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REVIEWER'S REPORT

Manuscript No.: IJAR-56513

Title: Sportivisation et curriculum dans l'enseignement du judo au Senegal : etude de cas de la ligue de Saint-Louis

Recommendation:

Accept after minor revision

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

Reviewer Name: Dr Abdul Haseeb Mir

Detailed Reviewer's Report

The article "Sportivisation et curriculum dans l'enseignement du judo au Sénégal: étude de cas de la ligue de Saint-Louis" provides a critical and socio-pedagogical examination of how martial arts education evolves when transposed into a post-colonial and competitive global sports framework. By focusing on the Saint-Louis regional league, the author addresses a significant gap in the literature regarding the standardization of physical education and sports curricula in West Africa. The central thesis—that the "sportivisation" of judo (the shift toward competition-centric training) has led to the marginalization of its traditional educational and philosophical foundations—is well-supported and offers a cautionary tale for the preservation of intangible cultural heritage within modern sporting structures.

The methodology is robust, employing a mixed-methods approach that combines questionnaires, semi-structured interviews, and documentary analysis. This triangulation of data allows the researcher to capture the discrepancy between the theoretical "Kodokan" ideal founded by Jigoro Kano and the "real curriculum" implemented on the mats in Senegal. The sample size and the focus on club-level instructors provide an authentic ground-level view of pedagogical practices. The author successfully identifies that the absence of a structured national program has resulted in a fragmented educational landscape where individual club senseis dictate content, often prioritizing immediate competitive success over long-term technical and moral development.

One of the most insightful aspects of the study is the analysis of the "kata" (codified forms). The author notes that while katas are essential for understanding the grammar of judo, they are frequently neglected

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in the Saint-Louis league because they do not yield immediate points in tournaments. This observation speaks to a broader global trend in Olympic sports where efficiency often eclipses form. The paper also highlights the sociological role of judo in Senegalese society, suggesting that despite the "sportivisation," the dojo remains a space for social regulation and the transmission of values, even if those values are being reshaped by the pressure to win.

However, the manuscript would benefit from a few minor revisions to enhance its academic depth and practical utility. First, while the focus is on the Saint-Louis league, a brief comparative section or even a few sentences comparing these findings with the Dakar league (the national hub) would provide necessary context on whether these issues are regional or systemic across Senegal. Second, the article discusses the lack of a "national curriculum" but could go further by proposing specific modules or a framework for what such a curriculum should look like, perhaps drawing on models from the International Judo Federation (IJF) or other Francophone federations that have successfully balanced competition with tradition.

Additionally, the discussion on "sportivisation" could be enriched by referencing the impact of the Youth Olympic Games (Dakar 2026). As Senegal prepares for this major event, the pressure on regional leagues to produce elite athletes is likely to increase; addressing how this upcoming event influences current pedagogical choices would make the article exceptionally timely. From a technical standpoint, the presentation of the survey results could be improved with a more detailed breakdown of the "years of experience" of the instructors, as this likely correlates with their adherence to traditional vs. competitive methods.

The structural flow of the paper is logical, and the transition from theoretical concepts of "curriculum" to empirical findings is smooth. The conclusion is strong, offering a clear call to action for the Senegalese Judo Federation to harmonize teaching content and reinforce technical training. The language is professional and the bibliographic references are diverse, including both classic martial arts texts and contemporary educational sociology.

Recommendation for the Editor

By addressing the tension between the "sport-performance" and "sport-education" models, the author contributes a valuable case study to the field of sports science and African pedagogy.

I recommend this article for publication with minor revisions.