



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

IO2 – ORIENT CURRICULUM



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 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 sports trainers and representatives from civil societies organisations. 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 the 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.

The ORIENT Curriculum is intended to be a learning tool for trainers to integrate orienteering into their practices with young people and organise orienteering activities to enhance social inclusion and cohesion among different social and cultural groups of youngsters at risk of social exclusion. The ORIENT Curriculum represents the main training material sports trainers and CSOs' workers will learn from and refer to in the implementation of orienteering mapping activities.



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 organisations (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.

OBJECTIVES OF THE CURRICULUM

The ORIENT Curriculum is intended to be a learning tool for trainers to integrate orienteering into their practices with young people. The ORIENT Curriculum is divided into three sections:

1 Orienteering, the basics and the opportunities

This section offers a theoretical introduction to the world of orienteering needed and its applicability to urban and natural environments, enabling trainers to organize orienteering-based activities.

2 Building inclusive environments

This section provides the reader with practical guidelines on how to build inclusive environments to ensure the involvement of vulnerable young people in orienteering activities.

3 Mapping for inclusion, from location to action

This section provides a specific framework to design new thematic orienteering routes with young people and to organize mapping workshops with a co-creational approach.

Thanks to the ORIENT Curriculum, sport trainers and CSOs workers will learn all the relevant information on orienteering and will have the opportunity to choose from a wide array of methodologies to carry out activities with young people, according to the specific needs of the target group they work with. For this reason, the ORIENT Curriculum is highly versatile and is easily transferable to new contexts.

In order to prepare them and make them familiar with the realisation of orienteering activities, the Curriculum adopts a learning by doing and experiential learning approach, allowing sport trainers and CSOs workers to make a direct experience of orienteering before applying it with young people.

The ORIENT Curriculum is the second intellectual output of the ORIENT project. The findings and the knowledge pooled through the research phase of the ORIENT Anthology (IO1) prepared the ground for the development of this educational curriculum, which will provide a set of concrete skills, tools and methodologies for sport trainers and civil society organization (CSOs) workers to implement orienteering based activities for social inclusion with young people through the ORIENT approach

IMPACT & TARGET OF THE CURRICULUM

The ORIENT Curriculum has two main targets:



Sports trainers and CSOs' workers, who will gain practical knowledge on how to promote orienteering-based activities to foster social inclusion of vulnerable young people. The involvement of sports trainers and CSOs workers can promote a fruitful exchange of complementary skills: sports organisations can improve their engagement in the social field whereas CSOs can integrate sport into their daily work within the community.



Vulnerable young people will be impacted by the curriculum, as they will be able to access orienteering-based activities arranged by trainers. Youngsters will gain highly-valuable soft skills and increase their sense of belonging to a shared community.

In terms of impact, the Curriculum is expected to have a direct effect on sports trainers and CSOs' workers, who will be equipped with innovative methodologies and tools to promote the social inclusion of young vulnerable people. The youngsters will indirectly benefit from the Curriculum, as in the next project phases will have the opportunity to take part in engaging activities while building social bonds with their peers and local context. Furthermore, partner organisations of the ORIENT consortium will make use of this resource, acquiring innovative approaches to support the inclusion of local young people and therefore becoming closer to the local community and enhancing their local network and outreach.



A person is seen from the back, wearing a dark beanie, a denim jacket, and a backpack. They are holding a closed umbrella. The scene is dimly lit with a strong orange-red glow, suggesting a rainy night or a tunnel. The background is blurred, showing what might be a path or a road.

MODULE 1

ORIENTEERING, THE BASICS AND THE OPPORTUNITIES

MODULE 1

ORIENTEERING, THE BASICS AND THE OPPORTUNITIES

The first module offers an overview of orienteering in its different forms so that the reader can familiarise with basic orienteering skills and knowledge. The module will provide all the necessary information about orienteering, its origins, the tools needed and its applicability to urban or natural environments, as well as the factors that must be considered in establishing an orienteering competition. At the end of the module, the readers will have gained an insight into the world of orienteering.

Introduction to ORIENT and sport for social inclusion

Sport has always helped people to lead healthier lives, develop new skills and engage with their local communities. The **potential** of **sport** as a vehicle to **promote social inclusion** is widely acknowledged: sport brings people together, breaks down **social barriers** and **builds bridges** between people. Sport can create opportunities to build cohesive communities, especially among **vulnerable young people** and other disadvantaged groups such as migrants and people with disabilities or other minority groups. Social inclusion through sports can hence be promoted by fostering **pro-active behaviours**, options and actions to make people from all backgrounds, ages and abilities feel **welcome and respected** and included within a group or a structure.

Specifically, and as evidenced by Celestino and Pereira (2015), the sport of **orienteering** is a highly flexible discipline, adaptable to the needs of heterogeneous groups of participants, hence **maximizing the inclusivity potential** of the sport itself. For example, orienteering has proven to be suitable also for people with limited mobility, visual impairments (Langbein, Blasch, Chalmers; 1981) and intellectual disabilities (Orienteering NZ, 2014).

In this context, the ORIENT project seeks to bring together young people from different backgrounds through Orienteering as it can help people to lead healthier lives, to develop new skills for employment and to engage with their local communities. In this sense, sports have demonstrated efficacy in building local **skills, knowledge**, and resources, increasing social **cohesion**, facilitating structures and mechanisms for community **dialog, leadership** development, and encouraging **civic participation**. The project aims to enhance social inclusion and knowledge of local realities across different countries while promoting a **sense of agency** and **positive change** at local level.

By exploring a certain area and discovering its natural and cultural assets through orienteering, young orienteers can have a deeper knowledge of their local community and this can provide opportunities for marginalized groups to **participate** in **community** life. Similarly, dialogue and teamwork between young people with different social and cultural backgrounds can foster community building. Furthermore, orienteering is an effective tool to promote **capacity building**: through orienteering, youngsters can improve their ability to move in unknown environments, feeling less disoriented and scared at the prospect of facing new situations. Thanks to orienteering activities, young people will step out of their comfort zone and become more autonomous and independent, as they will have the tools to seek - and possibly create - their own place.

Given all these potentialities, ORIENT will promote young people's sense of agency and **ownership** over the project not only as participants in the orienteering activities at local level, but also in the design of specific content of their own orienteering routes. Young people make invaluable contributions to communities and are empowered themselves when they **participate**.

This process, guided by **sports trainers' and CSOs workers**, has also the potential to enhance their abilities to **encourage participation** and ownership of shared values. Hence, the project seeks to **raise awareness** among local communities, stakeholders and policy-makers of the value of sport as a tool for inclusion that can foster solidarity and participation as well as cohesion and inclusion



policies at a larger scale.

SELF-ASSESSMENT

What is inclusion?

- Pro-active behaviours, options and actions to make people from all backgrounds, ages and abilities feel welcome and respected
- The action or state of including or of being included within a group or structure
- The practice or policy of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalized, such as those who have physical or mental disabilities and members of other minority groups;
- All of the above

Which groups are most at risk of social exclusion in your local context?

In which way can orienteering facilitate their social inclusion process?



Orienteering rules and features: specific knowledge on orienteering to enable trainees to organize proper orienteering activities.

What's orienteering about?

Orienteering is the **sport of navigation**, usually practiced in the woods but nowadays in the historic centres of the cities as well. It is, of course, an outdoor activity where you go as an individual or as a group, using some specific tools. In other words, orienteering requires navigational skills using a map and compass to navigate from point to point in diverse and usually unfamiliar terrain whilst moving at speed.

What are its origins?

The **history of orienteering** begins in the late 19th century in Sweden, where it originated as military training. Since the soldiers were often asked to move within unknown areas, as well as in any kind of terrain, they had to be able to proceed using the information they could find in the maps given to them. It was maybe for fun, or maybe to challenge their skills that on 28 May 1893 the first competition was held at the yearly games of the Stockholm garrison for Swedish military officers. From then on, the term 'orienteering' meant the **crossing of unknown land with the aid of a map and a compass**. The activity slowly gained popularity, and in 1897 the first **civilian competition** took place. But it was only during the 1930s that the sport became widely practiced, because of the invention of inexpensive yet reliable compasses. In order to allow every citizen of the world to join the competitions without language barriers and under the same conditions as the others, in 1961, some orienteering



(Orienteering Canada, 2021)

organisations founded the **International Orienteering Federation** (IOF) that dictated the rules and chose the universal language of the maps (Wikipedia, 2021a).

The foundations of orienteering

As in any kind of sport, orienteering is based upon some ground rules, actions and aims. The following five concepts are the foundations of Orienteering:

Understand where you are on the map and where you are going;

Orientate your map;

Choose and plan your route;

Go from A to B;

Find the control point.



Which formats of orienteering exist?

The sport of orienteering nowadays features a variety of different formats:

FOOT ORIENTEERING

The first discipline that had been introduced, today maintains its original characteristics: there is no marked route and the orienteer must navigate with map and compass while running.



<https://www.youtube.com/embed/9ZmYCvMTmQI?feature=oembed>

MOUNTAIN BIKE ORIENTEERING

Orienteering riding a mountain bike and following trails and tracks.



<https://www.youtube.com/embed/MS7DqiOjkrQ?feature=oembed>

SKI ORIENTEERING

Winter sport combining navigation and cross-country skiing across a rough terrain using prepared cross-country ski tracks. (IOF, 2021a).



