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STRATEGIC PRACTICES OF PUBLIC DIPLOMACY POLICIES IN EDUCATIONAL FIELD AND TURKEY'S POTENTIAL FOR CULTURAL DIPLOMACY

Abstract

Public Diplomacy management, based on mutual communication and interaction, largely benefits from the elements of soft power such as culture, education, sport and etc. for creating mutual sympathy. The increase of positive perceptions enables the connection between people. Thus, people could know and understand each other. Afterwards, long term and persistent relations could be established and countries could gain sympathy. Cultural Diplomacy in Public Diplomacy is practiced through Exchange programs and cultural associations in foreign countries. The Exchange programs such as Fulbright and Erasmus; associations such as French Cultural Associations and British Councils are the best examples. Recently, the states willing to create interaction between societies and long-term relations deeply focus on two elements: Education and Language. The countries that manage to teach their own language to other societies also manipulate the education system/perception of these societies and transmit their own cultural value. Furthermore, these countries benefit from the attraction of culture and education called as soft power elements rather than imposition and press. This paper explains the role of public diplomacy in the new century, underlines the success of strategies practiced in educational field and emphasizes on the Turkey's potential for cultural diplomacy.

Key Words: Cultural Diplomacy; Education; Strategy

KAMU DİPLOMASİSİ POLİTİKALARININ EĞİTİM ALANINDAKİ STRATEJİK UYGULAMALARI VE TÜRKİYE'NİN KÜLTÜREL DİPLOMASİ POTANSİYELİ

Özet

Kamu diplomasisi yönetimi; karşılıklı anlayış oluşturma amacıyla kültür, eğitim, bilim, medya, spor vb. yumuşak güç unsurlarını yoğun olarak kullanmakta, karşılıklı iletişim ve etkileşimi esas almaktadır. Bu sayede ülkelerin ve toplumların birbirlerine yönelik algılamaları değişmekte, yakınlıkları artmakta, zihinlerdeki imajlar güncellenmekte, yanlış anlamalar ortadan kalkmaktadır. Olumlu algılamalar çoğalınca insanlar arasında bağlantılar kurulmakta, böylece insanların birbirini tanımalarının ve anlaşmasının yolu açılmaktadır. Kamu Diplomasisinde kültürel diplomasi; değişim programları ve yabancı ülkelerde bulunan kültür dernekleri aracılığıyla yürütülmektedir. Fulbright, Erasmus gibi değişim programları ve Fransız Kültür Merkezi, British Council gibi yapılanmalar bunun en iyi örneklerini oluşturmaktadır. Eğitim ve dil; toplumlar arasında etkileşim kurmak, uzun vadeli ilişkiler inşa etmek isteyen devletlerin son yıllarda yoğun olarak kullandıkları iki önemli unsurdur. Kendi dilini başka toplumlara öğretmeyi başarabilen ülkeler aynı zamanda o toplumun eğitim sistemi/anlayışı üzerinde de etkili olmakta, kendi kültürel değerlerinin hedef topluma yerleşmesini sağlayabilmektedir. Bunu yaparken hiçbir baskı ve dayatmada bulunmamakta, yumuşak güç unsurları dediğimiz kültür ve eğitimin çekiciliğini/cazibesini kullanmaktadır. Bildiri; Kamu Diplomasisi kavramının yeni yüzyılda oynadığı rolü açıklamakta, eğitim alanında uygulanan stratejilerle elde edilen başarılı sonuçlara dikkat çekmekte ve Türkiye'nin sahip olduğu önemli kültürel diplomasi potansiyeline vurgu yapmaktadır.

Anahtar Kelimeler: Kültürel Diplomasi; Eğitim; Strateji

1. Introduction

Recently, the perception based on propaganda and one-way information becoming ineffective is among the most important changes and transformations. The symmetric communication, persuasion and interaction, in the new international order, have gained importance while the concept of public opinion has become prominent. Thus, decision and policy makers have required the participation of public opinion to the decisions, as they start to play a determinant role in both countries and societies in the new century in which democracy, human rights and freedoms have gained importance. Public opinions inquire, discuss and participate to the process with the development of communication technology, rapid access to information, internet becoming widespread (Özkan, 2014a, 301).

