

Connecting Diaspora for Development (CD4D) Final Report

October 2019

Charlotte Mueller

Dr. Katie Kuschminder

Maastricht Graduate School of Governance (MGSoG)



Contents

List of abbreviations	II
List of figures	III
List of tables.....	III
Acknowledgments.....	IV
1 Introduction.....	1
2 Key concepts.....	3
3 Data and methodology	5
4 Overview of main diaspora expert characteristics	8
5 Main findings and recommendations	12
5.1 Overall experience.....	12
5.2 Knowledge transfer methods.....	13
5.3 Contributions and changes through CD4D.....	17
5.4 Enablers and barriers.....	21
5.4.1 Enablers and barriers to knowledge transfer.....	21
5.4.2 Enablers and barriers to contributions to capacity development and changes through CD4D...	30
5.5 CD4D’s contributions to establishing and maintaining connections	33
5.6 Other experiences by diaspora experts and staff at host institutions	35
6 Conclusion and summary of recommendations.....	38
References	42
Appendix.....	V
Appendix A: UNDP Framework for measuring capacity	V
Appendix B: Summary of main findings – CD4D Iraq.....	VI
Appendix C: Participant Baseline Survey	XII
Appendix D: Participant Post-assignment Survey	XXI
Appendix E: Participant One-year Survey.....	XXVIII
Appendix F: Colleague survey	XXXVII

List of abbreviations

COL	Colleague
DE	Diaspora Expert
MAN	Manager
ToR	Terms of Reference
FGS	Federal Government of Somalia
KRG	Kurdistan Regional Government

List of figures

Figure 1: Gender of CD4D diaspora experts, by country	8
Figure 2: Age of participants at baseline, per country	9
Figure 3: Country of residence of participants at baseline	9
Figure 4: Highest completed education at baseline, per country	10
Figure 5: Employment status prior to first CD4D assignment, per country.....	11
Figure 6: Relevance of assignment, per country	11
Figure 7: Colleagues' rating of their overall experience with the diaspora expert.....	12
Figure 8: Diaspora experts' post-assignment motivation to make positive changes in their country of assignment.....	13
Figure 9: Activities performed 'often' and 'very often', according to CD4D diaspora experts.....	14
Figure 10: Activities performed 'often' and 'very often', according to colleagues	14
Figure 11: Example 1	15
Figure 12: Example 2	16
Figure 13: Amount learnt from CD4D diaspora expert	17
Figure 14: Colleagues' application of CD4D participant's knowledge transfer activity's output at least weekly	18
Figure 15: Implementation of the diaspora experts' suggestions	18
Figure 16: Diaspora experts' impact on colleague's level of confidence in job	19
Figure 17: Change of job satisfaction since the CD4D diaspora expert arrived at the host institution...	19
Figure 18: Change of work environment since the CD4D diaspora expert arrived at the host institution	20
Figure 19: Barriers experienced ,often' or ,very often'	22
Figure 20: Potential barriers, colleague perspective.....	24
Figure 21: Frequency of contact with connections diaspora expert established	34
Figure 22: Post-assignment contact with diaspora expert, according to colleagues	34
Figure 23: Communication with staff at former host institution.....	35

List of tables

Table 1: Participants, host institutions and assignments, by country	2
Table 2: Interviews, by country	5
Table 3: Respondents of various surveys, by country	6

Acknowledgments

We would like to thank Adri Zagers and Zia Gulam from IOM Den Haag as well as the IOM teams in Afghanistan, Ethiopia, Iraq, Sierra Leone and Somaliland for their support during the data collection. We would also like to thank Craig Loschmann, Sarah Langley, Talitha Dubow and Zoë Ogahara as well as everyone who provided research assistance for this project for their excellent work.

1 Introduction

Previous research has demonstrated that migrant and diaspora populations can make positive contributions to countries of origin and countries of destination (Castles & Miller, 2009; Kuschminder, 2011, 2014; Levitt, 1998; Siar, 2014). **Diaspora return for knowledge transfer** is one of several ways that migrants may positively contribute to development in their country of origin (Newland & Patrick, 2004). Diaspora members are often regarded as ideal actors for development due to their **in-between advantage and their strong willingness to contribute to their country of origin** (Brinkerhoff, 2016). During the last decade, the growth of diaspora engagement policies, origin country diaspora institutions, and programmes by international organisations show that the promotion of such engagement by country of origin and country of destination governments and international organisations has gained significant popularity (Gamlen, 2014).

The Connecting Diaspora for Development (CD4D) Project is one example of a **diaspora return programme** carried out by an international organisation. The **International Organization for Migration (IOM) in The Netherlands** has implemented CD4D from Mid-2016 to Mid-2019. As a continuation of IOM's Temporary Return of Qualified Nationals (TRQN) Project, the programme links diaspora members with Dutch residency to institutions in their countries of origin. This is done via assignments conducted in person with organisations in **Afghanistan, Ethiopia, Ghana, Iraq, Morocco, Sierra Leone and Somalia**.¹ The Dutch Ministry of Foreign Affairs funds the project.

The programme focuses on **capacity development through knowledge transfer and the creation of connections**. Knowledge transfer is a central pillar of capacity development (UNDP, 2010, see Appendix A). The four core issues of the UNDP framework to measure capacity development are institutional arrangements, leadership, knowledge and accountability. Knowledge provides the capacity for individuals to have the skills to be able to perform new tasks and improve their work. Diaspora participants in CD4D thus contribute to capacity development through knowledge transfer activities. In this study we focus on knowledge transfer sent by the diaspora participants and address capacity development through the discussion of what knowledge transfer is received by colleagues and host institutions, and how CD4D participants lead to changes in colleagues work and within host institutions.

Knowledge transfer can therefore be understood as one core aspect of capacity development. As knowledge transfer can be regarded more tangible than capacity development as a whole, this study focuses on knowledge transfer to assess CD4D's contribution to capacity development.

Interventions concentrate on selected, mainly public sector organisations within specific target sectors in selected countries. By focusing on certain host institutions, the project aims to create sustainable impacts on an institutional level. With CD4D, IOM follows a **demand-driven approach** by selecting project participants based on the needs identified at the selected organisations. The project also aims to foster cooperation and long-term engagement by establishing and maintaining "connections between diaspora experts and representatives of host institutions", "connections between institutions in the Netherlands and host institutions" and "connections between diaspora experts themselves" (IOM, 2018).

As Table 1 shows, 86 diaspora experts conducted assignments in Afghanistan, Ethiopia, Iraq, Sierra Leone and Somalia². Thereby, diaspora experts placed in Somalia make up about half of all participants.

¹ A separate report was prepared for Ghana and sent to IOM in March 2019.

² IOM operates CD4D in Mogadishu and Hargeisa. In this report, we distinguish between FGS (Federal Government of Somalia) to refer to placements conducted in Mogadishu and Somaliland to refer to the self-declared state of Somaliland. Fieldwork was only conducted in Somaliland.

Table 1: Participants, host institutions and assignments, by country

Country	CD4D diaspora experts		Host institutions		Assignments	
	#	%	#	%	#	%
Afghanistan	11	12.79	4	10.26	15	8.47
Ethiopia	11	12.79	6	15.38	24	13.56
Iraq	9	10.47	6	15.38	10	5.65
Sierra Leone	14	16.28	7	17.95	42	23.73
Somalia (FGS & Somaliland)	41	47.67	16	41.03	86	48.59
Total	86	100	39	100	176	100

This study was **commissioned by IOM The Netherlands** and forms part of the 3.5-year assessment of the CD4D Project. The report presents the main findings based on data collected between 2016 and 2019.

The study focuses on the experiences of host institutions, colleagues, and participants in the CD4D Project, and, in particular, on the following research questions:

1. What forms of knowledge are transferred and how often?
2. What barriers to knowledge transfer are experienced and how often?
3. What changes are implemented through CD4D at the host institutions?

Following from this introduction, Chapter 2 provides a summary of key concepts underlying this study. Chapter 3 then outlines data and methodology. Chapter 4 presents the main characteristics of CD4D Project participants, as reported in the baseline survey. The fifth chapter focuses on the main findings and recommendations resulting from the evaluation overall. It is divided into six sections, addressing overall experiences, how knowledge is transferred, what changes are implemented, and what barriers are experienced with regards to knowledge transfer and changes through CD4D, as well as how CD4D contributes to establishing connections between diaspora experts and representatives at host institutions and connections between institutions in the Netherlands and institutions in the target countries and other experiences during CD4D. A separate summary of findings has been prepared for CD4D in Iraq. It can be found in Appendix B. Conclusions and a summary of recommendations following from this report are outlined in the final chapter.

2 Key concepts

Definitions of key concepts are provided in this section, based on the comprehensive and interdisciplinary literature review that was conducted in the first phase of this evaluation.³

Diaspora	A broad diaspora definition is applied here, following IOM's definition which defines diaspora as "Migrants or descendants of migrants whose identity and sense of belonging, either real or symbolic, have been shaped by their migration experience and background. They maintain links with their homelands, and to each other, based on a shared sense of history, identity, or mutual experiences in the destination country." (Sironi, Bauloz & Emmanuel, 2019, p. 47). The term diaspora here is referring more to migrants in the wider sense (first as well as second generation). We assume that diaspora characteristics, such as dispersion, homeland orientation and boundary maintenance, do not necessarily apply here and that whether a CD4D diaspora expert identifies as a diaspora member depends on the individual.
Diaspora engagement	Diaspora engagement can be defined as migrants' contributions to their country of origin. Contributions can take a variety of forms, ranging from maintaining contact with family and friends, sending remittances individually or collectively, over investments and trade, to volunteerism, skills transfer and entrepreneurship. Diaspora engagement may take place in the country of origin as well as the country of destination and through longer or shorter returns as well as virtually. ⁴
Knowledge	Following a broad definition, we define knowledge as "literally what people know" (UNDP, 2010). Knowledge includes job or sector specific knowledge, scientific or technical knowledge, communication skills, and cultural and social skills and behaviours. Knowledge is generally divided into explicit and tacit knowledge.
Explicit knowledge	Explicit knowledge is defined as knowledge that may be codified and transmitted through a systematic language. Examples of explicit knowledge include words, sentences, reports, assessments, patents, databases and computer programs.
Tacit knowledge	Tacit knowledge is defined as knowledge that is difficult to articulate and codify as it is highly personal, context-dependent and complex. Examples of tacit knowledge include intuition, leadership, decision-making and language.

³ Literature used for this section includes Argote & Ingram (2000), Bender & Fish (2000), Davenport & Prusak (1998), Fahey & Prusak (1998), Gmelch (1980), Goh (2002), Inkpen (1998), Joia & Lemos (2010), King (2009), Levin & Cross (2004), Polanyi (1966), R. King (2000), Wang (2014). For a detailed discussion of the literature, refer to the literature review which was developed at the beginning of the evaluation (Langley & Kuschminder, 2016).

⁴ See, for example: Brinkerhoff, (2016), Newland (2010), Newland & Patrick (2004), Newland & Plaza (2013); Newland, Terrazas & Munster (2010); Plaza & Ratha (2011).

Knowledge transfer Knowledge transfer is a multi-stage process of an individual's or group's experiences (also referred to as sender) affecting another individual or group (also referred to as receiver). To hold value, transferred knowledge should impact behaviours, policies, processes and practices within the recipient party. Knowledge transfer might be enabled or inhibited by certain factors. These factors can be assessed at the individual, organisational, and the national level. A variety of methods exist to transfer knowledge. As with knowledge, explicit and tacit knowledge transfer methods can be distinguished.⁵

Capacity development⁶ Capacity development can be defined as a multi-level "process through which the abilities of individuals, institutions, and societies to perform functions, solve problems, and set and achieve objectives in a sustainable manner are strengthened, adapted and maintained over time." (UNDP, 2010, p. 32) This includes three levels which influence each other: (1) enabling environment, (2) organisational level, (3) individual level. In this study, the focus is on capacity development on the individual and organisational level. Knowledge is one of the four core issues of capacity development and has mostly been fostered on the individual level. On the organisational level, capacity development mostly refers to "internal structure, policies and procedures that determine an organization's effectiveness" (UNDP, 2009, p. 11).⁷

⁵ Examples of explicit knowledge transfer methods include formal trainings/bootcamps, manuals and up-to-date documentation and memos or guidance notes. Best practice meetings, mentoring/coaching, on-the-job training targeted work assignments and teamwork encouragement are examples of tacit knowledge transfer methods. For more detail see Langley & Kuschminder (2016).

