



Paradiplomacy as an educational strategy for countering information threats in foreign language training of political scientists specialising in international relations

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Abstract. The relevance of the topic was conditioned by the strengthening of information warfare and the growing role of subnational actors in the international space, which required rethinking educational strategies in the field of international relations. The purpose of the study was to theoretically substantiate the educational approach focused on the use of paradiplomatic practices as a didactic resource for the development of professional resilience of higher education applicants to disinformation and propaganda. The study used a set of methods, in particular, structural and functional analysis, interdisciplinary modelling and content analysis of the information environment. The results of the study showed that paradiplomacy as a form of external activity of regional and municipal entities can effectively complement classical diplomacy in the face of hybrid threats due to its flexibility, efficiency, and ability to network influence. It was established that such activities have a significant potential in spreading truthful information, strengthening cultural ties, and forming a positive image of the state. The conceptualisation of paradiplomacy as a didactic tool integrated into foreign-language professional training of international specialists was carried out. Practical steps for integrating paradiplomatic content into the educational process based on the development of critical thinking, analytical skills, digital and media literacy were proposed. The expediency of including thematic blocks related to paradiplomatic activities in the curriculum of international relations and political science, in particular, in the context of learning foreign languages as a means of intercultural interaction and communication security, was substantiated. The practical significance of the study was to create the basis for the development of innovative educational strategies that can provide high-quality training for a new generation of international political scientists, adapted to the challenges of the global information space and able to implement public diplomacy strategies at the local level.

Keywords: professional education; cultural approach; foreign language in diplomacy; intercultural communication; interdisciplinary approach; media literacy

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Introduction

Nowadays, when information warfare takes on complex and sophisticated forms, and the spread of disinformation and propaganda becomes a systemic threat at the global level, there is a growing need for new tools to counter these challenges. One of these promising, but still insufficiently studied and implemented mechanisms is paradiplomacy – the foreign policy activity of regions, municipalities, and other subnational actors. In the context of training future international political scientists, this area opens up wide opportunities for developing innovative thinking of graduates and an interdisciplinary approach to solving current geopolitical problems.

O. Pryshlyak (2019) and E. Huijgh (2010), exploring the blurring of the boundaries between domestic and foreign diplomacy, emphasised rapid communication with various target groups through the involvement of subnational actors, including cultural institutions and municipalities. Therefore, unlike conventional diplomacy, which operates mainly within the framework of centralised state policy, paradiplomatic practices are characterised by mobility, adaptability and the ability to quickly communicate with foreign partners at the local level. They involve building networks of trust between twin cities, academic communities, professional associations, cultural and educational institutions, and public organisations. Such interaction can become an effective means of spreading truthful information, affirming democratic values, and creating a positive image of Ukraine in the face of external information pressure.

According to I. Mietule *et al.* (2024), the relevance of the study consists in the need to develop a new educational strategy that would consider the paradiplomatic dimension as a tool for professional training of future specialists in international relations and political science in the context of growing fragmentation of the global order, increasing hybrid threats and information vulnerability of societies. The contemporary international context requires going beyond

conventional diplomatic paradigms and involves integrating the practices of subnational external activity into educational models focused on the development of critical thinking, cross-cultural communication, and the ability to act in a multi-level public diplomacy.

As noted by S. Happaerts (2012) and B. Reinsberg & S. Dellepiane (2022), subnational governments play a crucial role in transnational networks, which is directly related to paradiplomacy as a form of network external activity. The researchers emphasised that the subjects of paradiplomacy have not only a symbolic presence, but also take an active part in real mechanisms of coordination, interaction, and countering challenges in complex international networks. This concept creates the basis for considering paradiplomacy not only as a subject of analytical study, but also as a didactic basis for implementing a competence-based approach in the professional training of specialists who should be able to effectively counteract destructive information influences and adapt to the challenges of a globalised environment. Integration of the cultural approach into the teaching of paradiplomatic practices deepens the understanding of symbolic, identification and narrative dimensions of external activity of subnational actors, which contributes to the development of the ability of higher education applicants to culturally sensitive analysis, reflexive understanding of intercultural interaction, and constructive communication in the conditions of polynarrative and polycode space of international relations.

According to M. Keating (2000), subnational authorities must use certain mechanisms, so-called “channels of participation”, to conduct their policies in the international arena. In particular, to open permanent representative offices of regions, and representatives of local authorities should carry out business trips abroad and participate in conferences/round tables/forums/congresses, hold international trade and industrial and investment exhibitions, etc. According

to the researcher, there are many opportunities for regional actors to carry out paradiplomatic activities, such as concluding international agreements, participating in interregional associations, and actively cooperating with non-state actors.

For applicants, this implies the need not only to master classical diplomatic tools, but also to master the methods of communication management, analysis of information flows, cross-cultural communication, digital literacy, and crisis response in the media sphere. Graduates of higher education institutions (HEIs) should understand the logic of the functioning of local networks in a global context, be able to attract resources from various sectors – from education to business – to joint resistance to disinformation. According to the study by A. Zelenkauskaitė (2022), an example of the Lithuanian initiative “elves” illustrates the effectiveness of multisectoral interaction, where public volunteer networks, in partnership with government agencies, media, educational and technological institutions, carry out systematic counteraction to information threats. This experience shows that successful counteraction to disinformation at the subnational level is possible with a combination of digital skills of specialists, cross-sectoral coordination, and the ability to act within global communication networks.

The scientific novelty of the research lies in the first attempt to conceptualise paradiplomacy as a didactic resource in the professional foreign language training of future specialists; to interpret the paradiplomatic approach as an educational strategy for building the professional resilience of higher education students against information manipulation and propaganda; and to propose and test the feasibility of integrating media literacy knowledge into the professional foreign language training of international political scientists in the face of growing information and communication threats.

The purpose of the study was to theoretically substantiate and develop an educational strategy in the system of professional training of future international political scientists, based on the

concept of paradiplomacy as a tool for countering advanced information threats. The objectives of the study included: analysing of the essence of the phenomenon of paradiplomacy in the context of the transformation of the geopolitical space; examining of the potential of paradiplomatic activity as a component of professional training of international political scientists; developing of steps for integrating paradiplomatic content into foreign language training aimed at fostering critical thinking, analytical skills, and media literacy among applicants for higher education.

Literature Review

In the context of the study, special attention is drawn to research works devoted to the phenomenon of paradiplomacy as a relatively new, but increasingly significant area in the field of international relations and political science. The growing activity of subnational actors (regions, cities, autonomous regions) in the foreign policy arena has become a response to complex challenges, including global crises, political turbulence, hybrid threats, climate change, mass population displacements, and other transnational problems.

