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"Developing Youth Program Strategies for the Austrian Sailing Federation"

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1. Introduction and presentation of the issue

"The Austrian Sailing Federation is the sport federation for Austrian sailing, windsurfing, and kitesurfing, as well as all other watersports that are enabled by wind energy. It is acknowledged by international sailing federation (World Sailing), the European sailing Federation (EUROSAF) and by the Austrian Government. The Austrian Sailing Federation is a member of the Austrian Olympic Comité and the Austrian Paralympic Comité." (Statutes of the Austrian Sailing Federation 2021: §1)

The Austrian Sailing Federation was founded in 1946 and counts 105 member clubs with 17.000 individual members. (Sport Austria 2021). It is the governing body "for Austrian sailing, windsurfing, and kitesurfing, as well as all other waters ports that are enabled by wind energy" (Statutes of the Austrian Sailing Federation 2021: §1). The 105 member clubs can also be members in their regional Federations which are members to the Federation as well. Further there are 95 class associations, five of which are the main youth classes, responsible for the education in their respective classes.

The Austrian Sailing Federation uses an annual Budget of approximately 3.5 million USD (see Attachment I: Audit Report 2020) per year to follow its own mission statement:

- To represent the interest of Austrian sailors.
- To support the organizers of regattas, championships, training courses and conduct examinations for sailing licenses and to issue yacht certificates.
- To represent Austria in the international federation for sailing – World Sailing
- To create an image of this close-to-nature sport and inspire many for the sport of Sailing, windsurfing, kitesurfing and all the other water sports that are enabled by wind energy.
- To achieve a high level of its representing athletes at international Top-Level Competitions mainly Olympic Games. To Win Medals at the Olympic Games

Especially the last point is of high priority to the Federation and its elite sports department. Youth Sailing is situated inside the elite sports department and the youth program focuses on preparing young athletes for the challenges of an Olympic campaign. Due to several reasons – which are explained in more detail in the following sections – the Austrian Sailing Federation sees the need to create new strategies for the youth program to achieve its mission statement regarding success at high-level Sailing Events, mainly the Olympic Games.

1.1 Number of Competing Austrian Youth Sailors

The number of Austrian Youth Sailors competing in national and international Regattas has decreased in the last years. The decrease started already before the COVID-19 pandemic which indicates that the pandemic cannot be the only reason. However, the number of sailors in the Optimist Class, which is for sailors under the age of 15, has only decreased from 92 sailors in 2017 to 80 in 2021. At the same time span the number of sailors in the classes Zoom8, 29er, 420 and Laser, which are the classes for the age group of 15- to 18-year-olds, has decreased from 160 sailors in 2017 to 106 sailors. Especially in the classes 420 and Zoom8 the number of sailors decreased drastically. Meanwhile the 29er and Laser class managed to keep their numbers relatively stable. Based on this number the issue does not seem to be the capability of getting young children into the sport of sailing and first competitions, but the increasing number of dropouts in the age group of 15- to 18-year-olds. Data going back further was sadly not available in all classes, hence not providing valid numbers for previous years. This trend is in line with a with a general trend where *"people are less likely to be involved in public life or join civic and community groups, churches, and political parties. This also includes involvement in traditional team and sports organizations"* (Covell et. al 2012: 36). Looking at the general size of the Austrian Sailing Federation however, the decrease in participation concerns twenty-five percent of the whole youth sailing community. Understanding this decrease and find strategies to tackle this issue is of utmost importance.

Number of Austrian Youth Sailors listed in Ranking lists 2017 - 2021					
	2021	2020	2019	2018	2017
Total	**186**	**180**	**225**	**234**	**252**
Total Boys	126	127	154	160	168
Total Girls	60	53	71	74	84
Total Optimist	80	81	91	91	92
Optimist Boys	58	57	67	67	61
Optimist Girls	22	24	24	24	31
Total 420	23	17	25	43	54
420 Boys	10	9	13	26	36
420 Girls	13	8	12	17	18
Total 29er	19	21	23	19	20
29er Boys	13	15	15	12	13
29er Girls	6	6	8	7	7
Total Zoom8	33	31	52	48	53
Zoom8 Boys	22	23	38	29	32
Zoom 8 Girls	11	8	14	19	21
Total LaserR	31	30	34	33	33
LaserR Boys	23	23	21	26	26
LaserR Girls	8	7	13	7	7

Figure 1: Number of Austrian Youth Sailors listed from 2017-2021

1.2.1. Development of Olympic Sailing Equipment and Gender Distribution

The disciplines and equipment of Olympic Sailing disciplines has changed heavily over the last 50 years. In the Summer Games of 1972, there were four keelboat and two dinghy disciplines. A keel boat *"has a fixed appendage on the bottom of the hull that provides the sideways resistance needed to counter force of the wind on the sails. […] Unlike a Dinghy a keelboat won't capsize"* (Zeke Quezada: American Sailing 2021). Sailing a dinghy is considered more athletic and thrilling as it is less stable and closer to the water than a keelboat (American Sailing: 2021). In the 1976 Games the Tornado was introduced as a multihull discipline.

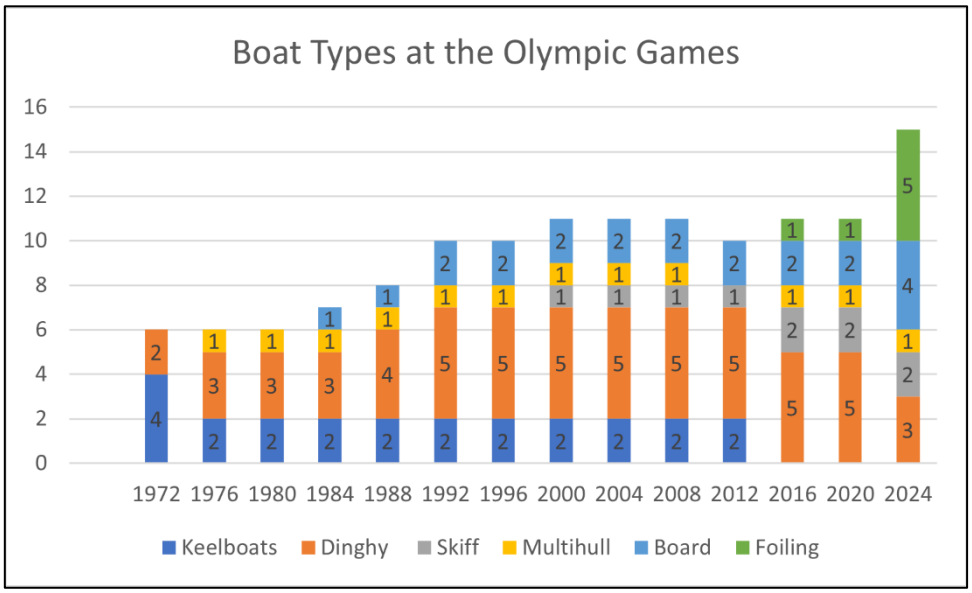

Figure 2: Boat Types at the Olympic Games. 1972 - 2024

The Tornado like other catamarans can reach a drastically higher boat speed than keel boats or dinghies (John Forbes/Jim Young: 2003). At the 1984 Games Surfing has been established at the Olympics and is a part of it ever since. The number of events increased from 6 at the 1972 Olympics to 10 at the 1992 Olympics. That allowed the implementation of more dinghy events while keel boat Events were reduced to two. At the 2000 Olympic Games the 49er was introduced as the first skiff discipline. The 49er has a very large sail plan compared to its boat size and is less stable than other dinghies or keelboats. However once mastered the skill to handle it, the boat will reach increasingly high speeds compared to more classic boat designs. (49er class: 2021). After the 2012 Olympics in London all Keelboats dropped out of the Olympic program. Further the first mixed discipline was introduced featuring the Nacra 17 multihull. After the 2016 Olympic Games in Rio, the Nacra 17 was upgraded to a foiling boat, making it the first foiling event in the Olympic Games. (IOC: Olympic Results 2021).

"A sailing hydrofoil […] is a sailboat with wing-like foils mounted under the hull. As the craft increases its speed the hydrofoils lift the hull up and out of the water, greatly reducing wetted area, resulting in decreased drag and increased speed. A sailing hydrofoil can achieve speeds exceeding twice the wind speed." (Wikipedia: Sailing Hydrofoil 2021).

In the up-coming 2024 Olympics there will be 5 foiling disciplines – 4 of which will be board events – while there will be only 3 Dinghy and 2 Skiff events. (Gladwell: 2021).

Looking at the changes in boat types and disciplines it must be stated that Olympic boats are getting faster, less stable, and increasingly physically demanding concerning the handling of the Equipment. From many slow and stable keelboats to smaller, faster Disciplines in the last twenty years. This leads to different Key Performance Indicators such as higher athleticism, less specific tactical know-how and a higher skill in handling the equipment. The increasing speed at which equipment is being adapted or exchanged demands broadly educated youth sailors that are able to control different types of boats, instead of single discipline experts. These skills that need to be acquired to compete at a high international level must be considered when thinking about developing strategies for youth programs.

1.2.2. Distribution of Olympic Sailing Events by Gender

Up until the Olympic Games in 1984 all Sailing events were open events. Leading to an almost exclusive field of male competitors. In 1988 the first female event was introduced while 3 were made exclusive male competitions. In the 3 Open disciplines no women competed again. Basically, there were 7 Male Events and 1 Female Event. The number of female Events increased over the years and since the 2016 Olympic Games there are no more Open Events. (IOC: Olympic Results 2021). In the 2024 Olympics full equality will be reached as there will be 4 male and female events each as well as 2 Mixed Events taking place. (Gladwell: 2021).

