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**TRADE IN HIGHER EDUCATION AND GATS  
BASICS**

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**TRADE IN HIGHER EDUCATION AND GATS BASICS<sup>1</sup>**  
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**INTRODUCTION**

The Trade in Higher Education and GATS Basics aims to:

1. Provide basic information on trade in higher education and GATS; and
2. Provide links to different positions on key controversies concerning trade in higher education and GATS.

The target audience of this section is:

- Higher education stakeholders (governments, higher education institutions, students and their families, teachers, business and industry, the public and private sectors of the economy, parliaments, the media, the community, professional associations); and
- Policy makers who will negotiate trade in higher education in the GATS framework.

This document focuses on:

- I. Basic Information on GATS;
- II. Basic information on trade in higher education and GATS;
- III. Links to resources on higher education and GATS; and
- IV. Links to negotiating proposals on education.

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<sup>1</sup>This document is also available online at:

[http://www.unesco.org/education/studyingabroad/highlights/global\\_forum/gats\\_he/basics\\_he\\_trade\\_main.shtml](http://www.unesco.org/education/studyingabroad/highlights/global_forum/gats_he/basics_he_trade_main.shtml)

This section is prepared in the framework of the Global Forum on the International Dimensions of Quality Assurance, Accreditation and the Recognition of Diplomas. It will be regularly updated. Please send your suggestions to: z.varoglu@unesco.org.

## I. BASIC INFORMATION ON GATS

1. What is GATS?
  2. Which services are covered by GATS?
  3. What laws are covered by GATS?
  4. How can services be traded?
  5. What kinds of rules does GATS have?
  6. What is 'Most Favoured Nation Treatment'?
  7. What does 'Market Access' and 'National Treatment' mean?
  8. What does 'Progressive Liberalization' mean?
  9. What are 'National Schedules'?
  10. What are 'Negotiating Schedules'?
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### 1. **What is GATS?**

The General Agreement on Trade in Services (GATS) is the first set of multilateral rules covering international trade in services. It came into effect in 1995 and is being negotiated under the auspices of World Trade Organization (WTO).

GATS has three main parts: the main text with general principles and obligations; annexes with rules for specific sectors; and Member countries' specific commitments to provide access to their markets. The WTO provides links to the GATS text.

### 2. **Which services are covered by GATS?**

GATS considers education as a tradable service. GATS covers 12 service sectors (Business; Communication; Construction and Engineering; Distribution; Education; Environment; Financial; Health; Tourism and Travel; Recreation, Cultural, and Sporting; Transport; "Other"). Two exceptions are services in the exercise of governmental authority and air traffic rights.

### 3. **Which laws are covered by GATS?**

GATS applies to all measures affecting trade in services. GATS defines measures as all laws, regulations and practices from national, regional or local government or non-governmental bodies exercising powers delegated to them by government that may affect trade.

### 4. **How can services be traded?**

GATS defines 4 ways that all services can be traded based on modes of supply:

- i. Consumption abroad of service by consumers travelling to supplier country (e.g. students studying abroad);
- ii. Cross border supply of a service to consumer country without the supplier (e.g. open and distance education);
- iii. Commercial presence of a supplier in consumer country (e.g. offshore foreign universities); and
- iv. Presence of Natural Persons from supplying country in consuming country (e.g. professors, researcher working outside their home country).

### 5. **What kinds of rules does GATS have?**

GATS has two broad categories of rules. The first category are general rules which

apply, for the most part, to trade in all services. The second category are rules applicable to national commitments in specific service sectors.

- **General Rules: Most Favoured Nation Treatment (MFN)**  
The most significant general rule is that of 'Most Favoured Nation Treatment' (MFN). MFN means that countries must give equal and consistent treatment to all foreign trading partners. WTO describes this as 'favour one, favour all'.
- **Rules for National Commitments: Market Access and National Treatment**  
Market Access refers to the degree to which market access is granted to foreign providers in specific sectors. GATS sets 6 ways of limiting free market access. These limitations may not be applied unless their use is clearly provided for in the schedule of commitments. These limitations include: limitations on the number of service suppliers, limitations on the value of transactions, service operations or employees in the sector.
- **National Treatment means equal treatment for foreign and domestic services or service suppliers.**

#### 6. **What is Progressive Liberalization?**

GATS has rules for Members schedules of specific commitments ('agenda for trade'). Through these schedules successive rounds of negotiations are foreseen to achieve progressively higher liberalization of trade in services.

