



SAOF Development Plan 2013-2015

Development Growth Excellence



Introduction

The SAOF's vision is to make Orienteering a national sport accessible to all South Africans. To achieve this we have adopted as our mission *Development Growth Excellence*. This reflects the belief that in order to grow the sport, development and roll-out of education pathways is required in order to reduce the *Barriers to Entry* inherent in the sport. This mission statement also recognises that excellence, which includes being internationally competitive at the highest level, will not be possible without the foundation of development and growth of the sport.

The SAOF's 2013-2015 Development plan has been reviewed in light of our Long Term Participant Development (LTPD) model. During our assessment of orienteering in South Africa it was identified that the weakness of Orienteering in South Africa relates to the small number of active participants in the sport as well as the lack of an effective education system to lower the *barriers to entry* inherent in the sport. In addition the small size of the active membership does not reflect South Africa's demographics, which means we are not exposing possible future champions to the sport.

It is the SAOF's belief that in order to grow orienteering in South Africa we need to continue to provide education pathways to enable more people to become competent in the making of maps, in the coaching of participants and the in organising of events. Coupled to these problems is the challenge of volunteerism. Any initiatives to achieve the SAOF's vision are constrained by the fact that their implementation relies on the efforts of a small number of volunteers.

The short-term and long-term objectives of the SAOF from a Development perspective, as identified during the development of our LTPD model are stated below:

Short-term objectives: 2015

- Active Orienteering clubs in 5 provinces (currently we are active in three provinces)
- Improve Participation Levels across all demographics

Long-term Objectives: 2020

- Active Orienteering clubs in 7 of 9 provinces
- 5 Constituted Provincial Bodies
- Further extend participation in Orienteering across all demographics.
- Improved demographic representation on administrative bodies.



Key Strategic Elements

There are number of key strategy elements guide the various projects and initiatives of the SAOF are described in this section.

The Children are the Future

An integral part of this plan is to encourage new and existing clubs to expose more children to orienteering by running schools leagues and by implementing the successful YOC (*Young Orienteers Challenge*) system. This skills development program targets primary school children.

Schools Life Orientation Curriculum

We aim to capitalise on the development that orienteering is now part of the Life Orientation subject within the school curriculum. This provides us with an opportunity to present orienteering at high schools, many of which had rejected previous advances on the basis that they already have a full complement of traditional school sports. We hope that this will give us access to a huge audience for our sport.

We firmly believe that the future of our sport lies in getting children to be active and experience enjoyment through sport. This is a basic tenet of the *Long Term Participant Development (LTPD)* model that the SAOF has developed as part of the greater SASCOC effort to encourage a healthy and active nation.

Education is Key

Underpinning the Expansion plan is the provision of a comprehensive *Introduction to Orienteering* training course together with a high-quality resource pack, i.e. *O in a Box* Level 1 and 2. This will form the introductory level in our *Coach Education* system. The remainder of this system will be developed following the guidelines provided by SASCOC's Coach Framework project in which the SAOF participates.

The construction and implementation our Coach, Official and Athlete development programmes will all use our LTPD model as their guide.

Professionalise the Sport

A major impediment to our ability to grow Orienteering outside of our traditional centres is that we have no full-time staff. At the beginning of 2011 we employed a part-time administrator, with the aim of freeing-up the SAOF executive committee to focus on strategic initiatives. In addition the successful implementation of our expansion plan requires active project management. The time-demands of successful project management are beyond the volunteers who have historically implemented the SAOF's various Growth and Development projects. Hence the SAOF intends to secure funding to employ a project manager. We believe that successful projects will enable the SAOF to secure more funding for further expansion of these projects, which will enable the SAOF to employ more full-time project managers.

Strategic Partnerships

Another key strategy to expand our reach has been identified. The aim is to form strategic partnerships with organisations that are involved in sport delivery and to piggy-back on their well-established delivery networks. The idea being that for a relatively small financial commitment we



could support a coach who would offer orienteering in addition to the activities already offered by the partner organisation.

Exciting Introductory Level Format

One of the challenges when introducing orienteering to new people is to present the sport in an easy-to-understand, exciting and accessible format. We also believe that introduction at a school level will benefit from a competitive format. We therefore envisage utilising an event format that includes the following elements: mass start, relay and micro-O.

Project Reviews

At all times we need to be aware of our capacity to implement stated projects. Within our constraints it is of great importance that any goals follow the SMART principles, i.e. that all goals are:

S – Specific; **M** – Measurable; **A** – Attainable; **R** – Realistic; **T** – Time-bound

Regular monitoring of progress against particular “measures of success” will enable us to fine-tune project implementation, or even close projects that are not effective. The process of project implementation is one of constant learning. Project implementations in new areas will be revised based on these learnings.



