

SAOF Meeting Minutes 13 March 2010.

Richard Lund's house, Paulshof.

Present: Eugene Botha, Garry Morrison, Richard Lund, Bernelle Verster.

Comments: E- Eugene Botha, BM – Garry Morrison

### 1. Agenda

- 1.1 This was an open meeting to discuss SASCOC Auditing of SAOF.
- 1.2 The points listed below were summarised afterwards.
- 1.3 2005 SAOF (Ian Bratt) Business Plan submitted in 2005 to be achieved in August 2010.
- 1.4 Discussion on how to achieve new, realistic goals
- 1.5 Business Plan 2009 – 2012
- 1.6 Objectives and Targets
- 1.7 How to differentiate Orienteering from all the school sports, when children select sports at the start of the year.
- 1.8 Avenues to increase exposure to orienteering, using existing initiatives.
- 1.9 Number 1 priority: Sustainable club(s) in three more provinces
- 1.10 W<sup>5</sup>H of priority items (Who, what, why, when, where, how)
- 1.11 General items
- 1.12 Royal Bafokeng Schools dvd was watched to gauge potential synergy with Orienteering.
- 1.13 2005 SAOF (Ian Bratt) Business Plan submitted in 2005 to be achieved in August 2010.
- 1.14 The above document was discussed and the feasibility and progress on each point was analysed and summarised below.

What was promised?	What has been achieved?
Grow Gauteng Schools to 500 participants with 50% PDI.	Third of the way there with 180 participants and growing. 5 schools. The SE League was poorly supported by the schools who wanted to have regular coaching at schools, but ROC could not handle the league and coaching. - EB

Introduce Cape Schools with 250 participants with 50% PDI.	The process has begun. Bridget Flemming Franschoek, Eight Geography Teachers in the WC. A related project at Chris Hani School is in planning. -BV
Establish a Natal League	Was initiated but fell down in previous committee. FLOC initiated but failed. The SAOF paid a Swedish mapper to make a map of a technical forest. Forest Lake O Club then held one or two KZN CC events, these were poorly received. The club was not sustainable due to there being no competition events. - EB
Establish a KZN Schools League	None was ever established
Establish regular events in Mpumalanga	Established (regular being yearly, hosted by GOC clubs)
Establish regular events in Eastern Cape	This is considered very ambitious, as it needs much mapping and there is no infrastructure for O to do so.
One member on National Team a PDSA	This cannot be achieved with the current events. The Juniors have one person. We need to hook athletes at high school level (grass roots). Eugene managed to get 5 PDI athletes to be members and regular participants in the Colour Coded series whilst he was the chair of WITSOC. He travelled to WITS every weekend to pick up the 5 PDI guys and they became very good. Unfortunately as soon as they left varsity not one of them came back again.
10% of committee PDSA 2009, 20% PDSA by 2010.	Not achieved, the SAOF as the highest body can not be populated by PDI's if there are no PDSA members on club committees. The clubs are run on a

	volunteer basis, and we struggle to fill our SAOF committee as it is. There is no basis for tenderpreneurship.
Increase event participation (10%) per year 2006-2010.	May have been achieved. Richard to provide stats.
Increase sponsorship by R10 000 per year form 2006-2010.	Only product based sponsorship, hence this has not been achieved.
Qualify for the World Games in Tai Pei.	Achieved, but not on quality.
To be in the top 25 Orienteering Nations by 2007	Not <b>achieved</b> .
Top 20 by 2010	Not achieved (smallest Snr. team in a <b>decade</b> ).
Host an African Champs.	Out of our <b>control</b> .

**Comment [BM1]:** We weren't even close! What was the plan to get there?

**Comment [E2]:** Who knows!

**Comment [BM3]:** It has nothing to do with the size of the team. We don't have the quality

**Comment [E4]:** The problem that we are highlighting here is the lack of commitment form the top orienteers. We have selected 6 of our best and only two are going. This means that the SAOF has failed to make WOC a key event in our athlete's lives.

