

Education Regionalism: Trends in Regional Education Hubs

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Abstract

Higher Education (HE) has grown and contributed to the progress of societies around the world. The recent competition for student quotas, funding, and research development has encouraged regional collaboration amongst HEI. This regional collaboration amongst higher education institutions (HEI) has become an emerging concept in education regionalism known as Regional Education Hubs (REH). REH are defined as state initiated foreign policies that encourages memberships of its HEI to collaborate and develop, HE in the region. This study focuses on identifying the various REH established in Asia, Europe, Latin America and Caribbean, and highlighting the various trends of mobility and motivations for establishing a REH. Results indicate that various REH were established within regions that utilized university membership to achieve the goals of the REH and promote collective approach to improving higher education in the region. In addition, trends observed in the REH were 1) faculty, student and staff mobility within the REH and 2) that depending on the location of the REH, there were different motivations for establishing a REH. This study suggests that REH are a result of regional progress and used as a platform to develop in higher education within the region.

Keywords

Educational Regionalism, Student Mobility, Staff Mobility, Regional Education Hubs, Higher Education

1. Introduction

A common theme within the field of education regionalism is the concept of Education Hubs (EH) or Higher Education Area (HEA). In this article, we conceptualize Education Hub (EH) to include both EH and HEA. An EH refers to a group of states or universities forming a cooperative by aligning their higher edu-

cation institutions (HEI) towards a larger center for excellence in higher education (Knight, 2011, 2013; Pham, 2017; Rottlieb & Kleibert, 2022). The Bologna Process is an important agreement fostering recent EH developments. The intention behind the Bologna Process was to reform higher education in Europe to promote educational quality in the region, which would then contribute to a highly educated labor force that could sustain European growth (Ertl, 2013). Recent research has shifted focus from European Regional Education Hubs (REH) towards Asia to investigate EH that have been established or developed further in this region (Chou & Ravinet, 2017; Knight, 2015a, 2015b; Zahavi & Friedman, 2019).

However, most research focuses on how REH strengthen regional ties, increase the highly educated human resource pool of the region, and create prominent university identities that attract more students and provide “mutual development” across the Asian region (Ayoubi & Massoud, 2011; Chou & Ravinet, 2015; Dang, 2017; Fadeeva & Mochizuki, 2010; Raguž & Pisker, 2011). Recent trends in regional student mobility within EH have arguably received less attention. This article addresses this limitation by 1) discussing various REH and 2) highlighting recent trends of mobility and institutional incentive (motivation) to establish these REH.

1.1. Defining Education Hubs (EH)

Within the literature of Education Hubs (EH), there are three forms of EH that are used to distinguish the differences between the EH. The three forms of EH are classified according to their design, membership structure and scope of the EH (Chou & Ravinet, 2015; Pham, 2017; Robertson, 2008; Wachter, 2004).

The first form (Type 1) of EH is a university initiated international collaboration. This EH is university initiated whereby individual universities come together to collaborate on research, student and faculty mobility, and networking. An example of this EH is the Association of Pacific Rim Universities (APRU) established in 1997.

The second form (Type 2) of EH is the international branch campus (IBC) university. This is a university with its primary location in one country that also operates a campus and offers degrees/qualification in another country (Altbach, 2013; Lane, 2011a). The most researched example is probably Singapore, with multiple foreign universities operating a campus in the city state. These are, for example, Temple University, USA, and the University of Adelaide, Australia (Gribble & McBurnie, 2015; Lane, 2011b; Siltaoja et al., 2019). The main aim of IBCs is to provide higher education services and qualifications in other countries through a local campus without the need for the student to travel to the primary location of the university (Farrugia & Lane, 2013; Lane, 2011a, 2011b; Nuzhat, 2021).

The most common form of EH (Type 3) is the Regional Educational Hub (REH) which is defined as a state initiated organization of universities within the geographical boundaries of a region (Chou & Ravinet, 2016; Gregory, 2009). The

European Higher Education Area (EHEA) is one example of this category. It was established in 1999 after the Bologna Declaration (referred to as the Bologna Process) was initially endorsed by 29 European states (EHEA, 2022). The EHEA has currently 49 member countries and can be considered to be the most researched form of REH (Knight, 2015b; Lohmann, 2015; Wen & Hu, 2019). The EHEA was established confined by the geographical boundaries of the European Continent and includes all universities in the European Union (EU) (27 member states), in addition to universities in the 22 non-EU member states (Cabanda et al., 2019; Knight, 2012). A recent example of a REH is the Asian University Alliance (AUA), established in 2017. AUA includes HIEs from China, Japan and Korea (East Asia), Singapore, Thailand, Malaysia, Myanmar and Indonesia (Southeast Asia), India and Sri Lanka (South Asia), as well as Kazakhstan (Central Asia), and the United Arab Emirates and Saudi Arabia (AUA, 2022). However, only a small number of public universities from each member state were allowed to join AUA (Cabanda et al., 2019). Observing the two REH in Europe and Asia highlights the collective involvement of state actors and higher education institutions in regional cooperation. Therefore, identifying the trends and motivations of other REH around the world would provide a deeper understanding of the how states and higher education institutions cooperate on a regional scale.

1.2. The Sectoral Framework Approach

The Bologna Process is significant as a series of strategic political actions that created the EHEA and encouraged membership of many non-European Union states (Kettunen & Kantola, 2006; Klemenčič, 2012; Knight, 2015b). The Bologna Export Theory assumes that other regions have somewhat replicated the example of EHEA to establish their own interpretation of a Higher Education Area (Chou & Ravinet, 2017; Dang, 2017; Khalid et al., 2019; Knight, 2012; Wilkins et al., 2012; Zakota, 2018). However, recent studies have challenged this theory and argue that the establishment of higher education areas in Asia is mainly attributed to regional progress (Cabanda et al., 2019; Chou & Ravinet, 2015, 2017; Robertson, 2008). Traditionally, universities have argued for autonomy from the state to allow academic freedom and research within the institution (Cabanda et al., 2019). The establishment of REH provides a unique example of collaboration between states and universities on a regional scale (Dang, 2017). Therefore, investigating the trends and motivation of other REH will provide an insight towards understanding how states and universities have embarked on a regional progress through establishing regional education hubs (Chou & Ravinet, 2015). This research aims to explore this gap in REH research by exploring the various REH in other parts of the world by highlighting the trends and motivation of the various REH. A Sectoral Framework approach will address this gap and focuses on 1) identifying main actors in REH, 2) the guidelines that frame the operations of the hub, 3) and the goals and principals of the regional initiative

(Chou & Ravinet, 2015). Focusing on these three components allows this research to identify various REH within the higher education sector whilst providing insights into recent trends and motivations behind the establishment of REH.

