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Perceptions of Generative AI In Global South: A Scoping Review

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Abstract

New generative AI (GenAI) tools are largely a product of the Global North but have rapidly spread worldwide. This scoping review examines the current perceptions of Generative AI in higher education across the Global South by analysing 75 papers published between 2022-2025. Following the PRISMA-ScR methodology, the review categorised the findings into five main areas: GenAI acceptance and adoption, implications and challenges, academic integrity considerations, educational practices, and equity concerns. The analysis reveals that GenAI offers transformative possibilities for personalised learning, research support, and administrative efficiency in higher education across the Global South, but its implementation faces significant barriers, including infrastructure limitations, human capital deficiencies, ethical concerns, inadequate policy frameworks, and contextual challenges. Notably, equity considerations have received the least research attention despite their critical importance in inclusive education. This review also identified substantial gaps in the literature, including limited geographic representation, stakeholder imbalance, and insufficient exploration of long-term outcomes. The authors recommend that future research prioritise equity-centred approaches, methodological diversity, contextual specificity, implementation science, and interdisciplinary collaboration to better understand how Generative AI can enhance educational opportunities without reinforcing existing disparities across the diverse contexts of the Global South.

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Practitioner Notes

1. Develop GenAI policies that reflect local infrastructure, languages, and cultures, not imported Western defaults.
2. Explicitly teach AI literacy and integrity so that students know when the use of GenAI is appropriate, ethical, and transparent.
3. Invest in ongoing professional learning that builds educators' AI, pedagogical, and ethical capabilities for using GenAI in teaching.
4. Redesign assessment to pair GenAI-supported tasks with activities that require students to critique, verify, and justify AI outputs.
5. Equity can be monitored by auditing digital access, subsidising GenAI for underserved students, and tracking its impact on different learner groups.

Keywords

Generative AI, higher education, Global South, academic integrity, digital equity

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Introduction

Generative Artificial Intelligence (GenAI) has been widely used in higher education (HE) (McDonald et al., 2025); however, research on its educational applications is still in its early stages. Research indicates several positive outcomes of GenAI in educational settings, including suggestions of enhanced academic achievement among college students (Deng et al., 2024), the ability to provide rapid feedback to students (Roe et al., 2024), and personalised learning experiences through tutoring, feedback, and gamification while enabling the creation of diverse digital educational resources (Roe & Perkins, 2024). For educators, GenAI potentially offers opportunities to reduce administrative workload, develop effective teaching materials, customise curricula for local contexts, and streamline the creation of educational content (Fui-Hoon Nah et al., 2023; Karataş et al., 2025; L. Yan et al., 2024). However, the integration of GenAI in education faces several significant challenges that require careful attention (Fadlelmula & Qadhi, 2024). AI systems can produce errors that negatively impact educational decisions and student support (Borenstein & Howard, 2021; Ansari, 2023), and the complexity of AI systems, particularly deep learning models, creates barriers for educators. Research has shown that teachers often struggle to interpret and effectively implement AI tools because of their lack of transparency and comprehensibility (Kim et al., 2022)

These concerns about the negative impact of AI require a study of stakeholders' perceptions of the application or role of GenAI (Al-Shabandar et al., 2024; Fadlelmula & Qadhi, 2024; Mustafa et al., 2024; Ogunleye et al., 2024). However, current research appears to be largely Western-centric, with limited research in the Global South (Borines et al., 2025; Jin et al., 2025). In this paper, we use "Global South" as shorthand for developing economies as classified by UNCTAD (2018); the operational definition is provided in the Methodology. Concerns have been raised about the inherent biases in GenAI tools, although much of this is anecdotal or speculative (cf. Nyaaba et al., 2024; OECD, 2024; Shuford, 2024; Sukiennik et al., 2025). These systems are predominantly developed by companies based in the Global North, trained on datasets that over-represent Western languages, cultural contexts, and knowledge systems, and post-training and safety development are often undertaken by staff with similar cultural origins (Abbas, 2025; Brown et al., 2020; OpenAI et al., 2024). Consequently, GenAI tools may reproduce and amplify existing biases (Hickerson & Perkins, 2025), particularly when applied in cultural contexts that differ from those represented in their training data (Z. Liu, 2023; Sukiennik et al., 2025; Tao et al., 2024).

Recent systematic and scoping reviews have begun to map how GenAI tools, especially those based on large language model (LLM) chatbots such as ChatGPT, are entering higher education (Ansari et al., 2024; Baig & Yadegaridehkordi, 2024; Xia et al., 2024). However, existing reviews largely synthesise a literature dominated by high-income contexts, limiting what can be concluded about how GenAI is perceived and negotiated in Global South higher education settings, including equity implications (Ansari et al., 2024). This underscores the urgent need to study perceptions of GenAI in higher education specifically within Global South contexts. Understanding these perspectives is crucial for addressing potential disparities between Global South and North implementations as well as for developing inclusive and context-appropriate approaches that reflect diverse educational values, needs, and resources rather than imposing standardised Western technological models.

Accordingly, this scoping review addresses the following objectives: to synthesise published research on GenAI perceptions in Global South higher education; to classify the main topics and themes reported in the literature; and to identify gaps, with a specific focus on equity and contextual specificity. Based on these objectives, the following research questions were developed:

Research Question 1. How do stakeholders in Global South HE perceive and respond to the integration of GenAI in teaching, learning, and research?

Research Question 2. What key challenges, opportunities, and research gaps exist in understanding and implementing GenAI in diverse Global South HE contexts?

Because review search strategies should be grounded in clear conceptual frames and consistent terminology, we make our key constructs explicit below and use them to clarify the logic of the review scope (Crawford, 2025). To make our scope explicit, we have focused this scoping review around four intersecting frames: GenAI as the focal technology; HE as the educational context; HE stakeholder perceptions as the focus of interest; and Global South geography as the contextual boundary. We define GenAI as referring to AI systems that generate new content (for example, text, images, or code) in response to user prompts (Lorenz et al., 2023). We use "perceptions" to encompass a range of HE stakeholders' reported beliefs, attitudes, concerns, and behavioural intentions regarding GenAI use, including constructs commonly used in technology-acceptance research. We use the term "Global South" as shorthand for developing economies as classified by UNCTAD (2018).

