

Digital Power, Artificial Intelligence, and the Future of Education in Global Politics

Imranullah Akhtar^{1*}  & Aastha Srivasthav²

Faculty of Law & Political Science, Alfalah University, Nangarhar, Afghanistan

Faculty of Social Science, South Asian University, New Delhi, India

Abstract

21st-century international politics has gone through reflective changes due to the fast development of AI. The study aims to analyze the impact of AI on the global balance of power, social justice, economics, security, and governance. In particular, the study showed that education is an essential and key variable in determining the effect of AI. The study was conducted based on a qualitative design. Data were collected through semi-structured interviews with 30 university lecturers from the faculties of Computer Science, Education, Law, and Political Science, and the collected data were analyzed through thematic analysis. The study's findings showed that AI has transformed security management, decision-making accuracy, economic productivity, and political governance, but at the same time, it has also created complications of algorithmic bias, digital governance, information inequality, and privacy vulnerabilities. An important finding is that education is a significant factor in balancing the positive and negative impacts of AI. Strong education systems can maximize the benefits for users and minimize the risks of AI by enhancing digital education, ethical awareness, and digital skills. Finally, the study suggests that Afghanistan should strengthen educational reforms, ethical considerations, and international cooperation to manage the impacts of AI to ensure the responsible and ethical use of AI for promoting justice, academic integration, transparency, and global stability.

Keywords: Artificial Intelligence; Power; Education; Politics; Knowledge

Kekuatan Digital, Kecerdasan Buatan, dan Masa Depan Pendidikan dalam Politik Global

Abstrak

Politik internasional abad ke-21 telah mengalami perubahan reflektif karena perkembangan cepat AI (*Artificial Intelligence*). Penelitian ini bertujuan untuk menganalisis dampak AI terhadap keseimbangan kekuatan global, keadilan sosial, ekonomi, keamanan, dan tata kelola. Secara khusus, penelitian ini menunjukkan bahwa pendidikan merupakan variabel yang esensial dan kunci dalam menentukan efek AI. Penelitian ini dilakukan berdasarkan desain kualitatif. Data dikumpulkan melalui wawancara semi-terstruktur dengan 30 dosen universitas dari fakultas Ilmu Komputer, Pendidikan, Hukum, dan Ilmu Politik, dan data yang terkumpul dianalisis melalui analisis tematik. Temuan penelitian menunjukkan bahwa AI telah mengubah manajemen keamanan, akurasi pengambilan keputusan, produktivitas ekonomi, dan tata kelola politik, namun pada saat yang sama, hal ini juga menciptakan komplikasi berupa bias algoritmik, tata kelola digital, ketimpangan informasi, dan kerentanan privasi. Temuan pentingnya adalah bahwa pendidikan merupakan faktor signifikan dalam menyeimbangkan dampak positif dan negatif dari AI. Sistem pendidikan yang kuat dapat memaksimalkan manfaat bagi pengguna dan meminimalkan risiko AI dengan meningkatkan pendidikan digital, kesadaran etis, dan keterampilan digital. Terakhir, penelitian ini menyarankan agar Afghanistan memperkuat reformasi pendidikan, pertimbangan etis, dan kerja sama internasional untuk mengelola dampak AI guna memastikan penggunaan AI yang bertanggung jawab dan etis untuk mempromosikan keadilan, integrasi akademik, transparansi, dan stabilitas global.

Contact: Imranullah Akhtar | imranullahakhtar@gmail.com

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INTRODUCTION

Artificial intelligence is increasingly altering the foundations of political, economic, and educational power. In earlier periods, international influence was commonly associated with military capabilities, industrial capacity, natural resources, and financial strength. In the contemporary digital environment, however, control over data, computing infrastructure, algorithms, research capacity, and knowledge production has become an additional source of strategic advantage. Recent scholarship therefore treats AI not simply as a technological innovation but as part of a wider reconfiguration of international power in which digital infrastructures and knowledge systems shape the capacity of states and other actors to influence economic activity, governance, security, and global rule-making ([Ferrari, 2024](#); [Kollar & Stokols, 2026](#); [Milutinović & Nikolić, 2023](#)).

