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CULTURAL DIPLOMACY AND SOFT POWER IN THE INTERNATIONAL BUSINESS ENVIRONMENT: RETROSPECTIVE ANALYSIS OF ECONOMIES IN DEVELOPMENT

In today's international environment in which states are trying to establish their influence, culture and education must be seen as instruments of soft power. The cultural dimension is as fundamental as economic and political cooperation, but the importance of cooperation in the education sector, which is also an accessible form of the country's influence on the international stage, should not be overlooked. In recent years, Turkey has worked intensively to expand and deepen co-operation in B&H and Kosovo, but also beyond, in the region, paving the way for economic cooperation and expanding its political influence. In this way, it has managed to make culture and education a strategic tool within the Balkan region. To achieve this, through an active policy of soft power, it sought to develop cultural and educational projects with governments, but also non-governmental organizations in the field.

The article explores the retrospective activities of the Republic of Turkey through a case study of the presence of this country in B&H and Kosovo. It is based on a wide range of data from selected official websites of the Republic of Turkey, as well as on academic studies in this field. With an active international policy aimed at dominating relations with the Western Balkans, Turkey has in recent decades created conditions of soft power by instrumentalizing its actions with an emphasis on culture and education. Although with oscillations, comparative data from

the analyzed countries show that the total investments of the Republic of Turkey in the culture and education sector have increased in the last decade. At the same time, the study confirms the proactive role of this country in international relations, which with the concept of soft power and cultural diplomacy successfully promotes strategic, economic, but also political goals of national interest.

Keywords: *cultural diplomacy, soft power, international relations, Turkey, B&H, Kosovo*

1. Introduction

This research is based on the theory of soft power, first introduced by Joseph Nye to describe how states can attract each other through persuasion in the process of practicing cultural diplomacy. Soft power derives from the attractiveness of a country's culture, political ideals, and politics, as opposed to hard power, which represents the ability to coerce that arises from a country's military or economic power. Therefore, hard power remains crucial in a world of states trying to protect their independence and that are willing to turn to violence. With a brief discussion of this concept, this study provides a comprehensive overview and retrospective analysis of the cultural and educational impact of the Republic of Turkey on B&H and Kosovo, which is the key topic of the article.

Cultural diplomacy has a long history as a means of promoting the soft power of a country that rests on its resources of culture, values, and politics. For these reasons, the country's political and economic development as a source of attraction provides a strong foundation for elements of its soft power. But education, which has a special strength and vital role in political and social development, economic growth, and technology, should not be overlooked either. Of course, long-term strategies combine hard and soft power resources using soft power as the ability to influence others to achieve desired results by attractiveness rather than coercion or economic conditions.

The main goal of this research was to analyze the cultural policy of the Republic of Turkey in the field of diplomacy and international relations and to investigate the preconditions and peculiarities of its development in B&H and Kosovo. The intention is to examine how Turkey creates soft power, that is, how its activities affect countries with weak economies. The case study as a selected study design was conducted through an in-depth analysis of Turkey's activities in B&H and Kosovo in the period 2003–2014, with the ambition to clarify and define the leading elements of these processes. A qualitative and quantitative approach was used in the research, while data analysis and content analysis techniques were used for the analysis of final data, which

were later processed in the statistical program SPSS. The results of this study suggest that it could be a model of how the state strives for soft power in a region where there is primarily a concept of historical symbolism and inherited conceptual frameworks of cultural history.

2. Cultural diplomacy and soft power of Turkey

Soft power is very important in the era of global information and its lack can lead to the loss of „hard power" on the international stage, and no power will be powerful if it is limited to the use of hard power instruments such as the military and economy (Melissen, 2005). Of course, it should be emphasized that the efforts of cultural diplomacy create the conditions for opening the way to political information. While „hard" power can be the potential to force the state to do certain activities by military or economic means, soft power „rests on the ability to shape the preferences of others" (Nye, 2004: 5). However, soft power resources are more complex, both in categorization and in nature. In behavioral terms, soft power is attractive power. In terms of resources, soft power resources are the assets that produce such attraction (Nye, 2008).