2. Methodology

Due to the exploratory nature of this research, data collection focused on formal documents and webpages of the REH investigated in this study. Analysing formal documents and webpages allows the study to systematically elicit meaning, gain understanding, and develop empirical knowledge without the researcher directly intervening in the organization (Bowen, 2009). As REH are regional institutions, the formal documents and webpages legitimises the existence of such organizations by providing the identity, members and goals of the REH (Cardno, 2019).

Website Data

REH webpages were analysed to access information on organizational agreements, membership details, as well as general goals of the REH. A total of 9 webpages were analysed to get a deeper understanding of the REH. Only the official webpages of each REH were considered for analysis in order to reflect the organizational characteristics of each REH (see Table 1).

Webpage data was analysed, using unstructured webpage data mining. Unstructured webpage data mining is widely practiced to identify a current knowledge base found in databases about a specific field of study (Jayamalini & Ponnaikko, 2017; Tayefi et al., 2021). Data included texts, tables, graphs, and figures from the REH webpages and formed the research corpus for this paper. The information collected identifies the organization as an official institution, highlights the trends and motivation for establishing a REH.

Table 1. Regional education hubs and their respective URL.

Regional Education Hub (REH) Name	Website URL	Date Accessed
European Higher Education Area—EHEA	http://www.ehea.info/index.php	March, 2022
ASEAN University Network (AUN)	https://www.aunsec.org	March, 2022
ASEAN+3 UNet	https://www.aunsec.org/discover-aun/asean-3-university-network	March, 2022
Campus Asia	https://www.niad.ac.jp/english/campusasia/ https://www.grips.ac.jp/campusasia/en/about/	March, 2022
Asia University Alliance (AUA)	http://www.asianuniversities.org	March, 2022
Association of African Universities (AAU)	https://aau.org	May, 2022
Montevideo Group Universities' Association (AUGM)	http://grupomontevideo.org/sitio/	June, 2022
Central American University Council (CSUCA)	https://intranet.eulacfoundation.org/en/mapeo/central-american-higher-education-council-consejo-superior-universitario-centroamericano-csuca	July, 2022

3. Results

Regional Education Hubs (REH)

REH in Europe

In general, REH are state initiated foreign policy initiatives that utilize universities as members within the hub to develop a regional identity of higher education (Cheng et al., 2016; Knight, 2011, 2013; Rezasyah et al., 2017). To better understand the development of current REH, its membership and goals/objectives will be explored to identify the actors, guidelines, and goals of the REH. Each REH will be organized into specific groups (regions). **Table 1** provides a summary of the active REH initiatives that have been initiated across the world, its member states and member universities.

The EHEA was established in 1999, after the Bologna Declaration, and includes universities from its 49 member states, mainly centered in Europe. According to the Bologna Process (1999), the goals of the EHEA are to 1) ensure a three-cycle education system across the member states, consisting of bachelors, masters and doctoral studies, 2) mutually recognize qualifications, credits and learning periods completed within the EHEA to foster student and faculty mobility, and 3) improve higher education quality assurance to promote the EHEA as a center for higher education.

REH in Asia

In the Asian region, the REH landscape is more diverse and fluid. In 1995, the Association of Southeast Asian Nations (ASEAN) established the first REH in Asia, the ASEAN University Network (AUN). Membership includes all 10 ASEAN member states (see **Table 1**) and their 193 universities (see **Table A1**). The selection process of university membership is not clearly outlined in the official documents, but it is mandatory that all selected universities agree to accomplish the overall goals of the AUN. These goals are to 1) advance curricula and learning approaches, 2) improve higher education quality assurance, 3) foster student skill development through cross-border collaboration, 4) enhance research cooperation and 5) develop AUN as a networking platform (AUN, 2022). AUN initiated various thematic networks and projects between member universities to achieve its wider goals (Knight, 2012; Rezasyah et al., 2017).

In 2012, seventeen years after the establishment of the AUN, the ASEAN+3 University Network (ASEAN+3 UNet) was established. The ASEAN+3 UNet is considered to be a branch of the AUN including only the top 30 universities from the AUN (ASEAN) in addition to 21 universities from the three (+3) countries China, Japan and Korea (Hawkins, 2012). The goals of the ASEAN+3 UNet encompass similar goals as the AUN, but are limited to its members only and are not extended to other AUN universities. It should be noted that in 2010, China, Japan and Korea developed a separate tripartite REH known as Campus Asia. Campus Asia includes one university from each of the three countries and require the cohort of students to spend at least a year in each of the designated universities. The intention behind this REH is to offer a combined degree in policy studies across the three nations in East-Asia (Japanese Ministry of Educa-

tion, Culture, Sports, Science and Technology, 2022). The latest REH in Asia is the Asian University Alliance (AUA), established in 2017. Membership of the AUA consist of 13 member states, represented only by a small number of selected public universities. The AUA has four stated objectives, which are to 1) promote the mobility of students and staff, 2) strengthen collaboration and joint innovation, 3) establish a platform for discussion of higher education policies and strategies, and 4) report about higher education across Asia (Cabanda et al., 2019; Gruby & Campbell, 2013). All university members in the AUA work towards achieving these goals and to invest in the development of higher education within the Asian continent (AUA, 2022).

