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Curriculum Dimension of ICTs in Primary Schools and Pupil's Integration in Cameroon

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ABSTRACT

This article is entitled "The curriculum dimension of ICTs in primary schools and the integration of pupils in Cameroon". It is based on the observation that in Cameroon's primary schools in recent years there have been fluctuations, changes, adjustments, emphases and modifications in the curricular field, including in terms of subjects, teaching methods, assessment, methodological requirements in teaching practice, the primary school leaving examination and school textbooks. Despite all this, the issue of quality in education remains a central concern. Taking into account the importance of information and communication technologies and national integration, for which the state makes a point of honour, we asked ourselves whether the ICT curriculum in primary school contributes to the national integration of pupils in the francophone sub-system in Cameroon. To do so, we developed a questionnaire survey addressed to 4087 pupils in 144 schools in the department of Mfoundi after using the cluster and simple random sampling technique. The results enabled us to affirm that information and communication technologies do not contribute to the national integration of primary school pupils in Cameroon.

Keywords: curriculum; information and communication technology; national integration.

INTRODUCTION

Since independence, governments, convinced of the positive impact of education on the development of nations, have shown a willingness to make it a priority. The NDS30 (2020, p.30) talks about the socio-economic situation, employment and poverty. It specifies that in terms of employment strategy, "the Government intended to reduce the share of the informal sector in national economic activity and generate tens of thousands of jobs a year in the formal sector". On the same page, he deplores the fact that this objective has not been achieved despite the deployment of a large number of initiatives".

Ngouo (1995, p. 353), with a more judicious vision, finds that: "the school, which prepares for life, is today faced with new challenges which it must meet at the risk of having to abandon its raison d'être, its social function. Among these challenges is that of the quality of its results, i.e. the product it injects into society, itself immersed in a dynamic of change.

At the level of education systems in different countries, this challenge of quality is currently posed, among other things, by the search for excellence In Cameroon, the issue is highly topical in the light of various indicators, including 1) the ever-increasing rate of failures in the various school and university examinations, 2) the many difficulties that graduates of the education system now face in gaining admission to universities and foreign grandes écoles, or in obtaining a place in the national job market, 3) the impossibility for the State to continue to bear alone the weight of the many responsibilities that educating a person requires."

As part of the institutional and regulatory framework for youth, the State has provided for the participation of young people. In December 2004, it created a ministerial department responsible for youth, whose main task is to define and implement government policy in the youth field.

The Policy of Great Achievements advocated by the Head of State, His Excellency Paul BIYA, has highlighted the exemplary Republic which must lead our country towards its emergence and which must be perceived beyond the political level, in a system of values and principles constituting essential viatics for all development. In this context, the State has given the Ministry of Youth and Civic Education responsibility for "promoting national integration". National integration and civic education are therefore fundamental to sustainable development. Cameroon's national integration strategy concerns all government departments and all sectors of society.

In Cameroon, there have been many curricular reforms at nursery and primary school level. In Cameroon's primary schools, recent years have seen fluctuations, changes, adjustments, emphases and modifications in the curriculum in general, with a particular emphasis on information and communication technologies.

Today, in addition to all the pedagogical requirements, we hear talk of the digitalisation and digitisation of teaching. Seeing the importance of ICTs, the Cameroonian government has created a pedagogical inspectorate responsible for ICT teaching in the various ministries in charge of education. To underline this importance, Karsenti and Tchameni Ngamo (2009) say that we can learn differently and teach differently with ICT. In fact, online resources, like mastery of ICT tools, help to increase pupils' interest and motivation, and are a positive factor in teaching if they are mastered, properly understood and accepted. Fonkoua (2009) found that ICTs make it possible to diversify learning objectives, projects and outcomes. According to MINJEC, ICT is an important element in achieving objectives.

The Reference Framework for National Integration and Civic Education states that "using audiovisual aids, texts, games and comic strips describing complex everyday situations and with the help of tools (cultural, social, economic and political), the individual should eventually be able to use all channels to enable people to resolve significant situations demonstrating their mastery of basic civic education and national integration skills, in particular: - cognitive skills; - communicative skills; - emotional skills." (Referential (2013, p.108)) MINEDUB, in turn, has introduced information and communication technologies as one of the disciplinary skills in addition to science and technology into the current curriculum developed on the basis of the APC. Information and communication technologies is a discipline with sub-disciplines, namely: computer work environments; production using ICT tools; the Internet and communication; health, safety and ethics; and basic notions of programming.

