



## D1.4 – International Training

|                       |                                                               |                |        |
|-----------------------|---------------------------------------------------------------|----------------|--------|
| <b>Project Number</b> | 101245576                                                     | <b>Acronym</b> | MAPHER |
| <b>Project Title</b>  | Orienteering and Cultural Heritage for Empowering Young Women |                |        |
| <b>Deliverable</b>    | D1.4                                                          |                |        |
| <b>Date</b>           | 30/04/2026                                                    |                |        |
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### Executive Summary

This deliverable presents a summary of the international training held from 20–22 March 2026 in Rijeka, in the context of the EU co-funded project MAPHER. It outlines the main activities, methodologies, and outcomes of the training, which brought together 12 participants from Croatia, Cyprus, and Slovakia. The report highlights the combination of theoretical input, field-based learning at sites such as Grobnik Castle, and practical workshops focused on the design and implementation of culturally enriched orienteering activities.

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# 1 Introduction

Between March 20 and 22, 2026, the international training of the MAPHER project was organised and implemented in Rijeka, Croatia, under the coordination of PD Tuhobic.

The aim of the training was to bring together youth workers, sports professionals, practitioners, and representatives from rural authorities, equipping them with the skills needed to incorporate orienteering into educational and community development projects.

The training was attended by 12 participants from Croatia, Cyprus, and Slovakia, who had the opportunity to gain both theoretical and practical knowledge on how to design and implement culturally enriching orienteering activities that promote historical and cultural awareness. Participants also gained hands-on experience with the MAPHER Compass Handbook, which is currently under development.

To ensure proper preparation, a detailed information pack was developed and shared with participants prior to the event. The information pack included essential logistical details, an overview of the project, and a presentation of the agenda, enabling participants to prepare in advance and actively engage in the activities.

## 2 Report of the TC

### 2.1 Day 1

The first day of the training focused on setting the foundation for participants' understanding of the MAPHER project and introducing the core concepts of orienteering in an educational and community development context.

The day began with a presentation of the MAPHER project, including its objectives, priorities, and expected outcomes. Participants were introduced to the broader vision of the initiative, with particular emphasis on its added value for women, rural communities, and the development of orienteering as a tool for inclusion, empowerment, and local engagement. This session also clarified the purpose of the training, outlining what participants could expect in the coming days and encouraging them to reflect on their own motivations and roles within the project.



*Picture 1 Presentation about the cultural richness of Rijeka*

Following the introductory session, participants were introduced to the MAPHER Compass Handbook through a mock practical experience. This interactive approach allowed them to gain a first-hand understanding of orienteering basics, including rules, map reading, interpretation of signs, and fundamental navigation skills. By combining theory with practice, participants were able to immediately engage with the methodology and better understand how such activities can be structured and delivered.

A key highlight of the day was a workshop on engaging local communities and stakeholders in the sustainable development of orienteering activities. This session was enriched by a visit from the Mayor of Čavle, who provided valuable insights into the role of local authorities in supporting community-based initiatives and promoting sustainable development. Participants explored strategies for collaboration, stakeholder involvement, and long-term impact at the local level.

In the afternoon, the focus shifted to thematic components of the MAPHER Compass Handbook. Participants explored sustainable tourism strategies, with discussions centred on how orienteering can contribute to cultural heritage preservation and strengthen local identity. The social and community dimensions were also addressed, highlighting how such activities can foster inclusion, participation, and community cohesion.



*Picture 2 Presentation of orienteering*

The day concluded with a session on the educational integration of orienteering. Participants learned how to incorporate educational elements into orienteering maps, including the design of checkpoints enriched with questions and learning prompts. This session emphasised the potential of orienteering as an innovative educational tool that combines physical activity with knowledge acquisition and cultural awareness.

## 2.1 Day 2

The second day placed a strong emphasis on experiential learning, combining field exploration with creative design to deepen participants' understanding of how orienteering can be used as an educational tool rooted in cultural and historical contexts.

The morning session, centered around the study visit to the castle of Grobnik, offered participants a valuable opportunity to engage directly with a real-world setting. Rather than approaching the site as passive observers, participants actively navigated the area, examining its architectural features, historical landmarks, and surrounding natural landscape. This immersive experience encouraged them to think critically about how stories, historical facts, and cultural significance can be translated into engaging orienteering checkpoints. By identifying points of interest such as old fortifications, pathways, viewpoints, and local symbols, participants began to see how an orienteering route can become a narrative journey rather than just a physical challenge.



*Picture 4 Exploring Grobnik orienteering site*

Importantly, this fieldwork highlighted the potential of orienteering to connect participants with a place on a deeper level. It demonstrated how routes can be designed to foster curiosity, promote local identity, and encourage exploration beyond surface-level observation. Participants also reflected on how different environments, such as urban, rural, or natural, offer distinct opportunities and challenges when designing such activities.



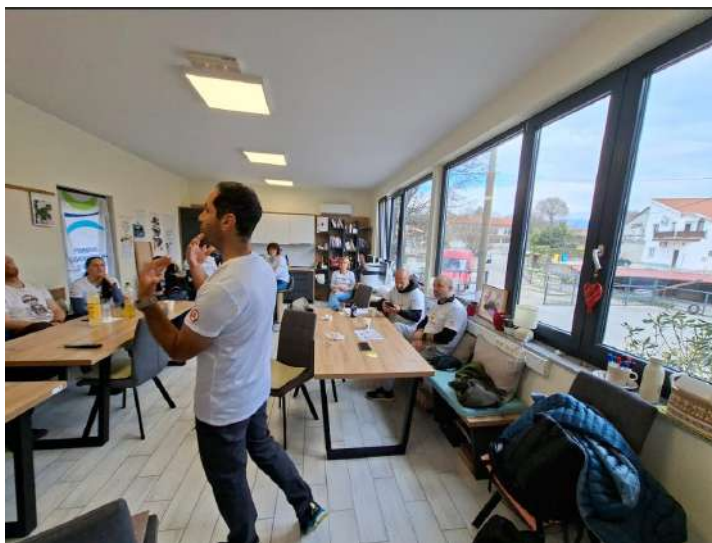
*Picture 5 Castle of Grobnik*

In the afternoon, the focus shifted from exploration to creation. During the hands-on workshop, participants applied their observations from the morning to develop their own culturally and historically enriched orienteering concepts. Working collaboratively in small groups, they designed checkpoint interaction questions aimed at prompting participants to engage actively with each location. These questions went beyond simple factual recall, encouraging

interpretation, critical thinking, and personal reflection, for example, asking participants to compare past and present uses of a site, interpret symbolic elements, or imagine historical scenarios.

Additionally, participants created observation-based prompts that required careful attention to detail, helping future users of their routes to become more mindful of their surroundings. This approach reinforces the idea that orienteering is not only about navigation but also about perception and awareness.

A key component of the workshop was the development of end-of-course questions. These were designed to help consolidate learning outcomes by encouraging participants to reflect on their overall experience, connect different pieces of information gathered throughout the route, and articulate what they had learned about the cultural and historical context of the area.



*Picture 6 Explaining how educational elements can be integrated in orienteering events*

## 2.1 Day 3



The morning session focused on implementation and real-time testing. Participants returned to the field in the village of Grobnik, where an orienteering race was organised as a live simulation of the activities they had been developing. This was not simply a competitive exercise, but a practical laboratory in which participants could experience their designs from both the organiser's and the participant's perspective. Routes, checkpoints, and educational elements created during the previous day were tested in action, allowing participants to evaluate how effectively their ideas translated into practice.

This hands-on testing phase was particularly valuable in highlighting both strengths and areas for improvement. Participants observed how clearly instructions were understood, whether checkpoint questions were engaging and appropriately challenging, and how well the cultural and historical

content was integrated into the flow of the activity. Immediate feedback from peers enabled quick adjustments and refinements, encouraging an iterative approach to design. Attention was also given to logistical aspects such as timing, route difficulty, group dynamics, and overall



*Picture 7 Orienteering practice*

participant experience, reinforcing the importance of careful planning in delivering successful orienteering activities.

Beyond technical refinement, the session also emphasized the experiential dimension; how participants felt during the activity, what captured their interest, and how effectively the activity fostered curiosity and learning. This reflection helped underline the importance of designing not just functional routes, but meaningful and memorable experiences.

The programme concluded with a session dedicated to national case studies and knowledge transfer, shifting the focus from the training environment to participants' home contexts. Working in country groups, participants discussed how the tools, methods, and approaches developed within the MAPHER framework could be adapted to their specific cultural, geographical, and organisational realities. This included identifying suitable locations, potential target groups, and partnerships with local institutions such as schools, municipalities, or cultural organisations.

Particular emphasis was placed on sustainability and long-term impact. Participants were encouraged to think beyond one-off activities and consider how orienteering initiatives could be embedded into ongoing programmes, educational curricula, or community engagement strategies. Discussions also touched on resource availability, potential challenges, and ways to ensure accessibility and inclusivity.

### 3 Evaluation Report

To assess the overall quality and impact of the training, an evaluation survey was conducted using the interactive tool Mentimeter. A total of 12 participants took part in the evaluation, providing feedback on different aspects of the programme. The results indicate an exceptionally high level of satisfaction, with average scores ranging between 9.7 and 10 out of 10 across all evaluated areas, reflecting the positive experience and strong engagement of participants throughout the training.

In terms of Training Organisation and Content, participants agreed that:

- The training objectives were clear (10.0)
- The training was well organised (10.0)
- The materials were shared on time (9.8)
- The presentations met expectations (9.8)
- Participation and interaction were encouraged (10.0)
- The objectives of the training were achieved (10.0)



*Figure 1 Training Organisation and Content*

Regarding delivery and practical value, the feedback shows that

- The content was relevant to participants' needs (10.0)
- The level of difficulty was appropriate (9.8)
- The time available was generally sufficient (9.7)
- The facilities supported the training well (10.0)
- Practical activities were useful (10.0)
- Participants feel able to use what they learned in their work (10.0)



Figure 2 Delivery and practical value

When asked to distribute points for the most valued elements, participants identified the following as the most important:

- Practical exercises (22%)
- Relevant content (19%)
- Interactive delivery (18%)
- Clear objectives (17%)
- Useful materials (14%)
- Adequate timing (9%)

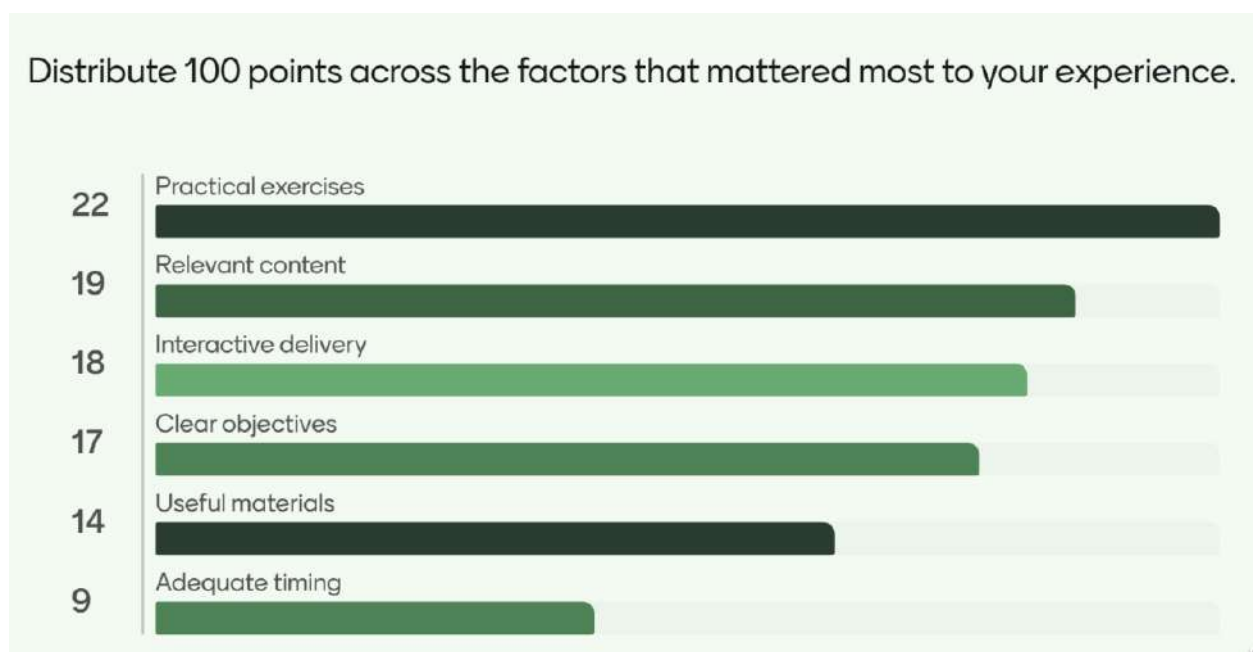


Figure 3 Distribution of points

The evaluation shows that the training met its objectives and responded well to participants' needs. The combination of theory and practical activities was appreciated, especially the opportunity to apply skills in real situations. Finally, most participants did not suggest major changes. The feedback was generally positive. Some participants mentioned that:

- More time for practical activities or fieldwork could be useful
- A longer duration of the training could allow deeper learning



*Picture 8 Group photo*

## 4 Annexes

### Annex 1: Infopack & Agenda





## ... and welcome to MAPHER!

**MAP Her Project** aims to encourage young women to participate in regular physical activity through accessible and engaging orienteering challenges. Through hands-on training sessions, participants will gain practical orienteering skills and learn methodologies that can be integrated into local initiatives.