⁶ There has been a shift by international organisations towards the use of the term capacity development instead of capacity building in an attempt to recognise already existing capacities. UNDP has adopted a clear distinction between capacity building and capacity development, defining capacity building as "A process that supports only the initial stages of building or creating capacities and assumes that there are no existing capacities to start from." (UNDP, 2009, p. 54). Yet, in practice, the terms capacity building and capacity development are still often being used interchangeably.

⁷ See: Isaza, Herrera, Lozano, Mendez & Balanzo (2016), UNDP (2009, 2010), Whittle, Colgan & Rafferty (2012), Zamfir (2017).

3 Data and methodology

For this study, data was collected through in-depth interviews with staff at selected host institutions as well as through interviews with CD4D diaspora experts. This was complemented by surveys with diaspora experts and colleagues at the host institutions and stakeholder interviews.

Table 2: Interviews, by country

Country	FW I		FW II		FW III		Diaspora Experts		Stakeholders		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
Afghanistan	22	21.15	11	16.92	14	12.84	8	14.29	3	14.29	58	16.34
Ethiopia	26	25.00	8	12.31	21	19.27	8	14.29	6	28.57	69	19.44
Iraq	-	-	-	-	18	16.51	4	7.14	-	-	22	6.20
Sierra Leone	32	30.77	31	47.69	31	28.44	9	16.07	9	42.86	112	31.55
Somalia (FGS)	-	-	-	-	-	-	4	7.14	-	-	4	1.13
Somalia (Somaliland)	24	23.08	15	23.08	25	22.94	23	41.07	3	14.29	90	25.35
Total	104	100	65	100	109	100	56 ⁸	100	21	100	355	100

- **Interviews at host institutions-** Institutional data was collected through interviews with management staff and colleagues conducted during three rounds of fieldwork in the target countries.
 - Baseline fieldwork (FW I – Time 0) was completed in the five target countries (Afghanistan, Ethiopia, Ghana, Sierra Leone and Somalia/Somaliland) between November 2016 and March 2017. A total of 25 institutions were included in the baseline evaluation, comprising around five institutions per country. The baseline study identified the main characteristics, strengths and challenges of selected host institutions, as well as their motivation to host CD4D-assignments and their expectations for the project (Mueller, Kuschminder & Langley, 2017).
 - Two rounds of interviews on the experience of host institutions in the CD4D project were then conducted in 2018 and 2019 to be able to compare between Time 1 and 2 and assess changes that were implemented. The second round of fieldwork (from November 2017 and March 2018) was completed again in all five target countries (FW II – Time 1). A total of 20 institutions have been included in the second round of data collection, comprising between two to seven institutions per country. In the mid-term report (Mueller & Kuschminder, 2018) the research team reported on participant and colleague characteristics and experiences of host institutions and experiences of participants in the CD4D Project at that point of the evaluation. During the final round of fieldwork (FWIII – Time 2) from January to March 2019, 91 interviews were conducted.
 - For FWII and FWIII, the interviews were conducted with staff at higher management level henceforth referred to as ‘managers’ and staff who worked with the CD4D diaspora experts who will be referred to as ‘colleagues’. Managers were interviewed to gain a broader understanding of the organisation’s strengths and challenges before the CD4D Project and benefits of CD4D as well as challenges during CD4D. Colleagues were interviewed to understand knowledge transferred from the receiver perspective. The interviews with colleagues were conducted to a greater extent than initially planned in response to the issues experienced with the colleague survey.

⁸ Additionally, a second interview was conducted with four participants who conducted assignment in Hargeisa, Somaliland and with one participant who conducted an assignment in Ethiopia.

- **Interviews with CD4D diaspora experts-** CD4D diaspora experts were interviewed to understand knowledge transferred from the sender perspective.
 - The participants were generally contacted for an interview after the end of an assignment. Interviews took place via Skype, phone, or in-person in the Netherlands. A few interviews with diaspora experts were also conducted in the assignment countries as participants were still in the country at the time of the researcher’s visit. This was particularly the case for Somaliland.
 - Interviews take place on a voluntary basis and not all diaspora experts have been available. Yet, as Table 2 shows, 61 interviews with 56 CD4D diaspora experts have been conducted. This means around 65 per cent of all participants have been interviewed.
 - The interview guide used in the research evolved through the interview process and focused on the motivation and pre-assignment experiences with regard to diaspora return and knowledge transfer, general assignment information, institutional environment and institution’s work culture, knowledge transfer, contributions to change on an organisational level, participant’s personal development and CD4D Project feedback.

- **Stakeholder interviews-** Stakeholder interviews were conducted in Afghanistan, Ethiopia, Sierra Leone and Somaliland to better understand the structural conditions and governance of diaspora and return which can have a key influence on the knowledge transfer process.

Table 3: Respondents of various surveys, by country⁹

Country	Baseline		Post-assignment		One-year		Colleagues		Total	
	#	%	#	%	#	%	# ¹⁰	%	#	%
Afghanistan	7	11.48	10	11.11	3	15.00	12	15.19	32	12.70
Iraq	3	4.92	-	¹¹	-	-	-	-	3	1.19
Ethiopia	10	16.39	18	20.00	1	5.00	24	30.38	54	21.43
Sierra Leone	12	19.67	18	20.00	7	35.00	6	7.59	43	17.06
Somalia (FGS)	11	18.03	10	11.11	3	15.00	6	7.59	30	11.90
Somalia (Somaliland)	18	29.51	34	37.78	6	30.00	31	39.24	90	35.71
Total	61	100	90	100	20	100	79	100	252	100

- **Participant surveys-** In addition to the interviews, participants were sent a baseline survey before the start of their first assignment as well as a post-assignment survey after the end of each assignment. 61 baseline and 90 post-assignment participant surveys have been completed (see Table 3). All participants who completed their last assignment about one year ago were also sent a one-year survey. This data complements the qualitative data generated from the participant

⁹ The unit of analysis for the baseline survey is at the individual level meaning information is recorded for each CD4D participant prior to their assignment. Alternatively, the unit of analysis for the post-assignment survey and for the colleagues survey is per assignment resulting in potentially multiple assignments per participant.

¹⁰ For Ethiopia and Somaliland the UM researchers received one additional survey each, adding up to a total of 81 submissions. Yet, two of these observations contained a very high number of missing values and were therefore excluded. Other observations have missing values for a few variables, these observations have been included nonetheless as excluding all observations that have a missing value in one variable would reduce the sample size and introduce additional bias.

¹¹ The post-assignment survey was only completed by one participant who was not available for an interview. Therefore, the number of survey responses is too small to be representative of the Iraq case and have been excluded from the analysis.

interviews. As Table 3 shows, only 90 post-assignment surveys were received which is a response rate of around 50 per cent and constitutes an important limitation.

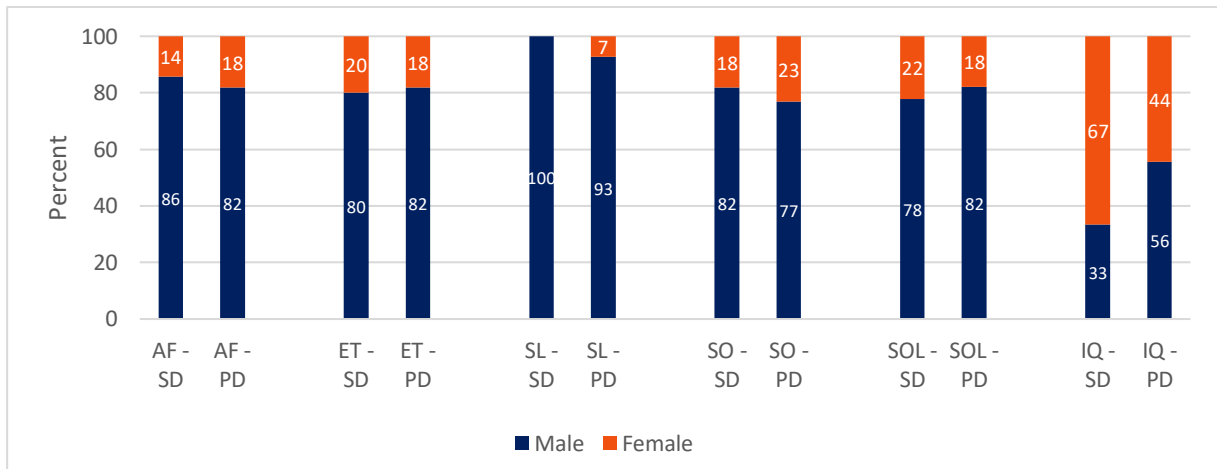
- **Colleague surveys-** A similar approach to the participant surveys was attempted with colleagues at the host institutions. However, several challenges were experienced. A detailed summary of challenges can be found in the Mid-Term report (see Section 3 of the report). As explained in the Mid-Term Report, the UM team designed a new colleague survey in Mid 2018 which was implemented in cooperation with IOM local staff members until 2019 in an attempt to address the challenges previously encountered. This survey was distributed as a word-file via Email or brought to colleagues by IOM staff as a paper version. Response rates improved, although they were still lower than preferred and a second challenge was the respondents' comprehension to understand the questionnaire and complete it themselves. In particular, there were some issues with skip patterns (e.g. non-missing values where there should have been missing values considering the skip patterns). A total of 79 colleague survey submissions were received. The questionnaires for all four surveys can be found in the appendix.

4 Overview of main diaspora expert characteristics

This section summarises the main socio-demographic characteristics of the 61 diaspora experts who completed the baseline survey. It is therefore important to note that this is not representative of all CD4D participants.

- **Higher share of male diaspora experts-** The CD4D Project has a higher percentage of male participants than female participants, as illustrated in Figure 1. The share of female participants was only higher in Iraq where four out of nine participants were female. Figure 1 shows gender of CD4D diaspora experts by country, using survey as well as project data. There are slight differences between those two sources as not all CD4D diaspora experts completed the baseline survey.

Figure 1: Gender of CD4D diaspora experts, by country¹²

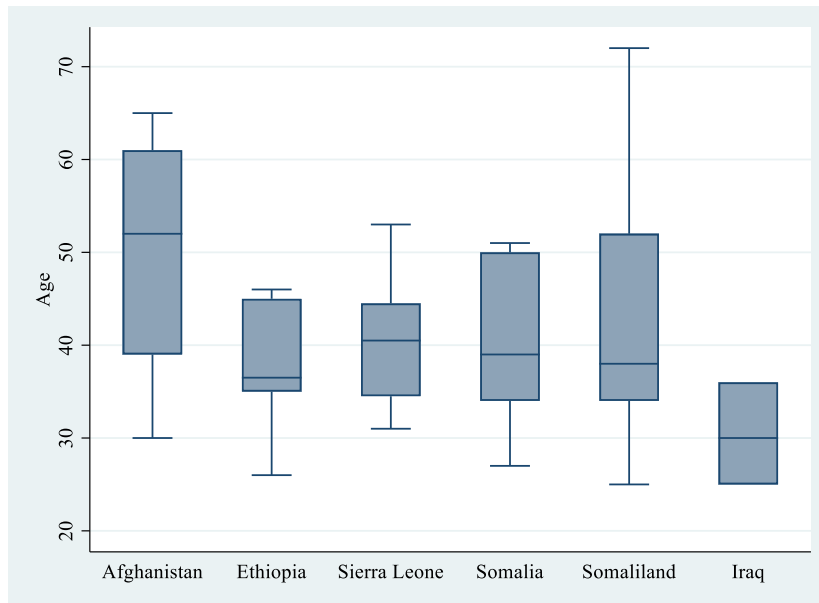


Source: CD4D Participant baseline survey (SD); CD4D project data (PD), provided by IOM The Netherlands

- **Participants' age ranges-** Figure 2 shows the age range of participants across countries showing respondents from Afghanistan are comparatively older than other participants with a median age of 52.