REH in Africa

The situation in the African region is quite different with previous research only mentioning one REH. The Association of African Universities (AAU), established in 1967, consists of 49 countries in Africa with a total of 420 member universities (AAU, 2022) (see Table 2). Membership status is split into 378 full members and 42 associate members. Full members are universities that are located and based on the African continent, while associate members are universities that only have satellite campuses in Africa, but are based outside of Africa (Turner Johnson, 2013). The AAU membership includes both private and public HEIs (Johnson et al., 2011). The AAU objectives are to work as a platform to 1) promote networking between universities and regional organizations in Africa to improve teaching, accreditation, HEI management, and research, 2) to encourage cooperation amongst universities to mutually recognize qualifications, and 3) to advocate for universities taking on the role of public fora for a dialogue on issues around higher education (Mihyo, 2008). According to its constitution (AAU, 2022), members are required to participate in the AAU General Conference once every four years to discuss the AAU policies. However, the process of AAU policy implementation (the outcomes of the conference) is unclear.

REH in Latin America

In Latin America, two REH are currently active. First, the Central American University Council (CSUCA), established in 1948, amongst the eight states within the geographical boundaries of Central America (Guatemala, Belize, El Salvador, Honduras, Nicaragua, Costa Rica, Panama, and the Dominican Republic). Membership is exclusive only to the 21 public universities within its 8 member states. The goals of the CSUCA are to 1) foster the improvement, innovation and regional integration of public higher education, 2) defend the autonomy of public universities in the region and 3) build a platform for networking in research, teaching and management practices amongst the member universities (CSUCA, 2022). According to CSUCA's (2022) operating rules, each member must implement the policies of the CSUCA and maintain the autonomy of the university within Central America. The second REH in Latin America is the Montevideo Group Universities' Association (AUGM), including Argentina, Bolivia, Brazil, Chile, Paraguay and Uruguay. Located amongst the most southern countries in Latin America, its membership consists of 27 public universities

within the member states that are required to remain autonomous and self-governed within their respective states. According to the [AUGM \(2022\)](#), the objectives of the organization are to 1) collaborate and strengthen research/innovation of its members to develop high capacity human resources, 2) to assist in university management and, 3) to support student/staff mobility and research collaboration within the REH.

Table 2. Active regional education hubs around the world.

Regional Education Hub Name	Region	Member States	Participating Universities	Year of Establishment
European Higher Education Area—EHEA (Bologna Follow-up Group)	Europe	Albania, Andorra, Armenia, Austria, Azerbaijan, Belarus, Belgium, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Georgia, Germany, Greece, Holy See, Hungary, Iceland, Ireland, Italy, Kazakhstan, Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, Moldova, Montenegro, Netherlands, North Macedonia, Norway, Poland, Portugal, Romania, Russian Federation, San Marino, Serbia, Slovak Republic, Slovenia, Spain, Sweden, Switzerland, Turkey, Ukraine, United Kingdom, Scotland	All Universities in the member states	1999
ASEAN University Network (AUN)	Asia	Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Republic of the Union of Myanmar, Philippines, Singapore, Thailand, Socialist Republic of Vietnam	Refer to Table A1	1995
ASEAN+3 UNet	Asia	Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Republic of the Union of Myanmar, Philippines, Singapore, Thailand, Socialist Republic of Vietnam, China, Japan and South Korea	Refer to Table A1 + Table A2	2012
Campus Asia	Asia	China, Japan, South Korea	Tsinghua University, KDI School of Policy and Management, National Graduate Institute for Policy Studies (GRIPS)	2010
Asia University Alliance (AUA)	Asia	China, Japan, South Korea, Singapore, Thailand, Malaysia, Myanmar, Indonesia, India, Sri Lanka, Kazakhstan, United Arab Emirates, Saudi Arabia	Tsinghua University, Peking University, Hong Kong University of Science and Technology (HKUST), University of Tokyo, Seoul National University, National University of Singapore (NUS), Chulalongkorn University, University of Malaya, University of Yangon, University of Indonesia, Indian Institute of Technology (IIT)-Bombay, University of Colombo, Nazarbayev University, United Arab Emirates University (UAEU), King Saud University	2017

Continued

Association of African Universities (AAU)	Africa	Algeria, Angola, Benin, Botswana, Burkina Faso, Burundi, Cameroon, Cape Verde, Central African Republic, Congo, Côte D'ivoire, Democratic Republic The Congo, Egypt, Eritrea, Eswatini, Gabon, Ghana, Kenya, Lesotho, Liberia, Libya, Madagascar, Malawi, Malaysia, Mali, Mauritania, Mauritius, Morocco, Mozambique, Namibia, Niger, Nigeria, Rwanda, Senegal, Sierra Leone, Somalia, South Africa, South Sudan, Sudan, Tanzania, Tchad, The Gambia, Togo, Tunisia, Uganda, United Arab Emirates, Zambia, Zimbabwe	Refer to Table A3	1967
Central American University Council (CSUCA)	Latin America	Guatemala, Belize, El Salvador, Honduras, Nicaragua, Costa Rica, Panama, Dominican Republic	Public Universities of Members States	1948
Montevideo Group Universities' Association (AUGM)	Latin America	Argentina, Bolivia, Brazil, Chile, Paraguay, Uruguay	Refer to Table A4	1991

4. Results

Trends in REH

To better understand REH, the trends of the current forms of REH need to be identified to indicate the directions in which REH are developing. Based on the literature on REH, it can be argued that REH generally work within the geographical boundaries of a specific region. However, certain trends have been identified within the formal REH documents. These documents outline trends of mobility within the hub and motivations for initially establishing the hub. This section discusses the trends in mobility across REH, identified in the results above and highlights the various motivations for establishing the REH.

4.1. Mobility in the REH

Upon analyzing the formal documents, there were three forms of mobility that REH engaged in depending on the guidelines that dictated the operations of the hub.

