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วารสารวิชาการผลประโยชน์แห่งชาติฉบับที่ 11 จัดทำระหว่างขึ้นในช่วงสถานการณ์ที่เศรษฐกิจการเมืองโลกเข้าสู่การลดการใช้เงินดอลลาร์ (Dedollarization) ซึ่งเป็นผลจากการอิทธิพลด้านการทหาร เศรษฐกิจ ภูมิรัฐศาสตร์ของสหรัฐอเมริกา หลายประเทศที่มีอิทธิพลของตนได้ลดการสำรองบัญชีเงินดอลลาร์ การค้าระหว่างประเทศไปสู่สกุลเงินต่าง ๆ ไม่ว่าจะเป็นหยวน รูเบิล รูปี หรือเงินท้องถิ่นของตนเอง ส่งผลให้กลุ่มประเทศเหล่านี้สามารถสร้างเส้นทางการค้าระหว่างประเทศ และมีโอกาสที่จะพัฒนาเศรษฐกิจที่มั่นคงเนื่องจากพึ่งพาโซนการผลิตบนฐานวัตถุดิบแทนโซนการเงินที่อยู่บนแท่นพิมพ์เงินดอลลาร์ การเปลี่ยนวิธีคิดและมุมมองของการพัฒนาเศรษฐกิจในรูปแบบใหม่นี้จะเรียกว่าเป็นเศรษฐกิจอิตาเลียน การจัดการเศรษฐกิจแบบใหม่เป็นนวัตกรรมการเรียนรู้ทางประวัติศาสตร์การพัฒนาเศรษฐกิจของชาติและการประสบปัญหาในอดีตที่ผ่านมาในการสร้างฐานะความเป็นอยู่ของเป็นผลมาจากการวิจัย การพัฒนา วิธีแก้ปัญหามาตรฐานเศรษฐกิจและสังคมแบบใหม่ หรือที่ได้รับการปรับปรุงโดยนักภูมิรัฐศาสตร์ของประเทศ แสวงหาการยอมรับจากสาธารณะ ผ่านการใช้งานในกิจกรรมภาคปฏิบัติของผู้คน ช่วยให้แต่ละประเทศกำหนดตัวตนด้านภูมิรัฐศาสตร์ได้เหมาะสมท่ามกลางการเปลี่ยนภูมิรัฐศาสตร์อย่างรวดเร็วถือว่าเป็นกิจกรรมนวัตกรรม การรวมกันของเป้าหมายและวิธีการใหม่นี้อาศัยความช่วยเหลือของแนวคิดการค้นพบและมุมมองสิ่งประดิษฐ์ใหม่ ๆ และความต้องการในการแก้ปัญหายืดหยุ่นตลอดเวลาซึ่งผ่านการเรียนรู้ของประวัติศาสตร์กิจกรรมด้านต่าง ๆ ของชาติอย่างการลดการใช้เงินดอลลาร์ที่มีให้เห็นตั้งแต่ อาเจนติน่า บราซิล ซาอุดีอาระเบีย อิหร่าน อินโดนีเซีย บังกลาเทศ เดนมาร์ก

สำหรับบทความของวารสารวิชาการผลประโยชน์แห่งชาติฉบับนี้ได้มีบทความของนักวิชาการจากต่างประเทศไม่ว่าจะเป็นยูเครนอาร์เมเนีย อินโดนีเซียและประเทศไทยทั้งหมด 6 บทความโดยเป็นบทความวิจัย 2 บทความและบทความวิชาการ 4 บทความได้นำเสนอบทความด้านภูมิรัฐศาสตร์ ภูมิเศรษฐศาสตร์และกิจกรรมนวัตกรรมด้านการศึกษาซึ่งมีความสำคัญต่อการสร้างทรัพยากรมนุษย์ที่มีสมรรถนะที่สูงมากยิ่งขึ้นและเรียนรู้ที่เท่าทันการเปลี่ยนแปลงในภูมิรัฐศาสตร์อย่างที่ระบุมาก่อนหน้านี้ว่ากิจกรรมนวัตกรรมมีลักษณะทางเลือก สามารถดำเนินการได้ไม่เฉพาะในขั้นตอนใด ๆ ของกระบวนการนวัตกรรมเท่านั้น แต่ยังรวมถึงกระบวนการภายนอกในกระบวนการได้มาซึ่งสิทธิบัตร ใบอนุญาต การค้นพบความรู้ แนวคิดที่เป็นประโยชน์ นอกจากนี้ ขอบเขตของกิจกรรมนวัตกรรมยังรวมถึงการปรับปรุงการออกแบบและการใช้กระบวนการทางเทคโนโลยีใหม่ ๆ เพื่อปรับปรุงพารามิเตอร์การดำเนินงาน ลดต้นทุนการผลิต และรับผลกำไรเพิ่มเติม สิ่งกระตุ้นสำหรับนวัตกรรมอาจเป็นวิกฤตการณ์ที่เกิดขึ้นจากภัยพิบัติ เหตุการณ์ทางการเมือง หรือความผิดพลาดในแนวทางการจัดการด้านต่าง ๆ ของชีวิตทางสังคมซึ่งเป็นเรื่องธรรมชาติ จะเห็นได้ว่า วารสารวิชาการผลประโยชน์แห่งชาติได้คัดสรรนำเสนอผ่านความร่วมมือจากหลากหลายนักวิชาการผู้มีประสบการณ์

บรรณาธิการขอแจ้งให้ผู้อ่านรับทราบว่าบัดนี้วารสารวิชาการผลประโยชน์แห่งชาติได้ผ่านการประเมินเข้าสู่ฐานข้อมูล TCI สำหรับผู้อ่าน และผู้เขียนที่สนใจที่จะถ่ายทอดผลงานวิชาการ และผลงานวิจัยเกี่ยวกับภูมิรัฐศาสตร์ ภูมิเศรษฐศาสตร์ นวัตกรรม และเทคโนโลยี สามารถที่จะศึกษาดำเนินการเขียนได้ในทำวารสาร ซึ่งทางเรายินดีอย่างยิ่งที่จะพิจารณาผลงานต้นฉบับนี้เนื่องจากเป็นแนวทางวิชาการที่มีความต้องการอย่างมาก และที่สำคัญมีการพัฒนาอย่างรวดเร็วจนทำให้แวดวงวิชาการปรับตัวอย่างมากในกระแสนการเปลี่ยนแปลง โดยเฉพาะอย่างยิ่งในสถานการณ์การลดการใช้เงินดอลลาร์ในปัจจุบันและการเปลี่ยนจากโซนการเงินไปสู่โซนการผลิตด้วยเทคโนโลยีขั้นสูงเพื่อให้เกิดการก่อกำเนิดในทางวิชาการอย่างสร้างสรรค์และใช้ฐานข้อมูลทางวิชาการของนักวิชาการจากยูเครน และยุโรปตะวันออกโดยตรงในมุมมองที่แตกต่างกัน

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Foreign trade in goods of Ukraine with EU countries: value dimension

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ABSTRACT

Ukraine is trying to become a full member of the EU. In 2022, it received the status of a candidate for joining the EU. Ukraine's foreign trade with EU countries takes a significant share in its total foreign trade: in 2021, exports of goods from Ukraine to EU amounted to USD 26,792,969.3 thsd. or 39.36% of the total export of Ukrainian goods; the import of goods from the EU to Ukraine amounted to USD 28,954,281.2 thsd. or 39.75% of the total amount of goods imported to Ukraine. However, the war in Ukraine made adjustments to trade in goods between Ukraine and the EU. The purpose of the article is to analyze the value indicators of Ukraine's foreign trade in goods with EU in 2021 and to determine the impact of the war on Ukraine's export and import operations with the EU in 2022. At the first stage of the study, an ABC analysis of EU countries was carried out separately according to the indicators of export of goods from Ukraine and import of goods to Ukraine. At the second stage of the study, a structural analysis of export/import indicators was carried out for those eight countries that in both cases fell into group A (Poland, Italy, Germany, the Netherlands, Spain, Hungary, the Czech Republic, Slovakia) in order to determine the goods with the largest export/import potential in 2021. At the third stage of the study, the indicators of export/import of goods between Ukraine and the EU for 2022 were analyzed.

KEYWORDS: export, import, goods, Ukraine, EU countries

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1. Introduction. Ukraine is a European country and aspires to join the European Union (EU). It has now been granted EU candidate status. One of the areas of rapprochement and cooperation of Ukraine with EU countries is mutual foreign trade in goods and services. This is facilitated by Ukraine's convenient geographical location and common borders with some EU member states. In particular, in 2021 Ukraine exported goods to the EU in the amount of USD 26,792,969.3 thsd., which amounted to 39.36% of the total amount (USD 68,072,328.8 thsd.) of exports of Ukrainian goods. During the same period, Ukraine imported goods from the EU in the amount of USD 28,954,281.2 thsd., which amounted to 39.75% of the total amount (USD 72,843,126.6 thsd.) of imports of goods to Ukraine (State Statistics Service of Ukraine, 2022a, 2022b). As Ukraine's trade with the EU countries plays a significant share in its overall foreign trade, it is advisable to analyze in more detail the financial aspects of such relations. This is especially relevant in the context of the strategy of economic recovery of Ukraine after the war.

2. Literature Review. Ukraine's foreign economic relations with the EU countries have been analyzed in numerous scientific publications. They can be divided into three groups:

1. Cooperation of Ukraine with one EU country.
2. Cooperation of Ukraine with several EU countries.
3. Cooperation of Ukraine with the EU in general.

Regarding the first direction, Kastakova and Bebiakova (2016) studied the development of foreign trade relations between the Slovak Republic and Ukraine. Based on the analysis of globalization processes taking place in Ukraine and foreign trade, they carried out a SWOT-analysis of the prospects of foreign trade relations between Slovakia and Ukraine.

Korovaichenko and Shevchenko (2015) considered the dynamics and structure of Ukraine's trade with Germany in order to study the mechanism of crisis spread through foreign trade relations between countries. They studied the patterns of spread of local crises to the regional level. The gravitational model was used to determine the degree of impact of the crisis on the national economy and bilateral trade.

Lazhnik et al. (2019) investigated the current state of economic relations between Ukraine and the Czech Republic, identified the main trends of modern commodity trade between Ukraine and the Czech Republic, and examined the regional structure of Ukraine's foreign trade with the Czech Republic.

Lazhnik et al. (2020) studied the state of Ukrainian-Polish bilateral trade relations, identified regional features and disparities in trade in Ukrainian goods with Poland. The coefficients of balance and connectivity of commodity trade with Poland have been calculated for 25 regions of Ukraine.

Motoryn et al. (2020) determined the determinants of the asymmetry of foreign trade turnover between Ukraine and Poland based on the analysis of the competitiveness indicators of the studied countries in the period 2003-2017. They focused on calculating the comparative advantages of individual product positions in Polish exports in the domestic market of Ukraine, assessed the potential directions of intensification of bilateral trade.

Pidhirna (2011) analyzed the levels of openness of the national economies of Ukraine and Romania to foreign trade and investment, systematized the areas of openness of national preferences and proposed measures to increase the pace of foreign trade operations, which significantly affect market openness.

Totska (2022a, 2022d) carried out predictive modeling of foreign trade between Ukraine and Romania in separate groups of goods of the agro-industrial complex; detailed analysis of financial aspects of trade in agricultural products of Ukraine and Romania.

Regarding the second direction, Blikhar (2009) conducted a study of empirical assessment of the impact of Central and Eastern Europe (CEE) countries on the performance of the Ukrainian economy. The mutual causality between the indicators of industrial production and GDP of the CEE countries and Ukraine is analyzed.

Didkovska (2013) developed regression models that describe the indicators of merchandise exports and imports of Ukraine with Western Europe.

Matyushenko et al. (2021) assessed the current state of cooperation between Ukraine and the Scandinavian countries and identified the most important factors for its further development in the new industrial revolution. It has been found that economic diplomacy plays a vital role in establishing and expanding trade relations.

Moroz et al. (2017a) in their study considered the main trends and prospects for the development of trade relations between Ukraine and the countries of the Visegrad region. The results of their analysis of Ukraine's export trade with the V4 countries showed that the country's operations with Poland, the Czech Republic and Slovakia were focused mainly on raw materials, and exports of the machine-building sector to Hungary showed significant growth. At the same time, poor economic conditions and high inflation in Ukraine led to a decline in imports of goods, in particular with the V4 countries.

In a study by Nagyova et al. (2018) assessed the development of exports of goods between Ukraine and the countries of the Visegrad region. It was found that Ukraine's export operations are affected by exports to other trading partners and GDP per capita. Poland has the strongest positive relationship with Ukrainian exports from the V4 group. It was found that when the GDP per capita of a country increases, exports to that country decrease. To a large extent, Ukraine's exports are focused on plant products.

Regarding the third direction, Koliadenko et al. (2020) investigated the state and perspective directions of Ukrainian agricultural exports to the EU countries and introduced effective forecasting using the method of mathematical modeling of a continuous system of aperiodic components.

Lyskova (2017) illustrated the dynamics of foreign trade between Ukraine and the EU in 2008–2015 and Ukraine's main trading partners in the EU. It identifies the most acute problems in the development of trade relations between Ukraine and the EU in agriculture.

Polkovnychenko and Nahorny (2018) assessed the level of realization of Ukraine's national interests in foreign trade with the European Union. They proposed ways to protect Ukraine's national interests in the European vector of foreign trade.

Tsygankova et al. (2020) devoted their research to the characteristics of the partnership between Ukraine and the EU in the context of the Deep and Comprehensive Free Trade Area (DCFTA), which entered into force on 1 September 2017 and is part of the Association Agreement. They quantified the dynamics of indicators of economic development of Ukraine and the foreign economic sphere. They point to the existing asymmetry of trade and economic integration of Ukraine and the EU, which is

manifested in technological disparities, exports of raw materials from Ukraine and high-tech imports, a negative balance and a steady growth of the negative trade balance of Ukraine.

Vošta et al. (2016) analyzed key issues of bilateral cooperation between the EU and Ukraine in the framework of the Eastern Partnership initiative. Particular attention is paid to the political and economic components of this interaction, in particular good governance, the signing of association agreements and the establishment of the DCFTA.

In a study by Yatsenko et al. (2020) proposed to modernize the format of Ukraine's trade integration with the EU in the context of DCFTA implementation. Three main vectors for updating the Agreement have been identified as priorities: deepening sectoral integration; increase of duty-free exports to the EU market; the abolition of non-tariff measures restricting trade with the EU, as well as the signing of a number of agreements for the above purpose.

In addition, the study by Vasylieva (2021), who studied the dynamics of prices for basic crop and livestock products in Ukraine and neighboring EU countries, is interesting. Let's pay attention to the study of foreign trade of Ukraine at the regional level by Malyarets et al. (2022), Moroz et al. (2017b) and at the national level by Totska (2022b).

3. Methodology. The purpose of the article is to analyze the value indicators of Ukraine's foreign trade in goods with EU in 2021 and to determine the impact of the war on Ukraine's export and import operations with the EU in 2022. To achieve this, the first stage will use ABC-analysis, with which all EU countries will be divided into the following three groups:

A – countries with a large volume of Ukrainian exports (about 80 % of total exports from Ukraine to the EU);

B – countries with an average level of exports of goods from Ukraine (about 15 %);

C – countries with a small volume of purchases of Ukrainian goods (about 5 %).

A similar classification of EU countries will be based on the indicator of imports of goods from the EU to Ukraine.

ABC analysis is based on the Pareto method (20/80), according to which 20% of the total number of objects usually gives about 80% of the results.

Note that Totska (2022c) used ABC analysis to classify EU countries by the volume of Ukrainian exports of grain crops, fats, and oils in 2021.

In the second stage, for those countries that in both cases fell into group A, ie were the largest foreign trade partners of Ukraine with the EU, a structural analysis of export/import indicators will be carried out.

At the third stage of the study, the indicators of export and import of goods between Ukraine and the EU for 2022 will be analyzed.

Data from the official website of the State Statistics Service of Ukraine will be used for analysis (excluding the temporarily occupied territory of the Autonomous Republic of Crimea, the city of Sevastopol and part of the temporarily occupied territories in Donetsk and Luhansk regions), as well as the Ministry of Economy of Ukraine.

4. Results.

4.1. Ukrainian exports of goods to the EU. Indicators of exports of goods from Ukraine to 27 EU countries are shown in **Table 1**. It will also calculate the share and accumulated share of each country in total exports of Ukrainian goods to the EU. Finally, determine the group into which they fall according to the results of ABC-analysis. Note that the countries in **Table 1** are listed in descending order of exports of goods.

Table 1. Ukraine's foreign trade in goods with EU – exports, 2021 (thsd. USD)

Country	Exports	Share in total exports to the EU, %	Accumulated share in total exports to the EU, %	ABC group
Poland	5,227,413.1	19.5	19.5	A
Italy	3,469,269.2	12.9	32.5	A
Germany	2,866,373.4	10.7	43.2	A
Netherlands	2,262,530.2	8.4	51.6	A
Spain	1,677,241.7	6.3	57.9	A
Hungary	1,622,073.1	6.1	63.9	A
Romania	1,543,445.3	5.8	69.7	A
Czech Republic	1,414,558.4	5.3	75.0	A
Slovakia	999,275.1	3.7	78.7	A
Austria	915,155.5	3.4	82.1	B
France	896,493.5	3.3	85.4	B
Bulgaria	835,270.9	3.1	88.6	B
Belgium	659,034.3	2.5	91.0	B
Lithuania	576,917.6	2.2	93.2	B
Portugal	341,202.1	1.3	94.5	B
Latvia	288,575.1	1.1	95.5	C
Denmark	285,816.4	1.1	96.6	C
Greece	212,785.1	0.8	97.4	C
Estonia	168,628.9	0.6	98.0	C
Finland	110,813.2	0.4	98.4	C
Sweden	107,554.5	0.4	98.8	C
Ireland	97,882.3	0.4	99.2	C
Slovenia	75,524.5	0.3	99.5	C
Cyprus	47,441.0	0.2	99.7	C
Croatia	45,742.3	0.2	99.8	C
Malta	30,209.6	0.1	99.9	C
Luxembourg	15,743.2	0.1	100.0	C
EU 27	26,792,969.3	100.0	-	-

Source: Author's calculations based on data from the State Statistics Service of Ukraine (2022a)

Thus, group A includes nine EU countries: Poland, Italy, Germany, the Netherlands, Spain, Hungary, Romania, the Czech Republic, and Slovakia. In 2021, Ukrainian goods worth USD 999.3 million to USD 5,227.4 million were exported to each of them. The share of these countries in the total amount of Ukrainian exports of goods to the EU ranged from 3.7 to 19.5%.