This radical change has created the need to interact with public opinions (both local and foreign public opinions), convey accurate information properly, express and introduce oneself and establish mutual understanding. In the 21st century, Public Diplomacy is the most practiced tool to communicate and establish relations with other countries and societies effectively. The countries implementing Public Diplomacy based on mobilizing current soft power potential (education, culture, sport and etc.) achieve to make other countries/societies adopt their policies (Nye, 2005, 2).

The flexible Public Diplomacy perception is the most preferred approach in the new century. It is aimed in this approach that the mutual understanding is established between countries and societies by using soft power elements intensely (Signitzer ve Wamser, 2006, 438). While in the flexible approach, the long term activities gain importance, an atmosphere for the mutual understanding is created by benefitting from education opportunities, life styles, political and economic systems and artistic skills (Yağmurlu, 2007, 17).

The education includes crucial possibilities and opportunities to establish sympathy and relation between countries and societies through Public Diplomacy policies. Countries could address to foreign societies with their language, culture and education opportunities while they could convey/teach their cultures. Thus, they could introduce themselves. As a result of this relation based on mutual trust, countries could have support for their policies and gain the sympathy of public opinions. In this paper, public diplomacy practices in several countries and the methods and technics that were used and resulted in success in educational field.

In this paper, the literature review method is used. These are also discussed elaborately in the paper: practices and public diplomacy strategies used in educational field after public diplomacy and relevant phenomena of soft power are discussed. In addition to the past and required practices, it is also argued in the paper that the present value of Turkey could be used effectively in the public diplomacy policies. It is mentioned that the countries achieving to use great potential in the educational and cultural fields properly with a strategic intelligence will gain competitive advantage in the 21st century.

2. Paradigm Shift in the International Order

The globalization process has brought about several changes in financial, social, political and cultural fields. This process has almost resulted in a paradigm shift across the world. The 21st century will be remembered with the changes and transformation brought by the globalization process. While the 20th century represents Cold War era in other words nation-states world with limited communication/interaction; the 21st century represents an era that communication method and tools have become widespread, the concept of public opinion has become prominent and the image, perception and prestige have gained importance.

In the globalization process, non-state actors have appeared and they have played an active role in global relations. The interstate relations have shifted to the international level from the nation-state one. Public opinion is one of the most important elements of the new international order. During this process, the accurate and realist information and so the persuasion

of public opinions have become important (Yavaşgel, 2004, 1). The will in the foreign policy issues is not only the will of government representatives but also various political and cultural elements (Canbolat, 2009, 4). In the new international system, now, NGOs, opinion leaders and highbrows have taken part both in policy-making and implementation. After the new international system and approach have enabled the mentioned support, different opinions and distinctive points of views easily affect the decisions. While the globalization process, in the new international system, deepens the mutual dependence on primarily financial and political issues, the borders between domestic and foreign policy have been removed (Sönmezoğlu, 1989, 488). The improvements in domestic policy have also become a part of foreign policy and domestic policy has directly started to affect the foreign policy-making process. The new international system has a multipolar characteristic and this decreases the effect of military, strict and realist approaches on inter-state relations despite the increasing importance of idealism, cultural relations, diplomacy and interaction. Due to all these developments, the implementation of foreign policy for states and countries has been legitimized by considering social, global and political backgrounds (softpowers) (Canbolat, 2009, 8).

3. The New Century and Public Diplomacy

In the new century, some significant paradigm shifts have occurred in diplomatic field. The diplomacy is defined as the process in which a government expresses opinions about specific topics directly to the decision makers of foreign countries and this process is managed by the government officers through negotiations (Gönlübol, 1993, 115). The concept of diplomacy includes various political manipulation methods and technics used in the foreign policy of a state (Sönmezoğlu, 1989, 323). The rapid developments in globalization process deeply affect the diplomacy. These developments lead a comprehensive change (Tiedeman, 8). The “inter-state” diplomatic relations during Cold War era, have turned into “inter-society” relations with the paradigm shift. In the new international order, several new actors appear such as media, public opinion, NGOs and international associations. Furthermore, these actors have started to affect the decision makers directly (Kalm, 2011, 6).

