

Monitoring and Evaluation Report: TIBU Africa's Sport for Employability Programme in Casablanca, Morocco

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1 Executive Summary

1.1 English

In Morocco, there is great urgency to resolve many of the challenges around economic growth and employment. In particular, youth unemployment rates have remained a persistent challenge in the country, with numbers ranging between 22 and 28%. This unemployment is thought to contribute to several adverse social outcomes, including drug use, criminality, and decreased mental health.

Against this background, TIBU Africa works to tap into the potential of sport to support social and economic development. In particular, the SAME initiative aims to address this challenge and support the integration, professional development and employability of young migrants or returnees. Through a ten-module programme, the initiative aims to develop employability skills and explore the sports industry's broader potential. As part of the German Sport University's work supporting the GIZ's Monitoring and Evaluation activities, this report aims to assess the successes, challenges and opportunities associated with the SAME programme.

Through participant surveys and interviews, results show that the SAME programme provided important facilitators for participant engagement, offered well-recognised qualifications and helped connect participants to concrete opportunities in the field. Participants generally expressed high satisfaction with the overall course and rated most modules as at least good. However, differing satisfaction levels with the modules and participant comments indicate a need to improve and diversify the content offered within future programmes. In particular, content should be better connected to market needs and aligned with recognised certifications whenever possible. In addition, more tailored support to help participants face administrative and structural barriers would be beneficial.

1.2 Français

Au Maroc, il est impératif de résoudre de nombreux problèmes liés à la croissance économique et à l'emploi. En particulier, le taux de chômage des jeunes est resté un défi persistant dans le pays, avec des chiffres allant de 22 à 28%. De plus, ce chômage peut contribuer à plusieurs résultats sociaux négatifs, notamment la consommation de drogues, la criminalité et la diminution de la santé mentale.

Dans ce contexte, TIBU Africa s'efforce d'exploiter le potentiel du sport pour soutenir le développement social et économique. L'initiative SAME, en particulier, vise à relever ce défi et à soutenir l'intégration, la qualification professionnelle et l'employabilité des jeunes migrants ou rapatriés. Grâce à un programme de dix modules, l'initiative vise à combler les lacunes entre les compétences et les exigences du marché du travail et à explorer le potentiel de l'industrie du sport. Dans le cadre du travail de l'Université allemande du sport qui soutient les activités de suivi et d'évaluation de la GIZ, ce rapport vise à évaluer les succès, les défis et les opportunités associés au programme SAME.

Grâce aux enquêtes et aux entretiens menés auprès des participants, les résultats montrent que le programme SAME a fourni des facilitateurs importants pour l'engagement des participants, a offert des qualifications bien reconnues et a permis de mettre les participants en relation avec des opportunités concrètes sur le marché. Les participants se sont généralement déclarés très satisfaits de l'ensemble du cours et ont jugé la plupart des modules au moins bons. Cependant, les différents niveaux de satisfaction concernant les modules et les commentaires des participants indiquent aussi qu'il est nécessaire d'améliorer et de diversifier le contenu proposé dans de futurs programmes. En particulier, le contenu devrait être mieux relié aux besoins du marché et aligné sur des certifications reconnues. En outre, un soutien plus personnalisé pour aider les participants à faire face aux obstacles administratifs et structurels serait bénéfique.

2 Introduction and Overview

In Morocco, there is great urgency to resolve many of the challenges around economic growth and employment. In particular, youth unemployment rates have remained a persistent challenge in the country, with numbers ranging between 22 and 28% (Kluve, Dyer, Gardiner, & Mizrokhi, 2015; TIBU, 2021a). In turn, this unemployment is thought to contribute to several adverse social outcomes, including drug use, criminality, and decreased mental health (TIBU, 2020b, 2021a). To address this, both the development of infrastructures and skills are seen as necessary (Kluve et al., 2015; TIBU, 2021a). Sport, in particular, has been identified as a potential avenue to support economic development, promote innovation and reduce unemployment (Commission permanente chargée des affaires sociales et de la solidarité, 2019; Pomé & Djedji, 2020).

Against this background, TIBU Africa works to tap into the potential of sport to support social and economic development. For them, sport is seen as “an engine of personal development, allowing the acquisition of key behavioural skills (known as “life skills”) and can offer employment opportunities, particularly for young people” (TIBU, 2021a).

The SAME initiative aims to address this challenge and support the integration, professional development and employability of young migrants or returnees. This initiative was designed for the benefit of Ivorian, Malian and Senegalese nationals, as well as Moroccans returning from abroad. The objective is to allow these young people to acquire skills to be employed and foster opportunities for youth in Morocco (TIBU, 2020a, 2021a, 2021b).

Supported by the Ministry of Foreign Affairs, African Cooperation and Moroccans Living Abroad, this initiative is part of the South-South Cooperation Action on Migration, co-financed by the European Union (EU) and the German Federal Ministry for Economic Cooperation and Development (BMZ). On the ground, it is implemented together by the German Development Corporation (GIZ) and TIBU. As part of this partnership with the GIZ, the German Sport University (GSU) has been engaged to support and implement the evaluation of the employability programme.

Through a ten-module programme, the initiative aims to fill the gaps between skills and the demands of the labour market, as well as explore the broader potential of the sports industry. Overall, SAME supported 30 participants in 2020-2021. These participants followed a curriculum combining sport (including a module on “Sport for Development”), professional, and soft skills.

Table 1. Overview of SAME Modules (adapted from TIBU, 2020c)

MODULE NUMBER	TOPIC
1	Sport coaching
2	Sport for development
3	Foreign language (e.g. English, French, Spanish)
4	Microsoft and other digital tools
5	Leadership, team coaching and communication (PCM)
6	Sport event management
7	Sport policy in Morocco
8	Financial education
9	Sport association management
10	Social and sport entrepreneurship

Complementing this, participants were connected to a number of sport industry stakeholders and supported in finding employment opportunities or developing entrepreneurial ideas. For instance, prospective entrepreneurs could apply for the Sports Corners programme, an incubator programme where individuals participate in a six-month programme and receive support from mentors (Orange Corners, 2022). In addition, all participants were supported through a monthly stipend and other logistical assistance for the duration of the programme.