Method

Given the rapid emergence of GenAI research in higher education and our aim to map concepts and gaps rather than evaluate effects, we adopted a scoping review design (Munn et al., 2018; Arksey & O'Malley, 2005) that is relevant for mapping key concepts, identifying areas where knowledge is lacking, and evaluating emerging evidence that may not yet be well-established. When conducting the scoping review, the authors followed a procedure aligned to the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA), especially the PRISMA Extension for Scoping Reviews (PRISMA-ScR) checklist developed by Tricco et al. (2018)

Search Strategy

Inclusion and exclusion criteria were established prior to the search to support in a systematic and unbiased selection of sources. The search strategy and inclusion criteria are presented in Table 1. Table 1 summarises the conceptual search frames and the full Boolean search string used to guide searching across the selected databases. The same search string was used in each platform; however, database indexing, coverage, and retrieval can still differ across systems, which may affect the records returned. We acknowledge that the use of "higher education" as the primary educational-context descriptor may have reduced recall for studies using alternative terms (for example, tertiary, university, or college). Google Scholar was used as a supplementary source to surface potentially relevant non-indexed and recent outputs; however, its ranking and retrieval are less transparent than curated databases (Gusenbauer & Haddaway, 2020), so coverage and reproducibility limitations apply. In addition, we did not undertake a formal programme of alternative or iterative searches (such as systematic synonym expansion or

additional database searching). Given the rapidly growing GenAI literature and the scope of this scoping review, the search should be interpreted as evidence mapping rather than exhaustive retrieval of all documents, and these constraints are treated as limitations.

Table 1

Search strategy and inclusion criteria

Component	Details
Databases	SCOPUS: Comprehensive coverage of peer-reviewed literature across disciplines ERIC: Specific focus on educational research and practice Web of Science: Rigourous indexing of high-impact journals Google Scholar: Supplementary source to identify potentially relevant grey literature, preprints, and recent publications.
Search Terms	("Generative AI" OR "GenAI" OR "ChatGPT" OR "Artificial Intelligence") AND ("higher education") AND ("equity" OR "challenges" OR "problems" OR "issues" OR "perception" OR "attitudes") AND ("Global South" OR "developing" OR "less developed" OR "underdeveloped" OR "least developed" OR "low-income" OR "middle-income" OR "China") This term was designed to cover the four frames of interest in the review: The technology focus, the educational context, the perceptions of HE stakeholders, and the geographical focus.
Temporal Parameters	12/2022-2/2025: Coinciding with the release of ChatGPT and subsequent GenAI developments
Language	English only
Type of publication	Peer-reviewed articles, conference papers, preprints, and relevant grey literature (e.g. reports from reputable organisations).
Scope	Students, lecturers, and higher education institutions' perspective in the Global South

Following UNCTAD's (2018) classification of developing economies, this review treats the Global South as comprising Africa, Latin America and the Caribbean, Asia (excluding Israel, Japan, and the Republic of Korea), and Oceania (excluding Australia and New Zealand). This geography largely overlaps with the Group of 77 (G77), a coalition of developing countries formed in 1964 that now includes 134 member states, whose members often self-identify as the "Global South" (G77, 20201; Hogan & Patrick, 2024). China, a key participant at the 1955 Bandung Conference and in the subsequent Non-Aligned Movement, is commonly included in this Global South grouping, and we have included publications focused on this country in this review. Excluded from the review were non-English publications, papers focusing solely on technical aspects of GenAI, and studies without a Global South research context or data collection.

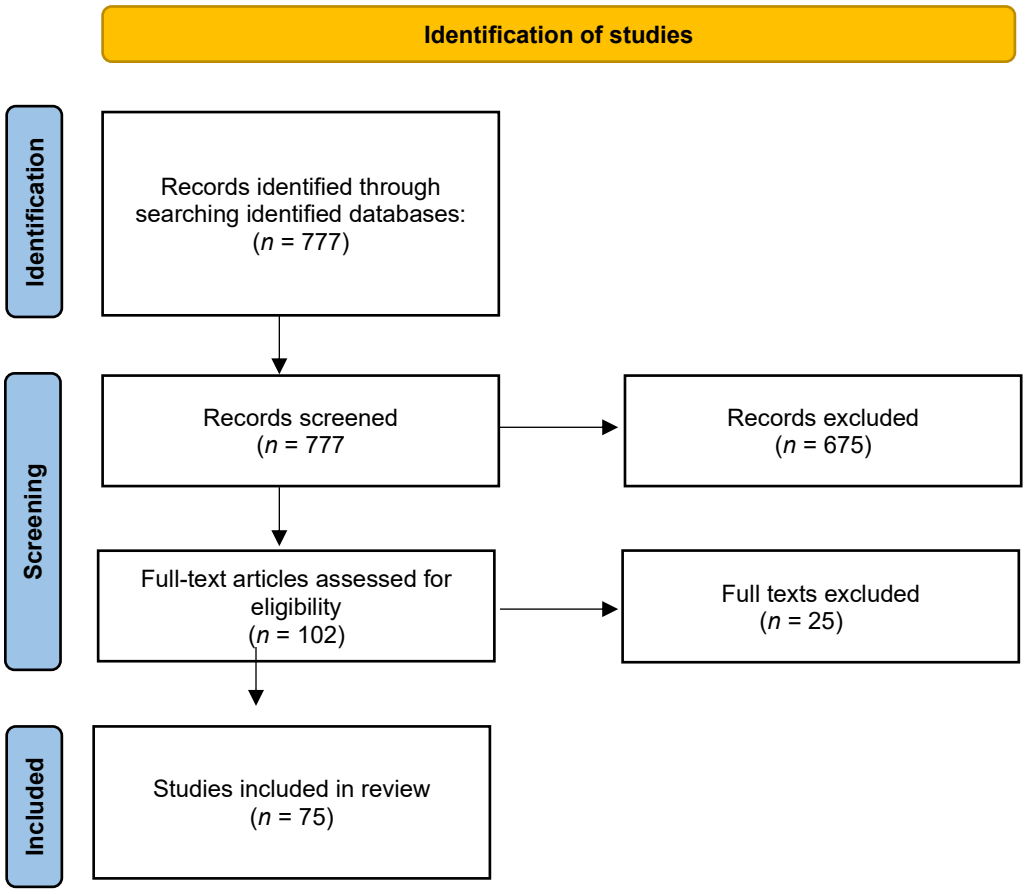
Screening Process

Titles and abstracts were screened by a single reviewer (first author) against the inclusion and exclusion criteria, with the full texts of potentially relevant records assessed for eligibility by the same reviewer. The second author provided conceptual and methodological guidance throughout

the process and was consulted in cases of uncertainty regarding study eligibility; uncertainties were resolved through discussion until agreement was reached. Independent duplicate screening of all records was not feasible within the resources of this project; this may increase the risk of missed eligible studies and is treated as a limitation (Khalil et al., 2021; Peters et al., 2024). PRISMA-ScR treats critical appraisal as an optional step (Tricco, 2018) and recommends reporting only if undertaken. In this review, we did not conduct a formal critical appraisal or risk-of-bias assessment across all included sources because our aim was to map an emerging and heterogeneous evidence base that included peer-reviewed articles, conference papers, preprints, and grey literature. However, because the initial search and screening yielded a set of studies with very uneven methodological quality, we undertook a light appraisal to exclude studies judged to be too weak to support meaningful conclusions. A PRISMA flow diagram was created to document the selection process, showing the number of papers identified, screened, assessed for eligibility, and ultimately included in this review (Figure 1).