The project fosters the development of key competences such as navigation, problem-solving, and teamwork through structured outdoor activities. Participants will also have the opportunity to create tailored orienteering maps that showcase the cultural and natural heritage of rural areas.

By increasing participation in outdoor sports, the project enables young women to experience physical, mental, and social benefits, strengthen their navigation and collaboration skills, and deepen their understanding of local heritage and sustainable tourism.





## Location of the trainings



**Klub umirovljenika Čavle**  
Griža 16, 51219, Buzdohanj, Čavle 51219  
[maps.app.goo.gl/2jqmoPZPN1J6qME57](https://maps.app.goo.gl/2jqmoPZPN1J6qME57)





## Accommodation

We kindly suggest booking private accommodation in town areas of Čavle, Buzdohanj or Rijeka, using platforms Booking.com or Airbnb.com.



## Public Transport

You can reach Čavle from Rijeka using Autotrolej bus lines 12, 12B and 14. Price for return ticket is **3,70 €** (Zone 2 from/to Rijeka), and **25,48 €** for 7-day ticket (Zone 4).

**TIMETABLE:**  
[autotrolej.hr/en/routes/suburban-routes/](https://autotrolej.hr/en/routes/suburban-routes/)

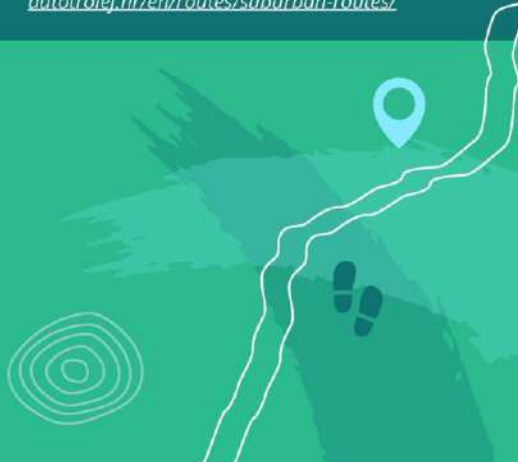


## Restaurants

**Restoran Pirun ex Walter**  
Dolnja cesta 43, 51219, Čavle,  
099 557 7700

**Pizzeria Oliva**  
Vrh čavje 17, 51219, Čavle  
051 500 600

**Gostionica Igralište**  
Cernik 68, 51218, Mavrinci  
097 683 1558



## Timetable Friday, March 20<sup>th</sup>, 2026.

| TIME          | DESCRIPTION                                                                                                                                                                                                                                                                                                                                                                  |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 13:00 - 13:15 | Arrival and gathering of participants and introduction                                                                                                                                                                                                                                                                                                                       |
| 13:15 - 14:45 | Getting to know the local community - meeting with representatives of local authorities.<br>Presentation of the Project and overview of the training objectives:<br>• What MapHer brings to women, rural areas and orienteering<br>• Why are you here and what to expect?<br>Workshop: Engaging the local community and stakeholders in sustainable orienteering development |
| 14:45 - 15:00 | <b>BREAK</b>                                                                                                                                                                                                                                                                                                                                                                 |
| 15:00 - 16:45 | Introduction to the MAPHER Compass Handbook: Understanding orienteering through a mock practical experience<br>• Rules<br>• Maps Signs<br>• Navigation<br>• questions and clarifications                                                                                                                                                                                     |
| 16:45 - 17:00 | Introduction to the MAPHER Compass Handbook: Sustainable tourism strategies<br>• Cultural Heritage Preservation and Local Identity<br>• Social and Community Dimension<br>• questions and clarifications                                                                                                                                                                     |
| 17:00 - 18:15 | Introduction to the MAPHER Compass Handbook: Educational integration:<br>• Adding Educational Elements in an Orienteering Map<br>• Checkpoint questions<br>• questions and clarifications                                                                                                                                                                                    |
| 19:30 - 20:30 | <b>DINER</b>                                                                                                                                                                                                                                                                                                                                                                 |

## Timetable Saturday, March 21<sup>st</sup>, 2026.

| TIME          | DESCRIPTION                                                                                                                                                                               |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10:00 - 13:30 | Orienteering study visit - Identifying cultural, natural and historical points of interest<br>Recognition of the area, putting notes on the area map                                      |
| 13:30-14:30   | <b>LUNCH</b>                                                                                                                                                                              |
| 14:45 - 16:15 | Workshop: Designing orienteering with cultural and historical interest<br>• Creating checkpoint interaction questions<br>• Creating observation prompts<br>• Questions and clarifications |
| 16:15 - 16:30 | <b>BREAK</b>                                                                                                                                                                              |
| 16:30 - 17:30 | Workshop: Designing orienteering with cultural and historical interest<br>• Creating end-of-course questions<br>• Balancing between difficulty and fun<br>• Questions and clarifications  |
| 16:30 - 17:30 | <b>DINER</b>                                                                                                                                                                              |

## Timetable Sunday, March 22<sup>nd</sup>, 2026.

| TIME          | DESCRIPTION                                                                       |
|---------------|-----------------------------------------------------------------------------------|
| 09:00 - 13:00 | Setting up and practicing orienteering with cultural and historical interest.     |
| 13:00 -14:00  | <b>LUNCH</b>                                                                      |
| 14:30 - 15:30 | National case studies: Bringing the knowledge back home - discussion, suggestions |
| 14:30 - 15:30 | Evaluation, reflection                                                            |



Klub umirovljenika Čavle

## **Annex 2: Presentations**

# ***Project Overview International Training***



**Andreas Andreou, Rijeka, 20–22 March 2026**



# THE TEAM



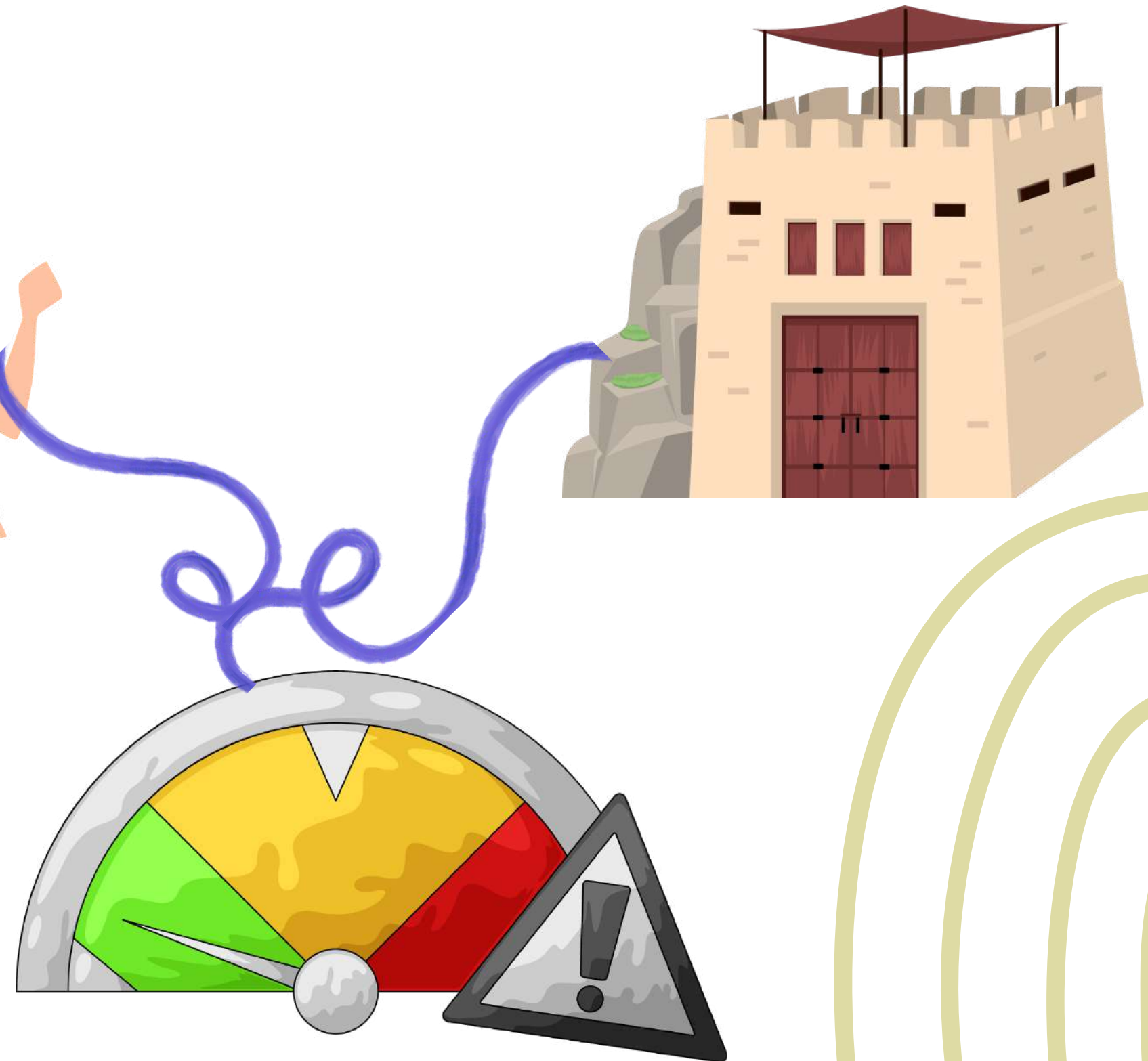
## Brief team introduction:

- Active Zone Outdoor (Coordinator)
- OTI Slovakia (Partner)
- PLANINARSKO DRUSTVO TUHOBIČ (Partner)





# THE NEED





## THE NEED



*Encourage greater participation of young women aged 15–35 in orienteering, allowing them to gain valuable skills and enjoy a wide range of personal and professional benefits while promoting cultural and historical awareness of rural areas.*



# ORIENTEERING



# PROJECT OBJECTIVES



O1: Encourage young women to engage in regular physical activity by offering accessible and enjoyable orienteering



O2: Develop essential skills like navigation, problem-solving, and teamwork through structured orienteering events



O3: Develop orienteering maps that showcase and highlight the unique cultural and natural heritage of rural territories





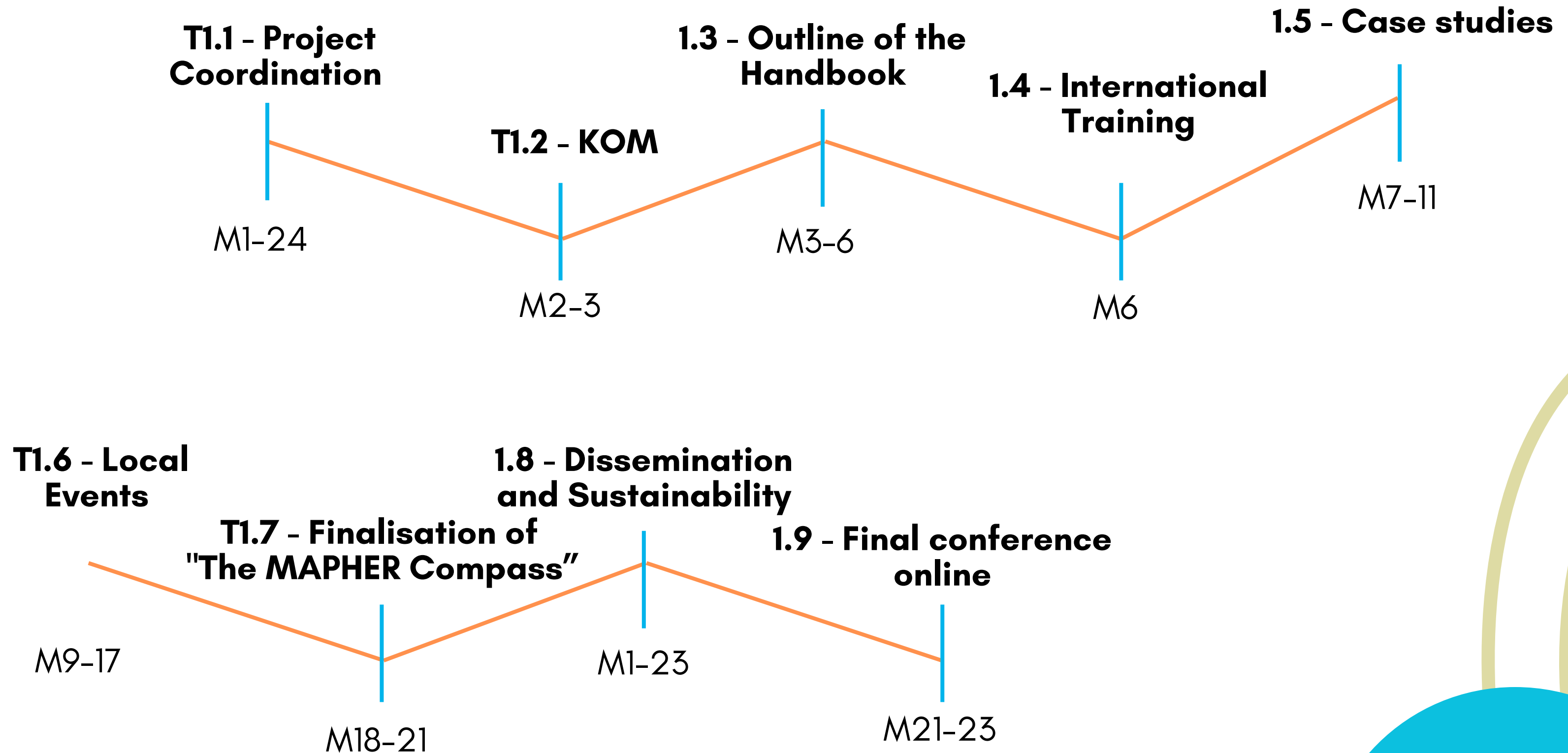
# WORK PLAN AND METHODOLOGY



**Work Package 1:** MAPHER

**Tasks:** 9 Tasks

# WP1: MAPHERWP1: MAPHER



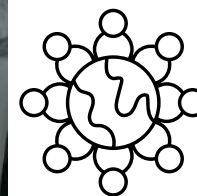
# EXPECTED RESULTS



Increased participation of young women in orienteering by removing barriers to access and providing inclusive, engaging opportunities for physical activity and personal development.