The development of the scientific discourse of paradiplomacy within the framework of political science took place in the early 1980s. Special attention should be paid to the contribution of American scholars, in particular, I. Duchacek (1990), A. Wendt (1992), who established the theoretical and methodological foundations for the study of paradiplomacy. According to their studies, this phenomenon received a conceptual definition and was integrated into the broader context of political science as one of the promising areas of research. These researchers not only adapted the corresponding conceptual and categorical apparatus to the specifics of subnational foreign policy, but also outlined strategic vectors for further studies in this area. Initially, the term “microdiplomacy” was used to refer to the phenomenon under study, but later it was replaced by “paradiplomacy”. The author of the term “paradiplomacy” is considered to be

I. Duchacek (1984). According to his definition, it most accurately reflects the essence of processes taking place in parallel and in addition to the official diplomatic activities of central authorities.

The scientific legacy of N. Cornago (1999) is of considerable interest. He is considered one of the leading researchers in the field of paradiplomacy, whose scientific activity has significantly influenced the understanding of this phenomenon. In the other study, the researcher highlighted the role of subnational actors in the transformation of international security (Cornago, 2010). His colleague, Associate Professor of International Relations at the University of the Basque Country, I. Aguirre (1999), focused his research on rethinking paradiplomacy, which is still in the process of theoretical development.

One of the fundamental studies that explored in detail the differences between conventional diplomacy and paradiplomacy was the paper by E. Pajtinka (2017). The researcher provided a comparative analysis of Taiwan's official diplomatic relations with countries that have recognised its sovereignty, and unofficial (paradiplomatic) forms of cooperation with states that have not provided such recognition. The researcher paid special attention to the institutional foundations, legal regulation, and protocol aspects of interaction, which helped to understand the specifics of the functioning of paradiplomacy in conditions of limited international legal status of subnational or unrecognised actors.

In general, in contemporary scientific discourse, the main focus is on the development of conceptual and theoretical foundations of paradiplomacy and a comprehensive analysis of key problems associated with this phenomenon. Among them, a special place is occupied by the processes of globalisation, the specifics of the functioning of federal states, development issues, the specifics of the implementation of foreign policy, and the development of interests of subnational actors in the international environment. There is a thematic stratification of research that reflects the multidimensional

nature of this phenomenon and its interdisciplinary nature. In particular, attention to public and cultural diplomacy in a paradiplomatic context is noticeable. E. Huijgh (2010) explored the external communication of subnational actors through the prism of public diplomacy on the example of Quebec. The focus of the cultural dimension of paradiplomatic activity also includes M. Zamorano & A. Morató (2015), who analysed the relationship between cultural policy and the international presence of cities and regions. The study of ecological and climatic paradiplomacy is a separate area. J. Setzer (2015) analysed the role of subnational governments in global climate governance, demonstrating their ability to participate in international agreements independently of central governments. Complementary approaches can be traced in the paper by S. Happaerts (2012), who focused on paradiplomacy in the field of sustainability, and in a joint study by S. Happaerts *et al.* (2011), who consider the environmental activity of European regions as a component of multi-level governance.

Institutional, communication, and analytical aspects of paradiplomacy are also being studied. Thus, S. Issundari (2018) focused on the structure and mechanisms of interaction between local governments and external partners. The further development of this area is reflected in the bibliometric study by S. Issundari & Y. Yani (2024), who traced the dynamics of academic interest in the subject of paradiplomacy. A significant contribution to the development of methodological tools was made by L. Waltman *et al.* (2010), proposing effective approaches to scientometric analysis of publication activity in this area. A. Kuznetsov (2014) delineates the geopolitical and governance dimensions of paradiplomacy, synthesising its theoretical foundations and examining the practical engagement of subnational governments in international affairs. Simultaneously, R. Tavares (2016) explored paradiplomacy as a manifestation of the global role of cities and regions in the system of international relations. An analysis of the foreign policy of subnational

units in federal states, particularly Canada, was presented in the study by C. Kukucha (2004), which allows understanding the interaction between the levels of government in the field of international activities.

The analysis of the literature has proved that most researchers distinguish three forms of manifestation of paradiplomatic activity of subnational actors, which are differentiated by the nature and level of their interaction with partners. Firstly, this refers to cross-border cooperation, which provides for both formalised and informal ties between adjacent regions of neighbouring states. Secondly, interregional cooperation, which involves communication between regions that do not share a common border but belong to different countries. Finally, the third type covers transnational cooperation, which involves establishing contacts between subnational units and geographically remote regions of other states, or direct interaction with national governments of other countries (Holovko, 2017).

It can be stated that paradiplomacy as an object of scientific understanding has already gained recognition in contemporary political science, as evidenced by the presence of thorough theoretical and methodological developments by Ukrainian researchers, in particular, T. Hrachevska (2014), A. Amirov (2021), and D. Sukhatska (2022). Based on a systematic approach and interdisciplinary analysis of the scientific legacy of P. Petrov *et al.* (2024) significantly contributed to the development of Ukrainian discourse on the phenomenon of paradiplomacy. Despite the presence of a wide range of political, legal, and international studies, in the contemporary Ukrainian scientific discourse there is almost no analysis of paradiplomacy from the standpoint of educational practices, in particular, in the context of professional training of specialists in the field of international relations and political science. There is not a single attempt of pedagogical understanding of paradiplomacy as a didactic resource that can be integrated into the content of educational programmes for the development of

interdisciplinary skills necessary for effective functioning in conditions of hybrid threats, in particular, in the information dimension. This situation indicates a scientific gap that needs to be filled by developing new educational strategies based on the potential of paradiplomatic activity as one of the factors in the development of professional mobility, critical thinking, and information resilience of future international political scientists.

A literature review has shown that paradiplomacy is understood as a certain form of external activity of subnational actors, such as regional and local authorities, who carry out international relations outside of traditional diplomacy at the state level. It consists of establishing and developing direct ties with international actors, participating in projects, cultural, economic, and information exchanges. Paradiplomacy is characterised by a decentralised nature, flexibility, and adaptability, which allows subnational actors to effectively respond to international challenges, in particular, in the field of countering propaganda and combating disinformation. In contemporary globalised world, paradiplomacy is becoming particularly important as a tool for promoting regional interests and improving information security in the international arena.

Materials and Methods

The conducted research was based on the comprehensive application of complementary methods, which together provide a holistic, multi-level understanding of the phenomenon of paradiplomacy as an educational strategy relevant to the challenges of professional foreign language training for political scientists and international relations specialists. The methodological foundations of the research were built considering the need to integrate theoretical developments with applied aspects of modelling educational practices that would meet the conditions of the information age with a high level of uncertainty, the dynamism of global processes, and the spread of hybrid threats. Special emphasis was placed on the components of the educational process aimed at developing

the skills of higher education applicants to act effectively in challenging transnational contexts, not limited to the role of a space for international interaction, but performing the functions of an intellectual and cultural platform for implementing educational initiatives aimed at strengthening intercultural dialogue.