Group B brought together six EU countries: Austria, France, Bulgaria, Belgium, Lithuania and Portugal. The volume of purchases of Ukrainian goods by these countries ranged from USD 341.2 million to USD 915.2 million. Their contribution to the total exports of goods to the EU ranged from 1.3 to 3.4%. The difference between the lower position of exports in group A (USD 999.3 million) and the upper in group B (USD 915.2 million) amounted to USD 84.1 million.

Group C includes 12 EU countries: Latvia, Denmark, Greece, Estonia, Finland, Sweden, Ireland, Slovenia, Cyprus, Croatia, Malta, and Luxembourg. To each of them, exports of goods from Ukraine were less than USD 300 million. Their share in the total amount of exports of goods to the EU ranged from 0.1 to 1.1%. The difference between the lower position of exports in group B (USD 341.2 million) and the upper in group C (USD 288.6 million) was USD 52.6 million.

In general, the spread of export amounts ranged from USD 15.7 million to USD 5,227.4 million. It should be noted that Ukrainian goods were exported to all EU countries.

The results of the ABC-analysis of the EU countries by the value of Ukrainian exports of goods in 2021 are shown in **Fig. 1**.

Group of countries	Number of countries	Share of countries, %	The cost of exports, thsd. USD	Share of exports, %
A	9	33.3	21,082,179.6	78.7
B	6	22.2	4,224,073.8	15.8
C	12	44.4	1,486,715.9	5.5
Together	27	100.0	26,792,969.3	100.0

Figure 1. The results of the ABC-analysis of the EU countries by the value of Ukrainian exports of goods in 2021
Source: Author's calculations based on data from Table 1

As we can see, in 2021 a third of EU countries purchased Ukrainian goods worth USD 21,082.2 million (78.7% of Ukrainian exports of goods to the EU); 22.2% of EU countries – in the amount of USD 4,224.1 million (15.8%); 44.4% of EU countries – in the amount of USD 1,486.7 million (5.5%). That is, the lion's share of goods (94.5%) was exported from Ukraine to 55.5% of EU countries (groups A and B).

4.2. Imports of goods to Ukraine from the EU. Indicators of imports of goods to Ukraine from 27 EU countries are shown in **Table 2**. It will also calculate the share and accumulated share of each country in the total imports of goods from the EU to Ukraine; define the group into which they fall according to the results of ABC-analysis. Note that the countries in **Table 2** are listed in descending order of imports of goods.

Table 2. Ukraine's foreign trade in goods with EU – imports, 2021 (thsd. USD)

Country	Imports	Share in total imports from the EU, %	Accumulated share in total imports from the EU, %	ABC group
Germany	6,284,374.9	21.7	21.7	A
Poland	4,962,500.1	17.1	38.8	A
Italy	2,675,493.0	9.2	48.1	A
France	1,764,887.6	6.1	54.2	A
Hungary	1,571,028.5	5.4	59.6	A
Czech Republic	1,480,804.9	5.1	64.7	A
Lithuania	1,290,895.4	4.5	69.2	A
Netherlands	1,012,585.8	3.5	72.7	A
Spain	975,882.5	3.4	76.0	A
Slovakia	923,213.6	3.2	79.2	A
Austria	860,067.0	3.0	82.2	B
Romania	796,433.7	2.8	85.0	B
Belgium	752,305.6	2.6	87.6	B
Sweden	724,637.9	2.5	90.1	B
Bulgaria	542,297.9	1.9	91.9	B
Greece	495,622.7	1.7	93.6	B
Finland	306,066.4	1.1	94.7	B
Denmark	305,260.6	1.1	95.8	C
Slovenia	287,793.7	1.0	96.7	C
Ireland	231,456.2	0.8	97.5	C
Latvia	210,303.4	0.7	98.3	C
Estonia	169,808.0	0.6	98.9	C
Malta	116,047.5	0.4	99.3	C
Portugal	88,770.4	0.3	99.6	C
Croatia	67,379.3	0.2	99.8	C
Cyprus	38,039.1	0.1	99.9	C
Luxembourg	20,285.6	0.1	100.0	C
EU 27	28,954,281.2	100.0	-	-

Source: Author's calculations based on data from the State Statistics Service of Ukraine (2022a)

Note: In some cases, the sum of the components may not be equal to the result due to rounding data

According to **Table 2**, group A includes ten EU countries: Germany, Poland, Italy, France, Hungary, the Czech Republic, Lithuania, the Netherlands, Spain, and Slovakia. In 2021, goods worth USD 923.2 million to USD 6,284.4 million were imported to Ukraine from each of them. The share of these countries in the total amount of imports of goods from the EU ranged from 3.2 to 21.7%.

In turn, group B brought together seven EU countries: Austria, Romania, Belgium, Sweden, Bulgaria, Greece and Finland. The volume of purchases of their goods to Ukraine ranged from USD 306.1 million to USD 860.1 million. Their contribution to the total imports of goods from the EU ranged from 1.1 to 3.0%. The difference between the lower import position in group A (USD 923.2 million) and the upper in group B (USD 860.1 million) was USD 63.1 million.

Group C includes ten EU countries: Denmark, Slovenia, Ireland, Latvia, Estonia, Malta, Portugal, Croatia, Cyprus, and Luxembourg. Imports of goods to Ukraine from each of them were less than USD 306 million. Their share in the total imports of goods from the EU ranged from 0.1 to 1.1%. The difference between the lower import position in group B (USD 306.1 million) and the upper in group C (USD 305.3 million) was USD 0.8 million.

In general, the spread of import amounts ranged from USD 20.3 million to USD 6,284.4 million. It should be noted that imports of goods to Ukraine were carried out from all EU countries.

The results of the ABC-analysis of the EU countries by the value of imports of goods to Ukraine in 2021 are shown in **Fig. 2**.

Group of countries	Number of countries	Share of countries, %	The cost of imports, thsd. USD	Share of imports, %
A	10	37.0	22,941,666.2	79.2
B	7	25.9	4,477,431.1	15.5
C	10	37.0	1,535,143.8	5.3
Together	27	100.0	28,954,281.2	100.0

Figure 2. The results of the ABC-analysis of the EU countries by the value of imports of goods to Ukraine in 2021
Source: Author's calculations based on data from Table 2

As you can see, in 2021, 37% of EU countries imported goods to Ukraine worth USD 22,941.7 million (79.2% of imports of goods to Ukraine from the EU); 25.9% of countries – in the amount of USD 4,477.4 million (15.5%); 37% of countries – in the amount of USD 1,535.1 million (5.3%). That is, a significant share of goods (94.7%) was imported to Ukraine from 52.9% of EU countries (groups A and B).

4.3. Structural analysis of Ukraine's export-import operations with individual EU countries.

According to the results of the ABC-analysis of the EU countries on the value of export-import operations with Ukraine, in both cases the following eight EU countries were included in group A: Poland, Italy, Germany, the Netherlands, Spain, Hungary, the Czech Republic, Slovakia.

Let's define the goods which in structure of foreign trade of Ukraine with each of these countries had the largest shares ($\geq 10\%$) in 2021. The export results are shown in **Fig. 3**, in relation to imports – in **Fig. 4**.

As you can see, the following Ukrainian goods were mostly exported to specified EU countries: ores, slags and ashes; ferrous metals; seeds and fruits of oilseeds; electric machines; cereals; fats and oils of animal or vegetable origin. Their share in the total volume of export of goods to individual EU countries

ranged from 10.0 to 59.9%, the amount – from USD 197,772.6 thsd. up to USD 2,040,651.9 thsd.

EU country to which Ukrainian goods were exported	Goods	Share in the total volume of exports of Ukrainian goods to this country, %	Export value, thsd. USD
Poland	ores, slags and ashes	10.6	555,902.7
	ferrous metals	26.6	1,391,325.0
Italy	ferrous metals	58.8	2,040,651.9
Germany	seeds and fruits of oilseeds	20.3	582,033.3
	ores, slags and ashes	10.0	286,578.4
	electric machines	15.3	438,719.1
Netherlands	cereals	24.4	552,241.3
	fats and oils of animal or vegetable origin	33.7	762,964.6
Spain	cereals	38.4	644,882.9
	fats and oils of animal or vegetable origin	28.1	470,808.0
	ferrous metals	11.8	197,772.6
Hungary	electric machines	59.9	971,037.8
Czech Republic	ores, slags and ashes	48.7	688,686.0
	electric machines	16.8	237,129.8
Slovakia	ores, slags and ashes	47.8	478,086.3

Figure 3. Ukrainian goods with the greatest export potential in individual EU countries in 2021

Source: Created by the author based on data from the State Statistics Service of Ukraine (2022a)

As you can see, the largest imports from certain EU countries to Ukraine were observed for the following goods: nuclear reactors, boilers, machinery; means of land transport except rail; mineral fuels; oil and products of its distillation; electric machines. Their share in the total volume of imports of goods

from individual countries ranged from 10.4 to 23.5%, the amount – from USD 99,922.2 thsd. up to USD 1,181,679.7 thsd.

EU country from which the goods were imported to Ukraine	Goods	The share in the total volume of imports of goods from this country to Ukraine, %	Import value, thsd. USD
Germany	nuclear reactors, boilers, machinery	18.8	1,181,679.7
	means of land transport other than rail	16.6	1,043,398.6
Poland	means of land transport other than rail	10.4	516,686.0
Italy	nuclear reactors, boilers, machinery	23.3	622,066.4
Hungary	mineral fuels; oil and products of its distillation	15.8	247,585.4
	electric machines	22	345,458.4
	means of land transport other than rail	14.5	227,693.3
Czech Republic	mineral fuels; oil and products of its distillation	20	295,830.5
	nuclear reactors, boilers, machinery	13.5	200,190.6
	electric machines	13.5	200,290.4
	means of land transport other than rail	16.4	242,314.8
Netherlands	mineral fuels; oil and products of its distillation	14.3	144,506.0
Spain	the share of any product did not reach the level of 10 %		
Slovakia	mineral fuels; oil and products of its distillation	10.8	99,922.2
	nuclear reactors, boilers, machinery	17.5	161,196.4
	means of land transport other than rail	23.5	216,922.9

Figure 4. European goods with the greatest import potential in Ukraine in 2021

Source: Created by the author based on data from the State Statistics Service of Ukraine (2022a)

Comparing **Fig. 3–4** we can see that the lists of goods with the greatest export and import potential differ, except for electric machines.

4.4. The impact of the war on Ukraine's export-import operations with the EU in 2022.

According to the Ministry of Economy of Ukraine (2023), the EU is Ukraine's main trade partner. Thus, according to the results of 2022, the specific weight of trade in goods and services with the EU amounted to 53.6% of the total volume of trade of Ukraine (in 2021 – 39.1%). In 2022, the foreign trade turnover of goods (the total amount of exports and imports) between Ukraine and EU countries amounted to 54.9 billion dollars USA, that is, there was a decline of 1.5% compared to 2021.

Export of goods from Ukraine to EU countries in 2022 amounted to 27.9 billion dollars USA (increased by 4.1%, compared to 2021), including the export of certain goods changed as follows:

- grain crops – ↑141.7%;
- fats and oils – ↑29.4%;
- seeds and fruits of oil plants – ↑96.5%;
- ferrous metals – ↓48.7%;
- ores, slag – ↓21.0%;
- electric machines – ↓10.0%;
- wood and wood products – ↑13.2%;
- energy materials – ↑59.5%.

Import of goods to Ukraine from the EU amounted to 27.0 billion dollars USA (decreased by 6.7%, compared to 2021), including the import of certain goods changed as follows:

- energy materials – ↑103.7%;
- means of land transport, except railway – ↓10.5%;
- nuclear reactors, boilers, machines – ↓50.1%;
- different – ↑2532.7%;
- electric machines – ↓25.4%;
- plastics, polymeric materials – ↓24.2%;
- pharmaceutical products – ↓35.9%;
- various chemical products – ↓20.2%.

Note that the final detailed data for 2022 on the commodity structure of Ukraine's foreign trade with EU countries should be published by the State Statistics Service of Ukraine on May 31, 2023.

5. Conclusion. The EU is the main trade partner of Ukraine, since in 2022 the specific weight of trade in goods and services with the EU amounted to 53.6% of the total volume of trade of Ukraine.

According to the results of the ABC-analysis of the EU countries in terms of exports of goods from Ukraine, group A includes nine EU countries: Poland, Italy, Germany, the Netherlands, Spain, Hungary,

Romania, the Czech Republic, Slovakia. In 2021, Ukrainian goods worth USD 21,082.2 million were exported to them (78.7% of Ukrainian exports of goods to the EU). The value of exports of goods to each of these countries ranged from USD 999.3 million to USD 5,227.4 million.

According to the results of the ABC-analysis of the EU countries in terms of imports of goods to Ukraine, group A includes ten EU countries: Germany, Poland, Italy, France, Hungary, the Czech Republic, Lithuania, the Netherlands, Spain, Slovakia. In 2021, goods worth USD 22,941.7 million were imported to Ukraine from these countries (79.2% of imports of goods to Ukraine from the EU). The value of imports of goods from each of these countries ranged from USD 923.2 million to USD 6,284.4 million.

A structural analysis of Ukraine's export-import operations with those EU countries that fell into group A in terms of exports and imports in 2021 showed that the following products had the best export / import potential in terms of value:

1) in trade with Poland – ores, slags and ashes; ferrous metals (for export); means of land transport other than rail (for import);

2) with Italy – ferrous metals (for export); nuclear reactors, boilers, machines (for import);

3) with Germany – seeds and fruits of oilseeds; ores, slags and ashes; electric machines (for export); nuclear reactors, boilers, machines; means of land transport other than rail (for import);

4) with the Netherlands – grain crops; fats and oils of animal or vegetable origin (for export); mineral fuels; oil and products of its distillation (for import);

5) with Spain – cereals; fats and oils of animal or vegetable origin; ferrous metals (for export);

6) with Hungary – electric machines (for export); mineral fuels; oil and products of its distillation; electric machines; means of land transport other than rail (for import);

7) with the Czech Republic – ores, slags and ashes; electric machines (for export); mineral fuels; oil and products of its distillation; nuclear reactors, boilers, machines; electric machines; means of land transport other than rail (for import);

8) with Slovakia – ores, slags and ashes (for export); mineral fuels; oil and products of its distillation; nuclear reactors, boilers, machines; means of land transport other than rail (for import).

The war in Ukraine affected its trade with EU countries as follows: in 2022, the foreign trade turnover of goods decreased by 1.5%, compared to 2021, including an increase in the export of goods by 4.1% (reorientation to safe channels transportation of goods) and a decrease in imports by 6.7% (decrease in demand for certain groups of foreign goods).

In order to outline ways of further economic cooperation between Ukraine and the EU countries, it is also advisable to study the commodity structure of Ukraine's foreign trade based on the final detailed data of the State Statistics Service of Ukraine for 2022.

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The Geopolitical choices of Armenia amidst the transformation of Post-cold global order war

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ABSTRACT

The article analyzes the transformation of the Post-Cold War order, and its implications for Armenia. It argues, that after the **2007-2008** world financial crisis, the Unipolar Post-Cold War order started its transformation towards multipolarity. This transformation triggered the geopolitical competition between great powers, such as the US, China, and Russia, while the war in Ukraine brought the West and Russia to a direct confrontation. The relative decline of the US as the world sole superpower resulted in the rise of power struggle for regional dominance adding instability in different corners of the world. Located in the strategic crossroad between Russia, Middle East, Europe and Central Asia, South Caucasus has become one of the battlefields between global and regional powers vying for influence and domination. In the backdrop of rapidly changing global and regional context, Armenia faces two primary choices. To become a Western bulwark against Russia, assuming the role of Georgia under the president Saakashvili, and fostering partnership with Turkey and Azerbaijan to balance against Russia and Iran, or to strengthen its relations with Russia, India, and Iran, seeking to balance Turkey's and Azerbaijan's growing regional ambitions and preventing the transformation of Armenia into Azerbaijan's and Turkey's political and economic backyard.

KEYWORDS: Armenia, Azerbaijan, Iran, India, Russia, Turkey, United States

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Introduction. The end of the Cold War and the collapse of the Soviet Union have ushered in hopes of humanity's happy and harmonious future. The ideas such as "End of history" (Fukuyama, 1992) became very popular both within academic circles and policymakers. There was a widespread belief that the entire planet would live under liberal democracy, and interstate conflicts will become bad memories from history. The last decade of the 20th century seemed to confirm those hopes. The EU and NATO enlargement, market reforms in former socialist states, cooperative relations between Russia and the West, and the growing US – China economic cooperation have seemingly justified hopes for establishing the world united under the banner of liberal democracy. The US enjoyed its absolute hegemony defined as a "Unipolar moment" with no apparent candidate to challenge its supremacy. Washington embraced the grand strategy of liberal hegemony, which was in one way or another implemented during the Clinton, Bush, and Obama administrations.

However, the beginning of the XXI century crushed these hopes. Russia – West relations started to deteriorate after the 2004 Orange Revolution in Ukraine, while the 2014 Crimean crisis brought bilateral relations to the lowest point since the end of the Cold War. Meanwhile, astonishing Chinese economic growth and the emergence of the multi-million middle class did not bring about political changes in China.

The Transformation of Post-Cold War global order

The turning point for the start of the transformation was the 2007–2008 world financial crisis. It started in the US and shook the Western-dominated international financial system. It coincided with the 2008 Summer Olympics in Beijing, which proved the ascent of China. The old mechanisms such as G-7 and later (for some time) G-8 were unable to implement effective global governance, and the first summit of the G-20 in November 2008 was the harbinger of an upcoming tectonic shift in the world order (Declaration, 2008). The establishment of new multilateral organizations such as BRICS and India and Brazil's rapid growth were clear signs that the world was drifting away from the "Unipolar Moment" towards a more complex multi-polar world.

