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**Sail Training Programme Standards - sharing best practice**

International Sail Training & Tall Ships Conference  
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Istanbul 2010  
AVRUPA KÜLTÜR BAŞKENTİ

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**Objectives**

To present a new teaching project

↓

Handbook for Sail Training activities (Spanish/English).



**NAVEGACIÓN TRADICIONAL**  
Estándares de enseñanza  
**SAIL TRAINING**  
Teaching Standards

Jordi Renom-Pinsach

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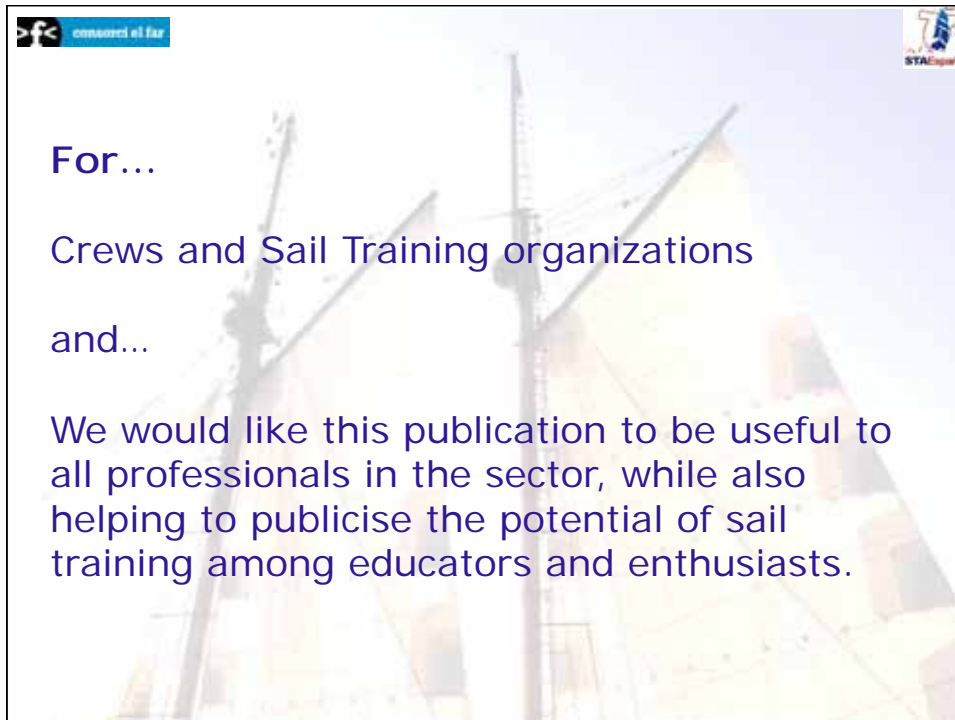
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**For...**

Crews and Sail Training organizations

and...

We would like this publication to be useful to all professionals in the sector, while also helping to publicise the potential of sail training among educators and enthusiasts.



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**Origins**

It has been developed by *ConSORCI EL FAR* Barcelona, a member of STAE, in collaboration with the University of Barcelona.