<https://www.youtube.com/embed/S1SggsbHlk?feature=oembed>

TRAIL ORIENTEERING

This orienteering discipline is centred around map reading in natural terrain. It has been developed to offer everyone, including people with limited mobility, a chance to participate in a meaningful orienteering competition (IOF, 2021 b).



<https://www.youtube.com/embed/Gaxs9mUILCg?feature=oembed>

Try a simulation of trail orienteering: <http://www.trailo.it/Presentazione.asp>

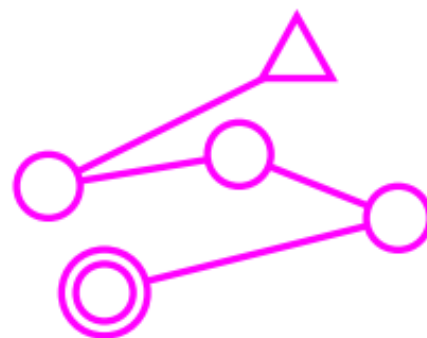
What tools are needed?

This sport typically requires five tools:

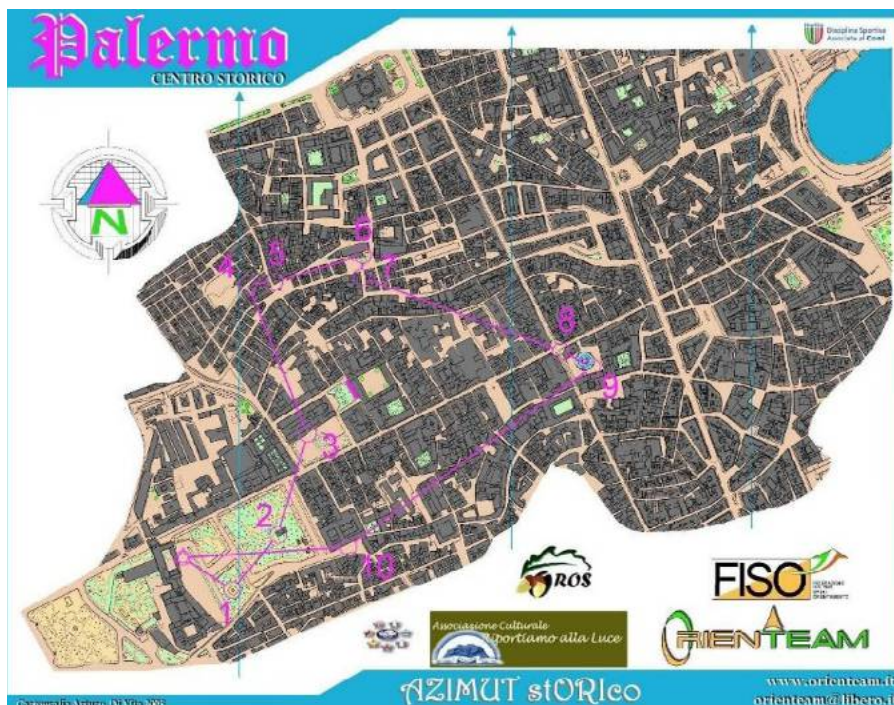
Topographical map

Orienteering maps are silent, as they use symbols and not words, and highly detailed. In fact, a map must show all the basic information:

- **the shape of the ground's surface;**
- **the legend that tells us what the different symbols mean;**
- **the starting point, usually represented by a triangle;**
- **the controls or the checkpoints that are shown by a circle and a number;**
- **the finishing point that is where the double circles are.**



The map is always drawn to scale and has a scale bar in it, with grids aligned to magnetic north that is always at the top of the map. All maps use an internationally agreed set of symbols and these are logical and easy to learn, in order to be readable by any competitor regardless of background or native tongue. Usually, the start and finish points are separate, but they could be in the same exact spot.

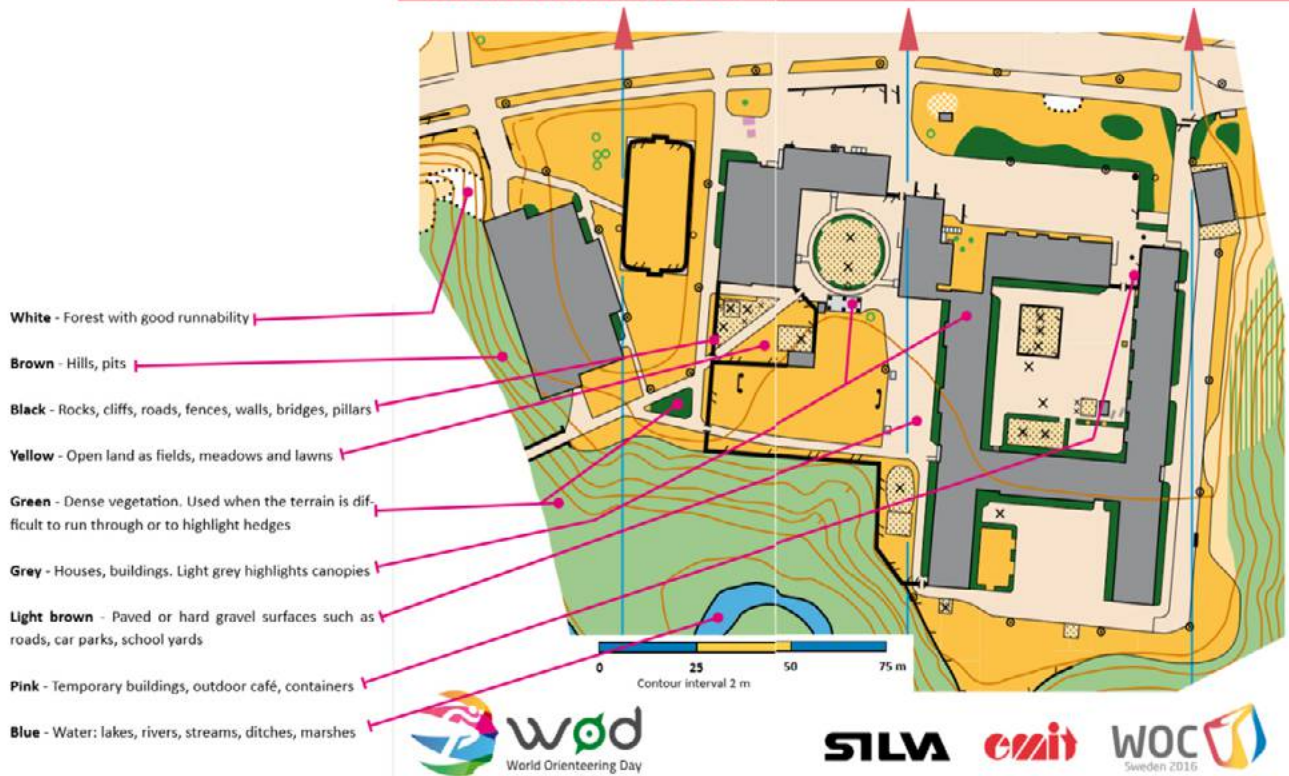


An orienteering map of Palermo city centre

The colours used in the orienteering maps are seven:

- **Magenta** indicates routes and dangerous or private areas;
- **White** represents the wood;
- **Green** shows the stretches of wood that cannot be walked on;
- **Blue** stands for any source of water: lakes, rivers, sea, fountains et cetera;
- **Yellow** is used for clearings and lowlands;
- **Brown** for the shape of the ground, the trails and the streets;
- **Black** represents the rocks and all the man-made features.

Åvestadalsskolan, Avesta



(Andersson, 2020)

A compass

In order to navigate around checkpoints, a **compass** is needed. There are two main types of compasses used within orienteering: the thumb compasses, which are smaller and often used by professional athletes and the baseplate compasses.



Thumb and baseplate compass (Wikimedia commons, 2016)

The easiest way to use a map and compass together is to orient the map towards the North. Simply align the map meridians with the compass needle so that 'up' on the map is pointing North. Now everything on the map is in the same direction as on the ground.

Using a compass can be challenging, even because reading it is not a skill required nowadays: phones and GPS can easily replace it. Thus, new ways of finding the right route should be implemented. For instance, competitors could choose their path, in urban contexts, thanks to the map and the information they can get from local people.



It would represent not only a fundamental tool to locate the control point and to identify the route to reach it, but also a way of getting in touch with other people who can share some details about the point of interest the competitors are looking for.

A control point

It is a marked waypoint, usually represented by a triangular flag with white and orange colours, accompanied by a **control punch**, used to punch marking holes into orienteering control cards.

Different punches make different patterns of holes in the paper.

An alternative to traditional control points are QR-code control points, which allow orienteers to simply scan with their phone the code hung at each control site. This procedure requires having laminated cards with a printed QR code, a mobile phone with a barcode reader application and a web connection throughout the race.



A control card

It has to be punched in each checkpoint. The control description, or the control definition as it is also called, gives you detailed information about the controls. A control card used in the woods is significantly different from the one needed to compete in an urban race. As a matter of fact, in the former case, checkpoints are labelled with numbers, while in the image below the control card is enriched by some pictures that clarify the competitors what they are searching for.



The orienteer has to use the control punch hanging next to each control point to mark the different boxes of the control card. All controls need to be punched in the order they are shown on the map. (Iredell County, 2015).

How does the race work?

