



**Orient - Young explorers  
re-discover local communities  
through orienteering**

**IO1 - ORIENT ANTHOLOGY**



Co-funded by the  
Erasmus+ Programme  
of the European Union





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# INTRODUCTION

The present document has been developed in the framework of the project ORIENT – Young explorers re-discover local communities through orienteering (622532-EPP-1-2020-1-IT-SPO-SCP), a 30-month project co-financed by the Erasmus + SPORT programme of the European Union.

ORIENT stems from the idea of bringing together young people from different backgrounds through a particular grassroots sport: orienteering. The project aims to enhance social inclusion and to foster capacity and community building by creating opportunities for young people from different social and cultural groups to socialize and develop new skills.

ORIENT adopts a multi-stakeholder approach, boosting cooperation among stakeholders, namely sport trainers and representatives from civil societies organisation. This approach will equip sports trainers' and CSO's workers with innovative methods to encourage the participation of vulnerable young people in sports activities at community level. Through the practice of outdoor activities, young people will be encouraged to reflect on social inclusion issues while discovering urban and natural local contexts.

This document aims at providing evidence of the effectiveness of orienteering as a sport able to enhance social inclusion and to encourage a sense of community. It will present a collection of good practices on orienteering for social inclusion, providing a methodological focus and analysing the lessons learnt from a desk and field research conducted in Italy, Greece, Austria, Bosnia and Herzegovina, Cyprus and Bulgaria. The ORIENT Curriculum will set the foundations for the implementation of the activities envisioned by the project.



# THE PROJECT

ORIENT project has the following **objectives**:

- Include vulnerable young people, at risk of social exclusion or socially excluded, in sport activities at community level;
- Equip sport trainers, as well as sport associations and workers from civil society organizations (CSOs) working in the field of social inclusion with tools to promote the participation of vulnerable young people in the local community through a grassroots sport (Orienteering).
- Enhance social inclusion across partner countries while raising awareness of societal barriers and social exclusion, promoting long-term and positive change at local level.

The **activities** planned during the project duration include:

- Collection of inspiring good practices, tools and methodologies using orienteering for social inclusion (IO1)
- Development of a curriculum about orienteering for social inclusion for sport trainers & CSOs (IO2)
- Creation of a toolbox for orienteering routes for young people (IO3)
- Co-creation of compendium with «routes of inclusion» from participatory mapping workshops and an orienteering contest (IO4)
- Drafting a Manifesto with the potential of orienteering for social inclusion (IO5)

Finally, ORIENT expects to achieve the following **results**:

- ORIENT ANTHOLOGY: good practices, tools and methodologies using orienteering for social inclusion.
- ORIENT CURRICULUM: the basics on orienteering and innovative methodologies to promote the participation of vulnerable young people in orienteering activities.
- GEARS & IDEAS: a toolbox for orienteering routes
- ORIENT COMPENDIUM: "ROUTES TO INCLUSION": co-created by sport trainers, civil society organizations' workers and young people through participatory mapping.
- ORIENT MANIFESTO: with results and recommendations on the potential of orienteering for social inclusion.

# THE ORIENT ANTHOLOGY: AN EXECUTIVE

## SUMMARY

The ORIENT Anthology is the result of the collection of knowledge, tools and methodologies linked to the practice of orienteering for social purposes undertaken in all partner countries of the project as a desk research and a field research, the latter involving 60 sport trainers and CSO workers and 60 young people through questionnaires and interviews.

The Anthology is structured into three sections:

### 1

#### **Collection of good practices on orienteering for social inclusion**

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This section will present successful previously-implemented orienteering initiatives selected across partner countries and at international level, providing a concrete analysis and explanation of the potential of orienteering in working with vulnerable young people who suffer from social exclusion.

### 2

#### **Methodological Focus**

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This section will present a set of adaptable and replicable methodologies to animate orienteering-based activities able to support the social inclusion of young people. This section is the first step towards the identification of methodologies and tools to be included and further developed in the ORIENT curriculum.

### 3

#### **Lessons learned**

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This section will include conclusions based on the findings of the good practices analysis and the field research, highlighting strengths and weaknesses of the proposed approaches.

The Anthology represents a source of inspiration for new sports initiatives and new forms of engagement of vulnerable young people. Therefore, it prepares the ground for the development of the ORIENT Curriculum; it serves both as an exploratory study and a foundation basis for the local training for sports trainers and CSOs workers.



# COLLECTION OF GOOD PRACTICES ON ORIENTEERING FOR SOCIAL INCLUSION



## COLLECTION OF GOOD PRACTICES ON ORIENTEERING FOR SOCIAL INCLUSION

This section contains an account of the context and situation of partner countries about social exclusion, sports and orienteering and a collection of best practices on orienteering for social inclusion with the aim to understand the needs in partner countries and to identify good methodologies from existing practices which demonstrate the potential of orienteering for the social inclusion of young people.

