Sport ecosystem and territorial development: essay to elaborate a theoretical model of youth social inclusion through sport in Morocco

DOI: 10.46932/sfjdv3n4-120

Received in: April 14th, 2022
Accepted in: June 30th, 2022

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ABSTRACT
The overall objective of this paper is the conceptualization of sport as a territorial ecosystem, clearly defining the roles and participation modalities of the different actors and stakeholders. The intention is to guarantee a consolidated social inclusion and a socio-professional integration creating sustainable territorial development through sport. In this perspective, the sport ecosystem represents a precious asset for research. Sport can represent a good factor for the inclusion of socially disadvantaged groups, especially young people, and can be a truly powerful educational tool in promoting social inclusion and professional integration. In this logic, this paper aims to find a new, innovative way to explain different elements of sport and social inclusion and improve youth proactivity. The topic is important, because of the problem of increasing number of young people that have problem of social exclusion, less physical activity and unhealthy lifestyle. Therefore through the conception of a territorial sport ecosystem it is possible to act preventively on a "disease" that after installed can become incurable. This paper first presents the theory and concepts related to territorial sport ecosystem and social inclusion before providing case studies that demonstrate the theories in sports contexts. The purpose is to offering insights to propose - thanks to a rigorous theoretical and empirical study - a model of territorial development through the creation of a sports ecosystem, and understand how well the sports logic can coexist with the social inclusive logic.

Keywords: sports ecosystem, territorial development, social inclusion, sport-for-development, youth sport.
1 INTRODUCTION

"The knowledge of sport is the key to the knowledge of society\(^1\)\", said Norbert Elias in his book entitled Sport and Civilization. Sport, mirror of the society in which we live, "is in the diversity and complementarity of its dimensions a factor of well-being and health, a strong lever of human development, an activity generating investments, jobs and value creation, and a factor of inclusion, of social cohesion and fight against misery, exclusion and marginalization\(^2\)\". Sport, through its disciplines, federations, clubs and associations is a social phenomenon. On an individual or collective level, it plays a determining role in what is called "living together". It is also a factor of social inclusion and can recreate social links and share values. In fact, The world today confronts the individual and especially young people with many pitfalls that can threaten the smooth running of their life in society: school dropout, disinsertion, unemployment, use of psychotropic substances… Sport aims to prevent the emergence of such problems by intervening as early as possible when these situations arise.

In this logic, a territorial sport ecosystem can represent a good factor for the inclusion of socially disadvantaged groups, and can be a truly powerful educational tool in promoting various values such as tolerance, solidarity, cooperation, and an intercultural vision of our societies. By bringing people, who do not usually interact, to know each other, to speak, to share a sense of belonging, sport can be really useful. It allows this people coming from different segments of the population to go over hate speeches they could hear around them and thus combat any form of social exclusion. This paper aims to propose a model of territorial development through the creation of a sports ecosystem enable all young people from disadvantaged social backgrounds to find the path to success, by promoting equal opportunities through support and privileged access to training or employment. In these landlocked territories economic and social difficulties are multiple, and the presence of such as ecosystem is decisive. The main objective of our research is to study the way in which the actors of a territory integrate the stakes of territorial development into their management methods thanks to the implementation of socially responsible approaches in the field of sports. And to propose a territorial development model through the creation of a territorial sports ecosystem guaranteeing a consolidated social inclusion and a socioprofessional insertion creating value and quality jobs. And recognize the ways in which sport participation can address issues of social exclusion and inclusion, and be alert to the possible unintended consequences of sport programming.

\(^1\)Sport and Civilization, white paper on sport. CNOSF, 2006
\(^2\)Message of HM King Mohammed VI to the participants of the National Conference on Sport, Skhirat, 24/10/2008
2 CONCEPTUAL AND THEORETICAL FRAMEWORK

2.1 CONCEPTUAL FRAMEWORK

2.1.1 Sport

Many authors, in the field of STAPS\(^3\) and outside, propose a definition of sport. It is defined as "a set of physical exercises in the form of individual or collective games, which can give rise to competition and which are practiced by observing certain rules\(^4\)." Pierre de Coubertin, founder of the Olympic movement, defined sport as "the voluntary and habitual cult of intensive muscular effort, supported by the desire for progress and which can go as far as the risk\(^5\)." So we can see that there are five essential and fundamental notions to define this concept: "initiative, perseverance, intensity, search for improvement and disregard of possible danger\(^6\)."