This transformation has contributed to growing debates over digital sovereignty. States increasingly depend on cloud infrastructure, data centers, computing capacity, digital platforms, and AI systems that are often concentrated in a relatively small number of countries and corporations. Such concentration affects not only technological competitiveness but also the ability of governments to regulate data, establish standards, maintain strategic autonomy, and participate in the governance of emerging technologies. [Ferrari \(2024\)](#), for example, demonstrates that governments assume multiple roles as regulators, buyers, facilitators, and producers within AI and platform ecosystems, while [Kollar and Stokols \(2026\)](#) show how computing infrastructure has become embedded in geopolitical competition between major powers. These developments suggest that control over the material infrastructure of AI is increasingly connected to political autonomy and international influence.

The distribution of AI power is also uneven. Differences in access to data, computing resources, research institutions, skilled personnel, and digital infrastructure can reproduce or intensify existing inequalities between technologically advanced countries and states with weaker digital capacities. Research on data justice has shown that unequal control over data can generate asymmetries in who produces knowledge, who determines technological priorities, and who receives the benefits of data-intensive systems ([Leslie et al., 2022](#)). More recent work similarly highlights concerns that countries in the Global South may participate in AI systems primarily as users, data providers, or technology importers rather than as equal producers of models, infrastructure, and governance frameworks ([Chigbu, 2026](#); [Wahl et al., 2026](#)). The issue is therefore not merely whether a society has access to AI, but whether it possesses sufficient institutional and intellectual capacity to shape how AI is developed, governed, and used.

Education occupies a central position within this emerging structure of power. The ability to develop AI systems, evaluate their social effects, govern their use, and adapt them to local priorities depends heavily on human capital, digital literacy, research capacity, and higher education institutions. Universities in particular have become important nodes in national AI ecosystems because they train specialists, produce scientific knowledge, participate in research networks, and contribute to the development of technological and regulatory expertise. Comparative research on national AI strategies shows that universities can function as talent pipelines, innovation centers, and sites of collaboration between governments, industry, and international actors, although their roles differ substantially across national governance systems ([Kaya-Kaşıkçı et al., 2025](#)).

Education is therefore more than a sector affected by AI. It can also be understood as an enabling capacity through which states and societies convert technological opportunities into economic, political, and strategic capabilities. Countries with strong higher education systems, digitally skilled populations, and locally embedded research institutions are better positioned to participate in AI development and knowledge production. Conversely, limited AI literacy, weak research infrastructure, and dependence on imported digital systems can reduce the ability of institutions to evaluate technological risks or participate effectively in global AI governance. Recent research consequently links education and research capacity with broader questions of sovereignty, resilience, and international competitiveness ([Kaya-Kaşıkçı et al., 2025](#); [Wahl et al., 2026](#)).

These opportunities coexist with substantial political and ethical risks. AI systems can improve data analysis, public administration, educational access, and decision-making, but they can also reproduce bias, expand surveillance, deepen information asymmetries, and concentrate decision-making authority in opaque technological systems. These concerns are particularly important where legal institutions, digital literacy, and public accountability are limited. The challenge is not simply to adopt AI but to develop the educational, ethical, and institutional capacities required to understand how algorithmic systems operate and to subject them to meaningful human and public oversight ([Filgueiras, 2024](#); [UNESCO, 2022](#)). In this respect, AI literacy and critical digital competence are increasingly connected not only to employability but also to citizenship, governance, and the capacity of societies to resist informational dependence.

Existing scholarship provides substantial insight into the geopolitics of data and computing infrastructure, digital sovereignty, AI regulation, university-based knowledge production, and inequalities in technological capacity. Yet these strands of research are often examined separately. Studies of international power commonly emphasize infrastructure, markets, regulation, and geopolitical competition, while studies of AI and education tend to focus on teaching, learning, skills, academic integrity, or institutional adaptation. Less attention has been given to the role of educational capacity as a mediating factor between AI capability and political power: that is, how education may determine whether societies are able to transform AI into productive, accountable, and strategically useful capabilities or instead experience greater technological and informational dependency. Recent scholarship itself calls for more integrated analysis of geopolitics, governance, knowledge production, and capacity-building in understanding the distribution of AI power ([Kaya-Kaşıkçı et al., 2025](#); [Wahl et al., 2026](#)).