The following report aims to assess the successes, challenges and opportunities associated with the SAME programme. To do so, this report will progress in five steps. First, a comprehensive theoretical overview of existing sport-for-employability literature will be presented to help contextualise the current report. Afterwards, a detailed picture of the overall Moroccan sport

market will be presented. Then, the quantitative and qualitative methodologies of this study will be outlined. Subsequently, the results of the survey and interviews will be presented. Finally, the implications of the results and future recommendations will be put forth.

3 Sport for Employability: Theories and Programmes

There has been growing recognition from governments and practitioners of the potential for sport to contribute to economic development and employability (Coalter, Theeboom, & Truyens, 2020), including in Morocco (TIBU, 2021a, 2021b). This recognition comes from two fronts. First, there is an understanding that sport provides an attractive and interactive setting that allows for experiential learning and the development of knowledge and skills that are seen as essential in the job market. Indeed, due to its widespread appeal as a “shared cultural manifestation”, relatively low cost, and interactive nature, sport has been presented as a vehicle to support development across a wide range of areas (Beutler, 2008; Cardenas, 2013). For instance, there have been longstanding claims that sport can support the development of competences such as teamwork, communication, discipline or self-confidence (Coalter, 2007). Second, the sport industry presents significant potential for economic growth. It is one of the fastest-growing industries globally, encompasses a broad range of sub-sectors, and connects to several other industries (Ratten, 2018). Further, many countries, such as Indonesia, Botswana and Morocco, have identified sport as a prime area for economic diversification and growth (Commission permanente chargée des affaires sociales et de la solidarité, 2019; Moustakas & Işık, 2020; Putri & Moustakas, 2022).

As a result of these perceived opportunities, many SFD programmes targeting employability have emerged, and employability is now viewed as a central area for SFD practice. For instance, key SFD actors, such as the Journal of Sport for Development, SportandDev.org, or the Commonwealth, identify sport and employability as a core topic. To date, however, there has been limited research regarding the contribution of SFD programmes to youth employability (Schulenkorf, Sherry, & Rowe, 2016). In that sense, this report first and foremost contributes to addressing that gap. To further support this report, I have endeavoured to systematically

summarise existing research and programmes in the field to contextualise and support our findings. In particular, I adopted a scoping review approach (see Arksey & O'Malley, 2005) to explore the literature on sport for employability programmes.

Though the full scoping review methodology or results will not be presented in detail, this section will outline the key findings from this initiative. In total, 11 articles documenting 13 total programmes are integrated. Table 2 presents the programme and articles analysed.

Table 2. Overview of articles and programmes analysed.

REFERENCE	PROGRAMME NAME	PROGRAMME LOCATION
(BURNETT, 2022)	"Let's Lead, Let's Coach"	Tshwane Metropole, South Africa
(DEMARTINI & BELASIK, 2020)	"UliftU"	Chester State Correctional Institution, Philadelphia, Pennsylvania
(FERGUSON, HASSAN, & KITCHIN, 2018)	Lyons Boxing	Protestant Area of North Belfast, North Ireland
(GARTNER-MANZON & GILES, 2016)	Alberta's Future Leaders Program (AFL)	Alberta, Canada
(HAYHURST, GILES, & WRIGHT, 2016)	Vancouver Aboriginal Friendship Centre Society (VAFCS)	Vancouver, Canada
(HAYHURST ET AL., 2016)	Role Models and Leaders Australia (RMLA)	Perth, Australia
(KWAUK, 2016)	N/A	Northwestern coast, Samoa
(SANDERS & RAPTIS, 2018)	Grassroot Soccer (GRS)	Khayelitsha, South Africa
(SPAAIJ, 2009)	The Sport Steward Program (SSP)	Rotterdam, Netherlands
(SPAAIJ ET AL., 2013)	The Sport Steward Program (SSP)	Rotterdam, Netherlands
(SPAAIJ ET AL., 2013)	NEET Stoke Challenge (NSC)	Stoke-on-Trent, United Kingdom
(STEWART-WITHERS & HAPETA, 2020)	Māori and Pasifika Rugby Academy	Stratford, Hawera, and New Plymouth, New Zealand
(WARNER ET AL., 2020)	MLSE Launchpad	Toronto, Canada

For the following, the focus will be on the activities, competences and qualifications associated with the programmes above. To standardise our analysis, competences are organised according to GIZ's competence frameworks on sport for employability (Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH [GIZ], 2020, 2021).

On the whole, the programmes retained feature a mix of sport-based activities or training, as well as various professional or educational activities such as CV writing, job interviewing, digital skill training, or specific (sport) qualifications. In that sense, many of these programmes roughly follow the theory of change by Coalter and colleagues (2020). In turn, some of these programmes more explicitly focus on employment in the sport sector like SAME (e.g. DeMartini & Belasik, 2020; Kwauk, 2016; Spaaij et al., 2013), whereas others have a more general focus (e.g. Warner et al., 2020).

Despite these nuances, the programmes concentrate on developing or improving the personal competences of their participants. All programmes can be connected to at least two personal competences highlighted in the GIZ frameworks. Likewise, all programmes target at least some form of professional competences or skills and most also address at least one social or methodological competence. As illustrated in Table 3, self-confidence and goal orientation are the main specific competences addressed by other programmes, whereas critical thinking, creativity and empathy seldom occur.

Table 3. Overview of competences addressed by sport for employability programmes.

