

# Globalization and Cultural Exchange: The Role of Transnational Education in Strengthening International Relations

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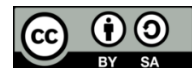
Transnational Education

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## ABSTRACT

The worldwide integration process has established transnational education as an essential instrument for cultural sharing and international unity. This paper examines how transnational education supports globalization and international relations through its ability to spread knowledge and promote cultural understanding and diplomatic power. The study demonstrates through case examinations of Fulbright Program and Erasmus+ and Confucius Institutes and international branch campuses that education serves as a diplomatic instrument to build trust between states and societies while creating lasting networks. The research reveals ongoing issues with elitist accessibility and Western-centric educational programs and potential neo-colonial practices which prevent equal participation and mutual benefit. The analysis suggests that policy modifications should broaden educational opportunities while strengthening South-South relations and digital inclusion and intercultural education components. The solutions to these problems will enable TNE to develop into an inclusive instrument which strengthens cultural exchanges between nations and supports cooperative international relations during global interdependence.

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## 1. INTRODUCTION

The fundamental dynamics between culture and politics and education and states and institutions have been transformed by globalization through new forms of global interconnectedness. Transnational education (TNE) stands as an essential means to promote cultural exchange while boosting international collaboration between states and institutions. TNE includes multiple educational formats, which include international branch campuses, dual and joint degree programs, cross-border online learning, and global student mobility.

Through its knowledge circulation capabilities, TNE establishes permanent networks between people and institutions that shape international relations [1].

Education has functioned as a diplomatic tool since its inception. Through programs such as the Fulbright Program in the United States and the Erasmus+ initiative in Europe, cultural diplomacy functions to promote peace and cooperation between nations as well as mutual understanding [2]. Globalization expanded cultural diplomacy efforts into large, complex networks of international relations during the 21st

century. The international movement of students' academics and curricula results in academic benefits while helping states and institutions develop soft power strategies that use education to gain international influence and create positive global relationships [3], [4].

The significance of TNE in international relations is important both globally and regionally. Asia has witnessed the expansion of Western branch campuses in the United Arab Emirates, Singapore, and Malaysia, which serve not only the educational interests of learners but also the state ambitions to position these nations as global education centers [5]. Additionally, China promotes the global influence of its language and culture through the education system using institutions known as the Confucius Institutes [6]. In Africa, the AU is championing regional higher education institutions that focus on culture and capacity building toward continental integration [7]. All these examples illustrate that TNE is not only about personal movement; rather, it is a system that is restructuring global governance, collaboration, and rivalry.

TNE provides various advantages, but its implementation comes with multiple difficulties. Research shows that TNE perpetuates educational inequality because it mainly serves elite students thus maintaining international educational disparities [8]. Many critics contend that Western-based knowledge systems dominate TNE programs which leads to cultural standardization and neo-colonial effects [9]. Local institutions demonstrate increasing evidence of hybridization through which they modify global models to establish stronger national cultural identities during international exchanges [10]. TNE functions as a cultural negotiation space where homogenization and hybridization clash in an ongoing dual role of integration.

The study establishes its research problem through the unclear nature of transnational education (TNE). Transnational education enables intercultural dialogue and peacebuilding along with mutual understanding but simultaneously maintains

power and access inequalities. The main research question investigates the mechanisms by which transnational education fosters globalization and cultural exchange and its effects on international relations development while facing its fundamental obstacles.

The paper evaluates this question through a thorough review of recent research, together with policy analysis. The study aims to achieve three main objectives:

- The research investigates how transnational education enables cultural interactions between different countries.
- The research examines the role TNE plays in facilitating international cooperation, as well as diplomatic relations between nations.
- The study evaluates existing obstacles in transnational education and develops policy suggestions for creating fair and enduring educational approaches.

The analysis of current research, together with reports and international frameworks, demonstrates that TNE functions as a cultural diplomacy tool, which enhances both personal and institutional international relations. Achieving these potential demands intentional policy changes that combat inequality and establish mutual benefits, as well as inclusive cultural interaction methods.

