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EDUCATIONAL DIPLOMACY AS SOFT POWER: JEAN MONNET SCHOLARSHIP PROGRAM

Yumuşak Güç Unsuru Olarak Eğitim Diplomasisi: Jean Monnet Burs Programı

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Abstract

In the changing world system, various transformations have taken place in the field of communication as well as in other fields. Countries have decided to carry out their bilateral cooperation through public diplomacy elements such as cultural, social and educational, instead of the classical diplomacy understanding in which hard power elements such as military and economy are used, and in this direction, they have started to carry out moderate communication activities for foreign public opinion. Soft power elements, one of the basic components of public diplomacy, emerge as a very important concept in order to establish more moderate relations on behalf of countries after hard power. This soft power element, which we can call education diplomacy, enables countries to establish good relations with each other in the international arena and to provide long-term benefits. The study aims to analyze the role of the Jean Monnet Scholarship Program on public diplomacy and education diplomacy by using a content analysis. In the selection of the data, Türkiye's 2007-2008 and 2021-2022 academic periods were taken as a sample and the document analysis method was used in the data collection process within the scope of the research. In the quantitative content analysis performed on the determined sample, it was found that the number of students benefiting from the scholarship program was 1476, 811 women and 665 men, and considering that this number is only within the scope of the academic semesters in question, it is seen that it is quite significant in terms of education diplomacy. Also, the comments made by the scholars within the scope of the program. Accordingly, it has been concluded that the use of diplomacy in the field of education is quite effective for foreign policy elements.

Keywords: Diplomacy, Soft Power, Educational Diplomacy, Scholarship, Jean Monnet

Öz

Değişen dünya sisteminde diğer alanlarda olduğu gibi iletişim alanında da çeşitli dönüşümler gerçekleşmiştir. Ülkelerin birbirleri ile kurdukları iletişim diplomasiden öte gidemezken artık iletişimin boyutu gelişen iletişim teknolojileri ile birlikte daha farklı bir yöne kaymaktadır. Ülkeler artık askeri ve ekonomi gibi sert güç unsurlarının kullanıldığı klasik diplomasi anlayışı yerine ikili işbirliklerini kültürel, sosyal, eğitsel gibi kamu diplomasisi unsurları üzerinden yürütmeye karar vermiş, bu doğrultuda yabancı kamuoyuna yönelik ılımlı iletişim faaliyetleri gerçekleştirmeye başlamıştır. Diplomasinin kamu diplomasisine evrildiği bu süreçte ülkeler, diğer ülke vatandaşları üzerinde olumlu algı yaratmak için farklı yöntemler kullanmaktadır. Kamu diplomasinin temel bileşenlerinden olan yumuşak güç unsurları, sert güç sonrasında ülkeler adına daha ılımlı ilişkiler kurmak adına oldukça önemli bir kavram olarak ortaya çıkmaktadır. Yumuşak

gücün önemli öğelerinden biri olan eğitim, uluslararası boyutta kamu diplomasisi aracı olarak kullanılmakta ve giderek yayılmaktadır. Çalışma, Jean Monnet Burs Programı'nın kamu diplomasisi ve eğitim diplomasisi üzerindeki rolünü içerik analizi yöntemiyle analiz etmeyi amaçlamaktadır. Verilerin seçiminde Türkiye'nin 2007-2008 ve 2021-2022 akademik dönemi örneklem olarak ele alınmış ve araştırma kapsamında verilerin toplanması sürecinde doküman incelemesi yöntemine başvurulmuştur. Tespit edilen örneklem üzerinde gerçekleştirilen nicel içerik analizinde 811 kadın ve 665 erkek olmak üzere burs programından faydalanan öğrenci sayısının toplam 1476 olduğu bulunmuş ve bu sayının yalnızca söz konusu akademik dönemler kapsamında olduğu düşünüldüğünde eğitim diplomasisi açısından oldukça kayda değer olduğu görülmektedir. Ayrıca bursiyerlerin program kapsamında yaptıkları yorumlar doğrultusunda diplomasiğin eğitim alanında kullanılmasının dış politika unsurları için oldukça etkin olduğu sonucuna ulaşılmıştır