The most common trend in REH mobility is arguably the movement of faculty members between universities. REH mobility programs vary and focus on a multitude of anticipated outcomes. The movement of faculty members allows the further development of disciplinary expertise in the region and is often based on collaborative research and teaching across the REH. A common reason for research collaboration is attributed to sharing resources within the REH. Resources such as funding and research equipment are often shared amongst the universities in REH. Within this context of resource sharing, faculty members are able to collectively invest in various research projects. This could be seen as

to imply that state barriers regarding intellectual knowledge sharing between faculty in a REH are somewhat removed. The removal of knowledge sharing barriers allows the faculty to better collaborate on research topics for the purpose of regional progress. However, to avoid conflicts, information gathered and developed from collaborative research is often disclosed and accessible to all members of the REH. This ensures mutual learning and regional progress, a shared goal in establishing many REH. For example, the ASEAN University Network (AUN) designated National University of Singapore (NUS) as the center of architecture design studies in the REH. Funding for the discipline of architecture design studies would be directed to NUS and faculty in the same discipline from other member universities can conduct collaborative research through the NUS campus in Singapore. Having the mobility of faculty within the hub allows for regional progress in the discipline and encourages a collective approach in higher education. However, one REH studied (Campus Asia) did not highlight the mobility of faculty as an objective in the REH agreement. The reasoning for this restriction of faculty mobility was to prevent the allocation of collective state funding to one institution with the REH.

The second trend across REH is the strengthening of student mobility regimes. Student mobility often takes on the form of exchange programs, including credit transfer, student research collaboration, student club activities and sports competitions between universities in the REH. Fostering student mobility in the REH indicates that member universities agree on the importance of student interaction. This student interaction within the REH promotes the sharing of ideas and cultural understanding and creates a platform of communication for the future generation in the region. As the goal of many REH is to promote regional progress in higher education, student mobility is a crucial factor in achieving such progress. For example, the credit transfer between universities in the region is often standardized within the REH to reduce barriers for students to experience higher education in other universities within the hub on a temporary basis. Such an exchange exposes students to a range of experiences, such as mutual learning and new cultural perspectives. As a result, students are able to explore the higher education opportunities with the REH. However, three out of the eight REH indicated that student mobility was not a key objective of the REH (see **Table 3**). This was found in the REH located in Africa and Latin America and Caribbean (LAC) due to the legal restrictions (visa requirements) regarding travel between states within the region.

The third trend in REH mobility is the staff mobility, which is fostered only in three REH (see **Table 3**). The objectives of these three REH state that sharing good management practices in universities constitute a corner stone of the hub's goals. The reasoning behind staff mobility is that current management practices of universities in the REH are often unable to cope with the increasing number of students enrolling in universities in the region. Upon further analysis of the REH that encourage staff mobility, it was found that student enrollment over the

Table 3. Mobility within the various REH.

Hub Name	Mobility		
	Faculty	Student	Staff
<i>European Higher Education Area—EHEA (Bologna Follow-up Group)</i>			
<i>ASEAN University Network (AUN)</i>			
<i>ASEAN+3 UNet</i>			
<i>Campus Asia</i>			
<i>Asia University Alliance (AUA)</i>			
<i>Association of African Universities (AAU)</i>			
<i>Montevideo Group Universities' Association (AUGM)</i>			
<i>Central American University Council (CSUCA)</i>			

past decade had increased significantly. This increase coupled with the somewhat inefficient management practices often created the necessity for efficient management practices to be shared between universities in REH. Another reason outlined in formal documents is to offer staff members the opportunity to network within the REH. Networking ensures that the staff are aware of best-practice administrative procedures. Having such understanding would allow member universities to coordinate effectively within the REH. Therefore, the mobility of staff is mainly aimed at providing efficient and productive services between universities in the REH.

4.2. Motivations for Establishing the REH

The other trend found amongst the different REH studied was the motivation for the establishment of the REH. Within the REH formal documents analyzed, the motivation for the establishment of the REH was found to be varied depending on the location of the REH. For the EHEA, the motivation behind the development of the hub was to promote Europe as an area of higher education and to attract international and domestic students to pursue higher education studies within the region. With the decline in university student population in Europe, the EHEA aimed to utilize the reputation of universities in Europe to attract students from other regions. Upon completion of their studies, students often seek careers in Europe. With its declining human resources, attracting foreign talent and retaining them after graduation would be beneficial for the region. On the other hand, REH in Asia had the motivational goal to achieve a higher reputation of its universities as institutions of innovation and academic excellence, which historically is associated with higher education institutions in the West. With the economic rise development in Asia, higher education institutions are striving to garner a reputation of being able to compete with the quality level of higher education in the West. REH allow the region to collectively shape its higher education identity as institutions of innovative research within the international higher education system.

However, a unique motivation for establishment of a REH was identified in Africa and LAC which provides a different perspective on establishing a REH. REH in Africa and LAC ensure the autonomy of universities within the member states. By joining the REH, individual universities are empowered to counter government influence on higher education in the region. This unique motivation was attributed to the frequent governmental interventions on higher education institutions in the region. Therefore, being a member of a REH could be seen as a way of collectively resisting government interventions in the region.

5. Conclusion

Regional Education Hubs (REH) research in general is a relatively new field of study in education regionalism. Identifying the various REH around the world allowed this paper to explore membership, trends and goals of the hubs. The membership arrangements of the various REH highlighted that states and universities both participate in the REH. Across REH, mobility of faculty, students, and staff is promoted as a means of connecting HEIs in the region. This allows for research collaboration, collective resource allocation and academic development, student exchanges, and sharing of management practices on a regional scale. Such mobility schemes strengthen regional progress in higher education and encourage knowledge sharing amongst the members of the hub. However, there are different reasons for developing REH. In Europe, the REH was developed to attract international students to strengthen higher education and human resources in the region. In Asia, REH were developed to promote the region as a new area of academic excellence through the promotion of research and innovation. The unique motivation of REH in Africa and LAC was identified to be a collective approach of higher education institutions to remain autonomous from the state.