¹² AF = Afghanistan, ET = Ethiopia, SL = Sierra Leone, SO = Somalia (FGS), SOL = Somaliland, IQ = Iraq

Figure 2: Age of participants at baseline, per country

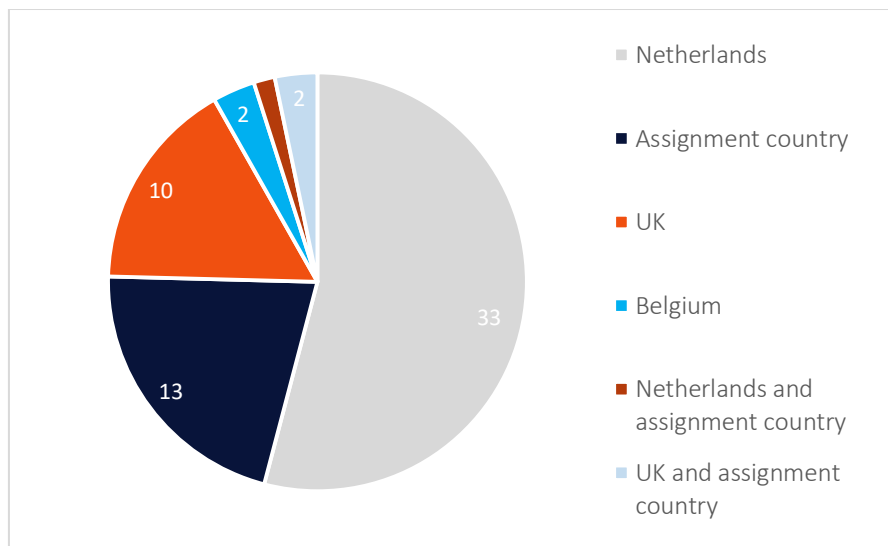


Source: CD4D Participant Baseline Survey

Note: median indicated by middle line, 25th and 75th indicated by outer box.

- The vast majority of participants were nationals of the Netherlands when surveyed at baseline either solely or with dual citizenship, whereas more than half were also residing in the Netherlands as shown in Figure 3. Still around a quarter were residing in the countries they were ultimately assigned to, with the rest spread among the UK, Belgium and a combination of dual residence between the assignment country and the Netherlands or UK. Unsurprisingly nearly all participants were born in the countries of their CD4D assignment, with only two participants in Somaliland born in either the Netherlands or Tanzania.

Figure 3: Country of residence of participants at baseline

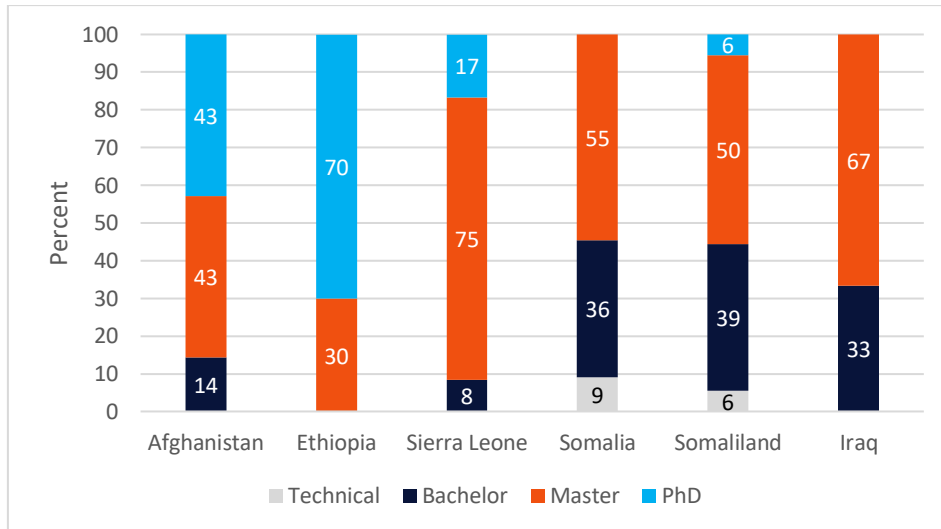


Source: CD4D Participant Baseline Survey

- Participants have high levels of education-** Figure 4 provides information on the diaspora experts' educational background across countries. As expected, given the project's objective, the majority of participants in all cases have completed post-graduate education with PhD or Master's degrees.

In the case of Somalia and Somaliland some participants’ highest level of education is a technical or vocational certificate. Almost all participants received their education and training in the Netherlands, and the most common subjects studied include business administration/economics, engineering, agriculture and medicine/health sciences.

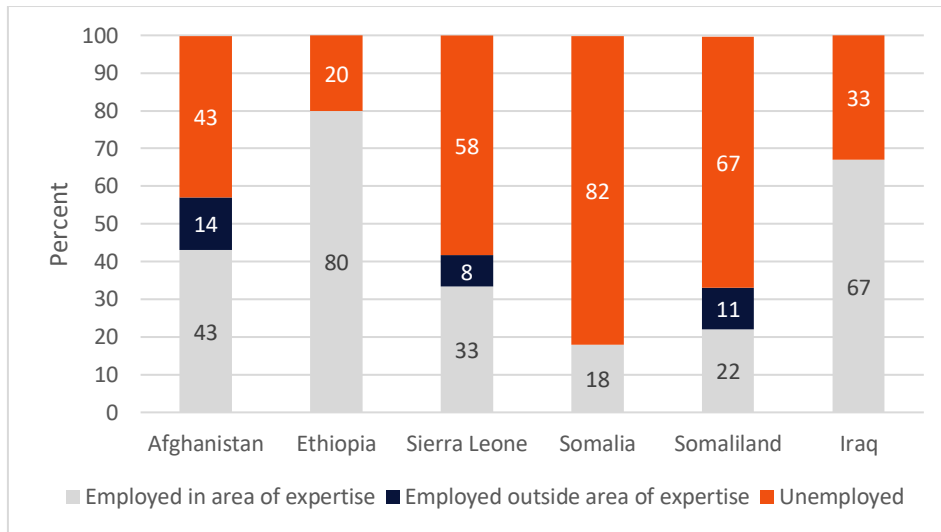
Figure 4: Highest completed education at baseline, per country



Source: CD4D Participant Baseline Survey

- More than half of all participants surveyed were unemployed prior to their first CD4D-Assignment-** Figure 5 shows employment status prior to the first CD4D assignment, as reported in the CD4D Participant Baseline Survey. The figure illustrates that labour market activity prior to participating in the CD4D Project is mixed, with 38 percent of diaspora experts being employed in their area of expertise and seven percent employed outside their area of expertise. Of those participants employed prior, more than half were considered middle management, a quarter lower management and the remaining upper management. Participants going to Ethiopia, in particular, were the most likely to be employed in their field compared to all other country cases, 80 percent. Conversely, more than half of all diaspora experts who completed the baseline survey were unemployed even though around 15 percent were inactive meaning they were either not looking or enrolled in education. Of the 34 diaspora experts who indicated to be unemployed prior to the start of their CD4D assignment, 27 diaspora experts had previously worked in their area of expertise within Europe.
- Shorter assignments-** Shorter assignments seem more suitable for diaspora members who are working in the Netherlands. Offering shorter but repeated assignments complemented by virtual engagement (e.g. travel two or more times but for a duration of two weeks and complemented by virtual assignments in-between) might therefore attract highly qualified diaspora members who are active in the Dutch labour market and contribute more to achieving the project goals. Nonetheless, also diaspora experts who were not employed prior to their first CD4D project can make important contributions, provided they have the required expertise needed for the specific assignment.

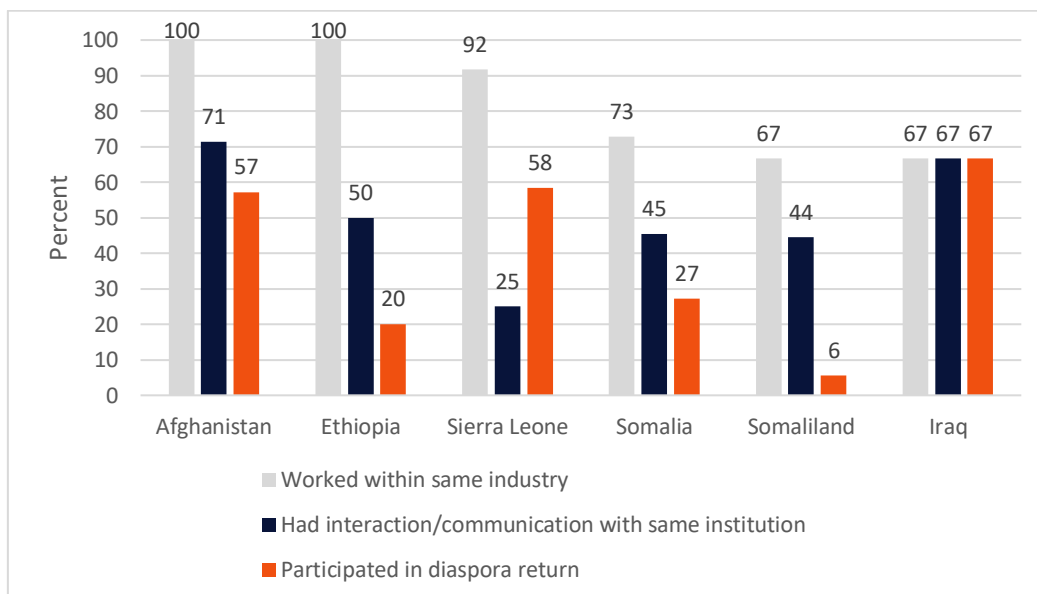
Figure 5: Employment status prior to first CD4D assignment, per country



Source: CD4D Participant Baseline Survey

- Figure 6 shows how many participants in each country case had worked within the same industry, whereas prior interaction or communication with the assigned institution or previous diaspora return is less common. Indeed, just under a third of all respondents had previously participated in a diaspora return program with almost all citing the Temporary Return of Qualified Nationals (TRQN) program. Still, nearly half of those respondents say they worked in the same institution as the one assigned to in the CD4D Project. Ultimately almost all participants indicated an altruistic motivation to participate in the program, which was a desire to share skills and contribute to the development of the assigned country.

Figure 6: Relevance of assignment, per country



Source: CD4D Participant Baseline Survey

5 Main findings and recommendations

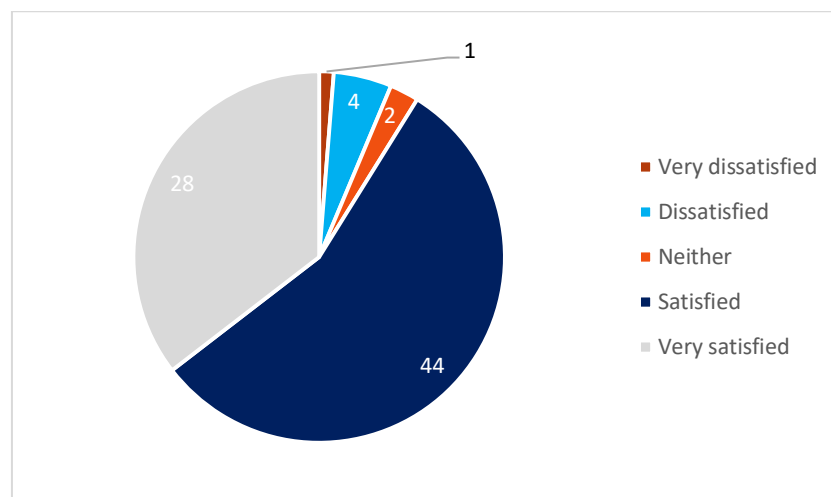
This section focuses on the main findings of the study and will address: overall experience of CD4D diaspora experts and colleagues with CD4D, how knowledge was transferred, contributions and changes made in host institutions from CD4D participants, enablers and barriers to knowledge transfer, and other important experiences within the project. This section relies on data collected from the interviews, post assignment surveys and colleague surveys.