Anahtar Kelimeler: *Diplomasisi, Yumuşak Güç, Eğitim Diplomasisi, Jean Monnet, Burs Programı*

1. INTRODUCTION

Today, an increasing number of countries believe that education is the best way to put their national interests on the world stage. Apart from countries with great power in the international arena, other countries are starting to see and use international education as an effective soft power tool and resource. In the 21st century, Türkiye intensively uses cultural values as a tool of public diplomacy. The aim of public diplomacy is to establish and maintain intercountry communication with soft power elements (Alanka & Çimen, 2022:187). Considering that public diplomacy activities are commonly associated with the concept of soft power, it is possible to say that educational activities, which are one of the elements of soft power, also make an important contribution to soft power. Government officials focus on education for economic growth and socio-cultural development, and enter into new formations in order to catch up with the speed of information in the information age. It conducts studies on topics such as 'educational diplomacy', which emerged in the changing world diplomacy, today's research and policy networks, international education centers, sustainable academic cooperation and mobility programs. It is very important to carry out educational diplomacy activities in order to contribute to the development and strengthening of relations in the international arena and to the dissemination of knowledge in the international market.

Education diplomacy, which is a result of globalization, has different programs that provide students with education abroad. Countries that draw attention to the importance of lifelong learning and provide opportunities for their citizens, especially students, by organizing different education programs also contribute to the development of intercultural relations through education. Governments that enable overseas education programs

aim to open their countries to intercultural communication, increase their awareness, spread national education programs internationally and contribute to the economy. It is seen that especially the USA and England have accepted the potential of soft power in order to increase international interaction and in this context, they have turned to education activities. It can be said that education diplomacy has a remarkable place in the dimension of public diplomacy, with the thought that many international students who receive education scholarships will spread the knowledge they have obtained there when they return to their countries and bring the perspective of the country they studied to their country. In this study, it is aimed to analyze the Jean Monnet Scholarship Program, which is one of the education scholarship programs applied to increase mutual understanding, cooperation and solidarity by spreading cultures with the development of international dialogue, in the context of education diplomacy by using a content analysis technic.

2. Soft Power as The Fundamental Component of Public Diplomacy

Soft power constitutes one of the most defining concepts of public diplomacy. In this context, in public diplomacy, which can be described as the most up-to-date version of the classical public diplomacy understanding, image and reputation-enhancing methods and techniques, which are mostly carried out outside the official bodies, are used in order to positively affect the public opinion of different countries and the international community. In addition to lobbying, sponsorship, artistic and cultural activities, educational collaborations are among the important instruments used in this framework (Değirmenci, 2022). Nye (2005), while expressing soft power, mentions that public diplomacy is the field of activity and has the feature of influencing the other side in the desired direction by methods such as temptation, agenda setting and temptation. Communication, informing and influencing are at the center of public diplomacy activities; therefore, persuasion activities of a country towards the citizens of other countries are carried out with soft power elements, which is an indicator of a successful public diplomacy work of that country (Schindler, 2018).

In this context, public diplomacy activities include various public actors and activities. Examples of these are; political parties/politicians, multinational companies, business people, universities/academics, non-governmental organizations, language schools, artistic activities, music and sports can be shown (Cull, 2009). In addition, activities such as conferences, seminars, overseas scholarship programs organized by non-governmental

organizations, media, universities can be given as examples of public diplomacy activities in order to influence the citizens of other countries (Gregory, 2011). Nye states that the soft power of countries is based on three sources; foreign policies, cultural and political values. According to him, culture, which is the unity of expressions and values that create meaning for a community, facilitates a country to achieve the desired results when it contains universal values and is attractive to others (2005).