The overview is the result of the data collected by the ORIENT consortium through the desk and field research. To ensure coherence, relevance and comparability of the results, the research was carried out following specific guidelines to ensure the collection of comparable data in all partner countries. The field research complemented the data gathered through the desk research by collecting the point of views of key stakeholders:

➔ **sport trainers** and **CSOs' workers** were consulted to explore their experience with orienteering.

➔ **vulnerable youth** were interviewed to better understand the barriers that prevent them from fully participating in their community and to measure their level of engagement in orienteering.

### Social exclusion

The research conducted evidences that in spite of the economic recovery from the past decade's crisis, EU members deal with more politically unstable, complex and fragile societies. Social inclusion challenges became more severe and urgent than ever due to the recent outbreak of COVID-19, which negatively impacted those who were already living in precarious conditions, resulting in fewer and fewer people having access to economic and educational opportunities and therefore finding themselves facing a higher risk of poverty and material deprivation.

The European Commission defines social exclusion as follows: *"Social exclusion refers to the multiple and changing factors resulting in people being excluded from the normal exchanges, practices and rights of modern society"* (Commission of the European Communities, 1993). Based on recent EUROSTAT data, 21.4% of the population across the EU is at risk of poverty or social exclusion.

At general level, in almost all EU countries involved in the ORIENT project partnership, this percentage is higher than the EU average. In Italy, over one person out of four is at risk of poverty or social exclusion, with 25.6% of the population belonging to this category. In Greece, this rate rises to one every three people. On a similar note, Bulgaria scored the highest percentage of all EU member states, with 32.8% of the entire population. Countries such as Croatia (23.3%), and Cyprus (22.3%) share similar percentages, even though they face different challenges. Bosnia and Herzegovina is also strongly affected by poverty and social exclusion. The unemployment rate in the country is 20.5%, and almost 1 out of 2 young people is not employed, one of the highest in the entire world (World bank, 2017).

Young people are found as those more at risk of social exclusion. The latest Eurostat figures paint a rather worrying picture in Europe: in 2019, the at-risk-of-poverty or social exclusion rate for young people aged 16-29 years was 25.1 % in the EU-27, corresponding to about 18.6 million young

people. Although the number of young people at risk has decreased by 3.4 points between 2014 and 2018, the current rate is still slightly higher than before the 2008 financial crisis. Among the EU Member States, in 2019 the highest proportion of young people (aged 16-29 years) who were severely materially deprived was observed in Greece (19.4 %), followed by Bulgaria (19.1 %) and Cyprus (11.9 %). (EUROSTAT, 2021b)

Below, a detailed account of the situation related to social exclusion in each partner country, in which the vulnerability of young people in terms of possibilities of inclusion is evident:

## AUSTRIA

Despite the fact Austria has a lower share of the population at risk of poverty or social exclusion (AROPE), this risk is higher for vulnerable groups. In particular, the inequality of opportunities for children is high. The AROPE rate, in 2017, for the children of low-skilled parents was 57.7% higher than for the children of high-skilled parents (Caritas, 2020). According to Statistics Austria, 303 000 children and youths below 18 were affected by poverty or social exclusion in 2019. From a gender point of view, 21% of women between 18 and 34 years are at risk of social exclusion, compared to 19% of men in the same age group (Weinberger, 2019). It is also essential to notice that migrants are more likely to be socially excluded than the local population. In 2019, 33% of foreign citizens aged 20-64 years were at risk of poverty or social exclusion. In comparison, 13,2% of Austrians were at risk of poverty or social exclusion (Eurostat, 2021c).

## BOSNIA AND HERZEGOVINA

The dimensions of social exclusion in Europe in Bosnia and Herzegovina are numerous. They entail exclusion from many different fields of social life such as employability, education, living and accommodation, social connections, respect, etc. Being excluded from one of the fields usually implies an exclusion from other fields of social life is also present. The persons at risk of social exclusion in Bosnia and Herzegovina are children and youth living in remote rural areas, women victims of gender-based violence, elderly, refugees, persons with invalidity and disabilities. (European Commission, 2016)

## BULGARIA

Bulgaria has the highest percentage in the EU of people at risk of poverty and social exclusion. The most vulnerable groups are: persons at non-labour age (e.g.: children and older persons); families with children; disadvantaged groups on the labour market and out of it, in particular unemployed young people with primary or low education or lacking professional qualification and key competences; persons with disabilities; vulnerable representatives of the Roma community; homeless persons and persons living in poor housing conditions (The Republic of Bulgaria, 2020).

## CYPRUS

According to Eurostat, 17.6% of Cypriots were at risk of social exclusion in 2020 (EUROSTAT, 2021d), compared to the 21.9% registered in the whole European Union. As only 19% of people under 18 years old were at risk of poverty, Cyprus had one of the lowest rates in all the European Union. Nevertheless, the risk of poverty among the elderly (65 years old or over) was higher (22.5%) than the EU average (20.4%). Concerning the risk of social exclusion on the grounds of gender, women in Cyprus are more exposed to poverty. In contrast with the trend registered in many other countries, the percentage of households with children at risk of poverty is lower (16%) than the percentage of households without children (19.6%) (In-Cyprus, 2021).