2.1.2 Ecosystem

James Moore drew on the concept of the "biological ecosystem" (Arthur Tansley, 1935) to give meaning to a new concept that questions the coordination of the market through competition or hierarchy. Indeed, in the biological ecosystem, different living species coexist and interact to maintain themselves and the site. For example, if one species of predator or prey evolves, the other does the same to preserve the balance of the environment. The "business ecosystem\(^7\)", has since become part of everyday managerial language. "It refers to a community of actors gathered around technical specifications defined by a dominant company\(^8\)." However, the academic world has been much more lukewarm about it, "the business ecosystem (BES) has had to find its place in a particularly dense conceptual field (network, strategic alliance, virtual enterprise, etc.) makes it impossible to give an explicit and complete definition of BES\(^9\)."

For Moore, the "business ecosystem" introduces the idea of co-evolution and coopetition of the actors of a market through cooperation in the development of collective strategic solutions for the ecosystem. "This idea is valid for the most complex problems or situations where individual actors do not have the skills, resources and knowledge to produce solutions alone\(^10\)."

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3 Science and Techniques of Physical and Sport Activities.
5 Pierre de Coubertin, Pédagogie Sportive, 1922.Préambule,
6 Idem
8 F. Fréry, A. Gratacap, T. Isckia (2012), Les écosystèmes d’affaires, par-delà la métaphore, Revue française de gestion N° 222
9 Idem
2.1.3 Territorial development

The concept of territorial development is so complex, it is sometimes assimilated with the concept of land use planning, sometimes with that of local and regional development, it is strongly intertwined with the concept of human and sustainable development and it borrows much from several strategic and operational managerial approaches. According to Baudelle and colleges, (2011), territorial development can be defined as follows: "It is a voluntary process that seeks to increase the competitiveness of territories by involving actors in concerted actions that are generally cross-cutting and often have a strong spatial dimension"11. Also, starting from the global and systemic definition of the territory of Alexandre Moine (2006)12, it seems to us that territorial development would be a set of socio-economic, environmental, cultural and institutional processes, composed for and by men and women who, thanks to resources and know-how, try to make their collective and individual lives evolve on this territory. The territory is therefore at the heart of the development issue, with all its resources, its constraints and its material and immaterial specificities such as the actors and their way of functioning.

2.1.4 Social inclusion

Social inclusion is a term increasingly used to encapsulate a range of issues concerning poverty, social injustice and inequality, issues that would seem to universal and prevalent in all societies. As represented in Fig. 1, Column 1 lists definitions of social inclusion, when definitions of social inclusion multiply and diverge from one another, then the concept of social inclusion becomes interchangeable with other concepts (column 2). Column 3 reviewing the many different purposes and aims attributed to social inclusion.

2.1.5 Sport for promoting social inclusion of socially vulnerable youth

In recent years, the contribution of sport to achieving inclusive societies has been widely debated, with several scholars pointing out that sport can be used as a vehicle for social inclusion (Dukic & al, 2017; Nols & al, 2017; Parker & al, 2019; Jeanes & al, 2019; Bailey, 2005,2008). While on the one hand there is substantial agreement on the positive impact of sport at the societal level, scholars argue that more research is needed to understand the conditions under which sport can act on social inclusion (Bailey, 2005,2008; Coalter, 2001, 2013; Whitley & al, 2019; Schaillée & al, 2019). When referring to socially vulnerable youth, the literature generally refers to individuals between the ages of 11 and 24 who are subjected to multifaceted stressors (social, emotional, and economic) on a daily basis that create the conditions for social maladjustment (Galimberti, 2007; Regoliosi, 2010). These conditions include: "(i) living in areas of low socioeconomic status and poor housing quality; (ii) receiving residential care or

![Diagram of Social Inclusion]