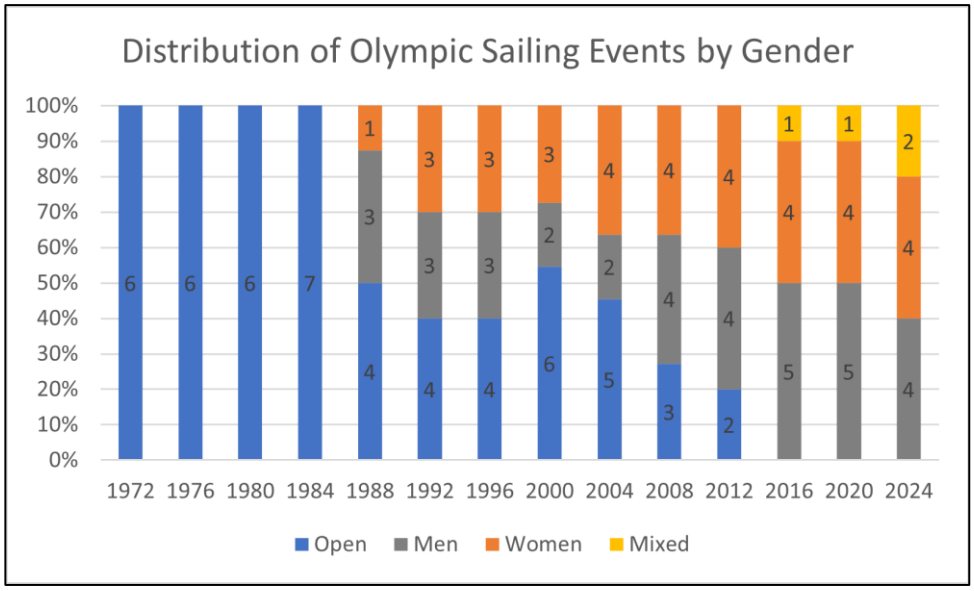

Figure 3: Distribution of Olympic Sailing Events by Gender.

The development of event-distribution between the Genders and the implementation of mixed events into the Olympics lead to a higher demand of female athletes. If a national federation wants to compete in all the Olympic events, they need an equal number of women holding the skill to compete at an international level as they need boys. Considering the numbers of boys and girls competing in Austrian Youth Classes (see Table 1) acting is highly necessary.

1.4. Research question and objectives

Considering the challenges explained in the previous sections following research question can be deducted:

Which strategies should be implemented to develop the youth sailing program in Austria?

The three main objectives are:

1. *Increasing the number of youth sailors competing in Regattas – especially girls.*
2. *Reducing the number of youth sailors that stop competing in Regattas.*
3. *Preparing elite youth sailors adequately to the challenges of an Olympic campaign, especially considering the changes in Disciplines.*

2. Literature Review

2.1. Strategy and Strategic Management

Strategy can be defined as *"a plan of action designed to achieve a long-term or overall aim"* (Oxford Dictionary) while management is *"the process of planning, organizing, leading, and controlling organizational activities aimed at achieving organizational goals"* (Varmus/Kubina/Adámik 2021: 6). *"Strategic management is the process of identifying, evaluating and implementing strategies in order to meet the organisational objectives"* (Jeffs 2012: 12). Following the argumentation of the *"organizational determinism"* (Varmus/Kubina/Adámik 2021: 8) this project shall try to find strategies that a) adapt to the environment of the organization – in case of the Austrian Sailing Federation's youth program mainly the clubs, regional federations, as well as the parents and athletes – and b) try to influence these stakeholders in a positive way to achieve the objectives set. The objectives result from the organizations vision and in this project shall be as mentioned in the previous topic: "*To increase (especially female) participation in sailing competitions and to prepare those who will aim for an Olympic Campaign best as possible towards their goals."*

The objectives/vision are the result of the first part of a strategic management process which is an analysis of the current situation. This step was briefly done in the introduction of this project and shall be thoroughly treated in the methodology part of the project. Further steps are the development and evaluation of possible strategies, deciding on and implementing the specific strategy chosen and finally evaluating the process and success of said implementation. (Jeffs 2012: 12). Figure 4 shows the strategic management process by Hittmár and Jamal adapted by Varmus/Kubina/Adámik (2012: 25). This project will describe the first two phases of 'analysis and diagnosis' and 'strategy definition and preparation'. The implementation and evaluation will take place outside of this project as the time frame for these phases outlast the project duration. Further details regarding methodology will be discussed in the respective chapter.

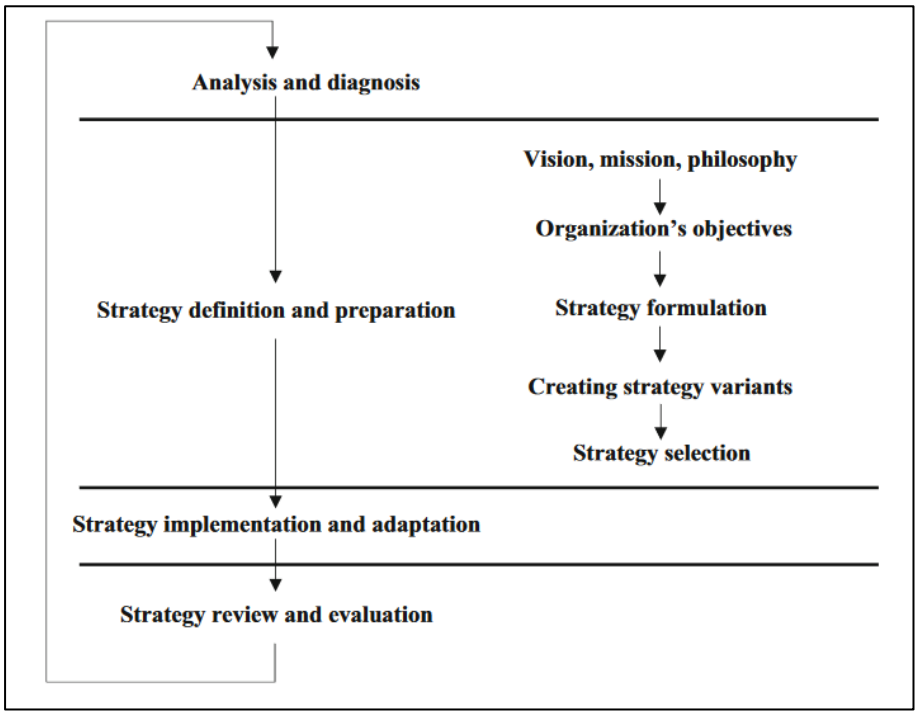

Figure 4: Strategic Management Model.

2.2. Definition of youth and stages of youth development in sport

When discussing strategies for a youth program, logically "*youth*" has to be defined. As the exact age that describes youth varies from country to country (Roberts 2016: 12) there is no exact definition. In the case of the Austrian Sailing Federation and this project, it makes sense to define 'youth' as the children that come into the sport of sailing up until the point, they finish secondary education (A-Levels) with the age of 18 or 19 including their transition into the national team and/or further educational/vocational pathways.

There is a discussion among sociologists if subdividing stages of youth is desirable or not. This is due to the fact that physical and physiological development of youth may vary. (Roberts 2016: 14). The conflict that needs to be resolved is on one side sailing classes have certain age requirements that not always agree with the physical development of the sailor. There is a need to find a solution to this problem.

2.3. Youth Sport Program Participation

As stated in the introduction, general sport participation in modern society is decreasing. (Covell et. al 2012: 36). However, sport participation in any society is a key to success. The higher the participation the bigger the community. A bigger community will provide a larger base of young athletes. Young people will a higher participation in sport than adults. Looking at the European average about 17% of 15 to 25 year olds never exercise at all. (Eurobarometer 2014) About 50% of this group exercise a few times a week. Austria's numbers are slightly above the European average (Van Tuyckom 2016:63).

According to the Austrian Report for children's and youth health (Gesundheit Österreich 2016:99) – that conducted a study with 11 to 15 year olds - the number of days that include physical activities per week reduce drastically with increasing age. In general female sport participation is significantly lower which reflects the Austrian sailing community.

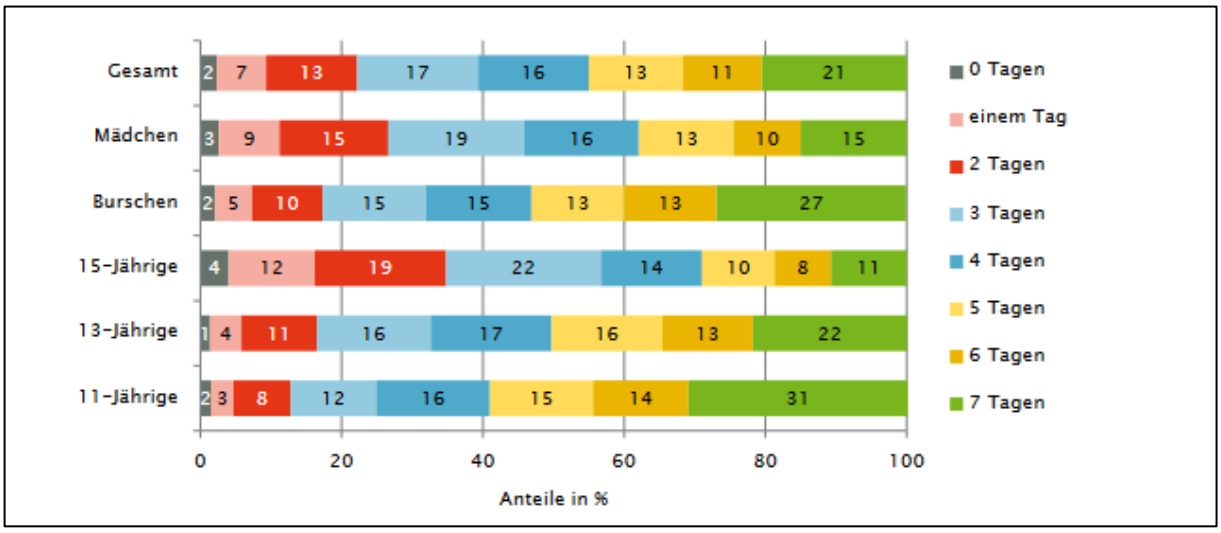

Figure 5: Days of activity per week from 11-15 year olds in Austria

There are multiple reasons to participate in sporting activities. According to the Eurobarometer survey, the main reason in Austria is to 'improve your health' (61%) followed by 'to be with friends' (52%) and 'having fun' (51%). (van Tuyckom 2016: 66-69) Other reasons are to improve fitness, physical performance, and also to control weight. Only 17.2% engage in sport for the 'spirit of competition'. Similar findings were made by Weiss and Williams (2004).