## GREECE

According to Greek Law No. 4019/2011, vulnerable groups are divided into two categories:

Specific vulnerable groups, which include groups of society that face difficulties in their social and economic life due to physical and psychological factors or delinquent behaviour. These groups include people with disabilities (physical, mental, cognitive, or sensory), people currently or formerly addicted to substances, HIV positive, prisoners or ex-prisoners and juvenile offenders.

Special population groups, which include societal groups that face difficulties integrating into the labour market because of financial, social or cultural reasons. These groups include unemployed youth, unemployed women, unemployed people over 50, the long-term unemployed, single parents and members of many-child families (three or more children), abused women, illiterate people, inhabitants of remote mountainous and island regions, people with diverse cultures, immigrants and refugees.

## ITALY

In 2018, over 27% of the Italian population was at risk of social exclusion (ISTAT, 2020a) and with the Covid-19 pandemic this percentage has increased, hitting the most vulnerable groups the hardest: migrants, young people and women had already less secure, unskilled jobs and precarious working conditions. As citizenship still plays an important role in determining individual socio-economic conditions, migrants and asylum seekers are currently one of the most vulnerable groups in Italy: according to ISTAT, foreign nationals in absolute poverty were almost 1.4 million in 2019, with an incidence of 26.9%, compared to the 5.9% of national citizens. Italy is a country with a large number of NEETs: in 2019, 27.8% of people aged 20-34 were neither in employment, education or training (EUROSTAT, 2020a). NEETs are at risk of marginalisation because they remain out of the labour market and training pathways. Among young people, those coming from foreign countries or with migratory backgrounds represent one of the groups most at risk of exclusion. In 2020, the percentage of NEETs was 26.2% among Italian citizens aged 18-29 and 40.8% among third country nationals (ISTAT, 2020b). Young women too are exposed to social exclusion, as the percentage of NEETs is higher among women (33.2%) than men (22.5%) (EUROSTAT, 2020a). Similarly, people with disabilities experience an increased likelihood of being socially isolated due to the physical and social barriers that they experience in everyday life. Disability is often associated with poor socio-economic conditions, as people with disabilities struggle to find employment and fully participate in society.

Comparatively among partner countries, youth often experience education and labour market exclusion in general. Since COVID-19, an increase in unemployment and loss of work has been one of the major impacts on young people: it is estimated that youth unemployment rate in the EU has risen from 14.9% to 17.1% (**EUROSTAT, 2021a**) with young people being among those worse affected **by the pandemic**.

## Sports and social exclusion

Desk research sheds light on the fact that partner countries also have some of the lowest rates of people involved in sport or fitness activities, for instance, only 11% of people in Bulgaria practice physical activities at least once a week, 23% in Greece, 26% in Italy and 39% in Cyprus. These are extremely low percentages when compared with the EU average of 44% (EUROSTAT, 2018). Similarly, in Austria leisure physical activities that come with costs could be followed less by those affected by poverty risks: 22% cannot afford such activities for their children whereas only 3% with no poverty risk reported so.

In relation to young people specifically, results from those interviewed reflect that the main challenges encountered in participating in community life can be classified in the following categories:

### Challenges in participating in community life for young people

#### **Economic barriers**

Many young people lack the financial resources to invest in sports activities, often associated with high costs (such as membership fees and expensive equipment).

#### **Lack of time**

Many young people find it challenging to balance work, studies, parenting and domestic responsibilities with other commitments. Most of the interviewees have limited time to devote to sports as work is their first priority.

#### **Logistical difficulties**

Young people living outside the city centre have less opportunities to actively participate in the community, and in sports in particular, as they are far from services and facilities.

#### **Lack of information**

Many young people complained about the scarcity of information on existing offers.

#### **Lack of inclusive and accessible programmes**

Young migrants reported limitations and difficulties in taking part in community activities because of language barriers or bureaucratic obstacles.

As sport activities can help vulnerable groups to participate in community life and gain new skills that can be applied to other social contexts (such as school or work), sports can be considered as a tool of socialization and integration.

## Orienteering and social inclusion

Given the potential of sports for social inclusion, ORIENT takes orienteering as a grassroots sport to fulfil this potential due to its variety of forms, format and the opportunity it has for collaboration and exchange. Even though the majority of the interviewees were not aware of orienteering, all those who were familiar with it were in favour of using orienteering to promote the inclusion of vulnerable groups.

Although orienteering is a very popular sport in northern Europe and North America, it is not well-known in partner countries. This might be due to cultural reasons and to the complexity of orienteering, which requires technical expertise in order to be played at high levels as it requires special mapping, but also training of participants in basic orientation skills, such as using a compass and reading a map.