COMPETENCE CATEGORY	SPECIFIC COMPETENCE	COUNT
PERSONAL	Self-confidence	12
PERSONAL	Goal orientation	7
PERSONAL	Motivation	6
PERSONAL	Adaptability	6
SOCIAL	Cooperation	6
PERSONAL	Responsibility	5
SOCIAL	Communication	5

METHODOLOGICAL	Decision Making	5
SOCIAL	Solidarity	4
METHODOLOGICAL	Problem Solving	4
PERSONAL	Conflict ability	3
PERSONAL	Resilience	3
SOCIAL	Respect/Tolerance	2
METHODOLOGICAL	Critical Thinking	2
PERSONAL	Creativity	1
SOCIAL	Empathy	1

Finally, in terms of programme facilitators or support, four programmes provide some form of income or financial assistance to support engagement in the programme. Most notably, the CrossFit-based initiative in Philadelphia provides yearlong financial support and offers wages for work or job shadowing activities (DeMartini & Belasik, 2020). Other programmes in South Africa, Canada and Australia also offer varying levels of financial support (Burnett, 2022; Hayhurst et al., 2016; Warner et al., 2020).

Overall, the research documented tends to show that programmes supported the development of personal and social skills and also assisted in redirecting young people toward employment or education (e.g. Burnett, 2022; Warner et al., 2020). However, there are also limitations, as an overly strong focus on sport may not be enough to develop the skills needed for employment, and, at times, participants may end up in low-paid or precarious work situations (Kwauk, 2016; Spaaij, 2009; Spaaij et al., 2013).

4 The Moroccan Sport Market (by Viviane Raub)

In cooperation with the Moroccan Federation of Sport Professionals (*Fédération Marocaine des Professionnels du Sport*; FMPS), a survey with its members was conducted to map the Moroccan sport market, its needs, and challenges. The federation was established in 2021 to unite companies operating in the Moroccan sport sector and to contribute to the structuring and development of the sport market. With more than 400 companies linked to the sport sector,

FMPS' aim is to organize itself to better respond to current issues, gain efficiency and ensure that the sports industry becomes one of the engines of the Moroccan economy. With a total of 60 member companies (current status September 2022), the FMPS represents a wide range of sub-sectors in the Moroccan sport industry, as illustrated in Figure 1 below.

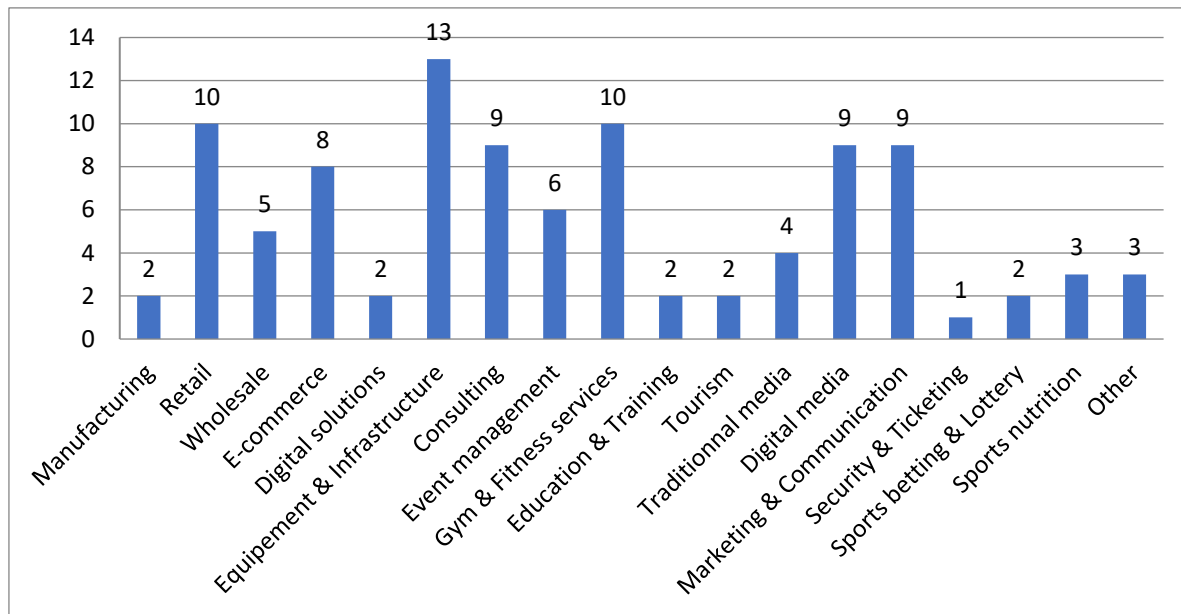


Figure 1. Sub-sectors of companies working in the Moroccan sport industry.

With companies such as Adidas Morocco, Decathlon Morocco and City Club, the federation represents big players within the Moroccan sport market as well as small and medium enterprises and start-ups. In 2021, FMPS' member countries had a total reported turnover of 690 million Euros. Pre-Covid but with only 52 members, the total turnover of FMPS member companies was 589 million Euros. Most of the companies generate its revenue within Morocco with only four members generating a significant amount of revenue (30% or more) abroad. 45% of FMPS members represent so-called small businesses (up to 49 employees) and almost 37% are microenterprises or start-ups with up to nine employees. Around 7% are medium-sized companies (up to 249 employees) and 12% of FMPS' members are large companies (more than 249 employees).

Analyzing the growth potential within the Moroccan sports industry over the next five years, out of 17 sub-sectors, three were judged to have the strongest growth potential: 1) Marketing & Communication; 2) Digital media and 3) Event management – closely followed by the sub-sectors 4) Sports nutrition; 5) Digital solutions; 6) Tourism and 7) E-commerce. Traditional media was rated to have the smallest growth potential. These results are not necessarily that surprising as they reflect the challenges faced by the COVID-19 pandemic as well as the importance of digitalization in the sport sector. As one member says: “COVID has had a significant impact on our business. We experienced a significant reduction in our payroll and had to create a digital offering and virtual courses to transform our offering.”