5.1 Overall experience

Colleagues as well as CD4D diaspora experts overall report positive experiences with the CD4D Project:

- **Colleagues are overall satisfied-** Figure 7 shows that more than half of the colleagues who completed the colleague survey rated their overall experience with the diaspora expert as 'satisfied'. Another 35 per cent of colleagues (28 respondents), indicated that they were 'very satisfied' with the diaspora expert overall.

Figure 7: Colleagues' rating of their overall experience with the diaspora expert

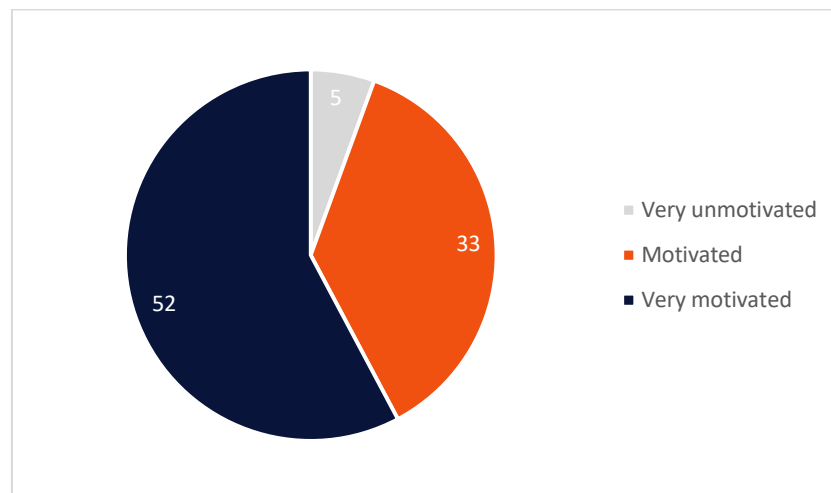


Source: CD4D colleague survey

- **The majority of colleagues would want to work again with a diaspora expert-** 91 per cent of colleagues (69 respondents)¹³ indicated in the colleague survey that they would again want to work with a diaspora expert.
- **Post-assignment motivation is high among diaspora experts-** As Figure 8 illustrates, for more than half of the assignments surveyed, CD4D diaspora experts indicated that they are 'very motivated' to make positive changes in their country of assignment. Another 37 percent was 'motivated'. Only for five assignments diaspora experts indicated to be 'very unmotivated'.

¹³ This was calculate based on 76 observations as there were three missing values for this variable.

Figure 8: Diaspora experts' post-assignment motivation to make positive changes in their country of assignment



Source: CD4D Participant Post-assignment Survey

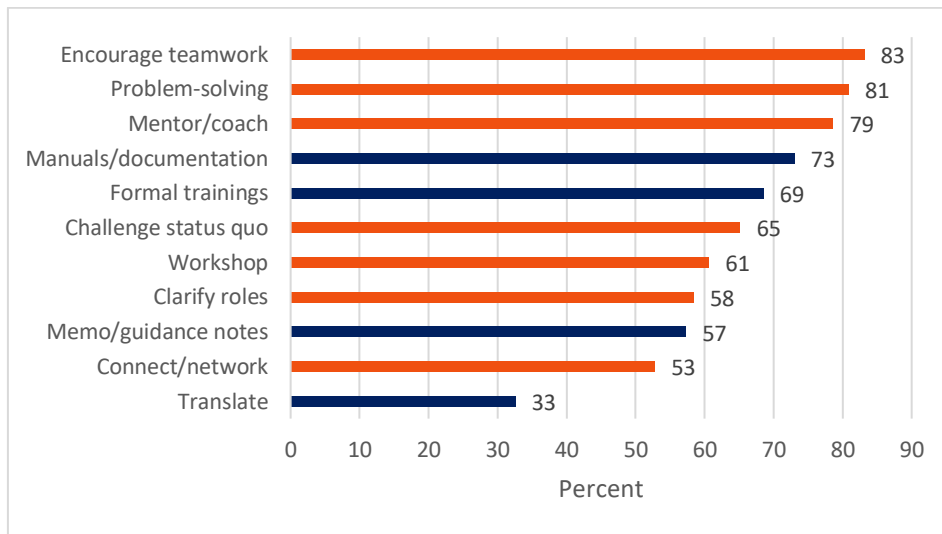
In line with above findings, diaspora experts as well as host institutions generally expressed interest to again participate in CD4D if there was an opportunity in the future during the interviews. While it has to be acknowledged that diaspora experts as well as host institutions may have an incentive to report interest in future placements, this section served to illustrate that the project has overall been well received on both sides.

5.2 Knowledge transfer methods

Knowledge transfer can take place using a variety of knowledge transfer methods. As described in Chapter 2 of this report (Key concepts), knowledge transfer methods are commonly divided into explicit and tacit methods of knowledge transfer. The interviews and survey data show that explicit knowledge transfer methods as well as tacit knowledge transfer methods have been used by the CD4D diaspora experts. As one of two main objectives of the CD4D Project is capacity development through knowledge transfer, a high level of knowledge transfer activity can be expected. The surveys indeed show high levels of activity:

- CD4D diaspora experts indicated a high level of knowledge transfer activities in the post-assignment survey-** Figure 9 summarises the answers from the CD4D Participant Post-assignment Survey where CD4D diaspora experts were asked to indicate the frequency with which they engaged in a set of eleven knowledge transfer activities during their assignment. The results illustrate a high level of activity with the three most common forms of knowledge transfer being: encourage teamwork, problem-solving, and mentor/coach. This is quite important as these tacit knowledge transfer skills are often underdeveloped in the target origin countries. Apart from the translation of foreign language material, all knowledge transfer activities were performed during at least 50 per cent of assignments as 'often' or 'very often'.

Figure 9: Activities performed ‘often’ and ‘very often’, according to CD4D diaspora experts

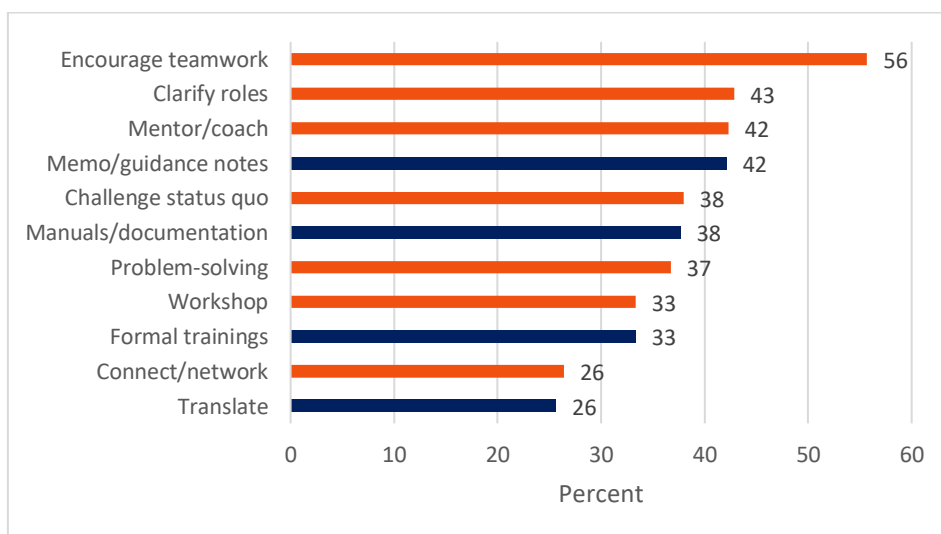


Source: CD4D Participant Post-assignment Survey

Note: Explicit knowledge transfer methods are blue, tacit knowledge transfer methods are orange.

- Colleagues survey shows similar ranking of activities-** The survey conducted with colleagues of the participants in the host institutions illustrates that colleagues report the same forms of knowledge transfer activities occurring as do participants in the Figure 9 above. Colleagues also report the two of the most common forms of knowledge transfer activities as being encouraging teamwork and mentor/ coach, but add the third as clarifying roles. However, colleagues report a lower frequency than participants regarding the knowledge transfer activities. This clearly shows the gap between knowledge sent by participants and knowledge received by colleagues. It is normal that colleagues will report lower knowledge transfer than participants as they must be actively receiving the knowledge transfer.

Figure 10: Activities performed ‘often’ and ‘very often’, according to colleagues



Source: CD4D Colleague Survey

Note: Explicit knowledge transfer methods are blue, tacit knowledge transfer methods are orange.

Formal trainings form a central part of explicit knowledge transfer in CD4D. It has been found that:

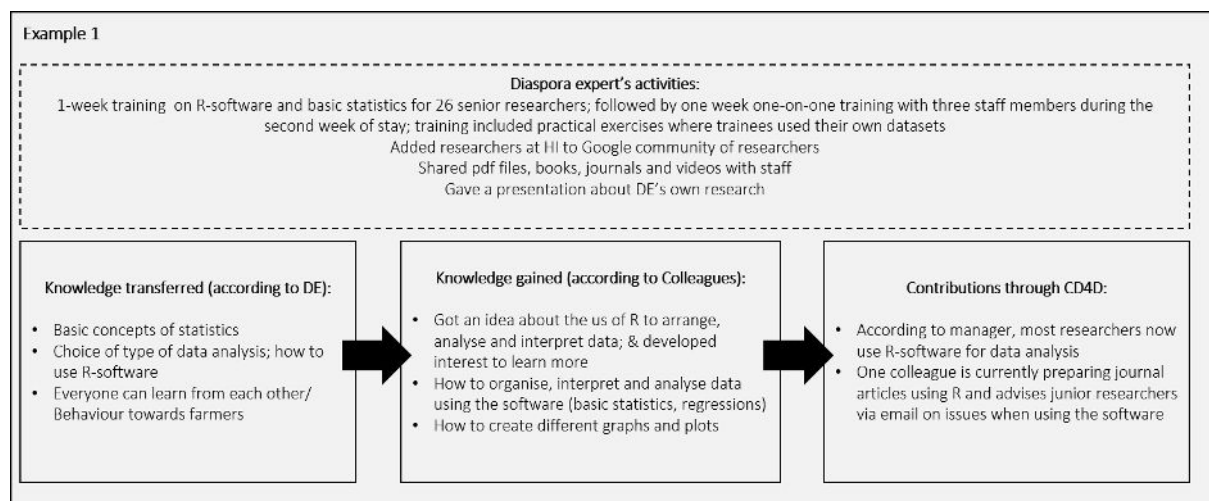
- **Organizing formal trainings¹⁴ is an ‘easy way’ to facilitate explicit knowledge transfer during a limited timeframe** - As both survey answers and interviews showed, one common activity diaspora experts engaged in during CD4D are formal trainings as well as seminars and workshops. Formal trainings were particularly common in Ethiopia, where the majority of diaspora experts gave some form of formal training. In Ethiopia, participants generally conducted shorter assignments and trainings therefore took place every working day during the entire duration of their stay, e.g. two weeks.
- **Formal trainings can also be combined with other activities-** In Sierra Leone, trainings generally consisted of one or several sessions and took place more sporadically, for instance for an hour once a month during longer assignments.
- **Formal trainings enable the transfer of knowledge related to staff’s area of work-** Formal trainings enabled the transfer of specific explicit knowledge related to the staff’s area of work, such as an introduction to a new software, see Figure 11: Example 1. In other cases, this included technical knowledge with regards to research methods, soil sampling or similar. This is important as it shows that trainings enable staff to gain new knowledge within their field of expertise.

