

STUDY OF THE MODERN PARADIGM OF EDUCATIONAL DIPLOMACY: THE CASE OF UKRAINE

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Abstract. *The article examines the modern paradigm of education diplomacy through the elements of public diplomacy instead of classical understanding of diplomacy, namely, the formation of the image of an educational institution, interpersonal relations of participants in the educational process and the definition of new content in the global educational space. Besides, a discourse analysis is conducted, the main tasks of education diplomacy are formulated and defined. The methodological foundations of education diplomacy functioning are considered basing on generalizations of the experience and observations covering this issue, which indicate the multi-vector nature and relevance of the proposed research.*

Ukraine takes an important place in the development of global education diplomacy, due to positioning itself as a country of cultural and educational values on the international arena. The expert opinions of scientists studying the issue of education diplomacy from the point of view of current development, advantages and challenges are given in the article. An integral part of education is scientific diplomacy, which has been gaining special relevance, since the publication and content of educational and scientific literature determine not only education in general, but also the educational and informational context of the country, in particular.

Emphasizing positive trends and achievements in the field of education diplomacy, the authors, on the other hand, listed some problems and challenges in Ukraine, proposed relevant conclusions regarding the in-depth study of the issue. The result of the research was the proposed cluster model of educational diplomacy.

Keywords: diplomacy, education diplomacy, paradigm, public diplomacy, scientific diplomacy, soft power.

Relevance of the problem

In the changing world system, various transformations are taking place both in the field of communication, digitalization, and other areas. Countries carry out their bilateral cooperation through elements of public diplomacy such as cultural, social and educational, instead of the classical understanding of diplomacy, which uses elements of hard power, such as military and economic, applying the elements of soft power, which has been called "education diplomacy".

Education diplomacy, which is the result of globalization, denotes the phenomena of humanistic interaction of participants in the educational process including bearers of psychological and social competences, communicative culture as a means of achieving successful educational results, intercultural communication and international cooperation. The main task of educational diplomacy is the formation of the image of the educational institution and the interpersonal relations of the participants in the educational process. Education diplomacy is a response to modern challenges. It provides determination of the new content of relations and the mission of the organizational culture in educational institution and is oriented towards modern needs of teachers, students, scientists, the state and society, the optimal combination of all requirements into a single cultural and educational whole, following humanistic principles and tolerant rules.

Analysis of recent research and publications

The methodological foundations of the study were formed on the basis of generalizations of the world, European and national experience of covering the issue of education diplomacy (Alanka, Cimen, 2023). The authors of certain scientific articles emphasize that modern generation is able to solve today's problems and challenges only through education. Global educational goals, such as the Sustainable Development Goal, cannot be achieved without cooperation, coordination and interaction between economic sectors and various non-state actors in the field of education and science, which increasingly influence international policy, funding structures and distribution of services and initiatives. Education diplomacy also covers issues of gender equality, inclusion, international certification, student exchange, etc. (Knight, 2022). The opinion of scientists of the National Academy of Pedagogical Sciences of Ukraine in the context of innovativeness of education diplomacy is definitely worth mentioning, as the innovations in education are considered to be "the process of creating, introducing and spreading new ideas, tools, pedagogical and management technologies in educational practice, resulting in increased achievements of structural components indicators (levels), as well as the system transitions to a qualitatively different state (Kremen, 2008).

Moreover, education diplomacy uses the tools of public diplomacy to facilitate effective collaboration between sectors and different actors to meet education challenges and advance a transformative agenda in education. Thus, the Institut de Diplomatie Publique develops programs and shares experiences, linking international relations and education with a special emphasis on its influence, which can be played by non-state structures in order to promote global mutual understanding (Duncombe, 2019). Therefore, studying the issue of education diplomacy shows the multi-vector nature of this problem and its relevance in the context of further research.

The aim of the article is to reveal the theoretical and practical aspects of education diplomacy, as a specific pedagogical system of relations which is studied, adapted and used by the participants of the educational process in the area of public diplomacy.

Presentation of the main research material

Education diplomacy occupies a significant place in the dimension of public diplomacy, which is usually associated with the concept of soft power, therefore, educational activity is one of the elements of this power. As an example, the US and England accepted the potential of soft power to increase the international development level and in this context, they turned to educational activities, and the cross-cultural programs exchange between France and Germany created new opportunities to improve bilateral relations after the hundred years of wars that led to establishment of the European Union.