Enhanced health, confidence, and essential life skills such as navigation, teamwork, and decision-making through meaningful involvement in outdoor sports.



Strengthened cultural awareness and connection to rural communities by integrating orienteering with the exploration of local heritage, natural landscapes, and sustainable practices.



**WHY ARE YOU HERE?**

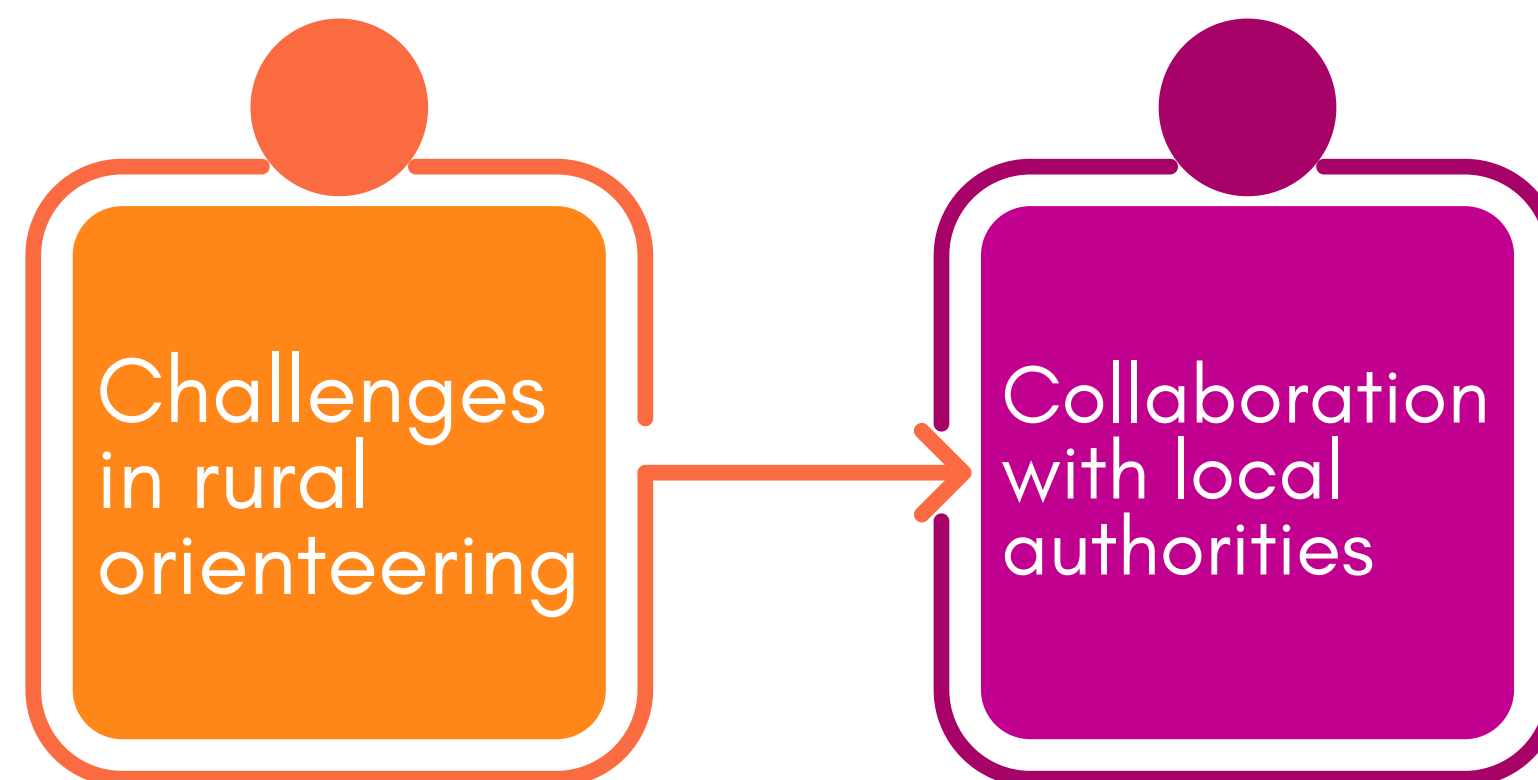




## WORKSHOP



Engaging the local community and stakeholders in sustainable orienteering development





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# *Understanding orienteering*



**Damir Konestra, Rijeka, 20–22 March 2026**





# PREPARATION



- **Preparation of the ground (Map):**

You need a precise orienteering map, usually at a scale of 1:10,000

- **Field check (Required!)**

What looks great on the map may be impassable undergrowth in the wild.  
Go to the field with the map!

- **Check that each flag spot is exactly where you intended.**

Make sure that the object (e.g. micro drill) is still visible and not covered by branches

- **Equipment:**

Compass, map, watch, comfortable shoes and suitable clothing





# RULES - 1



## Defining Categories

- **Beginners (Kids):** Trails follow clear lines (paths, fences, forest edges). No wandering through thickets.
- **Medium Difficulty:** Controls are close to trails, but require a short detour into the forest and the use of a compass.
- **Advanced (Elite):** Focus is on variant selection. Set up the checkpoint so that the runner has to decide: "Should I go straight over the hill or around the road?"

## Setting up checkpoints

- A good checkpoint should be on an object that is clearly marked on the map (e.g. a sinkhole, a rock, a hilltop).
- **Start:** Place it in a visible location with enough space for warming up.
- **Finish:** It should be close to the center of the event or where the start was.

## Golden rule:

- Avoid "traps" (controls that depend on luck, not knowledge).



## RULES -2



### Elements of a good course

- **Change of pace:** Combine short sections with lots of detail and long sections where pure speed or strategic route selection is important.
- **Arrival and departure angles:** Make sure that competitors do not see the next control as soon as they "tick off" the current one.

### Movement is not allowed:

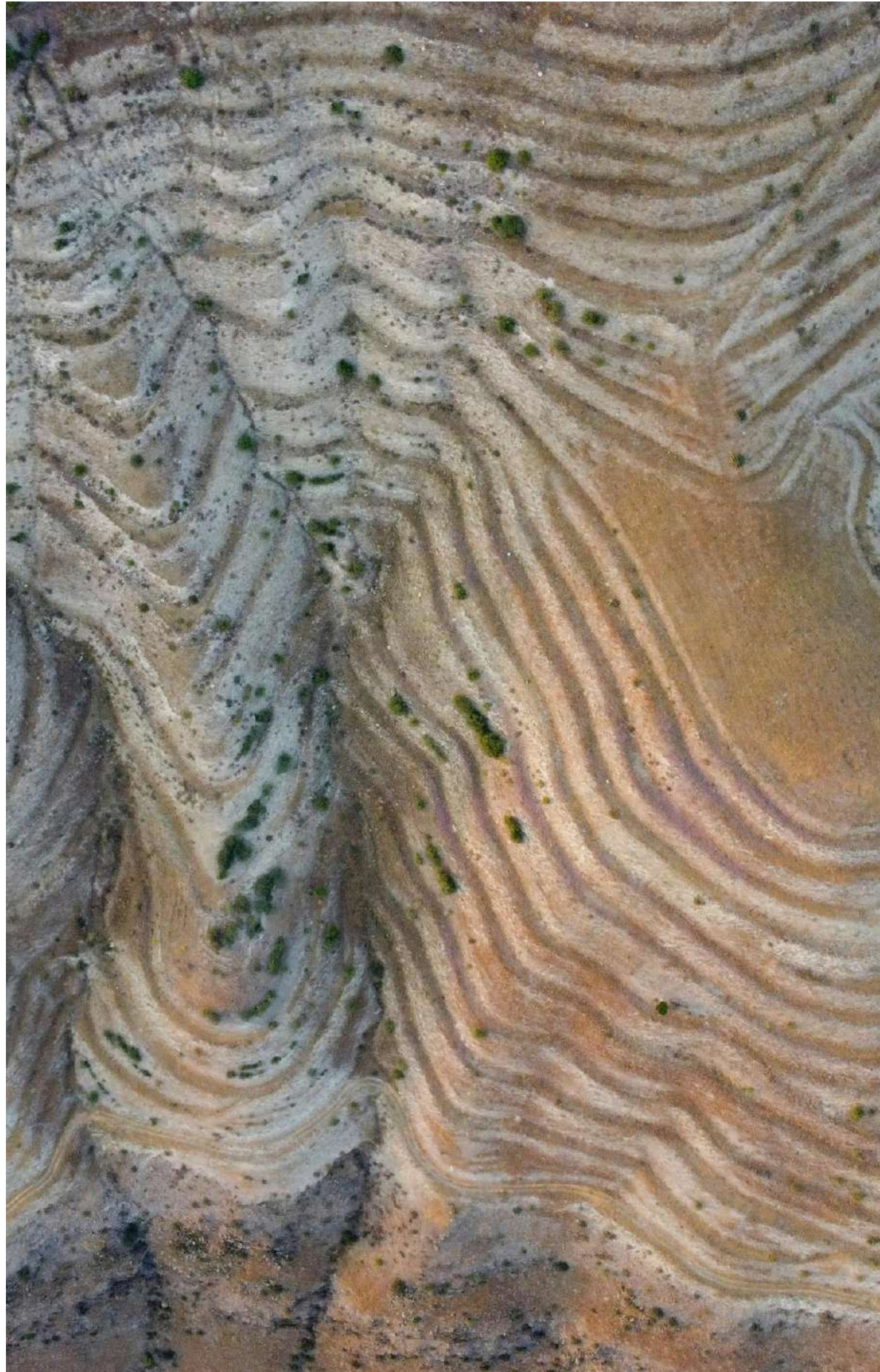
- On areas with restricted access, private property and cultivated areas, as well as crossing impassable objects on the map, The time of the course tour is determined by the organizer.

### Maintain (or improve) the cleanliness of the environment.

The use of GPS for navigation is prohibited.

Mandatory reporting to the finish line, even if you have not finished the race (for safety reasons).





# SYMBOLS ON THE MAP



## Elements of a good course

In addition to the topographic signs that each map contains, the orienteering map also contains a series of signs that explain in more detail some features of the terrain or additional interventions on the terrain – walls, ...

- **Signs for marking control points** – SYMBOLS (INTERNATIONAL ORIENTEERING FEDERATION - IOF symbols)
- **1 symbolic description of the controls**
- **2 graphic representation**



Control description sheet format

The control description sheet for an orienteering course contains the following information:

- Heading.
- Start Location, including details of the distance to the start triangle from the point of the timed start if these are not within a few metres of each other.
- Description of individual controls, incorporating any special instructions such as the length and nature of any marked route during the course.
- Nature of route from the last control to the finish.

When printed, the description sheet boxes should be square, with a side dimension of between 5mm and 7mm.

When control descriptions are provided in a written form the overall presentation should be similar to that of the pictorial version, and the description of the individual controls written, as far as possible, in the same order as for the pictorial version.

Heading

Event title.  
Classes (optional line).  
Course code; Course length in kilometres to the nearest 0.1km, measured from the point at which the timing starts; Height climb in metres to the nearest 5m.

Start location

Shown in the first line of descriptions, using the description as if it were a control feature. Optionally this may be preceded by a line showing the distance to the location of the start triangle from the timed start if these are not within a few metres of each other.

