

PRINCIPLES OF TARGETED FINANCING OF EDUCATION IN IMPROVING THE COMPETENCE OF HUMAN CAPITAL IN UZBEKISTAN

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Annotation: This article examines the concepts, types and importance of targeted funding in improving the quality of education. Foreign experience and national practice are described. It is shown that targeted funding of education has a positive effect on the quality of education, and suggestions and conclusions are given for improving work in this direction.

Key words: quality of education, targeted funding, additional education programs.

What is earmarked funding in education? In general, education around the world is mainly financed from the state budget. Funding is allocated depending on the number of students, the number of classes and the salary and seniority of teachers. The most common method around the world is per-pupil funding. However, earmarked funding is a little different, it is a type of additional funding to achieve a specific goal in education.

Many students have special education needs that provide targeted individualized support. By funding this support, it enables schools to respond to the additional learning needs of students. For example, in Australia, a model of additional funding for education has been developed, which is called The Resource Allocation Model (RAM for short). RAM provides earmarked funds to provide support to students who need individual support.

RAM targets the following components, including:

- Children from refugee (status) families who have been attending Australian schools for less than three years;
- English as an Additional Language or Dialect (EAL/D) learners in the early and advanced stages of English Language Proficiency;
- Students with verified disabilities in regular classrooms who require moderate or high levels of adaptation and integration.¹

For example, the following educational programs are in place to ensure that refugee children are not falling behind in academic performance and that they can quickly adapt and integrate into school and community life:

- support for bilingual learning;
- counselor (psychologist) help;
- additional English language learning and literacy support;
- helping refugee students to actively participate in the school community;

¹Targeted funding , <https://education.nsw.gov.au/public-schools/schools-funding/resource-allocation-model/targeted-funding> . Last updated: 21-Apr-2022.



- mentoring to support refugee students in their transition to work or further education.²

At this point, the question arises as to how and from where the schools get the funding to organize these educational programs. Schools will be required to include the funding in their annual strategic improvement plan and publicly request funding from the school fund. If there are not enough funds in the school fund, they should contact the educational inspectorate (district/city education department). Funding is provided as a monthly salary to teachers and specialist staff, and the teacher's additional teaching hours may not exceed two hours. The Head of School is responsible for implementing the most appropriate form of supplementary funding and the school reports annually on the progress and outcomes of supplementary education programmes, as well as the impact of supplementary funding. It will be necessary to state the opinions and results.³

What is the purpose of this add-on? The first is to ensure equity in education by preventing the children of refugee families from falling behind in education. In addition, it is to facilitate and speed up their adaptation to society and to help them become the owner of a profession through professional knowledge. To do this, there will be mentoring, tutoring, peer support, bilingual support, vocational training, and the provision of equipment to encourage active participation in school and community life.⁴

In the United States of America, we can see a lot of research and practical work on additional funding for education. In particular, researchers Henry, Fortner, and Thompson study the impact of additional funding on student achievement in the case of schools in North Carolina, USA. Researchers select the most underperforming schools in the state and receive additional funding of \$250 per student and \$840 per academically disadvantaged student over 2 years as part of the supplemental funding program. Using a continuous regression design and multilevel models with extensive controls, the authors found an average positive effect of additional funding of 0.133 standard deviation units on education for low-performing students. siri is estimated to be 0.098 standard deviation units. It reports that the positivity effect accounts for about one-third of the difference between mean scores in high-performing and low-performing schools.⁵

Another example is the mechanism established in the US state of California, which shows the importance of additional funding to prevent educational inequality in rich and poor areas. In the state of California, a new mechanism for financing education was developed and put into practice. Called The Local Control Funding Formula (LCFF), it will fundamentally change how all local educational organizations (schools) in the state are funded, how outcomes are measured, and the services and supports they receive to help all students succeed. is specific legislation. According to it, schools receive a basic grant (amount) from the state per unit of average daily attendance, which varies slightly depending on the grade level. At the same time, schools serving "high-needs" (poor, disabled, etc.) students receive additional funding on top of the basic grant. Schools that do not have such "needy" students do not receive additional

²Refugee student support, <https://education.nsw.gov.au/public-schools/schools-funding/resource-allocation-model/targeted-funding/refugee-students>. Last updated: 21-Apr-2022.

³Integration funding support, <https://education.nsw.gov.au/public-schools/schools-funding/resource-allocation-model/targeted-funding/integration-funding-support> . Last updated: 21-Apr-2022.