## 2. LITERATURE REVIEW

### 2.1 *Theories of Globalization and Cultural Exchange*

Globalization represents the process of increasing worldwide social, cultural, and political connections, which scholars such as Giddens (1990) and Robertson (1992) have defined. Cultural exchange functions as a fundamental mechanism of globalization, which allows societies to transmit their values, together with their practices and knowledge, across international boundaries. Theoretical debates highlight two contrasting tendencies. According to certain scholars, the process of globalization results in cultural

homogenization because Western cultural elements dominate worldwide [13]. The hybridization approach emphasizes how global and local components combine to create multiple unique cultural expressions, which exist in specific contexts [14], [15]. The perspectives serve as essential tools to study how transnational education (TNE) functions as a cultural unification force and spurs local innovation.

## **2.2 Transnational Education as a Global Phenomenon**

The definition of TNE involves educational delivery across international borders through branch campuses, joint degrees, franchised programs, and online partnerships [1]. The field of higher education witnessed TNE's exponential growth in recent decades, which serves as a visible indicator of globalization [5]. Governments in Asia and the Middle East adopt TNE programs to boost they're worldwide standing while creating knowledge-based economies [10]. The academic community recognizes three main functions of TNE, which include: (a) supporting knowledge movement through research plus academic exchange, (b) helping cultural exchange by improving student intercultural abilities, and (c) acting as a diplomatic instrument that supports state soft power approaches [9].

## **2.3 Cultural Diplomacy and International Relations**

Countries have used education as a cultural diplomacy tool to distribute values and build international trust, as well as enhance their credibility [2], [3]. The Fulbright Program, together with Erasmus+ and Chevening Scholarships, serve as examples, which show how student mobility creates lasting diplomatic connections through intercultural understanding [4]. Recent studies show TNE builds upon traditional educational diplomacy by integrating diplomatic elements into everyday academic work. Universities function as non-state entities in international

relations because they influence how people view national identity and political legitimacy [6].

## **2.4 Critical Perspectives on TNE**

The advantages of TNE face numerous difficulties, which researchers' study critically. The educational elitism issue emerges because TNE access primarily benefits wealthy students, thus deepening social disparities [8]. Western curricula dominate in TNE, which results in cultural hegemony because they suppress local knowledge systems and maintain power asymmetries [9]. Many observers view TNE as a form of neo-colonialism in education. Scholars recognize the role of local institutions in transforming imported curricula through indigenization and adaptation, which produces educational models that merge global and local knowledge elements [10]. The process of hybridization shows that TNE does not lead to universal standardization, while demonstrating how complex its cultural effects are.

## **2.5 Gaps in the Literature**

Current research shows three important gaps that need attention. Research about TNE expansion exists in abundance yet studies investigating its direct effects on international relations remain scarce especially regarding peacebuilding and trust and policy cooperation. Studies frequently mention cultural exchange yet researchers lack sufficient empirical data about how TNE fosters international mutual understanding. Existing research predominantly investigates North-to-South TNE relationships yet South-South partnerships between African and Asian and Latin American nations demand greater scholarly attention. These research gaps need resolution to fully understand TNE's capabilities as a globalization instrument and cultural exchange and diplomatic connection tool.

## **2.6 Analysis and framework**

This study uses a conceptual framework which combines soft power theory with cultural diplomacy and

critical globalization studies to examine how transnational education (TNE) operates within globalization and cultural exchange processes. The perspectives together explain how education serves as both a cultural and diplomatic tool within international relations.

### 2.7 *Globalization and Cultural Exchange*

Societies experience increased interdependence and interconnectedness, which researchers identify as the fundamental characteristic of globalization [11]. Cultural exchange stands out as a prominent aspect of globalization because it happens through the movement of people and their ideas, along with their practices [14]. Educational institutions benefit from these exchanges, which allow knowledge transfer and intercultural competence development among their students and faculty members. Globalization creates conflicts because cultural flows tend to strengthen existing inequalities while pushing non-Western knowledge systems to the margins [15].

