EDUCATIONAL PUBLIC-PRIVATE PARTNERSHIP: FACTORS, TERMS AND PROSPECTS

Abstract. In terms of formation of a knowledge-based society, of an innovative economy development, the importance of education sector for the socio-economic development of the country significantly increases. The role in the modern society of the education sector is determined by the fact that competencies are formed in it, knowledge is created and disseminated - the key resources of modern society. The effectiveness of education sector functioning increasingly determines the success of socio-economic development.

The concept of public-private partnership (PPP) has proven effective in applying its principles in such a socially significant sphere of the economy as education. Therefore, one of the priority tasks of the development of national education is to create conditions for formation of an effective partnership mechanism between representatives of business structures and educational institutions while providing economic support to educational institutions, managing the content of the educational process, as well as in terms of research activities.

The relevance of this issue for the domestic economy is also due to the fact that in a crisis, the distinguishing features of which are financial and economic instability and insufficient budget funds attracted for the implementation of socially significant projects and programs, there is a need to form motivational incentives and create opportunities to attract extra-budgetary sources of financing, as well as other resources of the private sector.

The article is devoted to the study of the advantages and disadvantages of PPPs, the search for mechanisms of business structures interaction with educational institutions and the state, adequate to modern conditions, as well as the preparation of recommendations on the trends and prospects for the development of this cooperation in the education sector.

Key words: public-private partnership, education sector, entrepreneurship, projects, budget funds, private-sector finance.

Introduction. As socio-economic relations become more complicated, the state as a regulator of social relations, including legal, economic and others, is increasingly faced with problems the solution of which requires the involvement of substantial financial, managerial and human resources. In conditions of insufficient public resources to meet all public needs, in a number of industries that were previously exclusively in the field of state responsibility (transport, electric power, as well as social sectors, in particular, education, science, healthcare), the resources of entrepreneurial structures are being attracted. One of the forms of partnership between the state and business is public-private partnership (PPP).

As a rule, projects implemented in the framework of PPP are focused on solving problems related to the provision of services to the population, the development of state and municipal property, including in the field of higher professional education. A significant advantage of this approach is the long-term nature of partnerships, which is the guarantee of the industry development. Such a partnership allows you to implement projects even in those sectors of economy that are unprofitable, in particular, in the sectors of the social sphere (education, science) due to the possibility of attracting private sector resources.
Education, as a system for the formation of intellectual capital of a nation and as one of the main areas of innovation production, creates the basic conditions for the intensive growth of markets based on the rapid updating of technologies and products. Education is the first link in the innovation cycle "education - research - mass capture of innovations" [1]. At the same time, the educational sector acts as the dominant element of economic growth, which determines the stability of the external and internal competitive advantages of national economic systems. From the ability of the national economy to reproduce individual and social intellectual capital; implementing the level of economic thinking of the nation, the economic potential, well-being, the choice of its strategy and the trajectory of subsequent development within the framework of the global world order are largely determined. In this regard, the modern education system must survive institutional changes in connection with the development of an innovative model of the national economy, formed by the social orders of suppliers and consumers of educational services, the growing requirements of global competition in the markets of innovation, labor and education. Social design of the educational services sphere is associated with the globalization of the educational space based on the knowledge economy, which determines the vector of reforming socio-economic systems, the historical logic of the structural and functional modernization of institutional mechanisms, and the implementation of dynamic changes in the educational services market.

Methods. In domestic literature, there are various synonyms for the PPP term, which include: public-private partnership, public-socio partnership, cooperation of the government and private enterprise, public-private cooperation, socio-private cooperation. In this study, the term “public-private partnership” will be used to emphasize the leading role of the state in these relations. The term “государственно-частное партнерство” itself is translated as “public-private partnership”, i.e. in this case, “public” is interpreted as a state in the broad sense of the word, and it is understood as a set of all public institutions at all three levels of government that exercise their power and have a direct impact on the development of social processes, including educational, cultural and other public institutions sectors [2].