To ensure fairness between competitors the **map is not usually provided until the start**, and competitors start at not less than one-minute intervals. The **tracks** are different based on the categories: most of the time, beginners participate in the easiest one. Those who have already taken part in other competitions are divided according to **age and gender**. The starting time is registered, as well as the arriving time. From the starting point, the orienteers have to reach the first **checkpoint** and gradually all the others in sequential order. **Control points** are marked in the terrain by white and orange flags, called 'lanterns'. Every checkpoint has a number on top and an electronic or a manual **punch box** to register that the competitor found the correct location. The manual punch box is different in each control point, in order to be identified at the end of the race. Every competitor is free to choose which path to follow from a checkpoint to the other. What matters is that the control card is marked in the right order and in the shortest time possible.

At the end of the race, once the control cards are examined, **prizes** are given to the winners of the different categories. In order to make the sport more suitable to be used as a tool for **social inclusion**, the **race can be organized in a non-competitive way**, introducing various cooperation models, that may include the possibility to let the competitors who first find the checkpoints leaving some hints and clues for those who are behind in the race. Another way is to create teams, each member of which is in charge of finding one or two checkpoints, so that at the end, the team has as many control cards as the number of the team's participants.



The competitors will feel **empowered**, as part of a whole who shared the same experience and values.

It takes time and resources, both human and material, to organize an orienteering competition and to ensure it is **carried out safely**. Several professionals work before and during the event: from the race director who locates the checkpoints in places he or she knows are not dangerous and at the same time interesting from a historic, a naturalistic or geographical point of view, to the timekeepers; from the competition judges to the medical staff.

SELF-ASSESSMENT

What is orienteering?

- Orienteering is the sport of navigation, using a highly detailed map
- Orienteering is a group of sports that require navigational skills using a map and compass to navigate from point to point in diverse and usually unfamiliar terrain whilst moving at speed
- A walk in the woods with a compass.
- A treasure hunt

What was the first format of orienteering?

- Ski orienteering
- Track orienteering
- Mountain bike orienteering
- Foot orienteering

What does the triangle stand for?

- A tree
- A church
- The starting point
- A checkpoint

What does yellow mean in cartography?

- The sea
- The lowlands
- The man-made features
- The stretches of wood

What are the colours of the orienteering lantern?

- Orange and white
- Black and white
- Red and white
- Green and orange

Train your orienteering map memory <http://catchingfeatures.com/b/skiomapmemory.html>



Orienteering in urban contexts and natural environments

As said before, an orienteering race can take place both in the woods, or in other **natural environments**, and in **urban contexts**. The former is the original and most common format, combining physical and mental challenges. It helps navigate remote terrain with few, if any, man-made features and it teaches how to observe the natural surroundings and, from these, get information about the directions and the routes. It is also useful to gain confidence in non-electronic devices: GPS and phones are not always reliable and they need internet connection in order to work. However, the natural environment can be dangerous. Animals, thick vegetation and non-flat terrains could put untrained and inexperienced competitors to the test. Moreover, in a natural environment it is difficult to find an alternative tool to the **compass**, which remains the **main**, and maybe the only, **instrument to navigate** places without specific landmarks. For this reason, the feeling of being lost could be common and frustrating for those who are at their first experience.

An example of an orienteering race in the natural environment can be seen in the following video:

On the other hand, urban orienteering gives the participants the opportunity to develop some skills they can put into practice every day, while having fun and creating meaningful relations and contacts with other people, from the teammates to the strangers they could ask the info to. Moreover, joining a competition that takes place in the city can establish a special bond between the young attendees and the most relevant places of that city. It is a way of getting to know those sites which are landmarks for the community who lives in that specific area. Eventually, organizing a race within an urban context means allowing everybody to join, including those with limited mobility, whose involvement in the natural environment would be low if not excluded.



However, urban contexts have their cons too. Since the area interested by the race is usually pretty extended and there are many external inputs, it is likely participants are driven to give attention to elements besides the ones they are actually looking for. Additionally, organizing a race in the city centres can be challenging and undoubtedly harder than planning an orienteering meeting in the woods. As a matter of fact, permits and authorizations are required to restrict traffic and secure the perimeter of the race.

A typical orienteering race taking place in an urban area can be seen in the following video:

Given these elements, the alternative of conducting orienteering in the urban context can work better with some targets such as youth from different backgrounds, skills and mobility as they can take part in a safe and stimulating race while discovering the most interesting places a city has to offer.



SELF-ASSESSMENT

What are the advantages and the risks of organising orienteering activities in the city?

What are the advantages and the risks of organising orienteering activities in nature?

What's the best place to practice orienteering with young people in your local context?

How to organise an orienteering competition

Every competition has its peculiar elements, because both venues and groups involved change and require specific regulation. However, there are some activities that pose the common ground for every kind of competition. Here a **step-by-step framework** that can be used to plan an **orienteering event**.

1. Finding a proper venue

It has to be a place relevant from a naturalistic, historic or artistic point of view. In urban contexts, for instance, the historic centres are recommended, since it usually is the heart of the city, because of the presence of multiple churches, mosques, monuments, museums and business activities which are relevant either because they are centuries-old shops or because they represent an example of inclusion and co-working. A survey of the whole area where we are willing to locate the race should be conducted, so that it is possible to detect all the peculiar characteristics and any critical profiles. In natural contexts, for example, elements that must be taken into account in the woods are monumental trees, trees that are significantly different from the others, crossroads, fountains, water troughs, high-voltage power lines, ruins and houses.

2. Elaborating routes

Pathways are going to be different based on extension and difficulty according to the various categories of participants (kids, young adults, men, women) to whom the race is addressed to. Routes can have control points close to one another, but they must have a unique identifying sign.

3. Creating the maps

The routes are going to be transposed in the map, which will indicate with the proper colour the control points, private properties and restricted or dangerous areas. When significant dangers cannot be excluded from the area in which the competition will take place, a judge has to be nominated to supervise that specific zone to avoid any accidents. Whenever the race is long, the competition director has to locate the points where first aiders (whose presence is compulsory) are going to be stationed. If the routes are short, ambulances can be in close proximity to the start or to the finishing point.

4. Placing the starting point

The starting point has to be placed in an accessible and wide area, so that the competition judges can easily manage the participants and their starting time.

5. Identifying control points

Each control point has to be identified by a punch box, which can be both manual and electronic, with a different pattern, so that the card will contain a specific sign in every box marked with a number. The patterns can be the most various: from a series of dots to lines or other symbols.

6. Organizing participants

After invitations are issued, those who want to participate need to be identified and divided into categories if running solo or in teams if competing with others.

7. Starting the race

The day of the race, right before the start, the control cards are given to the participants who can begin their competition when authorized by the judges.

You can find many more tips and suggestions, as well as official templates useful for organising an orienteering event, on the International Orienteering Federation website: <https://orienteering.sport/mtbo/internal/event-organising/plan-and-organise-an-iof-event/>

SELF-ASSESSMENT

Do you have your checklist sorted to start your orienteering race? Test yourself!

Task	Responsible	Due by	Done	Notes
Site inspection and control of the suitability of the area				
Obtain the permission to use the area for a public event				
Identify safety issues and draft a risk assessment plan				
Determine the route and choose control sites				
Draw the orienteering map				
Preparation of the materials for the event				
Place control flags and trial run				



MODULE 2
BUILDING INCLUSIVE
ENVIRONMENTS

MODULE 2

BUILDING INCLUSIVE ENVIRONMENTS

The second module illustrates the needs and challenges faced by youth in participating in sports and shows how orienteering can successfully address them. This module provides sports trainers and CSOs workers with an innovative mix of approaches and methodologies to build inclusive environments to ensure the involvement of vulnerable young people in orienteering-based activities. Finally, a series of tips and exercises to ensure participants' inclusion in the activities is presented.

Young people at risk of social exclusion, needs and challenges

The ORIENT Anthology (IO1) shed light on the fact that 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. Among the population, young people are the ones with a higher risk of social exclusion.

In terms of sports, the countries of the ORIENT consortium have some of the lowest rates in Europe as regards young citizens involved in sports activities. This relates particularly to young people from disadvantaged backgrounds, which encounter many difficulties in practising sports. As highlighted by the interviews conducted during the research phase, the main challenges faced by young people when engaging in sports are primarily socio-economics:



- **Economic barriers:** many young people lack the financial resources to invest in sports activities.
- **Lack of time:** youth find it challenging to balance sport with work, studies or parenting responsibilities.
- **Logistical difficulties:** youngsters living in peripheries have less access to sports 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 sports activities because of language barriers or bureaucratic obstacles.

The good practices analysed, evidence the need to approach the social inclusion of young people in sports and through orienteering, specifically, through:

- Implementation of orienteering through trainings and events in groups.
- Cooperation with local institutions and community organisations, as schools.
- Blending of orienteering with other educational approaches by adapting the programme to ensure youth engagement and break down social barriers of young people from different backgrounds.
- Adaptation of activities to local contexts according to the availability of the city / landscape and target.

The ORIENT project will endeavour to solve these challenges by creating a space of sharing and working together for many young people that belong to different social and cultural realities, building up new networks that can make them more resilient. All these elements will contribute to fostering social inclusion by creating inclusive environments.

SELF-ASSESSMENT

What are the challenges for the inclusion of young people in your context?

What type of approach do you deem best to include those young people in sports activities and in orienteering specifically?

Methodologies to set inclusive environments

Inclusive environments (Design Council, 2021) are places that work better for everybody – whether that place is a school, office, park, street, care home, bus route or train station. An inclusive approach to planning, design and management is an opportunity to use creativity and agile thinking to create places that reflect the diversity of people.