[Knowledge transfer through explicit knowledge transfer methods]

[...] I was new [to the software], so for the first time, in detail I have, you know, I have got enough information about [the software] from [the diaspora expert]. [...] we got some information about how can we, you know, arrange our data[s] [...] up to how we analyze and interpret. Very useful. [...] because you know because I am a researcher, so I have ... you know we collect data[s] every year. And, you know, we normally analyze the data using [another] software. So, as you know [the other] software is a bit costly, it is not free. So, we use just, you know, maybe. ... [The software the diaspora expert introduced us to] is free [...] So, that is really very important.

(COL A, Ethiopia)

Figure 11: Example 1

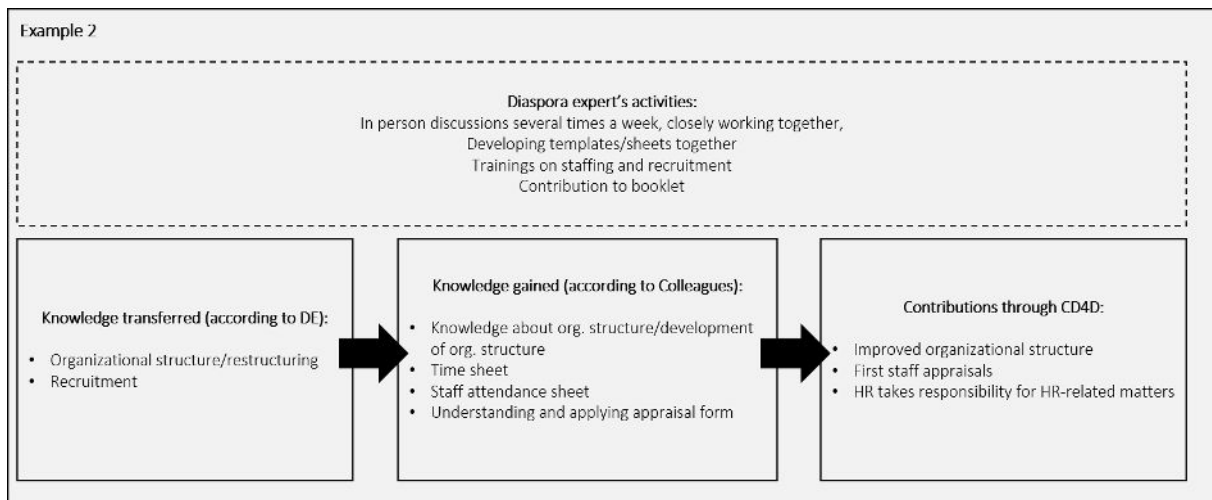


¹⁴ The knowledge transfer literature distinguishes between formal trainings as an explicit knowledge transfer method and workshop as a tacit knowledge transfer method. Yet, terminology is not always clear-cut in practice where terms such as seminar, workshop, conference etc. are often used interchangeably. Therefore, formal training is used as an overarching term here. Formal trainings may therefore consist of theoretical as well as practical sessions and therefore may lead to transfer of explicit as well as tacit knowledge.

Apart from the information provided in the participant and colleague surveys, the following was identified with regards to tacit knowledge transfer during CD4D:

- **Tacit knowledge transfer methods are used when working with colleagues to improve organizational structure etc.** – Apart from formal trainings, knowledge transfer, especially tacit knowledge transfer, takes place when the diaspora expert and colleagues work together on certain tasks. Evidence for the use of tacit knowledge transfer methods was particularly found when diaspora experts, for instance, drafted a new policy or development plan or worked with staff on improving the organizational structure of the host institution.
- **Working together on an activity allows to ‘train colleagues on the job’ and implement changes together-** Figure 12: Example 2 shows an example of a case where a diaspora expert worked together with staff in one department on improving the organizational structure and the organization’s recruitment procedure. Knowledge transfer took place through in-person discussions several times a week and the diaspora expert closely working together with a team of colleagues. This example illustrates that this method of knowledge transfer allows the diaspora expert and colleagues to implement changes at the organization together.

Figure 12: Example 2



[Knowledge transfer through tacit knowledge transfer methods]

[I]t was a good factor to have [the diaspora expert support our institution] in developing [...] this curriculum, because we have only two batches [of students] now [...] So, for the next ... the new year students, we will give them this new [...] curriculum, if it is approved by the Ministry of Education and also by the Board. [The diaspora expert] just sharing the international experience with us was a good opportunity. [The diaspora expert] is working now currently in a [Dutch] company, working with different instrumentational equipment's. We [also] tried to see together with him our laboratories [...] there were some equipment in our laboratory which [...] we were not working with because of a lack of technical gap, how to use such kind of devices [...] so he gave [our technical assistants] a small [...] half day training just how to use such kind of devices. So, now it is operational. So, that was also a good way, opportunity to have him in sharing these skills at that point. [...] [the diaspora expert] is working with the research and development team in [their] company. So, [the diaspora expert was trying to, to share with us [their] knowledge how to apply such kind of knowledge to such kind of problem-solving skills.

(COL B, Ethiopia)

To summarise, this section illustrated that both explicit and tacit knowledge transfer methods are used during CD4D. It also showed that while formal trainings allow an introduction into a topic during a limited time frame, tacit knowledge transfer methods such as on-the-job training, problem solving, and daily discussions allow diaspora experts to implement changes together with staff.

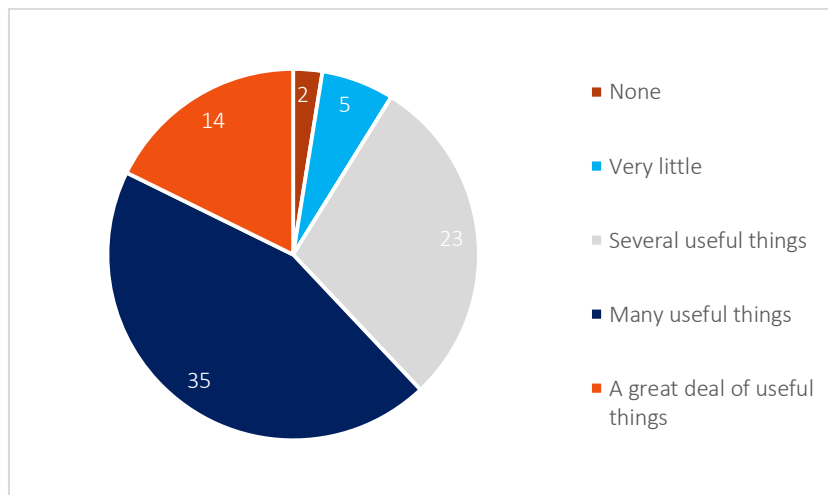
5.3 Contributions and changes through CD4D

A central aim of this study was to assess if knowledge transfer activities delivered by CD4D diaspora experts contribute to individual and organisational capacity development and changes at the host institution. This section focuses on this aspect.

Evidence for capacity development on an individual level can be found throughout CD4D:

- The vast majority of colleagues surveyed believed they learnt a lot that is useful for their job from the CD4D diaspora experts-** 14 colleagues (18 per cent) indicated that they learnt ‘a great deal of useful things’ from the diaspora expert. Around 45 per cent of colleagues (35 respondents) reported that they learnt ‘many useful things’ from the diaspora expert and another 23 colleagues learnt ‘several useful things’, as illustrated in Figure 13. Additionally, colleagues were, in separate questions, asked to what extent what they learnt from the diaspora expert is useful for their job. It showed that for the majority of colleagues what they learnt from the diaspora expert is useful for their job as 30 percent (23 respondents) indicated that they learnt ‘A great deal of useful things’ and 47 per cent of colleagues (36 respondents) reported to have learnt ‘many useful things’ from the diaspora expert. Another 13 respondents reported to have learnt ‘several useful things’ and only five respondents answered very little or none.¹⁵

Figure 13: Amount learnt from CD4D diaspora expert



Source: CD4D colleague survey¹⁶

- Many colleagues still use what they learnt from the diaspora expert-** Figure 14 shows that many colleagues still do use what they learnt from the expert on at least a ‘weekly’ basis.¹⁷ For example, in the case of those experts providing translations of foreign language materials 62 percent of colleagues still use the materials translated on at least a ‘weekly’ basis. A further 59 percent still

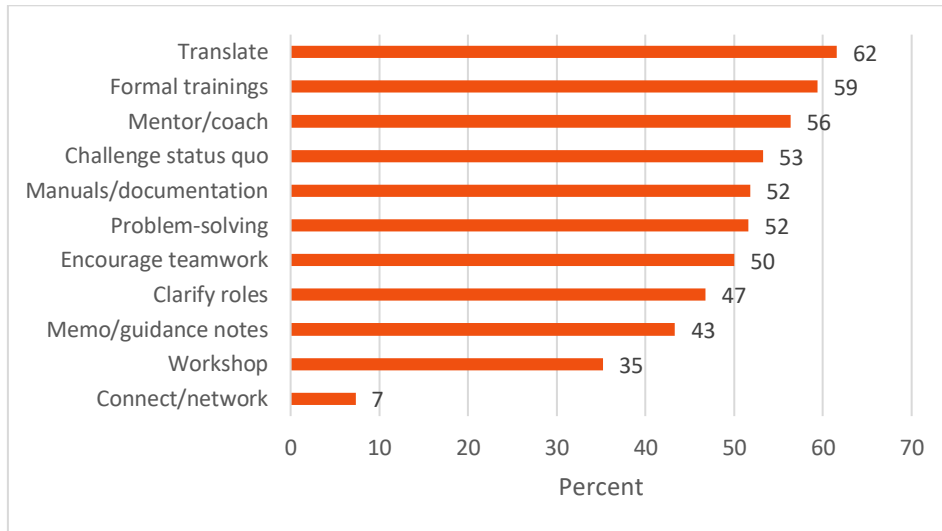
¹⁵ There were 2 missing values for this variable.

¹⁶ Note that as previously mentioned there were major challenges in collecting the colleague survey data and that the sample size here is small and cannot be regarded as representative.

¹⁷ Due to the data collection challenges, time since the participants left varies.

apply what they learnt in a formal training form the CD4D participants. Only in the case of connecting colleagues to his/her professional network is common use particularly low.

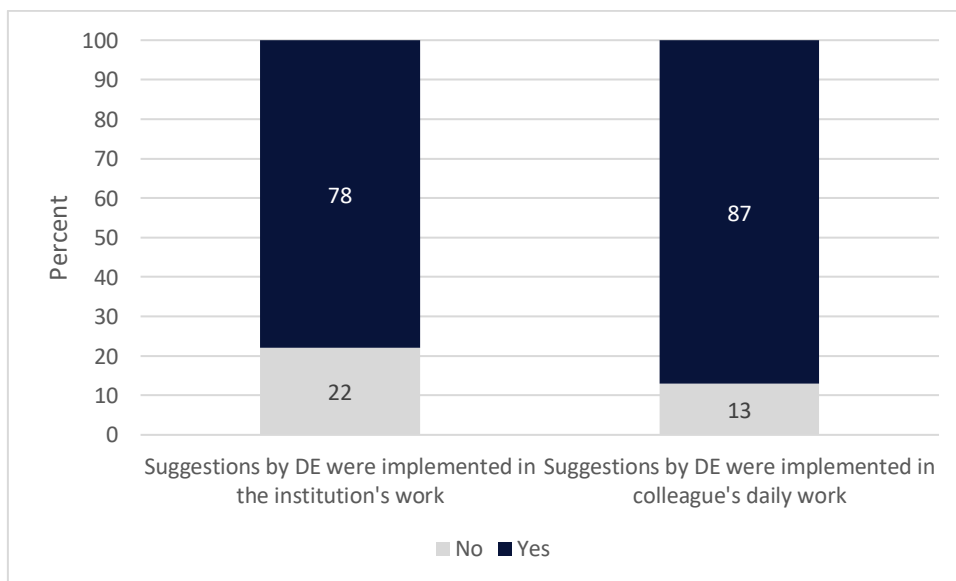
Figure 14: Colleagues’ application of CD4D participant’s knowledge transfer activity’s output at least weekly



Source: CD4D colleague survey

- **Colleagues implement the experts’ suggestions in their daily work, e.g through behavioural changes-** As Figure 15 illustrates, 87 per cent of colleagues reported that they implemented the diaspora expert’s suggestions in their daily work. One example of a case where colleagues implemented the diaspora expert’s suggestions in their daily work is illustrated by Figure 12: Example 2 (see p.16). The interviews showed that the HR department, after having worked with the diaspora expert for several months, is now able to take responsibility in HR matters and HR staff has started assuming their roles. Colleagues reported to now be able to intervene when department director wanted to undertake an HR-related matter without involving the HR department.

