

EDUCATION AS PUBLIC DIPLOMACY: HOW TO BUILD AN INTERNATIONAL IMAGE IN EDUCATION

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ABSTRACT

The aim of this paper is to present effective and enduring models of public diplomacy applied in education all over the world. International education as major contributor to soft power and as an important area of public diplomacy can create a lot of advantages, such as to produce commercial value, to promote a nation's foreign policy priorities and interests and to contribute to a country's economic development and investment. Successful educational systems in countries like the US, the UK, Canada and recently China, have proved the role and relevance of their impact to national interest and international soft power goals. A soft power agenda applied by a certain public policy can transform positive experiences from student mobility and intellectual and social relationships at academic levels into influential values, culture and ideas on the global stage in order to enforce a country's image and its vital interests. The main question of the study is to identify the main factors that can make a country to obtain a strong reputation in education. Another question is to find out whether there are common factors between different international education systems which are aligned to a certain public policy applied by different countries. A third question will be arise around the methodology of public diplomacy can be followed in order to become a reputational leader in education. The methodological approach is based on bibliography, published case studies and personal experience. The results of this study can provide a systematic roadmap of valuables and processes which can be applied by countries aiming to build an international image in education.

Keywords: Public Diplomacy, International Education, International Image in Education.

INTRODUCTION

Nowadays, the number of countries which believe that education is the best way to promote their national interests on the world stage has been increased enormously. Except of big powers internationally like USA, UK, Canada, Australia, other countries mainly from Asia started to pay special attention to and use the international education as an effective instrument and source of soft power.

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The present paper aims to determine the factors which can drive students' decision to study abroad, to make a comparison between major countries in attracting international students, to make some remarks on trends in students' choice and to propose some basic steps for countries they want to focus on international students and to apply a strategic public diplomacy.

Definitions and Background

Public diplomacy is widely associated with the notion of soft power (Melissen 2013& Melissen 2005). Governments and education institutions recognize that international education can be seen as a major contributor to soft power (House of Lords 2013; Australian Senate 2007). The term "international students" refers to students who have crossed borders specifically for the purpose of study. Student mobility is of great interest to both governments and university leaders. According to government's perspective, higher student mobility provides increased access to an international talent pool during the course of study and after graduation. From the university's point of view, higher student mobility provides increased funding in terms of tuition fees, and international diversity contributes to the dynamism of an educational programme which in turn fosters an attractive environment for talented students and academic staff (OECD Handbook, 2017).

According to writers, there is a strong relationship between positive experiences from student mobility abroad with the contemporary soft power agenda of a country, as values, culture and ideas through the development of intellectual and social relationships can play an important role in determining influence on the global stage (Nye 2004).

Many high-experiences countries in international education, like the US, the UK, Canada, and more recently China, have recognised the role and have improved the relevance of education to their national interest and overall soft power goals (Byrne C., Hall R., 2016).

Therefore, soft power derived from education can be considered as a 'side effect' of domestic successes. Nye (2004) mentions that education as an important source of soft power several times.

The importance of education in Public Diplomacy

a. Why public diplomacy in education?

Many countries:

- pay significant attention to "soft power" (Nye, 2008 & USC, 2018)
- recognise that education, research, science, culture, language are all aspects of Public Diplomacy (ieea, 2014)
- invest heavily in Public Diplomacy to attract and retain students from all over the world (Nye, 2005)
- internationalise their universities as part of a 'soft power' policy to project themselves internationally (Yang, 2010)

b. Why to pay attention to education as factor of public diplomacy?

It is underlined that the number of students studying abroad is tripled between 25 years (1990-2015). It is important to indicate that:

- five million students are studying outside their home countries today
- more than double in 2014 than in 2000

- more than triple is the number of mobile students in 2014 than in 1990 (ICEF, 2017)

For many leading or aspiring destination countries, education is not only a major export, but also an important pillar in trade policy, cross-cultural links, and diplomacy (ICEF Monitor, 2017). According to the 2002 edition of the United States Code, study in United States institutions by foreign students enhances trade and economic relationships by providing strong English language skills and establishing professional and business contacts (US Code, 2002).

