"Sail Training Programme Evaluation Self Assessment Toolkit"

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Objetivo

Crear para el encuentro en Stavanger 2010 un sistema inédito de auto-evaluación que permita a los operadores de Sail Training detectar los puntos fuertes y débiles de su programa.

Sail Training Evaluation – the launch of a self-help tool kit

Aimed at: Sail training operators, captains and all those actively involved in sail training.

Objective: Sail Training International will launch its Sail Training Programme Evaluation Self-Assessment Tool at the Conference. There will be four workshops to allow all those involved in sail training afloat and ashore to have the opportunity to join in this 'must attend' session which will be interactive and informative. All attendees will be given a free copy of this 'tool' that is aimed at providing sail training organisations the opportunity to assess how effective they are at meeting their stated goals and providing evidence to help with funding support.

Misión STI

Promover el crecimiento personal de los jóvenes a través del trabajo en equipo en una experiencia auténtica (navegación).

Destinatarios

Miembros Staff de las agencias y operadores.
Comunidad Sail Training

¿Quien aporta la información?

Staff, NO los trainees
Confusión inicial, Estudio Univ. Edinburgo

Equipo responsable

Steering Group i *Pilot Group* bajo la coordinación de tres responsables.

Condiciones iniciales

Máxima confidencialidad, evitar cualquier connotación de control, fiscalización o empleo de los datos numéricos para comparar operadores.

Situación final

Herramienta que puntúa numéricamente susceptible de ser empleada en análisis a gran escala.

Steering Group

- Terry Davies (Chair), Class Afloat (Canada)
- Shannon Dunfey-Ball, Youth Forum (USA)
- Nick Fleming, Ocean Youth Trust (UK)
- Mathias Flume, Esprit (Germany)
- Murray Henstock, Young Endeavour (Australia)
- Jan Miles, Pride of Baltimore (USA)
- Jordi Renom Pinsach, Barcelona University (Spain)

Coordinación

- **Kris Von Wald**, Learning and Change Consulting
- Pete Allison, The University of Edinburgh
- Paul Bishop, STI Head of Race Directorate.

Pilot Group

- Bert Rogers, ASTA (EEUU)
- Craig Burton, Association of Sail Training Oper. (UK)
- Lennart Mattison, Astrid Finne/Gunila (Sweden)
- Alicia San Miguel Ruibal, Consorci El Far (Spain)
- Einar Corwin/Clas Jagdom, Christian Radich (Norway)
- Stefan Abramson, Helena (Finland)
- Adam Jasser, Pogoria (Poland)
- Barry Easton-Corke, Rona Sailing Project (UK)
- Jan Vandenborne, Rupel (Belgium)

Procedimiento de trabajo

Reunión inicial en Estambul 2009

Diseño y dicusión de sucesivas versiones (*drafts*) del *Self Assessment Toolkit* (SAT). Todas las comunicaciones se han efectuado a través de correo electrónico/teléfono (Nov 09- Nov-10).

Puesta en práctica en el grupo piloto tras verano 2010. Recogida de impresiones y modificación de contenidos hasta el último *draft* de septiembre 2010.

Conceptos manejados en el proyecto:

