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EDUCATIONAL POLICY**

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“Development of the Learning Region Concept as the Foundation for Effective
Regional Education Policy (on the example of Zaporizhzhya region)”

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The monograph describes the conceptual foundations of regional educational policy, objectified in the theoretical description of the main approaches, principles, conditions to implement the lifelong learning concept as a factor of regional development. The basic prerequisites for the development of lifelong learning concept in the world and the socio-economic results of its implementation are analyzed. The peculiarities and specifics of lifelong learning, education of adults as a part of it in the conditions of regional development (national and foreign experience) are described. The psychological peculiarities of personality development in adulthood as well as professional development of personality at different stages of adolescence are characterized. The role of non-formal adults education as a factor of learning regions development as well as mechanisms of the city development and implementation of the concept is highlighted. The results of sociological research of cultural and educational needs of Zaporizhzhya region's residents and their level of satisfaction are interpreted.

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INTRODUCTION

Adult education as a component of life-long learning is a determining factor in regional development, the competitiveness factor of individual territories and the state as a whole. Formation and use of competitive advantages of the region (city, region, country) contributes to accelerated growth in the economic and social spheres. At the same time, this aspect has not been adequately reflected in the theory and practice of legislative, organizational and managerial, scientific and methodological support of the regional educational policy in Ukraine. In particular, there are no interdisciplinary works, which outline the conceptual foundations for the development of regional educational policy, practical recommendations for the development and implementation of the concepts within the learning regions. The urgency of this problem is confirmed by the realities of the current socio-economic situation in the south-east of Ukraine, in particular, in Zaporizhzhya region. The whole economy of the south-eastern part of Ukraine, which was previously targeted at the eastern customer, needs to reorientate production, and, accordingly, retraining workers. The problem is aggravated by an increase in the number of temporary migrants from the East, who also need retraining and further adaptation to new living conditions. Due to the decline in production, in general in Ukraine and in Zaporizhzhya region, the situation in the labor market has become tense and unstable, unemployment is progressing, which has negative social consequences. According to the State Statistics Service of Ukraine, in the first half of 2017, there were 937.8 thousand unemployed persons registered in the country, and the average unemployment rate was 1730.1 thousand people. As of October 2017, 26,936 unemployed people are registered in Zaporizhzhya region, representing 2.5% of the working-age population. The situation and socio-demographic aspects of unemployment are complicated: more than 70% of the unemployed are women, 31% are youth. A separate and very important aspect of the problem is the fact that about 40% of the unemployed are citizens with higher education, whose number is replenished with each passing year at the expense of graduates of higher educational institutions who have not been able to orient themselves in the labor market situation and have remained without their first place of work.

The conceptual foundations for the development of regional educational policy in recent years have become the subject of increased attention from the side of both international institutions and individual scholars and practitioners. In particular, Organization for Economic Cooperation and Development (OECD), based on an analysis of European experience, formulated its own vision and understanding of the learning regions. The monograph "Cities and Regions in the New Learning Economy OECD" [23] discloses the economic benefits of regions in the process of transforming

industrial economies into information and knowledge economy. In its turn, the European Centre for the Development of Vocational Training, CEDEFOP, pays considerable attention to the regions that are learning in the context of assessing the role of educational institutions in terms of raising personal motivation among students and in terms of increasing the competitiveness of the region [159].

A number of European projects, in particular, PENR3L (Pascal European Network of Regions of LifeLong Learning), LONGLEARN PALLACE, LILLIPUT, INDICATORS, TELS (Towards a European Learning Society), LILARA (Learning in Local and Regional Authorities), aimed at the development of regional educational policy. The result of the studies carried out in the framework of these projects was so-called "Limerick Declaration" [152], which accumulates experience in implementing the ideas of educated communities, lists the main principles, conditions and practical tools for creating cities and regions of study.

The theoretical substantiation of the conceptual foundations of the learning cities and regions is devoted to the work of N. Longworth [78] and K. Morgan [92]. E. Nayman's publication [98] is devoted to the genesis of the regional concept that is taught in modern Western science and political practice. The emergence of the "learning region" concept is considered at the level of regional policy, empirical research and academic reflection. S. Laboda [70] in his work has analyzed the European experience of creating cities and regions of study. The monograph [151] presents contemporary research on the theory and practice of interaction between all subjects of the educational regional policy of Europe, the United States and South Africa in the context to implement the concept of learning cities and regions. L. Ovsienko's research [115] is devoted to the theoretical substantiation of the region role being studied in shaping the strategy of prosperity and social unity through the development of the human potential of all citizens.