The emergence of the "Multi-polar world order" will inevitably trigger regional instability and the rivalry for regional hegemony. The absence of the world hegemon or the "world policeman" means that the second-tier states will be more inclined to use coercion as the primary tool to push forward their national interests. These states now enjoy much more flexibility in choosing their alliances and playing one great power off another.

One of the best examples of this situation in Turkey. Being fully anchored in the US sphere of influence during the Cold war, Turkey now effectively balances between the US and Russia, opposing

Washington in Syria, and Kremlin in the Black Sea region. The Greater Middle East is a good example depicting the rivalry for regional hegemony between Iran, Turkey and Saudi Arabia, while external players such as Russia, the US, and China seek to push forward their national interests.

If an emerging multi-polar world creates new possibilities for the second-tier states, the small states face growing challenges and threats. The rivalry for regional hegemony, growing instability, the erosion of accepted rules and norms, and the emphasis on coercion in interstate relations create complex problems for small states. It is especially valid for small states which are located on the fault lines of great powers. They may quickly become the “gray zones” or “areas of hybrid operations” with possible proxy wars and permanent instability.

The war in Ukraine

The war in Ukraine brought Russia – West relations to the lowest point since the early Cold War years of the 1950s. Discussions about the emergence of Cold War 2.0 were prevalent among experts and the academic community well before February 24, 2022. The starting point was perhaps President Putin’s famous 2007 Munich security conference speech (Speech, 2007). However, the current confusion in global geopolitics is quite different from the original Cold War. In the second part of the 20th century, the world was bipolar, as the US and Soviet Union were fighting each other. Many countries sought to avoid this confrontation through membership in the Non-Aligned Movement, but it never became a third pole. Now the situation is much more complicated. As the US and Russia are facing each other in the new rendition of a Cold War, the world is far away from being bipolar. It may eventually end with a new bipolar system, but Russia will not be among the top two players. If bipolarity ever returns, the US and China will be the building blocks of that system.

Meanwhile, as war rages in Ukraine, the US – China confrontation continues. When the Obama administration announced its “Pivot to Asia” in 2011, it was a clear message that the US viewed China as the primary strategic competitor (Lieberthal, 2011). The famous words of Obama about Russia being a regional power reflected the US perception that Russia was no longer a serious threat but rather a spoiler (Barack Obama, 2014). The 2014 Ukraine crisis made some amendments to US strategic thinking, partly bringing US focus back to Europe. The 2017 and 2022 US national security strategies issued by the Trump and Biden administrations describe both Russia and China as the revisionist countries, seeking to undermine the existing international order (US, 2017; National Security, 2022). If China is described as the only country with the necessary resources to challenge the US global leadership in the long run, Russia

is depicted as the major short-term threat. Thus, even if the “Cold War” metaphor is valid for 2022, perhaps we should speak about two simultaneous Cold Wars: US – Russia and US – China.

This feature alone makes current geopolitics a messy place, but the reality is even more complex. As the US simultaneously seeks to contain Russia and China, other players have entered the game. They are not anti-American but do not want to fight Russia and China. India is perhaps the best example of this new, rising star in international relations. It develops strategic partnership with the US, is a member of QUAD, and simultaneously pushes forward strategic cooperation with Russia. India did not join anti-Russian sanctions and continues cooperation in economic and defense industries areas. For more on Indian foreign policy, see: (Tharoor & Saran, 2020; Jaishankar, 2020). There are other emerging players, too, such as Brazil, which seeks to keep a balance between “fighting elephants.”

All these transformations occur within the bigger transition framework from a unipolar to multipolar world order. Perhaps no one knows when and how this transition will end. The transition from unipolarity to multipolarity creates ambiguity and raises a sense of insecurity in the world. Meanwhile, the growing transnational threats, such as climate change, food insecurity, and pandemics, require joint efforts of all major players.

Another prominent feature of the current phase in world history is the growing significance of digital technologies. They have penetrated everywhere, from aviation to healthcare, from the military industry to smart home systems. It seems that digital technologies have the power to unite people and bring states together. However, in reality, along with real or perceived “Cold War 2.0,” technological warfare is underway. The US imposed numerous sanctions to prevent the transfer of state-of-the-art digital technologies to China, launching so-called “Chip wars” (Gordon, 2022). The growing disruption of global supply chains and efforts towards “US-China economic decoupling” may create a “digital curtain,” dividing the West from China and potentially from Russia, Iran, and other countries.

The establishment of the new “physical and digital iron curtains” has significantly decreased the speed of globalization, a phenomenon that swept the world in the 1990s and early 2000s. Instead of globalization, more and more pundits now speak about regionalization, the emergence of a few regions with different sets of rules and norms.

The only constant thing in current geopolitics is permanent instability. The relative decline of the US does not allow Washington to lead the world as it did in the 1990s. Meanwhile, China is far from assuming a leadership role. Russia seeks to re-instate itself as a great power, and India speaks against the return of Unipolarity and the creation of new US – China bipolarity. After February 2022, Europe put aside

considerations about Europe's strategic autonomy and rallied behind the US against emerging geopolitical threats. The world comes closer to being a jungle again, and no safe garden exists where to hide. While great and middle powers are vying for influence and power, small ones should be cautious to avoid being wiped off the map.

Geopolitical conundrum of Armenia

The Russia – Ukraine war has sidelined all other conflicts in the post-Soviet space and beyond. However, regional geopolitics has not disappeared, and while the world's attention is focused on Ukraine and the ensuing Russia – West confrontation, regional conflicts continue with their dynamics. The Karabakh conflict is not an exception here.

The 2020 Karabakh war has upset the status quo in the South Caucasus. The defeat in the war has significantly reduced Armenia's geopolitical potential and has diminished Armenian role in the region. Currently, Armenia faces formidable challenges and growing ambiguity in its foreign and security policy, which have been multiplied by the war in Ukraine. Should Armenia accept the loss of Nagorno Karabakh and push forward the normalization process with Azerbaijan and Turkey at any cost or should it elaborate and implement a strategy to prevent the final loss of Karabakh while simultaneously seeking normalization with its neighbors? What are the prospects of Armenia – Russia relations after February 2022, and what will be the long-term (15–20 years) implications of potential Azerbaijani and Turkic economic penetration into Armenia in case of full normalization of relations?

Two primary options for Armenian foreign policy

- ***Acting as a Western bulwark against Russia***

As the blockade of Nagorno Karabakh imposed by Azerbaijan entered its third month, the Armenian government increased the level of criticism of Russia. The new phase of anti-Russian rhetoric was launched by the secretary of the Security Council, who, in late December 2022, claimed that Russia was using the closure of the Lachin Corridor to force Armenia to join the union state of Russia and Belarus (Stepanian, 2022). Kremlin spokesman Dmitry Peskov denounced his comments as provocative and insisted that Russian officials have never told Yerevan to join the Russian-Belarusian union state (Staff, Asbarez. (2022)). While refraining from directly accusing Russia of participating in the closure of the Lachin Corridor, Prime Minister Nikol Pashinyan criticized Russia and its peacekeepers for becoming a “silent witness” to the depopulation of Nagorno-Karabakh (Pashinyan, 2022).

During his January 10, 2023 press conference, Pashinyan stated that if it becomes clear that, due to objective or subjective reasons, Russia is unable to fulfill its commitments, it should ask the UN Security Council to either grant an international mandate to the Russian military contingent or send a new multinational peacekeeping mission to Nagorno-Karabakh (Prime Minister, 2023). However, in the current international environment of Russia-West confrontation, it is implausible that the Western powers in the UN Security Council will agree to provide an international peacekeeping mandate for Russian forces. Meanwhile, during the same press conference, Pashinyan argued that in contact with Western countries, Azerbaijan explained its aggressive actions against Armenia with fears that Armenia and the Russian Federation could jointly take aggressive actions against Azerbaijan, and they were taking preventive actions. Pashinyan stated that the Armenian government drew the attention of Russian colleagues to the fact that in the absence of a Russian response, it turned out that the military presence of the Russian Federation not only did not ensure the security of the Republic of Armenia but also created a threat to its security.

On January 12, 2023, Russian Foreign Ministry spokesperson Maria Zakharova stressed that the statements from Yerevan that the Russian presence posed a threat to the security of Armenia were absurd. According to Zakharova, for decades, Russian soldiers and border guards have significantly contributed to ensuring Armenia's security, guarding its borders (Maria Zakharova, 2023). The current authorities of Armenia announced earlier that the military presence of the Russian Federation in Armenia corresponds to the country's national interests.

Anti-Russian sentiments have been on the rise in Armenia in the last decade. Russian actions and inactions during the 2020 Nagorno Karabakh war, as well as during Azerbaijani aggressions against Armenia in May, November 2021 and September 2022, as well as military escalations along the Nagorno Karabakh-Azerbaijan line of contacts in March and August 2022, have significantly increased anti-Russian feelings in Armenia (Survey, 2022). Constant criticism by high-level Armenian officials against Russia, blaming the Kremlin for not supporting Armenia against Azerbaijan and sometimes using Azerbaijan as leverage to force Armenia to provide concessions to Russia have worsened Russia's image in Armenia.

Ordinary citizens in Armenia would contend that if, according to Armenian officials, Russia often acts with Azerbaijan against Armenia, it means that Russia is not Armenia's friend; Russia is Armenia's enemy. This logic then implies that Armenia should not be a part of military and economic alliances with its enemy, and the troops of its enemy should not be stationed in Armenia.

Without making deep forays into the hypothetical possibility of American and French troops fighting a war against Azerbaijan in the territory of Nagorno Karabakh, which both countries strongly believe is part

of Azerbaijan, we should clearly understand that if Armenia leaves the CSTO and demands the withdrawal of Russian military base and border troops from Armenia, it will immediately transform Armenia into a hostile nation to Russia. Given the current geopolitics of the region, Armenia cannot be an enemy to Russia and a friend of the US, while continuing to be a friend to Iran. If this scenario becomes a reality, Armenia will also significantly worsen its relations with Iran. In many aspects, this scenario will transform Armenia into a Georgia of the first term of President Mikheil Saakashvili (2004-2007), with clear pro-American and anti-Russian policies. Meanwhile, Georgia has cultivated a strategic partnership with Azerbaijan and Turkey, supported by the US, to resist Russia. Establishing the Turkey-Georgia-Azerbaijan triangle, where Georgia was the weakest point and relied on Turkey and Azerbaijan, was the only realistic way to pursue the anti-Russian policy (Trabzon Declaration, 2012).

Despite tectonic changes in international security architecture for the last 20 years, the basics of geopolitics in the South Caucasus remain the same. The war in Ukraine simply sharpened the geopolitical choices faced by the regional states, as the collective West, including the EU, puts more efforts to decrease Russian influence in the South Caucasus (Bob Deen, 2023). Suppose Armenia wants to become anti-Russians, which also means an anti-Iranian outpost for the US in the region. In that case, Armenia should establish a strategic partnership with Azerbaijan and Turkey and rely on Ankara and Baku. Given the long-term strategic interests of Azerbaijan and Turkey, the only way to do that is to accept that no Armenians will live in Nagorno Karabakh. At the same time, Armenia will become a client state of Azerbaijan and Turkey under the joint Baku-Ankara protectorate.

- **Armenia – Turkey normalization process**

Meanwhile, after the 2020 Nagorno Karabakh war, Armenia launched a normalization process with Turkey. The first attempt to normalize relations with Ankara took place in 2008-2009, and is known as ‘Football diplomacy’. Armenia and Turkey signed two protocols in Zurich in October 2009, but the process was stalled due to the Azerbaijan resistance. After the 2020 Nagorno Karabakh war Azerbaijan stated that it would not oppose Armenian rapprochement with Turkey. Yerevan and Ankara appointed special representatives, who meet several times in 2022. Armenian Prime Minister Pashinyan met with Turkish President Erdogan on October 6, 2022 in Prague, and Armenia sent humanitarian assistance to Turkey after the devastating earthquake in February 2023. However, despite initial positive developments, the process has not brought about any breakthrough. The primary reason is the Turkish position, that Armenia

– Turkey normalization is possible only after Armenia accepts Azerbaijani demands and signs peace treaty with Azerbaijan on Azerbaijani terms.

Meanwhile, Turkey continues its balanced policy towards the West and Russia. Turkey supports militarily Ukraine, but Ankara has not joined anti-Russian sanctions, becoming a significant hub for Russian economy. As Russia's economic dependence on Turkey grows, it puts restrictions on Russian potential actions against Azerbaijan to protect Armenia.

- ***Fostering relations with Russia, Iran, and India***

This scenario does not imply that Armenia should quit the normalization process with Turkey, reject the restoration of communications with Azerbaijan, or cancel the start of the border delimitation and demarcation process. On the contrary, normalization with both countries may help push forward the economic modernization of Armenia. It only implies that Armenia should take the necessary steps to prevent Armenia's transformation into an economic backyard of Turkey and Azerbaijan.

On the external front, Armenia should carefully assess the interests of the leading players in the region – Russia, the US, and Iran. Which countries are interested in preventing Turkey's dominance in the South Caucasus? As a mid-size power, Turkey is vying for regional influence in multiple areas and is seeking to have balanced relations with different poles, and Turkey's behavior in the current crisis is another proof of that strategy.

If Russia successfully resists the unprecedented pressure from the West and remains one of the main poles in the emerging multipolar world, its interests lie in balancing Turkish influence in its neighborhood, including the South Caucasus. It does not imply that Russia and Turkey will stop their economic cooperation. It simply means that Russia will seek to prevent Turkish dominance over the South Caucasus.

Iran is another middle power in the quest of its role in the new world order. Even if Iran and world powers reach an agreement to restore the 2015 Iran nuclear deal, Iran is unlikely to be a part of the American pole for the foreseeable future. Iran will continue to see the US as its main adversary and seek to restrict the US direct or indirect, via Israel and Turkey, influence in its neighborhood, including South Caucasus (Poghosyan, 2021). The most efficient way to do that in our region is to support Russia and balance Turkey.

Thus, Russia and Iran are both interested to see less Turkish influence in the South Caucasus. They will not do that because they love Armenians or hate Turks, but because of their vital national interests. As we mentioned, Armenia should be interested in normalizing relations with Azerbaijan and Turkey, and the

government is making significant efforts in that direction. However, conventional wisdom suggests that Armenia should not want to see Turkish dominance in the South Caucasus. In this context, Armenia, Iran, and Russia have coinciding interests – to prevent Turkey from dominating the South Caucasus.

In this scenario, India is another state to work closely with. The Armenian and Indian nations share a long history of friendly interactions, and during their millennia-long relations, the two countries have never acted against each other. The vibrant Armenian community in India in the seventeenth and eighteenth centuries played a significant role in fomenting ties between the two people. At the same time, friendly relations between India and the Soviet Union contributed to the re-emergence of contacts.

However, history is not the primary bond between Armenia and India. As the global order passes through its most significant transformation since the end of the Cold War and the unipolar moment fades away, India is set to become one of the primary actors of the emerging multipolar world. Meanwhile, as Turkey under President Erdogan has embarked on the path to becoming a regional powerhouse in its neighborhoods, including Central Asia, South Asia, South Caucasus, Eastern Mediterranean, Middle East, and Western Balkans, India is increasingly concerned about the growing Turkey – Pakistan strategic partnership, which recently was enlarged by the inclusion of Azerbaijan (Pamuk, 2021). Turkey brought Pakistan into South Caucasus, and on December 10, 2020, as Azerbaijan organized so called victory parade, the Azerbaijani capital was full of Pakistani flags as a sign of gratitude to Pakistan for its support during the war (Baku, 2020).

The emergence of the Turkey – Pakistan – Azerbaijan partnership, which may very soon be transformed into a strategic alliance, brought the South Caucasus into the focus of Indian foreign policy. As Armenia faces pressure and military blackmail from Azerbaijan and Turkey it is well suited to become an indispensable partner for India in the South Caucasus, to play a role of buffer against Turkey.

The friendly relations between Armenia and Iran and India's interest in using Iran as a country to reach Central Asia, Afghanistan, and Europe add additional geopolitical and geo-economic value to Armenia – India relations. Iran, like India, does not want to see Turkish dominance in the South Caucasus and is extremely concerned about the growing Panturkism fever spreading in the South Caucasus and Central Asia. As India pursues a balanced policy in the Russia – West confrontation, growing Armenia – India relations will not raise many concerns in Moscow. The Kremlin may not view a potential Indian involvement in the South Caucasus as detrimental to its interests, which cannot be said for the EU, and especially the US activities.

The Armenia – India partnership also has a geo-economic dimension. Since 2016 Armenia and Iran, along with Georgia, Bulgaria, and Greece, have been negotiating the launch of the “Persian Gulf – Black Sea” multimodal transport corridor to connect Iran with Europe. The US withdrawal from the Iran nuclear deal and re-imposition of American sanctions created additional obstacles for this project, but it did not lose its significance. India is looking to establish new India – Europe transport routes. As reaching Europe via Iran and Russia (International North-South Transport Corridor) seems unlikely due to Western sanctions imposed on Russia, the “Persian Gulf – Black Sea” corridor may become a valuable platform for India to reach Europe via Iran, Armenia, and Georgia (Poghosyan, 2023).

Conclusion. The transformation of Post-Cold war world order has triggered the rising competition between great powers for global and regional influence. The Russia – Ukraine war resulted in direct West – Russia confrontation, with no obvious ways of normalization of relations. The changes in global and regional orders have impacted many areas in the world, and the South Caucasus is not an exception. Located in strategic crossroad, region has witnessed the increase competition between regional and global actors. As Armenia seeks to overcome the implications of its defeat in 2020 Nagorno Karabakh war, it faces tough geopolitical choices amidst unprecedented Russia – West confrontation. It may choose to become a Western bulwark against Russia, assuming the role of Georgia under President Saakashvili. This way will result in complete loss of Nagorno Karabakh and transformation of Armenia into Azerbaijan and Turkey economic and political backyard. Another option for Armenia to foster its partnership with Russia, Iran, and India to resist coercive diplomacy of Azerbaijan and Turkey. Given the dynamic changes in regional geopolitics, Armenia does not have much time to make a final decision.