Description of individual controls

These are normally in the order in which they are to be visited, and may incorporate special instructions such as the length and nature of any marked route during the course. A thicker horizontal line should be used after every third description and on either side of any special instruction.

| A | B   | C | D | E | F   | G | H | A                                |  |
|---|-----|---|---|---|-----|---|---|----------------------------------|--|
|   |     |   |   |   |     |   |   | Control number                   |  |
|   |     |   |   |   |     |   |   | Control code                     |  |
| 2 | 225 | ↘ | ⊙ | ⊞ | 8x4 | ◁ | ⤴ | Which of any similar feature     |  |
|   |     |   |   |   |     |   |   | Control feature                  |  |
|   |     |   |   |   |     |   |   | Appearance                       |  |
|   |     |   |   |   |     |   |   | Dimensions / Combinations / Bend |  |
|   |     |   |   |   |     |   |   | Location of the control flag     |  |
|   |     |   |   |   |     |   |   | Other information                |  |

Explanation of Columns

Each control is described in the following manner:

Column A - Control number

Numbering of controls is in the sequence they are to be visited, unless the description is for a Score competition in which case this column is usually either left blank or indicates the control value.

Column B - Control code

The control code should be a number greater than 30.

Column C - Which of any similar feature

This column may be used when there is more than one similar feature within the control circle; e.g. south eastern.

Column D - Control feature

The feature, as shown on the map, at the centre of the circle defining the control site; e.g. clearing; boulder. Most of these are cross referenced to the ISOM 2017 (International Specification for Orienteering Maps) symbol used to represent them.

Column E - Appearance

Further information on the nature of the feature if it is required; e.g. overgrown; ruined. In certain circumstances also used for a second control feature where the description requires this i.e. crossing; junction; between.

Column F - Dimensions / Combinations / Bend

Dimensions of the feature should be given where the size of the control feature on the map is symbolic rather than to scale. Also used for the two combination symbols (crossing; junction), and the Bend symbol.

Column G - Location of the control flag

Position of the control flag with respect to the feature; e.g. west corner (outside); south foot.

Column H - Other information

Other information that may be of importance to the competitor; e.g. first aid; refreshments.

Special Instructions

These lines go in the body of the descriptions and give specific information about the nature of the route that must be followed at that point; e.g. follow taped route for 50m away from the control; use mandatory crossing point.

Nature of route from the last control to the Finish

This line shows the distance from the last control to the finish, and the nature of any taped route at the finish.

# INTERNATIONAL ORIENTEERING FEDERATION

International Orienteering Federation  
Drottninggatan 47, 3 1/2 tr.  
SE-65225 Karlstad  
Sweden  
<http://www.orienteering.org>

## IOF RULES COMMISSION:

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## Editor:

Barry Elkington

Artwork based on the 1990 edition with additional drawings by Matthew Cook (2004, 2018).

Map sections by Jukka Liikari.

Layout: Martin Hammarberg, Adshape AB.

## IOF Control Descriptions

### Major Changes to the 2004 version:

- 1) Optional extra line showing the distance to the start triangle from the timed start.
- 2) New symbols introduced for Trench, Out of Bounds Area.
- 3) Bend moved from Column G to Column F.
- 4) Removal of symbol for Radio or TV control.
- 5) Names and descriptions brought into line with the ISOM 2017 terminology where appropriate.
- 6) Renumbering of symbols to cater for additions and deletions.
- 7) A number of minor changes throughout the text in order to provide further clarification as to the use of specific symbols.

## Introduction

Orienteering is a worldwide sport. It is the aim of the IOF control description symbols to provide a standard means for orienteers from all countries to be able to understand control descriptions without ambiguity or the need for language translation. This booklet shows how the symbols can be used to do this.

## How IOF control descriptions work

The purpose of a control description is to give greater precision to the picture given by the map of the control feature, and to indicate the location of the control flag in relation to this feature, thereby helping the competitor to better visualise the control site.

However, a good control is found primarily by map reading. Descriptions and codes can assist in this task, but should be kept as short and simple as is necessary to locate the control.

Note: Control descriptions should not be used to correct map errors.

## Sample control description sheet

| IOF Event Example    |     |        |     |       |
|----------------------|-----|--------|-----|-------|
| M45 M50 W21          |     |        |     |       |
| 5                    |     | 7.6 km |     | 210 m |
| ----- 150 m ----->△  |     |        |     |       |
| ▷                    |     |        | / ↗ | Y     |
| 1                    | 101 |        | ⋮   | <     |
| 2                    | 212 | ↖      | ●   | 1 ○   |
| 3                    | 135 | ⊗      | ⊗   | ≡     |
| 4                    | 246 |        | ⊖   | ⊙     |
| 5                    | 164 | →      | □   | •○    |
| ○----- 120 m ----->  |     |        |     |       |
| 6                    | 185 |        | ↗ ↘ | └┐    |
| 7                    | 178 | ⌋      |     | ┐○    |
| 8                    | 147 | ≡      | ≡   | 2     |
| 9                    | 149 |        | / \ | X     |
| ○----- 250 m ----->⊙ |     |        |     |       |

| IOF Event Example                                    |                     |                                                 |
|------------------------------------------------------|---------------------|-------------------------------------------------|
| Classes M45 M50 W21                                  |                     |                                                 |
| Course number                                        | Length              | Height climb                                    |
| 5                                                    | 7.6 km              | 210 m                                           |
| Distance to Start Triangle 150 m                     |                     |                                                 |
| Start                                                | Road, wall junction |                                                 |
| 1                                                    | 101                 | Narrow marsh bend                               |
| 2                                                    | 212                 | North western knoll, 1m high, east side         |
| 3                                                    | 135                 | Between thickets                                |
| 4                                                    | 246                 | Middle depression, east part                    |
| 5                                                    | 164                 | Eastern ruin, west side                         |
| Follow taped route 120 m away from control           |                     |                                                 |
| 6                                                    | 185                 | Stone wall, ruined, south east corner (outside) |
| 7                                                    | 178                 | Spur, north west foot                           |
| 8                                                    | 147                 | Upper cliff, 2m high                            |
| 9                                                    | 149                 | Path crossing                                   |
| Follow taped route 250 m from last control to finish |                     |                                                 |

## Explanation of Symbols

Where an ISOM reference number is given this shows the relationship to the map symbol as defined in the ISOM 2017 specifications.

### Column C - Which of any similar feature

These symbols need only be used when required to clarify on which of several similar features the control flag is placed i.e. the features are close enough on the map such that the intended feature is not obvious. They are not required if, for example, a second feature lies near the edge of the control circle.

| Ref. | Symbol | Name          | Description                                                                                            |
|------|--------|---------------|--------------------------------------------------------------------------------------------------------|
| 0.1  | ↑      | Northern      | The more northern of two similar features, or the northern-most of several similar features.           |
| 0.2  | ↘      | South eastern | The more south eastern of two similar features, or the south-eastern-most of several similar features. |
| 0.3  | ⬮      | Upper         | Where the control feature is directly above a similar feature.                                         |
| 0.4  | ⬮      | Lower         | Where the control feature is directly below a similar feature.                                         |
| 0.5  | ⬮      | Middle        | Where the control feature is the middle one of a number of similar features.                           |

### Column D – The Control Feature

Column D indicates the feature on which the control flag is placed.

If a second control feature is required (i.e. for crossing; junction; between) then this must go in column E. It is not permitted to place two symbols in Column D.

#### Landforms (ISOM section 3.1)

| Ref. | Symbol | Name       | Description                                                                                | ISOM |
|------|--------|------------|--------------------------------------------------------------------------------------------|------|
| 1.1  | ⤿      | Terrace    | A level area on a slope.                                                                   | 101  |
| 1.2  | ⤿      | Spur       | A contour projection or "nose" rising from the surrounding ground.                         | 101  |
| 1.3  | ⤿      | Re-entrant | A contour indentation; a valley; the opposite of a spur.                                   | 101  |
| 1.4  | ⤿      | Earth bank | An abrupt change in ground level which can clearly be distinguished from its surroundings. | 104  |
| 1.5  | ⤿      | Quarry     | Gravel, sand or stone working in flat or inclined ground.                                  | 104  |

|      |     |                          |                                                                                                                      |            |
|------|-----|--------------------------|----------------------------------------------------------------------------------------------------------------------|------------|
| 1.6  | ⤿   | Earth wall               | A narrow wall of earth projecting above the surrounding terrain; may be partially stone faced, usually man-made.     | 105<br>106 |
| 1.7  | ⤿   | Erosion gully            | An erosion gully or trench, normally dry.                                                                            | 107        |
| 1.8  | ⤿   | Small erosion gully      | A small erosion gully or trench, normally dry.                                                                       | 108        |
| 1.9  | ○   | Hill                     | A high point. Shown on the map with contour lines.                                                                   | 101        |
| 1.10 | ●   | Knoll                    | A small obvious mound or knoll.                                                                                      | 109<br>110 |
| 1.11 | ) ( | Saddle                   | The low point between two higher points.                                                                             | 101        |
| 1.12 | ⊖   | Depression               | A depression or hollow from which the ground rises on all sides. Shown on the map with contour lines.                | 101        |
| 1.13 | ∪   | Small depression         | A small, shallow, natural depression or hollow from which the ground rises on all sides.                             | 111        |
| 1.14 | ∇   | Pit                      | A pit or hole with distinct steep-sides. Usually man made. Used with symbol 8.6 to indicate a rocky pit.             | 112<br>203 |
| 1.15 | ⋈   | Broken ground            | Clearly disturbed ground with features too small or too numerous to be mapped individually; including animal earths. | 113<br>114 |
| 1.16 | ✱   | Ant hill (termite mound) | The mound made by ants or termites.                                                                                  |            |

#### Rock and boulders (ISOM section 3.2)

| Ref. | Symbol | Name        | Description                                                                | ISOM       |
|------|--------|-------------|----------------------------------------------------------------------------|------------|
| 2.1  | ⤿      | Cliff, Crag | A cliff or rock face. May be passable or impassable.                       | 201<br>202 |
| 2.2  | ▲      | Rock Pillar | A high, natural rock projection.                                           | 206        |
| 2.3  | ⤿      | Cave        | A hole in a rock face or hill side, often leading to underground workings. | 203        |
| 2.4  | ▲      | Boulder     | A prominent free-standing block of rock or stone.                          | 204<br>205 |

|      |  |                 |                                                                                                           |                   |
|------|--|-----------------|-----------------------------------------------------------------------------------------------------------|-------------------|
| 2.5  |  | Boulder field   | An area covered by so many boulders that they cannot be individually mapped.                              | 208<br>209        |
| 2.6  |  | Boulder cluster | A small distinct group of boulders so closely clustered together that they cannot be individually mapped. | 207               |
| 2.7  |  | Stony ground    | An area covered with many small stones or rocks.                                                          | 210<br>211<br>212 |
| 2.8  |  | Bare rock       | A runnable area of rock with no earth or vegetation cover.                                                | 214               |
| 2.9  |  | Narrow passage  | A gap between two cliffs or rock faces that face each other.                                              | 201<br>202        |
| 2.10 |  | Trench          | A rocky or artificial trench.                                                                             | 215               |

### Water and marsh (ISOM section 3.3)

| Ref. | Symbol | Name                       | Description                                                                                                             | ISOM              |
|------|--------|----------------------------|-------------------------------------------------------------------------------------------------------------------------|-------------------|
| 3.1  |        | Lake                       | A large area of water, normally mapped as uncrossable.                                                                  | 301               |
| 3.2  |        | Pond                       | A small area of water, may be shallow or seasonal.                                                                      | 302               |
| 3.3  |        | Waterhole                  | A water-filled pit or depression.                                                                                       | 303               |
| 3.4  |        | River, Stream, Watercourse | A natural or artificial watercourse with either moving or standing water.                                               | 301<br>304<br>305 |
| 3.5  |        | Minor water channel, Ditch | A natural or man made minor water channel which may contain water only intermittently.                                  | 306               |
| 3.6  |        | Narrow marsh               | A narrow marsh or trickle of water, too narrow to be shown on the map with the marsh symbol.                            | 309               |
| 3.7  |        | Marsh                      | A permanently wet area with marsh vegetation.                                                                           | 307<br>308        |
| 3.8  |        | Firm ground in marsh       | A non-marshy area within a marsh, or between two marshes.                                                               | 307<br>308        |
| 3.9  |        | Well                       | A shaft containing water or a captive spring, clearly visible on the ground. Often with some form of man-made surround. | 311               |

|      |  |                          |                                                      |     |
|------|--|--------------------------|------------------------------------------------------|-----|
| 3.10 |  | Spring                   | The source of a watercourse with a distinct outflow. | 312 |
| 3.11 |  | Water tank, Water trough | A man made water container.                          | 311 |