While stakeholders within the Moroccan sport market see potential for growth, they also underline the manifold challenges the industry faces. First and foremost, lack of political interest, insufficient public budget, and lack of capital or private investment in sport-related businesses are some of the most pressing issues. While lack of available workforce does not constitute an essential problem, it is the lack of an adequately trained workforce that poses great challenges. This is linked to another mentioned challenge, the lack of specific training for the sport professions. On the consumer side, lack of incentives to practice physical activity within the Moroccan population are also highlighted.

With regards to skills and competencies needed in employees, it is not so much the technical skills but the soft or methodological skills that are mentioned by employers. Problem solving, organisation and time management, communication, creativity, learning orientation; professional behaviour and project management skills are given high priority. New staff is mainly recruited via personal contacts and online job markets, and it is mostly managers and technicians that are employed. As one company states: “More skills in decision-making positions in institutions and federations [are needed] as well as the need to move from associations to companies to professionalize the industry.” Wishes for a professionalisation of the Moroccan sport sector go hand-in-hand with capacity development of its professionals as “there is also a great need for specialized professional staff”. On the consumer side, promotion of sport to incite the Moroccan population to physical activity are deemed important to the further development

of the sector. In terms of the sector itself, many call for an apolitical and independent body, a public-private contract or regulatory framework supporting the growth and dynamization of the Moroccan sport sector.

5 Methodology

5.1 Tracking Survey

5.1.1 Survey Design

A tracking survey was collaboratively developed between TIBU, GIZ and the German Sport University. This survey aimed to obtain regular information about the employment status of SAME participants and assess stability or changes within their employment situation following their participation in the SAME programme.

With those goals in mind, the survey had two main parts. The first part of the survey evaluated participants' satisfaction with their participation in the SAME programme and was included only in the first wave of the survey. The second part included questions about participants' employment status, contractual status, job satisfaction, job applications, volunteering and entrepreneurial activities. This latter section was included during each wave of the survey.

5.1.2 Data Collection and Analysis

The survey was sent to participants at two points, both of which came after the programme's conclusion. First, at the beginning of the evaluation project in March 2022, and then again in the latter half of the evaluation in June 2022. The TIBU project coordinator shared the survey with participants and followed up with them via e-mail or digital messaging services. Initially, we had planned to distribute the survey monthly; however, due to difficulties engaging the participants during the first wave, the partners settled on two data collection points.

Following this, data was extracted into Microsoft Excel, and descriptive statistics (e.g. means, sums) and figures were generated to illustrate the results related to programme satisfaction and employment status.

5.2 Qualitative Research

5.2.1 Data Collection

Participants were purposively recruited from participants and stakeholders involved in TIBU's employability programmes. Connections to key informants at TIBU as well as to GIZ staff facilitated the majority of these interviews. In general, participants were either contacted through TIBU colleagues or directly by the researcher via e-mail.

Before each interview, I explained the general purpose of the research to the participants and assured them that their statements would remain anonymous. Written consent was obtained for all interviews, and ethical approval was received from the German Sport University for this research (application # 027/2022). When possible, interviews or discussions were recorded with a digital recorder, and participant approval was obtained to do so.

In total, 16 (14 male, two female) individuals took part in interviews or discussions. All interviews took place during a single site visit in March 2022 and were staged in several different settings, including at TIBU's main educational facility, TIBU offices, and a local higher education institution. These interviews ultimately sought to understand their motivations for joining the programme, their experience with the SAME programme, and the perceived challenges and opportunities embedded in the programme. Interviews took place in either French or English. Notes were taken following each interview, and verbatim transcripts were produced for all interviews, except one where the participant did not consent to being recorded.

Complementing these interviews, I visited, observed, and interacted with TIBU activities during the visit, including football workshops, entrepreneurship events, sport activities, and site visits. In addition, as part of the M&E process, I was in regular contact with colleagues from TIBU and

GIZ. This regular contact and observation gave me a first-hand glimpse of TIBU's goals, practices, and overall approach. During and following these interactions or observations, I took notes to document the physical environment, participants, exchanges, activities, and my impressions and reflections. Finally, numerous programme documents, articles and previous internal research were used to support and contextualise the analysis.

5.2.2 Data Analysis

Analysis of the data was done through a process of Thematic Analysis (TA) (Braun & Clarke, 2006, 2022). TA offered the possibility to develop an analysis that centred on the perspectives and experiences of on-the-ground stakeholders while also allowing the analysis to be informed by existing literature and theory around sport-for-employability programming.

I primarily used MaxQDA 2022 to organise data, write memos, develop codes, and identify themes. I diarised my overall thought processes and reflections in a separate note document, and I tracked all interactions with participants or stakeholders in a dedicated sheet (Nowell, Norris, White, & Moules, 2017).

Overall, the analysis followed the six steps outlined by Braun and Clarke (Braun & Clarke, 2006, 2022). First, I familiarised myself with the dataset, reading and re-reading transcripts, interview notes, observation notes, and programme documents. Throughout, I took memos associated with specific data items and compiled thoughts, impressions and reflections related to the entire dataset.

As a second step, I coded the interview transcripts and observation notes. Codes were developed inductively, though they were influenced by existing literature on sport for development, employability, and the Moroccan employment market. The codes captured a wide range of semantic (e.g. internship requirements, visa requirements) and latent (e.g. perceptions of non-Moroccans about professional opportunities) concepts.

To support the third step of theme identification, codes were merged and organised into broader categories related to outcomes, facilitators, and challenges within the sport for employability programme. Once this was done, a process of review and visual mapping was undertaken to identify patterns and develop themes. Here, themes should be understood as patterns “of shared meaning organised around a central concept” (Braun & Clarke, 2022, p. 77). To develop these, I reviewed code excerpts and used MaxQDA’s visual tools (e.g. code maps, code relations) to identify connections across the data. For steps four and five, I alternated between (re)drawing thematic maps (see Appendix 2) and writing theme definitions, eventually settling on the three themes presented later in this report. As this report focuses specifically on outcomes and experiences in the SAME initiative, I concentrated on developing themes that reflect the outcomes and experiences of programme participants.