Power has historically been based on criteria such as population size, economic and military power, natural resources (Lasswell, 1950). Soft power refers to the ability to attract societies to their side without using hard power, such as the military. For this reason, legitimacy is very important for soft power. If societies see a country's goals as legitimate, they can easily accept that country's ideas without using force. Constitutional status will reduce the possibility of using force when necessary (Melissen. 2005). Considering the critical role of soft power in global relations, countries are doing their best to protect and maximize the soft side of power (Wang, 2011).

According to Nye (2019), while the USA is the country that best applies soft power elements in public diplomacy; According to Snow (2015), Norway, Denmark, the Netherlands, Japan and the UK are world leaders in soft power diplomacy. With the appreciation of culture and art in the historical period, hard power elements have left their place to soft power, which also determines the reputation and image of countries in the world. When we look at the soft power elements, culture, art, education and sports activities come to the fore and these elements give an idea from the cultural richness of a country to its social capital (Armitage, 2007).

2.1. “Education” as a Soft Power Tool

Educational activities, which are one of the components of public diplomacy, create inter-country interaction by providing cultural communication, and thus make positive contributions to foreign policy by improving mutual understanding. It is important in terms of easily directing societies and gaining public opinion with public educational and cultural activities (Paradise, 2012). With the shaping of diplomacy as a result of globalization and developments in communication technologies, authoritarians give more importance to long-term cultural relations activities such as international education exchange or scholarship programs, language teaching abroad and other international cultural exchanges, not only to information activities (Lima Junior, 2007).

International exchange/ scholarship programs include the activities of public diplomacy in the field of cultural diplomacy (Scott-Smith, 2009) and educational diplomacy, and are accepted as one of the best ways to develop intercultural respect and understanding (Himelfarb & Idriss, 2011, p.1). The number of countries that consider education to be one of the best ways for countries to introduce themselves in the international arena is increasing.

Especially countries that hold global power elements consider education to be an effective soft power element and try to develop long-term education policies in order to strengthen their prestige in the eyes of other countries. Education plays an important role as an element of soft power, as it conveys public diplomacy messages and supports the research process and implementation of cultural diplomacy (Byrne & Hall, 2013, p.432).

Universities, which represent the socio-economic capital of the countries, are of strategic importance in terms of creating and implementing the international public diplomacy vision. International student circulation affects not only the educational, scientific and political domains of countries, but also their economic power. Because students who go to a different country to study must reside in the country they study for a certain period of time and have to make basic expenses such as education, accommodation, food and beverage. For this reason, education programs that contribute to the economy, which is a serious power factor for the countries, have an important place in the country's policies (Vuving, 2009).

It is possible to communicate with the citizens of other countries and develop lasting relations through scholarships, seminars, conferences, congresses. Relationship building has traditionally been seen as a face-to-face and personal-level process. The most effective means of establishing lasting relationships are scholarships, student exchange programs, cultural institutes, foreign language schools, schools abroad and libraries (Leonard, 2002). Announcements of exchange programs and scholarships are usually posted on the official websites of the Ministries. Exchange programs emerged with the idea that the participants could become an ally for the country in the future (Scott-Smith 2009). Educational diplomacy is the management of the activity of countries sending their own citizens abroad for study or cultural interaction and receiving foreign citizens in return for a certain period of time.

These educational activities allow the country's own students to go abroad to advertise their country and for both sides to gain mutual benefit

through their learning experiences (Cull 2009). When we look at the history of exchange programs, it is seen that in 1905 exchange agreements involving the exchange of school teachers were signed between France-England and France-Prussia. These teachers are assigned to teach their own language at the school in the country they go to and to learn the language of that country (Haigh 1974). It is stated that the aim is to eliminate the hostility between France and Germany between 1945 and 1988 through exchange programs. With the agreements made between the two countries in 1988, the exchange of university students and the opening of joint programs were decided, and the ground was established for international trust and cooperation (Cull 2009). Education and language have been used within the framework of public diplomacy to create a common ground for creating acquaintance, partnership and sympathy (Sancar 2012).