### Vegetation (ISOM section 3.4)

| Ref. | Symbol | Name                   | Description                                                                                                                                                                      | ISOM              |
|------|--------|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| 4.1  |        | Open land              | An area with no trees. Grassland, a meadow or a field.<br><br>Also heath or moorland.                                                                                            | 401<br>403        |
| 4.2  |        | Semi-open land         | An area of open land with scattered trees or bushes.                                                                                                                             | 402<br>404        |
| 4.3  |        | Forest corner          | The corner or tip of a forested area projecting into open land.                                                                                                                  |                   |
| 4.4  |        | Clearing               | A small area of land free from trees within the forest.                                                                                                                          | 401<br>403        |
| 4.5  |        | Thicket                | A small area of forest where the tree cover or undergrowth is so dense that it is difficult to pass. May also be used for an individual bush (typically in Sprint competitions). | 408<br>410<br>411 |
| 4.6  |        | Linear thicket         | A man-made line of trees or bushes that is difficult to cross. May also be used for a hedge (typically in Sprint competitions).                                                  | 410<br>411        |
| 4.7  |        | Vegetation boundary    | A distinct boundary between different types of trees or vegetation.                                                                                                              | 416               |
| 4.8  |        | Copse                  | A small area of trees in open ground.                                                                                                                                            | 405<br>406        |
| 4.9  |        | Prominent tree         | An unusual or prominent tree in either open land or forest; frequently information is also given as to its type.                                                                 | 417<br>418        |
| 4.10 |        | Root stock, Tree stump | The upturned root of a fallen tree, with or without the trunk.<br><br>The stump of a tree.                                                                                       |                   |

## Man-made features (ISOM section 3.5)

| Ref. | Symbol | Name                                | Description                                                                                                                     | ISOM              |
|------|--------|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|-------------------|
| 5.1  |        | Road                                | A metalled/asphalt surfaced or dirt road, suitable for vehicles in normal weather conditions.                                   | 502-503           |
| 5.2  |        | Track / Path                        | A visible route made by people or animals. Tracks may be driven by rugged vehicles.                                             | 504-507           |
| 5.3  |        | Ride                                | A forest ride or a prominent trace through the terrain which does not have a distinct runnable path along it.                   | 508               |
| 5.4  |        | Bridge                              | A crossing point over a watercourse or other linear feature.                                                                    | 512               |
| 5.5  |        | Power line                          | A power or telephone line, cableway or ski lift.                                                                                | 510<br>511        |
| 5.6  |        | Power line pylon                    | A support for power or telephone line, cableway or ski lift.                                                                    | 510<br>511        |
| 5.7  |        | Tunnel                              | A way under roads, railways, etc.                                                                                               | 512               |
| 5.8  |        | Wall                                | A wall wall of stone or other materials.<br>Used with symbol 8.11 to indicate a ruined wall.                                    | 513<br>515<br>514 |
| 5.9  |        | Fence                               | A wire or wooden boundary.<br>Used with symbol 8.11 to indicate a ruined fence.                                                 | 516<br>518<br>517 |
| 5.10 |        | Crossing point                      | A way through or over a wall, fence, or other linear feature, including a gate or stile.                                        | 519               |
| 5.11 |        | Building                            | A standing brick, wood or stone structure.                                                                                      | 521               |
| 5.12 |        | Paved area                          | An area of hard standing used for parking or other purposes.                                                                    | 501               |
| 5.13 |        | Ruin                                | The remains of a building that has fallen down.                                                                                 | 523               |
| 5.14 |        | Pipeline; bobsleigh/ skeleton track | A prominent line feature such as a pipeline (gas, water, oil, etc.) or a bobsleigh/ skeleton track which is above ground level. | 528<br>529        |
| 5.15 |        | Tower / Pylon                       | A metal, wooden or brick tower or pylon.                                                                                        | 524<br>525        |
| 5.16 |        | Shooting platform                   | A structure attached to a tree where a marksman or observer can sit.                                                            | 525               |

|      |  |                                  |                                                                                                                 |            |
|------|--|----------------------------------|-----------------------------------------------------------------------------------------------------------------|------------|
| 5.17 |  | Boundary stone, Cairn            | A man made stone or pile of stones. A cairn, memorial stone, boundary stone or trigonometric point.             | 526        |
| 5.18 |  | Fodder rack                      | A construction for holding feed for animals.                                                                    | 527        |
| 5.19 |  | Charcoal burning ground Platform | The clear remains of an area where charcoal was burned.<br>A small level man made area on a slope (a platform). | 530<br>115 |
| 5.20 |  | Monument or Statue               | A monument, memorial or statue.                                                                                 | 530<br>531 |
| 5.21 |  | Canopy                           | An accessible area with a roof. A canopy or a covered passageway through a building.                            | 522        |
| 5.22 |  | Stairway                         | A stairway of at least two steps.                                                                               |            |
| 5.23 |  | Out of Bounds area               | Out of Bounds area. Typically a flower bed or similar feature.                                                  | 520        |

## Prominent features / Special items

| Ref. | Symbol | Name                             | Description                                                                                         | ISOM                     |
|------|--------|----------------------------------|-----------------------------------------------------------------------------------------------------|--------------------------|
| 6.1  |        | Prominent feature / Special item | If used, an explanation of its meaning must be supplied to competitors in the pre-race information. | 115<br>313<br>419<br>531 |
| 6.2  |        | Prominent feature / Special item | If used, an explanation of its meaning must be supplied to competitors in the pre-race information. | 115<br>313<br>530        |

## Country Specific features

It is not generally recommended to introduce local symbols.

At events likely to attract an international entry, if local symbols are used then information about them must be supplied to competitors in the pre-race details.

| Ref. | Symbol | Name | Description             | ISOM |
|------|--------|------|-------------------------|------|
| 7.n  |        | Name | Description of feature. |      |

Column E - Appearance

These symbols can be used when required to add clarity to the map in order to allow the competitor to better visualise the control site.

| Ref. | Symbol | Name          | Description                                                                                                                                |
|------|--------|---------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| 8.1  |        | Low           | Where the control feature is particularly low or flat but this is not indicated on the map; e.g. Hill, low.                                |
| 8.2  |        | Shallow       | Where the control feature is particularly shallow but this is not indicated on the map; e.g. Re-entrant, shallow.                          |
| 8.3  |        | Deep          | Where the control feature is particularly deep but this is not indicated on the map; e.g. Pit, deep.                                       |
| 8.4  |        | Overgrown     | Where the feature is partially covered in undergrowth or bushes that are not indicated on the map; e.g. Ruin, overgrown.                   |
| 8.5  |        | Open          | Where the feature is in an area where the tree cover is less than the surroundings but this is not indicated on the map; e.g. Marsh, open. |
| 8.6  |        | Rocky, Stony  | Where the feature is in an area of rocky or stony ground not indicated on the map; e.g. Pit, rocky.                                        |
| 8.7  |        | Marshy        | Where the feature is in an area of marshy ground not indicated on the map; e.g. Re-entrant, marshy.                                        |
| 8.8  |        | Sandy         | Where the feature is in an area of sandy ground; e.g. Spur, sandy.                                                                         |
| 8.9  |        | Needle leaved | Where the tree or trees associated with the control feature have needle shaped leaves; e.g. Prominent tree, needle leaved.                 |
| 8.10 |        | Broad leaved  | Where the tree or trees associated with the control feature are broad-leaved; e.g. Copse, broad leaved.                                    |
| 8.11 |        | Ruined        | Where the feature has fallen to ground level; e.g. Fence, ruined.                                                                          |

Column F – Dimensions / Combinations / Bend

Dimensions

Note: The dimension(s) of the feature(s) must be given when they add clarity to the map in order to allow the competitor to better visualise the control site; e.g. from a visibility point of view it is important to know if a boulder is 1m high or 3m high.

| Ref. | Symbol | Name                    | Description                                            |
|------|--------|-------------------------|--------------------------------------------------------|
| 9.1  | 2.5    | Height or Depth         | Height or Depth of the feature in metres.              |
| 9.2  | 8 x 4  | Size                    | Horizontal dimensions of the feature in metres.        |
| 9.3  |        | Height on slope         | Height of the feature on a slope in metres.            |
| 9.4  |        | Heights of two features | Heights of two features with the control between them. |

Combinations

| Ref. | Symbol | Name     | Description                                                                                                        |
|------|--------|----------|--------------------------------------------------------------------------------------------------------------------|
| 10.1 |        | Crossing | The point at which two linear features cross.                                                                      |
| 10.2 |        | Junction | The point at which two linear features meet; or where a linear feature meets the side or edge of an areal feature. |

When either of these symbols is used in Column F the two features which either cross or meet must be shown in columns D and E. For example:

| D | E | F |                                |                                                                         |
|---|---|---|--------------------------------|-------------------------------------------------------------------------|
|   |   |   | Path crossing                  | The point at which two similar linear features cross.                   |
|   |   |   | Ride / Stream crossing         | The point at which two different linear features cross.                 |
|   |   |   | Road junction                  | The point at which two similar linear features meet.                    |
|   |   |   | Stream / Narrow marsh junction | The point at which two different linear features meet.                  |
|   |   |   | Fence / Building junction      | The point at which a linear feature meets the side of an areal feature. |

## Bend

| Ref. | Symbol | Name | Description                                                                                 |
|------|--------|------|---------------------------------------------------------------------------------------------|
| 11.1 |        | Bend | Used where a linear feature makes a smooth change of direction; e.g. Path bend; River bend. |

## Column G - Location of the control flag

Note: No symbol is required to describe the location of the control flag in relation to the feature if the control flag is positioned at, or as near as possible to, the centre of the feature (or the centre of the foot in the case of the cliff).

| Ref. | Symbol | Name                   | Description                                                                                                                                                                                                                                                                                                                                  |
|------|--------|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 12.1 |        | North east Side        | Used where the feature extends above the surface of the ground; e.g. Boulder, north east side; Ruin, west side. A control on the side of a feature will not usually be visible from the opposite side.                                                                                                                                       |
| 12.2 |        | South east Edge        | Used where:<br>a) The feature extends down from the surface of the surrounding ground and the control is situated on the edge at ground level; e.g. Depression, south east edge.<br>b) The feature extends over a significant area and the control is situated on the border of that area; e.g. Marsh, west edge; Clearing, north west edge. |
| 12.3 |        | West Part              | Used where the feature extends over a significant area and the control is located neither at the centre, nor on any of the edges; e.g. Marsh, west part; Depression, south east part.                                                                                                                                                        |
| 12.4 |        | East Corner (inside)   | Used where:<br>a) The edge of a feature turns through an angle of 45-135 degrees; e.g. Open land, east corner (inside); Ruin, north west corner (outside).<br>b) A linear feature turns a corner; e.g. Fence, south corner (inside); Stone wall, south west corner (outside).                                                                |
| 12.5 |        | South Corner (outside) | Note: The side of a building may be treated as a linear feature and hence "building, east corner (inside)" does not mean "inside the building".<br>The orientation of the symbol indicates the direction in which the corner points.                                                                                                         |
| 12.6 |        | South west Tip         | Used where the edge of a feature turns through an angle of less than 45 degrees; e.g. Marsh, south west tip.                                                                                                                                                                                                                                 |

|       |  |                     |                                                                                                                                                                                                     |
|-------|--|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 12.7  |  | North west End      | The point at which a linear feature ends or starts; e.g. Ride, north west end; Stone wall, south end.                                                                                               |
| 12.8  |  | Upper Part          | Where the feature extends over two or more contours and the control is located near the top; e.g. Erosion Gully, upper part.                                                                        |
| 12.9  |  | Lower Part          | Where the feature extends over two or more contours and the control is located near the bottom; e.g. Re-entrant, lower part.                                                                        |
| 12.10 |  | Top                 | Where the control is located at the highest point of the feature and this is not the default location; e.g. Cliff, top; Stairway, top.                                                              |
| 12.11 |  | Foot (no direction) | Where the control is located at the lower junction of the slope of the feature and the surface of the surrounding area and this is not the default location; e.g. Earth bank, foot; Stairway, foot. |
| 12.12 |  | North east Foot     | As above, but where the feature is large enough for the control to be placed in more than one location around it; e.g. Hill, north east foot.                                                       |
| 12.13 |  | Beneath             | Where the control is located underneath the feature; e.g. Pipeline, beneath.                                                                                                                        |
| 12.14 |  | Between             | Where the control is located between two features; e.g. Between thickets; Between boulder and knoll.                                                                                                |

When symbol 12.14 'Between' is used in Column G, the two features which the control is between must be shown separately in columns D and E. For example:

| D | E | F | G |                           |                                           |
|---|---|---|---|---------------------------|-------------------------------------------|
|   |   |   |   | Between thickets          | The point between two similar features.   |
|   |   |   |   | Between boulder and knoll | The point between two different features. |

## Column H - Other information

| Ref. | Symbol | Name              | Description                                    |
|------|--------|-------------------|------------------------------------------------|
| 13.1 |        | First Aid post    | Control site where First Aid is available.     |
| 13.2 |        | Refreshment point | Control site where Refreshments are available. |
| 13.3 |        | Manned control    | Manned control site.                           |