6 Findings

6.1 Tracking Survey

6.1.1 Programme Satisfaction

In total, 11 participants responded to the first wave of the tracking survey. Participants gave good scores for the completeness (3.77) and usefulness (3.69) of the programme and expressed a high level of overall satisfaction (4.25). Scores for the programme as a whole are illustrated in Figure 2.

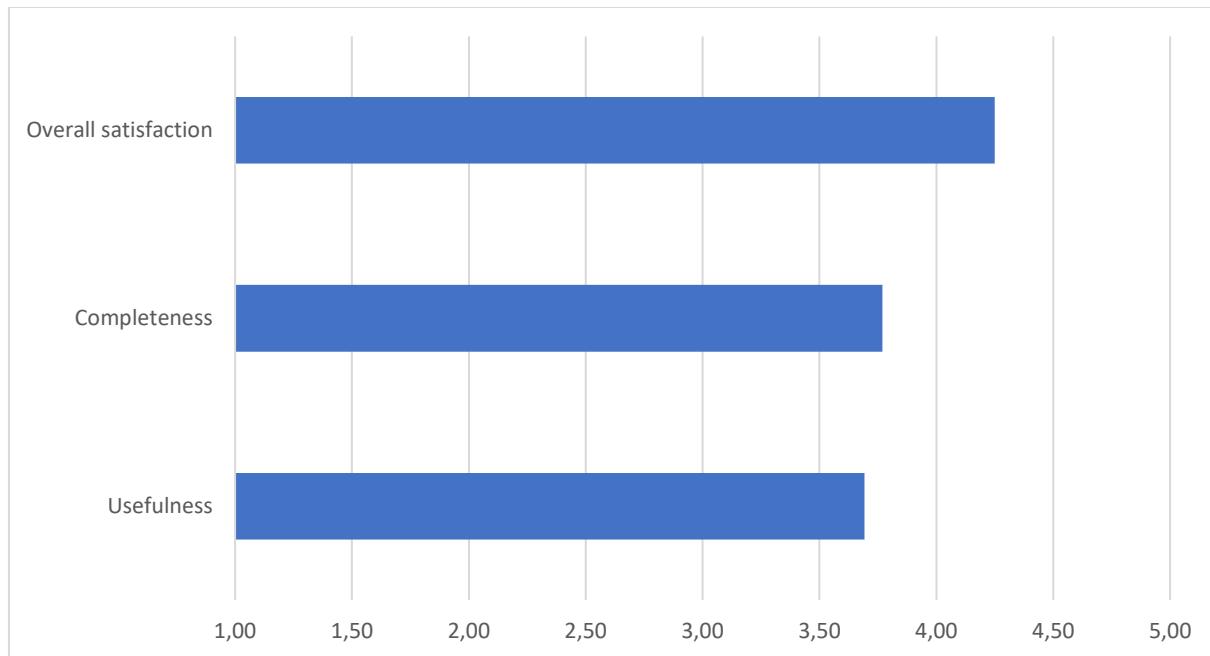


Figure 2. Participant satisfaction with individual SAME Modules (1= not satisfied/complete/useful at all , 5= very satisfied/complete/useful).

In terms of individual modules, participants expressed middle to high satisfaction across the board. The modules on leadership, team coaching and communication (4.08), sport for development (3.92) and entrepreneurship (3.85) ranked the highest, whereas sport association management (3.31) and foreign languages (3.17) ranked the lowest. Scores for individual modules are presented in Figure 3.



Figure 3. Participant satisfaction with individual SAME Modules (1= not useful at all , 5= very useful).

6.1.2 Job Status

For the employment tracking survey, 11 participants responded to the first wave, and no responses were received for the second wave. Therefore, only data relating to the employment and application status of participants of the first wave will be presented.

These numbers reveal a mixed picture in terms of employment. On the one hand, only 38.5% of participants in the survey confirm having employment. On the other hand, participants do appear reasonably active and successful in pursuing opportunities. During the programme, participants reported sending an average of 3.8 applications and having an average of 3.1 job interviews.

Table 4. Employment Status of SAME Participants in March 2022

CURRENT EMPLOYMENT	NUMBER	%
YES	5	38.46%
NO	6	46.15%
NO ANSWER	4	30.77%

6.2 Qualitative Themes

6.2.1 Structural Challenges and Support

This first theme illustrates the range of structural challenges faced by participants and the efforts made by the SAME programme and staff members to help mitigate these challenges.

The fact that participants face varying structural challenges should not be considered particularly surprising. After all, the targets of the SAME programme are immigrant youth not currently in education or employment. Indeed, many of the participants interviewed moved to Morocco to pursue a sporting career, only to face barriers and injuries preventing them from fully integrating into professional sport: “I was a prospect there, but I got injured when I arrived. Afterwards, I went down to [lower league club] again. I didn't have a great career because of injuries” (Participant 2). Conversely, this sports background also provided an essential motivator to join the sport-focused SAME programme: “what pushed me to participate in the SAME program is that first of all, I am interested in everything that has to do with sports” (Participant 9).

On the whole, these backgrounds mean that many participants face precarious work situations and cannot necessarily cope easily with the daily costs of living. Many interviewees related stories of taking short-term or seasonal work in sectors such as shipping, agriculture, or call centres. The combination of high living costs and irregular employment means many participants struggle to find stability or plan ahead: “we work without ever being able to save up” (Participant 1).