**Comment [BM5]:** We need to focus on local growth.

## 2. Discussion on how to achieve new, realistic goals

### 2.1 Pursuing these goals, we need to:

2.1.1 Communicate the Business Plan to all members of Orienteering in South Africa.

2.1.2 Establish sub-committees/commissions.

2.1.3 Continuously receive updates on progress form sub-commissions and individuals, give feedback to the members and to SASCOC.

2.1.4 Issue specific, realistic targets and deliverables to be achieved that are clear to both the SAOF and SASCOC.

2.1.5 Show not only that the money has been spent, but also that the projects it is being spent on are working.

2.1.6 Put in place measures to evaluate success of **projects**.

**Comment [BM6]:** all projects need this!

2.2 Based on what we have learnt through this process, and the last few years of SAOF, we can set up a new plan for the immediate and long term future, based on the LTAD Implementation, which is basically our Strategy document. Four points were highlighted that are most important to achieve any goals:

2.3 Coaching (Working towards this with LTAD and Coaching Commissions)

- 2.4 Professionalise the Sport – we can no longer rely on Volunteering
- 2.5 Long-term Planning
- 2.6 Strategic Partnerships (work with SRSA – get introduced to other sports, School MEC)
- 2.7 The need to set up Provincial Sports Councils was highlighted. As example, in the Free State, a Provincial Sports Council was set up, and R3 million was committed to be spent on Sports Codes, and 6 months to spend it in.

### 3. Positive points:

- 3.1 Good Constitution.
- 3.2 Good, thorough governance and systems in place.
- 3.3 Good LTAD progress.

### 4. Why do we want to be a National Federation?

- 4.1 To “kind-of quote” John Lennon – Imagine all the people orienteering in harmony, Imagine all the forests we can map in South Africa, Imagine all the experiences we can offer our members and all the remote places we can visit. As an Orienteer I would like to link my family holidays with major orienteering events in the most beautiful parts of South Africa, to places where I would not normally go, because there is nothing else to do there. We think of orienteering only in the context of Gauteng and Western Cape, but imagine mapping an indigenous forest in Tsitsikama or a part of the Karoo and taking your family to these magical places where they won't get bored because everyday there is an event and hundreds of people to interact with. Sure we want to host International Orienteering Events in South Africa, because it contributes to Tourism, Development of athletes and South Africa's international image. We also want to host a Junior World Champs in 2025, and with local representation in the top ten rankings. I believe my children will be orienteers, but I don't want them to grow up thinking that they will never be World Champions, I would like to give them the best opportunity to be the best that they can be. I think every parent wants that for their children. In order to achieve this we need resources like; money, hundreds of volunteers and imagine if we are

**Comment [BM7]:** This is not why we want to do it? This is a marketing reason?

**Comment [BM8]:** In what sense?

actually representative of our demographic. We also need to make the sport more attractive to the best athletes. At the moment we are a tiny sport with a tiny mindset. When a real runner comes to our events they lose interest because there is no “buzz” at the events and it does not give the athlete a good impression of the sport. Athletes are drawn to the idea of fame and fortune and currently our events are not selling fame and fortune – we are selling a “cake sale”. - EB

- 4.2 If one looks at Australia, they needed to establish all the systems that make the sport possible, to produce a World Champion, and have significant World Masters Attendance. Australian events are extremely professional and thus they attracted and retained a world class athlete in Hanny Alston and therefore they produced a world champ. - EB

#### 5. Business Plan 2009 – 2014

- 5.1 Map 4 new areas & host four events in PD areas
- 5.2 Increase participation at events by 10%
- 5.3 Formalise our structures & train the following: 3 new Planners, 3 new Coaches, 3 new Mappers per club. In order to achieve this we need a database for existing.
- 5.4 Formalise and implement the accreditation coaching system at all levels. This is under development.
- 5.5 Revise Constitution reflecting new structures
- 5.6 Establish a development body aimed at taking the sport to three new provinces in 3 years.
- 5.7 Introduce a Schools League in 5 Provinces
- 5.8 Monthly training camps for Development and Elite squads
- 5.9 Selection & prepare teams for JWOC & WOC 2010-2014, including a full ladies team and develop PDIs to represent SA
- 5.10 Present 3 WRE in SA, encouraging sports tourism and development of local events.