Due to the fact that the concept of PPP originated abroad, first it is advisable to consider the definitions adopted in international practice. Thus, the World Bank defines PPP in the broad sense as “medium or long-term agreements between the public and private sectors, within the framework of which services are provided that are the responsibility of the public sector, but which are implemented by the private sector, while there is a clear separation of tasks between issues of infrastructure development and (or) the provision of public services”[3].

In the United States, for example, PPP is “an agreement between the state and the private sector, which is fixed in a contractual form and enables businesses to participate in state ownership in an agreed form and carry out functions that are traditionally in the area of public authorities’ responsibility” [4]. At the same time, the role of the parties in projects implemented under the PPP framework may vary from the adoption of certain risks by the private sector and with the consent to the system of penalties to complex projects, including construction, modernization, operation and management of facilities.

An analysis of the scientific literature leads to the conclusion that there are two approaches in world practice to the definition of the PPP concept. On the one part, PPP is understood as a system of relations between the state and business, which is widely used as an instrument for regulating international, national, regional, municipal economic and social development, and on the other part, PPP is considered as specific projects implemented jointly by state bodies and private companies on the objects of state and municipal property.

The results of the study. The form of PPP in the education sector is determined by the allocation of the management object: institutional - the management object is an organization or structural unit; software and project - the initiative of the partners is aimed at the project, program. It seems that the basis of public-private partnerships are the features of the methods for implementing partnership initiatives (table). Cooperation between education and business, as international practice illustrates, is built on the basis of concessions. The state supports the cooperation of regional business and universities. Graduates are sent to work at regional small and medium-sized enterprises with the support of the head of the university. Thus, the activities of universities are very close to the specifics of the socio-economic development of the region. Information and marketing support at the national level helps to create a solid foundation for mutual cooperation between education and business, contributing to the development of regions.


### Classification of forms of educational public-private partnership

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<th>Forms of educational PPP</th>
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Endowment is a specific capital fund, and another form of PPP actively used abroad has come from the United States. In 1938, John Harvard bequeathed half his havings to the founding of a university in the town of Newport, Massachusetts. [5] Today, the Harvard Support Fund is one of the largest in the world, its volume exceeds 25 billion dollars. In America, universities have succeeded in creating and accumulating such funds, actively working both with parents of applicants, students, and with their graduates. Today, there are well-established cooperation schemes with a large number of donors, and the amounts available to their funds reach tens of billions of dollars. A culture of donations to universities formed over hundreds of years is also supported by a tax base. In charity work, Americans (both individuals and companies) receive significant tax benefits. In addition to the traditional endowment fund at Harvard, for example, a whole program of annual donations has been created that are not sent to the fund, but can be spent on the needs of the university immediately [6]. However, most often donors who make donations impose certain restrictions on the use of their money, whether it be targeted funding for research, support for a university museum, or the construction of a new dormitory building. One of the fundamental aspects of managing relations with graduates is maintaining constant communication, informing the donor about how much money they managed to collect during the reporting period, what they were spent on, and finding out the motives of the donor when donating one or another amount of money. Examples of the American endowment fund can also be considered the D.D. Rockefeller Foundation, the Yale University Foundation in the United States, and the D.W. Sterling Foundation for Special Teacher Positions [7].

In developed countries, there is a tendency toward the desire of educational institutions to cooperate with business entities, which allows them to assess the needs of the economy in specialists of high demand, update educational programs, create new teaching methods, and predict innovative directions.

The economic factors of partnership development in Kazakhstan depend on the effectiveness of public reproduction, namely: the presence of an institutional structure, the development of science and education system, the level of small and medium-sized businesses development, the stability of financial and monetary institutions, the stability of the economy, the level of education and professional training of partnership participants.

All these conditions form the external environment in which business is operating. Non-economic conditions reflect the political and social systems. Attraction of resources, including financial, for the implementation of projects of such a partnership depends on the level of political risks. Social conditions are associated with the quality of functioning of social institutions and the level of development of community’s social sphere. Of particular importance in this context is human capital, which is characterized by the level of intellectual and spiritual development, qualifications, innovative abilities, and professional skill. Conditions can be classified as positive - increasing the economic effect of using PPPs, and negative - preventing the development of partnership between the state and the business community. Favorable conditions include a developed competitive environment, equal conditions for participation in partnerships, predictability and stability of the market conditions, activity of civil society, scientific and innovative potential [8].
Obstructive conditions are the follows:
- underdevelopment of competitive mechanisms;
- high economic and political risks;
- low qualification of labor resources;
- depreciation of capital resources and corruption.

