



**International  
Federation of  
Library  
Associations and Institutions**

# LEARNING TO LEAD

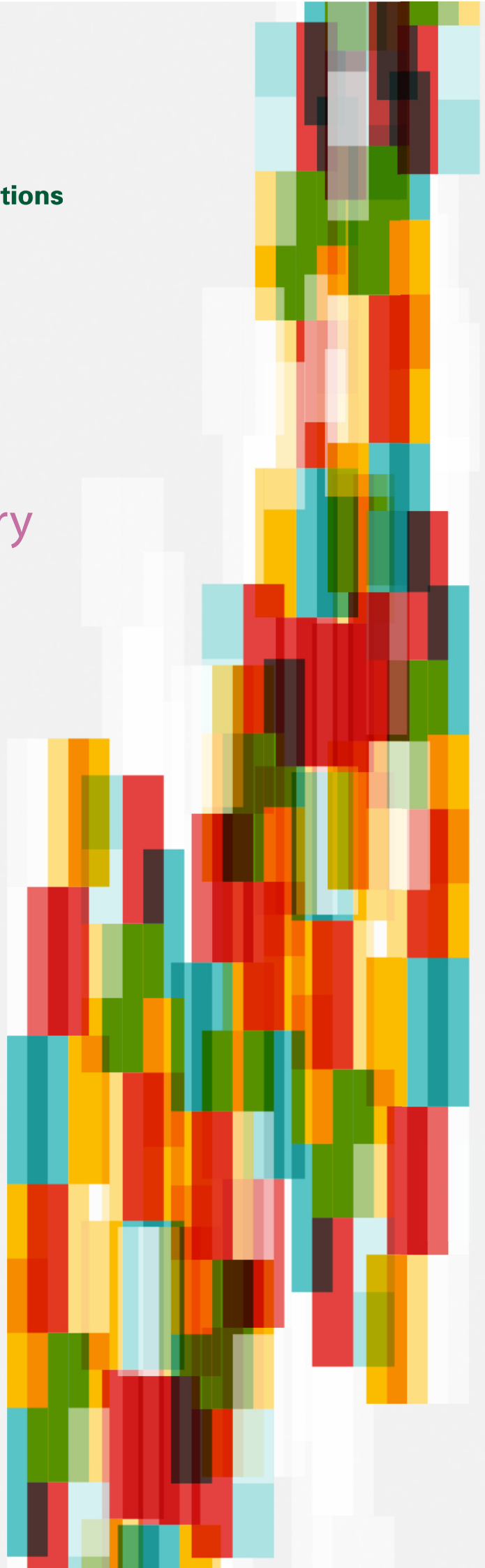
## A Scan of Global Library Field Practice

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**IFLA Report**  
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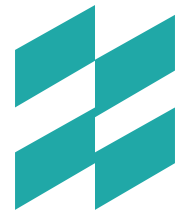
## Executive Summary

Leadership in libraries and related fields plays a crucial role in creating an innovative and productive environment. It affects the operational effectiveness of libraries and their capacity to adjust, develop, and meet the changing needs of their communities.

A major focus for IFLA is ensuring that emerging leaders have opportunities to gain experience and recognition. As a result, IFLA is keen to provide its members with a reference document that outlines the types of leadership programmes available, highlighting their commonalities, differences, and evidence of impacts where possible.

The *Learning to Lead: A Scan of Global Library Field Practice* is the first-of-its-kind IFLA publication, aiming to provide a representative and comprehensive overview of leadership programmes run by library associations, libraries, museums, archives, and related organisations. It identifies their objectives, methods, and impact data, as well as key features and commonalities. It also aims to support library associations and libraries in their own decision-making about leadership programmes, and enable IFLA to make strategic decisions regarding its future leadership initiatives.

This report employed a survey methodology as the primary research tool for collecting data for analysis over the period from October to November 2024. The web-based questionnaire was sent to 143 active IFLA Associations and 1129 IFLA volunteers/individuals. To boost the number of programmes surveyed and reviewed, the team also selected leadership programmes from the Arabella Advisors report that was released in January 2015, the total number of programmes reviewed were 66. It is worth mentioning that several criteria were applied in selecting the leadership programmes.



The most prominent results that emerged from surveying leadership programmes and represented in this report are:

**Geographical coverage** indicates a strong national focus, with most of the programmes (48%) operating within a single country; international programmes constitute (32%) of the total, and regional programmes make up (20%) of the offerings. Leadership Development (74%) is the most frequently emphasized **key goal**, present in 49 programmes, followed by Innovation (24%), Collaboration and Networking (23%), Capacity Building (15%), Exchanging Knowledge (12%), and Community Engagement and Advocacy (9%).

The primary **target audience** was public librarians (20%) followed by academic librarians (18%) and then national librarians (16%). The remaining (46%) were distributed among archivists; followed by school librarians, museum professionals, special librarians, and one representing research libraries. Mid-careers were the biggest group (41%) of **career level**, followed by senior management (31%), combined both groups accumulated (72%) of the total. Meaning almost 25% were early career or new professionals.

The most common **time commitment** range is 4-6 hours per week, with (33%) of participants falling into this category. The 10 hours or more and 7-9 hours categories each represent approximately (18%). Finally, 1-3 hours per week is the least common time commitment, with only (11%) of participants expected to commit to this minimal amount of time.

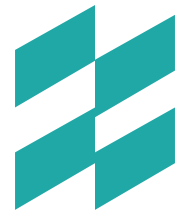
**The Delivery mode** of the leadership programmes was mainly hybrid (67%), this was followed by (21%) of programmes taking an in-person approach, and only (9%) were online. The “Annual” is the most common **frequency in programme implementation** (55%). Smaller groups include programmes that are implemented “more than once” (11%), “bi-annual programmes” (9%), and “one-time programmes” (9%). Most programmes (42%) rely on sponsorships or grants to cover **participant’s fees**, while (41%) of programmes are completely free. Additionally, scholarships or financial aid are available in (32%) of programmes.



“Fixed participation fees for all attendees” are implemented in (30%) of programmes. Finally, (8%) of programmes adopt a model where the fees are solely paid by participants.

Regarding **programme curriculum**, the high emphasis on Leadership and Management, covered by (88%) of the programmes, is followed by Advocacy and Community Engagement (71%), Strategic Planning (64%), and Change Management (55%). Nearly half of the programmes (53%) include Project Management, while Innovation Issues are covered in (53%) of programmes. Other areas of focus include Diversity and Inclusion (35%), and Technology in Libraries, Archives, and Museums (32%). Practical skills such as Time Management (23%), Conflict Resolution (20%), and Risk Management (20%) receive moderate attention. Ethics in Librarianship, Archiving, and Museum Studies (21%) and Organisational Change (15%) are also included, with the latter relating closely to change management but focusing on broader institutional shifts.

The English language was the dominant **language of the content** provided. It was the highest frequency (72%) of the languages used. The Arabic language followed in the distant second place with 9%. After that Spanish with 4% and French with 3%. The “Fellowship” programme type garnered the highest interest, accounting for (32%) of the total responses. Following closely, “Residential” programmes received (27%) of the responses, additionally, Hybrid programmes, constituted (20%) of the responses. In contrast, “Online training” received (12%) of the responses, on the lower end, “Workshops or series of workshops” received only (6%).



The self-assessment leads as the most common **learning assessment method** implemented in (56%) of the programmes, close behind, project-based assessments make up (52%) of the methods, internal and external evaluators account for (36%), and (18%) of the assessment methods respectively. Exams and quizzes are less prominent, comprising only (15%). Participant satisfaction, representing (30%) of the success indicators, is the most frequently used measure. Skill improvement is a close second, comprising (27%) of the success indicators. Increased engagement in professional networks is reflected in (22%) of the indicators, followed by career advancement which accounted for (21%).

Looking at **programme impact** the participant feedback surveys lead at (71%), Alumni tracking, representing (52%), serves as a longer-term measure of **programme impact**, and follow-up interviews, make up (36%) of the **evaluation methods**. Observation of participant performance has achieved a good percentage of **evaluation methods** (33%). Increased confidence in their roles (76%), improved professional skills (73%), and improved leadership skills were reported by (71%) of participants as **key benefits experienced**, in addition to enhanced networking skills (61%) and development of new skills (59%). The data reveals that a majority of survey respondents (59%) observed participants taking on new responsibilities or roles after completing the training programme, a smaller group, (3%), responded “No”, indicating that these individuals did not notice participants taking on new roles.

The majority (85%) of respondents reported that they maintain **communication** with other course participants, compared to only (15%) who responded that they do not.



The report demonstrated the **challenges** faced by library leadership programmes and how they addressed the challenges by applying strategies that overcome them. The report concludes by highlighting some inspiring leadership programmes, focusing on initiatives that have successfully enhanced leadership skills and developed competencies within the library community.

The *Learning to Lead: A Scan of Global Library Field Practice* report is an important publication as it provides valuable insights into the effectiveness of leadership development within the global library community. By evaluating existing programmes, the report identifies best practices, highlights gaps, and offers recommendations for enhancing leadership skills among IFLA, associations and librarians. This contributes to strengthening the profession, fostering collaboration, and ensuring libraries can meet evolving challenges in the digital age.



## AUTHOR, CITATION & ACKNOWLEDGMENTS

**IFLA** is the global organisation for libraries of all types, established in 1927. It provides a unique structure for professional exchange and development across the profession globally, as well as representing the voice and interests of libraries on the global stage.

**IFLA** is a registered charity in the Netherlands, and works in the interests of libraries, library associations, library and information workers and the communities that they serve around the world. Its vision is of Sustainable Futures for All through Knowledge and Information.

[www.ifla.org](http://www.ifla.org)

**Stichting IFLA Global Libraries (SIGL)** was established by IFLA in 2016 to administer the Legacy Grant awarded by the Bill and Melinda Gates Foundation's Global Libraries Programme to support IFLA's work and "leave the library field strong". Under Dutch law, a Stichting (foundation) has a purely charitable and public benefit objective. SIGL's objective will be achieved through research and innovation, training and leadership, delivery, and impact, advocacy and policy, as determined and carried out by IFLA.

<https://siglfoundation.org/>

The **Arab Federation for Libraries and Information (AFLI)** was founded in Tunisia in 1986 and is considered the leading Arab body representing the interests of the library profession and people who rely on libraries and information professionals. AFLI is considered the biggest vocational organisation in the Arab world in the library and information field.

<https://arab-afl.org/>



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## i. Introduction

Leadership programmes make a vital contribution to developing professional staff skills, improving productivity, promoting better decision-making, building better teams, and training future leaders in libraries, archives, and museums to improve their work and services.

The leadership programme report within librarianship, archives, and museums plays a crucial role in shaping the future of these professions. As dynamic sectors that serve as stewards and supporters of cultural heritage, information, and public knowledge, these fields require strong, innovative leadership to navigate the evolving landscape. From the challenges posed by digital transformation and preservation to the need for diversity and inclusion in collection management, leadership development programmes are pivotal in preparing professionals to respond to these complexities.

This report assesses the effectiveness, scope, and impact of leadership initiatives designed for those in the library, archive, and museum sectors. It will explore how these programmes address the skills needed for current and future leaders such as strategic thinking, collaboration, and digital literacy -while fostering ethical practices and community engagement. By examining the objectives, structure, and outcomes of these programmes, this report will provide insights into their role in equipping professionals to lead in an increasingly interconnected and fast-changing environment.

Through this, we hope to highlight the strengths and areas for improvement in leadership training for these critical fields, offering a comprehensive understanding of how such programmes contribute to the development of effective leadership in libraries, archives, and museums today.



## Leadership Training

Leadership development plays a vital role in many professions including the library field. For decades, librarians have recognized the importance of cultivating leadership skills. Wong (2017) stated that since the 1990s, numerous leadership development programmes have been established for librarians at institutional, national, and regional levels (Arabella Advisors, 2015; Skinner & Krabbenhoeft, 2014).

Leadership development programmes in general and in specific fields represent an investment and personal commitment. Unquestionably, they can have a major influence on both personal and career levels. Individuals preparing for a development programme often seek to enhance their learning experience, as well as increase their familiarity with the content, and pick what matches their specific developmental needs. In addition, this preparation also helps to create the support network to improve the chances of developing the skills, perspectives, and behavior that will make a participant in such a programme a more effective leader. (Martineau & Johnson, 2001).

Even though this report does not adopt a specific definition of leadership; it is important to highlight some trends in defining the term. While leadership has many definitions, for the library profession, leadership is more of a relationship between people than the characteristics of a single individual. Literature reflects different perspectives on the concept; leadership as a process of influence is a common perception of leadership among librarians. It emphasizes the ability to motivate and guide others towards a shared goal (Wong, 2017). On the other hand, leadership as a dynamic between people highlights the importance of building strong relationships with colleagues and stakeholders. It recognizes that leadership is not solely about individual characteristics, but also about the interactions between people. Another perspective of leadership is as a catalyst for change, emphasizing the role of librarians in driving innovation and change in their organisations and communities. It recognizes the need for leaders to be adaptable and responsive to the changing needs of their users. (Sutton & Booth, 2014)



Based on the survey results from 189,000 people in 81 diverse organisations around the world, the McKinsey Quarterly published some widespread research on what leadership skills matter (Feser, Mayol & Srinivasan, 2015). The published report indicated that four types of behaviors stand out as critical in terms of leadership effectiveness, these are: (Paine, 2016)

- Be supportive.
- Operate with a strong results orientation.
- Seek different perspectives.
- Solving problems effectively.

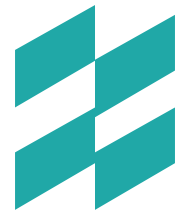
Recent changes in libraries have been influenced by technological advancements, societal needs, and environmental concerns. Some noted trends shaping the current and future library include digital transformation, community engagement and support, and adapting to challenges. This was reflected in organisations and their leadership qualities. Those organisations are increasingly emphasizing adaptive leadership and leaders who can adapt to rapid changes in their fields and the surrounding or related fields. They are also looking for diversity, inclusion, and engagement, which supports humanizing the work environment where employees can succeed at both personal and professional levels. It is worth noting that leaders are expected to push forward sustainable practices within their organisations and in addition they must now apply successful use of technology to manage distributed teams and keep engagement and productivity.

Recent changes in organisations' leadership and the advancements of leadership practices were significantly influenced by technological advancements, cultural moves, and social and financial dynamics. Leaders therefore need to maintain an awareness of those factors and adapt, by taking part in change and development programmes, to remain effective and dynamic leaders.



Those trends affecting leadership in organisations are the same trends affecting library leadership. Indeed, the library environment is active, dynamic, and responsive to patrons' needs in this high-tech interactive environment. This indicates that libraries are evolving to provide state-of-the-art responsive services beyond providing access to information but also to serve as knowledge centers and hubs that adapt to the changing needs and preferences of their specific audiences (Alsereihy, 2024).

The need to develop current and future library leaders is clear. They will be defined by a variety of abilities and important skills that are significant in the growing land of libraries. That is why libraries, information institutions, and all organisations such as museums and archives in addition to professional associations and private institutions are developing leadership programmes in their fields. Those professional development programmes need to be reviewed periodically for evaluation and enhancements.



## Leadership Theories

In the 1<sup>st</sup> chapter of the book *“Lessons in Library Leadership: A Primer for Library Managers and Unit Leaders”* Halaychik introduced the reader to the most widely recognized leadership theories such as Great Man, Trait, Behavioral, Contingency, Transactional, and Transformational. The book also discussed “What makes a good leader?” and questioned if there are certain traits that make individuals more prone to become leaders? and “How do leaders lead?” has led to the development of several leadership theories. Halaychik discussed the most common theories covering the history, application, and merits of each. (Halaychik, 2016).

Missouri Valley College blog collected theories from different sources, and they are (Missouri Valley College, 2017):

### Contingency Theory

A theory that leadership effects on group performance depend on three ‘contingencies’ – leader-member relations (good–bad), task (structured – unstructured), and leader’s power (weak–strong) – and their moderating effect on leadership style.

### Expectancy Theory

A theory of motivation. An employee will exert more effort when he believes increased effort will result in a good performance appraisal, that a good appraisal will lead to some form of tangible reward (such as a pay rise), and that it will also satisfy personal goals.

### Extrinsic Motivation

Behavior that is motivated by rewards and/or punishments administered by outside forces is extrinsically determined.



### **Great Man Theory**

Accomplishments in a field are due primarily to the efforts of great men.

### **Intrinsic Motivation**

A type of motivation based on people's inherent interest in activities that provide novelty and challenge.

### **Situational Leadership Theory**

A contingency theory of leadership that focuses on the readiness and maturity of followers. In essence, it says 'leaders are as good as their followers'.

### **Trait Theory**

The belief is that all leaders display the same key personality traits.

### **Transactional Leadership**

Describes sets of feelings, thoughts, and behavior or ego states that influence how individuals interact, communicate, and relate with each other.

### **Transformational Leadership**

The idea is that effective leadership is based on inspiring and enthusing subordinates with a corporate vision to gain their commitment.

### **Importance of Leadership in Library and Related Fields**

Leadership in libraries and related fields plays a crucial role in raising an innovative and productive environment. It affects the operational effectiveness of libraries and their capacity to adjust, develop, and meet the changing needs of their communities. The importance of leadership can be discovered and shown in the following:



## Organisational Culture and Values

Effective library leadership helps form and shape the organisational culture, presenting and establishing models of norms and customs that reflect the desired behaviors and values of the institution. Library leaders are responsible for developing a cooperative atmosphere, encouraging inclusivity, stressing strong ethical principles and values between staff and patrons, and creating a positive and happy atmosphere. This optimistic culture enhances the overall success and confidence of library teams, which is crucial in accomplishing organisational goals (Martin, 2020).

## Change Management

With all developments and emerging technologies and philosophies, shifting user expectations, and growing educational needs, libraries are increasingly face transformative changes. Leadership is vital for directing and managing libraries through these changes. Strong leaders inspire their teams to embrace new strategies and technologies and implement changes, there by safeguarding libraries and continuing to have a place in a rapidly shifting information landscape. (Phillips, 2014), (Butt et al., 2023)

## Advocacy and Community Engagement

Leadership in library surroundings includes strong advocacy skills. Leaders are tasked with promoting the library's agenda starting with library mission and services among all stakeholders and building strong loyalty among its community. This includes building relationships with government officials and agencies, educational institutions, local leaders and organisations to guarantee the necessary support and resources for libraries. Real and effective advocacy improves the visibility of libraries and promotes better community involvement. (Billett, 2021) (Billett, 2022)



## Professional Development and Mentorship

A promise and assurance of the professional growth of library staff is a sign of good leadership. Library and institutional leaders can recognize training prospects, mentor and support emerging leaders, and enable and facilitate continued professional and educational opportunities.

By investing in professional development and facilitating resources for new members of their teams, library leaders will improve the overall service quality and prepare for the next generation of library leadership. (Martin, 2020) (Billett, 2021).

## Operational Efficiency and Strategic Planning

Confident and positive leadership equips libraries with the capability to articulate and implement strategic plans that serve and align with their mission and goals. Leaders identify priorities, allocate resources efficiently, and assess programme effectiveness. This method guarantees that library services are maintainable, sustainable, and reactive to the requirements of users, thus making the best impact. (Martin, 2020), (Billett, 2021).

In short, leadership in libraries and related fields is important for sustaining development and success. It is vital for encouraging an understanding and supportive culture, advocating for resources, managing change, promoting professional development, and confirming operational successful efficiency. The role of leadership is essential to the sustainability of libraries and success in meeting the needs and desires of their communities and steering through the difficulties of new and emerging information services.

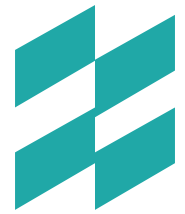


## Benefits of Leadership Programmes

Leadership programmes play a pivotal role in both individual development and organisational success. It is crucial not only for personal development but also for fostering a healthy, innovative, and successful environment. The literature has discussed different aspects of leadership training programmes' importance and can be seen in two major categories as follows:

### Benefits For Individuals:

- **Skill Enhancement:** Critical skills such as effective communication, decision-making, and strategic planning can be gained by individuals through leadership training programmes and support their career advancement. (Wooll, 2022)
- **Confidence Building:** Empowering individuals to take initiative and lead teams effectively is one of the benefits acquired through leadership training programmes, it also stimulates and supports confidence and self-awareness in leadership roles. (IMD, 2024) (Wooll, 2022)
- **Career Advancement:** Promotion can be easier as participants in leadership training programmes enhance both competence and visibility within the organisation and are equipped with new modern and up-to-date skills which make them better positioned for career growth opportunities and promotions chances, as these programmes.



## Benefits For Organisations

The benefits gained by individuals from training programmes are expected to extend meaningfully to their organisations. When individuals enhance their skills, knowledge, and competencies, these advancements contribute directly to organisational growth and improvement in areas such as:

- **Improved Team Dynamics:** Enhanced collaboration and teamwork are gained through leadership training programmes which allow and foster better acceptance and understanding between group members concerning decision-making processes. (Indeed Editorial Team, 2024) (Gomez, 2024)
- **Higher Employee Retention:** Increased job satisfaction and lower turnover rates can be noticed in organisations that participate in leadership training programmes because they show assurance to employee development. (Han, 2023), (IMD, 2024)
- **Strategic Alignment:** Trained leaders are more capable of aligning their teams' goals with the broader objectives of the organisation, driving cohesive efforts toward key initiatives. (Stobierski, 2019), (Aldridge, 2023)
- **Increased Innovation:** Leadership programmes inspire creativity and innovation and produce effective leaders who work as advocates for change among their team members, encouraging new ideas in a positive environment and are able to implement innovative practices, which ultimately helps the organisation.
- **Long-Term Success:** Skilled leaders coming out of those programmes are prepared to challenge future problems, and this ensures the long-term sustainability of an organisation. (Gallup), Maggie Wooll, MBA (September 2022 ,24)



## Qualities of Future Library Leaders:

Current and future library leaders require a mixture of fundamental skills, technological abilities and strategic thinking, to enable effective library management and community engagement, along with personal capabilities and qualities like empathy and flexibility.

- **Empathy:** Future leaders need to show strong empathy to understand the diverse requirements and desires of the library population of both users and staff. (Chow & Rich, 2013)
- **Flexibility:** Library leaders need to respond to the diverse requirements and desires of both library users and staff to effectively fulfill community requirements and library roles. This flexibility is critical to adapting to fast-changing environments and to embracing new services and technological advancements. (Chow & Rich, 2013)
- **Passion for Learning:** Leaders should model lifelong learning and support awareness, learning, and continuing learning. This commitment is crucial to inspire their teams to frequently advance their knowledge and skills. (Carol A. Brey-Casiano)
- **Visionary Thinking:** Leaders need to know and picture what is coming, they should have a clear vision for the future of libraries, together with the knowledge of how to power and apply technology and deal successfully with societal changes. Library leaders should motivate their teams with what is expected and sponsor and campaign for essential changes within the community and the library. (Carol A. Brey-Casiano)
- **Collaboration Skills:** It is vital to promote collaboration and teamwork within the library, as well as with outside stakeholders. Active leaders work on building networks, partnerships and trusts that advance library services. (Beatriz Hernando Robledo, 2024)



## Essential Skills for Future Library Leaders

- **Technological Proficiency:** Librarians often do not invent technologies but know how to apply technological advancements. Therefore, familiarity with current and new technologies is important. Library leaders should be able to integrate emerging technologies into library work and services to meet users' demands professionally. (Carol A. Brey-Casiano)
- **Communication Skills:** Excellent verbal and written communication skills are necessary to articulate the library's vision, engage the community, and advocate for resources. (Carol A. Brey-Casiano), (Librarianship Studies & Information Technology, 2014)
- **Strategic Thinking:** It is crucial when dealing with challenges and advancing toward goals that library leaders should have the capability to develop, advance, and implement major strategic plans. This comprises strategic leadership skills such as assessing current trends, librarianship, and anticipating future developments in the field. (Carol A. Brey-Casiano), (Librarianship Studies & Information Technology, 2014)
- **Problem-Solving Abilities:** Identifying problems, analyzing situations, and implementing solutions quickly are necessary skills for library leaders. This includes remaining cool, composed, and calm in complex situations where you can think under pressure, and making informed decisions. (Carol A. Brey-Casiano), (Librarianship Studies & Information Technology, 2014)
- **People Management Skills:** Managing people might be more difficult than anything else. Effective leadership also includes nurturing talent and diversity within the staff and recognizing and developing individual strengths to foster a positive team environment. (Chow & Rich, 2013), (Beatriz Hernando Robledo, 2023). To sum up those points, future library leaders' qualities and skills are different, non-traditional, and distinct and are increasingly important in the evolving landscape of libraries.



## Methodology

This report used the survey methodology as the main research method for collecting data for analysis. In this work, the team used a questionnaire as the main data collection tool, and at a later stage, interviews were used to boost the number of responses.

