

## IMPROVING THE FINANCING MECHANISM OF PRESCHOOL EDUCATION INSTITUTIONS IN UZBEKISTAN

**Diyora Karimova**

Master's student at the Higher School of

Business and Entrepreneurship under the

Cabinet of Ministers of the Republic of Uzbekistan

**Abstract:** This paper explores the current state and challenges of financing preschool education institutions in Uzbekistan. It proposes strategic recommendations to enhance the existing financial model to ensure equity, accessibility, and quality. The study employs a qualitative analysis of policy documents, financial reports, and international best practices to formulate a practical framework for sustainable financing in the preschool education sector.

**Keywords:** Preschool education, financing mechanism, public-private partnership, Uzbekistan, early childhood development, education policy

### Introduction

Preschool education serves as the foundation for lifelong learning and holistic child development, playing a pivotal role in shaping cognitive, emotional, social, and physical capacities at an early age. A robust preschool education system lays the groundwork for better educational outcomes in primary and secondary schooling and contributes to building a more knowledgeable, skilled, and productive society. Recognizing this, many countries have prioritized early childhood education in their national agendas.

In Uzbekistan, a series of large-scale reforms have been initiated in recent years to enhance access, quality, and inclusivity in the preschool sector. These reforms are

aligned with the national development strategies and international commitments such as the Sustainable Development Goals (SDG 4.2), which emphasize access to quality early childhood education for all children. Government efforts have led to a notable increase in the enrollment rate, the establishment of modern preschool institutions, and the development of new curricula and training modules for educators.

However, despite this progress, the financing mechanism remains one of the most pressing challenges impeding the achievement of universal and high-quality preschool education. The current system is heavily dependent on centralized state funding, which often leads to inefficiencies, delayed resource allocation, and insufficient responsiveness to local needs. The lack of diversified financial sources limits the system's flexibility and sustainability, while insufficient private sector and community involvement constrains innovation and localized decision-making.

Furthermore, disparities in financial support across urban and rural regions result in unequal access to quality preschool services, exacerbating social inequalities from an early age. The absence of performance-based funding models and transparent allocation frameworks further hinders accountability and the optimal use of resources.

This article investigates the existing financing architecture of preschool education in Uzbekistan, critically examines its structural shortcomings, and explores evidence-based solutions. Drawing on international best practices and contextualized policy analysis, the paper aims to provide actionable recommendations for building a more inclusive, efficient, and sustainable financing system that supports equitable early childhood development for all children in Uzbekistan.

## Methods

A qualitative research methodology was employed to analyze Uzbekistan's existing preschool financing structure. Data were collected from official government reports, national budgets, Ministry of Preschool and School Education documentation, and interviews with educational administrators. Comparative analysis was conducted

using models from countries with effective early childhood education financing strategies, such as Finland, South Korea, and Singapore.

## Results

The study reveals several critical issues:

- Over-dependence on state budget allocations
- Lack of transparency in fund distribution
- Inadequate involvement of local governments and the private sector
- Limited incentives for innovation and quality improvement

Successful models from other countries show that decentralized funding, public-private partnerships (PPPs), and performance-based financing contribute significantly to sustainable preschool education systems. A restructured financing model based on a mixed approach could ensure both equity and efficiency.

## Discussion

The findings suggest that reforming the financing mechanism is essential for achieving the goals set in Uzbekistan's Education Development Strategy. Key recommendations include:

- **Decentralization:** Empowering local governments to allocate funds based on regional needs
- **PPP Development:** Encouraging private sector investment through tax incentives and subsidies
- **Result-based Budgeting:** Linking funding to performance indicators such as enrollment rates, quality assessments, and teacher development
- **Transparent Monitoring:** Establishing a digital platform to monitor fund allocation and usage across regions

Implementing these reforms requires strong political will, stakeholder collaboration, and capacity-building at all levels of government.

## Conclusion

Transforming the financing system of preschool education institutions in Uzbekistan is vital for fostering an inclusive, equitable, and high-quality early childhood education environment. A well-structured and modernized financial framework not only ensures adequate resource allocation but also promotes innovation, efficiency, and accountability within the education sector. By adopting a diversified and transparent funding strategy—one that integrates state budget allocations with local government contributions, private sector investments, and international development partnerships—Uzbekistan can create a more sustainable and resilient preschool education system.

Moreover, such a transformation will contribute to reducing regional disparities, increasing access for children from low-income families, and improving the overall learning environment. A reliable financing mechanism directly supports professional development for educators, the modernization of infrastructure, and the implementation of child-centered pedagogies. These advancements are essential for nurturing the cognitive, emotional, and social development of children during their formative years.

Ultimately, by strategically reforming its financing approach, the country can align its early childhood education system with international standards, meet its national development goals as outlined in the *Education Sector Plan*, and provide every child with a strong and equitable start to lifelong learning and success.

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