partnerships in the field of educational services, we highlight the following important advantages: firstly, attracting private investments to provide financial support for updating the infrastructure of educational institutions reduces the burden on the state budget, which needs to take into account the costs of implementing planned projects only during 2–3 years. Secondly, the educational sector is a segment in which economic benefits can directly come from the social responsibility of private business.

Currently, the conditions of the educational services market do not correspond to the conditions of the labor market, which leads to the need to develop new mechanisms for interaction between the provision of educational services and the production sector. At the same time, it is important to update the interaction of educational institutions with organizations and enterprises of various industries and areas of activity to promote new technologies in production and management, as well as to train and improve the skills of personnel for innovative activities.

The development of educational clusters in the regions, we believe, will create a catalytic effect for innovative economic growth. Under the influence of the information technology revolution, the intellectualization of innovative production occurs, which acts as the identification and use of ever new productive abilities. Innovative economic growth has necessitated a transition from the intellectualization of individual areas of production to the intellectualization of all types of economic activity. Increased labor productivity, innovation and new institutional relationships require an

increase in the quality of human capital. At the same time, innovative economic growth largely depends on the quality level of human capital.

Business today is called upon and actively contributes to the development of social investments in the field of education. Nowadays, the main content of the social responsibility of companies is their interaction with educational institutions, their structural divisions, educational and scientific teams, expanding the presence of companies both in the educational process itself and in governing bodies. If earlier the private sector was limited only to charitable assistance, sponsorship or simply donations, today it is focused on active participation in the life of the educational institution, its development, improvement of the material base, including within the framework of public-private partnerships.

Currently, world and domestic experience suggests that public-private partnerships in the field of education are developing more and more intensively. The state and business are interested in this interaction when solving the most complex problems in the socio-economic sphere.

Currently, unfortunately, public-private partnerships in education are often limited to the construction and repair of buildings and structures of educational institutions, implemented within the framework of public procurement. Public-private partnerships in the field of educational services are developing very slowly, including management of buildings of educational institutions, provision of material resources, equipment for educational institutions, etc.

The following main reasons can be identified here. Firstly, there is no demand for public-private partnerships on the part of educational institutions, and secondly, there are no offers from the private sector. A big obstacle to the development of public-private partnerships in education is the weak regulatory framework in this area, including financial mechanisms for regulating this activity.

The legislation is still imperfect and does not correspond to generally accepted developed foreign instruments that have proven their effectiveness. In it one can often find vague formulations and basic concepts, inconsistency of some legislative acts, and there are no mechanisms for implementing laws and other legislative acts. The current situation with the regulatory framework of public-private partnership in the field of education is largely explained by the fact that currently in the pedagogical and economic literature there is no single definition of the concept of public-private partnership in this area.

As the analysis shows, the potential of public-private partnerships in the field of education is completely underutilized. This is confirmed by a small number of public-private partnership projects, as well as educational institutions that actively interact with private sector entities.

In these conditions, it is necessary: firstly, to expand the practice of using public-private partnership mechanisms, which can be implemented without changing the current regulatory framework; secondly, to develop promising innovative forms and mechanisms of public-private partnership; thirdly, to improve the legal, regulatory and methodological framework governing the use of public-private partnerships in the field of education.

Unlike other industries, public-private partnerships in education do not have standard activities. They vary according to the needs of different education sectors:

- provision of services for the management of an educational institution; – construction of educational institutions;
- repair and reconstruction;
- provision of information technology;
- rationalization of premises;
- organization of catering in educational institutions and other social services;

- equipping with equipment for art, music and sports in educational institutions.

Based on the study and generalization of the experience of foreign countries, taking into account the current legislation, we propose one of the possible classifications of partnerships according to forms in the field of education, each of which can consist of several types or types. Among the most popular mechanisms for such cooperation are:

- concession agreements regarding educational facilities;
- contracts (for performance of work, for management, for the provision of technical assistance, service contracts);
- mixed contracts (service contract, educational franchising);
- leasing of real estate for outsourcing of non-core activities (information, utilities, social security and others);
- mechanisms of public-private partnership in the field of managing the content component of education (creation of educational centers or other educational structures aimed at implementing programs in the field of training or retraining of personnel, joint educational projects);
- mechanisms of public-private partnership in the field of research and scientific-practical activities (creation of a joint scientific laboratory for carrying out scientific or scientific-technical activities; creation of institutional structures that promote the development of research centers, technology parks, technology transfer centers, resource centers).

The creation of an educational cluster will entail organizational and pedagogical changes in the educational environment of the school:

- individualization of the educational process: students' choice of study profile, elective courses and subjects, forms of study, determination of directions for creative, research and project activities, increasing the share of independent work;
- expansion of the space for social implementation: participation in socially significant projects of the school's technology park and the entire cluster, pre-professional internships and practices;
- organizing a space of reflection and mental activity: tutor consultations, work with portfolios, research of educational resources, participation in methodological seminars and business games;
- interaction with schools, institutions of vocational education and science, firms, enterprises;
- attracting highly qualified specialists from the sphere of production and business to the educational process of students.

## CONCLUSION

Thus, education at this stage of development, without mutual integration and close interaction between the state and business, loses its capacity and becomes less and less competitive. Public-private partnership mechanisms contribute to the diversification of the economy in accordance with strategic goals, resulting in timeliness and increased efficiency and quality of services provided in the field of education. Understanding the essence and practical implementation of the cluster approach creates the necessary prerequisites for finding new resources and opportunities for developing the education system, improving its quality and competitiveness. The dynamic creative development of human capital involves the formation of an effective educational cluster. It can ensure high quality human capital, including for the innovation sector, while improving the quality of their training.

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