The methodology is outlined in the following points:

- The team conducted a literature search to develop a theoretical understanding of the topic and its dimensions. Also, to search for similar reports. Search engines, databases, and specific digital libraries and websites were used.
- Also, a review of programme documentation, reports, and evaluations to extract data on methods, outcomes, and impact metrics
- Personal expertise and contacts of the team members were of value to connecting with people and experts who worked on leadership programmes.
- A shared file was available to pool resources.
- The plan was developed, and work was distributed among the team members.
- The first draft of the questionnaire was developed and reviewed three times, and compared to similar questionnaires.
- Outside experts were asked to review the questionnaire and changes were made.
- A pilot test of the questionnaire was conducted by IFLA staff, and they were asked to review and provide comments and changes. Final modifications were conducted.
- Survey data was collected over the period from October to November 2024. The web-based questionnaire was created in English using Google Forms and was sent with an introductory cover letter to 143 IFLA active Associations and 1129 IFLA volunteers/individuals.



- To boost the number of programmes surveyed and reviewed, the team also selected leadership programmes from the Arabella Advisors report that was released in January 2015 and conducted an extensive online search to collect relevant data on those leadership programmes using a content analysis approach to update the information. This approach allowed for a comprehensive understanding of the various leadership programmes, providing valuable information on their goals, implementation strategies, and outcome. A total of 33 programmes were analyzed through this approach, which boosted the number of programmes reviewed to 66.
- A set of statistical analyses were conducted on the data, to deepen understanding and seek any patterns that might reflect agreed-upon trends or practices within the leadership programmes surveyed. It is worth noting that percentages have been rounded to the nearest integer number to make them easier to read in the context of the report.

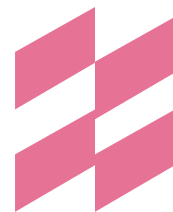
## Selection Criteria

When choosing leadership programmes for review, several criteria were considered. The criteria used with the selected programmes should be:

- A leadership training or development programme.
- Leadership training or development programmes in libraries, museums, archives, or information institutions.
- Leadership training or development programmes should represent as much as possible in all continents.
- Has/ had clear learning objectives.
- Relevance to current issues in the field of concentration.
- Should specify the audiences.
- Have training and teaching Methodology or diverse teaching methods.
- Have assessment and feedback mechanisms.
- Have evaluation processes.
- Have networking facilitation.
- Have clear duration and commitment.

# LEADERSHIP PROGRAMMES OVERVIEW

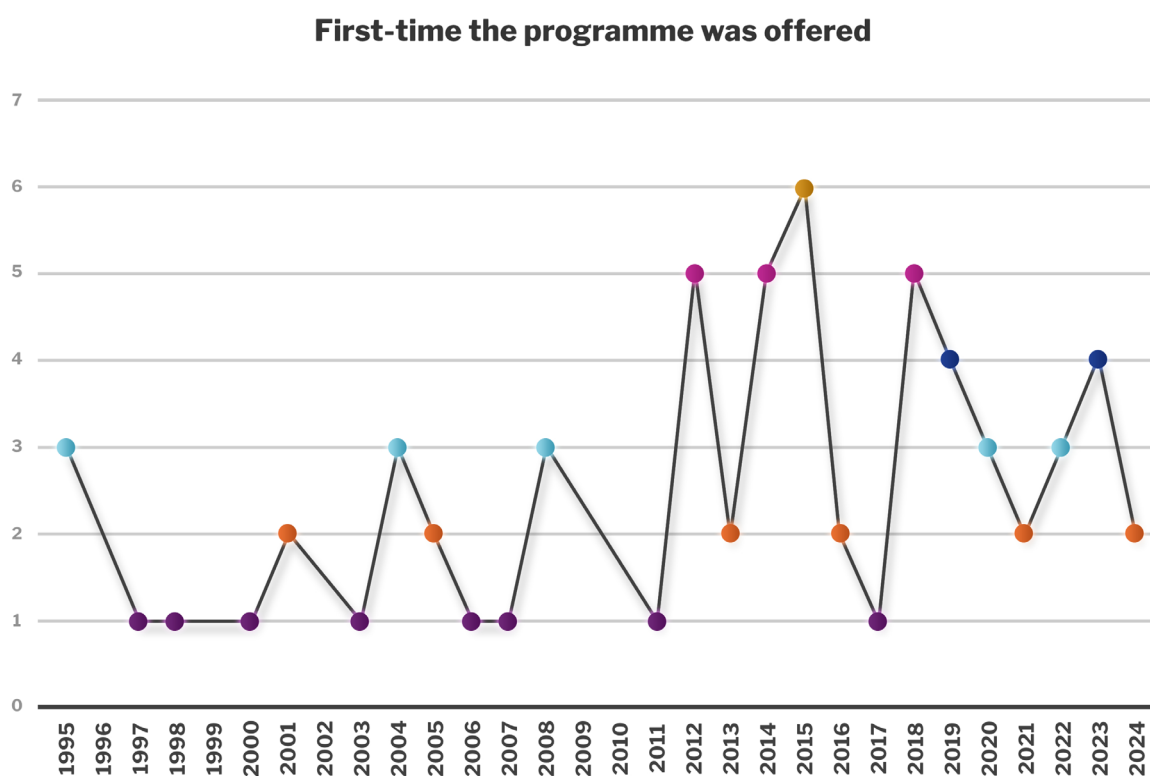


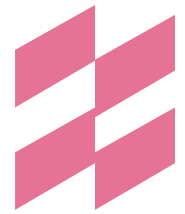


## ii. LEADERSHIP PROGRAMMES OVERVIEW

Leadership training programmes in the library and information sector have evolved over the years. The collected data indicated that the earliest programmes were the Leadership Institute, the Mortenson Center for International Library Programs, and the Northern Exposure to Leadership Institute (NELI), which date back to 1995. Shortly after, the Leadership and Career Development Program (LCDP) was introduced in 1997, followed by the CAUDIT Leadership Institute in 1998.

During the 2010s, the implementation of leadership training programmes expanded, reaching its peak during the years 2012 (8%), 2014 (8%), and 2015 (9%) which witnessed the largest number of leadership programmes implemented, followed by 2018 (8%).





In 2023, the Future Ready Information Professionals by the Library and Information Association of Zambia, and Emerging Library Leaders' Summer School for Asia-Pacific by the SMU Academy and SMU Libraries (Singapore) were launched, followed by the Library Leaders Program and the Strategic Library Leadership Development Program by the State Library of Queensland (Australia) in 2024.

## Geographical Coverage

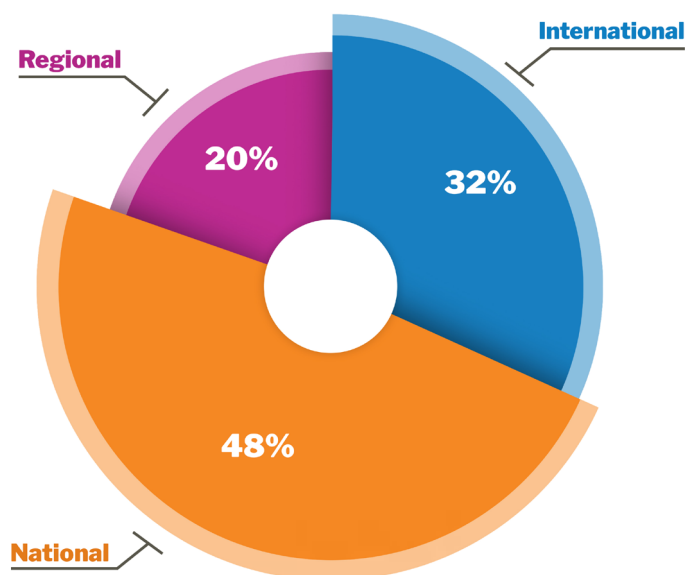
The geographical coverage of the programmes indicates a strong national focus, with most of the programmes (48%) operating within a single country. This percentage may suggest that many initiatives may address specific national contexts, tailored to local needs, regulations, and audiences. Such a focus likely supports targeted development within particular countries, addressing unique challenges and advancing sectoral growth at a national level.

Meanwhile, international programmes constitute 32% of the total, demonstrating a significant commitment to global engagement and cross-border collaboration. Such programmes provide participants with exposure to diverse practices and perspectives, promoting shared knowledge and innovation across countries. This international dimension likely benefits participants by broadening their understanding and helping them adopt adaptable, globally relevant skills.

Lastly, regional programmes make up 20% of the offerings, focusing on a specific geographic area that includes multiple neighboring countries. Regional programmes are valuable for fostering collaboration within cultural, economic, or political proximities and for addressing shared regional challenges. This structure supports collective advancement and enables the exchange of relevant practices and solutions within regions.



**Geographical coverage of the programmes**



## Programme Goals

The collected data reflecting the goals of library leadership programmes emphasizes specific areas of focus, which directly connect to the evolving roles and responsibilities of library professionals. The data analysis of the main themes of the programme goals provides a deeper understanding of how they align with contemporary trends and challenges. Here's a more integrated analysis:

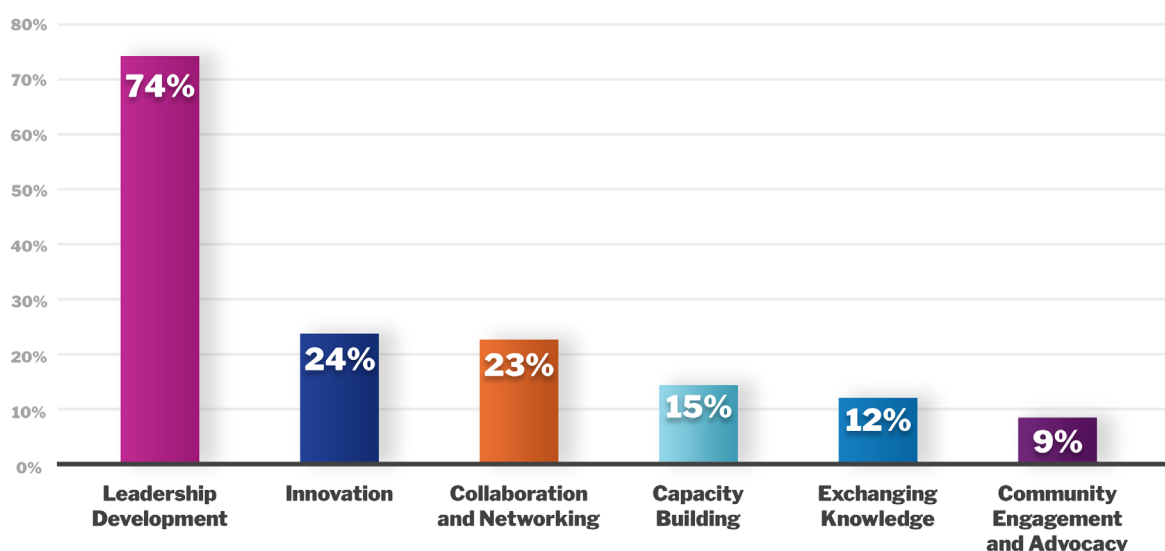
**Leadership Development** (74%) is the most frequently emphasized key goals' theme, present in 49 programmes, reflecting the priority given to fostering strong leadership capabilities across the library and information sector. This aligns with the key objectives of most programmes that seek to equip library leaders with the necessary skills to steer institutions in an era of change. Programms like INELI and the Leadership Fellows Program,



focus intensively on developing both emerging and experienced leaders. Leadership development encompasses not only strategic and managerial skills but also emotional intelligence, decision-making abilities, and adaptability—critical traits for leading libraries through the complexities of digital transformation, community needs, and societal challenges.

**Innovation (24%)**, referenced by almost a quarter of the programmes, highlights the increasing demand for creative approaches to service delivery, technology adoption, and problem-solving in libraries. This theme encourages participants to think outside traditional frameworks, fostering a culture of continuous improvement. Innovation-focused programmes likely include creative approaches to service delivery, collections, user experience, and engagement. As libraries continue to evolve, the need for new ideas, such as gamification in libraries, interactive exhibits, and the use of AI and data analytics to enhance library services, is becoming increasingly important. Programmes aimed at fostering innovation encourage library leaders to be forward-thinking, experiment with new models, and design services that meet the changing needs of their communities.

### Leadership Programme Goals Themes





The theme of **Collaboration and Networking (23%)** highlights the value of fostering connections and building a sense of community within the professional library space. Many programmes emphasize creating networks of library leaders to share the best practices, challenges, and resources. The integration of regional programmes like INELI-Egypt, INELI-Balkans, and others that focus on networking directly, contributes to this goal, facilitating cross-border collaborations and peer support. This theme not only emphasizes cooperation between library professionals but also the potential for leveraging partnerships with other sectors—such as education, technology, and government—to advance libraries' impact.

**Capacity building (15%)** emphasizes strengthening the technical and managerial skills of library professionals, as seen in programmes like INELI-ASEAN, Annual Library Leadership Institute, and the Kaleidoscope Program. This theme may suggest programmes designed to enhance specific competencies such as project management, digital literacy, collection development, and research support services. Capacity building ensures that library professionals remain competent and adaptable in a rapidly changing information environment.

**Exchanging knowledge (12%)**, referenced by a programme like Emerging Library Leaders' Summer School for Asia-Pacific, and Distinciones a Personalidades del Campo Bibliotecológico, highlights the role of mutual learning and information sharing among professionals. This theme likely involves platforms for presenting research findings, best practices, and lessons learned from real-world experiences. Knowledge exchange supports continuous professional development by exposing participants to diverse perspectives and practices.

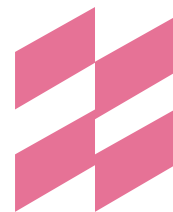


**Community Engagement and Advocacy (9%)** highlight libraries' roles in their local contexts and reflect an emerging focus on positioning libraries as community-centric institutions. This theme emphasizes the necessity for library leaders to be advocates for libraries, promoting their value and relevance to both policymakers and community members. It also reflects the ongoing challenge of adapting library services to address social issues, such as literacy, digital divide, and access to information. Many of the programmes analyzed, such as the International Network of Emerging Library Innovators, and the International Leaders Program ILP, explicitly aim to prepare library leaders to be effective advocates who can leverage libraries as spaces of social change and empowerment.

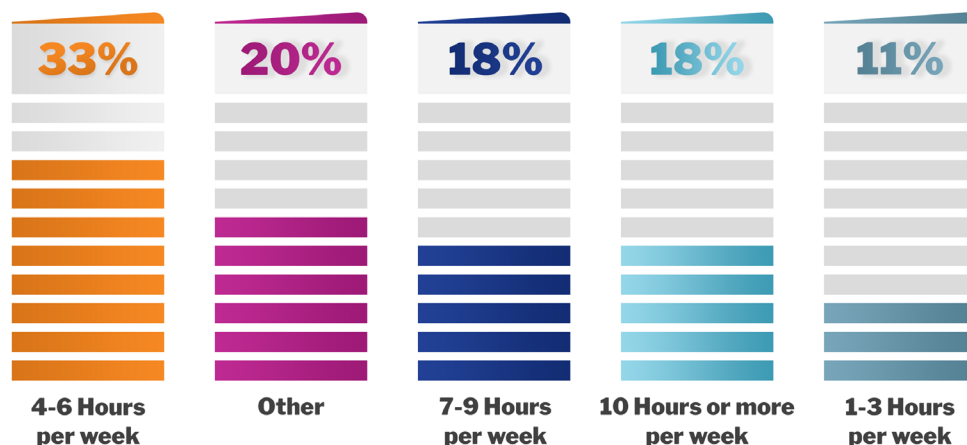
It is worth mentioning that the Future Ready Information Professionals programme is the only one that adopts mentorship as its primary goal to provide the LIS students with an understanding of leadership dynamics and opportunities. This aligns with programmes like the ARL Leadership & Career Development Program, where emerging leaders are paired with experienced mentors. Such mentorship ensures knowledge transfer, personal and professional growth, and the cultivation of a sense of professional identity within the field.

### **Participants Time Commitment**

The figure below shows participants' expected weekly time commitment in a specific programme, segmented into various time categories. The most common time commitment range is 4-6 hours per week, with 33% of participants falling into this category. This may refer to a significant portion of participants being expected to commit a moderate amount of time weekly.



### Expected time commitment for participants in the programmes



The 10 hours or more and 7-9 hours categories represent approximately 18% each. This indicates that a similar number of participants are expected to dedicate either a high level of time (10 hours or more) or a somewhat high level (7-9 hours). The “Other” category (20%) could represent unspecified time commitments, which may need clarification to understand their alignment with the other categories. Finally, 1-3 hours per week is the least common time commitment, with only 11% of participants expected to commit to this minimal amount of time.

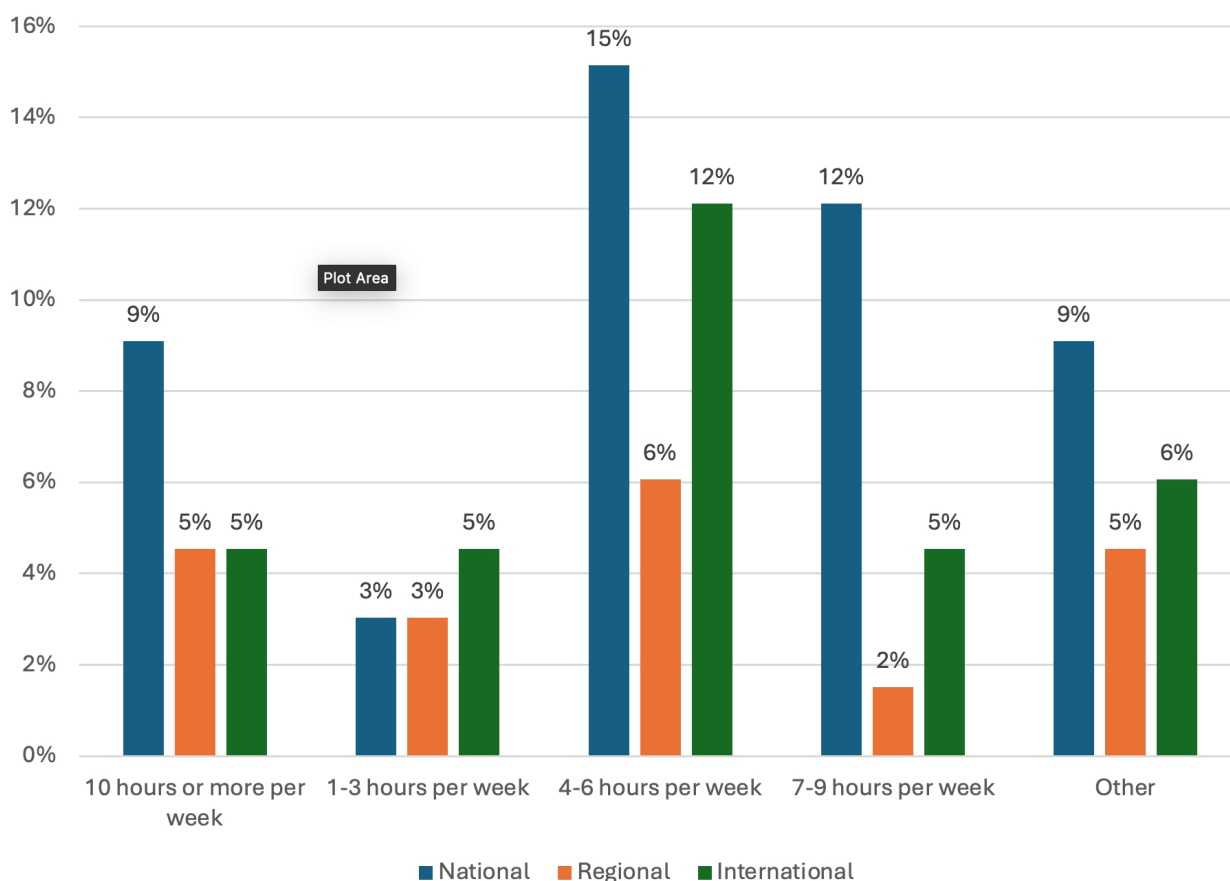
Overall, it appears that most participants are expected to commit a moderate amount of time, while fewer participants are anticipated to have either minimal or higher-than-average time commitments.

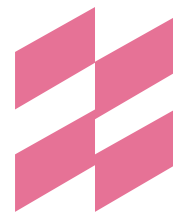
The following figure illustrates the expected time commitment for participants across programmes with international, national, and regional geographical coverage. It reveals notable differences and trends in time commitment expectations depending on the programme’s scope. For international programmes, participants were expected to commit between



“4-6 hours per week” (12%), which is the highest frequency in this category. Although, National programmes exhibit a more diverse distribution of time commitment expectations; the most frequent interval for national programmes is also “4-6 hours per week” (15%). On the other hand, the time commitment distribution in regional programmes is notably lower across all intervals. The highest proportion of participants committed either is “4-6 hours per week” (6%).

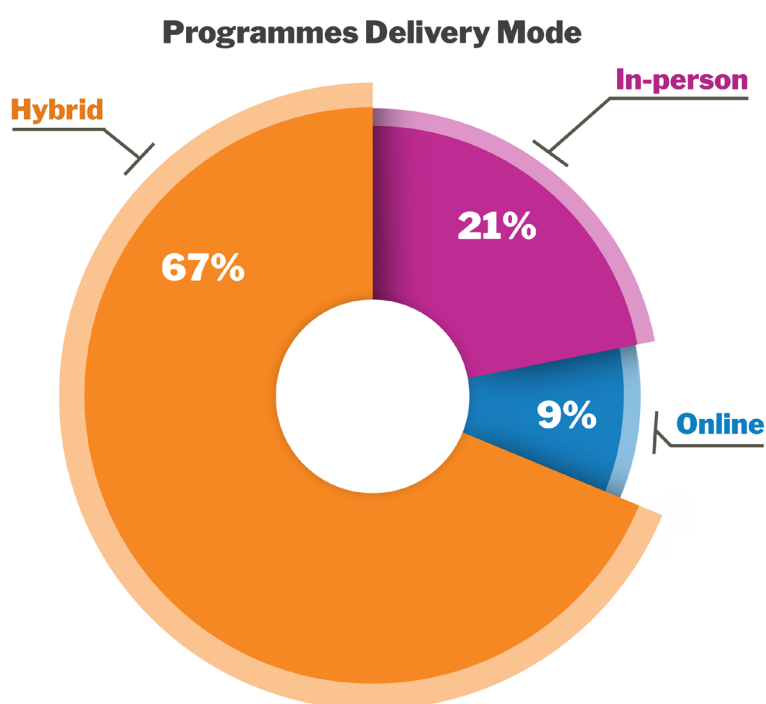
Time Commitment according to Geographical Coverage



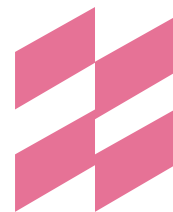


## Delivery Mode

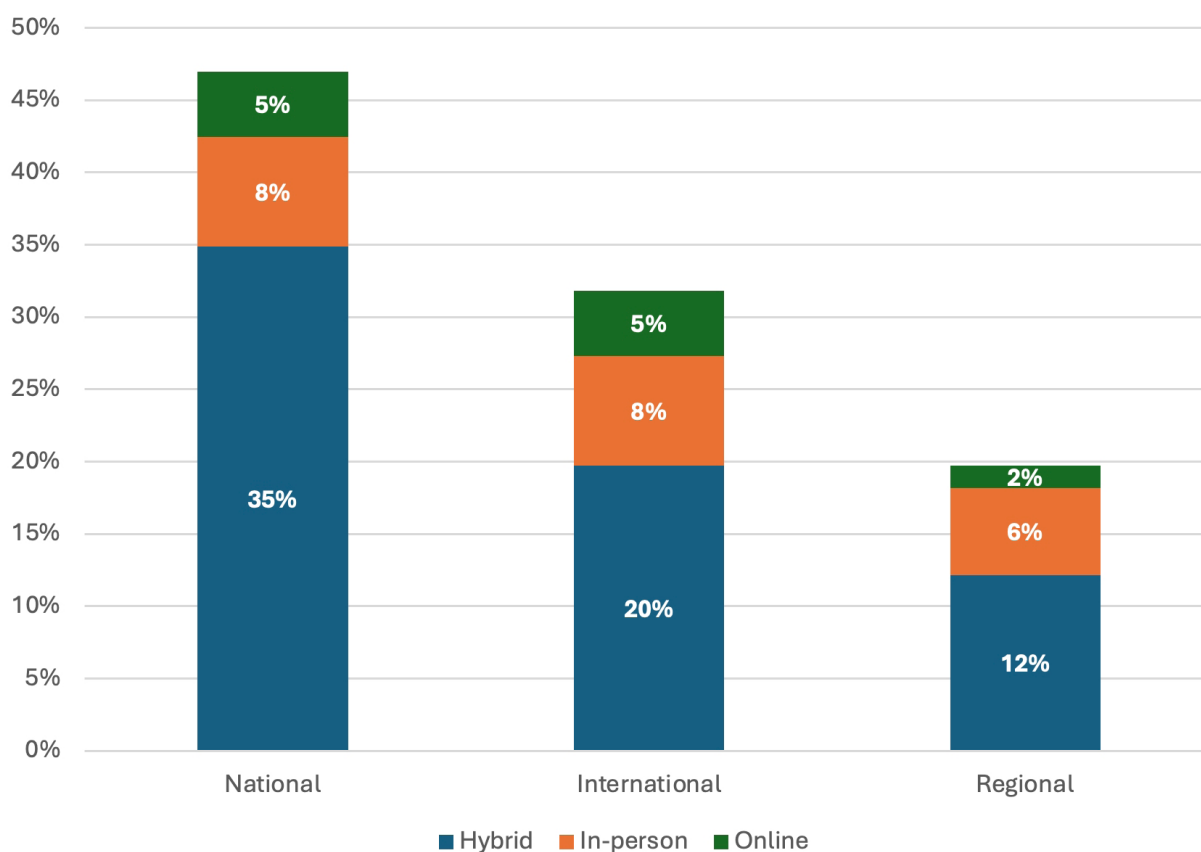
The delivery mode of the leadership programmes reviewed was mainly hybrid (67%), which is a mixed mode such as in-person and online. This was followed by (21%) programmes that used an in-person approach, and only (9%) were online. The hybrid programme may be more suitable because it offers continuous training and, at the same time, meetings, which are necessary to build relationships, provide more explanations, dialogue and discussion, and visits.