**Figure 1: Social inclusion, definition, terminologie, and aims. (Simplican et al 13)**

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
<th>Column 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social networks with people who are not staff, family members, or other people with ID (Clement &amp; Bigby, 2009)</td>
<td>Social Interaction</td>
<td>Happiness, self-esteem, confidence, mental health (Forrester-Jones et al., 2006)</td>
</tr>
<tr>
<td>Access to public goods/services; recognized as competent; valued social role &amp; trusted to perform social role in community, belonging to social networks within which one receives &amp; contributes support (Cobigo et al., 2012)</td>
<td>Community Participation</td>
<td>Well-being (Johnson et al., 2012)</td>
</tr>
<tr>
<td>Access to activities, social roles and relationships with non-disabled citizens (Bates &amp; Davis, 2004)</td>
<td>Social Inclusion</td>
<td>Adds value, respect (Johnson et al., 2009)</td>
</tr>
<tr>
<td>When staff members develop links between PWID and community (Duggan &amp; Linehan, 2013)</td>
<td>Independent Living</td>
<td>Decreases negative attitudes, stereotypes, stigma, and discrimination (Johnson et al., 2009; Mahar et al., 2013; Power, 2013a)</td>
</tr>
<tr>
<td>Socially integrated supportive relationships in the community that further economic &amp; social participation (Forrester-Jones et al., 2006)</td>
<td>Social Capital</td>
<td>Promotes uniqueness and decision-making capacity (Johnson et al., 2009)</td>
</tr>
<tr>
<td>Accepted as individual beyond disability; significant &amp; reciprocal relationships; involvement in activities; employed; appropriate living accommodations; formal and informal supports (Hall, 2009)</td>
<td></td>
<td>Improves lives (Mahar et al., 2009)</td>
</tr>
<tr>
<td>Interaction with others and access to community facilities (McConkey, 2009)</td>
<td></td>
<td>Enables PWID to contribute to society (Overmars-Marx et al., 2014)</td>
</tr>
<tr>
<td>Live in community in own home, access to activities, employed (Power, 2013a)</td>
<td></td>
<td>Combats social exclusion (McConkey &amp; Collins 2009; Mahar et al., 2013)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Combats poverty, unemployment, poor access to healthcare (Power, 2013a)</td>
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<tr>
<td></td>
<td></td>
<td>Enhances community safety and protects against abuse (Power, 2013a; Quinn &amp; Doyle, 2012)</td>
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<tr>
<td></td>
<td></td>
<td>Compiles with UNCRPD &amp; national policies (Cobigo et al., 2012; Duggan &amp; Linehan, 2013; Mahar et al., 2013; Martin et al., 2011; Overmars-Marx et al., 2014; Power, 2013a; Quinn &amp; Doyle, 2012)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fullfill PWID's self-reported desires (McConkey, 2009)</td>
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</tbody>
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nonresidential counseling; (iii) poor family management; and (iv) peers engaged in deviant behaviors\textsuperscript{14}. (Feinberg & al, 2009 ; Haudenhuyse & al, 2013) .

Furthermore, the literature on sport and socially vulnerable youth has largely confirmed the fact that "sport can develop positive social outcomes that can be associated with social inclusion, such as life skills, positive psychological capital, active citizenship, pro-social behaviors, and employment\textsuperscript{15}". Recently, for example, Hermes and colleagues (2015) have highlighted whether and how sport-based interventions can develop life skills of socially vulnerable youth. This work highlights the prominent role of staff-created "sport environments in the development of certain skills, such as self-motivation, goal setting, self-direction, critical thinking, self-concept, self-efficacy, resiliency skills, focus/attention, self-control, taking responsibility for one's own actions, and discipline\textsuperscript{16}". From their work, it is apparent that each program is unique and, therefore, may develop different outcomes depending on the specific conditions of the sport environment being promoted. They also suggest that "positive outcomes promoted by sport may have been influenced by exposure to a positive motivational climate in sport\textsuperscript{17}". They report that it is possible that the positive climate experienced by youth affects the development of social outcomes rather than simply participation in sport.

The field of sport for development (SFD) is a relatively new field of research that, over the past decade, has received considerable interest from not only researchers, but also from governmental and non-governmental organizations (Schulenkorf and colleagues, 2016). Lyras & Welty Peacher (2011) define SFD as "the use of sport to positively influence public health, the socialization of children, youth, and adults, the social inclusion of the disadvantaged, the economic development of regions and states, and the promotion of intercultural exchange and conflict resolution\textsuperscript{18}". As a result of the increased interest in the field, Schulenkorf and colleagues (2016) affirm that the number of research conducted each year has increased. With the increased interest in the field of SFD, many theories have emerged in an attempt to analyze how sport can contribute towards development. Schulenkorf and colleagues (2016) realized that "Positive Youth Development (PYD) theory was the most widely used theory in the SFD field\textsuperscript{19}". Lerner and colleagues (2005) states that the PYD theory was first emerged in the nineties and really developed