Autoconocimiento

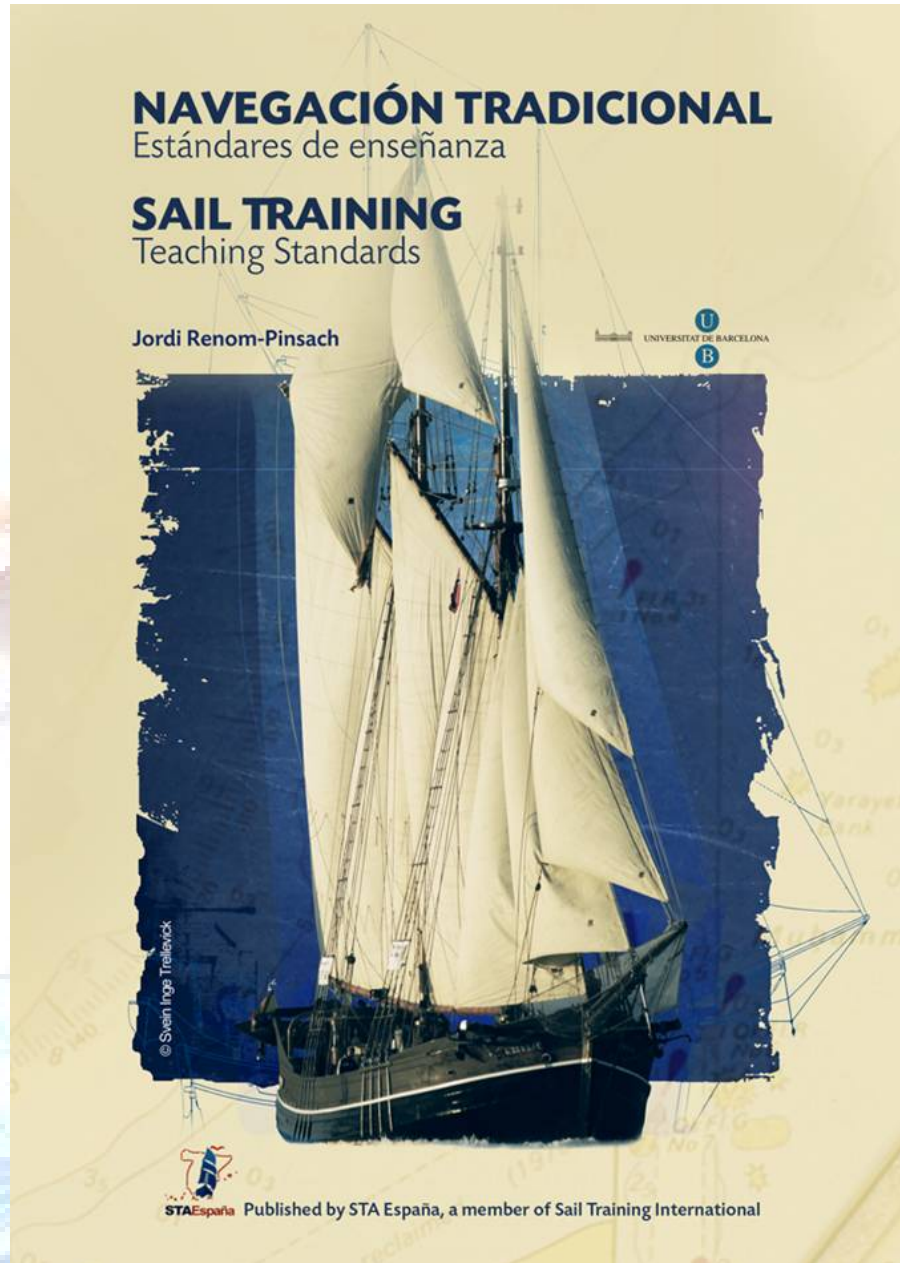Autodesarrollo

Crecimiento personal

Aprendizaje experiencial

Aprendizaje auténtico, genuíno...

Outdoor Adventure (la aventura es el fin)

Outdoor Training (la experiencia es el medio)

El viaje...

STAEspaña

Enlace Estándares STAE

Area 6: Vida a Bordo

Area 4: Seguridad

Enlace Logbook

STAEspaña

Sail Training International

TRAINEE LOGBOOK

Basic Safety and Seamanship Record of Training

Surname

Sail Training International

BASIC SAFETY AND SEAMANSHIP TRAINING CURRICULUM

The Basic Safety and Seamanship Training Curriculum set out below has been designed by Sail Training International to reflect the requirements set (by the International Maritime Organisation) for Special Purpose Ships and Special Personnel. The curriculum is also set out in the Sail Training International Trainee Logbook designed for those receiving training on vessels certificated under the provisions of the SPS Code and on vessels certificated for the purpose of conducting sail training by their flag state.

The training programme must be delivered to a standard acceptable to the vessel's national maritime authority. Responsibility for delivering and recording the training programme is entirely that of the vessel operator.

A list of sail training vessels recognised as providing training under this scheme can be found on the Sail Training International website: www.sailtraininginternational.org/logbook.

The Basic Safety and Seamanship Training Curriculum has been developed by Sail Training International with assistance from several National Maritime Agencies around the world. It also follows a review of respected maritime training and industry sources, including but not limited to: STCW '95 Basic Safety Training, The British Colombia Institute of Technology, the Sail Training Program Guidelines of the American Sail Training Association, the United States Coast Guard COLREGS listings, MCA Large Commercial Yacht Code, RYA Competent Crew Practical Course Syllabus, IMO Marine Safety Committee DE#51, The Norwegian Maritime Directorate, ISAF. These organisations and sources do not have any responsibility for, or otherwise endorse, the content of the curriculum.

SECTION ONE
Pre-Departure Training - Vessel Orientation and Basic Safety Procedures

1.1 Trainee has been introduced to the professional crew and understands command structure.

1.2 Trainee has been briefed on rules, duties and understands command instructions.

1.3 Trainee has toured vessel, has been briefed on shipboard routine and watch-keeping duties.

1.4 Trainee has been briefed on the location, use and donning of personal survival equipment.

1.5 Trainee can recognise alarm signals, can locate and identify his/ her muster station and responds knowledgeably to: Man Overboard (MOB), Fire and Abandon Ship drills/ practices.