Figure 1

PRISMA Diagram of Selection Process



Data Extraction and Synthesis

We conducted a systematic categorisation to organise the literature. Categorising is essential for scoping reviews as it provides a systematic method for mapping the breadth of literature,

identifying knowledge gaps, and revealing emerging themes (Kazi et al., 2021). This analytical approach aligns with the primary purpose of scoping reviews: to chart the extent and nature of research activity rather than synthesising findings for specific research questions (Mak & Thomas, 2022).

We adapted two established methodological approaches: AI-assisted thematic analysis (Roe & Perkins, 2024; Braun & Clarke, 2006) and the ACTOR framework (Nguyen-Trung, 2025) for human-AI collaboration in qualitative data analysis. While originally designed for primary data analysis, we adapted their core principles for literature categorisation purposes.

In accordance with emerging ethical standards for research involving AI tools (Bjelobaba et al., 2025; Crawford et al., 2023; Perkins & Roe, 2024), the authors employed a GenAI tool to assist with specific aspects of the review process while maintaining human oversight and accountability. GenAI technologies were used to assist with initial coding for classification, text summarisation, making suggestions, offering feedback, and pre-review based on the requirements of researchers. This AI-assisted approach provided enhanced efficiency while maintaining analytical rigour for our large volume of literature (75 studies). Throughout the process, we employed the ACTOR framework (Nguyen-Trung, 2025) to structure our collaborative analysis with the selected GenAI tool, Claude Pro, defining the Actor (Claude Pro as research assistant), Context (research questions and categorisation framework), Task (paper analysis and category alignment), Outputs (structured summaries and justifications), and Reference (full paper texts and evolving definitions). All AI-generated content was subsequently reviewed, verified, and refined by human researchers to ensure its accuracy. This process involved cross-checking all factual claims, ensuring an accurate representation of nuanced findings, and correcting any inaccuracies introduced through AI processing. Quality assurance was implemented through a multistage review process, where initial AI-assisted analyses were subjected to critical evaluation by subject matter experts on the research team. This ensured that the final analysis reflected human expertise and judgment, rather than algorithmic processing alone. Furthermore, all reference management and final citation checking were performed manually by human researchers to ensure accuracy and adherence to academic integrity standards, as GenAI tools are known to produce citation hallucinations (Bjelobaba et al., 2025). The analysis of the selected studies was conducted in two phases.

Phase 1: Inductive Category Development

We conducted inductive categorisation, beginning with the abstracts of all 75 papers. Given the technical constraints of processing large datasets simultaneously (Anthropic, 2025b; Nguyen-Trung, 2025), this phased approach captured broad categories before a detailed full-text examination. The first author engaged in a structured ACTOR-guided dialogue with Claude Pro to identify emerging themes in the abstracts and build preliminary categories from overarching concepts across the literature. Initial prompts directed Claude to analyse papers based on their abstracts, research focus, and key findings, such as: *"Categorise papers in the attached file based on the research concept/outcome in their abstract."* Claude's initial categorisations were then validated through systematic follow-up prompts to ensure logical consistency, such as *"Why were these papers classified in this category? Give reasons for each one."* When overlaps or ambiguities emerged, refinement prompts were used, such as *"Revise or delete categories X and Y because they are overlapping"*. The first author discussed with Claude to examine each

category and individual paper placement, repositioning papers, and revising categories when a fuller examination revealed more appropriate alignments. The researcher made final categorisation decisions based on the coherence and relevance of the preliminary categories identified through this iterative process.

Using Claude in this way enabled the efficient handling of the large corpus while maintaining analytic rigour, as GenAI tools have been shown to identify themes with a high degree of consistency with human coders in qualitative analysis (Perkins and Roe, 2024). All AI-supported outputs were checked and refined by the authors, and all categorisation justifications were systematically recorded in a shared spreadsheet to ensure transparency and enable their verification.

Phase 2: Deductive Category Refinement and Validation

Following the initial categorisation, we shifted to deductive analysis, examining full-text manuscripts individually to validate and refine the preliminary categories. Given the need to upload complete papers, data security was maintained through Anthropic's privacy safeguards, which protect uploaded content from external sharing and prevent the incorporation of user data into training datasets (Anthropic, 2025a). Using conversational prompting guided by the ACTOR framework (Nguyen-Trung, 2025), the first author systematically reviewed each paper's full content alongside Claude, using targeted prompts to verify categorisation decisions with textual evidence, such as: *"Read full paper and give reason with text in the paper to explain/evident why this is classified in this category."*

Through iterative dialogue, the first author and Claude examined textual evidence from each paper to justify its categorisation. Papers were confirmed in their assigned categories only when both the AI-generated analysis and the researcher's independent reading converged on consistent justifications supported by the full-text evidence. When justifications were unclear or the evidence appeared ambiguous, the first author discussed with Claude to explore alternative category placements, ultimately making categorisation decisions based on the relevance of textual evidence from the full paper. Through this process, several papers were repositioned based on full-text evidence, and the category definitions were refined to ensure conceptual coherence. All categorisation decisions and their justifications were updated in a shared spreadsheet for transparency and verification.

Results

The studies were systematically organised into five principal categories, as presented in Table 2. While most papers aligned distinctly with one subcategory, several studies were assigned multiple categories