For Rashidagic and Hesova, Turkey has focused its soft power strategy specifically on Balkan Muslims and four main areas: religious institutions, Islamic history, education, and the media and popular culture (Rašidagić and Hesova, 2020: 105). Turkish soap operas have been „extremely popular throughout the Balkans, especially in Kosovo and several other countries" (Džogović, 2016: 112). This success of Turkish TV series in the Balkans and around the world has been interpreted as Turkey's soft power. In this regard, Turkish television series have the potential to contribute to Turkey's soft power as cultural content coming from Turkey. It is also worth noting that recent theoretical research on soft power resources, in addition to culture, includes history, art, education, business environment, sports, tourism, and the like.

According to Çevik, Turkey is a case study worthy of attention in examining the soft power capacities of developing countries. Often criticized for crossing the line of its power, Turkey has included the discourse of soft power in its foreign policy strategy. The same author states that the Davutoğlu era was the culmination of Turkey's discourse of soft power thanks to external and internal factors that positioned Turkey as a growing role model in its region. On the other hand, Erdogan's time took an indefinite pause in the discourse of soft power. Therefore, he concludes, the direction and style of leadership are linked to Turkey's soft power capacity (Çevik, S. B., 2019).

Apart from the efforts of the West and Russia to intensify political and economic power in the Balkans, Turkey's efforts to maintain its power, if not

undermine its influence, are not far behind (Džogović, 2019: 115). Turkey's new dynamics as a global player are being effectively communicated to national and international audiences. This country has a strong network of governmental and non-governmental actors providing foreign aid, which in turn helps Turkey's brand as a benevolent nation (Çevik, 2015). Turkey's humanitarian and development aid is an integral part of Turkish public diplomacy with its attempts to label the country a „donor state" and a „benevolent country" (Bacık and Afacan, 2013; Çevik & Sevin, 2017). Since 2004, the Turkish Co-operation and Co-ordination Agency [TİKA] has become an important soft power tool in the Western Balkans, funding the reconstruction of mostly religious Islamic buildings, giving Turkey unprecedented efforts to preserve its Muslim heritage. In 2007, the Yunus Emre Cultural Institute was established, offering Turkish language teaching to foreigners, and quickly opened branches in the Balkans (Aydıntaşbaş 2019: 18). Turkey, therefore, is creating the conditions for soft government in B&H and Kosovo. The results of our research show that in these countries, Turkey operates through an impressive number of different channels. Also, the data show that Turkey is equally instrumentalizing aspects of B&H and Kosovo, to legitimize itself in the Bosnian and Kosovo contexts, thus enabling further mitigation measures. The sectors in which this is most pronounced are the areas of culture and education.

2. Empirical data and analysis

Distribution normality test

Descriptive statistics		
obr_kult		
N	Valid	101
	Missing	0
Mean		6.3224
Std. Error of Mean		.09981
Median		7.0000
Mode		9.000
Std. Deviation		1.0701
Variance		1.7220
Skewness		-.301
Std. Error of Skewness		.049
Kurtosis		.729
Std. Error of Kurtosis		.102

Table 1. *Descriptive indicators*

Table 1. indicates what the distribution we have in our case is (whether the distribution is normal or not). In the above table, entitled *Descriptive Indicators,* the values of the arithmetic mean in the amount of 6.3224 were obtained, which is essentially a good indicator considering the range of results. Also, the standard deviation of 1.0701 indicates a deviation around the arithmetic mean that is not large at all, as well as the median 7.0000 and mod 9.000 and some other parameters among which the most important are Skewness and Kurtosis because they can be used to check the empirical deviation from the normal distribution. A Skjunis value of -.301 and a statistical error of .049, certainly a Kurtosis .729, and a statistical error of .102 indicate that the distribution does not deviate from the normal curve.

