

Research Journal of Pharmaceutical, Biological and Chemical Sciences

Glocalization Of Learning Regions Establishment Process: Foreign And Russian Experience.

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ABSTRACT

The purpose of this research is to study the specifics of learning regions in Germany, the USA, etc., upon long-term academic research by authors seeking to designate any opportunity to use the foreign experience in glocalization of the Russian learning regions. Retrospective analysis allows to describe the phenomena under research based on a certain historical approach; content analysis of the works by national and foreign scholars contributes to the identification of typical dominant factors affecting the establishment of learning regions in glocalization conditions; historical and systematic approach causes the identification of qualitative changes in the global values system, preservation and development of regional values shared by the global community. The use of that method is required to analyze the practice of development of the learning regions via integration of global and local trends. The sociological study of two municipal districts in Russia within 10 years evidences some positive experience of those regions in their development as learning regions, as acknowledged by quantitative and qualitative changes of the following parameters: widening the range of public educational needs (by 76%); growth of public social activity (the number of the regional population engaged in various educational programs and activities has doubled). As distinct from other researches, the authors stress on glocalization strategies of learning regions in Russia in the context of reflexive analysis of foreign models. The obtained results are new and enhance theory and practice: modeling glocalization processes in regions with regard to historical and cultural, ethnic, national and confessional specifics of the area; ensuring development of learning regions via integration of global and local trends; creation of stimulating social environment to get each resident of the area interested in continuous education. During the growing interethnic conflicts, international terrorism, loss of originality and uniqueness of nations and intergeneration links, the process of creating a territorial community of people sharing global and national values is becoming relevant, which contributes to the establishment of learning regions. The results of this research may be used in the development of strategies pursuing to get people involved in the solution of regional problems and stimulation of each person to learning *lifelong*.

Keywords: glocalization, learning region, establishment, global experience.

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INTRODUCTION

Introduce the Problem

The contemporary world is characterized by comprehensive socio-economic and political transformations which materially determine the fates of regions, states, and even mankind. Such phenomena include war cataclysms, international terrorism, deformed emancipation of culture, loss of not only intergeneration links but also of originality and uniqueness of nations. It also should be noted that the worldview concept of approach, transparency and widening cultural links, enrichment of cultures based on dialogism principles and creation of common spiritual and moral orienteers is unfortunately not accompanied by tolerant and careful attitude to other nations and their ethnicity.

The coming globalization processes in the global scale predetermine the need to 'think globally, act locally' (R. Robertson), which affects the educational policy. In compliance with the research by R. Robertson and H. Knondker (1999), an efficient tool to combine global and local in various social systems is glocalism as establishment of anthropogenic relations in society, emancipation of culture, transition from reproduction of samples to cultural creation on individual level, involvement in global flows, seek for identity and following local cultural traditions. In the political, philosophical, sociological, culturological, economic scientific researches (Leontieva, 2006; Kudryashova, 2007; Khlyshcheva, 2009; Travina, 2007), attempts were made to disclose the essence of that phenomenon.

Generalizing the results of the research by national and foreign scholars allowed to state that globalization processes in the contemporary society have a number of specific features: emerging problems which cannot be solved in an autonomous way and irrespective of other countries; ways of productive interaction and cooperation of countries and nations do not produce positive and developing effect; development of spiritual and cultural as well as political spheres in the activities of a number of countries is not so efficient, which causes disharmony in human expectations and mutual relationships of the planetary subjects. Therefore, the stronger the globalization, the more in demand is the variety of the local specifics.

Where is the exit? Is there any way out of the dead-end position? Will glocalization of learning regions establishment process help keeping and increasing historical and cultural, ethnic, national and confessional specifics of a region?

Based on the above, we defined the research strategy – to identify problems in social globalization on the local and community levels with due regard to which to do reflexive research of foreign models of learning regions establishment; to develop a set of measures to implement the idea of glocalization within the development course of Russian regions as learning seeking to keep their cultural originality.

Explore Importance of the Problem

The relevance of this research is caused by the following circumstances.