On the other hand, there are several reasons not to engage in sporting activities. Such barriers can be ‘lack of time’ (36%), ‘lack of motivation or interest’ (18,6%), ‘disliking of competitive activities’ (8,2%) and that the sport is ‘too expensive’ (6,2%). (van Tuyckom 2016: 66-69).

Understanding the motivations and barriers to sporting activities for young people is essential when planning to create strategies to increase participation. Although the percentages above are general for all sport in Austria, the reasons can be applied to sailing adequately. Meeting the expectations that youth have for sporting activities and decreasing participation barriers will be key to achieving greater participation in the sport of sailing.

One important aspect is to consider the motives to participate or not participate in sporting activities together with interpersonal and contextual factors. Social agents such as parents, coaches and fellow athletes play an instrumental role in creating positive experiences and memories in sport. By providing *“challenging activities through optimally facilitated goals, activities and competitions […]’ children’s pathways in sport can be influenced drastically.* Further *‘offering feedback’ and ‘modelling values and behaviours”,* will directly influence the intrinsic motivation and commitment of children and thus participation. (Fraser-Thomas et.al. 2016: 228-230).

2.4. Transitioning phases and drop-outs

One of the key aspects regarding participation are the so called dropouts. In western countries approximately 50 to 70% of young children engage in sport programmes. However, every year between 20 to 50% of these participants drop out of such a sport programme. (Fraser-Thomas et.al. 2016: 227-228). Roberts (2016: 17) states that the issue “*[…] is not recruitment but retention [..] as individuals and peer groups are seeking places to go and things to do*.”

Drop-outs are increased in so-called transitioning phases. There are expected transitions, like change of boat class, advancement to secondary school and others and unexpected transitions like injuries. During these phases the increased risk of dropping-out is caused by *“competing priorities”* or also the lack of opportunities to continue competing. (Fraser-Thomas 2016:236- 237). There are two situations that an athlete can encounter. On is a so called domain-general drop-out – where an athlete stops all his sporting activities. The other is an activity-specific drop-out – where an athlete stops a specific activity but continues to engage in other sporting activities. (Fraser-Thomas et.al 2016: 227)

No matter the type of drop-outs, at the end of the day some athletes will stop participating and this number should be kept as low as possible due to reasons stated in the previous section. The main reasons for such drop-outs are time-restraints, lack of enjoyment/motivation and also financial resources. (Fraser-Thomas et.al 2016: 228)

Time-restraints play a role for an athlete to pursue a career at the elite level. Due to the fact that he or she needs time for his or her vocational education. Having to choose between the school education and a sporting career will lead to a high number of dropouts and the intensity and structure of a youth program should respect this issue. (Fraser-Thomas 2016: 234). The topic of time intensifies when considering that only 23% of sporting activities are conducted in sport clubs, while the majority of activities takes place in informal settings or educational institutions. (van Tuyckom 2016: 65). This percentage decreases with increasing age. Going through puberty "*changes in values and logics in the experience of leisure-time activities"* might occur and thus "*may lead to a decreasing interest in club-organized activities*." Informal settings for sporting activities provide a higher grade of flexibility than traditional clubs with scheduled trainings sessions. (Borgers et. al. 2016: 158-160).

Another important aspect is the climate within a training group. A positive task-oriented climate can lead to higher satisfaction, enjoyment and commitment, while an ego-oriented climate will increase the possibility of drop-outs. The climate is mainly set by the coaches but can also be influenced by the peer group. Further early specialization clearly increases the risk of drop-outs. "*Drop-outs spent less time in extracurricular activities and unstructured playful sport, more time in sport-specific training from a younger age, and more often considered themselves the youngest in their training group"* (Fraser Thomas 2016: 231-234). Another aspect considering drop-outs are the relative age-effect, where youth born earlier in a calendar year are biased positively by the sporting system. Further community size has an impact on sport participation. Athletes of smaller communities are more likely to pursue a professional career than youth of bigger cities. (Fraser-Thomas et.al 2016: 235).

2.5. Gender Equality in Sport

In the Austrian sailing community, there are half as many girls competing in youth classes as there are boys. However, this issue is not specific to Austrian sailing but a general one. This is due to the fact that "*girl's unequal access and opportunities in sport".* (Wright 2016: 277). Most studies find that sport institutions and staff – such as clubs, schools and federations – already expect a lower "*interest and ability*" from girls. In fact, this is reflected when the clubs, schools and federations conduct activities and programs that cause disadvantage to female participation.

Lower participation of girls is not a result of lower interest to sport but of different factors, such as negative experiences in sport, other priorities – such as education – and the influence of family and their social environment. So, the main issue seems to be the way a sport is perceived and constructed from a male approach and point of view regarding competitions and trainings. (Wright 2016: 277-278). Messner (2018: 26) describes this phenomenon as "*soft essentialism"* where, despite seemingly equal opportunities for participation, there are still ideological barriers built on a "b*elief system that assumes natural differences between boys and girls.*"

In fact, sport is faced with criticism to strengthen constructs of gender through its programs, media coverage, marketing and other activities related to sport. Sport is often a place to prove masculinity for boys, where those with lower skills will not be seen as a man compared to those who manage to succeed in sport. (Wright 2016: 279-280) Boys are expected to be more competitive and aggressive by nature, while girls are seen as soft and less competitive and that they could benefit from sport by getting more aggressive through participation. This construct of genders leads to coaches consciously behaving differently towards girls and boys thus believing in having to do so in order to properly deal with the generalized personality traits of the two genders. Thus, leading to an increase of these gender structures (Messner 2018: 27-29). In opposite, girls can face difficulties if succeeding in their sport could lead to an image of being less feminine, due to gaining muscle mass and/or weight and having to behave aggressively in order to reach success. (Wright 2016: 279-280).

To answer these gender structures, there are programmes to "*empower young women and girl's*" in order to create gender equality. The goal is to "*enhance 'girls' sense of agency, self-empowerment and personal freedom*" through sport. One main aspect in achieving this goal is to "*offer girls opportunities for leadership and achievement and a more sensitive approach when creating and conducting programmes, considering the issue of male dominance in sport and its structures*." (Wright 2016: 283-284). Another issue to take into account is the low number of female coaches and officials is also highlighted by Messner (2018: 16). An increase in female coaches would not only result in a higher participation of girls, but also in a broader approach in treating boys individually and not seeing them as one mass that can be treated equally – Messner states.

2.6. Youth Program Frameworks

Many governments focus their funding strategies on elite sport success as a way to reach international prestige (Houlihan/Green 2008: 3). This also accounts for the Austrian funding system that was renewed prior to the Rio 2016 Olympic Games. (Bundesgesetzblatt Nr. 100). As a result, national federations aim to identify and develop young athletes that might win an Olympic medal for them later on. There are different approaches to achieving this goal and traditional ones are focused solely on possible Olympic success. The Austrian Sailing Federation is following these approaches up until now. The strategic concept is called *Inspire28 – the way to the Olympic Medal,* thus by name already making it clear to the reader. The issue of these approaches is that focusing on that long-term goal has great potential to diminish fun and the possibility to create a broad base of skills that might enhance success later on. (Côte et al. 2016: 243).

In recent years several youth program frameworks have emerged that aim to tackle the issues of these one-sided traditional approaches. One of these approaches is the 'Long Term Athlete Development Framework' (LTAD) that tries to value long term success and the positive individual development of every athlete leading to a lifelong sporting activity, over short-term development and success.

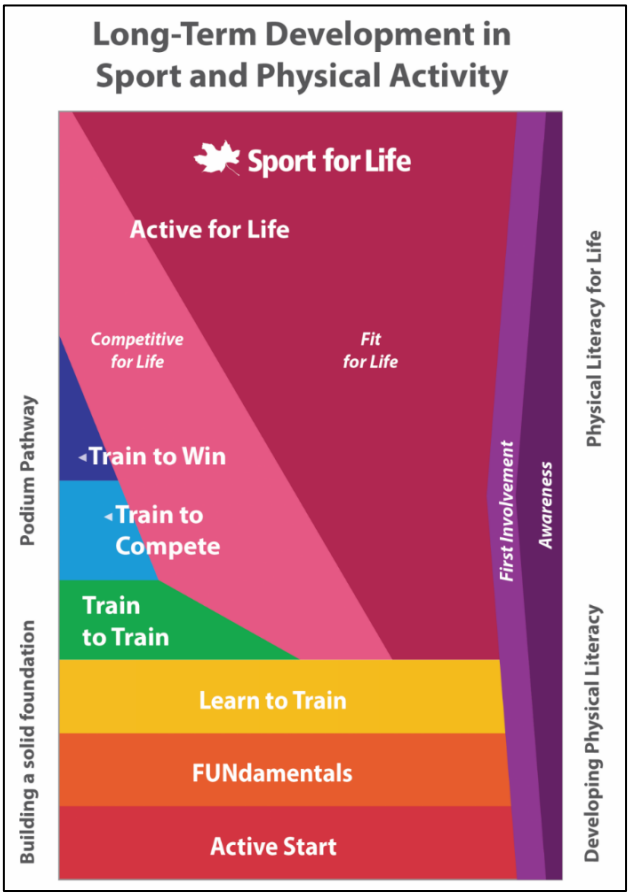

Figure 6: Illustration of the LTAD-Model by Athletic Canada

Its three main goals are to "*develop physical literacy, improving sporting performance and increasing levels of physical activity".* The LTAD has seven stages that covers all the life-cycle of a human being. The aim is to provide all children with a broad set of general physical skills and 'sporting literacy'. This shall take place in the first three phases and be the perfect basis, both for athletes aiming at an elite level and for those who decide to stop competing at some point and shall be kept 'active for live' and thus healthy. (Balyi, Way, Higgs 2013: 1-10)

Despite this model being adapted and implemented by many (successful) countries, especially in the Anglo-American region, there is also criticism due to its simplicity and lack of scientific validation for its long-term model. (Ford et.al. 2011: 390). Further, the model is mainly focused on "*physiological and motor development"* (Vierimaa/Erickson/Côtè 2016: 465) and is thus not as holistic as it asserts.