The defining methodological role in the study was played by structural and functional analysis, which allowed to consider paradiplomacy not only as a political practice, but as a complex social structure with great educational potential. Based on this conceptual framework, it was found that the interaction of subnational actors with the international environment acquires the characteristics of an informal educational process, in which graduates develop strategic communication and critical thinking skills. The study of empirical materials allowed identifying the structural components of forms of interaction using real-world examples, in particular, in educational initiatives of municipalities, in projects of interregional cooperation, and in exchange programmes supported at the local level. Structural and functional analysis allowed to reconstruct the logic of functioning of paradiplomatic practices, trace their dynamics and adaptive properties, and identify latent (hidden) educational functions.

The integration of the interdisciplinary modelling method combined conceptual approaches of political science, educational theory, linguoculturology, media education, and sociology. The use of this method provided conditions for constructing an educational strategy based on paradiplomatic content and reflecting contemporary requirements for professional training of specialists in the field of international relations and political science. In the course of modelling, the content of the educational process at different levels was considered, and typical scenarios for implementing research tasks through working out cases of external activity of subnational entities. The modelling also contributed to specifying methodological solutions for designing interdisciplinary training modules, enabling future

specialists to develop the ability to critically interpret information flows, make autonomous decisions, and communicate effectively under conditions of political diversity and digital vulnerability.

Content analysis of educational materials, information and communication resources, and media texts used in the professional training of future international political scientists has a separate analytical weight in the study. The analysis helped to assess the level of representation of topics related to paradiplomacy, disinformation, digital security, and intercultural dialogue. Special attention was paid to the linguistic and cultural aspects of information presentation, the structure of educational content, and the degree of its compliance with contemporary realities. The results of the content analysis showed the fragmentary and unsystematic use of paradiplomatic elements in the educational process, which confirmed the need for their integration at the conceptual and methodological levels. Thus, the use of structural and functional analysis, interdisciplinary modelling, and content analysis provided methodological depth and empirical validity of this study. The developed methodology allowed highlighting paradiplomacy as a didactic phenomenon and substantiating ways to integrate it into the contemporary educational space, considering global transformations and challenges of the digital age.

Results and Discussion

Paradiplomacy in the paradigm of nonlinear learning: Educational potential for professional foreign language training of political scientists and international relations specialists

In the conditions of increasing political turbulence, transformation of global governance models and strengthening the role of subnational actors in international processes, paradiplomacy is considered as an important mechanism for forming a new configuration of interstate relations. In this context, it is particularly important to apply the paradigm of non-linear learning, focused on the development of individual educational trajectories and adaptability to the challenges of the

information age. This approach opens up new opportunities for rethinking the professional training of international political scientists, which implies their ability to analytically interpret socio-political phenomena, participate in international discourse, and develop innovative solutions in many areas.

As noted by H. Padalka (2022), one of the leading directions of modernisation of higher art education is “transfessional renewal of the content of professional training for students of art faculties”. The researcher defined the concept of “transfession” as “labour activity, which is a consequence of a combination of competencies formed in various specialised forms of artistic and pedagogical activity”, focusing on the readiness of a specialist to work in conditions of intersectoral interaction. The researcher paid special attention to the breadth of coverage inherent in art education, which “creates favourable conditions for implementing transfessional approaches that are multidimensional, interdisciplinary, and foster future specialists’ readiness to synthesise knowledge from various fields”. These observations, despite their attachment to the field of art education, are also conceptually relevant for the training of specialists in international relations and political science, in particular, in the context of the introduction of paradiplomacy as an educational strategy. After all, paradiplomacy as a branch of knowledge and practice functions at the intersection of political science, cultural diplomacy, public administration, regionalism and intercultural communication, which objectively requires a transfessionary approach in the development of professional competencies of future specialists. Consequently, the applicability of the transfessionary model goes beyond exclusively artistic specialities and acquires cross-sectoral significance in the light of the latest educational paradigms. Moreover, the nonlinearity of transfessional approaches specified by H. Padalka (2022), “which are inherently nonlinear”, organically meets the needs of contemporary education in a mixed, hybrid format that is actively developing in the context of post-pandemic

challenges and war. In the case of international studies, this allows modelling training based on flexible trajectories, where students not only learn the fundamental theoretical framework, but also acquire competencies in the analysis and implementation of subnational foreign policy initiatives, using the paradiplomacy tools.

Thus, the provisions expressed by H. Padalka (2022) on art education acquire transprofessional validity, expanding opportunities for conceptual rethinking of professional training in other areas where interdisciplinarity, networking and nonlinear dynamics are key requirements for a graduate’s professional identity. Therefore, in the context of pedagogical sciences, the consideration of paradiplomacy as a tool for developing the competencies of future specialists in international relations and political science requires updating the educational process through the prism of nonlinearity, integrativity, and situational learning. The conditions of a complex information environment provide for the rejection of traditionally linear, frontal teaching in favour of interactive methods that allow modelling real situations of paradiplomatic interaction, in particular, working with authentic foreign-language sources, analysing propaganda discourse, developing counter-narratives, critical interpretation of culturally determined communication strategies, etc. In this sense, paradiplomacy plays the role of not only a subject of study, but also an educational tool that allows creating an environment close to the real functioning of international actors. Involvement of higher education applicants in project activities, role-playing games, debates in foreign languages aimed at creating communicative models of interaction between subnational structures contributes to the development of their intercultural competence, the development of language flexibility, argumentation, and analytical thinking skills.

Another critical aspect is the ability of paradiplomacy to provide localisation of graduates’ knowledge in response to international challenges. Professional training of international

political scientists should consider that contemporary information threats are mostly global in nature, but they spread and are perceived in specific local contexts. That is why the study of foreign languages in connection with paradiplomatic activities should be accompanied by a systematic analysis of local information ecosystems, features of the national identity of partner territorial communities, regional media practices, etc. In this context, foreign language training in HEIs takes on an applied character, where instead of abstract mastering of language constructions, the future specialist receives communication experience that is close to the realities of international public diplomacy. For example, the practice of translation, cross-language editing, conducting interregional dialogue, creating content for an international audience (including social networks) can be integrated into training courses as tools for developing resistance to disinformation through strengthening the subjectivity of subnational participants.

