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Title:. TECHNOLOGIE DE L'INFORMATION ET DE LA COMMUNICATION POUR L'ENSEIGNEMENT DES MATHÉMATIQUES DES FILLES AU SECONDAIR.

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 study assesses whether ICT use improves mathematics learning among 68 girls in two lower-secondary classes in DRE-Kara, Togo. Using assessment scores and a cumulative link mixed model, it compares periods and administration sequences with and without an ICT teaching tool. Results show a highly significant positive treatment effect: ICT use raises the odds of a higher score category about 5.7-fold (OR=5.71, $p<0.001$). Group sequence was significant; period was not. Most girls perceived ICT as aiding comprehension and performance. However, the small, localized, all-female, short-term sample limits generalization and cannot demonstrate reduced gender inequality.

Recommendation: Accept after minor revision.

Detailed Reviewer's Report

STRENGTHS:

1- It addresses a specific, policy-relevant issue—ICT use for girls' mathematics learning in Togo—linked to SDGs 4 and 5.
2- The crossover sequence (with/without ICT in opposite orders across two classes) helps separate treatment effects from simple time effects.
3- The paper reports coefficients, standard errors, odds ratios, 95% confidence intervals, test statistics, and p-values, supporting interpretability.
4- It combines assessment scores with students' perceptions and focus-group quotations, giving a fuller picture than test scores alone.
5- It shows shifts in score distributions—e.g., scores below 10 falling from 64.7% to 54.4% and scores of 16+ rising from 10.3% to 26.5%.
6- It recommends ICT as a complement to—not a substitute for—teaching, with adapted activities, structured explanations, monitoring, and remediation.

WEAKNESSES:

1- Small, localized sample,Only 68 girls from two classes in one school in DRE-Kara are studied, limiting statistical power and generalizability to other schools,
2- With only two measurement phases, the study cannot show whether performance gains persist over time or transfer to other mathematical topics.
3- Limited detail on implementation and assessment comparability.