



Concello da Coruña

SAIL TRAINING INTERNATIONAL CONFERENCE 2024

Navigating Growth: Using self evaluation toolkits to measure youth development in Tall Ships programmes



@tallshipsraces

@sailtrainingyouth



@thetallshipsraces



Sail Training International



Navigating Growth

**Using Self-Evaluation Toolkits to Measure
Youth Development in Tall Ship Programs**



Table of contents

01 Purpose of Evaluation

Why do we evaluate our programs

02 Evaluation Tool Kits

Practical Guides for evaluating programs

03 Hands-on Evaluation

Get hands-on evaluating aspects of your programs

04 Next Steps

Where to from here.





01

Why do we Reflect?

Reflection and Evaluation



“We are inclined to think of reflection as something quiet and personal. My argument here is that reflection is action-oriented, social and political. Its ‘product’ is praxis (informed, committed action), the most eloquent and socially significant form of human action.”

Stephen Kemmis, “Action Research and the Politics of Reflection” in David Boud, Rosemary Keogh and David Walker, eds., Reflection: Turning Experience into Learning (New York: Kogan Page Ltd., 1985) 139 at 141.



Two Questions

What do you want to achieve?

Why do you want to achieve it?





02

Evaluation Tool Kits

Evaluation Tool Kits



STI Self Evaluation Tool Kit V2

Robust, evidence backed set of tools and reflections for each aspect of your program



STI Simplified Tool Kit

Trimmed down version of the STI Tool Kit V2. Less robust but faster implementation



Henstock's Evaluation Tool

Simple reflective prompts to start the conversation of evaluation.



STI Self Assessment Tool Kit V2

Assemble a Self-Assessment Team: 3–7 people

Leaders, crew, other stakeholders to bring diverse perspectives.

State Organisation Vision and Goals:

Clarify and align your program's unique vision and goals to guide the self-assessment.

Map Program Goals to Youth Outcomes:

Link program goals to youth development outcomes and identify key impact areas.

Complete the Self-Assessment Tool:


Review practices individually and as a team, compare ratings.

Identify Improvement Actions:

Identify gaps and list and prioritise actions for program enhancement.

Gather Evidence and Measure Results:

Collect examples and data to show positive impacts on trainees.



Suggested Team of Evaluators



Step 4: Self-Assessment Tool

Date:	Completed by (optional):	Role (optional):
--------------	---------------------------------	-------------------------

Key Practice Area 1: Supportive interactions with others and modelling of good character and behaviour

What this means:

Sail training is about learning through the interactions between people on board and between the trainees and the sailing experience. Captain, crew and others (whether paid or volunteer - the 'programme staff') help trainees make sense of the experience and support their learning throughout the voyage. Responsible others are both inspiration and guide as they demonstrate their own genuine engagement in the sailing activities. They model good character and virtue by showing their interest in young people's and their own learning and welfare.

Why this matters:

- Clear roles and responsibilities contribute to relationships of mutual respect between instructor and learner, and the relationships are key to positive character development.
- Trainees experience values in practice through responsible facilitation of expectations and experiences, acceptance and non-judgment, and by observing others' good behaviours.
- Trust between people, in particular between young people and adults, can be built on the basis of shared experiences and through receiving and providing support.

Part 1: Individual Scoring and Averages

Rate each practice on a scale from 0 to 4 based on how well your programme performs the practice. Describe examples that support your rating. Calculate an average rating for each of the principles of practice.

0	1	2	3	4
This does not apply in our programme	We are not good at this practice	We are ok but need to improve	We do this well but have room for improvement	We do this very well

Key Practices	Rating 0 to 4	Examples
Principle 1.1: The roles and responsibilities on board are clear and the environment is one of mutual respect		
a) Sail trainees are encouraged and have opportunities to interact with the captain and programme staff during the voyage.		
b) Captain and programme staff communicate about their individual qualifications, roles and responsibilities with trainees.		
c) Captain and programme staff communicate with trainees about what is happening throughout the voyage.		
d) Captain and programme staff are clear about their expectations for individual trainee behavior.		
e) Captain and programme staff are clear about what trainees can expect <u>of</u> them.		

Part 2: Calculate Self Assessment Team Averages

If you are completing the self assessment on your own, go now to Part 3. If you have several members of a Self Assessment Team completing the tool, calculate the averages of all ratings for the principles. These averages will be used for Part 3.

Principles of Practice	Average Ratings of Self-Assessment Team Members						
	1	2	3	4	5	6	7
Principle 1.1: The roles and responsibilities on board are clear and the environment is one of mutual respect							
	Principle 1.1: Averages Total of ratings divided by how many are on team						
Principle 1.2: Responsible behaviour is modelled and facilitated by programme staff							
	Principle 1.2: Averages Total of ratings divided by how many are on team						
Principle 1.3: All on board are provided support to fully engage in activities on board							
	Principle 1.3: Averages Total of ratings divided by how many are on team						

Part 3: Prioritising Practice Principles and Identifying Action Needed

Using the average ratings from Parts 1 and 2 above as your guide, rank each of the principles as 1 for what your programme is best at, 2 for the next best, and 3 for the next best. Each principle will have a rank and each ranking will only be used once – every principle will have a different ranking. Then rank the principles in an order that reflects the ideal priorities in order for you to achieve your programme objectives. Identify any actions needed to bring the actual ranking in line with the ideal ranking or to improve the ratings of key practices under each principle.