Inclusive environments are:

- Welcoming to everyone.
- Responsive to people’s needs.
- Intuitive to use.
- Flexible.

- Offer choice when a single design solution cannot meet all user needs.
- Convenient, so they can be used without undue effort or special separation and so that they maximise independence.

Crucial to the success of inclusive environments is consultation with user groups, putting people who represent a diversity of age, ability, gender and community at the heart of the design process.

In order to set appropriate environments, there is a need to have a clear strategy and goals developed, following the vision and mission of action. We can use a vision-oriented approach based on SMART Philosophy (Drucker, 1954). To make sure that goals are clear and reachable, each one should be:

- Specific (simple, sensible, significant).
- Measurable (meaningful, motivating).
- Achievable (agreed, attainable).
- Relevant (reasonable, realistic and resourced, results-based).
- Time bound (time-based, time limited, time/cost limited, timely, time-sensitive).

Setting up inclusive environments for teaching and learning process requires a **holistic approach**, understanding and following the whole specific needs of users. It is important to create inclusive environments with feedback and clear reflection as an instrument for the development of an appropriate inclusive learning process. **Learning by doing** in many specific cases is a flowing reflection of participants, and users will help implement the learning experiences.

In this sense, Gibbs created his '**structured debriefing**' to support **experiential learning**. It was designed as a continuous cycle of improvement for a repeated experience but can also be used to reflect on a standalone experience. One of the key things about Gibbs is the acknowledgement of the importance of feelings in reflection. He also separates out Evaluation - what went well as well as what didn't. These 6 extra stages make it a useful model for some practitioner courses but some find them prescriptive.

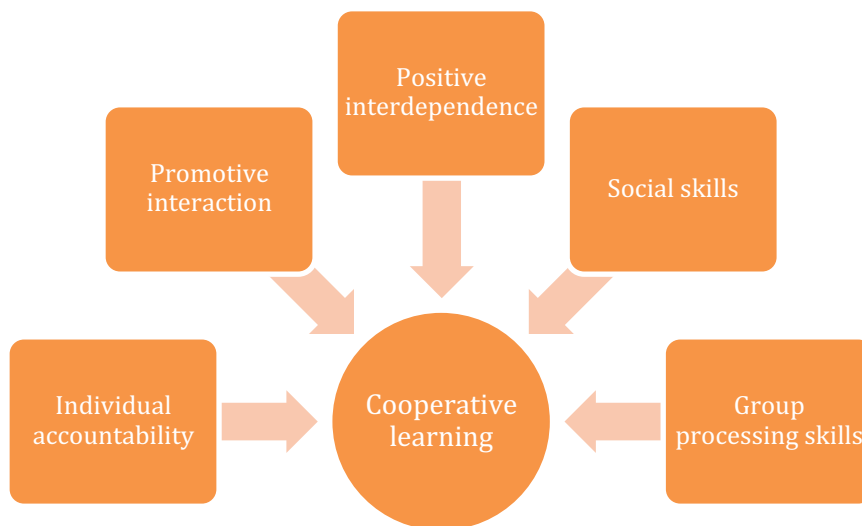


Gibbs reflective cycle (Gibbs,1998)

In our context, a good method to create inclusive environments is the so-called **collaborative learning** (Center for Teaching Innovation, Cornell University, 2021) which can occur peer-to-peer or in larger groups. Peer learning, or peer instruction, is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts or find solutions to problems. Similar to the idea that two or three heads are better than one, educational researchers have found that through peer instruction, students teach each other by addressing misunderstandings and clarifying misconceptions.

The benefits of collaborative learning include:

- Development of higher-level thinking, oral communication, self-management, and leadership skills.
- Promotion of student-faculty interaction.
- Increase in student retention, self-esteem, and responsibility.
- Exposure to and an increase in understanding of diverse perspectives.
- Preparation for real life social and employment situations.
- Essential elements of cooperative learning (Yaduvanshi & Sunita Singh, 2015)



Moreover, setting up and keeping good inclusive environments and implementing collaborative learning depends on **good communication skills** based on several main principles:

- Think before you speak or act.
- Keep an open mind.
- Discuss rather than argue.
- Cultivate a soothing voice.
- Never lose an opportunity to praise or say a kind word.
- Exceed expectations.
- Respect the feelings of others.

Lastly, respecting the feelings of others is one of the communication principles that especially refers to **cross-cultural communication**, communication between people who have differences in any one of the following (styles of working, age, nationality, ethnicity, race, gender, sexual orientation, etc). Cross-cultural communication can also refer to the attempts that are made to exchange, negotiate and mediate cultural differences by means of language, gestures and body language. It is how people belonging to different cultures communicate with each other. In inclusive environments it is very important to have specific skills in cross-culture communication.

All in all, in order to address the issues that might arise when working with young people at risk of social exclusion, trainers should develop activities that meet the needs of the participants and engage them in the design phase. Orienteering is an excellent tool for doing this as it requires a participatory approach and maximum involvement of all partners, who share ideas and put all puzzles together in a collaborative environment.

SELF-ASSESSMENT

An inclusive environment is (you may choose more than one):

- Strong
- Flexible
- Non flexible
- Warm
- Cold

Learning reflection is an instrument for:

- Hate
- Development
- Control
- Mission
- Assessments

A participatory approach is:

- Inclusive
- Exclusive
- Too many involved
- Damage of Ideas
- Without focus

What principles are communication skills based on?

What is cross-cultural communication important for?

Setting up an inclusive environment and promoting teambuilding

Below is a list of non-formal activities, based on the aforementioned methodologies, to foster mutual understanding among young people with different social and cultural backgrounds that can be used to set up an inclusive environment and promote teambuilding:

Name of activity: Snake tail catching

Objectives: To promote motor skills, psychological and social development, and increase ability to concentrate.

Methodologies used: Collaboration and peer learning.

Materials/Space: A group of people (minimum 10) should be involved in this activity. The recommended space is outdoors because the activity requires an open area for movement, nonetheless, it could be practiced indoors in a gym or a similar large setting.

Duration: There are no time limitations to this activity, it could last anywhere from 1 to 5 minutes or longer.

Instructions:

Participants should line up one behind the other and hold onto each other's shoulders. The last participant should hold a scarf or piece of cloth in their hand (he/she are the tail).

The activity commences when the first participant who represents the snake's head starts catching the snake's tail.

All participants between the head and the tail follow the lead of the head.

The activity ends when the head catches the tail.

Name of activity: Blindfolded orientation

Objectives: To develop trust, non-verbal communication skills, and active listening.

Methodologies used: Experiential learning and positive communication. Learning by doing and reflecting on the experience.

Materials/Space: Blindfolds, outdoor or indoor space, although for a better experience an outdoor space is recommended. The suggested group size for the activity is 10 or more participants. The number of participants should be even.

Duration: There is no explicit duration, but in order to engage in and experience the activity entirely, the recommended time is up to 20 minutes.

Instructions:

In order to have an enjoyable experience, before beginning the blindfold challenge, participants should be asked whether they're uncomfortable wearing a blindfold. Everyone should be relaxed and acknowledge that the focus of the activity is trust, hearing, navigation and experiencing the environment in a different way.

If the activity has 10 participants, 5 of the participants should be blindfolded. Once the blindfolds are put-up, the activity commences.

The 5 participants who do not have blindfolds each chose one blindfolded person.

The activity requires silence – there is no verbal communication between the blindfolded and non-blindfolded.

The non-blindfolded participants take the blindfolded by the arm and start walking around in different directions.

If there are stairs on the way, the non-blindfolded will help the blindfolded by taking their leg and ensuring the blindfolded feels the stair.

The non-blindfolded are the eyes of both participants in this activity. At any moment, the non-blindfolded could stop and gently spin the blindfolded participant several times, then continue walking.

Towards the end of the activity, it is fun to place all blindfolded participants at a relatively close distance from each other, put their arms and legs in a creative way (hands on the head, one leg in front of the other, both hands straight in front of the body, etc.), leaving them on their own, while the non-blindfolded watch in silence.

Name of activity: Tell by showing

Objectives: To learn how to regulate conversational flow without using words, communicate emotions or feelings in response to a particular situation.

Methodologies used: Cross-cultural communication.

Materials/Space: Up to 20 participants in an indoor space.

Duration: Up to 2 minutes

Instructions:

Touch, eye contact and facial expressions are three of many cross-cultural communication types.

This activity requires six or more participants, but the bigger the number of participants, the more interesting the results of the activity are.

Participants should line up one behind another having a half-meter space between each.

The last participant in the line starts the activity by tapping the participant in front of him on the shoulder, and that participant turns around to face the one who touched him.

The last participant is to make a silent gesture/pantomime – for example starting a car and driving, swimming, knocking on the door and letting the cat in, etc.

The mimics should be passed on from one participant to the next down the line in the same manner until the final (first in line) participant is reached.

All participants watch what the first participant does and most often, what was communicated by the last participant turns out to be something completely different from what the first participant does.

Name of activity: Creating reflective environments

Objectives: To learn about reflection and reflective practices, learn social maturity, learn to take different perspectives and be self-actualised.

Methodologies used: Reflection embedded in learning.

Materials/Space: This is an indoor non-physical activity that requires communication between participants. A minimum of five participants should be involved for a better experience.