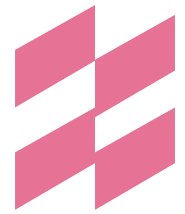
The data on programme delivery modes in relation to geographical coverage may reveal patterns in how training programmes are structured to meet the needs of participants at different levels—national, international, and regional. Hybrid delivery emerges as the most prominent mode across all geographical scales, with the highest adoption at the national level (35%), followed by international (20%) and regional (12%) programmes. This preference likely reflects the flexibility and inclusiveness that hybrid formats offer, combining the benefits of in-person interaction with the convenience and accessibility of online participation.



## Delivery Mode according to Geographical Coverage



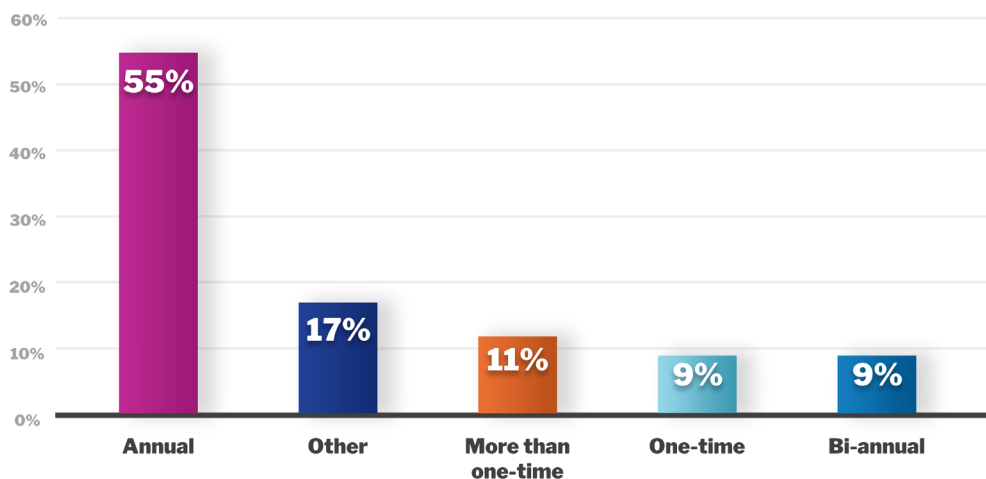
The in-person training modes are valued for their ability to foster deeper interpersonal connections and immersive learning experiences, particularly in contexts where the geographical spread of participants is manageable. However, In-person delivery, while less prominent overall, is equally represented at national and international levels (8%) but slightly lower at the regional level (6%). The slightly lower adoption at all levels could be due to logistical challenges or funding limitations that make fully in-person delivery less feasible.



## Frequency of Programme Implementation

The figure below outlines how frequently a particular programme is implemented, broken down into different categories. The most common frequency is “annual”, with 36 responses, which constitutes 55%. This indicates that more than half of the participants are involved in programmes that are implemented once a year. Smaller groups include programmes that are implemented “more than once” (11%), “bi-annual programmes” (9%), and “one-time programmes” (9%).

**How often the programme is implemented**



The “Other” category for programme implementation frequency includes a diverse range of schedules that do not align with standard intervals. Specifically, three responses indicate programmes that occur every two years. One response refers to a programme that was previously bi-annual but has since shifted to a weekly schedule, indicating a notable increase in frequency. Another three responses are classified as “unspecified” which could mean that the frequency is not clearly defined and may be flexible or irregular. Additionally, one response denotes a programme that is implemented every three years, which represents a less common and longer interval. **In summary**, the data suggests that annual programmes are by far the most common, while a significant minority follow a less regular or alternative schedule.

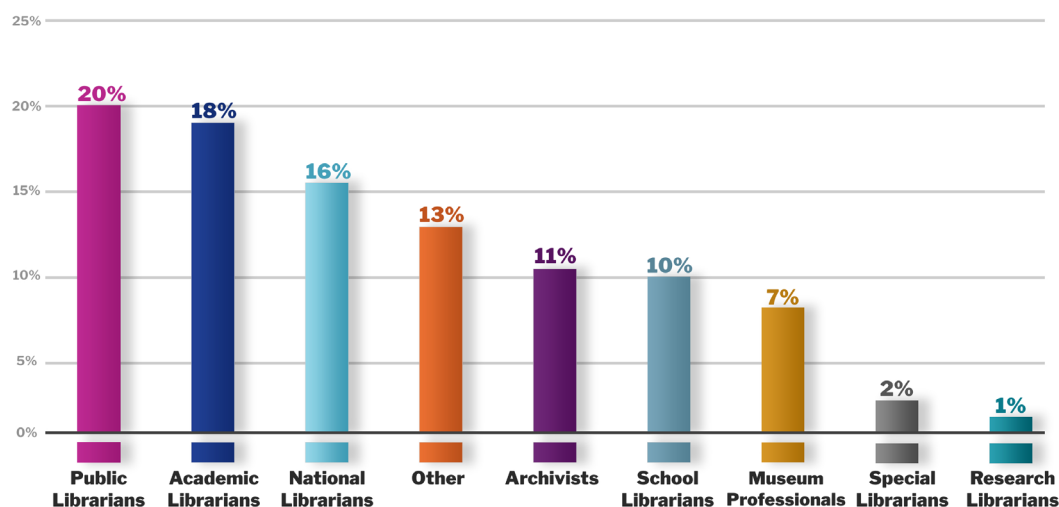


In an attempt to identify the number of participants in the programmes that were surveyed, it became clear that there were great differences and diversity in the responses, as they varied in terms of mentioning the number of participants in each round of the programme, or throughout the entire year, or the total number of those who joined the programme as a whole since its inception. The data also shows that the number of participants in each cohort didn't exceed 20 participants in programmes taken by 32% of those who answered this question, while it ranged between 21-35 participants for 15% and 36-50 participants for 14% of the programmes.

## Target Audience

The following figure shows most of the target audiences were public librarians (20%) followed by academic librarians (18%) and then national librarians (16%). The main three types of libraries (public, academic, and national) were almost 54% of the total. The remaining 46% were distributed among the following in sequence according to their weight: Archivists followed by school librarians, museum professionals, special librarians, and one representing research libraries.

Target Audience



*Note:* Multiple answers were permitted

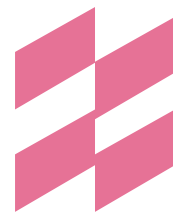


As for those who chose “Other”, it included: IT, eResearch, library professionals, LIS students, students in master’s programme accredited by the American Library Association (ALA), parliamentary librarians, paraprofessionals, library friends and library enthusiasts, art gallery professionals, Indigenous Knowledge Centres (IKCs) staff, and anyone who demonstrates a deep commitment passion and understanding of the cultural sector and its broader context.

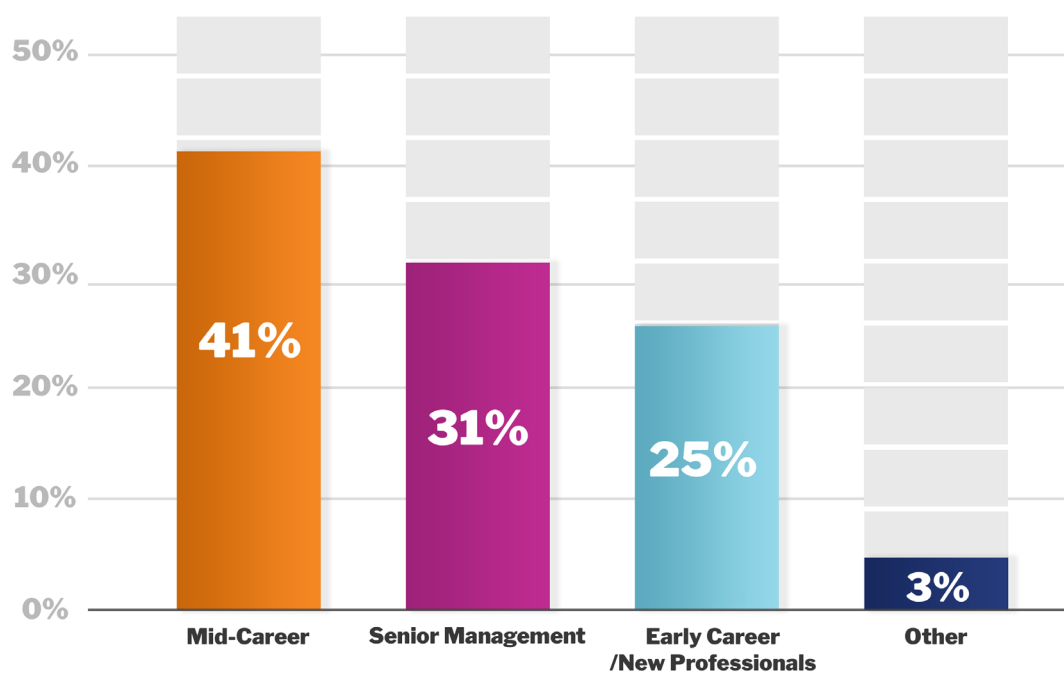
The overall reading of the data in this section shows a wide participation to reflect a wide range of specialists participating in those programmes and targeted by them.

## Career Level

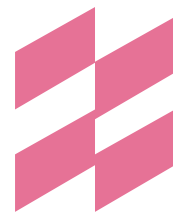
There is an understandable distribution of career levels among audiences targeted by the programmes. Mid-careers were the biggest group (41%) targeted by 77% of the surveyed programmes, followed by senior management (31%) with both groups accumulating 72% of the total. Almost 25% were early career or new professionals. “Others” constituted a very low percentage of the total (3%) and they include the following four types: Students in master’s programmes accredited by the American Library Association (ALA), Affiliated Members, Managers, and ‘Candidates should have at least 5 years of successful work experience in libraries’.



### Audience Career Level



*Note:* Multiple answers were permitted

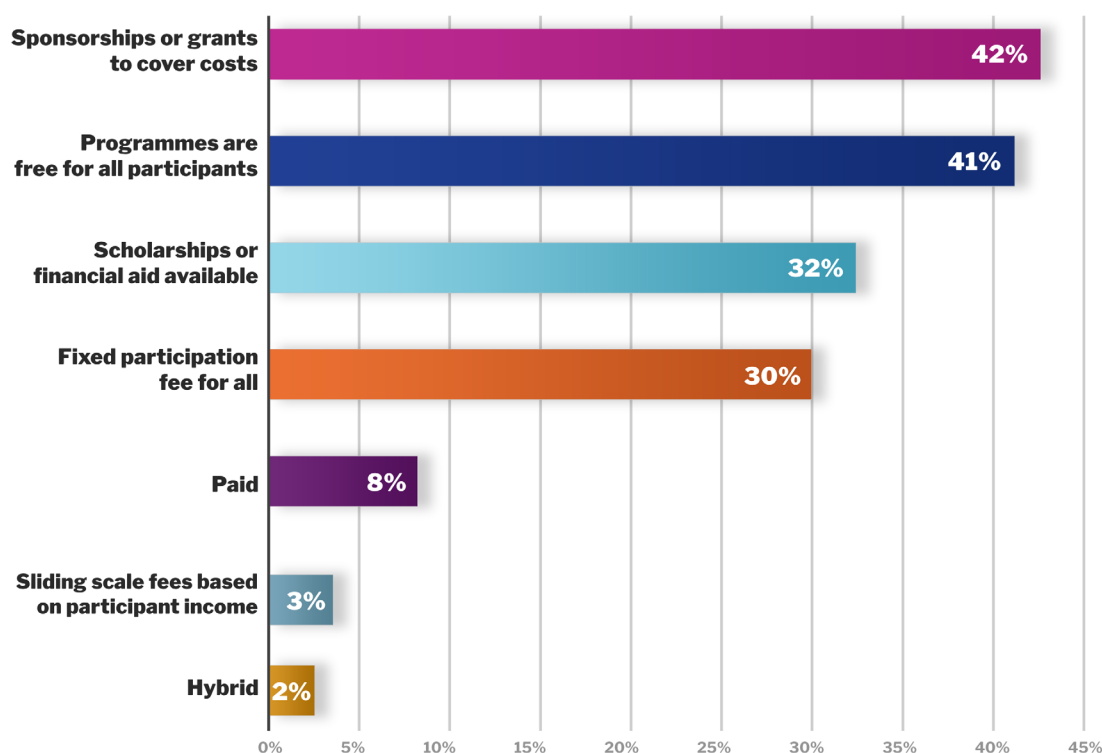


## Participation fees

The data on how programmes manage participation fees reveals a diverse approach to financial accessibility, with several options available to accommodate varying participant needs. Most programmes depend on sponsorships or grants to cover costs (42%), like INELI Oceania (Australia), Taking the Lead (Australia), South African Library Leadership Project (SALLP) (USA), Mortenson Center for International Library Programs (USA), the Northern Exposure to Leadership Institute (NELI) (Canada), Carnegie Library Lab (UK), and Leading Libraries (UK). This may suggest that a significant portion of the programmes actively seek external funding sources, allowing them to alleviate financial burdens on participants.

Additionally, the presence of scholarships or financial aid, such as Kotuku: LIANZA Emerging Leaders Programme (New Zealand), and CAVAL Library Leadership (USA), representing 32%, further highlights a commitment to supporting participants who may face financial barriers, ensuring more inclusive access.

**Participation fees**



*Note:* Multiple answers were permitted



“Fixed participation fees for all attendees” were implemented in 30% of the programmes, i.e. the International Library Leaders Programme (UK), Advancing Public Library Leadership Institute (Canada), and the PLA Leadership Academy (USA); indicating that equal financial expectations are set across all participants, potentially simplifying the fee structure and administration. Conversely, 41% of the programmes are completely free, removing financial obstacles entirely, which likely supports increased access, particularly for individuals from underrepresented or lower-income backgrounds. Interestingly, 3% of the programmes offer a sliding scale fee based on participant income, which was implemented in the APLAP President Program (New Zealand) and the Clore Fellowship (UK), to align fees with the financial capability of each participant.

Finally, 8% of the programmes adopt a model where the fees are solely paid by participants, the Certificate in Executive Library Leadership (USA) and the CAUL Leadership Institute 2014 (Australia), implying a self-funded approach that may cater to those with fewer financial constraints or in contexts where external support is limited.

# PROGRAMME CURRICULUM





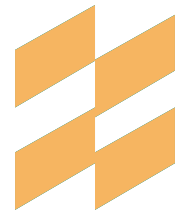
### iii. PROGRAMME CURRICULUM

By reviewing the intellectual literature and the initial inventory of leadership programmes, it was possible to identify several training modules proposed to be included in any leadership training. By analyzing the responses to the survey questionnaire, the data showed the following results:

The modules covered by the surveyed training programmes provide a comprehensive view of the primary focus areas designed to equip participants with essential skills and knowledge in librarianship, archiving, and museum curation. The distribution of topics, represented by their frequencies and percentages, highlights both the breadth and depth of the curriculum, emphasizing a balanced approach to technical, managerial, and socio-cultural competencies.

The highest emphasis was placed on **Leadership and Management**, covered by 88% of the programmes, indicates the programme's focus on developing participants' abilities to guide teams and organisations effectively. Leadership skills are critical in library and archival settings, where professionals must navigate organisational challenges, inspire innovation, and motivate their staff. This focus is aligned with the broader goal of supporting participants in developing the skills necessary to grow into roles with increasing responsibility after their training.

Followed by **Advocacy and Community Engagement**, with 71%, the programmes underscore the importance of libraries, archives, and museums as community-centered institutions. This reflects an awareness of the evolving role of these institutions, moving beyond traditional custodianship to proactive community involvement. Advocacy training equips participants with tools to secure funding, support, and visibility, thus ensuring the sustainability and relevance of their institutions.

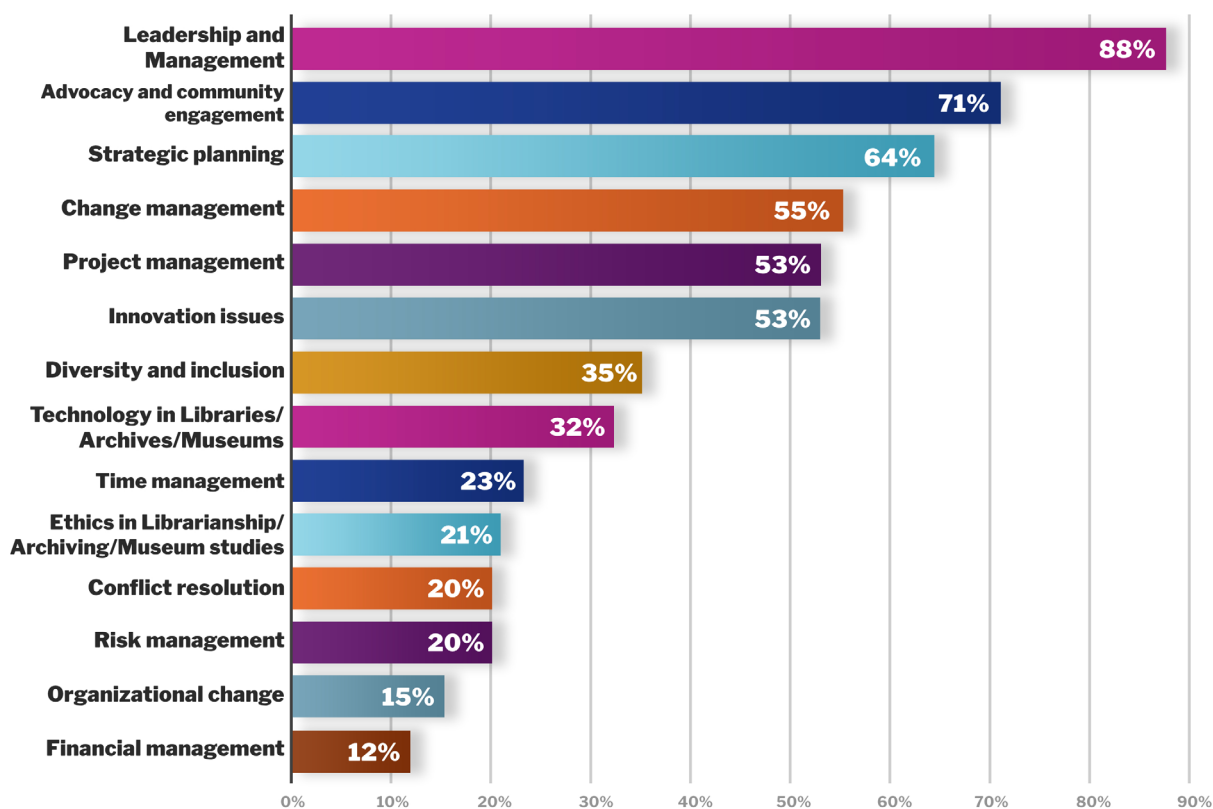


**Strategic Planning**, covered in 64% of the programmes, is a foundational skill for participants, enabling them to refine organisational objectives and translate those objectives into actions and outcomes, establish corporate directions and priorities, assess environmental drivers and constraints, and allocate resources effectively (Corrall, 1996). In the rapidly changing information and cultural sectors, strategic planning is critical for adapting to new challenges and ensuring relevance. **Change Management** (55%) is another key focus area, reflecting the ongoing transformation within the library, archival, and museum sectors due to digitalization and evolving user expectations. Change management training prepares participants to handle resistance, communicate effectively, and lead teams through transitions.

Over half of the programmes (53%) include **Project Management**, a practical skill that enables participants to plan, execute, and complete projects efficiently. Project management training is crucial for ensuring that Libraries, archives, and museums initiatives are completed on time, within budget, and to a high-quality standard. This is important as libraries frequently implement projects to digitize collections, improve access, or expand services.



## Leadership Programmes Modules



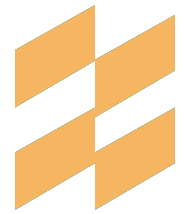
*Note:* Multiple answers were permitted

Given the importance of innovation, the **Innovation Issues** topic is featured in 53% of programmes. With Innovation Issues highlighted, the programme encourages participants to adopt forward-thinking approaches, embrace new ideas, explore creative programming, and adapt services to meet changing demands. In the context of the rapid pace of technological advancements, information institutions must innovate to stay relevant.



### Core Modules:

*Based on the data, over 50% of the programmes featured training modules in Leadership and Management, Advocacy and Community Engagement, Strategic Planning, Change Management, Project Management, and Innovation Issues. These modules can thus be regarded as essential components of any leadership development programme.*



Other areas of focus include **Diversity and Inclusion** (35%), and **Technology in Libraries, Archives, and Museums** (32%). The inclusion of Diversity and Inclusion reflects an understanding of the need for cultural competence in public-serving institutions; to help participants foster equitable and accessible spaces, essential for serving diverse communities. The emphasis on Technology training recognizes the growing reliance on digital tools and resources, enabling participants to handle tasks such as metadata and electronic records management, and online user engagement.

Practical skills like **Time Management** (23%), **Conflict Resolution** (20%), and **Risk Management** (20%) receive moderate attention. Effective time management is essential for professionals seeking to balance multiple responsibilities, from daily tasks to long-term projects. Time Management training helps participants to improve their efficiency and productivity. Conflict Resolution training is intended to prepare trainees to address disputes constructively, whether among staff or with patrons, promoting a positive and harmonious work environment. Risk Management is covered to a lesser extent though is particularly relevant in libraries, archives, and museums, where professionals must mitigate risks related to data security, preservation, and financial uncertainties.

Ethical considerations are paramount in handling sensitive information, managing collections, and serving diverse populations. **Ethics in Librarianship, Archiving, and Museum Studies** (21%), emphasizes the importance of professional integrity and ethical decision-making in information institutions. **Organisational Change** (15%) relates closely to change management but focuses on broader institutional shifts. Training in this area is likely to prepare participants to understand how to support and drive transformations at a structural or cultural level within their organisations.

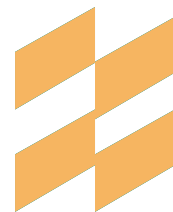


Although **Financial Management** (12%) is not a primary focus, it is vital for budget management, resource allocation, and ensuring financial sustainability, particularly in resource-limited environments.

In addition to the above, the surveyed programmes identified other modules that were implemented during the training, which may represent a diverse and holistic approach to professional development in the library, archive, and museum sectors. These modules reflect the need for a well-rounded skill set, covering leadership, technology, community engagement, personal growth, and sector-specific expertise. The following is a review of these training modules, organized by thematic areas, reflecting their implementation in specific programmes:

#### - **Leadership and Strategic Development**

Many modules focus on specific types of leadership and strategic skills, such as **Collaborative Leadership**, **Leading Change**, **Executive Insight**, **Values-Based Leadership**, and **The Self-Aware Leader**. These subjects are essential in preparing participants for high-responsibility roles that require thoughtful decision-making, self-awareness, and the ability to lead teams effectively. Modules like **Decision-Making in Ambiguity** and **Influencing Policy** further emphasize the need for leaders who can navigate complex environments with unclear information and make decisions that align with both organisational values and community needs. **Building Successful Teamwork**, **Team Profiling Tool**, and **Achievement through Teams** highlight the importance of building effective and cohesive teams, while **Social Identities & Intersectionality** bring attention to the importance of understanding diverse perspectives and establishing an inclusive work culture.