First, the specifics of the contemporary socio-economic development of countries, for which information society and service society become the priorities, underlie the need for the implementation of a strategy of self-governed learning, based on one's own experience as the longest, contributing to self-identification and establishment of own responsibility of the local population. Meantime, self-governed learning is an active product of knowledge exchange between learning persons and others.

Second, the study of foreign and national experience in connection with the models of learning regions evidences the need for the design of a regional development strategy in the context of the integration of the global trend for the development of information society and local conditions of a particular area in compliance with public educational needs.

Third, accounting for the specifics of the transition of Russian regions to learning ones suggests the development of innovative culture of regions on the basis of stimulating educational environment to implement individual educational trajectory of each person and to improve life quality of that area.

Fourth, foreign and Russian experience of the development of learning communities evidences the need to create more opportunities based on such general human values like fairness, wisdom, modesty, which requires eliminating the barriers to mutual understanding of people from various countries, nationalities and cultures.

Describe Relevant Scholarship

The content of this paper reflects the research results much expanding the knowledge fund of pedagogics, sociology, philosophy on learning regions in the context of globalization and regionalization of the contemporary society. The most well-known in that area are the theories of learning regions (Sheraizina, 2004; Fedotova, 2005; Aleksandrova, 2015; Krupkin and Litvinova, 2006; Longworth, 1996; Shikshantar, 1999; Doucas, 2002); self-learning theory (Vinogradova, 2008); public globalization and glocalization theory (Robertson and Knondker, 1999; Bauman, 2008; Malinovskiy, 2002; Khlyshchova, 2009), theories of public professional expertise (Maron and Sheraizina, 1994; Cherepanov, 1987).

Those studies identified the following problems in connection with emergence and development of learning regions in the glocalization context:

- correlation of interaction process of personal and planetary levels;
- creating opportunities and space in the region pursuing humanist values-based interaction;
- state policy on continuous education matters.

In recent years, the issue of the development of learning regions has been studied by the scholars of the Novgorod State University and was reflected in the collections of scientific and methodological works *Learning Organization* (2004); *Contemporary Strategies of Education Management: Concepts and Models* (2005); *Development of Learning Society Based on Local Governance* (2006); *Establishment and Innovative Development of Regional Educational System for Adults* (2008); *Education of Adults in Rural Areas: Problems and Way of Development* (2008); *Borovich is Our Common Home: Education in Family and for Family* (2008).

State Hypotheses and Their Correspondence to Research Design

The analysis of scientific papers covering the process of establishment of learning regions enabled to identify a few understudied issues as follows:

- specifics of learning regions establishment models;
- characteristics of tools to design territorial learning regions;
- glocalization of development process of learning regions in the contemporary conditions;
- identification of the content and technologies of public professional expertise in connection with learning regions;
- stimulation of individuals for self-governed lifelong learning.

Seeking ways to solve the above problems is of importance and in demand for pedagogical, sociological and philosophical sciences.

The authors judge from the standpoint of possible targeted pedagogical effect on the process of learning regions establishment and put forward the goal to develop the strategy and tools for glocalization of learning regions establishment and development process.

Value and target benchmark for glocalization is societal harmonization due to growing role of local communities, cities and districts, increasing attention to their originality. It means that identification within cross-cultural interactions ensures overlapping of national values with societal spiritual orienteers and the heritage of the global culture. In that connection, glocalization may be considered as an intermediary between self-identification and interaction with the environment, creating new universal values and life senses of the human existence (solidarity, freedom, equality, fairness, tolerance, cooperation, etc.).

METHOD

The methodology of this research comprises the following scientific approaches: *sociological approach* (studies the nature, content and focus of regional subjects, suggesting qualitative and quantitative analysis of research results); *reflexive and activity approach* (allows to consider reflection as a tool for development and implementation of targeted, transforming, conscious activity of the regional population); *integrative and value approach* (enhances the realization of regional values by the local community, mutual penetration and enrichment of cultures during globalization).

The experimental study of establishment and development of learning regions was conducted by state agencies staff (45 persons), residents of Alsheyevsky District of the Republic of Bashkortostan (255 persons) and Borovichsky District of Novgorod Oblast (100 persons).