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Gamification as a tool for quality management of business education in Ukraine

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ABSTRACT

The article systematizes the understanding of gamification and defines its importance for ensuring the quality of business education. The purpose, goals, types, and forms of gamification are outlined. Examples of gamification in business are given. The advantages of gamification in providing high-quality business education are determined. A mechanism for managing the quality of business education through gamification is proposed. 6 steps for the implementation of gamification are described, taking into account the characteristics of the quality of business education.

KEYWORDS: quality of education, business education, management, gamification.

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1 Introduction. With the development of Industry 4.0, issues of the quality of higher education become especially important. The relevance increases with the processes of liberalization of higher education, the development of the autonomy of institutions and the growth of social responsibility. In the business environment, arise questions regarding the acquisition of quality business education. It is an instrument of economic growth. However, most countries are looking for ways to improve the quality of higher education, actively implementing innovations that would increase the interest and motivation of education seekers. Currently, the philosophy of understanding the quality of business education is changing – the transition from a traditional form to an innovative one. The main innovative approaches to the quality of business education are: scientific and educational information networks (SEIN), special technologies of support for virtual learning activities (Web 2.0), technologies of electronic projection of pedagogical systems, technology of network e-distance learning, technologies of e-library, technologies of close zone communication, electronic project management technologies, global network "Partnership in learning". In modern conditions, in addition to distance learning platforms (Coursera, Udemy and edX), tools are actively used that rely on the power of social media to help students in the learning process (Edmodo, Grockit, EduBlogs, Wikispaces), make classes exciting, fun and interesting, and most importantly, more effective ones (Khan Academy, MangaHigh, Educreations, CarrotSticks), combine thematically important classes and create amazing and unforgettable projects (Teachers Pay Teachers, Planboard, QR-codes, TED, Glogster). Gamification is one of the effective tools in education and is actively used in business education.

2 Literature Review. The authors' studies on the quality of business education are gaining importance. Moreover, such research deepens in the conditions of COVID-19 and the challenges of distance learning.

V. Panchenko and O. Chernenko considered the concept of pedagogical management in a private higher education institution, which allows effective management of scientific and pedagogical personnel, ensures the concentration of material and technical, informational resources, allows to effectively solve the problem of ensuring the provision of quality educational services (Panchenko, & Chernenko, 2020). The authors believe that the proper management of business processes can ensure the quality of education.

T. Diadyk noted that business education is considered as one of the factors of innovative development of the country's economy. It is intended for people who have basic higher education and some practical experience (Diadyk, 2021)

O. Krasovska studied the main trends in the development of business education in the context of the globalization of educational processes, the implementation models of modern business education and the effectiveness of their application (Krasovska, 2012). She found that experts in business education advise to study ahead of time. Knowledge should be received today, and applied tomorrow. Learning "for growth" will help in the future to prevent a useless and economically impractical repetition of the passed. Each person has a sphere of immediate development. Practice shows that those who have a wider field of development absorb 80-90% of the information of the business program; those who have it narrower – almost 60%.

O. Polinkevych, N. Pavlikha, M. Voichuk, O. Kuzmak consider the processes of formation of the quality of education in Ukraine, determine the peculiarities of the development of business education

during the war (Polinkevych, Pavlikha, & Voichuk, 2022; Polinkevych, 2022; Polinkevych, 2018a; Polinkevych, 2018b).

O. Nasirova studied the processes of gamification as a tool for motivating personnel in business. She believes that examples of international and domestic companies demonstrate the positive impact of gamification on business results. According to experts' forecasts, this tool can become an effective management tool in the coming years, as it is able to create a unique experience of interaction with the company for its employees, customers and partners. Also, gamification increases the level of involvement of employees and customers in the work of the company, increases competitiveness and generates additional income (Nasirova, 2019).

A. Mostova defines that gamification is not directly related to virtual games. Gamification applies in real practice entertainment elements inherent in games, so-called game mechanics or game techniques. Game mechanics are the rules of the game and its elements (points, badges, levels, ratings, awards/prizes), game dynamics are scenarios of the user's participation in the game. This tool may not be effective for all companies. The future of gamification lies precisely in the loyalty programs of companies aimed at the consumption of goods and services. There are many mobile applications, but consumers choose branded ones because they are loyal to this brand, feel their involvement with one of the best brands. In order for gamification to give the maximum result, the following conditions must be met: the game (or a specific game mechanic) must be attractive to the target audience for which it is designed; gamification should be clearly tied to marketing goals; the presence of a qualified game practitioner in the team increases the chances of creating a successful game (Mostova, 2018).

M.Pereira, M.Oliveira, A.Vieira, R.M.Lima, L.Paes point out that frugal games also need to be properly selected and adapted to the dynamics of the productive environment, select methodology and tools. The gamification approach is used by organizations to achieve the benefits of engaging employees and consumers, promoting behavior change. Modern organizations are all about how to effectively motivate employees to share their knowledge throughout the organization, and that means engaged employees exhibiting desirable work behaviors and attitudes. Gamification creates a unique environment with unique aspects such as game content, continuous reflection, competitiveness, teamwork, challenges, emotions, rewards, fun and satisfaction that arise from employee interaction through healthy competition. This will contribute to the stimulation in all processes to better results. In the long term, the potential of gamification ensures actualization of interest, increases participation, develops creativity and autonomy, promotes dialogue and solves problematic situations (Pereira, Oliveira, Vieira, Lima, & Paes, 2018).

A. Polyanska, M. Andriiovych, N. Generowicz, J. Kulczycka, and V. Psyuk noted that gamification increases employee productivity and motivation. The main benefits of gamification in human resource management in enterprises are described by impact categories such as personnel evaluation, motivation, corporate culture and internal communications. Gamification creates a connection between the tools used in the artificial world, creating real life situations, preparing the player to make decisions in the created conditions. These game features can be used not only for entertainment: they can also be used for educational purposes. Companies use gamification for a variety of purposes. Startups use gamification to create a product that best meets a need; medium-sized companies gamify marketing processes to increase brand recognition and customer loyalty to goods and services; large companies mainly gamify HR processes (Polyanska, Andriiovych, Generowicz, Kulczycka, & Psyuk, 2022).

R.J. Rodrigues da Silva, R.G. Rodrigues, C.T. Pereira Leal noted that gamification is a tool often used to improve the teaching and learning process, helping teachers and students achieve their goals in the short, medium and long term. For the first time, the expediency of applying gamification to management is outlined. A conceptual model has been developed that shows the current level of gamification, its applicability, the main designs, the target audience and the type of organizations that use it. The main stakeholders using gamification in an educational context were identified, and the application of this tool to higher education was highlighted. The main connections in the conceptual model: motivation, flow, attitude, conscious learning (Rodrigues da Silva, Rodrigues, & Pereira Leal, 2019)

3 Methodology. In the work, an overview-descriptive approach, methods of analysis, synthesis, abstraction and generalization were used to study gamification as a tool for managing the quality of business education. In the process of studying gamification as a tool for managing the quality of business education, a comparative method was used. Also, a graphic method for determining the stages of using gamification in the spheres of activity, the main directions of action on the quality of business education during gamification, the mechanism of managing the quality of business education through gamification.

4 Results. Conceptual approaches division into periods

The purpose of the article is to determine the expediency and model of using gamification as a quality management tool in business education.

The most popular in the world are 7 quality management systems: ISO – International Organization for Standardization; EFQM—European Foundation for Quality Management; MBNQA—Malcolm Baldrige National Quality Award; SQA—Singapore Quality Award Framework; CFFBE—Canadian System for Business Excellence; ABEF – Australian Business Excellence Framework and TQM – Total Quality Management. They show customer orientation. The most important quality indicators in quality management systems are leadership, strategic planning, customer orientation, process management, business results, knowledge management, improvement, measurement, partnership relations, information, policy, innovation, resources (Polinkevych, Pavlikha, & Voichuk, 2022). Common elements are leadership, planning and strategy, customers, staff, processes, results for the customer, for staff, for society, key results. All of them are the most important according to the education quality management system.

In martial law, distance learning, digital services and solutions need to change. This reinforces the decision of the Ministry of Education and Science to attract as many donors, organizations and representatives of the business sector as possible to support digital education in Ukraine. Together with the “War Child” office in the Netherlands, the MES started developing content with gamification elements for students in grades 1–4 in mathematics and reading (MES, 2022).

In the report Gartner it is noted that more than 70% of companies on the list use gamification elements today Forbes Global 2000. Every year, more and more organizations gamify business operations (Gamification 2020, 2012).

Based on research data (Rodrigues da Silva, Rodrigues, & Pereira Leal, 2019) it can be noted that the use of educational games as a means of learning is an approach that can strengthen not only

knowledge, but also the ability to communicate and collaborate with colleagues in terms of understanding the learning content. For the first time, gamification was used in marketing, later in medicine, environment, sports, engineering, mathematics, informatics, biology, communication, psychology (Table. 1).

Table. 1. Stages of using gamification in the spheres of activity (Rodrigues da Silva, Rodrigues, & Pereira Leal, 2019)

Year	Field of activity
2011	Marketing
2013	Medicine, informatics
2014	Environment, sport, psychology
2015	Mathematics, biology, communication
2017	Engineering

Gamification has a ternary purpose:

- 1) support and motivation of users to perform the assigned task;
- 2) involvement of users in activities;
- 3) maintaining the interest of users in a particular field that can improve learning.

In management education, gamification began in the US with the Top Management stimulus in 1961, universities in Michigan, California, Pennsylvania, and Indiana used many management decision-making games (since 1961), followed by Monopoly in 1999. Gamification was actively used when teaching accounting, financial accounting, PowerPoint, Excel, management, entrepreneurship, tourism, innovation, industrial production (Rodrigues da Silva, Rodrigues, & Pereira Leal, 2019).

There are two types of gamification (Polyanska, Andriiovych, Generowicz, Kulczycka, & Psyuk, 2022):

- External gamification is aimed at consumers, the main purpose of which is to increase their loyalty and company revenues. This type of gamification is used for groups of individual customers who already use the company's services and who simultaneously benefit from gamification.

- Internal gamification is aimed at increasing the productivity of the company's personnel. In addition, this group is no less important for gamification tools, because, implemented by a competent HR management, they allow the company to develop dynamically by attracting the right qualified employees, as well as ensuring the best use of their potential.

The following companies use gamification in Ukraine: Ukr Post, Vodafone UA, KFC, Alfa Bank, Teple Misto, Interpipe, Cafe "Desyatka", McDonald's, PwC, "Nova Poshta", Netpeak, Promavtomatyka Vinnytsia, Silpo, Furshet, 100ok and ATB.

The main methods of gamification are: quests, accrual of rating points for completed tasks and the opportunity to receive a reward for this, strategic, situational and corporate games and tournaments, simulation games for training and stimulants.

According to research conducted by scientists in the paper (Polyanska, Andriiovych, Generowicz, Kulczycka, & Psyuk, 2022), only 30% of respondents know about gamification, 42.5% do not know about it, and 27.5% have only heard something about it, but do not know what it is. At the same time,

60% of respondents have experience working with gamification, 72.5% confirm the effectiveness of gamification, 71.4% believe that there is an overwhelmingly positive impact on staff relations due to increased work productivity.

Gamification affects the quality of business education. Thanks to it, the processes are improved:

- 1) certification of personnel;
- 2) staff motivation;
- 3) staff training and development;
- 4) strengthening of corporate culture and internal communication.

Fig. 1 shows the main directions of action on the quality of business education of gamification.

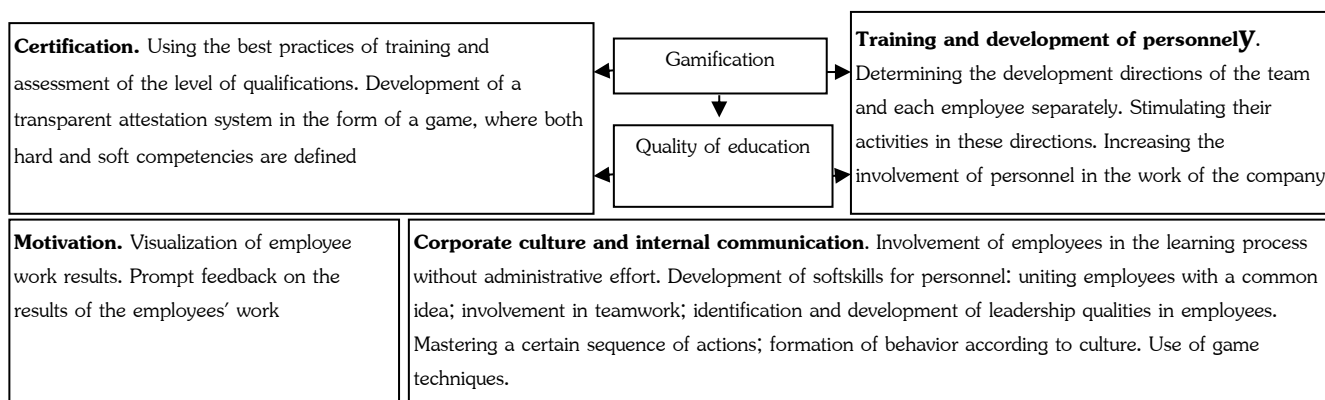


Fig. 2. Main directions of action on the quality of business education during gamification

You can improve the quality of business education through the use of the following methods based on gamification:

- Encouraging employees to develop and adapt to new digital tools such as CRM (Customer Relationship Management), digital workplace, service management, ERP (Enterprise Resources Planning), internal, etc.;
- Enhancing employee productivity through competition using games to increase motivation;
- Determining the launch and productivity of gamification, as well as the strategic plan for its implementation by successfully engaging employees in new processes and practices;
- Tracking and evaluating individual performance through ratings, levels, or statuses and designing reward systems that meet each employee's recognition needs;
- Encouraging knowledge sharing and creating healthy competition to promote a positive approach to transformation within the company;
- Engaging communities of managers or ambassadors to change management representatives.

The strategy should be the basis of the quality management mechanism of business education. It is worth using the following management strategies (Polyanska, Andriiovych, Generowicz, Kulczycka, & Psyuk, 2022):

1. Competitive strategy. There is one winner in the strategy. This method will help motivate employees and stimulate them to improve the quality of work. During the game, employees can accumulate points, create public leaderboards and cover the progress of the competition on social networks. The main advantage of competitions is that they increase the overall level of quality and speed of work, revealing the leader in the team.

2. Win-Win Strategy: There are no winners and losers in these games, and they allow players to reach the maximum number of participants. Depending on the quality of the work performed, employees can be awarded badges of different levels. It is very important not to forget about the visualization of rewards. All achievements of employees should be stored in an accessible place. The best option is to post the awards on the employee's profile on the Internet, and the news that the employee received the award can be public.

3. Aesthetic strategy: the achievements of employees should be aesthetically visualized. Chart and graph formats used to be popular, but this format is now considered obsolete. Instead, ratings can be represented as a tree that grows and becomes more fertile as the employee increases their knowledge, or that withers if not developed. Such a visualization will allow the employee to see his results and determine the vector of further development.

4. Quest strategy: Quests not only help to find a leader in the team but also to unite the team. Employees are united by common problems; together they look for ways to solve a certain problem, bringing them together as a team.

However, gamification has a number of advantages that weaken the quality of business education. Including:

- Human characteristics are neglected, and only ratings and competition are determined.
- Most staff can experience stress, which will reduce productivity.
- The privacy of individual gamification participants is violated.
- There is additional pressure on the staff as everyone strives to win and be successful, which makes cheating possible against the rules of the game.
- Personal work efficiency is subjective, each participant in the process evaluates labor productivity differently, which does not always coincide with objective indicators.

The mechanism of managing the quality of business education through gamification is shown in fig. 2.

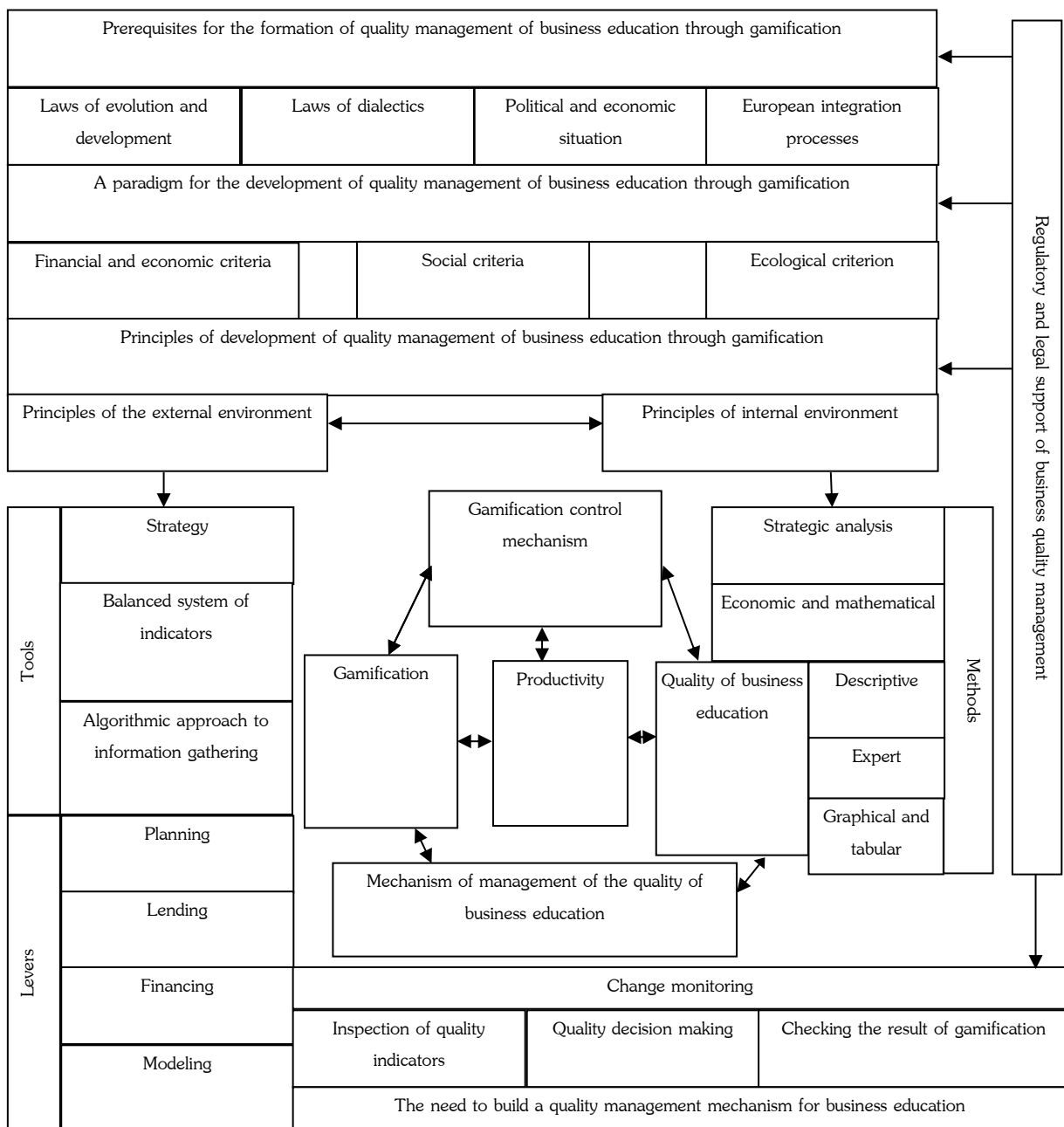


Fig. 2. Mechanism of quality management of business education through gamification

The main elements of the quality management mechanism of business education through gamification should be:

1. Target formation block. Here, the main goals of gamification, as well as the goals of the quality of business education, are defined.
2. Analysis block. It involves the study of the main indicators of the quality of education, indicators of measuring the activity of the enterprise as a result of the gamification process.
3. Audit block. It compares the planned indicators with the actual ones.
4. Control unit. Management of quality and gamification processes at all levels of management is assumed.