The significance of these findings in the field of education regionalism research suggests that REH around the world have been established predominantly for the promotion of regional progress. As REH operate towards achieving certain goals, states and universities collaborate on a regional level to foster economic and intellectual prosperity, motivated by either academic research, innovation, university autonomy or the decreasing human resource pool in a region. This collective approach indicates that countries are recognizing the benefits of merging their efforts in higher education on a regional scale rather than independently competing with each other towards the same goals. Although there are similarities amongst REH, the idea of most REH simply “mimicking” the Bologna Process of 1999 portrays a very limited and limiting perspective on educational regionalism. This paper has shown that REH are far more complex than so far theorized, going beyond ideas of regional progress and resource sharing.

Conflicts of Interest

The authors declare no conflicts of interest regarding the publication of this paper.

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Annex

Table A1. ASEAN university network member countries and universities.

Country	Member Universities
Brunei Darussalam	Universiti Brunei Darussalam (UBD), Universiti Islam Sultan Sharif Ali, Universiti Teknologi Brunei (UTB)
Cambodia	Build Bright University, Cam Ed Institute, Institute of Technology of Cambodia (ITC), National University of Management, Royal University of Law and Economics, Royal University of Phnom Penh, Svay Rieng University Cambodia, University of South-East Asia
Indonesia	Institut Komunikasi dan Bisnis LSPR, Institut Pertanian Bogor, Institut Teknologi Bandung (ITB) Institut Teknologi Sepuluh Nopember, Parahyangan Catholic University, Petra Christian University, State Islamic University Sunan Kalijaga Yogyakarta, STIE Perbanas Surabaya, Syarif Hidayatullah State Islamic University, Syiah Kuala University, UIN Sunan Gunung Djati Bandung, Universitas Ahmad Dahlan, Universitas Islam Negeri Walisongo, Universitas Katolik Indonesia Atma Jaya, Universitas Airlangga (UNAIR), Universitas Andalas, Universitas Bina Nusantara (Binus), Universitas Brawijaya, Universitas Diponegoro, Universitas Gadjah Mada (UGM), Universitas Gunadarma, Universitas Hasanuddin, Universitas Indonesia, Universitas Islam Indonesia, Universitas Islam Negeri Maulana Malik Ibrahim Malang, Universitas Islam Negeri Syarif Hidayatullah Jakarta, Universitas Jember, Universitas Katolik Widya Mandala Surabaya, Universitas Lampung, Universitas Muhammadiyah Malang, Universitas Muhammadiyah Surakarta, Universitas Muhammadiyah Yogyakarta, Universitas Multimedia Nusantara, Universitas Negeri Malang, Universitas Negeri Padang, Universitas Negeri Semarang, Universitas Negeri Surabaya, Universitas Negeri Yogyakarta, Universitas Pendidikan Indonesia, Universitas Sam Ratulangi, Universitas Sanata Dharma, Universitas Sebelas Maret, Universitas Sembilanbelas November Kolaka, Universitas Sultan Ageng Tirtayasa (UNTIRTA), Universitas Sumatera Utara, Universitas Surabaya, Universitas Telkom, Universitas Udayana, Universitas Trisakti, University of Pembangunan Nasional, East Java-Indonesia
Lao PDR	National University of Laos (NUOL)
Malaysia	Alliance University College of Medical Sciences, Asia Pacific University of Technology & Innovation, International Medical University, International University of Malaya-Wales, Limkokwing University of Creative Technology, Lincoln University College, Malaysia Management & Science University, Nilai University, Nottingham University Malaysia, Open University Malaysia, Perbadanan Putrajaya, Sunway University College, Universiti Islam Antarabangsa, Universiti Kebangsaan Malaysia (UKM), Universiti Kuala Lumpur, Universiti Malaysia Kelantan, Universiti Malaysia Pahang, Universiti Malaysia Perlis, Universiti Malaysia Sabah, Universiti Perguruan Sultan Idris, Universiti Putra Malaysia (UPM), Universiti Sains Malaysia (USM), Universiti Teknologi Malaysia, Universiti Teknologi MARA, Universiti Tun Abdul Razak, Universiti Tun Hussein Onn Malaysia, Universiti Tunku Abdul Rahman, Universiti Utara Malaysia (UUM), Universiti Malaya (UM), University of Malaysia, Sarawak
Republic of the Union of Myanmar	Co-operative University, Thanlyin, Hmawbi Technological University, Mandalay Technological University, Myanmar Aerospace Engineering University, Myanmar Maritime University, Technological University (Kyaukse), Thanlyin Technological University, University of Mandalay (MU), University of Yangon (UY), Yangon Technological University, Yangon University of Economics (YUECO), University of Information Technology, West Yangon Technological University
Philippines	Adventist International Institute of Advanced Studies, Philippine, Ateneo De Manila University, Cagayan State University, Cebu Technological University, Centro Escolar University, Central Luzon State University, De la Salle-College of Saint Benilde, De La Salle Medical and Health Sciences Institute, De La Salle University, Holy Angel University, Lyceum of the Philippines University-Batangas, Mapua University, Mindanao State University-Iligan Institute of Technology (MSU-IIT), Notre Dame of Marbel University, St. La Salle University, Far Eastern University, Technological Institute of the Philippines, Trinity University of Asia, University of East Manila, University of Immaculate Conception, University of San Jose – Recoletos, University of Santo Tomas, University of Southeastern Philippines, University of the Philippines (UP), Visayas State University, Xavier University-Ateneo de Cagayan