The research used questionnaires methods (questionnaire, conversation, interviews) and a public professional expertise.

As the most efficient tool to do a public professional expertise, the methods enabling to obtain comprehensive assessment of learning region by various groups of professional and public experts were used. They included: analysis of documents, questionnaires, interviews, collective expert assessment (commission method, collective generation of ideas, Delphi method). The specifics of expertise procedure suggested prognostication assessments and studies. For that purpose, scenario and prognostication methods were used.

Public professional expertise enabled to implement the principles of independent assessment like voluntariness, wide publicity and progressiveness of the expert procedure; to account for public and professional community interests in connection with improvement of life quality in the course of assessment, to ensure maximal transparency and demonstration of learning region which went through public expertise, to identify specifics and opportunities maximally compliant with the needs of public professional community of the area.

RESULTS

This section analyses Russian and foreign experience in establishment of learning regions and materials of empiric study of globalization ideas realization.

Learning Regions Models Abroad

Reflexive analysis of works by foreign scholars (Longworth, 1999; Shikshantar, 1999; Doucas, 2002, etc.) on socio-cultural and socio-economic models of learning regions allowed to identify their variety.

In Japan, a three-level model of a learning region is used: local level (regional history; gardening, ikebana, joint festivals and celebrations devoted to urban events); district level (clubs, ceremonies, crafts, sports, cultural and educational events); lifelong education centers targeting to create cultural values, axiological attitude towards regional community matters.

In the USA and the UK, learning exchange model is most frequently used: network cooperation, exchange of educational resources; social partnership.

In India, learning region model is concentrated on the formal and informal education in line with local demands. It is characterized by available education network, unofficial, dynamically changing nature (professional associations, friends groups, religious centers, natural leisure areas, etc.).

In Austria, Association of Learning Cities is successfully operating, designing and implementing original concepts of socio-economic development on the basis of lifelong education ideas.

In Greece, lifelong education idea is supported via acquiring skills and improvement of literacy, creating 'second chance' schools; leisure management; studying local history; training business women, etc. A typical characteristic of a learning region is the development of mutual education, which is of special

importance for economy and business via transfer of experience to generations, interpersonal formal and informal cooperation with firms.

In Italy, learning regions are a vital dynamic competitive and socially important paradigm (flexible organization of education places in firms within dialog education process based on cluster approach; efficient use of intellectual capital for the development of not only economy of the country but each individual citizen).

In Germany, learning region model is a sequence of phases. The first phase (first year) is planning networks, concrete ideas and offers. The federal agency for education and science finances this stage. The second phase is model implementation (up to 4 years) accompanied by continuously growing self-financing. The third stage is the development using own funds.

Thus, in spite of the variety of development trajectories of learning regions in globalization conditions, there are some commonalities: unity of social sphere, recognition, preservation and development of local specific features; innovative nature within which the leading role of education is transition to economy of knowledge.

Glocalization as a Methodological Basis of Learning Region Establishment

The contemporary scientific studies in sociology, economics and philosophy are aimed to eliminate the contradictions between growing globalization and the variety of local regions specifics.

The history of global development accumulated some experience of interaction of personal and planetary levels: the Club of Rome (the 1960s of the 20th century). The English sociologist R. Robertson (Robertson, 1999) offered the term 'glocalization' as a combination of two words – globalization and localization (glo + localization = glocalization), the original sense of which meant simultaneous existence of opposite trends – for universalization and for particularization. The purpose of glocalization is to create such a model of globalization for which implementation of globalization occurs on the local level.

Considering the glocalization notion on worldview level (global consciousness, acceptance of originality, locality and seeking to eliminate special boundaries, strengthen external links) its development genesis was identified.

Scholars (Giddens, 2000; Ohmae, 1995) consider glocalization as a component of globalization and define it as opportunities for local cultural identities to revive, i.e., 'the local' is seen as: a response to global forces; creating open markets and movement towards more responsible and democratic management; objective need for balance of decentralization and centralization to ensure efficient management, stability and reliability; factor of urging governments to attract foreign investments, development of trade and providing infrastructure.