The main factors hindering the development of PPPs in education are the factors hindering the involvement of private sector business entities in the field of educational services on the basis of mutually beneficial partnerships for both parties.

The high risk for the implementation of projects is also represented by the unsustainable annual budget financing of universities, which reduces the possibility of sustainable planning of project costs for business structures and reduces their interest in investing in long-term projects. Private sector risks arising from PPP projects can be divided into the following groups: administrative risks; business risks of PPP projects; risks associated with the negative opinion of public and international organizations [9].

In our opinion, the following circumstances are a deterrent to attract private capital for educational facilities financing:
- insufficiently clearly formulated educational standards and the national qualification system, which should take into account the qualification requirements and competencies for professions presented by employers and the labor market;
- low efficiency of business participation in the management of vocational educational institutions of primary, secondary and higher education, educational centers, which does not allow to determine the usefulness of specific educational institutions for employers;
- lack of effective financial mechanisms for the implementation of PPPs. The lack of financial interest in the private sector is associated, among other things, with an increase in the production cost, which transfers the expenses of commercial economic entities for training and retraining, advanced training of personnel, for registration and financing of educational institutions for training entrepreneurial personnel
  - a public and objective system for assessing the activities of educational institutions with the active participation of business together with a professional expert community has not been formed.
- lack of highly qualified specialists in the field of creation and project management within PPP.

The reasons for the slowed partnership between the state and small and medium-sized businesses are determined by a combination of factors, including the lack of a set of measures, primarily aimed at increasing the motivation for cooperation in this area - determining the benefits for the participants of integration-state, educational institutions and entrepreneurship (figure).

But, despite the numerous problems in development of public-private partnerships, the feasibility of public-private partnerships in the system of training and retraining of personnel for small and medium-sized businesses, it seems, is due to several factors:
- the resulting gaps in the system of relations "education labor market";
- the dominance of private ownership in the economy, the effective use of which requires partnerships between government, business and society;
- insufficient presence of business in government, which has liquid resources, modern intellectual, organizational and economic potential;
- increasing the efficiency of the use of educational services by the state as a strategic resource through cooperation with business, in order to form a market social structure (middle class); cover costs and increase the profitability of the state budget.

In the analysis of supply and demand in the market of educational services, it should be noted as the most significant differentiated factors the follows:
- traditional - the cost of educational services, an increase or decrease in consumer income, a change in the prices of goods - substitutes and complementary goods, the image of the manufacturer;
- specific - the form of organization ownership, accreditation status, the degree of individualization of training, the degree of new teaching technologies usage [10].

According to our studies, measures to implement the partnership strategy between educational public and private sectors should be carried out in the following areas:
- development of a national socially-oriented model of PPP in education sector;
- formation of the legal basis of PPP in vocational education sector;
Benefits of Public-Private Partnership Participants when implementing educational projects

Education Institutions

• additional financing and development of material and technical base;
• modeling of an integrated educational complex;
• modernization of the educational, scientific, industrial and institutional base;
• increasing the financial security of the research;
• commercialization of scientific developments through patenting and copyright protection.

Entrepreneurship

• participation in the educational, scientific and managerial activities of the educational institution as the end user of educational services, taking into account the needs of the labor market;
• creation and development of production and technological infrastructure of innovative activities of companies on the basis of educational institutions;
• attracting students and teachers to carry out research work for a particular business;
• gaining a competitive advantage based on new knowledge;
• replication of best entrepreneurial experience;
• improvement of the management system in the field of innovation infrastructure

Государство

• promoting entrepreneurship;
• increasing social responsibility of business;
• the provision of public services in the field of science and education;
• social and educational work among youth;
• implementation of the country's innovative development program;
• raising the level of human capital;
• development of the educational services market, development and improvement of the regulatory framework for reforming secondary, vocational, and higher education;
• reduction in budgetary burden

Improving the competitiveness and sustainability of a country’s development in terms of a knowledge economy and innovative development
- practical use of partnership mechanisms;
- determination of the prospects for forms of partnerships taking into account the national policies, developed methodological base;
- systematization of measures to regulate, monitor and stimulate PPP in education sector through the creation of an institutional system in the field of educational services, an optimal model of information flows about PPP projects, a system for controlling and monitoring the implementation of PPPs.