The EFA Global Monitoring Report (2012) shows that: "More than 120 million children have never been to school or dropped out before the fourth grade; around 250 million children of primary school age worldwide cannot read, write or do arithmetic; around 200 million adolescents worldwide, including those who have completed secondary education, do not have the skills they need to tackle life and the world of work". The report by the Ministry of Youth and Civic Education points out with great indignation that "today, it is clear that most of these values are losing ground. Incivism has spread to almost every sphere of our society. The UNESCO Institute for Statistics (UIS) and UNICEF (2015) state that children are dropping out of school without having built up the basic knowledge and skills in reading, writing and arithmetic needed to face productive life in their communities.

This raises the question of where exactly the problem lies. How can we explain these gaps between what is, after formal education, and what should be? Can we rely on the ICT dimension of the curriculum to ensure national integration of pupils leaving primary school? We will look in turn at the ideological foundations of the curriculum concept; information and communication technologies in Cameroon (history, data on ICTs in Cameroon, the digital access index in Cameroon, information and communication technologies in schools); national integration as desired by the Cameroonian state; the ICT curriculum as a means of national integration. After this theoretical part, we will move on to the methodology, analysis, discussion and conclusion.

1- Ideological Bases of the Curriculum in Cameroon

In this study, the curriculum is considered from two angles. First aspect: it is a set of three documents at levels one (1), two (2) and three (3) which are currently used in Cameroonian primary schools and are used for teaching. Secondly, the curriculum is everything that is done or should be done in primary school, i.e. from SIL to CMII, to borrow a little from curriculum specialists, who have defined it as a field of study, and also from Fafunwa (1974, p.234), who defines it as the entire educational process.

The basis on which the curriculum designers worked is the Loi d'Orientation. Article 4 states that the general mission of education is to train children for intellectual, physical, civic and moral development and harmonious integration into society, taking into account economic, socio-cultural, political and moral factors. Further on, part of Article 11 paragraph (1) states that the State is responsible for developing and implementing education policy, in which decentralised local authorities, families and public and private institutions all play a part. Leke (2003, p.53-58), drawing on fundamental education laws and texts, identifies the ideological foundations of education policy in Cameroon. For him, the fundamental elements of education policy in Cameroon are: "bilingualism, national integration, rural development, scientific and technological development, multilingualism, democracy and human rights". We can see that one of the fundamental elements of education policy in Cameroon is scientific and technological development.

2- Information and communication technologies in Cameroon

(a) History of information and communication technologies in Cameroon

According to Beche (2023, p.6), ICTs in Cameroon were launched during the 2001/2002 school year. Tankeu (2008), in the INFOR ICT funding research project, takes stock of the ICT sub-sector in Cameroon. In her view, there have been three major periods in the development of telecommunications since independence.

(b) Data on ICTs in Cameroon

The International Telecommunications Union (ITU) published ICT data for a number of Central and West African countries in a document covering the periods 2000, 2002, 2004 and 2007. The ITU used the following indicators: fixed telephone penetration rate, mobile telephone penetration rate, percentage of mobile radio coverage, Internet penetration rate, broadband Internet penetration rate and Internet access technologies. (International Telecommunication Union) According to this source, in 2002 mobile telephony grew considerably compared with 2000. This is the result of the ongoing reinforcement of radio coverage by the operators in charge, and the ease with

which users can acquire terminals and subscribe. What is the digital access index in Cameroon?

(c) The digital access index in Cameroon

This index takes into account quality (broadband subscribers, international internet bandwidth), infrastructure (fixed-line and mobile cellular subscribers), affordability (price of internet access) and education (adult literacy rate, school enrolment rate). Cameroon has a low access level of 0.16 (index between 0.29 and below). Another document (ICT data Cameroon pdf) provides statistical data on fixed and mobile telephony and the Internet in Cameroon from 1999 to 2007.

Mobile telephony has grown considerably, from 0.04% in 1999 to 24.45% in 2007. This sector is shared between two operators (MTN and ORANGE). MTN currently covers more than three hundred and seventy-five (375) localities, compared with around three hundred and fifty (350) for ORANGE. This gives a national radio coverage rate of around 70% at the start of the third half of 2008. ((ICT Cameroon data pdf. 7 December 2003).