Overview of Projects

In this section we present an overview of the various Development projects. More details on each project are provided in subsequent sections.

Expansion Plan

This is the SAOF's flagship Development project aimed at exporting orienteering to cities, regions and provinces other than those in which the sport is already well-established. In addition the project seeks to facilitate growth in our traditional centres. The Expansion Plan continues to evolve on the back of much learning over the past five years

There are a number of supporting projects that support the delivery of the Expansion plan. These allow us to develop and refine concepts in established areas, which are then incorporated in the Expansion Plan to make its implementation more effective. These support projects are described briefly below:

Youth Orienteering Challenge (YOC)

YOC targets Primary School learners. It is driven by the child's parents and coordinated by a club administrator. The novice parent of a participating child will also learn the basic orienteering skills as they guide their child's learning. As the child progresses they earn badges appropriate to each new skill that they learn.

YOC has been run very successfully in Gauteng for the past four years. It has only been run intermittently in the Western Cape with limited success.

Permanent Courses

Although we encountered major challenges in establishing permanent courses, it is still our belief that this concept is useful in making Orienteering more accessible. Problems of landowner permission and effective ways to distribute maps have not been overcome to any great extent. Progress is being made in a few areas in Gauteng that we hope will lead our being able to open further doors to establish permanent courses.

Orienteering Schools League Development

The Gauteng Schools League has now been running for 12 years. The way this flagship league is run does not lend itself to growth as it relies heavily on the manpower provided by interested clubs. Its maturity, however, allows us to use this league as a vehicle to explore various concepts aimed at developing other schools league formats that are less reliant on club manpower, that improve the inter-school competitive component (i.e. relay format) and that are successful in exposing the children to the wider world of Orienteering (i.e. school camps).

A second component of schools league development in Gauteng will attempt to capitalise on the relatively strong club base in Gauteng. We will encourage and support the introduction of other schools leagues in other parts of the province (e.g. Centurion, Pretoria, etc.). The introduction of new leagues in Gauteng will allow us to experiment with the format that we intend to roll-out within the Expansion Plan.



We will continue to support efforts in the Western Cape and Durban to run sustainable schools leagues.

Expansion Plan

The Expansion Plan is a multi-year plan that charts the development of Orienteering in a new city and province from the initial introductory level event all the way until an established club in the new province is capable of hosting a Provincial championship event. The plan consists of four separate phases charting this progression. A schematic of the plan is depicted below. The timescale over which this transition is possible will vary depending on a multitude of factors that are represented in the left-hand column of the schematic.

Four Phase Progression

The four phases can be summarised as follows:

Phase I – Introductory level events targeting development of an inter-schools league.

Phase II – Intermediate level events targeting regular Short Course events for the wider community.

Phase III – Advanced level events for the wider community in technical terrain.

Phase IV – Advanced level championship events targeting the wider orienteering community.

Education

Underpinning the Expansion Plan is a two tier education strategy. The first tier consists entirely of the introductory training course which is the main vehicle to market orienteering to new areas. The course covers all the basic elements of orienteering at a level suitable for newcomers. The intention is to equip attendees of the course with sufficient understanding of the sport as well as a resource pack that will assist them to start-up basic orienteering events in their community.

The second tier covers the education pathway of the three technical areas of orienteering such that interested participants can follow a progression of qualifications from beginner to advanced. The three technical areas in which participants can progress are: Coaching, Mapping and Event Organising.

Coaching

As the Expansion Plan moves into Phase II and subsequent phases there will be a need to provide participants with access to improved coaching. This will enable participants to improve and refine their understanding and application of the various technical orienteering skills and physical training methods that will allow them to improve their orienteering performance.

Mapping

As the sport takes hold in a new area there will be less need for the SAOF to support the sport to the extent required during Phase I and the early part of Phase II. As a developing region moves into Phase II, the local participants will be encouraged to attend SAOF level 1 Mapping courses with the aim of identifying participants who are interested in this challenging core function of orienteering. Appropriately qualified locals will then be in a position to make maps of new areas required to maintain a fresh challenge to orienteers in their region.



Event Organising

As the sport takes root in a developing region and progresses to more technical versions of the sport, there will be a need to train participants up to be able to organise more advanced events that cater for both the most skilled as well as the novice orienteer. Also the increased complexity of the events and increasing number of orienteers is more demanding on organisers to ensure fair competition and a rewarding experience for all participants. This will be supported by an appropriate education system developed by the SAOF.

Phase I

The initial focus of the Expansion Plan is to roll-out the first phase as frequently as possible. Hence we now discuss this phase in greater detail.