It is emphasized that the basis of education is thought and that the spread of thought, its impact, communication, form, and the dissemination of a nation's language are emphasized, and in many studies, it is recommended in terms of public diplomacy effectiveness (Haigh 1974). Countries that can gain competitive advantage for minds, have advanced education systems, and integrate international education and scientific fields attract talented foreign students. Providing education opportunities to foreign students can be expressed as one of the most important tools of the soft power of the states (Amirbek & Ydyrys, 2014, p.501). Students can learn the language of the countries they visit with scholarships or exchange programs, and also have the opportunity to gain knowledge in the fields of culture, art and science. As a result, thanks to this knowledge and experience, they can return to their countries with the role of 'cultural ambassadors' (Rui-min, 2009).

As it can be seen in Figure 1, it is stated that there are 5.6 million international students in the world in the research conducted in 2020 (Project Atlas, 2022). The reason why the United States of America (USA) ranks first with 20% can be shown as the US government's ability to successfully implement its policy and geopolitical strategies not only regionally, but also globally (Cooper, 2004). According to Smirnov (2014), powerful countries such as the USA are aw

are that the education system is one of the most important tools in the field of global competition and that educational activities enable the economic/political situation of the countries to be improved. For this reason, if a country can reflect its success in education to economy and politics, that country can become quite successful in the field of diplomacy.

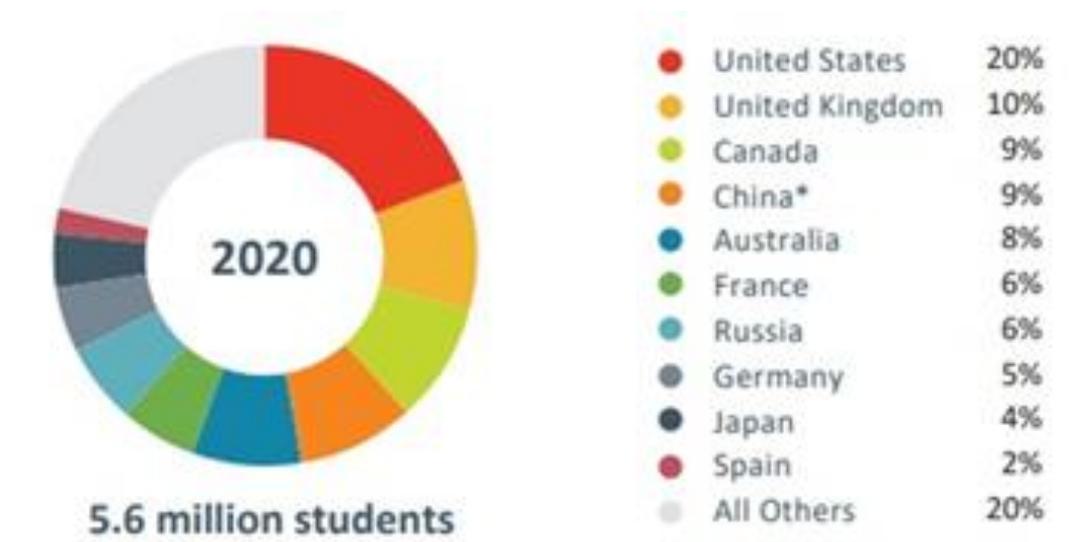


Fig. 1: Global Mobility Trends. Project Atlas, 2022

The US and UK governments, which are at the top of the list, create certain funds to enable foreign students to register through scholarships and to support academic research, science and education sector (Marginson, 2017). It serves a wide range of education for leading developed countries, from trade policy, to intercultural connection and diplomacy. For this reason, countries support education programs not only for economic reasons, but also for conveying their culture and worldviews.

It is very important in socio-economic and socio-political terms that foreign students who come to the country through education get to know the cultural heritage of the countries during their education and take their experiences to their countries. In recent years, the number of foreign students in the world has been increasing, and the general context of global mobility, the interaction of receiving and sending countries has changed considerably.