An important conceptual addition is the consideration of paradiplomacy as a cross-sectoral practice that integrates governmental, educational, cultural, economic, and civic resources. In the system of foreign language training of specialists, this opens up new opportunities for the implementation of international educational programmes, academic mobility, internships in local government structures abroad, participation in cross-border educational and humanitarian initiatives. Applicants involved in such formats acquire not only linguistic, but also professional competence – the ability to use a foreign language as an instrument of intercultural diplomacy at the regional level.

Data from structural and functional analysis have shown that paradiplomacy can act as an important social mechanism with significant educational potential. The analysis of the structure and functions of paradiplomatic practices revealed their defining role in the development of key competencies of subnational actors in the international environment. In particular,

paradiplomatic activities contribute to strengthening communication security by ensuring effective interaction with partners in different cultural contexts. Simultaneously, it encourages the development of cross-cultural competence of specialists, which is a necessary condition for overcoming cultural barriers and building trust at the international level. In addition, in the process of implementing paradiplomatic functions, analytical thinking is activated, which provides a deeper understanding of external challenges and effective strategic decision-making. Thus, the structural and functional approach helped to comprehensively assess paradiplomacy as a tool of educational influence, which contributes to the development of a new type of specialist in the field of international relations – mobile, critical-minded, open to cooperation, and able to act in the conditions of post-truth, global instability, and multi-level diplomacy.

Further development of the paradiplomatic approach in the context of countering disinformation requires considering the concept of social capital as a key resource for building trust in international social networks. Within the framework of social capital theory, strong interpersonal connections (bonding social capital) and broad intergroup contacts (bridging social capital) contribute to effective knowledge exchange, rapid dissemination of information, and resistance to external influences. Subnational actors, active in interregional partnerships, build reliable information channels that can support critical thinking, intercultural dialogue, and the exchange of verified information. The contemporary educational paradigm in the field of international relations is increasingly focused on the cognitive-behavioural model of learning, which considers the patterns of information perception, the influence of emotions and cognitive biases on decision-making. In the case of professional training of international political scientists, this model allows forming more stable knowledge and skills aimed at analytical interpretation of information content, recognition of

manipulations, and creation of convincing information products in a foreign language.

Involvement of elements of behavioural economics in training programmes (for example, analysing the effects of anchoring, framing, and the illusion of truth effect) allows future specialists to predict the reaction of an international audience to certain messages. This is especially true for paradiplomatic activities, where each message distributed through a digital network must be adapted to the cultural and psychological context of the target audience. Thus, the synthesis of the theory of social networks, cognitive sciences, and behavioural economics creates a methodological basis for the development of a new type of professional foreign language training for specialists in international relations and political science. Education in this field not only provides knowledge, but also forms the ability to think strategically, act responsibly and effectively in conditions of information instability. Therefore, the paradiplomatic dimension can become a unique educational platform, combining global vision with local experience, critical thinking with language practice, and institutional thinking with creative social action.

The role of universities as centres of institutional capacity and transnational partnership

The deployment of paradiplomatic strategies in the fight against disinformation is impossible without a deep understanding of the systemic factors that determine their effectiveness. In the educational context, in particular, within the framework of the activities of universities as subnational actors, these factors become particularly important, since it is the educational environment that is the centre of knowledge production, generation of innovative communication solutions, and professional foreign language training of future international political scientists. Thus, for the effective implementation of paradiplomatic functions in the information confrontation, it is considered necessary to create a sustainable institutional infrastructure. In the HEI, this involves the deployment of specialised

units for international digital communication, fact-checking, strategic narratives; the development of inter-faculty centres for media literacy and information security; the development of strategic programmes for academic diplomacy and scientific and informational influence within the framework of international cooperation. Such units should not function in isolation, but in the context of long-term strategic planning, with a clear vision of the role of HEIs as an agent of “soft power” in the global space, responding to the challenges of disinformation through education, science, and public activism.

In the context of increased attention to information integrity, the University’s paradiplomatic activities should be based on the principles of academic transparency. This concerns openness in publishing sources of funding for information projects, transparent presentation of goals, and expected results of counter-propaganda initiatives, compliance with academic integrity standards, in particular, in matters of fact-checking, citation, communication with international partners. For international applicants, such activities are the practice of developing ethical foreign-language communication that combines academic ethics with social responsibility. Effective use of paradiplomacy as a tool for countering disinformation is impossible without developing a reliable empirical base that allows describing, explaining, comparing, and scaling successful practices. This area is particularly relevant in the educational context, as it provides future international political scientists with practical cases, applied analysis skills, and methods of reflexive understanding of the tactics of various subjects in the international arena.

Conducting cross-cultural and interregional comparisons of the effectiveness of various paradiplomatic strategies helped to identify patterns in the choice of tools for responding to information threats depending on the political regime, the degree of digital freedom, the level of decentralisation; to identify culturally determined strategies for interaction with audiences (for example, the role of traditional values, local

authorities, communication channels), with the possibility of integrating these data into training courses on intercultural communication, global governance or international information policy. In this process, teachers perform a facilitation function, stimulating problem-oriented thinking of applicants, forming research teams and accompanying the writing of comparative analytical reports or case studies.

Of particular importance is an in-depth study of examples of the use of paradiplomacy in the context of disinformation campaigns. In particular, initiatives of cities that have organised multilingual counterinformation campaigns in response to external interference; partnership projects between universities and city administrations to promote transparency and media literacy; networks of regions that have joined forces to promote democratic narratives at the international level, etc. The analysis of such cases should be integrated into the educational process through student presentations, role-playing games, and strategic sessions, creating a database of cases in the public domain for use in independent work, writing interdisciplinary qualification papers, using real data.

In the analysis of theoretical approaches to media literacy in the Ukrainian education system, attention was paid to the research by I. de Andrade Gama & W. Moźgin (2021), who examined in detail the application of protectionist, ethical, socio-cultural theories, and the theory of critical thinking against the background of the war in Ukraine. In particular, protectionist theory considers the media as a potential threat to society, since contemporary media have changed traditional cultural guidelines, distancing perception from classical sources of information. In the training of future specialists, this theory is used to develop critical thinking skills and verify information, which is especially important in the context of information wars and hybrid conflicts, where paradiplomacy becomes a tool for subnational actors to combat disinformation. However, this theory also causes some discussions, because contemporary media have not only a destructive,

but also a positive impact, contributing to the implementation of democratic ideas, the mobilisation of society, and the spread of cultural diplomacy. Ethical theory focuses on controlling information flows to prevent harmful propaganda, which is an important component of training programmes for international political scientists who will work with subnational and regional actors. However, excessive control of information can lead to a restriction of pluralism of opinions, which contradicts the principles of open diplomacy and free exchange of ideas.