**ConSORCI EL FAR**  
<http://www.consorcielfar.org/>

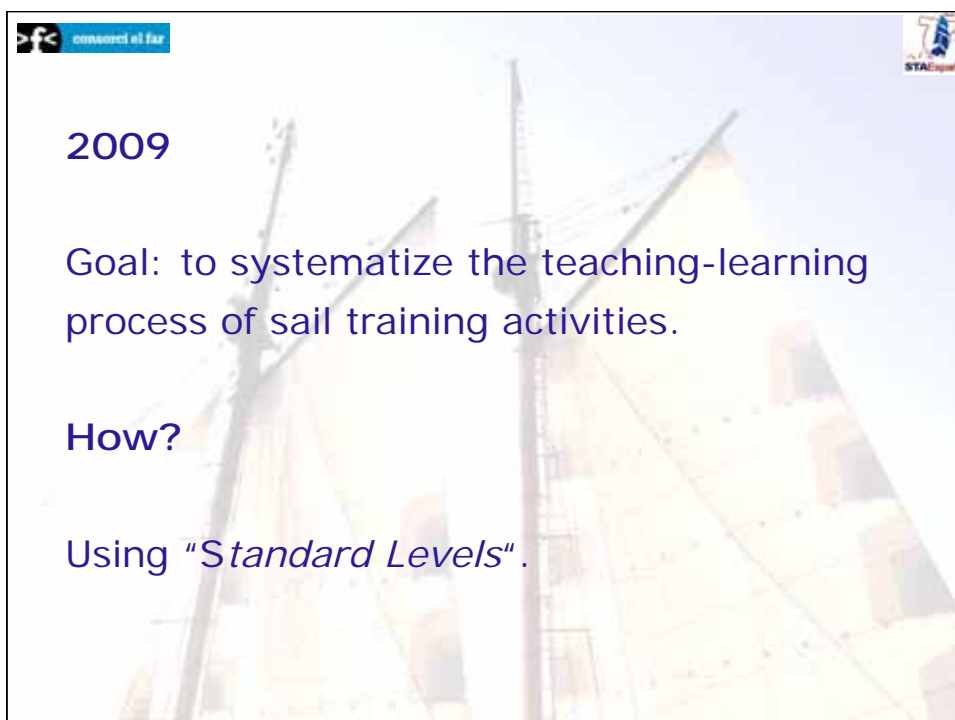


Process

This project completes a STAE's cycle in the process of consolidating Sail Training in Spain.

It has been a time of diversity...

- ...educational programmes
- ...ships
- ...sailing areas
- ...human teams



2009

Goal: to systematize the teaching-learning process of sail training activities.

How?

Using "*Standard Levels*".

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## What are they?

*Standard Levels = Objectives x Progression*

*Objectives: what we expect the trainees to learn.*

*Progression: order in which these objectives should be achieved.*

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## Background

Standard Levels begun 20 years ago with Windsurf and Dinghies.





(1988)



RFEV



Escola Catalana de Vela



(2009)



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## Advantages & Conditions

Standardized goals method...  
...increases **quality**  
...promotes a network of mutual **trust**

But..  
...the situation on board a Tall Ship is much more **complex**.

The strong point of this type of sailing is therefore the **educational** side.

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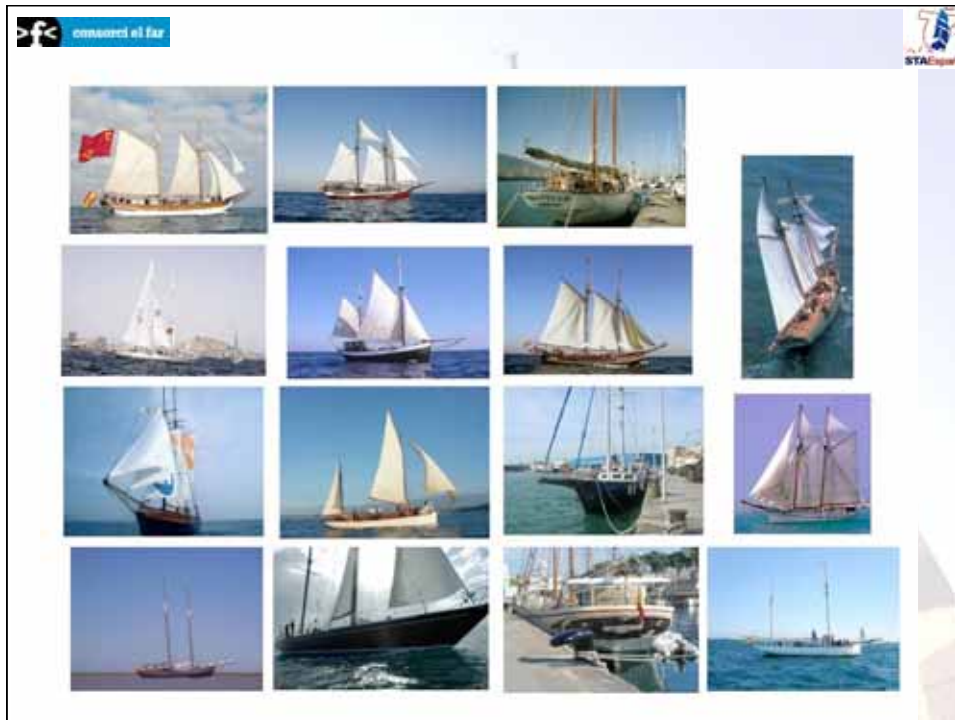
### ...conditions

Duration? diverse  
Meteorology? diverse  
Profile of the participants? diverse  
Sailing plan? diverse

↓

Rig? Fore and aft schooner







**STAE's Standards (Schooner)**



↓

- **Structure: 6 x 4**
- **Sessions: 5 components (A,B,C,D,E)**
- **Instructors: role & guidelines**


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• **Structure: 6 x 4**

Areas of competence	Level 1	Level 2	Level 3	Level 4
1. Structure of the ship				
2. Manoeuvres				
3. Sailing techniques				
4. Safety				
5. Environment				
6. Life on board				


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**Area 1. Structure of the ship**

Rigging, hull, types of ship, systems on board.



