

POLISH-UKRAINIAN RELATIONS IN THE FIELD OF EDUCATIONAL-SCIENTIFIC DIPLOMACY

Summary. *The article describes Polish-Ukrainian relations in the field of education and science. It is proved that diplomacy in education and science directly influences relationships between different countries. Influence of common scientific and educational projects and programs in higher education on the internationalization policies development at different universities is provided. The article includes the information on successful cases of the Ukrainian-Polish fruitful cooperation in higher education, including the organization of common seminars, forums, conferences as well as application for a European projects and programs. The importance of electronic diplomacy in the period of war and pandemic is mentioned. The European University Association influence on the development of partnership between different universities is analyzed.*

Key words: *educational-scientific diplomacy, internationalization, Polish-Ukrainian relations, education, science, academic mobility.*

ПОЛЬСЬКО-УКРАЇНСЬКІ ВІДНОСИНИ У СФЕРІ ОСВІТНЬО-НАУКОВОЇ ДИПЛОМАТІЇ

Анотація. *У статті висвітлюються польсько-українські відносини у сфері освіти та науки. Доведено, що дипломатія в освіті та науці безпосередньо впливає на відносини між різними країнами. Відзначено вплив спільних науково-освітніх проектів і програм у вищій освіті на розвиток політики інтернаціоналізації в різних університетах. Стаття містить інформацію про успішні випадки українсько-польської плідної співпраці у сфері вищої освіти, включаючи організацію спільних семінарів, форумів, конференцій, а також заявки на європейські проекти та програми. Згадується про важливість електронної дипломатії в період війни та пандемії. Проаналізовано вплив Асоціації Університетів Європи на розвиток партнерських відносин між різними університетами.*

Ключові слова: *освітньо-наукова дипломатія, інтернаціоналізація, польсько-українські відносини, освіта, наука, академічна мобільність.*

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When we say that diplomacy in general intends to influence events in the international system, then scientific and educational diplomacy influences education and science between different countries and is a soft power which shapes countries foreign policies and directly influences their development.

Different scientists in the world outline the most important aspects of science and education diplomacy. Scholars Ihor Linkov, Sankar Basu, Cathleen Fisher, Nancy Jackson, Adam C. Jones, Maija M. Kuklja, Benjamin Trump², Robert D. Hormats³, M. Skyba⁴ describe latest tendencies in the development of scientific and diplomatic relationships between different countries. More research appears on the education and science cooperation development between Poland and Ukraine⁵.

During the development of specialized relations between foreign states, diplomatic activities began to acquire the features of international regulation of the economy. Methods and means of diplomacy have changed with the goals and objectives of foreign policy of states. In the structure of the embassies there are different departments: political, economic, cultural and educational issue etc.⁶. As we may see, educational and scientific

² Ihor Linkov, Sankar Basu, Cathleen Fisher, Nancy Jackson, Adam C. Jones, Maija M. Kuklja, Benjamin Trump. (2016). Diplomacy for science: strategies to promote international collaboration. *Environmental Systems and Decisions*. Retrieved from: https://www.researchgate.net/publication/309671946_Diplomacy_for_science_strategies_to_promote_international_collaboration.

³ Robert D. Hormats. (2012). Science Diplomacy and Twenty-First Century Statecraft. Retrieved from: <https://www.sciencediplomacy.org/perspective/2012/science-diplomacy-and-twenty-first-century-statecraft>.

⁴ Skyba M. (2018). The main tendencies of higher education in Ukraine in the context of the current challenges of European Integration. Retrieved from: https://www.researchgate.net/publication/329666972_The_main_tendencies_of_higher_education_in_Ukraine_in_the_context_of_the_current_challenges_of_European_integration.

⁵ Golubieva T., Tutko M. (2016). Internationalization in Polish and Ukrainian Higher Education – a Comparative Analysis. *Studia Ekonomiczne, Zeszyty Naukowe Uniwersytetu Ekonomicznego w Katowicach*, № 269, pp. 87–98.

⁶ Borysova A., Ryznikov V., Mutazakki N. (2018). Educational diplomacy and its role in the development of international economic relations. Collective monograph: marketing innovations in education, tourism, hotel and restaurant, food industry and trade [Kolektyvna monohrafiya: marketynhovi innovatsiyi v osvittit, turyzmi, hotel'no-restoranniy, kharchoviy industriyi ta torhivli], Edited by Doctor of Economics prof. N.L. Savytska, pp. 54–68 [in Ukrainian].

relationships development between different countries are supported and coordinated by Embassies.

