



Comparative Models of Financial Support for Preschool Education: International Experience and Adaptation through Public–Private Partnership Mechanisms

Yakitjan Turdiyeva Khayitbayevna
TSUE, Uzbekistan

Abstract

The article examines international models of financial support for preschool education and analyzes the possibilities of their adaptation in the context of Uzbekistan, with special attention to the Republic of Karakalpakstan. Using a comparative institutional approach, the study identifies social-oriented, mixed, and liberal financing models and evaluates their advantages and limitations. The results demonstrate that hybrid models based on public–private partnership mechanisms provide the most balanced solution in terms of social accessibility, fiscal sustainability, and institutional efficiency. The findings form a conceptual basis for improving preschool education financing systems in transition economies.

Keywords: Preschool education financing; public–private partnership; mixed financing models; social policy; institutional development

Introduction

Preschool education plays a crucial role in the formation of human capital and the long-term socio-economic development of modern states. The effectiveness of preschool education systems largely depends on sustainable financial support mechanisms that ensure both accessibility and quality of educational services. In this context, many countries have developed diverse financing models reflecting their socio-economic conditions, institutional frameworks, and the role of the state in social policy.

Comparative analysis of international experience allows for the identification of successful practices and institutional arrangements that can be adapted to national and regional contexts. This is particularly relevant for transition economies, where budgetary constraints and regional disparities necessitate flexible and efficient financing mechanisms.

International Models of Preschool Education Financing

In global practice, several models of financial support for preschool education have emerged. The social-oriented (Nordic) model is characterized by a dominant role of the state in financing and governance, ensuring universal access and high social equity. However, this model requires substantial public expenditure and a strong fiscal base, which limits its direct applicability in less affluent regions.

The continental European mixed model combines public funding with active private sector participation. The state maintains regulatory control, provides subsidies, and ensures quality standards, while private providers contribute to service delivery and infrastructure



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development. This model is considered more flexible and fiscally balanced. The liberal (Anglo-Saxon) model relies heavily on private financing and household contributions, with targeted state support for vulnerable groups. Although this approach enhances market flexibility, it may increase social inequality and limit access to preschool education.

Adaptation to the Context of Uzbekistan and Karakalpakstan

For Uzbekistan, the adaptation of international experience requires consideration of national development priorities and regional socio-economic disparities. The Republic of Karakalpakstan faces additional challenges, including lower household incomes, limited private investment, and high dependence on budgetary financing.

In these conditions, mixed financing models based on public–private partnerships appear most suitable. Instruments such as budget co-financing, subsidies for private providers, and tax incentives can stimulate private sector participation without increasing the financial burden on households.

Legal Framework of Public–Private Partnership in Preschool Education

The development of preschool education financing through public–private partnership mechanisms requires a coherent legal framework that regulates the interaction between public authorities and private partners. Such regulation ensures transparency, risk sharing, and long-term stability of financial relations.

Effective legal regulation integrates norms of budgetary, civil, investment, and education law. At the regional level, these mechanisms must be adapted to local socio-economic conditions while remaining consistent with national legislation.

Discussion

The analysis confirms that no universal financing model exists for preschool education. The effectiveness of each model depends on institutional quality, fiscal capacity, and social policy objectives. Hybrid models demonstrate the greatest adaptability in transition economies, as they combine state responsibility with private sector efficiency.

Conclusion

The study concludes that mixed financing models based on public–private partnership mechanisms offer the most sustainable and socially oriented approach to preschool education financing in Uzbekistan and similar transition economies. Context-sensitive adaptation of international experience is essential to ensure equitable access, institutional stability, and long-term effectiveness of preschool education systems.

Research Contribution

This article contributes to the existing literature on preschool education financing by extending the analysis beyond national-level comparisons and focusing on regional adaptation in transition economies. Unlike prior studies that primarily examine institutional models in advanced welfare states, this research integrates comparative analysis with contextual institutional assessment, highlighting the role of public–private partnership mechanisms in fiscally constrained regions. The novelty of the study lies in its emphasis on linking financing models with institutional capacity, social accessibility, and regional development priorities, using the Republic of Karakalpakstan as an



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illustrative case. The findings provide a conceptual and policy-relevant framework applicable to other regions facing similar socio-economic conditions.

Expanded Discussion

The results of the study confirm that the sustainability of preschool education financing systems is determined not only by the scale of public expenditure but also by the quality of institutional arrangements governing resource allocation. In this regard, the findings support key assumptions of institutional economics, which emphasize governance structures, regulatory consistency, and incentive alignment as critical factors influencing policy outcomes.

The comparative analysis demonstrates that social-oriented models ensure high levels of equity and accessibility but are heavily dependent on fiscal capacity and tax revenue stability. In contrast, liberal financing models enhance flexibility and market responsiveness; however, they tend to shift financial responsibility toward households, increasing the risk of social inequality. These trade-offs highlight the limitations of adopting any single model without consideration of contextual constraints.

Mixed financing models based on public-private partnerships offer a pragmatic solution by combining the strengths of public oversight with private sector efficiency. For regions such as the Republic of Karakalpakstan, where budgetary resources are limited and private investment capacity remains underdeveloped, PPP mechanisms enable gradual infrastructure expansion while preserving social objectives. Instruments such as budget co-financing, targeted subsidies, and investment incentives reduce entry barriers for private providers and support service quality.

An important implication of the findings is that the success of PPP-based financing depends on the clarity of legal frameworks and the predictability of state policy. Unclear risk-sharing arrangements or inconsistent regulatory enforcement may undermine private sector confidence and limit long-term investment. Therefore, institutional coherence and transparency emerge as key prerequisites for effective hybrid financing systems.

From a broader perspective, the study suggests that regional-level analysis provides valuable insights often overlooked in national policy debates. Regional disparities in income levels, demographic trends, and investment potential require differentiated financing strategies. By focusing on regional adaptation, the article expands the analytical scope of preschool education financing research and underscores the importance of multi-level governance approaches in social policy design.

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