Public Diplomacy aims to manipulate manners of public to shape and implement the foreign policy. It also embodies the matters –out of traditional diplomacy frame- the effort of molding public opinion in foreign countries, interaction of NGOs and cultural communication process (Morrow). The governments and NGOs, with Public Diplomacy, could express their opinions to foreign NGOs and public opinions (İnan, 2012, 64). Public Diplomacy emphasizes on the communication process launched to establish sympathy of foreign public opinions for their opinions, missions and interests (Signitzer, 2008, 206).

Unlike traditional diplomacy, Public Diplomacy aims non-state actors and public opinions rather than foreign governments. Via Public Diplomacy, countries could deepen the dialogue between their own citizens with foreign citizens and associations. Public diplomacy has some other goals such as informing and manipulating foreign public opinions, enhancing this manipulation and correcting misunderstandings (Doğan, 2012, 13).

Public diplomacy enables that governments and NGOs could express their opinions to the foreign public opinions and NGOs (İnan, 2012, 64) while other governments could communicate by serving their opinions, missions and interest besides helping to establish sympathy (Signitzer, 2008, 206). The policies implemented by the countries, aiming to have effective results from public diplomacy practices should be certainly rational, convincing, legal and defensible as it would be impossible to declare and defend policies which are against the international law and based on illegal methods (Kalm, 2012, 151).

The countries having public diplomacy vision primarily update their images, correct misunderstandings and establish bridges to develop relation with other societies (Leonard&Alakeson, 2000, 10).

4. The Concept of “Soft Power” in Diplomacy

The power is defined in international order as ability of affecting the manner of other societies and acting freely (Nye, 2005, 2). In the international order, the concept of power has dramatically changed; “soft power” has replaced “hard power” in the Cold War era. The countries, now, impress others with their soft power potential (science, art, culture, sport, education and etc.) rather than army, weapon and etc. (Snow, 2009, 3). These countries, manage to use soft power elements, have become attractive and so they could declare their policies. Furthermore, the policies of these countries could easily be adopted by the foreign societies. This process is based on mutual communication and interaction, persuasion and cooperation.

Joseph S. Nye (2005) making the first scientific study on the concept of “soft power” says that the policies with attractive identity, political value and institutions and also based on moral values and legitimacy are necessary to create soft power. He also underlines that an attraction center could only be created by this way and the preferences of foreign society could be manipulated through persuasion. As it is seen, this process underlined by Nye is long-term and challenging. This also requires being decisive, being patient and working hard besides using all the present soft power elements accordantly. During the planning process of public diplomacy strategy, these should be determined to have effective results: Which soft powers will be used, when, how and who will manage (Özkan, 2014a, 305).

This is one of the public diplomacy goals to enhance the image and prestige of countries via mutual understanding (Simonin, 2008, 24). Recently, credibility and prestige are the most important elements for countries. As long as a country has these values it could express its own policies to foreign countries and societies and become an attraction center. In communication, the source of message is as important as the message. In public diplomacy, countries are the sources. The messages in frame of public diplomacy are so reliable and credible that the countries are reliable and prestigious. It would not be enough to focus just on the message while creating public diplomacy. The perception of countries as sources conveying the message to the target group is, also, required to be changed. Thus, the soft power elements should be used properly. The strategic communication method together with the concept of soft power could establish a permanent success in public diplomacy (Özkan, 2014a, 306).

Countries could mobilize soft power capacities and use them effectively just with the public diplomacy vision. On the other hand, in the international order, the competitive power of countries that fail to develop public diplomacy policies with strategic power and to use effective tools and methods of public diplomacy will be weakened.

5. The Concept of Education as a Soft Power Element

The public diplomacy policies are conducted by primarily NGOs. Afterwards, these are accepted as main actors of public diplomacy: universities, schools, opinion leaders, media and news agencies, domestic mass media, global business, private sector industry, pressure groups and supra-state institutions (Szondi, 2008, 17; Signitzer, 2008, 209; Sancar, 2012, 91).