As Patti McGill Peterson⁷ believes that educational diplomacy is being overtaken by institution-to-institution relationships, not all agreements are followed by sustainable relationships and there could be also dissappointments.

Researchers also pay attention to the historical aspect of science diplomacy and its influence at different periods. Some countries went through promoting the scientific Europeanization many years ago⁸.

Among the principles to foster science diplomacy worldwide are the following: sensitivity, inclusiveness, transparency, deliberation, reciprocity, complementarity and maneuverability, legitimacy, alignment, evaluation, capacities, capabilities, trust⁹.

Countries are looking to become more strategic in identifying how science relationships can promote trade and advance broader diplomatic interests. In the XXI century, trade and diplomacy are linked, and in many countries organizationally linked within the same ministries¹⁰.

According to the Global policy perspective report, science interacts with diplomacy along three vectors: agency, process and subject matter. Science is concerned with certainty and aims at perfect knowledge while diplomacy acts in conditions of uncertainty and imperfect knowledge¹¹.

Nowadays, communication between the scientific and diplomatic communities is not straightforward. Science diplomacy involves a collaboration between stakeholders working in the science diplomacy,

⁷ Patti McGill Peterson (2014). Diplomacy and education: a changing global landscape. *International Higher Education*, No. 75, pp. 2–3.

⁸ Lopes Q. (2018). Science and diplomacy: the national education board and the League of Nations. Portugal in the 1930s. *Science and Diplomacy*, Vol. 16, No. 2, pp. 42–58.

⁹ Elke Dall. (2021). Introduction to science diplomacy for cost actions. Retrieved from: https://www.science-diplomacy.eu/wp-content/uploads/2021/09/Introduction-to-Science-Diplomacy-for-COST-Actions_final.pdf.

¹⁰ Peter D. Gluckman, Vaughan C. Turekian, Robin W. Grimes, and Teruo Kishi. (2017). Science Diplomacy: A Pragmatic Perspective from the Inside. *Science and Diplomacy*, Vol. 6, No. 4. Retrieved from: <https://www.sciencediplomacy.org/article/2018/pragmatic-perspective>.

¹¹ Shaun Riordan, Mario Torres Jarrin. (2020). Global Policy Perspective Report Science Diplomacy. European Institute of International Studies, P. 10.

the diplomacy community and the policy community. Science diplomacy depends on the availability and trustworthiness of science-based knowledge. “Science diplomacy strategies need to contain practices that put actors interested in science diplomacy in a position to reflect on each other norms, values, goals to find common ground in a constructive way¹².

Nina V Fedoroff¹³ describes science diplomacy as the use of scientific collaborations among nations to address the common problems facing 21st century humanity and to build constructive international partnerships.

Science diplomacy requires both science literacy and diplomacy literacy¹⁴.

Science diplomacy, particularly in developing countries, can mediate preliminary access to scientific resources and promote the involvement of these countries in regional and global research initiatives¹⁵.

Scientific and educational diplomacy between different countries plays an important role in addressing major challenges, such as making our economy more competitive, tackling global educational and research issues, and dealing with problems in the academic world, caused by pandemic and war.

The global nature of science and technology, the speed with which it is developing and spreading, and the extent it is essential to national priorities are leading more countries to look at the international components of their science strategies. Science diplomacy reflects the ways in which countries incorporate science into their foreign policy¹⁶. Science and education are important tools and mediators in internationalization strategies development of different countries.

¹² Ewert Aukes, James Wilsdon, Gonzalo Ordóñez-Matamoros, Stefan Kuhlmann (2021). Global resilience through knowledge-based cooperation: a new protocol for science diplomacy. Using science for/in diplomacy for addressing global challenges, P. 15.

¹³ Nina V Fedoroff. (2009). Science diplomacy in the 21 st century. Cell 136, pp. 9–11.

¹⁴ Ewert Aukes, James Wilsdon, Gonzalo Ordóñez-Matamoros, Stefan Kuhlmann (2021). Global resilience through knowledge-based cooperation: a new protocol for science diplomacy. Using science for/in diplomacy for addressing global challenges, P. 15.