Another Framework is the 'personal assets framework to sport' by Jean Côté et.al. (2016: 243-250) that follows the main objective of "*facilitating personal development through sport."* It aims to reach three objectives of performance, participation and personal development, opposing to the uni-dimensional approaches before. When conducting activities based on these three objectives one will achieve the 4 C's – **confidence, competence, connection and character.** Building personal assets instead of focusing on short term success is the main theme of this framework.

> *"[…] if the 4Cs are the central focus of sport programmes, the ultimate outcomes of performance, participation and personal development are more likely to emerge from sport involvement." (Jean Côté et.al. 245)*

When delivering sport programmes three elements should be considered. 'Personal engagement' is achieved with a higher probability if children can choose from a broad variety of different sports, disciplines and opportunities. If they choose their pathways themselves, based on their own experiences made – and not by being told by parents or coaches what is best for them – they are much more likely to stick to their decisions through an intrinsic motivation, based on their personal motives. The second aspect of 'quality relationships' focuses on the role of the coaches, the parents and all other persons involved in sporting activities. While at the beginning of a sporting life, parents play a pivotal role, with increasing age coaches and peer groups become more relevant and highly influence an individual's enjoyment and commitment to a program. Lastly creating 'appropriate settings' is a key part of generating participation as well as high-level athletes. Providing easy access and opportunities for participation results in higher participation numbers.

However, this aspect is not limited to infrastructure, but is much more related to creating "*safe environments in which youth develop, an appropriate structure in which children experience stable environment and integration of family, school and community efforts".* (Jean Côté et.al. 2016: 246-250). Figure 7 below shows the 3 elements that should be considered and if implemented correctly lead to building up individual assets (4 C's) which in the end leads to the desired outcome of "*participation, performance and personal development.".*

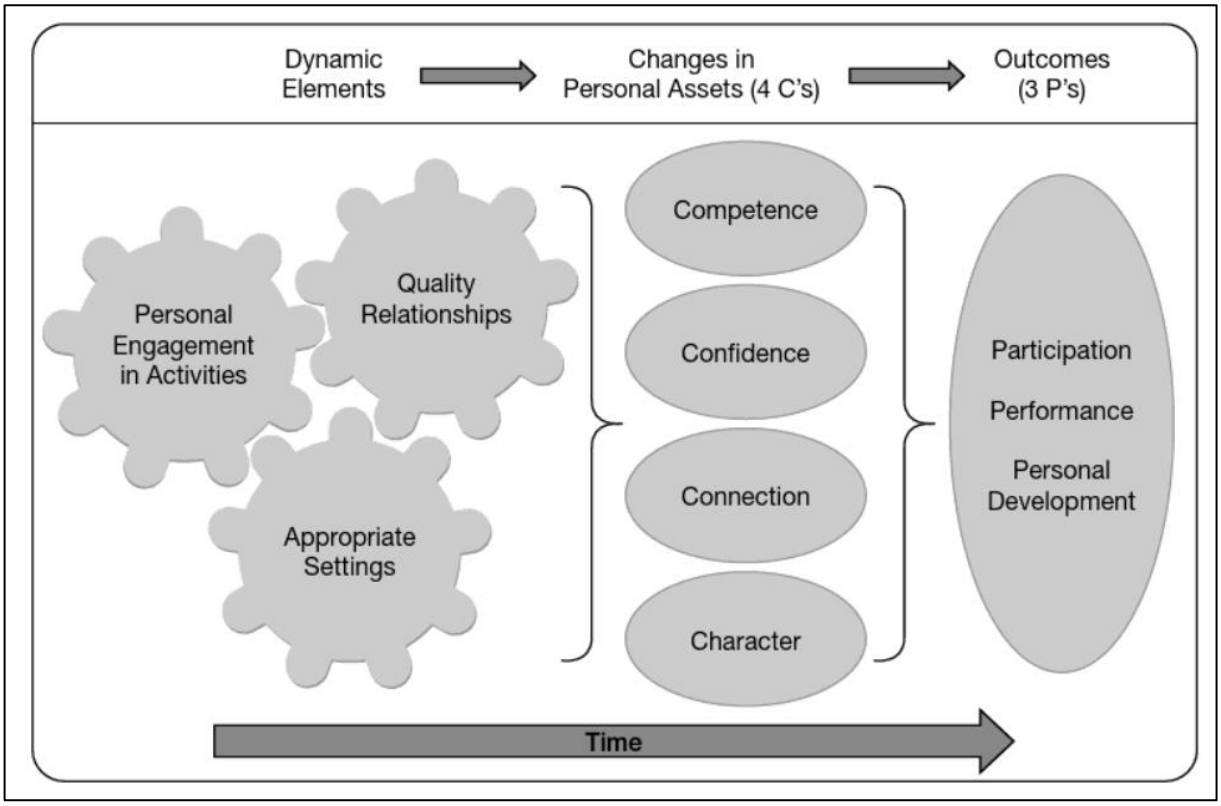

Figure 7: The personal assets framework for sport (Côté et.al. 2016: 251)

2.7 Summary of Literature Review

The most important aspect in developing a new youth program strategy is to do it with a holistic approach. It is not enough to look at physical aspects or the specific aspects of a sport. In opposite, as the 'personal assets framework' indicates there is a need to create a program that provides opportunities to create experiences for young children and adolescents. Transitioning phases should be emphasized and focused, as they are a major issue regarding drop-outs, especially in the sport of sailing, as not only school types but also boat classes have to be changed. Last but not least, the importance of the coaches in athlete pathways cannot be underestimated. They play a pivotal role in creating positive climates, challenging athletes and at the same time providing feedback and enhancing the development of personal assets. The education of coaches should therefore be a priority when thinking about youth programs.

3. Methodology

This research project will conduct a best practice analysis that contains two steps in which different data collection methods will be used. The concept is to follow the keys to strategic sport management as prescribed by Varmus, Michael/ Kubina, Milan/ Adámik Roman (2021: 28-31), focusing on the “vision, mission and philosophy of the organisation” and the objectives that result from these aspects. Further existing strategies and their success shall be assessed.

The **first step** will be a web-page analysis that will search for any published youth program strategies of 12 national sailing federations of other nations and 12 national Austrian summer sports federations. The reason for this selection is because there is a probability that the surveys and interviews, planned to collect more data, may have low response. This may be due because the other federations are our competition and are reluctant to provide further information.

The national sailing federations of other nations are chosen based on two criteria. Firstly, five countries based on their success at the last three Olympic Games. (See Attachement II) Another six based on their success at World Sailing Youth World Championships from 2016 through 2021. (See Attachement III) Secondly, three countries based on regional similarity. As Austria is a landlocked country with a population size of 8.9 million, and most of international and Olympic sailing competitions are held on sea, there might be specific requirements to a strategy compared to countries that can access offshore conditions quite easily. Therefore, a mix of central European countries with no/low access to the sea – with a similar population size - and the most successful countries at international competitions, might provide the necessary best practice examples and at the same time practical realism. The Nations willl be:

Olympic Success: Great Britain (1*), Australia (2), Netherlands (3), New Zealand (4), China (5) Spain (6)

Youth Success: USA (1**), France (2), Israel (3), Italy (6), Norway (7), Poland (10)

Regional Similarity: Switzerland, Czech Republic, Slovakia,

* Position at combined medal table of last three Olympic Games.

** Position at combined medal table of Youth World Championships 2016-2021. Countries already in the Olympic list ignored (Great Britain (4), Australia (5), New Zealand (8), Spain (9))

The national Austrian summer sports federations chosen are the six federations that managed to claim a medal at the last Olympic Games in Tokyo 2021. These are the federations of Cycling, Judo, Rowing, Athletics, Karate and Climbing. Six further federations are chosen based on a matrix of the *Bundes-Sport-GmbH* which is the body that is responsible for distribution of governmental fundings in Sport. This matrix (see figure 8) rates the results at international high level events on one hand and concepts and strategies to develop the own federation on the other hand. So, the national federations that have a high standing within the Matrix should be good samples to foster best practice strategies. The summer sport federations ranked highest apart from those who managed to medal at the last Olympic Games are Tennis, Kanu, Shooting, Table Tennis, Handball and Basketball. The Matrix is from 2016 as the new Matrix from 2021 was not publicly published yet.

LC 1 (80-100)				Rodeln Segeln	Ski
LC 2 (60-79)		Schwimmen Hockey	Rudern Kanu Schützen Tischtennis	Klettern Karate Radsport	Leichtathletik Judo Tennis
LC 3 (40-59)		Gewichtheben Bob + Skeleton Eis + Stocksport Sportkegeln Flugsport	Triathlon Eisschnelllauf American Football Faustball Billard	Eishockey Ringen Volleyball Golf Turnen Baseball/Softball Pferdesport	Handball Basketball
LC 4 (20-39)	Boxen Wurfscheiben	Curling Jiu-Jitsu Taekwondo Bahnengolf Wasserski	Eiskunstlauf Fechten Bogensport Kickboxen Schach Frisbee	Badminton Orientierungslauf	
LC 5 (0-19)	Tanzen Skibob	Tauchen Rollsport Squash Kraftdreikampf Rugby Floorball Casting	Moderner Fünfkampf		
	PC 5 (0-19)	PC 4 (20-39)	PC 3 (40-59)	PC 2 (60-79)	PC 1 (80-100)

Bewertungsfaktoren

	PC 5	PC 4	PC 3	PC 2	PC 1
LC 1	1.00	1.01	1.03	1.05	1.05
LC 2	0.94	1.00	1.01	1.03	1.05
LC 3	0.90	0.94	1.00	1.01	1.03
LC 4	0.85	0.90	0.94	1.00	1.01
LC 5	0.85	0.85	0.90	0.94	1.00

Figure 8: Matrix of Bundes-Sport-GmbH 2016 rating national sport federations.