### 2.8 *Transnational Education as a Vehicle of Exchange*

TNE functions as a practical globalization instrument because it enables students to move across borders, together with their curricula and institutions [1]. The system functions through a combination of physical campuses, together with dual-degree programs and online learning, together with international research collaborations. The framework of TNE functions beyond education, as it institutionalizes cultural exchange through human networks, which promote understanding between people [5]. According to the hybridization perspective, host countries, together with their institutions, maintain control over the adaptation of foreign educational models, which results in cultural

exchanges that match their local priorities [10].

### 2.9 *Soft Power and Cultural Diplomacy*

The framework incorporates Joseph Nye's (2004) theory of soft power, which explains how states influence others through attraction instead of coercion. Education functions as cultural diplomacy to serve as a fundamental element of soft power, according to Pan (2021). Education functions as a vital aspect of cultural diplomacy, which forms an essential part of soft power, according to Pan (2021). The international educational programs Fulbright, Erasmus+, and Confucius Institutes illustrate how education functions as a diplomatic mechanism, which shapes how people view nations through their cultural values [6]. The framework positions TNE within this diplomatic tradition to show that universities act as non-state diplomatic entities, which extend their home countries' cultural influence while promoting intercultural comprehension.

### 2.10 *Critical Globalization Studies*

The framework draws knowledge from critical globalization studies by challenging the idea that globalization exists as a neutral or universally positive phenomenon [1], [9]. According to this viewpoint, in TNE continues to reinforce power imbalances in global knowledge dissemination by favoring Western educational materials over indigenous cultural viewpoints. The potential hybridization process within TNE allows the development of new cultural exchange patterns which might establish better equilibrium between different cultural perspectives [10]. As illustrated in *Figure 1*, the conceptual framework combines globalization theory, cultural diplomacy, soft power, and critical globalization perspectives to analyse TNE.

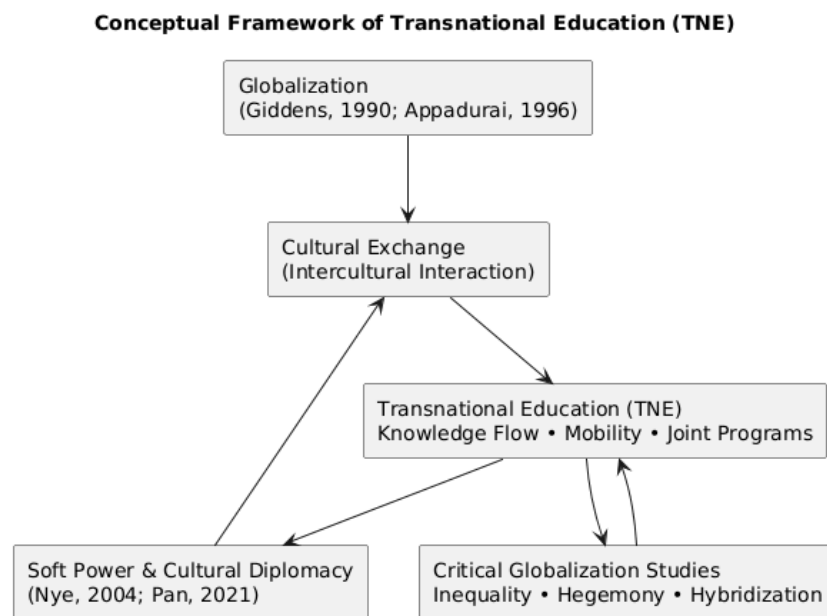


Figure 1. Conceptual Framework Diagram

Source: Author's illustration (2025)

### Analytical Lens

This conceptual framework positions TNE as:

- TNE functions as a globalization tool, which enables knowledge and population movements across international boundaries.
- Cultural exchange takes place through this vehicle, which enables different societies to build mutual understanding.
- The instrument of soft power serves diplomatic functions to promote both national and institutional goals.
- The field remains contested because it contains both asymmetries and hybridization elements.