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
obr_kult	.144	222	.000	.144	222	.000

a. *Lilliefors Significance Correction*

Table 2. *Tests od Normality*

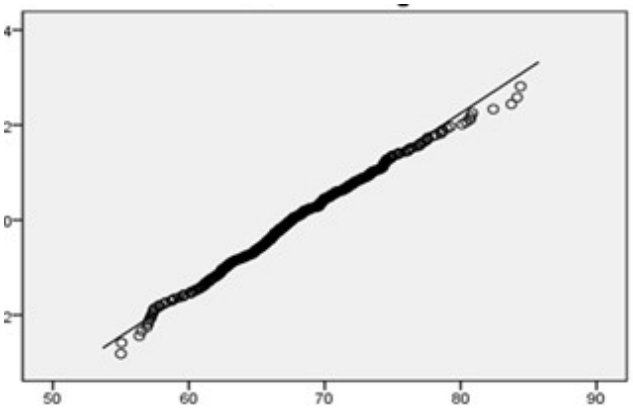
The variable *obr_kult* represents the aggregate variable of all variables based on which the normality of the distribution was examined. Table 2. *Tests of Normality* gives the results of distribution normality tests invented by Kolmogorov and Smirnov. The *Statistic* column provides information on the extent of the distribution deviation from normal. In our case, it is 0.144, and the column Sig. speaks of the significance of the established deviation of 0.00. Considering that Sig. that is, statistical significance in SPSS less than 0.01, it can be concluded that the distribution does not deviate statistically from the normal curve at the significance level of 0.01. Result 222 represents the total number of results obtained by the study, which is characterized by the representativeness of the sample.

The data that will be presented in the following lines of this paper were collected by research, and the mentioned sample size of 222 is as such representative for the period observed in the paper.

All the above indicators take as their starting point the projects of the Republic of Turkey for the territory of Bosnia and Herzegovina and Kosovo, and by that, a clear possibility has been created for the data of predominantly qualitative basis to be presented quantitatively. Also, the variables that were taken into account, primarily refer to the year in which the project was implemented, the activity through which it was implemented, and then to the data source or organization through which the activity is implemented. The presen-

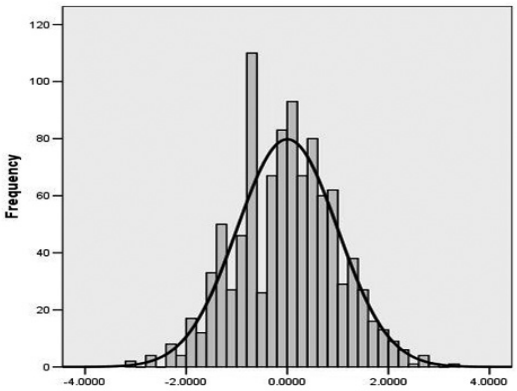
ted results are only a picture and a clear indicator through parametric statistics of how much influence the Republic of Turkey has through its projects on the cultural and educational sector in Bosnia and Herzegovina and Kosovo.

Histogram 1. *Normal Q-Q Plot*



The appearance of a normal probability curve, Normal Q-Q Plot, indicates that the observed values are close to a straight line, ie the expected values that a normal distribution would give. Also, a normal Q-Q plot is another indication that parametric statistics can be used in this case.

Histogram 2. *Boxplot*



Sub-hypothesis 1: It is assumed that the influence of the Republic of Turkey on the education sector of Bosnia and Herzegovina is very significant,

especially in terms of holding scientific conferences and seminars, and professional development.

Correlation			
		rep_tur	konf_sem
rep_tur	Pearson Correlation	1	.934**
	Sig. (2-tailed)		.000
konf_sem	Pearson Correlation	.934**	1
	Sig. (2-tailed)	.000	
**. Correlation is significant at the 0.01 level (2-tailed).			

Tablica 3. *Korelacija-Pearson Correlation*

The variable *konf_sem* represents exactly that variable which, according to the hypothesis, is in relation to or potentially in correlation with the variable *rep_tur,* ie projects implemented by the Republic of Turkey. Statistical data processing in the SPSS package resulted in Table 3, which presents the correlation between the two mentioned variables. The table above represents the direction and strength of the connection. The amount of the Pearson correlation is r = .934, which is primarily a positive correlation because the plus sign is in front of the correlation coefficient value. The amount of the .934 correlation is, according to Cohen, of great value, which means that in this case there is a large correlation between these two variables. So, we conclude that there is a connection between the Republic of Turkey, ie its projects, and the education sector of Bosnia and Herzegovina in terms of holding scientific conferences, seminars, and professional training. Significance Sig. = 000 represents the statistical significance of the correlation as a test by which we examine the correlation between the two variables shown in Table 3.