Education diplomacy consists of fundamental processes such as differentiation and integration of the participants' interaction in the educational process and provides for the relevant parameters, namely:

- a system of humanistic relations between the participants of the educational process;
- a system of acquired ideas, universal and individual cultural-linguistic, moral and social values, rules, norms, educational traditions, customs, knowledge, practices;
- a combination of external and internal motives and incentives, which communities and societies perceive as right ones;
- a structured ethical system of thinking and behavior models which characterize humanistic collective guidelines, moods and mentalities uniting a society;
- development of up-to-date digital literacy of population;
- implementation of SMART learning paradigm in education (Kulishov, 2023).

Ukraine takes an important place in the development of global education diplomacy, due to positioning itself as a country of cultural and educational values

on the international arena, especially in the conditions of global geopolitical challenges, which has become an extremely strong necessity in opposing Russia aggressive policy. Culture and education are quite effective weapons, and at the same time a strategy in a constant information war. However, education diplomacy should not be exclusively limited to tasks in the field of foreign policy. While meeting the latest requirements of society, it participates in its formation, taking into account own experience and plans for the future.

The paradigm of education diplomacy as a policy, together with its components, can and should be a part of the state policy, but only if it meets the current needs of society, and the implementation of an effective policy of such diplomacy is impossible without providing appropriate analytics, which allow more clearly defining the goals and correlate the following actions with them (Hololobov, 2022). Scientists A. Atamanenko and N. Martynyuk (2022) emphasize the paramount importance of gaining the world experience and, following the example of the USA and other developed countries, introducing a special position in the Ministry of Foreign Affairs of Ukraine for an official who will deal with the solution of certain issues of education or scientific diplomacy (Atamanenko, & Martyniuk, 2022). Besides, N. Makhinya (2021) points out that currently there is no consistent approach of the state government regarding the implementation of the policy of cultural, scientific and education diplomacy, it lacks tools, strategy and institutional foundations (Makhinya, 2021).

Programs for the development of national education systems of various countries in most of their key tasks and priorities have provisions for the participation of universities and research centers in programs of international inter-university cooperation. Universities of Ukraine are not exceptions in these processes. They have similar set of tasks among which are such as follows: attracting additional funding for the development of science, material and technical base, participation in international programs for the mobility of students and teachers through participation in programs financed by the EU and other funds and international organizations. The value of educational diplomacy is very actively increasing due to its high efficiency and practically free nature for states.

Education diplomacy is less attractive in terms of long-term effects and consequences of its activities, but it is extremely promising, especially for Ukraine. The state has developed an extensive network of higher education institutions which have fairly close international ties and a huge potential to influence foreign audiences through politicians, diplomats, scientists, foreign students, educators from foreign countries, etc. Universities are the basis of knowledge diplomacy, which ensure the direction of people, knowledge and mutual understanding between peoples, because it is around universities that representatives of different countries, non-governmental organizations and companies can unite quite freely in search of ways to solve global and national educational problems.

While positioning themselves in the highly competitive global market for higher education goods and services, the universities should use the tools of effective international cooperation, which is at the heart of the internationalization of university training, internships, training and research opportunities, and therefore should be seen as an imperative of their strategy development, because it is primarily about the quality and improvement of knowledge (Trofymenko, 2019). In the past, Ukrainian diplomacy and academic mobility wished much to be desired. There was no clear strategy for the implementation of the principles and directions of the foreign policy strategy, there were not only the resources that would be needed for this, but also specialists who could raise the diplomatic educational vector of development to a qualitatively new level, schools that could teach how to use the word as modern weapons and mechanisms through which it would be possible to explain to society what is really necessary (Tereshchuk, 2019).

Scientific diplomacy is an integral part of education, since most modern universities tend to follow a pattern in which their activities are possible only in an inseparable combination of scientific, educational and commercial activities. In Ukraine, this issue becomes particularly relevant, since the publication and content of educational and scientific literature determine not only education, but also the educational and informational context of the country, in particular. Despite a number of unresolved issues that require a clear solution, the publishing of scientific literature has grown in recent years, compared to the first years of Ukraine's independence. This is evidenced by statistical data, according to which, in 1991, 5.8 thousand units of scientific publications were published, and as for 2021, these indicators reached 13.8 thousand units (Senchenko, Buriak, 2021).