In world practice, similar studies were carried out and their effectiveness was proved. In particular, the collections of materials of the International Forum "Study Region" (January 31-February 1, 2014, Vitebsk, Republic of Belarus) [107] provides an overview of world experience in implementing the concept of the region being studied; the concept and results of learning the educational needs of the inhabitants of Vitebsk and Minsk regions, theoretical studies of the conceptual foundations regarding implementation of the ideas in the region being studied; presentation of the results of focused interviews and surveys of residents in the respective territories; recommendations for introduction of the conceptual foundations of the learning region for the Republic of Belarus.

Consequently, existing socio-economic conditions, theoretical substantiation, development and experimental verification of the conceptual foundations of the regional educational policy in Ukraine, oriented towards the creation of a competitive

and knowledgeable potential of Zaporizhzhya region as a learning region, is an actual and timely scientific and practical task, the main results of which are presented in the monograph "Conceptual Principles of Regional Educational Policy".

The first section **"Concept of education throughout life as a response to the economic and social challenges of the present"** (authors – Y. Petrushenko, H. Konowaluk-Nikitin and A. Vorontsova) is devoted to the analysis of the basic preconditions that have contributed to the development of the education concept throughout life in the world as well as the main socio-economic implications to implement the indicated concept. The attention is paid to the main indicators which allow to determine the degree of this concept distribution.

The second section **"Education of adults as an important component of life-long learning"** (authors – O. Anishchenko and P. Rozwadowski) justifies the relevance of adult education development in Ukraine, analysis of the conceptual and terminological apparatus of the research was made, achievements and miscalculations were substantiated in the development of adult education in Ukraine as a component of education throughout the life as well as promising directions for the development of adult education in Ukraine, in particular in the context of regional educational policy.

The third section **"Education throughout life: domestic and foreign context"** (authors – P. Bouyanov and A. Kriz) is devoted to highlighting the main features of adult education as well as approaches to life-long learning in the leading countries of the world, the peculiarities of the functioning and development of adult education in a modern society.

The fourth section **"Adult person as a subject of education throughout his/her life"** (author – A. Ignatowicz and L. Lisina) describes the psychological characteristics of the individual development in adulthood and the peculiarities of the professional individual development at different stages of adolescence, analysis of the andragogical model of adult education, essence of the integrative approach to the formation of an individual in adulthood, content and forms of organization of the educational process in the system of continuous education on the basis of the principles of andragogy.

The fifth section **"Adult education as a mechanism for social involvement"** (authors – E. Brodacka-Adamowicz and K. Kuchyna) is devoted to the analysis of the peculiarities and specifics of adult education as one of the mechanisms of social involvement (on the example of adults with disabilities), the interpretation of the essence of the social exclusion / inclusion phenomenon.

The content of the sixth section **"Trends in the development of adult education systems in Ukraine"** (authors – V. Molodychenko, V. Nechyporenko, S. Nikitin and S. Pryima) visualizes the identification of trends in the formation and development

of adult education in Ukraine, identification of regularities in the trends of formation and development of adult education with the dynamics of social development, substantiates the dependence of the formation and development of adult education from the cultural and educational demands of society.

The seventh section ***"System of adult education in conditions of regional development: the experience of the past and challenges of the future"*** (authors – J. Bogucki and L. Lukianova) contains a brief history of adult education development and the peculiarities of its legislative provision, description of adult education target groups as well as the role of informal education of adults as a factor contributing to the development of the learning regions. The role of non-governmental organizations in the development of adult education is highlighted.

The eighth section ***"Regional educational policy: from theory to practice"*** (authors – S. Pryima and N. Ivanova) is devoted to the presentation of the results regarding definitions analysis of the concept "learning city / region", main characteristics of the city / region being studied and the substantiation of indicators for achieving the characteristics of the new social status region, characterization of the "minimalist" and "maximalist" concept of education development throughout the life at the regional level, analysis of the mechanisms to implement the concept of learning city / region.