Thus, when determining strategies for using PPP in training personnel for entrepreneurship, it must be taken into account that small and medium-sized enterprises are not always able to respond to changes in the information field quickly due to their isolation. The participation of the state, namely the use of PPP mechanisms, will allow to intensify the process of effective development of personnel training for entrepreneurship in terms of innovative economic development.

Conclusion. According to the results of the study, the main conditions for ensuring the implementation of a training system in a public-private partnership are the creation of:
- methodological, methodic and organizational basis of the system;
- modern material and technical base, providing for the widespread use of technical training aids;
- an information base that ensures the filling of the information space;
- the satisfaction of the needs and interests of its residents in education sector.

The economic motivation of public and private partners is different, which determines the legal structure of public-private partnerships. From the point of view of the state partner, this is the transfer of knowledge, provided with the necessary documentation, on the part of the private partner, it is the lower cost of the project associated with state financing throughout the entire period of the project. Such financing is possible only with a stably oriented and predictable macroeconomic policy, reliable legislative power protecting the partnership interests.

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БИЛІМ БЕРУ САЛАНЫНДАҒЫ МЕМЛЕКЕТ-ЖЕКЕ СЕРІКТЕСТІК: ФАКТОР, ШАРТ ЖӘНЕ ПЕРСПЕКТИВАЛАР

Аннотация. Білім негізінде қоғамдың қалыңдауы және инновациялық экономикалық дамуы жағдайында әл-елұмсіздік-экономикалық әрекетсіз ішін білім беру саласының мәніиін айтарлықтай арта туседі. Қазіргі қоғамдагы білім беру саласының рөлі ондағы құрылыс іздеуі тұрмыстығы, қазіргі қоғамдың негізгі ресурстары – білімнің қалыңдауы және тарық болуы ұлығағаға ыңғайлы. Білім беру саласының қызмет ету ұшына таразуы әлұмсіздік-экономикалық даму дәнгейін айқындайды.

Мемлекет-жеке серіктестік (МЖС) құрылымдарының құрылымын қолдану білім беру сияқты экономикалық әлұмсіздік мәні юғары саласының төмendezі өкіндігін дәлелдеді. Ең үлкен отаның білім беруді дамытуын қасым міндеттерінің бірі оку орындарында экономикалық қолдау қорсету, білім беру үдерісінің әлеуметтік бағасын бақылау кезінде, сондай-ақ ықтималдық жұмысқа қызмет ету ұсыну арқылы әлұмсіздік-экономикалық құрылымдар мен білім беру мехемелерінің өкіндегі қызметтік тәрізді тетігін қалыңдауына ұшын жағдай жасау болып саналады.

Аталған мәселениң отаның экономика ұшын өзектілігі дәлдарың өз жағдайында ерекше білінетін әлұмсіздік мәні және бағдарламалардың құжатын асқырда қаржы-экономикалық тұрактылық пен бюджет қармактының жәтілік есімдерінің құжатын мәтінділік пікірмен қалыңдауын қаржылық мәтінділіктің қалың уақытта қаржылық қаржылық мәтінділіктің қалыңдауының және бюджеттен тық қаржылық удалы кезінде, сондай-ақ жеке сектордың өзге де ресурстарын тарту ұшын мүмкіндік жасау қажеттілігін пайда болатын мән-жайларға да қозғалады.
Білім беру саласындағы мемлекет-жеке сәріктестікті ортақ максаттарға кол жеткізу үшін өзара мудделер негізінде мемлекет, білім беру мекемелері мен бизнес-құрылымдарының көлісімі ретінде ұсынуға болады. Басқа жағдайда, мұддій сәріктестік зияңдамақтың актілері мен арнайы көлісімдер негізінде білім беру жобаларын іске асыру мүмкіндігі болып саналады. 