USA, UK, Canada, Germany, China, Australia and countries such as France attract more international students as shown in Figure 1, while other countries attract more students, and joint programs with universities of other countries in recent years to develop their internationalization strategies have been updating communicate. Countries see education, which is a soft power element, as the basic component of international exchange of information, building intellectual capital and maintaining competitiveness.

2.2. 'Jean Monnet Scholarship Program' as Educational Diplomacy

Jean Monnet, who lived between the years 1888-1979, is a French economist and financier whose ideas are based on the Schuman Plan¹ and who is a supporter of European integration (Europa, 2022). Monnet, which laid the foundations of the European Union, has been continuing its existence as a scholarship program that has been implemented since 1989 with an agreement between the Republic of Türkiye and the European Commission. The Jean Monnet Scholarship Program has been supporting the need for human resources with knowledge of the European Union (EU) acquis and EU-related issues since 1989, as well as Türkiye's work in the EU accession process (Jeanmonnet, 2022). In the process of full membership to the EU, which has an important place in Türkiye's foreign policy, experts are needed to convey accurate information about the EU in all segments of the society, from public institutions and organizations to the private sector, from non-governmental organizations to universities. In line with this need, the Jean Monnet Scholarship Program, a project funded by the EU, provides an opportunity for the Republic of Türkiye to have an idea about issues related to the EU acquis, to get to know the EU better through education, which is a kind of soft power element, by providing the opportunity to study in EU member states (Jeanmonnet,2022). This scholarship program, which was first put into operation in the 1990-1991 academic year, was carried out in three different periods over a 32-year period. In the first period of the scholarship program, covering the years 1990-2002, it was aimed to increase the knowledge and experience about European integration in Türkiye and to support the qualified manpower in these subjects. Parallel to the developments in Türkiye-EU relations, the priority of the Scholarship Program in the second term covering the years 2002-2006 was to train the human resources that would be needed in the membership process. It has been carried out by the Ministry of Foreign Affairs, European Union Presidency in cooperation with the Central Finance and Contracts Unit and the European Union Delegation to Türkiye, in line with the objectives mentioned in the first two periods since 2007-2008 (CFCU, 2022). The Presidency for the European Union operates as the appropriate authority of the programme. The EU Presidency is responsible from the announcement of the scholarship program to the provision of all kinds of support to the

¹ The Schuman Plan expresses the end of the centuries-old conflict between France and Germany by providing common coal and steel production in order to create an environment of peace in Europe, and keeping this organization open to the participation of all European states (Europa, 2022).

scholarship holders who are entitled to the program for any problems they may experience in the country they are located. The Jean Monnet Scholarship Program, which is of great importance especially in terms of increasing the administrative capacity of public institutions in the EU accession process, allocates 60% quota to public institutions every academic year, while it gives 30% quota to universities and 10% to the private sector (Jeanmonnet, 2022).

Within the scope of the program, which has benefited about 10000 people to date, the scholars carry out studies on the entire EU acquis, from justice, freedom and security issues to environmental policies. Scholars who can benefit from postgraduate education programs in EU member countries for a maximum of 12 months consist of public, private sector, non-governmental organization employees, senior university students, graduate and doctorate students, and academic and administrative staff of universities (Jeanmonnet, 2022). The scholarship, which is given to postgraduate studies on Türkiye's harmonization process with the EU and the EU acquis, both provides human resources with knowledge about the EU and contributes to the formation of the necessary administrative capacity for the effective implementation of the acquis. It is aimed that the scholars become professional on the EU after receiving education, support the development of civil society dialogue between Türkiye and the EU, and build bridges between countries (Jeanmonnet, 2022). Scholarships are planned to be given to approximately 160 people in the 2022-2023 academic year for the program, in which all expenses such as school fees, transportation, accommodation, insurance, visa expenses, cultural activities are covered (EU, 2022).

