In 1998, the World Trade Organization (WTO) commissioned the Global Alliance for Transnational Education (GATE®) to conduct a global survey to determine key barriers to trade in international educational services. GATE® continues today to serve the role of identifying these essential barriers by continually surveying its constituents and consistently reporting on the issue, communicating the results annually in international symposiums and conferences. GATE® also collects and posts data regarding trade barriers to educational services on a continual basis on its website http:\www.edugate.org.

This report, Trade in Transnational Education: A Report by the Global Alliance for Transnational Education, is the second report on the subject by GATE®. The results of this in depth analysis will be the subject of this presentation. The report highlights specific country examples of the following trade barriers to transnational education:

- National legislation and policy often serve as inhibitors, singling out foreign education providers delivering services. Examples include: acquiring licenses, registering as private businesses, forcing students to pay a consumption tax, not affording the same benefits to students attending foreign institutions, or restricting accreditation or the granting of degrees entirely.
• **Qualifications authorities** may have difficulty recognizing foreign educational credentials.

• **Customs regulations** may limit cross-border supply of educational materials such as imposing excessive duties or censorship.

• **Telecommunications laws** often restrict the use of national satellites and receiving dishes to state-owned institutions.

• **Restrictive immigration policies** and nationality conditions affect the movement of students across borders.

• **Foreign currency controls** and limitations on foreign ownership often limit direct investment or place additional restrictions on foreign capital investment.

• The **disregarding of international agreements** concerning intellectual property rights also deters providers from bringing education materials across borders.

• **Regulatory resistance** to the cross-border supply of online education services.

• **Selectivity of quality assurance systems** often appears to be biased between profit and not-for-profit institutions of higher education rather than on the quality of the education.

It is these last two trade barriers, namely online education services and quality assurance systems, where GATE® has concentrated its efforts since its founding in 1995, and will continue to do so in its mission to improve the standards of transnational education. As the product of founding affiliates from the quality assurance, higher education and corporate sectors throughout the world, GATE® is committed to cooperatively develop principles of best practice for transnational education and provides an international forum to coordinate quality assurance, research and other activities related to transnational education. Its commitment extends to collaborators like WTO, UNESCO, OECD and the European Distance Education Network to continue to present, in an efficient manner, key reports such as this one, on trade barriers to education or on other issues affecting transnational education.