

EDUCATION OF THE REGIONS AS AN ESSENTIAL PROBLEM TO RESOLVE FOR SOCIAL ENTREPRENEURSHIP

Образование регионов как проблема, которую решит социальное предпринимательство

Коомдук ишкердиктин максаты аймактардын билим беруу койгоюн чечуу

The main aim of this article was to highlight the growing interest of the entrepreneurs in the social problems of the today's world as well as their response to them given through the business activity. On the example of the contribution to the education of the regions of the Kyrgyz Republic which is facing the development problems the possible ways of approaching social objectives set by the entrepreneurs were examined.

Keywords: *social entrepreneurship; problems; education of the regions; measures.*

Основная цель этой статьи заключается в том, чтобы подчеркнуть растущий интерес предпринимателей к социальным проблемам современного мира, а также их реакцию на них посредством деловой активности. На примере вклада в образование регионов Кыргызской Республики, сталкивающихся с проблемами развития, были рассмотрены возможные пути приближения к социальным целям, заданным предпринимателями.

Ключевые слова: *социальное предпринимательство; проблемы; образование регионов; меры.*

Макаланын негизги максаты - ишкердин кызыгуусу өсүп жаткандыгын баса, заманбап коомдук койгойлорду сыртка чыгаруу жана алардын бизнес ичинде жооп берүүсү. Коомдук максатка жетүү үчүн мүмкүн болгон жолдор талкуулады, ишкерлер менен белгиленген жана ошондой эле Кыргыз Республикасы аймактык билим берүүсүнө салым кошкон мисалы, кайсы өнүктүрүү кыйынчылыктарга туш болгон.

Урунттуу свздер: *коомдук ишкердик; койгой; аймактык билим беруу; иш-чаралар.*

A relatively small segment of business, known as social entrepreneurship, is being increasingly acknowledged as an effective source of solutions for a variety of social problems. Because society tends to view “new” solutions as “the” solution, it has concerned that social entrepreneurship will soon be expected to provide answers to our most pressing social ills [1].

The contribution made by social entrepreneurs to a nation's social, economic, cultural and environmental wealth is being increasingly recognized. In an environment where traditional providers, such as the charitable and voluntary sectors, have been criticized as bureaucratic and resistant to change and the public sector has become overstretched and hampered by resource constraints, social entrepreneurship has been identified as an innovative way of tackling unmet socio-economic needs [6].

It is important to note that the social objectives of business projects may be referred to different spheres. Starting with the ecology and ecological problems, such as the environmental pollution and a greenhouse effect, to the women's employment numerous projects were elaborated [3].

In Kyrgyzstan, as well as in the other countries, the social entrepreneurship develops greatly contributing to

the health care, environment, social security and other fields. The education, in particular of the regions, is especially acute because in the country exists so-called problem of centralization of the human development, which means that the level of education in the rural areas, that is in the region, is much lower than in the urban ones. The farther the locality from the cities the lower the possibility to gain good knowledge. The main reasons are the lack of the specialists who would be ready to work in the villages due to the low salaries and the poor content of the education (curriculums, equipment, textbooks) deriving from the insufficient financing [5].

According to Gulmira Kudaiberdieva, the minister of education of Kyrgyzstan, the two main aspects of the education are the availability and the quality. While the former is at the high rate enough, the situation with the latter is more complicated. The participation in the PI-SA (Program for International Student Assessment) has shown that more than 80% of the pupils have not reached the minimum level of the international standard on reading and understanding, mathematics and the natural sciences. The major part of them lives in the regions [7].

The question is: how could the business-engaged» undertakers contribute to the improvement of the present situation? As it was mentioned before, the main obstacles on the way of development of the education in the regions are the lack of capital and of people, so the entrepreneurship is to supply the regions with them. According to the field of the activity of the entrepreneurs, they may be divided into two groups:

Entrepreneurs who produce goods connected with the education. In this case there are two ways of contributing: donations to the non-commercial organizations whose activities are aimed at the sphere of the education or the direct investments made in the educational establishments. They can be done in the form of both money and goods produced by the entrepreneurs, such as equipment, furniture, typography or other material goods needed by the kinder gardens, schools, and educational centers and so on. This measure is aimed at the addressing the issue of the financial sustainability, it is not related to the activity of the entrepreneurs but it holds it as the source of the contribution and is related majorly to those whose business has nothing to do with the educational sphere itself.