#### 7. **What are National Schedules?**

Each country must have a Schedule of Specific Commitments that identifies the service sectors that it is will open to foreign markets. These commitments also spell out any limitations on market access and national treatment.

#### 8. **What are Negotiating Proposals?**

Negotiating Proposals outline the role of government, rationale/purpose of trade liberalization; benefits of trade liberalization; public private mix.

#### **References:**

The Observatory on Borderless Higher Education (2002) *Trade in Higher Education Services: The Implications of GATS*. Prepared by Jane Knight. Available from The Observatory on Borderless Higher Education 'Observatory Reports' at : <http://www.obhe.ac.uk/products/reports/pdf/March2002.pdf>.

WTO *The General Agreement on Trade in Services (GATS): Objectives, coverage and disciplines*. Prepared by the WTO Secretariat. Available from the World Trade Organization 'Services: GATS' at: [http://www.wto.org/english/tratop\\_e/serv\\_e/gatsqa\\_e.htm](http://www.wto.org/english/tratop_e/serv_e/gatsqa_e.htm)

WTO *General Agreement on Trade in Services*. Prepared from the WTO Secretariat. Available from the World Trade Organization 'Services: Agreement' at: [http://www.wto.org/english/tratop\\_e/serv\\_e/0-gats\\_e.htm](http://www.wto.org/english/tratop_e/serv_e/0-gats_e.htm)

WTO *Services: rules for growth and investment*. Prepared by the WTO Secretariat. Available from the World Trade Organization 'Trading into the future: The introduction to the WTO' at: [http://www.wto.org/english/tratop\\_e/serv\\_e/0-gats\\_e.htm](http://www.wto.org/english/tratop_e/serv_e/0-gats_e.htm)



## II. TRADE IN HIGHER EDUCATION AND GATS

1. How is education defined in the GATS?
  2. Why trade in education?
  3. Which countries are opening their education sectors for trade?
  4. When are the next phases of the GATS negotiations?
  5. What is the role of the UNESCO Conventions?
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### 1. **How is education defined in the GATS?**

Trade in educational services is based on 5 sub-sectors of education as categorized by the United Nations Provisional Central Product Classification (CPC). These sub-sectors are: primary education, secondary education, higher education, adult education and other.

The 3 categories most relevant to tertiary education are: higher education; post-secondary technical and vocational education services; and other education services. Higher education covers post secondary technical and vocational education services as well as other higher education programmes leading to a university degree or equivalent. Adult education covers education for adults outside the regular education system. Other education covers all education services not classified elsewhere and excludes education services related to recreation matters.

### 2. **Why trade in education?**

Trade in higher education is a million dollar business. The demand for higher education, on the one side, is growing, while on the other side, trans-border education (e.g. private or for-profit higher foreign university campuses, IT Academies, twinning arrangements with other universities, corporate universities, virtual universities, open universities, e-universities etc.) is increasing. The capacity of the public sector has not kept up with this demand. This coupled with the recent developments of ICTs and the ensuing growth in online learning has resulted in the creation of this very lucrative market.

### 3. **Which countries are opening their education sectors for trade?**

Education, overall, is one of the least committed sectors. Only 44 of the 144 WTO Members have made commitments in education, and only 21 of these have included commitments to higher education: Australia, Czech Republic, Jamaica, Liechtenstein, Norway, Sierra Leone, Switzerland, Congo RP, European Community, Japan, Mexico, Panama, Slovak Republic, Trinidad and Tobago, Costa Rica, Hungary, Lesotho, New Zealand, Poland, Slovenia, Turkey.

Only 4 countries have to date submitted a negotiating proposal outlining their interest and issues in the education sector. These countries, in order of presentation of negotiating proposals are: United States, New Zealand, Australia, and Japan.

Negotiating proposals outline the role of government, rationale/purpose of trade liberalization; benefits of trade liberalization; public private mix.