## **6. Objectives and Targets (Business Plan 2009-2014)**

- 6.1 Grow national schools league to 2000 members with > 50% PDSA participation (5 provinces: Gauteng, Western Cape, Free State, KZN, Limpopo). – Aug 2012
- 6.2 Establish regular events in Mpumulanga, NW Province & either Free-state for KZN – Aug 2011
- 6.3 Establish Development Squad with 10 PDI and 10 ladies, - Aug 2012.
- 6.4 2 members of national team from PDSA – Aug 2010
- 6.5 3 Members of national team from PDSA – Aug 2011
- 6.6 6 Members of national team from PDSA – Aug 2012
- 6.7 50% of SAOF committee from PDSA – Sept 2014
- 6.8 Increase event participation by 10% per year – Aug 2014
- 6.9 Increase sponsorship income by R10 000 per year.
- 6.10 Host the First World Masters Championships in Africa – Sept 2014
- 6.11 To be in the top 25 Orienteering nations in the world – Aug 2012
- 6.12 To have one male and one female qualify for the finals of WOC – Aug 2014
- 6.13 To assist in the establishment of Orienteering in two neighbouring countries. – Aug 2012
- 6.14 Obviously these were as unachievable as the previous Business Plan. We need to rewrite this and take a more realistic approach. The SAOF must host a national Strategic session to re-look at these and come up with a proper sustainable solution.

## **7. Discussion on losing athletes to the sport.**

- 7.1 NZ has a goal to support and encourage athletes who go abroad to push their athletic development. We are OK with people going abroad, but we want them to come back!

## **8. Discussion on Attracting & Hooking people on the sport**

- 8.1 British: 'Come and Try it Events' where the people who organise the event do not do it – i.e. spend TIME with the attendees, teaching them. We need to find incentives for the clubs not to extend themselves by the

number of events they put on. We need to incentivise them to put on more “growth” events.

- 8.2 Philosophy: Sports in general are not doing enough to keep people in it.
- 8.3 Top athletes demand professionalism, we need to pursue excellence in every event. Clubs need to be associated with quality.
- 8.4 **HOW DO WE GET THERE** with the resources we have?
- 8.5 **WHAT CAN WE DO** with the resources we have?
- 8.6 First, we need to be more realistic, and revise our list.
- 8.7 Look at a range of sports to find out how they do what they do. Look at triathlons, they have a large turnout even if they are less accessible than other sports. Marketing and “presence” is very important. Many tri-athletes do it because of the status that Tri-Athletes have. We are losing one of our best orienteers to Tri-athlon (Alex Pope as chosen a tri-athlon above O). But how?
- 8.8 The willingness of clubs to market themselves was discussed, and what benefits they could get out of it. The SAOF can create the environment for people to contribute, with financial incentives and systems that reduce barriers to entry and reduce obstacles to willing members. For example, making contact with the Education Department to endorse the mapping of schools may make the schools keener, which can increase the confidence of people willing to map these & clubs get a new venue to host sprints at.
- 8.9 It was noted that people are overworked and overcommitted, and that the capacity for volunteers to grow the sport has been exceeded.
- 8.10 Eugene’s contention: Orienteering lends itself well to entrepreneurial ventures. Volunteers can turn it into a business. For this to work, the sport needs to increase its professional character. What is not clear is how to get there. Pilot projects need to be tackled which demonstrate how this is possible.
- 8.11 A way to start was then discussed. Students were highlighted as a good entry, as they are affordable to the SAOF at this stage, and have more free time. “Playball” businesses, run by a 23y.o. student was used as example, the student gives these classes to supplement his income.
- 8.12 Approach Sports Sciences students – develop an O / SAOF franchise, as part of LTAD. These coaches are accredited. Link up with schools, start at

**Comment [BM9]:** Clubs will only do something if there is benefit in it for themselves

**Comment [E10]:** Perhaps we should consider a financial incentive to the club who acquires the most new members? New members should be enough of an incentive, but maybe this will spur the clubs on. I think that if the clubs had to employ a manager full time and the manager’s job and salary depended on the size of the club, we would see more growth.