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Singapore	Nanyang Technological University (NTU), National University of Singapore (NUS), Singapore Management University, Singapore University of Technology and Design
Thailand	Assumption University, Burapha University, Chiang Mai University, Kasetsart University (KU), Chulalongkorn University, King Mongkut’s Institute of Technology Ladkrabang, King Mongkut’s Institute of Technology North Bangkok, King Mongkut’s University of Technology Thonburi, Mae Fah Luang University, Mahasarakham University, Mahidol University, Prince of Songkhla University (PSU), Lampang Rajabhat University, Rajamangala University of Technology Thanyaburi, Silpakorn University, Srinakharinwirot University
Socialist Republic of Vietnam	Banking University of Ho Chi Minh City, Can Tho University, Foreign Trade University, Dalat University, FPT University, Hanoi Architectural University, Hanoi University of Mining and Geology, Hanoi University of Science and Technology, HCM University of Education, Ho Chi Minh City Open University, Ho Chi Minh City University of Food Industry, Ho Chi Minh City University of Technology, Ho Chi Minh City University of Technology and Education, Hanoi University of Public Health, Ho Chi Minh City University of Transport, Hoa Sen University, HUE University, Industrial University of Ho Chi Minh City (IUH), Lac Hong University, National University of Civil Engineering, Nguyen Tat Thanh University, Nong Lam University, Saigon Technology University, Saigon University, Thai Nguyen University, The University of Danang, Thu Dau Mot University, Thuyloi University, Ton Duc Thang University, Tra Vinh University, University of Architecture Ho Chi Minh City, University of Economics Ho Chi Minh City, University of Medicine and Pharmacy – Ho Chi Minh City, University of Social Sciences & Humanities, University of Transport and communication, Van Hien University, Van Lang University, Vietnam Maritime University, Vietnam National University of Agriculture, Vietnam National University, Hanoi, Vietnam National University, Ho Chi Minh City, Vinh University

Table A2. ASEAN+3UNet: +3 UNet Countries and members universities.

Country	Member Universities
Brunei Darussalam	Universiti Brunei Darussalam (UBD)
Cambodia	Royal University of Law and Economics, Royal University of Phnom Penh
Indonesia	Universitas Airlangga, Universitas Gadjah Mada, Universitas Indonesia, Institut of Teknologi Bandung
Laos PDR	National University of Laos
Malaysia	Universiti Kebangsaan Malaysia, Universiti Malaya, Universiti Putra Malaysia, Universiti Sains Malaysia, Universiti Utara Malaysia
Republic of the Union of Myanmar	Yangon Institute of Economics, University of Yangon, University of Mandalay
Philippines	Ateneo de Manila University, De La Salle University, University of the Philippines
Singapore	Nanyang Technological University, National University of Singapore, Singapore Management University
Thailand	Burapha University, Chiang Mai University, Chulalongkorn University, Mahidol University, Prince of Songkla University
Socialist Republic of Vietnam	Vietnam National University, Hanoi, Vietnam National University, Ho Chi Minh City, Can Tho University
China	Guangxi University (广西大学), Guizhou University (贵州大学), Peking University (北京大学), Xiamen University (厦门大学), Yunnan University (云南大学)
Japan	Chiba University (千葉大学), Kanazawa University (金沢大学), Keio University (慶應義塾大学), Kumamoto University (熊本大学), Kyoto University (京都大学), Nagasaki University (長崎大学), Niigata University (新潟大学), Okayama University (岡山大学), Tokyo Institute of Technology (東京工業大学), Waseda University (早稲田大学)
South Korea	Chung-Ang University (중앙대학교), Chonnam National University (전남대학교), Daejeon University (대전대학교), Dongguk University (동국대학교), Kyung Hee University (경희대학교), Seoul National University (서울대학교)

Table A3. Association of African Universities (AUA) countries and member universities.

Country	Member Universities
Algeria	Universite Badji Mokhtar D'annaba, Universite Des Sciences Et De La Technologie Houari Boumediene (usthb), Université D'alger, Université D'oran, Université Des Sciences Et De La Technologie D'oran, Université Des Sciences Islamiques, Université Kasdi Merbah Ouargla, Université Larbi Ben M'hidi De Oum El Bouaghi, Université Mentouri De Constantine
Angola	Instituto Superior Politecnico De Tecnologias E Ciencias, Universidade Agostinho Neto
Benin	Edexcel University, Poma International Business University, Université Africaine De Développement Coopératif, Université D'abomey-calavi, Université De Parakou
Botswana	Abm University College, Botho University, Botswana Accountancy College, Botswana International University Of Science And Technology, Botswana University Of Agriculture And Natural Resources, New Era College Of Arts, Science And Technology, University Of Botswana
Burkina Faso	Institut International D'ingénierie De L'eau Et De L'environnement, Institut Supérieur De L'informatique Et De Gestion (isig), Université Aube Nouvelle, Université Joseph Ki-zerbo, Université Nazi Boni, Université Polytechnique De Bobo-dioulasso
Burundi	Ecole Normale Supérieure, Université Du Burundi
Cameroon	Institut Universitaire Du Golfe De Guinée, Pan African Institute For Development-West Africa (paid-wa), Ecole Nationale Superieure Des Travaux Publics De Yaoundé, Maflekumen Higher Institute Of Health Sciences, University Of Bamenda, University Of Buea, Université De Douala, Université De Dschang, Université De Maroua, Université De Ngaoundéré, Université De Yaoundé 1
Cape Verde	Universidade Jean Piaget De Cabo Verde
Central African Republic	Université De Bangui, Euclid University (euclid)
Congo	Université Marien Ngouabi
Côte D'ivoire	Universite Tertiaire Et Technologique Lokko, Agitel – Formation, Institut Universitaire D'abidjan, International University Of Grand-bassam, Pigier Côte D'ivoire, Université Félix Houphouët-boigny, Université Nangui Abrogoua, Université Pelefero Gon Coulibaly, école Nationale Supérieure De Statistique Et D'économie Appliquée
Democratic Republic the Congo	Universite Loyola Du Congo, Université Simon Kimbangu, Université Catholique De Bukavu, Université Catholique Du Congo, Université De Kinshasa, Université De Kisangani, Université De Lubumbashi,
Egypt	Ain Shams University, Al-azhar University, Alexandria Higher Institute Of Engineering & Technology (aiet), Alexandria University, Assiut University, Aswan University, Benha University, Cairo University, Egypt-Japan University Of Science And Technology, Helwan University, Mansoura University, Matrouh University, Menoufia University, Minia University, Misr University For Science & Technology, October 6 University, Pharos University, South Valley University, Suez Canal University, Tanta University, The American University In Cairo, The British University In Egypt, The Egyptian E-learning University, University Of Sadat City, Zagazig University
Eritrea	University Of Asmara,
Eswatini	Southern African Nazarene University, University Of Eswatini,
Ethiopia	Addis Ababa Science And Technology University, Addis Ababa University, Bule Hora University, Ethiopian Civil Service University, Haramaya University, Hawassa University, Jimma University, Mekelle University, Pan African University, St. Marys University, Wollega University