Critical thinking theory aims to develop applicants' ability to analyse and evaluate information. It is the basic competence for effective paradiplomatic activities, because subnational actors should be able to resist information manipulation and take an active part in creating a positive image of their regions. However, the current challenges of the digital age, such as algorithmic filters, fake news, misinformation, etc., require a much broader approach than conventional source criticism, which requires the integration of digital literacy and media skills. Ultimately, the socio-cultural concept recognises the media as a necessary tool for a globalised world, which is especially important for paradiplomats working in the digital information space. This concept risks insufficiently critical assessment of the threats of manipulation and propaganda that are becoming more active in Media 2.0, which is why education in the field of international relations should not only popularise the use of media, but also form a critical attitude among applicants to their potential negative impact.

In addition, despite the theoretical thoroughness, the implementation of such educational approaches in the professional training of specialists in international relations and political science in the HEIs of Ukraine is uneven due to organisational and technical difficulties. This creates a gap between the potential of media literacy as an educational strategy and its actual application in the fight against propaganda, which is critically important in contemporary geopolitical

conditions. Therefore, at this stage, an important task is to develop valid methods that would allow assessing the impact of paradiplomatic initiatives on the perception of information by target audiences (through surveys, analysis of reactions in social networks, tracking media consumption); changes in behaviour (for example, in the distribution of fact-checked content, changing communication patterns); strengthening intercultural dialogue, academic mobility, and participation in international initiatives. In the educational process, these tools become not only the object of research, but also the result of student projects under the mentorship of instructors. Thus, this facilitates the practical development of research skills, critical analysis, academic writing in a foreign language and project management. In all these areas of work, teachers play a key role as facilitators, mentors, and mediators between academic science and the real challenges of the global world. They form the research motivation of applicants through involvement in the analysis of real cases; create an environment of dialogue where participants express their vision, while simultaneously receiving an analytical framework for its structuring; help to develop linguistic and terminological competencies in the context of disinformation, information security, digital diplomacy; promote international collaboration of specialists through participation in joint scientific projects, conferences, and symposia.

Practical recommendations for teachers in the context of facilitation of paradiplomatic topics in foreign language training courses for specialists in international relations and political science are based on the introduction of modules that reveal the concept of paradiplomacy, its role in contemporary international communication and features of use in the fight against information threats. To do this, it is advisable to use interactive teaching methods: discussions, debates, role-playing games, where applicants work out communication strategies at the subnational level. It is proposed to consider real or simulated examples of disinformation campaigns, identify

political narratives, indicate sources of information, identify methods of manipulation and suggest countermeasures using paradiplomatic tools. Tasks involving the development of counter-narratives are interesting and useful. They consist of creating effective communication messages adapted to different cultural and linguistic groups, using storytelling and data visualisation techniques. Debates on information security are effective. Ultimately, the development of teams for conducting debates from the positions of various subnational actors involved in countering disinformation contributes to the development of skills in argumentation, analysis and synthesis of information. This includes role-playing games simulating diplomatic or paradiplomatic negotiations, where participants play the roles of regional leaders, journalists, and activists, using communication strategies and countering fake news. It is considered appropriate to integrate tasks related to the analysis of cultural codes, the specifics of information perception in different social groups, and the practice of working with multilingual sources. This will contribute to the development of language competence and readiness of graduates to act effectively in the international information space.

Cultural approach in the professional training of international political scientists

The content analysis of educational materials, information and communication resources, and media platforms used in the study allowed assessing the content of educational tools in the field of training specialists in international relations and political science. The analytical study revealed a number of significant shortcomings, in particular, the fragmentation of the presented topics, insufficient attention to cross-cultural aspects, and weak integration of disinformation and digital security issues. Special emphasis was placed on the study of linguistic and cultural contexts, which demonstrated the lack of an integrated approach to the development of intercultural competence of applicants. It was also found that the lack of consistency in the presentation of paradiplomatic content causes a gap

between the theoretical knowledge and practical skills of graduates necessary to work effectively in the face of hybrid threats and information challenges. Therefore, content analysis can be considered one of the tools for diagnosing existing educational deficits and substantiating strategic areas for overcoming them by strengthening the cultural component in the training of future specialists. It was found that paradiplomacy, despite its relative “invisibility” in traditional systems of state foreign policy, is increasingly established as one of the most promising mechanisms for countering global information threats. Its key advantage lies in its decentralised nature, which allows quickly, contextually, and specifically responding to information challenges, forming alternative narratives, and building trust through network communications, partnerships, and interaction with local and transnational communities.

It was recorded that “paradiplomacy” uses tools that do not have significant differences from the tools of classical diplomacy. The main approaches and mechanisms of paradiplomacy actors’ activities aimed at mobilising regional resources fully justify themselves and contribute to the implementation of initiatives designed to ensure the interests of regions and their citizens in the field of foreign relations (Holovko, 2017). However, paradiplomacy differs from conventional diplomacy primarily in the level and subject of international interaction. If diplomacy is exclusively

the sphere of activity of central state bodies aimed at the official conduct of international relations between states, then paradiplomacy is carried out by subnational entities (regions, cities, autonomies) and has a more flexible, operational character. In relation to subjects of activity, diplomacy is the prerogative of central governments and their official missions, while paradiplomacy belongs to subnational actors (regional and local authorities). Diplomacy is aimed at shaping state foreign policy, concluding international agreements, and ensuring national security and interests on a global scale. Paradiplomacy is focused on promoting local interests, cultural exchanges, economic cooperation, and information initiatives, often within specific regional or inter-municipal contexts. Diplomacy operates in accordance with regulated international norms and protocols, while paradiplomacy is more informal, decentralised in nature, allowing it to quickly adapt to local conditions and respond to challenges. In terms of tools and methods, diplomacy is dominated by official negotiations, treaties, and international conferences. However, cross-cultural dialogue, partnerships, cooperation projects, communication platforms, and digital technologies are widely used in paradiplomacy. Thus, paradiplomacy complements conventional diplomacy, expanding the capabilities of the state in the international arena due to the active role of subnational entities and flexible, localised approaches (Table 1).