**Comment [BM11]:** This was a discussion on how we can present something to junior, varsity orienteers such that they can supplement their income and contribute to growing O at the same time

4 year olds, for example – physical literacy. Use monkeynastics and catrobats as lesson plan starts and teach the ABCS: Agility, Balance, Coordination, Speed to the very young. These incentives encourage parents to participate, and for double-income families, the kids are teamed up, or spend time with coaches (Garry's model).

9. How to differentiate Orienteering from all the school sports, when children select sports at the start of the year.

- 9.1 An option could be to link up with Playball (nursery schools) to have a small map/treasure hunt component.
- 9.2 Best-case scenario: The School is a base for the local Orienteering club. At the School, each learner, who is interested, pays <R100> per month. They have a weekly O session, instead or in addition to rugby, soccer, etc. What are the schools' benefit? Apparently SASCOG is pushing for P.E. teacher to teach other sports as well. Orienteering can provide a fun way of developing a fitness base for cricketers and rugby players (only about 15% of rugby players play rugby after school)
- 9.3 But, from experience, the Schools system is not working well. Cindy & Cobus (van Zyl) saw that the Afrikaans high school they approached were blatantly not interested; they have enough sport, and do not allow running on Sundays. The English school had a map made, was ready to go and will be using the map for LO.
- 9.4 EB Model: Now that Orienteering is in the Life Skills curriculum, we can map the school and use it as a fund raiser and sprint map. The school needs to grant permission, and timing is very important – the school needs enough time to give permission, so they need to be asked well in advance. A fund raiser will not compete with the major sports, in fact, it can be tied in with a major schools sports event such as a rugby festival, where hundreds of people come to watch the rugby, but might enjoy something different. Only one O event at each school each year adequately markets the sport, but does not exhaust the school. This fund raiser gives income to the person hosting the fundraiser, and proceeds also go to the school. Schools can compete with each other and there can be a trophy for the most funds raised or similar by year end.



## 10. School:

- 10.1 Orienteering in Life Skills Curriculum
- 10.2 Approach school – will map grounds (and give a lesson plan workshop) for a small fee (or free?). Could link up with Bernelle's Student concept and make our own "Playball" franchise system for various students at various varsities.
- 10.3 Dependent on right to host one event on school grounds per year.
- 10.4 Ask for right to host a fundraiser on school map. 50% of profit to school, 50% to person hosting it. For example. Family event, combine with school desires (other sports, general sports day, arts expo, crafts and baking or whatever, parents day)
- 10.5 This gives an annual serious O sprint event, and provides the school the map etc for the Life Skills. Invite top O's to come and run at these events to really showcase the sport.
- 10.6 How to push for O out of the classroom and onto the field? – just refer to clubs?
- 10.7 Perhaps use map as part of a sustainability project outside, per grade.
- 10.8 How to incentivise the teachers? O is not like the major sports that are obligatory to present at schools, and there is not enough schools to make it competitive within them.
- 10.9 Quality control. Can have a controller to just check the event the day before / on the day to ensure it is up to standard. Controllers travel costs are covered.
- 10.10 The issue is getting the people! Incentives – what incentives?!

## 11. Avenues to increase exposure to orienteering, using existing initiatives.

- 11.1 Garry presenting O at Community Centres on a weekly basis. Other people to follow his example.
- 11.2 CSA – Cricket SA, has built cricket ground facilities through out South Africa by using funding from municipality. We can map these grounds and use it. Grounds used between the two sports is not competing. Max Jordaan from CSA would like to assist us.