Given this, the stipends and personal support offered from TIBU were crucial facilitators of sustained, constructive engagement with the programme. All participants were offered a monthly stipend of 2500 MAD¹ for the duration of the programme and assisted those who needed to find suitable accommodation: “so they took charge of accommodation and the scholarship. (...) That really helped me to follow out the program without facing a lot of difficulties (Participant 3).

¹ Approximately 250 EUR

As most of the participants came from foreign countries, many needed support obtaining or renewing their Moroccan residence permits. In addition, due to changes brought about via the Covid-19 pandemic, obtaining this permit became more challenging, with officials suddenly requiring “new documents, new proofs” (Staff Member 6). Yet, this permit is crucial for the participants’ ability to stay in the country and be considered for employment. Indeed, when applying for jobs, the first question received by many is “do you have your residence permit” (Participant 6).

To help minimise these issues, staff at TIBU helped participants secure necessary documents and directly entered into contact with local immigration offices. This support was a crucial facilitator in helping participants access the qualifications and opportunities presented by the programme. However, this support also seemed to have a certain adhoc quality and did not appear to be initially built in the overall programme design. In turn, some participants wished for more formalised and systemic support from the programme: “They need to be able to accompany the students, first with the residence permit, and after as required (...) TIBU must work in this direction. (Participant 7).

6.2.2 Qualifications and Opportunities

The regular participation in the programme facilitated by the financial and logistical support allowed participants to access several learning, certification and practical opportunities.

From an educational perspective, two core components especially stand out. First, participants placed a high amount of value on the practical coaching or training-focused modules provided. On the one hand, participants noted how these courses helped them improve certain aspects of their coaching practice: “[I could] perfect some things with the technical and training planning module” (Participant 4). On the other hand, the opportunity to access a high-quality, internationally recognised certification such as those from the European Register of Exercise Professionals (EREPS) was a crucial added value. EREPS is recognised worldwide as a mark of

quality in the fitness area and offers a number of general and specialised fitness training certifications. For many, accessing this was “key”, and “they were there for that” (Participant 1).

Second, participants expressed high appreciation for the communication and leadership module, which itself was based on the Process Communication Module (PCM). As described by one staff member:

“PCM is a communication tool that allows us to discover and understand our own personality, but also the personalities of others, and allows us to develop communication strategies adapted to each type of personality. (...) What is good about PCM is that it is a tool which is pragmatic and which is immediately operational. It gives you an idea of the six personality types that exist” (Staff 5).

Beyond obtaining a recognised qualification in this method, many participants recounted stories of putting their new knowledge into practice. In particular, some highlighted moments where their newfound communication skills helped them manage situations within their sporting practice. One story, for instance, illustrates how one participant was able to retain a player he was coaching despite that player’s initial frustrations:

“There was a player who was angry, ‘I won't play’, but I talked with him. Now he is among the best players, but at one point, he wanted to give up. Thanks to a few things that we learned, that's what happened” (Participant 5).

The programme also consciously connected these certifications and the overall programme to potential opportunities for participants. For instance, TIBU maintained connections with local football academies, and these academies provided a platform for internships or employment for the participants: “I did an internship there thanks to SAME. Then there are a lot of opportunities” (Participant 2). Within TIBU, there are also some internal opportunities to support the development of entrepreneurial ventures. For instance, participants can rent TIBU’s fitness

facilities at a low cost to conduct their own personal training sessions or pursue further entrepreneurial development through the Orange Corners incubation programme.

Finally, it is also worth noting that for some participants, the regular and sustained relationships developed through the programme were a positive outcome of their participation. Developing connections and support allowed them to feel more comfortable and integrated within the context of their new country: “first we became a family, and then we started to integrate better” (Participant 9).

6.2.3 Moving Beyond the Pitch

Despite the significant structural support and educational offers, the fact is that many of the programme participants remain in precarious employment situations. As noted in the survey, as of March 2022, 46% of respondents indicated not currently being in employment. For others, they work on part-time or irregular contracts or seek to develop as freelancers or entrepreneurs: “I just waited to 4-5 months after my internship, I've been employed, but not really officially” (Participant 3).

This lack of stability, to some extent, is inherent to the nature of the fields (e.g. coaching, training) in which SAME participants are primarily trained to work. The need for coaches depends on demand and seasonal factors, making much of the employment irregular, unpredictable and low-paid: “we can find ourselves lost in the job market with very low salaries that do not even exceed the SMIC [poverty line]” (Staff 1). In the end, one major criticism of this approach is that participants were simply taken from one form of precarious employment and trained to work in another form of precarious employment instead of encouraging participants to reach for more technical or managerial posts: “we do this programme just to retrain operators to be operators” (Staff 3).

Though not as trenchant, this criticism can be connected to the many comments that suggest that participants need or want to be trained on a broader range of professional and creative skills, including entrepreneurial thinking, sports nutrition, sports journalism, event management, digital

media and more: “if you have the spirit, if you have the ability to innovate something that is new and different, you can do things down there” (Staff 2).

In short, these comments suggest a need for future employability initiatives to develop skills and qualifications that allow participants to aspire to employment or opportunities beyond the delivery of sport activities on the pitch or the gym. In the discussion section, specific recommendations will be proposed.

7 Discussion and Recommendations

As illustrated above, the SAME programme provided important facilitators for full engagement, offered well-recognised qualifications, and helped connect participants to concrete opportunities in the field. In addition, as evidenced by the sport market mapping, the programme clearly responds to the need for greater soft skill development within the sport-related workforce. Overall, programme participants expressed high satisfaction with the overall course and rated most modules as at least good. Furthermore, many participants could access internships and practical experiences, job interviews and expanded social networks. The presence of financial and administrative support was crucial in accessing these benefits and as illustrated by the literature review, such intensive support is seldom in the sport for employability area.

Despite this, the survey and interview findings illustrate that participants remain on the margins of employment. Many participants face a lack of employment or are underemployed in unstable, low-paid work. As of July 2022, internal TIBU tracking data shows that 24 of 27 participants are engaged in some form of occupation, including five pursuing entrepreneurial ventures. Though these numbers are encouraging, they may not fully reflect the lack of financial and contractual stability faced by participants.