At the same time, the education system can be used as an instrument of soft power in the sphere of politics and geopolitics (Amirbek A., Ydyrys K., 2014). It is referred in bibliography that any state is able to show considerable achievements in the level of prosperity by the help of the viable mechanism of educational system. Countries like Singapore, Indonesia, Malaysia and other East Asian countries might serve as a striking example of this (Nye, 2005). Graduates studied in the foreign countries become not only highly qualified personnel in their countries, but they also may become a so-called “Trojan horse” (Tremblay, 2010).

c. Why to invest in Education?

Education is one of the United States’ top exports with international students contributing more than \$39 billion to the U.S. economy, according to the U.S. Department of Commerce (IIE, 2017), with 72% of their funding coming from sources outside of the United States.

For China, a recent player in the field, International education is business as usual. A Peking University research project (2012) cited by the ADB estimated that direct earnings, excluding accommodation, maintenance and transport a) from long-term international students were between US\$960 million and US\$1.16 billion in 2011 and b) a further US\$90 million was earned from short-term students.

Also, it is worth to notice that Education has become the largest export service in Australia and the education of international students is Australia’s third largest export, behind only iron ore and coal. Education export earnings raised a record \$21.8 billion in 2016. The trade figures reveal that income from education grew by an impressive 17 per cent on 2015, recording the strongest annual growth since 2010 (Australia’s Universities, 2017).

Main Questions and Methodology

The purpose of this study is to conduct analysis in identifying the factors that may influence and attract students to enroll in other countries.

The main question of the study is to identify the main factors that can make a country to obtain a strong reputation in education.

Another question is to find out whether there are common factors between different international education systems which are aligned to a certain public policy applied by different countries.

A third question will be arise around the methodology of public diplomacy can be followed in order to become a reputational leader in education.

The methodological approach is based on literature review about the subject, case studies, field research and professional experience gained over 23 years of service in

Public Diplomacy. The results of this study could be useful for governments, universities and international students.

Results

Main factors to drive student decision and obtain strong reputation in education

According to bibliography and countries' annual reports, the main factors that drive student decision are:

a. The Language of instruction

The language of instruction remains a major factor in the prominence of English-speaking destinations. It is obvious that English-speaking countries attract the largest share of international students. Similarly, countries that offer programs taught in English attract more international students.

It is important to underline countries and universities in Asia offer a lot of English-taught courses. China offers 327 English-taught degrees, including 143 Bachelors and 184 Master's programmes, Malaysia offers 239 English-taught degrees, including 142 Bachelors and 97 Master's programmes, Taiwan offers 216 English-taught degrees, including 51 Bachelors and 165 Master's programmes, Hong Kong offers 196 English-taught degrees, including 108 Bachelors and 88 Master's programmes and Japan ranking 29 universities in top 1,000, offers 141 English-taught degrees, including 27 Bachelors and 114 Master's programmes (Study portals, 2018).

b. The University Rankings

The Prestigious post-secondary institutions are the most demanded and students of high academic achievements pay attention to university rankings and prefer high-quality institutions.

c. The Quality of programmes

There is a strong correlation between study destination and perceptions of quality of programmes (indicators of quality for individual institutions). Reputable rankings such as Shanghai Jia Tong (ARWU), Times Higher Education and QS have ranked British and American universities at the top of the world for decades (Colvin, 2018).

d. The Costs of study and living

The costs of study include travel costs, tuition fees and various administrative costs and the cost of living. The OECD notes cost as an important consideration but observes as well that higher tuition fees do not necessarily discourage prospective students so long as the quality of education. Full-time university students in America pay the highest tuition fees among the 30 nations covered in the latest OECD report, Education at a Glance 2017. The United States is by far the most expensive with annual fees exceeding US\$8,000 a year in public universities and more than US\$20,000 in private institutions.

e. Immigration policy

It is important for foreign students the time to get a visa, to have opportunities to work during or after studies and to have prospects of immigration after graduation. In Australia, the Howard Government, keen to take advantage of the significant economic benefit provided by the international education sector, sought to attract overseas

students through immigration policy measures which provided a pathway to permanent residency (Spinks, 2016).