⁴ Refugee student support, same source.

⁵Henry Gary T., Fortner C. Kevin, Thompson Charles L. Targeted Funding for Educationally Disadvantaged Students: A Regression Discontinuity Estimate of the Impact on High School Student Achievement. Educational Evaluation and Policy Analysis, vol. 32 No. 2. 2010, pp. 183-204.



funding at the district level. This will have a major impact on reducing educational inequality between poorer counties and richer counties. Prior to the introduction of the LCFF system, there was a large disparity in funding between counties, but it was found to have narrowed significantly after the LCFF system was introduced.⁶

It should be noted that important practical work on additional financing of education has been started in Uzbekistan. In this regard, it is worth noting that the mechanism of attracting qualified teachers to work in poorer or remote areas is worthy of attention. In order to ensure the implementation of the decision of the President of the Republic of Uzbekistan, signed on January 11, 2021, No. Regulation No. 646 on the procedure for attracting teachers-pedagogues from other regions to teach in schools with a low level of education is adopted.⁷ According to Cabinet of Ministers Resolution No. 646, from March 1, 2021, special increases were introduced to the basic tariff rates of teachers-pedagogues with higher and first category recruited from other regions to teach in schools with a low level of education, in which:

50 percent to the basic tariff rates of teachers-pedagogues working within the same administrative-territorial units from other districts and cities;

100 percent special allowances to the basic tariff rates of teachers-pedagogues operating from other administrative-territorial units are determined.⁸

Acceptance of applications for work in remote schools with poor quality of education through the ustozfondi.uz electronic platform, one-time transfer of teachers selected after oral and written exams to remote areas in addition to the above-mentioned bonuses It is reported that the initial 12 million 250 thousand soums, 490 thousand soums will be allocated for monthly rent, and the project will continue for a long time.⁹

This mechanism can be effective. Because, as a rule, qualified teachers-pedagogues rarely go to work in remote areas. From the point of view of socio-economic status of the region, work activity and impact on labor, remote areas or poorer areas cannot attract and train qualified specialists on their own. Therefore, the government should pay attention to this situation, ensure equality in education, improve educational standards in all regions and improve the quality of education.

Special funding is used to improve the quality of education in poor areas or in educationally backward (unsatisfactory) schools, to involve children with disabilities in the educational process and to ensure that they have access to educational opportunities that are not inferior to their peers, their intellectual and It may take the form of financing additional tutoring (remedial) educational programs to improve physical fitness, mastery of a particular subject (for example, mathematics or language), and so on. It is necessary to set up mechanisms for applying (online if possible) for additional funding for a targeted educational program, taking into account the situation of each school and including it in the annual plan of the schools. Funds should be attracted in the form of extra-budgetary funds, sponsorship, entrepreneurship based on the schools' own capabilities, and if insufficient funds are found, they should be reimbursed from the state budget.

⁶ Lafortune J. Targeted K–12 Funding and Student Outcomes: Evaluating the Local Control Funding Formula. Public Policy Institute of California. Report, October 2021.

⁷Resolution of the Cabinet of Ministers of the Republic of Uzbekistan "On measures to attract qualified teachers-pedagogues to schools with a low level of education". Tashkent city, October 15, 2021, No. 646.

⁸Decision No. 646 of the Cabinet of Ministers of the Republic of Uzbekistan.

⁹Ministry of Public education announced a new project to attract qualified teachers to "red schools", 04/09/2021. <https://kun.uz/32954899>

In addition, school principals should consult with staff, parents and guardians and develop an annual plan to determine the best way to support the learning needs of students in their school. Accountability for effective use of additional funding to improve student learning should be provided through annual reporting. It will be necessary to monitor the results of additional funding, to study the impact on the quality of education, to develop performance measurement units.

In conclusion, targeted funding for education is aimed at improving the quality and efficiency of education in schools with unsatisfactory performance in educational outcomes. This is the most important and convenient method to eliminate various negative factors affecting the results and quality of education. Because in many cases there may be local and specific problems affecting the results and quality of education, it is more effective and economical to solve these problems with specific approaches rather than with a general approach. Funds for the implementation of this activity are implemented in the form of targeted financing of education. However, taking into account the long-term nature of this activity, it is necessary to develop a systematic mechanism. For this purpose, it is possible to develop measurement units that determine and show the results of additional funding (for example, student achievement scores, final exam results, national or international test results, access to higher education, etc.). output and evaluation are important.

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