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\textsuperscript{14} D’Angelo, C.; Corvino, C.; Gozzoli, C. The Challenges of Promoting Social Inclusion through Sport: The Experience of a SportBased Initiative in Italy. Societies 2021, 11, 44.https://doi.org/10.3390/ soc11020044
\textsuperscript{15} Idem
\textsuperscript{17} Idem.
during the first half decade of the 21st century. Lerner (2005) define the PYD theory as "a working theory that analyzes how youth develop through sport and what in the external environment needs to be controlled to help foster positive development".

Specifically, Bloomquist (2010) defined PYD as "Development that is healthy and productive for both the youth and his or her family. PYD is the result of an intentional process that promotes positive outcomes for youth by providing them with opportunities, choices, relationships, and support to participate fully in their families and society. Youth development occurs in families, peer groups, schools, neighborhoods and communities". A recent study on the PYD through sport by Holt and colleagues (2017) also highlighted the relevance of a positive climate within the sport micro-system as a sport system as a condition for promoting youth development outcomes through sport. Holt and colleagues use the term "PYD climate" for this. Holt and colleagues explain that "the PYD climate is the social environment, based on relationships with and between adults, peers, and parents that allows youth to gain experiences that will contribute to PYD outcomes".

Other authors have suggested that, to promote positive social outcomes through sport, it is important to adopt a multi-agency approach (Jeanes & al, 2019; D'angelo & al, 2020; Spaaij, 2011). Various studies have examined the relevance of sport agencies and social institutions as distribution channels for sport-related local development (Holt, 2017; Camiré & al, 2012). "Such collective action is particularly effective in the implementation of programs for socially vulnerable populations. The fight against social fragility requires the sharing of technical, didactic and educational skills from different disciplines fields and professional expertise". Spaaij (2011) noted that "when sport-based programs collaborate with community organizations it is possible to provide youth with increased social resources, support and employability opportunities". He also states that youth development is significantly associated with a program's ability to connect with multiple institutional agents, allowing youth to expand their horizons. As Jones and colleagues (2017) have also noted, "youth sport programs should offer..."

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collaboration with community organizations by sharing resources, knowledge, and expertise through an integrated program”.

As the literature begins to understand the conditions that can lead to the development of social inclusion through sport and related activities for socially vulnerable youth (Hermers & al, 2015) - such as creating a positive sport environment and adopting a multi-agency approach - the challenges and barriers that arise when promoting social inclusion through sport programs remain unexplored. Researchers who have studied the effects of participation in sport activities have found both positive and negative effects (Mahoney & Stattin, 2000, Strean & Garcia Bengoechea, 2001). In addition, practitioners still seem to be attached to an idealized image of sport as a magical tool to achieve social inclusion. While on the other hand, Jeanes and colleagues (2019) affirm that "researchers are aware that sport can only act on certain aspects of inclusion". Therefore, being on the field or the court does not by itself contribute to positive youth development (Hodge & Danish, 1999).

In order to fill this gap and provide a nuanced picture of the potential of sport, this research aims to find a new, innovative way to explain different elements of sport and social inclusion through the conception of a territorial sport ecosystem guarantee a consolidated social inclusion and a socio-professional integration creating sustainable territorial development through sport activities. In particular, the research focuses on the different actors involved in a sport and social inclusion project for socially vulnerable children, and the challenges that may arise when using sport as a tool to promote social inclusion.

2.2 CONCEPTUAL ANALYSIS

2.2.1 social and economic ecosystem

In recent decades, several authors and researchers have begun to conceptualize the notion of ecosystem outside of the biological context (Arthur Tansley, 1935), particularly in the field of business (James Moore, 1996), where the actors involved in a business ecosystem interact in the same way and aim for a common goal. Thus, James Moore cited some characteristics of a business ecosystem, namely:

- The actors (including companies) are of different natures.
- Ecosystem innovation is often radical and open (collective).
- None of the actors in the ecosystem has all the skills, resources, and knowledge.
- Each of the actors masters his or her field and has the capacity to adapt quickly.
- Alignment of all players on the same vision.