Table 2: Scoping Categories

Category	Authors
GenAI Acceptance and Adoption in Higher Education	
Theoretical Framework-based Studies	
The Unified Theory of Acceptance and Use of Technology (UTAUT)	Hernandez et al. (2023), Khlaif et al. (2024), Prameka et al. (2024), Acosta-Enriquez et al. (2025), Sharma and Singh (2024)
The Technology Acceptance Model (TAM)	Zou and Huang (2023), Li et al. (2024), Kanont et al. (2024), Shahzad et al. (2024), Acosta-Enriquez et al. (2024)
Diffusion of Innovation (DOI)	Huang et al. (2024)
The IS success model with social sustainability theory	Al-Emran et al. (2024)
The signalling/elaboration likelihood model	Hussain and Anwar (2024)
Activity theory	Essien et al. (2024)
User Characteristics Studies	Atadika et al. (2024), He et al. (2024), Hadiza et al. (2024), Chen et al. (2024), Vázquez-Parra et al. (2024), Baidoo-Anu et al. (2024)
Implications, Possibilities, and Challenges of AI in Higher Education	
Transformational Possibilities in Research and Academia	Phutela et al. (2024), Tamanna and Sinha (2024), Almahasees et al. (2024), Xu et al. (2024), Y. Liu et al. (2024), Wang and Li (2024), Abdennour & Lilia (2024), Tahiri et al. (2023), Yusuf et al. (2024), Venter et al. (2024), Busch et al. (2024),
Strategic Policy Frameworks and Governance	Rudolph et al. (2024), Theodorio et al. (2024), Al-Zahrani & Alasmari (2025), Jin et al. (2024), Osondu et al. (2024), Henadirage & Gunarathne (2024), Wang (2023), Zhang et al. (2023), Borines et al. (2025), Yusuf et al. (2024)
Implementation Barriers and Challenges	Coetzee (2024), Mustopa et al. (2024), Theodorio et al. (2024), Al-Zahrani & Alasmari (2025), Jin et al. (2024), Borines et al. (2025), Henadirage & Gunarathne (2024), Tahiri et al. (2023), Jiang (2024), Y. Liu et al. (2024), Osondu et al. (2024), Abdennour & Lilia (2024), Yusuf et al. (2024).
Academic Integrity and Ethical Considerations	
Student and Faculty Perceptions of AI Ethics	Baidoo-Anu et al. (2024), Tamanna & Sinha (2024), Y. Liu et al. (2024), Almahasees et al. (2024), Yusuf et al. (2024), Wang and Li (2024), Charles et al. (2024)

Discrepancies in Student Attitudes and Behaviours	Espinoza Vidaurre et al.(2024), Nguyen & Goto (2024), Asiksoy (2024), Chan (2025)
Limitations of Current Ethical Frameworks	Akpan's (2023), Abisheva et al. (2024)
GenAI in Educational Practice and Competency Development	
Personalization and Transformation in Teaching and Learning	Qian (2023), Li (2024), Zhou et al. (2024), Zhong et al. (2024), Slimi and Villarejo-Carballido (2024), Echave et al. (2024), Abdennour & Lilia (2024)
GenAI in Competency Development	Tahiri et al.(2023), Gupta & Jaiswal (2024), Q. Yang et al. (2024), Camacho-Zuñiga (2024)
GenAI in Assessment and Feedback Practices	Kolade et al. (2024), Alkouk & Khlaif (2024), Tlili et al. (2024), Perkins et al. (2024), Furze et al. (2024)
GenAI in Language Education	Klimova et al (2024), Phan (2023), Y. Yan et al. (2024), S. Yang et al. (2024)
GenAI Equity Concerns	
Digital Divide and Access Disparities	Shabbir et al. (2024), Singh (2024), OECD (2024)
Gender and Intersectional Biases in AI	Alwis (2023), Xie et al. (2024)
Policy Frameworks and Governance Approaches	Holmes & Miao (2023), Xie et al. (2024), Akpan (2023), Shabbir et al. (2024)
Epistemic Justice and Inclusive AI Development	Xie et al. (2024), Akpan (2023)

GenAI Acceptance and Adoption in Higher Education:

Nineteen papers examined the factors influencing the acceptance and adoption of GenAI technologies in HE.

Theoretical Framework-based Studies

Studies on GenAI adoption in Global South higher education predominantly draw on models focused on the adoption of technology, such as the Unified Theory of Acceptance and Use of Technology (UTAUT), the Technology Acceptance Model (TAM), or Diffusion of Innovation (DOI), revealing consistent predictors alongside important contextual divergences. Among the various elements of these models, performance expectancy (PE), defined as the degree to which an individual believes that using the technology will improve their job performance, appears to be perceived as the most reliable driver of adoption intentions across different contexts, including the Philippines (Hernandez et al., 2023) and India (Sharma & Singh, 2024). By contrast, the role of effort expectancy (EE), defined as the degree of ease associated with the use of new technology, is mixed: it was significant in India (Sharma & Singh, 2024) but non-significant in the Philippines (Hernandez et al., 2023), and even negative among Peruvian researchers, where academic integrity and self-efficacy outweighed technological factors (Acosta-Enriquez et al., 2025). Social influence (SI) is another context-dependent predictor. It has significantly shaped adoption in studies based in the Middle East (Khlaif et al., 2024), India (Sharma & Singh, 2024), and Peru (Acosta-Enriquez et al., 2025).

Context-specific factors reveal substantial variations in adoption patterns across the Global South. In China, perceived trust moderates the relationship between ChatGPT awareness and key TAM constructs (Shahzad et al., 2024), whereas computer self-efficacy influences the perceived ease of use but not the perceived usefulness of translation technologies (Li et al., 2024). Another Chinese study found that perceived relative advantage and trialability significantly predicted AI adoption intentions, whereas traditional DOI factors, including compatibility, complexity, and observability, showed non-significant effects (Huang et al., 2024). In Indonesia, perceived risk exerts a negative influence despite the strong positive effects of PE and EE (Prameka et al., 2024). Thai evidence even reports an inverse relationship between ease of use and usefulness, challenging TAM's core assumptions (Kanont et al., 2024).

Beyond initial adoption, system and service quality appear critical for sustained use. In the UAE, service, system, and information quality directly affect satisfaction and continued adoption, with privacy concerns having no negative effect (Al-Emran et al., 2024). Similarly, in Nigeria, while ease of use and alignment with educational goals increase engagement, excessive technical support needs reduce it (Essien et al., 2024). Taken together, these findings suggest that while TAM and UTAUT capture the core adoption mechanisms of GenAI tools, they must be adapted to reflect integrity concerns, contextual moderators, and infrastructural realities that are distinctive to the Global South.

User Characteristics and General Perceptions

Several studies have examined how user factors and perceptions shape GenAI adoption in higher education. These investigations span diverse regions and contexts, capturing both individual

characteristics and general attitudes towards the use of GenAI tools such as ChatGPT. In the African context, Baidoo-Anu et al. (2024) surveyed students in Ghanaian HE to examine the factors shaping ChatGPT adoption and found that perceived academic benefits, such as improved efficiency and support for learning tasks, strongly encouraged GenAI adoption. However, concerns regarding academic integrity, over-reliance, and lack of guidance moderated these positive perceptions.

Gender differences significantly influenced GenAI utilisation patterns. In the Ghanaian graduate-student sample, male students reported higher engagement than female students on four measured GenAI-related dimensions, including ChatGPT use, Quillbot use, overall AI usage, and perceived benefits, while no significant gender difference was found for AI challenges (Atadika et al., 2024). Academic discipline creates distinct adoption patterns, with education majors showing greater AI integration in their practices than business students (Atadika et al., 2024) and animation/digital media faculty displaying more positive perceptions toward AI integration (Chen et al., 2024).