The framework combines multiple perspectives to analyze TNE's role in developing international relations, alongside its representation of global inequalities.

### 3. METHODS

The research utilizes qualitative methods by merging literature synthesis with comparative policy analysis. The research examines transnational education (TNE) as a globalization tool and cultural exchange mechanism while analyzing its role in

international relations. A qualitative methodology suits this research because the study centers on meanings alongside institutional processes and cultural outcomes rather than statistical generalizations [16].

This research relies on secondary literature as its main database. The research analysis depends mainly on peer-reviewed academic publications published between 2020 and 2025, together with strategic documents and policy reports from international organizations including UNESCO the OECD the World Bank and the United Nations. The reports reveal essential knowledge about the global education policy frameworks that define TNE [17]. The research combines data from documented case studies about established TNE programs, specifically the Fulbright Program, Erasmus+ and Confucius Institutes and international branch campuses located in the Middle East and Southeast Asia. The analysis gains additional depth through empirical research on student mobility and intercultural learning outcomes and education's soft power aspects.

This research utilizes a comparative case study method to demonstrate how TNE initiatives operate differently across geopolitical and institutional contexts [18].

Through the Fulbright Program, education serves as cultural diplomacy, while Erasmus+ demonstrates regional student mobility potential to strengthen integration, and Confucius Institutes, along with Belt and Road education hubs, show education's geopolitical strategic intersections, and branch campuses in the United Arab Emirates, Malaysia, and Singapore display how host states use TNE for global knowledge hub branding. The selected cases show different actors as well as diverse geographical regions and strategic objectives, which create a comprehensive framework for evaluation.

Data analysis used thematic synthesis to discover repetitive patterns which appeared throughout both literature and policy documents [19]. The analysis examined four major themes, which together show the complete picture of TNE's international relations functions: knowledge circulation, cultural exchange, diplomatic influence, and structural challenges. The thematic synthesis process enabled the discovery of new concepts through inductive methods while simultaneously allowing researchers to apply the conceptual framework deductively.

The research depends on secondary data sources, which prevents researchers from conducting direct human participant interactions. Ethical principles continue to be essential because researchers must present

accurate perspectives while avoiding Western-dominant narratives. The study combines critical scholarship with opportunity analysis to address challenges, including cultural hegemony and unequal access and neo-colonial patterns of global education [1], [9].

The limitations of this method must receive proper recognition. Academic studies and policy documents provide valuable knowledge, but these sources are influenced by institutional priorities, which restrict their ability to fully represent the experiences of students and educators working at the grassroots level. The research findings remain important despite these limitations because they demonstrate the necessity of conducting future empirical studies that incorporate direct student and educator feedback.

#### 4. RESULTS AND DISCUSSION

Research into transnational education (TNE) shows this concept functions as both a tool for cultural interaction and a diplomatic instrument. Four main findings from literature and case study analysis include the youth and institutional growth through TNE, the structural limitations of participation, the digital engagement transformation, and sectoral case study insights. **Figure 2** maps the primary actors in transnational education and the relational flows that influence cultural diplomacy and international cooperation.