5. Controlling block. Contains a system of indicators, thanks to which it is possible to diagnose deviations of actual indicators from planned ones at the early stages.

6. Correction and implementation block. It analyzes deviations and develops a strategy to overcome these deviations.

The mechanism for managing the quality of business education should include a philosophy that should be based on awareness, loyalty to the environment, and its positive perception by all stakeholders. An exception is an increase in labor productivity and profit, which should be directed to business development. Work on productivity growth must continue constantly. The basis of the quality management mechanism of business education is labor productivity, which is the main measure of the successful operation of the enterprise and determines development priorities. Monitoring is a mandatory element of the mechanism.

The business education quality management mechanism and the gamification management mechanism are two different but interdependent blocks. They involve different approaches and set different goals. The goal of the business education quality management mechanism is to provide and receive quality services in the shortest possible time with minimal costs. The goal of the gamification management mechanism is to involve personnel in training based on the principles of motivation, interest, development, and self-improvement, rather than coercion and obligations.

It is worth noting that in business, consumers are looking for gamified systems that bring them pleasure, reward, competition, social interaction and recognition, customization, and a sense of community. Gamification also allows companies to collect spontaneous and valuable data about consumer thoughts and interactions. In general, gamification can be considered an innovative tool for popularizing the quality of business education by facilitating the interaction of consumers with other market participants.

In the book "For the Win: How Game Thinking Can Revolutionize Your Business" there are 6 steps for implementing gamification, taking into account the characteristics of the quality of business education (Werbach, Hunter, 2012):

1. Set gamification goals using SMART goal settings. Goals should be measurable, specific, relevant, achievable, and time-bound. Gamification tasks (such as increasing conversions, promoting products and services, increasing engagement on a website or social media, etc.) should have these five characteristics. In the future, when developing a game system, you should constantly adhere to the established goals and bring each element of the system into line with them.

2. Determine the target behavior of the players. Think through the behavior that is expected from the participants of the gamification system. The specific steps they need to take to achieve their business goals in the first phase. It is necessary to describe the chain of actions of the players, which will serve as the basis for designing the system.

3. Describe the players. Based on the information of web analytics, it is possible to determine the main types of consumers, their interests, and habits. At the stage of implementing gamification, it is necessary to investigate the problems more deeply, to understand their relevance.

4. Develop the structure of the gamification system. According to Hunter and Werbach, the structure of the game system has two levels (Introduction). At the micro level, there are engagement cycles. This is the chain "motivation to action → action → feedback". At the macro level, the "player's journey", the name of which was given by the authors of the methodology, creating an exciting story on

the basis of which the gamification system was created, is the story of the player's development from a beginner to a master.

5. Give players pleasure. There is a risk of shifting attention to the development of gamification mechanisms and system structure, although the game should be a pleasant activity, entertainment. Sometimes there is a need to look at the system being created through the eyes of a participant in order to understand whether a certain game will be enjoyable. The system will not work if the developer does not ensure that the needs of the players are met.

6. Build a gamification system. Considerable use of technologies is necessary for the full operation of the game system. In particular, the implementation of gamification on the website, in applications on mobile devices or even with the help of physical devices. It is necessary to combine all the structure and information prepared in the previous stages of development, adding game dynamics and mechanics to them, creating a system.

5. Discussion. An important aspect of the quality of higher education is the formation of leadership qualities among employees, planning and defining a development strategy, awareness and openness of information, customer orientation, and evaluation of results. These elements are defined in various education quality management systems, in particular: ISO, EFQM, MBNQA, SQAf, CFfBE, ABEF, TQM. In Ukraine, gamification in business education is just beginning to develop. It is used not only by educational institutions, but also by enterprises: Ukr Post, Vodafone UA, KFC, Alfa Bank, Teple misto, Interpipe, cafe "Desyatka", McDonald's, PwC, "Nova Poshta", Netpeak, Promavtomatyka Vinnytsia, Silpo, Furshet, 100ok and ATB. In them, gamification occurs in the form of quests, rating points for completed tasks and the opportunity to receive a reward for this, strategic, situational and corporate games and tournaments, simulation games for training and stimulants. In general, the research carried out in the article confirmed the following provisions that can be used in personnel management with the help of gamification tools.

It is noted that the role of gamification in quality management of business education is growing. Current programs provide for the presentation of simulation samples in management, which can be used for educational purposes at enterprises. Gamification is primarily related to incentives that motivate employees to achieve better results. In turn, game learning is associated with games that have a developmental effect – they provide certain knowledge or develop skills. Elements of games and social networks to manage the quality of business education are powerful tools for increasing staff engagement and effective performance of professional tasks. Examining different types of gamification makes it possible to define the principles of gamification in terms of the rules that players must follow in order to achieve the goals of the activities embedded in the game. One of the powerful tools of business education quality management for increasing staff engagement and effective performance of professional tasks are elements of games and social networks. Gamification can be of different types (external and internal). It makes it possible to define the principles of gamification in terms of the rules that players must follow in order to achieve the goals of the activities embedded in the game. Gamification is most often used to ensure the quality of business education the method of competition to motivate employees and encourage them to improve the quality of work; Win-Win strategy – a method of rewarding employees depending on the quality of the work performed; aesthetics and emotional coloring, a method that uses the

aesthetically visualized dimension of the company's employees; and quests – a method that helps not only to determine the team leader, but also to unite the team by solving typical situations and participating in the decision-making process. During gamification, team members can be multi-generational, that is, the manager must determine the individual level of technical skills of each employee and decide whether they will be able to use the game as a performance indicator. Gamification is relevant not only at the enterprise level, but can also be used for educational processes at universities. The main measures for the introduction of gamification at the enterprise level are training, creation and development of appropriate digital platforms, ensuring the compliance of these actions with the strategy and plans of the organization, improving the gamification environment and motivating employees to participate in the gamification process to perform personnel management functions. Gamification should be considered in the context of digital transformation.

Business education primarily differs from the traditional level of practical application, when the student is in a constant mental process, sees mistakes, shortcomings and makes the right decision. The quality of business education is ensured by the following programs: at classical universities, at advanced training, professional retraining and MBA programs, at corporate universities. Corporate universities arose in the companies McDonald's, Disney, Coca-Cola, Motorola, Procter & Gamble, General Electric.

The quality of education is the factor that determines the economic development and competitiveness of the country, increases the world rankings.

The authors proposed the main directions of action on the quality of business education with gamification, including staff certification, staff motivation, staff training and development, strengthening of corporate culture and internal communication. They can be implemented through the proposed mechanism for managing the quality of business education through gamification. It contains such blocks as goal setting, analysis, auditing, management, controlling, correction and implementation. It contains indicators of gamification, labor productivity, and quality of education.

In the future, it would be worthwhile to consider in detail the relationship between gamification and the quality of education, to highlight the main indicators for evaluating these components. Also, the authors of the work did not raise questions about differences or similarities in approaches to providing business education at enterprises and in educational institutions. This is the subject of further research.

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Quality of education for ensuring sustainable development in Ukraine

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ABSTRACT

The article examines the development of systems of internal and external quality assurance of higher education. The Human Development Index of Ukraine was studied in comparison with European countries, in terms of regions of Ukraine, and the change in dynamics over the years was evaluated. The influence of the war on the quality of education in Ukraine is studied, in particular, the share of damaged/destroyed educational institutions in Ukraine during the 9 months of the full-scale war in Ukraine is given. It is proposed to form an effective management system that takes into account the specifics of provision, consideration, and satisfaction of interests between stakeholders and universities. Ways to improve the quality of education in Ukraine on the path of sustainable development are proposed.

KEYWORDS: quality of education, European ESG standards, quality of educational services, sustainable development of education, European Higher Education Area, education quality monitoring, system of internal assurance of university education quality.

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1.Introduction.The right to education is one of the fundamental and integral rights, declared by the General declaration of human rights. From the point of view of human development, education drastically expands possibilities for a person, because it positively influences different sides of life activity, health conditions, public and political activity, access to knowledge and skill to operate it at work and in everyday life, raising a child, etc. One of the conditions to achieve balanced (sustainable) development is science and education, which are, at the same time, the most important tools for effective management, justified decision-making, development of democracy. At all stages of development and the embodiment of the concept of sustainable development – from clarification of needs, and formulating ideas to practical realization, it requires a strong, deep, and branched scientific and theoretical background and the broadest possible educational and explanatory work.

The purpose of the research: scientific and methodological substantiation of the organizational and economic mechanism of integration of the quality of higher education into the European educational space. To achieve this goal, the following tasks are solved: the state of the internal system of assurance of higher education quality in the universities of Ukraine is researched.

2.Literature Review. The idea of sustainable development has been aroused from United Nations Conference on the Human Environment in Stockholm (Sweden, 1972). (Conference on Environment and Development, 2000). From that time, two global events happened. One of them is the Universal Committee of the UN of environment and development 1987(Our common report on the future) (Conference on Environment and Development, 2000), and the Conference of the UN of environment and development 1992(Summit in Rio-land). For UNESCO, education, for sustainable development, envisions the integration of key questions about sustainable development in education. This can include, for instance, instructions about climate change, decreasing the risk of natural disasters, and biodiversity, and decreasing poverty and sustainable consumption. It also demands methods of participation and teaching, which motivate and give an opportunity for pupils to change their behavior and take action for sustainable development. So, SDE promotes the development of concepts like critical thinking, imagining future scenarios, and making joint decisions (Education for Sustainable Development Goals, 2017). Sachs J.D. points out, that global sustainability challenges need to be solved with help of knowledge and facts (to know, how the real world is, and which problems are relevant) and in real-life conditions (Sachs J.D, 2015)

3.Methodology. In the process of research, we used general scientific methods, in particular: monographic – with the theoretical justification of the topic, the principles of diversification and decentralization, measures and tools of the mechanism of integration of higher education system in Ukraine; graphic – to visualize the proposed algorithm for continuous quality measurement, scientific generalization – in the development of proposals for improving the system of internal quality assurance of education in Ukrainian universities. The information base of the study was static data, scientific works of domestic and foreign authors, electronic resources presented on the Internet, etc.

4.Results. Universities and institutions of higher education in general play a key role in the life of a city. They are capable of acting as primary mechanisms in society, economics, and the environment on a local and international scale. While being an important ground for developing new knowledge, research, innovation, and studying future workforce, these institutions are playing a key role and influencing society.

It should be noted that practically modern Ukrainian universities execute socially important functions. In particular, they take part in the development of national, industrial, and regional programs of development for cities and territories of implementing modern technology in different aspects of life, spreading better worldwide experiences and practices, etc. With the start of the war, many universities have become centers of volunteering, and the rooms of universities and dormitories have become the hotbed of help for internally displaced persons, who were escaping war. The Campuses became home to hundreds of families.

The importance of the education component in sustainable development, which foresees mutual agreement between ecological, economic, and social factors, was accented at Universal Conference “Planet Earth” in 1992 in Rio de Janeiro. In 2002 at the Universal Summit of sustainable development in Johannesburg the plan of action was approved, and it was recommended to announce “The Century of Education for sustainable development”. In accordance with this recommendation, the General Assembly of the UN on the 57th session in September 2002 instructed UNESCO to be the lead agency in preparation and carrying out “The Century of Education for sustainable development”. The Council of UNESCO on the 166th session in April 2003 validated the decision for the realization of “The Century of Education for sustainable development”, starting from the 1st of January 2005. The report of the regional meeting of ministers of the European Economic Committee of the UN of preparation for the Universal Summit on the topic of sustainable development in Johannesburg, 2001 (Sustainable development of education, 2005). In the document, for the first time, on the global level, the question was raised about the necessity of international agreements and actions in the sphere of education for sustainable development. In the 31st paragraph, it is stated that the education system should be improved and an education program should be created for sustainable development for the purpose of deepening overall knowledge of how to implement sustainable development in practice. The level of education is one of three aspects of the Human Development Index (together with GDP per capita and average life expectancy) The Human Development Index (HDI), which is presented in three dimensions, reflects key opportunities in ensuring the entire process of human development, is considered a generalized indicator: to live a long and healthy life (dimension – longevity); acquire, expand and update knowledge (dimension – education); to have access to means of livelihood that ensure a decent standard of living (dimension – the material standard of living).

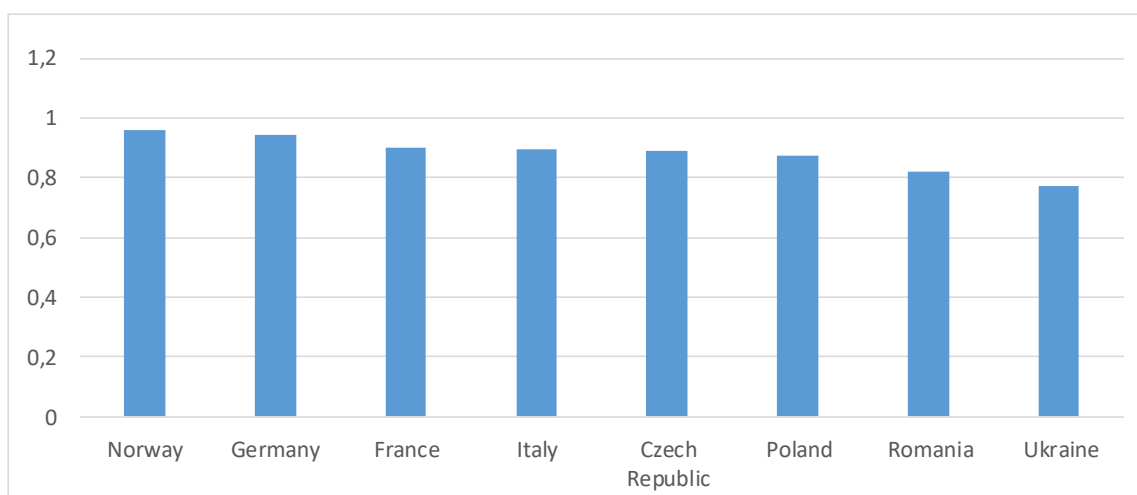


Fig. 1. Human Development Index, 2021 (Human Development Report, 2022)

The HDI indicator for each country shows how much remains to be done for that country to achieve the selected goals – an average life expectancy of **85** years, full literacy of the population and continuous coverage of education for the youth, and a level of average annual income per person of **\$40,000** at purchasing power parity national currency. These goals are closer, the closer the HDI value is to one. Ukraine ranks **77th** in the ranking of countries according to the Human Development Index, having risen by **10** points compared to **2019**, in which it ranked **88th**. The third component of HDI is most relevant to the financial security of households, as it characterizes the socio-economic component of citizens' lives. Incomes and expenses are the key characteristics of the financial condition of households that directly affect their financial security.

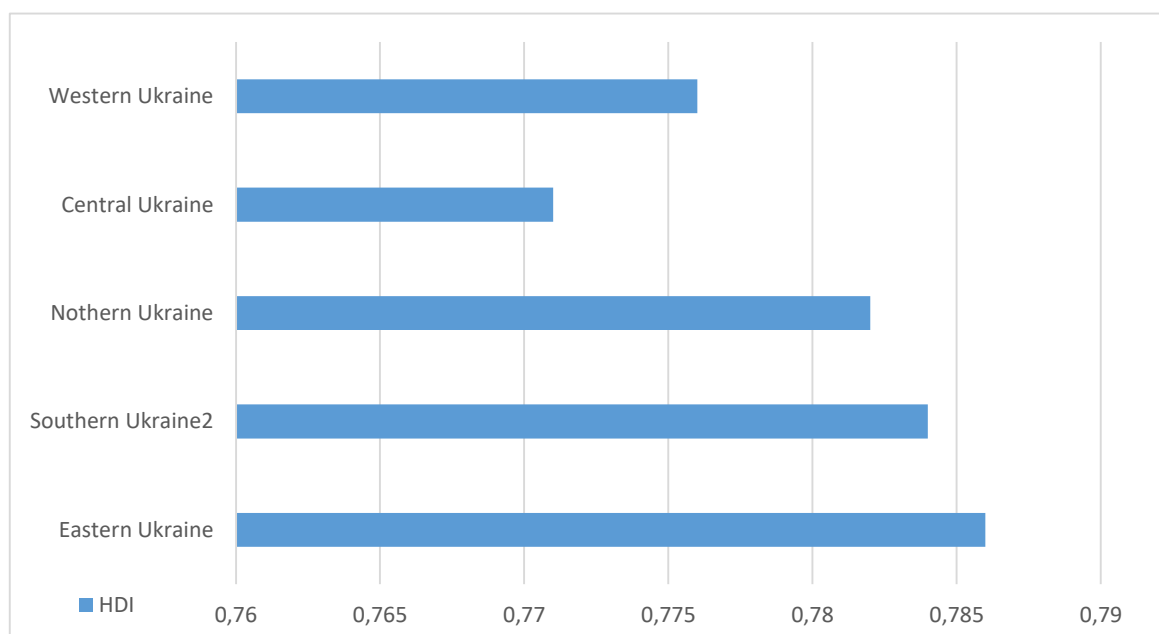


Fig. 2. List of regions of Ukraine by Human Development Index as of 2020 with data for the year 2019, (Human Development Index. 2020)

We can observe, that in **2019** the highest HDI in terms of the region was in Eastern Ukraine, and the lowest – was in Central Ukraine, at the same time, if we look at **2022**, Eastern Ukraine suffered

the most, especially talking of buildings of educational institutions and population. The dynamic of HDI in Ukraine is interesting throughout the years.