Model Summary[b]				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	934[a]	.910	.471	21.451

Table 4. *Correlation coefficient and determination coefficient*

In Table 4, the result R (correlation coefficient) and R2 (determination coefficient) are very important. This table shows that R = .934. The value of R2 (R square) is R2 = .910. Thus, the education sector in Bosnia and Herzegovina, through projects funded by the Republic of Turkey (in terms of conferences, seminars, and professional training), with 91% can be explained through the presented projects of the Republic of Turkey, which is a very high

level of influence. The error in estimation or Std. Error is 21.451, which is a very small error, and the results of R and R2 can be taken as credible, certainly taking into account the data of Adjusted R Square, which confirms the above.

Model		Sum of Squares	Mean Square	F	Sig.
1	Regression	56143.221	1211.094	19.451	.000[b]
	Residual	77349.213	341.491		
	Total	133492.434			

Table 5. *ANOVA*

Table 5. ANOVA shows the F coefficient, as well as its significance Sig. Its value is F = 19.451, and it is statistically significant at the level of inference $p < 0.01$ because its value is Sig. = 0.000. The table also shows that the overall regression is significant. The Sum of Squares along with the Mean Square represents results that ultimately do not affect the conclusion as to whether the regression is significant or not. Mentioned data in Table 5. represent the basis for the amount of impact of 91%.

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	214.323	9.332		14.113	.000
	konf_sem	11.242	2.113	.821	2.224	.000

Table 6. *Beta coefficient*

The variable *konf_sem* is the tested variable or predictor variable in this test and confirms whether the regression itself makes sense during the test. Table 6. *Coefficients* gives the variable Beta (Beta coefficient), which by its size shows what the predictor variable is. The value of the Beta coefficient of 0.821 and the value of t for these coefficients show statistical significance (at the level of $p < 0.001$). The value of Std. Error in its amount of 2.113 is in this case statistically insignificant, together with the value of B which is 11.242. Thus, the impact of the projects of the Republic of Turkey on this concept of the education sector can be reaffirmed.

Subhypothesis 2: It is assumed that the influence of the Republic of Turkey on the education sector of Bosnia and Herzegovina is very significant, especially in terms of the construction, renovation of school facilities, and professional development.

Correlation			
		rep_tur	*obn_ren*
rep_tur	Pearson Correlation	1	.988**
	Sig. (2-tailed)		.000
obn_ren	Pearson Correlation	.988**	1
	Sig. (2-tailed)	.000	
**. Correlation is significant at the 0.01 level (2-tailed).			

Table 7. *Correlation – Pearson Correlation*

The variable *izg_ren* represents exactly that variable which, according to the sub-hypothesis, is about or potentially in correlation with the variable *rep_tur.* Statistical data processing in the SPSS package resulted in Table 7, which represents the correlation between the two mentioned variables. The table above represents the direction and strength of the connection. The amount of Pearson correlation is r = .988, which is primarily a positive correlation because the plus sign is in front of the correlation coefficient value. The correlation amount of 0.988 is, according to Cohen, a large value, which means that in this case there is a large correlation between these two variables. We conclude that there is a connection between projects of the Republic of Turkey and the education sector of Bosnia and Herzegovina in terms of construction, renovation of school facilities, and holding professional seminars. Significance Sig. =. 000 represents the statistical significance of correlation as a test by which we examine the relationship of the two variables shown in Table 7.

Model Summary[b]				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	988[a]	.972	.223	19.998

Table 8. *Correlation coefficient and determination coefficient*

In Table 8, the result R (correlation coefficient) is very important, as well as R2 (coefficient of determination). This table shows that R = .988. The value of R2 (R square) is R2 = .972. Therefore, the education sector in Bosnia and Herzegovina through projects funded by the Republic of Turkey (in terms of construction and renovation of school facilities) with 97% can be explained through the presented projects of this country. Std. Error of the Estimate is 19.998, which is a very small error, so the results of R and R2 can be taken as credible, certainly taking into account the data of Adjusted R Square which confirms the amount of impact.