Яғни, білім беру өзінің мемлекет-жеке сәріктестік – білім беру қызметтерін құру үшін өзара сапасын және өз пайдағы жұмыс ықмасын үсіну үшін екі пайда кол жеткізу үшін езара мүмкіндік береді. Басқа қатары, мемлекет және білім беру мекемелерінің құрылымдарына қатысты ұсынуға болады.

Мемлекет-жеке сәріктестіктің (МЖЭ) арқылы мемлекет және білім беру мекемелерінің құрылымдарына қатысты ұсыну үшін екі пайда кол жеткізу үшін езара мүмкіндік береді. Білім беру құрылымдарының жұмыс ықмасын үсіну үшін өзара сапасын қамтамасыз ету үшін құрылымдарының құрылымдарына қатысты ұсынуға болады.

Мемлекет-жеке сәріктестіктің (МЖЭ) арқылы мемлекет және білім беру мекемелерінің құрылымдарына қатысты ұсыну үшін екі пайда кол жеткізу үшін езара мүмкіндік береді. Білім беру құрылымдарының жұмыс ықмасын үсіну үшін өзара сапасын қамтамасыз ету үшін құрылымдарының құрылымдарына қатысты ұсынуға болады.

Тұжырым: мемлекет-жеке сәріктестікті, білім беру құрылымдарының құрылымдарына қатысты ұсыну үшін екі пайда кол жеткізу үшін езара мүмкіндік береді. Білім беру құрылымдарының жұмыс ықмасын үсіну үшін өзара сапасын қамтамасыз ету үшін құрылымдарының құрылымдарына қатысты ұсынуға болады.

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ГОВЯРДСТВЕННО-ЧАСТНОЕ ПАРТНЕРСТВО
В СФЕРЕ ОБРАЗОВАНИЯ: ФАКТОРЫ, УСЛОВИЯ И ПЕРСПЕКТИВЫ

Аннотация. В условиях становления общества, основанного на знаниях, развития инновационной экономики значительно возрастает значение сферы образования для социально-экономического развития страны. Роль в современном обществе отрасли образования определяется тем, что в ней формируются компетенции, создаются и распространяются знания - ключевые ресурсы современного общества. Эффективность функционирования сферы образования во всех этих условиях определяет успех социально-экономического развития.

Концепция государственно-частного партнерства (ГЧП) доказала свою эффективность в части применения ее принципов в такой социально значимой сфере экономики, как образование. Поэтому одной из приоритетных задач развития отечественного образования является создание условий для формирования эффективного механизма партнерства между представителями бизнес-структур и образовательных учреждений при оказании экономической поддержки учебным заведениям, управлении содержанием образовательного процесса, а также в части научно-исследовательской деятельности.

Актуальность данного вопроса для отечественной экономики обусловливается и тем обстоятельством, что в условиях кризиса, отличительными особенностями которого являются финансово-экономическая нестабильность и недостаточные объемы бюджетных средств, привлекаемых для реализации социально-значимых проектов и программ, появляется необходимость формирования мотивационных стимулов и создания возможности для привлечения внебюджетных источников финансирования, а также иных ресурсов частного сектора.

Государственно-частное партнерство в сфере образования можно представить как соглашение государства, образовательных учреждений и бизнес-структур на основе взаимных интересов для достижения общих целей. Иначе можно сказать, что это партнерство представляет собой альянс между государством и бизнесом в целях реализации образовательных проектов на основе законодательных актов и специальных соглашений.

Таким образом, государственно-частное партнерство в образовании – это альянс, создаваемый на основе договоренностей о разделении выгод и вознаграждений, использовании образовательных структур, смешанного финансирования, формируемого с целью реализации международных, национальных и региональных социально-значимых проектов для создания и улучшения качества образовательных услуг.

Статья посвящается изучению достоинств и недостатков ГЧП, поиску адекватных современным условиям механизмов взаимодействия предпринимательских структур с образовательными учреждениями и государством, а также подготовке рекомендаций относительно тенденций и перспектив развития данного сотрудничества в сфере образования.

Ключевые слова: государственно-частное партнерство, сфера образования, предпринимательство, проекты, бюджетные средства, финансы частных структур.
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