In Afghanistan, where this study is situated, this question is especially pertinent because institutional engagement with AI is developing alongside broader needs for digital skills, ethical awareness, and higher-education capacity ([Akhtar, 2024](#)). In such a setting, debates about AI cannot be reduced to technological adoption. They must also address whether educational institutions can develop the skills, critical awareness, ethical understanding, and knowledge-production capacity necessary to engage with AI without reinforcing external technological dependence. Examining these questions from the perspectives of university lecturers provides an opportunity to understand how academics working across education, computer science, law, and political science interpret the relationship between technological change, knowledge, governance, and international power.

Against this background, the present study examines the relationship between artificial intelligence, digital power, education, and global politics through the perspectives of university lecturers in Nangarhar, Afghanistan. It investigates how AI is perceived to reshape political and economic power, security, governance, social justice, and educational systems, while giving particular attention to education as a factor that can either strengthen resilience and informed participation or deepen digital dependency. By

positioning education within the wider political economy of AI, the study seeks to contribute to debates on digital power by showing that the consequences of AI are shaped not only by access to technology but also by the capacity to understand, govern, and produce knowledge around it.

LITERATURE REVIEW

AI and Digital Power in Contemporary International Politics

The balance of power in contemporary international politics is increasingly shaped by data, artificial intelligence, digital infrastructure, and the capacity to produce and govern knowledge ([Risse, 2023](#); [Silva, 2025](#)). AI therefore functions not only as a technical tool but also as a strategic resource that can affect geopolitical influence, digital sovereignty, and the distribution of scientific and educational capacity ([Hamadeh & Amin, 2025](#); [Savin, 2026](#)). In education, AI has expanded personalized learning, automated support, and data-driven teaching, while also creating new dependencies on platforms, infrastructure, and specialized expertise ([Akhtar, 2024](#); [Pedró et al., 2019](#); [Rensfeldt & Rahm, 2023](#)). These changes complicate traditional state-centered understandings of power because universities, technology firms, digital platforms, and international organizations increasingly participate in the production and governance of knowledge ([Christodoulou & Zembylas, 2026](#); [Means, 2018](#)). The resulting policy challenge is not simply whether AI should be adopted, but how access, accountability, and ethical governance should be organized across unequal national and institutional settings ([Filgueiras, 2024](#); [Gulson, 2022](#); [UNESCO, 2022](#)). AI also affects domestic political communication and public authority through algorithmic media, surveillance, and information control, which can expand both administrative capacity and opportunities for manipulation ([Arslan, 2025](#); [Chatterjee, 2025](#); [Feher, 2024](#)). Digital power is therefore best understood as a combination of technological capability, educational capacity, data control, and governance arrangements rather than as technology alone.

Artificial Intelligence in Security and Education

Technological change has repeatedly altered the organization of security and warfare, and AI extends this transformation through automated analysis, autonomous systems, surveillance, and cyber capabilities ([Salehi et al., 2025](#); [Silva, 2025](#)). Military robots and other AI-enabled systems create difficult questions concerning human control, legal responsibility, and compliance with the principle of distinction in armed conflict ([Shinwari et al., 2025](#)). At the same time, AI capability increasingly depends on education, technical expertise, and national control over digital infrastructure. [Hamadeh and Amin \(2025\)](#) show that AI education has become closely connected to national security, workforce competitiveness, and digital sovereignty. Educational institutions are also adapting to AI through intelligent learning systems, programming tools, and new forms of digital training ([Akhtar, 2024](#); [Pedró et al., 2019](#); [Ziel-Girshin, 2024](#)). These developments can strengthen analytical capacity, but they also raise concerns about privacy, bias, accountability, and overreliance on automated judgment ([Risse, 2023](#); [UNESCO, 2022](#)). Consequently, future security capacity will depend not only on access to advanced technologies but also on the educational, ethical, and legal institutions that govern their use.