Model		Sum of Squares	Mean Square	F	Sig.
1	Regression	44210.110	1222.100	22.534	.000[b]
	Residual	33209.214	221.499		
	Total	77419.324			

Table 9. *ANOVA*

Table 9. ANOVA shows the value of the F coefficient and its importance Sig. Its value is F = 22.534 and is statistically significant at the level of inference $p < 0.01$ because of the value of Sig. = 0.000. It also shows that the overall regression is significant. The Sum of Squares together with the Mean Square represents results that ultimately do not affect the conclusion whether the regression is significant or not. Mentioned data in Table 9. represent the foundation and confirmation of the impact of projects of the Republic of Turkey on the construction and renovation of school facilities.

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	91.112	9.221		12.229	.000
	obn_ren	9.881	1.009	.789	1.994	.000

Table 10. *Beta coefficient*

The *izg_ren* variable is the tested variable or predictor variable in this test and confirms whether regression has its meaning during the test. Table 6. Coefficients gives the variable Beta (Beta coefficient), which by its size shows the amount of the predictor variable. The value of the Beta coefficient of 0.789 and the value of t for these coefficients show statistical significance (at the level of $p < 0.001$). Std. Error value of 1.009 is statistically insignificant in this case, along with a B value of 9.881. The point is to confirm the impact that in this case is more pronounced on the arrangement and renovation of school facilities than on the holding of seminars and conferences.

Subhypothesis 3: The influence of the Republic of Turkey on the cultural sector of Bosnia and Herzegovina is assumed to be significant.

Correlation			
		rep_tur	*kul_sek*
rep_tur	Pearson Correlation	1	.801**
	Sig. (2-tailed)		.000
kul_sek	Pearson Correlation	.801**	1
	Sig. (2-tailed)	.000	
**. Correlation is significant at the 0.01 level (2-tailed).			

Table 11. *Correlation – Pearson Correlation*

The variable *kul_sek* represents exactly that variable which, according to the sub-hypothesis, is concerning or potentially in correlation with the variable *rep_tur.* Statistical data processing in the SPSS package resulted in Table 11, which represents the correlation between the two variables. The table above represents the direction and strength of the connection. The amount of the Pearson correlation is r = .801, which is primarily a positive correlation because the plus sign is in front of the correlation coefficient value. We conclude that there is a connection between the projects of the Republic of Turkey and the cultural sector of Bosnia and Herzegovina. Sig. = .000 represents the statistical significance of correlation as a test by which we examine the relationship between the two variables shown in Table 11.

Model Summary[b]				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	801[a]	.792	.222	10.259

Table 12. *Correlation coefficient and determination coefficient*

In Table 12, the result R (correlation coefficient) is very important, as well as R2 (coefficient of determination). This table shows that R = .801. The value of R2 (R square) is R2 = .792. Therefore, the cultural sector in Bosnia and Herzegovina through projects funded by the Republic of Turkey with 79% can be explained precisely through the presented projects. Std. Error of the Estimate is 10.259, which is a very small error.

Model		Sum of Squares	Mean Square	F	Sig.
1	Regression	11200.008	1918.092	10.221	.000[b]
	Residual	19976.244	299.009		
	Total	31176.252			

Table 13. *ANOVA*

Table 13. ANOVA shows the amount of the F coefficient and its importance. Its value is F = 10-221, and it is statistically significant at the level inference p < 0.01 because of the value of Sig. = 0.000. It also shows that the overall regression is significant. The Sum of Squares together with the Mean Square represents results that ultimately do not affect the conclusion whether the regression is significant or not. The data listed in Table 13 represent a fundamental fact of the impact of projects of the Republic of Turkey on the cultural sector of Bosnia and Herzegovina.

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	155.766	2.114		12.008	.000
	kul_sek	9.241	1.996	.545	1.201	.000

Table 14. *Beta coefficient*

The variable *kul_sek* is the tested variable or predictor variable in this test and confirms whether regression has its meaning during the test. Table 14. *Coefficients* gives the variable Beta (Beta coefficient), which by its size shows what the predictor variable is. The value of the Beta coefficient of 0.545 and the value of t for these coefficients show statistical significance (at the level of p < 0.001). The value of Std. Error in the amount of 1.996 is statistically insignificant in this case, together with the value of B which is 9.241. Therefore, it can be confirmed once again how much influence the Republic of Turkey has through its projects on the cultural sector in Bosnia and Herzegovina.

Sub-hypothesis 4: It is assumed that the influence of the Republic of Turkey on the educational and cultural sector of the Republic of Kosovo is very significant.