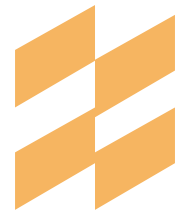


## - Community Engagement and Advocacy

Regarding enhancing the role within communities, **Conveying the Value of the Library to the Community, Library and Community, Library Assessment and Impact, and My Library Makes a Difference** are modules that underscore the importance of articulating and demonstrating the library's contributions to societal well-being. Additionally, **Libraries and Development (SDGs)** and **Libraries and Sustainability Development Plans** connect library work to broader sustainable development goals, reflecting an awareness of the institution's role in advancing social and environmental goals. Modules like **Customer Service** and **User Training and User-Centered Services** focus on direct community interaction, equipping participants with skills to provide high-quality, user-focused services.

## - Communication and Networking

Effective communication is a recurrent theme in topics such as **Communication and Marketing, Communications, Professional Involvement & Service, and Networking and Mentorship**. These areas equip participants with skills to build and maintain professional relationships, both within their institutions and in the wider field. **International Professional Networking** and **Developing the English Language for Global Networking** indicates the importance of global communication skills, especially as libraries increasingly collaborate internationally. Moreover, **Socialization & Imposter Phenomenon** and **Navigating & Confronting Power** may address challenges professionals might face in networking environments, preparing them to overcome social barriers and build self-confidence.



## - Technology and Innovation

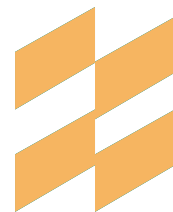
Although, modules like **Digital Transformation, Emerging Trends and Technologies, Implications of Web 2.0 for Libraries, Web 2.0 Technology for Libraries, Digital Storytelling,** and **Open Access** reflect the field's growing reliance on digital tools and platforms. **Inclusive Digital and Print Collections and Information Access and Services** may indicate a concentration on the importance of providing equitable access to information in both physical and digital formats. These topics equip professionals with the knowledge needed to keep up with technological advancements and use them to improve service delivery, community outreach, and content accessibility. The inclusion of such topics in leadership training programmes, even if they are rarely repeated, reflects an enlightened vision of the necessity of building technological capabilities as a primary requirement for effective leadership.

## - Professional and Skill Development

Modules related to professional development include **Careers by Design, Staff Development,** and **Professional Involvement & Service.** These areas emphasize the need for continual learning and personal growth, encouraging professionals to adapt to new roles and responsibilities. **Developing a Research Agenda** and **Navigating the Research Environment/Ecosystem** may help professionals strengthen their research capabilities, which is an increasingly important aspect of library and archive work. **Fundraising and Development** is also significant, as it prepares participants to secure financial resources and manage budgets, especially in underfunded institutions.

## - Social Responsibility

Modules like **Social Identities & Intersectionality, Values-Based Leadership,** and **Cultural Heritage and Memory** emphasize the social and cultural role of libraries, archives, and museums. Additionally, it addresses the need to develop competencies which is critical in public-serving institutions that cater to diverse populations.



### - Impact Analytics and Data-Driven Decision

Several topics have been identified that reflect the importance of using data in information institutions to inform decision-making processes, such as **Using Data and Decision-Making, Measurement and Evaluation**, and **Asset-Based Community Development**, and **Library Assessment and Impact**. These areas provide professionals with skills to collect, analyze, and interpret data to evaluate library activities and programmes, make informed decisions, and demonstrate the impact of their work. Data-driven insights are increasingly valuable in justifying funding, improving services, and tailoring programmes to better meet community needs.

### - Specialized Topics in Library Science

Finally, several modules directly address specific knowledge areas essential for library, archive, and museum professionals. **Collection Development, Library Legislation, Library Learning Spaces** and **International Trends in eResearch**, and **Library Services** provide expertise in critical aspects of librarianship. **Media and Information Literacy** and **Reading and Writing Promotion** are essential for fostering literacy and information skills among library users, particularly in the digital age where information access can be overwhelming and complex.

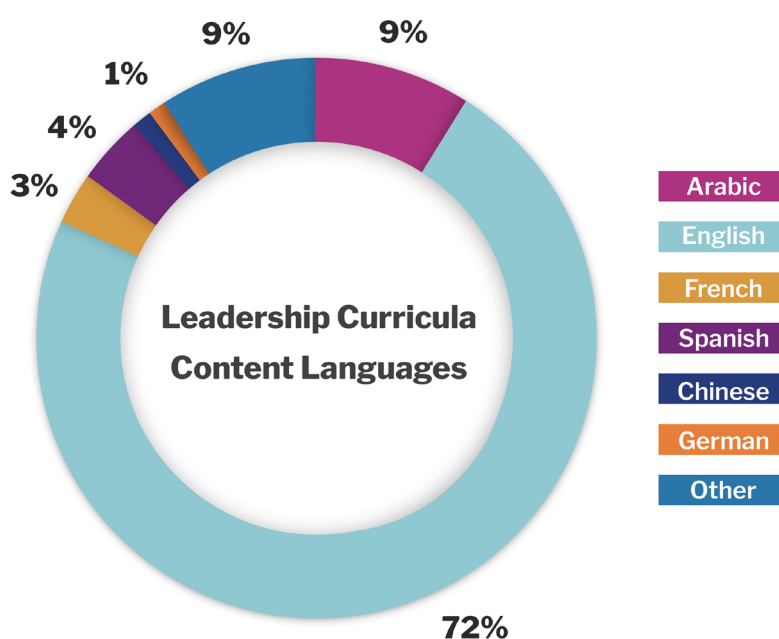
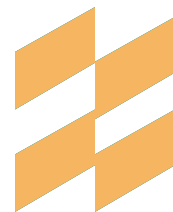


### **Respondents' suggested Modules:**

- *Emerging Technologies: Managing change in a digital environment, Digital Transformation, Digital Leadership, Artificial Intelligence (AI) applications in libraries, Web Archiving, and Open Knowledge.*
- *Community Engagement and Diversity: Community Needs Assessment, Inclusiveness and diversity (DEI), Services for Multicultural Communities, Facilitating Community Conversations.*
- *Leadership & Managerial Aspects: Fundraising and non-profit finance, Team Building, Cultural Competency in Leadership, and Sustainability and Library Services.*

## Content Languages

The English language was the dominant language of the content provided as shown in the following figure. It was the language of 83% of the programmes and the most frequent (72%) of the sole languages used. Followed in the far second place the Arabic language with 9%. After that Spanish with 4% and French with 3%. Of the seven programmes' content, 9% were rated as other languages and they include Estonian, Myanmar Language, Romanian, Igbo, Asian, Latin American spoken language, and Portuguese. It is worth noting that seven programmes use two or more languages.



## Programme Types

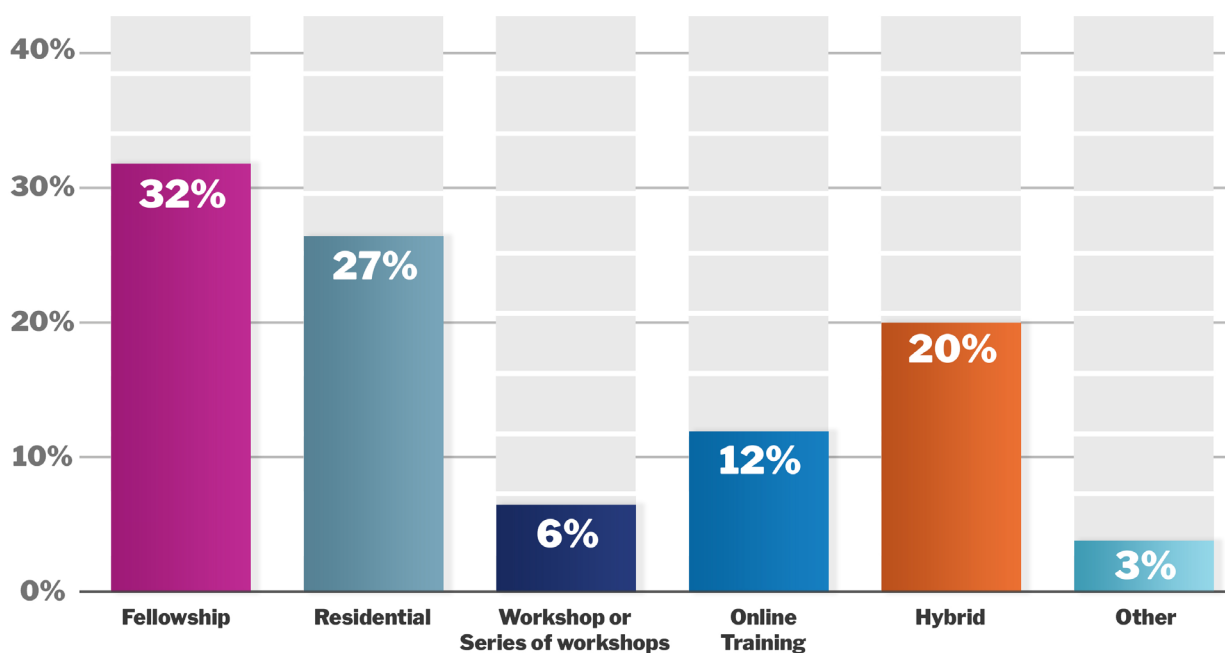
There are several types of training programmes, which can be categorized into four types as follows: **Fellowship** which is a training spread over longer periods, 9 months to 3 years, with self-directed or group work in the intermediate periods that may or may not require virtual or in-person meetings, **Residential** where participants come together in person to participate in training on consecutive days for a short time, **Workshop or series of workshops** where participants come together in person for a 1-day event or where a series of 1-day events are held over a longer period with no work or training in the intermediate period, and finally **Online training** that takes place completely on the internet. (Arabella Advisors, 2015)

As shown in the following figure, “Fellowship” programmes garnered the highest interest, accounting for (32%) of the total responses. Following closely, “Residential” programmes received (27%) of the responses, which may suggest a significant inclination/preference towards in-person experiences.

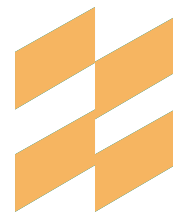


Additionally, Hybrid programmes, which combine online and face-to-face elements, constituted 20% of the responses, reflecting a demand for flexible learning options. In contrast, “Online training” received (12%) of the responses, may indicate a moderate interest in fully digital learning opportunities. On the lower end, “Workshops or series of workshops” received only (6%), this may be due to the geographical coverage of the programmes, as approximately more than 50% of them cover the borders of one country, also this might imply less enthusiasm for this format compared to others.

### Programme Type



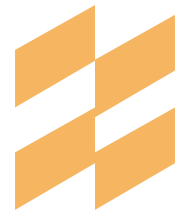
The data provided reflects a rich variety of hybrid programme models that blend both online and in-person elements to maximize flexibility, accessibility, and depth of engagement. Each programme within this category uses a combination of online training, residential workshops, self-managed study, and in-person convenings, tailored to meet the needs of participants while fostering collaborative and interactive learning experiences.



Some hybrid programmes, i.e. Library Leaders Program 2024/25, combine residential convenings with substantial online training components, allowing participants to engage in fellowship-based activities both face-to-face and remotely. Others balance self-paced online learning with scheduled in-person sessions, such as the Kaleidoscope Program (KP), where participants can deepen their understanding and network with peers and mentors. These hybrid approaches ensure participants have the flexibility to learn independently online while benefiting from structured, in-person gatherings where they can connect with facilitators and other learners.

Another common structure within the hybrid model includes extended online training over a year or more, supplemented by physical workshops and webinars, like INELI-MENA. These programmes also often incorporate one or more in-person conventions for each cohort, designed to strengthen professional relationships among participants and provide a space for intensive learning. In some cases, hybrid programmes focus on collaborative, project-based learning, where participants attend periodic in-person workshops and continue working together remotely through teleconferences, online chats, or face-to-face meetings, reinforcing teamwork and real-world application of skills.

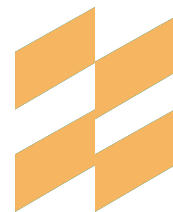
There are also flexible hybrid programmes offering participants the choice to attend multi-day camps either in-person or online, i.e. Scoala de Vara pentru Biblioteca, adapting to logistical constraints or individual preferences. Additionally, some programmes, while primarily online, include mandatory in-person conferences and monthly online mentor meetings, ensuring consistent guidance and networking opportunities, and culminating in a conference presentation to share project outcomes.



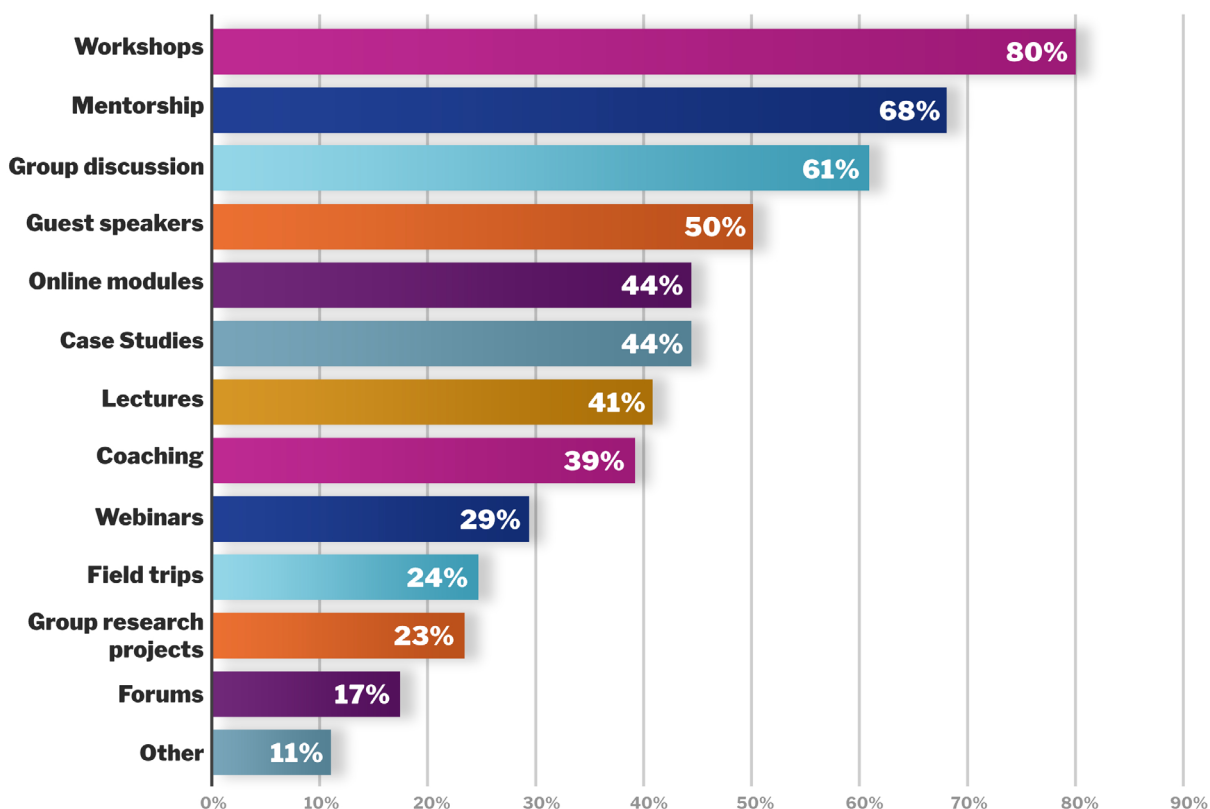
In essence, these hybrid models offer a diverse range of structures, each blending online and offline components to create a learning experience that is both adaptable and immersive. By integrating virtual and physical interactions, hybrid programmes provide the advantages of online accessibility with the depth and richness of face-to-face learning, supporting professional development and community building in innovative ways.

### Training methods

The data on training methods utilized in various programmes reveal various approaches, each catering to different learning preferences and objectives. Workshops, accounting for the highest proportion at 80% , emphasize hands-on, interactive learning, indicating that many programmes may prioritize practical engagement where participants can actively apply knowledge in real-time scenarios. This interactive approach is closely followed by mentorship, which constitutes 68% of the training methods. Mentorship's strong presence reflects the value placed on one-on-one guidance and support, allowing participants to benefit from the expertise and insights of experienced professionals, which can be instrumental in personal and professional growth.



### Training methods



Note: Multiple answers were permitted

Group discussions make up 61%, underscoring the importance of collaborative learning and peer interaction. This approach not only fosters a supportive learning environment but also enables participants to explore diverse perspectives and develop communication skills. Guest speakers, at 50%, bring external insights and real-world experiences into the training programmes, enriching the curriculum with professional expertise and fresh viewpoints.

Case studies and online modules each represent 44% of the methods, highlighting a balanced blend of applied learning and self-paced, flexible content delivery. Case studies allow participants to analyze real or simulated scenarios, encouraging critical thinking and problem-solving, while online modules cater to remote learners, offering accessibility and adaptability.

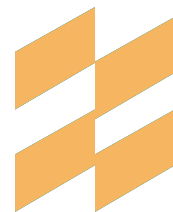


Lectures (41%) and coaching (39%), combine formal instruction with personalized feedback, respectively, ensuring a well-rounded educational experience. Coaching is characterized by providing tailored guidance to help individuals meet specific goals.

The lower percentages for field trips (24%), and group research projects (23%) indicate that while these methods are less commonly used, they still play an important role in enhancing programme diversity. Field trips offer immersive, real-world experiences, and group research projects foster teamwork and inquiry-based learning. Forums (17%) show a minor presence, but they can still provide valuable spaces for discussion and engagement beyond traditional formats.

It is worth noting that respondents looked for:

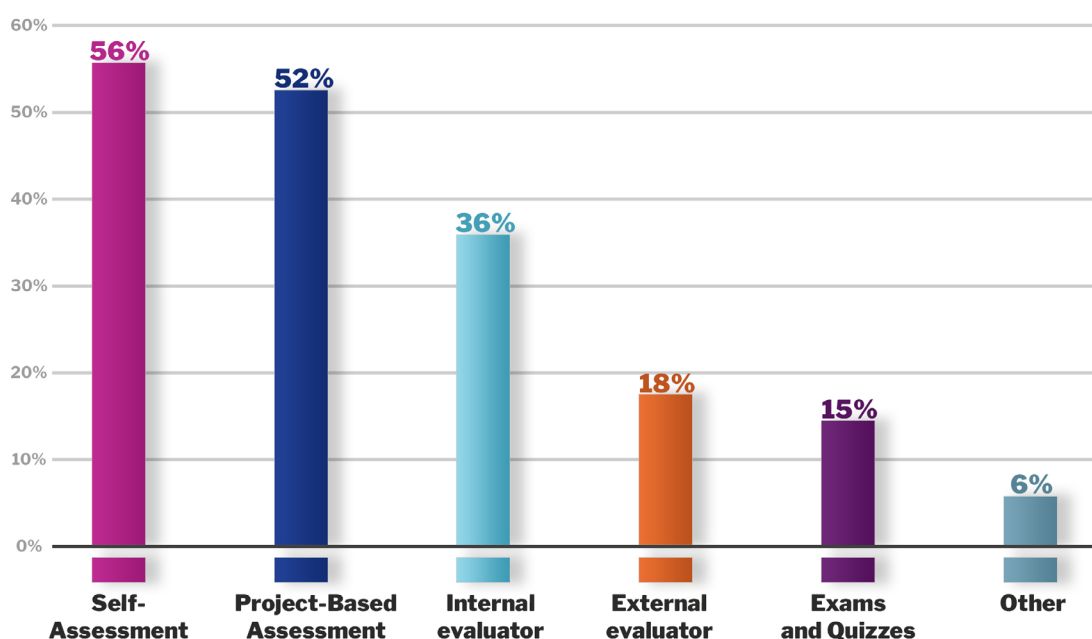
- Regular physical workshops for innovators to unleash creativity.
- Foundational, intermediate, and Advanced Courses with shorter timelines and certification options.
- Continuous professional development by establishing a framework to keep library leaders engaged after changing jobs.
- Incorporating practical case studies: include real-world examples to prepare participants for library challenges.
- Targeted curricula: programmes tailored to different sectors and career levels.
- Increasing hands-on training opportunities, emphasizing experiential learning and practical application of skills.



## Learning Assessment

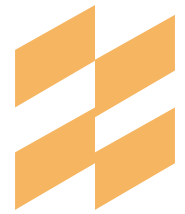
The results covering Learning Assessment methods used across leadership programmes reflect a broad approach, with a strong emphasis on self-assessment and project-based evaluation. Self-assessment leads as the most common method, implemented in 56% of the programmes. This prevalence suggests a focus on reflective learning, where participants are encouraged to critically evaluate their progress, skills, and areas for improvement.

### Learning Assessment Methods



Note: Multiple answers were permitted

Close behind, project-based assessments make up 52% of the methods, emphasizing the practical application of knowledge. This approach requires participants to demonstrate their understanding and skills through concrete projects. Project-based assessment allows participants to achieve a shared goal through collaboration, and construct and present a product in response to the driving question (Kokotsaki, Menzies, & Wiggins, 2016).

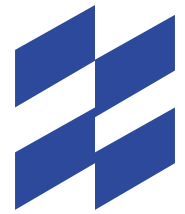


Internal and external evaluators account for 36% and 18% of the assessment methods, respectively. The internal evaluation may be due to the commitment to ensuring quality and consistency within the programmes by involving staff or in-house experts in the assessment process. On the other hand, external evaluation provides an unbiased perspective, adding credibility to the assessment process.

Exams and quizzes are less prominent, comprising only 15%. A possible explanation for this might be that traditional testing may be viewed as less effective in evaluating the types of competencies these training programmes prioritize, such as practical skills and critical thinking, which are often better assessed through hands-on projects or self-reflection.

# PROGRAMME OUTCOMES

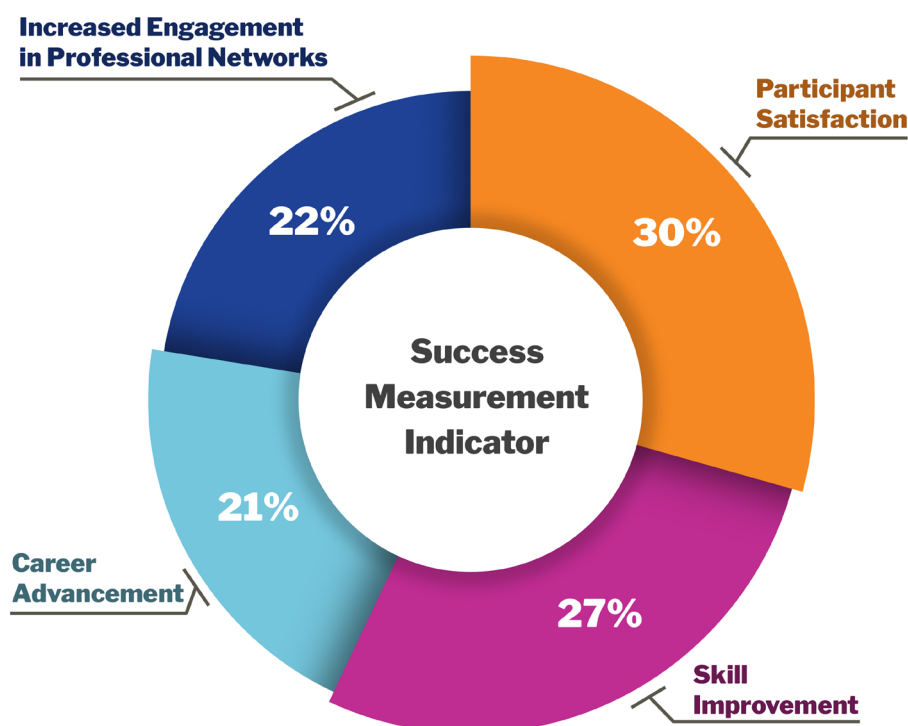




## IV. PROGRAMME OUTCOMES

### Success Indicators

The data on measuring success indicators for training programmes highlights a multi-dimensional approach to evaluating programme effectiveness, with a strong emphasis on participant satisfaction and skill improvement. Participant satisfaction, representing 30% of the indicators, is the most frequently used measure of success. This focus suggests that programmes prioritize the direct experiences and feedback of participants, recognizing that satisfied participants are more likely to feel positive about the programmes, and apply the skills they have learned in real-world settings. Skill improvement is a close second, comprising 27% of the success indicators. This measure reflects the importance placed on tangible skill acquisition, where programmes aim to ensure that participants leave with enhanced competencies and practical abilities.





