

Artificial Intelligence and Peace Education in Africa: Potential and Challenges

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The study examines Artificial Intelligence and peace education in Africa: potential and challenges. The research utilized secondary sources of data. Transformative Learning Theory was used to guide the study. The empirical studies identify significant barriers to AI adoption in Africa, including low digital literacy, inadequate infrastructure, and the risk of exacerbating existing inequalities. It underscores the importance of developing regionally tailored AI strategies and policies to ensure equitable and effective implementation. The findings from the study revealed that Artificial Intelligence (AI) is emerging as a powerful catalyst for reimagining peace education across Africa. It can help bridge educational gaps, support conflict resolution efforts, and empower youth with tools for dialog and understanding. However, this potential is accompanied by significant challenges, including infrastructural limitations, lack of localized data, ethical concerns, and socio-political complexities. The study recommends that governments and stakeholders invest in digital infrastructure to bridge the technological divide, especially in rural and marginalized communities. It is equally important to promote the development of localized AI systems that reflect African languages, cultures, and conflict dynamics, ensuring relevance and accessibility.

Keywords: Intelligence, peace education, conflict resolution, Transformative Learning Theory

Introduction

In recent years, Artificial Intelligence (AI) has emerged as a transformative force across various sectors globally, including education, governance, healthcare, and conflict resolution. In the African context, where development is often challenged by political instability, economic inequality, and social fragmentation, AI offers promising tools for supporting peace education and conflict prevention (Taherdoost & Madanchian, 2023). At the same time, it presents unique ethical, technical, and infrastructural challenges that must be addressed for its effective implementation.

Peace education, which seeks to promote understanding, tolerance, and conflict resolution, plays a critical role in fostering stable and inclusive societies. Integrating AI into peace education can enhance outreach, personalize learning experiences, detect early signs of conflict through data analysis, and provide platforms for virtual dialogue and reconciliation (Osee, 2024).

However, Africa faces significant barriers in harnessing the full potential of AI in this context. These include limited access to digital infrastructure, lack of skilled personnel, socio-political resistance, and concerns over data privacy and algorithmic bias. Additionally, there is a growing need to ensure that AI applications are ethically aligned with local cultural values and peacebuilding goals (Varzaru, 2022).

This paper (or discussion) explores the role of AI in advancing peace education efforts in Africa, focusing on both its transformative potential and the complex challenges it brings. Understanding this dynamic is crucial for shaping future policies and strategies that leverage AI for sustainable peace across the continent.

Research Methodology

This study uses a qualitative methodology. It draws on diverse sources, including academic literature, government documents, and online resources, to answer its core research questions. The research

aims to provide a comprehensive understanding of the research topic, aligning with the principle that research objectives should guide methodological choices.

Artificial Intelligence

Artificial Intelligence (AI) is the field of computer science that focuses on creating smart machines capable of performing tasks that normally require human intelligence. These tasks include reasoning, learning from experience, understanding language, recognising patterns, and solving problems. AI is all around us in voice assistants like Siri and Alexa, recommendation systems like Netflix and YouTube, and in technologies like self-driving cars and facial recognition (Osee, 2024). The goal of AI is not just to mimic human intelligence but to improve efficiency, accuracy, and decision-making in various industries.

Artificial Intelligence systems work by processing large amounts of data, identifying patterns, and making predictions or decisions with minimal human intervention. As technology advances, AI continues to evolve, shaping the future of how we live and work. **Artificial Intelligence (AI)** is the ability of a computer or machine to perform tasks that typically require human intelligence (Masunda, 2024). These tasks include learning, reasoning, problem-solving, understanding language, and recognizing images or sounds.

Artificial Intelligence refers to the simulation of human intelligence in machines that are programmed to think like humans and mimic their actions. It enables computers to perform human-like cognitive functions (Osee, 2024). Artificial Intelligence is transforming the way we live, work, and interact with technology. From automating routine tasks to solving complex problems, AI has the potential to greatly enhance productivity and innovation across all sectors. While it brings exciting opportunities, it also raises important ethical and societal questions that must be carefully considered. As AI continues to evolve, it is essential to ensure that it is developed and used responsibly, for the benefit of humanity.