Correlation			
		rep_tur	*obr_kult*
rep_tur	Pearson Correlation	1	.925**
	Sig. (2-tailed)		.000
obr_kult	Pearson Correlation	.925**	1
	Sig. (2-tailed)	.000	
**. Correlation is significant at the 0.01 level (2-tailed).			

Tablica 15. *Korelacija-Pearson Correlation*

The variable *obr_kult* represents a variable which, according to the sub-hypothesis, is concerning or potentially in correlation with the variable *rep_tur.* Statistical data processing in the SPSS package resulted in Table 15. which presents the correlation between the two variables. The table above represents the direction and strength of the connection. The amount of the Pearson correlation is r = .925, which is primarily a positive correlation because the plus sign is in front of the value of the correlation coefficient. The amount of the .925 correlation is, according to Cohen's interpretation, large values, which means that in this case there is a large correlation between these two variables. We conclude that there is a connection between the projects of the Republic of Turkey and the educational and cultural sector of the Republic of Kosovo. Significance Sig. = .000 represents the statistical significance of correlation as a test by which we examine the relationship between the two variables shown in Table 15.

Model Summary[b]				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	925[a]	.899	.554	18.828

Table 16. *Correlation coefficient and determination coefficient*

In Table 16, the result R (correlation coefficient) is very important, as well as R2 (coefficient of determination). This table shows that R = .925. The value of R2 (R square) is R2 = .899. Therefore, the education and culture sector from the starting point of projects funded by the Republic of Turkey in Kosovo with more than 89% can be explained through the presented projects of this country. Std. Error of the Estimate is 18.828 which is a very small error, so the results of R and R2 can be taken as credible, certainly taking into account Adjusted R Square, a data that confirms the amount of impact and the statistical significance.

Model		Sum of Squares	Mean Square	F	Sig.
1	Regression	22451.443	2208.154	15.532	.000[b]
	Residual	11224.220	114.491		
	Total	33675.663			

Table 17. *ANOVA*

Table 17. ANOVA shows the value of the F coefficient and its significance. Its value is F = 15.532 and is statistically significant at the level of inference p < 0.01 because of the value of Sig. = 0.000. It also shows that the

overall regression is significant. The Sum of Squares together with the Mean Square represents results that ultimately do not affect the conclusion whether the regression is significant or not. Mentioned data in Table 17. are the basis for confirming the influence of the Republic of Turkey through projects funded in the education and culture sector in Kosovo.

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	99.176	8.229		11.449	.000
	obr_kult	8.456	1.871	.453	2.313	.000

Table 18. *Beta coefficient*

It can be reaffirmed that an impact amount of 89% makes sense looking at the results of research in this regard. The variable *obr_kult* is the tested variable or predictor variable in this test and confirms whether regression has its meaning during the test. Table 18. *Coefficients* gives the variable Beta (Beta coefficient) which indicates the size of the predictor variable. The value of the Beta coefficient is 0.453, and the value of t for these coefficients shows statistical significance (at the level of $p < 0.001$). An Std. Error value of 1,871 is statistically insignificant in this case, along with a B value of 8.456. It can therefore be reaffirmed that an impact amount of 89% makes sense given the results of the research in this regard.

Sub-hypothesis 5: It is assumed that there is no difference in investments through projects of the Republic of Turkey in Kosovo in the education and culture sector.

Independent Samples Test											
		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
									Lower	Upper	
zbir_obrkult	Equal variances assumed	2.997	.060	..822	126	.407	2.506	2.971	-3.370	8.221	
	Equal variances not assumed			.855	123.657	.392	2.506	2.441	-3.246	8.345	

Table 19: *Independent Samples Test*

Before we start reading the final results of Table 19. *Independent Samples Test Test* it should be noted that when the value Sig. in the section *Levene's Test for Equality of Variances* is greater than 0.05, it is necessary to use the first row of the table, which is the rule when t-test is used. Since this is the case in this study (0.06), the result should be read from the first line of the table.

The value of t = 0.822 as well as its significance Sig. = 0.407, which is above the limit of 0.05, indicates that there is no statistically significant difference in investment through projects of the Republic of Turkey in Kosovo concerning the education and culture sector, ie. that there is no difference in investing in the education and cultural sector.