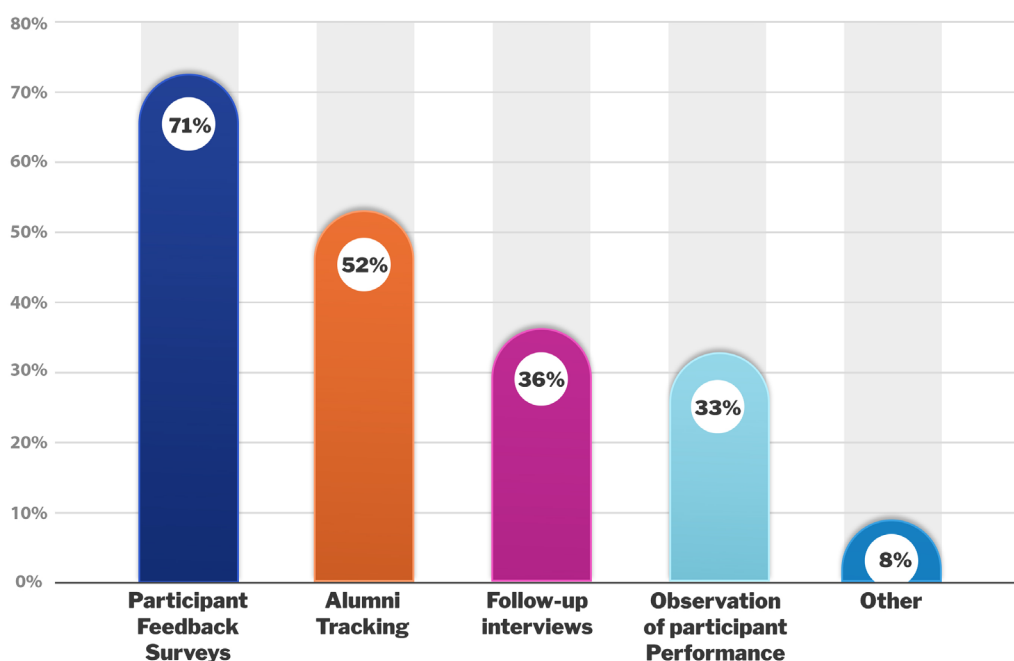
Career advancement accounts for 21% of the indicators, underscoring the programmes' role in supporting participants' long-term career trajectories. This focus on professional growth demonstrates an understanding that the ultimate goal of training is often not only to learn new skills but also to improve participants' standing within their professions. However, it needs a follow-up mechanism to track how participation contributes to promotions, new job opportunities, or expanded responsibilities. Increased engagement in professional networks is reflected in 22% of the indicators, highlighting the leadership programmes' role in fostering connections and professional relationships. Networking is a critical aspect of professional growth, and programmes that prioritize this metric recognize the value of community and collaboration in a participant's development.

## **Effectiveness Evaluation**

The data on methods for evaluating the effectiveness of leadership and related training programmes reveals a strong emphasis on participant feedback and ongoing tracking of outcomes, with participant feedback surveys leading at 71%. This reliance on feedback surveys underscores the value placed on capturing direct, immediate reactions from participants. Surveys are an accessible way to gather detailed insights about what participants found beneficial, what areas may need improvement, and how well the training met their expectations. High reliance on this method may reflect an approach that is responsive to participant needs and committed to continuous refinement based on firsthand accounts.



## Evaluate the effectiveness of the programmes



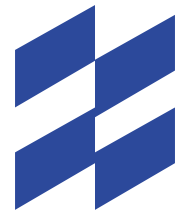
*Note:* Multiple answers were permitted

Alumni tracking, representing 52%, serves as a longer-term measure of programme impact, providing insights into participants' post-training experiences and professional progression. Tracking alumni can reveal how well the skills and knowledge acquired during training translate into career advancement or sustained application in their work environments. Follow-up interviews, making up 36% of the evaluation methods, allow for more in-depth, qualitative feedback, going beyond surveys to capture nuanced insights. These interviews provide a means for participants to share personal experiences, challenges, and achievements in more detail, which can be invaluable for understanding the program's impact, and foster open communication, giving evaluators a chance to clarify and probe deeper into specific areas of interest.



Despite the difficulty of implementing performance monitoring mechanisms, especially in light of the geographical diversity of training participants, observation of participant performance has achieved a good percentage of evaluation methods (33%). The importance of observation of participant performance focuses on assessing practical skill application in fieldwork or simulated environments. This method highlights how effectively the training translates into actionable skills, allowing evaluators to see participants' competencies in action.

There are other methods, at 8%, that likely include less conventional evaluation techniques, possibly tailored to specific programme goals or participant needs. Although this category is smaller, it suggests that some programmes are exploring innovative or customized evaluation methods to capture unique aspects of their training effectiveness. One method mentioned is using WhatsApp updates to track participants' career advancements. This informal, real-time communication allows programme coordinators to receive updates directly from participants on their professional progress. Through WhatsApp, participants can share successes such as promotions or new roles, providing immediate, personal insights into the career-related impact of the training. Another approach involves conducting an impact study to evaluate how the training affects management services, outreach efforts, and the working conditions of librarians. This structured assessment provides a comprehensive view of the program's broader impact, looking beyond individual outcomes to examine institutional and community benefits. Leading national associations and innovators as resource speakers are also used as an evaluation method, highlighting the programme's influence on thought leadership and knowledge dissemination. This outcome signifies the programme's success in cultivating leaders who can drive positive change within their professional communities, reinforcing its credibility and impact on a national scale. Finally, testimonials provide a qualitative and personal perspective on the programme's effectiveness. Participant testimonials offer powerful, anecdotal evidence of the program's impact, capturing individual stories that can illustrate transformative learning experiences and achievements.

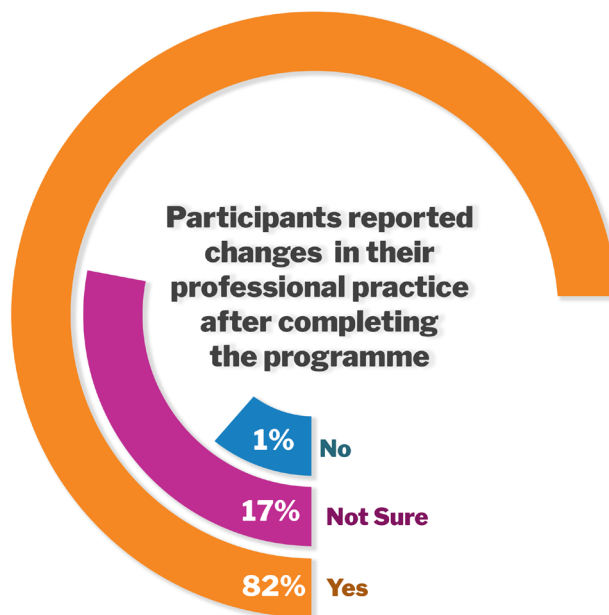


## Respondents' thoughts for Evaluation

- *Publish reports on alumni achievements: share success stories to attract future participants.*
- *Regular programme evaluation: continually assess and improve programme effectiveness based on feedback.*

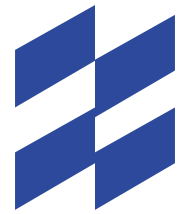
## Professional Practice Changes

The overall picture of the data says leadership programmes are succeeding in progressing participants and providing them with knowledge and expertise that allows them to change for the better due to the new learnings. As in surveying, if participants reported any changes in their professional practice after completing the programme, the results shown in the previous figure revealed that the majority, almost 54%, of participants agreed that the programme has influenced their professional practices and caused changes which means the goals of those programmes are succeeding in pushing forward participants' practices. Leadership programmes always seek to have a positive impact and make changes in the right direction professionally. On the contrary, 11.17% of the surveyed sample pointed out that they are not sure if any changes in their professional practice after completing the programme, and only 1.2% revealed that they have not noticed any changes. Those who answered others (24%) were scattered.

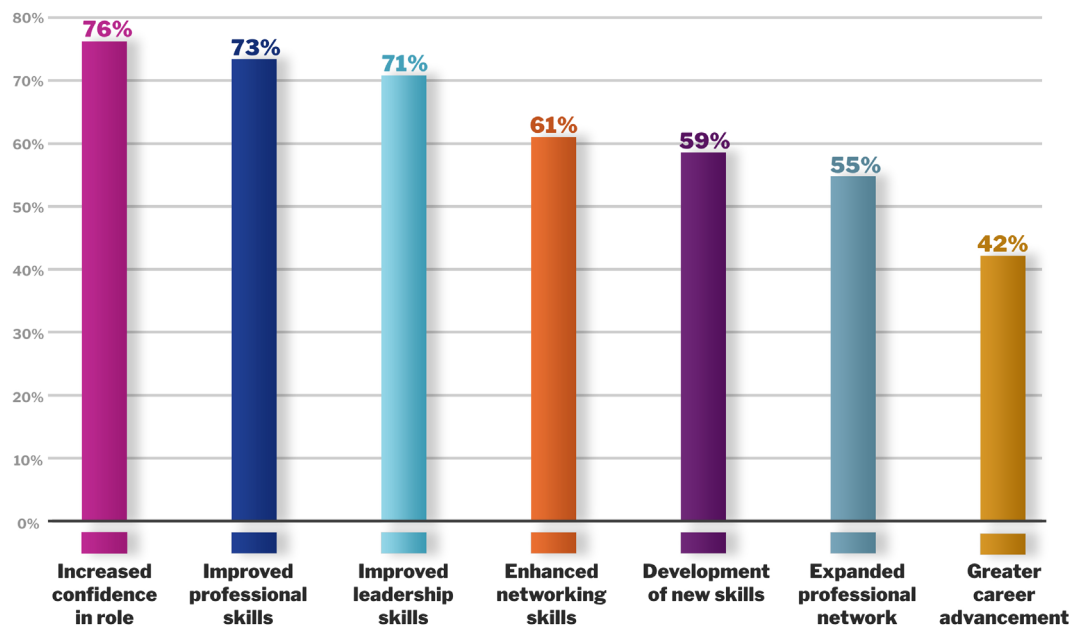


## Key Benefits Experienced

Participants reported several key benefits from completing the training programme, demonstrating a range of positive impacts on their professional practice. Increased confidence in their roles (76%) and improved professional skills (73%) emerged as the top benefits. This indicates that the programme was highly effective in equipping participants with the competencies needed to perform their duties more effectively and confidently. The boost in confidence reflects a significant outcome, as feeling assured in one's role can lead to better decision-making, greater initiative, and a more proactive approach to challenges. Similarly, the improvement in professional skills highlights the programme's success in delivering relevant, practical knowledge that participants could apply directly in their work environments.



### Key Benefits Experienced by Participants



*Note:* Multiple answers were permitted

Improved leadership skills, reported by 71% of participants, suggest that the programme also had a strong focus on developing leadership competencies. Enhanced leadership abilities are particularly valuable in professional contexts where participants may be expected to take on greater responsibilities, lead projects, or influence organisational direction.

The enhanced networking skills (61%) and development of new skills (59%) reflect the programme's commitment to fostering both professional growth and relationship-building. Learning new skills can be transformative, enabling participants to adapt to evolving professional demands, adopt innovative practices, and remain competitive in their field. The improvement in networking skills suggests that participants gained confidence in connecting with peers, which can open doors to collaborative opportunities, mentorship, and shared knowledge. Networking is essential for professional development, as it allows participants to gain insights from others' experiences and stay informed about trends and challenges within their industry.



## Communication & Follow up

**Regarding maintaining communication with participants** to follow up on their progress and achievements after the programme, the majority (85%) of participants reported that they maintain communication with participants, compared to only 15% who responded that they do not do so.

The responses regarding methods used to keep in touch after programme completion reveal several communication strategies emphasizing the importance of networking and ongoing engagement. Many participants highlighted using WhatsApp groups and Facebook as primary tools for informal communication, enabling members to share ideas and support each other. These social media platforms could foster a sense of community and provide a space for participants to engage regularly.

Email communication was frequently mentioned, often in conjunction with in-person meetings and participation in professional networking opportunities. This dual approach suggests that while digital methods are popular, traditional face-to-face interactions remain valuable for building relationships and networking.

The responses also noted specific initiatives, such as webinars, impact story sharing, and programme evaluation surveys. Some programmes organise events like annual homecoming gatherings or invite alumni to speak on panels, reinforcing connections through shared experiences.

There is a strong emphasis on maintaining ongoing engagement through alumni networks and surveys, ensuring that participants remain connected and informed about opportunities for professional development. One respondent mentioned the development of a «post-grant sustainability plan» to support leadership development within specific communities, illustrating commitment to long-term engagement.



Some respondents stressed the need to expand professional networking events to create opportunities for collaboration and knowledge sharing among library professionals.

Overall, the methods used to keep in touch reflect a blend of informal and formal approaches, leveraging both technology and personal interactions to foster a supportive alumni community. It was confirmed by Saks and Belcourt (2006) that organisations should ensure a strong support network for trainees both before and after training. The diversity of methods may indicate a robust commitment to maintaining relationships, promoting professional growth, and encouraging collaboration among programme graduates. The literature confirms the importance of post-training activities to training transfer. Several follow-up activities, such as action plans, performance assessments, peer meetings, supervisory consultations, and technical support, are particularly useful in supporting knowledge transfer (Martin, 2010).

### Suggestions for Networking

- *Broader networking: create networks between librarians and other interest groups.*
- *Regular follow-up training: offer opportunities for ongoing connection after initial programmes.*
- *Building smaller networks: focus on stronger relationships within smaller groups.*
- *International networking opportunities: expand opportunities for collaboration with international libraries.*
- *Linking like-minded networks: intentionally connect diverse networks to strengthen community ties.*



## Career Advancement and Responsibilities

The data reveals that a majority of survey respondents (59%) observed participants taking on new responsibilities or roles after completing the training programme, underscoring the programme's positive impact on participants' career progression and leadership opportunities. This aligns with qualitative responses, where participants mentioned specific achievements such as promotions to senior positions, involvement in professional associations, and participation in leadership roles within their organisations and communities.

These quantitative findings complement the previous qualitative insights, affirming that most participants benefit from career growth and new roles post-programme, while also highlighting that some stakeholders may not be fully aware of these advancements, perhaps due to limited follow-up mechanisms.

Many participants reported receiving promotions and taking on leadership roles within their organisations. Some were elevated to higher positions, such as directors or heads of their institutions, while others joined boards, governing councils, and executive positions in professional library associations, like the ASEAN Public Libraries Information Network, the Libyan Association for Libraries, and AfLIA.

Several participants achieved national-level positions. For example, three individuals became National Librarians in Gambia, Tanzania, and Uganda, demonstrating the programme's impact on their professional trajectories. Others became middle managers, and trainers, or took on influential roles within community advocacy and public service, positively impacting their communities and the library sector.



The responses also highlight that some participants took on volunteer service roles and joined professional networks, such as INELI MENA, INELI ASEAN, and INELI Oceania, which helped them build broader connections in the library field. For many, this expanded professional network offered avenues to implement new projects and advance in their careers further.

Additionally, several participants reported the development of new skills and confidence, motivating them to pursue further education or apply for leadership roles they might not have previously considered. These new roles allowed them to implement innovations in their home institutions, participate in international projects, and contribute to significant organisational improvements, including distance training and public library service enhancements.

A smaller group, 3% , responded “No”, indicating that these individuals did not notice participants taking on new roles. Meanwhile, a notable portion, 35%, answered, “Don’t know”, suggesting a degree of uncertainty or lack of sufficient information to assess the impact on participants’ professional advancement.

### **Awards, Scholarships, or Grants**

The data indicates that 32% of respondents confirmed that participants received awards, scholarships, or grants following their programme involvement, which may refer to the programme playing a significant role in creating opportunities for recognition and career advancement, reflecting the programme’s potential to foster recognition and advancement opportunities. This is a substantial proportion, suggesting that nearly one-third of participants achieved additional accolades or support post-training, possibly due to the skills or networks developed through the programme.



A small percentage, 9% , indicated “No”, implying that these respondents did not see participants receiving any such awards or financial support. However, a majority, 59% , responded, “Don’t know”, showing that many respondents lack information on this particular aspect. This may highlight a gap in follow-up or reporting mechanisms regarding participants’ achievements in terms of external recognition.

To shed light on the types of achievements; several participants have received national and international awards for their contributions, including notable recognitions like the Fulbright Scholarship and awards such as Best School Librarian. Some participants secured funding for capstone projects or innovative library initiatives, reflecting the programme’s influence in facilitating continuous professional development and support for impactful projects. Many of these awards were granted through competitive programmes like EIFL scholarships for attending AfLIA conferences, enabling participants to share their expertise at significant library events in Africa. Additionally, some fellows from INELI-MENA for example joined prominent programmes such as the IFLA/OCLC Early Career Development Fellowship, indicating the programme’s role as a stepping-stone for further opportunities.

A few responses also mention participants starting regional and national networks with grants from major organisations like the Bill & Melinda Gates Foundation, which suggests the programme’s long-term impact in fostering influential community leaders who go on to establish sustainable initiatives.

# CHALLENGES & SUGGESTIONS





## V. CHALLENGES & SUGGESTIONS

The challenges faced by library leadership programmes are multifaceted, with common issues such as participant engagement; diverse needs; technical difficulties; and resource limitations impacting programme effectiveness. Leadership programmes address the challenges by applying some of the following strategies to overcome them:

1. **Participant-Centric Approach:** Many programmes emphasized understanding and responding to the specific needs and challenges of participants.
2. **Flexibility and Adaptability:** The ability to adjust schedules, formats, and content based on participant feedback are key factors in overcoming challenges.
3. **Continuous Engagement:** Regular communication and follow-ups are vital in addressing issues promptly, thereby reducing dropouts and enhancing participant satisfaction.

Challenges and how the Leadership Programmes have overcome them can be explained as follows:

**Recruitment Difficulties:** refer to challenges faced in attracting and enrolling participants in a training programme, factors that contribute to recruitment challenges: cost barriers; inadequate marketing plan for the programme; timing issues, and target audience mismatching. The programmes that faced these challenges were the Emerging Library Leaders' Summer School for Asia-Pacific; Leadership Institute; the International Leaders Program (ILP) and Annual Library Leadership Institute.

### Targeted Recruitment Efforts

*International Leaders Program (ILP) focused recruitment efforts to align with its objectives, ensuring that participant engagement was maximized.*



**Limited participant engagement / Non-completion/ Drop-outs:** may refer either to a situation where participants are not actively involved in the learning process or a low number of candidates applied for the training programme, or to participants who start the programme but do not finish it due to personal or work circumstances; or time constraints.

This has been observed in some programmes, including the International Network of Emerging Library Innovators (INELI); INELI-MENA-Egypt & Sudan; Distinciones a Personalidades del Campo Bibliotecologico; International Leaders Program (ILP); Young African Library Leaders Fellowship and Public Library Management Diploma.

### Streamlined Participation Criteria

*The Young African Library Leaders Fellowship reduced the number of participants and made the selection process more rigorous to ensure more attendees that are committed to the programme.*

### Constant Communication and Follow-Up:

*INELI-ASEAN maintained regular meetings among the organizing team and engaged consultants to address issues as they arose. INELI-MENA-LIBYA continuously followed up with participants to identify and resolve challenges collaboratively.*

**Insufficient funds; resources or materials:** refers to the lack of adequate resources and materials or lack of sufficient funding for the continuity and sustainability of the training programmes. Without adequate financial resources, training programmes may struggle to maintain regular schedules or may face interruptions. This could happen especially in the adopted programmes. Leadership programmes must constantly update their educational resources and diversify their creative ideas, to attract trainees through these resources; programmes that faced this challenge were 21<sup>st</sup> Century Library St; Future Ready Information Professionals: Adapting Setbacks into Ideas and Opportunities; Scoala de Vara pentru bibliotecari; INELI-SSAf; AfLIA Leadership Academy; Annual Library Leadership Institute; Stepping into Leadership; CAVAl Library Leadership and Young African Library Innovators initiative.



### **i** Enhanced Networking and Funding:

*AfLIA raises money through a crowdsourcing platform to get funds for continuing the program. INELI-MENA-Egypt focused on connection and networking to secure sufficient funds for conventions, which alleviated costs for accommodation, meals, and transportation.*

### **i** Resource Improvements, and Content Re-evaluation:

*INELI learned from previous cohorts to refine programme content and structure, enhancing participant experience in subsequent iterations. Programmes like the 21st Century Library applied for additional funding and offered scholarships to participants, which helped mitigate issues with insufficient resources.*

**Diverse Participant Needs:** refers to the varying backgrounds, learning styles, experiences, and expectations of participants. Many programmes faced this challenge like the Young African Library Leaders Fellowship; APLAP President; INELI-ASEAN; International Library Leaders Programme; Inclusive Learning Spaces; Leadership Institute; Kaleidoscope Program (KP); Clore Fellowship; HBCU Library Alliance Leadership Program; CAVAL Library Leadership and the Mortenson Center for International Library Programmes.



### **Diverse Program Offerings:**

*Public Library Leadership Fellows Program (PLLeaders) designed a diverse programme that catered to the most pressing needs of participants, promoting engagement and completion.*

### **Flexibility in Scheduling and Format:**

*The Advancing Public Library Leadership Institute implemented flexible scheduling and prioritized core content, which allowed for better adaptation to participants' needs. Kotuku: LIANZA Emerging Leaders Programme offered flexible online sessions to accommodate various schedules, reducing scheduling conflicts.*

### **Tailored Support and Mentorship**

*Young African Library Leaders Fellowship addressed diverse participant needs through tailored support, including recording sessions for later review. INELI-MENA-Egypt engaged mentors from across the MENA region to provide tailored guidance to participants, helping them navigate complex concepts.*

**Technical Issues with Online Platforms:** refer to problems that participants may encounter while using digital tools and technologies to engage in the training. These issues can disrupt the learning experience and impact participant engagement. Some common examples that occurred in leadership programmes include the Young African Library Leaders Fellowship; APLAP President; INELI-ASEAN; INELI-MENA-Sudan; INELI-Oceania; INELI-SSAf; AfLIA Leadership Academy; Virtual Leadership Program and the International Network of Emerging Library Innovators (INELI).



### Supporting Digital Literacy

*INELI-SSAf addressed the resistance to new concepts and technical issues by teaching digital literacy in manageable chunks, making it easier for participants to engage with the content. INELI has dedicated a module that educates the participants on how to use the online platform and Moodle, INELI-MENA followed that approach.*

**Time Constraints:** refer to the difficulties that arise when the timing of training sessions does not align with participants' availability, this may occur especially with programmes implemented internationally, or regionally. It also refers to limitations on the duration and scheduling of training modules -if online- and sessions if it's face-to-face training. This was faced by many programmes such as APLAP President; Strengthening Innovative Library Leaders (SILL); Leadership Fellows Program; Intensive Learning Program (ILP); Leadership and Career Development Program (LCDP); Kaleidoscope Program (KP); South African Library Leadership Project (SALLP); The Young African Library Innovators, IYALI; Carnegie Library Lab; The Future Leaders Programme; INELI-ASEAN; Virtual Leadership Program; Kotuku: LIANZA Emerging Leaders Programme; Certificate in Executive Library Leadership and the PLA Leadership Academy.

### Adjusting timing and dates

*The Myanmar Library Association in delivering SILL programme reschedule the timeframe, the Enyiduru Creativity and Leadership Hub changed date.*



**Difficulty in measuring outcomes:** refers to challenges faced in assessing the effectiveness and impact of the training on participants due to lack of clear objectives; use of inconsistent evaluation methods; limited data collection tools; delayed impact and the difficulty in following up with the trainees. Many leadership programmes faced this challenge such as the International Library Leaders Programme; Future Ready Information Professionals: Adapting Setbacks into Ideas and Opportunities; Leadership Fellows Program; Intensive Learning Program (ILP); Coaching for Managers in Libraries; Clore Fellowship; CAUDIT Leadership Institute and Annual Library Leadership Institute.

**i Regular feedback mechanisms:**

*Utilizing surveys and evaluations allowed participants to express their concerns and suggestions, leading to actionable changes in the programme structure as APLAP President. Conducting annual feedback forms facilitated ongoing improvements based on participant insights as the International Library Leaders Programme.*

**Resistance to New Concepts:** refers to the reluctance or opposition participants may feel towards new ideas, practices, or methodologies introduced in a training program. Reasons for the resistance may vary due to fear of failure; limited understanding and cultural factors; programmes that faced that challenge were: INELI-MENA -Palestine; INELI-SSAf and AfLIA Leadership Academy.

**i Addressing the resistance to change**

*AfLIA addressed resistance to new concepts by consistently reiterating the reasons behind change and providing guidance on how to effectively manage it.*

# PARTICIPANTS' INSIGHTS





## VI. PARTICIPANTS' INSIGHTS

The responses indicated several suggestions from leadership programmes responsible for improving it:

### - Mentorship and Support:

- Mentors: Increase the number of mentors and implement collaborative projects with mentorship.
- Utilize alumni as mentors: Bring in experienced alumni to inspire current participants.
- Increasing mentorship interaction: enhance connections and guidance for participants.

### - Programme development and adaptation:

- Ongoing programme updates: ensure programmes include modern practices in library management.
- Frequent advertising: improve communication about available programmes to increase enrollment.
- Integration into the local context: root programmes in the community to address local needs and reduce costs.
- Feedback Loops and Self-Reflection: Regularly implement reflective practices to assess growth and adapt learning.

