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## EDUCATIONAL MANAGEMENT AS EDUCATION DIPLOMACY: STRATEGIES FOR UKRAINE

**Purpose.** Under the condition of the absence of a scientific debate over the concept of “educational diplomacy” in the national research field, the authors set the goal of carrying out an analysis of the heuristic potential of this concept to overcome the current contradictions in the development of the Ukrainian higher education system against the background of the expansion of the categorical and conceptual apparatus in modern educational management.

**Methodology.** The authors used systematic, analytical, abstracting, concrete historical approach and modeling method, as well as approaches to cultural research, in particular, the modern theory of hybridity.

**Findings.** The research succeeded in substantiating the managerial potential of educational diplomacy to solve the contradictions in the development of Ukrainian higher education system. It is shown that the lack of a theoretical discussion about the possibilities of educational diplomacy and the practical implementation of its approaches to management practice reduces the efficiency of modernization processes. Against the background of possibilities to increase the effectiveness of the implementation of the higher education globalization strategies, the possibilities of educational diplomacy for overcoming the current conflicts in the development of higher education, initiated by the fact of the disintegration of the educational area and its management system have been demonstrated.

**Originality.** The potential of the concept of “educational diplomacy” for the solution of global and local (national) contradictions in the development of higher education, and the system of education management have been demonstrated in the modern Ukrainian management discourse for the first time. The necessity of practical implementation of educational diplomacy approaches is revealed, taking into account the positive foreign experience of their use. Underestimated possibilities of educational diplomacy for Ukrainian traditions of education management, which can implement in practice the principles of consensus philosophies, resolve contradictions, and others in specific socio-cultural conditions, have been presented for the first time in order to provide strategies for the modernization of higher education in an effective manner.

**Practical value.** The obtained results can serve as a reference point for the modernization of educational policy in the conditions of disintegration of the educational area, ensuring state policy in the context of violated territorial integrity of Ukraine, in particular, in developing scenarios for the reintegration of the national educational area.

**Keywords:** *educational diplomacy, educational management, higher education area, globalization, displaced universities*

**Introduction.** The sphere of Ukrainian higher education serves as a subject of modernization processes, resulting in a transformative nature of managerial processes. The logic of the European Higher Education Area, which is gradually being implemented in the national educational practice, requires an increase in the level of democratization in the system of educational management, the creation of favorable conditions for university

autonomy, the development of real mechanisms of student self-management, and others, provided with updated approaches in educational policy. The transformative processes initiate contradictions between innovations and traditions in the educational sector, globalization and regionalization, and the adoption of new management principles is controversial.

It should be emphasized that the success and contradictions that accompany the changes in managerial models are largely determined by the socio-cultural

landscape. This landscape determines the openness of society and its spheres to innovations; it generally determines the role of democratic and authoritarian practices in society. In this regard, the Ukrainian system of education management carries the imprint of the Soviet hierarchical management strategies, accordingly, unfavorable for the introduction of innovations. The educators, in the vast majority, appear to be carriers of the post-totalitarian outlook with their respective ideological orientations (paternalism, low level of subjectivity, distrust of democratic transformations, and others).

This socio-cultural situation is deepened by geopolitical confrontations that have taken place in the East of Ukraine and the Autonomous Republic of Crimea in recent years. As a result of a hybrid military and information aggression, the area of higher education in Ukraine is artificially divided: from a part of the territories of Luhansk and Donetsk regions, as well as the Crimea, about 30 universities left for Ukraine, whose status in the system of education management is problematized and indeterminate: some institutions have joined their own affiliates, others became part of other institutions, and the rest was liquidated within several years. In this respect, a number of universities and academic institutions remained on a temporarily uncontrolled territory and “integrated” into newly created educational systems in the specified territories.

Thus, on the way towards modernization, the system of educational management of higher education of Ukraine faces the problem of solving the contradictions of integration and reintegration of the educational area in the conditions of current geopolitical challenges; institutional transformations associated with the problem of displaced universities; minimization of contradictions in the innovative development of the higher education system in the context of the globalization of higher education in general, and the system of educational management, in particular. The authors judge it from recognition of the possibilities for educational diplomacy as a modern direction in educational management to be an effective tool for solving the contradictions in the development of modern Ukrainian higher education.