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Gabon	Université Des Sciences & Techniques De Masuku, Université Omar Bongo
Ghana	Accra Institute Of Technology, Accra Technical University, African University College Of Communication, All Nations University College, Ashesi University College, Bluecrest College, Central University College, Dominion University College, Ghana Institute Of Journalism, Ghana Institute Of Languages, Ghana Institute Of Management And Public Administration, Ho Technical University, Koforidua Technical University, Kumasi Technical University, Kwame Nkrumah University Of Science And Technology, Methodist University College, Pentecost University, Presbyterian University College, Radford University College, Regent University College Of Science And Technology, Regional Maritime University, Takoradi Technical University, University For Development Studies, University Of Cape Coast, University Of Education, Winneba, University Of Energy And Natural Resources, University Of Ghana, University Of Health And Allied Sciences, University Of Mines And Technology, Tarkwa, University Of Professional Studies (ups), Valley View University, Wisconsin International University College, Ghana, Zenith University College
Kenya	African Virtual University, Daystar University College, Dedan Kimathi University Of Technology, Egerton University, International Centre For Insect Physiology And Ecology (icipe), Jomo Kenyatta University Of Agric. & Technology, Kenyatta University, Maseno University, Masinde Muliro College Of Science And Technology, Moi University, Mount Kenya University, Multimedia University Of Kenya, South Eastern Kenya University, Strathmore University, The Catholic University Of Eastern Africa, Umma University, University Of Eldoret, University Of Nairobi
Lesotho	National University Of Lesotho
Liberia	Cuttington University College, Stella Maris Polytechnic University, United Methodist University, University Of Liberia
Libya	Al Asmariya Univ. Of Islamic Sciences, Al-fateh University, Faculty Of Islamic Call, Misurata University, Sebha University, University Of Aljabel El Garbi, University Of Garyounis, Zawia University
Madagascar	Ecole Supérieure Polytechnique D'antsiranana, Université D'antananarivo, Université De Fianarantsoa, Université De Toamasina, Université Nord Madagascar
Malawi	Bunda College Of Agriculture, Dmi-st. John The Baptist University (dmsjbu), Lilongwe University Of Agriculture & Natural Resources (luanar), Malawi University Of Science And Technology, Unicaf University , Malawi, University Of Malawi
Malaysia	Lincoln University College
Mali	Université De Bamako
Mauritania	Ecole Normale Supérieure De Nouakchott, Université De Nouakchott
Mauritius	Open University Of Mauritius, University Of Mauritius, University Of Technology, Mauritius
Morocco	Ecole De Gouvernance Et D'economie De Rabat, Groupe Institut Supérieur De Commerce Et D'administration Des Entreprises (group Iscae), Institut De Formation Aux Carrières De Santé, Université Mohammed I, Université Mohammed V Souissi, Université Mohammed V, Agdal, Université Quaraouyine Fes,
Mozambique	Catholic University Of Mozambique, Higher Institute Of Science And Technology Of Mozambique, Instituto Superior De Ciências De Educação à Distância (isced), Universidade Catolica De Mozambique (ucm), Universidade Eduardo Mondlane, Universidade Pedagogica, Zambeze University
Namibia	International University Of Management, Namibia University Of Science And Technology, University Of Namibia
Niger	Ecole Des Mines, De L'industrie Et De La Géologie (emig), Maryam Abacha Université Américaine Du Niger, Université Abdou Moumouni, Université De Zinder