- Existence of a system of inter-firm relationships allowing the sharing of contributions.
- The existence of pivotal or leading companies,
- Coexistence of exploration and exploitation players.

Malek Bouhaouala (2017) proposed a conceptualization of mountain sports tourism as an ecosystem that allows us to go beyond visions by sector or by professional field. In this configuration, the socio-economic actors no longer perceive themselves as competitors, but rather as partners. He adds that it is very difficult to talk about a business ecosystem for the case of sports tourism in the Auvergne-Rhône-Alpes region (AURA) because there are also social concerns carried by the communities. This is why he talks about a social and economic ecosystem (SEE)\textsuperscript{27}.

![Scheme of the SEE of mountain sports tourism in AURA](image)

Mountain sports tourism is therefore an economic and social ecosystem specific to the territory, which cannot be relocated and constitutes advantages for the economic and social development of the territory. It is characterized by an anchorage in the regional territory, a dependence on the comparative

\textsuperscript{27} Malek BOUHAOUALA. Le tourisme sportif de montagne français : Un écosystème social et économique spécifique. Juristourisme n° 198 de juin 2017. Éditions Dalloz. Pp. 23-27

\textsuperscript{28} Idem
and built advantages that the mountain represents, a dependence on the know-how of the local populations, and an involvement of the elected officials and the territorial authorities.

### 2.2.2 Social inclusion

The model of social inclusion, focuses on two domains; interpersonal relationships and community participation. (Asselt-Goverts, Embregts, & Hendriks, 2013; McConkey & Collins, 2010), are central to a person’s quality of life (Schalock and colleges, 2005), and both are necessary for social inclusion. These two domains should overlap and mutually support one another, which the model captures by the circulating arrows that course through both domains. "The model separates the definition of social inclusion from the processes that may produce social inclusion as well as the subjective feelings that may result from inclusion. Instead, he focus on specifying the components of interpersonal relationships and community participation".

![Social inclusion model](image)

2.2.3 Ecological pathways to and from social inclusion

The ecological approach to social inclusion capture how individual, interpersonal, organizational, community, and socio-political variables influence interpersonal relationships and community participation (Overmars-Marx and colleges, 2014; Verdonschot and colleges, 2009). "Ecological conditions can promote or impede social inclusion. Additionally, the outcomes of social inclusion may be positive or negative. the model of ecological conditions and outcomes is not exhaustive, but rather suggestive of the ways in which future research could use an ecological approach to social inclusion".

This model takes into account the complex interaction between individual, interpersonal, community and societal factors. "It allows us to understand the range of factors that put people at risk for violence. The overlapping rings in the model illustrate how factors at one level influence factors at another

Figure 4: Adapted ecological model of social inclusion of Simplican et al.

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In addition to helping to clarify these factors, the model also suggests that to ensure social inclusion, it is necessary to act on several levels of the model at once. This approach is more likely to sustain prevention efforts over time and have an impact at the population level.

Table 1: Variables of social inclusion according to the ecological approach.\textsuperscript{33}