As in other countries, the EU has devoted most of its resources and attention to various academic programs such as Jean Monnet activities and to improve its international image (Yang, 2015). When the strategic goals of the European Commission are examined in this context, it is seen that the number of countries to be perceived is to increase through the scholars who benefit from this scholarship program and to carry out public diplomacy activities through education by creating a positive public opinion. It can be said that improving the EU's image abroad with such training programs has become an effective public diplomacy tool for the EU (Yang, 2015). Hong (2014) "EU-China Education Diplomacy: An Effective Soft Power Strategy?" in his study, he states that more than 50% of students from both EU countries and China returned with a more positive impression of the host country. As a result, it would not be wrong to say that there are some

perceptions about the country visited through the training programs and that these perceptions affect the image of the country and therefore diplomatic relations.

3. METHOD

The study was designed in a qualitative research and the case design was used in the study. In the study, in which the purposeful sampling method was used, the document review technique, one of the qualitative data collection methods, was used in data collection. Providing data by analyzing written documents containing information about facts and events related to the subject examined within the scope of the research is called document review. Documents such as reports, books, archive files, video and audio recordings, photographs related to the research topic are analyzed systematically by checking their originality (Yıldırım & Şimşek, 2013, p.187).

A case study is carried out to describe one or more situations in depth and to draw attention to research questions and topics (Johnson & Christensen, 2014; Yıldırım & Şimşek, 2013). Situations can include individuals, societies, institutions and cultures, as well as critical events in a person's life or in a movie (Patton, 2014). In the study, the Jean Monnet Scholarship program was examined in detail and evaluated in terms of educational diplomacy and interpreted in line with the aim of the study. Content analysis is the systematic analysis of written or visual materials (Krippendorff, 2018). In the study, a content analysis technic was used and the number of people who benefited from the education program based on Türkiye Dec 2007-2008 and 2021-2022, gender and working language were determined.

In the 'success stories' published on the official website, the point of view of the scholarship holders on the countries they are going to is also examined. In the study, the opinions of 9 people selected by random sampling technique among 1476 scholars benefited from the scholarship program in the mentioned years and formed the universe of the research were evaluated.

4. FINDING AND ANALYSIS

In the study, education, which is called soft power element, has been examined in the context of public diplomacy through the Jean Monnet Scholarship Program in Türkiye. In this context, 2007-2008 and 2021-2022

academic periods were discussed, and the information of each period was analyzed with numerical data.

Academic Period	Gender		Language					Total Participants of the Scholarship Program
	Women	Man	English	French	German	Italian	Spanish	
2007-2008	65	36	72	27	2			101
2008-2009	46	27	68	4	1			73
2009-2010	59	37	90	4	2			96
2010-2011	51	26	76	1				77
2011-2012	48	42	88	2				90
2012-2013	52	44	93	1	1	1		96
2013-2014	61	52	108	5				113
2014-2015	77	52	26	2			1	129
2015-2016	72	79	147	4				151
2018-2019	64	56	120					120
2019-2020	62	65	124	2			1	127

2020-2021	72	77	146	2	1			149
2021-2022	82	72	148	4	2			154
Toplam	811	665	1306	58	9	1	2	1476

Table1. Number of People Benefiting from The Jean Monnet

Source: Prepared with the data obtained from the Jean Monnet official site

In the raw data carried out in this direction, it was seen that a total of 1476 scholars, 811 women and 665 men, benefited from the program between 2007-2008 and 2021-2022 within the scope of the Jean Monnet Scholarship Program, and they carried out their studies mostly in English, but also in French, German, Italian and Spanish. While 1306 scholars carried out their studies in English, 58 of them were in French, 9 in German, 1 in Italian and 2 in Spanish. However, in the table created with the data obtained from the official website of Jean Monnet, it was observed that the academic period with the highest number of scholars was 2021-2022, while the lowest number was in the 2008-2009 academic period. In the study, the perspectives of the scholars who benefited from the Jean Monnet Scholarship Program, which can be considered as education diplomacy, to the countries they went to, can be evaluated more clearly with the answers they gave to the question "How has Jean Monnet scholarship program changed your view of the European Union?" (JeanMonnet,2022) among the questions asked for the post-scholarship evaluation. The answers given to this question are as female scholars W1,W2,W3,W4,W5; for male scholars, it is defined as M1, M2,M3,M4.

