
Abstract
The General Agreement on Trade in Services (GATS), adopted by the World Trade Organization in 1995, clearly identifies education as a service to be liberalised and regulated by trade rules. While some see GATS as an opportunity, others view it more as a threat. For many, it has raised questions that need to be answered. The Guide simplifies the complexities of cross-border higher education and GATS. It examines the different dimensions of cross-border education within the context of GATS: the present landscape, opportunities and challenges, and the implications for policy and practice in higher education. It is meant for a range of stakeholders: policy-makers, senior academic leaders, faculty members, students and researchers. The aim is to heighten awareness and knowledge about this elusive and evolving phenomenon so that both policy-makers and practitioners can make informed decisions in the light of their own priorities and goals. Initial reviews from countries as diverse as Sierra Leone, Trinidad & Tobago and India suggest that this Guide will be of particular benefit to colleagues in the developing world.

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Cross-border higher education (CBHE) has been changing the organizational boundaries of higher education institutions (HEIs). This study aims to analyze the shifting boundaries of Portuguese HEIs through the lens of the identity concept in organization theories, considering three contexts with different levels of regulation: African Portuguese-speaking countries, Brazil, and Europe. The GATS is one of the main agreements of the WTO; it was created in 1995 and its core aim is to promote trade liberalization of all kind of services, including education. The social dimension in the European Higher Education Area.