Australia is placed by far the most attractive country within the four (US, UK, Canada, Australia) when it comes to the prospective of gaining employment after finishing studies. It offers two years working visa for a two years minimum study at a bachelor or coursework master level. The scheme is unavailable in the UK, while Canada has a scheme with much more restrictions in programs and course requirements, and the USA offers a one-year visa for majors in STEM areas only (Colvin, 2018).

f. Scholarship programs

According to the OECD's report (Education at a Glance 2017), at least 75% of students in high-cost countries have access to government-backed loans or scholarships and grants. Also, the report underlines that some countries prefer to let tertiary institutions charge higher tuition fees while providing financial support to students in other ways, particularly through grants and public loans. These are often available to students at better conditions than they could find on the private market, typically with lower interest rates and conditions under which the loan is remitted or forgiven.

There are several massive scholarship and grant programs all over the world, such as the Saudi Arabia's King Abdullah Scholarship Programme (KASP), Brazil's Science Without Borders, and, more recently, Mexico's Proyecta 100,000, sharing culture and strengthening ties between the USA and Mexico.

g. Develop partnerships

An easy way to develop partnerships with other countries is to launch a project, especially with the US government sponsoring US students. In 2010, China launched a project with the US government, sponsoring 100,000 US students going to China for either short-term study or for a master's programme by 2012. Also, a country can find partnership through industrial groups and business world.

Common factors between different international Education systems in attracting foreign students

The second question of the present paper is to find out whether there are common factors between different international education systems in order to attract foreign students. For the needs of the present paper, the countries that will be examined are the countries which figure as the most attractive by international students. It is remarkable that the rankings between countries have been changed last decades, with the USA and the UK to be kept top ranked, after a lot of fluctuations they receive and the strong competition they face last years.

Table 1: Countries Hosting Most Foreign Students

		2017		2001	
Rank	Country	% of Total Mobile Students	Rank	Country	% of Total Mobile Students
1	United States	24%	1	United States	28%
2	United Kingdom	11%	2	United Kingdom	11%
3	China	10%	3	Germany	9%
4	Australia	7%	4	France	7%
4	Canada	7%	5	Australia	4%
4	France	7%	6	Japan	3%
5	Russia	6%	7	Spain	2%
5	Germany	6%	8	Belgium	2%
6	Japan	4%			

Source: (Project Atlas, UNESCO, 2017)

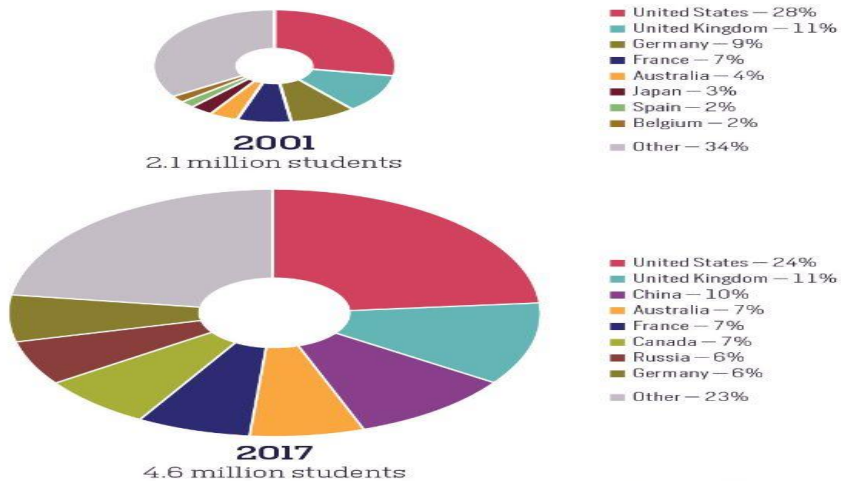
In terms of gaining market share, the big movers in the charts below are countries like Australia, Canada, China, and Russia, as each of them has increased its proportion of mobile students since 2001. Australia's current national strategy for international education sets an enrolment target of 720,000 international students by 2025, standing on record enrolment of more than 550,000 students in 2016, and with average annual growth of 6.5% over the past decade.