Duration: Up to 30 minutes.

Instructions:

Reflection is vital in any surrounding. How we reflect upon things is a taught process. This activity requires a group of participants to gather around, while one participant addresses a topic that is of close knowledge to all the others (for example, the rise of poverty in America).

Each participant then starts by sharing their own point of view, belief and arguments for what they think about the topic. The other participants do the same, one by one.

This activity stimulates reflective thinking as participants, during the course of discussion, have the time to re-evaluate their thinking, explore different points of view, and realise what they have learned.

Name of activity: Forest bathing

Objectives: To enhance mental and physical wellbeing, improve feelings of happiness and boost the immune system.

Methodologies used: Stress relief

Materials/Space: A single participant (individual activity) or more participants, forest or a large city park with dense trees.

Duration: One hour and more.

Instructions:

This Japanese practice is proven to have positive immune system effects, as well as mental wellbeing that is accompanied by the physical wellbeing. Spending time in a forest reduces stress, anxiety, depression and anger.

The activity requires a quiet walk through a forest, using the potential of all given senses.

Deep breathing during the walk and maintaining focus on the trees that surround, as well as the smell and sounds. Immersing in nature will soon create a sense of calm.

Name of activity: Verbal route

Objectives: To practice map reading and drawing

Methodologies used: Cooperative learning

Materials/Space: Maps with courses and blank maps

Duration: Up to 20 minutes

Instructions:

One participant has a map with a route and has to describe it to the rest of the group in terms of features, orientation, distance etc, as if he were an orienteer who has to navigate around a course. The rest of the group have to follow the directions and draw them on a sheet, replicating the original map.

Name of activity: Micromapping

Objectives: To understand the correct use of a map scale

Methodologies used: Collaborative and cooperative learning

Materials/Space: Sheets, different objects to be placed around, pens and pencils

Duration: Up to 30 minutes

Instructions:

In this activity the trainer places different objects on the ground and participants, organised in pairs, will have to draw down a map on a sheet using a correct scale.

They have to use a step method to count the distances and every object has to be represented by the corresponding orienteering map symbol.

How to include young people with disability in orienteering?

Orienteering has a great potential in terms of social inclusion of people with disabilities. Evidence shows that most of the time people with disabilities can join mainstreaming orienteering with little need for the activities to be modified. However, sometimes it may be beneficial to adapt some aspects of orienteering (rules, terrain, equipment) to facilitate their participation and enhance their experience (British Orienteering, 2015).

Here are some tips for facilitators to review, adapt and change orienteering programmes to overcome potential barriers and enable full access of young people with disabilities:

Modifying rules

- Allow the participants to do the activity in teams or in pairs;
- Vary the ease with which the control points can be found; If participants have mobility challenges, shorten the distance that needs to be covered and make sure that the entire area is accessible.

Adapting Equipment

- Enlarged map scale and symbol size;
- Use bright colours on the map and control descriptors to aid partially sighted people;
- Consider placing noise makers on controls for those participants with sight difficulties.

Choose the right type of orienteering

- Trail Orienteering (Trail-O) is a form of inclusive orienteering that has been developed to offer people with reduced mobility a chance to participate equally with others. Because control points are identified from a distance and competitors stay on predetermined accessible paths or trails, participants with and without physical disabilities compete at the same level.

How does Trail-O differ from classic orienteering?

In Trail-O, competitors stay on the mapped routes and identify the control points from distance. Multiple lanterns are placed at each control point, so map reading and terrain interpretation are fundamental to identify the correct one among all the others. For this reason, Trail-O maps are at an enlarged scale, typically at 1:5000, and requires much more detailed terrain representation. The main course is untimed and competitors are ranked by correct score, meaning that there is no merit in being faster.



On the banks of the River Dneiper at WTOC 2007, Kiev

Case Study: An orienteering program for blind and visually impaired persons

Researchers of the University of Wisconsin-Madison developed an orienteering programme with specific equipment that facilitates the participation of visually impaired people into the activities.

The results of the pilot study and field test, which are described in the article “An Orienteering Program for Blind and Visually Impaired Persons” (Langbein, Blasch, Chalmers, 1981), demonstrate that an appropriately modified orienteering program can be used to improve orientation and mobility skills of blind and visually impaired persons.

The following **types of equipment were used** during the test:

- **Braille orienteering compass** (also called Silva Braille): a compass with braille letters at the cardinal points, a raised direction-of-travel arrow, and a free-floating compass card.
- Map (auditory, model or tactile-visual):
 - The auditory map is composed of either tape-recorded instructions or written instructions that are read to the orienteer by a sighted individual.
 - A model is a reduced replication of the orienteering course that is tactually viewed as having qualities similar to real objects in the environment.
 - The tactile-visual map is developed from a topographical map. It contains braille references, a scale, and raised symbolic representations of objects in the environment.
- **Mowat Sensor**, an electronic instrument that sends out and receives ultrasonic sound waves. The sensor is used to identify controls and maintain a straight line of travel and can be useful to obtain information about the environment that is outside the reach of the long cane, as it vibrates at various rates when objects in the environment are within the range of its ultrasonic signal.
- **Long cane**

The field test conducted at the Janesville School for the Blind in Janesville, with subjects who had partial vision or were totally blind, revealed the effectiveness of the Mowat Sensor as a travel aid and as a device for locating controls on an orienteering course. The modification of the current orienteering rules and the adaptation of the orienteer’s equipment proved to be successful in facilitating the acquisition of new skills that are useful to blind and visually impaired people in solving daily mobility and orientation problems.

This case study can provide guidance to sports trainers and educators who have the opportunity to teach orienteering to blind and visually impaired persons. The evidence collected from the pilot tests demonstrated the efficiency and effectiveness of the appropriately modified orienteering programme and provided the basis for the replication of an orienteering programme aimed at visually impaired people.

Team-work: dos and dont's as a facilitator

Facilitating teams of young people can be a challenge! Below a few dos and don'ts:



DOs	DONT's
<ul style="list-style-type: none">-Promote inclusivity-Be fair-Celebrate the difference-Create a safe environment-Communicate in a way that everyone understands you-Watch yourself for unconscious cultural bias-Set ground rules-Stay informed regarding international affairs	<ul style="list-style-type: none">-Avoid not valuing differences-Avoid stereotyping-Avoid failing to coach-Avoid communication problems linked to language-Avoid accepting bad behaviours-Avoid excluding persons

DOs

➤ Promote inclusivity

This means using inclusive language. It is of high importance to have a serious level of awareness when communicating with the members of a team. It is a bad idea for example to welcome the participants of an event with the salutation "Hi guys", if women are also participating. You do not have to be careful of every word you choose, though (Six Degrees Executive, 2021). This means also including diverse members in leadership positions. A person of another ethnicity can work as a coach. This way, people of other ethnicities will feel represented, accepted and more comfortable to participate and succeed in such an event.

➤ Be fair

This is obvious for every sports trainer and every person working in the sports sector. You are fair no matter what the other people are. You must be neither harder nor easier to participants that have diverse cultural backgrounds. Both behaviours can have negative results, such as creating feelings of dissatisfaction to all participants and depriving the possibility of development through constructive feedback. All members should have equal opportunities to develop, improve and enjoy!

➤ Celebrate difference

All kinds of differences should be welcomed warmly. People do not have to be the same. Each one is different and each one has to give something new to the team. You should recognize these differences and not only accept them but celebrate them emphasizing the unique talents, skills and knowledge that each one has to offer.

➤ **Create a safe environment**

You have to create a safe environment where every person, no matter the background, feels welcomed and safe to express themselves. Some participants for example may need more clarifications and you have to be able to give them those clarifications without making them feel uncomfortable (Mathews, 2020). You have also to ensure that no harassment or bullying incidents take place, and keep your eyes open for any signs of such behaviour. If something like that occurs, you have to take immediate action.

➤ **Communicate in a way that everyone understands you**

When you are organizing an event where people from diverse backgrounds are going to participate, you should keep in mind that it is very possible that some of the participants do not understand you. In order to achieve that, you have to take into consideration the different levels of competency that the members of your team have, but also the different ways non-linguistic elements of a conversation are used and interpreted, such as waiting for the superior to speak first.

➤ **Watch yourself for unconscious cultural bias**

Although it is quite difficult, it is also very important to process your cultural bias before coordinating an event where participants come from different cultural backgrounds. You can ask your family and friends what cultural bias they have noticed that you have. When you are called to make cross-cultural management decisions, think twice if your decisions are hiding any unconscious cultural bias.

➤ **Set ground rules**

When a team is characterized by diversity, it is difficult to find a common ground. Thus, a very good start is to set some norms and rules and define what is acceptable and what is not. This shifts the focus from the differences that divide them to the norms that unite them (Future Learn, 2021).

➤ **Stay informed regarding international affairs**

Although it is not always possible, try to stay informed on political, social and cultural issues that are raised in the countries of your target group (Half, 2019).

SELF-ASSESSMENT

Supposing a member of the team starts to make jokes involving stereotypes about ethnic or sex minorities. Would you intervene? If yes, what would you do?

If a member of a team is reluctant to express his/her opinion, what would you do to encourage this person to speak more?

DONT's

➤ Avoid not valuing differences

When working with a team you should value diversity and see differences as an advantage and not as a difficulty. Yes, diversity may be difficult to manage, but it also offers many different perspectives and opinions on the table. The individuality of each different member can promote the team, if all people are enhanced to share their ideas and opinions (EHS Today, 2004).