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Nigeria	Abia State University, Abubakar Tafawa Balewa University, Adamawa State University, Adekunle Ajasin University, Afe Babalola University, Ado Ekiti (abuad), African University Of Science And Technology, Abuja, Ahmadu Bello University, Ajayi Crowther University, Al-hikmah University, Ambrose Alli University, Babcock University, Bayero University, Bells University Of Technology, Ota, Bowen University, Covenant University, Crawford University, Cross River University Of Technology, Delta State University, Abraka, Ebonyi State University, Abakaliki, Edo University Iyamho, Ekiti State University, Ado Ekiti, Elizade University, Enugu State University Of Science Technology, Federal Polytechnic Oko, Federal University Of Agriculture, Abeokuta, Federal University Of Technology, Akure, Federal University Of Technology, Minna, Federal University Of Technology, Owerri, Gombe State University, Ibrahim Badamasi Babangida University, Igbinedion University, Kogi State University, Kwara State University, Kwararafa University, Wukari, Ladoke Akintola University Of Technology, Landmark University, Michael Okpara University Of Agriculture, Umudike, Modibbo University Of Technology, Yola, Mountain Top University, Nasarawa State University, Keffi, National Open University Of Nigeria, Niger Delta University, Nigerian Turkish Nile University, Nnamdi Azikiwe University, Obafemi Awolowo University, Ile-ife, Olabisi Onabanjo University, Osun State University, Pan-atlantic University, Redeemer's University (rccg, Run), Rivers State University Of Science & Technology, Sule Lamido University, Umaru Musa Yar'adua University, University Of Abuja, University Of Agriculture, Makurdi, University Of Benin, University Of Calabar, University Of Ibadan, University Of Ilorin, University Of Jos, University Of Lagos, University Of Maiduguri, University Of Nigeria, Nsukka, University Of Port Harcourt, University Of Uyo, Usmanu Dan Fodiyo University, Yaba College Of Technology
Rwanda	Carnegie Mellon University, Mahatma Gandhi University, University Of Global Health Equity, University Of Rwanda,
Senegal	Institut International Des Sciences Et Technologie Sénégal, Afi/l'université De L'entreprise En Abrégé (afi/l'ue), Université Cheikh Anta Diop De Dakar, Université Gaston Berger De Saint-louis
Sierra Leone	Njala University, University Of Sierra Leone
Somalia	Abrar University, Benadir University, East Africa University, Gollis University, Hormuud University, Horseed International University, Jamhuriya University Of Science And Technology (just), Jazeera University, Marodijeh University, Mogadishu University, Plasma University, Puntland State University, Simad University, Somali International University, University Of Hargeisa, University Of Somalia, Zamzam University Of Science & Technology
South Africa	Central University Of Technology, Free State Council On Higher Education, Durban University Of Technology, Nelson Mandela University, North-west University, Rhodes University, Sefako Makgatho Health Sciences University, University Of Cape Town, University Of Fort Hare, University Of Johannesburg, University Of Kwazulu-natal, University Of Pretoria, University Of South Africa, University Of Stellenbosch, University Of The Free State, University Of The Western Cape, University Of Venda For Science & Technology, University Of Witwatersrand, Walter Sisulu University
South Sudan	University Of Bahr El Ghazal, University Of Juba, Upper Nile University
Sudan	Africa International University, Ahfad University For Women, Al Fashir University, Al Neelain University, Alzaiem Alazhari University, Bayan College Of Science And Technology, El Imam El Mahdi University, International University Of Africa, National University Sudan, Nile Valley University (wadi El-neel University), Omdurman Ahlia University, Omdurman Islamic University, Red Sea University, Sudan Academy Of Sciences, Sudan International University, Sudan University Of Science And Technology, The Future University, University Of Bahri, University Of Bakht Er Ruda, University Of Dalanj, University Of Gezira, University Of Khartoum, University Of Kordofan, University Of Nyala, University Of Science And Technology, University Of Sinnar, University Of The Holy Qur'an And Re-origination Of Sciences, University Of Western Kordufan, University Of Zalingei, Wad Medani Ahlia College
Tanzania	Ardhi University, College Of Business Education, Hubert Kairuki University, Muhimbili University Of Health & Allied Science, Muslim University Of Morogoro, Mzumbe University, Sokoine University Of Agriculture, St Augustine University, The Nelson Mandela African Institution Of Science And Technology Nm-ast, The Open University Of Tanzania, Tumaini University Makumira (tuma), University Of Dar Es Salaam, University Of Dodoma, Zanzibar University

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Tchad	Université De N'djamena
The Gambia	American International University, International Open University, University Of The Gambia
Togo	Ecole Des Cadres, Université De Kara, Université De Lomé
Tunisia	Institut Des Hautes Etudes De Tunis, Université Centrale, Tunisia, Université Du 7 Novembre A Carthage
Uganda	Bugema University, Busitema University, Islamic University In Uganda, Kampala International University, Makerere University, Ndejje University, Uganda Christian University, Uganda Management Institute, Uganda Martyrs University, Uganda Technology And Management University
United Arab Emirates	Gulf Medical University
Zambia	Cavendish University, Chreso University, Copperbelt University, Dmi-st. Eugene University, Lusaka Apex University, Mulungushi University, National Institute Of Public Administration (nipa), Rusangu University, Supershine University, Texila American University, Unicaf University, Zambia, University Of Lusaka, University Of Zambia, Zambia Forestry College, Zambian Open University
Zimbabwe	Africa University, Bindura University Of Science Education, Catholic University Of Zimbabwe, Chinhoyi University Of Technology, Great Zimbabwe University, Harare Institute Of Technology, Lupane State University, Manicaland State University Of Applied Sciences, Manicaland State University Of Applied Sciences (msuas), Midlands State University, National University Of Science And Technology, Solusi University, University Of Zimbabwe, Women's University In Africa, Zimbabwe Council For Higher Education, Zimbabwe Open University

Table A4. Montevideo group association of universities.

Country	University Members
Argentina (14)	Universidad de Buenos Aires (UBA), Universidad Nacional de Córdoba (UNC), Universidad Nacional de Cuyo (UNCuyo), Universidad Nacional de Entre Ríos (UNER), Universidad Nacional del Litoral (UNL), Universidad Nacional de La Plata (UNLP), Universidad Nacional de Mar del Plata (UNMdP), Universidad Nacional del Nordeste (UNNE), Universidad Nacional del Noroeste de Buenos Aires (UNNOBA), Universidad Nacional de Quilmes (UNQ), Universidad Nacional de Rosario (UNR), Universidad Nacional del Sur (UNS), Universidad Nacional de San Luis (UNSL), Universidad Nacional de Tucumán (UNT),
Bolivia (3)	Universidad Mayor de San Andrés (UMSA), Universidad Mayor, Real y Pontificia de San Francisco Xavier de Chuquisaca (UMRPSFXCH), Universidad Mayor de San Simón (UMSS)
Brazil (15)	Universidade Federal do ABC (UFABC), Universidade Federal de Goiás (UFG), Universidade Federal de Minas Gerais (UFMG), Universidade Federal do Paraná (UFPR), Universidade Federal do Rio Grande (FURG), Universidade Federal do Rio Grande do Sul (FURG), Universidade Federal de Santa Catarina (UFSC), Universidade Federal de São Carlos (UFSCar), Universidade Federal de Santa Maria (UFSM), Universidade de Brasília (UnB), Universidade Estadual Paulista (UNESP), Universidade Estadual de Campinas (UNICAMP), Universidade Federal de São Paulo (UNIFESP), Universidade de São Paulo (USP),
Chile (4)	Universidad de Chile (UChile), Universidad de Playa Ancha (UPLA), Universidad de Santiago de Chile (USACH), Universidad de Valparaíso (UV)
Paraguay (4)	Universidad Nacional de Asunción (UNA), Universidad Nacional de Concepción (UNC), Universidad Nacional del Este (UNE), Universidad Nacional de Itapúa (UNI)
Uruguay	Universidad de la República (UDELAR)