



KAPITEL 14 / CHAPTER 14 ¹⁶
**KEY ASPECTS OF THE STUDY OF THE PROBLEM OF THE
FORMATION OF DIPLOMATIC PERSONNEL IN THE STATES OF THE
VISEGRAD GROUP (1991-2004)**

DOI: 10.30890/2709-2313.2024-28-00-020

Introduction

In Ukraine, in the field of international relations, qualitative changes take place, which have put on the agenda the need to find the ways to modernize diplomatic services and improve the diplomatic staff training. Theoretical study of the scientific problem revealed a number of contradictions between: the need to develop international cooperation against the background of an unstable socio-political and socio-economic situation and the need to improve the system of training competent diplomatic personnel who are able to perform professional duties qualitatively; challenges and needs, which the modern globalized world puts forward to specialists in international relations, and the insufficient level of professional competence of specialists in international relations; the need to study the foreign experience of training diplomatic personnel and the lack of its systematic study and generalization in the domestic educational theory and practice, etc. Under such circumstances, it is useful and necessary for Ukraine to study the experience of creating diplomatic systems, training of diplomatic personnel in the Visegrad Group states (V4) (1991 – 2004), which ensured the successful development of the member states, their active advancement on the path of integration into the EU and NATO.

14.1. The relevance of the study

The relevance of the study lies in the fact that changes are taking place in the system of international relations today, which put on the agenda the need to find ways

¹⁶*Authors: Savchuk Andrii Borysovyh*



to modernize diplomatic services, improve the professional training of diplomatic personnel (PTDP).

This problem is relevant for Ukraine, which is reforming its diplomatic service, raising the level of the PTDP in order to take a worthy place in the international arena.

The relevance of the study is also due to the fact that a comprehensive analysis of the system of civil defense in Central Europe (CE) states will make it possible to create a more complete picture of the European experience of training international specialists, to outline their professional profile, as well as to comprehensively consider the system of institutions that provide personnel potential for the diplomatic service in CE states. In view of this, the problem of integrating the national system of higher education (HE) into the European educational space becomes significant, which requires the search for optimal means of ensuring a qualitatively new level of education and training, which should be carried out, on the one hand, on the basis of the preservation of national assets, and on the other hand, the use of the best examples of world experience.

From this point of view, the experience of the CE states, in particular the Visegrad Four (V4) (the Republic of Poland (RP), the Czech Republic (CR), the Slovak Republic (SR), Hungary (until January 1, 2012 – the official name of the Republic of Hungary, we will use the currently valid name – Hungary), which is a model for Ukraine of a high (world) level of PTDP, which in the V4 states is implemented dynamically and systematically on the basis of openness, democratization, continuity, internationalization, interdisciplinary, anticipatory approach taking into account the needs of foreign policy and economy of each of the countries, etc. [3–5]. The raised problem is actualized in connection with the Euro-Atlantic integration processes, the intensification of the establishment of international cooperation, which Ukraine declares today as the priority areas of its educational development and international policy, therefore, a high-quality PTDP is a prerequisite for a positive international image of Ukraine, its successful cooperation in the composition of international organizations, hence the implementation of one's own strategy of socio-political, socio-economic, educational progress in the context of world democratic processes.



Despite the fact that PTDP in Ukraine is carried out in accordance with the Constitution of Ukraine, the Law "On Higher Education", a number of other normative documents, documents of international organizations (Council of Europe (CoE), UNESCO, United Nations (UN)) play an important role in this process) etc.), as well as European and world educational trends, which necessitate innovations in the system of the PTDP, constant updating of the content, forms and methods of education. Therefore, the experience of the V4 states in the field of PTDP, their effective strategies for solving international problems, successful entry into the world and European space is timely and will be useful for the development of higher education institutions (HEI).

14.2. The Analysis of Sources and Recent Researches

Scientists are investigating various aspects of the problem of the PTDP in Ukraine, the development of its diplomatic system (O. Balanutsa, M. Klepar, Yu. Kochubey, S. Malskyi, Yu. Moroz, S. Melnychuk, L. Maksymchuk, R. Palagusynets, O. Opanasyuk, Yu. Yakymchuk, O. Pushkina, Yu. Paleyeva, T. Chebykina, K. Dolgosh, O. Grigor and others), as well as studying the experience of PTDP in the leading countries of the world (V. Tsivatyi (Great Britain, USA and other countries), N. Bidyuk, O. Tarasova (USA), L. Otroshchenko (Germany), K. Istomina (Canada), V. Tretko (Great Britain, Australia, Germany, USA), but the problem of the formation of diplomatic personnel in the V4 states is not fully understood by scientists. The authors studied certain trends in the development of international relations in the EU through the prism of the PTDP in the V4 states (V. Klymonchuk), analyzed the training of specialists in the field of international relations in the context of the genesis of Polish and Czech diplomacy (1989–2004) (V. Buslenko, M. Palinchak, N. Golubyak, V. Marchuk), characterized the prerequisites for the formation and development of diplomatic education in the V4 states (I. Tsependa, V. Buslenko, I. Vovkanych, A. Klyuchovich, etc.).