Artificial Intelligence and the Political Economy of Education

AI is also reshaping the political economy by increasing the importance of data, algorithms, computing capacity, and digital skills in the organization of production and work ([Benaicha, 2024](#); [Means, 2018](#); [Risse, 2023](#)). The labor-market consequences are substantial but should not be reduced to simple predictions of mass job loss. A refined global assessment by [Gmyrek et al. \(2025\)](#) estimates that one in four workers is employed in an occupation with some exposure to generative AI, while emphasizing that

transformation of tasks is more likely than wholesale replacement in most occupations. This makes education, reskilling, and institutional capacity central to how societies distribute the benefits and costs of AI adoption ([Akhtar, 2024](#); [Hamadeh & Amin, 2025](#)). The political economy of AI is also characterized by concentration: firms and states that control data, platforms, computing infrastructure, and advanced expertise can accumulate economic and political influence ([Arslan, 2025](#); [Chatterjee, 2025](#)). Education has become part of this competition because national AI strategies increasingly connect curricula, workforce development, research capacity, and geopolitical influence ([Christodoulou & Zembylas, 2026](#); [Sayin, 2026](#)). At the same time, unequal access to AI infrastructure can deepen existing digital and educational divides, particularly in lower-resource settings ([Pedró et al., 2019](#); [UNESCO, 2022](#)). AI capacity, scientific innovation, and educational quality are therefore increasingly intertwined with future economic and geopolitical influence.

AI, Social Justice, and Education

AI is reshaping governance, public communication, and debates about social justice by changing how information is produced, classified, and circulated ([Risse, 2023](#); [Silva, 2025](#)). Algorithmic systems can support public services and decision-making, but they can also reproduce bias, expand surveillance, and weaken accountability when their operation is opaque ([Filgueiras, 2024](#); [UNESCO, 2022](#)). AI-mediated communication adds another layer to this problem because synthetic media, automated content, and algorithmic distribution can influence attention, trust, and political interpretation ([Arslan, 2025](#); [Chatterjee, 2025](#); [Feher, 2024](#)). Education is therefore central to responsible AI governance. Learners need not only technical skills but also critical thinking, ethical awareness, and the capacity to evaluate AI-generated information ([Christodoulou & Zembylas, 2026](#); [Melisa et al., 2025](#)). [UNESCO \(2022\)](#) similarly emphasizes transparency, human oversight, privacy, fairness, and AI literacy as core elements of responsible governance. In educational systems, AI can expand learning opportunities while also creating new risks related to dependence, inequality, and data governance ([Akhtar, 2024](#); [Pedró et al., 2019](#)). The central policy challenge is thus to ensure that AI remains subject to human judgment and public accountability rather than becoming an opaque source of political or educational authority.

METHODOLOGY

The study used a qualitative method to explore university lecturers' perspectives on education, global politics, AI, and digital power. The research design is descriptive-analytical, as this study describes the role of AI and analyzes its effects on the structure of education, politics, and global power. The research population was lecturers from private universities in Nangarhar, Afghanistan. Participants were selected from the faculties of computer science, education, law, and political science, as these faculties can better analyze the technical and political aspects of the issue. Participants were selected using purposive sampling based on their academic expertise and relevance to the research area. A total of 30 lecturers participated, 10 education specialists, 8 computer science specialists, 7 law and political science specialists, and 5 educational technology specialists participated in the study. The data was collected through semi-structured interviews, the interview questions were made-to-order to the research objectives and covered the areas of digital inequality, global politics, ethical challenges, AI and education, and digital governance. The interviews were conducted in person and online, and each interview lasted 35 to 60 minutes. The primary data were obtained from interviews, and the secondary data were collected from academic articles, books, international reports, and research documents. Thematic analysis was employed to identify and interpret recurring themes within the data. First, the interviews were transcribed, then key ideas were coded, and then the ideas were organized into specific themes. To ensure trustworthiness, expert review, member checking, and data triangulation were applied. Also, research objectivity was observed during

data collection and analysis, and ethical principles were strictly observed in this study. Participants were informed of the objectives of the study, and their consent was obtained. The confidentiality and identity of the participants were protected, and the data were used for scientific purposes only.