# Examples

| Map | Terrain | Control Descriptions      | Text Description       |
|-----|---------|---------------------------|------------------------|
|     |         | 1 [ ] [ ] [ ] [ ] [ ] [ ] | Terrace                |
|     |         | 2 [ ] [ ] [ ] [ ] [ ] [ ] | Terrace, west part     |
|     |         | 3 [ ] [ ] [ ] [ ] [ ] [ ] | Spur                   |
|     |         | 4 [ ] [ ] [ ] [ ] [ ] [ ] | Spur, upper part       |
|     |         | 5 [ ] [ ] [ ] [ ] [ ] [ ] | Spur, lower part       |
|     |         | 6 [ ] [ ] [ ] [ ] [ ] [ ] | Re-entrant             |
|     |         | 7 [ ] [ ] [ ] [ ] [ ] [ ] | Re-entrant, upper part |
|     |         | 8 [ ] [ ] [ ] [ ] [ ] [ ] | Re-entrant             |

| Map | Terrain | Control Descriptions       | Text Description            |
|-----|---------|----------------------------|-----------------------------|
|     |         | 9 [ ] [ ] [ ] [ ] [ ] [ ]  | Eastern re-entrant          |
|     |         | 10 [ ] [ ] [ ] [ ] [ ] [ ] | Earth bank, foot            |
|     |         | 11 [ ] [ ] [ ] [ ] [ ] [ ] | Quarry, 5m x 5m             |
|     |         | 12 [ ] [ ] [ ] [ ] [ ] [ ] | Quarry, east edge           |
|     |         | 13 [ ] [ ] [ ] [ ] [ ] [ ] | Quarry, east part           |
|     |         | 14 [ ] [ ] [ ] [ ] [ ] [ ] | Earth wall, east end        |
|     |         | 15 [ ] [ ] [ ] [ ] [ ] [ ] | Gully, lower part           |
|     |         | 16 [ ] [ ] [ ] [ ] [ ] [ ] | Small gully, north-east end |
|     |         | 17 [ ] [ ] [ ] [ ] [ ] [ ] | Hill                        |

| Map | Terrain | Control Descriptions | Text Description              |
|-----|---------|----------------------|-------------------------------|
|     |         | 92                   | Wall, ruined, west end        |
|     |         | 93                   | Stream/wall crossing          |
|     |         | 94                   | Path/wall crossing            |
|     |         | 95                   | Fence, south corner (outside) |
|     |         | 96                   | Crossing point, south side    |
|     |         | 97                   | Building, east side           |
|     |         | 98                   | Ruin, west side               |
|     |         | 99                   | Pipeline, beneath             |
|     |         | 100                  | Tower, south side             |

| Map | Terrain | Control Descriptions | Text Description                   |
|-----|---------|----------------------|------------------------------------|
|     |         | 101                  | Shooting platform                  |
|     |         | 102                  | Cairn, east side                   |
|     |         | 103                  | Fodder rack, west side             |
|     |         | 104                  | Statue                             |
|     |         | 105                  | Charcoal burning ground / platform |
|     |         | 106                  | Canopy, south-west end             |
|     |         | 107                  | Stairway, foot                     |
|     |         | 108                  | Trench                             |
|     |         | 109                  | Flower Bed, south corner (outside) |



# PENNANT



Flags are placed on details marked on the control description map.

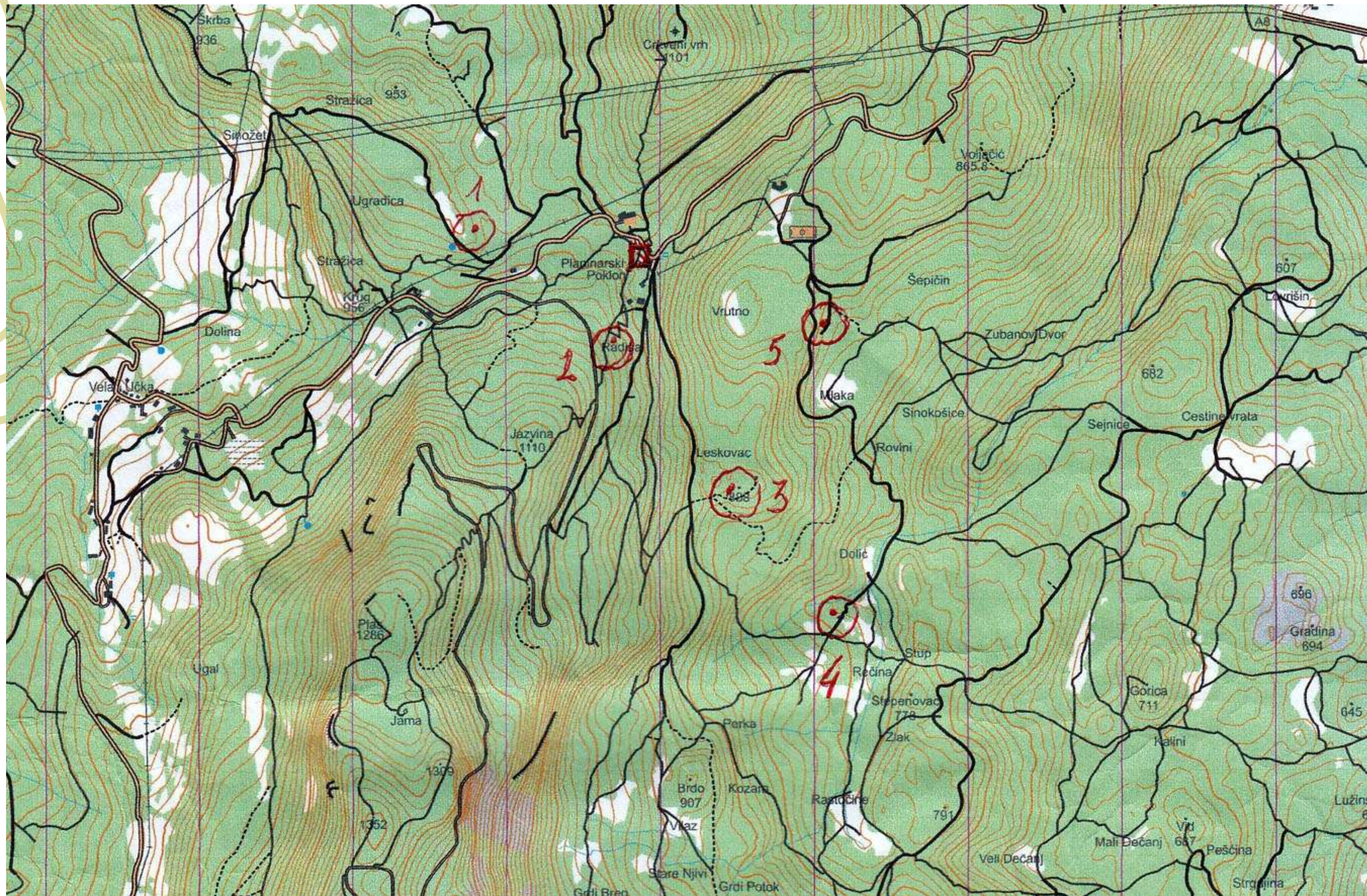
Flags must not be hidden, but must be visible when the detail on which they are located is seen.

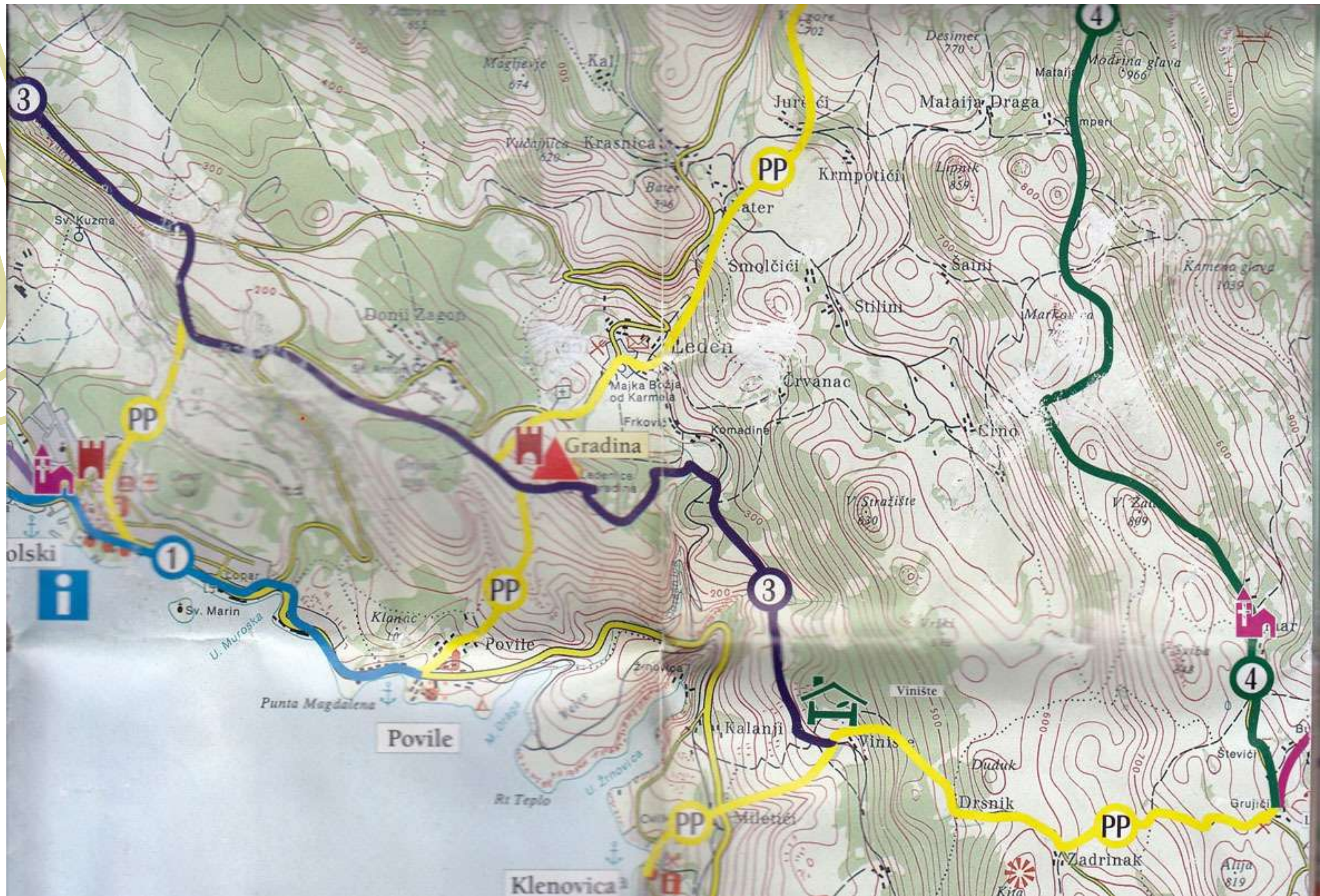
## Description of the flag:

On the field there is a three-sided orange-white flag in the shape of a prism, placed in a visible place. The flag has its own code mark and is placed upright and hangs on a stick.

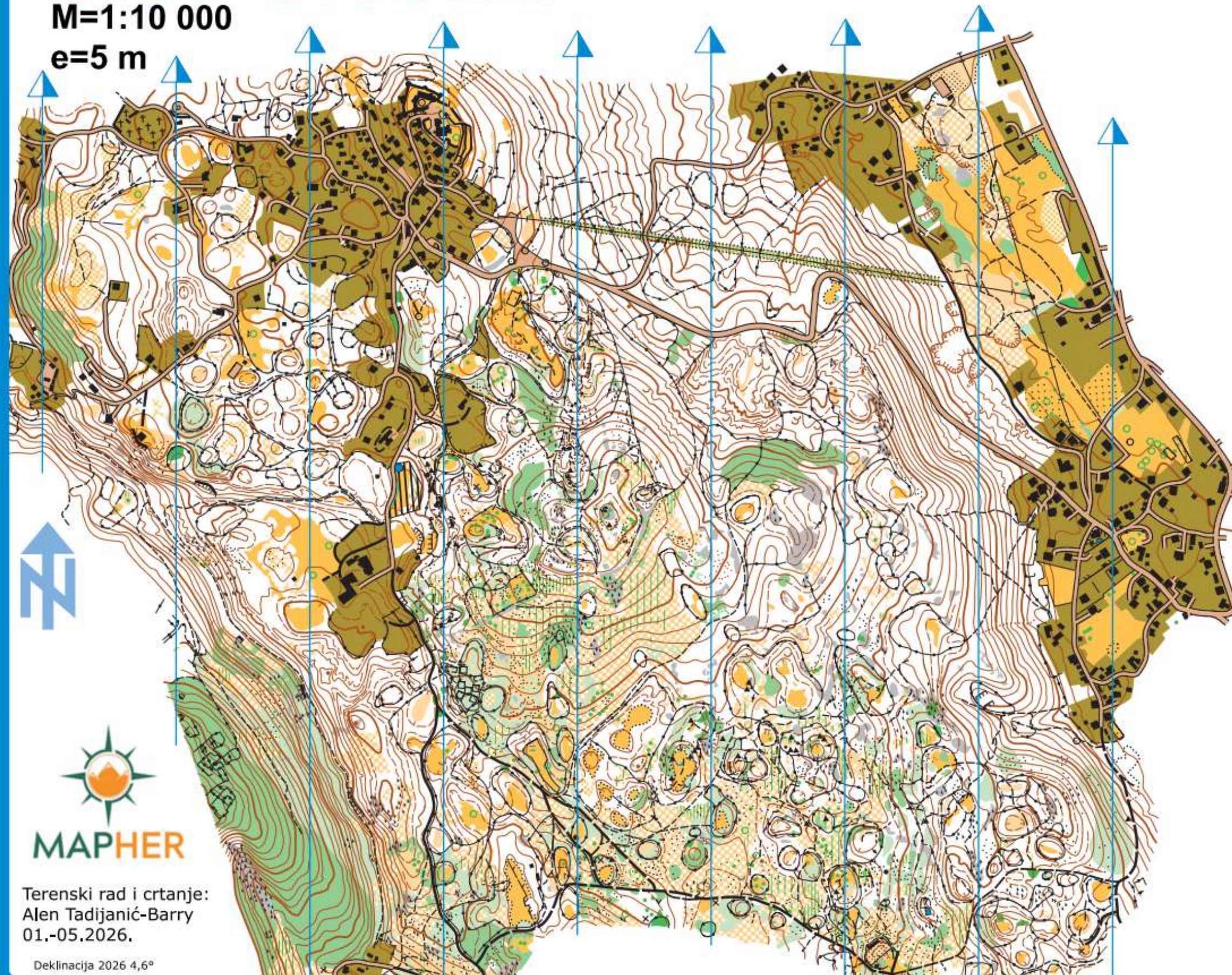
At the top of the control rod there is an electronic cell, which is connected by a signal to the target computer or a clip with a perforator.