## Area 2. Manoeuvres

- Knots
- Mooring and casting off
- Hoisting-lowering
- Tacking
- Jibing
- Reefing
- Anchoring
- Lying a'hull or heaving-to
- MOB

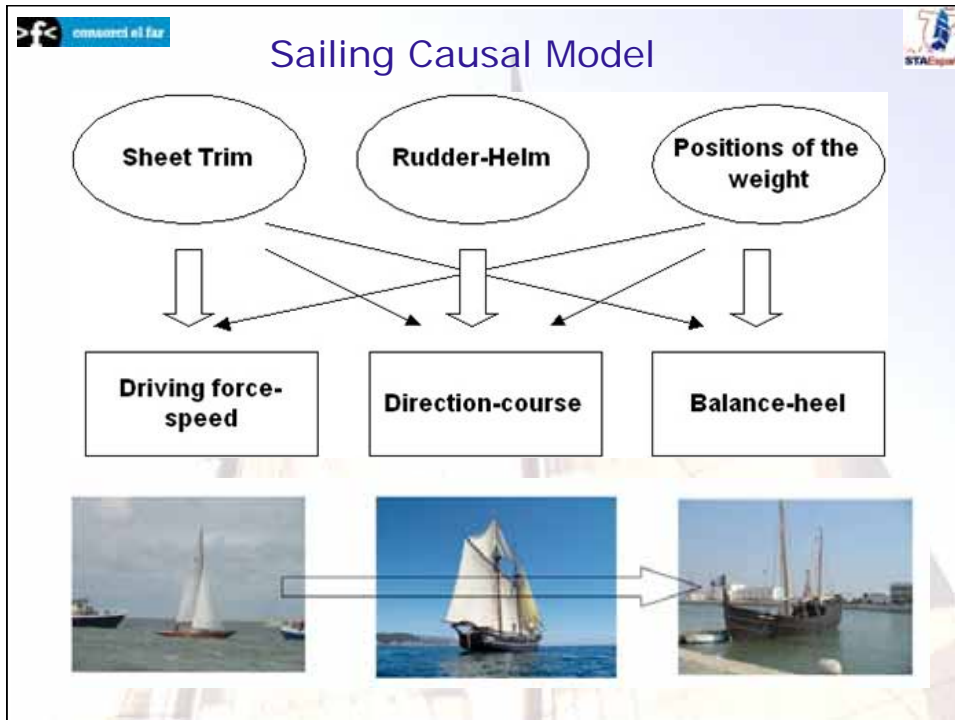




## Area 3. Sailing techniques

Steering, driving force, balance, causal effects, orientation, navigational aids, planning and control over sailing.








## Area 4. Safety

- Equipment
- Passive safety
- Active safety



This area cuts across all others and links to ***STI Trainees Logbook***



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## Area 6. Life on board

Roles, guidelines, duties, habits, attitudes and values.




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- **Structure of a session: 5 components**

**A. Goal:** purpose of the session



 **B. Conditions-route:** the ideal conditions in which the session should be carried out





 **C. Sequence of activities**

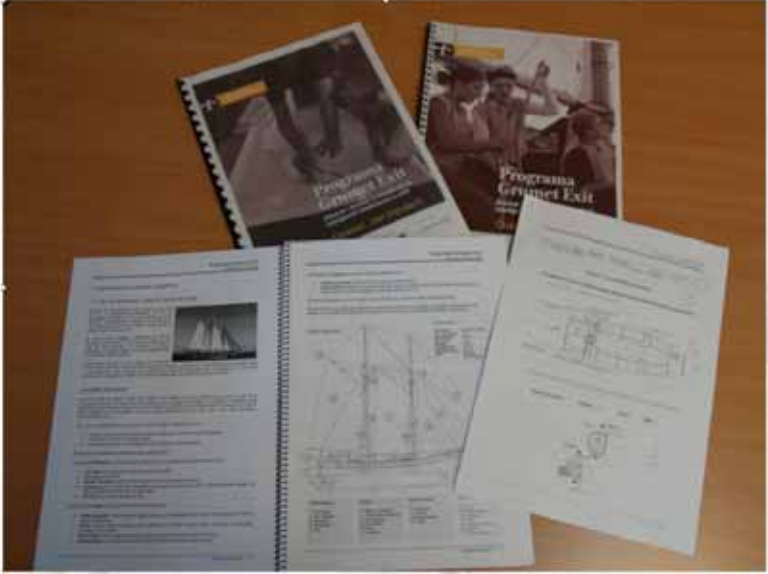




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## D. Documents and resources used