Partially, this lack of stability is due to numerous systemic or social factors that limit the overall Moroccan (sport) employment market and further impede non-Moroccan youth's progress. As noted above, youth unemployment rates have remained persistently high in the country, and foreigners face significant challenges navigating the permit process. These factors combine to direct youth, and especially migrant youth, to low-paid or informal work.

Beyond this, these findings point to a need for future employability programmes to target a broader range of skills relevant to the Moroccan sport industry. As other research has noted, employability programmes must move away from merely focusing on low-skill or entry-level qualifications (Spaaij, 2009; Spaaij, Magee, & Jeanes, 2013). As highlighted by sport employers, future avenues could include event management, digital media or project management skills. For

instance, such competences can play a role in the management and promotion of sports organisations, clubs, or events, including the Green Challenge. Likewise, many interviewees indicated a need for competences related to entrepreneurship, such as creativity, adaptability and critical thinking, and these skills were again underscored by the employer survey. These competences, however, do not appear to have been systematically targeted by SAME and, in general, are often missing in sport for employability contexts.

Table 5. Overview of survey and interview findings

POSITIVES	CHALLENGES	OPPORTUNITIES
<ul style="list-style-type: none"> • Stipend • Housing support • Administrative support • Recognised qualifications 	<ul style="list-style-type: none"> • Residence/work permit • Low wages and high costs of living 	<ul style="list-style-type: none"> • Increase and formalise administrative support • Expand course offerings to include more creative and hard skills

Building on that, participants in the interviews placed a high value on having the opportunity to obtain recognised qualifications like EREPS or PCM. Following that, it would make sense to tie current or future modules to similar recognised qualifications. Indeed, other research on sport employment in Morocco and elsewhere points to formal certifications as a critical facilitator for employment (Coalter et al., 2020; Takhalouicht, 2012). Potential future certification avenues could include:

- Language courses can be connected to recognised international certifications such as TOEFL (Test of English as a Foreign Language)²
- Microsoft offers a range of digital certifications related to its online tools³
- Google offers free digital certifications in Digital Marketing⁴

² See <https://www.ets.org/toefl>

³ See <https://docs.microsoft.com/en-us/learn/certifications/microsoft-365-fundamentals/>

⁴ See <https://learndigital.withgoogle.com/digitalgarage/course/digital-marketing>

- The Project Management Institute offers worldwide recognised certifications in project and program management⁵

There are many other potential certification avenues worth considering, including those that may exist through potential collaboration with local higher education institutions. In short, there appears to be a need to provide recognised, quality training on a more comprehensive range of non-sporting skills relevant to the broader sport industry.

In addition, though participants received significant financial and logistical support, there was a sense that some of the support provided was adhoc and reliant on the efforts of one or two staff members. Moving forward, TIBU should plan for that support from the start of any programme and consider appointing a dedicated, additional staff member to take over this vital responsibility. This role could encompass logistical support for concerns like permits or housing and connect to a broader long-term culture of mentoring and follow-up.

Finally, on a more holistic level, there is a need to understand better the Moroccan sport workforce and needs in the sport employment market (Pomé & Djedji, 2020). In that sense, knowledge of the sector remains scarce and thus limits the development of tailored, relevant employability programmes. To support this, future or continued cooperation with actors such as the Institut de Formation Royal des Cadres (IFRC) or the FMPS are encouraged.

⁵ See <https://www.pmi.org/certifications>

8 Conclusion

TIBU Africa's same programme achieved high levels of satisfaction amongst participants. The programme's long-term nature and the support offered allowed the participants to work towards several positive professional outcomes. These positive outcomes include recognised qualifications, work experiences and expanded personal networks.

Nonetheless, the differing satisfaction with the various modules, precarious work conditions, and participant comments indicate a need to improve and diversify the content offered within future programmes. In particular, content should be better connected to market needs and aligned with recognised certifications whenever possible.

On the whole, the SAME programme holds good promise and, with continued support and further development, could develop into an impactful programme for Moroccan and migrant youth.

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10 Appendix 1: Interview Guidelines (French)

Protocole d'entretien (Participants)

<p>Objectifs :</p> <ol style="list-style-type: none"> 1. Comprendre comment les participants ont vécu le programme d'employabilité de TIBU. 2. Comprendre les facilitateurs et les contraintes, tant au sein du programme que dans l'environnement général, pour obtenir un emploi. 	
<p>Participants et timing</p> <ul style="list-style-type: none"> - Participant au programme d'employabilité de TIBU - Prévoyez environ 60 minutes pour une discussion. 	
<p>Instructions</p> <ul style="list-style-type: none"> - Accueillez les participants et remerciez-les pour leur temps. - Expliquez l'objectif de la recherche (p. ex. <i>nous essayons d'en savoir plus sur vos expériences d'emploi au Maroc</i>). - Précisez que la participation est volontaire, que les données de l'entretien seront utilisées dans une publication et que les informations permettant d'identifier les participants resteront anonymes. - Laissez-les lire le formulaire de consentement et posez des questions s'il y en a. → Signez le formulaire de consentement (si ce n'est pas déjà fait). 	<p>Matériaux</p> <ul style="list-style-type: none"> - Stylo et papier pour la prise de notes - Smartphone ou autre dispositif d'enregistrement audio.

- | | |
|--|--|
| <ul style="list-style-type: none"> - Obtenir un consentement verbal explicite pour enregistrer l'entretien, puis mettre en marche l'enregistreur. | |
|--|--|

Instructions

Ces lignes directrices sont divisées en trois parties : introduction, questions principales et conclusion. Les questions sont progressivement plus approfondies et plus complexes. Chaque question met l'accent sur un sujet général et, en dessous, de nombreuses questions de suivi ou d'approfondissement sont suggérées pour obtenir des réponses supplémentaires. L'enquêteur doit répondre à chaque question principale, mais il n'est pas nécessaire de poser toutes les questions de suivi suggérées - il ne s'agit que d'idées et l'enquêteur doit approfondir en fonction des réponses et du déroulement de la discussion.