In this paper, education as a soft power element will be discussed and so the role of universities and schools as actors will be analyzed.

In public diplomacy, the schools and universities are important tools for their support to research process and being a cultural implementer of public diplomacy. The research centers in the universities have contributed to the public diplomacy strategy with their scientific report, analyses and publications. Universities are, also, effective in implementing cultural diplomacy and conveying the public diplomacy messages properly. Besides all these, universities hold international conferences, seminars, workshops and congress for supporting the conveying message process. The scientists either representing Turkey in abroad or participating to these

activities in Turkey are both message sender and receiver. These people are effective public diplomacy tools as they have important and credible identity and prestige. Therefore, the information transmitted by them is thought as credible (Sancar, 2012, 92).

Unfortunately, universities in Turkey could not keep up with the rapid development in the world. Still, there is no center for research and practice at any university in Turkey. There is a need to research the concept of public diplomacy scientifically and create a comprehensive roadmap about future strategies and policies.

The schools in foreign countries are also important tools in public diplomacy. The law of host country is applied in these schools but they transmit their own cultural values via foreign language courses, course books and cultural and art activities. In Turkey, some schools transmit their own cultural values to Turkish students: The French high schools such as Saint Benoit, Sainte Pulchérie, Saint Joseph, Saint Michel, Notre Dame de Sion and İzmir Saint Joseph; German high schools such as St. George's Austrian High school; and others such as Galileo Galilei Italian High school, Robert College, Üsküdar American High school, Tarsus American High school (Sancar, 2012, 94). Analogously, Turkey should aim to create schools in foreign countries within the public diplomacy vision as the cultural value transmitted via education will be persistent.

6. Public Diplomacy Policy Practices of Countries in Educational Field

Countries that prefer to conduct their public diplomacy policies via education aim to leave a lasting impression in long term. It is observed that many EU member countries choose to popularize the public diplomacy policies via education.

Many European countries are more successful as they become culturally attractive in educational field. For instance, half of the popular languages spoken in the world are European languages (mostly spoken European languages are English, Spanish, Portuguese, Russian and German). Latin America via Spanish and Portuguese, the Commonwealth via English and Franchofon countries mostly in Africa via French are connected to Europe. In educational field, some European languages have international agency networks acting for popularizing their language and culture. The French Institution, Cultural Centers and British Council sponsored by their governments are examples for it. Besides these official institutions, more is available that serve to the same purpose and established by NGOs such as Alliance Française and German Goethe Enstitüt. Europe has a rooted tradition in international cultural relations and allocates important fund. Three countries, respectively spending the most on this are France, England and Germany (Akçadağ, 2012, 234).

France has wide diplomatic network, deep cultural relations and international media. In worldwide, France having embassies, consulates and diplomatic mission over 650 has established almost 200 institutions and culture centers in abroad. The centers sponsored by the government and aimed to teach French language and culture like Institut Français are very common in Africa. Although the public diplomacy vision of France is shaped by the Foreign Affairs; Department of International Cooperation and Development, Ministry of Culture and Ministry of Higher Education and Research support this vision. In educational field, France gives financial support to 22000 foreign students coming from abroad. 80% of scholarships given to these students are provided by the bilateral agreements between France and other governments. Besides, there are two programs: First is Eiffel for students coming from Latin America and Asia and second is 'Major' for students having French Baccalauréat (high school diploma) and living in abroad. To support French public diplomacy, there is also a network composed of cultural centers and institutions. 'Radio France Internationale' broadcasting almost in 20 languages makes contributions to promote French culture in abroad with nearly 50 million audiences (Akçadağ, 2012, 235).

Foreign and Commonwealth Office, British Council and BBC World Service are important institutions in public diplomacy. Moreover British government has allocated the largest

budget for these institutions. *Foreign and Commonwealth Office* having 153 Embassies and High Commissioner across the world, 10 delegates and 70 consulates within the international organizations is responsible for implementing and coordination of British foreign affairs and for national interests. *British Council* having 220 centers in 109 countries makes effort for educational and cultural relations and includes a wide range area such as art, science, language courses and social work. *BBC World Service* broadcasting in 43 languages reaches to 150 million people (Akçadağ, 2012, 235).