**Analysis of the recent research.** In the western tradition of ensuring the efficiency of modernization processes, educational diplomacy makes a conspicuous figure as one of the forms of educational management, which, in its definition, is able to harmonize the transformative processes, striving to respect the interests of all stakeholders in the field of higher education. Educational diplomacy uses diplomatic tools productively to mitigate the contradictions that exist in different sectors of education, between different stakeholders in order to overcome challenges and implement transformational education strategies with success [1, 2]. The peculiarities of modern managerial approaches at higher education are described by K. Foster [3].

The study logic requires clarification of the distinctive features of terminological interaction of key concepts of the research, as well as understanding their subordination. At the same time, the authors seek to reveal the essence of the concept of “educational diplomacy”

in greater detail. Based on the analysis of a number of modern studies, we have grounds to state that educational management is one of the tools for the implementation of educational policy, and educational diplomacy, in its turn, is one of the effective strategies for the implementation of educational management, aimed at productive dialogical solution of contradictions in the development of education [4, 5]. The global dimension of education diplomacy is clearly conceptualized by E. Ntuli and A. Nyarambi [6].

The potential of the strategy “educational management as educational diplomacy” in the K. Campbell’s theory of educational management is conceptualized by the following thesis: “Education management is not about ‘responding to change’ simply but about negotiating, resisting and mediating change” [7]. The relevance of diplomatic strategies to solve the contradictions in higher education management is the reality of developed countries since the early 2000s in response to the challenges of globalization processes. For Ukraine, the potential of educational diplomacy is almost unrepresentative in the theoretical plan and underestimated in educational practice, although the pressure of globalization processes is greatly enhanced by manifestations of external hybrid military aggression in Ukraine.

Educational diplomacy is recognized as an instrument for the effective development of educational policy in a globalized world: educational diplomacy can facilitate the organization of effective educational coalitions, bring the inter-institutional cooperation to a qualitatively new level, and facilitate the formulation of the content as well as further implementation of program documents in the field of educational management. As a discipline in modern universities, educational diplomacy allows students to provide leadership skills that are realized in further educational practice on a democratic basis. In our study, we judge it from the generally accepted understanding of educational policy as a consistent and theoretically secured policy of the state (authorities, institutions) in the field of education aimed at regulating legislative, financial and other measures of educational activities, as well as ensuring its effective development in accordance with the principles of quality, equality and efficiency. By the educational management, we mean the scientific branch and practical management activities aimed at ensuring the effective functioning and development of the education system in general, and specific educational institutions, achieving strategic goals, and improving the efficiency of the personnel management system in the educational sphere. In these circumstances, assessing the effectiveness of the system of educational management in Ukraine, we share the approach proposed by M. Hladchenko: “The Ukrainian legislative basis, which regulates the activity of higher education institutions, requires reforming, because Ukrainian universities are limited in their autonomy, their development is defined by law and by the authorities, the system is characterized by control from the state concerning finances and administration and extensive autonomy of the academic understructure for research and education, which entails a weak position of

central organizational bodies and a lack of strategic capability of the organizations themselves... Higher education institutions admit that in order to become more competitive, they need to change their approach to management” [8].

According to the Center for Educational Diplomacy (USA), educational diplomacy, as a management strategy, has the potential to be an instrument for implementing an effective educational policy in a “divided” (disintegrated) educational area and social collisions, since its functional purpose is as follows: to uphold education as a human right and essential for the realization of all other human rights; build consensus around the role and benefits of education in an increasingly complex world; to secure the responsibility of governments to provide education in their nation; to inform global leaders about the benefits of education for their nation, region, and the world; to enlighten educators and the public about how education contributes to peace, global security, and sustainability; to promote the appropriate and positive influence of non-state actors, such as non-governmental organizations and businesses, in advancing education; to place education at the center of the global development agenda by bridging education to positive social, economic, health, and environmental outcomes; to enhance the work of those who are engaged in government-level interactions to promote the linkages of education to international relations and foreign policy objectives, such as ministry officials and education attachés, as well as civil society leaders and advocates, and others [2].

**Objectives of the article.** To achieve the purpose of the article, the authors explore the distinctive features of terminological interaction (educational policy, educational management, and educational diplomacy). Also exploration of collisions of social development in Ukraine as a factor of actualization of educational diplomacy looks heuristic for substantiation of education diplomacy potential for overcoming current contradictions in the development of the Ukrainian higher education system.

