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**“Transposing Concepts: Lifelong Learning and the Learning Region”**

The idea of and resulting policy frameworks for lifelong learning evolved in the European context (including initially the Council of Europe and OECD as well as the EU) and have been adopted and vigorously promoted by the EU, through to and after the Lisbon Treaty. More recently, the concept of the learning region has been developed in the context of devolved policy implementation to sub-national regional levels, and in particular apropos cross-sector and inter-organisational development, for example between governmental administrations and universities, to build knowledge societies and economies, and learning regions. This paper examines progress in migrating these concepts, perceptions and practices into countries in the Asian region, and more broadly the development of common language and understandings in these areas between the EU and the Asian region. How do broader macro-policy orientations and the assumptions embedded in different histories, cultures and traditions hinder or assist inter-regional learning and the adoption of innovative good practices? The paper draws on long experience of building intra- regional cooperation in these fields within the Asian-Pacific region, and inter-regional cooperation especially between Asia and Europe, as well as experience of EU lifelong learning projects, and a specific Unesco-Japanese venture in introducing lifelong learning understandings into Asian political thinking. It also addresses the huge diversity of the Asian region, and tension between EU and knowledge economy discourses on the one hand, and the discourse of the MDGs, UNESCO and basic literacy on the other.