Step 1

The first step in this phase of the expansion plan is the core component of our Development Plan. The idea is to present a weekend-long orienteering workshop. The concept is presented schematically below. The workshop will be based on the successful Level 1 Teachers Training Course in Orienteering that was recently held in Johannesburg. There are two components to the weekend workshop. On the first day the participants will attend the Level 1 Teachers Training Course in Orienteering. This course consists of a number of information presentations together with associated practical exercises. On the second day a demonstration event will be presented together with the participants. This may or may not be opened to the wider community around the venue at which the workshop is held.

The intention is to leave the participants with enough understanding of orienteering such that they are confident to be able to instruct newcomers in the sport and run entry-level events. The teachers will be provided with a resource pack to assist them in this task.



	Aims	
	Primary	Secondary
What	Weekend-long training workshop with demonstration event	Demonstration event open to wider community
Who	Primarily to Life Orientation teachers in the local district / city	Potential wider local audience, i.e. other teachers, parents, etc.
How	Low ratio of instructors to participants: - Presentations - Practical Exercises	Rotate roles of presenters and assistants at subsequent workshops
Why	Educate LO Teachers Identify schools to target for local schools league	Train more trainers - Build capacity to provide a greater pool of resources to present and assist.
When	Weekends suitable to teachers and course presenters & assistants	Might need second round workshops targeting parents to help move to Phase II of the plan.
Experience	Level 1 Teachers Training Course in O in Jo'burg demonstrated very good uptake & demand for more.	Build on knowledge base by incorporating learnings from subsequent courses
Resource	Provide participants with usable practical resource than can be used to instruct children & assist them to put on simple fun events	Improve and add to resource pack to provide teachers with more material.

Step 2

If the first step focussed on educating the teachers to become orienteering instructors, then the next step is for the teachers to educate children at their schools about the sport of orienteering. The aim is for the teachers to explain the sport sufficiently to the children that the school can host inter-house events at the school. In addition to educating the children about the sport, the intention is to identify better performing children who will be selected to represent the school in an inter-school orienteering competition.

Step 3

In this step the focus is in getting a number of schools to compete against one another in an inter-school competition. An important component of any sport is coaching. Without coaching in orienteering, the children will not learn from their mistakes, they will be frustrated that they are not improving and will not enjoy the sport. By having inter-school competitions it is envisaged that interested teachers and interested children will be inspired to learn about improving orienteering performance.

Step 4

The final step in this phase of the plan is to progress towards weekend training camps. At these camps enthusiastic and better performing children should be given the opportunity to experience the next level of orienteering in a fun and inspiring manner. These camps should also be run so that interested teachers and parents are involved. This will assist with the identification of motivated teachers and parents that can help drive future development of orienteering in each region.



A schools camp held in Gauteng over the past three years will be used as the template for similar camps in Gauteng and in new regions.

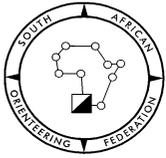
Timescale

From the provision of the Education weekend (i.e. Step 1) to the establishment of a small inter-school league (i.e. Step 3) is envisaged to take anywhere from two months to one year. The factors affecting this timescale are:

- Commitment from at least three schools to participate.
- Making of maps of the participating schools.
- Identification of and commitment of personnel at each school who are willing to act as local champions.
- Inter-house event at each school to “educate” children to understand the sport.
- Identification of a suitable 4-5 week period within the year when the inter-school league can be held, e.g. 5 weeks in term 1.
- Availability of suitably experienced resources to offer supervision.

Support

The most difficult year will always be the first year when the sport is new to everyone. This will be the most demanding in terms of the need for support from experienced orienteers. In the second year experienced children will be able to assist the teacher / instructor with newcomers.



		Phase I				Phase II		Phase III		Phase IV
		Step 1	Step 2	Step 3	Step 4	Intermediate Events		Advanced Events		Advanced Events
	Type	Level 1 Training & Exhibition	Inter-house School Event	Inter-schools League	Schools Training Camp	Short Course Events	Short Course League	Colour-Coded Events	Colour-Coded League	Regional Championships
	Timescale	1 - Weekend	2 - 6 Months	3 Months - 1 Year	1 - 3 Years	6 Months - 2 Years		1 - 5 Years		2 - 6 Years
	Map Requirements	1 Map of venue	School Map	3-5 School Maps	1 Map	3 Maps	0 - 2 More maps, increasing by 1 - 2 annually	1 - 3 Maps of Technical Areas	2 More maps, increasing by 1 - 2 annually	Strategic Map of good quality technical area
	Terrain	Simple school with tennis / netball courts	Simple School	Simple School	Varied terrain: buildings, vegetation, point features	complex schools or local parks	complex schools or local parks	Bushveld, Forest with varied contours	Bushveld, Forest with varied contours	Bushveld, Forest with varied contours
Education	Technical Standard	Introductory	Basic	Basic	Intermediate	Basic - Intermediate		Basic - Advanced		Advanced
	Coaching	Qualified Experts	Instructors L1	Instructors L1	Coach L1 - L3	Instructors L1	Coach L1-2	Coach L1 - L3		Coach L1 - L3
	Planning	Experienced	Basic	Basic	Basic	Basic - Intermediate		Intermediate - Advanced		Advanced
	Organisation	High	Minimal	Minimal	High	Minimal - Intermediate		Intermediate - Advanced		Advanced
Support	Level	High	First year High, reducing in subsequent years			First year High, reducing in subsequent years		First year High, reducing in subsequent years		High to Low
	Resources	SAOF	Punches	Punch / EMIT	Training	Punch / EMIT		Punch / EMIT		EMIT
	Primary Personnel	SAOF	Teachers	Teachers / Children / Parents	SAOF	Parents / Children / Teachers		Local Club / Parents / Children		Local Club
	Support	Clubs	SAOF	SAOF / Clubs	SAOF / Clubs	SAOF / Clubs		SAOF / Clubs		SAOF
	Talent ID	Identify local champions	Identify school's teams	Identify better performers for schools camp	Identify children to help coaching at school	Identify better performers for invite to regional camps / invite to events at established provinces		Identify better performers for invite to regional camps / invite to events at established provinces		Identify better performers to receive assistance to other regional champs & inclusion in SAOF squads