The ninth section ***"A study on educational needs of adults (on the example of Zaporizhzhya region residents)"*** (authors – S. Pryima, A. Orlov, O. Anishchenko, E. Pozdnyakova-Kirbyateva) describes the analysis results for the sociological research carried out by the staff of the Scientific-methodical Adult Education Center and the Center for Sociological Research at the Bogdan Khmelnytsky Melitopol State Pedagogical University, aimed at identifying the level of demand for the population of the region for educational services, determining the assessment of educational services quality by the population, rationale of promising areas to develop educational space in Zaporizhzhya region.

The tenth section ***"International days of adult education in Zaporizhzhya Region as a form of engagement in the education throughout the life in the region"*** (authors – O. Anishchenko and U. Tylus) describes the analysis of the International Days of Adult Education in Zaporizhzhya region as an action to promote the formation of an understanding the value of education throughout Ukrainian life in Ukrainian society, personal and professional self-development of a person, the position of Zaporizhzhya region as a learning region in the context of developing an innovative regional educational policy.

SECTION 8

REGIONAL EDUCATIONAL POLICY: FROM THEORY TO PRACTICE

Statement of the problem in general and its relation to important scientific or practical tasks. Life-long education, in general, and adult education, in particular, are increasingly considered as determining factors of regional development, competitiveness factors as separate territories and the state as a whole. Formation and realization of competitive advantages of one region or another (city, region, country) promotes accelerated growth both in economic and social spheres. Under such conditions, the idea of educated cities and regions, the essence of which is the understanding that the competitiveness of any city or region under the conditions of globalization is determined by its ability to study, has become widespread.

The concept of learning cities and regions has recently become widespread in the European theory of regional development, acting as a marker of the successful socio-economic development of the city or region, the development of its human potential, the basis of the regional educational policy of the countries of the European Union. The analysis of the theoretical foundations and, especially, the practice of realizing the concept of learning cities and regions for Ukraine is today a prerequisite for its sustainable development, a full-fledged entry into the European and global economy and educational space.

All of the foregoing actualizes the study of the conceptual foundations of regional educational policy on the example of the learning cities and regions.

Analysis of recent research and publications on this issue, allocation of previously unsolved parts of the general problem. The theoretical substantiation of the conceptual foundations of the learning cities and regions is devoted to the work of N. Longworth [78], M. Yarnit [173], K. Larsen, R. Hudson, and others. The monograph [151] presents contemporary research on the theory and practice of interaction between all subjects of the educational regional policy of Europe, the United States and South Africa in the context of the implementation of the concept of learning cities and regions.

Among domestic researchers as well as specialists of the near abroad, it is worth noting the work of N. Litvinova, L. Lukianova [82], V. Stroeva, R. Sherayzina [137], M. Zgurovsky, A. Krupkin, E. Naiman [98], L. Ovsienko [115], S. Kursanov, V. Zakharchenko, V. Osipov, and etc.

However, in the theory and practice of legislative, organizational, managerial, and methodological provision of educational policy, the regional development policy of Ukraine has not been reflected. In particular, there are no works in which the

conceptual foundations for the development of regional educational policy of Ukraine would be presented.

Consequently, the study of the conceptual foundations of the regional educational policy development of Ukraine in contemporary socio-economic conditions is seen as an urgent and timely scientific task.

Formulation of the goal and objective of the study.

Goal of the section is to study the conceptual foundations for the development of the regional educational policy in Ukraine under contemporary socio-economic conditions.

Objective of the section:

- definition analysis of the concept "learning city / region";
- analysis of main characteristics of the learning city / region and identifying indicators for achieving the characteristics of the new social status of the region;
- study of the "minimalist" and "maximalist" concept of lifelong development at the regional level;
- study of the mechanisms for implementation of the learning city/region concept.

Presentation of main material. The first empirical results in the context of comprehension of the educational regional policy conceptual foundations were obtained in the 70s of the twentieth century. In particular, seven cities from Canada, Japan, Australia, the United States and Europe were invited to take a new look at the regional education system within the framework of the Learning Cities project funded by the Organization for Economic Cooperation and Development (OECD). As a result of the project, the transformation of the term "educated city" into the "learning city" took place, and the idea of the learning cities subsequently became very popular. For example, the UK Network of Learning Cities (UK Learning Cities Network) in 2001 numbered about 40 members and was a very influential national authority [186].