### - General Support and Sustainability

- Strong Partnerships: build connections with the business community for support.
- Intellectual and financial support: Seek sponsorships for participants and organisers.
- Community and financial resources: recognize that high costs can limit participation, especially in developing regions.

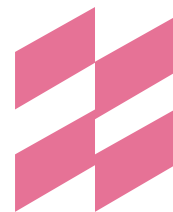


### - Diversity and Inclusion:

- Increase diversity efforts: actively reach underrepresented groups in library professions.
- Support early career professionals: emphasize career progression and provide tailored support for newcomers.

**INSIGHTS FROM  
INSPIRING  
PROGRAMMES**





## VII. INSIGHTS FROM INSFRING PROGRAMMES

### The ASEAN Public Libraries Information Network (APLiN)



The INELI-ASEAN is a programme run by the National Library of the Philippines to foster innovation and leadership for the public and national librarians in the ASEAN Region.

The project involves ASEAN member countries to leverage appropriate solutions that will enable public library leaders who share a common vision for economic, political, and socio-cultural development and integration, particularly focusing on and strengthening the capacities of public libraries in the region.

Because of the various challenges that the public libraries in the ASEAN region continuously face, such as, the lack of strong partnership and collaboration among them (specifically, the lack of a common and practical platform to enable easy access to vital information and a conducive venue for relevant knowledge and information exchange), the development of an effective and feasible mechanism to address the aforementioned issues and concerns became an imperative. That is why the INELI-ASEAN Project was instrumental in the identification, adoption, and innovation of strategies for developing leadership capacities and technical skills of public librarians. The INELI-ASEAN Project directly benefited 40 Innovators and Sponsors from the 10 ASEAN countries.

The ASEAN Public Libraries Information Network (APLiN) is a network, information hub, and common and practical platform where public libraries in Southeast Asia can connect. It is a mechanism that shall create future collaboration and partnerships among stakeholders within the region. It shall provide easy access to vital information and a conducive venue for relevant knowledge, information exchange, and best practices.



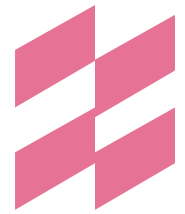
The ASEAN Public Libraries Information Network (APLiN) is the core goal of the International Network of Emerging Library Innovators – Association of Southeast Asian Nations (INELI-ASEAN) Project. It was a mechanism that creates future collaboration and partnerships among stakeholders in the region and it aimed to:

1. Build capacities and promote professional development, cooperation, collaboration, and partnerships of/among public librarians in the region,
2. Create a network of library innovators and decision-makers to propel and accelerate public library development in the context of the ASEAN Community,
3. Provide a venue for educated discussion and exchange on relevant issues affecting public libraries and national libraries in the region,
4. Provide a venue for sharing of resources and best practices among public libraries and national libraries in the region,
5. Develop exchange programs among national libraries in the region and create projects and activities to improve public library development in the region, and
6. Coordinate, collaborate, and partner with national libraries in the region and beyond and other library associations and networks who share similar advocacies.

## **Achievements and Efforts**

### **1. Professional Activities:**

- o Hosting webinars and conferences provide librarians with up-to date knowledge and trends in the field.



- o Featuring inspiring resource speakers like Christene Mackenzie (Former President of IFLA), Andreas Varheim (Professor of Library and Information Science), Emily Drabinski (immediate past president of ALA), and Ramune Petuchovaite (Manager, Public Library Innovation Programme - EIFL), who bring diverse expertise and insights.

## 2. Evaluation Framework:

Use of the Likert Scale for comprehensive feedback on:

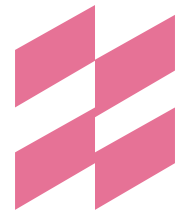
- Attendees' satisfaction with content and delivery.
- Speakers' performance in sharing relevant and actionable information.
- Knowledge gained and its applicability in future webinars.

## 3. Strategic Partnerships:

- o Collaborating with professional institutions such as embassies, IFLA, EIFL, and AFLI, strengthening APLiN's reach and influence.

### Impact

- Effective Learning: The diverse lineup of speakers ensures that attendees receive both theoretical and practical insights.
- Continuous Improvement: Feedback via the Likert Scale is implemented to allow APLiN to refine the content of webinars and adapt to participant needs.
- Expanding Networks: Partnerships ensure access to global resources, increased visibility, and mutual growth opportunities.



## INELI-MENA

**INELI-MENA** is an e-training leadership programme, implemented by the Arab Federation for Libraries and Information (AFLI) and funded by Global Libraries Initiatives (GL) at the Bill and Melinda Gates Foundation (BMGF). It aims to:

1. Support future Arab leaders in public and national libraries by developing and improving their skills & competencies.
2. Build an active regional e-learning network of emerging leaders in libraries in the Arab region.
3. Encourage cooperation between regional library associations and specialists in the field through a cooperative project.

### The programme consists of:

- Online activities: A Moodle website was created to provide the participants with the learning modules. The website offered a translated version of Global Libraries INELI content, including the following modules: building successful teamwork; innovation; using data; risk management; resolving conflict; change management; advocacy; libraries and development (SDGs); and team projects.
- In-Person Activities: INELI-MENA conducted two convenings in Germany & Egypt.
- Combined In-Person and Online Activities: innovators worked in teams to produce new, innovative services and programmes and implement them in their public libraries. Innovators implemented six projects for their communities: a library for homeless children; a human library; two marketing plans; a programme for developing talent; and a pre-school programme.

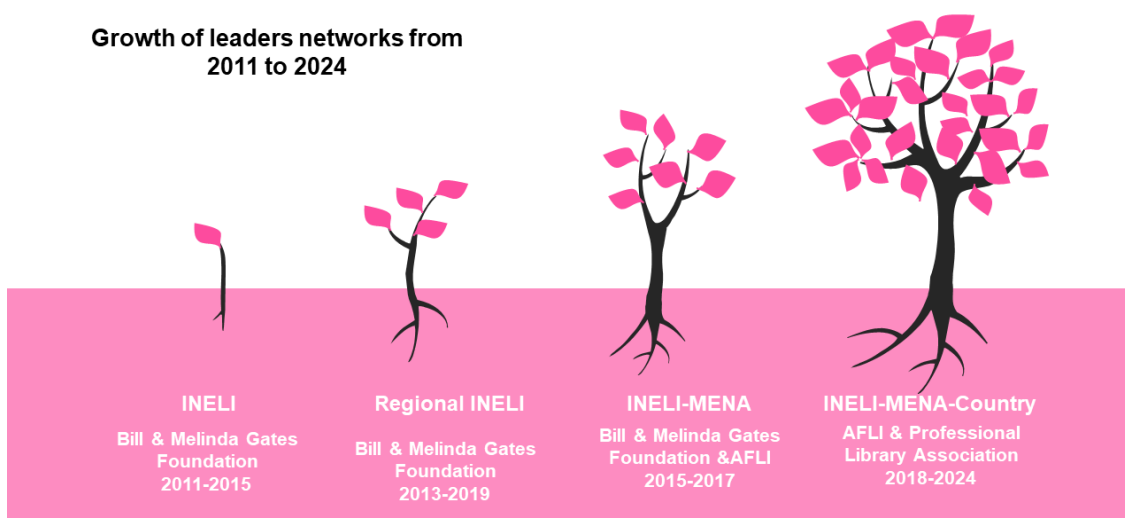


## Impact

INELI-MENA had its impact on innovators, library community and users, AFLI succeeded in sustaining the programme with the collaborative cooperation of library associations across Arab countries and INELI-MENA innovators, as upon the success of the program, INELI-MENA innovators took upon themselves to build national networks in their countries to deliver what they learned during the training programme to their colleagues, The five national networks are: INELI-MENA-Egypt<sup>1</sup>, INELI-MENA-Sudan, INELI-MENA-Tunisia, INELI-MENA Palestine, and INELI-MENA-Libya

The number of trained librarians in the five national networks exceeded 100 trainees (about 113 leaders) and is still growing.

## Network sustainability



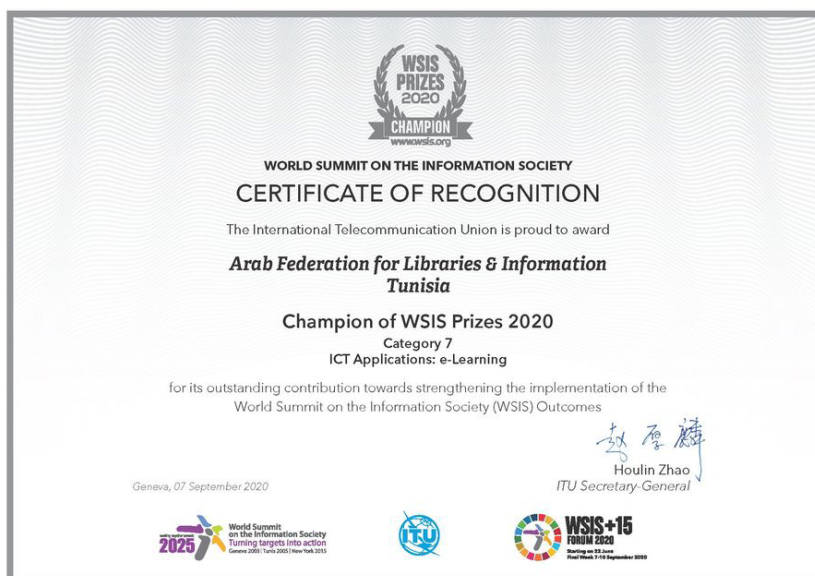
INELI-MENA is recognized as the 2020 WSIS Champion<sup>2</sup> in the e-learning category. It ranked among the top five projects in the world in

1 INELI-MENA-Egypt: librarians as motors of change: <https://blogs.ifla.org/cpdwl/2019/07/26/ineli-mena-egypt-librarians-as-motors-of-change/>

2 The WSIS Prizes contest was developed in response to requests from the WSIS stakeholders to create an effective mechanism to evaluate projects and activities that leverage the power of information and communication technologies (ICTs) to advance sustainable development. Since its inception, the contest of WSIS Prizes has attracted more than 300,000 stakeholders.



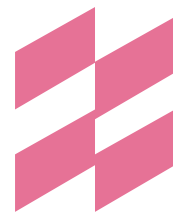
the e-learning category. The WSIS prize is a prestigious award from the [International Telecommunication Union](https://www.itu.int) (ITU).



## Reunion

As part of AFLI's role in sustaining INELI-MENA and the national networks, AFLI thought of gathering all the innovators from both INELI-MENA and the national networks in one e-training programme entitled SEEDS (Staff E-training on Emerging Technology & Developed Services). The e-training course focused on Emerging Technology and started on Jan. 14<sup>th</sup> till Mar. 6<sup>th</sup>, 2023. A call was sent to all innovators, 41 applied to join the course, and 29 innovators succeeded in finishing the course and obtaining their certificates, the other could not make it due to their work and families' responsibilities.

The course included the following topics: introduction to emerging technologies; emerging technology in libraries, Big Data; Artificial Intelligence; Virtual Reality (VR) & Augmented Reality (AR). Participants were asked to work in teams to complete an action plan to benefit from VR & AR applications in their libraries; Internet of Things (IOT), and concluded with feedback from the trainees which was very positive, as the skills acquired in this training have direct application to the needs of public libraries in the MENA regions.



It is worth mentioning that AFLI was the 2022 winner of the prestigious EBSCO Information Services Library Staff Development Award for implementing the SEEDS programme. The award is presented annually to a library organization whose application demonstrates the greatest merit for a programme of staff development designed to further the goals and objectives of the library organization.

### IYALI (2017-2024)<sup>3</sup>

The EIFL (Electronic Information for Libraries) vision<sup>4</sup> is a world in which everyone has the knowledge they need to achieve their full potential. IYALI is an EIFL Public Library Innovation Programme (EIFL-PLIP) initiative.

IYALI works by inspiring and building the capacity of young African public librarians to advance these aims through international learning experiences, knowledge-sharing, and professional networking.



The IYALI initiative aims to expose emerging African public library innovators to professional learning experiences and ideas from other countries. It is provided in innovative themes for the 6 years 2017-2024.

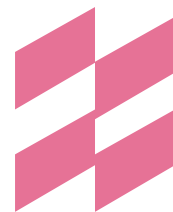


The key objective of the IYALI programme is to empower African public librarians by fostering peer connections with counterparts from other developing and transition economies. It also promotes knowledge exchange, advances technology-based services, and advocates for digital resources in public libraries.

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<sup>3</sup> <https://www.eifl.net/eifl-in-action/initiative-young-african-library-innovators-iyali>

<sup>4</sup> <https://zenodo.org/records/6536602>



The IYALI programme includes distinctive and unique professional trips and visits worldwide, including attending the NEXT LIBRARY conferences, and visiting influential community libraries (such as Mata Aksara Community Library in Indonesia), enabling participants to:

- Explore innovative public library practices globally,
- Sharing their experiences and discussions during unconference sessions,
- Networking with professionals worldwide at the IFLA Congresses, and
- Giving an ignite talk at an African librarians' conference and presenting a poster within the IFLA exhibition sessions.

These efforts emerged in collaboration with several institutions such as the African Library and Information Associations and Institutions (AfLIA), International Federation of Library Associations and Institutions (IFLA), Martynas Mažvydas National Library of Lithuania, Information Society Development Foundation (FRSI, Poland), National Library of Indonesia, Aarhus Public Libraries (Denmark), Tactical Tech (Germany), and ALA Public Library Association.

## Impact

The IYALI programme returned with a tangible impact on the outstanding participants regarding networking, reporting and programming, library statistics, impact assessment, and sharing inspiring ideas with leaders that enhanced the library practices. IYALI networking has facilitated the donation of library collections across African countries (e.g. from Cairo to Lusaka) and the delivery of knowledge-sharing sessions among libraries, strengthening collaboration and experiment exchange across the continent. This was one of the results of the EIFL's collaboration with libraries in 54 developing and transition countries<sup>5</sup>.

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<sup>5</sup> [https://www.eifl.net/sites/default/files/AnnualReport/eifl\\_ar\\_2023\\_web\\_hr.pdf](https://www.eifl.net/sites/default/files/AnnualReport/eifl_ar_2023_web_hr.pdf)



## Reunion

The EIFL-PLIP team is showing incredible efforts in providing reunion opportunities through:

- Awarding scholarships to IYALI participants, on a competitive basis, to attend the AfLIA conferences in 2018 and 2019 (six each year) and to share learnings from the IYALI programme with the broader library community in Africa,
- Organizing T-Breaks inviting selected IYALI alumni to join the panel list of speakers to share their unique experiments,
- Organizing virtual T-Breaks demonstrating highly needed topics such as digital skills training for young people, mobile information literacy, Digital Reading, Inclusive Library Services for Persons with Print Disabilities, and more
- Organizing two rounds of interactive and hands-on learning experiences of public library service innovations in selected developing and transition economy countries, and
- Sharing useful resources regularly.

## Leading Libraries: Transforming Library Leadership<sup>6</sup>

Leading Libraries is a transformative leadership programme developed by CILIP (Chartered Institute of Library and Information Professionals), the UK's professional body for library and information practitioners. The programme aims to prepare current and emerging library leaders to face modern challenges while driving innovation, equity, and sustainability in their organisations. Focuses on equipping library leaders with the tools and strategies to create inclusive, future-ready libraries.

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<sup>6</sup> <https://www.cilip.org.uk/page/Leading4Introduction1>



The programme is designed for Library and information professionals in leadership or managerial roles. Emerging leaders looking to advance their skills and those responsible for shaping the future of library services in their institutions.

In 2019 Libraries Connected was delighted to be awarded funding enabling it to commission the Transforming Leadership: Leading Libraries Programme (Leading Libraries).

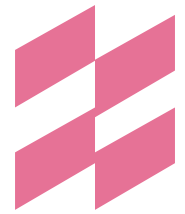
This 'Leading Libraries' series forms part of the 'legacy' of that programme, offering a wide range of online materials for anyone within the libraries service who wants to develop their leadership practice, regardless of role or seniority.

These materials were produced in 2020/21 for the Leading Libraries Programme by The Birmingham Leadership Institute at the University of Birmingham.

Leading Libraries was commissioned by Libraries Connected in partnership with CILIP (including the BAME network), CLOA and LGA. It was funded by Arts Council England, as part of the National Lottery Transforming Leadership programme.

The content and structure of the 'Leading Libraries' programme was designed with a strong emphasis on the value of diversity and the need for new, more inclusive, styles of leadership.

The Leading Libraries: Transforming Library Leadership programme offers a rich blend of workshops, training, peer learning, action learning projects, and mentorship to foster professional growth. Interactive sessions, delivered by experienced leaders and experts, cover essential topics such as strategic leadership, advocacy, and service innovation. Peer learning opportunities enable participants to share experiences and collaboratively develop solutions with fellow library professionals. A key feature of the programme is the action learning projects, where participants apply the concepts learned by undertaking real-world projects within their libraries.



Additionally, the programme provides access to mentorship, offering guidance and support from seasoned professionals in the library and information field.

### **Impact:**

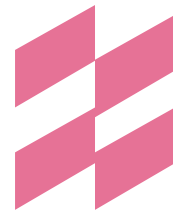
Leading Libraries: The Leadership Transformation Program in Libraries is a powerful programme that is transforming the way leadership and management are viewed in the library sector. It is a strong and distinguished programme due to the great care it has received from its founders. The programme provides participants with increased career opportunities through certifications and leadership experience that open doors to higher-level roles. The programme has enhanced participants' advocacy skills and taught them how to effectively communicate the value of libraries to decision-makers and communities and act as champions for the critical role libraries play in education, information equity, and community building and they implement strategies that ensure the long-term success and adaptability of library operations. They learn how to make sense of complex issues and create innovative solutions by working with others. It is worth noting that CLIP has launched two distinctive programs to support leadership and management, namely:

#### **1. Digital Leadership for Libraries**

Digital Leadership for Libraries is a free online training course consisting of five open-source modules created for public library workers, volunteers, and trainees. The modules aim to create engagement with the principles and values of being a digital leader in public libraries, and to unleash the potential of all public library workers and their services, to be confident digital leaders.

#### **2. Stepping into Leadership**

This course demonstrates that "leadership" is not limited to people at the "top" of organisations. Leadership qualities exist at all levels and this "Step into Leadership" programme helps improve leadership effectiveness.



## The Shared Leadership Program 2023<sup>7</sup>

The Shared Leadership Program 2023, organized by the State Library Victoria, is a specialized professional development initiative aimed at enhancing leadership skills and fostering collaboration among library professionals in Australia. This programme focuses on shared leadership principles, encouraging participants to collectively address challenges and innovate within the public library sector.

The programme structure is designed to provide a comprehensive and dynamic learning experience. It includes regular workshops that emphasize essential leadership skills, collaborative decision-making, and conflict resolution, while also addressing contemporary issues such as equity, sustainability, and community engagement in libraries. Team-based projects are a key component, allowing participants to collaborate in groups to design and present actionable solutions to significant challenges in the library sector. Personalized mentorship and coaching further enhance the programme, supporting participants in aligning their leadership goals with practical tools and strategies. The programme's hybrid format, which combines in-person gatherings with online components, ensures both accessibility and flexibility for participants, making it adaptable to diverse needs.

### Impact

- Empowered Library Leaders: Graduates of the programme gain the confidence and skills to lead collaboratively within their institutions.
- Innovative Solutions: Participants' projects often lead to actionable improvements in library services and community impact.
- Stronger Networks: The programme strengthens ties among library professionals, fostering long-term collaboration across the sector.

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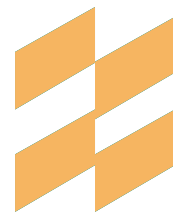
<sup>7</sup> State Library Victoria - Shared Leadership Program 2023. <https://www.slv.vic.gov.au/interact-with-us/scholarships-awards/shared-leadership-program>



The Shared Leadership Program 2023 exemplifies State Library Victoria's commitment to empowering library professionals and advancing the role of libraries as critical community hubs. It sets a benchmark for leadership development programs in the library sector.

# CONCLUSION





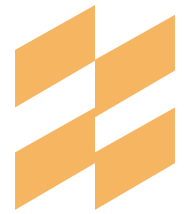
## VIII. CONCLUSION

This report aims to understand the leadership development landscape within the library, archives, museums, and related sectors. The findings from this extensive survey of 66 leadership programmes offer a clear picture of leadership initiatives' goals, structures, and outcomes across various geographical regions. By examining these programmes, the report highlights the significant role of leadership in driving innovation, operational effectiveness, and adaptability within libraries. It demonstrates how the profession is evolving to meet the challenges of a rapidly changing information environment.

The survey has demonstrated that the most frequently cited goal among the programmes is leadership development, with a focus on empowering individuals to lead and navigate the complex demands of their institutions. Other notable objectives, such as innovation, collaboration, networking, and community engagement, are also critical to fostering a well-rounded and forward-thinking leadership approach. The diverse range of target audiences, including public, academic, and national librarians, as well as archivists and museum professionals, illustrates the breadth of leadership development efforts, tailored to meet the needs of professionals at various stages of their careers.

The report also sheds light on the delivery modes of these programmes, with hybrid models being the most common, reflecting the increasing demand for flexible and accessible leadership training. Additionally, the importance of curriculum topics such as leadership and management, strategic planning, and change management underscores the need for library leaders to be equipped with practical, actionable skills that can drive institutional growth and transformation.

Financial accessibility emerges as another key theme, with a significant proportion of programmes offering scholarships, sponsorships, or free participation. Furthermore, the use of various learning assessment methods and success indicators, such as participant feedback, skill improvement, and career advancement, highlights the commitment of these programmes to measure their impact and continually refine their approach.



One of the most compelling findings is the positive feedback from participants, with the majority reporting an increase in confidence, improved professional skills, and enhanced leadership capabilities. Moreover, many participants took on new roles or responsibilities after completing their leadership training, reflecting the tangible benefits of these programmes in shaping the future leaders of the library field.

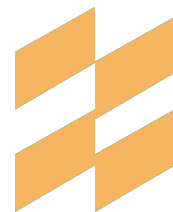
The report also identifies some challenges faced by leadership programmes, such as the need for more diverse offerings and the integration of new technologies. However, the inspiring examples highlighted demonstrate how these challenges are being addressed through innovative strategies and collaborative efforts across the global library community.

Based on the findings several key recommendations can be made to enhance leadership development in libraries and related fields, most notably:

Increase the accessibility of leadership development programmes by offering more scholarships, financial aid, and sponsorship opportunities to ensure that professionals from diverse backgrounds and regions can participate, regardless of financial constraints. Continue to support and expand hybrid and online delivery models to accommodate a wide range of learning preferences and geographic locations.

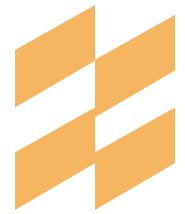
Integrate emerging topics, such as digital literacy, AI in libraries, and data privacy, into the curriculum of leadership development programmes, alongside traditional subjects. Alongside place a greater emphasis on practical, hands-on skills that participants can immediately apply in their roles, such as project management. By incorporating more real-world applications, library leaders will be better equipped to navigate day-to-day challenges.

Foster greater collaboration among international and regional library associations to share best practices, create joint leadership programmes, and provide cross-border networking opportunities for emerging leaders.



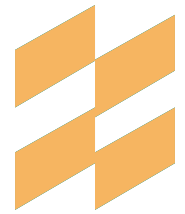
The leadership programmes should incorporate long-term tracking of alumni and measure the broader impact of training on career advancement and organisational change. Increase opportunities for professional networking, such as mentorship programmes and collaborative projects, to ensure that leadership development extends beyond formal training. Additionally, expand leadership training to include professionals outside traditional library roles, such as archivists, museum professionals, and technology experts, to cultivate a more inclusive and interdisciplinary approach to leadership.

Finally, the *Learning to Lead report* provides valuable insights into the state of leadership development in libraries and related fields. By identifying key trends, evaluating programme effectiveness, and offering recommendations for improvement, the report contributes to strengthening the library profession and stands as a vital resource for IFLA, library associations, and individual institutions, guiding the development of future leadership initiatives and supporting the ongoing professional growth of library leaders globally.

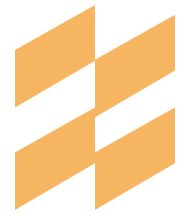


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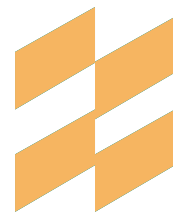
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## Appendices

### Appendix I: Survey Tool

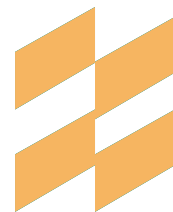
#### Introduction:

The Arab Federation for Libraries & Information (AFLI) is surveying leadership programmes in the library sector and related fields, on behalf of the International Federation of Library Associations and Institutions (IFLA), as AFLI has been contracted to lead a comprehensive review of leadership programmes within the library and related fields. The primary goal is to examine various approaches to these programmes, focusing on their goals, methods, and the impact they have achieved nationally, regionally and internationally.