The **second step** of data collection will be a short online survey sent out to the 24 federations previously chosen. The survey will collect information about key factors mentioned above which are vision, mission and philosophy, as well as objectives and current strategies and programmes. More specific questions might be added after the web-page analysis. The risk of the second step is a low response rate. This risk shall be diminished by the web-analysis.

4. Data analysis

The analysis of Data will be divided into quantitative Data and qualitative Data. Quantitative Data was collected in the survey, as well as the web-based-research. Qualitative data resulted from strategic papers found in the web-based-research. The total survey response rate was 44.4%. Whilst 8 of 12 (66.6%) of national Austrian summer sport organisations responded, only 5 of 15 (33.3%) national Sailing Federations of other nations did. Thus, the results of the survey alone are indications but cannot be seen as scientifically valid. However, adding the quantitative data of the web-research there is sufficient data from 14 of the 15 sailing federations of other nations and 11 of the 12 national summer sports federations. This allows to make assumptions given the circumstances.

4.1. Quantitative Data

Topic	Yes Percentage of valid answ.	Yes	No	No information
Vision				
Sailing Federations	62%	8	5	1
AT National Federations	58%	7	5	0
Mission				
Sailing Federations	50%	7	7	1
AT National Federations	78%	7	2	3
Youth Program Strategy				
Sailing Federations	92%	11	1	2
AT National Federations	100%	11	0	1
Dual Career Pathway				
Sailing Federations	60%	6	4	5
AT National Federations	91%	10	1	1
Athlete Pick Up				
Sailing Federations	100%	13	0	2
AT National Federations	82%	9	2	1
Boat Classes				
Sailing Federations	100%	14	0	1
Gender Equality				
Sailing Federations	55%	6	5	4
AT National Federations	73%	8	3	1
Coaching Education				
Sailing Federations	93%	13	0	2
AT National Federations	92%	11	1	0
Personal Assets Dev.				
Sailing Federations	42%	5	7	3
AT National Federations	9%	1	10	1

Figure 9: Quantative Data overview on the specific topics

62% of the Sailing Federations and 58% of the National Federations have a clear and communicated vision. 50% of Sailing Federations have clear mission statement while 78% of Austrian summer sport federations in this project have one. Also, the majority of Federations provide a strategic paper for their youth programs. Only the Sailing Federation of Slovakia does not have such a strategy in place. Further there is high emphasis on athlete pick-up strategies as all of the sailing Federations have programs and strategies in place. Also, most Austrian summer sport Federations created these strategies. However, in the sports of Judo and Shooting this is not the case. All Sailing Federations do have decisive boat class strategies. Whilst 55% of Sailing Federations conduct programs to increase female participation and reach towards gender equality, about 73% of Austrian Sport Federations do so. Also, most Federations have incorporated the objectives of their youth programs into their coaching education. Only the Austrian Shooting Federation does not specifically have a strategy for this. Looking at personal asset's development, as outlined in the chapter of the literature review 42% of the Sailing federations state that they have integrated these concepts into their strategies, whilst apart form the rowing federation, no other Austrian summer sports federation did.

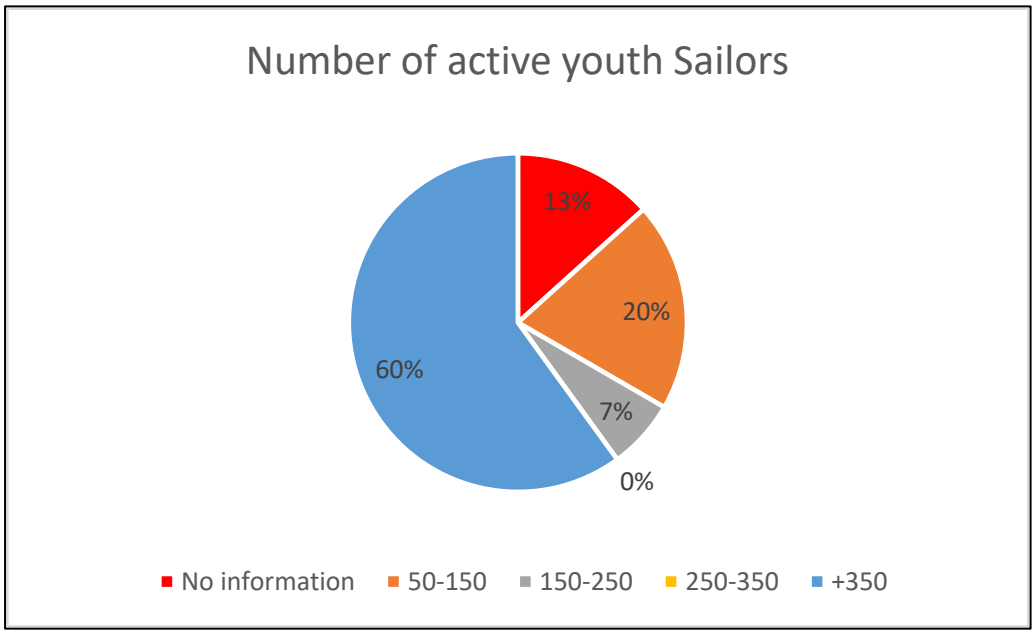

Figure 10: Federation size by number of active youth sailors

The majority of the national Sailing federations of other nations in this project have more than 350 youth sailors. Three of them have between 40 and 150 sailors while 1 has between 150 and 250 sailors. The Austrian Sailing Federation currently has 186 ranked youth sailors. This has to be considered when considering different strategies and programs.

The organization size also varies looking at the number of paid staff responsible for youth topics as well as the number of volunteers. In average the responding 8 Austrian summer sport federations have 5,5 youth employees. The Athletics federation has the most with 15 paid full-time coaches. The Basketball Federation the least with 2.5 employees. The difference is bigger in the sailing federations. For example, there are no paid coaches for the youth program in Slovakia at all, while there are up to eight full time employees in Israel. However, this numbers only show the employees within the Federation and not all around the country in regional federations and clubs. Within their Federation the sailing federation of Slovakia has 15 voluntaries integrated into their youth program. This number is lower in all other sailing federations that responded. In the Austrian summer sport federations, the number of volunteers varies from 2 to 25. The Austrian Sailing Federation currently employs two youth coaches and 2 further coaches for their youth program. Further there are about 5 volunteers actively working in the youth program. As stated above although this numbers help to get an orientation of organization sizes, they have to be considered very vague, as the response rates where low and the number of coaches and volunteers only regard to the ones being active within the federation and not in the whole community.

4.2. Qualitative Data analysis

As the objective of this project is to identify possible youth program strategies by benchmarking, a qualitative web-research was conducted. Identified best practices are summarized in this chapter.

4.2.1. Holistic Strategy alignment

An important aspect as stated in the beginning of the methodology chapter, is the existence of a clear vision and mission and that the organizations objectives and strategies are aligned with them. A good example for this is the Australian Sailing Federation. There is a clear vision “more people on the water, in more ways, more often”. The mission statement is ‘to grow sailing by leading, inspiring, and supporting sailors and their communities.’ (Australian Sailing I) This is followed up by a strategic paper from 2022 – 2032. This contains the objectives, strategic foundations and also success indicators. To fulfil their objective of growing as a federation they implemented the Platform ‘Discover Sailing’ (Australian Sailing II 2022). This contains various ways to enter sailing, like the ‘Tackers Program’ which is a three level program to get started as a small kid. This program is followed up by various further programs. This then leads to Australian Sailing Youth (Australian Sailing III 2022). This is the youth program devoted to get children into competing and showing them pathways into elite sports. This also includes descriptions on qualification criteria and much more.

Figure 11 demonstrates the Pathway from starting out in the ‘Tackers program’ all the way to elite sailing. This strategy is accompanied by a coaching education that gives guidelines throughout all the steps of the pathway.

Finally, there is the brand ‘Australian Sailing Team’ which represents the Olympic Team and Elite Youth Pathway Teams that strive for later Olympic Glory.