<table>
<thead>
<tr>
<th>Variables</th>
<th>Enabling/disabling conditions</th>
<th>Outcomes</th>
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<tbody>
<tr>
<td><strong>Individual</strong></td>
<td>A person’s level of functioning, self-motivation, confidence, knowledge of the area and of activities, and the use of goal setting (Abbott &amp; McConkey, 2006; Clarkson et al., 2009; McConkey &amp; Collins, 2010).</td>
<td>Increased happiness, improved self-esteem, and a sense of belonging (Cobigo et al., 2012)</td>
</tr>
<tr>
<td><strong>Interpersonal</strong></td>
<td>Relationships with staff (Clarkson et al., 2009), staff attitudes (Hermsen et al., 2014; McConkey &amp; Collins, 2010), family attitudes (Clement &amp; Bigby, 2009), the relationship between families and staff, and relationships across families (Power, 2008).</td>
<td>Respect and trust between people, and increased social capital.</td>
</tr>
<tr>
<td><strong>Organizational</strong></td>
<td>Socioeconomic status, social capital, and family culture (Chenoweth &amp; Stehlik, 2004). Organizational cultures within the community, such as schools, employment centers, and law enforcement.</td>
<td>Organizational outcomes of social inclusion may include changes in organizational culture, as cultures may become more affirming of inclusion. Hostile or ambivalent organizational cultures may undercut enabling conditions at the individual and interpersonal level, whereas positive organizational cultures may intensify the effectiveness of individual and interpersonal conditions. Hence, it is important to keep in mind how conditions interact across levels.</td>
</tr>
<tr>
<td><strong>Community</strong></td>
<td>Community attitudes, culture, discourse, online communities and resources. Type of living accommodation, such as size and setting (Duvdevaney &amp; Arar, 2004; McConkey, 2007; McConkey &amp; Collins, 2010; Robertson et al., 2001); availability of and access to appropriate services and transportation (Power, 2008).</td>
<td>Researchers find that the effectiveness of contact hinged on the quality of Community conditions (McManus, Feyes, &amp; Saucier, 2011) and that contact reinforced positive or negative stereotypes (Siperstein, Norris, &amp; Mohler, 2007). However, there is little research on the effects of social inclusion on public attitudes and more work is necessary to understand the role of community conditions (Amado et al., 2013).</td>
</tr>
<tr>
<td><strong>Socio-political</strong></td>
<td>Laws and legal enforcement (Quinn &amp; Doyle, 2012; Vanhala, 2011), market forces (Hermsen et al., 2014), and state perspectives and histories around service delivery (Power &amp; Kenny, 2011).</td>
<td>Socio-political level conditions affect behavior, as legislative cutbacks put more pressure on families (Power, 2008) and have negatively influenced organizational cultures and staff behavior (Hermsen et al., 2014).</td>
</tr>
</tbody>
</table>


3 MODEL STUDIES

3.1 SPORT AND SOCIAL INCLUSION

Given that sport participation provides a focus for social activity, an opportunity to make friends, develop networks, and reduce social isolation, it seems well positioned to support the development of social capital. A series of connected dimensions of social inclusion can be extrapolated from the literature that provides a useful framework for considering the potential contribution of sport to social inclusion/exclusion (Bailey 2005).

![Social Inclusion through Sport](image.png)

Sport participation has recently been advanced as a method will lead to some form of personal change, and subsequently this personal change will result in broader, positive societal impacts. "As such, social exclusion may be reduced when individuals belong to and interact within groups and organisations; sport programming has the capacity – if designed and managed well – to empower and support disenfranchised and marginalised individuals. In other words, sport can be an excellent tool for re-engaging marginalised individuals into society because it can be reflective of the kinds of activities that an individual must be involved in for societal participation; furthermore, sport provides a supportive environment within which to encourage and assist these individuals in their social development and integration." 

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The literature on sport and social inclusion can be divided into two categories: one focuses on inequality in sport participation, while the other focuses on the individual and collective benefits of sport participation. These two approaches are primarily different perspectives, in that the first focuses on "social inclusion in sport", while the second focuses on the individual and collective benefits of sport participation "through sport". The "social inclusion in sport" perspective focuses on the unequal participation in sport, often of disadvantaged social groups, such as women, the poor, the jobless, the disabled and minority ethnic groups, all of whom are as "socially excluded". The central concern of this perspective is how to involve under-participating groups in sport activities. The other approach, "social inclusion through sport", focuses on the benefits that individuals and communities are expected to derive from participation in sport activities, thereby reducing broader social exclusion. This type of research assesses the ability of sport to contribute to the fight against social exclusion, as well as other social benefits. This is the approach most adapted to our research aims and it is the one we are going to follow in this paper, because it is the most adapted to the aims of sustainable territorial development.

3.2 PRESENTATION OF THE MODELS

A well-cited hypothetical model by Bovaird et al. (1997) shows how benefits of sport may be interrelated.

Figure 6: Hypothetical chains of benefits of sports. (Bovaird et al., 1997)
The strength of the explanation is related to the ability to measure a number of the intermediate outcomes. For example, one of the 'hypothetical chains' is as follows:

- Increased time spent in sports leads to increased interaction with others, which will increase a sense of identity with the local community.
- Increased identity with the community will lead to a greater sense of having a stake in social relations (an increased sense of 'social inclusion').
- An increased sense of a stake in the community will lead to more socially responsible behaviour and a reduction in anti-social behaviour.