More information on the specific national GATS commitments in education is available at: <http://gats-info.eu.int/gats-info/gatscomm.pl>

More information on negotiating proposals to date is available on the WTO website under 'Education' at: [http://www.wto.org/english/tratop\\_e/serv\\_e/s\\_propnewnegs\\_e.htm](http://www.wto.org/english/tratop_e/serv_e/s_propnewnegs_e.htm)

### 4. **When are the next phases of the GATS negotiations?**

Key dates for the next phases of GATS negotiations are:

- 30 June 2002 - Countries will file initial requests asking trading partners to open their markets in services areas;
- 31 March 2003 - Countries that were the subjects of requests will present offers to open their markets in service areas. Trading partners will hold meetings and discussions. Overall, if insufficient agreement is reached regarding higher education, the sector could be part of a new round of global negotiations after the conclusion of talks in January 2005; and
- January 2005 - GATS negotiations conclude.

## 5. What is the role of the UNESCO Conventions?

The UNESCO Conventions on the recognition of qualifications represent the only existing regulatory frameworks for transborder mutual recognition of qualifications. These Conventions have been ratified by over 100 Member States in Africa, Asia and the Pacific, the Arab States, Europe and Latin America.

Similar to the GATS, the UNESCO Conventions aim to promote international cooperation in higher education and to reduce obstacles to the mobility of teachers and students by a mutual recognition of degrees and qualifications between the countries that have ratified them.

Both the Conventions and the GATS are administered by the Intergovernmental organizations of worldwide coverage. UNESCO is the specialized agency of the United Nations system for education, science, culture and communication with 188 Member States. The WTO is the more recently established world trade organization with 144 Member States.

The basic difference however lies in the purpose of concluding these international agreements. While the UNESCO Conventions are concluded for the purpose of advancing what Jane Knight (2002) calls 'non-profit internationalisation', the GATS promotes trade in higher education services for the purposes of market liberalization.

### References:

European Commission's Info-Point on World Trade in Services *GATS Commitments by Sector*. Prepared by the European Commission, Directorate General for Trade in Education. Available from Legal Texts and Commitments 'GATS Commitments by Sector' at : <http://gats-info.eu.int/gats-info/swtosvc.pl?&SECCODE=05.C>

The Observatory on Borderless Higher Education (2002) *Trade in Higher Education Services: The Implications of GATS*. Prepared by Jane Knight. Available from the Observatory on Borderless Higher Education at: <http://www.obhe.ac.uk/products/reports/pdf/March2002.pdf>

UNESCO *Conventions on the Recognition of Studies*. Available from the UNESCO Studying Abroad 'Conventions on the Recognitions of Studies at: <http://www.unesco.org/education/studyingabroad/tools/conventions.shtml>

WTO *The General Agreement on Trade in Services (GATS): Objectives, coverage and disciplines*. Prepared by the WTO Secretariat. Available from the World Trade Organization 'Services: GATS at: [http://www.wto.org/english/tratop\\_e/serv\\_e/gatsqa\\_e.htm](http://www.wto.org/english/tratop_e/serv_e/gatsqa_e.htm)

WTO *General Agreement on Trade in Services*. Prepared from the WTO Secretariat.  
Available from the World Trade Organization 'Services: Agreement' at  
[http://www.wto.org/english/tratop\\_e/serv\\_e/0-gats\\_e.htm](http://www.wto.org/english/tratop_e/serv_e/0-gats_e.htm)

WTO *Services: rules for growth and investment*. Prepared by the WTO Secretariat.  
Available from the World Trade Organization 'Trading into the Future: The introduction to  
the WTO' at: [http://www.wto.org/english/thewto\\_e/whatis\\_e/tif\\_e/agrm5\\_e.htm](http://www.wto.org/english/thewto_e/whatis_e/tif_e/agrm5_e.htm)

### III. TRADE IN HIGHER EDUCATION AND GATS LINKS

**General Information on GATS** - Links to basic information on the GATS and GATS commitments by country.

**GATS and Higher Education** - Links to higher education associations discussions on key controversies surrounding the inclusion of higher education in the GATS negotiations.

**GATS and Education** - Links to discussions on the inclusion of education in the GATS negotiations.

*Please note that these links aim to provide an overview of the key existing materials on this subject, and are not exhaustive.*

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#### GENERAL INFORMATION ON GATS

##### World Trade Organization (WTO)

[<http://www.wto.org/>]

The World Trade Organization (WTO) is an international organization dealing with the rules of trade between nations. The GATS is being negotiated under the auspices of the WTO. The WTO website provides links to basic documents concerning the GATS. It also provides some background to discussions on GATS.