The Visegrad Four as a regional entity is the subject of the attention of scientists,



various aspects of transformational transformations in the V4 states were studied by V. Andreyko, N. Antonyuk, I. Artyomov, L. Bashta, N. Buglai, V. Buslenko, I. Vovkanych, S. Vidnyansky, E. Haydanka, T. Gerasimchuk, V. Gladiy, N. Golubyak, I. Gurak, G. Zelenko, S. Zub, L. Kitsila, V. Klymonchuk, A. Klyuchkovich, E. Kish, V. Lytvyn, M. Lendyel, M. Malskyi, S. Mitryaeva, V. Marchuk, D. Moroz, I. Mudrievska, Yu. Ostapets, L. Pavlyshyn, M. Palinchak, N. Rzhavska, A. Romanyuk, L. Strilchuk, V. Strutynskyi, T. Fedorchak, M. Fesenko, I. Tsependa, etc., however, educational reforms in the context of the European dimension are reflected in a few publications (N. Antonyuk, I. Artyomov, V. Grzeschuk, N. Golubyak, S. Zub, V. Klyumonchuk, V. Marchuk, G. Meleganych, A. Klyuchkovich, T. Klyuchkovich, M. Palinchak, M. Popyuk, I. Tsependa and others.

14.3. The Visegrad Group (V4): preconditions for formation of diplomatic personnel

The Visegrad Group (V4) – unification of Central European states (Poland, the Czech Republic, Slovakia, Hungary) with a rather limited institutional structure. Its formation was announced by the leaders of the three post-socialist countries Lech Walesa, Vaclav Havel, and Jozef Antala at a meeting on February 15, 1991 in the Hungarian city of Visegrad [1], where a joint declaration on the desire to integrate into European structures was signed [10, p. 112, 114]. The collapse of the Soviet Union and liberation from the communist regime motivated the leaders of these states to intensify mutual cooperation in the region in order to establish in the international arena, security and socio-economic and cultural development [8]. The state-building processes and qualitative changes in the geopolitical situation of the Visegrad Group states (V4) led to complex processes of creation and development of their own national diplomatic services, which in turn actualized the need to provide them with qualified personnel. The creation of national systems for the training of diplomatic personnel in the Visegrad Group (V4) is a complex and dynamic process that has more than a quarter



of a century of history, marked by stages of evolutionary change that continue to this day. This was due to the openness of this system, which responds quickly to the nature and changes in both domestic policy and its foreign policy, the international situation, the challenges of globalization, and other factors. We define three levels of determinants of the process of training diplomatic personnel in the Visegrad Group states (V4) of the period under analysis.

They are characterized by a number of stable and variable macro-, meso- and micro-factors, which together reflect the diversity of foreign policy, socio-political, socio-economic, cultural and educational life and emphasize the impact of these spheres of public life on the development and modernization process of the system of training of diplomatic personnel in the Visegrad Group states (V4), and hence the formation of diplomatic systems.

An important prerequisite for the formation and development of the system of training of diplomatic personnel of the Visegrad Group states (V4) was the creation of a regulatory framework based on relevant international and national acts. During the period under study, its formation developed in line with the Europeanization of higher education, including diplomatic, which as a result of fundamental ideological, structural changes soon highlighted the need for approval and participation in the Bologna Process, in particular the academic mobility of students. This was the focus of the Maastricht Agreement adopted on February 7, 1992 (P. 8, Art. 126), which provided for the possibility of free movement of teachers and students in the European educational space; substantiated the terms of study; aimed at learning the languages of the countries-participants, establishing close ties regarding the exchange of experience; obtaining information on the development of education in the EU member states; determined the procedure for a mutual recognition of diplomas, etc. [9].