There are many types of Orienteering and each has a different set of possibilities to be adapted for the social inclusion of youth. They include:



### **Foot orienteering (FootO)**

Classic orienteering, combining hiking with navigation.



### **Mountain bike orienteering (MTBO)**

Combination of mountain biking and navigation, focusing primarily on route choice. Mountain Bike Orienteers are provided with a topographic map showing trails indicating their navigability for riding.



### **Ski orienteering (SkiO)**

Type of orienteering popular in mountain regions. Ski-orienteers combine skiing with navigation.



### **Urban Orienteering**

Orienteering around a city, town or another built-up environment. The types of challenges faced by urban orienteers (such as moving vehicles and pedestrians) are very different from those faced by orienteering participants in the open countryside. However, in most of the partner countries, orienteering is mainly practised in rural areas. Orienteering in natural areas results to be more attractive due to the rich environment of these countries, ranging from countryside to mountains.



### **Trail orienteering (TrailO)**

This type of orienteering involves a precise reading of the map and terrain. Trail orienteers must identify decoys and the appropriate controls shown on the map. It is usually conducted on trails and is accessible to physically disabled participants. There is no timing between points nor any route choices.





### **Radio Orienteering (Radio-O)**

Radio orienteers use a directional radio receiver, compass, and map (with only start and finish marked) to determine the location of the transmitters in the forest, choose the best order in which to find them and finally to navigate to them.

Alongside these traditional forms, there are other specific types of Orienteering, such as Canoe orienteering, Mounted orienteering, Climbing orienteering, Mountaineering, Snowboard orienteering, Kite surfing orienteering, Kayak orienteering and new variations like virtual Orienteering, relay Orienteering and night orienteering.

Respondents believe that orienteering can be used to promote the social inclusion of groups with specific requirements, in particular with the following background:

 **Young people with migrant background:** for them orienteering can be a unique opportunity to get to know their hosting cities and to meet new people. Through sports activities, they can discover the local community and its culture, interacting with people from different backgrounds and enhancing their local networks.

 **Young people with disabilities and special needs:** they can practice some types of Orienteering with little or no adaptations required. In trail orienteering (TrailO), athletes with physical disabilities can compete with non-disabled athletes. In Precision Orienteering (PreO), sites are wheelchair accessible, and precision is more important than speed, as map reading is much more complex.

It is evident that orienteering offers considerable potential for the promotion of social inclusion. The majority of sports trainers and CSOs' workers who responded to the survey trust that orienteering could be a good tool to promote social inclusion among marginalized groups. Due to its group dynamics and its limited competitiveness, orienteering can help young people to develop skills while at the same time raising their self-confidence and their sense of self-worth.

### Good practices

Having the numerous opportunities orienteering has and how it has been implemented with different target groups around the world, partners have collected a set of good practices at local, national and transnational level from which methodologies can be extrapolated and be adapted to ORIENT activities with young people who suffer from social exclusion in partner countries.

Here some of the most interesting:

## SKOL-SPRINTEN PROJECT



### Implementing organisation

Dalaportens OL



### Country, year

Sweden, 2016 present



### Target group

Children and young people from 6 to 15



### Overview

Taking inspiration from the experience of the Skol-Sprinten, Göran Andersson defined some basic guidelines for the education of orienteering at school.



### Relevance to ORIENT

The maps and steps of development can be useful in the framework of the ORIENT project.

#### STEPS OF DEVELOPMENT

Orienteering's steps of development are adapted to the school's goals according to Lgr11\* and Gy11\*, and the curriculum in physical education. It gives concrete examples of navigation skills that must be demonstrated at this level. The higher the level is, the higher the qualitative requirements will be.  
Developed by Swedish Orienteering Federation (SOFT).

\*The Swedish National Agency for Education

14. Deeper understanding height. Depressions, ridges and cliffs as control.
13. Route choices in hilly terrain.
12. Compass and map reading to the checkpoint.
11. Compass and map reading towards distinct handrail.
10. Understanding of height. Highest point. When is it uphill and when is it downhill?
9. Understanding of colours and symbols showing runnability.
8. Short cut towards distinct handrail.
7. Paying attention to terrain objects beside the handrail.
6. Thinking ahead, choose a route, short or long.
5. Knowing the term and be able to orientate along distinct handrails.
4. Orientate the map using the terrain and the compass, "thumb your map" and "red to red".
3. Understand the concept of "where you are on the map" (start), and "where to go" (the control).
2. Knowing the colours of the map and the most common map's symbols.
1. Map understanding, what is a map?

#### SUITABLE LEVELS AT FOR EACH AGE

The model below shows the type of area and the level of development suitable to use in the teaching of each year.  
Developed by Swedish Orienteering Federation (SOFT).