Based on their analysis of the available qualitative literature, Holt et al. (2017) proposed a model for PYD through sport whereby either an implicit or explicit pathway can lead to PYD outcomes. "In the implicit pathway, the provision of a PYD climate is assumed to directly promote the development of PYD outcomes. Such a climate is characterised by strong relationships between young people and adults, strong peer relationships that include opportunities for peer leadership and feelings of belonging, and support from parents. In the explicit pathway, the PYD climate sets the foundation for the development of PYD outcomes through programmes attached to the sport experience that specifically promote life skills and their transference. Holt et al. (2017) proposed that these pathways can lead to the development of personal (perseverance, respect, problem-solving skills), social (teamwork, belonging and inclusion, communication skills), and physical (movement skills, skills for healthy active living) outcomes."

[Diagram of Model of PYD through sport]

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38 Nicholas L. Holt, Kacey C. Neely, Linda G. Slater, Martin Camiré, Jean Côté, Jessica Fraser-Thomas, Dany MacDonald, Leisha Strachan & Katherine A. Tamminen (2017) A grounded theory of positive youth development through sport based on results from a qualitative meta-study, International Review of Sport and Exercise Psychology, 10:1, 1-49, DOI:10.1080/1750984X.2016.1180704
The main components of this model are directly based on the results of "the meta-data analysis of 63 articles, while some conceptual linkages are drawn from the broader PYD literature. The broader theoretical literature clearly and consistently highlights that social-ecological systems influence, and are influenced by, behavior (Lerner, Bowers, Geldhof, Gestsdóttir, & DeSouza, 2012). Sport programs are a microsystem (García Bengoechea, 2002), and interactions in this microsystem can be influenced by features of the broader macrosystems within which sport programs (and those who participate in sport programs) are located. Hence, the entire model is framed within the context of distal ecological systems."  

3.3 PROPOSAL OF A CONCEPTUAL MODEL  

The main objective of our research is to study the way in which the actors of a territory integrate the stakes of territorial development into their management methods thanks to the implementation of socially responsible approaches in the field of sports. And recognize the ways in which sport participation can address issues of social exclusion and inclusion, and be alert to the possible unintended consequences of sport programming.  

In order to achieve this objective, this article suggest a conceptualization of sport as a territorial ecosystem, clearly defining the roles and participation modalities of the different actors and stakeholders, in order to guaranty a consolidated social inclusion and a socio-professional integration creating sustainable territorial development through sport. In this framework we propose an adaptation of Holt's PYD model with the Moroccan territorial and sport context in order to guarantee a territorial development through the creation of a sport ecosystem ensuring a positive youth development on a personal, social and physical level.  

The territorial sport ecosystem (Macro-system), will help all young people to reach their full potential through sport programs (Microsystem), through an environment that recognizes the value of the different actors of the territory (Distal ecological systems) of the public, associative and private sectors.

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39 Idem
Positive youth development climate referred to social contextual features within a sporting context. More specifically, Holt defined PYD climate as a "social environment that enables youth to gain experiences that will contribute to PYD outcomes. The features of the PYD climate were adult (leader/coach) relationships, peer relationships, and parental involvement". The life skills programme refers to the specific activities and techniques designed to promote life skills. "A life skills focus involves providing opportunities to engage in life skill building activities and transfer activities". A series of outcomes were reported, classified in the personal, social and physical domains.

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40 created by us
41 Nicholas L. Holt, Kacey C. Neely, Linda G. Slater, Martin Camiré, Jean Côté, Jessica Fraser-Thomas, Dany MacDonald, Leisha Strachan & Katherine A. Tamminen (2017) A grounded theory of positive youth development through sport based on results from a qualitative meta-study, International Review of Sport and Exercise Psychology, 10:1, 1-49, DOI:10.1080/1750984X.2016.1180704
42 Idem
4 CONCLUSION

Our article will offer a detailed vision for the different stakeholders of a territorial sports ecosystem, through the identification of their representations and their perceptions, we will seek to empower them and propose decision support tools for these stakeholders in order to create socially responsible territories. In addition, the complex and multidimensional nature of our research, as well as the lack of consensus on the perceptions attributed to both sport and social inclusion, leads us to choose a mixed methodological approach. Through this approach, it would be possible to contextualize and understand the opinions of Moroccan actors with respect to our theoretical findings. This methodological approach will also offer a vision of reality and will certainly identify measurement tools adapted to the Moroccan context, which is an important contribution, given the scarcity of scientific research in the field in Morocco.
REFERENCES


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