- Text of the GATS (as .html)  
[[http://www.wto.org/english/tratop\\_e/serv\\_e/gatsintr\\_e.htm](http://www.wto.org/english/tratop_e/serv_e/gatsintr_e.htm)]
- Text of the GATS (as .pdf)  
[[http://www.wto.org/english/docs\\_e/legal\\_e/26-gats.pdf](http://www.wto.org/english/docs_e/legal_e/26-gats.pdf)]
- An Introduction to GATS [[http://www.wto.org/english/tratop\\_e/serv\\_e/gsintr\\_e.doc](http://www.wto.org/english/tratop_e/serv_e/gsintr_e.doc)]
- GATS: Objectives, Coverage and Disciplines  
[[http://www.wto.org/english/tratop\\_e/serv\\_e/gatsqa\\_e.htm](http://www.wto.org/english/tratop_e/serv_e/gatsqa_e.htm)]
- Search Page for negotiating proposals (see under 'Education')  
[[http://www.wto.org/english/tratop\\_e/serv\\_e/s\\_propnewnegs\\_e.htm](http://www.wto.org/english/tratop_e/serv_e/s_propnewnegs_e.htm)]
- Introduction to services trade and the WTO agreement  
[[http://www.wto.org/english/tratop\\_e/serv\\_e/serv\\_e.htm](http://www.wto.org/english/tratop_e/serv_e/serv_e.htm)]
- Guide to reading the GATS schedules of specific commitments and the list of MFN exemptions  
[[http://www.wto.org/english/tratop\\_e/serv\\_e/guide1\\_e.htm](http://www.wto.org/english/tratop_e/serv_e/guide1_e.htm)]
- Schedules of commitments and MFN exceptions  
[[http://www.wto.org/english/tratop\\_e/serv\\_e/serv\\_commitments\\_e.htm](http://www.wto.org/english/tratop_e/serv_e/serv_commitments_e.htm)]
- WTO: GATS fact and fiction  
[[http://www.wto.org/english/tratop\\_e/serv\\_e/gats\\_factfiction\\_e.htm](http://www.wto.org/english/tratop_e/serv_e/gats_factfiction_e.htm)]

### **The European Union ‘GATS Info-Point’**

[<http://gats-info.eu.int/index.html>]

The ‘GATS Info-Point’ is developed by the European Commission Directorate General for Trade. This site has clear basic information on GATS and an user-friendly Market Access Database on GATS commitments.

- **General information on GATS**  
[<http://gats-info.eu.int/gats-info/gatscomm.pl>]
  - **GATS commitments by country**  
[<http://gats-info.eu.int/gats-info/gatscomm.pl>]
  - **GATS commitments by sector**  
[<http://gats-info.eu.int/gats-info/gatscomm.pl?MENU=fff>]
  - **GATS commitments by type of education**  
[<http://gats-info.eu.int/gats-info/swtosvc.pl?&SECCODE=05>]
- 

### **GATS AND HIGHER EDUCATION**

#### **Joint Declaration on Higher Education and GATS**

[<http://www.unige.ch/eua/En/Activities/WTO/declaration-final1.pdf>]

- This Joint Declaration, signed in September 2001, calls for the respective countries of the associations not make commitments in Higher Education Services or in the related categories of adult education and other education services in the context of the GATS. The Joint Declaration was signed by AUCC, CHEA and EUA. IAU has also endorsed the Joint Declaration.

#### **The Association of Universities and Colleges of Canada (AUCC)**

[<http://www.aucc.ca/en/index.html>]

AUCC represents 93 Canadian public and private not-for-profit universities and university colleges. AUCC is one of the signatories of the Joint Declaration on Higher Education and the GATS.

- **Canadian Higher Education and the GATS: AUCC Background Paper**  
[<http://www.aucc.ca/en/international/bulletins/gatpaper.pdf>]  
This paper examines the main aspects of the GATS as they relate to trade in educational services. It was developed to help AUCC Members prepare for discussions with government officials and non-government experts on this topic.

#### **The Council for Higher Education Accreditation (CHEA)**

[<http://www.chea.org/>]

The Council for Higher Education Accreditation is a private, non-profit national organization that coordinates accreditation activity in the United States. CHEA represents more than 3000 colleges and universities and 60 national, regional and specialized accreditors. CHEA is one of the signatories of the Joint Declaration on Higher Education and the GATS.