RESULTS AND DISCUSSION

The results of the study were obtained from in-depth and semi-structured interviews with 30 lecturers from private universities in Nangarhar, Afghanistan, representing the faculties of education, computer science, law, and political science. The findings of the study indicated that AI is not just a technical tool, but has become a significant element in the new structure of global power, digital education, and political influence.

Theme 1: The New Shape of Power, Education, and International Politics

The study revealed that AI has transformed and redefined the traditional foundations of global power—such as military power and natural resources—and has replaced information, technology, and especially education as the main factors of power. In this sense, education is increasingly viewed as transferring skills, but has become a key variable of global influence and political power. This supports the argument of [Silva \(2025\)](#) and [Risse \(2023\)](#), who consider technology to be a central element of global power, but this study further suggests that education has become a direct means of generating power in the AI era.

As stated by lecturer 4, “AI has changed the nature of education and made knowledge the main source of global power. Countries that are advanced in digital education will dominate the future of global politics.” As stated by lecturer 6, “The value of information, algorithms, and digital networks has increased manifold due to AI. The future global competition will be based on technology and AI-based education.” As stated by lecturer 9, “AI has deepened inequality between countries. Advanced countries increase their global influence through technology, while developing countries fall into technological dependency.”

Overall, these findings are consistent with the Knowledge Power Theory, according to [Foucault \(2020\)](#) knowledge and education are the main sources of contemporary power. Therefore, countries with AI-based educational capabilities are more likely to gain strategic influence in future global politics, and weaker countries will face the risk of digital dependency.

Theme 2: Security, Education, and Warfare

The findings indicate that AI has fundamentally changed the nature of security, warfare, and education systems. According to the participants, AI has increased the speed, accuracy, and information analysis of warfare substantially, but at the same time, it has also created new ethical, legal, and educational risks. In the contemporary international order, security competition is increasingly centered not only on weapons but also on scientific knowledge, technical skills, and AI-based educational capabilities. This interpretation is consistent with [Hamadeh and Amin \(2025\)](#), [Salehi et al. \(2025\)](#), and [Shinwari et al. \(2025\)](#), who connect AI capabilities with geopolitical competition, legal responsibility, and security governance. The distinct contribution of this study is its emphasis on education as a determinant of security capacity, rather than treating education as a secondary consequence of technological change.

As stated by lecturer 11, “AI-based military systems, drones, and cyber networks have accelerated warfare, but they have also increased the risk of international conflicts due to algorithmic errors.” As stated by lecturer 14, “AI and cybersecurity education are vital for the next generation. If this is not part of education, society will not be able to cope with the dangers of technology.” As stated by lecturer 20, “AI-based surveillance and autonomous weapons pose a serious challenge to international legal frameworks and must be regulated under transparent international principles.”

These findings are consistent with the Knowledge Power Theory. According to [Foucault \(2020\)](#), power stems from the control of knowledge, information, and skills, not just military power. In the AI era, security power lies in the hands of countries that have scientific, educational, and technological capabilities. Accordingly, AI has increasingly shifted the nature of warfare toward informational and scientific competition. Countries with strong education systems and AI-based skills have a security advantage, while countries that lack this capacity face a greater risk of cyber threats and technological dependency.

Theme 3: Social Equity, Education, and Political Legitimacy

The study revealed that AI has significantly influenced the structures of social equity, education, and political legitimacy. AI is not only a tool for information dissemination, but also plays an active role in shaping public opinion, beliefs, and political attitudes. Participants indicated that AI-based digital networks have become new tools for information management and political influence, posing an indirect threat to intellectual freedom. These results align with [Arslan \(2025\)](#), [Chatterjee \(2025\)](#), and [Risse \(2023\)](#), who examine how digital technologies and AI can reshape political authority, information environments, and democratic life. The distinct contribution of this study is that it treats education as a central variable in reducing or intensifying these effects, while much of the broader literature focuses primarily on technology and governance.