Geographic and educational factors shape adoption rates. Mainland Chinese students and research postgraduates show higher engagement levels than other geographic locations and undergraduate students (Jingwei He et al., 2024). Cultural dimensions significantly impact adoption across African contexts, where data privacy concerns, traditional values, and social norms create barriers to AI adoption (Hadiza et al., 2024). At the cognitive level, Vázquez-Parra et al. (2024) found that Mexican students with stronger complex thinking skills displayed greater readiness to incorporate AI tools into academic and professional development, suggesting that cognitive preparation influences technology adoption.

Implications, Possibilities, and Challenges of AI in Higher Education

Research on GenAI implications in Global South HE shows both promising opportunities and serious challenges for educators. The 25 studies in this category demonstrate that while GenAI offers potential benefits for teaching and learning, implementation faces substantial obstacles related to infrastructure, resources, and institutional capacity.

Transformational Possibilities in Research and Academia

Studies highlight both the opportunities and tensions in the way GenAI reshapes academic practices. Phutela et al. (2024), from Indian HE faculty perspectives, reported perceived benefits such as personalised feedback, research assistance, and assessment support, but also concerns about plagiarism, digital divides, misinformation, and erosion of deep learning. Venter et al. (2024), similarly noted opportunities for efficiency gains and personalised learning opportunities, while emphasising the ethical and practical challenges of implementations.

At the student level, the findings point to both enthusiasm and caution. In Jordan, Almahasees et al. (2024) reported that students recognised ChatGPT's potential for saving time and supporting academic writing but stressed the need for clear academic integrity guidelines. In Bangladesh, Tamanna and Sinha (2024) identified links between AI use and improved learning outcomes, but also highlighted risks around plagiarism and integrity. In China, Wang and Li (2024) observed that faculty acknowledged the potential of a custom GenAI tool named ERNIE Bot for curriculum design and assessment, but remained concerned about bias, plagiarism, and over-reliance. Y.

Liu et al. (2024) showed students perceived ChatGPT as helpful for developing academic literacy, particularly in writing, grammar, vocabulary, and reading, yet less effective for speaking, creativity, and critical thinking, with concerns about reliability, plagiarism, and data privacy. These studies suggest that GenAI is becoming embedded in HE, supporting research and reshaping academic literacy; however, its long-term educational value hinges on how institutions address ethical safeguards, infrastructural disparities, and the cultivation of independent learning skills.

Evidence from health professions education reflects similar patterns. In a large multi-country survey across 48 countries, Busch et al. (2024) found generally positive attitudes toward AI in healthcare and strong demand for more AI teaching, but low self-reported AI knowledge, limited exposure to curricular AI events, and low confidence in their preparedness to use AI in future practice. The strongest difference between the Global North and Global South was in the expectation that AI would increase legal and ethical conflicts, with higher agreement among students in the Global North. Global South students reported slightly longer AI-related curricular events and felt more prepared to work with AI, whereas Global North students rated their AI knowledge as somewhat higher. These data were collected between April and October 2023, so they capture an early stage of AI and GenAI adoption and may not fully reflect current practice.

Strategic Policy Frameworks and Governance

GenAI governance in HE has become a central concern as institutions balance innovation and systemic risks. Rudolph et al. (2024) conceptualised this as the “GenAI paradox”: while AI promises enhanced teaching and accessibility, it simultaneously creates risks of academic integrity breaches, labour precarity, bias, and dependence on Big Tech. Governance approaches differ significantly across different national contexts. Theodorio et al. (2024) demonstrated how Rwanda's centralised policy framework delivered more consistent integration than Nigeria's decentralised approach. Al-Zahrani and Alasmari (2025) showed nearly half of MENA universities remain in early implementation stages despite policy recognition, while Jin et al (2024) found resource-rich institutions in Africa and Latin America pursued more ambitious goals, such as indigenous language support. Yusuf et al. (2024) confirmed widespread GenAI awareness but highlighted how cultural differences shape risk perceptions, thereby reinforcing the need for context-sensitive governance. Borines et al. (2025) underscore these disparities, showing how macro-level policy environments and uneven resource conditions affect institutional capacity for adoption.

Individual country cases further illustrate these dynamics in the following sections. In China, Zhang et al. (2023) argued that robust governance is essential for leveraging GenAI’s academic potential while addressing risks such as plagiarism and data privacy. In Ghana, Osondu et al. (2024) stressed the need for context-sensitive policies to overcome infrastructural, cultural, and economic barriers. Henadirage and Gunarathne (2024) identified tensions in Sri Lanka, where opportunities coexist with barriers to equitable access to education. Wang (2023) called for advisory bodies and localised AI policies to bridge digital divides. Overall, while policy frameworks increasingly acknowledge GenAI's potential, translating recognition into effective implementation remains problematic, heavily dependent on economic resources, institutional capacity, and governance structures' ability to adapt to local contexts.

Implementation Barriers and Challenges

The literature identifies some key categories of barriers to GenAI implementation across the Global South. Firstly, infrastructure and resource limitations represent significant, cross-cutting barriers. Cross-country evidence highlights how physical infrastructure constraints, such as limited Internet access, inadequate device availability, and prohibitive subscription costs, impede GenAI adoption (Coetzee, 2024; Mustopa et al., 2024; Theodorio et al., 2024), with substantial implementation gaps between high- and low-income countries (Al-Zahrani and Alasmari, 2025; Jin et al., 2024).

Building on these structural constraints, human capital and expertise deficiencies constitute another crucial challenge, with research identifying critical shortages of skilled personnel and technical expertise necessary for effective GenAI implementation (Borines et al., 2025; Henadirage & Gunarathne, 2024; Mustopa et al., 2024; Theodorio et al., 2024). These technical and human resource challenges are further shaped by inadequate policy frameworks (Borines et al., 2025; Henadirage & Gunarathne, 2024; Tahiri et al., 2023), with data privacy emerging as a particular challenge (Jiang, 2024; Y. Liu et al., 2024; Mustopa et al., 2024).

Cultural and contextual dynamics add another layer of complexity, including region-specific barriers such as cultural linguistic challenges (Jin et al., 2024), digital divide issues (Osondu et al., 2024), and varying cultural acceptance patterns (Abdennour & Lilia, 2024; Yusuf et al., 2024). Addressing these interconnected challenges, Camacho-Zuñiga (2024) proposes an integrated set of institutional implementation strategies for developing-country HEIs that combine infrastructural investments for equitable technology access, human capital development through educator upskilling and AI-literacy/ethics education, and institutional reforms, including inclusive policies and culturally aware GenAI content. This multidimensional approach underscores how successful GenAI integration in HE across the Global South requires holistic solutions that simultaneously address technological, human, ethical, policy, and cultural factors.

Academic Integrity and Ethical Considerations

An analysis of the ethical considerations of using GenAI in HE in the Global South reveals three key dimensions: the gap between student attitudes and behaviours, the inadequacy of existing ethical frameworks, and the need for culturally responsive institutional policies.