Goethe Institut established to teach German language and culture with over 120 centers and German Academic Exchange Service (DAAD) managing the academic exchange programs in educational field are the basic elements of German public diplomacy. *Deutsche Welle*, one of the major broadcasting corporations with its broadcasts in over 29 languages reaches nearly 40 million audiences. Considering Spain, cultural ties with Latin America are deepened by the public diplomacy practices. 40% of the scholarships offered by Spanish Ministry of Foreign Affairs are given to Latin America and Caribbean countries while 14% of it is given to students coming from North America and Middle East countries. Besides, there are special university cooperation programs between Spain and Latin America countries. These three institutions are important for Spain in terms of educational and cultural relations: *The Cervantes Institute* established in 1991 and sponsored by the government; Institute for Oversea Cultural Activity Collaboration established in 2000 for organizing international activities in Spain and the Carolina Foundation established in the same year for improving cooperation in cultural and educational field with countries having historical ties with Latin America and Spain. Spain has become an attraction center as a result of its long term efforts in educational and cultural field and gained more success in many fields, primarily tourism (Akçadağ, 2012, 236).

As it is understood, the European countries have put the elements of language and culture at the core of public diplomacy. They have also aimed to be an attraction centers in the world with their efforts in educational field. Considering the results, they have achieved many of the goals.

China is one of the countries determining the education and culture as the basic elements of public diplomacy. China, one of the heading countries in the new international system, has established Confucius Institute and Confucius College; emphasizes deeply on student exchange programs and offers scholarships for tens of thousands students from across the world. Media is also a significant tool to popularize Chinese; *China Radio International* broadcasts in 43 languages and *Xinhua*, the Chinese news agency broadcasts in English. Chinese Public Television reaches to the whole world via satellite. The internet opportunities are, also, used effectively. Besides, many Chinese websites are created in control of Information Agency to support public diplomacy and these websites include information about Chinese language, values and culture, recent news about China and official information. (Akçadağ, 2012, 185).

Lastly, we will analyze the last country, the USA. Like China, education and culture are the most important sources of public diplomacy. The United States Information Agency (USIA) benefits from the “universal American culture” effectively. USIA has several goals such as enabling academic and cultural transmission, reaching people via informing and radio broadcasts and developing public diplomacy. The most known academic Exchange program is Fulbright including 125 countries and governed by USIA. International Visitors is the other program under the control of USIA. Every year, nearly 5000 future leaders coming from different countries could witness American institutions in situ. Today, 28% of all students applied to foreign universities have been studying in the USA. Hundreds of thousands lecturers are employed there. This increases the success of the American public diplomacy when these students and lecturers return their countries with a positive perception about American values and institutions. The following years after the Cold War, nearly one million people participated to the cultural and academic Exchange program of the USA and many of them were assigned to important positions in their countries. The American public diplomacy managers see education as a significant tool to transmit their values and benefit effectively (Akçadağ, 2011, 9).

As it is seen, countries taking advantage of possibilities and opportunities with a favorable strategy could effectively transmit their public diplomacy policies to foreign countries/societies besides convincing them easily and developing a mutual understanding.

7. Cultural Diplomacy and Turkey

Turkey needs to benefit from possibilities and opportunities of public diplomacy, express itself correctly, create positive image and build “nation-branding”. For Turkey, the management and strategy of public diplomacy are the most significant tools to build nation-branding. (Özkan, 2013, 10). Turkey has realized the importance of public diplomacy too late and so it could not use this strategic power effectively. “*Office of Public Diplomacy*” has been established firstly in 2010 within the Prime Ministry. “*Public Diplomacy Institution*” founded within a NGO has started to act since 2001. Unfortunately, apart from these two institutions, there is no other institutional structure scientifically. This prevents that Turkey could not benefit effectively from the public diplomacy possibilities and opportunities as there is no perception of value of public diplomacy yet and the society is not completely informed about the capacity of the new century’s strategic tool. Besides, nearly 200 Turkish universities have strategic potential for public diplomacy. These academic institutions should definitely be mobilized to support future roadmap of Turkey about public diplomacy (Özkan, 2013, 11).