Primary school Ages 6-9	Primary school Ages 10-12	Secondary school Ages 13-15		High school
Known terrain	Known terrain	Known terrain	Unknown terrain	Unknown terrain
		Unknown terrain	Unknown terrain	Unknown terrain
		Unknown terrain	Unknown terrain	Unknown terrain

Known terrain: means the school yard and areas in the school's immediate vicinity.  
Unknown terrain: means a nearby forest area of outdoor character close to the school.

Göran Andersson; "Cool, Awesome, Educational Orienteering at school ages 6-15" Silva Sweden AB, 2020.



### Useful links

[Cool, Awesome and Educational; Orienteering at school, ages 6-15 by byorientering - issuu](#)



# SUMMER SCHOOL OF ORIENTEERING



## Implementing organisation

PSD PTT Prijatelji prirode (PSD PTT Friends of Nature)



## Country, year

Bosnia and Herzegovina, 2013



## Target group

Children and young people



## Overview

The activity was conducted in the form of a summer school which was held in two parts which included basic skills of orienteering and techniques for drawing orienteering maps. The school was held in the spirit of intensive preparations for the Olympic Sarajevo Orienteering Cup - OSOC 2013, a competition that took place on 17 and 18 August 2013 on the grounds of Veliko Polje, Mount Igman and in Veliki Park in Sarajevo. This is one of the first competitions of this nature in the country according to IOF (International Orienteering Federation) standards.



## Relevance to ORIENT

This best practice can provide inspiration to develop orienteering activities with young people



## Useful links

N/A

# AIRBORNE INITIATIVE



## Implementing organisation

Airborne Initiative Trust



## Country, year

England, 2020



## Target group

Young offenders



## Overview

The Airborne Initiative is a charity that funds and supports 5-day residential outward-bound courses on Dartmoor, designed to challenge young people and young adults, helping them achieve their potential, once they have left the prison system. During the course the candidates experience map reading and orienteering, caving, river crossing, adventure training, leadership and team building exercises as well as wild camping. The Airborne Initiative gives participants the opportunity to develop leadership and teamworking skills in leadership, which helps build self-worth as well as giving them a sense of achievement (The Airborne Initiative, 2021).

During the last 4 years, the charity has held 30 courses on Dartmoor for over 300 young offenders. Evidence suggests that those young people, who engage on the course, are less likely to re-offend. The current re-offending rate for prisoners leaving prison in the first year is 65%, whereas for those who have completed this course it is only 13.7%.



## Relevance to ORIENT

The majority of the activities that were experienced in the context of Airborne Activity are difficult to apply to the context of the ORIENT project. However, the idea of mixing orienteering with other activities to improve young people soft skills can be replicated.



## Useful links

<https://airborneinitiative.org/about>

# SPORT AS A TOOL FOR SOCIAL INCLUSION



## Implementing organisation

CEIPES - International centre for the Promotion of Education and development



## Country, year

Italy, 2015



## Target group

Youth leaders, youth workers or representatives of NGOs, community centers, youth clubs, schools, local authorities, local governments or other public institutions, non-formal groups of young people



## Overview

The aim of the activity was to promote sport as an educational and social tool helpful to support young people in terms of life skills, attitude, values and social integration (SALTO Educational Tools Portal, 2014). The project included: orienteering activity and outdoor park game and debriefing. After the training participants became able to use sport as an educational and social inclusion tool and guide young people how they can make use of their sports potential in a lifelong perspective (for example work, school, non-formal or formal activity).



## Relevance to ORIENT

ORIENT also aims to teach sport trainers to use orienteering as a tool. Therefore, it could include some of the elements of this project which target groups are NGOs, youth clubs etc. Some useful elements are:

- the walk and talk debate about inclusion, which combines physical activity and reflection on what social inclusion means;
- the expert session, where an expert on orienteering can give the trainees a clearer insight on orienteering and share her/his experiences.

The high level of interaction is also an element that could add value to the ORIENT project and help it succeed.



## Useful links

N/A

# ORIENTEERING IN SCHOOLS



## Implementing organisation

Orienteam & Alto Salso, in collaboration with FISO



## Country, year

Italy, present



## Target group

Middle school students



## Overview

Thanks to the funding of the National Operational Programme (PON) 2014-2020 "For School - skills and learning environments", several orienteering projects were implemented in different schools of Palermo, especially in disadvantaged areas at greater risk of school dropout. The aim of the projects was to engage children in sports and recreational activities, promoting positive lifestyles and fostering social inclusion.

After being taught how to use the compass and how to read the topographic map, students took part in activities that allow them to practise basic orienteering techniques and become more confident with orienteering tools. After a few sessions, they were able to map school grounds and navigate in the schoolyard or in outdoor spaces. At the end of the year, students could participate in the Regional School Orienteering Championships, attended by an average of 800 young participants. Unfortunately, the projects had to stop during the Covid-19 epidemic due to the school closures.