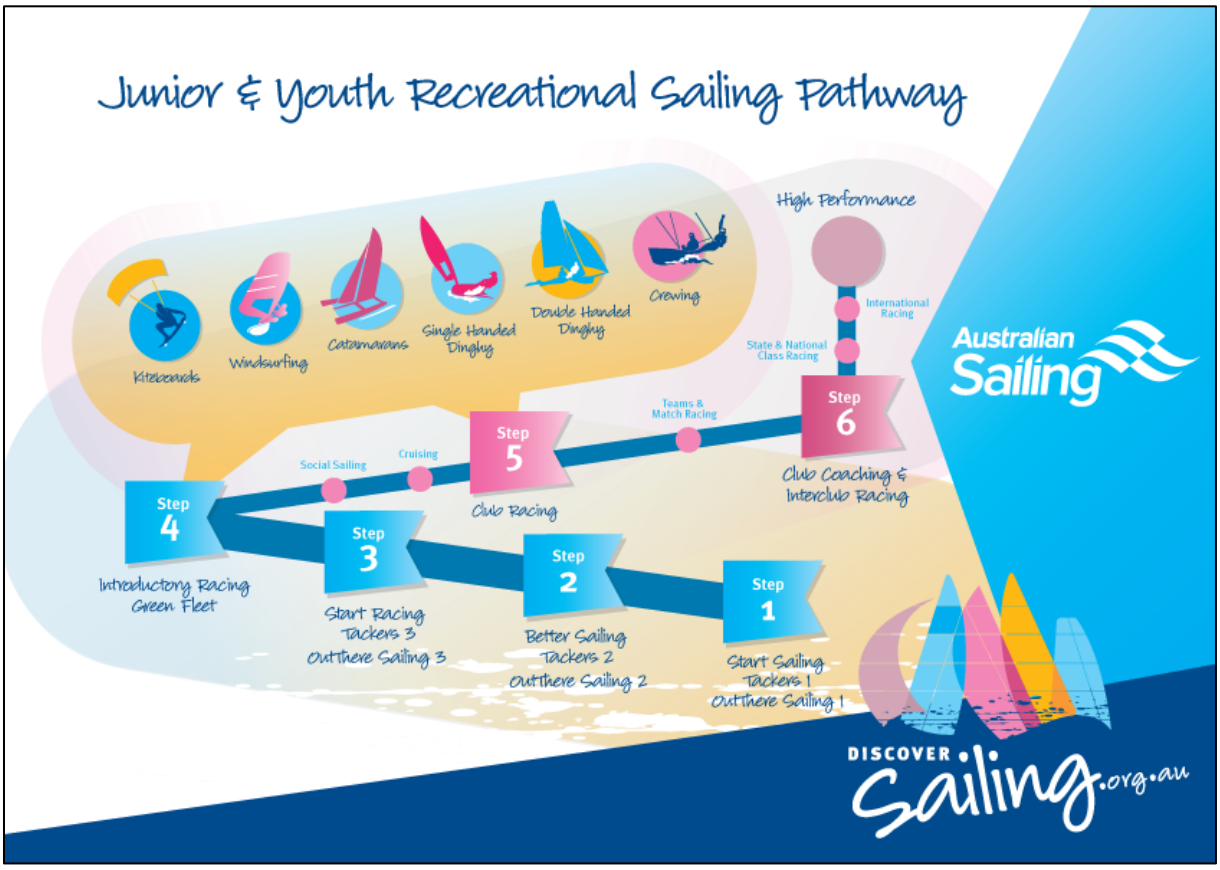

Figure 11: Australian Sailing Junior Sailing Pathway.

Another best practice case in this regard is found to be the British Sailing Federation. Again, there is a vision ‘supporting your passion for boating’ and a mission statement – ‘representing members, growing participation, nurturing talent, world leading training’ (RYA I 2022). Regarding youth programming there is the so called ‘junior program’ for the small kids to start out sailing up until entering the racing stage. There are recognized boat classes for all the steps throughout, but also descriptions on how and where training groups can be entered. At the next stage the which is ‘youth sailing’ there are again recognized boat classes but also a clear ‘performance pathway’ (see figure 12). The pathway emphasizes the fact that there is no ‘one size fits all’ and that individual process and development is the main objective. (RYA II 2022). Further there is a dual career guide (Harrison, Grace/ Vickers, Emma/ Cartigny Emil 2021). This guide provides information on how to combine vocational education and a youth/professional sailing career.

It also describes the roles of parents and sailors as well as possible issues in double-handed sailing. For supported athletes a lifestyle practitioner will help with designing daily routines and balancing out all of the tasks and free time.

Yachting New Zealand has a Youth Sailing Book describing their strategy in youth sailing. There is also a separate Women Sailing Manager to increase the number of female sailors. (Yachting New Zealand I 2022). As a comparatively smaller Federation Swiss Sailing has put in place some strategic measures. They follow the Swiss 'FTEM' System which is similar to the LTAD-Concept. The skill levels are Foundation, Talent, Elite, Mastery. There are ten phases covering these four skill levels. (Swiss Sailing I 2022). Based on these levels there is a funding concept that has clear qualification criteria. Also, there is a youth guide (Swiss Sailing II 2015) that is mainly directed at the parents. It is very thorough and gives directions on how to act as a parent in different situations of a children's sailing career.

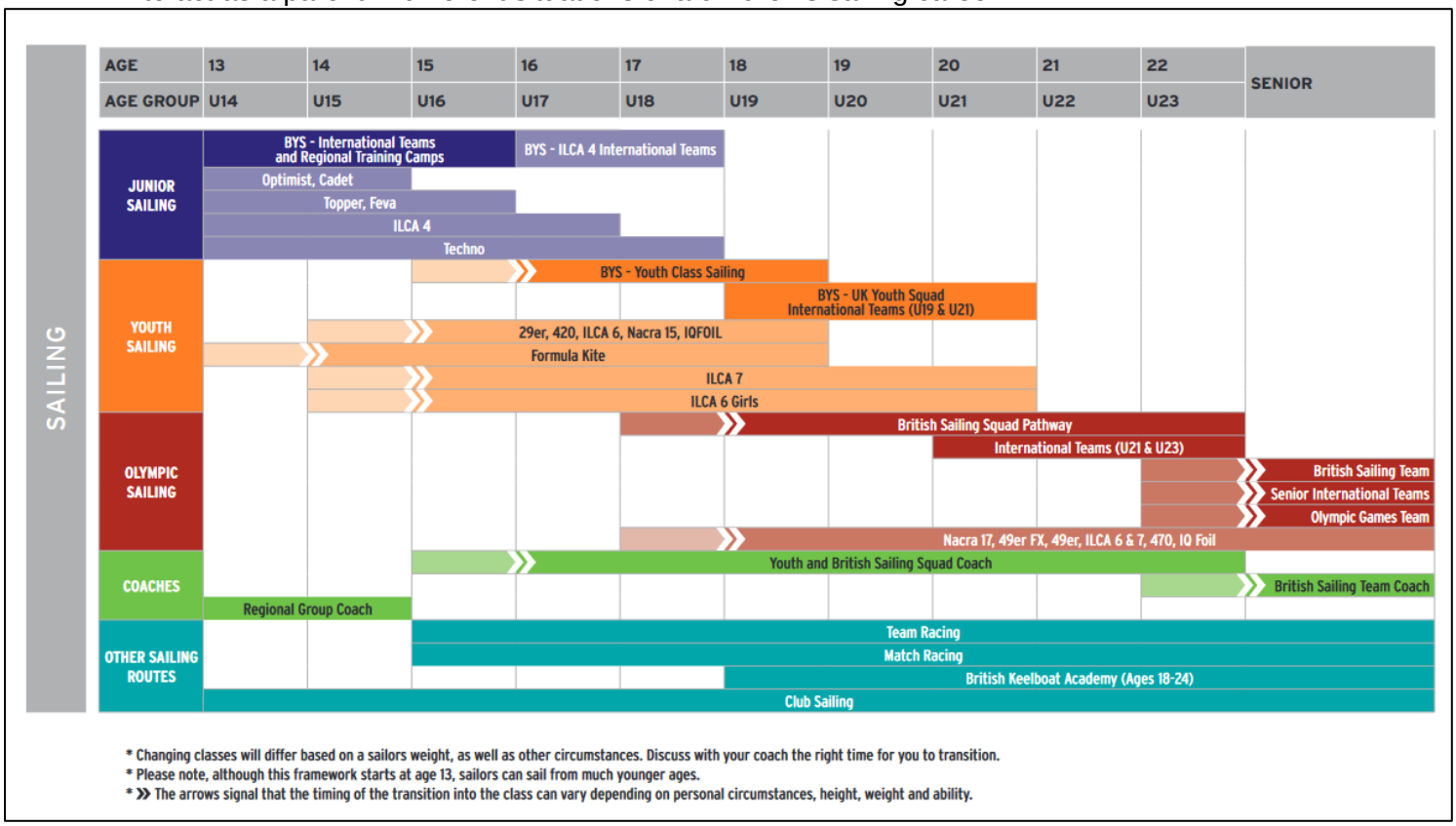

Figure 12: British Sailing Boat Classes x Age Diagram

4.2.2. Athlete Pick-Up / Engagement Programs

There are several strategies to engage young children in the sport of sailing. The 'Tackers' program by Sailing Australia was already introduced. The Federation of New Zealand follows a similar approach with their 'learn-to-sail' program (Yachting NZ I 2022) and the Norwegian Federation with the 'Bearing on Sailing' Tool (Norgesseilforebund 2022).

All of them are programs that guide the children through their first steps in sailing using several levels that can be achieved. Another strategy is using school programs to introduce children for the sport of sailing. This is used by the Italian Sailing Federation which has a cooperation program with the ministry of education. Licensed coaches conduct classes in school where they present the sport to the children and invite them to try a classic sailing school. (VelaScuola 2016). A system that is also used by Austrian Athletics. (Oelv 2022).

US Sailing implemented the 'Siebel-Program' which targets underrepresented groups in the sport of sailing. The Program certifies sailing clubs to become 'Siebel-Centres'. The certified centres are provided with equipment such as boats, leaflets, coach boats and more. This equipment shall then be used to conduct trainings and events with children from underrepresented groups. (US Sailing 2022). Another system resembling the 'Siebel Program' is the 'Kids-Tennis' from the Austrian Tennis federation. There is a certification system that requires certain infrastructure and specifically educated coaches from the clubs and centres that want to get certified. There is a logo that certified centres can display, therefore creating an image of a high-quality education (Oetv 2022).

Further, classic sailing schools are being used in several countries. The French Federation has incorporated the sailing schools into the Federation and the children visiting the sailing schools are automatically forwarded towards the nearest sailing club. A similar system is in place in Italy (Federvela 2022).

4.2.3. Coaches Education

The alignment of the coaches education with the overall objectives and learning-goals in the several phases are emphasized by many Federations. As stated in the quantitative part basically all the federations have a coaches education system in place that often focusses on the youth programs. However there several best practices obtained coming to the point of guiding coaches with equipment and documents. The 'Bearing on Sailing'-Tool of the Norwegian Sailing Federation (see above) comes with a coaches guide, giving clear indications on how the objectives of each of the six levels shall be achieved. It also stresses the fact that it is about fun and learning and not about competition in the younger age groups.