¹⁵ Yusuf Baran (2017). Science Diplomacy Soft power to connect the world through science. Retrieved from: http://www.abc.org.br/IMG/pdf/yusuf_baran.pdf.

¹⁶ Science and diplomacy. An online publication from the AAAS Center for Science Diplomacy. (2022). Retrieved from: <https://www.sciencediplomacy.org/national-approaches-science-diplomacy-education-resource> .

At the beginning of the 21st century a significant part of diplomatic functions in Ukraine is performed by the social segment of the Internet and thus provides a direct international dialogue. Electronic diplomacy is developing rapidly. However, domestic science does not pay enough attention to the study of issues related to the possibilities of using ICT in diplomatic work, attracting the opportunities of the global network to ensure the interests and strengthening the position of the state in the external arena¹⁷.

Electronic diplomacy is highly important in science and education especially during pandemic period and war, as it makes communication easier and finds solution to different problems. The use of electronic diplomacy is observed at international webinars and discussions between universities. Ukrainian-Polish cooperation in higher education did not stop neither with the beginning of war nor at the pandemic time. Conversely, such cooperation is fruitful and qualitative. Ukrainian-Polish Scientific Forum deserves special attention as an evidence that it continues online regardless pandemic and war. Preparation and organization of this Forum was possible because of online communication and effective partnership between Lviv Polytechnic National University (Ukraine) and University of Warmia and Mazury (Republic of Poland). Electronic communication provided an opportunity to invite outstanding scholar, diplomats and experts in the diplomatic, political scientific as well as educational areas. Therefore, we may say that electronic diplomacy helps to strengthen Ukrainian-Polish relationships including education and science.

An important role in the EU countries scientific-educational diplomacy development is played by European University Association (EUA) which celebrated in 2021 its 20th anniversary. Within its policy it contributes to the development of the European Higher Education Area and it plays an important role in supporting research, education and innovation. According to the European University Association vision for 2030¹⁸ Universities should be: open, transformative and transnational; sustainable, diverse and engaged;

¹⁷ Turchyn Ya. (2014). Electronic diplomacy as an important component of state foreign policy [Elektronna dyplomatiya yak vazhlyva skladova zovnishn'oyi polityky derzhavy]. Retrieved from: <https://www.academia.edu/32810023/> [in Ukrainian].

¹⁸ European University Association (EUA). (2022). Retrieved from: <https://eua.eu/>.

strong, autonomous and accountable. They should be engines for societal change, which will shape the future of a knowledge-driven society. One of the events under the auspices of EU is a Webinar (24.05.2022) “A European Science Diplomacy Agenda in times of war – what can we expect?” The title says that EUA will put science diplomacy among the priority issues.

While talking about the scientific-educational cooperation between Poland and Ukraine in has a long-lasting tradition and fruitful results.

The Polish authorities categorically condemned the armed attack by Russia on Ukraine. It was expressed in the position of the President of the Republic of Poland and in the announcements published by the Ministry of Education and Science and the Ministry of Foreign Affairs. The Polish government, as well as Polish citizens, support the Ukrainian nation in these tragic days. Polish HEIs have strongly condemned these acts of violence and the violation of international law.

Today Poland stands united in its solidarity with Ukraine and supports Ukrainian educational sector with different projects and programs opportunities as well as providing political, financial and humanitarian support.

In response to Russia’s acts of aggression on Ukraine’s territorial integrity, the Polish HEIs have strongly condemned these acts of violence and the violation of international law.

Even till full-scale war in Ukraine the biggest amount of the international students in Poland were from Ukraine. While taking the period from 2015 till 2021, there was a rapid increase of the Ukrainian students in Poland. According to the Ambassador of Ukraine to Poland Andriy Deshchytsia there were approximately 50 000 of the Ukrainian students in 2021¹⁹.

Analysis of the existing projects and programs allows us to make classification and distribute all projects into three categories: projects under the auspices of the EU – Erasmus+²⁰, Horizon 2020²¹; projects of

¹⁹ Deshchytsia A. (2021). All-Ukrainian Forum “Ukraine 30. Labor Resources”. Retrieved from: <https://www.ukrinform.net/rubric-economy/3283681-ambassador-deshchytsia-some-15-mln-ukrainians-working-in-poland.html>.