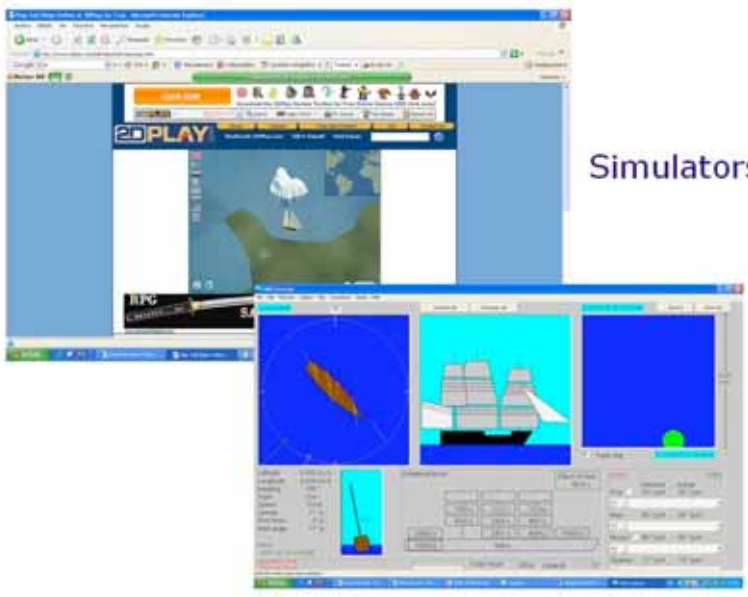
The image shows a collection of educational resources. At the top, there are two spiral-bound booklets with the title 'Programa Geniet Exit' and images of people on a boat. Below them are several loose sheets of paper. One sheet features a diagram of a sailboat's rigging, another shows a smaller diagram of a boat, and a third contains text and a small image of a sailboat. The background is a plain, light-colored surface.