Cultural diplomacy is defined as controlling the international area with cultural sources and by simplifying cultural change. These are also among the goals of cultural diplomacy that policies of a country are adopted, approved and sympathized by exporting cultural samples (Cull, 2009, 33).

The governments of countries could only have a positive perception and image when they transmit their values, ideas and messages via cultural diplomacy- a significant element of soft power. The credibility will be established following to such an atmosphere and this also enables creating a mutual understanding.

These are significant tools of public diplomacy: education and language. Countries that benefit from these two elements create a ground for introducing, being shared and sympathized by teaching their language to foreign societies and conducting exchange programs in education (Sancar, 2012, 170).

The cultural values have important role in creating and transmitting the public diplomacy policies. Culture could be the attraction center as it includes the whole spiritual and material values of a country. The most determinant part of public diplomacy vision should definitely be created by the cultural history and wealth along with civilization background. The cultural artifacts produced by the culture industry affect the whole world while artificial objects have replaced the local cultures after being destroyed. Turkey, now, should be extremely careful and selective about artifacts of the culture industry and avoid from “cultural mandate”. Cultural mandate leads weakening and destroying your culture slowly in front of your eyes. For this reason, Turkey should primarily take steps to support its culture. However it is impossible to put the effect of global culture aside. The Countries, supporting their culture could have different acquisitions after interacting with the artifacts of culture industry. It is necessary for Turkey both to prioritize its cultural background and realize the possibilities and opportunities of globalization of culture.

The Yunus Emre Foundation, established in 2007 benefits effectively from the significant element of culture, “language” and cultural values. This Foundation has been established for the goals of promoting Turkish language, history, arts and culture across the world. It also aims to enhance the exchange programs with other countries. The Yunus Emre Institution which is affiliated with Yunus Emre Foundation conducts studies for the promotion and teaching of the Turkish culture, history, language and literature, and also performs various activities involving cooperation with other institutions to support scientific studies and their publication.

The Yunus Emre Institution conducts studies to support promotion of Turkey and Turkish language, culture, arts and history with the Yunus Emre Turkish Cultural Centers in abroad. It is aimed in the Yunus Emre Turkish Cultural Centers to support promotion of Turkey and deepen the relations between Turkey and other countries via scientific projects, cultural activities and courses. Yunus Emre Turkish Education and Teaching Centers (YETEC) which is organizationally a part of the Yunus Emre Institute conducts activities in foreign countries to teach Turkish as a world language and gives support for promotion of Turkey and Turkish language. “Turkology Project” conducted by the Yunus Emre Institute is a significant study for public diplomacy vision. Turkology project, aiming to develop Turkish language teaching, deepen the relation with other countries and produce a Turkish speaking mass, provides lecturer and material for nearly 40 departments of Turkish Language and Literature and Turkish language courses (yee.org.tr).

The Yunus Emre Institute that is established affiliated with the Foundation is a big step to use cultural values and language as a strategic communication tool. It is significantly important to increase and popularize the studies along with planning for producing the permanent values. The societies knowing about Turkish cultural values and speaking Turkish will naturally adopt and support Turkish public diplomacy policies. It will be always easier, more convincing and credible to promote Turkey, its values and policies.

Turkey has recently made important initiatives within the public diplomacy activities through TİKA (Turkish Cooperation and Coordination Agency). TİKA, established in 1992, aims to assist countries willing to develop - primarily Turkish-speaking and neighboring ones- and establish cooperation in economic, commercial, technical, social, cultural and educational field via projects. When it is analyzed carefully, it will be understood that these are among the goals of public diplomacy strategy of a country. For this reason, TİKA has an important role in promotion, spread and support of public diplomacy activities and cultural values in abroad. TİKA is important for being an institution to represent Turkey in abroad. It also has achieved permanent practices and conducted important studies in capacity building. (Özkan, 2012, 90).