Internet services are offered to the general public by around thirty registered ISPs (Internet Service Providers). There has been an increase in teledensity since 2003, the year in which the SAT-3 submarine cable came into operation. Internet teledensity here represents the number of Internet subscribers and not the number of users. The percentage of Internet subscribers was 0.17% in 2007, for a penetration rate of 2.45% (number of users). This rate is still very low. Access to infrastructure and the cost of using the internet are still high.

The SAT-3/WASC/SAFE submarine cable (South Atlantic 3/ Western Africa Submarine cable/ South Africa-Far East) is a system of fibre optic submarine cables for the transmission of digital signals, over twenty-eight (28,000) kilometres long, linking Portugal to Malaysia with seventeen (17) landing points in the following countries: Angola, Benin, Cameroon, Côte d'Ivoire, Gabon, Ghana, Mauritius, India, Malaysia, Nigeria, Portugal, Réunion, Senegal and South Africa. This system comprises two sections, the first called SAT-3/WASC with twelve (12) landing points and the other called SAFE with five (5) landing points ((data-TIC-4.pdf, 7December 2023)).

Cameroon has two regulatory bodies: the Agence Nationale des Technologies de l'Information et de la Communication (ANTIC) and the Agence de Régulation des Télécommunications (ART). ANTIC is supervised by the President of the Republic, while ART is supervised by the Ministry of Posts and Telecommunications. ((Cameroon ICT data pdf. 7 December 2003))

(d) Information and communication technologies at school

Information and communication technologies in Cameroonian primary schools include digital tools and products that can be used for teaching and/or learning. These tools are designed and used to produce, process, exchange, classify, retrieve, store and read digital documents in order to improve learning and/or teaching.

Several authors have understood the need for ICT in the teaching/learning process and the importance of ICT in life after school. It is certainly in this vein that Beche (2023, p.5), in his article entitled 'ICT and innovation in teaching practices in Cameroon', finds that 'innovation is integrated more into documentary research and lesson preparation. Other techno-pedagogical tasks therefore appear to be in the minority. Generally speaking, ICTs are seen as pedagogical tools and do not yet occupy a central place in teaching/learning in this context". Given Beche's statement, the question is why do these ICTs not yet occupy a central place in the teaching/learning situation, even though we are in 2024 and at a time when education is being digitised?

To account for "techno-pedagogical practices", Beche worked "on the basis of an examination of a series of eighty-four (84) interviews conducted with teachers from seven (7) pilot schools for the pedagogical integration of ICT". He concludes that his findings "raise the question of the technological equipment of schools and the techno-pedagogical training of teachers from a perspective that combines the dissemination, adoption and appropriation of technologies".

In the light of this development in Beche's thinking, we might ask why is there a lack of ICT equipment in schools? What is the problem with the adoption and appropriation of these technologies? Are teachers really trained in this area? Can we count on real follow-up in the pupils' family environment so as to rely on ICT to promote the national integration of pupils?

In his introduction, Beche asserted that teachers are the foundation, the conduit, the locomotive, the linchpin of the strategies and actions developed to ensure that the objectives for the acquisition of ICT by pupils are achieved. According to Beche (2023, p.6), these teachers are so because they have pedagogical authority. We go further in saying that without practicing teachers, no pupil competence in terms of curricular implementation in the subject of ICT can be observed.

A number of authors have argued, and continue to argue, that teachers play a key role in the acquisition of pupils' ICT skills and in the pedagogical integration of ICT. Coulibaly et al (2010) quoted by Beche (2023, p. 6) "consider them to be the driving force and instigator of this techno-pedagogical innovation". As a result, Abouhanifa et al (2008) "consider it essential to 'focus actions around them' by getting them to change their representations and attitudes, by encouraging them 'to adopt an attitude conducive to innovation' and by helping them 'to master the IT tool and to use it effectively and efficiently in their activities'". Isabelle et al (2002) also consider it important for them to develop technological skills that will enable them to hold this position effectively, both

technically and pedagogically. Pettenati, Guili and Abou Khaled (2001) also believe that "the efficient and effective pedagogical use of ICT in the classroom depends very much on teachers, which calls on them to develop technological skills and to integrate ICT in a pedagogical perspective". (Beche (2023, p. 6))

However, we cannot talk about ICT without taking a close look at the use and/or mastery of ICT tools by teachers and pupils. On this subject, Makhloufi Assia, a second-year teacher in the French language and literature department in the ICTE course module, said: "ICT tools are not designed to be mastered by teachers, but to enable them to create a more effective learning environment. The integration of ICT into education is therefore an imperative for teachers and educational leaders the world over".