- 11.3 SMME model for Sports Science students? Use Microfinancing resources from Social responsiveness sections of Companies to get this into schools across the country?
- 11.4 Skills are the main barrier to entry – how do we transfer O skills on a national level? What do people require to be able to pursue O as an SME? We need to get our accreditation in place.
- 11.5 From British Orienteering (BOF) statistics, getting someone hooked on O will have low success rates: e.g. 150 000 learners compete at schools level, about 10% will come back, and 10% come back to compete at club level. This is a stat on all sports – even rugby has such a low post school return with very few scholars playing rugby at club level. The idea is that 10% of 150 000 yields a higher return than 10% on 180.
- 11.6 What does Entry level O course look like to grab people? The same but easier? Unchanged because the mindset of the type of people we are targeting is attracted to the technicality, so making the course easier will be counterproductive? Short but technical – keep the fun in without the fatigue?
- 11.7 Professionalising events: If marketing improves, and more people pitch up, we have to think that people who do registration, don't compete, so they have more attention to the entrants. This should mean only one or two events less to compete in for these people.
- 11.8 Eugene felt more O-ringen type events (i.e. multi-day, multi-events) was the way to go. Garry mention that Dave Peel reckons the UK is moving away from “festivals” to more dispersed, single events.
- 11.9 To get more volunteers: Volunteers are a numbers game; only a few people volunteer for any sport. So more people will solve the problem. Need to train beginners to plan, control and organise to have more of these volunteers. People only care about their own immediate issues, however, so how do you incentivise more volunteering until the sport is big enough to employ local administrators and organisers?
- 11.10 Stage 1: Formulating Coaching Plan.
- 11.11 Stage 2: Getting it out in a format they understand.
- 11.12 Develop the PDI's, Juniors to Coach as part of studies to supplement income while growing the sport.

**Comment [BM12]:** This is for the clubs to decide?

**Comment [E13]:** We need to have the debate though

## 12. Durban:

- 12.1 **Urban Rage**, Attract people to Point – adventure area. There is a management office to obtain maps.
- 12.2 Idea of annual O-ringen June/July in Durban
- 12.3 Richard has work reason to go to Durban reasonably often. North side has Japanese Gardens that could be used too.

## 13. Number 1 priority: Sustainable club(s) in three more provinces

- 13.1 In each province:
  - 13.1.1 Schools League (Grown-up league? Training opportunities?)
  - 13.1.2 Cricket SA partnership
  - 13.1.3 High Performance Centres / Centres of Excellence with Provincial Director of Orienteering, employment of Sports Scientists / bursaries to students as incentive, that pays back through training in schools. More training they get to keep the money.
  - 13.1.4 School Curriculum – develop for Gauteng and WC and distribute to other provinces (through WCED, Curriculum Advisors)
  - 13.1.5 Establish Permanent Course(s) at Club sites
  - 13.1.6 Playball etc partnership, find national reach (Playball may only be in Gauteng, try Catrobats etc)
  - 13.1.7 Weaknesses on all of these, but more so on points 2,3 and 6 are paid professionals. To prioritise it was decided that we can not do any ones that require paid professionals. This leaves us with Schools League and Schools Curriculum. Permanent Courses are not in new provinces yet, but Durban is a start and a high profile site. Establish contacts with other fields so long. The Action Plan for each priority approach was discussed.

NOTE: W<sup>5</sup>H of priority items (Who, what, why, when, where, how)

SWOT assessment pending, but fairly well covered in the 'HOW'.

## **14. Schools League**

### **14.1 WHATS**

- 14.1.1 Get Schools League running in WC, 3 other provinces.
- 14.1.2 Establish 4 or 5 other clubs through these schools, establish map for each school.
- 14.1.3 Write up a business plan for students' involvement – **SIFE?** (Students in Free Enterprise, [www.sifesa.co.za](http://www.sifesa.co.za)). How to institutionalise this progress. How to get good speedy skills transfer.
- 14.1.4 Buy in from schools depend on their benefits – What do we offer?