Key Practice Area 1: Supportive interactions with others and modelling of good character and behaviour

Principle 1.1: The roles and responsibilities on board are clear and the environment is one of mutual respect

Principle 1.2: Responsible behaviour is modelled and facilitated by programme staff

Principle 1.3: All on board are provided support to fully engage in activities on board

Actual Ranking	Ideal Ranking	Action(s) Needed
1:	1:	
2:	2:	
3:	3:	

Step 5: Identify Programme Improvement Actions

Key Practice Area 1: Supportive interactions with others and modelling of good character and behaviour

	Action(s) Needed	Person Responsible	Timescales and Deadlines	Resources Required
Principle 1.1: The roles and responsibilities on board are clear and the environment is one of mutual respect				
Principle 1.2: Responsible behaviour is modelled and facilitated by programme staff				
Principle 1.3: All on board are provided support to fully engage in activities on board				



Henstock's Tool Kit

Tall Ships Australia and New Zealand

Quick Program Survey

Overview: The aim of this survey is to begin a cycle of program implementation and review with the aim of strengthening the core program outcomes for participants.

Step 1: Clearly articulate what you believe your sail training program stands for? One good check would be to consider what answer you would get if you asked someone off the street what your program is all about.

Step 2: Compare the above answer with what you believe you WANT your program to stand for?

Step 3: List the desired outcomes you want your program alumni to walk away with following participation in one or more of your voyages. Some examples drawn from sail training research and the World Economic Forum are listed in Appendix A



APPENDIX A: Suggested outcomes following participation in a sail training program aboard a tall ship. These skills/ outcomes have been drawn from research into sail training as well as employability skills as recognised by the World Economic Forum.

Skill / Outcome	Description
Appreciation for Tradition	Embracing the traditions and history of sailing, connecting with maritime heritage.
Cognitive Flexibility	Adapting to new situations, ideas, and ways of thinking.
Communication Skills	Enhancing verbal and non-verbal communication skills through clear instructions and coordination with fellow crew members.
Complex Problem Solving	The ability to analyse complex issues and develop effective solutions in response to various challenges encountered at sea.
Coordinating with Others	Working collaboratively in diverse teams and coordinating efforts toward common goals.
Creativity	Generating innovative ideas and solutions to challenges.
Crisis Management	Learning to respond calmly and effectively in emergency situations, such as man overboard drills or sudden changes in weather.
Critical Thinking	Evaluating information objectively and making reasoned judgments.
Cultural Awareness	Interacting with crew members from diverse backgrounds, fostering cultural understanding and appreciation.
Decision Making	Practicing making decisions under pressure and in challenging circumstances, fostering good judgment.
Emotional Intelligence	Recognising and managing one's own emotions, as well as understanding and empathising with others.
Environmental Awareness	Developing a deeper understanding of the marine environment and the importance of conservation efforts.
Friendship and Camaraderie	Building strong bonds with fellow crew members through shared experiences and challenges.
Goal Setting	Setting and achieving personal and team goals, whether related to sailing skills, personal development, or voyage objectives.
Independence	Developing independence and self-reliance by living and working in a confined and often isolated environment.
Judgment & Decision Making	Using sound judgment to make decisions based on available information and analysis.
Leadership Development	Opportunities to take on leadership roles and responsibilities, such as leading a watch or managing a task.
Life Skills	Acquiring practical life skills such as cooking, cleaning, and basic maintenance tasks necessary for living aboard a ship.
Navigation Skills	Acquiring basic navigation skills such as reading charts, using compasses, and understanding celestial navigation.
Negotiation	Seeking mutually beneficial agreements through effective communication and persuasion.
People Management	Effectively leading, motivating, and collaborating with others.
Physical Fitness	Engaging in physical labour such as hoisting sails, climbing rigging, and navigating the ship, leading to improved physical fitness.
Resilience	Building resilience and adaptability by facing the unpredictable nature of the sea and weather conditions.
Respect for Authority	Understanding the importance of following orders and respecting authority for the safety and efficiency of ship operations.
Responsibility	Learning to take responsibility for personal tasks, as well as contributing to the overall functioning and safety of the ship.
Self-Confidence	Gaining confidence in one's abilities through mastering new tasks and overcoming challenges onboard.
Service Orientation	Anticipating, recognising, and meeting the needs of clients, customers, or colleagues.
Social Capital / Network	A set of shared values or resources that allows individuals to work together in a group to effectively achieve a common purpose. The potential ability to obtain resources, favours, or information from one's personal connections.
Teamwork Skills	Learning to work closely with others in a team environment to navigate and operate the ship effectively.
Time Management	Learning to manage time effectively, especially during watch schedules and maintaining ship routines.



03
Your Turn

Questions to Ask

What are your desired outcomes?

How do you know these outcomes have been generated?

What activities generate these outcomes?

What is your evidence?

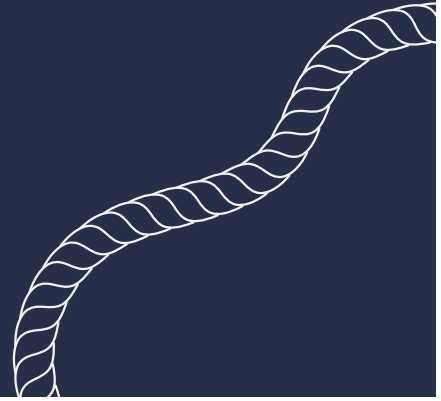




Review Your Program 20mins



Where will
you take it
from here?





Thanks!

Do you have any questions?



CREDITS: This presentation template was created by [Slidesgo](#), and includes icons by [Flaticon](#), and infographics & images by [Freepik](#)

Please keep this slide for attribution

**Thank you for joining us.
Scan the QR code to give us your thoughts.**



@tallshipsraces
@sailtrainingyouth



@thetallshipsraces



Sail Training International