Subhypothesis 6: It is assumed that there are differences in the levels of investment in the education and culture sector in Bosnia and Herzegovina and Kosovo over the years.

Test of Homogeneity of Variances			
zbir_obr_kult			
Levene Statistic	df1	df2	Sig.
.618	3	620	.505

Table 20. *Test of Homogeneity of Variances*

Table 20. *Test of Homogeneity of Variances* looking at Leven's test of homogeneity of variance, which examines the equality of variance in results in all four groups (2005–2007, 2007–2009, 2009–2011, 2011–2013) shows that there is a statistical difference. Since the magnitude of the significance is greater than 0.05, and the assumption of homogeneity of variance is not violated at all, it can be assumed that the differences are equal.

ANOVA					
zbir_sar					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2309.306	3	5.764	12.722	.032
Within Groups	29129.550	620	67.171		
Total	31438.856	623			

Table 21. *ANOVA*

Table 21. *ANOVA*, among other things, shows the analysis of different groups and the analysis of the same subjects, and the calculated value for Sig = 0.032, which is why we should be careful when interpreting this table. Given that the value of Sig. ≤ 0.05, it can be argued that there is a statistically significant difference, but very close to the limit of statistical significance. Taking into account the rule of analysis within groups, there are differences here, which will be explained in more detail in the following table.

Robust Tests of Equality of Means				
zbir_obr_kult				
	Statistic[a]	df1	df2	Sig.
Welch	12.431	3	13.277	.008
Brown-Forsythe	2.974	3	43.362	.013

Table 22. *Robust Test of Equality of Means*

In Table 22. *Robust Test of Equality of Means,* both tests (Welch and Brown-Forsythe), confirm the same results as the ANOVA test because Sig. ≤ 0.05. Accordingly, we can use and thus confirm previous claims that there is a statistically significant difference in investment, taking into account the year and period of observation. This is confirmed by the data on the statistical significance of Welch in the amount of Sig. = 008, but also Brown-Forsythe in the value of Sig. = 013, which once again confirms the statistical difference in investment.

Multiple Comparisons						
Dependent Variable: *zbir_obr_kult*						
LSD						
(I) *raz_obr*	(J) *raz_obr*	Mean Difference (I–J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
2005–2007	2007–2009	12.442*	3.223	.112	3.90	22.03
	2009–2011	9.572	2.231	.003*	-6.24	23.38
	2011–2013	11.624	4.331	.089	-.32	21.56
2007–2009	2005–2007	11.965*	2.547	.455	-22.03	-3.90
	2009–2011	-4.121	5.414	.026*	-17.11	8.33
	2011–2013	-2.556	2.989	.337	-10.23	5.54
2009–2011	2005–2007	-7.574	6.441	.042*	-23.38	6.24
	2007–2009	4.253	7.112	.033*	-8.33	17.11
	2011–2013	1.041	6.221	.049*	-12.07	16.17
2011–2013	2005–2007	-10.314	5.513	.044	-21.56	.32
	2007–2009	1.3465	2.924	.107	-5.54	10.23
	2009–2011	-2.024	6.121	.003*	-16.17	12.07

Table 23. *Multiple Comparusons*

In Table 23. *Multiple Comparisons,* with the results of subsequent research, we determined which groups differ from each other because we concluded with certainty that the difference is statistically significant, ie the value of Sig. ≤ 0.05. Asterisks (*) after the printed numbers indicate that the two compared groups differ statistically significantly at the level of $p < 0.05$.

Also, there are differences between the groups. Namely, when we look at the period 2005–2007, it differs from the period 2009–2011 (because Sig. =. 003, which we marked with *), while it does not differ statistically for the period 2007–2009. and 2011–2013. However, if we make a comparison for the period 2007–2009. compared to 2009–2011, it differs from all periods in statistical significance Sig. =. 026, as well as the period 2009–2011, where the same value approaches the limit of Sig. ≤ 0.05. If we look at the last part of Table 23, we notice a difference for the period 2011–2013. compared to the period 2009–2011, which confirms Sig. = 003 in the amount less than the limit value $p < 0.05$.