The main tasks of scientific and education diplomacy of Ukraine are to create appropriate conditions for effective international cooperation in the field of education and science and the dimensions of the work of public diplomacy subjects in the field of this diplomacy are as follows:

- promoting the educational potential of Ukraine;
- assistance in attracting foreign students to study in Ukraine;
- popularization of Ukraine as a favorable country for the development of global educational and scientific programs;
- implementation of scientific and technical achievements in the real sector of the economy;
- support of international cooperation in the field of education and science;
- further promotion of joint international research, scientific and educational exchanges, mobility programs of students, teachers and scientists.

The professors and teachers of the State University of Economics and Technology (Ukraine) and the Bukhara State University (Uzbekistan) have made

an essential contribution to the development of global education and scientific diplomacy. In particular, the textbooks for students of economics were jointly prepared and published in two languages under the general editorship of V. Kulishov, namely: "Microeconomics", 2020, "Macroeconomics", 2021 and "Micro-macroeconomics", 2022, and in cooperation with the international author team of Ukraine (State University of Economics and Technology), Latvia (Rezekne Academy of Technology), Portugal (University of Evora), Poland (Pedagogium University) and Uzbekistan (Bukhara State University)) was published in Ukrainian and Polish, and the textbook "Global Economy: Formation, Transformations, Challenges" edited by V. Kulishov, Prague, OKTAN PRINT, 2023 is also planned to be published in English and Uzbek languages (Kulishov, 2023).

Ukrainian diplomatic institutions play an important role in determining geographical priorities for the promotion of educational opportunities in the strategy of public diplomacy, among which are Argentina, Morocco, Kuwait, Oman, Jordan, UAE, Qatar, Saudi Arabia, China, India, Turkey, Nigeria, Malaysia, Israel (Kuleba, Japarova, Lypyatzka, 2021). Taking into consideration the presence of global and local (national) poles in the modern contradictions of the development of higher education and its management system, there is a necessity to implement the approaches of education diplomacy in the theoretical development and practical implementation of strategies for the entry of Ukrainian higher education institutions into the European educational space (Kyvliuk et al., 2018).

Currently, in order to successfully use the tools of educational and scientific diplomacy, it is absolutely necessary to systematically increase state funding of education and science, as well as to direct practical attention to the possibilities of educational diplomacy and its tools in external relations with neighboring countries (Cheberkus, 2020). Therefore, it is necessary to reach a qualitatively new level of public and education diplomacy through careful studying and promoting the experience of other countries, improving media communications by diversifying communication channels, conducting explanatory work among foreigners abroad and in Ukraine, improving foreign languages skills, attracting foreign investments, concluding partnership agreements with world universities, adapting the educational system to global standards of higher education, developing cultural exchange, organizing special funds and creating state programs for the development of academic mobility.

Therefore, in the course of the study, according to the authors, a cluster of interconnected systems of educational diplomacy is being built, and based on the above, we have developed and proposed for professional discussion a theoretical model of cluster educational diplomacy (Fig. 1).