Student and Faculty Perceptions of AI Ethics

The perceptions of GenAI in HE demonstrated in the studies examined reflect a complex balance between enthusiasm for innovation and persistent ethical concerns. Across contexts, plagiarism and the erosion of critical thinking dominated the early reactions. In Ghana, Baidoo-Anu et al. (2024) highlighted how students value GenAI for efficiency and academic support, yet fear its potential to undermine originality or over-dependence. Tamanna and Sinha (2024) similarly describe a dual narrative, where benefits in access and productivity are tempered by anxieties over plagiarism, academic integrity, and declining rigour.

Cultural and institutional factors shape these perceptions in distinct ways. In Jordan, Almahasees et al. (2024) reported that 73% of students worry that GenAI hampers independent or critical thinking, while Yusuf et al. (2024), in a survey spanning over 76 countries, emphasised

widespread demands for culturally sensitive policies to address ethical risks, particularly in regions with underdeveloped regulatory systems. In China, Y. Liu et al. (2024), observe that students see GenAI as a valuable productivity tool but express uncertainty over ethical boundaries, leading to the need for clearer guidance and AI literacy initiatives.

Faculty perspectives parallel these trends but extend beyond classroom practices to include systemic concerns. Wang and Li (2024), studying Chinese instructors using ERNIE Bot, showed that while faculty value GenAI's potential for streamlining course preparation and assessment, they remain cautious about student overreliance, biased outputs, and the erosion of academic standards. Similarly, Charles et al. (2024) highlighted institutional tensions in balancing the drive for personalised learning and administrative efficiency with the imperative to safeguard academic integrity and foster critical thinking. Together, these studies point to an urgent need for governance frameworks and professional development that align technological innovation with core educational values, while accounting for cultural context, gender dynamics, and varying levels of digital literacy.

Discrepancies in Student Attitudes and Behaviours

Studies have revealed a substantial disconnect between the stated ethical positions of students and their actual AI usage behaviours. Research shows that student perceptions of AI correlate strongly with academic integrity attitudes (Espinoza Vidaurre et al., 2024); however, experimental work using indirect questioning suggests that the prevalence of AI-assisted cheating may be almost three times higher than estimates obtained from direct self-reports (Nguyen & Goto, 2024). Gender differences emerge in both ethical sensitivity and behaviour, with female students demonstrating greater concern for fairness and privacy issues (Asiksoy, 2024), while grade-related differences also influence AI-powered academic cheating behaviour (Nguyen & Goto, 2024). Students make clear distinctions in their attitudes: they strongly disapprove of directly copying AI-generated content but feel uncertain about using AI for assistance in subtler ways (Chan, 2025). This complexity has led to the concept of "AI-giarism" (Chan, 2025), which recognises that traditional definitions of plagiarism cannot adequately address these new forms of academic dishonesty involving AI assistance.

Limitations of Current Ethical Frameworks

Current AI ethics approaches show fundamental weaknesses in addressing deeper justice issues in higher education in the Global South. Akpan's (2023) analysis argues that existing ethical guidelines, technical solutions, and regulatory frameworks only address surface-level problems rather than tackling the root causes of AI-related injustices. These frameworks fail to recognise how AI systems can perpetuate "cognition-disabling epistemic oppression, where non-dominant knowledge systems and ways of understanding the world are marginalised or suppressed. Akpan advocates for decolonising AI ethics by moving beyond fixing individual algorithms to transforming the entire "algorithmic ecosystem" of values, norms, and standards that shape AI development and use. As an alternative, they recommend Ubuntu philosophy, emphasising community-centred moral frameworks to address multiple levels of justice rather than just technical fairness.

On the practical side, educators have reported significant challenges in developing the necessary ethical competencies for AI implementation. Research has identified six core domains and 24 sub-competencies that language instructors need, spanning AI literacy, pedagogical-technical

skills, and professional ethics (Abisheva et al., 2024). However, many educators lack structured support for developing these capabilities, creating gaps between their ethical intentions and actual practice.

GenAI in Educational Practice and Competency Development

This category includes evidence from 17 recent studies that illustrate the application of GenAI in educational practice across teaching, learning, assessment, and professional skill development.

Personalisation and Transformation in Teaching and Learning

GenAI's influence on teaching and learning is most evident in its ability to personalise educational experiences. AI-driven platforms provide personalised feedback and tailored learning pathways, enhancing students' motivation and proficiency across subjects (Li, 2024; Qian, 2023). Abdennour and Lilia (2024) found that AI writing tools can personalise the writing process by offering instant, tailored feedback that supports academic writing development, although there are concerns about over-reliance. GenAI tools have also been suggested to foster self-regulation by providing real-time adaptive support and improving critical thinking and problem-solving capabilities (Zhou et al., 2024). However, AI-enhanced personalisation may have psychological trade-offs. Zhong et al (2024) found that while students felt more control academically when using GenAI, over-reliance reduced cognitive independence. This highlights the importance of integrating GenAI with pedagogical strategies that develop independent learning skills.

Faculty perspectives reveal that AI frees educators from repetitive administrative work, allowing them more time for creative teaching (Slimi & Villarejo-Carballido, 2024). However, successful AI integration requires educators to develop new competencies in instructional design for AI-supported learning environments. Echave et al. (2024) found that senior educators were surprisingly more open to AI adoption than younger colleagues, highlighting the importance of institutional support and professional development tailored to diverse faculty needs.

GenAI in Competency Development

Research has identified the potential for improvements across multiple competency domains in HE, spanning cognitive skills, AI literacy, pedagogical capabilities, and professional ethics, encompassing both student and educator development needs. Tahiri et al. (2023) showed how GenAI supports curriculum innovation and helps students acquire industry-aligned skills, particularly in technical fields. Collaborative learning, problem-solving, and cognitive competence have emerged as key factors that significantly impact the development of AI proficiency (Gupta & Jaiswal, 2024). AI literacy development involves complex interactions between learning environments, personal autonomy, and self-directed capabilities, with research suggesting that emotional engagement and self-regulated learning positively impact AI literacy acquisition (Q. Yang et al., 2024).

Collectively, these competencies underscore the need for comprehensive frameworks that integrate technical proficiency with ethical awareness. Gupta and Jaiswal (2024) identified frameworks encompassing curriculum design, instructional methods, responsible technology use, and global awareness, highlighting the importance of linking AI literacy development with professional ethics and reflective capacities for both students and educators in HE contexts.