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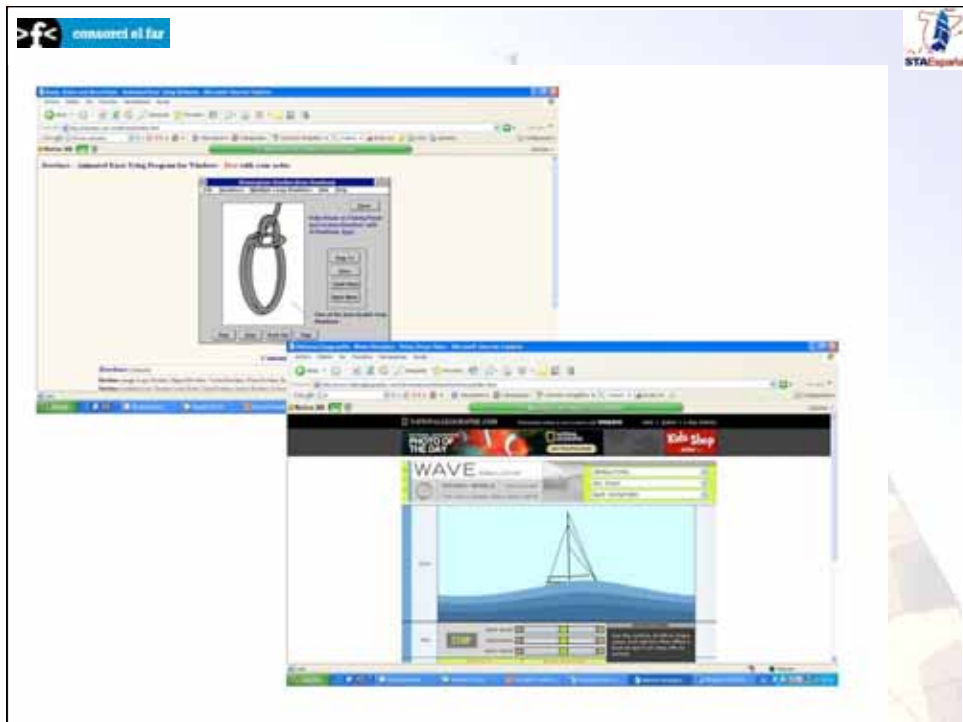
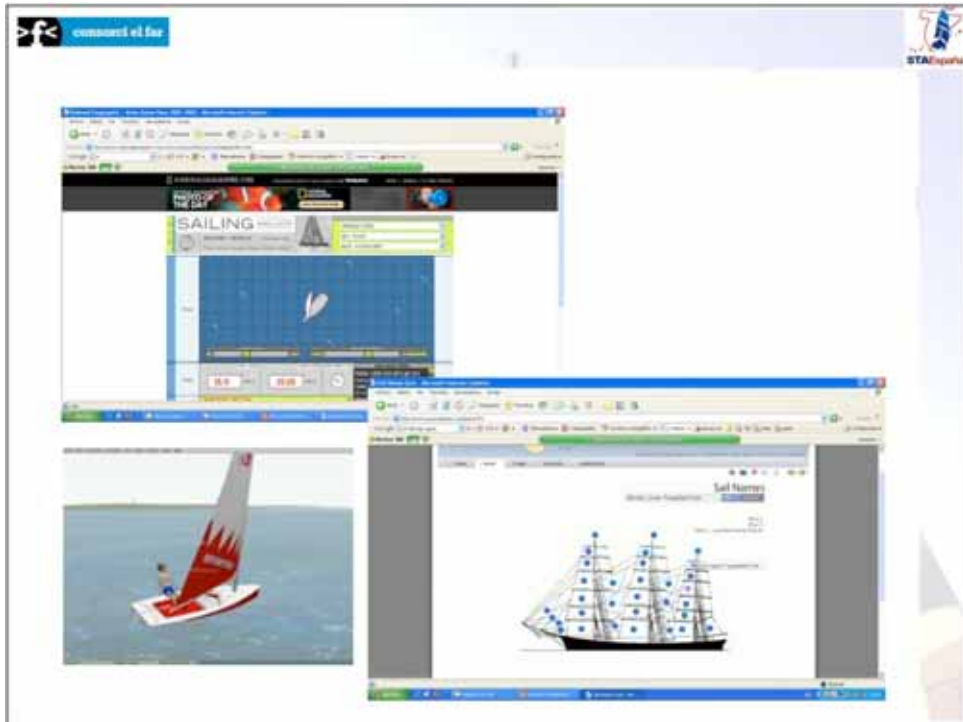
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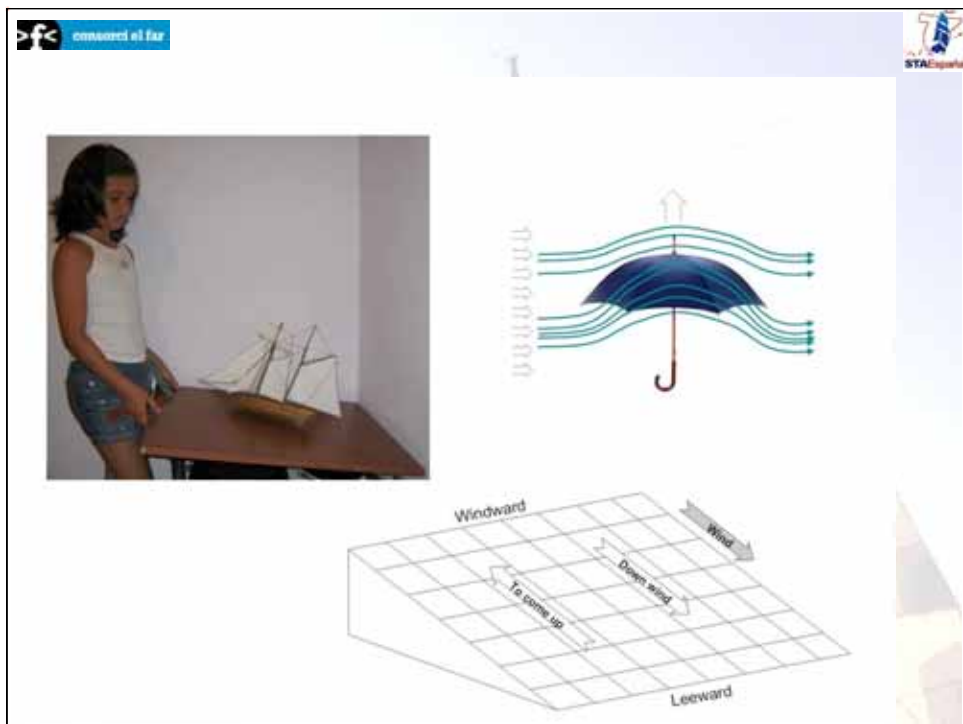
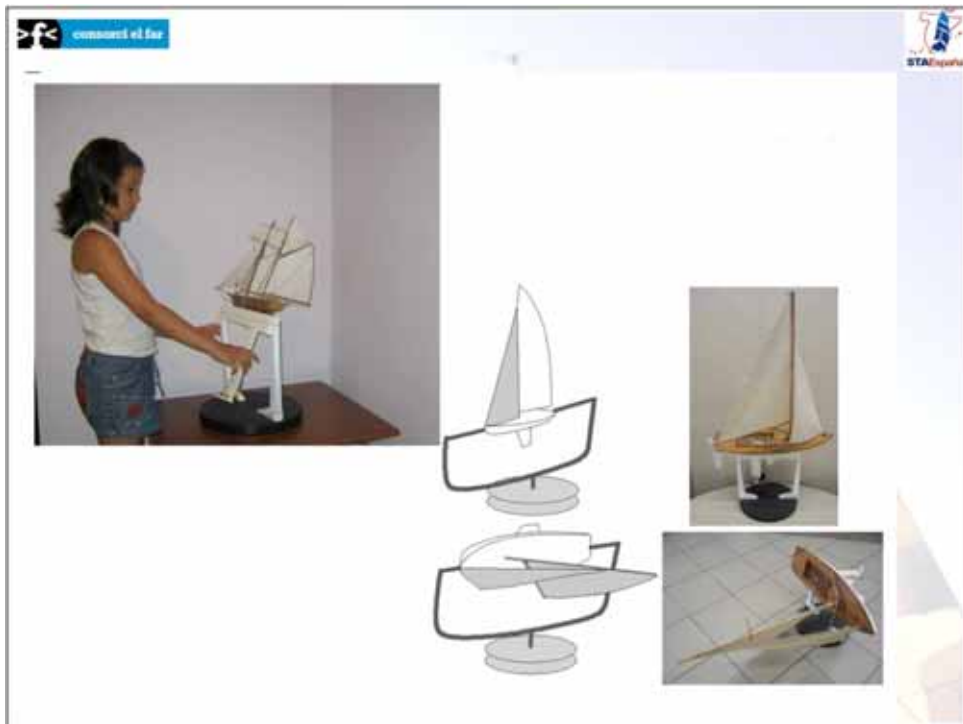
## Teaching aids