A distinctive feature of the contemporary view of globalization is global culture.

Glocalization Ways in Various Sectors

- *socio-economic*: establishment of new forms of cooperation between regional-continental zones of economic cooperation employing as leading principles the regionalization of economic relations; direct contacts between regions; transparency of contacts and links in uniform currency space;
- *information and technology*: establishment of new information space including clear identification of regional information field; high level of independence of regional information and significance for economic and political development of region; integration of regional information into global information space; information decentralization;
- *socio-cultural*: emergence of new consumer of regional products; policy of 'education without borders' and 'lifelong education'; national cultures explosion simultaneously with the processes of deep cultural integration; creating intercultural communications (Kudryashova, 2008).

- *socio-psychological*: uniqueness and individualization of personality; personal needs as the basis for social cooperation; virtual social partnership projects; life enjoyment.

Each of those ways ensures the interaction of personal and planetary levels which allows, as opined by Malinovskiy (2002), to arrange the cooperation of all societal subsystems.

The recognition of the significance of the above glocalization ways allowed to enrich the essence of that notion with various aspects.

Glocalization in society is considered as a process of establishment of the universalization of culture and localization of its content, preserving cultural originality, joining the global world by national states where regionalization process acquires new sense.

Considering global and local in the contemporary context allowed Yelin (2010) to specify the value orienteers of glocalization as the process, combining modernization of local cultures and the achievements of the emerging global multicultural civilization based on constructive cooperation and mutual benefit.

As opined by that scholar, 'glocalization' concept enables to ensure: integrity of economy providing for integration of regional policy into the global economic system; autonomy of regional economy inside the national and global markets; establishment of investment clusters comprising different level territorial formations.

Thus, along with the intensification of global processes, their differentiation grows – many local cultures and traditions are finding new lease of life. Nevertheless, glocalization does not mean full revival of the local specifics till the initial state. It brings those specifics out of the national borders directly to the global world where, in turn, they tune the regionalization process in a new way.

Bauman (2008) agreed that integration and fragmentation, globalization and 'territORIZATION' of the global system are mutually related, as they are two sides of the same process. The authors opine that glocalization should be considered as a process integrating the trends of globalization and localization and based on re-distribution of privileges and discrimination, richness and poverty, freedom and dependence which in turn ensures the emergence of a new global hierarchy.

In essence, the point is the global re-stratification based on new principles of humanism, democratization, freedom of choice and responsibility for decisions made.

Glocalization (growing role of local areas, cities, districts, growing attention to local originality) is the process existing simultaneously with globalization and seeking harmonization of the society. Its essence is in identification of spirituality and culture by some ethnic groups within cross-cultural interactions which ensure crossing of the values of national culture with the spiritual orienteers of the society and the heritage of the global culture.

Interaction of personal and planetary levels allows to ensure the cooperation of all societal subsystems and combination of various cultures (Malinovskiy, 2002).

Experience of Learning Regions Establishment in Russia (as Exemplified by Borovichsky District of Novgorod Oblast and Alshevsky District of the Republic of Bashkortostan)

Based on the generalization of the research results submitted in papers by N.P. Litvinova (2006), R.M. Sheraizina (2007), M.V. Aleksandrova (2015), G.A. Fedotova (2005), S.A. Trachenkova (2014), M.N. Pevzner, P.A. Petryakov, O. Graumann (2015), the following specific characteristics of the Russian learning regions may be specified: concentration on education and distribution of knowledge as the main driver for regional development; identity and confidence between various individuals as the driving force in achievement of shared values and network development within a region; establishment of global, competitive, knowledge-intensive industrial potential and development of the ability of a local community to change under the influence of innovations; seeking for social community and growing confidence between people and sustainable development.

A bright example of the movement of regions towards becoming learning ones is the experience of Alsheyevsky District of the Republic of Bashkortostan and Borovichsky District of Novgorod Oblast, in which the program *Borovichi is Our Common Home* was developed and is being implemented.

The goal of the program is as follows: the establishment of stimulating educational environment based on social partnership for the realization of individual educational trajectory of each citizen and life quality improvement in the area.