➤ Avoid excluding persons

All members must feel included, a part of the team. You should make them feel comfortable and accepted, free to share their views. You should be open to listen to different ideas and perspectives. A good idea is to ask individually the persons to express their point of view and their feelings (Mathews, 2020).

➤ Avoid stereotyping

This is very difficult to avoid. All people have internalized views and thoughts about people from different cultural backgrounds. Maybe they have heard them when they were kids and have not challenged them in their adulthood. Many times, you do not even realize you have them. It does not mean you are racist or sexist or homophobic. You have to think twice before expressing such an opinion, because it is not only guilty of prejudice, but also ignores the uniqueness of each person.

➤ Avoid accepting bad behaviours

A very important advice when working with a team is: behave the way you want to see from others. If for example you respect others' opinions, they are going to hear you more. If you trust your team, they are going to trust you, and they will try to be worthy of it. But you have also to show that you do not tolerate behaviours that do not meet your standards. If someone is inappropriate, you should react immediately and respond with determination, showing that such behaviours are not accepted on your watch.

➤ Avoid failing to coach

When you lead a team, you have to be able to coach them effectively. In order to achieve that, you need to make clear what you expect from them. Sometimes it will be needed to coach them on an individual level, in order to ensure that all members achieve high levels of performance. A great idea is to enhance them to help each other and coach each other, encouraging a climate of mutual support. You also have to dissolve the conflicts that will definitely arise inside a diverse team. These conflicts usually arise because of the different needs, values and customs team members have (Porteus, 2021). A very common cause of conflict as well is miscommunication (Culture Amp, 2021).

➤ Avoid communication problems linked to language

Each language is different and each person has a different level of competency in the language of your country. You have to be more flexible and keep in mind the following:

- Avoid jargon.
- Minimize non-verbal communication.
- Prevent the use of idioms or slang words.
- Create a common ground, where it is acceptable to ask someone to repeat themselves.
- Keep in mind that different cultures and different languages adhere to different rules and etiquettes around business communication, such as open-ended questions or statements, waiting for a superior to speak first, or a tendency to be more concise and direct.

SELF-ASSESSMENT

Supposing you are organizing a sport event and a woman, who comes often at your events and is very polite and happy, is cranky and surly. What are your thoughts? How do you interpret this change? How would other people you know interpret this behaviour?

Supposing you have a team that you train and two members start to wrangle but you cannot understand why. How do you react?

Debriefing: sharing thoughts after activities

The value of a team building exercise is unveiled during the discussion that takes place afterwards. During the debriefing process, participants share opinions, discuss ideas, create action plans and begin the process of personal growth. Although **debriefing** is a common **teambuilding practice**, debriefing is a great way to teach valuable lessons about sportsmanship, sharing, compassion, and many other teachable moments (Ultimate camp resource, 2021).

Name of the activity	Roses and Thorns
Objectives	To foster open discussion after the session.
Materials / Space	Open and safe space for participants in the activity (seminar room, training ground, sport hall, etc.)
Duration	20-30 minutes
Instructions	Tell the participants that they should come up with Roses and Thorns for the day or the activity they just completed. A Thorn is a part of the day or activity that they did not enjoy, something they disapproved, or an experience they did not particularly like. A Rose is a positive experience, such as something they liked about the day, a specific act of teamwork they observed, a compliment for someone else, or other positive comments. It's a good idea to start the debrief with the Thorns, and to finish with the Roses so each participant can end on a positive note.
Adaptation (if any)	You can also change the two categories. Here are some examples: Lemons and Apples; Spikes and Flowers; Charcoal and Diamonds.

Name of the activity	Provoking cards
Objectives	To foster open discussion after the session thought-provoking series of cards to inspire engagement among participants
Materials / Space	Open and safe space for participants in the activity (seminar room, training ground, sport hall, etc.)
Duration	20-30 minutes
Instructions	<p>Lay a set of Pixie's Cards image-side up on a table.</p> <p>Invite your group to browse all of the images.</p> <p>Pose a question/statement to your group to reflect on as:</p> <ul style="list-style-type: none"> • How do you feel? • What is one value that guides your life? • Do you like the session? <p>Ask one person at a time to select an image and share the story of how it represents their response to your question/statement.</p> <p>Continue sharing.</p>
Adaptation (if any)	<p>You can also use different types of illustrated cards as:</p> <p>Sleeping Queens Board Game;</p> <p>Tarot Cards;</p> <p>Matching Cards.</p>

Name of the activity	Emoji Cards
Objectives	To foster open discussion after the session thought Emoji Cards. One of the most powerful benefits of these cards, when used in a conversation, is that the focus is on the cards, and not necessarily on the people. For some people, this makes sharing a lot more comfortable.
Materials / Space	Open and safe space for participants in the activity (seminar room, training ground, sport hall, etc.
Duration	20-30 minutes
Instructions	<p>Lay all of the cards randomly on a table or the ground.</p> <p>Gather your group around the cards, allowing them a few moments to become familiar with them.</p> <p>In pairs, ask each person to pick one or two cards that reflect a feeling they experienced during the activity.</p> <p>Encourage people to share why they picked the card and why it was so significant to them.</p> <p>Allow two minutes for sharing.</p> <p>If time permits, re-gather your group and invite volunteers to share anything that they learned which they believed was significant.</p>
Adaptation (if any)	Beware – these cards clearly focus on emotions and feelings, hence this topic can make people quite vulnerable. To this end, consider your sequence, and the environment you have created to foster a safe place to share. When in doubt, always invite sharing in pairs or groups of three or four people.

Name of the activity	Grab the Feeling
Objectives	To foster open discussion after the session thought funny and open activity.
Materials / Space	Open and safe space for participants in the activity (seminar room, training ground, sport hall, etc.
Duration	20-30 minutes
Instructions	<p>Have the participants sit in a circle and tell them to take off something that belongs to them (clothing, shoes, equipment, etc.). Have them throw their belongings in a pile in the middle.</p> <p>Tell them on the count of three, to go in the middle and grab something that does not belong to them.</p> <p>Each participant now has something of someone else in the group. Now, go around the circle and each participant has to say something nice about the owner of the grabbed things.</p> <p>Or, use another prompt, such as:</p> <ul style="list-style-type: none"> • How did this person support the group? • How did this person demonstrate leadership?
Adaptation (if any)	You can adapt the question regarding the sage/size of the group.

Name of the activity	Thumbs Up, Down, Middle
Objectives	Encouraging participation in the debriefing part of the session - allows participants to see how opinions of a particular experience vary greatly in the group and provide the facilitator with an opportunity to focus the group discussion on a particular topic.
Materials / Space	Open and safe space for participants in the activity (seminar room, training ground, sport hall, etc.
Duration	20-30 minutes
Instructions	<p>Have the group stand in a circle, facing each other.</p> <p>Instruct them to place one hand behind their backs.</p> <p>On the count of three, they will make either a "Thumbs Up", "Thumbs Down", or "Thumb in the Middle" sign with their hand.</p> <p>Let's take for example "How the group worked together as a whole."</p> <p>Thumbs up means the group functioned perfectly: took time planning, listened to everyone's ideas, no one argued, everyone participated in a positive fashion, etc.</p> <p>Thumbs down means that the group did not function well as a team at all: there were lots of arguments, no planning, inappropriate communication, etc.</p> <p>Thumbs in the Middle means that the group did well, but there is room for improvement.</p> <p>Once you explain the "thumbs" scale, count to three, and have everyone present their thumbs and keep them in front of their bodies.</p> <p>Ask the group to go around the circle and discuss one specific example of why they chose the way they did.</p>
Adaptation (if any)	You can adapt the question regarding the sage/size of the group.



**MODULE 3:
MAPPING FOR
INCLUSION, FROM
LOCATION TO ACTION**

MODULE 3:

MAPPING FOR INCLUSION, FROM LOCATION TO ACTION

The third module provides all the instructions to organise and realise participatory mapping workshops to co-design thematic orienteering routes with young people. In the first part, the potential of participatory mapping in enabling young people to build collective and more conscious interpretations of their city is explained. In the second part, the future trainers will go through all the steps needed to arrange and implement mapping workshops: from creating inclusive environments where participants can openly discuss what to put on the map to fieldwork and map design and drawing.

By the end of the module, sports trainers and CSOs workers will be able to **understand the key principles and the benefits of participatory mapping**, they will learn new tools and techniques for mapping and will be able to **support vulnerable young people in the map-making process**.

Learning outcomes to be reached by young people

Moving in their cities without the aid of technology will help young people to discover unknown angles and observe known places from a different perspective. Thanks to the participatory mapping workshops, youngsters will learn to notice what surrounds them, to recognise the characteristics, strengths and flaws of the place where they live, and eventually work to find possible solutions to overcome the problems. By doing this, they will gain a stronger sense of ownership over the place they live in and contribute to its improvement.