The fundamental question we are asking is how can the teacher teach ICT and other subjects without mastering ICT? How will they check certain assignments given to learners? How will they carry out in-depth research that is intended to be up-to-date?

Beche tries to respond to our concerns by drawing on Depover's (1999) statements and the possibilities offered by school and ICT, saying that "it is clear that the teacher must take the lead role, it is up to him or her to shape the technology so that it meets his or her needs, for the greater benefit of the learners". (Beche (2023, p.6))

But if there are no IT tools in schools, or if there are very few of them, how can teachers do their best to ensure that ICT contributes to the national integration of learners leaving primary school? Also, are the teachers themselves sufficiently equipped to understand the different areas of knowledge to be taught? Are they all already trained to be able to teach pupils? If they are all trained, and if they understand this different knowledge through collaboration (between colleagues and through pedagogical monitoring by the hierarchy), do they have all the resources, or better still, do the schools have adequate equipment, to ensure that pupils are competent in ICT so that they can better integrate into society? Beche (2023) has certainly seen ICT in education, but he has remained at the level of ICT as a pedagogical innovation. However, ICT has gone far beyond this phase and the appropriation phase. Nowadays, we are looking for the benefits of implementing the ICT curriculum in the real lives of pupils when they leave school.

Pouts-Lajus and Riché-Magnier (1998) quoted by Beche (2023, p.6) points out that there is a deficit in training, teaching practices, motivation, the feeling of self-efficacy and technological skills. He goes on to say that this deficit is "the stumbling block, the major obstacle to the use of technology in teaching and learning". In his view, this deficit explains the great interest shown by teachers in Cameroon in the integration of ICT in schools.

ICTs are not all good news. Every day we hear complaints about the misuse of ICTs, leading to misappropriation and even crime of various kinds and in various social situations. These abuses have prompted studies (Freeman and Soete, 1997; Aghion and Howitt, 1998) highlighting "the negative impact of ICTs on employment and the labour market".

Clearly, while the advent of ICTs has made an active contribution to positive change in our world today, it is no less true that immeasurable excesses are being recorded day by day as a result of the abusive and uncontrolled use of these new communication technologies.

Considering all the above, and bearing in mind that information and communication technologies are a discipline on the one hand and the means or at least the specific materials to be used on the other, what is its contribution to national integration in primary schools in Cameroon?

3- National integration as desired by the Cameroonian State

Civic education and national integration are new missions entrusted to the ministry in charge of youth and civic education. The Référentiel National d'Education Civique et d'Intégration Nationale is a document drafted by MINJEC and is considered to be the roadmap for achieving the educational goal of national integration in Cameroon. This is reflected in the following lines: "the referential is the basis for the development of programmes to educate people about citizenship and national integration." (Référentiel 2013, p.22)

According to the Référentiel (2013, p.4), national integration aims to train citizens who are rooted in their culture, respectful of the general interest, the common good, ethics and democratic values, concerned with living together harmoniously and open to the world. National integration enables all Cameroonians to see themselves as citizens of the same homeland and to promote national awareness and peaceful coexistence. It is the manifestation of a life together in accordance with duty and moral conscience, which is manifested in inter-individual relationships and in the actions of individuals.

On the same page, two conditions are essential for national integration to take place: "a willingness and an individual approach to consider others as having the same rights and the same duties, in order to take up the challenge of living together; the capacity of the State and society to consider all citizens on an equal footing, to respect the differences and particularities of individuals and groups, from which unity should be forged".

In 1994, Paquay, in his article entitled "Towards a reference framework of teachers' professional skills", had already emphasised the concept of integration.

He states that this "undoubtedly means: recognising the value of the skills and strategies favoured by each paradigm; highlighting their complementarities and interactions; recognising the tensions between poles, neutralising their destructive power and enhancing them in their innovative potential; strengthening the links between the components of the systems and arrangements put in place; aiming for coherence of pathways; seeking energising synergies...". ((Paquay, 1994, p.33)).