**$e=5 \text{ m}$**



|  |                                          |
|--|------------------------------------------|
|  | Slojnice                                 |
|  | Brežuljak, glavica, izdužena glavica     |
|  | Ponikva, udubljenje, jama                |
|  | Vododerina, žljeb, izrovano tlo          |
|  | Pokos, odron                             |
|  | Zemljani nasip, ruševni nasip            |
|  | Prelazni, neprelazni kameni odron        |
|  | Kamen, veliki kamen, kameno polje        |
|  | Kamenjar, otvoreni kamenjar              |
|  | Grupa kamenja, kamene ploče              |
|  | Autoput, glavna cesta, uska cesta        |
|  | Bijela cesta, kolski put                 |
|  | Pješačka staza, uska staza, prosjeka     |
|  | Kaneni zid, ruševni, visoki              |
|  | Zgrada, manja zgrada, ruševina           |
|  | Visoki toranj, spomenik, groblje         |
|  | Privatno zemljište, asfaltirano područje |
|  | Livada, poluotvoreno zemljište           |
|  | Zarasla livada, sa pojedin. drvećem      |
|  | Vegetacija usporava, niska v. usporava   |
|  | Vegetacija otežava, niska v. otežava     |
|  | Vegetacija prohodna, neprohodna          |

Svako umnožavanje najstrože zabranjeno. Posjedovanje karte ne znači dozvolu orijentiranja na terenu koj karta obuhvaća.



MAPHER

Terenski rad i crtanje:  
Alen Tadijanić-Barry  
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Deklinacija 2026 4,6°



# NAVIGATION



Creating a course for MAPHER is a combination of a sporting challenge and a cultural and historical presentation of an area.

The goal is to provide competitors with a challenge that not only tests their ability to navigate through the controls, but also provides knowledge about the valuable cultural, historical and natural features of a region.

The checkpoints are visited in a given order from point 1 to higher numbers

The competitor chooses the route to reach the checkpoint

The map must always be oriented north, and for this we need a compass and the knowledge of how to use it





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# MAPHER COMPASS HANDBOOK:

## *Sustainable tourism strategies*



# WHY SUSTAINABILITY MATTERS IN MAPHER

Sustainability is important because environmental and social problems are becoming more visible in our daily lives.

- Climate change, pollution and waste affect nature and people
- Rural and natural areas are more sensitive to damage
- Outdoor activities can have both positive and negative impact - garbage, human traces, disturbance of wild life, plant damage

The European Union supports sustainability through initiatives like the European Green Deal - reducing pollution, protecting nature, biodiversity and using resources responsibly

In MAPHER, we use outdoor sport in a responsible way:

- to protect nature
- to support local communities
- to create meaningful experiences



# ORIENTEERING AS SUSTAINABLE TOURISM

**Orienteering is a good example of soft and sustainable tourism.  
It supports both sport and environmental protection at the same time.**

- using existing paths and trails
- avoiding sensitive or protected areas
- respecting wildlife and nature
- avoids overcrowding

## *Participants:*

- *move actively through nature*
- *observe their surroundings*
- *learn while exploring*



# CULTURAL HERITAGE & COMMUNITY

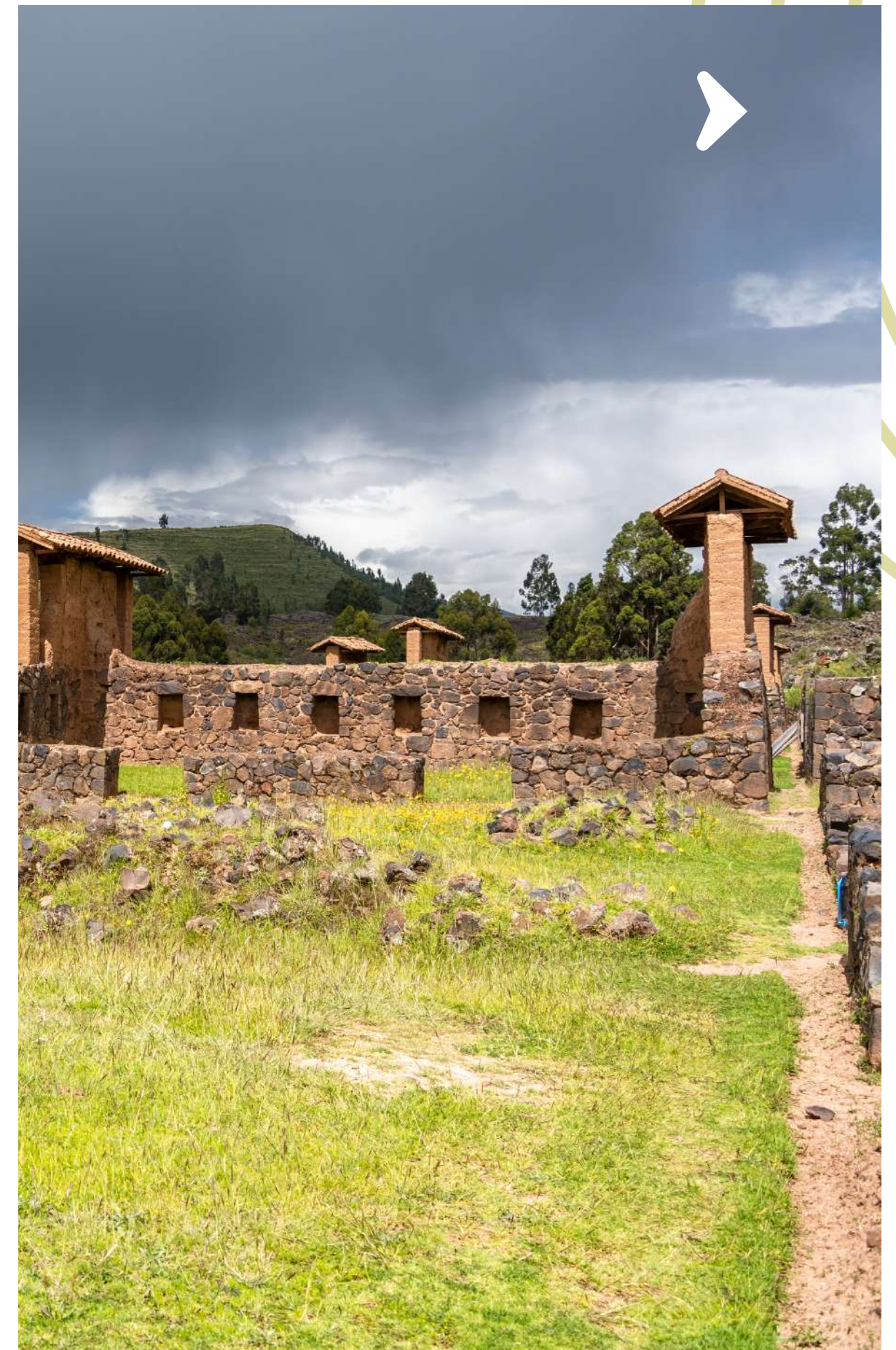
**MAPHER connects sport with culture and local identity.**  
**Cultural heritage includes:**

- historical sites ●
- traditional landscapes ●
- local stories and traditions ●

Through orienteering participants can discover new places, learn about local history and develop respect for cultural sites, stories and traditions

Sustainability also includes people:

- cooperation with schools, clubs, NGOs
- involvement of local communities



# HOW WE APPLY SUSTAINABILITY IN MAPHER

## Environment:

- using existing routes and infrastructure
- avoiding environmentally sensitive areas
- reducing waste (digital maps, reusable materials)

## Participants:

- learning responsible behaviour in nature
- respecting wildlife and cultural sites

## Community:

- working with local organisations
- involving schools and local people

## Long-term impact:

- maps and handbook can be reused or digital
- activities can continue after the project
- empowering women in outdoor activities



# GROUP ACTIVITY

## ***“Make it Sustainable”***

Time: 10 minutes for preparation, 1 min presentation each group

Groups: small groups (3–4 people)

### **Task:**

**“You are organizing a 1 day outdoor sport event.  
How can you make it more sustainable?”**

### **Considerations:**

- transport (how people arrive)
- materials (e.g. maps, equipment)
- impact on nature
- refreshments
- involvement of local community





# SHORT SUSTAINABILITY POLL

**SCAN ME!**

or join on [menti.com](https://menti.com/join/43351410) - 4335 1410



[Click to download as image](#)



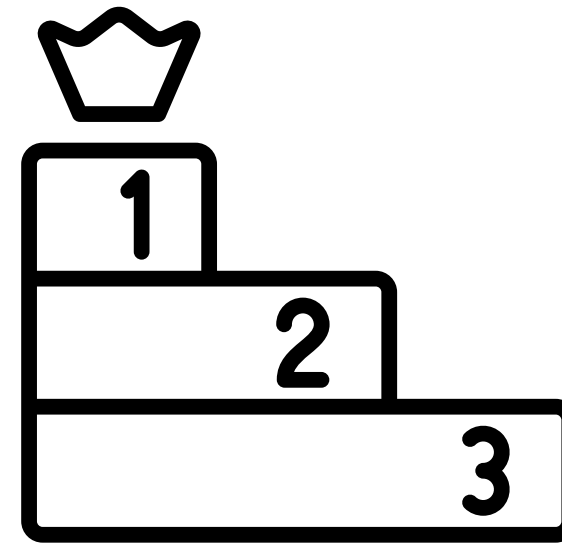
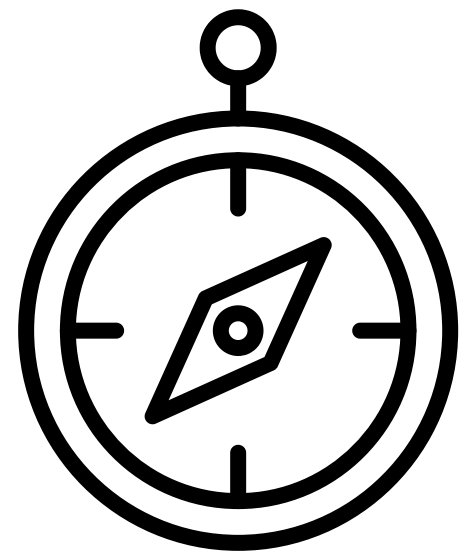
# ***MAPHER: Educational integration in orienteering maps International Training***



**Andreas Andreou, Rijeka, 20–22 March 2026**



# WHY HERITAGE-FOCUSED ORIENTEERING MATTERS



- Decline in cultural awareness among young people
- Rural areas face reduced visibility and declining visitation
- Foster curiosity and cultural understanding
- Respect for tangible and intangible heritage