Canada, meanwhile, is aiming for 450,000 students by 2022, with 353,570 students in 2015. China was not even on the chart in 2001, but has blazed an amazing trail in building its international enrolment within the past decade. The country hosted more than 440,000 foreign students in 2016, aiming to reach its target enrolment of 500,000 students by 2020.

In contrast, France's market share has slipped in recent years. While it hosts more than 310,000 foreign students today, its numbers are growing more slowly than is the case in other major destinations (ICEF Monitor, 2017).

Top host destinations in 2001 & 2017

TOP HOST DESTINATIONS, 2001 & 2017



Source: Project Atlas, 2017; UNESCO, 2017

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The United States, which is the primary provider of international higher education and the destination of choice for 21% of international students, has some of the best Universities in the world and offers educational diversity for students. Nevertheless, its market share has declined over the last 15 years, while the global student numbers have more than doubled over the same period, remains far and away the world's leading study destination and hosts more than one million students today.

The results of the 2002 edition of the United States Code were to increase funding for the education sector, which enabled the enrollment of foreign students through scholarships. Such funding came largely from the Federal government through its numerous funding agencies. These funding opportunities encouraged academic research as well as the enrollment of international students in ever increasing numbers (Delphine N. Banjong, Myrna R. Olson, 2016).

Table 1: Comparison between country destinations of international students

FACTORS	COUNTRIES					
	USA	UK	Canada	Australia	France	China
Famous Universities / Global rankings	246 Top Ranked Universities. It hosts the top 50 on the global rankings lists. The U.S. is home to some of the most prestigious universities in the world. ¹	UK has the second highest number of universities ranked in the top 100. Students seek UK's renowned Universities.	26 universities are featured among the world's best. Four are in the global top 100, while a further nine Canadian universities are ranked in the top 300.	37 top Australian universities are included among the world's best in the 2018 edition of the QS World University Rankings ²	67 Top Ranked Universities in France.	104 Top Ranked Universities in China
Providing scholarships to international students	The national interest for the US Government is to provide a stable source of financial support to students in developing countries ³	International Scholarship Opportunities for Non-Canadians.	Research institutions provide financial packages to PhD students, \$27,000/year, for 4years	students can work part-time and access scholarships and grants	Scholarships granted by the MAEE to foreign students, Eiffel Program, Major Excellence Scholarship Program	A lot of Chinese scholarships for international students
Quality of education	The massive investment in higher education combined with increasing concerns in promoting positive outcomes for students, have raised the issue of quality to one of prominence country.	The quality of universities and colleges is assessed by the Quality Assurance Agency (QAA). Research standards are examined by the four UK higher education funding bodies	Canada is a premier destination for high-quality education	Australia has a national regulatory and quality agency for higher education – the Tertiary Education Quality and Standards Agency (TEQSA).	It provides students a quality learning experience. Issues such as failing to help students and an archaic university system are weighing down the quality of education in France.	The 211 Project and 985 Project, initiatives designed to raise research standards and cultivate rencai (people with talent) ⁴
Tuition and living costs	too high	High	Tuition fees are a bit demanding, but lower than those	Considerably lower than in the UK and the US	Low tuition High tuition for Grandes Ecoles and Private	The cost of living is lower compared to other countries and tuition fees are affordable and very

¹ Study Portals, (2018), Top Universities in United States, <https://www.mastersportal.com/ranking-country/82/united-states.html>