Peace Education

Peace education is an essential educational approach that seeks to build a culture of peace in individuals, communities, and societies. It involves

teaching and learning about the values, knowledge, attitudes, and behaviors that promote peace, nonviolence, tolerance, equality, justice, and respect for human rights. In a world marked by conflict, violence, inequality, and injustice, peace education plays a vital role in helping individuals understand the root causes of conflict and develop the skills needed to resolve disputes peacefully (Doe et al., 2024). It is not limited to avoiding war but extends to creating conditions where all people can live with dignity and security. **Peace education** is a process of promoting the knowledge, skills, attitudes, and values needed to bring about behaviour changes that will enable individuals, groups, and nations to prevent conflict and violence, both overt and structural; resolve conflict peacefully; and create the conditions conducive to peace, whether at an individual, community, national, or global level. Peace is more than the absence of war. It is about building societies where everyone has equal opportunities, where diversity is celebrated, and where problems are solved through dialogue rather than violence. Boateng (2021) pointed out that peace education:

- i. Encourages critical thinking and empathy.
- ii. Promotes nonviolent communication and conflict resolution.
- iii. Builds awareness of global interdependence and social responsibility.
- iv. Helps learners challenge injustice, inequality, and discrimination.

Peace education is a powerful tool for fostering a culture of peace, nonviolence, and mutual understanding in our increasingly interconnected world. By equipping individuals with the knowledge, values, and skills needed to resolve conflicts peacefully and promote social justice, peace education lays the foundation for sustainable development, human rights, and global citizenship. It goes beyond preventing war or violence. It seeks to address the root causes of conflict, such as inequality, discrimination, and lack of communication. Through peace education, learners become more empathetic, tolerant, and active participants in creating a more just and harmonious society (Varzaru, 2022). In essence, peace education is not just a subject but a lifelong process of learning to live together, respecting diversity, and working collaboratively to build a better, more peaceful future for all.

Artificial Intelligence and Peace Education in Africa

The intersection of Artificial Intelligence (AI) and peace education in Africa has the potential to foster transformative change, especially in regions affected by conflict, inequality, or lack of access to quality education.

Kumar and Green (2024) break down how AI and peace education can intersect and contribute to Africa's development:

1. The Role of Peace Education in Africa

Peace education promotes values like:

- i. Non-violence.
- ii. Tolerance and respect for diversity.
- iii. Dialogue and conflict resolution.
- iv. Human rights and social justice.

In many African countries, peace education is vital due to histories of colonialism, ethnic conflict, political instability, and social inequality.

2. Opportunities: How AI Can Support Peace Education

a. Access to Education

AI-powered e-learning platforms can reach rural or conflict-affected areas.

Translation tools (like real-time translation apps) can help teach peace concepts across multiple African languages.

b. Personalised Learning

AI can tailor peace education content to individual learners' levels and cultural contexts, increasing engagement.

c. Early Warning Systems

Machine learning models can analyse social media, news, and other data to predict conflict trends, enabling early intervention and peacebuilding.

d. Chatbots for Peace

AI chatbots can provide real-time support for mental health, mediation, and peer conflict resolution, especially for youth.

e. Virtual Reality (VR) & AI Simulations

AI-driven VR can simulate conflict scenarios to teach empathy, negotiation, and peace strategies in immersive ways.

The Potential of Artificial Intelligence and Peace Education in Africa

Africa stands at a critical juncture in its pursuit of sustainable development, social stability, and inclusive growth. As the continent continues to grapple with complex challenges ranging from armed conflict and political unrest to social inequality and educational gaps innovative solutions are urgently needed. Among the most promising is the integration of Artificial Intelligence (AI) into educational and peace building frameworks (Kumar & Green, 2024).

AI, with its capacity to process vast data, provide personalised learning, and enable real-time communication, is rapidly transforming sectors worldwide. In the African context, where educational resources are often scarce and conflict can disrupt traditional learning, AI offers unique opportunities to expand access to peace education and enhance its effectiveness (Edwards, 2024). Peace education, which fosters values such as tolerance, empathy, conflict resolution, and human rights awareness, is vital for nurturing a culture of non-violence and coexistence.

The convergence of AI and peace education in Africa presents a powerful avenue for equipping the continent's youth with both the technological skills and the ethical mindset needed to build and sustain peaceful societies. However, this potential can only be realized through inclusive, ethical, and context-sensitive strategies that address existing technological and socio-political barriers.

The synergy between Artificial Intelligence (AI) and Peace Education offers immense potential to address some of Africa's most pressing socio-political and educational challenges. When applied thoughtfully, AI can enhance the reach, quality, and impact of peace education, especially in regions where traditional systems are under strain due to conflict, poverty, or lack of infrastructure.

1. Enhancing Access to Peace Education

AI-driven educational platforms can reach remote, underserved, and conflict-affected areas with limited access to teachers or schools. Through mobile learning apps, intelligent tutoring systems, and language translation tools, learners from diverse backgrounds can access tailored peace education content in their native languages and at their own pace.