²⁰ Erasmus +. Retrieved from: <https://erasmusplus.org.ua/>.

²¹ Horizon Europe. Retrieved from: https://ec.europa.eu/info/research-and-innovation/funding/funding-opportunities/funding-programmes-and-open-calls/horizon-europe_en.

the Republic of Poland – NAWA²², Leopoldis for Future²³, Ivan Vyhovsky Award²⁴; joint Ukrainian-Polish projects (Ministry of Education and Science, Framework Agreements on Cooperation between different HEIs).

1. “Erasmus + is a powerful tool of public diplomacy for the European Union. It can have a significant effect on citizens’ perceptions through exchanges. Capacity building, dialogue and academic expertise in EU affairs can promote reforms and increase knowledge about EU in society”²⁵.

Erasmus + programme provides different opportunities within the following directions: KA 1 (academic mobilities); KA 2 (projects – capacity building in higher education; knowledge alliances; strategic partnerships); Jean Monnet (Jean Monnet modules / chair/ Centres of Excellence; Jean Monnet Associations; Jean Monnet Networks and Jean Monnet Projects)²⁶.

Horizon Europe is the EU’s key funding program for research and innovation.

It tackles climate change, helps to achieve the UN’s Sustainable Development Goals and boosts the EU’s competitiveness and growth. The program facilitates collaboration and strengthens the impact of research and innovation in developing, supporting and implementing EU policies while tackling global challenges. It supports creating and better dispersing of excellent knowledge and technologies. It creates jobs, fully engages the EU’s talent pool, boosts economic growth, promotes industrial competitiveness and optimises investment impact within a strengthened European Research Area (Horizon Europe).

2. Among the projects of the Republic of Poland there is NAWA – Polish National Agency for Academic Exchange. Exchange aimed at supporting Ukrainian students and graduate students arriving in Poland. NAWA today provides several options for Ukrainians:

²² NAWA. Retrieved from: <https://nawa.gov.pl/>.

²³ Leopoldis for future. Retrieved from: <https://leopolisforfuture.org/en/internships/>.

²⁴ Ivan Vyhovsky Award. Retrieved from: <https://studium.uw.edu.pl/nagrodystaze/nagroda-im-iwana-wyhowskiego/>.

²⁵ Bobotsi C. (2021). EU education diplomacy: embeddedness of Erasmus + in the EU’s Neighbourhood and Enlargement Policies. Department of EU International Relations and Diplomacy Studies, P.36.

²⁶ Erasmus +. Retrieved from: <https://erasmusplus.org.ua/>.

– “Solidarity with Ukraine”. The academic and scientific community has decided to support students and doctoral students who have been forced to seek refuge in Poland because of the war on the eastern border. More than PLN 23.3 million has been allocated for these purposes. That was a part of the government initiative in frames of which NAWA in coordination with the academic and scientific community of Poland created a program “Solidarity with Ukraine”. This is an opportunity for students and doctoral students who came to Poland after February 24 as military refugees and who do not have the opportunity to study or conduct research in their country. During the consultations, a program was developed aimed at universities under the Ministry of Education and Science or the Ministry of Health of Poland, which wanted to give students and doctoral students the opportunity to continue their studies, prepare a doctoral dissertation or undergo other forms of education. 98 universities and research institutes applied for funding, and each of these institutions received funding. Funding comes from the budget of the Ministry of Education and Science and the Ministry of Health, respectively. In the application, the number of students or doctoral students from Ukraine are indicated who may be in the program, giving them the opportunity to continue their studies, prepare a doctoral thesis, take language courses or other forms of education free of charge. It is also possible to get psychological and legal assistance. In creating a program to support Ukrainian students and graduate students, NAWA has used its previous experience in a similar program to support victims of the repression following the undemocratic elections in Belarus as part of the Solidarity with Belarus campaign. Students and graduate students can be accepted both for the full cycle of study and for a shorter form of the course, which will take place at any time from March 1 to September 30, 2022²⁷.