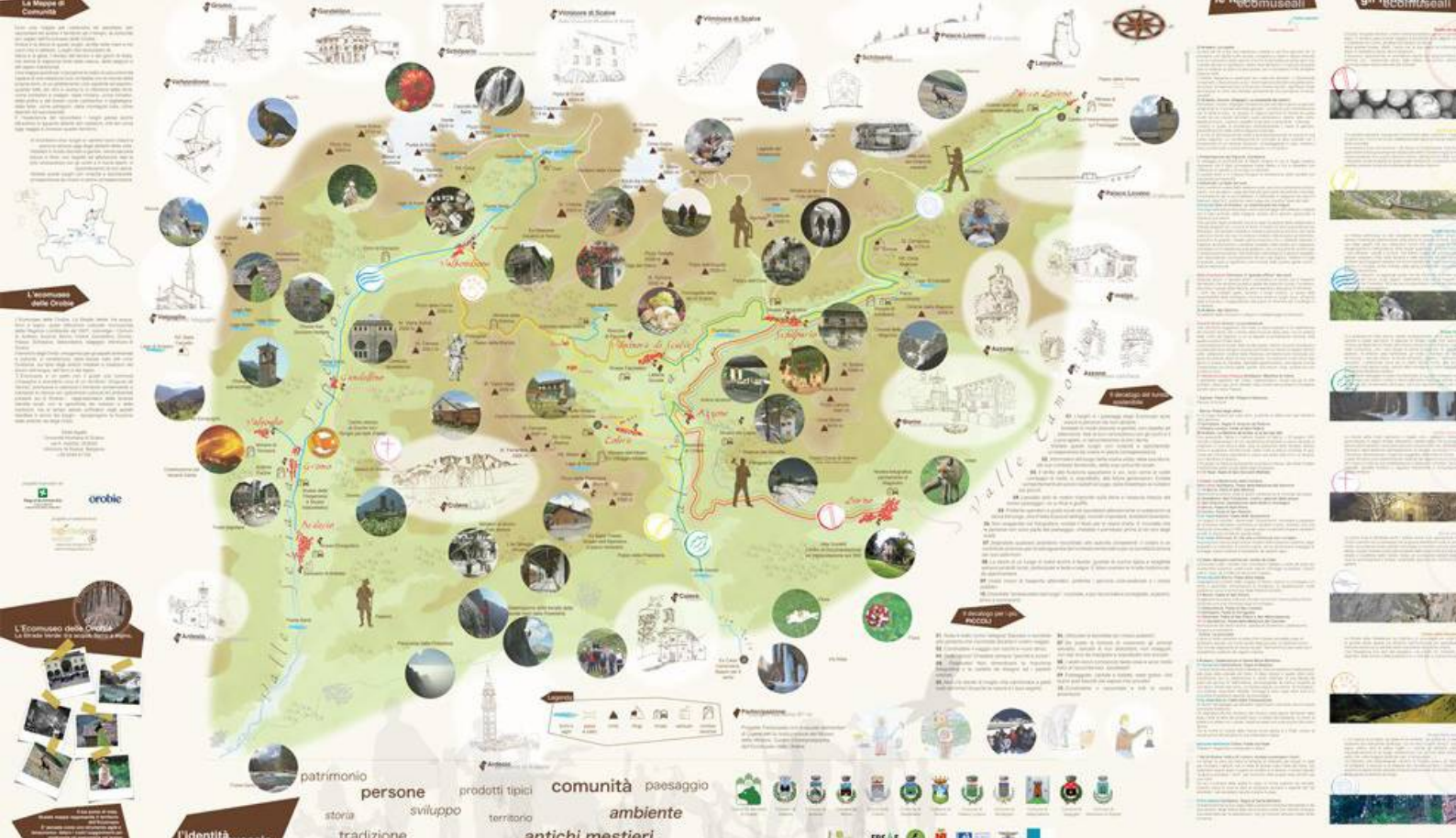
As young people will be actively involved in all the stages of the mapping process, they will

- Build new relationships and networks with their peers and other community members.
- Develop a wide range of skills within the group, such as team work, communication, listening skills, decision making, leadership and problem solving.
- Discover the naturalistic features and the cultural and historical context of the place they live in.
- Explore social needs and opportunities within their community and reflect on possible solutions that can make it a better place to live.
- Learn mapmaking techniques and develop basic cartography skills to create their own orienteering maps.

Mapping to learn: understanding the connection between places and people

Maps are indispensable tools that help us navigate our world. Unlike topographic maps, which focus only on physical aspects, participatory maps, by representing heritage assets, help to define our history, culture and thus our identity.

“Cultural heritage is broadly interpreted as a system of values in continuous transformation and extended to a region which is recognised as a cultural landscape and carries values inextricably linked to the population’s perception” (Casonato, Greppi & Vedoà, 2020)



The map produced by the Eco-museum of Orobie is a good example of community map: it shows the natural, cultural and social aspects of the territory.

Maps often **represent a community's cultural heritage**, which may include tangible elements like monuments, streets, gathering places, as well as intangible heritage features, such as traditions, various forms of art, practices, anything that is a significant reflection and expression of the community that live or lived in that territory. **Intangible heritage** cannot be physically located or perceived, but it is an important expression of human creativity. Moreover, it is interconnected with the **tangible heritage** and together they make up a community's cultural asset. Is it inevitable, however, that tangible and intangible features interfere with one another. Monuments and meeting places mirror the history, the culture and the habits of a community and, at the same time, cultural heritage draws vital lymph from the physical places it lives and proliferates in.

Participatory mapping is the process of mapping community's assets and "creating a tangible display of the people, places, and experiences that make up a community, through community members themselves identifying them on a map" (Burns, Paul & Paz; 2012). Thanks to participatory mapping, members of the community are given the role "to identify those material and immaterial cultural assets that are a reflection and expression of their constantly evolving values, beliefs, knowledge and traditions" (Council of Europe, 2021). It is a process that enables participants to work together to co-create a visual representation of their own community's assets on a map.

The particular aspect distinguishing a participatory map from an ordinary cartography map is that the former **makes visible the connections between a place and people**. A participatory map, in fact, has the power to display not only physical places but also people's interpretations of these places. This kind of map provides a **unique visual representation of what a community perceives as their place**: the places that are highlighted in the map are those that are important for the people who made it. A location can be inserted in the map because, for instance, it is a meeting place, one that brings back some memories or one that is **meaningful** from a cultural or historic point of view. Participatory maps help to build a more comprehensive picture of the whole community and enable people to visualize/situate themselves in it. Reflecting on where they live gives people a strong sense of who they are, what the values they believe in are, what their background is and what experiences they share as a community.

Through participatory mapping, young people can express how they feel about their community and which places feel significant to them, becoming aware of the social, cultural and historical context of their communities and **strengthening their sense of belonging** to such places. This process facilitates also an understanding of what these places mean to others and allows to *“gain insight into the specific value granted to community assets by different community members”* (Council of Europe, 2021).



University of Manchester: <https://www.youtube.com/watch?v=p-1FG3FmCYs>

SELF-ASSESSMENT

Are these **tangible** or **intangible** heritage?



A plate of food



A monument



People dancing



A horse race



A natural site



A traditional festival

What makes a participatory map unique? What would you include in yours?

Mapping for inclusion

The potential of participatory mapping is to create a platform where people can communicate, share and collaborate, bringing knowledge “outside the circle”. Due to its openness and inclusiveness, the use of collaborative mapping processes can be the **key to engaging youth in a collective reflection** and fostering intergenerational and intercultural dialogue, thus promoting understanding and integration among different cultural and social groups. When carried out in a group setting, the **mapmaking process** fosters **relationship building**, strengthen existing **networks** and creates **new connections** among different groups of the same community who may not usually work together (Ralls and Pottinger 2021).

Building a map as a community **is a form of recognition and inclusive representation**, as everyone is free to express themselves and all the participants are involved in the process of negotiating the meaning and making decisions about the common cultural heritage (Council of Europe, 2021).

“Participatory mapping supports communities to articulate and communicate their knowledge, record and archive local knowledge, advocate for change and address communities’ issues”

(Burns, Paul, Paz ; 2012)

Participatory mapping brings new knowledge, skills and resources together, in a cooperative effort to protect the cultural landscape as a common good. Additionally, the mapping process can raise awareness of local issues, as for example abandoned housing, accessibility and walkability. Once the problems are identified, a variety of new ideas may follow: participants can come up with new approaches to address and overcome existing issues.

An example of urban Participatory 3D Modelling by residents of the Barangay Commonwealth as part of the USAID-funded project Strengthening Public-Private Partnership on Disaster Risk Reduction to Build Resilient Communities.



The co-creation process turns **young people from passive users to active citizens**: while creating their map, they explore social problems and barriers present in their places, coming up with bottom-up ideas and new joint solutions to improve the community's wellbeing. As identifying community assets can reveal new ways to access and leverage resources, community mapping can **empower** people to develop strategies to make their communities better places to live as well as to advocate for change.



SELF-ASSESSMENT

In which way do young people become active citizens by practicing participatory mapping?

Community mapping

In order to create an orienteering map that also performs a function of social inclusion and knowledge of a specific territory, with its traditions, its places of interest and culture, it is necessary to adequately identify the points to be included in the map. It can be useful to work with young people on the following questions:

- Where do I go in my neighbourhood and why?
- What are the places that are important to me?
- What places do I try to avoid? What makes me avoid them?
- What tangible/intangible assets are defining features of my community (arts, language, craftsmanship, etc.)?
- What type of diversity is present within the community (ethnic, cultural, etc.)?
- Are there places people get together in large groups? What do they do here?
- What is my relationship with the community? How am I perceived in the community?
- Which are the places I feel represented by the most?
- What positive activities already happening in my community would I like to see more of?
- What would I like to see in your community that doesn't exist now?