According to the Referential (2013, p.5), "the notion of national integration includes social integration; cultural integration; economic integration; political integration". This document recalls the context in which this reference tool was designed, in response to the desire to promote "exemplary behaviour in Cameroonian society, a gradual readjustment of the scale of values and priority rules that should govern the way Cameroonians live together". (Référentiel 2013, p.5)

However, the reference framework mentions the state of affairs before it was drafted, in the following terms: "Indeed, we are increasingly seeing a lack, or even a loss, if not a total absence of civic and moral reference points, both among young people and in society as a whole. Hence the urgent need to develop and implement a reference framework, i.e. an articulated and coherent body of knowledge, know-how, interpersonal skills and future skills, capable of making Cameroonians good citizens. This body of knowledge must also be able to lay the foundations for living together as a nation, integrating our common values as well as our specific characteristics. In order to meet the necessary conditions of effectiveness and operationality, this reference framework must cover both the in-school and out-of-school domains, through the three fields of interest: formal education, non-formal education and informal education". (Referential 2013, p.5)

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4- ICT curriculum as a means of national integration

Karsenti (2003) asserted that a classroom well equipped with computers, operating within standards, succeeds in linking information technology with appropriate pedagogy in that it amplifies collaboration between learners online: this means potential support and challenges for the local curriculum. Savoie-Zajc and Thibert (2001) believe that with the computer, students learn to place the questions they ask themselves in a more accurate perspective and discover that to answer them, they have to describe, name, compare, classify, synthesise, evaluate and carry out various other intellectual operations for measurement purposes; they take on many challenges; they discover that the skills required are increasingly complex, hence the introduction to the requirements of the scientific method, logical reasoning and collaboration with other students.

METHOD AND RESULTS

In this section we present the context in which our investigations were carried out, taking into account the participants and the analysis of the data.

Participants

For the purposes of this study, the participants were pupils in the public primary schools of Mfoundi, excluding those in the secondary primary schools. This group is made up of 229 schools with a total of 88,278 pupils. We chose the department of Mfoundi because it is the location of the central administration, seminars, pedagogical monitoring, easy mobility for central administration executives to check the accuracy of what should be, and conferences of all kinds in the field of education. Mfoundi is also the site of various experiments, such as the different pilot schools. It is the headquarters of various institutions, and there is a wide range of teachers in the schools. As a result, teachers enjoy a fairly favourable working environment.

We used two sample construction techniques: cluster sampling and simple random sampling. We drew on the work of Krejcie and Morgan (1970), who state that for a population of 230 individuals, there should be 144 in the sample. In the end, we obtained 4087 pupils.

Data collection instrument

We used the student questionnaire survey as our data collection tool.

Data processing technique

The data was entered using a data entry mask previously developed using CSpro software version 7.6. Once the data had been entered, we exported them to two software packages. IBM Statistics 25, which is the statistical package for the social sciences (SPSS), was used to calculate analyses and verify hypotheses, and R was used.

Statistical data processing tools

We chose the Chi-square (X^2) statistical dependency test to analyse our data and determine the dependency link between the variables in our study, given its quantitative and relational nature. In addition to the Chi-squared (X^2) test, we used the Goodman-Kruskal test, a non-parametric approach for quantifying the relationship between two distinct

qualitative variables. Finally, we sought to determine the contribution of information and communication technologies to national integration. To do this, we used multivariate statistical aggregation models (Multiple Correspondence Analysis, which is a special case of factor analysis, and logistic regression models).

This result shows that the p-value of the chi-square in ICT is 0.000 < α. This leads us to declare at the 5% threshold that information and communication technologies influence the national integration of primary school pupils in Cameroon in the French-speaking sub-system, although this link can be described as weak (Goodman-Kruskal rate =0.035).

The result of the model reveals that the ICT dimension of the curriculum does not contribute to overall national integration.

Results of the estimation of the global integration model

Coefficients : (Intercept)	Estimate std.	Error z	value	pr (>|z|)< 2e-16 ***
SCR_C_TICGood_TIC	0. 239937	0.146463	1.638	0.101

Signif. Codes : 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

Source: Our analyses.

Calculation of the curriculum odd ratio in the ICT dimension

Source: Our analyses.

We can say that there is a weak link between the ICT dimension of the curriculum and the national integration of primary school pupils in the French-speaking sub-section of Cameroon. This can be explained by the fact that this dimension of the curriculum does not contribute to national integration. We can therefore say that our hypothesis, which stated that information and communication technologies contribute to the national integration of primary school pupils in the francophone sub-system in Cameroon, has been invalidated.