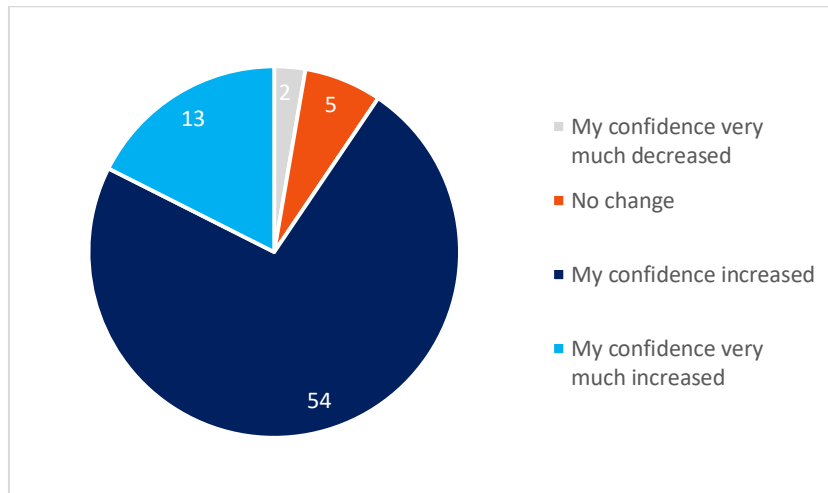
Figure 15: Implementation of the diaspora experts’ suggestions



Source: CD4D colleague survey; Note: This graph was calculated using 77 observations as there are 4 missing values for this variable.

- Increase in colleagues' level of confidence in their job-** Gaining new knowledge and skills may have a positive influence on an individual's level confidence in their job. The survey responses show that working with a diaspora expert indeed increased colleagues' level of confidence in their job as 90 per cent of colleagues perceive that their confidence increased or very much increased or increased.

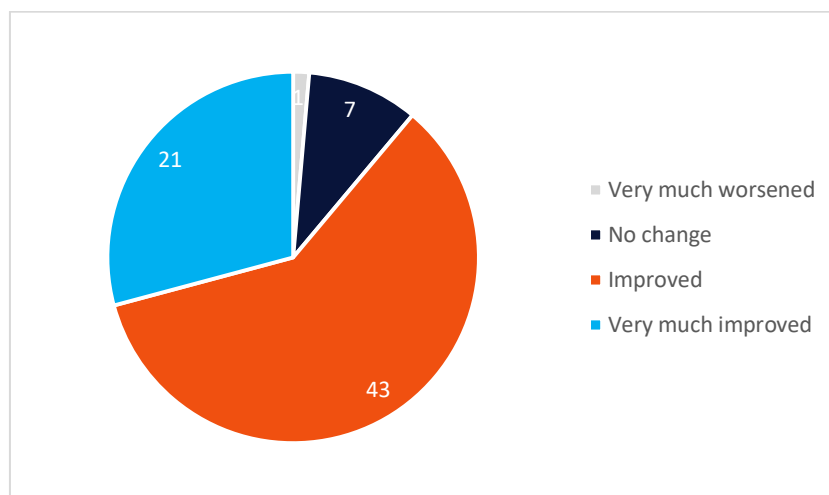
Figure 16: Diaspora experts' impact on colleague's level of confidence in job



Source: CD4D colleague survey; Note: This graph was calculated using 74 observations as there are 5 missing values for this variable.

- Improvement in colleagues' job satisfaction-** In addition to increased levels of confidence, around 90 percent of colleagues reported that their job satisfaction improved or very much improved since the CD4D diaspora expert arrived at their institution.

Figure 17: Change of job satisfaction since the CD4D diaspora expert arrived at the host institution



Source: CD4D colleague survey; Note: This graph was calculated using 72 observations as there are 7 missing values for this variable.

[Capacity development]

[...]the new HR department [which] was actually developed [...] last year [...]. Now I see that the department actually is very tough now, even they start actually to make what was recruiting and actually look at the background education of that new staff and see which unit actually can we work with them. And make a connection between the education background and the specific unit he can be working and supporting.

(MAN A, Somaliland)

Not only me, most of the researchers now, they are analyzing their data using [the new] software. There is a big change.

(COL I, Ethiopia)

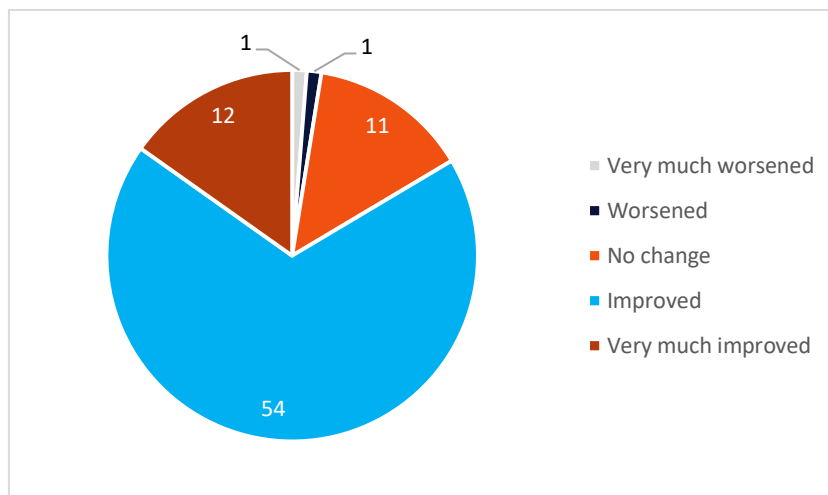
[The diaspora expert] advised me strongly when I come to the office I don't just like sit down and open my computer and start work but say 'Okay, what do I have today?' – So list it down and then at the end of the day you tick what you have done and leave the rest for the next day.

(COL D, Somaliland)

In addition to individual capacity development, there is also evidence that some diaspora experts have been able to contribute to changes at the host institution:

- **Improvement in work environment-** As Figure 18 shows, 15 per cent of colleagues (12 respondents) perceived that their work environment very much improved since the CD4D diaspora expert arrived at the host institution and around 70 perceived that it improved (54 respondents).

Figure 18: Change of work environment since the CD4D diaspora expert arrived at the host institution



Source: CD4D colleague survey

- **Institutions implement suggestions of diaspora expert-** 78 per cent of colleagues who completed the colleague survey indicated that their institution implemented the diaspora expert's suggestions in the institution's work (see Figure 15). Some assignments also allowed for the diaspora experts to put some of the procedures in place together with the colleagues, leading to procedural changes at the departmental or institutional level, as illustrated by Figure 12: Example 2 on page 16.

[Improvements in structures and procedures through CD4D]

We bought about 200 files, we ordered them, and we started doing the employee files from job description, ID card, passport photos, personal database.

(DE A, Somaliland)

[The diaspora expert] totally changed the department. [...] the ministry is new and the HR department is also new. [...] So they are struggling to do many things. So [the diaspora expert] helped and do those things to at least organise all staff of the ministry, even the regional staff, and make this filing system and establishing templates, work templates [...]

(MAN B, Somaliland)

To summarise, this section illustrated that diaspora experts have contributed to individual capacity development, as well as changes at the host institution. The colleague surveys showed increased levels of job confidence among colleagues. Additionally, survey results showed that colleagues reported increased job satisfaction and an improved work environment since there the diaspora expert arrived at the host institution. There has also been evidence that suggestions of the diaspora experts have been implemented. Nevertheless, as explained before, the survey data is subject to a number of limitations and there is more academic evidence needed, which can be provided through an in-depth analysis of the interviews.

5.4 Enablers and barriers

Section 5.2 and 5.3 illustrated that evidence for explicit and tacit knowledge transfer as well as evidence for changes and contributions through CD4D have been found.

It is difficult to highlight certain host institutions or certain countries as particularly successful or unsuccessful here as the occurrence of knowledge transfer, as well as changes and contributions, can be regarded as more complex and seems to depend on a broad range of factors. While the objectives of an assignment are pre-defined through the Terms of Reference (ToR), how an assignment takes place also depends on, for instance, how a diaspora expert interprets and executes their role and how management staff at the host institution interprets the role of the diaspora expert which defines how they support the expert and how they expect the diaspora expert to allocate their time. While this includes factors that are beyond the sphere of control of the organisation implementing the project, the evaluation shows that programming takes an important role to facilitate knowledge transfer and contributions to the host institutions.

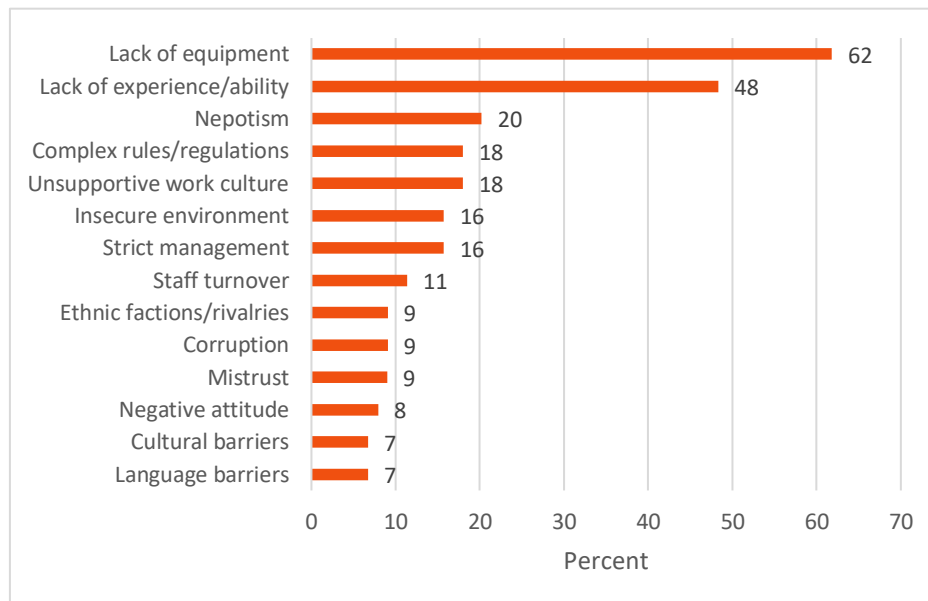
This section discusses the factors that have been identified to enable and inhibit knowledge transfer as well as contributions to capacity development and changes at the host institutions during CD4D. The first part of this chapter (5.4.1) discusses enablers and barriers to knowledge transfer. Enablers and barriers to capacity development and changes through CD4D will be discussed in the second section (5.4.2). It seems important to discuss these factors in two different sections, as not for all cases in which knowledge transfer takes place the knowledge transferred can also be implemented by colleagues or at the institutional level. There is no one-fits-all approach, nonetheless sections 5.4.1 and 5.4.2 aim to highlight the most important aspects and make clear what seems to work under which circumstances.