Partie 1 : Section d'introduction (*sujet facile pour 'briser la glace'*)

- Parlez-moi un peu de votre expérience dans le domaine du sport ?
 - o Que signifie le sport pour vous ? Quel est votre sport préféré ? Comment avez-vous commencé à faire du sport ? Qu'est-ce que tu aimes/n'aimes pas dans le sport ?

Partie 2 : L'emploi et le programme TIBU

- Parlez-moi de votre expérience de travail au Maroc.
 - o Quel type d'emploi avez-vous eu ? Qu'avez-vous fait ? Comment avez-vous trouvé ces emplois ? Qu'est-ce qui vous a aidé à trouver ces emplois ? Quelles difficultés avez-vous rencontrées ? Quels sont les éléments qui rendent plus facile/difficile la recherche d'un emploi au Maroc ? Quelle est votre profession/emploi actuelle ? Voyez-vous des opportunités dans l'entrepreneuriat ?
- Parlez-moi de votre expérience du programme d'employabilité de TIBU.
 - o Qu'est-ce qui vous a amené au programme ? Qu'est-ce qui vous a plu dans ce programme ? Qu'est-ce qui ne vous a pas plu ? Quelle composante était la plus/la moins utile ? Comment le programme a-t-il été structuré/dispensé ?
- Pour l'avenir, de quoi auriez-vous le plus besoin pour améliorer votre situation sur le marché du travail ?

Partie 3 : Conclusion

- Nous sommes arrivés à la fin de la discussion.
- Aurais-je dû vous demander quelque chose que je ne vous ai pas donné l'occasion de partager ? Y a-t-il autre chose dont vous aimeriez parler ?
- Remerciez-les à nouveau de leur participation. Assurez-les que leurs données resteront strictement confidentielles. Communiquez vos coordonnées personnelles.

Protocole d'entretien (TIBU Staff/Lecturers)

<p>Objectifs :</p> <ol style="list-style-type: none"> 1. Comprendre les objectifs et le modèle logique du programme SAME. 2. Comprendre l'impact perçu et les points à améliorer du programme SAME. 	
<p>Participants et timing</p> <ul style="list-style-type: none"> - Personnes responsables du programme SAME - Prévoyez environ 60 minutes pour une discussion. 	
<p>Instructions</p> <ul style="list-style-type: none"> - Accueillez les participants et remerciez-les pour leur temps. - Expliquez l'objectif de la recherche (p. ex. <i>nous essayons d'en savoir plus sur l'expérience d'emploi au Maroc</i>). - Précisez que la participation est volontaire, que les données de l'entretien seront utilisées dans une publication et que les informations permettant d'identifier les participants resteront anonymes. - Laissez-les lire le formulaire de consentement et posez des questions s'il y en a. → Signez le formulaire de consentement (si ce n'est pas déjà fait). - Obtenir un consentement verbal explicite pour enregistrer l'entretien, puis mettre en marche l'enregistreur. 	<p>Matériaux</p> <ul style="list-style-type: none"> - Stylo et papier pour la prise de notes - Smartphone ou autre dispositif d'enregistrement audio.

Instructions

Ces lignes directrices sont divisées en trois parties : introduction, questions principales et conclusion. Les questions sont progressivement plus approfondies et plus complexes. Chaque question met l'accent sur un sujet général et, en dessous, de nombreuses questions de suivi ou d'approfondissement sont suggérées pour obtenir des réponses supplémentaires. L'enquêteur doit répondre à chaque question principale, mais il n'est pas nécessaire de poser toutes les questions de suivi suggérées - il ne s'agit que d'idées et l'enquêteur doit approfondir en fonction des réponses et du déroulement de la discussion.

Partie 1 : Section d'introduction (*sujet facile pour 'briser la glace'*)

- Parlez-moi un peu de votre lien avec le sport.
 - o Que signifie le sport pour vous? Quel est votre sport préféré? Quelles sont vos expériences dans l'industrie du sport? Quelle valeur éducative/sociale le sport a-t-il pour vous ?.

Partie 2 : L'emploi et le programme TIBU

- Comment décririez-vous le marché de l'emploi au Maroc ?
 - o Quels types d'emplois sont disponibles? Quels sont les secteurs en croissance/réduction? Quelle est la situation dans le secteur du sport en particulier? Quels sont les éléments qui rendent plus facile/difficile la recherche d'un emploi au Maroc? Quelles sont les possibilités d'entrepreneuriat ?
- Qu'est-ce qui vous a incité à lancer le programme SAME ?
 - o Quels étaient les objectifs du programme? Comment les différents éléments (par exemple SpD, coaching, entrepreneuriat) fonctionnent-ils ensemble pour atteindre ces objectifs? Qu'est-ce qui n'a pas fonctionné aussi bien avec le programme? Comment le programme peut-il être amélioré? Qu'est-ce qui a bien fonctionné?
- Dans l'avenir, de quoi les jeunes ont-ils besoin pour améliorer leur position sur le marché du travail marocain?
- Que peut-on faire pour améliorer la participation/emploi des femmes dans le secteur du sport ?

Partie 3 : Conclusion

- Nous sommes arrivés à la fin de la discussion.
- Aurais-je dû vous demander quelque chose que je ne vous ai pas donné l'occasion de partager ? Y a-t-il autre chose dont vous aimeriez parler ?
- Remerciez-les à nouveau de leur participation. Assurez-les que leurs données resteront strictement confidentielles. Communiquez vos coordonnées personnelles.

11 Appendix 2: Visual Code and Theme Map

