

**ICCE Global Coaches Conference  
Singapore, 2023**

**Coach education challenges and opportunities in the post COVID-19 scenario: the case of the ITF Academy**

Miguel Crespo  
International Tennis Federation (ITF), London, UK

Coach education programmes had to adapt quickly and efficiently to continue to provide their stakeholders with needed services during the COVID-19 pandemic phase (Davies, Morris & Staples, 2020). In the case of the International Tennis Federation, the ITF Academy has emerged as one of the crucial tools of the digitalization strategy of the organisation (ITF Academy, 2023). This platform has been developed following a model which include the provision of information, education, certification (qualification), and continuous professional development services to the member nations and the stakeholders (Perez et al., 2022).

The evolution of coach education during the last decades has seen the implementation of strategies, methodologies and innovative proposals that looked to empower the coach in the quest to provide the best assistance possible to the players in their long-term development pathway (Sackey-Addo & Perez, 2016). The pandemic provoked an unprecedented growth of the virtual delivery of services and the increase of engagement of other relevant members of the coaches' ecosystem such as players, parents, officials, managers, etc.

The post COVID-19 scenario raises interesting challenges as per the role of virtual modes of coach education, and the possible adaptation that the hybrid learning methods will have to consider continuing in their goal of meeting the needs of those interested in engaging in educational activities. The presentation will explore how the ITF Academy is facing these demands of the current situation and the near future.

**References**

- Davies, K., Morris, C., & Staples, B. (2020). Accommodate and adapt-coaching in COVID-19 environment. *ITF Coaching & Sport Science Review*, 28(81), 41-44.
- ITF Academy (2023). <https://www.itf-academy.com/>, accessed February 25.
- Pérez-Camarero, J., Martínez-Gallego, R., Francisco Guzmán, J., & Crespo, M. (2022). Online training of sports coaches: bibliographic review. *Apunts: Educació Física i Esports*, (147) 26-35. [https://doi.org/10.5672/apunts.2014-0983.es.\(2022/1\).147.03](https://doi.org/10.5672/apunts.2014-0983.es.(2022/1).147.03)
- Sackey-Addo, R., & Pérez Camarero, J. (2016). The evolution of online education for sports coaches: A tennis perspective. *ITF Coaching & Sport Science Review*, 24(68), 31-33.

**MIGUEL CRESPO**

Miguel is the Head of Participation and Education of the Development Department at the International Tennis Federation (ITF). He oversees the projects, resources, conferences, courses and research on these areas. A former player and coach, he holds a Ph.D. in Law, a Ph.D. in Business Administration, and a Ph.D. in Psychology. He is Treasurer of the International Council for Coaching Excellence (ICCE). He is a regular keynote speaker in International Conferences and has published books and peer reviewed articles extensively related to tennis, psychology and skill acquisition.