### **14.2 HOWS**

- 14.2.1 Make contact with schools through Schools Curriculum Advisors:
- 14.2.2 Meet with people who can help draw up content and lesson plans.
- 14.2.3 Make contact with Provincial Administrators. From the Education Department, get names of provincial officials, schools, directly and have a seminar. SASCOC-MEC Schools Curriculum Advisors (Richard has list of schools for Rustenburg) Science Education Institutions like the MTN Sciencentre (Western Cape), Sci-Bono (Gauteng) may be useful.
- 14.2.4 Direct contact to schools – sell as a fundraiser
- 14.2.5 Google Earth the schools to make an initial selection based on school grounds – its not hard to make a school map with our high quality aerial photography – I think google maps may do more harm than good at a schools league level (fine for primary school).
- 14.2.6 Permission to map
- 14.2.7 Make the map to school standard
- 14.2.8 Present seminar to any interested teachers (life skills, geography): one per province where all teachers attend. Make an application form, invite all teachers from the whole city / province, two from each school, but limit total numbers to 30.
- 14.2.9 Hold an event each year at each school, invite all other schools to the event. 4 or 5 schools is sufficient to get critical mass.

14.2.10 Need to target schools with decent facilities, English, Model C schools

#### 14.3 WHERE

14.3.1 Cities: Witbank, Rustenburg, Durban

14.3.2 Regional schools found in suburbs. 2km course, 1 km course, fundraising.

14.3.3 Royal Bafokeng tribe facilities, Ronnie Carrol, dvd ppt.

#### 14.4 WHY

14.4.1 Schools were identified as the most accessible route to expose the youth to orienteering. The youth is a main target for talent scouting. Having O in the curriculum makes the easiest route as well.

#### 14.5 WHO

14.5.1 Team leader (Richard Lund)

14.5.2 Administrator

14.5.3 (Assign roles first, fill later)

14.5.4 Expansion Team

14.5.5 Mapper

14.5.6 Seminar Organiser

14.5.7 Planner and controller

14.5.8 Who does the coaching seminar, who does the actual even planning?

14.5.9 Teach people how to do regular coaching

14.5.10 Should we pay a stipend as with Junior coaches?

#### 14.6 WHEN

14.6.1 Has already commenced.

## **15. Schools Curriculum**

### 15.1 WHAT

15.1.1 Orienteering is now in the LO (Life Orientation) Schools Curriculum Lesson Plan, and this gives us opportunity to raise awareness of O in Grades 10-12. Guidelines to Implementing Physical Education Activities. Movement sections. (Fitness, Games/ Sport, Recreation) O is under recreation segment.

15.1.2 4 weeks per Grade. 4 Lesson Plans per Grade.

15.1.3 Grade 10 – Basic

15.1.4 Grade 11 – Intermediate

15.1.5 Grade 12 - Advanced

### 15.2 HOW

15.2.1 Go to SASCOG who will assist us to talk to the right person in the Education Department

15.2.2 Approach Education Department to introduce ourselves in the provinces.

15.2.3 Get permission to talk to Curriculum Advisors with a draft lesson plan, or distribute material through the Education department.

15.2.4 Develop Lesson Plans (Materials) in Gauteng and Western Cape.

15.2.5 (Look if we can combine Tania's material and WC plans – best case scenario)

15.2.6 Distribute to schools – part of the plan is to map the school. This ensures quality schools level mapping and fund raising to SAOF through the schools paying for the map.