2. Personalised and Culturally Relevant Learning

AI can adapt educational content based on the learners' behaviour, knowledge level, and cultural context. This personalized learning approach ensures that peace education is more relevant and engaging, fostering deeper understanding of concepts like conflict resolution, empathy, and nonviolence.

3. Predictive Tools for Peacebuilding

Machine learning and data analytics can be used to monitor social media, news, and communication networks to identify early warning signs of violence or unrest. These tools allow governments, NGOs, and community leaders to intervene proactively and promote dialogue before tensions escalate.

4. AI-Powered Dialogue and Mediation Tools

AI chatbots and virtual assistants can facilitate real-time conversations around peace and conflict. These tools can be used in schools, youth centers, and online communities to support discussions on ethics, tolerance, and human rights, especially in regions lacking trained facilitators.

5. Immersive Peace Learning Experiences

Technologies like AI-driven virtual reality (VR) and augmented reality (AR) can immerse learners in realistic scenarios that simulate conflict and cooperation. These tools help develop emotional intelligence, critical thinking, and negotiation skills—core competencies in peacebuilding.

6. Empowering a New Generation of Peacebuilders

Integrating AI into peace education also helps African youth build essential 21st-century skills. By learning both ethical decision-making and technological literacy, students are better prepared to contribute to sustainable peace and innovation-driven development.

Challenges of Artificial Intelligence and Peace Education in Africa

The integration of Artificial Intelligence (AI) into peace education holds great promise for Africa, but it is not without significant challenges. The continent faces a unique set of social, economic, technological, and political hurdles that complicate the widespread and ethical adoption of AI technologies in educational and peacebuilding contexts. From limited digital infrastructure and internet access in rural areas to the shortage of skilled professionals and relevant datasets, the digital divide remains a major obstacle. Additionally, AI systems developed outside Africa

often lack cultural sensitivity, which can result in biases or misrepresentations when applied to peace education content across diverse African communities.

Moreover, there are ethical concerns surrounding data privacy, surveillance, and the potential misuse of AI in already fragile or authoritarian environments. These issues raise critical questions about who controls the technology, whose values it reflects, and how inclusive it truly is. To fully harness the power of AI for peace education, Africa must confront these challenges head-on—through inclusive policies, regional collaboration, investment in local innovation, and the development of ethical and culturally relevant AI systems. Edward (2024) pointed out that despite the exciting potential of Artificial Intelligence (AI) in transforming peace education across Africa, several critical challenges hinder its implementation and effectiveness. These challenges span technological, social, ethical, and educational dimensions. Edward (2024) pointed out the following challenges which include:

1. Digital Divide and Infrastructure Gaps

Limited access to electricity, internet connectivity, and digital devices in many rural or conflict-affected regions makes it difficult to deploy AI-based educational tools. Schools often lack the technological infrastructure needed to integrate AI into their curricula.

2. Lack of Localized and Culturally Relevant Content

Many AI systems are developed in Western contexts, using datasets that do not reflect African cultures, languages, or social realities. This can lead to miscommunication, cultural insensitivity, or the reinforcement of stereotypes in peace education content.

3. Shortage of Skilled Professionals

There is a significant shortage of AI experts, data scientists, and educators trained in both technology and peace education across the continent. This skills gap hinders the creation, customization, and maintenance of AI tools relevant to African contexts.

4. Ethical and Privacy Concerns

AI systems often collect and analyze large amounts of data, raising concerns about data privacy, consent, and surveillance, especially in politically unstable or authoritarian environments. There is

also the risk of AI tools being used to manipulate public opinion or suppress dissent, contradicting the core values of peace education.

5. Inadequate Policy and Regulatory Frameworks

Many African countries lack clear policies or regulations on the ethical use of AI in education and peacebuilding. The absence of legal standards makes it difficult to ensure accountability, fairness, and protection of users' rights.

6. Funding and Resource Constraints

Investment in AI research and educational technology is still limited across much of Africa. Peace education programmes often operate on tight budgets, making it hard to adopt emerging technologies like AI without external support.

7. Resistance to Technological Change

Teachers, parents, and community leaders may be skeptical of new technologies due to a lack of awareness or fear of job displacement. Resistance to change can slow the adoption of AI tools in schools and community learning spaces.

8. Infrastructure Limitations: Many African regions face challenges such as limited internet connectivity, unreliable electricity, and a shortage of qualified teachers, which can hinder the effective deployment of AI in education.

9. Language and Cultural Barriers: AI models often struggle with African languages and cultural contexts, necessitating the development of localized solutions.