As stated by lecturer 5, “If educational systems do not create ethical and informational awareness related to AI, society will be vulnerable to fake information and thought control.” As stated by lecturer 16, “AI has increased the ability to analyze and monitor information, but if it is not transparent, it creates manufactured political trust, not real legitimacy.” As stated by lecturer 18, “AI has created a new tension between freedom and control and increases the risk of algorithmic governance in weak legal systems.”

These findings are consistent with the Knowledge Power Theory, according to [Foucault \(2020\)](#) power is produced through information, knowledge, and their control. AI has created a new center of information power in this framework, which influences and shapes political legitimacy. Accordingly, societies with strong educational systems, digital literacy, and critical thinking can protect themselves from the negative effects of AI and strengthen political legitimacy. Conversely, underdeveloped educational systems are affected by information dependence and algorithmic control.

Theme 4: Decision-Making, Education, and Policymaking

The findings indicate that AI has the potential to improve the accuracy, speed, and consistency of governance, policymaking, and decision-support processes. Participants emphasized the value of big-data analysis, predictive modeling, and automated assessment, while also warning that these systems cannot replace human judgment. This interpretation is consistent with [Filgueiras \(2024\)](#), [Silva \(2025\)](#), and [UNESCO \(2022\)](#), which emphasize both the administrative potential of AI and the need for transparent, accountable, and human-centered governance. The distinct contribution of this study is its identification of education and digital literacy as conditions for effective AI-supported policymaking.

As stated by lecturer 1, “AI-based systems can analyze big data in a short time and indicate potential risks before implementing a policy, but they cannot replace human judgment.” As stated by lecturer 8, “If institutions and educational institutions do not have digital literacy and AI skills, the benefits of AI will remain limited. Education plays a fundamental role in informed and accurate decision-making.” As stated by lecturer 23, “AI should be a tool to support decision-making, not a substitute for human will, because the absence of a legal framework increases the risk of information monopoly.”

These findings are consistent with the Knowledge Power Theory, according to [Foucault \(2020\)](#) power and effectiveness are created through the control of knowledge, information, and skills. AI has

introduced new capacities for data analysis and policy-making in this context, but the effectiveness of this power is closely related to the level of educational capacity. Accordingly, countries with strong education systems, digital skills, and AI knowledge can develop accurate and effective policies. Conversely, underdeveloped education systems are at risk of information asymmetry and poor decision-making.

Theme 5: Algorithmic Bias, Information Asymmetry, and Education

The study revealed that algorithmic bias and information asymmetry have created significant ethical, legal, and political challenges in the use of AI. Participants indicated that systems trained on incomplete or unbalanced data can produce discriminatory or unfair outcomes, weakening public trust and institutional legitimacy. These results align with [Arslan \(2025\)](#), [Silva \(2025\)](#), and [UNESCO \(2022\)](#), which identify bias, unequal access to information, and opaque algorithmic systems as important governance risks. The distinct contribution of this study is its emphasis on education as a mechanism for strengthening critical awareness and reducing vulnerability to these risks.

As stated by lecturer 2, “AI only works based on the information it is given; if the information is not balanced, the results will also be biased. Therefore, continuous technical monitoring is necessary.” As stated by lecturer 25, “Digital literacy and AI ethics are vital to reducing algorithmic bias. If these components are not included in education, generations will be exposed to digital inequality.” As stated by lecturer 28, “AI transparency and legal accountability are essential for maintaining political legitimacy; international institutions will face a crisis of trust.”

These findings are consistent with the Knowledge Power Theory, according to [Foucault \(2020\)](#) power is created through information, knowledge, and control over it. In this framework, they can function as mechanisms for the unequal distribution of power. Education plays a key role in maintaining the balance of power here, as digital education and critical thinking can make individuals and societies resilient against informational dependence and algorithmic discrimination. Conversely, countries with underdeveloped education systems are affected by informational dependence and global inequality.