GenAI in Assessment and Feedback Practices

Assessment in the context of the Global South is undergoing a significant AI-driven transformation. Kolade et al. (2024) found that while AI could produce high-quality drafts, it struggled with referencing accuracy and originality, highlighting the need for human oversight. In response to such challenges, Alkouk and Khlaif (2024) introduced frameworks to evaluate student-AI interactions, finding that educators successfully implemented AI-enhanced assessments by incorporating critical thinking activities and human-AI collaborative approaches. Tlili et al. (2024) proposed integrating Open Educational Practices (OEP) with AI-driven assessment to enhance transparency, peer evaluation, and student engagement. Their study highlighted that co-designed assessment criteria and semi-automatic grading systems enable students to critically assess AI-generated responses, fostering trust, fairness, and critical AI literacy in the evaluation process.

A contribution in this area from Global South contexts emerged with the Artificial Intelligence Assessment Scale (AIAS) by Perkins et al. (2024). Originally piloted in Vietnam (Furze et al., 2024), the AIAS provides a five-point framework for the ethical integration of GenAI in educational assessment, ranging from “No AI” use to “Full AI” collaboration. The framework has demonstrated global applicability, with translations available in over 30 languages, reflecting the practical needs of educators seeking structured approaches to GenAI implementation in resource-varied environments.

GenAI in English Language Education

English language education represents one of the most prominent applications of GenAI in Global South HE, where feedback and adaptive assistance play critical roles in the learning process. Research consistently reveals both significant benefits for enhancing language skills and persistent concerns about overdependence and reduced autonomous learning capabilities. Studies across multiple contexts have demonstrated GenAI's effectiveness in core language learning areas, including grammar explanation, writing assistance, and translation tasks (Klimova et al., 2024; Phan, 2023). However, both emphasised that effective AI integration requires fundamental pedagogical shifts, ensuring that students engage critically with AI outputs rather than accepting them uncritically.

This tension between benefits and risks is evident in students' conceptualisations of AI's role. Research exploring the perceptions of Chinese EFL students revealed complex understandings through metaphorical thinking, categorising AI as Humans, Tools/Machines, Brain, Resources, Food/Drink, and Medicine (Y. Yan et al., 2024). While most students viewed AI as a supportive tool that enhances learning efficiency, these metaphors also revealed deeper concerns about over-reliance, loss of critical thinking, and AI's limitations in fostering authentic language skills. The complexity of AI integration is particularly evident in academic writing. Through collaborative poetic autoethnography in a Thai EFL academic writing course, the researchers documented how ChatGPT functions as a “ghostwriter” requiring careful ethical navigation (S. Yang et al., 2024). This study captures the evolving attitudes of both teachers and students, who initially embraced ChatGPT's convenience but gradually developed more critical perspectives, recognising both the creative benefits and risks of superficial thinking when over-relying on AI.

The diversity of these findings underscores the need for balanced approaches that harness GenAI's capabilities while preserving essential language learning processes that require human agency and critical engagement.

GenAI Equity Concerns

GenAI is transforming HE by offering personalised learning and automation. However, equity concerns remain largely unaddressed, including disparities in digital access, embedded biases, and governance challenges. Category five synthesised the key ideas from recent studies.

Digital Divide and Access Disparities

A primary equity concern is the digital divide (OECD, 2024; Shabbir et al., 2024), where GenAI may either bridge or exacerbate educational inequalities. While AI tools can democratise learning, access remains limited in under-resourced regions. Shabbir et al. (2024) highlighted that AI can supplement resource constraints in developing countries, but infrastructure deficiencies and digital literacy gaps remain. Singh (2024) documented that most AI-enhanced education remains concentrated in urban centres, excluding marginalised communities. Despite the promise of GenAI, the OECD (2024) noted that global policies lack actionable strategies to close these accessibility gaps and suggested supporting equity and inclusion in three key areas: learner-centred tools, teacher-led applications, and institutional systems.

Gender and Intersectional Biases in AI

AI systems often reproduce gender and intersectional biases because of biased training data. Alwis (2023) studied how gender and intersectional biases manifest in AI systems and their implications for educational equity. The study revealed that AI training data and algorithms often reflect and amplify existing gender biases, creating barriers for women in STEM education and AI development fields. This study calls for inclusive AI development practices and curriculum modifications to ensure equitable access to AI education and opportunities. In research exploring policies governing Generative AI across HE institutions in China, Japan, Mongolia, and the USA, focusing on equity concerns and accessibility, Xie et al. (2024) found that while many nations advocate AI diversity policies, few provide concrete measures to detect or mitigate bias.

Policy Frameworks and Governance Approaches

Policy responses to GenAI vary globally. Although international frameworks, such as UNESCO's *Guidance for Generative AI in Education* (Holmes & Miao, 2023), advocate for inclusive AI policies, most national strategies lack concrete mechanisms to ensure equitable AI access and governance. Xie et al. (2024) compared national approaches and found that Japan and the USA emphasise human-centric frameworks with direct teaching guidance, whereas China and Mongolia prioritise national security and societal implementation. Notably, despite the universal acknowledgement of diversity and inclusion principles, none of the countries adequately address the digital divide, raising concerns about technology access gaps between developed and developing regions. At the university level, policies remain reactive rather than proactive. Institutions often adopt AI policies only after ethical concerns arise, such as AI-assisted cheating, rather than integrating equity measures from the outset (Akpan, 2023; Shabbir et al., 2024; Xie et al., 2024).

Epistemic Justice and Inclusive AI Development

A decolonial perspective reveals deeper inequities in the production of AI knowledge. Akpan (2023) argued that AI systems often reinforce epistemic injustices by prioritising Western knowledge systems while marginalising Indigenous and localised knowledge. Xie et al. (2024) noted that most AI models are trained on English-centric datasets, limiting their applicability in non-Western academic contexts. Without intervention, AI risks further entrenching cognitive imperialism in education.

To address these disparities, AI development should widen participation beyond Global North actors, ensuring that stakeholders from the Global South can meaningfully shape the design and governance of GenAI. Akpan (2023) emphasises the need for broad consultation and participatory, inclusive design as part of the redistribution of power and ownership within the algorithmic ecosystem. Complementing this, Xie et al. (2024) stress that GenAI policies must incorporate local cultures and languages to avoid reinforcing English-centric and Western-embedded knowledge structures

Discussion

Theoretical Implications

Our scoping review identified significant research gaps on GenAI in Global South HE, revealing imbalances in geographical representation, stakeholder perspectives, and contextual specificity. The current literature shows uneven regional coverage, limited exploration of long-term outcomes, and insufficient attention to infrastructural and cultural factors shaping GenAI implementation in resource-constrained environments. The most concerning issue is the notable scarcity of research on equity considerations, with this category containing the fewest papers despite its critical importance for inclusive educational advancement. This shortage suggests that while technical implementation and adoption have received substantial attention, the potential for GenAI to either exacerbate or mitigate educational disparities remains underexamined. There may also be more equity-focused research emerging from the Global North, where researchers have greater capacity to engage with the theoretical and conceptual dimensions of educational technology. In contrast, Global South scholarship often prioritises immediate practical concerns, such as infrastructure limitations and implementation challenges. This difference in research focus may explain the limited number of papers explicitly addressing equity, even though such implications are embedded in discussions on access and implementation barriers. These findings highlight opportunities for future research prioritising methodological diversity, contextual nuance, and equity in examining how GenAI transforms HE across diverse Global South contexts.