NGOs and the business world play a significant role in protecting, promotion and spreading the Turkish values of culture. Notably with the recent steps taken in democratization, the perception of NGOs has developed and so NGOs have become more attractive. NGOs, also, are the most important tools of the implementation of public diplomacy policies. For this reason, it is crucial for Turkey to mobilize the potential of all the NGOs for the public diplomacy vision. Countries will acknowledge and adopt each other after NGOs develop a dialogue with foreign NGOs, establish collaboration in many fields -notably cultural one- and maintain the process of mutual listening/knowing/understanding. The presence of societies, closely related to each other, is important for achieving the implementation of the public diplomacy policies. The messages and views of NGOs could be adopted and received more easily as they are independent of a public authority, state or government.

Simultaneously, the business world has strategic values for public diplomacy. Businessman does not conduct just their business but he represents his country. Businessman, also, plays significant role in promotion of his country culturally, socially, politically and economically. Turkey, recently, has made important economic initiatives and has become a country that it has made contribution and investment to several countries notably in the Middle East, North Africa and Central Asia besides building business relation. Businessman could serve to the public diplomacy vision for Turkey. However, rather than acting freely, businessman should be channeled into a determined policy. The expectations from them should be told and the public diplomacy vision should be promoted through the business world. Businessman should have enough knowledge, skills and vision to serve like an ambassador in abroad. Besides the sympathy for Turkey, the relation developed by businessmen will serve to their economic interest. The message of business world will be more credible and persistent as it is independent of the public authority. This is significant for effectiveness of the public diplomacy policies.

As the other element to mobilize cultural potential is mass media, TRT (Turkish Radio and Television Association) is the most important tool for Turkey. TRT, as a public broadcaster, plays an important role in promotion of our culture and explaining our policies through the recently created channels for foreign societies such as TRT Avaz, TRT Arapça and TRT Turk. This will also make contributions to the promotion of Turkey and adoption of the public diplomacy policies by other societies that TRT has created two more channels; one is addressed to Balkans and the other is an internationally effective and popular news channel.

8. Conclusion

In the new international system, public diplomacy is one of the most strategic tools for a proper promotion of a country to the foreign societies. Public diplomacy is analyzed in three dimensions: “Daily communication and information”, “Strategic planning and nation-branding” and “Building long-term relations and developing them” (Nye, 2005, 83).

This is important for “*Daily communication and information*” that the accurate information should be permanent, always in time and create a correct perception. These are also significant for effectiveness of the message to attract the public opinion and to establish the holism and cohesion. The second, “*Strategic planning and nation-branding*” is based on long term planning and strategy. Public diplomacy makes great contributions to the nations “branding”. The convincing opportunity of countries, developing “nation-branding” and enhancing the image in the public opinion, might improve. The messages might be more effective if a country is credible and reputable. The third dimension of public diplomacy, “*Building long-term relations and developing them*” emphasizes on the permanent successes. To make the messages permanent, relations with the target country and society in various fields should be established through the tools and methods of public diplomacy. The tools notably such as educational activities, exchange programs and practical trainings create significant opportunities for establishing permanent and long term relations. These relations enable that countries come closer so they could increasingly understand and convince each other (Özkan, 2014a, 303).

The public diplomacy practices in educational field create strategically that countries could express themselves and convince other societies. If a country is aware of this opportunity, benefits from it and creates a proper ground, it could be “an attraction center” which is crucial for public diplomacy. Simultaneously, with the public diplomacy practices in educational field, societies learn and adopt the foreign languages and cultures. The common characteristic of countries implementing public diplomacy policies effectively is being powerful and developed in the international order. On this success, the long term investments on elements such as education, culture and language and communicating with other societies via these elements have significant effect. The “capacity building” is conducted by educational practices and this makes policies more permanent and deep-rooted. The cooperation and long term relations do not easily suffer from every crisis and unexpected problems besides endless success. Actually, the countries, conducting public diplomacy in educational field should constantly develop education system along with its infrastructure and quality as only this enables creating a strategic value and this value could be offered as an attractive option.

In Turkey, a really effective public diplomacy practice is not available in educational field. However, cultural richness and historical values of Turkey indicate the presence of a serious potential. Turkey is a country that would take important steps only if it has public diplomacy vision to mobilize this potential. In the fierce competition environment of the 21st century, it is inevitable that Turkey should take required steps without further delay.

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