The target of the program is collective seeking for the contemporary content of the educational process oriented at eternal values (Man, Family, Motherland, Knowledge, Culture, World, Earth).

Main principles of the program are as follows: support of personal initiative of a child, family initiative, local urban adults initiative; humanism of relations between adults and teenagers, confidence, mutual assistance, inter-institutional approach to solve the problems of children and youth, their engagement; links with real surrounding, local traditions, previous experience; integration of efforts aimed to create optimal conditions to realize the abilities of each member of the regional community.

The basic ways to implement the program are: improvement of the system of psychological/pedagogical and medical/social assistance to family; ensuring interaction of educational institutions with family and other social institutions; ensuring the integrity of cultural and educational policy in the area; establishment of health life culture; organization of sports and physical education in the area; professional orientation of graduates pursuant to their abilities and labor market demands; establishment of organizational links between industrial enterprises and educational institutions; real inter-institutional cooperation in children and youth raising within a municipality. In the course of the implementation of the program, the following was provided for: establishment of organizational and functional links, consolidation of efforts of Borovichsky District administration recognizing the most important political role of education and training, education staff engaged in teaching and raising the rising generation, city people and parental community being the main customers for educational services, and representatives of all the branches of sociocultural sphere creating cultural and educational space. For the purposes of the implementation of the program, public institutions were created – the coordination council and micro-district councils.

The program *Borovichi is Our Common Home* caused great interest in the communities of other municipalities of Novgorod Oblast and far outside it (Bashkortostan, Tatarstan, etc.), which predetermined the need to conduct a special sociological study of the results in connection with movement of regions towards learning ones. The results of that study evidence the positive dynamics of the movement of those areas to become learning ones as acknowledged by both qualitative and quantitative changes of the following parameters: widening the range of public educational needs (2005 – 12% of learning adult population; 2015 – 88%); growing number of creative unities of children and adults (in 2005 – occasional events, in 2015 – specialized inter-generation educational programs are being implemented: *Inspiration* music hall, dance classes in *Health* fitness club, *Memory* club, *Immortal Regiment* action, *Young Hearts* literature creative studio, *Harmony of Hands and Souls* craftsmen workshop, *Wind of Travel* tourist club, etc.). Similar results have been obtained in Alsheyevsky District of Bashkortostan.

Scientific conceptualization of the experience of Borovichsky and Alsheyevsky Districts allows to identify the strategic ways to move the areas to become learning regions in the context of glocalization of territorial communities; actualization of educational needs of people; collection and public promotion of information on wide opportunities of education in the region; propaganda of the significance of education as a sociocultural value but not just a means to get a profession under an economic need (based on mass-media programs); development of activity to achieve differentiation of educational services by educational institutions and public organizations as applied to various categories of population; explanation in viewable form of the prospects and problems of the development of a certain area with conscious participation of population in their achievement.

Public Professional Expertise of Movement of Regions to Become Learning Ones

Public professional expertise was a way to voluntarily call for public (society) for the expertise of socially important objects (laws, projects, programs, solutions, etc.). Participation of various social groups in

the independent assessment of each chosen object of expertise allowed to see the societal attitude to that phenomenon (process) and to identify how expert groups see its further development and improvement.

So, a public professional community was created considered by us as a set of persons united by interest in improvement of the activity of regional communities and entitled to expertise. That community comprised parents, teachers, regional authorities, trade unions, experts, public representatives. Among the variety of tasks, successfully solved via public professional expertise, the most significant are: activation of the processes of strategic development and improvement of the work quality of regional communities; growing responsibility of those communities for quality of solving organizational tasks; ensuring informing the society and any interested parties or state authorities on the quality of operation of local children-and-adult communities; implementation of the tools to create communities, organizations and unions involved in the expertise; ensuring the compliance with the requirements moved to the quality of operation of local children-and-adult communities, the expectations of educational services consumers, creating tools to implement the principles of governmental and public governance of those communities.