**Presentation of the main research.** The introduction to our study outlined the factors for actualization of research on possibilities for educational diplomacy to act as a managerial strategy to ensure the effective flow of transformational processes in modern higher education. In particular, it was noted that the educational system is in a position to seek effective strategies for the implementation of globalization strategies aimed at asserting Ukraine as a member of the European Higher Education Area [9, 10].

On the contrary, it was emphasized that there is a national dimension of the modernization process related to the need to resolve the contradictions of the geopolitical kind, in the context of which the system of educational management at the state level should respond to the challenges of the “divided” higher education area. One of the key challenges for harmonization of the processes of development of Ukrainian higher education is displaced universities with the inherent institutional uncertainty, collisions of integration in the academic envi-

ronment of other universities, lack of material resources for the provision of educational process, and others [11, 12]. Ukrainian higher education is an arena for new managerial approaches implementation [13].

The authors’ analysis of the possibilities of educational diplomacy to resolve the contradictions in the modernization of the higher education system resonates with the public request for substantiation and practical implementation of a comprehensive state policy in the context of the current socio-cultural challenges of the hybrid war. In response to a public request, the Verkhovna Rada of Ukraine recently adopted at the legislative level the projected law No. 7163 “On the peculiarities of state policy in ensuring the state sovereignty of Ukraine in temporarily occupied territories in Donetsk and Luhansk regions”. In the authors’ judgment, the search for updated management strategies within the framework of the scientific paper is an attempt to respond to a specified social request within the framework of the higher education system.

Table 1 shows a significantly reduced list of universities displaced as a result of violations of territorial integrity, which is representative in terms of demonstrating the challenges of disintegration of the Ukrainian higher education area.

Based on the awareness of the complicated nature of the processes of using foreign experience without prior thorough theoretical development of potential cultural factors (the contradictory nature of the implementation of the Bologna process in the Ukrainian educational landscape can serve as an example), the authors of the study try to objectively evaluate the possibilities of the concept “educational diplomacy” for solving current collisions in the field of education management. Analyzing the potential of educational diplomacy strategies, we proceeded from awareness of the complex tracery of

Table 1

Reduced list of displaced universities of Ukraine

No.	Name of University	New Location
1	Donetsk National University	Vinnitsia
2	Donetsk State Musical Academy named after S. Prokofiev	Kyiv (liquidated by the merger with the P. Tchaikovsky National Music Academy of Ukraine)
3	Donetsk National University of Economics and Trade named after Mykhailo Tugan-Baranovskyi	Kryvyi Rih
4	Donetsk Law Institute of the Ministry of Internal Affairs of Ukraine	Kryvyi Rih
5	Luhansk State Academy of Culture and Arts	Kyiv
6	Luhansk National Agrarian University	Kharkiv
7	V. I. Vernadskyi Taurida National University	Kyiv

global and local (national) discourses in the educational sphere, which gives grounds to talk about the hybrid nature of contemporary Ukrainian higher education, which greatly complicates the substantiation of the methodological potential of different approaches to resolve the contradictions in the development of the management system in Ukrainian higher education. In the study “Hybridity in the Higher Education of Ukraine: Global Logic or Local Idiosyncrasy?” the hybrid status of the national higher education is described as follows: “We are trying to figure out the feasibilities and impediments of the modernization through the optic of mixing the features of postcolonial (imperial – Russian, Austro-Hungarian), post-totalitarian (Soviet), national (Ukrainian), modern (European/Western) and global (world high standards) paradigms of higher education” [14].

The globalization context of transformations in the higher education system of the vast majority of countries is similar (contradictions in the systems of “global-regional”, “traditions-innovations”, challenges for cultural identity, system transformation of the institutional maintenance of education system, and others), which are successfully solved using approaches of educational diplomacy. We agree with the following ideas of M. Hladchenko: “As Ukrainian universities are in the stage of transition from the Soviet past to the European future, it is of primary importance how they interpret and respond to the changes in the institutional environment” [15].

At the same time, the potential of educational diplomacy in the conditions of the concrete national context of transformational processes (in the case of Ukraine, deepened by the contradictions of the current geopolitical confrontation on its territory) remains the subject of discussion. According to the authors of the study, the national dimension is “more relief” than the global one, based on the current challenges of hybrid military aggression, which contribute to the disintegration of the educational area and, accordingly, the management system inside it. In our opinion, the approaches of educational diplomacy in the system of higher education can provide an effective feature to the processes of institutionalization of the displaced universities, which is one of the urgent challenges for the educational management system. These approaches are still fruitful for all the post-Soviet countries [16]. For example, the competences of educational diplomats can prevent existing conflicts of identity of the academic community of displaced universities and the new cultural and educational environment. Eventually, educational diplomacy as a management strategy should offer realistic and theoretically verified scenarios for the effective reintegration of the educational landscape after the restoration of the territorial integrity of Ukraine.