10. Ethical and Governance Issues: The use of AI in peacebuilding raises concerns about data privacy, algorithmic bias, and the potential for misuse in conflict situations.

Addressing these challenges requires a coordinated effort involving governments, educators, technologists, civil society, and international partners. By developing inclusive policies, investing in digital infrastructure, and promoting local innovation, Africa can unlock the full potential of AI in fostering peace and sustainable development.

Theoretical Framework

Transformative Learning Theory

Transformative Learning Theory was propounded by Jack Mezirow, an American sociologist and adult education theorist. Mezirow introduced the

theory in 1978, emphasising that adult learning can lead to profound changes in perspective through critical reflection. According to Mezirow, true learning goes beyond acquiring facts, it is about transforming how individuals see themselves and the world, often in response to a disorienting dilemma. This theory is particularly powerful in contexts like peace education, where changing attitudes, values, and beliefs is key to fostering long-term social change.

Transformative Learning Theory, proposed by Jack Mezirow, is grounded in several key assumptions about how adults learn and grow. Central to the theory is the belief that learning is a process of meaning-making, where individuals interpret and re-interpret their experiences to understand the world around them. A major assumption is that critical reflection is essential for transformative learners who must examine their long-held beliefs, values, and assumptions, especially when faced with a disorienting dilemma or a life event that challenges their worldview. The theory assumes that adult learners are autonomous and self-directed, capable of engaging in reflective discourse and taking ownership of their learning journey. Dialogue with others is considered crucial in this process, as it helps learners test new ideas and perspectives in a safe, collaborative environment. Additionally, the theory emphasizes that experience is central to adult learning, and that real change occurs not simply through acquiring new knowledge, but through a deep shift in one's perspective. These assumptions make the theory particularly powerful in settings like peace education, where individuals are encouraged to rethink societal norms, confront biases, and adopt more inclusive and empathetic ways of thinking.

While Transformative Learning Theory has been widely praised for its emphasis on critical thinking and deep personal change, it is not without criticism. One of the major critiques by Merriam and Ntseane (2018) is that the theory places too much emphasis on rational and cognitive processes, often overlooking the emotional, cultural, and spiritual dimensions of learning. Critics argue that transformation is not always a logical or conscious process and that Mezirow's original model does not fully account for intuition, imagination, or relational aspects of learning. Additionally, the theory has been critiqued for being Western-

centric, relying heavily on individualism and rational discourse, which may not align with collectivist or non-Western worldviews, including many African cultural contexts. Some scholars also point out that the theory assumes all learners will benefit from critical reflection in the same way, ignoring the diverse learning styles, power dynamics, and socio-political realities that may hinder open dialogue or self-directed learning. As a result, while Transformative Learning Theory offers a strong foundation, it requires adaptation and expansion to be fully inclusive and applicable across different cultures and educational settings.

Despite its criticism Transformative Learning Theory is highly relevant to the integration of Artificial Intelligence (AI) in peace education in Africa, as it provides a strong foundation for understanding how technology can support deep, meaningful change in attitudes, behaviours, and social values. In the African context, where communities are often shaped by historical conflict, inequality, and rapid socio-technological shifts, peace education requires more than knowledge transfer, it demands a shift in mindset. AI technologies, such as intelligent tutoring systems, language translation tools, or conflict simulation platforms, can facilitate critical reflection, enabling learners to engage with diverse perspectives, challenge prejudices, and rethink their roles in promoting peace. When aligned with transformative learning principles, AI can personalise content, simulate real-world peace scenarios, and foster dialogue across cultural and linguistic boundaries. However, the challenges of AI including limited access, digital divides, and ethical concerns must be addressed to ensure that its use truly empowers learners rather than reinforces exclusion. Thus, Transformative Learning Theory serves as a valuable lens through which to evaluate and guide the ethical, inclusive, and culturally relevant application of AI in African peace education systems.

Empirical Literature

It is appropriate to review research that has been conducted that relates closely to Artificial Intelligence and peace education in Africa: potential and challenges.

Masunda (2024) conducted a study on Artificial Intelligence and Peace Education in Zimbabwe: A Curriculum Perspective. The study explores how AI can enhance peace education at the

tertiary level in Zimbabwe. It proposes integrating AI modules to promote critical thinking, collaborative learning, and personalized educational experiences. The research identifies challenges such as limited technological infrastructure, insufficient training for educators, and concerns about data privacy.