Schematic of the Expansion Plan. The resource and support requirements are noted for each Step in the various project phases. The timescale estimates range from a best case to worst case scenario for each stage.



Project Implementation for Phase I

A schematic of the implementation plan is illustrated below. Our ability to successfully implement this plan will depend on our employing a project manager.

Project Manager

In order to manage the process we will need to employ a project manager to militate against the above risks. In addition employing such a person will enable a more rapid roll-out of the plan into more areas. Project progress will be reviewed with the SAOF Management Committee on a quarterly basis. This process will also be used to review and adapt the plan.

Other Resources

In order to roll-out this plan there is a high resource requirement. In addition to the abovementioned project manager a large number of assistants is required to ensure the low educator to participant ratio which is necessary to successfully introduce the sport to new people and to groups with participants of varying abilities. This requirement is greatest in the first year that the sport is introduced, but should reduce subsequently once more participants understand the sport and groups can be streamed according to their level of understanding.

Whilst the project manager will be employed by the SAOF, the implementation of the plan will require a number of volunteers to provide critical support. In order to spread the workload the intention is to mix experienced presenters and assistants with inexperienced volunteers and to encourage these inexperienced helpers to progress to become presenters. In this manner each Step 1 Education weekend will be used as an opportunity to train more presenters and assistants thus growing our capacity to deliver more courses across the country.

Finances

Our intention is to charge the attendees of the various courses and workshops a nominal event fee (R50-R200). Experience has taught us that free events are abused with confirmed delegates who don't show-up and others who do not properly engage with the course. The income generated in this manner will be used to fund further Development projects or other SAOF activities.

The true costs of the various workshops and courses will be carefully tracked to ensure the unsubsidised cost per delegate is known for future use.

It is our intention to encourage volunteers from the established orienteering community by remunerating them for their time and effort.



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Orienteering Schools League Development

The Orienteering Schools League (OSL) in Gauteng has increased the number of participating schools from six to nine in the past two years. Schools from around Gauteng compete against each other at events organised by various volunteers from the Gauteng orienteering clubs. This format does not lend itself to growth as it relies heavily on the manpower provided by interested clubs.

The SAOF is encouraging the new leagues to adopt a simpler format:

- League to become more self-sufficient, i.e. predominantly run by teachers and learners with little club support.
- Simplified relay-based format to be hosted at the various schools on their grounds.
- Inter-house events to reduce numbers participating at inter-school meetings.
- Gauteng schools league final is a competition of the best schools from a number of independent schools leagues throughout Gauteng.

The maturity of the Gauteng OSL means that there is resistance to migrate to the proposed format. Recent activity in the Western Cape and Durban has also relied on the organisation and support of experienced club members.

Since 2011 a Schools relay and an annual Schools Orienteering camp has been held in Gauteng. The SAOF believes that this type of camp should be encouraged as it satisfies a number of important conditions that will promote the growth of orienteering. These conditions are: exposes school children to the wider world of orienteering in a fun and educational manner; provides coaching experience for a number of interested club members; serves to bridge the gap between schools orienteering and club orienteering.

Since 2011 a number of new short course maps have been made in the Centurion and Pretoria areas that offer the opportunity to introduce schools league orienteering in these areas. There are a number of club members who live in these areas who will be encouraged and supported to initiate schools leagues. A second component of schools league development in Gauteng will attempt to capitalise on the relatively strong club base in Gauteng. The introduction of new leagues in Gauteng will allow us to further experiment with the format that we intend to roll-out within the Expansion Plan.

Garry Morrison
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July 2013