## Relevance to ORIENT

The integration of orienteering into the school curriculum has shown significant improvement in students' interdisciplinary competences (as orienteering relates to a multitude of academic disciplines such as geography, math, geometry, natural science) and soft skills (communication, decision-making, leadership, collaboration). On top of that, orienteering has enhanced young people's self-confidence and self-reliance, increasing their physical and mental wellbeing. Furthermore, outdoor activities helped young people to discover nature and develop a positive attitude to environmental protection.



## Useful links

<https://www.fisosicilia.com/pronto-a-partire-il-23-campionato-scolastico-regionale/>

# WORLD SCHOOLS ORIENTEERING CHAMPIONSHIP



## Implementing organisation

MIUR (Ministry of Education) & International School Sport Federation



## Country, year

Italy, 2017



## Target group

Young people aged 14-20



## Overview

The student world championship of Palermo is the biggest orienteering event ever made in Italy. It involved around 1000 young athletes (aged 14-20) coming from 27 European countries, 160 school teachers and 100 volunteers. The event was held from 22 to 28 April 2017 and the middle and long-distance races took place in the natural reserve "Bosco della Ficuzza" in Sicily.



## Relevance to ORIENT

The student world championship of Palermo was an incredible opportunity for fostering inclusion and exchange between cultures. As part of the programme, young people took part in the 'Intercultural Festival', where every delegation organised a stand to present and promote its country and culture through pictures and videos or by 'offering a taste' of their local traditions (typical culinary specialties, folk dances, etc.) On the last day, participants took part in the 'friendship relay' in the city centre of Palermo. This event was an informal competition where young people from different countries were teamed up and had to find a way to communicate in order to complete the contest. The emphasis was on co-operation rather than competition, with the aim of fostering cultural exchange among participants.



## Useful links

<https://www.youtube.com/watch?v=Ug2u69Zu670>

# YOUTH STRATEGY 'EVERY JUNIOR MATTERS'



## Implementing organisation

British Orienteering Federation



## Country, year

Great Britain, 2015



## Target group

Young people aged 14-25



## Overview

Even though orienteering is more popular and widespread in the UK than in other European countries, the low participation of young people led the British Federation to put in place a programme to recruit and keep youth engaged in orienteering. This strategy aims to provide guidance and help orienteering clubs to increase youth participation and engagement in orienteering.

In order to make orienteering more appealing and accessible to young people at all skill levels, 'South Yorkshire SYO' - the local orienteering club for the Sheffield, Doncaster, Rotherham and Barnsley areas - developed a series of initiatives (e.g.; weekly group sessions, monthly coaching sessions, school tournaments) addressed to members and newcomers. 'SYO' managed to involve juniors and adults together, encouraging parents to participate and volunteer in orienteering clubs. The programme brought the expected results, as 'SYO' has now more than 100 juniors, approximately 40% of the total membership.



## Relevance to ORIENT

The 'Every Junior Matters' framework includes advice and suggestions that can be adapted to the local context to raise young people's participation in orienteering. Here are some examples:

- Create pathways between schools (or youth organizations) and orienteering clubs, enabling young people to progress from junior sports activities to amateur and professional orienteering.
- Provide young people with opportunities to have fun and build friendships while practicing orienteering (e.g. youth camps)
- Offer free coaching sessions both to young people and their families.
- Encourage and support young people to get involved in the design, organisation and delivery of orienteering activities and projects.
- Support young people to start up orienteering clubs and take on organisational roles.



## Useful links

<https://www.britishorienteering.org.uk/everyjunormatters>

# SOFIA: WALKING IN A SHOES OF A LOCAL



## Implementing organisation

Iana Tour



## Country, year

Bulgaria, 2019 - present



## Target group

Tourists and residents of Sofia



## Overview

It aims to get acquainted with the emblems of the urban environment on a popular walking route among the people of Sofia. Participants receive a map with a drawn route, and on the back of the map there are photos of details of known and unknown landmarks located on this map. The idea is that they have to find and know the places and its mysteries and take a picture ("selfie") with them. In order for the task to be recognized as completed, they must show the photos to an Inspector (employee of the Museum of Sofia or the Tourist Information Center), who checks the photos and gives a symbolic prize to the participants - a certificate.



## Relevance to ORIENT

The game aims to get acquainted with the emblems of the urban environment on a popular walking route among the people of Sofia.



## Useful links

[IanaTour.com](http://IanaTour.com)

# COMPASS PROJECT



## Implementing organisation

Bulgarian Orienteering Federation



## Country, year

Europe, 2020-2021



## Target group

Elite athletes, coaches and teachers



## Overview

The Compass project, funded by the Erasmus Plus Sport Program, put into practice a Creative Educational Model based on the implementation of sports orientation in the curriculum for physical education, geography and biology in schools. The main goal of the project is to disseminate and create good practices in education through sports guidance and to introduce the European Union Guidelines for ensuring a dual career for professional athletes. The result of the project will be a training program in physical education and biology through integrated orientation modules, developed jointly with the national orientation clubs and schools. This will prove the educational value of orienteering and will support elite athletes with new opportunities for realization after their professional racing age.