Somewhat later, in the 90s of the twentieth century, educational policy at the regional level was the focus of the governments of the most European Union countries. In particular, the German government adopted the "Learning Region" (LernendeRegion) program, which was formed by the European Social Fund. One of the first interpretations of the educational regional policy peculiarities was the European Commission's project "Towards a European Learning Society" (TELS). This project laid the foundations for a European document "On Local and Regional Dimension of Lifelong Learning", which was adopted by the EC in 2001. After the completion of the TELS project, the European Commission initiated the R3L (RegionLifeLongLearn).

Along with the programs and projects of the European Commission, it has built its policy on the establishment of regional educational policy and the Organization for Economic Cooperation and Development (OECD). Based on the analysis of successful European regions, the organization formulated its vision and understanding of the concept of "learning region", which was reflected in the work "Cities and Regions in the New Emerging Economies" [23]. The work indicated essentially became a thorough empirical study of the phenomenon the "learning region" in which special attention is paid to the economic benefits of the regions development.

Thus, a regional educational policy combines a variety of political, socio-economic, cultural and educational factors. The policy of the learning cities and regions is aimed at creating an economic and cultural environment that would contribute to the educational potential of all its subjects. Learning cities and regions aware of the key role of education in the development of social stability, prosperity and personal development, mobilize all their resources for the fullest possible disclosure of human capital.

The defining analysis of the "learning region" concept allows us to conclude that diversity is in the interpretation of this concept. In particular, in the opinion of researcher N. Longworth, a learning city or region is a community that has a strategy to encourage wealth creation, personal growth and social cohesion through the development of the modeling potential of all its citizens [78]. In the paper [137], researchers R. Sherayzina and M. Aleksandrov define the learning region as a region where conditions for the constant replenishment of knowledge, experimentation, improvement of the education quality and social intelligence are created.

The most generalized definition is given by the researcher L. Ovsienko, according to which the learning region is a society that forms the strategy of prosperity and social unity through the development of the human potential of all citizens [115].

The variety of the learning region definitions which is given by different researchers, requires their generalization and the isolation of such features. First, the learning region has a clear commitment to focus on learning and disseminating knowledge as the most important factor in development. This commitment is supported by all social partners – actors in the market of educational services (civic organizations, government, business and educational services providers). Their common goal, identity and trust between different representatives act as a driving force in achieving common goals and the development of human capital in the region. Second, the policy focused on the creation of a competitive and knowledgeable potential of the region, based on the principle of lifelong learning, is a common

feature of the learning regions. And, finally, the third feature – the general endeavor to social identity, the expansion of trust between members of society and its sustainable development. The learning region requires not only higher level education in the region, but also a certain level of solidarity, development of interaction of all subjects of regional development.

On the basis of the analysis, we conclude that the learning region is a polyspheric entity, which consists of a number of spheres, each of which ensures the functioning of one of the areas of human life – economic, social, cultural, etc. In its turn, as a socio-cultural concept, which is not limited to the administrative-territorial system, the learning region, through cultural and educational practices, can realize its own reproduction and development of all spheres of life.

In the sense of post-classics, the learning region is a self-organized and self-developing system. Regionalization ensures the integrity of cultural and educational practices through the creation of a single space for of joint activity subjects of a single cultural and educational space, which institutionalizes mental communities that realize common functions and provide common goals.

On the basis of definitions analysis and generalization, as a worker in the publication, the following definition has been chosen according to which the learning region is a socio-cultural concept, a self-organized and self-developing system presented by the mental community that develops and implements a strategy of personal growth and social cohesion with aimed at more fully disclosing the human capital of the region.

Conceptual principles of educational regional policy include: definition of the current state and forecasting preconditions for the development of the learning region; definition of criteria and factors of regional educational policy; development of methodological foundations of the learning region, regularities and principles of their functioning; definition of indicators for the achievement by regions of the new social status.

Note that today two concepts for the development of life-long learning are defined at the regional level. According to the "minimalist" concept, the learning region concentrates its efforts on intensively increasing the supply of educational services for all categories of the population within the existing system of formal and non-formal education. There is developing a network of educational providers that offer educational programs. The "maximalist" concept implies the deinstitutionalization of education, which is characterized by a high level of self-education of citizens, an increase in their level of self-awareness and initiative. Such a concept involves paradigmatic changes in the transition from institutionalized

education to personalization. It should be acknowledged that today most of the learning regions are developing under the "minimalist" concept.