The member states of the Visegrad Group (V4) established relations with key subjects of the world community. This thesis can be illustrated by the example of the Republic of Poland. According to the Polish researcher K. Szczepanik, the Republic of Poland (RP) is a member of more than 40 international organizations, established cooperation with more than 190 countries, during 1995 – 2005, the number of



embassies increased from 90 to 97, consulates general – from 60 to 141, honorary consulates – from 159 to 186, which is a total of 327 consular offices – structures operating in other countries but not in international organizations [6, p. 225]. The increase in the number of diplomatic and consular missions in the world updated the training of diplomatic personnel for them. This led to the establishment of the Diplomatic Academy at the Ministry of Foreign Affairs of the Republic of Poland on October 16, 2002 [7, p. 135]. This trend is typical of other Visegrad Group states (V4). In general, the key goals and objectives of international policy of the Visegrad Group states (V4) coincided, they were determined by the priority areas of foreign policy, the nature of international relations between them, as well as with neighbouring European and other states, traditions of the state formation, the fact of the presence or absence of the concept of foreign policy of the state, political elite, etc. Researchers, for example, note that until 2012, Poland did not have a proper documentation of the concept of foreign policy [2]. Nevertheless, the RP played a leading role in the Visegrad Group (V4). According to the Polish researcher R. Zemba, it was Poland that contributed to the development of the “new Europe” significantly, unification of Europe. Poland pointed the way to liberation from the communist regime, deprivation of the Russian presence, declared changes in democratic power, the priority of democratic values, paved the way for these changes in the East, etc. [11]. These and other areas became a priority in the training of diplomatic staff.

Implementation of the standards of the Bologna system was facilitated by the hard legislative activity of the Visegrad Group leadership (V4). For example, in 2002 in the Slovak Republic a number of documents regulating the development of education were adopted (Law “On Higher Schools” (No 131/2002), Resolution of the Ministry of Education of the Slovak Republic “On the Credit System of Education” (2002), Law “On the State Language of the Slovak Republic” (1995), Law “On Languages of National Minorities” (1999), two basic conceptual documents – the Concept of further development of higher education in Slovakia in the XXIst century (2000) and “Millennium...” National Education Programme in the Slovak Republic for the next 15–20 years (2002), and the others which not only outlined the strategy for the



development of the national system of higher education, including diplomatic, but also Europeanized it: consolidated the functioning of three types of higher education institutions (public (verejné), state (štátne) and private (súkromné)), ensured the functioning of the higher education system in terms of integration into the European educational space, structuring the list of educational programmes, specialties, introduction of the credit system of training in the Slovak Republic during 2002 – 2003 (Resolution of the Ministry of Education of the Slovak Republic “On the Credit System of Education”), which gave European content and democratic character to the domestic system of training of diplomatic personnel, enabled students to choose training courses, to build their own educational trajectory, aimed at the formation of professional competencies, contributed to the development of partnerships with higher education institutions and research institutions of other countries, participation in joint international projects and programmes, etc. [3; 4; 5, p. 195–196].

14.4. The scientific novelty of the research

The scientific novelty of the research results is that

for the first time, the genesis of the PTDP was characterized in the context of the formation and development of the diplomatic services of the Republic of Poland, the Czech Republic, the Slovak Republic, Hungary, and Euro-Atlantic processes;

analyzed the problem of PTDP in the V4 states (shows educational models, defines the professional requirements for the professional profile of an international specialist, characterizes the system of pre-service education, training, retraining, additional education, lifelong education, etc., which represents the professional training of diplomats, its features are highlighted in each of the states; the role of diplomatic personalities in the dissident diplomatic movement, the development of diplomatic services, the development of foreign affairs, the accession of the V4 states to NATO, the EU is emphasized, diplomatic portraits of iconic figures in the field of international relations (IR) are created;



the prerequisites for the formation of diplomatic systems and the diplomatic system in the V4 states *are clarified*; analyzed methodological approaches to the PTDP (implementation of the principles of internationalization, humanization, and democratization of the educational process; continuity and continuity of traditions; academic mobility; flexibility of the content of educational programs; focus on academic performance; integrated nature of educational programs; development of research potential of universities; cooperation between universities and business sector, industry, governmental and public organizations; integration of education; cooperation of educational institutions with ministries of foreign affairs (MFA); organization of practice in specialized ministries, embassies, consulates, other international structures; fulfillment of state orders by universities; public diplomacy; promotion of national education etc); on the basis of an interdisciplinary approach (theory of international relations, history of international relations, political science, the history of the development of university education in the EU, comparative pedagogy, etc.), the historiography of the raised problem, the source base of its study were analyzed; the influence of socio-political transformations in Central and Eastern Europe (CEE) on the formation and development of diplomatic education in the V4 states (at the end of the 20th and the beginning of the 21st centuries) is indicated, the opposition movement in the CEE states is analyzed as a prerequisite for the democratization of socio-political processes and the creation of the V4, the European context of the development of diplomatic education through the dimension of its internationalization is highlighted; the activities of several dozens of higher education institutions that trained future diplomats are characterized, based on the analysis of curricula, educational programs, annual reports on their activities, the achievements of the PTDP in the V4 states during the studied period are outlined, the possibilities of borrowing educational experience under the conditions of Ukraine are emphasized; on the basis of the study of the productive experience of professional training of diplomatic staff in the V4 states, organizational-methodological, structural-content, organizational, didactic approaches to the PTDP in Ukraine are singled out, since the AE(Additional education) of the V4 states serves as a model of a high level of professional training of diplomatic staff in