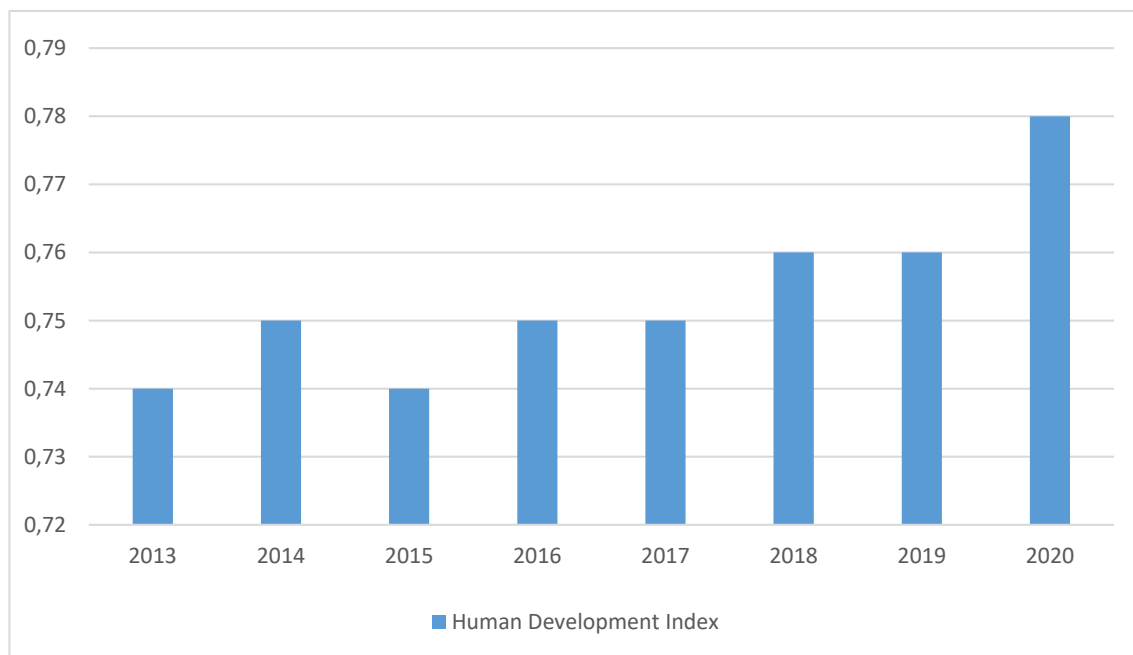


Fig. 3. Human Development Index of Ukraine (Human Development Index of Ukraine, 2022).

As of November 2022, according to data from Ministry of Education and Science of Ukraine 2783 institutions have been damaged by bombing and shelling, and 337 were destroyed. The part of damaged/destroyed objects is 6.8% of the total amount of educational institutions. It is no wonder that HDI will decrease in 2022 due to war, after all, all educational institutions have been temporarily shut down, and then have been transferred to online studying. Many children were forced to leave their homes and move out to other Ukrainian regions, which were more peaceful, or to other countries. Universities, which suffered the most:

- Kharkiv region (1 institution destroyed, 19 – damaged);
- Donetsk region (6 – damaged);
- Zaporizhzhia region (4 – damaged);
- Chernihiv region (3 – damaged);
- Mykolaiv region (3 – damaged).

Study rooms, equipment, sports halls, Campuses, assembly halls, and buildings of educational institutions were destroyed. According to the Ministry of Education and Science of Ukraine, during 10 months of the war, there are 7 million children in war (Ministry of Education and Science of Ukraine, 2022).

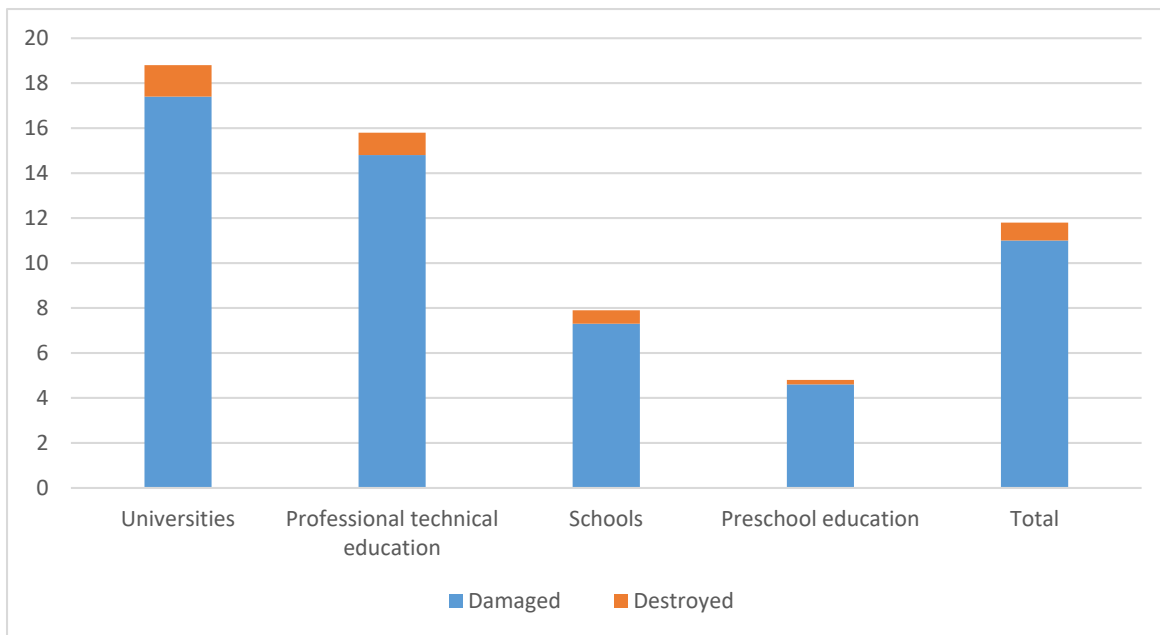


Fig. 4. The shares of damaged/destroyed educational institutions from total amount, by types, %, (Ministry of Education and Science of Ukraine, 2022).

Higher Education, Proftech education, secondary education, primary education, total Damaged, destroyed. The given data show that higher education institutions have been damaged/destroyed the most among all types of educational institutions. This is partly explained by that in Kharkiv Region, which suffers almost the most, 63 higher and pre-high education institutions are located, which is the second highest indicator in the country after Kyiv. Understandably, the more continued and intense combat operations were in the region, the more educational institutions were damaged/destroyed (as well as other buildings). For instance, the third region in this list is the Mykolaiv region, which took on the main strikes of the Russian Army at the southern front. The proportionate damage to the educational sector is in northern regions. At the same time, the amount of damaged/destroyed educational institutions in the Kherson and Zaporizhzhia regions, which were partly under occupation from the first days of the war, was half as much. So, the destruction of educational infrastructure in the north was limited in time, but much more intense. In regions, which was not occupied, the scale of destruction is smaller. However, almost in every region, except four regions on the west (Volyn, Zakarpattia, Ternopil, and Chernivtsi region), at least one educational institution was damaged because of aerial bombardment. In the Kharkiv region, because of the above-mentioned periodical aerial bombardment, at least every third educational institution was damaged, in the Mykolaiv region – one of six, in the Chernigov region – at least one of seven and in the Kyiv region – one of nine, (Tymchuk & Panasyuk, 2022).

5. Conclusion. The main goal for sustainable development is the competence of people, who contribute to the process of sustainable development. Education for sustainable development needs to be based on a complex approach to problems of social, economic, and ecological problems, and informing must be looked upon as a process that complements education. For implementing education for sustainable development we should:

- create a regulatory framework, which covers all aspects of sustainability at every level of education;
- increase the level of competence of employees of the educational system, to include questions of sustainable development in the educational process;
- give an opportunity to persons, who study to be responsible themselves for the process of their study;
- provide equality of access to education to all members of society;
- support the realization of scientific and practical seminars, and conferences with the theme of sustainable development for other students of higher education institutions;
- expand international cooperation with leading European, American and Canadian universities with an accent on mutual scientific research, and academic exchange;
- implement new forms of organization of educational process for Master's degree students (such as international student Internet seminars, the work towards getting the certificate of one of the leading western universities according to results of studying a certain course, etc.).

Achieving inclusive and quality education once again proves the belief that education is one of the most powerful and proven remedies for sustainable development.

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**The strategy and effectiveness of The American Israel Public Affairs Committee in lobbying
The United States Congress**

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ABSTRACT

This qualitative research study examines the strategy and effectiveness of the American Israel Public Affairs Committee (AIPAC) in lobbying the United States Congress. The research question focuses on how AIPAC's strategy can influence current US foreign policy and how effective it is. The study applies the theory of authority by Max Weber and the foreign policy concept by John Lovell's to analyze the data obtained. The research findings reveal that AIPAC's lobbying efforts have been successful, as evidenced by the significant foreign aid given by the US government to Israel annually, amounting to \$3.8 billion. Additionally, AIPAC has also successfully advocated for US government support for Israeli settlements in the West Bank. Overall, this study sheds light on the powerful influence of interest groups on US foreign policy and the effectiveness of their lobbying efforts in shaping it.

KEYWORD: AIPAC, Israel, United States of America, Lobbying, Interests, Foreign Policy

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Introduction. The diplomatic relations between the United States and Israel were established on May 14, 1948, immediately following Israel's declaration of independence. The United States was one of the first countries to recognize the newly-formed State of Israel. President Harry Truman made a statement in support of the recognition of the State of Israel, saying "This government has been informed that a Jewish state has been proclaimed in Palestine, and recognition has been requested by the provisional government thereof. The United States recognizes the provisional government as the de facto authority of the new State of Israel." (Truman Library, n.d.). This relationship is based on shared democratic values, security interests, and cultural ties. The United States has been Israel's strongest ally and has provided military, economic, and diplomatic support to Israel. In return, Israel has been a strategic partner for the United States in the Middle East and has provided valuable intelligence and technology.

According to the United States Department of State, "The United States and Israel share a commitment to democracy, a respect for the rule of law, and a belief in the inherent dignity and worth of every human being. The friendship between our two countries has been forged by common interests and shared values." (U.S. Department of State, 2021). One of the key areas of dependency between the United States and Israel is in the realm of security. The United States has been a major provider of military aid to Israel, with the two countries signing a Memorandum of Understanding in 2016 that provides Israel with \$38 billion in military aid over ten years (U.S. Department of State, 2021). This aid has been crucial for Israel's defense, particularly in the face of threats from Iran and other regional adversaries.

In addition to security cooperation, the United States and Israel have a strong economic relationship. Israel is a key trading partner for the United States in the Middle East and the two countries have signed a free trade agreement that has increased trade between them (U.S. Department of State, 2021). Another important aspect of the relationship between the United States and Israel is the shared cultural ties between the two countries. The United States is home to a large Jewish population, and Israel is the world's only Jewish-majority state. This shared heritage has created a strong bond between the two countries and has contributed to the support for Israel.

To maintain the continuity of the United States' support for Israel, Israel also seeks to lobby the US government. Lobbying is done to strengthen US government's support for Israel. There are many lobbying organizations in the United States, but the most influential one is American Israel Public Affairs Committee (AIPAC). AIPAC was founded in 1963 by Isaiah L. Kenen (Schouten, 2015). Kenen left the Israel Office of Information to lobby for the American Zionist Council and later became chairman of the American Israel Public Affairs Committee. The American Israel Public Affairs Committee is the only American organization whose main mission is to lobby the United States government on issues and legislation related to Israel to strengthen relations between the United States and Israel.

AIPAC is officially registered as a domestic lobby supported by private donations and not from the Government of Israel, the United States of America, or any national or foreign organization (Charles, 1990). The American-Israel Public Affairs Committee strives to continually improve United States-

Israel relations and staff and activists from the American-Israel Public Affairs Committee continually educate decision makers to think that the relationship between America and Israel is very important (Tonce, 2016). The American Israel Public Affairs Committee also convinced the United States authorities that the cooperation between the two countries would benefit one another.

Therefore the American Israel Public Affairs Committee asks all members of Congress to support Israel through various existing schemes such as through foreign aid, government cooperation, anti-terrorism efforts, and promoting the two-state solution that has been negotiated, namely the demilitarized Jewish state of Israel and Palestine. The American Israel Public Affairs Committee has been in America for a long time and has very close and mutually bonding relations with the United States and Israel. The American Israel Public Affairs Committee should not have significant influence over United States foreign policy.

Because after all that should play a big role in making every foreign policy decision is the authority of the United States itself. However, the facts prove that the American Israel Public Affairs Committee, which is a 'pro-Israel' interest group, is very influential on United States foreign policy. Therefore, this research was conducted to answer the question how the American-Israel Public Affairs Committee (AIPAC) strategy can greatly influence the current United States foreign policy and how effective is it?. This research is significant because AIPAC's influence on US foreign policy has been a topic of much debate, with critics claiming that their influence is disproportionate and undermines US interests. Therefore, understanding AIPAC's strategy and effectiveness in lobbying the US Congress is crucial in evaluating the role of interest groups in shaping US foreign policy

Theoretical Concept. To achieve answers to these questions, this research will use foreign policy concept by John Lovell's and the theory of interest by Roscoe Pound as an analytical tool.

Theory of authority by Max Weber

Max Weber was a German sociologist, philosopher, and political economist who contributed significantly to the development of social theory in the early 20th century. One of his key concepts is the theory of authority, which he defines as "the probability that a command with a given content will be obeyed by a given group of persons" (Weber, 1978, p. 328). In other words, authority is the ability to influence others to act in a certain way, based on the legitimacy of the source of that influence.

Weber identified three types of authority: traditional, charismatic, and legal-rational. Traditional authority is based on long-established customs and traditions, such as the authority of a king or queen. Charismatic authority is based on the personal qualities of the leader, such as their charisma, vision, and ability to inspire others. Legal-rational authority, on the other hand, is based on formal rules and regulations, such as the authority of a government or a legal system.

In the case of the Israeli lobby in America, legal-rational authority is the most relevant type of authority. The Israeli lobby is a political organization that seeks to promote the interests of Israel in the

United States. Its authority is based on the legal and political institutions of the United States, such as Congress, the executive branch, and the courts. The lobby uses a variety of tactics to influence these institutions, such as lobbying, campaign contributions, and public relations campaigns. However, the Israeli lobby also has elements of traditional and charismatic authority.

For example, it appeals to the traditional ties between the United States and Israel, such as the shared values of democracy and freedom. It also promotes charismatic leaders who are seen as strong supporters of Israel, such as the former President Donald Trump. Over all, Max Weber's theory of authority helps to explain the complex relationship between the Israeli lobby and American politics. The lobby's authority is based on a combination of legal-rational, traditional, and charismatic elements, which allow it to influence American policies towards Israel.

Foreign policy concept by John Lovell's

John Lovell's Foreign Policy Concept, as explained in his book "Understanding International Relations: The Value of Alternative Lenses" (2013), emphasizes the importance of analyzing the role of domestic politics and interests in shaping a state's foreign policy. According to Lovell, foreign policy is not only influenced by external factors such as international institutions and power balances, but also by domestic factors such as interest groups, public opinion, and bureaucratic politics.

Lovell argues that "foreign policy is a contested terrain" where various domestic actors with different interests and perspectives struggle to shape policy decisions (Lovell, 2013, p. 3). He emphasizes the importance of analyzing the role of interest groups in foreign policy decision-making, as they often have significant influence on policy outcomes. Lovell also highlights the importance of understanding the ideological underpinnings of foreign policy, as different political ideologies can shape a state's goals and strategies in the international arena. This concept will be used as a lens to analyze the impact of profits on US foreign policy towards Israel.

Literature Review

The literature on the Israeli lobby is extensive and varied, with scholars from different disciplines offering different perspectives on the topic. Many scholars argue that the Israeli lobby wields significant influence over U.S. foreign policy, particularly in relation to the Middle East. Mearsheimer and Walt (2018), for example, argue that the lobby has successfully pushed the U.S. government to adopt policies that are not in its own national interest, such as the invasion of Iraq in 2003. Similarly, Khatib (2021) argues that the lobby's influence is evident in the Trump administration's decision to recognize Jerusalem as Israel's capital and to withdraw from the Iran nuclear deal.

Another key theme in the literature is the role of money in the Israeli lobby's influence. Many scholars argue that the lobby's financial contributions to political campaigns and lobbying efforts have played a significant role in shaping U.S. policy towards Israel. Doherty and Paterson (2019), for example, argue that the lobby's campaign contributions have helped to ensure that U.S. politicians are overwhelmingly supportive of Israel, even when its policies are at odds with U.S. interests.

While the Israeli lobby is often portrayed as a monolithic entity, some scholars argue that it is actually quite diverse, with different organizations and individuals advocating for different policies and approaches. As Kattan (2021) notes, there are significant differences between groups such as AIPAC and J Street in terms of their goals and strategies. Moreover, some scholars argue that there are divisions within the lobby itself, with some groups advocating for a more hardline approach towards Israel and others advocating for a more moderate approach.

Finally, many scholars argue that the Israeli lobby is undergoing significant changes, both in terms of its goals and its methods. As Scheindlin (2019) notes, younger American Jews are becoming increasingly critical of Israel's policies, which could lead to a shift in the lobby's priorities. Moreover, some scholars argue that the lobby's traditional methods of influence, such as lobbying and campaign contributions, may be losing effectiveness in the face of changing demographics and the rise of social media.