Regional educational development policy implies:

- research of the correlation of formal, informal and non-formal education in the development of specific cultural and educational practices in the region;
- learning and developing recommendations for the best practices, methods and technologies of life-long learning that ensure the adoption of regional managerial decisions;
- mechanisms for monitoring and diagnosing the achievement of educational policy in the region of the goals set for sustainable regional development.

As it was noted earlier, the main idea of the learning region lies in the fact that the competitiveness of any city or region under the conditions of globalization is determined by its ability to learn. In practice, this thesis is implemented within the framework of a continuous process of integration of all stakeholders and entities of regional subsystems and public institutions on the basis of mutually beneficial cooperation in order to create an accessible, efficient and effective educational infrastructure of the region. At the same time, the cooperation of representatives of various spheres of society – economy, education, culture, politics and the civil sector – is based on the following criteria:

- unity in understanding the educational needs of the region;
- ensuring equal access to quality educational services;
- interconnection and complementarity of formal, informal and non-formal education;
- consideration of regional content in the formation of educational proposals;
- dialogue and cooperation among all stakeholders in the implementation of regional educational policy.

Learning regions have a clear commitment, supported by all partners – governments, private enterprises, educational institutions, public organizations and key individuals – to focus on learning and disseminating knowledge as a key factor in development. The overall goal, regional identity and trust between different citizens is a driving force in achieving shared values and networking within the mental community.

The world experience in implementing the idea of the learning regions determines the main directions of community development in the region:

- development of the regulatory framework;
- development of organizational, methodological and information support;
- work on the promotion of personality and the formation of motivation for learning;

- development of a regional innovation support program;
- increasing the efficiency of the functioning, quality of training and training of the staff in the system of continuous adult education.

Indicators of achieving the characteristics of the new social status of the region:

- organization of a united information network of life-long learning;
- introduction of monitoring over educational space development in the region;
- harmonization of curricula and programs on a modular basis between representatives of formal and non-formal learning;
- broad cooperation between providers of educational services, business and government;
- creating a system for stimulating motivation for learning both those who are learning and those who learn;
- equalization of the conditions of socio-economic and cultural development within the region.

The main condition, and at the same time, the aim of implementing the concept of the learning region is the creation of a single cultural and educational space of the region. Single cultural and educational space is not only the territorially fixed cultural and educational model and the strategy of its realization in a specific region, but a mental community that implements common functions and pursues common goals, so-called "mental region".

Undoubtedly, building a united cultural and educational space requires comprehensive efforts from all social stakeholders – communities, authorities, businesses, educational services providers who must become the subjects of the collective development of the Learning Region Concept. The effectiveness of such a joint activity of subjects engaged in the learning region development concept depends on the unity in the vision:

- development of a general educational philosophy for the region, definition of conceptual foundations of the learning region;
- development and implementation of a unified education policy in a region that is reproduced in real conditions;
- development of a regulatory framework that would ensure the integrity of the educational system in the region and the coherence of all providers of educational services in the field of formal, informal and non-formal education;
- development of the structure and content of education between all levels (pre-school, general, vocational, higher, postgraduate) and types (formal, informal, non-formal) education;

– creation of conditions that would guarantee equal opportunities for all residents of the region in the context of receiving education, provide freedom of choice in designing a personal educational trajectory.

It should be understood that the implementation of the priority directions of regional socio-economic development implies both the subordination of the educational strategy and is largely determined by the educational strategy. In the first case, the strategy of region development subjects to the strategy of socio-economic development of the region as an administrative-territorial unit. Under such conditions, the priorities in the socio-economic sphere, for which human resources are formed and involved, are ensured.

In the second case, the implementation of the strategy for region development is determined by the available human resources, which has certain qualifications and forms precisely those types of activities, the need in which is ensured by the advanced nature of education.

Decision-making in the learning regions is guided by results:

- analytical activities (monitoring, expertise, sociological surveys);
- design activities (design, planning, development of pilot projects, forecasting);
- research activities;
- organizational and managerial activities aimed at coordinating the activities of all social partners.