## Relevance to ORIENT

Difficulties in combining sport and education are often present, especially when high training and competition commitments are necessary for top-level athletic performances. The majority of young people who join sports clubs drop out during teenagerhood, as they struggle to combine studies with sports. This results in orienteering being a professional sport mainly practiced by adults, with low numbers of junior participation in mainstream events. The objective of the COMPASS project is to elaborate a new dual career path for athletes, allowing them to initiate, develop and finalise a sporting career while pursuing education. By eliminating the need to choose between sports career and education, the project will encourage more students to engage in sporting career.



## Useful links

<http://compass.orienteering.bg/index/49-about.html>

<https://www.youtube.com/channel/UC9HOJLBFN4x6-xCY5iy4oEw>



# ORIENTEERING IN THE SCHOOL



## Implementing organisation

Variant 5 Orienteering club



## Country, year

Bulgaria, 2018



## Target group

School students



## Overview

The aim of the project was to acquaint and engage as many people as possible in orienteering. Every club in the country could take part in this project, which required mapping a school and involving students in orienteering training. A total of 24 orienteering maps were developed / updated.



## Relevance to ORIENT

Bringing orienteering to school can inspire more young people to engage with orienteering.



## Useful links

[https://variant5.org/?page\\_id=2](https://variant5.org/?page_id=2)

# ORIENTEERING CHAMPIONSHIP



## Implementing organisation

Orienteering club "NSA-SIVEN", National Sports Academy (NSA) "Vassil Levski



## Country, year

Bulgaria, 2017



## Target group

Students from the academy



## Overview

250 athletes from 32 clubs from all over the country took part in the traditional orienteering competition, held in the region of Sofia on the occasion of the 75th anniversary of the National Sports Academy (22nd and 23rd of April 2017). This created additional motivation for the young athletes to prepare even better for the specific competitions and to perform properly.



## Relevance to ORIENT

The ability to inspire and motivate young people to engage in orienteering.



## Useful links

<https://www.nsa.bg/bg/competitions/id,898>

# METHODOLOGICAL FOCUS



## METHODOLOGICAL FOCUS

This section contains an analysis of the methodologies extrapolated from the collected best-practices and from the desk and field research. The methodologies present in this section should be the inspiration and bases for development of the ORIENT Curriculum as they are adaptable and replicable to animate orienteering-based activities able to support the social inclusion of young people.

Type	Description
Implementation through trainings and events	Orienteering activities are implemented in the form of training activities and events. By creating the circumstances for practicing outdoor group activities, orienteering can boost networking among community members. For example, one respondent from a Greek sports organisation reported to organise orienteering races with refugee and local students paired in couples, thus creating a common ground where vulnerable persons and non-vulnerable persons can interact and cooperate. Creating small groups with peers can provide young people with opportunities to have fun and build friendships while practicing orienteering.
Cooperation with local institutions and community organisations	To increase the participation of young people with different social and ethnic backgrounds in sports activities is fundamental to create pathways between schools and orienteering clubs. Teaching orienteering in school is considered one of the best ways to foster the social inclusion of young people. Schools can eradicate some obstacles and barriers to youth engagement, such as transport to and from sports facilities and availability of sportswear and equipment. At the same time, the implementation of innovative sports projects in school has proved to be effective in reducing early school leaving. Given its potential to boost learning and motivation while being combined with different subjects, orienteering can be introduced in the physical education curricula.
Blending of orienteering with other educational approaches	According to the interviewees, non-formal education, cooperative learning and learning by doing are the most appropriate and effective educational approaches to carry out sports activities with young people. As orienteering is a mix of practical and theoretical knowledge, many sports trainers stated to use prior knowledge activation to teach orienteering.
Adaptation of activities according to the needs of participants	Some professionals reported adopting the same methodologies for all participants, regardless of their social backgrounds, as they have learnt that bringing people together through sport is a good way to break down social barriers. For others, working with people at risk of social exclusion requires tailored approaches, individual adjustment and additional support. In some competitions, the rules or the equipment may be adjusted to facilitate disabled athletes. Participants with disabilities can therefore participate in mainstream orienteering competition as well as in competition reserved solely for that particular group. With the appropriate equipment and special tailor-made programmes, everyone can practice orienteering (Langbein, Blasch & Chalmers, 1981).
Adaptation of activities to local contexts	Among the variations mentioned by sports trainers, we can find orienteering as treasure hunting and orienteering for the promotion of tourism adapted to the possibilities open in each local context.

**LESSONS**

**LEARNED**




## LESSONS LEARNED


From the analysis of the desk and field research and the best practices, it emerges that participation in sports is considered beneficial for the development of young people, not only in terms of **physical** health but also in terms of **cognitive, social and emotional health**. Specifically, orienteering in particular has proven to be an effective tool in reaching **social inclusion of vulnerable young people**.