- **Finding a Common Voice for Accreditation Internationally**  
[<http://www.chea.org/international/common-voice.html>]  
Presentation of Fred M. Hayward for the CHEA's 5th annual conference on Enhancing Usefulness. This Presentation addresses accreditation, quality assurance and trade agreements.
- **CHEA and ACE Letter – Comments about Inclusion of Higher Education Service in Pending World Trade Organization Negotiations**  
[[http://www.chea.org/international/papovich\\_wto.html](http://www.chea.org/international/papovich_wto.html)]  
Joint letter of June 2001 from CHEA and the American Council on Education to the Assistant US Trade Representative for Services, Investment and Intellectual Property.

### **European University Association (EUA)**

[<http://www.unige.ch/eua/>]

The EUA, as the representative organization of the European universities and the national rectors' conferences, is a main voice of the higher education community in Europe. EUA was one of the signatories of the Joint Declaration on Higher Education and the GATS.

### **EUA Activities Related to GATS**

[<http://www.unige.ch/eua/En/Activities/WTO/welcome.html>]

EUA background to the Joint Declaration on Higher Education and the GATS signed by the Association of Universities and Colleges of Canada (AUCC), the American Council on Education (ACE), the European University Association (EUA), and the Council for Higher Education Accreditation (CHEA).

- **The Bologna Process and GATS Negotiations**  
[<http://www.unige.ch/eua/En/Activities/WTO/GATSMEMO100602.pdf>]  
EUA memo on the Bologna Process and the GATS negotiations, 10 June 2002, sent to all national Rectors' Conferences.
- **Declaration ' Students and universities: An academic community on the move'**  
[[http://www.unige.ch/eua/En/Activities/EUA\\_ESIB.pdf](http://www.unige.ch/eua/En/Activities/EUA_ESIB.pdf)]  
Shared vision of EUA and the National Unions of Students in Europe (ESIB) for the future of higher education in Europe. This declaration includes a section on Europe and the Globalisation process.

### **International Association of Universities (IAU)**

[<http://www.unesco.org/iau/index.html>]

IAU brings together institutions and organizations from some 150 countries for reflection and action on common concerns and collaborates with various international, regional and national bodies active in higher education. IAU's Administrative Board endorsed the Joint Declaration on Higher Education and the GATS in November 2001, at its 64th Meeting.

- **Joint Declaration on Higher Education and the General Agreement on Trade in Services**  
[<http://www.unesco.org/iau/pdf/iaunew81.pdf>]  
Background to IAU's endorsement of the Joint Declaration on Higher Education and the GATS Article in the the IAU Newsletter of March 2002, pages 7-8.

- **GATS (WTO) and Higher Education**  
[<http://www.unesco.org/iau/globalization/wto-gats.html>]  
Links to information and debate on GATS and the implications for higher education.  
Links also to news and papers on this subject.
- **Porto Alegre Declaration**  
[<http://www.unesco.org/iau/news-members.html#Porto-Alegre-Declaration>]  
Declaration of the Rectors, Presidents, Directors of Higher Education Institutions and Associations and other academic authorities participating in the III Summit of Iberian and Latin American Public Universities Rectors. (April 27, 2002).
- **Plenary Address 'Internationalisation of Higher Education: Policy and Practice'**  
[<http://www.unesco.org/iau/Lyon/seddoh.html>]  
Speech of Dr Seddoh, Director UNESCO Division of Higher Education at the IAU Lyon Conference of April 2002.

### **The Observatory on Borderless Education**

[<http://www.obhe.ac.uk/index.html>]

The Observatory was established by the member institutions of the Association of Commonwealth Universities (ACU) and Universities UK to keep abreast on developments in borderless education. Borderless education refers to developments outside the traditional borders of higher education (e.g. elearning, and developing markets). The Observatory provides reports on major issues such as GATS and Higher Education. From July 2002, Observatory services will be subject to subscription charges.

- **Trade in Higher Education Services : the Implications of GATS**  
[<http://www.obhe.ac.uk/products/reports/pdf/March2002.pdf>]  
This report by Dr Jane Knight provides a concise overview of GATS and how it effects trade in higher education.
- **Trading Public Good in the Higher Education Market**  
[<http://www.obhe.ac.uk/products/reports/pdf/January2002.pdf>]  
This report by Frank Newman and Lara K. Couturier discusses the effect of market forces in the field of higher education.