DISCUSSION

This result rightly confirms the statements made by Tankeu (2008) in the INFOR ICT funding research project when he took stock of the ICT sub-sector in Cameroon. For him, this result would be normal insofar as 1) - the Agence Nationale des Technologies de l'Information et de la Communication (ANTIC) was created in 2002 and became operational in 2006. 2)- Despite the fact that MINPOSTEL has set up a special telecommunications fund for universal access, the state of ICTs in Cameroon is "without a real, explicit and appropriate policy or strategy underpinning the development of the sector". 3)- "The institutional configuration of the ICT sector in Cameroon suggests that there is dualism at the level of the government body responsible for defining, drawing up and implementing ICT policy". 4)- "there has been an amalgam, a confusion of roles with MINPOSTEL since the creation of ANTIC, which is attached directly to the Presidency of the Republic but under the supervision of MINPOSTEL."

In addition, our results are explained by what is written in the TIC Cameroun (2003) data, which states that "Internet teledensity here represents the number of Internet subscribers and not the number of users... Access to infrastructure and the cost of using the Internet are still high".

This certainly explains the results of the descriptive analysis of ICT in the pupil survey and the fact that the Internet is not operational in any of the state schools in our study sample. This vindicates Beche (2023, p.5) when he states that "generally speaking, when considered as pedagogical tools, ICT does not yet occupy a central place in teaching/learning in this context". This issue of technological equipment in schools is reflected in the virtual absence of ICT tools in schools.

Given this paucity of ICT equipment in schools and the virtual non-existence of the Internet, added to the current situation among teachers, which is reflected in complaints and strikes to demand what is owed to them, how can teachers be the main element in the implementation of ICT in primary schools so that we can rely on this discipline to ensure that pupils are integrated at the end of the primary cycle? How can we support Beche's view (2023, p. 6) that teachers are the foundation, the conduit, the locomotive, the linchpin of the strategies and actions developed to ensure that the objectives for the acquisition of ICT by pupils are achieved? How can we also support Pettenati, Guili and Abou Khaled (2001), quoted by Beche (2023, p. 6), who believe that "the efficient and effective pedagogical

use of ICT in the classroom depends to a large extent on teachers, who are called upon to develop technological skills and to integrate ICT into a pedagogical perspective", when they take in-service training, collaboration and pedagogical supervision very lightly?

How are we to understand Article 5 paragraph 7 of Law n°98/004 of 14 April, which states that the objectives of education are: "to develop creativity, a sense of initiative and an entrepreneurial spirit"? How can we create in the age of modernism without the conscious use of information and communication technologies?

CONCLUSION

The task we set ourselves was to see the contribution of information and communication technologies at primary level to national integration in Cameroon and in the francophone sub-system. We set out to identify all the sub-disciplines of the ICT curriculum. Of these sub-disciplines, we were interested in their content (knowledge, know-how and interpersonal skills). We realised that the concept of national integration exists and is very dear to the Cameroonian state. National integration has become essential in Cameroon because of a number of difficulties, such as the problems of the NOSO and violence in schools, to name but two significant challenges. As evidence of this violence in schools, we refer to a letter from the Prime Minister's office for the 2023 financial year, the subject of which is "the effective application of measures to combat violence in primary and nursery schools". Responsibility for "promoting national integration" has been assigned to the Ministry of Youth and Civic Education. The National Youth Policy (2015, p.7) states that "many activities will be conducted by, or with the assistance of, other actors." As the inaugural work in a series to be carried out after this charge assigned to it, MINJEC drew up the National Youth Policy. "The development of the National Youth Policy is part of the perspective of providing appropriate responses to the problems, concerns and aspirations of young people with a view to making them drivers of Cameroon's emergence." (National Youth Policy (2015, p.43)). MINJEC has also drawn up another document entitled 'Référentiel National d'Éducation Civique'. Based on this, we have identified four types of integration: cultural integration, social integration, economic integration and political integration. We took account of curricular reforms and considered a UNESCO report which stated that the curriculum is crucial and must be aligned with the challenges facing education systems. This work enabled us to take stock of the literature surrounding our concern. Two sampling techniques were used: cluster sampling and simple random sampling. We drew on the work of Krejcie and Morgan (1970). At the sample level, we had 144 for a population of 230 individuals representing 62.88% of the study population.

The results of the model show that the ICT dimension of the curriculum does not contribute to overall national integration. Its odd ratio is 1.01, which is insufficient in this context of research into the contribution of ICT to national integration. However, the p-value of the chi-square in ICT is $0.000 < \alpha$. This led us to declare that, at the 5% threshold, information and communication technologies influence the national integration of primary school pupils in Cameroon in the French-speaking sub-system, although this link can be described as weak (Goodman-Kruskal rate =0.035).

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