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Title:. Du discours politique à la salle de classe : l'intégration du numérique dans enseignement secondaire au Gabon et au Niger. Cartographie des lycées confessionnels de Libreville et lecture comparée des contextes nationaux.

Recommendation:

Accept as it is .....

Accept after minor revision.....

Accept after major revision .....

Do not accept (*Reasons below*) .....

Rating	Excel.	Good	Fair	Poor
Originality		✓		
Techn. Quality		✓		
Clarity	✓			
Significance	✓			

Reviewer Name: Dr. Mithilesh kumar shukla

Reviewer's Comment for Publication:

This paper maps digital integration in four faith-based secondary schools in Libreville, Gabon, combining a sixty-teacher questionnaire, four deputy-head interviews, and visits to six more schools with a secondary comparative analysis of Niger. No classroom is equipped; two schools have a private-provider multimedia room offering fee-paying office-software courses. Forty-one of sixty teachers cite material obstacles, yet non-use is paradoxically higher in equipped schools (46.7% vs 16.7%). The authors propose two stages—pre-embryonic and embryonic—and contrast two digital divides: Gabon's separates school from a connected society, while Niger's remains infrastructural. Teacher training is the common bottleneck in both countries. The paper concludes that equipment alone does not produce pedagogical integration and recommends transversal technology training, renegotiated partnerships, and extended fieldwork in Niger.

Recommendation: Accept after minor revision.

Detailed Reviewer's Report

STRENGTHS:

1- It triangulates a teacher questionnaire (N=60), semi-structured interviews with four deputy heads, direct school visits, and documentary analysis, giving the findings both breadth and depth.

2- The authors explicitly note that neither Gabon nor Niger featured in the PanAf survey and that no study systematically describes the state of digital technology in a given school sector,

3- The paper analysis is anchored in established frameworks: Van Dijk and Hargittai on levels of the digital divide, Ertmer's first- and second-order barriers, TPACK, and Hutchison and Woodward's planning cycle.

4- The paper traces Gabonese legal instruments from 1966 (Law 16/66), through 1984, 2010, 2011, 2024, and 2025, showing how the regulatory framework has evolved and where it still falls short.

5- The authors visited six additional Catholic and Protestant schools specifically to test whether the trends observed in the four cases were representative of their networks, strengthening generalisability.

WEAKNESSES:

1- The core quantitative evidence rests on only 60 teachers (15 per school), selected by convenience sampling, and four deputy-head interviews lasting just 10–15 minutes each.

2- Limited engagement with confounding factors, Socioeconomic status, school funding, teacher age and qualifications, and network-level governance differences are mentioned

3- Questionnaire adaptation weakens comparability.

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