² QS World University Rankings (2018), Top Universities in Australia 2018, <https://www.topuniversities.com/university-rankings-articles/world-university-rankings/top-universities-australia-2018>

³ The 2002 edition of the United States Code (i.e., 22 U.S.C. titled "Foreign Relations and Intercourse") states in its 57th chapter addressing a scholarship program for developing countries

⁴ China Power (2017), How does education in China compare with other countries? <https://chinapower.csis.org/education-in-china/>

			from countries such as the UK the USA or Australia. University fees may vary yearly, depending on the city or degree programme.		Universities Living cost depends on choices ⁵	high at top-ranked universities
English-speaking programs	English-speaking country is one key driving force	English-speaking country	English-speaking country	English-speaking country	Some 33 undergraduate programmes are entirely English-taught and more than 450 at either undergraduate or masters level ⁶	China offers 327 English-taught degrees, including 143 Bachelors and 184 Master's programmes
Develop partnerships	Establish and maintain successful partnerships with industry and universities of other countries.		Agreements with foreign governments and agencies		-With the major French industrial groups -With governments financing their students in France. ⁷	China launched a project with the US government, sponsoring 100,000 US students going to China
Procedures to obtain visas	Stringent and bureaucratic procedures	Tight immigration laws in the UK	There is a long step by step procedure of getting Canada student visa	A point system is used to determine whether graduates are eligible to obtain a visa	a variety of immigration options available	There is a step-by-step Guide to apply for visa
Opportunities for work – Recruiting after graduation	Students go back to their home countries after graduation. Lack of uniform national strategy for recruiting international students	After graduation, students are given a four-month period to look for jobs	Graduates of certain designated learning institutions are eligible for work permit.	Plenty of options for students who want to work in Australia after graduation.	Around 32% of these foreign students stay and work in France	An official notice (12.1.2017) by Ministry of Human Resources and Social Security has made it easier for foreign students to work in China ⁸

⁵ Tuition Fees and Living Costs in France, Study Portals Tuition

<https://www.mastersportal.com/articles/355/tuition-fees-and-living-costs-in-france.html>

⁶ Studying in France, The Complete University Guide

<https://www.thecompleteuniversityguide.co.uk/international/europe/france/>

⁷ Receiving Foreign Students in France, French Ministry of Foreign and European Affairs (MAEE), 2010-2018

⁸ China Admissions (2018), New Policy Change: China Makes it Easier for Foreign Students to Work in China, <https://www.china-admissions.com/blog/new-policy-foreign-students-work-in-china/>

Concerning the United Kingdom, International students seek high-quality education from UK's renowned Universities. A significant number of foreign students are from China, followed by India and Nigeria. After graduation, students are given a four-month period to look for jobs after which they face deportation if they stay longer. Many students go back to their home countries discouraged by tight immigration laws in the UK. According to the QS World University Rankings in 2018, the most apparent trend is the decline of the UK's institutions. Of the 76 ranked, 51 have fallen down the rankings and only one UK institution makes the top five – the University of Cambridge. Of the 16 ranked Russell Group institutions, 11 have dropped. Nick Hillman, director of the Higher Education Policy Institute (HEPI), said that the competitiveness of UK universities has been affected by austerity. In particular, tuition fees have been frozen for five years and research funding has not grown as fast as in some other countries. So, the latest QS rankings should give policymakers pause for thought and to work hard if UK universities are to regain their previous position.

In Australia, Education has become the largest export service. It has become a frontier in technological innovations which attracts many foreign students. There are plenty of options for students who want to work in Australia after graduation. A point system is used to determine whether graduates are eligible to obtain a visa. The method is straightforward and encourages many students to stay. The costs of studying in Australia are considerably lower than in the UK and the US, and students can work part-time and access scholarships and grants. The top sending countries are China, India, Malaysia and Vietnam. Foreign Students study Business Management (44.7 %), and Engineering (11.8%).