### 15.3 WHY

15.3.1 Awareness of Orienteering mainstreamed in schools.

### 15.4 WHO

15.4.1 Richard

15.4.2 Bernelle to coordinate Cape Contacts

15.4.3 Tania - YOC

### 15.5 WHERE

15.5.1 Gauteng and WC

15.6 WHEN

15.6.1 Already commenced in the WC, contact has been made with  
Gauteng

## 16. Permanent Courses

### 16.1 WHAT

#### 16.1.1 Permanent course

### 16.2 WHO

#### 16.2.1 Clubs Initiative

### 16.3 WHERE

#### 16.3.1 Parks, Zoos, Ushaka (Durban), Forest, Botanical Gardens Pta – Kloofendal, Walter Sisulu, Kirstenbosch?

### 16.4 HOW

#### 16.4.1 Picture of Stakes

#### 16.4.2 Letter for permission to venue manager, e.g. Karin Spottiswoode – Kloofendal.

#### 16.4.3 *Finals of Schools Event, spoke to Sheila Head, referred to Thompson who is in charge of the Gardens.*

#### 16.4.4 Access to Maps.

#### 16.4.5 Link to website for people to download maps, hardcopy at offices?

#### 16.4.6 Link with Caxton CPX Community papers publish the maps for monthly/weekly permanent course game.

#### 16.4.7 Need a feedback mechanism – record time and put on website for people to compare results... Need more interaction.

#### 16.4.8 Website with international permanent courses, load up ours there as well.

#### 16.4.9 Open Streetmap – guy in Britain made an Open Orienteering streetmap on top on this. Not high enough resolution for schools. Wiki based system to reduce barriers to make your own map.

### 16.5 WHY

#### 16.5.1 Low effort marketing tool, and training avenue.



## 17. Cricket SA

### 17.1 WHAT

- 17.1.1 CSA has bases in all 9 provinces and municipal areas, and have made it available for establishing O in these areas, where we can employ a person to work there.

### 17.2 WHERE

- 17.2.1 Each metropolitan area in SA. We target the ones closest to the selected schools.

### 17.3 WHO

- 17.3.1 Paid professional as they need to be based, live and work there.

### 17.4 WHY

- 17.4.1 Linking up with an established sport saves on infrastructure costs and reduces our barrier to entry.
- 17.4.2 Possibility of securing sponsorship through association with cricket SA.

### 17.5 WHEN

- 17.5.1 Initiate discussion with CSA now, but we do not see it implemented this year.

### 17.6 HOW

- 17.6.1 Secure funding
- 17.6.2 Gideon Sam has said CSA must adopt a smaller sport and bring them up to speed. Their coaches could assist. Even if they only assist in non-financial avenues, if we have access to their coaches etc, then we don't have to spend money on these things, freeing it up for needs elsewhere.
- 17.6.3 Could make their coaches orienteering coaches to earn more money on "off days".

## 18. High Performance Centres (HPC)

### 18.1 WHAT

18.1.1 Partnering with Sport Science Institutes who run High Performance Centres. They are mostly associated with universities, but are privately run enterprises. These sports centres are talent identification centres, not open to general public at this level. So all Federations are in one central point in each province. Mental component in sports are similar

### 18.2 WHO

18.2.1 Paid professional, students at that university. TUKS, US, UCT. Get nodes on a superstructure with hierarchy covering the school, the municipal centre (inter school), HPC (high talent), get a robust system to get medals – the want to have.

### 18.3 WHERE

18.3.1 At the universities in the provinces.

### 18.4 WHY

18.4.1 Talented athletes need specific coaching and development, more than what a school can provide.

### 18.5 HOW

18.5.1 Get a list of contacts and contact them. Unlikely to support us now, need proper athletes and money to look at us – business driven. Offer them the opportunity to extend the range and portfolio of the services offered by utilising an orienteer ...