Thank you for participating in this survey. Your insights will help assess the effectiveness and reach of leadership programmes offered in the field of librarianship and beyond. Your responses will be confidential and used for research purposes only.

#### Section 1: Organisation Information

1. Contact Person Filling the Survey:  
[Text Field]
2. Title/Position of Contact Person:  
[Text Field]
3. Organization:  
[Text Field]
4. Email of Contact Person:  
[Text Field]
5. Organisation website:  
[Text Field]



## Section 2: Programme Information

6. Title of the Leadership Programme:

[Text Field]

7. Name of the organiser /host Organisation/Institution:

[Text Field]

8. Where is the organisation located?

[Text Field]

9. What is the geographical coverage of the programme?

International

National

Regional

- If International, please specify the list of countries where participants came from in the most recent edition

[Text Field]

- If National and/ or Regional, please specify the country and the region

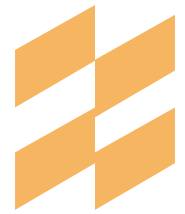
[Text Field]

10. What is the primary goal of your leadership programme?

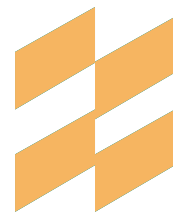
[Text Field]

11. Programme Duration:

[Text Field]



12. What is the expected time commitment for participants in your programme? (Please include both in-person/live elements and any additional work such as reading, project work, etc.)
- 1-3 hours per week
  - 4-6 hours per week
  - 7-9 hours per week
  - 10 hours or more per week
  - Other
13. First-time the programme was offered (mm-yyyy)  
[Text Field]
14. The date of the most recent edition of the programme (mm-yyyy)  
[Text Field]
15. Programme website (if applicable):  
[Text Field]
16. Implementation and/ or resource partners (If applicable):  
[Text Field]
17. Delivery Mode:
- In-person
  - Online
  - Hybrid
18. How often the programme is implemented (if applicable):
- Annual
  - Bi-annual
  - Monthly
  - More than One-time
  - One-time
  - Other (please specify): [Text Field]



19. Target Audience (Select all that apply):

- Public librarians
- National librarians
- Academic Librarians
- School librarians
- Archivists
- Museum Professionals
- Other (please specify): [Text Field]

20. Audience Career Level

- Early career/new professionals
- Senior management
- Mid-career
- All of the above
- Other (please specify): [Text Field]

21. The number of Participants in the Programme:

[Text Field]

### Section 3: Programme Content and Structure

22. Key Topics Covered (Select all that apply):

- Leadership and Management
- Strategic Planning
- Advocacy and Community Engagement
- Technology in Libraries/Archives/Museums
- Diversity and Inclusion
- Ethics in Librarianship/Archiving/Museum Studies
- Financial Management
- Change Management



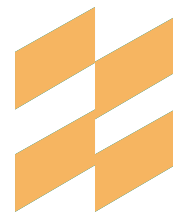
- Time Management
- Innovation Issues
- Risk Management
- Conflict Resolution
- Project Management
- Organizational Change
- Other (please specify): [Text Field]

23. Content Language(s) Used in the Programme (Select all that apply):

- Arabic
- English
- French
- Spanish
- Chinese
- German
- Russian
- Other (please specify): [Text Field]

24. Programme type:

- Fellowship (training spread over longer periods, 9 months to 3 years, with self-directed or group work in the intermediate periods that may or may not require virtual or in-person meetings)
- Residential (where participants come together in person to participate in training on consecutive days for a short period (more than 2 days))
- Workshop or series of workshops (where participants come together in person for a 1-day event or where a series of 1-day events are held over a longer period with no work or training in the intermediate period)
- Online training
- Other:



25. How do you manage participation fees for your programmes?  
(Select all that apply):

- Programmes are free for all participants
- Sliding scale fees based on participant income
- Fixed participation fee for all
- Scholarships or financial aid available
- Sponsorships or grants to cover costs
- Other (please specify): [Text Field]

26. Training methods in the programme (Select all that apply):

- Workshops
- Mentorship
- Case Studies
- Group field Projects
- Group research projects
- Group discussion
- Forums
- Online Modules
- Lectures
- Coaching
- Field trips
- Guest speakers
- Webinars
- Other (please specify): [Text Field]

27. Learning Assessment Methods (Select all that apply):

- Exams and Quizzes
- Project-Based Assessment
- External evaluator
- internal evaluator
- Self-Assessment
- Other (please specify): [Text Field]



## Section 4: Outcomes and Impact

28. What indicators do you use to measure success by the end of the programme? (Select all that apply)

- Participant Satisfaction
- Skill Improvement
- Career Advancement
- Increased Engagement in Professional Networks
- Others (please specify): [Text Field]

29. On the long term, how do you evaluate the effectiveness of the programme? (Select all that apply)

- Participant Feedback Surveys
- Follow-up Interviews
- Observation of Participant Performance
- Alumni Tracking
- Other (please specify): [Text Field]

30. Did participants report any changes in their professional practice after completing the programme?

Yes

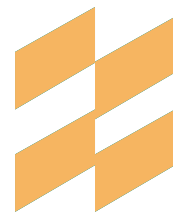
No

Not Sure

- If yes, answer the next question

31. List the key benefits experienced by participants (Select all that apply):

- Improved Professional Skills
- Improved Leadership Skills
- Enhanced Networking skills
- Greater Career Advancement
- Increased Confidence in Role
- Development of New Skills



- Expanded Professional Network
- Other (please specify): [Text Field]

32. Have you maintained contact with participants to monitor their progress and accomplishments after the programme?

- Yes
- No

- If yes, please describe the methods used to keep in touch:  
[Text Field]

33. Have participants taken on new responsibilities or roles after completing the programme?

- Yes
- No
- Don't know

If yes, please elaborate: [Text Field]

34. Have participants received any awards, scholarships, or grants after completing the programme?

- Yes
- No
- Don't know

If yes, please elaborate: [Text Field]

35. What challenges have you encountered in delivering the programme?

- Limited participant engagement.
- Time constraints for sessions
- Difficulty in measuring outcomes
- Balancing diverse participant needs
- Insufficient resources or materials
- Technical issues with online platforms
- Resistance to new concepts
- Maintaining consistency in delivery



- Feedback implementation challenges
- Scheduling conflicts among participants
- Non-completion/drop-outs
- Recruitment difficulties.
- Other (please specify): [Text Field]

36. How have you addressed or overcome the challenges you selected in delivering the programme?

[Text Field]

### Section 5: Additional Feedback

37. What suggestions do you have for improving leadership programmes in librarianship, and beyond?

[Text Field]

38. What additional topics or areas do you think should be included in these leadership programmes?

[Text Field]

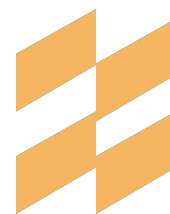
39. Are there any individuals or organizations you would recommend we speak with for further insights on leadership? Please provide their names and any relevant contact information if possible.

[Text Field]

40. Any additional comments or experiences you would like to share.

[Text Field]

Thank you for your time and valuable input! Your feedback will contribute significantly to enhancing leadership programmes in librarianship, archives, and museums globally.

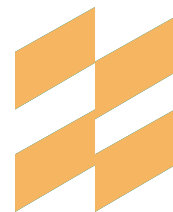


## Appendix II: Programmes Description

Programme Title	DESCRIPTION	URL
<b>2024 Strategic Library Leadership Development Program</b>	2024 Strategic Library Leadership Development Programme is national 1-year programme designed to prepare library leaders across New England to tackle the challenges and changes confronting libraries today and in the foreseeable future. By fostering strategic thinking, capabilities, and foundational leadership principles, participants will be empowered to lead their institutions proactively and innovatively.	<a href="https://www.libraryleadersinne.com/library-leadership-programs.html#/">https://www.libraryleadersinne.com/library-leadership-programs.html#/</a>
<b>21st Century Library</b>	21st Century Library is a national programme that lasts for 3-4 two day meetings, during 4 months, the primary goal is to teach and coach library managers, and directors, giving them tools for creating quality library services, including creating a good relationship with library owners (local governments), knowing about finances and strategic planning, development plans, vision, teaching about HR, communication, digital solutions, about user-centricity and service design.	<a href="https://www.creativitylab.ee/raamatukogukoolitused">https://www.creativitylab.ee/raamatukogukoolitused</a>
<b>Advancing Public Library Leadership Institute</b>	Advancing Public Library Leadership Institute is a national 2-year programme designed to expand and advance the leadership capacity of public library CEOs and managers. Launched in 2008, the programme has evolved with every cycle, adapting to current issues and changes in the landscape of Ontario public libraries, and is aimed at public library staff with leadership aspirations who meet at least one of the enrollment criteria.	<a href="https://www.olservice.ca/consulting-training/apli">https://www.olservice.ca/consulting-training/apli</a>
<b>AfLIA Leadership Academy</b>	AfLIA Leadership Academy is a leadership enhancement programme for African public library leaders at the middle management level. It's a regional programme that extends for 9 months.	<a href="https://web.aflia.net/aflia-leadership-academy-aflac/">https://web.aflia.net/aflia-leadership-academy-aflac/</a>
<b>ALA Emerging Leaders Program</b>	ALA Emerging Leaders Program is a national 6 month programme. It's a leadership development programme that enables newer library workers from across the country to participate in problem-solving work groups, network with peers, gain an inside look into ALA structure, and have an opportunity to serve the profession in a leadership capacity.	<a href="https://www.ala.org/educationcareers/leadership/emergingleaders">https://www.ala.org/educationcareers/leadership/emergingleaders</a>
<b>Annual Library Leadership Institute</b>	Annual Library Leadership Institute is a 4 day regional programme, it aimed to develop and enhance management and leadership qualities in academic and research librarians in the Asia Pacific region and to enhance collaboration and foster relations among academic and research libraries in the region.	<a href="https://lib.hku.hk/leadership/2024.html">https://lib.hku.hk/leadership/2024.html</a>
<b>APLAP President</b>	APLAP President is an international programme that extends 3 days of conference and 1 day as an annual general meeting. The programme's Primary Goal is to lead through improved collaboration and networking with Parliamentary Libraries in Asia and Pacific Countries.	<a href="https://www.asiapacificparllibs.org/">https://www.asiapacificparllibs.org/</a>
<b>Carnegie Library Lab</b>	Carnegie Library Lab is a national 2 years programme designed to foster innovation and leadership development in UK public libraries, enabling participants to implement innovative projects that positively impact library services and communities.	<a href="https://carnegieuk.org/publication/carnegie-library-lab-reflections-on-a-programme-for-public-libraries-2014-2020/">https://carnegieuk.org/publication/carnegie-library-lab-reflections-on-a-programme-for-public-libraries-2014-2020/</a>



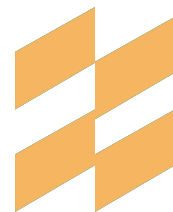
Programme Title	DESCRIPTION	URL
<b>CAUDIT Leadership Institute</b>	CAUDIT Leadership Institute is 1-week regional programme designed to enhance the leadership skills of Australian and New Zealand University information professionals. The programme has been developed for information technology, library and eResearch managers within higher education who aspire to senior leadership positions, and who have had several years of management experience.	<a href="https://www.caudit.edu.au/professional-development/caudit-leadership-institute/">https://www.caudit.edu.au/professional-development/caudit-leadership-institute/</a>
<b>CAUL Leadership Institute 2014</b>	CAUL Leadership Institute 2014 is a national 2 day programme, structured to provide senior library staff from Australian and New Zealand universities with strategic leadership skills	<a href="https://www.caul.edu.au/events/caul-leadership-institute-2018">https://www.caul.edu.au/events/caul-leadership-institute-2018</a>
<b>CAVAL Library Leadership</b>	CAVAL Library Leadership is national 1 year programme designed to develop and enhance leadership skills among library professionals.	<a href="https://www.caval.edu.au/">https://www.caval.edu.au/</a>
<b>Certificate in Executive Library Leadership</b>	The certificate in executive library leadership is an international programme designed for high-level library administrators with advanced degrees from non-LIS disciplines and provides a gateway to the full MLIS as a stackable, five-course module toward the 12-course/36-credit MLIS degree.	<a href="https://www.dom.edu/academics/majors-programs/certificate-executive-library-leadership">https://www.dom.edu/academics/majors-programs/certificate-executive-library-leadership</a>
<b>Clore Fellowship</b>	The Clore Leadership Programs is an international 9 month programme designed to inspire and equip leaders to have a positive impact on society through great leadership of culture. The Clore Fellowship is a tailored programme of leadership development. It aims to enrich and transform cultural practice and engagement through developing the individuals' leadership capacity.	<a href="https://www.cloreleadership.org/program/clore-fellowship/">https://www.cloreleadership.org/program/clore-fellowship/</a>
<b>Coaching for Managers in Libraries</b>	Coaching for Managers in Libraries is a national programme designed to enhance management and leadership skills for library professionals, focusing on effective team management and customer engagement strategies. This program, tailored specifically for the library environment, emphasizes practical skills such as performance management, behavior modification, and leadership best practices to support library staff and improve service quality.	
<b>Distinciones a Personalidades del Campo Bibliotecológico</b>	Distinctions to Personalities in the Library Field is a national and annual periodicity programme in Bolivia.	<a href="https://cpcib.wordpress.com/distinciones/">https://cpcib.wordpress.com/distinciones/</a>
<b>Emerging Library Leaders' Summer School for Asia-Pacific</b>	Emerging Library Leaders' Summer School for Asia-Pacific is a regional programme that aimed to share knowledge, provide insights and learn with other librarians to embrace the digital transformation of their libraries.	<a href="https://academy.smu.edu.sg/courses/emerging-library-leaders-summer-school-asia-pacific">https://academy.smu.edu.sg/courses/emerging-library-leaders-summer-school-asia-pacific</a>
<b>Enyiduru Creativity and Leadership Hub</b>	Enyiduru Creativity and Leadership Hub is a national programme which extends for a minimum of 1 year to foster creative writing, Leadership, and lifelong learning skills among children in Nigeria.	
<b>Future ready information professionals: adapting setbacks into ideas and opportunities</b>	Future Ready Information Professionals is a national programme and student mentorship. It extends for 12 weeks and aimed to overcome the gap in LIS students to encourage them to understand leadership dynamics and opportunities in the industry, and how to navigate the landscape.	



Programme Title	DESCRIPTION	URL
<b>HBCU Library Alliance Leadership Program</b>	HBCU Library Alliance Leadership Programme is a national 9 month programme designed to provide theoretical and practical instruction and useful resources to encourage the development of leadership skills within the HBCU library community and on their campuses through 4 phases. Phase 4 of the programme extended leadership skill development opportunities to a new group of HBCU libraries and support the ongoing development of those current and emerging leaders who participated in Phases 1 through 3.	<a href="https://hbculibraries.org/old-site/leadership.html">https://hbculibraries.org/old-site/leadership.html</a>
<b>IATUL Leadership Academy</b>	IATUL Leadership Academy is an international 1-year programme designed to help library managers develop insights on strategies and approaches to navigate the complex environment of university libraries.	<a href="https://www.iatul.org/events/leadership-academy.html">https://www.iatul.org/events/leadership-academy.html</a>
<b>Inclusive Learning Spaces</b>	Inclusive Learning Spaces is an international programme, which runs for 5 days on site in addition to virtual international collaboration that occurred everyday. The international training courses for school librarians.	<a href="https://myinvesteam.com/">https://myinvesteam.com/</a>
<b>INELI Balkans</b>	INELI Balkans is an international programme that extends for 3 years, the Future Library through the International Network of Emerging Library Innovators in the Balkan region (INELI-Balkans) connects emerging library leaders from 11 countries, encouraging them with training, networking and innovation awards to share knowledge, collaborate and experiment with new services.	
<b>INELI India and South Asia</b>	INELI India and South Asia is a regional programme that extends over 4 years to develop the leadership and innovative skills and qualities of Public Library professionals, through online and offline curricula, to foster innovations, disseminate knowledge services to diversified users in response to the changing needs of the community, and to advocate for policy changes that benefit the user community.	<a href="http://59.160.153.188/ineli-india-and-south-asia">http://59.160.153.188/ineli-india-and-south-asia</a>
<b>INELI Oceania</b>	INELI Oceania is a regional programme that provides 2 cohorts which are run for 2 years per each. It aimed to Identify, nurture, and develop innovative, emerging leaders in Australia, New Zealand and the South Pacific through an online learning programme and network opportunities	<a href="https://librarylearningspace.com/tag/ineli-oceania/">https://librarylearningspace.com/tag/ineli-oceania/</a>
<b>INELI-ASEAN</b>	INELI-ASEAN is a regional leadership programme that lasts for 3-years, it was provided for individuals working in public libraries.	<a href="https://iaprojectblog.wordpress.com/page-3/">https://iaprojectblog.wordpress.com/page-3/</a> <a href="https://nlv.gov.vn/ef-national-library-of-viet-nam-hosts-the-3rd-convening-of-the-international-networks-of-emerging-library-innovators-%E2%80%93-association-of-southeast-asian-nations-ineli-asean.html">https://nlv.gov.vn/ef-national-library-of-viet-nam-hosts-the-3rd-convening-of-the-international-networks-of-emerging-library-innovators-%E2%80%93-association-of-southeast-asian-nations-ineli-asean.html</a>



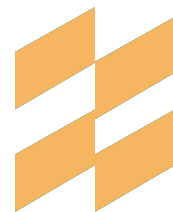
Programme Title	DESCRIPTION	URL
<b>INELI-MENA-Egypt</b>	The INELI-Egypt is a national programme aimed at cultivating and develop future Egyptian public library leaders and build a strong professional network to advocate for their libraries. The programme was provided in 2 cohorts (Cohort 1 extends for 1: 16 months & Cohort 2 extends for 2: 16 months).	<a href="http://ineli-mena.net">ineli-mena.net</a>
<b>INELI-MENA-LIBYA</b>	INELI-MENA-LIBYA is a national programme that lasts for 3 months to develop leadership skills for public and school librarians in Libya, it was also one of the outcomes from INELI - MENA regional programme.	<a href="http://ineli-mena.net">ineli-mena.net</a>
<b>Intensive Learning Program (ILP)</b>	The intensive Learning Program (ILP) is an international programme that runs for 8 months. The goal of the ILP is to strengthen strategic thinking and decision-making skills to ensure effective leadership of research libraries in a time of rapid, continuous change. The ILP was established to fill a need for just-in-time learning for those who are newer to senior leadership	<a href="https://www.arl.org/category/our-priorities/learning-at-arl/intensive-learning-program/">https://www.arl.org/category/our-priorities/learning-at-arl/intensive-learning-program/</a>
<b>International Leaders Program ILP</b>	International Leaders Program ILP is an international 2 year programme designed to develop leaders within the global library sector capable of effectively representing the profession internationally, with focuses on advocacy, policy development, and network building.	<a href="https://www.ifla.org/past-wlic/2015/past-express/2013/node/6144.html">https://www.ifla.org/past-wlic/2015/past-express/2013/node/6144.html</a>
<b>International Library Leaders Programme</b>	The International Library Leaders Programme The programme is an international programme that runs for 1 week, it was set up to respond to regular requests they get for professional visits to the British Library, as well as a strategic priority to play a highly visible role in international professional leadership and skills development.	<a href="http://www.bl.uk">www.bl.uk</a> (a new page will launch in November with the information on next year's programme)
<b>International Network for Emerging Library innovators Middle East and North Africa - Palestine (INELI-MENA-Palestine)</b>	INELI - Middle East and North Africa / Palestine Network is a national programme which lasts for 4 months, it was one of the outcomes of the regional programme INELI - MENA that encouraged library leaders in different countries to start their networks on the national level.	<a href="http://ineli-mena.net">ineli-mena.net</a>
<b>International Network of Emerging Library Innovators - Middle East &amp; North Africa -Sudan (INELI-MENA-SUDAN)</b>	(INELI-MENA-Sudan) is a national 1-year programme designed to develop and improve the skills of 20 emerging public library leaders in Sudan, it encourages cooperation between the local library association and those interested and specialized in the field of libraries in Sudan through a cooperative project. It aimed to strengthen the role of public libraries and the national library in achieving the sustainable development goals.	<a href="http://ineli-mena.net">ineli-mena.net</a>
<b>International Network of Emerging Library Innovators - Middle East &amp; North Africa - Tunisia (INELI-MENA-Tunisia)</b>	INELI-MENA-Tunisia is a national 6 month programme designed to develop future leaders in Tunisian public libraries by encouraging them to create new services that suit the changing needs of beneficiaries. The programme includes training in leadership; innovation and working with others in the field of libraries, creating and testing new service models and involving community members and other stakeholders in the design and evaluation of library services.	<a href="http://ineli-mena.net">ineli-mena.net</a>



Programme Title	DESCRIPTION	URL
<b>International Network of Emerging Library Innovators - Middle East &amp; North Africa (INELI-MENA)</b>	INELI - MENA is a regional programme. It was launched to cultivate and develop future Arab public library leaders and build a strong professional network to advocate for all libraries; enhance the standards and services of public libraries across the region and ensure that all librarians are ready to support the SDGs. The programme extends for 2 and half years.	<a href="https://ineli-mena.net/">https://ineli-mena.net/</a>
<b>International Network of Emerging Library Innovators (INELI)</b>	INELI is an initiative of the Global Libraries initiative at Bill and Melinda Gates Foundations (BMGF). It is an online and in-person two-year leadership programme that allows emerging library leaders to explore new ideas and learn from each other. It aims to create an international pool of future library leaders to build and sustain public libraries throughout the world; explore or address global library issues that have the potential to stimulate, expand, or improve public library service and enhance the leadership skills of new professionals from a variety of countries to enable them to redefine public libraries for the future to meet the unique needs of the people in their respective countries.	
<b>International Network of Emerging Library Innovators, sub-Saharan Africa (INELI-SSAf)</b>	INELI-SSAf is a regional programme that extends for 2 years. It is meant to support the transformation of public libraries into engines of development by training librarians to gain skills that will drive innovative library services as well as build a network that is like a Community of Practice that would enable them support one another.	<a href="https://web.aflia.net/ineli-ssaf/">https://web.aflia.net/ineli-ssaf/</a>
<b>Jay Jordan IFLA/OCLC Early Career Development Fellowship Program</b>	The Jay Jordan IFLA/OCLC Early Career Development Fellowship is an international 4 week programme that aims to provide international librarians with the opportunity to learn about library practices, enhance their skills, and network with peers and experienced professionals.	<a href="https://www.oclc.org/en/about/awards/ifla-fellowship-program.html">https://www.oclc.org/en/about/awards/ifla-fellowship-program.html</a>
<b>Kaleidoscope Program (KP)</b>	The Kaleidoscope Programme is an international programme that runs for 2 years and aims to: Create a scholars-centered community of BIPOC leaders in research libraries & archives. Support the persistence of Scholars in memory & information graduate programs; facilitate connections between scholars and emerging and established leaders in research libraries & archives; prepare Scholars to navigate post-degree professional settings; provoke critical inquiry and action toward just and equitable research information environments.	<a href="https://www.arl.org/category/our-priorities/diversity-equity-inclusion/kaleidoscope-program/">https://www.arl.org/category/our-priorities/diversity-equity-inclusion/kaleidoscope-program/</a>
<b>Kotuku: LIANZA Emerging Leaders Programme</b>	Kotuku: LIANZA Emerging Leaders is an 8 month national programme established to develop the leadership potential of emerging library professionals in New Zealand, with a focus on self-awareness, collaboration, and leadership skills.	<a href="https://www.slanza.org.nz/uploads/9/7/5/5/9755821/kotuku_talk_-_slanza.pdf">https://www.slanza.org.nz/uploads/9/7/5/5/9755821/kotuku_talk_-_slanza.pdf</a>
<b>Leadership and Career Development Program (LCDP)</b>	The ARL Leadership & Career Development Program is a thirteen-month hybrid fellowship that aims to create a community of IBPOC leaders in research libraries and archives that builds upon the existing knowledge and skills of the fellows while encouraging critical exploration of fellows' individual awareness and attitudes as well as facilitating fellows' development and advancement of their leadership goals. IBPOC were noted to be underrepresented in leadership positions within research libraries; additionally, there were limited opportunities for direct, systemic support/development.	<a href="https://www.arl.org/category/our-priorities/diversity-equity-inclusion/leadership-and-career-development-program/">https://www.arl.org/category/our-priorities/diversity-equity-inclusion/leadership-and-career-development-program/</a>