As a result of a series of studies carried out at the Center for Educational Diplomacy (USA), the key skills of an educational diplomat have been formulated, which he/she should actualize effectively in his/her professional activities. In our opinion, they can be extremely in demand for solving the contradictions in the modernization of the system of higher education and the system of educational management of Ukraine. In Figure, these

Key skills of educational diplomats	
	<b>Reflection</b> allows individuals or groups to look at past practices or actions to guide future undertakings
	<b>Appreciative Inquiry</b> promotes the strengths of individuals and communities and sustains positive change
	<b>Intellectual Flexibility</b> is the ability to quickly adapt to changing circumstances and utilize multiple, creative solutions
	<b>Negotiation</b> reconciles problems or needs by addressing conflict dynamics and finding a mutually agreeable solution
	<b>Mediation</b> resolves an issue or dispute with the assistance of a neutral, third party who facilitates discussions toward agreement
	<b>Global Ethics</b> are based upon universal values that serve as guiding principles or standards to govern individual or community actions
	Other skills of education diplomacy include <b>forecasting, emotional intelligence, active listening, design thinking, cultural sensitivity, systems thinking, and creating shared value</b>

Fig. List of key skills for educational diplomats

skills are presented with explanations of their potential for the professional sphere of a modern educational diplomat [2].

Speaking about the potential of educational policy in resolving the contradictions in the development of higher education initiated by the extended processes of globalization, one should agree with an assessment of its possibilities for Ukraine, which, unfortunately, are not sufficiently developed in modern national studies, in contrast to more developed countries – effective participants in the global educational market. In this regard, D. Ilnytskyi notes as follows: “The practical absence of systematic publications on educational diplomacy in our country makes certain unawareness in the activities of the subjects that may be involved in it, as well as the inadequate implementation of national interests through the use of this instrument. The dispersion of scientific and technical knowledge and the poor availability of practical information on the implementation of policies of educational diplomacy by the countries, which is due to the fact that the use of this instrument provides a competitive advantage to countries which are trying to protect them” [17]. Therefore, based on the competences of the educational diplomats presented in Figure, and also taking into account the positive experience of its application to overcome the collisions of globalization of higher education, the prospect of using the approaches of educational diplomacy in implementing the strategy of Ukraine’s entry into the European Higher Education Area (EHEA) is claimed.

**Conclusions.** The study succeeded in expanding the use of the concept of “educational diplomacy” for the national educational discourse, based on the lack of available studies on the background of practical demand in modern approaches to resolve contradictions in the

development of education. At the same time, the authors emphasized the possibilities of educational diplomacy to present a heuristic research concept in the field of educational management. Based on the awareness of the presence of the global and local (national) poles in the current contradictions in the development of higher education and the system of education management, the need to implement educational diplomacy approaches in the theoretical development and practical implementation of strategies for the entry of Ukrainian higher education into the European Higher Education Area has been substantiated.

We managed to demonstrate that, according to the current socio-cultural landscape, the globalization dimension of the problem of modernization of higher education is inferior to the need for an effective solution to the contradictions that arose against the background of a hybrid military threat, and direct search for management strategies is complicated by the hybrid specificity of higher education sphere. It has been established that educational diplomacy can be an effective research concept and a practical tool for the promising reintegration of the “divided” Ukrainian educational area; it can act as an instrument for regulating the contradictions in the institutional support of universities that have been displaced from the zone of the anti-terrorist operation and the Autonomous Republic of Crimea. The analysis has demonstrated the underestimated possibilities of a modern (in the western tradition of education management) concept that can interpret the ideas of dialogue in a quality manner, resolving contradictions, and others in specific (particularly, current Ukrainian) socio-cultural conditions in order to provide an effective feature for the modernization strategies.

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#### Освітній менеджмент як освітня дипломатія: стратегії для України

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**Мета.** За умови практичної відсутності наукової дискусії довкола концепту „освітня дипломатія“ у вітчизняному дослідницькому полі, автори ставлять за мету здійснення аналізу евристичного потенціалу цього концепту щодо подолання поточних протиріч розвитку української системи вищої освіти на тлі розширення категорійно-понятійного апарату сучасного освітнього менеджменту.