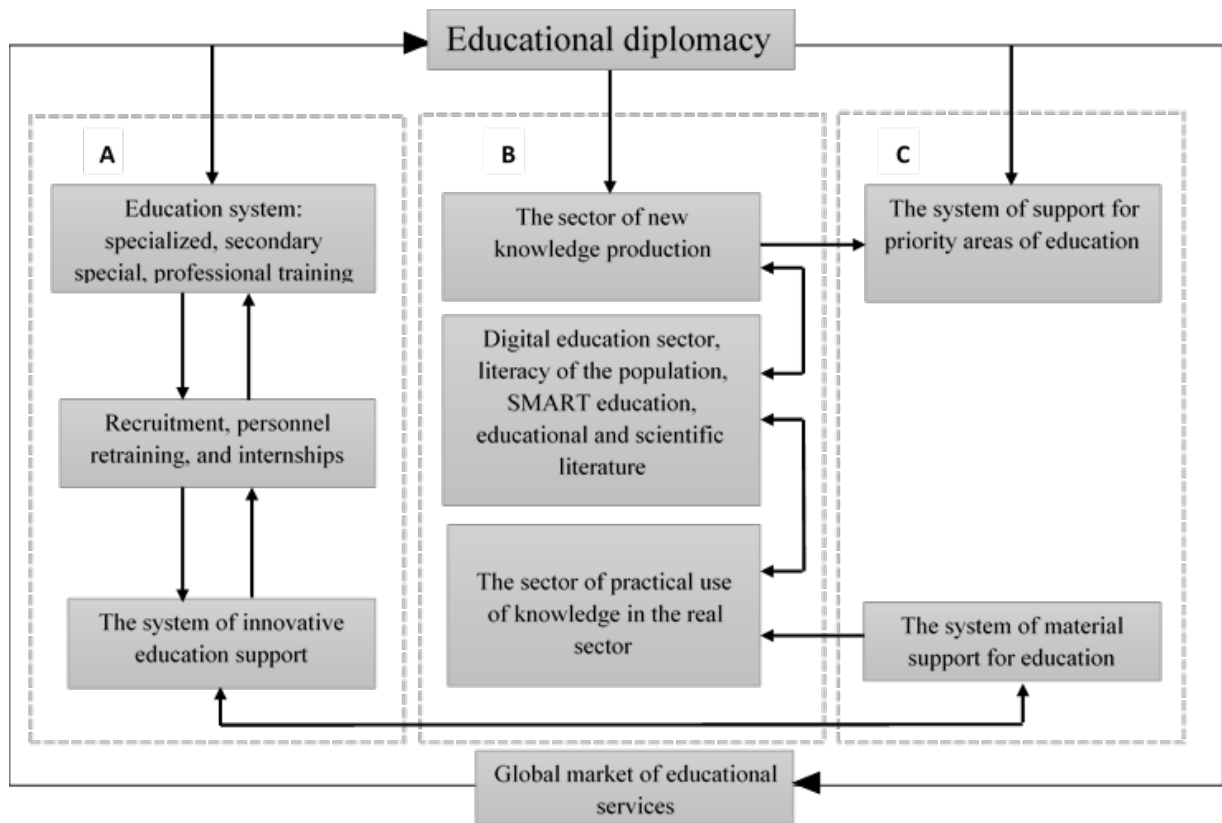


Figure 1 Theoretical model of cluster educational diplomacy (created by authors)

Despite a number of positive achievements and the gradual establishment of international diplomatic relations not only at the political, but also at the educational and scientific levels, it is significant to point out the main challenges and problems of education diplomacy in Ukraine such as the following ones:

- firstly, the international reputation of education in Ukraine leaves much to be desired. Ukrainian universities need to improve their international reputation and the quality of education in order to attract foreign students and teachers. According to the QS World University Rankings, not a single Ukrainian university is among the top 500 universities in the world;
- secondly, the low competitiveness and lack of English-language university programs make it difficult to attract foreign students;
- thirdly, language barriers, which make Ukrainian language a certain obstacle for foreigners who want to study in Ukraine. Most of the study programs are offered in the Ukrainian language, and it complicates the access of foreigners to Ukrainian education;
- fourthly, qualifications exchange and recognition of scientific degrees. Ukraine should cooperate more actively with international organizations and other countries regarding the acceptance of Ukrainian

- scientific degrees and ensuring their acknowledgement in other countries;
- fifthly, insufficient financing of Ukrainian educational diplomacy limits the country opportunities in the development of international educational programs and exchanges. According to the Ministry of Education and Science of Ukraine, the amount of funding for international educational programs and scholarships is insufficient to meet the demand for them;
 - finally, marketing strategy is absolutely insufficient. Ukraine has the potential to become an attractive country for foreign students through an active marketing campaign to promote its educational services abroad.

Conclusions

In the context of the aggravation of global geopolitical challenges and the increase in the international competitiveness of education, the diplomacy of Ukraine has both certain achievements and problems on the way to the implementation of education diplomacy, among them are the lack of large-scale state funding of academic mobility programs; licensing and accreditation issues; engaging stakeholders, including educational institutions, public organizations and the private sector; expansion of public and private partnership; creation of infrastructure for investments, including foreign ones; development of distance learning programs.

In the future, Ukrainian education diplomacy should play an important role in improving the quality of education in the country and contribute to the international recognition of Ukrainian educational institutions. Correctly set tasks, increased interest in this educational component on the part of the government, and further improvement of the strategy will make it possible to attract the attention of the mass foreign public to Ukraine, and therefore, it requires further in-depth research, which is indicated by the works of domestic researchers regarding the existence of a number of problematic issues.

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