5.4.1 Enablers and barriers to knowledge transfer

This section discusses factors that have been identified to enable or inhibit knowledge transfer. The surveys where CD4D diaspora experts and colleagues sets of items that are potential barriers to knowledge transfer showed the following:

- Lack of equipment and lack of experience and ability of colleagues are the most experienced barriers according to post-assignment survey-** With respect to barriers to knowledge transfer, Figure 19 underlines how a few issues were typical and experienced ‘often’ or ‘very often’ during the assignment. For instance, for 62 percent of assignments surveyed respondents mentioned the lack of equipment required to perform a task (i.e. a computer)¹⁸, while nearly half cited the lack of experience and ability of colleagues. Moreover, nepotism was experienced ‘often’ or ‘very often’ in 20 percent of assignments, particularly in the cases of Somalia and Somaliland.

Figure 19: Barriers experienced ,often’ or ,very often’



Source: CD4D Participant post-assignment survey

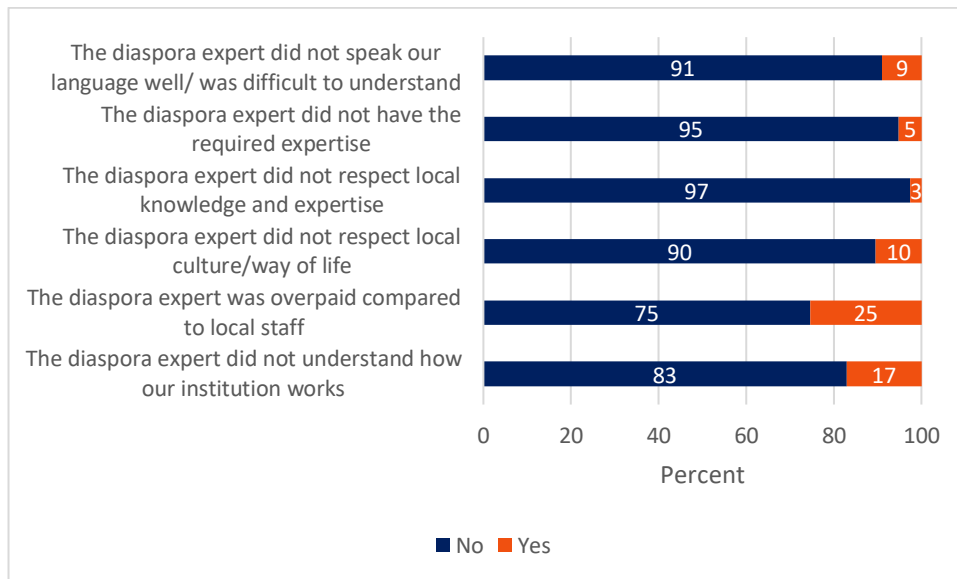
- Overall, the subjective opinions of colleagues towards diaspora experts is overwhelmingly positive with the vast majority of colleagues conveying that perceived the diaspora expert as professional, reliable, honest, and trustworthy. For instance, 97 percent of respondents stated that the diaspora expert approached their job with professionalism and dedication. Accordingly, the number of colleagues portraying negative views of the expert is rather limited (see

¹⁸ The computer was used as an example of equipment in the survey questions. In practice, it has been observed that while some host institutions have a lack of computer and other technical equipment, such as beamers, CD4D diaspora experts generally bring their own laptops to perform their tasks. Yet, internet connection has been mentioned by the majority of diaspora experts in Sierra Leone, but also in Afghanistan and in Ethiopia, as a major challenge (see Section 5.6 for more detail).

- Figure 20). As the figure illustrates, the majority of colleagues did not have the impression that the diaspora expert lacks the necessary language skills, expertise, local knowledge or respect for local culture. On the other hand, a quarter of all respondents believed the expert was overpaid compared to local staff which could be a source of tension in the workplace.¹⁹

¹⁹ The number of observations was with 63 observations (16 missing values) lower than for the other variables presented here.

Figure 20: Potential barriers, colleague perspective



Source: CD4D colleague survey; Note: Number of observations for 'The diaspora expert was overpaid compared to local staff' was 63; number of observations for the other variables in this graph ranged between 76 to 78.

The interviews provided additional insights into enabling and inhibiting factors. While capacity development through knowledge transfer is a main objective of the CD4D Project, knowledge transfer is not always the focus during all assignments. As explained below, two main reasons were identified for this, the first being that institutions have other priorities and the second being that knowledge transfer is not the main objective of all assignments:

- Institutions have other priorities-** The interviews showed that the priority of some host institutions is not necessarily on knowledge transfer. For example, higher education institutions in Sierra Leone have a pressing lack of qualified lecturers. Therefore, many higher education institutions seem to see more direct benefit from having diaspora experts fill the existing gaps and let them teach students even if this 'direct teaching' does not contribute to knowledge transfer and capacity development of staff at the host institution. This often does not make it possible for diaspora experts to engage in knowledge transfer activities. Additionally, a few participants in Ethiopia and Somaliland described that, from their perspective, some staff at the host institutions showed little or no interest in the CD4D project due to the intangible character of the project. According to the diaspora experts who mentioned this aspect, people are used to more traditional forms of development aid and therefore expect contributions in form of money, resources and tangible outputs. This was also expressed by a few host institutions in Sierra Leone wanting a visible 'landmark' in form of a building sponsored through CD4D or similar.
- Knowledge transfer needs to be a central component of all assignments and all diaspora experts need to be made aware that they are the facilitators-** As established in the previous section, knowledge

[Institutions have other priorities]

[I did not give any workshop or training to staff]. Like I said, because lectures were so intense [...] I have to prepare [...]
 (DE K, Sierra Leone)

They are not used to that kind of assignments. Like normally, what they [are] used to [is] like they get the money and they do whatever they want. Like this is the mentality of aid for them, actually. If it's not tangible what they get is not really necessary for them.
 (DE C, Ethiopia)

Thank you for your knowledge...but what we need [is] water wells, education etc.
 (DE D, Somaliland)

transfer can take place during activities other than formal trainings, provided knowledge transfer is the focus of the assignment. Knowledge transfer is not the focus of all assignments. While a group of factors may influence whether knowledge transfer takes place, this can be regarded as one reason why knowledge transfer does not take place during all assignments. For instance, during one assignment, a diaspora expert's role was described as 'policy adviser' and the main tasks were to provide strategic advice and policy expertise, and enhance the host institution's relations. No evidence of knowledge transfer could be found for this assignment. In contrast, for another assignment, to capacitate staff of a certain department and knowledge transfer to department staff were mentioned in the tasks. There is evidence for knowledge transfer here. While making knowledge transfer components explicit in the ToR by no means guarantees that knowledge transfer takes place, these examples illustrate the need to make capacity development through knowledge transfer tasks of the CD4D diaspora experts that they have to deliver on.

The interviews with diaspora experts also showed that CD4D participants, for a variety of reasons, may interpret their roles differently. In order to ensure capacity development through knowledge transfer, it seems particularly important to ensure that all diaspora experts are aware that their main role is to be a 'facilitator' of capacity development, and, therefore, of knowledge transfer. The diaspora experts play a crucial role in aiming to ensure knowledge transfer takes place. In detail this means:

- **Diaspora experts develop strategies they find effective-** The interviews show that more experienced diaspora experts know better how to deal in certain situations and that diaspora experts (over time) develop certain strategies they find effective when working with staff at the host institutions.
- **A lack of background knowledge of staff requires flexibility-** In some instances, diaspora experts reported to have experienced a lack of prior capacity of staff. For example, in Ethiopia a diaspora expert reported that some trainees had less background knowledge in the field of training than expected or in Somaliland staff was not familiar with the standard English in this specific field. Two other diaspora experts in Ethiopia said that participants of the trainings were on different levels, making the training more challenging for the diaspora expert. The diaspora expert who experienced this said that this required more time than initially planned as well as flexibility in adjusting the content and method of training. One expert therefore expressed that it would be useful to have a better idea of the level of the trainees prior to the training.

[Role of the diaspora expert]

I believe it depends on the person/consultant who works with the team. They can be both supportive of everything or dismissive. It all depends how we bring over our skills and train them.

(DE E, Somaliland)

I did also some work on making them feel that that was not the top-down context and they are there to kind of learn from each other and my duty was for them to understand and not to just tell things that go, so sometimes I was, maybe I thought it was the English so I also talked in Amharic to make them react, and that sometimes worked, they were actually also some issues with the language, they could understand, but they were more shy to speak in English.

(DE F, Ethiopia)

In order for knowledge transfer to take place, knowledge receivers, here the colleagues, need to be available. This study identified the following two issues with regards to the availability of staff:

- **Staff does not have time / has other obligations-** In Afghanistan, Ethiopia and Sierra Leone in the cases where diaspora experts gave trainings, workshops or seminars, availability of staff was an issue in some cases. In Ethiopia, one diaspora expert reported to have wanted to give trainings sessions for staff. Yet, the diaspora expert reported that it was difficult to have the respective staff member together as most of the colleagues' work requires frequent travel to the countryside. Therefore, already planned session had to be cancelled. In this specific case, it also became clear that staff also have other training opportunities and prefer to attend trainings where they receive an allowance for their attendance. In other cases, staff were busy with other daily activities and was therefore only be able to attend parts of the training sessions.

[Time / Other obligations:]

The number continued to fall and rise and rise and fall. [...] some persons maybe having sessions, lecturing sessions.

(COL G, Sierra Leone)
- **Some host institutions lack more junior staff that can be trained-** Explicit as well as tacit knowledge transfer methods require staff that can be trained to be available. Some host institutions lack this more junior staff. For instance, the objective of an assignment in Sierra Leone was the development of an institutional website. The diaspora expert regularly reported to a senior manager at the host institution, but the only individual the diaspora expert closely worked with was an external consultant who had been contracted to develop the website. While the senior manager reported that the diaspora expert played a crucial role in advising them what website features to ask for, in order to ensure continuity and maintenance of the website beyond CD4D, at least one staff member should have been trained, which did not happen. In other cases, one or more staff members were available to be trained by the diaspora expert (see, for instance, Example 2, p.16).

The interviews also demonstrated mixed information at the host institutions with regards to the CD4D project:

- **Importance of informing colleagues about CD4D-** Diaspora experts may be confronted with negative attitudes by locals as a result of negative perceptions about diaspora members in general. This may lead to mistrust which makes the working relationship more difficult and may impede knowledge transfer. Additional mistrust may be created through a lack of information about the CD4D Project and its selection procedure. The interviews showed that staff who knows that the diaspora expert provides support to the host institution for a limited amount of time may be more willing to collaborate.

- **Programme is not perceived as needs-based-** While the CD4D project took a needs-based approach by designing Theories of Change with the host institutions, the needs-based approach did not seem visible for host institution staff in Ethiopia, Sierra Leone and Somaliland. Several interviewees across host institutions in the three countries mentioned that they would want to see the needs of the institution considered when asked for suggestions for improvement. However, it also became clear that what is considered ‘needed’ often is very subjective and varies per department (and is therefore not homogenous for the institution as a whole) and may shift with turnover in positions (particularly with turnovers in high management positions). In Sierra Leone, there had been a change in administration at all public institutions prior to the last round of fieldwork. In Somaliland, some of the host institutions were merged or separated after the last elections and there generally seems to be high turnover in the high management positions. In relation to CD4D, these changes in management positions lead to shifting priorities and lack of information about CD4D among management.