France has attracted mobile students through several measures such as simplification of application procedures, availability of subsidies and increasing the number of institutions. Around 32% of these foreign students stay and work in France, with a variety of immigration options available. The top sending countries of foreign students to France are Morocco, China, and Algeria. Language and Humanities top the most studied courses followed by Sports Sciences and Economics. Also, France develops partnerships with the major French industrial groups (Thales-MAEE program) and with governments, like India, Venezuela, Chile, Pakistan, Syria, Brazil, Gabon and Indonesia, financing their students in France (MAAE, 2018)

China is the home of some of the best institutions and universities. Some 104 Top Ranked Universities are in China and this world ranking can be correlated to the ascendance of the country into the top ten most powerful economies in the world. China as world leader in terms of economic development, it has made great investments in education over the last years. China hosted about 330,000 students in 2012 and has a target to reach 500,000 students by 2020. Another important factor is the existence of an International Students Plan, according to which every province in China has a target of how many international students to attract to the province and, according to that target, funds are distributed to each province and there are discussions with the ministry of Education on how they can attract international students.

Strategy of Public Diplomacy in order to become a reputational leader in education

In order to be attractive to international students and get an important share in international market of education mobility, it needs an International Students Plan

which can be applied by a Strategy of Public Diplomacy in Education, comprised of some key measures, such as:

1. Set the goal and objectives of the Public Diplomacy strategy

Goals and objectives may be identical to the overall campaign will take place (e.g. "to become leader in international education", "to become a country with top universities rankings", "to obtain a share of 2% in the market of international education" or "to reach 300,000 students by 2025"). In general, it is important to put a target of how many international students to attract in total and to every university of the country. More commonly, goals vary according to different target audiences. This is the norm in campaigns as primary and secondary target audiences need to be reached differently and will likely take different types of action.

2. Build the strategic process

The first key to success for a country which aims to apply an international strategy is to act as a company with international activities. At this stage, it needs to decide to what countries and geographic areas to concentrate the efforts, with which stakeholders and partners, and for what types of activities. Before making the strategic plan, it needs an analysis on the country's strengths and weaknesses (SWOT analysis, Pest Analysis, Competitor Analysis) in education and research, existing relationships, and the means to achieve its objectives within a period of time frame. In order to build and inspire the strategy, it is important to take in account the different rankings' criteria (quality of education, providing scholarships, English speaking programmes, tuition costs, opportunities for work etc) and to put a solid three-year international development plan.

3. Involvement and commitment of stakeholders

Another important step in the strategic process is to involve representatives from across the university community, faculty, staff, local and international students, alumni, corporate partners, ministries, and mainly diplomats experienced in public diplomacy.

Also, is particularly useful to ask for input from international student ambassadors, who are ideal partners to contact with potential international students. They can provide a free service to prospective and incoming international undergraduate and graduate students by sharing their knowledge about living and studying overseas at their respective universities. They can share their experience, answer specific questions and provide practical tips. International students can connect with student ambassadors through social media, university websites, Skype and other forms of communication.

Another step is to create a networking program with alumni. It is important to establish a networking program so that international students can contact alumni from top degree programs for career advice.

4. Select key educational projects and introduction programs

At this stage, it is necessary to make a short list of the university's core projects and programmes that can be highlighted in order to establish new partnerships worldwide. Some countries choose to start with short-term programs and to set up summer schools, running one-month courses in July and August, in collaboration with the world's top institutions (i.e. China's summer schools at Peking University in collaboration with the London School of Economics, Oxford, Cambridge, Australian

National University, the University of California, Yale). This policy allows a country to attract students from some of the world's top institutions.

5. Find and determine strategic partnerships

Universities often boast hundreds of partnerships, but they are not all truly active and do not offer new opportunities. It is better focus on a smaller number of key institutional relationships for more intensive cooperation, often based on co-financed collaborative research projects, faculty and student mobility, joint academic programme design and delivery, innovation and entrepreneurship. Comparing strategic research initiatives with a potential partner is always an effective way to start exploring avenues for cooperation. It is necessary to determine the number of strategic partners by evaluating the country's university capacity to sustain the relationships.