Further there are coaches guides from the Austrian cycling federation that focuses on training control (Radsportverband 2022) and the Austrian Tennis Federation (Oetv II). A more modern approach was chosen by the federations of Handball, Basketball and Football in Austria. They created an App called 'Ballschule Österreich' that is a database of training exercises. Coaches can search for different levels and types of sports and are shown exercises that use a continuing development method. (Handball Austria 2022).

Handball Austria also provides a full paper called ‘Entwicklungskorridor’ (Handball Austria II 2021). which is a full guideline through all the phases of a handball players development.

4.2.4. Personal Assets development

As mentioned above British Sailing is in a leading role with their dual career handbook. In the manual the personal development and life-long balance is emphasized as one of the most important objectives. Further there is a separate page where the values and behaviours in British youth sailing are described. (RYA III 2022). Another concept to transfer values and behaviours is the ‘national training team days’ of the Dutch sailing federation. (Watersportverbond 2022). In this team days all members of the Dutch sailing team – from junior to senior level – conduct classes and theory sessions together. Also, all of the coaches are there, and the main objective is to create a know-how transfer within all of the team regarding all of the topics. Which means not only sailing topics are handled but also team spirit, combining vocational education and sailing time and more. Swiss Sailing and Yachting New Zealand mention aspects of personal assets development in their youth guides, such as parent behaviour and group values. However, there is no indication that any more of the federations specifically consider this aspect of personal assets development. There are many strategies regarding athletic development and pick-up programs but little strategies on how to develop these personal assets described by Jean Côté et.al. (2016).

5. Summary and Recommendations

Looking at the information found it becomes obvious that the biggest and most successful federations distinguish themselves by having a very clear and holistic strategy. There is a vision and a mission statement, and the objectives and all aspects of the strategy are aligned with them. They put a lot of emphasis on strategies to pick up new athletes. Approaches chosen to vary from sailing schools, school programs or multiple step programs conducted by certified clubs or training centres. Some of them manage to provide coaches with guides and tasks for each of the steps in these programmes. Yachting New Zealand even has a woman sailing manager in order to increase female participation. For the Austrian Sailing Federation the most promising approaches seem to be a pick-up program with a catchy brand that can be multiplied. By certifying clubs that provide all the necessary infrastructure this brand can create an image of great quality and secure an influence on the way this programs are handled in the regional clubs. Further cooperations with sailing schools should be sought. There is no real connection between sailing schools and the federation so far, so creating a cooperation system there could benefit both the sailing schools and the cause of creating higher participation.

Further the most successful Federations provide the sailors and their parents with clear pathways, boat class strategies and guides on when and how to transition boat classes. This creates fairness and clarity for all of the sailors and enables them to plan their careers on a long term basis. Dual-Career planning and the development of personal assets is only part of some of the federation's strategies, but it seems to be the most successful federations that consider these topics intensively. The coaches education plays an important role in getting the coaches to represent the federations strategy and philosophy regarding youth sailor programs.

Based on the information gathered within this project there are some recommendations on further actions of the Austrian Sailing Federation regarding their youth program. Looking back at the research questions it can be said that the information found in this project provides many programs and concepts to increase sailors' participation and also rise the level of competing sailors in all youth classes. However no real strategies and programs could be found on the topic on how to deal with the demands of new Olympic disciplines. The new classes are part of some federations boat class strategies as funded classes, but there was no information on how they intend to get children to compete in these new disciplines.

Recommendations for the Austrian Sailing Federation

Priority	Recommendation	Action	Lead	Resources	Timescales	Critical success factors
1	Create an entry-level kids program	Establish phases and levels together with a guideline for coaches and clubs	Youth Program Coordinator	Youth Program Coordinator + voluntary working group of regional federations Designer + Printing costs for leaflets	End of January 23 (6 Months)	Spreading the program into all of the sailing clubs – convincing them of the benefits to become certified
2	Create a cooperation with sailing schools	Establish cooperation by ensuring a win-win situation for sailing schools and federation	Board – Vice President for youth sports	General Secretary	End of July 23 (1 year)	Convincing sailing schools of their economic benefit of a cooperation. Bringing children into sailing schools
3	Create a clear pathway + boat class strategy	Summarize existing papers and programs into one clear pathway that integrates dual-career aspects as well as personal development	Youth Program Coordinator	Head of Sports, + voluntary working group of regional federations	End of July 23 (1 year)	Aligning the pathway with youth program objectives and getting class associations on board.

				+ distribution costs		
4	Create Parents Guide	Create a guide for parents after the idol of swiss Sailing for behaviours and values.	Youth Program Coordinator	Voluntary working group of parents and coaches	End of Decembe r 23 (1.5 years)	Spread the final guide and getting parents on board in development of the paper.
5	Align Coaches Education with newly created pathways	After completion of new pathway strategy align the needs and objectives into the coaches education and provide guidelines	Head of Sports	Youth Program Coordinator + Education Team	From January 23 – Decembe r 23 (1 year)	Create useful and high-quality guidelines and documents so coaches can really use it. Coaches Education needs to be attractive to integrate coaches into the federation.

Tables & Figures:

- Table 1: Number of Austrian Youth Sailors listed in Ranking lists from 2017 – 2021.
- Figure 2: Boat Types at the Olympic Games. 1972 – 2024
- Figure 3: Distribution of Olympic Sailing Events by Gender.
- Figure 4: Strategic Management Model. Varmus, Michael/ Kubina, Milan/ Adámik Roman (2021): *Strategic Sport Management. Sustainability of Sports Clubs.* Cham: Springer Nature Switzerland AG. Page 25.
- Figure 5: Days of activity per Week of 11-15 year olds in Austria. Gesundheit Österreich (2016): *Österreichischer Kinder- und Jugendgesundheitsbericht*. Online: https://www.sozialministerium.at/dam/jcr:423c542c-b6a4-400f-8e28-cb1db57c38a8/kinderjugendgesundheitsbericht.pdf (Last Online 15.03.2022).
- Figure 6: *The LTAD Model adapted by Athletic Canada.* Online: https://sportforlife.ca/wp-content/uploads/2019/12/LTD_Framework_December_2019-scaled.png (Last Online 15.03.2022).
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- Figure 8*: Matrix of Bundes-Sport-GmbH 2016 rating national sport federations.*
- Figure 9: *Quantative Data overview on the specific topics*
- Figure 10*: Federation size by number of active youth sailors*
- Figure 11*: Australian Sailing Junior Sailing Pathway.* Online: https://www.sailing.org.au/news/introducing-sarah-ogilvie-national-club-pathway-lead/ (Last Online 10.06.2022).
- Figure 12: *British Sailing Boat Classes x Age Diagram.* Online: See References. Page 6.

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Abstract

This project paper discusses possible strategies and programs for the youth program of the Austrian Sailing Federation. Based on concepts such as the ‘Long-Term-Athlete-Development’ and the ‘Personal-Assets-Development-Framework’ a benchmarking was conducted. 27 national Austrian summer sports federations as well as national sailing federations were asked to fill a survey and a web-research was performed. The resulting recommendations for the Austrian Sailing Federation include the creation of a clear youth program strategy that is based on the vision and mission of the Federation. This Youth Program strategy shall consist of several phases including engaging new children, starting to compete, youth classes and transitioning into Olympic sailing. Further clear pathways both in vocational education and sailing shall be created. The coaches education shall be adapted to the strategy and shall provide coaches with manuals for all the separate phases of a children’s sailing career.

Résumé

Ce document de projet examine les stratégies et les programmes possibles pour le programme jeunesse de la Fédération autrichienne de voile. Sur la base de concepts tels que le «développement à long terme de l'athlète» et le «cadre de développement des actifs personnels», une analyse comparative a été réalisée. 27 fédérations nationales autrichiennes de sports d'été ainsi que des fédérations nationales de voile ont été invitées à répondre à un sondage et une recherche sur le Web a été effectuée. Les recommandations qui en résultent pour la Fédération autrichienne de voile incluent la création d'une stratégie de programme claire pour les jeunes, basée sur la vision et la mission de la Fédération. Cette stratégie du programme des jeunes comprendra plusieurs phases, notamment l'engagement de nouveaux enfants, le début de la compétition, les cours pour les jeunes et la transition vers la voile olympique. D'autres voies claires à la fois dans l'enseignement professionnel et dans la voile doivent être créées. La formation des entraîneurs doit être adaptée à la stratégie et fournir aux entraîneurs des manuels pour toutes les phases distinctes de la carrière de voile d'un enfant.

Attachment

Attachment I: Profit- and-Loss Statement of the Austrian Sailing Federation 2020:

GEWINN- UND VERLUSTRECHNUNG

Österreichischer Segel-Verband

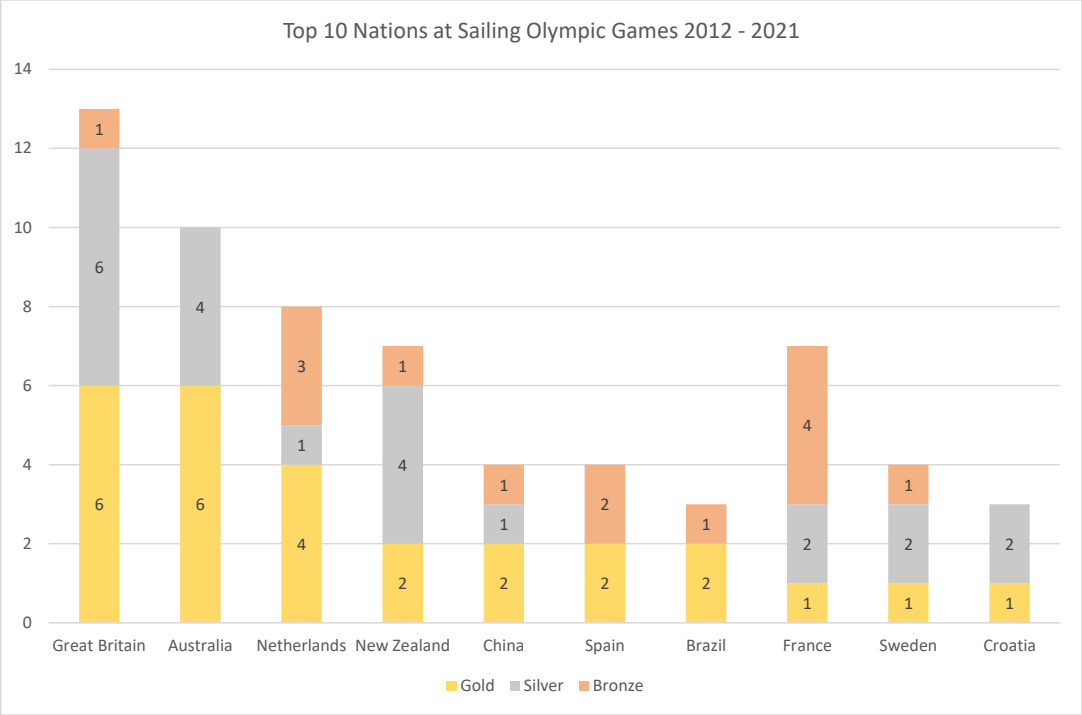
01.01.2020 bis 31.12.2020

	2020 EUR	2019 EUR
1. Vereinseinnahmen		
a) Mitgliedsbeiträge	507.260,75	503.166,30
b) Spenden und sonstige Vermögenserwerbe	16.835,34	17.522,00
c) Öffentliche Zuschüsse	2.494.921,54	2.421.464,28
d) Erlöse Veranstaltungen	0,00	18.535,00
e) sonstige Erlöse	121.590,02	128.253,51
	3.140.607,65	**3.088.941,09**
2. sonstige betriebliche Erträge	**68.502,79**	**137.035,78**
3. Aufwendungen für Material und sonstige bezogene Herstellungsleistungen		
a) Aufwand für satzungsmäßige Aufgabenerfüllung	**1.833.118,22**	**2.003.932,32**
4. Personalaufwand		
a) Löhne und Gehälter	384.640,20	403.362,97
b) soziale Aufwendungen	111.198,24	111.941,19
	495.838,44	**515.304,16**
5. Abschreibungen		
a) auf Sachanlagen	**366.017,30**	**169.799,92**
davon außerplanmäßige Abschreibungen auf Sachanlagen	261.656,28	130.061,39
	366.017,30	**169.799,92**
6. sonstige betriebliche Aufwendungen	**456.741,63**	**501.469,73**
7. Zwischensumme aus Z 1 bis 6 (Betriebsergebnis)	**57.394,85**	**35.470,74**
8. sonstige Zinsen und ähnliche Erträge	**675,09**	**760,79**
9. Zinsen und ähnliche Aufwendungen	**0,00**	**16,87**
10. Zwischensumme aus Z 8 bis 9 (Finanzergebnis)	**675,09**	**743,92**
11. Jahresüberschuss	**58.069,94**	**36.214,66**

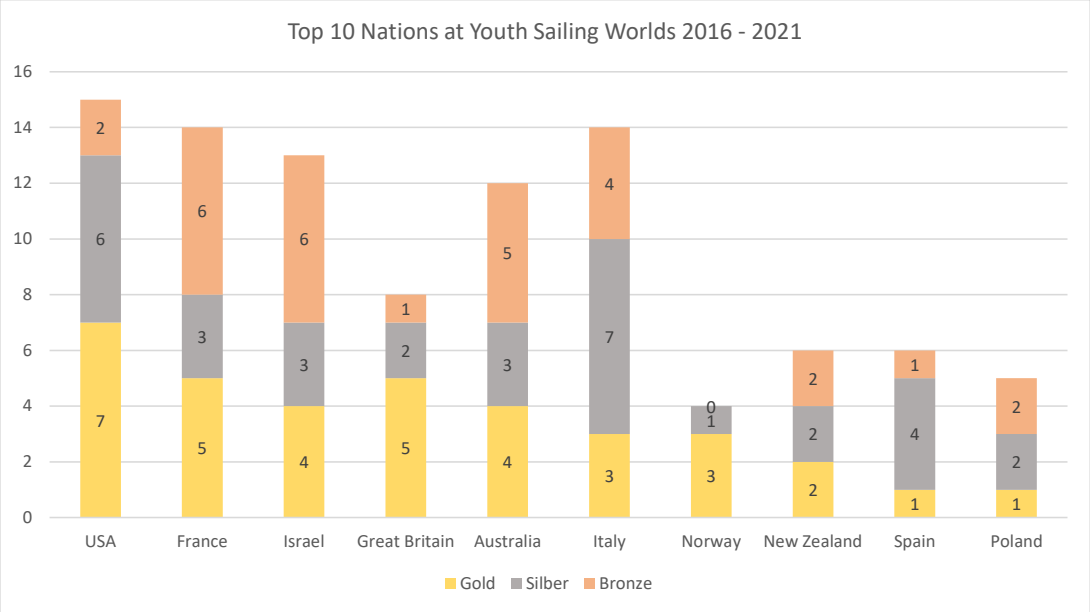
Audit Partner Austria Wirtschaftsprüfer GmbH

Beilage II

Attachment II: Combined Medal Table of Summer Olympic Games 2012 through 2021.



Attachment III: Combined Medal Table of Worlds Sailing Youth World Championships 2016 through 2021.



Attachment IV: Online Questionnaire

Questionnaire for Online-Survey to 12 National Sailing Federations of other nations		
Question 1	Name of the Federation	Open Question
Question 2	Please insert your first and last name	Open Question
Question 3	What is your role within your federation?	Open Question
Question 4	How many paid staff is involved in your federation's youth program?	Number answer field
Question 5	How many voluntaries are involved in your federation's youth program	Number answer field
Question 6	Please write down the vision of your federation	Open Question
Question 7	Please write your 3 main objectives in the youth program	Open but limited to 3 possible answers
Question 8	Does your Federation have a youth program strategy?	0 = I don't know / 1 = Yes / 2= No
Question 9	How many youth sailors do compete in Regattas in your Country?	Number answer field
Question 10	Does your Federation have a dual-career strategy or programs?	0 = I don't know / 1 = Yes / 2= No
Question 11	Does your Federation have a boat class strategy in the youth program?	0 = I don't know / 1 = Yes / 2= No
Question 12	Does your Federation have a strategy/programs for athlete Pick-up?	0 = I don't know / 1 = Yes / 2= No
Question 13	Is there a specific program to increase female participation?	0 = I don't know / 1 = Yes / 2= No
Question 14	Which aspects of youth development do you implement in your coaches education?	Open but limited to 3 possible answers
Questionnaire for Online-Survey to 12 National Austrian Summer Sports Federations.		
Frage 1	Name des Verbandes	
Frage 2	Bitte fügen Sie ihren Vor- und Nachnamen ein	Offene Frage
Frage 3	Welche Position bekleiden Sie in ihrem Verband?	Offene Frage
Frage 4	Bitte beschreiben Sie die "Vision" ihres Verbandes	Offene Frage
Frage 5	Bitte beschreiben Sie die "Mission" ihres Verbandes	Offene Frage
Frage 6	Wieviele bezahlte Personen sind in ihrem Verband in der Jugendarbeit tätig?	Zahl
Frage 7	Wieviele freiwillige Personen sind in ihrem Verband in der Jugendarbeit tätig?	Zahl
Frage 8	Bitte beschreiben Sie ihre 3 Hauptziele in der Nachwuchsarbeit	Offen aber limitiert auf 3 Antworten
Frage 9	Gibt es in ihrem Verband eine ganzheitliche Nachwuchsstrategie?	0 = Ich weiß es nicht / 1 = Ja / 2 = Nein
Frage 10	Gibt es in ihrem Verband eine Strategie für duale Karrieren	0 = Ich weiß es nicht / 1 = Ja / 2 = Nein
Frage 11	Gib es in ihrem Verband eine Strategie für die Vereinbarkeit von Schule und Sport?	0 = Ich weiß es nicht / 1 = Ja / 2 = Nein
Frage 12	Gibt es in ihrem Verband eine Strategie/Programme um die Anzahl der Sportler*innen im Nachwuchsbereich zu erhöhen?	0 = Ich weiß es nicht / 1 = Ja / 2 = Nein
Frage 13	Gibt es in ihrem Verband ein Programm/Strategie um die Anzahl weiblicher Sportlerinnen im Nachwuchsbereich zu erhöhen?	0 = Ich weiß es nicht / 1 = Ja / 2 = Nein
Frage 14	Welche Aspekte der jugendlichen Entwicklung werden in ihrer Trainerausbildung abgebildet?	Offen aber limitiert auf 3 Antworten

Attachment V: Categorization Matrix for quantitative Web-Research

B - Vision	Wording of the vision found on the webpage/documents	Other Opion = information not found
C - Mission	Wording of the mission found on the webpage/documents	Other Opion = information not found
D - Strategy	Is there a strategy based on a framework such as eg. LTAD or PAFTS	Options: 0 = Not found / 1 = Yes / 2 = no
D - Dual Career	Is there a strategy on the topic of dual career development	Options: 0 = Not found / 1 = Yes / 2 = no
E- Athlete Pick-Up	Is there a strategy on the topic of dual career development	Options: 0 = Not found / 1 = Yes / 2 = no
F - Boat Class	Is there a boat class strategy in the country	Options: 0 = Not found / 1 = Yes / 2 = no
G - Gender Equality	Is there a gender equality strategy/program for youth	Options: 0 = Not found / 1 = Yes / 2 = no
H - Coaching Ed.	Is the Coaching education strategy aligned to strategy/vision/mission	Options: 0 = Not found / 1 = Yes / 2 = no
F - Personal assets	Is there a strategy on developing personal assets youth athletes	Options: 0 = Not found / 1 = Yes / 2 = no
Participation	The number of youth sailors participating in regattas in the specific country	Number