In conclusion, literature on the Israeli lobby is extensive and varied, with scholars offering different perspectives on its power, influence, and diversity. While there is significant debate over the lobby's role in shaping U.S. policy towards Israel, there is a growing recognition that the lobby is undergoing significant changes, both in terms of its goals and its methods. As such, it is likely that the debate over the Israeli lobby will continue to be an important topic of discussion in the years to come

Research Methodology

Research Design: The research design for this study will be qualitative, as it will provide a detailed understanding of AIPAC's strategy and effectiveness in lobbying the US Congress. A case studies will be used as a data collection technique to gather and analyze relevant information on the topic.

Research Objectives: The objectives of this research are to:

- Analyze the strategy and tactics used by AIPAC in lobbying the United States Congress.
- Examine the level of influence that AIPAC has on the current US foreign policy.
- Evaluate the effectiveness of AIPAC's lobbying strategy in achieving its goals.

Data Sources: The data for this study will be collected from published academic sources, government reports, news articles, and online databases. The data sources will be selected based on their relevance to the research question.

Data Collection: The data collection technique for this research will be a case studies. Case studies involve in-depth analysis of a particular individual, group, or situation. Researchers can collect data through interviews, observations, and document analysis related to AIPAC's lobbying strategy, its influence on the US foreign policy, and its effectiveness in achieving its goals.

Data Analysis: The data collected will be analyzed using thematic analysis. The researcher will identify key themes related to AIPAC's strategy, its influence on the US foreign policy, and its effectiveness in achieving its goals. The researcher will use software tools such as NVivo to facilitate data analysis.

Limitations: The limitations of this research include the possibility of biased data sources and the limited scope of the study. The research will be limited to a literature review, which may affect the generalizability of the findings. Additionally, the research may be affected by the availability of relevant data sources.

Results and Discussion

The dynamics of the relationship between America and Israel from the presidency of Barack Obama to Donald Trump

The relationship between the United States and Israel has been an interesting topic for several decades. We can observe the dynamics of the relationship between America and Israel during each presidential administration. The relationship between America and Israel often varies from one presidency to another. For example, during the Obama and Trump administrations, the dynamics of the relationship between America and Israel underwent several changes. Here are some points related to the relationship between these two countries during this period.

Under the Obama Administration (2009-2017)

The relationship between the United States and Israel during the Obama administration was characterized by tensions, especially in the first term. Obama was known for his more "even-handed" approach to the Israeli-Palestinian conflict, which some Israelis saw as less supportive of Israel. Some of the major issues that strained the relationship included:

- **Settlements:** Obama called for a halt to Israeli settlements in the West Bank, which the Israeli government rejected. In a speech in Cairo in 2009, Obama said, "The United States does not accept the legitimacy of continued Israeli settlements"(Obama,2015).
- **Iran Nuclear Deal:** The Obama administration negotiated a nuclear deal with Iran, which was strongly opposed by Israel. In a speech to Congress in 2015, Israeli Prime Minister Benjamin Netanyahu said, "This deal doesn't make peace more likely. It makes war more likely."
- **United Nations Resolution 2334:** In December 2016, the Obama administration allowed a UN Security Council resolution condemning Israeli settlements in the West Bank to pass. This move was seen by some as a betrayal of Israel.

Under the Trump Administration (2017-2021)

The relationship between the United States and Israel improved significantly during the Trump administration, with Trump being seen as a strong supporter of Israel. Some of the key moves made by the Trump administration included:

- Moving the US Embassy to Jerusalem: In May 2018, the Trump administration moved the US embassy in Israel from Tel Aviv to Jerusalem, which was seen as a major symbolic move in support of Israel (Trump, 2017).
- Recognition of Israeli sovereignty over the Golan Heights: In March 2019, the Trump administration recognized Israeli sovereignty over the Golan Heights, which had been occupied by Israel since the 1967 war.
- Cutting aid to the Palestinians: The Trump administration cut aid to the Palestinian Authority, which was seen as a punitive move for the Palestinians' refusal to engage in peace negotiations with Israel.

The AIPAC lobby during the Biden administration and how Israel's lobbying through AIPAC can influence America's policies towards Israel

As previously explained, each president has their own policy towards their relationship with Israel. This can also be seen during the Joe Biden administration, where the dynamics of AIPAC lobbying have shifted slightly. This shift is caused by several factors, and the following points are relevant to how AIPAC lobbying operates during the Biden presidency:

- Continued Support for Israel: AIPAC has continued to advocate for strong U.S.-Israel relations under the Biden administration. In a statement in May 2021, AIPAC said, "We commend the Biden administration for its commitment to Israel's security and for its strong support of the Abraham Accords" (American Israel Public Affairs Committee, 2021).
- Focus on Iran Nuclear Deal: AIPAC has been critical of the Biden administration's efforts to rejoin the Iran nuclear deal, arguing that it would not effectively prevent Iran from obtaining nuclear weapons. In a statement in April 2021, AIPAC said, "The United States must not rejoin the JCPOA absent an agreement that truly prevents Iran from obtaining a nuclear weapon" (American Israel Public Affairs Committee, 2021).
- Engagement with the Democratic Party: AIPAC has historically been associated with the Republican Party, but in recent years it has sought to engage with Democrats as well. In a letter to members of Congress in March 2021, AIPAC said, "Our organization is fully committed to working with members of both parties to strengthen the U.S.-Israel relationship" (American Israel Public Affairs Committee, 2021).
- Lobbying Efforts: AIPAC has continued its lobbying efforts in Congress under the Biden administration. In May 2021, AIPAC launched a campaign to urge Congress to pass a bill that

would provide additional funding for the Iron Dome missile defense system, which is used by Israel to defend against rocket attacks (American Israel Public Affairs Committee, 2021).

In the case of AIPAC and its influence on American policy towards Israel, legal-rational authority appears to be the most relevant. Legal-rational authority is based on rules and laws that are established through a formal system. It is authority that is derived from a set of rules that are seen as legitimate and binding. In the case of AIPAC, its influence is based on the legal-rational authority of the American political system. AIPAC is a lobbying organization that represents the interests of Israel in the United States. As a lobbying organization, it operates within the legal framework of the American political system, which allows for interest groups to influence policy through lobbying efforts.

AIPAC's influence on American policy towards Israel is also supported by the fact that Israel is seen as a key ally of the United States in the Middle East. This strategic alliance has been supported by successive American administrations, which have recognized Israel's strategic importance in the region. As a result, American politicians are often inclined to support policies that are seen as being in the interests of Israel, in order to maintain the strategic alliance. In addition to legal-rational authority, AIPAC's influence on American policy towards Israel can also be seen as a form of interest group politics. Interest group politics involves the influence of organized groups on policy decisions.

AIPAC is a well-organized and well-funded lobbying organization that has a significant amount of influence over American politicians. Its influence is based on its ability to provide campaign contributions, mobilize voters, and provide expertise on issues related to Israel. Overall, the influence of the Israeli lobby through AIPAC on American policy towards Israel can be seen as a combination of legal-rational authority and interest group politics. AIPAC operates within the legal framework of the American political system, which allows for interest groups to influence policy through lobbying efforts. Its influence is also supported by the strategic importance of Israel as a key ally of the United States in the Middle East

The American foreign policy influenced by AIPAC and the benefits of AIPAC lobby for America and Israel

As previously explained, the American Israel Public Affairs Committee (AIPAC) is a lobbying group in the United States that advocates for pro-Israel policies to Congress and the executive branch. The influence of AIPAC on American foreign policy has been a topic of debate among scholars and policymakers, with some arguing that AIPAC has a significant impact on shaping US policy towards Israel and the Middle East. Several examples of US foreign policy influenced by AIPAC can be observed, including:

- Foreign aid to Israel: AIPAC has been instrumental in securing U.S. aid to Israel, which currently amounts to around \$3.8 billion per year. AIPAC has successfully advocated for continued U.S. funding of Israel's military and defense programs, as well as economic assistance (Brookings Institution, 2006).

- Support for Israeli settlements: AIPAC has advocated for U.S. support of Israeli settlements in the West Bank, which are considered illegal under international law. The U.S. has historically opposed settlement expansion, but the Trump administration adopted a more pro-settlement stance with AIPAC's support (Al Jazeera, 2018).
- Opposition to the Iran nuclear deal: AIPAC has long been a vocal opponent of the Iran nuclear deal, which aimed to curb Iran's nuclear program in exchange for sanctions relief. AIPAC argued that the deal did not do enough to address Iran's support for terrorism and regional destabilization, and successfully lobbied Congress to pass legislation imposing new sanctions on Iran (Politico, 2016).

The impact of AIPAC's influence on American foreign policy is a matter of debate. Some argue that AIPAC's advocacy has led to a more one-sided U.S. approach to the Israeli-Palestinian conflict, and that the U.S.'s close relationship with Israel has harmed its standing in the region. Others argue that U.S. support for Israel is strategically important and that AIPAC's lobbying efforts are simply a reflection of the strong ties between the two countries.

In the case of AIPAC's influence on American policy towards Israel, the benefits derived for both countries can be analyzed through Lovell's framework. From an American perspective, the benefits of AIPAC's lobbying efforts can be seen in terms of national interests. Israel is a key ally of the United States in the Middle East, and American support for Israel serves to maintain regional stability and advance American strategic interests. Additionally, the strong relationship between the United States and Israel has economic benefits, including increased trade and investment between the two countries.

However, Lovell's framework also emphasizes the importance of balancing national interests with values. In this regard, the benefits of AIPAC's lobbying efforts for the United States are not without controversy. Critics argue that AIPAC's influence has led to a one-sided approach to the Israeli-Palestinian conflict, with the United States often seen as overly supportive of Israel at the expense of Palestinian interests.

This has raised questions about American commitment to human rights and international law. From an Israeli perspective, the benefits of AIPAC's lobbying efforts are more straightforward. AIPAC's support for Israel helps to ensure American political and economic backing for the country. This is particularly important given Israel's strategic location in a volatile region and its ongoing conflict with the Palestinians. The United States provides military and economic aid to Israel, which is seen as crucial for Israel's security and survival.

However, Lovell's framework also highlights the importance of balancing national interests and values in foreign policy decision-making. In the case of Israel, this has led to criticism of Israeli policies towards the Palestinians, particularly in regards to settlements in the West Bank and Gaza. Some argue that Israel's actions violate international law and human rights norms, and that American support for Israel undermines American credibility on these issues.

Overall, the benefits derived from AIPAC's lobby for America and Israel can be seen through John Lovell's foreign policy concept as a balancing act between national interests and values. While American support for Israel has strategic and economic benefits, it also raises questions about American commitment to human rights and international law. Similarly, while AIPAC's influence helps to ensure American political and economic backing for Israel, it also raises questions about Israeli policies towards the Palestinians.

Conclusion. The conclusion that can be drawn is that through the historical closeness between America and Israel, as well as the lobbying strategy undertaken by AIPAC through funding, grassroots movements, and controlling public opinion, it has succeeded in becoming a strong and influential lobbying organization. The success of its lobbying is evidenced by the foreign aid given by the United States government to Israel amounting to \$3.8 billion annually. AIPAC has also successfully advocated for US government support for Israeli settlements in the West Bank. In addition, AIPAC has succeeded in passing laws that have implications for the nuclear agreement with Iran. From the many successes achieved by AIPAC, we can see how its lobbying strategy has been able to advocate for and influence the US Congress, and has direct implications for the policies issued by the United States.

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Continuing educational institution quality management with Kaizen concept

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ABSTRACT

Applying Kaizen concepts to work development in educational institutions to lead to continuous educational institution quality management with the concept of Kaizen is a challenge for modern educational administrators. In order to raise the quality of educational institutions that today not only have to compete with domestic educational institutions only but also have to compete with educational institutions from abroad as well. Therefore, modern educational institutions must improve the quality management method and various environments Including the improvement of teaching styles, teaching methods, teaching materials through the Kaizen concept in order to create guidelines for further improvement, correction and development of educational institutions. Because Kaizen concept is about modifying, improving and developing work processes in the organization. It's a Japanese concept. The focus is gradual and continuous in a Japanese company or factory, but nowadays, the concept of Kaizen is not limited to factories or companies in Japan. Because the Kaizen concept has been adopted in many countries over the years. Especially the application of the Kaizen concept in all aspects of life, from self-development. To the development of work in educational institutions.

KEYWORDS: Kaizen concept, continuous management, school quality

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Introduction. In the modern world, competition that the external environment is constantly changing organizations need to adapt to survive. Strategic management is therefore important. Because no matter how large or small the organization is, they are all facing an ever-increasing competition. If the management has no skills and management strategies will not be able to lead the organization to survive. Therefore, in addition to the cost reduction policy or Lean organization, the strategy to increase work efficiency is one way that will help promote management. In order for the organization to be able to drive in the fast and furious competition field

Kaizen is a technical method and one idea which can help increase efficiency and the effectiveness of the work of the organization by the word Kaizen is a Japanese term meaning continuous improvement. If the meaning is separated by syllables, then two words can be separated: 1) Kai means change or change 2) Zen means good, good, so a change in a good direction. is to improve it In principle, in addition to Kaizen, it is to improve work by increasing work efficiency, Kaizen is also a technique for improving work by focusing on reducing work steps. to get both efficiency and higher efficiency by aiming to improve in every aspects of the organization to raise the level of work and the quality of life of people working in the workplace to be higher all the time

Improvements by Kaizen

General Functional Improvement Model often focus on major improvements which requires investment as the main or have to go through research and development (R&D: Research & Development), such as using new technologies or new tools and new processes The improvement of such characteristics is called innovation or innovation and is often the mission of the executive level or specialists in the field As for the general personnel, they are only those who maintain the condition of the establishment as specified. Which in fact maintaining an establishment is not an easy task. Because in most cases, good conditions tend to gradually decrease and will return to be better when the next innovation or S-Curve occurs and improve it continuously little by little Combined with a leapfrog improvement or Innovation (Anakamane, 2005)

The principles for initiating the Kaizen concept consist of 1) Creativity. This is very helpful for troubleshooting because sometimes if we solve problems using simple reasoning as a direct solution, then the solution may be expensive and not worth it. And it may not have a good result. 2) Principle "Quit-Reduce-Change" consisting of 2.1) Quit means analyzing whether certain work procedures or existing things can be eliminated or not. By considering the necessity. 2.2) Reduce means considering whether there are any activities that must be done repeatedly if we cannot cancel those activities must

try to reduce the number of times in action so that you don't have to do the repetitive tasks together without any benefit. 2.3) Change is to consider that If unable to quit and reduce any activity. We may be able to change by changing the way of working, changing the material, changing direction or changing components, etc. (Yano, 1997).

Therefore, what must be considered in doing Kaizen is that Kaizen is considered as one of the corporate cultures it will take time to change and it's something that we all do in our daily lives. able to take what has been practiced into serious action and have more principles, with Kaizen helping to make work easier and reduce costs, but if doing it, the more complicated it will not be considered as Kaizen, especially when looking at the competition in today's era, Kaizen is an important factor in driving Executives must always create strategies in management, so strategic management in the form of Kaizen is widely used because it can be done easily And it helps reduce the cost of managing the work itself (Madmai, 2008).

Continuing educational institution quality management with Kaizen concept

Continuous educational institution quality management with the concept of Kaizen, especially In terms of teaching management there are both internal factors and external factors to consider, namely, 1) internal factors, namely improving classroom teaching and learning; 2) external factors, creating a better school environment. It contains the question what must be done to make it easier to transfer knowledge? And make the learners more interested because Kaizen in that school it is often filled with many principles of the Know-How rule in education that must be involved. The next question is how to create a better learning environment, i.e. Kaizen of creating an environment that will cause devotion to study to demand more learning and more efficient.

The Kaizen 8 Steps to make process improvement

1	Background
2	Current-state definition
3	Current-state analysis
4	Goals
5	Target-condition definition
6	Implementation plan
7	Check results
8	Follow up and standardise

Picture 1: *The Kaizen 8 Steps*(Art,2018)

1. Background: Lists the relevant information the audience and participants would need to know significance especially choosing a topic to do choosing the topic of the problem it is a phenomenon-based learning and problem-based learning with the goal of create awareness for students to understand the environment in teaching and learning.

2. Current-state definition: Depicts the situation in a graphical, visual manner for the audience to see, e.g., value-stream maps. The implementation plan allow students to set up an action plan with a timeline for solving problems step by step and clearly.

3. Current-state analysis: Various factors, e.g., lead time, service, performance, cost, features, etc., are collectively examined for improvement potential to understand the current condition of the school open for learners to search for knowledge related to the problem they want to study, emphasizing the Active Learning process by studying current problems or guidelines that others have studied both successful and not successful for learners to consider the connection between textbook and non-textbook knowledge, both within the community context and the context outside all relevant communities in order to be assembled to complete This will indicate the amount, importance, and finding in-depth information and collecting statistical data of problems that occur in many aspects.

4. Goals: Lists what is to be accomplished by when and specifies the levels of improvement to be obtained to set the goals allow students to define project indicators. (Measurement) and the desired

target or the goal to achieve specific, clear, reasonable, measurable results and according to the specified time frame.

5. Target-condition definition: Often included as a visual representation for what the new improved state should look like. This can be a visual image, a flow chart, data, or a comparative look at the desired target condition. To analyze the cause of the problem and take corrective measures Focus on students to analyze the cause of the problem which is an analysis of the root cause which resulted in that problem that such a problem. What are the cause and considering the cause to be corrected.

6. Implementation plan: There is often substantial work to be done. List the high-level details such as names, responsibilities, dates, and expected outcomes. The execute the plan Emphasis on students to solve problems according to the plan that has been laid out. However, the operation is in accordance with the time frame that has been set. To create a habit of keeping a contract (Commitment) to happen to the students.

7. Check results: A vital part of this routine, since improvement requires the demonstration of an improved state. Importantly, you are checking to see whether a new level of performance has been achieved to check and evaluate, focusing on students to check the results of problem solving. By comparing the project's success measure statistics before editing, after editing, referring to Step 4. From collecting data statistics to be compared before and after troubleshooting to show success when compared to that goal.