Theme 6: Balancing National Security, Privacy, and Education

The findings indicate that AI has created a new political and ethical tension between national security and privacy. Participants indicated that governments increasingly use AI-based surveillance and data-analysis systems to identify and respond to security threats, while the same technologies can increase risks to privacy and individual freedom. The results suggest that transparent legal safeguards and human oversight are essential for balancing security objectives with civil liberties. This interpretation is consistent with [Chatterjee \(2025\)](#), [Risse \(2023\)](#), and [UNESCO \(2022\)](#), which emphasize the governance challenges created by surveillance, data control, and automated decision-making. The study adds to this discussion by identifying digital education and public awareness as practical conditions for protecting privacy and political legitimacy.

As stated by lecturer 13, “Data encryption and federated learning can protect both security needs and personal privacy, but technical systems must be under human and legal supervision.” As stated by lecturer 7, “If people are not educated about digital rights and cyber privacy, AI-based surveillance systems will become a tool for controlling people.” As stated by lecturer 21, “The security use of AI must be regulated by transparent laws and international standards, because the lack of privacy creates a crisis of political legitimacy.”

These findings support the assumptions of the Knowledge Power Theory, according to [Foucault \(2020\)](#) power in contemporary international politics is not based solely on military force, but on information, knowledge, and digital control. According to this theory, states that control AI, information networks, and educational capabilities not only achieve security dominance, but also influence the

management of public opinion, privacy, and political legitimacy. Therefore, education and digital literacy are considered essential tools for balancing security and individual freedom.

CONCLUSION

The results of the study demonstrate that AI has brought about significant changes in global politics, security, economics, and governance in the 21st century. AI has emerged as a transformative source of digital power that redefines the political and economic influence of states based on algorithms, data, and technological capabilities. Conversely, the most significant finding of the study is that education is a central and determining variable in shaping the impact of AI. Countries and societies with strong education systems, digital education, and AI-related skills can use AI for development, innovation, effective governance, and global influence. Conversely, societies with weak educational foundations are unable to cope with the rapid development of AI and are at risk of digital inequality, intellectual dependency, and technological vulnerability. According to the study, education is not only a means of transferring skills but also a key mediator in the relationship between AI, politics, and global power. Education has the potential to reduce the risks of algorithmic bias, informational inequality, and digital governance, and to provide the intellectual foundation for transparent and accountable governance. The study further indicates that if AI is used within ethical, legal, and educational frameworks, it can enhance social equity, political legitimacy, and global stability. Nonetheless, if used without these frameworks, it increases the risk of algorithmic governance, surveillance, and international conflict. Overall, the study concludes that the future impact of AI on global politics and digital power largely depends on the quality of education. Education remains the key factor in balancing technological advancement with ethics, justice, and sustainable development.

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The authors declare that there is no conflict of interest regarding the research, authorship, and/or publication of this article.

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Authors



Imranullah Akhtar    is a researcher and lecturer in Law and Political Science at Alfalah University, Nangarhar, Afghanistan. His academic work focuses on international relations, geopolitics, artificial intelligence in higher education, digital transformation, sustainable development, and the relationship between technology and political power. His research has addressed issues including Afghanistan's geopolitical position, international aid and the Sustainable Development Goals, educational development, and the opportunities and risks associated with artificial intelligence. His work reflects a broader interest in how emerging technologies, knowledge, and education shape governance, security, and international relations.

(email: imranullahakhtar@gmail.com)



Aastha Srivasthav  is affiliated with the Faculty of Social Science at South Asian University, New Delhi, India. Her academic interests include international politics, education, emerging technologies, and the social and political implications of artificial intelligence. Her research engagement examines how technological change intersects with global power, knowledge production, social justice, and educational transformation. In the present study, her work contributes to an interdisciplinary analysis of artificial intelligence and its implications for education and contemporary global politics.

(email: aastha12003@gmail.com)