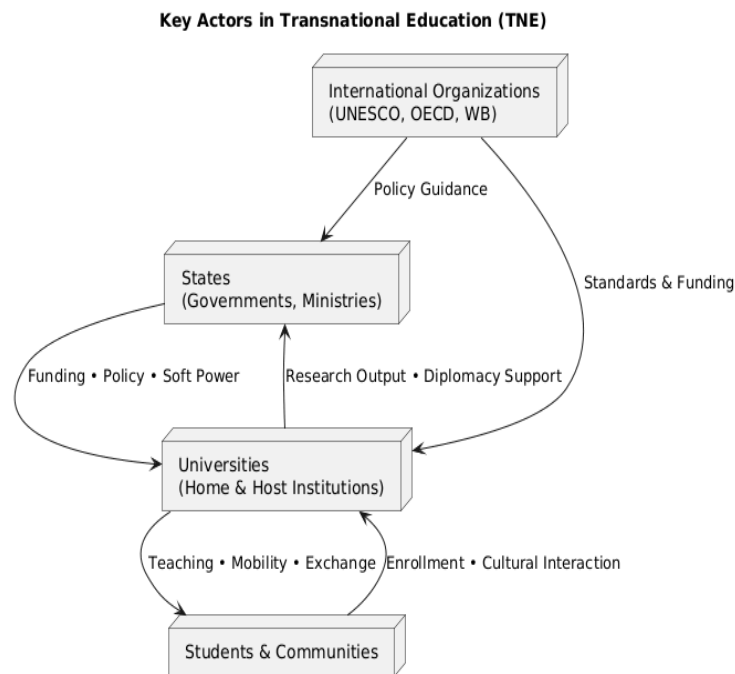


Figure 2. TNE Global Actors &amp; Relationships

**Source:** Author's illustration (2025)

The research shows that TNE has expanded globalization by establishing additional pathways which connect people across the world. Educational mobility through Erasmus+ programs in Europe and Fulbright Programs in the United States shows how mobility education develops intercultural skills and builds enduring partnerships and national trust [2], [4]. China utilizes educational power tools through Confucius Institutes and Belt and Road education hubs to achieve soft power objectives by implementing cultural and academic exchanges which boost their international influence [6]. These examples show TNE operates beyond education because it functions as a vital component of diplomacy and cultural diplomatic activities.

The literature emphasizes ongoing structural obstacles, even though there have been positive developments in the field. TNE consistently faces criticism because it mainly benefits elite students since tuition and mobility programs remain prohibitively expensive. The current system delivers unequal opportunities which strengthens worldwide inequalities instead of diminishing them [8]. TNE faces widespread criticism because it continues to promote

Western knowledge systems which suppress local knowledge systems, leading to educational neo-colonialism according to multiple scholars [9]. The concerns about TNE become most severe in Global South regions because students and institutions lack sufficient resources to maximize their benefits from these programs. The research demonstrates that cross-border education requires enhanced inclusivity together with reciprocal design principles.

Digital engagement represents an essential aspect of modern education systems. The COVID-19 pandemic triggered a major transition to online international education which enabled students from lower financial backgrounds to access global educational opportunities [1]. The use of digital platforms enables universities to establish global learning environments through virtual exchange programs which provides some level of educational democratization.

Digital platforms have enabled universities to develop worldwide classrooms and virtual exchange systems which partially equalize educational opportunities. The digital divide continues to be a major problem because students from low-resource

environments do not have stable internet access and adequate technological equipment [10]. The potential of digitalization to expand participation remains uncertain because it can create wider disparities unless fundamental

obstacles are resolved. **Figure 3** demonstrates how digital inequality shapes the accessibility of transnational education programs, particularly for Global South students.