### **Columbus**

[<http://www.columbus-web.com>]

Columbus was created in 1987 as a co-operation programme between European and Latin American higher education institutions. Its main goals are to promote institutional development and multilateral co-operation in order to help universities to better respond to the challenges posed by scarce resources, demands for diversification, and internationalisation.

- **'A Difficult Balancing Act: Higher Education as a Public Good and a Tradeable Service'**  
[<http://www.columbus-web.com/en/partj/index.html>]  
Link to documents and presentations from the above meeting held on 5 July 2002. The documents presented include a paper examining GATS and higher education in Latin America by Carmen Garcia-Gaudilla as well as papers from Philip Altbach and the OECD.

## **The National Union of Students in Europe (ESIB)**

[<http://www.esib.org/>]

ESIB is the umbrella organisation of 47 national unions of students from 35 countries and through these members represent over 10 million students. The aim of ESIB is to represent and promote the educational, social, economic and cultural interests of students at a European level towards all relevant bodies and in particular the European Union, Council of Europe and UNESCO.

- **Commodification and GATS**

[<http://www.esib.org/commodification/documents/index.htm>]

Very thorough section containing the ESIB statement on commodification, links to official WTO documents, as well as ESIB documents and links to views from other organizations.

- **European Student Convention**

[<http://www.vvs.ac/ESC/indexen.htm>]

The European Student Convention (Brussels 16-18 November 2001) brought together 150 European student representatives from 37 countries. The Convention discussed the social dimension of the European Higher Education Area. A workshop on the Commodification of Education was held during this Convention.

- **Commodification of Education – Are Students Customers?**

[<http://www.vvs.ac/ESC/reader/intro.htm>]

Section 6 of the 'Reader' prepared for participants of this Convention examines the social problems and rights of students in a market-oriented view of education. Adobe Acrobat is necessary to download this file.

## **NUFFIC Conference on the Global Education Market**

[<http://www.nuffic.nl/nuffic50years/index2.html>]

This website provides links to the proceedings of the Netherlands Organisation for International Cooperation in Higher Education (NUFFIC) 50th anniversary conference on 'Global Education Market: Shifting Roles, Changing Rules' held in March 2002.

- **Issues Paper**

[<http://www.nuffic.nl/nuffic50years/issuepaper.html>]

The paper examines the impact of globalization on the content, quality, accessibility and affordability of higher education.

- **Links to background articles for the NUFFIC issues paper.**

[<http://www.nuffic.nl/nuffic50years/papers.html>]

Links to papers such as : 'The GATS Need not be a Disaster' (Ansink); 'The Global Higher Education Market. Not as Simple as a Tiled Roof' (van Dalen); 'GATS undermining public services worldwide' (Corporate Europe Observer) 'Trade in Education Services Emerging Issues. OECD working Paper' (OECD).

## **GATS AND EDUCATION**

### **Education International**

[<http://www.ei-ie.org/>]

Education International is a world-wide trade union organisation of education personnel, whose 25 million members represent all sectors of education from pre-school to university. It is made up of 311 national trade unions and associations in 159 countries and territories.

- **WTO – GATS**

[[http://www.ei-ie.org/action/english/Globalisation/wto\\_gatsindex.html](http://www.ei-ie.org/action/english/Globalisation/wto_gatsindex.html)]

EI is concerned that proposals for a significant increase in the scope of, and degree of, liberalisation of trade, might cover education services. EI's central objective is to have education excluded from the scope of the General Agreement on Trade in Services (GATS). EI information and support material from EI.

- **The WTO and the Millennium Round: What is at Stake for Public Education?**

[<http://www.ei-ie.org/pub/english/epbeipsiwto.html>]

This EI/Public Services International (PSI) publication voices common concerns for workers in education and the public sector.

- **EI Policies - Trade on Education Services**

[[http://www.ei-ie.org/educ/english/eed\\_trade.htm](http://www.ei-ie.org/educ/english/eed_trade.htm)]

Key points on Education International policies concerning trade in educational services.

