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This collection features theses and articles published in the Conference on international scientific developments: insights into modern science and innovative practices.

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ENTREPRENEURIAL DEVELOPMENT OF HIGHER EDUCATION INSTITUTIONS IN UZBEKISTAN: COMPARATIVE EVIDENCE FROM PUBLIC AND PRIVATE UNIVERSITIES

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The transformation of higher education in Uzbekistan is increasingly associated with the development of entrepreneurial approaches to the organization and provision of educational services. The expansion of private higher education institutions, the growing importance of extra-budgetary revenues, and the increasing competition for students have created conditions in which universities are required to operate not only as educational organizations but also as economically active institutions capable of responding to market demand. In this context, entrepreneurial activity is becoming an important component of the sustainable development of both public and private higher education institutions.

The concept of an entrepreneurial university extends beyond traditional teaching and research functions. It includes the ability of universities to diversify their sources of income, introduce new educational services, cooperate with businesses, commercialize knowledge and research results, develop innovative projects, and respond flexibly to changes in the education and labour markets. From this perspective, the rapid development of private higher education in Uzbekistan can be regarded as an important manifestation of entrepreneurial activity in the education sector.

Statistical data demonstrate the substantial expansion of the private higher education segment. In 2022, approximately 97.5 thousand students studied at non-

state higher education institutions in Uzbekistan. This figure increased to 343.6 thousand in 2023 and reached approximately 462.1 thousand in 2024. As a result, the share of private higher education students in total enrolment increased from about 9.4% in 2022 to 32.3% in 2024.

The dynamics observed in Bukhara region are even more pronounced. The number of students studying at private higher education institutions increased from approximately 3.9 thousand in 2022 to 27.5 thousand in 2023 and 41.3 thousand in 2024. Consequently, the share of private institutions in the regional student market increased from 6.8% to 41.7% during the same period.

Table 1.

Growth of the private higher education segment in Uzbekistan and Bukhara region

Indicator	**2022**	**2023**	**2024**
Private HEI students in Uzbekistan, thousand	97.5	343.6	462.1
Private HEI share in total enrolment, %	9.4	26.1	32.3
Private HEI students in Bukhara region, thousand	3.9	27.5	41.3
Private HEI share in Bukhara region, %	6.8	33.2	41.7

Source: compiled by the author based on official statistical data.

These developments indicate that private higher education has become an increasingly important entrepreneurial segment of the national education services market. The rapid increase in enrolment suggests that private universities have been able to identify market demand, introduce new educational programmes, attract students, and expand their institutional activities within a relatively short period.

The experience of Bukhara region is particularly illustrative. Data for the 2025/2026 academic year show that some private universities have already reached a scale comparable with major public higher education institutions. For example, Osiyo International University enrolled more than 30 thousand students, while Bukhara State University had approximately 19.2 thousand students and Bukhara State

Technical University approximately 17.6 thousand students. Bukhara Innovations University also enrolled approximately 14.8 thousand students.

Such changes demonstrate that entrepreneurial initiative has become an important factor in the development of the regional higher education market. Private institutions enter the market by identifying unmet demand and offering alternative educational services. Their development is therefore closely connected with the classical functions of entrepreneurship: identifying opportunities, mobilizing resources, taking economic risks, introducing new services, and responding to consumer demand.

At the same time, entrepreneurial development is becoming increasingly relevant for public universities. Financial data indicate that public higher education institutions are gradually increasing the importance of non-budgetary sources of financing. For example, in Bukhara State University, the share of non-budgetary revenues increased from approximately 68.0% in 2024 to 76.2% in 2025. During the same period, total institutional revenue increased from approximately UZS 329.2 billion to UZS 476.5 billion.

This trend demonstrates that entrepreneurial behaviour should not be associated exclusively with private universities. Public higher education institutions are also increasingly required to diversify their financial resources, expand paid educational services, develop partnerships with enterprises, attract grants and projects, and use their intellectual and material resources more effectively.

From the perspective of entrepreneurship economics, revenue diversification is especially important. Dependence on a single source of financing increases institutional vulnerability, whereas the combination of tuition revenue, research projects, commercialization activities, grants, consulting services, professional training, and other income-generating activities can strengthen financial sustainability. Therefore, the entrepreneurial development of universities should be assessed not only through the absolute amount of revenue but also through the structure and diversification of income sources.

The expansion of entrepreneurial activity in higher education can also contribute to the development of small businesses and start-ups. Universities possess human capital, research infrastructure, young entrepreneurial talent, and links with enterprises. Strengthening university–business cooperation may therefore create opportunities for student start-ups, commercialization of research results, consulting activities, technology transfer, and the establishment of university-based enterprises.

In this regard, the strategic development of entrepreneurial universities in Uzbekistan should focus on several interconnected areas: diversification of income sources, development of additional educational and consulting services, commercialization of scientific results, support for student and academic start-ups, expansion of cooperation with small businesses, and strengthening of university innovation ecosystems.

The findings suggest that the rapid development of private higher education and the increasing financial independence of public universities are gradually changing the economic model of higher education in Uzbekistan. Universities are becoming more market-oriented and entrepreneurial, while their long-term sustainability increasingly depends on their ability to generate, diversify, and efficiently manage financial resources.

In conclusion, the entrepreneurial transformation of higher education represents an important direction for the development of Uzbekistan’s education services market. Private universities demonstrate the potential of entrepreneurial initiative in responding rapidly to educational demand, while public universities are increasingly adopting mechanisms of financial diversification and market-oriented management. Further development of entrepreneurial activity in higher education should therefore be closely linked with innovation, cooperation with small businesses, commercialization of knowledge, and the creation of sustainable university-based entrepreneurial ecosystems.

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