Table 1. *Main differences between paradiplomacy and diplomacy*

Criteria	Diplomacy	Paradiplomacy
Business entities	Central government agencies, official embassies and consulates	Subnational entities (regions, cities, autonomous regions)
Purpose	Conduct official foreign policy, conclude international treaties	Promotion of regional interests, inter-municipal cooperation, cultural exchanges
Formality level	High, regulated by international standards	Lower, more flexible and informal
Hierarchy	Centralised, fixed structure	Decentralised, adaptive structure
Tools and methods	Official negotiations, diplomatic notes, international conferences and congresses	Cooperation projects, partnerships, cultural events, digital platforms
Scope of influence	Global, at the state level	Local or regional, maybe with international coverage
Response rate	Slow due to bureaucratic procedures	Faster due to flexibility and proximity to local processes

Source: *compiled by the author*

In the modern world, where the information field has become an arena of continuous struggle, paradiplomacy is an important component of the “soft power” of the state. It is at the level of sub-national actors that new formats of influence appear, with the help of which it is possible to quickly disseminate verified information; strengthen counter-narratives in response to disinformation attacks; form the image of the state through cultural diplomacy, interregional exchanges, international projects; act in conditions where official diplomacy faces restrictions or loses legitimacy among certain international audiences. Therefore, the integration of paradiplomatic tools into the national information policy should provide for the creation of regulatory and institutional bases for legalising and supporting the external activities of subnational actors; the development of strategies for interaction between state and local levels to coordinate information messages; support for educational, cultural, and scientific projects aimed at an external audience; the development of professional teams capable of working in an environment of information confrontation, a multilingual environment, and cultural diversity.

The effectiveness of paradiplomatic efforts is directly related to how well specialists in international relations and political science are prepared to interact with representatives of other cultures and linguistic communities. In this context, the cultural approach is crucial, because it combines foreign language training aimed at the development of academic, professional and media-related competencies in a foreign language; cultural awareness, which includes knowledge of history and country studies, in particular traditions, communicative norms, narratives and symbols of target audiences; empathic thinking, enabling the building of dialogue, avoiding cross-cultural conflicts and adapting communication to specific circumstances.

In education, the cultural approach is becoming increasingly popular, in particular due to its ability to integrate diverse cultural perspectives, forming cultural sensitivity and analytical skills

in applicants. However, like any other approach, it generates some debate and controversies. Some researchers point to the possibility of cultural relativism, where certain practices considered harmful or hostile are justified on the basis of cultural traits. M. Matthews (2023) emphasised that cultural studies programmes raise a number of serious issues, in particular, social justice, indigenous education, discussions about the goals and methods of teaching, and value orientations in education. However, the researcher pointed to the fact that the cultural approach often ignores the philosophical and historical foundations of education and science. Lack of awareness of these aspects leads to confusion and misguided directions in education, especially in complex contexts, such as shaping the worldview of future professionals. This criticism is particularly important in the context of professional training of international political scientists, since against the background of the aggravation of international conflicts and the growing role of paradiplomacy and regional subnational actors, there is an urgent need to avoid substantiating aggressive or confrontational positions under the guise of cultural or ideological steadfastness. The lack of awareness of cultural relativism in curricula can contribute to the formation of one-sided ideas among graduates that not only justify violence, but also ignore the multifaceted nature of international processes.

Therefore, in order to ensure high-quality training of international political scientists, it is necessary to integrate an awareness of the problem of cultural relativism into the cultural approach, which will contribute to the development of balanced, critically meaningful opinions of specialists. This approach will help to counter radicalisation and unfounded aggressive narratives that increasingly affect the current global political environment. Within the educational process, this means the introduction of interdisciplinary courses on intercultural communication, digital diplomacy, strategic communications; the use of authentic materials (analytics, mass media, cases, public speeches) for foreign language

practice; modelling situations of paradiplomatic interaction (business games, debates, simulation of international events); developing skills in creating counter-narratives, preparing speeches and public speeches in a foreign language considering cultural sensitivity.

**Expansion of the paradiplomatic tools
in the context of combating disinformation:
New mechanisms and educational directions**

The method of interdisciplinary modelling used in the study demonstrated a successful combination of approaches of political science, educational theory, linguoculturology, media education and sociology in the development of a comprehensive educational strategy involving paradiplomatic content. Due to this integrated approach, effective practical recommendations for professional training of international political scientists have been developed, which provide for the development of skills in critical interpretation of information flows. The study confirmed that such an educational strategy helps to increase the ability of specialists to effectively and promptly interact in the context of hybrid threats. However, interdisciplinary modelling has enabled the creation of educational tools that form not only the theoretical basis, but also the competencies necessary for analysing and countering information challenges in foreign policy. Thus, the use of this method has allowed updating training programmes that meet contemporary security challenges and to train highly qualified specialists with a deep understanding of paradiplomatic processes.

In the context of the escalation of hybrid threats, which are increasingly aimed at undermining democratic institutions through information attacks, paradiplomacy emerges as a potentially effective domain for initiatives that complement and expand the traditional state mechanisms of information security. One of the key areas for expanding this capacity is the introduction of innovative counter-propaganda measures and the dissemination of verified information, especially considering linguistic, cultural,

and socio-psychological factors. In this regard, attention should be paid to the creation of multilingual and multicultural information platforms as a key aspect of the transnational educational environment. Subnational entities (cities, regions, communities) have unique resources rooted in the local context, allowing them to develop and maintain platforms for cross-cultural communication. These platforms can function as multilingual information centres aimed at dispelling misinformation in an adapted form, considering cultural codes, communication styles, and emotional triggers of the target audience. An important educational component here is the training of future international political scientists to master not only a foreign language as such, but also the language of professional communication in the context of socio-cultural and political circumstances. Such foreign language training should integrate multimodal competencies, in particular critical news analysis, creating compelling messages, blogging and communication through social media, etc.

It is also advisable to analyse the effectiveness of fact-checking projects and media literacy programmes as components of information security in education. Fact-checking, according to V. Shevchenko (2018), dates back to 2007, when the PolitiFact resource launched by editors and journalists of the Tampa Bay Times in Florida, and the PunditFact project, initiated in collaboration with the same newspaper. PolitiFact analysed original statements made by government officials, candidates for elected positions, party leaders, and political activists at all levels – from local officials to the US president. Statements by experts, commentators, bloggers, political observers, talk show presenters and guests, and other participants in the information space are also considered. Among the well-known and effective international fact-checking projects that can be used to detect false information, fakes, pseudo-scientific materials and fraud cases in various spheres of public life, the author highlights Pinocchio (USA, The Washington Post), FactCheck.org, Truth-o-Meter, PolitiFact (USA), BBC Reality

Check (UK), SMHoaxSlayer (India), Gohoo (Japan), Les Décodeurs (Le Monde, France), Pagella Politica and Bufale.net (Italy), Ellinikahoaxes.gr and Factchecker.gr (Greece), Ferret Fact Service (Scotland), Chequeado.com (Argentina), and Ukrainian initiatives StopFake and Factcheck.com.ua.

