

NECESSITY OF THE INTRODUCTION OF MECHANISMS OF STATE-PRIVATE PARTNERSHIP IN THE EDUCATIONAL SPHERE
НЕОБХОДИМОСТЬ ВВЕДЕНИЯ МЕХАНИЗМОВ ГОСУДАРСТВЕННО-ЧАСТНОГО ПАРТНЕРСТВА В ОБРАЗОВАТЕЛЬНОЙ СФЕРЕ
НЕОБХІДНІСТЬ ЗАПРОВАДЖЕННЯ МЕХАНІЗМІВ ДЕРЖАВНО-ПРИВАТНОГО ПАРТНЕРСТВА В ОСВІТНІЙ СФЕРІ

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The significance of the mechanisms of public-private partnership (hereinafter – PPP) for modernization transformations is recognized in legislative and regulatory acts, in particular, in programs and strategies of social and economic development at the national and regional levels, in the Law of Ukraine «On Public-Private Partnership» [1] and a number of other laws adopted on its basis. However, the implementation of the main PPP mechanisms in practice is a rather rare phenomenon, in particular in the field of education [2, p. 72].

The educational sphere requires more attention to itself, in particular by increasing the financing of the whole sphere as a whole and developing new unique mechanisms that will promote its qualitative and quantitative development. In order to solve such problems, in the twentieth century, new progressive forms of interaction between education, science, the state and business began to be actively used. In the scientific literature, in a generalized form, such interaction was called – public-private partnership. It should be borne in mind that the PPP in the field of education

acts as an educational alliance between the state, business and the public sector for the purpose of implementing socially-oriented projects and providing public services. That is, the state-private partnership in the field of education does not set the main goal of obtaining additional profit, but is entirely directed at the fulfillment of the main functions of the educational sphere.

The tasks of implementing the mechanisms of public-private partnership in the sphere of education are:

- expansion of the property and financial base of education by attracting extrabudgetary sources of funding;

- ensuring the competitiveness of institutions of higher education and science, stimulating the convergence of fundamental and applied research;

- ensuring the competitiveness of educational programs, improving their quality;

- improving the efficiency of public property management in the field of education;

- creation of innovation infrastructure of the university;

- satisfaction of dynamically changing demand in the labor market, strengthening of the innovative component of education and science.

Public-private partnership in the field of education becomes a strategic alliance regulating the interaction of its participants: state, business, public organizations and educational institutions at different stages of the life cycle of educational services. Through the mechanism of PPP transformed state benefits, which are manifested in the development of «market» element providing public services to improve the quality and innovation of education. For the private sector, the benefits of public-private partnerships manifest themselves in the development of a «social» element in the provision of private wealth based on social responsibility of business, the ability to assess and engage knowledge in a particular business. For educational institutions, the benefits of PPPs are manifested in the additional financing of the educational process, the impact of educational services and scientific developments to the

commercial level of implementation in order to obtain new competitive advantages in the market of educational services.

Despite the proven effectiveness of implementation mechanisms to implement projects based on public-private partnerships abroad, such projects are not common in domestic practice. This is due to imperfect legal framework, lack of education funding from the state, lack of understanding of the role of PPP in the implementation of socially important projects, etc.

A significant obstacle to the effective implementation of public-private partnership mechanisms is the lack of an integrated PPP system for education. In this regard, one of the important approaches to state participation in business projects is the approach according to which PPPs should be considered as a set of relationships that are subject to control and monitoring. The construction of a management and monitoring system for PPPs is linked to the creation of specialized units of education management organs at all levels, which will be assigned functions for coordinating the activities of state authorities and local self-government, as well as educational institutions at each stage of the creation of PPP.

References:

1. On public-private partnership: Law of Ukraine dated July 1, 2010, №. 2404-VI. Available at: <https://zakon.rada.gov.ua/laws/show/2404-17>.
2. Lyakhovets O. A. Public-private partnership in higher education as an institutional component of modernization of the economy. *Innovative economy*. 2014. № 4 (53). С. 71–78.