The analysis of practice materials on web pages of agencies and organizations of the regions engaged in the public professional expertise allowed to assert that as forms of such expertise of special importance were the public activities (hearing reports on the activities of communities, assessment of web pages of learning regions, thematic competitions, presentations of methodological products or projects, arrangement of special games with various expert groups, etc.).

The public professional expertise was done phase by phase.

Preliminary phase: identification of the expertise object and the list of independent experts, participation of which would ensure integral and unbiased assessment procedure, choice of expertise form, making out technical design specification for expertise stating all components of the research;

Basic stage: public professional expertise as such in the form of public hearings and discussions within a single virtual space, etc. The main task of that phase was to collect information on a learning region.

Final stage: making out expertise documents containing conclusions and mandatory recommendations describing the most efficient ways to develop a learning region as an expertise object.

The public professional expertise included external and internal expertise. The first was conducted by the local community, the second by external experts.

During the public professional expertise there is a risk inside the community in connection with potential dependence of expertise results on the general interests of the regional community, danger of corporate solidarity.

External expertise suggested the establishment of an independent expert community comprising various civil institutions. In that case, a learning region would obtain maximally efficient, overall assessment of its activity and reasoned ways for further improvement.

DISCUSSION

The results of the research on glocalization ideas in the course of establishment of learning regions in Russia and abroad served as the basis to develop an algorithm for establishment of learning regions in the conditions of the globalization of the world community.

The algorithm comprised the sequence of the following stages:

- identification of socio-economic regional problems (analysis of internal dependencies of development; startup conditions; accounting in the course of planning practice for the system of governmental and municipal social standards; integral assessment of the initial socio-economic situation; identification and systemizing of prerequisites and restrictions in connection with regional development; identification of strategic variants; expected results of regional

- development);
- accounting for regional specifics and factors to move regions to become learning ones (population and its structure by gender, age, education; employment rate; historical and cultural, ethnic, national context of the development of education in a region);
 - choosing a model of a learning region, technologies to stimulate and identify the educational needs of people;
 - identification and characteristic of education providers (characteristic of existing education and leisure, potential social partners);
 - creation of motivation environment on development of educational needs of various age communities;
 - rationalizing objective and subjective prerequisites to create learning regions and formulation of mission; regulatory and resource provisions for the program;
 - development of a strategic plan of socio-economic development (possible risks; activities to seek public promotion; PR-campaign);
 - project implementation management (who/what/where/when; expected results);
 - public professional expertise of quality (project implementation results; criteria for the efficiency of project implementation; offers in the long term).

For the purpose to meet the education needs of the regional population and providing scientific and methodological assistance to ensure stable socio-economic development of a territory, supervision of local higher schools was organized over local communities developing within the 'Learning Region' model.

CONCLUSION

In this research the authors considered a learning region as a region in which most people are engaged in identification and solution of problems (having systems thinking), ensuring the opportunity for continuous experiments, changes and improvements (arrangement of team learning), which contributes to growth, learning and achievement of the goals of a region (general view).

Generalizing the research results in philosophy, sociology, culturology, psychology, political science and economics, it may be stated that glocalization is the process in which the geographical factors (territory, district, settlement, etc.) have special status and purpose (not only to preserve the cultural and historical specifics but also to create new ones shared by process parties and the global community).

Thus, the implementation of glocalization ideas in the course of establishment of learning regions creates unique opportunities to meet the cultural and educational needs of various strata of population and ensures values-oriented unity of all territorial communities.

Further, the authors plan to correlate the results of the research obtained in Borovichsky and Alsheyevsky Districts with similar Russian and foreign data and to identify the specifics and prospects of regional development as learning ones during the glocalization of the society.

ACKNOWLEDGMENTS

The conducted research became possible thanks to the support by Larisa Vitalievna Shmelkova, Head of the Department for Development and Regulation of Supplementary Education of the Ministry of Education and Science of Russia, heads of administrations of Borovichsky and Alsheyevsky Districts in conducting international expertise of the learning regions establishment process.

We express sincere thanks to the coordinator of the International Movement *Learning Region in Russia*, Doctor of Economics, professor, Director of the regional public organization *House of Europe in Saint Petersburg*, Litvinova Nina Petrovna.

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