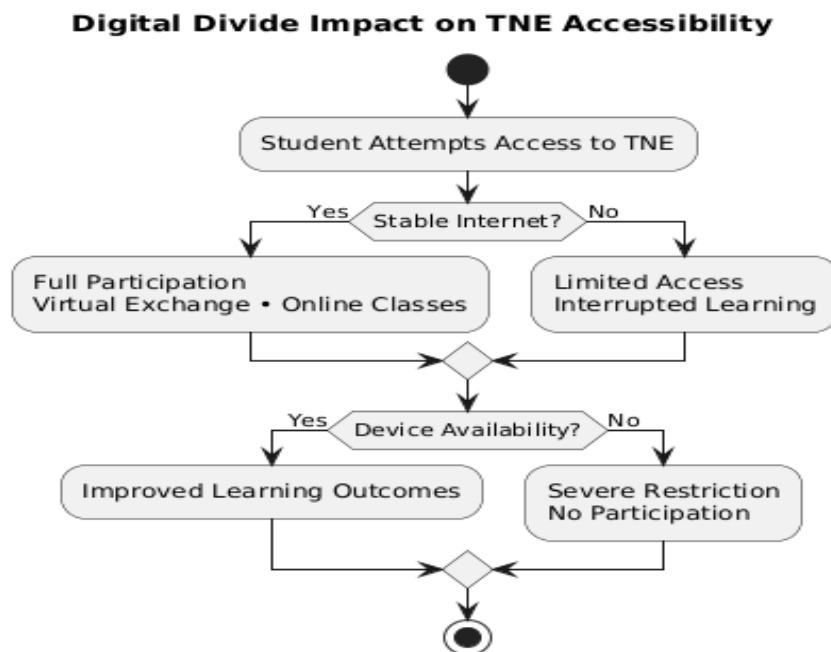


Figure 3. Digital Divide & TNE Access Flow

Source: Author's illustration (2025)

The analysis of sectoral case studies demonstrates how TNE interacts with international relations in intricate ways. The climate governance field has been influenced by youth participation and academic networks from transnational education programs, which have affected public debates and policy discussions mainly through intergenerational justice discourses [20]. The migration governance sector has used TNE to develop research partnerships and policy talks that enhance societal understanding of migrant life experiences in their host communities [21]. The political tensions stemming from Confucius Institute programs demonstrate how educational partnerships with state-led cultural diplomacy can result in concerns about academic independence and ideological manipulation [6]. The analysis reveals that TNE functions as both a tool for international collaboration and an arena where global political conflicts emerge.

Research indicates that transnational education serves as a major factor for enhancing global relations yet its effectiveness depends on the balance of chances against disparities. TNE built with inclusive principles enables both parties to develop shared understanding and intercultural education and build diplomatic trust. The implementation of elitist or culturally dominant structures in TNE creates conditions that sustain existing power imbalances and maintain social divisions. Policy reforms must focus on enhancing TNE advantages as well as reducing its potential dangers, according to this discussion. **Figure 3** demonstrates how digital inequality shapes the accessibility of transnational education programs, particularly for Global South students. **Table 1** outlines the key structural challenges limiting the effectiveness of TNE.



Table 1. Summary of Identified Challenges

Challenge	Description	Impact
Elitist access	High cost, visas	Inequality
Western dominance	Knowledge hegemony	Cultural homogenization
Digital divide	Tech & internet gap	Exclusion
Geopolitical tensions	CI controversies	Restricted cooperation

Source: Author's illustration (2025)

#### 4.1 Policy Implications and Recommendations

The study results show that transnational education (TNE) serves as a strong tool to promote cultural exchange while enhancing international relations; yet, its positive effects remain uneven and face multiple structural constraints. The full potential of TNE requires policymakers together with universities and international organizations to transform it from an educational service into a strategic instrument for diplomacy and worldwide cooperation. As shown in **Figure 4**, the proposed policy reforms align across four major strategic areas aimed at strengthening inclusivity and reciprocity in TNE.

##### Policy Recommendations for Strengthening TNE

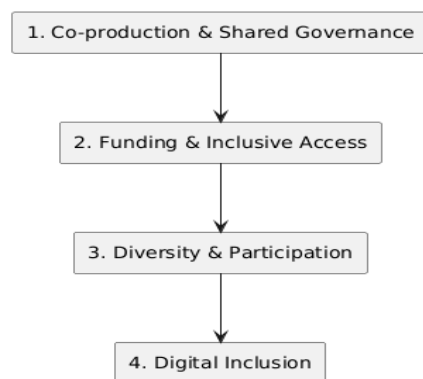


Figure 4. Policy Recommendations Hierarchy

The first policy recommendation requires organizations to move beyond consultation towards establishing authentic collaborative processes. The

existing TNE frameworks focus on student mobility and cultural exposure but lack appropriate mechanisms for students and partner institutions to participate in curriculum and governance development. The implementation of co-production models which grant equal academic content and intercultural programming responsibilities to both sending and receiving institutions would transform TNE into a balanced exchange of knowledge instead of one-way knowledge transfer [10]. The implementation of these reforms would reduce the sense that Western perspectives dominate transnational educational programs.