accordance with world standards;

he singled out factors that influenced the formation and development of diplomatic systems and diplomatic personnel training in the Visegrad Group states (V4) (1991 – 2004) are conditionally grouped into external ones (macro-factors: the collapse of the Soviet Union, the fall of the Berlin Wall, the collapse of the communist regime, the acquisition of independence and sovereignty by Poland, Czechoslovakia, Hungary, the organization of diplomatic services of these states, strengthening one's own image at the international level, participation of the states in international structures, international policy, EU educational initiatives, etc.) and domestic (meso- and micro-factors: the socio-political situation in the Visegrad Group states (V4), the development of the diplomatic service, the foreign policy course of the state, the official policy of Visegrad and the Bologna system, the national educational policy of each of the states, the appropriate regulatory framework, the development of higher education in each of the states, educational systems in the Soviet Union and in Ukraine, where specialists in international relations were also trained, foreign language education as a priority public policy, etc.). These groups of determinants are interconnected and form a complex system that programmed the creation of diplomatic services, the development of diplomatic education in the Visegrad Group states (V4);

the impact of world education policy and European integration processes on the quality of the PTDP in the V4 states (1991–2004) *is substantiated*, diplomatic portraits of iconic political figures-diplomats and dissident diplomats are created, their contribution to the development of diplomatic education, Euro-Atlantic integration processes, and the creation of the image of states on the international stage is determined arenas, etc.

On the basis of a *comparative analysis*, the common and distinctive features of the experience of the PTDP in the Republic of Poland, the Czech Republic, the Slovak Republic, and Hungary, as well as the development of diplomatic systems, have been identified; the possibilities of using progressive ideas from abroad under the conditions of the development of higher education institutions of Ukraine *are outlined*; provisions regarding the implementation of person-oriented and competence-based approaches to



PTDP *have been improved*; provisions on diplomatic personalism acquired *further development*; cultural diplomacy; the development of AE; the relationship between diplomatic systems and diplomatic missions in the Republic of Poland, the Czech Republic, the Slovak Republic, and Hungary; dissident diplomatic movement; internationalization of AE; the European dimension of PTDP, organizational and didactic principles of organizing the educational process; regulations on the organization of the PTDP on the basis of close cooperation between educational institutions and relevant ministries, foreign missions, potential employers, integrated use of traditional and innovative teaching methods with the use of innovative technologies, etc. New facts, theoretical ideas and approaches substantiated by theoreticians and practitioners of the V4 countries regarding the development of the PTDP system and the internationalization of AE have been introduced into the scientific circulation.

Conclusions. The practical significance of the research

The practical significance of the research results lies in the fact that its materials (characteristics, PTDP systems, recommendations for the implementation of ideas of European experience in the higher education system of Ukraine, content, methods and forms of organization of the educational process, educational programs, etc.) can be used in the activities of domestic higher education institutions, in particular, in the process of professional training of bachelors and masters of humanitarian sciences in the specialties "International relations, public communications and regional studies", "Social and behavioral sciences" (specialty 052 Political Science), etc. The results of the study should be applied by scientists during the preparation of studies on the history of the regional formation "Visegrad Four", the formation and development of the diplomatic systems of the V4 states, as well as for the scientific justification of the modern strategy of the PTDP in the higher education institutions in Ukraine; in the process of developing educational standards, accreditation materials, educational



programs; while teaching courses "History of Diplomatic Relations", "Theory of International Relations", etc.; the materials of the completed research are an important scientific source in the practical work of higher educational institutions, institutions of postgraduate education, management bodies, the Ministry of Foreign Affairs; substantiated provisions and generalizations will contribute to updating the content of educational programs, improving the classifier of specialties, developing a new generation of standards of the specified fields of knowledge, educational and qualification characteristics, are the basis for creating courses of the student's choice ("European experience of training specialists in the field of international relations", "European diplomacy in names", "Internationalization of diplomatic education in the countries of the Visegrad Group", etc. (for each of these indicative courses, the author collected and organized the material)) etc.