Osee (2024) conducted a study, Integrating Artificial Intelligence: A Step towards the African Peace and Security Architecture. The study discusses the potential of AI in enhancing the African Peace and Security Architecture (APSA). It highlights AI's capabilities in conflict prevention, crisis management, and coordination of peacekeeping operations. The study emphasises the need for ethical and inclusive approaches to AI adoption to ensure positive impacts on peace and security.

Madden and Kanos (2021) conducted research on responsible AI in Africa Challenges and Opportunities. This research identifies significant barriers to AI adoption in Africa, including low digital literacy, inadequate infrastructure, and the risk of exacerbating existing inequalities. It underscores the importance of developing regionally tailored AI strategies and policies to ensure equitable and effective implementation

These studies and initiatives collectively demonstrate AI's potential to enhance peace education and conflict resolution in Africa. However, they also highlight the necessity of addressing infrastructural, educational, and ethical challenges to ensure that AI integration into peacebuilding efforts is both effective and equitable.

Findings

The findings from the study revealed that Artificial Intelligence (AI) is emerging as a powerful catalyst for reimagining peace education across Africa. The findings support the findings of Edwards (2024), who found that by leveraging AI-driven tools such as personalized learning platforms, predictive analytics, and simulation-based training, educators can tailor content to individual learners, making peace education more engaging and effective. These technologies allow for scalable solutions that reach remote or underserved communities, helping to democratize access to knowledge about conflict resolution, empathy, and civic responsibility. In essence, AI can turn peace education from a niche

initiative into a widespread movement. One of the most promising aspects of AI in this context is its ability to bridge long-standing educational gaps. Many African regions face challenges such as teacher shortages, limited resources, and outdated curricula. AI can help overcome these barriers by offering adaptive learning experiences and multilingual content that resonates with local cultures. Moreover, it equips young people with digital tools for dialogue, negotiation, and understanding skills that are essential for building peaceful societies. By fostering critical thinking and emotional intelligence, AI can nurture a generation of peacebuilders. Despite its promise, integrating AI into peace education is not without hurdles. Infrastructure remains a major barrier, as many communities lack reliable internet, electricity, or access to digital devices. Additionally, the absence of localized data can lead to generic or culturally irrelevant content, undermining the effectiveness of AI tools. Ethical concerns also loom large, including algorithmic bias, data privacy, and the risk of surveillance. Without proper safeguards, AI could inadvertently reinforce existing inequalities or be misused in politically sensitive contexts. Integrating AI into peace education can enhance outreach, personalise learning experiences, detect early signs of conflict through data analysis, and provide platforms for virtual dialogue and reconciliation.

Conclusion

Artificial Intelligence holds immense potential to transform peace education in Africa by enabling innovative, scalable, and personalised learning solutions. It can help bridge educational gaps, support conflict resolution efforts, and empower youth with tools for dialog and understanding. However, this potential is accompanied by significant challenges, including infrastructural limitations, lack of localized data, ethical concerns, and socio-political complexities. To truly harness AI for peace education, African nations must invest in inclusive digital infrastructure, develop culturally relevant content, build human capacity, and implement policies that ensure the ethical and equitable use of AI. Collaboration between governments, educators, technologists, and communities is crucial to ensuring AI becomes a force for peace, rather than division. With the right

approach, Africa can lead in shaping a future where technology supports not just development, but also unity and peace.

Recommendations

To harness the potential of Artificial Intelligence in advancing peace education in Africa, it is essential to address the underlying challenges through strategic and inclusive actions:

- i. Governments across African countries should adopt and fund national broadband plans modeled like South Africa's approach, prioritising connectivity for educational institutions and community centres. This would ensure that AI tools and peace education digital content reach marginalized communities.
- ii. African governments should establish subsidies for low-income families and teachers to acquire affordable digital devices (tablets, laptops) and pre-install AI-powered peace education apps. This will mitigate the device access gap, enabling equitable participation in AI-driven learning.
- iii. African governments should partner with tech firms, telecom operators, and NGOs to create AI solutions tailored for peace education (e.g., conflict resolution simulations in local languages). Such partnerships can also fund training programmes, ensuring local talent contributes to AI solutions rather than importing foreign-only technologies.
- iv. Governments should launch nationwide digital literacy campaigns leveraging radio, SMS, and mobile apps to teach citizens basic digital skills, which are critical for engaging with AI-driven peace education resources. Community radio can demystify AI and explain its role in promoting peace.
- v. African governments should jointly invest in regional AI Centers of Excellence focusing on AI applications for peace education, conflict prediction, and mediation tools. These centers should actively share research outputs across the continent and provide scholarships for underrepresented groups, helping bridge both the digital divide and the knowledge divide.

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