Scholar W1 in the 1998-1999 academic term states that, in addition to having the opportunity to examine the European Union regulations and practices in depth, he also had the opportunity to observe the social, political and economic reflections of the said membership of the United Kingdom, which was a member of the European Union at that time. He notes that thanks to the M1 Jean Monnet program, which was a scholarship for the academic period 2003-2004, he had the opportunity to spend time with students from all over Europe, experts of EU institutions, and that cross-country prejudices were overcome through this scholarship program.

W2, one of the 2007-2008 academic term scholarship holders, states that as a Jean Monnet Scholar, he had more accurate information on the culture, geography and history of the country during his stay in England, and

that the EU harmonization process offered high standards for Turkish citizens.

W3, one of the 2009-2010 scholarship recipients, states that through the scholarship program, he has gained knowledge on many issues such as the EU, its institutions and its functioning, and TR-EU relations, and has developed a positive perspective towards EU countries.

W4, one of the 2011-2012 scholars, states that she gained experience not only in academic studies but also in people and cultures with students from different EU countries.

W5, one of the 2018-2019 scholarship recipients, states that with this scholarship program, they better understand that the EU exists in different forms and instruments in all regions of the world and in international organizations.

M1, one of the 2008-2009 academic term scholars, stated that the education he completed thanks to the Jean Monnet Scholarship Program enabled him to see the benefits of European integration more clearly, and that students and academicians from many different countries also benefited from this program. He also stated that he thinks that the scholars of the member states of the European Union and the scholars of the countries that are not members of the European Union achieve the integration that is the goal of the European Union through education.

M2, one of the 2005-2006 academic term scholars, mentions that this program provides access to multicultural and multidisciplinary academic platforms, and that it provides the chance to interact with students from different countries in science, art, culture, language, social life and many other fields. He also states that he can have detailed information about the institutional structure, vision, common policy areas, implementation tools and governance model of the EU.

M3, one of the 2015-2016 academic term scholars, states that thanks to Jean Monnet, he gained knowledge on many issues related to the EU, but he had the opportunity to specialize in EU policies in particular.

M4, one of the 2019-2020 Academic Term Scholars, states that, within the scope of the Jean Monnet Scholarship Program, she learned the historical development of the EU in the light of political and economic facts, and that she has information on Türkiye-EU relations from legal developments to economic relations.

5. CONCLUSION

Public diplomacy is a method in which soft power elements such as culture, art, sports and education are used by country administrators in order to manage the international image and reputation of countries, to destroy existing prejudices, to develop mutual relations and understanding with citizens of other countries. Public diplomacy is fed by many disciplines such as public relations, international public relations and international relations. Public diplomacy has the aims of developing mutual relations, persuading and building relationships in the long run. The effective use of education as an element of soft power within the scope of public diplomacy is expressed as education diplomacy, and exchange and scholarship programs are considered among the most effective educational diplomacy tools (Akerlund, 2014:397). Countries use scholarship programs to spread their values, cultures and languages and see these activities as effective public diplomacy activities. These human oriented efforts can contribute to the people's perception of the implementing countries in the long term. Countries have very important potential to play as global power in the world affairs if they can accumulate this asset with strategic cooperation with each other. Scholarships have a very important role to transfer know-how and tradition of countries. Taking advantage of such scholarships provides support for the development of country relations.