In the modern university environment, fact-checking is increasingly considered a tool for ensuring academic integrity, developing analytical thinking, and countering the spread of disinformation. Fact-checking plays an important role in shaping the ability to critically evaluate political narratives, verify information sources, and recognise manipulative techniques, which is especially relevant in the context of hybrid warfare, information pressure, and the growing role of regional actors in global processes. Along with the positive results of implementing fact-checking in the academic environment, a number of controversial issues arise. University fact-checking platforms can be involved in political processes, in particular, through cooperation with state or non-state structures, which poses a threat to their independence and objectivity. As a result, fact-checking risks turning from a neutral educational tool into a mechanism for legitimising dominant ideological positions or discrediting alternative views. In addition, algorithmisation of fact-checking processes and the lack of transparent criteria for evaluating information make it difficult to access a balanced discourse in the educational space. In such circumstances, applicants may face limited opportunities for free expression of critical judgements or analysis of conflict situations, which is important for their professional training.

Despite the potential benefits of fact-checking as an educational practice, its implementation in the university environment requires a particularly attentive attitude to issues of transparency, pluralism, and preservation of academic autonomy. In particular, through the introduction of practice-oriented modules, namely simulation of fact-checking, analysis of information manipulation in the media in foreign languages,

creation of educational videos, podcasts and digital campaigns. This approach not only actualises the interdisciplinary content of training, but also contributes to the development of a new generation of specialists who can effectively act in the information paradigm of contemporary paradiplomacy. The application of these mechanisms, expanding the functional field of paradiplomacy, creates new educational horizons for future international political scientists who must act in conditions of supranational information pressure, dynamic digital environment, and intercultural interaction. Systematic support for fact-checking initiatives at the regional level helps to increase the transparency of the information space and build confidence in democratic procedures. Graduates as subnational actors can become founders of independent media analytics centres, partner networks with international fact-checking organisations, or even initiate interactive educational campaigns. For international political scientists, this opens up a wide range of opportunities for professional implementation: from participation in international projects to the development of educational content for different target audiences, adapted in foreign languages.

It is also worth exploring the potential of working with influencers and opinion leaders in regional contexts to strengthen the communication strategy of educational initiatives. In the contemporary information environment, where trust in centralised institutions is often low, local authorities (journalists, public figures, artists, university professors, etc.) can play the role of a “transmission belt” between professional analytics and a wide audience. Their voice, enhanced by subnational institutional support, can effectively influence the perception of information within local and transnational networks. Training of international political scientists should include the ability to identify such leaders, build professional connections with them, involve them in cross-cultural projects, and to act independently act as influencers in the field of international communication.

It is also advisable to consider the possibilities of using visual aids and storytelling as effective mechanisms for broadcasting educational messages in an intercultural environment. In the global information space, where the advantage often belongs not to facts, but to narratives that can evoke an emotional response from society, the ability not only to produce reliable content, but also to effectively verbalise it becomes extremely important. Data visualisation and storytelling as impact tools allow adapting complex information to the needs of different audiences, reducing the cognitive load and increasing the emotional involvement of participants. It is these tools that acquire strategic importance within the framework of paradiplomatic initiatives aimed at combating disinformation.

Subnational actors (municipalities, regional administrations, educational institutions) can implement visual campaigns explaining complex socio-political processes through graphs, infographics, interactive maps, or visual stories. Combining these elements with storytelling (storytelling that appeals to a person's emotions, experience, or local context) forms a powerful narrative that can compete with disinformation messages. It is also important to create materials adapted to foreign languages based on the cultural codes of the target audience. In this regard, international political scientists must not only be polyglots, but also communicative "designers" capable of conveying complex meanings in a format that is understandable to the international community. The educational process, accordingly, should be reoriented to the development of cross-media storytelling skills by foreign-language means – writing socially significant stories, creating video essays, presentations, multilingual posters, and podcasts based on verified information. Therefore, the integration of courses in digital rhetoric, critical media analysis, and visual literacy is an urgent pedagogical response to these challenges.

In the fight against disinformation, the partnership of subnational entities with technology companies, startups, and research centres is

becoming important. This collaboration may include the joint development of tools for automatic detection of fake content, botnets, and visual labelling of questionable information in the public space. Such initiatives not only increase the effectiveness of countering disinformation, but also create new channels for international positioning of regions as responsible and technologically advanced actors. Professional foreign language training in this context should include the technical component of the global information space: training in specialised terminology on information security, studying interdisciplinary cases of interaction between states, technology companies and public initiatives, developing professional communication skills with digital developers, designers, media professionals. Applicants should be able to participate in a multilingual technical dialogue, write project summaries in foreign languages, and prepare cross-cutting presentations for receiving international grants or participating in conferences.

Thus, the combination of visualisation, storytelling and technological partnership expands the horizons of paradiplomatic counter-propaganda strategies, opening up new dimensions for professional education. As indicated by R. Tavares (2016), international political scientists of the new generation should be not only international analysts, but also effective communicators who work in synergy with the digital space, think visually and are able to broadcast meanings in formats that can win in the conditions of information confrontation. Consequently, digital paradiplomacy is a leading component of professional training of international specialists. After all, the modern world is characterised by the dynamic development of information and communication technologies, which open up new opportunities for the dissemination of information and the development of influence in the international arena. Therefore, the integration of digital tools and platforms into the educational process is not only appropriate, but also a necessary condition for the development of effective paradiplomatic skills among future international political scientists.

Digital platforms and social networks serve as the main channels for the exchange of information and the dissemination of counter-narratives in paradiplomatic activities. Training should include hands-on mastery of social media marketing tools, digital storytelling, data analytics, and working with audiences in a virtual environment. Future specialists should be able not only to create high-quality content, but also to monitor the information field, identifying misinformation and quickly responding to it using appropriate digital resources. Thus, digital technologies provide an opportunity to model and work out paradiplomatic scenarios in virtual trainings, which improves the quality of practical training of applicants. Using interactive platforms allows creating simulations of negotiations, crisis communications, and work with foreign-language media. Digital tools support the facilitation of the educational process, facilitating collaboration between applicants, teachers, and experts from different countries. Online courses, webinars, and collaboration platforms help to create an international professional environment, which is especially important for paradiplomatic activities based on network connections and cross-cultural dialogue. Therefore, consideration of these aspects in the system of professional training of specialists in international relations and political science not only improves the quality of training, but also contributes to the development of a new generation of professionals who can effectively counteract information threats, using digital transformation technologies as a tool for flexible and adaptive paradiplomacy.