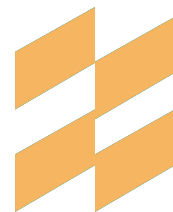
Programme Title	DESCRIPTION	URL
<b>Leadership Fellows Program</b>	The Leadership Fellows Program (LFP) is an international programme, it's a 13-month hybrid experience that provides the next generation of senior and executive leaders with exceptional opportunities for growth in research libraries and archives. Through a multifaceted curriculum, peer and individual mentoring, self-assessment, executive coaching, and site visits, the LFP builds upon each participant's foundations and enhances skills to develop innovative and successful leaders of complex organizations. Participants also form a lifelong community of supportive colleagues that extends far beyond the programme.	<a href="https://www.arl.org/category/our-priorities/learning-at-arl/arl-leadership-fellows-program/">https://www.arl.org/category/our-priorities/learning-at-arl/arl-leadership-fellows-program/</a>
<b>Leadership Institute</b>	Leadership Institute is an international one-week programme, it was established to build leadership capability in the GLAM sector, focusing on aspiring and emerging leaders. The residential programme started in 1995, with a shorter and less intense virtual programme added in 2021.	<a href="https://aurorafoundation.org.au/programs#institute">https://aurorafoundation.org.au/programs#institute</a>
<b>Leading Libraries: Transforming Library Leadership</b>	Leading Libraries: Transforming Library Leadership is a national 30 month programme designed to address the lack of diversity in leadership roles within UK public libraries by developing the leadership skills of underrepresented groups.	<a href="https://www.cilip.org.uk/page/LeadingLibrariesLanding">https://www.cilip.org.uk/page/LeadingLibrariesLanding</a>
<b>LIBER Emerging Leaders: International Development Programme for Tomorrow's Library Leaders</b>	LIBER Emerging Leaders programme is an international 1 year programme, it is aimed at the next generation of senior leaders: people who are already in positions of senior management but wish to enhance their leadership qualities further in preparation for taking on the next big challenge—that of taking responsibility for leading an organization through changing times.	<a href="https://libereurope.eu/event/liber-emerging-leaders-programme-cohort-6/">https://libereurope.eu/event/liber-emerging-leaders-programme-cohort-6/</a>
<b>Libraries Lead Forum</b>	Libraries Lead Forum is a regional programme that lasts for 3-4 days of the forum and annual workshops to empower librarians by showcasing library trends and challenges and providing examples from around the world on how to overcome these challenges.	<a href="https://www.qnl.qa/en/libraries-lead-2024">https://www.qnl.qa/en/libraries-lead-2024</a>
<b>Library Leaders Program 2024/25</b>	The Library Leaders programme is a national 6 month programme that is aimed to inspire future library leaders who are passionate about public libraries and IKCs and want to build on their leadership skills, knowledge, confidence, and networks needed to lead vibrant public libraries now and into the future.	<a href="https://plconnect.slq.qld.gov.au/library-leaders-program">https://plconnect.slq.qld.gov.au/library-leaders-program</a>
<b>Library Orientation Program for Managers</b>	Library Orientation is a professional development programme tailored for people in management or leadership positions that encompass libraries and who come from non-library disciplines. Through the programme, participants can strengthen their professional network connections, become better informed about libraries to 'ask the right questions', and develop a greater appreciation of libraries and the critical role they play in communities, enabling them to advocate more effectively for libraries.	<a href="https://plconnect.slq.qld.gov.au/blog/library-orientation-community-and-cultural-services-leaders">https://plconnect.slq.qld.gov.au/blog/library-orientation-community-and-cultural-services-leaders</a>



Programme Title	DESCRIPTION	URL
<b>Metropolitan Libraries Learning Circle</b>	The MetLib learning circle facilitates new forms of learning and networking within the MetLib community. The learning circle focuses on how libraries build partnerships with local residents, civil society, businesses and philanthropies. Build international networks and access cutting-edge library innovations worldwide	<a href="https://www.ifla.org/g/metropolitan-libraries/metlib-learning-circle/">https://www.ifla.org/g/metropolitan-libraries/metlib-learning-circle/</a>
<b>Mortenson Center for International Library Programs</b>	Enhance Leadership Capacity Equip participants with the necessary skills and knowledge to become effective leaders in their respective libraries and communities. Promote International Collaboration Foster a global network of library professionals who can share best practices, experiences, and innovations in the field. Support Professional Development Provide participants with opportunities for personal and professional growth through workshops, discussions, and hands-on experiences. Encourage Community Engagement Inspire fellows to engage with their local communities and advocate for the value of libraries and information services.	<a href="https://www.library.illinois.edu/mortenson/associates/">https://www.library.illinois.edu/mortenson/associates/</a>
<b>Next Level Library Leadership Institute.</b>	The NLLLI programme is national 2 year programme designed to build upon the foundation of the Sunshine State Library Leadership Institute (SSLLI), it is an opportunity for SSLLI graduates to target specific areas of professional growth, consult with leadership experts through one-on-one coaching sessions, and collaborate with fellow library leaders.	<a href="https://dos.fl.gov/library-archives/library-development/education/next-level/#purpose">https://dos.fl.gov/library-archives/library-development/education/next-level/#purpose</a>
<b>Northern Exposure to Leadership Institute (NELI)</b>	Northern Exposure to Leadership Institute (NELI) is a national programme which extends for an intensive 1 week followed by ongoing mentorship and networking. It provides leadership development for mid-career library professionals across Canada, helping them transition into senior leadership roles.	
<b>PLA Leadership Academy</b>	PLA Leadership Academy is 4 day international programme. The primary goal of the PLA Leadership Academy is to empower public library professionals to become innovative and successful leaders of change, shifting their libraries from an internal approach focused on organizational operations to an external approach focused on community needs.	<a href="https://www.ala.org/pla/education/inperson/leadershipacademy">https://www.ala.org/pla/education/inperson/leadershipacademy</a>
<b>Professional Development Program for Librarians</b>	The Professional Development Program for Librarians is a national 6 month programme in Ukraine that designed to focus on enhancing the skills and competencies of library staff amid rapid technological and societal changes. This programme includes various initiatives aimed at improving digital literacy and professional training for librarians.	
<b>Public Library Leadership Fellows Program (PLLeaders)</b>	Public Library Leadership Fellows Program (PLLeaders) is 15 months national programme, it was developed to prepare and support the next generation of public library leaders in the 21st century and the challenges they face. The programme was established to address the need for future leadership in public libraries, particularly in light of changing community needs and library services.	<a href="https://plleaders.ca/">https://plleaders.ca/</a>



Programme Title	DESCRIPTION	URL
<b>Public Library Management Diploma</b>	Public Library Management Diploma is an international 6 month programme, it was designed to strengthen librarians' competencies and skills of public library staff to manage their libraries in line with the vision of the National Public Library System. This allows them to position better their services and improve access to culture in their communities.	<a href="http://www.iberbibliotecas.org">www.iberbibliotecas.org</a>
<b>Scoala de Vara pentru bibliotecari</b>	Scoala de Vara pentru Biblioteca is a national programme that is run over 1-2 weeks to provide support for new librarians to become leaders in the profession.	
<b>Shared Leadership Program 2023</b>	The programme is focused on increasing the leadership capabilities of participants, now and for the future, through theoretical, practical, and experiential learning opportunities.	<a href="https://www.slv.vic.gov.au/interact-with-us/scholarships-awards/shared-leadership-program">https://www.slv.vic.gov.au/interact-with-us/scholarships-awards/shared-leadership-program</a>
<b>South African Library Leadership Project (SALLP)</b>	SALLP is a national programme, which extends for several months to strengthen leadership skills and capacities among South African librarians and improve their ability to drive change and innovation in their communities.	
<b>Stepping into Leadership</b>	Stepping into Leadership is a national 18 month programme designed to foster innovation and leadership in public libraries by supporting professional and personal development.	<a href="https://www.cilip.org.uk/page/carnegieleadership">https://www.cilip.org.uk/page/carnegieleadership</a>
<b>Strengthening Innovative Library leaders (SILL)</b>	SILL is a regional programme over 2 days, it provided leadership training for public and community librarians around Myanmar. The curriculum was developed by the Mortenson Center for International Library Programs with great assistance from the Bill & Melinda Gates Foundation and library training providers around the world, including Myanmar.	<a href="https://www.library.illinois.edu/mortenson-leadership/">https://www.library.illinois.edu/mortenson-leadership/</a>
<b>Taking the Lead</b>	Taking the Lead is a national 5 month programme. This initiative aims to enhance leadership skills among library professionals by providing training in various aspects of library management and leadership. The programme combines theory with practical applications, encouraging participants to engage with real-world challenges faced in the library sector.	
<b>The Archives Leadership Institute (ALI)</b>	The Archives Leadership Institute (ALI) is a 1-year national programme designed to develop strong, visionary leaders within the archival profession who can influence and shape the future of the field. ALI focuses on equipping mid-career archivists with leadership skills that are specific to the challenges and opportunities in the archival and information science sectors.	<a href="https://www.archivesleadershipinstitute.org/">https://www.archivesleadershipinstitute.org/</a>
<b>The Future Leaders Programme</b>	The Future Leaders Programme is a national 1-year programme designed to develop leadership and management skills for the next generation of leaders in the library and information profession.	

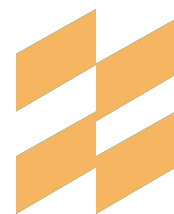


Programme Title	DESCRIPTION	URL
<b>Virtual Leadership Program</b>	Virtual Leadership Programme is an international 7 week programme, Aurora's Virtual Leadership Programme has been designed for those who are unable to attend the Leadership Institute or who prefer the flexibility of online learning.	<a href="https://aurorafoundation.org.au/programs#virtual">https://aurorafoundation.org.au/programs#virtual</a>
<b>Young African Library Innovators, IYALI</b>	IYALI is an EIFL Public Library Innovation Programme (EIFL-PLIP) initiative. The programme total duration is 45 days through 6 years. The initiative aims to expose emerging public library innovators in Africa to professional learning experiences and ideas from other countries. The key goal of the IYALI programme is to provide African public librarians an opportunity to connect with their peers from other developing and transition economy countries and learn from each other. Moreover, the programme aims to accelerate the introduction of new technology-based services, and increase advocacy for digital resources in public libraries.	<a href="https://www.eifl.net/eifl-in-action/initiative-young-african-library-innovators-iyali">https://www.eifl.net/eifl-in-action/initiative-young-african-library-innovators-iyali</a>
<b>Young African Library Leaders Fellowship</b>	Young African Library Leaders Fellowship is a regional programme that extends for 1 year. The programme aimed to nurture the next generation of library leaders in Africa by providing them the opportunity, skills, and network to lead the transformation of libraries into vibrant spaces towards achieving sustainable development plans.	



## Appendix III: Partners

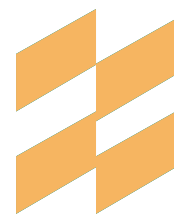
Programme Title	Partners
<b>21st Century Library</b>	Private companies as teachers and resources (financial) come from the Estonian Ministry of Culture strategic partners' program
<b>Advancing Public Library Leadership Institute</b>	The Government of Ontario through the Ministry of Tourism, Culture, and Gaming is gratefully acknowledged University of Waterloo, Department of Communication, Leadership and Social Innovation Professional Service
<b>AfLIA Leadership Academy</b>	Global Libraries Initiative of the Bill and Melinda Gates Foundation, Public Library Association, USA]
<b>Annual Library Leadership Institute</b>	Elsevier, Nki, igroup, ProQuest; Fudan University Library
<b>APLAP President</b>	UNDP/DFAT/MFAT/Japan
<b>CAVAL Library Leadership</b>	Exlibris/ Monica Redden, Annie Talve
<b>Certificate in Executive Library Leadership</b>	The American Library Association (ALA)
<b>Clore Fellowship</b>	a-n supports visual arts fellowships. Art Fund supports Course bursaries for regional curators. Arts Council England, Arts Council of Ireland, Arts and Humanities Research Council (AHRC), Calouste Gulbenkian Foundation, Chevening, Clore Duffield Foundation, Dancers' Career Development (DCD), Esmée Fairbairn Foundation, The Gatsby Charitable Foundation, Heritage Fund, Hong Kong Arts Development Council, John Ellerman Foundation, The Linbury Trust, The National Trust, and Tees Valley Combined Authority.
<b>Distinciones a Personalidades del Campo Bibliotecológico</b>	EI CPCIB
<b>Emerging Library Leaders' Summer School for Asia-Pacific</b>	SMU Faculty and SMU Librarians are instructors; Engage an external facilitator via SMU Academy; Taylor and Francis for Sponsorship; Other local libraries for library visits, panel discussions, mentoring, scholarship awards committee
<b>IATUL Leadership Academy</b>	Thammasat University Bangkok /TUM Executive Education Centre
<b>Inclusive Learning Spaces</b>	Erasmus+ partners
<b>INELI India and South Asia</b>	Bill and Melinda Gates Foundation through MSSRF



Programme Title	Partners
<b>INELI Oceania</b>	Stakeholders: ALIA, LIANZA, National and State Libraries of Australasia (NSLA), State Library Queensland, Public Libraries Victoria Network, Yarra Plenty Regional Library, Auckland City Libraries Funders: BMGF, NSLA, PLVN, SLQ, National Library of NZ, National Library of Australia
<b>INELI-ASEAN</b>	ASEAN national libraries, local government units, library associations, publishers
<b>INELI-MENA-Egypt</b>	The Egyptian Library Association and IDEAS NGO in Colorado.
<b>INELI-MENA-LIBYA</b>	Libyan Association for Libraries, Information and Archives
<b>International Network for Emerging Library Innovators Middle East and North Africa (INELI-MENA-Palestine)</b>	Qalqilya Municipality, and Arab Federation for Libraries and Information (AFLI)
<b>International Network of Emerging Library Innovators - Middle East &amp; North Africa Sudan (INELI-MENA-SUDAN)</b>	Founder: Arab Federation for Libraries and Information (AFLI) Partner: The Sudanese Association for Libraries and Information, the AL- Faisal Cultural Center
<b>International Network of Emerging Library Innovators - Middle East &amp; North Africa - Tunisia (INELI-MENA-Tunisia)</b>	Convening host: National Library of Tunisia
<b>International Network of Emerging Library Innovators - Middle East &amp; North Africa (INELI-MENA)</b>	Naseej Academy; Alzad for Digital Archiving; Egyptian Library Association; Jordan Library and Information Association; Lebanese Library Association; Federation for books friends; Sudanese Association for Library and Information); Egypt's Society for Culture & Development (ESCD).
<b>International Network of Emerging Library Innovators (INELI)</b>	The Global Libraries Initiative (GL) of the Bill & Melinda Gates Foundation
<b>International Network of Emerging Library Innovators, sub- Saharan Africa (INELI-SSAf)</b>	Bill and Melinda Gates Foundation
<b>Leading Libraries: Transforming Library Leadership</b>	Birmingham Leadership Institute, University of Birmingham
<b>Libraries Lead Forum</b>	SLA, Mortenson center for international library program, IFLA.
<b>Library Leaders Program 2024/25</b>	Queensland Public Library Association (QPLA), an Smarty Grants.
<b>Library Orientation Program for Managers</b>	Australian Library and Information Association



Programme Title	Partners
<b>Mortenson Center for International Library Programs</b>	Endowment from C.Walter and Gerda B. Mortenson, individual donors, the University of Illinois Foundation, Mellon, Carnegie, MacArthur, Open Society Institute, Getty Foundation, Bill & Melinda Gates Foundation
<b>Next Level Library Leadership Institute</b>	The Sunshine State Library Leadership Institute. The programme is funded by the Institute of Museum and Library Services under the provisions of the Library Services and Technology Act.
<b>Northern Exposure to Leadership Institute (NELI)</b>	CULC and various Canadian library associations (EBSCO, Counting Opinions, INGRAM: Coutts Library Services, Gale, YBP, Carr Mclean, Gibson Library Connections, OCLC, United Library Services, West Canadian Graphics, SirsiDynix, Blackwell's)
<b>PLA Leadership Academy</b>	AfLIA, Bill and Melinda Gates Foundation, Adam Goodman (Northwestern University)
<b>Professional Development Program for Librarians</b>	Ukrainian Library Association
<b>Public Library Leadership Fellows Program (PLLeaders)</b>	iSchool at the University of Toronto
<b>Public Library Management Diploma</b>	The Alberto Hurtado University
<b>Shared Leadership Program 2023</b>	Sue Upton and John Martin of Upton Martin Consulting
<b>South African Library Leadership Project (SALLP)</b>	Bill and Melinda Gates Foundation
<b>Stepping into Leadership</b>	Carnegie UK Trust partnered with various library networks and professionals across the UK and Ireland.
<b>The Archives Leadership Institute (ALI)</b>	The National Historical Publications and Records Commission (NHPRC), a statutory body affiliated with the National Archives and Records Administration (NARA)
<b>The Future Leaders Programme</b>	Society of College, National and University Libraries (SCONUL), Universities and colleges Information systems association (UCISA), British Library, British Universities Finance Directors Group (BUFDG)
<b>The Young African Library Innovators, IYALI</b>	African Library and Information Associations and Institutions (AfLIA), The International Federation of Library Associations and Institutions (IFLA), Aarhus Public Libraries, and American Public Library Association (PLA).
<b>Virtual Leadership Program</b>	Personified Foundation

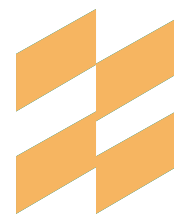


## Appendix IV: International & Regional Programmes

Programme Title	Coverage	Countries
<b>2024 Strategic Library Leadership Development Program</b>	National	New England region comprises six states in the Northeastern United States: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont.
<b>21st Century Library</b>	National	Estonia is in Europe
<b>Advancing Public Library Leadership Institute</b>	National	Northern Ontario, and two provincial organizations (OLA and OLS) Canada
<b>AfLIA Leadership Academy</b>	Regional	Africa - Botswana, Ghana, Kenya, Nigeria, Seychelles, Madagascar, Namibia, Zambia, South Africa, Tanzania, Gambia, Uganda
<b>ALA Emerging Leaders Program</b>	National	United States
<b>Annual Library Leadership Institute</b>	Regional	Hong Kong, mainland China, Taiwan, Singapore, Japan, and other countries in the region Asia Pacific region
<b>APLAP President</b>	International	Countries in Asia and the Pacific, including New Zealand and Australia
<b>Archives Leadership Institute (ALI)</b>	National	United States
<b>Carnegie Library Lab</b>	National	Uk and Ireland
<b>CAUDIT Leadership Institute</b>	Regional	Australia and New Zealand
<b>CAUL Leadership Institute 2014</b>	National	Australia
<b>CAVAL Library Leadership</b>	National	Australia, New Zealand
<b>Certificate in Executive Library Leadership</b>	International	Worldwide
<b>Clore Fellowship</b>	International	India, Hong Kong, Lebanon, Mexico, China, Egypt and Brazil.
<b>Coaching for Managers in Libraries</b>	National	Germany
<b>Distinciones a Personalidades del Campo Bibliotecologico</b>	National	Bolivia
<b>Emerging Library Leaders' Summer School for Asia-Pacific</b>	Regional	Asia-Pacific
<b>Enyiduru Creativity and Leadership Hub</b>	National	Nigeria
<b>Future Leaders Programme</b>	National	United Kingdom
<b>Future ready information professionals: adapting setbacks into ideas and opportunities</b>	National	Zambia
<b>HBCU Library Alliance Leadership Program</b>	National	USA
<b>IATUL Leadership Academy</b>	International	Thailand, Philippines, Brunei, Malaysia
<b>Inclusive Learning Spaces</b>	International	Indonesia, Malaysia, Nigeria, Japan, Finland, Croatia, Portugal, Germany, Sweden, USA, UK



Programme Title	Coverage	Countries
<b>INELI Balkans</b>	International	Greece, Albania, Bosnia and Herzegovina, Croatia, North Macedonia, Kosovo, Montenegro, Romania, Serbia and Slovenia.
<b>INELI India and South Asia</b>	Regional	India and South Asia
<b>INELI Oceania</b>	Regional	Australia, New Zealand, Fiji, Papua New Guinea, Timor-Leste, Vanuatu
<b>INELI-ASEAN</b>	Regional	All countries in the ASEAN Region
<b>INELI-MENA-Egypt</b>	National	Egypt
<b>INELI-MENA-LIBYA</b>	National	Libya
<b>Intensive Learning Program (ILP)</b>	International	USA, Canada
<b>International Leaders Program ILP</b>	International	Countries include members from China, Latvia, Colombia, Serbia, Egypt, USA, Mexico, Senegal, Philippines
<b>International Library Leaders Programme</b>	International	Over the past four editions, we've had people from 25 different countries. This year's edition included delegates from Australia, Azerbaijan, Brazil, Bulgaria, Canada, Germany, India, Malaysia, Netherlands, Peru, Slovakia, Switzerland, Trinidad & Tobago, and USA.
<b>International Network for Emerging Library innovators Middle East and North Africa- Palestine (INELI-MENA- Palestine)</b>	National	Palestine
<b>International Network of Emerging Library Innovators - Middle East &amp; North Africa - Tunisia (INELI-MENA-Tunisia)</b>	National	Tunisia
<b>International Network of Emerging Library Innovators - Middle East &amp; North Africa (INELI-MENA)</b>	Regional	Egypt; Sudan; Libya; Tunisia; Algeria; Morocco; Palestine; Lebanon; Jordan; Saudi Arabia; United Arab Emirates; Oman; Qatar; Bahrain; Yemen
<b>International Network of Emerging Library Innovators - Middle East &amp; North Africa Sudan (INELI-MENA-Sudan)</b>	National	Sudan - Khartoum
<b>International Network of Emerging Library Innovators (INELI)</b>	International	Cohort1: Botswana, Egypt, Kenya, South Africa, Uganda, China, Philippines, Denmark, England, Germany, Greece, Scotland, Sweden, USA, Australia, New Zealand, Brazil. Cohort2: Botswana, Senegal, Uganda, India, Nepal, Taiwan, Vietnam, Belgium, Bulgaria, Denmark, Finland, Germany, Greece, Latvia, Netherlands, Poland, Serbia, Haiti, Jamaica, USA, Australia, New Zealand, Colombia



Programme Title	Coverage	Countries
<b>International Network of Emerging Library Innovators, sub- Saharan Africa (INELI-SSAf)</b>	Regional	Africa - Botswana, Gambia, Ghana, Kenya, Malawi, Namibia, Nigeria, Seychelles, South Africa, Tanzania, Zambia, Zimbabwe
<b>Jay Jordan IFLA/OCLC Early Career Development Fellowship Program</b>	International	From more than 40 countries from Africa, Asia, the USA, South America, and Central America
<b>Kaleidoscope Program (KP)</b>	International	USA, Canada
<b>Kotuku: LIANZA Emerging Leaders Programme</b>	National	New Zealand
<b>Leadership and Career Development Program (LCDP)</b>	International	USA, Canada
<b>Leadership Fellows Program</b>	International	USA, Canada
<b>Leadership Institute</b>	Regional	Australia, New Zealand
<b>Leading Libraries: Transforming Library Leadership</b>	National	United Kingdom
<b>LIBER Emerging Leaders: International Development Programme for Tomorrow's Library Leaders</b>	International	Europe continent and beyond
<b>Libraries Lead Forum</b>	Regional	Qatar and Middle East countries
<b>Library Leaders Program 2024/25</b>	National	Australia
<b>Library Orientation Program for Managers</b>	Regional	Queensland, Australia
<b>Metropolitan Libraries Learning Circle</b>	International	Canada, China, Croatia, Finland, India, Netherlands, Oman, USA
<b>Mortenson Center for International Library Programs</b>	International	More than 90 countries from Asia, Africa, and South America
<b>Next Level Library Leadership Institute.</b>	National	The NLLLI is an opportunity for SLLI students to pursue additional professional growth in leadership skills.
<b>Northern Exposure to Leadership Institute (NELI)</b>	National	Canada
<b>PLA Leadership Academy</b>	International	Participants generally come from various countries for this program. (USA, Africa...)
<b>Professional Development Program for Librarians</b>	National	Ukraine
<b>Public Library Leadership Fellows Program (PLLeaders)</b>	National	Canada
<b>Public Library Management Diploma</b>	International	Chile, Costa Rica, Colombia, Mexico, and Brazil.
<b>Scoala de Vara pentru Bibliotecari</b>	National	Romania, CEE
<b>Shared Leadership Program 2023</b>	National	Staff employed in Victorian public libraries and State Library Victoria.



Programme Title	Coverage	Countries
<b>South African Library Leadership Project (SALLP)</b>	National	South Africa
<b>Stepping into Leadership</b>	National	UK and Ireland
<b>Strengthening Innovative Library Leaders (SILL)</b>	National	Myanmar
<b>Taking the Lead</b>	National	New South Wales, Australia
<b>Virtual Leadership Program</b>	International	
<b>Young African Library Innovators, IYALI</b>	International	Algeria, Ghana, Kenya, Namibia, South Africa, Tanzania, Uganda, Zambia, Cameroon, Egypt, Nigeria, Sierra Leone, and Zimbabwe.
<b>Young African Library Leaders Fellowship</b>	Regional	African countries. Over the past 4 cohorts, we have 100 fellows from 19 African countries.



**International  
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