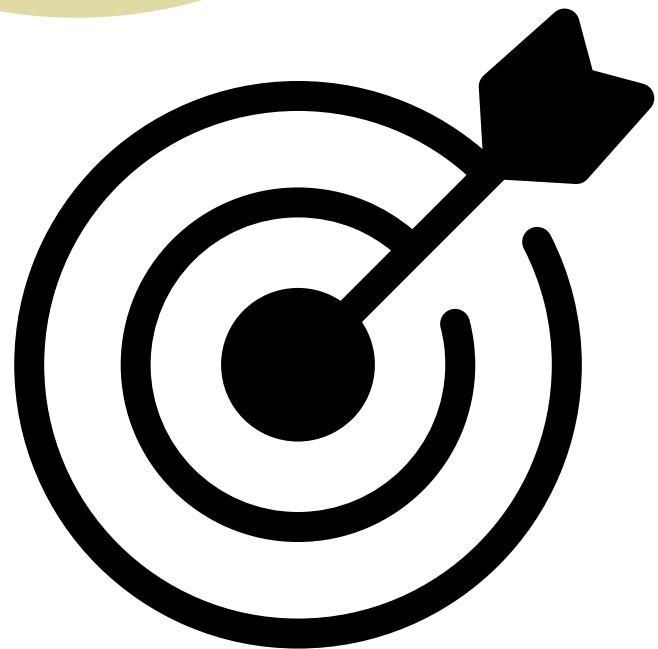
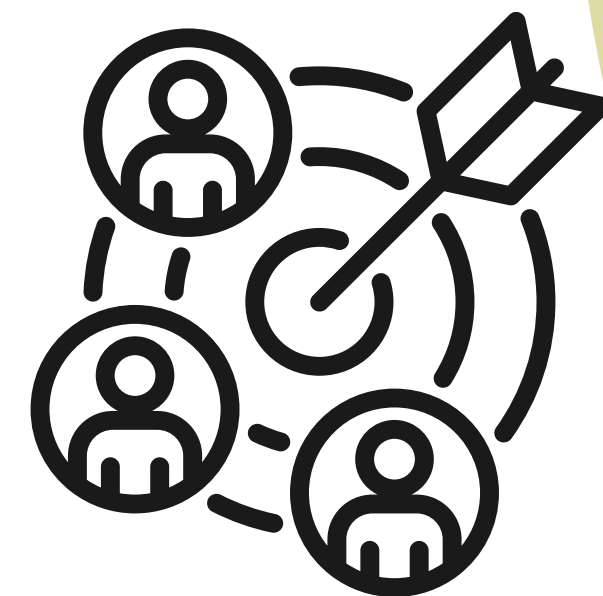
**accessible and engaging learning environments**



# **Adding Educational Elements in an Orienteering Map**



# UNDERSTANDING THE PURPOSE



# HERITAGE INTEGRATION



## Historical heritage sites

- Historic buildings
- Monuments
- Traditional gathering spaces
- Local artisan workshops
- Archaeological sites or ruins
- Public art, statues, or memorials
- Heritage gardens or historically significant landscapes
- Traditional infrastructure (e.g., mills, bridges, wells)



## Cultural heritage sites

- Forests
- Rivers and streams
- Ecological reserves
- Notable landscape features
- Unique geological formations (rocks, cliffs, caves)
- Wetlands or ponds with ecological importance
- Areas with notable biodiversity
- Scenic viewpoints

# DESIGNING EDUCATIONAL ELEMENTS



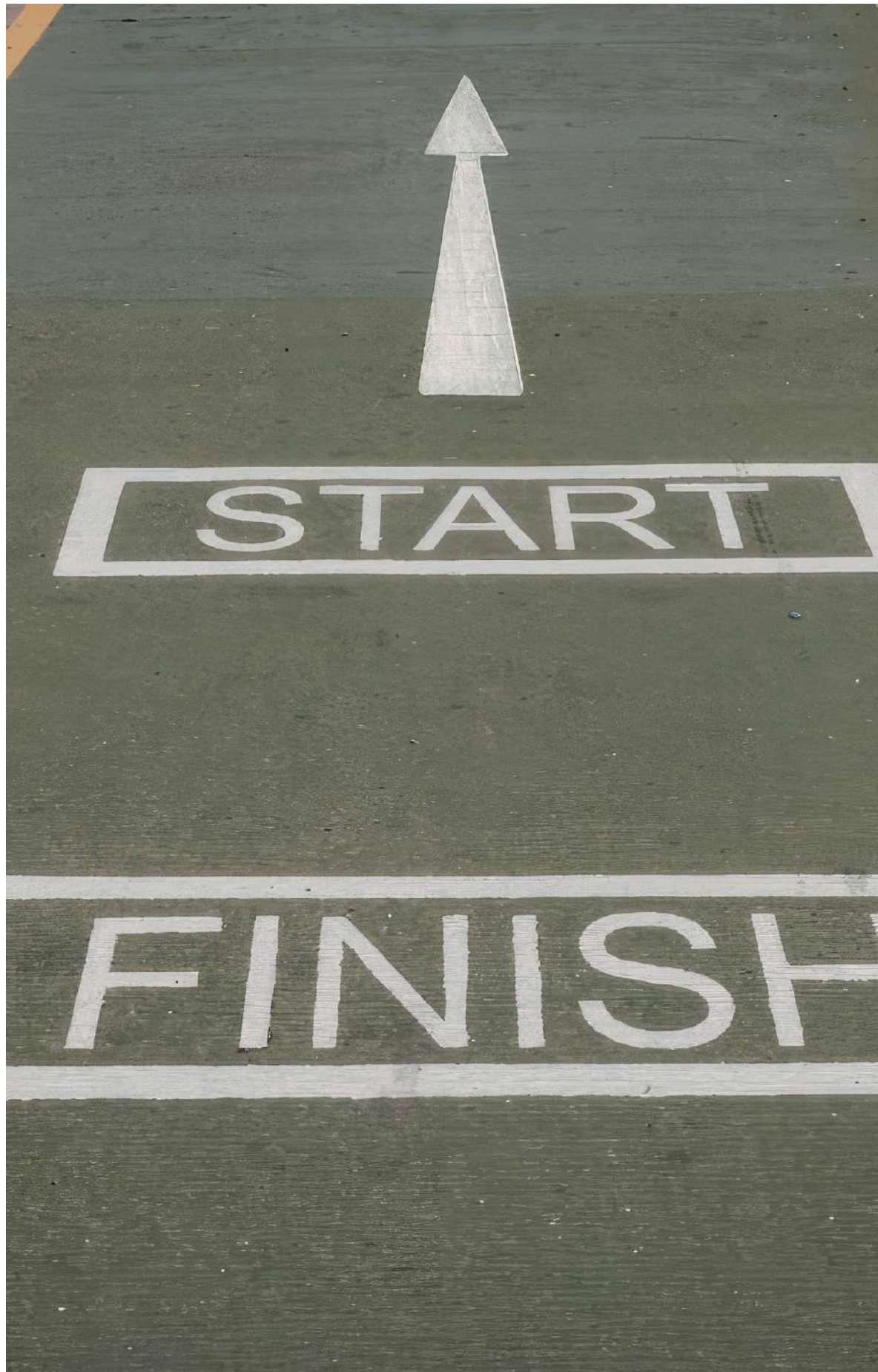


# CHECKPOINT INTERACTION QUESTIONS ►

**Checkpoint interaction questions** are designed to engage participants immediately with the site or landmark they are visiting. These questions can take several forms, including multiple choice, yes/no, or open-ended formats, allowing for flexibility in difficulty and depth.

## Examples:

- Multiple choice: "Which year was this church built? A) 1720, B) 1785, C) 1810"
- Yes/No: "Was this monument originally used as a watchtower? Yes/No"
- Open-ended: "Describe one feature of this building that reflects the local architectural style."



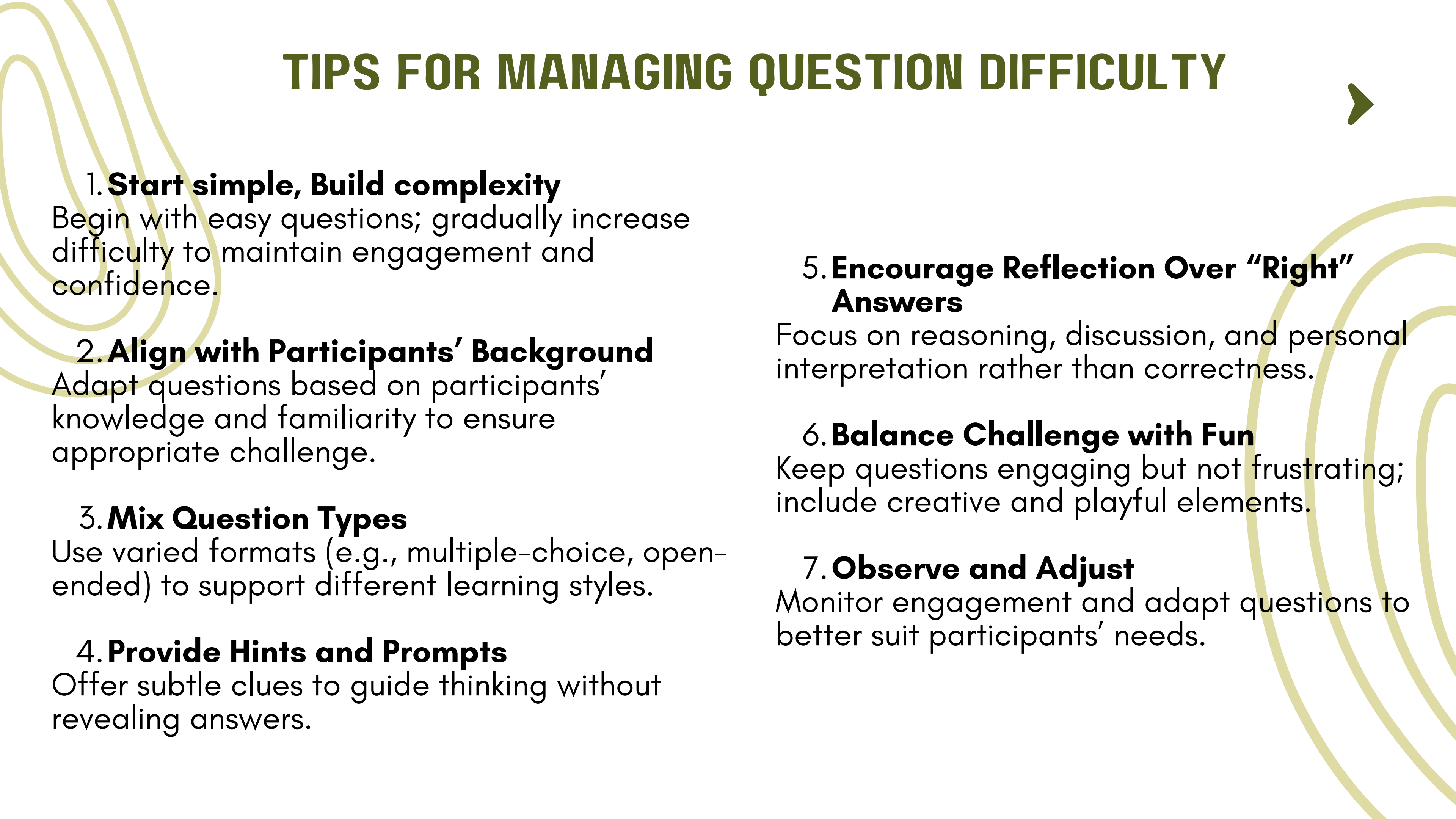
## END-OF-COURSE QUESTIONS



End-of-course questions are posed after participants complete the full orienteering route. These questions require reflection, recall, and synthesis of information gathered at multiple checkpoints.

They may include knowledge-recall questions ("What year was the church at checkpoint 3 built?"), observation-based questions ("Name two types of plants you observed in the forest section"), or analytical questions ("How does the design of the village square reflect its historical function?").

# TIPS FOR MANAGING QUESTION DIFFICULTY



## 1. **Start simple, Build complexity**

Begin with easy questions; gradually increase difficulty to maintain engagement and confidence.

## 2. **Align with Participants' Background**

Adapt questions based on participants' knowledge and familiarity to ensure appropriate challenge.

## 3. **Mix Question Types**

Use varied formats (e.g., multiple-choice, open-ended) to support different learning styles.

## 4. **Provide Hints and Prompts**

Offer subtle clues to guide thinking without revealing answers.

## 5. **Encourage Reflection Over "Right" Answers**

Focus on reasoning, discussion, and personal interpretation rather than correctness.

## 6. **Balance Challenge with Fun**

Keep questions engaging but not frustrating; include creative and playful elements.

## 7. **Observe and Adjust**

Monitor engagement and adapt questions to better suit participants' needs.



# POINTS SYSTEM



Navigation-only checkpoints typically carry standard points (e.g., 1-2 points) for reaching the location, rewarding participants for completing the physical navigation aspect of the course.

Educational checkpoints provide opportunities to earn additional points for completing interaction questions, observation prompts, or reflective tasks, with more complex or analytical activities assigned higher values to encourage deeper engagement.



# POINTS SYSTEM



Sample Scoring Table for a 10-Checkpoint Heritage Orienteering Course

| Checkpoint | Type of Task                    | Points for Completion | Educational Points |
|------------|---------------------------------|-----------------------|--------------------|
| 1          | Navigation                      | 2                     | -                  |
| 2          | Checkpoint Interaction Question | 2                     | 2                  |
| 3          | Checkpoint Observation Prompt   | 2                     | -                  |
| 4          | Checkpoint Interaction Question | 2                     | 3                  |
| 5          | Navigation                      | 2                     | -                  |
| 6          | Checkpoint Observation Prompt   | 2                     | -                  |
| 7          | Checkpoint Observation Prompt   | 2                     | -                  |
| 8          | Checkpoint Interaction Question | 2                     | 4                  |
| 9          | Checkpoint Interaction Question | 2                     | 4                  |
| 10         | Checkpoint Observation Prompt   | 2                     | 5                  |

## Scoring Summary:

- Navigation: 2 points per checkpoint × 10 checkpoints = 20 points
- Checkpoint Interaction Questions: Variable points totaling 18 points
- End-of-Course Questions: 14 points in total
- First Team Bonus: 8 points

**Total Maximum Points: 60 points**



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