According to the majority of the interviewees, in order to promote the social inclusion of vulnerable persons, sports activities must be **adapted** specifically **to their needs**. For that to be the case, trainers who work with people at risk of social exclusion should have relevant skills and adequate training. Practising orienteering with young people requires study and planning, as well as specific educational approaches suitable for them. When working with youth, it is fundamental to constantly review, adapt and change the sports programme, taking into consideration the group's needs and interests. Young people are looking for their experiences to be fun, but they are also looking for experiences that have a purpose. To stay relevant, sport has to connect to wider interests and priorities. From this point of view, orienteering can be associated with many other activities and implemented in a myriad of different contexts.

Orienteering proved to be an extremely valuable instrument to **promote social inclusion**, providing opportunities for marginalized and underprivileged groups, such as people with migrant background and people at risk of discrimination, to have a more in-depth knowledge of their local community and to integrate in it with more ease. Orienteering offers also the opportunity to those with a disability to showcase their talents and to challenge stereotypes.

However, the diffusion of on a large scale of orienteering for the social inclusion comes with its own challenges. One of these is the **scarcity of resources**, as sports clubs and youth organisations often do not have the expertise and the financial resources to implement these kinds of activities. For this reason, **sports trainers and civil society organisations' workers** need to **cooperate to engage people at risk of social exclusion**. In order to do that, they have to adopt different strategies, as for examples:

 Promoting sports activities in **urban suburbs and poor areas**, as the proximity to vulnerable groups is a key factor to their **participation**.

 **Cooperating with local institutions and community organisations** to reach disadvantaged young people and bring them closer to sports.

To sum up, if practitioners work together in a collaborative manner, it is most likely that youth will experience positive outcomes through sport.

## CONCLUSION

What came out from the analysis of the good practices is that orienteering can help young people to develop a variety of skills such as decision-making, leadership and teamworking while raising their self-confidence and fostering socialization. The skills promoted by orienteering are deeply linked to the goal of creating inclusive societies.

Orienteering can play a crucial role in promoting knowledge of local realities across different countries and a sense of agency and positive change at a local level. Through the practice of orienteering young people can look at their local environment under a new light, as a dimension for sharing and working together as a team to reach common goals, thus laying the foundation for the creation of more inclusive societies.

Orienteering can easily be of support for sport trainers and local CSOs, enhancing their capabilities in community building while providing them with new tools and methodologies to engage young people and help them integrate in the society. In such a framework, the action promoted by the ORIENT project, and its dual approach based on sport and active social life promotion, is expected to enhance social inclusion and cohesion in all the involved countries.

To conclude, it appears that orienteering has an enormous potential in strengthening social ties among different social and cultural groups - encouraging the participation and increasing the sense of belonging to a shared community- and has the overall capacity to promote social inclusion of vulnerable young people.

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# ORIENT: THE TEAM



## **CESIE**

*Coordinator*

CESIE is a European Centre of Studies and Initiatives based in Palermo, Sicily. It was established in 2001, inspired by the work and theories of the sociologist, activist and educator Danilo Dolci (1924-1997).

[www.cesie.org](http://www.cesie.org)



## **KMOP – SOCIAL ACTION AND INNOVATION CENTRE**

KMOP – Social Action and Innovation Centre, situated in Athens, is a non-profit organization with over 40 years of experience supporting vulnerable groups

[www.kmop.gr](http://www.kmop.gr)



## **WUS AUSTRIA – WORLD UNIVERSITY SERVICE AUSTRIA (WUS AT)**

World University Service (WUS) Austria, located in Graz, is an NGO committed to the promotion of the human right to education on the basis of academic freedom and university autonomy. Today the organization has a regional focus on the countries of South-Eastern and Eastern Europe and employs a branch office in Prishtina.

[www.wus-austria.org](http://www.wus-austria.org)



## **SARAJEVO SUSRET KULTURA / SARAJEVO MEETING OF CULTURES**

Sarajevo Meeting of Culture (SMOC) is a non-governmental organization founded in 2012 with an aim to promote the diverse culture of Bosnia and Herzegovina within and beyond its borders.

<http://smoc.ba/en>



## **CENTER FOR SOCIAL INNOVATION (CSI)**

Center for Social Innovation (CSI) is a Research and Development organization, which focuses on fostering social innovation that can bring about a positive change to local, national, regional, and global entities.

[www.csicy.com](http://www.csicy.com)



## **BULGARIAN SPORTS DEVELOPMENT ASSOCIATION**

Bulgarian Sports Development Association was founded in 2010 and is a NGO devoted to the development of sport and improving sporting culture.

[www.bulsport.bg](http://www.bulsport.bg)





[orientproject.eu](http://orientproject.eu)



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