8. Follow up and standardize: List of actions must be taken to ensure results are sustained in the long run to implementation and review standards are set. Students are allowed to apply the above-mentioned measures to create standards. Then create a communication channel and training so that those involved are aware of the standards created lead to cooperation and assignment of roles to achieve the implementation of the specified standards in a sustainable way. It is considered to raise the standard of operation to remain systematically.

This will lead to the results of doing Kaizen as follows.

1. Learners have awareness understand the problems surrounding the environment both in school and in their own community more. It can also find problems and plan the corrective actions step by step

2. Learners have learned the process of learning to operate organization of educational environment and teaching and learning according to the Kaizen approach

3. Students can choose the issues they are interested in to implement the project by using the Kaizen 8 Steps approach in every step.

4. Learners are able to apply measures to solve the given problems come prepared as a standard in practice as a guideline for other learners who are interested in studying and applied further.

5. Learners have life skills able to work with others and responsible.

6. Learners have the courage to express themselves and leadership in activities. (Suratruangrong, 2011).

Successful results from the implementation of the Kaizen project in educational institutions for sustainable development using the Kaizen 8 Steps approach showed that 80 percent of the learners understood the process of learning to operate the project according to the Kaizen 8 Steps approach and 80 percent of the teachers. 80 as well, who have learned the process of implementing the project according to the Kaizen 8 Steps guideline in order to transfer knowledge and continue to work with students

The results of the evaluation showed that 1) The results of the confirmation of the appropriateness of the management model according to the Kaizen concept by experts showed that the management model was correct and the possibility of utilization Representing 100 percent 2) Teachers and parents of students They were satisfied with the management style according to the Kaizen concept at the highest level of satisfaction.

Conclusion. Applying Kaizen concepts to work development in educational institutions to lead to continuous educational institution quality management with the concept of Kaizen is a challenge for modern educational administrators. In order to raise the quality of educational institutions that today not only have to compete with domestic educational institutions only but also have to compete with educational institutions from abroad as well. Therefore, modern educational institutions must improve the quality. management method and various environments Including improving teaching styles, teaching methods, teaching materials through the Kaizen concept to create guidelines for improving, correcting and developing educational institutions.

Because the concept of Kaizen is to modify, improve and develop work processes in the organization. It's a Japanese concept. The focus is gradual and continuously in a Japanese company or factory but nowadays, the concept of Kaizen is not limited to factories or companies in Japan. Because the Kaizen concept has been adopted in many countries over the years. Especially the application of the Kaizen concept in all aspects of life, from self-development. Until the development of work in the school itself.

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รายนามผู้ทรงคุณวุฒิพิจารณาบทความ(Peer Review)

Professor . Dr. Valentin Yakushik .National University of Life and Environmental Sciences of Ukraine (Kyiv,Ukraine)

Assoc. Professor .Dr.Katerina Veljanovska Blazhevskaa ,PhD MIT University (Skopje,North Macedonia)

Assist .Professor. Dr.Ivan Savchuk . The National Defence University of Ukraine named after Ivan Cherniakhovskyi (Kyiv, Ukraine)

Dr.Sofiiia Dombrovska .Odesa National Economic University(Odesa, Ukraine)

พ.ต.ท.หญิง ผู้ช่วยศาสตราจารย์ ดร.องค์อร ประจันเขตต์ วิทยาลัยพยาบาลกองทัพบก

ผู้ช่วยศาสตราจารย์ ดร.อุราเพ็ญ ยิ้มประเสริฐ

มหาวิทยาลัยสยาม

ดร.อภิชาติ ทองอยู่

มูลนิธิสถาบันประเทศไทย

ศตวรรษที่21

ดร.กรรณิกา เชาววัฒนกุล

เครือข่ายวิทยุโกดักกันท์

บทความทุกเรื่องที่ดีพิมพ์เผยแพร่ได้ผ่านการพิจารณาทางวิชาการโดยผู้ทรงคุณวุฒิในสาขาวิชา (Peer review) ในรูปแบบไม่มีชื่อผู้เขียน (Double-blind peer review) อย่างน้อย2 ท่าน

บทความที่ดีพิมพ์เป็นข้อค้นพบ ข้อคิดเห็นและความรับผิดชอบของผู้เขียนเจ้าของผลงานและผู้เขียนเจ้าของผลงาน ต้องรับผิดชอบต่อผลที่อาจเกิดขึ้นจากบทความและงานวิจัยนั้น ดังนั้นฉบับที่ดีพิมพ์ได้ผ่านการตรวจสอบคำพิมพ์และเครื่องหมายต่าง ๆ โดยผู้เขียนเจ้าของบทความก่อนการรวมเล่ม

ชื่อบทความTitle

ชื่อผู้แต่ง1*, ชื่อผู้แต่ง2 และ ชื่อผู้แต่ง3

Name1, Name2 and Name3

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Name or Academic position, Institute, Address

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บทคัดย่อ

(เนื้อความ).....

..... บทคัดย่อคือบทสรุปของงานวิจัยที่แต่ละองค์ประกอบต้องสั้น เนื้อหาของบทคัดย่อได้ดึงมาจากงานวิจัยหลัก องค์ประกอบของบทคัดย่อตามลำดับคือ 1) คำชี้แจงของปัญหา 2) จุดมุ่งหมาย / วัตถุประสงค์ของการศึกษา 3) ความแปลกใหม่ทางวิชาการ 4) ผลลัพธ์ ในบทคัดย่อทั้งหมดมีจำนวน 250 คำ

คำสำคัญ: ภูมิศาสตร์การเมือง,ภูมิศาสตร์เศรษฐกิจ,นวัตกรรม 3-5 คำ

ABSTRACT

(Text).....

.....
Abstract is a summary of a research work in which each of its component must be briefly. The contents of an abstract are extracted from the main research work. The components of the abstract in order are 1) Statement of problem 2) Aim / Objective of the study 3) scientific novelty 4) Results . In all abstract could contains 250 words

KEYWORDS:geopolitic,geoeconomic,innovation

3-5words

บทนำ

(Introduction)(เนื้อความ).....
.....

บททวนวรรณกรรม(Literature Review)(เนื้อความ).....
.....

ระเบียบวิธีการศึกษา(Methodology) (เนื้อความ).....
.....

ผลการศึกษา (Results))(เนื้อความ).....
.....

สรุปและอภิปรายผล(Discussion)(เนื้อความ).....
.....

In-Text Citations

การอ้างอิงในข้อความระบุงานที่ยกมาหรือถอดความในเอกสารโดยระบุผู้เขียนและปี ผู้อ่านสามารถเปิดไปที่รายการอ้างอิงเพื่อค้นหาข้อมูลทั้งหมดเพื่อค้นหางานหากจำเป็น

- แม้ว่าหมายเลขหน้าจะได้รับการสนับสนุนสำหรับแหล่งข้อมูลทั้งหมดแต่ก็จำเป็นสำหรับ คำตรงไปตรงมาเท่านั้น (word-for-word)

- การอ้างอิงในข้อความอาจเป็นการบรรยาย (ส่วนหนึ่งของข้อความในประโยค) หรือในวงเล็บ (ในวงเล็บ)

หมายเหตุ: ต่อไปนี้เป็นตัวอย่างรูปแบบที่ใช้กันทั่วไป โปรดศึกษาคู่มือการตีพิมพ์ของ APA ฉบับที่ 7 สำหรับกฎและตัวอย่างเพิ่มเติม มีจำหน่ายที่ร้านหนังสือและห้องสมุด แหล่งข้อมูลยังมีอยู่ที่เว็บไซต์ทางการของ APA: <https://apastyle.apa.org/blog/>

In-text citations identify quoted or paraphrased work within papers by noting the author and year. The reader can then turn to the reference list to find all the information to look up the work if needed.

- Although page numbers are encouraged for all source material, they are only required for direct quotes (word-for-word).

- In-text citations can be narrative (part of the text of the sentence) or parenthetical (in brackets).

Note: The following are examples of commonly used formats. Please consult APA's Publication Manual, **7th Edition** for more rules and examples. This is available at the bookstore and the library. Resources are also available at APA's official website: <https://apastyle.apa.org/blog/>.

APA ใช้ระบบการอ้างอิงวันที่ผู้เขียนในเนื้อหาของบทความ ระบุนามสกุลผู้เขียนหรือชื่อกลุ่ม บวกรปี (ชื่อ ปี)

สำหรับการยกคำพูดโดยตรง ให้ใส่เลขหน้า (ชื่อ ปี หน้า 5) หรือช่วงของหน้า หากยังอยู่ในหน้าที่สอง (ชื่อ ปี หน้า 55-56) หากไม่มีเลขหน้า ให้อ้างอิงเลขย่อหน้า (ชื่อ ปี ย่อหน้า 2)

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II. General rules for referencing

BOOK	Author Surname, Initial. (Year). <i>Title of book</i> (Edition.). Publisher
Source with one author	Fathollah-Nejad,A.(2021) <i>Iran in an emerging New World order: From Ahmadinejad to Rouhani</i> . Palgrave Macmillan.
Source with two authors	Ehteshami ,A.,& Molavi, R.(2012) <i>Iran and the International System</i> . Routledge.
Source with three or more authors	Held, D., McGrew, A. G., Goldblatt, D., &Perraton, J. (2000) <i>Global transformations:politics ,economics and culture</i> .Cambridge; Oxford: PolityPress.
With a URL	Jason, L. A., Glantsman, O., O'Brien, J. F., & Ramlan, K. N. (Eds.). (2019). <i>Introduction to community psychology: Becoming an agent of change</i> . Rebus Community. https://press.rebus.community/introductiontocommunitypsychology/
Organization/Group as Author	NorQuest College. (2016). <i>In the community: An intermediate integrated skills textbook</i> . https://globalaccess.bowvalleycollege.ca/OER/NQC/In-the-Community/
Chapter in an Online or E-Book Chapter in a Print Book	Zaccara,L.(2016) Iran's permanent quest for regional power status in Braveboy- Wagner, J.(Ed.) <i>Diplomatic Strategies of Leading Nations in the Global South: Asia, Africa, Latin America, and the Middle East</i> . (pp. 181-211.) New York: Palgrave Macmillan.
Report by a government agency or other organization	Department of Energy, USA. (2017). <i>U.S. Energy and Jobs Report</i> https://www.energy.gov/sites/prod/files/2017/01/f34/2017%20US%20Energy%20and%20Jobs%20Report_0.pdf

Institute	Russtrat Institute (2020, November 2) <i>The strategic survival of the Russian economy will ensure the creation of a closed</i> https://zen.yandex.ru/media/russtrat/strategicheskoe-vyjivanie-rossiiskoi-ekonomiki-obespechit-sozdanie-zakrytogo-klastera-5f9fa45fb09e797cebbd07de
Translated book	Author, A. (Year). Title (A. Translator, Trans.). Publisher. (Year original work was published)
	Smith ,A(2017) <i>An Inquiry into the Nature and Causes of the Wealth of Nations</i> (L. Klukin, Trans) Classics of Political Economy (Original work published 1776)
Book in a language other than English	Author, A. (Year). Title [Title in English]. Publisher.
	Zucmann, G.(2013) <i>La richesse cachée des nations: enquête sur les paradis fiscaux.</i> (The Hidden Wealth of Nations The Scourge of Tax Havens). Paris : Seuil
Classical works	Author, A. (Year). Title (E. Editor, Ed./ T. Translator, Trans.). Publisher. (Year original work was published)
	Marx,K(1959). <i>Economic and Philosophic Manuscripts of 1844</i> (M. Milligan Ed.) Progress Publishers, Moscow(Original work published 1844)
Edited book	Editor Surname, Initial. (Ed.). (Year). <i>Title of book</i> (Edition.). Publisher.
	Crampton, J., & Elden,S.,(Eds.).(2007). <i>Space, Knowledge and Power.</i> Aldershot: Ashgate Publishing, Ltd.
Journal	Author(s) of journal article – surname and initials, [use “&” for multiple authors]. (Year of publication). Title of journal article. Journal name – in italics, Volume – in italics (Issue or number), Page number(s).
	Chase, R.,Hill, E. B.,& Kennedy,P.(1996) Pivotal states and U.S. strategy. <i>Foreign Affairs</i> , 75(1),33–51
Online article with no DOI	Author, A. (Year). Article title. Journal Title, volume(issue), page range. URL
	Acharya, A.(2016)Studying the Bandung conference from a Global IR perspectiv. <i>AustralianJournal of International Affairs</i> , 70 (4), 342–

	357,2016 https://doi.org/10.1080/10357718.2016.1168359
Articles in a language other than English	Author, A. (Year). Article title [Translated article title]. Journal Title, volume(issue), page number. DOI
	Chaves-Morillo, V., Gómez Calero, C., Fernández-Muñoz, J. J., Toledano-Muñoz, A., Fernández-Huete, J., Martínez-Monge, N., Palacios-Ceña, D., & PeñacobaPuentes, C. (2018). La anosmia neurosensorial: Relación entre subtipo, tiempo de reconocimiento y edad [Sensorineural anosmia: Relationship between subtype, recognition time and age]. <i>Clínica y Salud</i> , 28(3), 155-161. https://doi.org/10.1016/j.clysa.2017.04.002
Newspaper Article	Author, A. (Year, Month Day). Article title. Newspaper. DOI/URL
	Jardine, B. (2019, October 16) Why are there anti-China protests in Central Asia? <i>The Washington Post</i> . https://www.washingtonpost.com/politics/2019/10/16/why-are-there-anti-china-protests-central-asia
Organisation as author	Organisation. (Year, Month Day). Title of webpage. Title of Website. URL
	OECD. (2020, April 1) Policy Responses to Coronavirus (COVID-19): Women at the core of the fight against COVID-19 [Online]. Available: https://www.oecd.org/coronavirus/policy-responses/women-at-the-core-of-the-fight-against-covid-19-crisis-553a8269/
Magazine article online	Author Surname, Initial. (Year, Month Date). Article title. Magazine title, volume number(issue number). URL
	O'Connor, T. (2021, September 16). <i>China, Russia bring Iran, Pakistan into the fold to face the Afghanistan crisis jointly</i> . <i>Newsweek</i> . https://www.newsweek.com/china-russia-bring-iran-pakistan-fold-face-afghanistan-1629992
Facebook post	Author, A. (Year, Month Day). Text of post [Status Update]. Facebook. URL
	Gaiman, N. (2018, March 22). <i>100,000+ Rohingya refugees could be at serious risk during Bangladesh's monsoon season. My fellow UNHCR Goodwill Ambassador Cate Blanchett is [image attached]</i> [Status Update]. Facebook. http://bit.ly/2JQzPAD
Dissertation	Author, A. (Year). Title [Type of Publication, Name of Institution]. Database/Archive. DOI/URL

Thesis	<p>Asawai ,S.(1978)<i>The development of irrigation systems in Thailand from 1888 to1950</i>. [Master's thesis Chulalongkorn University] Chulalongkorn University.</p> <p>Hollander, M. (2017). <i>Resistance to authority: Methodological innovations and new lessons from the Milgram experiment</i> (Publication No. 10289373) [Doctoral dissertation, University of Wisconsin–Madison].ProQuest Dissertations and Theses Global</p>
Thesis Database/Online	<p>Albor, C. (2011). <i>Are poor people healthier in rich or poor areas?: The psychosocial effects of socioeconomic incongruity in the neighbourhood</i> [PhD thesis, University of York]. http://etheses.whiterose.ac.uk/1595/</p> <p>Hutcheson, V. H. (2012). <i>Dealing with dual differences: Social coping strategies of gifted and lesbian, gay, bisexual, transgender, and queer adolescents</i> [Master's Thesis, The College of William & Mary]. William & Mary Digital Archive. https://digitalarchive.wm.edu/bitstream/handle/10288/16594/HutchesonVirginia2012.pdf</p>
Conference papers	<p>Author, A. (Year, Month Date Range). Title [Paper Presentation]. Conference Name, City, State, Country.</p>
	<p>Haji-Yousefi, A. M.(2010, June2-3) <i>Iran's Foreign Policy during Ahmadinejad: From Confrontation to Accommodation</i>. [Paper Presentation] the Annual Conference of the Canadian Political Science Association June 2-3, 2010, Concordia University, Montreal, Canada.</p>

ตัวอย่างรูปภาพ Example figure



ภาพที่ 1 ชื่อภาพ.....Figure 1. Figure title

ตารางที่ 1 ชื่อตาราง.....

Table 1. Table name

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การเขียนสมการ

สมการที่ใช้ในบทความควรจะเป็นการสร้างจากโปรแกรม MathType หรือเป็นวัตถุของ Microsoft Equation เป็นตัวอักษร JusmineUPC ขนาด 14 โดยทุกสมการจะต้องมีลำดับหมายเลขกำกับโดยเขียนอยู่ในวงเล็บว่างไว้ขีดขอบขวา และควรเว้น 1 บรรทัดก่อนและหลังสมการ

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The formulas used in this article should be either MathType or Microsoft Equation objects. They are JusmineUPC 14 in size. All formulas must be numbered in parentheses, right-aligned, and One line should be left before and after the formula

$$a = b + c \quad (1)$$

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To describe the variables specified in the equation, use the JusmineUPC character size 14.

a means, b means and c means

คำแนะนำในการเขียนและพิมพ์ Instructions for Writing and Typing

คำแนะนำทั่วไป บทความต้องมีความยาว 9-17 หน้ากระดาษ A4 พิมพ์ด้วย Microsoft Word for Windows การตั้งค่าน้ำกระดาษขอบด้านบนและด้านล่าง 2.5 ซม. ด้านซ้ายและ ด้านขวา 2.5 ซม การลำดับหัวข้อของ เนื้อเรื่องให้ใช้เลขกำกับ บทนำเป็นหัวข้อหมายเลข 1 และหากมีหัวข้อย่อยให้ใช้ เลขระบบทศนิยมกำกับหัวข้อย่อย

General Instructions: Each article must be long 9-17 A4 pages. Microsoft Word for Windows must be used for typing. Page layout is as follows: Upper and bottom edges are 2.5 cm, left and right edges 2.5cm. Use numbering system for topic arrangement starting from 1. Introduction and so on. Use decimal system for sub-topics.