3. Concluding remarks

The results of the research confirm the significant influence of the Republic of Turkey on the education sector in Bosnia and Herzegovina when it comes to holding scientific conferences and seminars versus the construction and renovation of school facilities. It is statistically evident that the performance is somewhat higher in the area of construction and renovation of school facilities (97%) than the organization of conferences and seminars (91%). At the same time, the survey of the impact on the cultural sector gave 79%, which also shows a very large impact. Further research showed that there is no difference in Turkish investment between the cultural and educational sectors in Kosovo, and therefore the research was conducted under one sub-hypothesis. Thus, the participation of the Republic of Turkey in the education and culture sector in Kosovo can be expressed in a very high amount of 89%. At the same time, it is possible to confirm the great influence of this country on the educational and cultural sector of the Republic of Kosovo. It is important to note the interesting fact that in Bosnia and Herzegovina there is a difference in investment within the education sector, primarily in terms of holding seminars and conferences, and the construction and renovation of school facilities. The difference is certainly noticeable in investments in the education and culture sector versus the Republic of Kosovo, where this difference does not exist, and the impact is also very pronounced. Differences in investments compared to years are significantly present, especially in the period 2009–2011. and the rest of the period, ie 2005–2007, 2007–2009. and 2011–2013. in Kosovo, and in Bosnia and Herzegovina, too. This is visible at the end of the observed period, ie. at the end of 2013, which indicates the need to conduct research for the period after 2013 to date, which could be part of some future research projects. The percentages presented in this study confirm the significant influence of the Republic of Turkey on the educational and cultural sectors of

Bosnia and Herzegovina and Kosovo, showing an increasing trend. The study also confirms that Turkey uses a variety of diplomatic approaches to promote its national interests, the ultimate goal of which could be economic diplomacy from a Balkan perspective. Turkey uses its cultural policy as a reference point in international relations to promote the innovative foreign policy of national interest and therefore can be a model of soft power cultural diplomacy, respectively a model of communication through channels of culture, education, values, and ideas, which is the opposite of hard power, that is, that which uses military instruments.

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KULTURNA DIPLOMACIJA I MEKA MOĆ U MEĐUNARODNOM POSLOVNOM OKRUŽENJU: RETROSPEKTIVNA ANALIZA EKONOMIJA U RAZVOJU

U današnjem međunarodnom okruženju u kojem države pokušavaju uspostaviti svoj utjecaj, kultura i obrazovanje moraju se promatrati kao instrumenti meke moći. Kulturna dimenzija jednako je temeljna kao i ekonomska i politička saradnja, ali ne treba zanemariti ni važnost saradnje u sektoru obrazovanja, koja je ujedno pristupni oblik utjecaja zemlje na međunarodnoj sceni. Posljednjih godina Turska je intenzivno radila na proširenju i produbljivanju saradnje u B&H i na Kosovu, ali i šire, u regiji, utirući put ekonomskoj saradnji i šireći svoj politički utjecaj. Na taj način uspjela je kulturu i obrazovanje učiniti strateškim oruđem unutar balkanske regije. Kako bi to postigla, aktivnom politikom meke moći nastojala je razvijati kulturne i obrazovne projekte s vladama, ali i nevladinim organizacijama u tom području.

Članak istražuje retrospektivne aktivnosti Republike Turske kroz studiju slučaja prisutnosti ove zemlje u B&H i na Kosovu. Temelji se na širokom

rasponu podataka s odabranih službenih web stranica Republike Turske, kao i na akademskim studijama iz tog područja. Aktivnom međunarodnom politikom usmjerenom na dominaciju u odnosima sa Zapadnim Balkanom, zadnjih decenija Turska stvara uvjete meke moći instrumentalizirajući svoje djelovanje s naglaskom na kulturu i obrazovanje. Iako s oscilacijama, uporedni podaci iz analiziranih zemalja pokazuju da su ukupna ulaganja Republike Turske u sektor kulture i obrazovanja porasla u posljednjoj deceniji. Istodobno, studija potvrđuje proaktivnu ulogu ove zemlje u međunarodnim odnosima, koja konceptom meke moći i kulturne diplomacije uspješno promiče strateške, ekonomske, ali i političke ciljeve od nacionalnog interesa.

Ključne riječi: *kulturna diplomacija, meka moć, međunarodni odnosi, Turska, B&H, Kosovo*