1.6 Trainee can locate and use all emergency escape routes.

1.7 Trainee has been briefed on the opening and closing of fire, weather-tight and water-tight doors.

1.8 Trainee has been briefed on and agrees to adhere to marine pollution laws and marine pollution prevention practices.

1.9 Trainee has been assigned a safety harness, has been instructed in its use and that of other special gear, footwear and safety equipment.

1.10 Trainee, as required, has been qualified for, and instructed in, safe conduct for laying aloft.

SECTION TWO
Prevention and Safe Practices
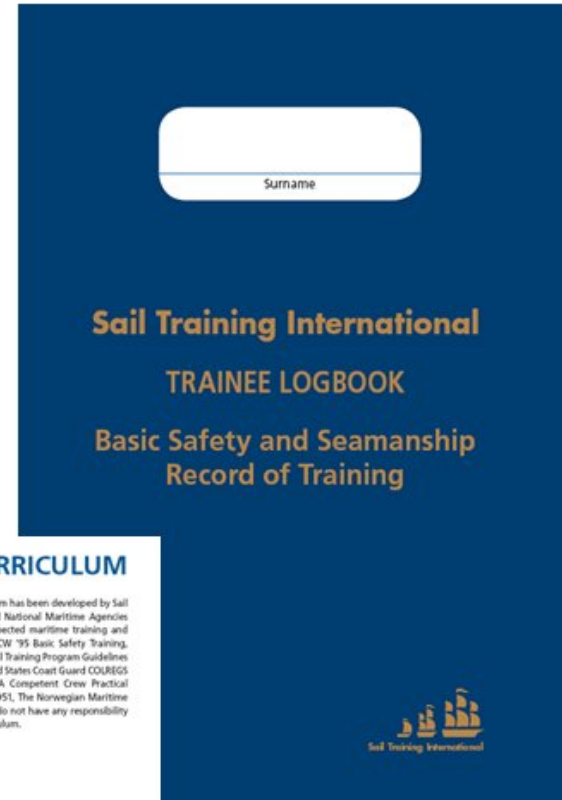
Enfoque

Enfoque

Enfoque

STAEspaña

The Sail Training International Model:
YOUTH DEVELOPMENT THROUGH SAIL TRAINING

Sail Training Purposes

- Skill Acquisition
- Curriculum-Based Education
- Personal and Social Development

Key Practice Areas

- Interactions and Modelling
- Membership, Community, Participation
- Engaging and Genuine Activities
- Safety

Youth Development Outcomes

- Learning and Achievement
- Positive Behaviours
- Connections and Relationships
- Productivity
- Self-Sufficiency

Estructura del SAT

Cuatro areas temáticas:

1. Reforzar la interacción con otros y modelar un buen caracter y conducta.

2. Favorecer la integración y participación en el grupo.

3. Afrontar y participar en actividades genuínas.

4. Seguridad – física y psicológica – en el aprendizaje.

Indicadores SAT

Cada área emplea un número diferente de ítems o indicadores agrupados en tres bloques temáticos denominados "principios".

Area 1: 3 principios, 15 ítems.

Area 2: 3 principios, 15 ítems.

Area 3: 3 principos, 13 ítems.

Area 4: 3 principios, 16 ítems.

Planteamiento ítems: **conductual**, no se asume lo que puedan pensar o sentir los involucrados.

Ejemplos:

Principle 1.2: Responsible behaviour is modelled and facilitated by crew

Trainees are provided opportunities to see captain and crew 'in action' working as a team and making decisions during the voyage.

All on board are aware of and/or involved in creating the voyage objectives.

Trainees see crew use their time productively.

All crew members work with the same criteria for behaviour on board.

Crew and staff on board are provided training to informally or formally review learning experiences with trainees.

Aplicación del SAT

1. Cada miembro del staff valora de 0 a 4 cada uno de los 59 ítems.

2. Se obtiene la media de las puntuaciones particulares de los ítems que forman un "principio" (12 medias).

3. Las tres medias de cada área reflejan la percepción actual del staff sobre su programa.

4. El Staff debe ordenar los tres principios de cada área en una escala ideal (deseable).

5. Por último se compara en cada área la situación obtenida con la deseada. Reflexión.

SAT: acciones a corto plazo operadores

- Divulgativa (web, uso...)
- Adaptación SAT (traducir, adecuar al contexto...)
- Definir evaluadores de cada operador (Staff)
- Reflexionar sobre los propios objetivo y misión
- ¿Cómo funcionamos? ¿Qué sucede habitualmente?, ¿Cómo nos gustaría que fuese?...
- Valoración SAT tras los primeros ensayos
- Puntos fuertes y débiles, ajuste con lo deseado...
- Compartir impresiones

SAT: acciones STI corto/medio plazo

- Decidir y controlar sistema de divulgación.
- ¿Descarga?, ¿**Plataforma online**?,...
- Recogida y aprovechamiento de información, BBDD
- Definir estándares (!)
- Empezar a sensibilizar a los implicados