Also, another important step is to find financial partnerships in order to allocate adequate funding and to provide scholarships to international students. The collaboration with major industrial groups (i.e France) or with other governments financing their students is another effective strategy (i.e. In 2010, China launched a project with the US government, sponsoring 100,000 US students going to China for either short-term study or for a master's programme by 2012).

In this point of view, it is also important to determine the strategic countries, a maximum of five or six strategic countries, using input from stakeholders like reliable analysis of universities' existing academic and research collaborations, as well as countries could of fund special programmes. They can also be countries where domestic universities have or should have an impact. The criteria could be economic growth, student quality, research output, and the number of major companies from the country doing business there.

6. Establish a professional international team

It needs a pioneer team to conduct all international contacts. Such an international team can be composed by academic staff, deans, representatives of the ministry of education and mainly expertised diplomats in public diplomacy with aim to carry out the communication strategy and promotion campaign. To this point of view, it is important to allocate adequate funding in order to cover travel expenses, finance partnership activities, and host international delegations.

7. Improve education environment

Another decisive factor for a strategy addressing to international students is to improve the education environment of a country, which can be achieved by:

- improving accessibility of entrance examinations and easing enrollment and student visa processes;
- developing more courses taught in English
- creating universities as centers of excellence and internationalisation;
- improving the environment for accepting international students, such as providing assistance with accommodations, offering funding and scholarships, and promoting international exchanges;
- providing career services and extending the length of permitted stays.
- developing distance learning education and offering cross-border delivery of academic programs and offshore satellite campuses

8. Put in action a communication strategy

Any communication strategy should closely reflect the overall organisational plan, in correlation to country's overall vision and core aims and objectives. Such a strategy should be composed by the following steps:

Develop key messages that effectively speak to target audiences: Messages should be tailored to resonate with the target audience(s). Various versions of the message may need to be prepared to reach different audiences. It is also important to consider who will deliver the messages, i.e. the “messengers”.

Identify effective communication channels, techniques and tools: They can be implemented interpersonal channels (one-on-one contact) and community-oriented channels that use existing social networks, and media channels (including modern mass media such as radio and TV, “new media” such as the internet, SMS, blog posts, Google ads). It is important to use the techniques and tools that are most likely to effectively reach the audience(s) through different channels.

Organise overseas trips, fairs, events and Student Orientation days: It needs to verify that relevant information is visible and accessible to international students. It can include developing Online Discussions to share best practice on recruiting overseas students.

Make relevant information visible. It means to design a dedicated international admission webpage that is mobile friendly. It can include links to scholarship and financial aid information, sample application essays, instructions for visa applications and contact information data for international admission counselors.

9. Evaluating success and feedback

The strategy should conclude with a section on evaluation. It is important to evaluate how and when the goals and objectives of Public Diplomacy Strategy have been met.

This process can include simple measures such as the number of new international students, the number of submissions, the number of responses to questions, the likes at Facebook page, the number of tweets etc. It can also include measures of media coverage, not only in terms of volume, but in key messages have mentioned in target audiences and a shift has been in international public attitude.

Conclusions

For many leading or aspiring destination countries, education is a major export, and also an important pillar in trade policy, cross-cultural links, and diplomacy. The global distribution of mobile students among study destinations has changed over time and it depends on any country’s policy and its agenda setting concerning the “soft power”, namely its Public Diplomacy.

Some countries invest a lot in Education in order to attract international students, having recognized the dynamic in managing issues in the sphere of international relations and diplomacy.

A complete Public Diplomacy in Education includes a combination of quality, value, and access, which is described in present paper. In order to apply this strategy, there are some prerequisites: universities must have real or perceived high academic rankings, must obtain a strong academic reputation in certain areas, have affordable tuition fees or offer scholarship opportunities, offer courses taught in English and expand work opportunities for international students.

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