The proposed approaches to integrating paradiplomacy and counter-propaganda into foreign-language training of graduates fit seamlessly into the framework of international and national educational standards. In particular, they meet the requirements of the Bologna Process for the development of applicants' competencies focused on interdisciplinarity and the development of critical thinking. The inclusion of topics on digital literacy and combating disinformation contributes to the implementation of the criteria defined in the European and Ukrainian standards for training international political scientists. From this standpoint, these research strategies correspond to the tasks of developing professional competence of graduates, which implies mastering the skills of information analysis, communication in a multicultural environment, and the ability to apply innovative digital tools in professional activities. In addition, the emphasis on facilitation of teaching activities and integration of innovative teaching methods correlates with the requirements for the quality of the educational process, consolidated in the legislation of Ukraine. For a visual summary of approaches to the introduction of paradiplomacy in the educational process of professional training of specialists in international relations and political science, Table 2 is presented below, illustrating the components of the educational strategy, focusing on the use of active forms of training, digital technologies, case analysis, and intersectoral interaction as means of forming information resilience of higher education applicants.

Table 2. *Integration of the educational strategy of paradiplomacy into the professional training of specialists in international relations and political science*

Strategy element	Description	Application examples
Theoretical training	Study of paradiplomacy, information security, and counter-propaganda	Lectures and seminars on international relations, political science and sociology
Communication skills development	Practice of foreign language professional communication with an emphasis on paradiplomatic topics	Discussions, debates, and role-playing games

Table 2. Continued

Strategy element	Description	Application examples
Facilitation of critical thinking	Analysis of cases of disinformation and counter-narratives, development of media literacy	Working on real-world cases, fact-checking tasks
Use of digital tools	Application of data visualisation, storytelling, and digital platforms in the educational process	Creation of presentations, videos, and information campaigns
Interdisciplinarity	Integration of knowledge in linguoculturology, cognitive sciences, and pedagogy	Projects, research papers, interdisciplinary seminars, and webinars

Source: compiled by the author

It can be concluded that the integration of the educational strategy of paradiplomacy into the professional training of specialists in international relations and political science implies a combination of theoretical awareness with the development of practical skills and an interdisciplinary perspective. This approach not only contributes to a deeper understanding of paradiplomatic processes in a global context, but also forms critical thinking, the ability to communicate in a foreign language at a professional level, and digital information processing skills in applicants. Of particular importance is the focus on active learning through engagement with real-world cases, the use of ICT and the incorporation of elements of intersectoral interaction, which meets the requirements of contemporary international education and increases the level of professional readiness of graduates to work in the context of information and communication challenges.

Conclusions

As a result of the research, it was found that paradiplomacy, which for a long time remained on the periphery of educational discourse, has a significant potential as an innovative resource in the development of professional readiness of future international political scientists to work in the face of growing information threats. Given the increasingly fragmented international space, in which state borders intersect not only physically, but also informationally, the role of local actors as carriers of new models of cooperation is growing. In this context, paradiplomacy takes on the

character of not only alternative diplomacy, but also a new form of global presence that operates through horizontal networks, cultural ties, educational platforms, and value coalitions. In this sense, it meets the needs of a post-industrial society focused on flexibility, networking, and cooperativeness. Generalisation of the research results indicates that it is necessary to institutionalise the paradiplomatic component in the framework of training programmes on international relations, public communications, and regional studies.

The innovative idea of the study is to combine paradiplomacy and education as industries that can mutually reinforce each other. Paradiplomacy, based on communication practices, trust and partnership, gives the educational process an external dynamic and practical dimension. But education, perceiving paradiplomacy as an educational strategy, contributes not only to the assimilation of knowledge by applicants, but also to the development of behavioural models that activate “soft power” in the international environment. Another of the conceptual conclusions of the study is the interpretation of foreign language training not only as a functional component of professional education, but also as an environment for the development of graduates’ ability to peaceful international influence. The foreign-language competence of future specialists, combined with a paradiplomatic consciousness, creates the basis for nonviolent counteraction to disinformation, building a dialogue with foreign partners, strengthening the position of the region or community in the information and political space.

In conclusion, in the context of information competition, paradiplomacy should be integrated into the educational process as a tool for not only professional but also value-based training of students. Creation of an appropriate educational ecosystem that combines local initiatives with global challenges is a strategic challenge for both the scientific community and public policy in the field of higher education and security. It should also be emphasised that further research in this area should contribute not only to the theoretical understanding of paradiplomacy as an instrument of public diplomacy at the subnational level, but also to the development of a new culture-oriented paradigm of professional

training of specialists, which meets the challenges of the post-truth era, mediated conflict, and value polarisation. In this sense, paradiplomacy should be considered not just as an educational content, but as a cultural practice of future graduates, capable of activating their civic position, responsible information, and intercultural understanding in a globalised world.

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Анотація. Актуальність теми зумовлена посиленням інформаційної війни та зростанням ролі субнаціональних акторів у міжнародному просторі, що вимагає переосмислення освітніх стратегій у сфері міжнародних відносин. Мета роботи полягала в теоретичному обґрунтуванні освітнього підходу, орієнтованого на використання парадипломатичних практик як дидактичного ресурсу для формування фахової стійкості здобувачів вищої освіти до дезінформації та пропаганди. У дослідженні застосовано комплекс методів, зокрема структурно-функціональний аналіз, міждисциплінарне моделювання і контент-аналіз інформаційного середовища. Результати дослідження показали, що парадипломатія як форма зовнішньої діяльності регіональних і муніципальних суб'єктів може ефективно доповнювати класичну дипломатію в умовах гібридних загроз завдяки своїй гнучкості, оперативності й здатності до мережевого впливу. Встановлено, що така діяльність має значний потенціал у поширенні правдивої інформації, зміцненні культурних зв'язків, формуванні позитивного іміджу держави. Здійснено концептуалізацію парадипломатії як дидактичного інструменту, інтегрованого в іншомовну професійну підготовку фахівців-міжнародників. Запропоновано практичні кроки інтеграції парадипломатичного контенту в освітній процес, що базується на розвитку критичного мислення, аналітичних навичок, цифрової та медіаграмотності. Обґрунтовано доцільність включення тематичних блоків, пов'язаних із парадипломатичною діяльністю, до навчальних програм із міжнародних відносин і політології, зокрема в контексті вивчення іноземних мов як засобу міжкультурної взаємодії та комунікаційної безпеки. Практична значущість дослідження полягала у створенні підґрунтя для розроблення інноваційних освітніх стратегій, здатних забезпечити якісну підготовку нової генерації політологів-міжнародників, адаптованих до викликів глобального інформаційного простору та здатних реалізовувати стратегії публічної дипломатії на локальному рівні.

Ключові слова: професійна освіта; культурологічний підхід; іноземна мова в дипломатії; міжкультурна комунікація; міждисциплінарний підхід; медіаграмотність