**Методика.** Авторами були застосовані системний, аналітичний, абстрагування, конкретно-історичний методи та метод моделювання, а також підходи культурологічних досліджень, зокрема, сучасної теорії гібридності.

**Результати.** У дослідженні вдалося обґрунтувати управлінський потенціал освітньої дипломатії для розв'язання протиріч розвитку української системи вищої освіти. Показано, що брак теоретичної дискусії довкола можливостей освітньої дипломатії та практичної імплементації її підходів в управлінську практику знижує ефективність модернізаційних процесів. На тлі можливостей підвищення ефективності реалізації стратегій глобалізації вищої освіти, продемонстровані можливості освітньої дипломатії для подолання поточних колізій розвитку вищої освіти, ініційованих фактом дезінтеграції освітнього простору й системи управління ним.

**Наукова новизна.** Уперше в сучасному українському дискурсі менеджменту був продемонстрований потенціал концепту „освітня дипломатія“ для розв'язання глобальних і локальних (національних) протиріч розвитку вищої освіти й системи менеджменту освіти. Виявлена потреба практичної імплементації підходів освітньої дипломатії, урахувавши позитивний закордонний досвід їх використання. Уперше продемонстровані недооцінені для української традиції менеджменту освіти можливості освітньої дипломатії, здатної на практиці реалізувати принципи консенсусних практик, урегулювання протиріч тощо в конкретних соціокультурних умовах з метою надання стратегіям модернізації вищої освіти ефективного характеру.

**Практична значимість.** Отримані результати здатні постати орієнтиром для модернізації освітньої політики в умовах дезінтеграції освітнього простору, забезпечення державної політики в умовах порушеної територіальної цілісності України, зокрема, при розробці сценаріїв реінтеграції вітчизняного освітнього простору.

**Ключові слова:** *освітня дипломатія, освітній менеджмент, простір вищої освіти, глобалізація, переміщені університети*

### **Образовательный менеджмент как образовательная дипломатия: стратегии для Украины**

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**Цель.** При практическом отсутствии научной дискуссии вокруг концепта „образовательная дипломатия“ в отечественном исследовательском поле, авторы ставят цель осуществления анализа эвристического потенциала этого концепта по пре-

одоленю текущих противоречий развития украинской системы высшего образования на фоне расширения категориально-понятийного аппарата современного образовательного менеджмента.

**Методика.** Авторами были применены системный, аналитический, абстрагирования, конкретно-исторический метод и метод моделирования, а также подходы культурологических исследований, в частности, современной теории гибридности.

**Результаты.** В исследовании удалось обосновать управленческий потенциал образовательной дипломатии для разрешения противоречий развития украинской системы высшего образования. Показано, что недостаток теоретической дискуссии вокруг возможностей образовательной дипломатии и практической имплементации ее подходов в управленческую практику снижает эффективность модернизационных процессов. На фоне возможностей повышения эффективности реализации стратегий глобализации высшего образования, продемонстрированы возможности образовательной дипломатии для преодоления текущих коллизий развития высшего образования, инициированных фактом дезинтеграции образовательного пространства и системы управления им.

**Научная новизна.** Впервые в современном украинском дискурсе менеджмента был продемонстрирован потенциал концепта „образовательная дипломатия“ для решения глобальных и локальных (национальных) противоречий развития высшего образования и системы менеджмента образования. Виявлена необходимость практической імплементації підходів освітньої дипломатії, учитывающей положительный зарубежный опыт их использования. Впервые продемонстрированы недооцененные для украинской традиции менеджмента образования возможности образовательной дипломатии, способной на практике реализовать принципы консенсусных практик, урегулирования противоречий и т.д. в конкретных социокультурных условиях с целью обеспечения стратегиям модернизации образования эффективного характера.

**Практическая значимость.** Полученные результаты способны выступить орієнтиром для модернізації освітньої політики в умовах дезінтеграції освітнього простору, забезпечення державної політики в умовах порушеної територіальної цілісності України, в частности, при разработке сценариев реинтеграции отечественного образовательного пространства.

**Ключевые слова:** *образовательная дипломатия, образовательный менеджмент, пространство высшего образования, глобализация, перемещенные университеты.*

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