Entrepreneurs who rend services connected with the education. The entrepreneurs whose activity consists of providing the educational services are usually aimed at the paying customers residing majorly in the urban areas, who constitute the main source of the profit. As for the rural audience the special conditions may be designed. As an example may be taken the unrealized e-learning project, the main idea of which is the provision of the online individual academic courses for the signed users. Still holding the urban inhabitants as the source of the profit, it offers a system of discounts for the rural audience. This system implies the reduction of the prices for the consumers the more significant the larger the distance between the residence of the consumers and the cities [4].

The availability of the service on different devices, such as computers, laptops, smartphones and tablets would provide the project with a large target audience due to the widespread use of those devices.

In particular, the level of the computer endowment in the country, according to the official statistics published by the fund “Soros-Kyrgyzstan”, is as follows:

Computer endowment

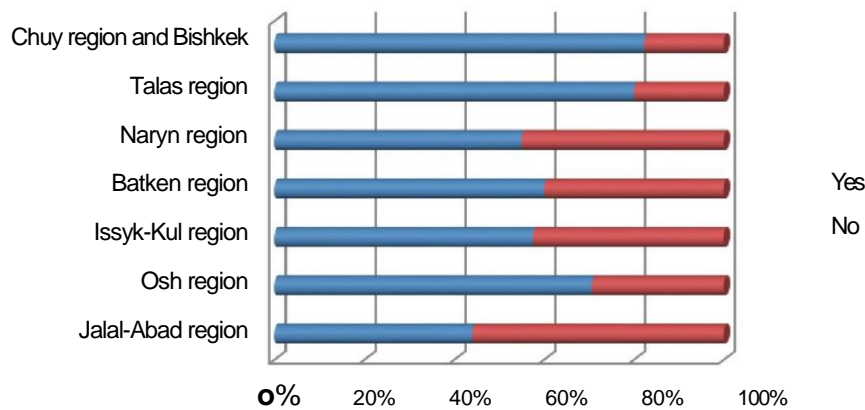


Diagram 1. Computer endowment

The average rate attains 65%, while as seen on the diagram in three regions out of seven this indicator is higher (82,3%, 80%, 70,6%) [2].

As for the contents of the service, the learning process would be held on the international standards. For every course there would be elaborated the precise curriculums based on the best studying programs in the

world. The internet site would contain additional text and video materials, quizzes and tests, available to all signed users. For languages learners, besides the individual processes of learning, there would be held video conferences involving the native speakers and learners from all around the world that is the language practice is also included.

If realized, this project is to solve the following obstacles for the rural residents: the large distance, the lack of money and the inefficiency of the learning process. Overall, the entrepreneurs contributing to the solution of the social problems can influence greatly the

final result and the time needed to achieve it, as their approach of contribution is the most important and realistic one. They do not elaborate educational programs designed to improve the situation, but they do take active and necessary measures, supplying people with what they really need.

List of references:

1. Francesco Perrini, Clodia Vurro. Social Entrepreneurship: Innovation and Social Change Across Theory and Practice. 2006.
2. iCAP Investment, 2012. Analysis of the needs of the Kyrgyzstan regions in the ICT and the development perspective. Soros-Kyrgyzstan fund
3. James Austin, Howard Stevenson, Jane Wei-Skillern. Social and Commercial Entrepreneurship: Same, Different, or Both? 32nd Annual ARNOVA (Association for Research on Nonprofit Organizations and Voluntary Action) conference in Denver, Colorado. 2006.
4. Jost Hamschmidt, Michael Pirson. Case Studies in Social Entrepreneurship and Sustainability. The oikos collection Vol. 2. 2017
5. Paul Tracey and Nelson Phillips. The Distinctive Challenge of Educating Social Entrepreneurs: A Postscript and Rejoinder to the Special Issue on Entrepreneurship Education. Academy of Management Learning & Education. Vol. 6, No. 2. 2018
6. Roger L. Martin, Sally Osberg. Social Entrepreneurship: The Case for Definition. Stanford Social Innovation Review. Leland Stanford Jr. University, Spring 2007.
7. Svetlana Begunova (n.d). Gulmira Kudaiberdieva: "The main problem of kyrgyz education". The new faces. Retrieved from <http://www.nlkg.kg/ru/interview/gulmira-kudajberdieva-glavnaya-problema-kyrgyzskogo-obrazovaniya-chemu-i-kak-my-uchim>

Рецензенты: Мансурова А. Ч. - кандидат экономических наук, доцент ИИОО КЭУ

Сеитова К. Б. – кандидат экономических наук, доцент КРАО