### **Organisation for Economic Co-operation and Development (OECD)**

[<http://www.oecd.org/FR/home/0,,FR-home-0-nodirectorate-no-no-no-0,FF.html>]

The OECD groups 30 member countries sharing a commitment to democratic government and the market economy. It also has an active relationships with some 70 other countries, NGOs and civil society. Best known for its publications and its statistics, its work covers economic and social issues from macroeconomics, to trade, education, development and science and innovation.

- **OECD Forum on Trade in Educational Services**

[<http://www.oecd.org/EN/document/0,,EN-document-4-nodirectorate-no-20-25748-4,00.html>]

Proceedings of the OECD Forum on Trade in Educational Services of 23-24 May 2002. This page includes links to conference documents on this topic. This page also has links to related OECD documents including the OECD Working Paper - Trade in Educational Services: Trends and Emerging Issues.

- **The National Committee for International Trade in Education (NCITE)**

[[http://www.tradeineducation.org/general\\_info/frames.html](http://www.tradeineducation.org/general_info/frames.html)]

NCITE advises the Office of the U.S. Trade Representative (USTR) on the upcoming round of World Trade Organization (WTO) negotiations related to the General Agreement on Trade in Services (GATS), as mandated by the Uruguay Round.

- **Barriers in Education**

[[http://www.tradeineducation.org/general\\_info/barriers.html](http://www.tradeineducation.org/general_info/barriers.html)]

Report outlining the barriers to education experienced by US providers. The Centre for Quality Assurance in International Education submitted this report to the Office of the US Trade Representative (USTR) in response to the 14 April 1999 Federal Register notice requesting public comment on negotiations on Market Access and Other Issues in the WTO.

### **World Bank (WB)**

[<http://www.worldbank.org/>]

The World Bank Group is one of the world's largest sources of development assistance. In Fiscal Year 2001, the institution provided more than US\$17 billion in loans to its client countries. It works in more than 100 developing economies with the primary focus of helping the poorest people and the poorest countries.

- **Global Development Finance 2002**

[<http://www.worldbank.org/prospects/gdf2002/index.html>]

This publication highlights recent trends and prospects for the global economy, capital flows, and improvements in policies surrounding aid flows. Discussion includes the role of education in the flow of capital.

- **Tertiary Education Strategy Note**

[<http://www1.worldbank.org/education/tertiary/note.html>]

Introduction to the World Bank Tertiary Education Strategy Note to guide World Bank Investments in Tertiary education.

### **The International Labour Organization (ILO)**

[<http://www.ilo.org/public/english/about/index.htm>]

The ILO is the UN specialized agency which seeks the promotion of social justice and internationally recognized human and labour rights. The ILO formulates international labour standards in the form of Conventions and Recommendations setting minimum standards of basic labour rights: freedom of association, the right to organize, collective bargaining, abolition of forced labour, equality of opportunity and treatment, and other standards regulating conditions across the entire spectrum of work related issues.

- **World Commission to Examine Social Impact**

[<http://us.ilo.org/news/focus/0201/FOCUS-3.HTML>]

The ILO Governing Body has agreed to the establishment of World Commission to examine the social dimensions of globalization. This article also discusses a recent ILO report which highlights the need for better education and skills training for developing nations to exploit the rapidly growing demand for manufactured exports.

- **Trade Liberalization and Employment**

[<http://www.ilo.org/public/english/standards/relm/gb/docs/gb282/pdf/sdg-2.pdf>]

November 2001 Report of the Working Party on the Social Dimension of Globalization. In-depth discussion of the wide ramifications of trade liberalization.

- **Enhancing the Action of the Working Party on the Social Dimension of Globalization: Next Steps**

[<http://www.ilo.org/public/english/standards/relm/gb/docs/gb282/pdf/sdg-1.pdf>]

Background to the preparation of a report on the social dimensions of globalization.

This report would also include the interaction between the global economy and the world of work.

### **Asia-Pacific Economic Cooperation (APEC)**

[<http://www.apecsec.org.sg/>]

The Asia-Pacific Economic Cooperation (APEC) was established in 1989 in response to the growing interdependence among Asia-Pacific economies. Begun as an informal dialogue group, APEC has since become the primary regional vehicle for promoting open trade and practical economic cooperation. Its goal is to advance Asia-Pacific economic dynamism and sense of community.