Educational diplomacy activities aiming to serve the interests of the country are listed as informing foreign publics, persuading foreign peoples and gaining the support of foreign peoples. In this context, countries try to influence people who can play an active role in the decision-making process in the long run by creating a positive perception and image with their education abroad programs. Scholarship programs play a very important role in the realization of the strategic goals of the countries. Inter-country exchange programs, especially the interaction between France and Germany, have created new human capacity to improve bilateral relations after the century-long wars that led to the founding of the European Union. As discussed in the article, exchange scholarship programs make a big impact when compared to other fields. In this study, the role of the Jean Monnet scholarship program, which is one of the international scholarship programs, in public diplomacy is questioned, and its role in informing foreign nations, building long-term relations with foreign nations, creating a positive image, increasing intercultural communication and understanding, within the framework of education diplomacy, is a qualitative and quantitative content analysis technic was tried to be detected. In this context, it was observed that

there were a total of 1476 scholars, 811 women and 665 men, who benefited from the scholarship program in the period of 2007-2008 and 2021-2022, and they carried out their studies in French, German, Italian and Spanish languages, mostly in English. The evaluation questions made to the scholars on the Jean Monnet official website were examined and the answers given by the scholars to the question of what their view of the countries they went to within the scope of this scholarship program were. When the answers of the scholars selected by random sampling method are examined, it is seen that most of them have the opportunity to carry out scientific studies related to their fields with the Jean Monnet scholarship program, and to learn closely the cultures, histories and educational practices of the countries they visit. Many stated that they broke their prejudices against EU countries thanks to this scholarship program.

The Jean Monnet Scholarship Program, which was implemented with an agreement between the Republic of Türkiye and the European Commission in 1989, is given to studies on EU-related issues within the framework of Türkiye's EU harmonization process. With these scholarships, Türkiye's human resources knowledgeable about the EU *acquis* are strengthened, thus contributing to the formation of the necessary administrative capacity for the effective implementation of the *acquis*. The competencies of the scholars in the field they receive education increase and their perspectives on the functioning of the EU expand. With this scholarship program, the development of civil society dialogue between Türkiye and the EU is supported, academic relations between countries are developed, and bridges are built between Turkish and European colleagues. For this reason, the Jean Monnet scholarship program, which is the subject of the study, differs from other scholarship programs and creates a significant difference in education diplomacy.

6. SUMMARY

Public diplomacy activities are commonly associated with the concept of soft power, it is possible to say that educational activities, which are one of the elements of soft power, also make an important contribution to soft power. Government officials focus on education for economic growth and socio-cultural development, and enter into new formations in order to catch up with the speed of information in the information age. It conducts studies on topics such as 'educational diplomacy', which emerged in the changing world diplomacy, today's research and policy networks, international education centers, sustainable academic cooperation and mobility programs. Scholarship programs play a very important role in the

realization of the strategic goals of the countries. Inter-country exchange programs, especially the interaction between France and Germany, have created new human capacity to improve bilateral relations after the century-long wars that led to the founding of the European Union. As discussed in the article, exchange scholarship programs make a big impact when compared to other fields. Governments that enable overseas education programs aim to open their countries to intercultural communication, increase their awareness, spread national education programs internationally and contribute to the economy. In this study, it is aimed to analyze the Jean Monnet Scholarship Program, which is one of the education scholarship programs applied to increase mutual understanding, cooperation and solidarity by spreading cultures with the development of international dialogue, in the context of education diplomacy by using a content analysis method. the role of the Jean Monnet scholarship program, which is one of the international scholarship programs, in public diplomacy is questioned, and its role in informing foreign nations, building long-term relations with foreign nations, creating a positive image, increasing intercultural communication and understanding, within the framework of education diplomacy, is a qualitative and quantitative content analysis technic was tried to be detected. In the raw data carried out in this direction, it was seen that a total of 1476 scholars, 811 women and 665 men, benefited from the program between 2007-2008 and 2021-2022 within the scope of the Jean Monnet Scholarship Program, and they carried out their studies mostly in English, but also in French, German, Italian and Spanish. The evaluation questions made to the scholars on the Jean Monnet official website were examined and the answers given by the scholars to the question of what their view of the countries they went to within the scope of this scholarship program were. When the answers of the scholars selected by random sampling method are examined, it is seen that most of them have the opportunity to carry out scientific studies related to their fields with the Jean Monnet scholarship program, and to learn closely the cultures, histories and educational practices of the countries they visit. Many stated that they broke their prejudices against EU countries thanks to this scholarship program.

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