– Banach NAWA it is a scholarship which is jointly initiated by the Ministry of Foreign Affairs and the National Agency for Academic Exchanges (NAWA). It is developed for young people from developing countries who want to study in Poland. This is one of the most important projects of NAWA, which aims not only to internationalize Polish science, but also to equalize opportunities between different regions of the world and

²⁷ NAWA. Retrieved from: <https://nawa.gov.pl/>.

build bridges between developing countries. The Banach NAWA program provides an opportunity to obtain a master's degree (with Polish or English as the language of instruction) in Polish higher education institutions under the responsibility of the Minister of Education and Science, in the fields of engineering, agriculture, exact sciences and natural sciences. In addition, for citizens of some countries – such as Albania, Armenia, Azerbaijan, Belarus, Bosnia and Herzegovina, Montenegro, Georgia, Kazakhstan, Kosovo, Northern Macedonia, Moldova, Serbia, Ukraine and Uzbekistan – the program additionally provides the opportunity to obtain a master's degree in humanities and social sciences, except for philological specialties related to the state language of the country where the candidate comes from²⁸.

The Ivan Vyhovsky Award aims to honour the merits of Ukrainian citizens in the development of science, culture and public life, in the formation and development of civil society in Ukraine and in building a democratic Ukraine. The competition is designed for Masters and scientists; 12-month visit to 6 Polish universities in the field of humanities; 4-month research internship at 2 Polish universities for social, exact, economic, technical fields, agricultural sciences and library science²⁹.

Leopolis for future is a program which provides opportunities for the Ukrainian students to participate in internships in the most reputable Polish companies. Approximately 20–25 students from Lviv have internships in Poland every year. Leopolis for future was established in 2014. During their stay in Poland students learn the activities of the enterprises and public institutions. The students are selected according their area of study and the companies' profiles. It is expected that they are fluent either in English or in Polish (Leopolis for future)³⁰. This program is very much successful among students of Lviv universities as the number of those who apply every year increase.

3. Third group in or classification belongs to joint Ukrainian-Polish projects, often under the auspices of the Ministry of Education and Science and Framework Agreements on Cooperation between Ukrainian and Polish

²⁸ NAWA. Retrieved from: <https://nawa.gov.pl/>.

²⁹ Ivan Vyhovsky Award. Retrieved from: <https://studium.uw.edu.pl/nagrodystaze/nagroda-im-iwana-wyhowskiego/>.

³⁰ Leopolis for future. Retrieved from: <https://leopolisforfuture.org/en/internships/>.

HEIs. Special attention should be paid to the Framework Agreements on Cooperation as here we may talk about the strategic partnership. Sustainability of such partnership is provided by following reasons: first of all, Poland and Ukraine are neighboring countries and it is comfortable to organize common forums, conferences, seminars as well as business trips; secondly there are a lot of historical events which unite, for example, representatives of Polish authority and universities visit Lviv every year (Vuletski pahorby) in order to commemorate Polish scientists and professors who were killed in 1941. Therefore, Ukrainian HEIs have the most fruitful cooperation with Polish HEIs in frames of Framework Agreements on cooperation. Such Agreements include the following common activities:

- Research;
- Publications;
- Round tables, forums, seminars, conferences, webinars;
- Visit professor programs;
- Methodology (introduction of tutoring and mentoring system, distance learning methodology etc.)

Conclusions. Nowadays, diplomatic relationships between different countries may solve urgent problems and influence future perspectives. Education and science are important tools to improve and develop cooperation between countries and have common benefits. Scientific-educational cooperation between Poland and Ukraine is very fruitful nowadays and brought significant results as well as created bridge of friendship, understanding and mutual respect. Among good examples of scientific and educational diplomatic relations between Poland and Ukraine is the organization of the Ukrainian-Polish Scientific Forum, common scientific publications and research as well as application for common projects and programs.

We have made classification and distributed all projects into three categories: projects under the auspices of the EU (Erasmus+, Horizon 2020, Horizon Europe); projects of the Republic of Poland (NAWA, Leopolis for Future, Ivan Vyhovsky Award); joint Ukrainian-Polish projects (Ministry of Education and Science, Framework Agreements on Cooperation between different HEIs).

However, there are urgent problems, caused by war demand quick response and allow to draw the following proposals:

- educational-scientific cooperation between Poland and Ukraine should involve bigger involvement of youth (students, PhD students);
- as the priorities have changed, it is necessary to update the themes and directions of cooperation and shift these priorities – counteracting the growing aggression in various areas should be a priority;
- additional support for the Ukrainian students, teachers, PhD students via scholarships and common projects/programs should be discussed and provided as soon as possible.

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