Our analysis of the five categories revealed distinct patterns and gaps that warrant attention. Studies on GenAI acceptance and adoption demonstrate an over-reliance on Western-developed theoretical frameworks such as the UTAUT, TAM, and DOI, with limited adaptation to Global South contexts. Cultural factors, including traditional values, social norms, and collective decision-making processes, remain underexplored, despite evidence from African studies showing that they significantly shape technology adoption patterns.

The literature on the implications, possibilities, and challenges reveals a notable gap between the documented potential and observed outcomes. While studies frequently highlight transformative

possibilities for research and administrative efficiency, they provide limited evidence of successful deployment in resource-constrained environments or of sustainable institutional change. This disconnect between promises and practice is a recurring theme across the corpus.

Research on academic integrity and ethics suggests that traditional frameworks are inadequate for addressing the use of GenAI in higher education. A striking disconnect exists between students' stated ethical positions and their actual behaviours, with experimental methods revealing engagement in AI-assisted academic activities at rates considerably higher than direct self-reports suggest. This gap indicates that existing academic misconduct definitions and assessment tools fail to capture the nuanced ways in which students interact with GenAI, pointing to an urgent need for new theoretical frameworks that move beyond rigid definitions of cheating toward more sophisticated understandings of appropriate AI collaboration.

Studies on educational practice and competency development exhibit notable disciplinary bias, with language education dominating, while STEM fields, social sciences, and professional programs remain underexamined. This imbalance limits our understanding of how GenAI applications vary across different knowledge domains and pedagogical approaches.

Finally, and most concerning, equity received the least research attention, despite being fundamental to inclusive education. Studies acknowledge digital divides but fail to examine how intersectional factors, such as gender, rural location, and socioeconomic status, combine to create multiple barriers to GenAI access and effective use. Without sustained attention to equity, GenAI integration risks entrenching rather than reducing inequalities. The lack of equity-focused research means that institutional and national policies may adopt generic approaches shaped by Global North priorities, which often lack cultural and contextual fit in the Global South.

Limitations

Limitations of this scoping review should be noted. First, restricting the search to English-language publications may have excluded relevant research published in other languages. Second, the rapidly evolving nature of GenAI means that even recent studies may not reflect current technological capabilities, compounded by the timing of this review. Third, the heterogeneity of the Global South limits the extent to which region-specific conclusions can be drawn, as countries vary widely in infrastructure, culture, and higher education systems. Fourth, the educational-context frame relied primarily on “higher education,” which may have reduced recall for studies using alternative descriptors (for example, tertiary, university, or college). Finally, this scoping review did not apply a single formal critical appraisal tool across all sources. Because the review included grey literature and conference papers to capture emerging Global South scholarship on GenAI, applying a single appraisal instrument across heterogeneous evidence types was not feasible or appropriate. Instead, we employed a light quality screen at full-text stage to exclude only studies with major methodological or reporting problems. Consequently, the remaining evidence base is heterogeneous in quality; readers should interpret the synthesised findings with this variability in mind.

Practical Implications

Based on our analysis across all five categories, several fundamental shifts are needed in the way GenAI research is conducted in Global South HE contexts.

The current literature predominantly relies on short-term studies with surveys that capture perceptions and immediate adoption responses rather than tracking sustained impacts over time. The rapidly evolving nature of GenAI technology requires longitudinal research designs that follow students, faculty, and institutions across multiple academic cycles to understand how prolonged GenAI integration affects learning outcomes, skills development, and institutional practices. This shift is particularly crucial in the Global South, where implementation timelines may differ significantly from resource-rich environments and where the full effects of technology adoption may only become apparent after extended periods of use.

Most studies also apply Western-developed theoretical frameworks, such as the UTAUT and TAM, without sufficient consideration of how local contexts, values, and constraints shape technology adoption. Research approaches must be adapted to reflect Indigenous knowledge systems and contextual realities. Related to this is a persistent disconnect between theoretical frameworks and actionable implementation guidance; future research must emphasise translational approaches that convert findings into practical strategies for resource-constrained institutions to address this gap.

The research explored focuses heavily on student perspectives while neglecting faculty, administrators, and policymakers; however, a comprehensive understanding requires a balanced representation across all institutional stakeholders. Finally, the term “Global South” encompasses vastly different educational systems, technological infrastructures, cultural contexts and economic conditions. Current research often treats these diverse contexts as a single category, limiting the applicability of the findings across different regional and national settings. Future research should develop methodological approaches that explicitly account for specific local factors, including Internet connectivity, device availability, language considerations, institutional capacity, and cultural attitudes toward technology, rather than assuming uniform implementation conditions

For Global South higher education stakeholders, the literature suggests that a small number of practices are priorities. First, develop GenAI policies that reflect local infrastructure, language, and assessment contexts rather than importing external policies as a default. Second teach AI literacy and academic integrity expectations explicitly so that students have a greater awareness of the allowable and non-allowable practices. Finally, support staff capability through ongoing professional development activities to support them in adjusting assessment and feedback practices for effective teaching in the age of GenAI.

Conclusion

This scoping review examined the current perceptions of Generative AI in HE across the Global South, mapping the field of research through a systematic analysis of 75 papers published between 2022 and 2025. Our findings reveal a rapidly evolving but uneven body of literature addressing how GenAI is perceived, adopted, and implemented within diverse educational contexts.

Our classification into five categories revealed both significant research activity and critical gaps in the literature. While studies have identified opportunities for improving individualised learning and streamlining administrative processes, they have also revealed significant obstacles to implementation in Global South settings, particularly poor infrastructure and limited institutional resources. Notably, equity considerations have received the least research attention, despite their fundamental importance in advancing inclusive education, and future research must focus on this important area (Corbin et al., 2025). The tension between innovation and academic integrity emerged as a consistent theme across regions, with varying cultural perspectives on the appropriate use of GenAI.

The evidence collected over the course of this review suggests that future research in this area should prioritise methodological diversity through longitudinal impact studies, more balanced stakeholder representation, and cross-cultural comparative approaches as we move towards data saturation from individual country perspectives. Given the major gaps present, scholars should centre equity as a primary research focus, critically examining how GenAI might democratise educational opportunities without potentially reinforcing existing disparities across the diverse contexts of the Global South.

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