- **Measures affecting trade and investment in education services in the Asia-Pacific Region**

[<http://www.apecsec.org.sg/download/services/EduServiceMeasures.pdf>]

A report of the APEC Group on Services (2000) which aims to identify measures affecting trade and investment in education services; and study the impact of further liberalizing trade and investment in the education services sector.

### **Canadian Education Research Information System (CERIS)**

[<http://ceris.schoolnet.ca/e/index.html>]

CERIS provides information about Canadian education and Canadian research on education.

- **The GATS: What is it and how might education services be affected?**

<http://ceris.schoolnet.ca/e/gats1.html>

Overview of GATS, series of information and further links on the pros and cons of the the WTO trading system prepared by Valérie Pierre-Pierre. Links to further information on Canada and GATS negotiations with a focus on education.

#### IV. NEGOTIATING PROPOSALS

Negotiating proposals outline issues such as the role of government, rationale/purpose of trade liberalization; benefits of trade liberalization.

As of 3 June 2002 the following countries had put forward negotiating proposals regarding higher education:

- **United States (18 December 2000)**  
English version:  
[http://www.unesco.org/education/studyingabroad/highlights/global\\_forum/gats\\_he/us.pdf](http://www.unesco.org/education/studyingabroad/highlights/global_forum/gats_he/us.pdf)  
French version:  
[http://www.unesco.org/education/studyingabroad/highlights/global\\_forum/gats\\_he/etats\\_unis.pdf](http://www.unesco.org/education/studyingabroad/highlights/global_forum/gats_he/etats_unis.pdf)
- **New Zealand (27 June 2001)**  
English version:  
[http://www.unesco.org/education/studyingabroad/highlights/global\\_forum/gats\\_he/nz.pdf](http://www.unesco.org/education/studyingabroad/highlights/global_forum/gats_he/nz.pdf)  
French version:  
[http://www.unesco.org/education/studyingabroad/highlights/global\\_forum/gats\\_he/nz1.pdf](http://www.unesco.org/education/studyingabroad/highlights/global_forum/gats_he/nz1.pdf)
- **Australia (1 October 2001)**  
English version:  
[http://www.unesco.org/education/studyingabroad/highlights/global\\_forum/gats\\_he/australia.pdf](http://www.unesco.org/education/studyingabroad/highlights/global_forum/gats_he/australia.pdf)  
French version:  
[http://www.unesco.org/education/studyingabroad/highlights/global\\_forum/gats\\_he/australie.pdf](http://www.unesco.org/education/studyingabroad/highlights/global_forum/gats_he/australie.pdf)
- **Japan (15 March 2002)**  
English version:  
[http://www.unesco.org/education/studyingabroad/highlights/global\\_forum/gats\\_he/japan.pdf](http://www.unesco.org/education/studyingabroad/highlights/global_forum/gats_he/japan.pdf)  
French version:  
[http://www.unesco.org/education/studyingabroad/highlights/global\\_forum/gats\\_he/japon.pdf](http://www.unesco.org/education/studyingabroad/highlights/global_forum/gats_he/japon.pdf)

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#### More links to more information:

The Observatory on Borderless Higher Education provides the report of Dr Jane Knight '*Trade in Higher Education Services : the Implications of GATS*' at <http://www.obhe.ac.uk/products/reports/pdf/March2002.pdf>. This report gives a very sound analysis of the negotiating proposals from Australia, New Zealand and the United States.

The World Trade Organization (WTO) provides a search page for negotiating proposals (see under 'Education'). [http://www.wto.org/english/tratop\\_e/serv\\_e/s\\_propnewnegs\\_e.htm](http://www.wto.org/english/tratop_e/serv_e/s_propnewnegs_e.htm)

'The GATS Info - Point' is developed by the European Commission Directorate General for Trade provides lists of *GATS commitments by sector* at <http://gats-info.eu.int/gats-info/gatscomm.pl?MENU=fff> and *GATS commitments by type of education* at <http://gats-info.eu.int/gats-info/swtosvc.pl?&SECCODE=05>.

More information on the negotiating proposals and trade in higher education is available in other resources on this site located on the 'Links' section at [http://www.unesco.org/education/studyingabroad/highlights/global\\_forum/gats\\_he/basics\\_links.shtml](http://www.unesco.org/education/studyingabroad/highlights/global_forum/gats_he/basics_links.shtml)