18.5.2 Ask Christian how to get into Sports Institute

### 18.6 WHEN

18.6.1 When paid professionals can be afforded

## 19. General points:

- 19.1 Richard is going to the SASCOC General Meeting
- 19.2 United States 'Adventure Running'
- 19.3 Forward Norman's email to Richard – Curriculum, Lessons Plans.
- 19.4 <fix SAOF website address on all club websites>
- 19.5 Website properly migrated on www.orienteering.co.za. Ask clubs to update links on their website.
- 19.6 www.saof.org.za not in use. Emails to migrate to <name>@orienteering.co.za
- 19.7 <send Norman's email to Richard, and chase up with Kobus>
- 19.8 Permanent course R30 000. 25 stakes for each course. 8 maps. A set of maps. Putting stakes in ground – financial incentive for R2000 per area. R50 per stake.
- 19.9 <Richard to send specs of stakes to Bernelle – PenOC>
- 19.10 <badger **IOF**, SRSA, SASCOC to update our details, email etc>
- 19.11 <find addresses and contacts (through Joey Sitser?) for the WCED, L.O. etc people in every province.>
- 19.12 Coaching
- 19.13 Garry offered coaching positions at Berario Rec centre.
- 19.14 JP's mom has permission-person to map UJ. Person's contact details to Paul. Dynamics are very positive with these interactions.
- 19.15 <what do we need to do to get coaching at WC?> Need direct benefit to the person involved in running.
- 19.16 <OCAD proper> Around R5000 a licence for OCAD 9. OCAD 10 std version R4000 approx. With Schools maps we need to look into free ware OCAD 6 (which can't import background map..?) or licenses or some way to enable schools mapping.
- 19.17 Royal Bafokeng Schools dvd was watched to gauge potential synergy with Orienteering.
  - 19.17.1 George M (MD)
  - 19.17.2 Develop youth, schools
  - 19.17.3 5 key sporting codes
  - 19.17.4 Rugby
  - 19.17.5 Soccer

- 19.17.6 Netball
- 19.17.7 Athletics
- 19.17.8 Marshall Art
- 19.17.9 Grass route level
- 19.17.10 10 000 kids involved (this is currently up to 31000)
- 19.17.11 5 000 soccer U-11 – U-17
- 19.17.12 29 villages
- 19.17.13 Stadium
- 19.17.14 Sports campus
- 19.17.15 Platinum Teams
- 19.17.16 Chris Sebaelo Martial Arts (biggest club in country)
- 19.17.17 Mpho Sello – Netball 6-17yrs 4 000 kids
- 19.17.18 Netball SA provided the coaching.
- 19.17.19 Suzan <> Mlanzi – Athletics
- 19.17.20 Gerald Mc Pherson – Rugby
- 19.17.21 We would need to employ an Orienteering sport Director full time.
- 19.17.22 Getting the kids out of the streets, get physical training, healthier.
- 19.18 Province level: LTAD, empowering community.
- 19.19 At SASCOC meeting the federations told SASCOC to build facilities and we (the Federations) will populate it.
- 19.20 For very small kids, not make a big inflatable squarish ball coloured like a control flag and play hide-and-seek with a simple map. Decide where you will hide it, then show someone on the map where it is – too complicated? Has that 'ball' look and feel.
- 19.21 Cathy Woodner at Somerset College Heidi's good friend (Richards' wife)
- 19.22 Limpopo – Gary Townsend links.
- 19.23 R100 000 available on Expansion Plan to spend from SAOF.
- 19.24 Money paid via SAOF to clubs for services rendered does not have constraints on how this is spent – can be spent on stuff like, e.g. trailer...
- 19.25 Club level implementation is a big issue.
- 19.26 Get schools league working one little step at a time, getting people to contribute and learn without even noticing, so that they are not intimidated.

- 19.27 School's emails
- 19.28 1000 learners teachers parents club
- 19.29 Map: import bmp into OCAD 6
- 19.30 Set up a cd 'kit' with the OCAD software, help doc, (lesson plans?)
- 19.31 Schools Grade 12 Advanced Orienteering final project run an event (the grade 12's planning and running the event)
- 19.32 List of all schools in WC, then City of CT municipality.
- 19.33 <Action Richard to purchase club kits complete, R10 000 per club/student>
- 19.34 Coaching projector PROXIMA
- 19.35 R20 000 to PenOC for schools, mapping, hosting a seminar, equipment etc.
- 19.36 Grey's college?
- 19.37 Grahamstown