(Chicago Community Climate Action Toolkit 2021) (Cleveland, Maring & Backhaus 2021)

Based on the answers given, it is possible to **draw up a first draft** that takes into account the places most frequented by the participants and the whole community, as well as those spaces that are perceived as dangerous and on which it is possible to intervene to make them safer and welcoming. Once a base map has been drawn up, it is possible to add further elements. These can be the most varied, but they must all have one characteristic: **to be easily identifiable**. The places where the control points will be positioned, in fact, must be easily recognisable and detectable. They cannot be particularly hidden or in dangerous places because orienteering is not a treasure hunt but a tool for learning to orient yourself and to strengthen the bond with the places.



What are the places worthy of being included on a map? A central role is played by all those monuments that represent the heritage of that community: from places of worship to statues, from fountains to historic buildings, from squares to museums.

However, there are also other places of informal culture, which make the community as it is, such as gardens and graffiti, cloisters, alleys and crossings that have a particular meaning and are often more symbolic than the most well-known places.

The schools in that area can also be excellent places to be included among the control points because they are the places of formation of the young people who live in that area par excellence: many of the children who live there have shared the common experience of attending those schools. Other meeting places can serve as a control point: recreational and cultural centres, places where people meet, sports fields, restaurants that serve typical dishes, libraries, coworking spaces and pubs. Once a more detailed map has been drawn up, it is time to **walk around the neighbourhood in search of hidden gems** that escape at first glance and which, in reality, constitute the pulsating soul of certain areas.

The mural of Saint Erasmus in Palermo, painted by Igor Palmintieri





Quir fattoamano, a handcrafted shop in Palermo

The historic centre of the cities, for example, is often dotted with numerous workshops of artisans and small entrepreneurs who make sustainable products and represent the highest form of craftsmanship, using prime quality raw materials, or who provide fundamental services for the community for which they operate. They are the sign of that healthy entrepreneurship that does not exploit the territory but enhances its merits, characteristics and qualities. Furthermore, places that can be identified as control points are those that tell stories of success, of redemption: stories of men and women who managed to realize the dreams they believed in, even though they didn't leave their neighbourhood. They are places where young people can go to meet adults who have lived their own situation and who certainly represent role models for the whole community.

In Palermo, for example, such a place is the shop that a trans woman opened in Ballarò to sell the leather products she makes. Despite the discrimination suffered over the years, she never gave up and continued to work every day, showing the children and young people of the neighbourhood that the tools of oppression and intimidation cannot win over determination and dreams.

What matters the most during community mapping activities is that those who join the conversation can give **their inputs and points of view about different socially significant places** or even the same one. In fact, there are some buildings or natural places, some areas that can mean different things to different people. An example could be an oratory where children go to study and play during the week, but on the weekends it becomes a place of worship for various religious professions: Muslims pray in the wide courtyard, while Christians attend Mass (example from Palermo, Italy). Thanks to the dialogue between people who have different experiences about the same place it is possible to give them a deeper value and meaning, making it a place recognisable to everyone and significant to the whole community.



Santa Chiara oratory in Palermo

SELF-ASSESSMENT

Answer the question sat the beginning of the chapter/section. Grab a piece of paper and draft your own map!

Behind the map

Realising orienteering maps is not as easy as it may seem. Producing high quality orienteering maps requires a lot of fieldwork on the terrain to interpret and represent the reality at the scale of orienteering maps as well as the cartographic knowledge and tradition of generalisation (Zentaj 2018). It is estimated that mapmakers regularly spend 20-30 hours on every square kilometre (Mee, 2013).

For the sake of the ORIENT project, the mapping process will be implemented in a **simplified way**, in order **to ensure youth involvement** throughout all the process. When planning the **mapmaking workshop**, it is important to keep in mind that the **ultimate goal** of the ORIENT approach is the **design of routes related to the topic of social inclusion**. Therefore, realising professional competitive orienteering maps is not essential for the objective we aim to achieve. The ORIENT methodology can be used to work with young people who have little to no prior experience with maps. For this reason, the ORIENT maps might be less accurate and geospatially precise than those used for orienteering competitions, which are realised thanks to the aid of specific software¹.

In fact, an official orienteering map should contain all the following elements (Mee, 2013):

- Well defined length scale and equidistance: the map scales used in the orienteering races are usually 1: 10.0000 1: 15.000.
- Correct use of the colours and symbols.
- Correct positioning of conventional signs, which constitute reference points.
- Appropriate level curves, ideal lines that connect all the points of the ground that are at the same height.

The map must contain all the relevant information without being redundant.

The map drafting process can be simplified by using free open-source tools. Trainers and young people could use, for instance, applications they are already familiar with, such as Google maps or Google Earth. The process of creating an orienteering map with these simple and common instruments follows the following steps:

¹ The most popular software for Cartography and Orienteering is OCAD, which already has the symbols needed in order to realize a map.

1° method: Google Maps and Purple Pen

1. Open [Google Maps](#) and select 'Satellite' as map type.
2. Identify on the map the specific area of interest. Then disable the labels.
3. Capture the screen and save the screenshot.
4. Open [Purple Pen](#), a free software that can be downloaded in any computer.
5. Add the starting point, the controls and create different paths depending on the categories that are going to join the competition. You just need to 'create a new event', select the scale and place the symbols of the controls with their numbers. Once you add the legend, the map will be ready.



2° method: Google Earth and Word

1. Open [Google Earth](#) and select the area of interest.
2. Turn off labels, thanks to the CLEAN key in the menu under map styles.
3. Use the snipping tool that comes with your computer to crop the area image you want to work with.
4. Once you snip the picture you need, paste it into a Word document. Now you can add the object you want to use for your activity: arrows, circles for control points, textboxes, etc.

* *Visual instructions at the following [link](#).*

3° method: OpenStreetMap and OpenOrienteeringMapper

1. Use OpenStreetMap to find the area where the race is going to take place and save the file in a folder.
2. Open the program [OpenOrienteering Mapper](#), a free software that helps with the creation of orienteering maps and the organization of orienteering events.
3. Select 'Create a new map' and follow the preliminary steps the program asks you to. The map is going to look something like this
4. Once You delete all the superfluous elements, you need to convert the map symbols to orienteering symbols. When the map orientation is rotated to magnetic north the map is ready for fieldwork.

* *Visual instruction at the following link.*



4° method: hand-write maps

1. Find an aerial photograph of the area they want to set the orienteering race in.
2. Trace the key elements onto the paper thanks to the tracing paper.
3. Walking around the selected space while reading the first draft of the map will help you to notice and add other elements.
4. Once completed their fieldwork review, you can use a new piece of tracing paper and redraw the map, using a ruler and a pen and adding a legend.

* Visual instruction at the following [link](#) (pag.15-18).

This methodology is not suitable for complex orienteering routes but hands-drawn maps are easy to make.

Based on the type of orienteering race and course, the **level of approximation changes**. When in **urban** contexts, young people are going to need just a few elements to orient themselves: some lines, few symbols and the control points. In case the race takes place in a natural environment, the map has to be as precise and detailed as possible: trees, bushes, bridges, fences and sources of water must be represented.

More recently, participatory mapping has begun to use geographic information technologies including Global Positioning Systems (GPS) (Cochrane & Corbett 2018). Although this alternative method allows to save time, coordinates are not usually indicated in orienteering maps and GPS does not have a role in classic orienteering (according to the competition rules, external help during the events is prohibited for the competitors) (Zentaj, 2018). A possible solution is adapting orienteering to [geocaching](#), an outdoor recreational activity in which participants use a GPS device to hide and seek objects at specific locations marked by coordinates. A geocaching session is very similar to a treasure hunt and geocachers do not need a physical map (at most they can use the digital map of their smartphone). During the fieldwork, young people can hide a small object and use GPS to track the coordinates, which will then be entered into a Geocaching online platform. In this way, the item becomes a geocache that can be searched by a large number of participants.

Even if geocaching varies considerably from orienteering, it is an interesting recreational sport activity that requires less planning time and effort and that can ensure the sustainability of the ORIENT project.

REMEMBER!

For Geocaching purposes, always remember to save the coordinates of your control points when doing participatory mapping.

SELF-ASSESSMENT

Choose one of the methods above and try creating your own map based on your draft.

From theory to practice: tips and tools to develop an orienteering programme for young people

The ORIENT Curriculum would ideally require 6 to 8 sessions to be fully implemented. Taking into consideration that **Module 3 has more content** than the previous modules, it is strongly recommended to dedicate more time to deepen this part. When planning the sessions with young people, facilitators should include the following activities:

- 1. Basics of orienteering:** practical exercises work particularly well when it comes to teaching the fundamentals of orienteering. HERE is a list of preparatory exercises that can help young people to familiarise with the rules and regulations of the game.
- 2. Participatory mapping:** mapping for inclusion is not only about reflection. Field work covers an important aspect when creating the “routes to inclusion”. For this reason, facilitators are strongly encouraged to include outdoor activities such as site inspection to select the location of the control points.
- 3. Map creation:** maps can sometimes be difficult to realise but they play a fundamental role in the ORIENT methodology. Therefore, facilitators should spend enough time to explain the map making process and assist young people with the digitisation of the routes.
- 4. Orienteering race:** organising an orienteering contest is a good way to put all the work that has been previously done into practice. Participants can be divided into groups and each team need to discover the control points selected by the others.

A wrap-up session might be also necessary at the end of the programme.

You can find a lot of debriefing activities in Module 2!

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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



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



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



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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)

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