The second recommendation focuses on funding together with inclusive participation. The elitist characteristics of TNE prevent many students from the Global South from accessing these programs according to Kosmützky and Putty (2021). International organizations together with donor governments need to establish long-term financial support programs and scholarship opportunities which guarantee TNE accessibility beyond socioeconomic constraints. The expansion of financial support toward underrepresented groups will create better alignment with equity and global justice principles which will increase international relations legitimacy.

The third policy area needs to focus on diversity representation and participation of different groups. Most global education programs provide opportunities mainly to students who live in urban areas and come from affluent families yet they exclude students from rural communities as well as marginalized and conflict-affected populations. To solve these inequities multiple strategies, need implementation including quotas for disadvantaged group representation and partnerships with local institutions together with visa facilitation programs that simplify mobility processes [9]. The diplomatic

credibility of TNE initiatives will increase when more people have equal access to them.

Digital inclusion represents the fourth essential recommendation for TNE implementation. Although online platforms and virtual classrooms expanded TNE access their digital infrastructure disparities continue to exclude numerous students from educational opportunities [1]. Policymakers need to allocate funds for cost-effective internet infrastructure and digital training initiatives together with technology partnerships that unite students from different resource environments. Online participation through structured pipelines must connect to formal decision-making processes in international education governance to transform digital engagement into actual diplomatic power.

TNE programs require the incorporation of civic education alongside intercultural training for their successful implementation. Education needs to develop both technical abilities and essential competencies for international cooperation including dialogue skills and empathy and cross-cultural negotiation abilities [2]. Education would become more powerful as a diplomatic tool when TNE curricula incorporate these competencies which would develop students into cultural representatives serving their home communities and host communities.

This study demonstrates that TNE requires a shift from conventional market-based approaches to satisfy policy implications. Through funding reforms and digital access improvements and governance changes and participation enhancements and curricular intercultural competencies implementation TNE will function as an authentic global exchange mechanism for cultural inclusion. Such reforms would not only improve educational outcomes but also contribute directly to

strengthening international relations in an era of growing geopolitical complexity.

## 5. CONCLUSION

The research investigates transnational education (TNE) as a globalization mechanism which facilitates cultural exchanges while highlighting its effects on international relations. Research shows TNE functions beyond educational arrangements because it enables states and institutions and individuals to conduct diplomacy while promoting intercultural understanding and shaping international global relations. Through person-to-person encounters and knowledge movement and trust development TNE becomes a vital element of state soft power strategies and university cultural diplomacy programs [3], [4].

The research demonstrates that TNE faces structural obstacles which limit its full potential. Several major obstacles including social elitism alongside unequal educational opportunities and the preponderance of Western-based knowledge systems prevent TNE from being fully inclusive [8], [9]. The political issues that arise from cultural diplomacy projects like Confucius Institutes demonstrate how TNE operates within a complex political environment [6]. The dual characteristics of TNE create tensions because it functions as both an instrument for partnership development and as a domain where political ideologies clash.

TNE represents a future direction which requires maintaining a balance between maximizing opportunities and achieving equitable outcomes. The future success of TNE depends on inclusive policy reforms which extend access and guarantee mutual knowledge exchange and digital platform integration into formal educational diplomacy [1], [10]. Educational programs should incorporate intercultural competencies together with civic education to prepare students for diplomatic roles that strengthen cultural relations between nations in our interconnected modern world [2].

The core aspects of globalization find their complete representation through the

structure of transnational education. The potential of cultural exchange deepens through TNE while international cooperation strengthens and soft power becomes more effective when institutions design their programs with inclusivity and reciprocity and

equity as foundational elements. TNE functions as a cultural diplomacy tool which states and institutions must handle with care to build peaceful international relations while addressing global political challenges.

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