Implementation of the conceptual foundations of the learning region involves solving such strategic tasks:

- creation of a network of social partners interested in the development of education in the region, and the development of the organizational and administrative structure of strategic management for the development of cultural and educational space in the region;
- formation of goals and objectives of educational policy in the region, based on the strategy of socio-economic development, general situation in the region, in particular the current state of the region's potential;
- formation of new educational needs of the region residents and the demand for educational services, new markets for them;
- development of a network of educational services providers in the field of formal, informal and non-formal education;
- creation of a resource, including information, bases for launching new and developing existing educational practices in the region;
- development of educational programs for different categories of life in the region;

- development and implementation of interactive adult education technologies to ensure the effectiveness of the educational process;
- ensuring the availability of educational services according to the price / quality criterion;
- formation of a culture of network interaction for all providers of educational services;
- development and implementation of region educational needs monitoring, evaluation of educational services of different providers, analysis of their correspondence with the purpose and tasks of the learning region;
- allocation of resources, including funds from the local budget and donor funds, for the organization of lifelong learning.

The practice of implementing the concept of a learning region demonstrates the diversity of forms and methods. This feature is determined by the fact that each region builds its own development model through its unique and significant competitive advantages that contribute to the socio-economic development of the region. In this case, there are common for each region, and at the state level, the mechanisms of implementation of the Concept, envisaging:

- analysis of the best foreign experience of implementing the Learning Region Concept and a broad demonstration of its socio-economic benefits;
- launching a broad discussion on the place and role of the Learning Region Concept in solving the problems of the development of cities, region and Ukraine;
- creation of a single informational content of educational services in the region;
- development of a comprehensive program for the implementation of regional educational policy;
- development of social partnership through establishment of social dialogue between different institutions and organizations of formal and non-formal education;
- creation of multi-age communities for the implementation of life-long learning programs through synergy of new educational opportunities for young and elderly people;
- stimulating the volunteer movement among providers of educational services;
- development and implementation of national and international projects on the development and implementation of the concepts for the participating regions.

The first stage in implementing the concept of a learning region involves establishing a dialogue between social partners (government, business, the public, providers of educational services) on the status and prospects of a regional life-long learning policy. At this stage, it is advisable to create an initiative group that

organizes the preliminary training of all interested stakeholders to implement the Concept of the Learning Region. It is important to use various forms and means of social dialogue (negotiations, interviews, presentations, discussions, forums, conferences, etc.) to realize this task. As a result of such activities, proposals should be made for a unique strategy for implementing the concept of a learning region that takes into account all regional features (socio-economic priorities of the region, current state of human resources of the region, purpose and objectives of education development for sustainable development of the region).

The second stage is the development of a specific strategy for the development of the region. The strategy provides for a consistent solution of a number of key tasks: creation of an organizational structure of strategic state-public administration for the development of education in the region and an affiliate network of interested parties in the development of education.

In the strategy of implementing the conceptual foundations of the learning region, they must find the place of the task of transformation in all areas of human activity, and educational practice should be aimed at satisfying their respective levels of needs.

Despite some common features, the practice of implementing the conceptual foundations of the learning region demonstrates a variety of forms and ways of implementing it – each region builds its own model, or rather, the development path, thus, through its unique and significant innovations, it becomes competitive in an economy based on knowledge. In some cases, the first place is the rise of the cultural level and the development of a citizen's position of people, in others – the study of information and communication technologies, in the third – the promotion of economic growth in the region. There are other options that contribute to the socio-economic development of the territories and lead to the promotion of individual and organizational training in order to fully disclose the human capital of the region, focusing efforts on creating educational infrastructure and conditions that will provide access to education for all categories of the population.

An important result of regional cooperation in implementing the conceptual foundations of regional educational policy should be the establishment of mutual trust between providers as well as consumers of educational services in the regions. In its turn, this is the most important prerequisite for institutional change and the launch of a "new educational culture".

Conclusions and perspectives of further scientific research. Thus, regional educational policy, combining the diversity of political, socio-economic, cultural and educational factors, is aimed at creating a socio-cultural environment in which the educational potential of all its subjects is fully implemented. Conceptual framework

of the learning region as the basis of the regional educational policy and the component of the civil society development system includes the creation and development of a community of learners, based on the use of combined potential of labor, material, financial, organizational and managerial resources of the region in order to increase competitiveness of the city, region and state as a whole. In further research, it is planned to systematize the experience of implementing the conceptual foundations of regional educational policy on the example of learning cities and regions in order to select best practices and adapt to Ukrainian realities.