Simulators



The image is a screenshot of a computer screen displaying a sailing simulator. The interface includes a top navigation bar with a 'PLAY' button and a 'STOP' button. Below this is a 3D rendering of a sailboat on a virtual sea. The screen is divided into several panels: a large central panel for the 3D view, a smaller panel on the left showing a close-up of the sail, and a panel on the right showing a top-down view of the boat. At the bottom, there is a control panel with various sliders and buttons for adjusting the simulation. The text 'Simulators' is written in a large font to the right of the screen.





**E. Assessment:** to compare the level reached by the trainees with the goals proposed.

### Indicators? Tools?...

<i>Have you kept watch in charge of Life on Board?</i>			Yes	No
<i>Have you learned anything new?</i>	Not at all	A little	Somewhat	A lot
<i>Have you understood the instructors explanations?</i>	Not at all	A little	Somewhat	Absolutely
<i>How difficult do you think your tasks today have been?</i>	Not at all	A little	Somewhat	Very
<i>Did you have fun?</i>	Not at all	A little	Somewhat	Absolutely
<i>Are you satisfied with today's session?</i>	Not at all	A little	Somewhat	Very
<i>Have you and your crewmates cooperated with each other?</i>	Not at all	A little	Somewhat	A lot
<i>In your opinion, what was the highlight of today's session? Describe it...</i>				
<i>In your opinion, what was the worst of today's session? Describe it...</i>				





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- **Instructors**

Role and Operating guidelines



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**Thank you**

**Teşekkürler**

**Gracias**



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