[Importance of informing colleagues about CD4D]

[...] It would be nice if they do like a pre-workshop for the staff, so that the staff understands what it is that we are there to do, and why, and you know it is not like we are coming in as a threat. But if the staff already beforehand gets like a briefing of ‘Hey, a new someone is coming for that and that months, here to do this and this, and this’, they already have a more open feel to it, instead of you know, you coming in to work and boom someone is there, you heard about [the diaspora expert], but you do not know nothing. So, I think that would be like a good thing, if they give like a thorough briefing to the staff. (DE B, Somaliland)

[...] we didn’t experience such kind of [negative] experience from the assignment of [the diaspora expert] or the CD4D project, because we have the knowhow how the CD4D project is working and we just, also try to share the aim of such kind of CD4D project and also [the fact that] the diaspora [expert] coming to our institute to our staff and to our students, so there is now such kind of experience with us, as far as I know. (COL B, Ethiopia)

[...] when [the diaspora experts] are here they build that relationship and we do not have this kind of competition because [the diaspora expert] is an expert they only have a shorter time they will be going back so they have that kind of believe in them like this is my brother. [...] They were all aware about the programme and the programme was made known to them, because when the CD4D started we launched the CD4D here [...] (COL F, Sierra Leone)

Finally, it has been identified that many host institutions have similar needs in terms of skills that can be addressed jointly. Topics such as Entrepreneurship, Human Resources, Finances, qualitative and quantitative research methods are relevant across institutions. An example of a case where this was used for CD4D is a workshop that was given by a diaspora expert in Afghanistan which was attended by several host institutions.

To summarize, the main enablers and barriers to knowledge transfer are a lack of focus on knowledge transfer during some assignments, the availability of staff to be trained and mixed information about CD4D at host institutions. Additionally, it has been found that the diaspora expert is a central actor and facilitator of knowledge transfer. In order to ensure that knowledge transfer is the main objective during all assignments and that diaspora experts see and portray themselves as ‘knowledge transfer facilitators’ the following could be implemented:

- **Recommendation 1: Make knowledge transfer component explicit in all ToR-** To further ensure the sustainability of interventions, it is recommended to make the focus on knowledge transfer explicit in all Terms of References, i.e. by listing the forms of knowledge transfer the diaspora

expert should engage in. This can be done for explicit as well as tacit knowledge transfer methods. Yet, making the knowledge transfer component explicit in the ToR seems particularly important to ensure capacity development through knowledge transfer during assignments where the diaspora expert's main task is not to give a formal training but, for instance, to conduct research or assessments or provide policy advice. For example, if the diaspora expert's main task is 'policy adviser', a component of the ToR could be 'organise a bi-monthly presentation and discussion round on policies from 'X' field in Somalia vs. the Netherlands, encouraging an exchange about challenges and opportunities' and 'work with 'X' staff on designing and implementing the policy', if the diaspora expert is at a higher education institution a component of the ToR could be 'co-teaching', including regular update meetings with the co-teacher as well as 'facilitate a weekly seminar session on teaching or research methods'. This should ensure that knowledge transfer and capacity development are tasks of the CD4D expert that they must deliver on within the assignment duration. **Recommendation 2: Mandatory pre-assignment trainings for CD4D diaspora experts-** Provide CD4D diaspora experts with pre-departure trainings on topics such as coaching and/or mentoring, or have sessions with previously successful respondents to learn from them, what they did well, what to expect, and how to incorporate skills from them. These trainings should be mandatory for all CD4D diaspora experts before their first assignment. Existing examples of such trainings include MIDA FINSOM that provides orientation trainings/Training of Facilitators (ToF) workshops at the start of assignments and GIZ/CIM that provides pre-assignment trainings on KT-Methods, briefing on country context and clarifying the responsibilities of the diaspora experts.

As the diaspora experts play a crucial role in ensuring knowledge transfer takes place CD4D diaspora experts may benefit from exchange with other experts.

- **Recommendation 3: Foster exchange between CD4D diaspora experts** (see also Mid-Term Report, June 2018)- more unexperienced CD4D diaspora experts can benefit from the experiences of more experienced programme participants or programme alumni. IOM could provide possibilities for exchange between CD4D alumni, participants who have already conducted one or more assignments and new participants. This could take place pre-departure during the pre-assignment training. This could also take place during the assignments by (1) establishing a platform for virtual exchange through an online discussion group on the CD4D-Website or Whatsapp groups, (2) monthly participant meetings (as already in Hargeisa), (3) pairing "senior" (more experienced) experts and "junior" (experts on first CD4D assignment) at the same institution and creating mentorship teams.

To ensure the availability of staff during the expert's stay it is recommended that colleagues are selected before the start of an assignment.

- **Recommendation 4: Select colleagues-** To inform staff about CD4D and to ensure effective knowledge transfer and capacity development, it should be made clear before each assignment who the participant is going to work with, i.e. colleagues should be selected. This should ensure that there is staff who is going to be trained by the CD4D diaspora expert and ensure sustainability.

This section also illustrated the importance of informing colleagues and continuously involving staff at the host institution in the CD4D project. Current efforts in this regard could be intensified through introductory meetings, regular stakeholder meetings and by involving particularly staff of the department where the diaspora expert is placed in the selection procedure. Knowledge transfer, especially if it does not take place through trainings, may indeed be an abstract concept. This may be addressed by increasing the visibility of CD4D at the host institutions (for instance, by regular stakeholder meetings, see Recommendation 5).

- **Recommendation 5: Introductory meeting-** Informing the colleagues, i.e. the staff the diaspora experts are directly working with, about the CD4D-Programme and the project characteristics is important for ensuring collaboration. When colleagues know that the CD4D diaspora experts are externally funded and temporarily support their host institution, they are generally willing to work with and share information with the diaspora expert. Therefore, it is recommended that the IOM local staff facilitates an introductory meeting every time a new diaspora expert starts at a host institution to which all staff who is going to be working the diaspora expert should be invited.
- **Recommendation 6: Organise regular stakeholder meetings** - Another step to involve staff of host institutions more in the programme and increase visibility of CD4D at host institutions could be to host regular stakeholder meetings (e.g. bi-annually). This would ensure continuous contact and exchange with the host institutions. This should also ensure management support, even if there is a change in management, by keeping management staff informed and involved.
- **Recommendation 7: Involve host institutions in diaspora expert selection procedure-** Involve host institutions in the selection procedure (e.g. by having a skype/phone interview after pre-screening by IOM) and make this a requirement for all placements. Sometimes CD4D participants are placed in departments that are not related to the department or field of the institutional CD4D focal point, therefore, it is recommended to not only involve the institutional CD4D focal point in the selection procedure, but also a management staff member from the area/department where the CD4D diaspora expert is going to be placed. This will ensure demand for the CD4D participant from the department where they will be placed.

As it has been identified that several host institutions have similar needs in terms of skills, it is recommended to address these jointly through the implementation of rotational assignments and by supporting cross-organizational trainings and workshops.

- **Recommendation 8: Implement rotational assignments-** Similar needs of different institutions could be addressed simultaneously by implementing rotational assignments in all target countries in the sense that the same diaspora expert first conducts an assignment (e.g. for two weeks at Host Institution A) and then another assignment in the same area at Host Institution B. Such a rotational form of assignment has already taken place for a few cases in Ethiopia and Sierra Leone. This rotational approach seems beneficial as this means that the diaspora experts are already more familiar with the country context after the first assignment. Additionally, as many host institutions are similar in regards to challenges and their institutional environment, experts benefit from the knowledge gained at Institution A about challenges and institutional environment and how to deal with them when starting at Institution B.
- **Recommendation 9: Support cross-organizational trainings and workshops-** Another way to address similar needs of different institutions simultaneously could be to support more cross-organizational trainings and workshops, particularly for fields that are not sector or institution-specific, for example Human Resources or Finances. This could then be followed up by visits to different institutions and/or virtual assignments.

5.4.2 Enablers and barriers to contributions to capacity development and changes through CD4D

Enablers and barriers to knowledge transfer were discussed in the previous section. This section focuses on factors that play a role regarding contributions to capacity development and changes through CD4D. It has been identified that:

- **HI staff needs practical exercises and/or practice to be able to apply new knowledge-**

Interviews with staff at the host institution illustrated that when job-specific, technical knowledge is to be acquired, staff does not only need a theoretical introduction, but applied exercises. For Example 1, staff mentioned that the training was particularly useful because the diaspora expert was an expert in their specific field of work and trainees were able to use their own data for exercises. Yet, it also became clear that staff who already had more previous knowledge could directly apply what they learnt in their work, while others needed more practice.

[Needs practical exercises]

We actually, still I am not perfect, because you know that week [of the training] was the first time... to hear about [the software]. And, to know [the software]. So, as you know, [the software] is a bit difficult then I used before SAS for me. So, you know, but now I got enough information. At least I developed interest to read about [the software], to know about [the software] and to ask about [the software].

(COL A, Ethiopia)

- **Knowledge acquired during a training is only applicable if the necessary equipment is available to staff-** A few participants in Ethiopia and Sierra Leone gave trainings or seminars related to analysis using certain computer software. Higher education institutions in the assignment countries often do not have access to licenses, which are standard in Europe or North America, such as MATLAB, SPSS or Stata for statistical analysis, as many licenses are costly. Therefore, it is important that trainings provided by diaspora experts are conducted using software that is accessible for staff at the host institution. There often exist license free alternatives, for instance R.

[Software]

However, I had some challenges, because there is some material like SPSS of course [the diaspora expert] was supposed to do it on software. But [the diaspora expert] didn't bring along that software. So that doesn't make the thing quite exhausting, as it was expected. [...] It wasn't quite effective.

(COL G, Sierra Leone)

[...] we normally analyze the data using [another] software. So, as you know [the other] software is a bit costly, it is not free [...] [The software the diaspora expert introduced us to] is free [...] So, that is really very important.

(COL A, Ethiopia)

- **Knowledge needs to be directly relevant for HI staff's work-** Example 1 and 2 illustrate that for knowledge gained to be applicable it needs to be directly relevant to the staff's work. The interviews showed that the high turnover at management level can lead to shifting priorities. Also, the perspectives of higher management staff on what is needed does not always match with what staff in other departments or an individual employee perceives as needed.

[Knowledge needs to be directly relevant for HI staff's work]

Yes, [I currently apply what I learnt from the trainings], especially the project proposal is concerned also with my current position [...] I will use it and I see that importance.

(COL H, Ethiopia)

• Changes take time to implement and require continuous action-

- One the one hand, new or altered procedures that were introduced through the knowledge transfer and now are being implemented by the colleagues will only have longer-term impact through continuous action by the colleagues and support of management staff.
In Sierra Leone, one diaspora expert had already launched an entrepreneurship programme for students at a host institution prior to CD4D. During CD4D, the diaspora expert was able to further the interventions and initiated a national workshop on entrepreneurship that was not only attended by staff and students from host institutions, but also members of other higher education institutions in Sierra Leone. The expert has been engaged with the host institution and in the country for several years, which seems to be a key factor for the diaspora expert to be able to make such kind of contributions.
- One the other hand, the interviews demonstrated that slow procedures, complex rules and regulations and hierarchical structures constitute challenges when wanting to implement changes at the host institutions. For instance, many approvals were needed in order to implement a new organizational structure, project or similar. This also means that changes take a longer time to implement, resulting in policies or curricula designed by diaspora experts but where the implementation is then left to the host institution.

[Changes take time to implement]

Eight hours for Afghanistan, it means qualitatively, two or three hours European hours. Please keep it in mind. So, the work speed or work level and productivity here in some parts of Afghanistan and governmental areas are not equal with countries like United States or European Union or Australia. So, these 90 days for a person like me, a participant of that program, it is a very short term, it is very short. Please, believe me, that the first month you are busy on... only with the environment, your personal things: Where should I stay? How should I manage my transport? Let's [get to] know the new faces. Let's [get to] know your office, let's fix the internet problems, connection, network, etc. The first month is gone as five minutes, and then you have two months, minus eight weekends. It is very limited time, and opportunity for a person to do some valuable things here. +

(DE G, Afghanistan)

What makes it difficult is just the people commitment. In my view, this is just not, I think it's just how people have commitment. It's always like 'yeah let's do this' and people always say 'yeah we can do this, we can change this' and then you come to the second level and say okay now we need to do it and someone has to deliver and people are like yeah they don't show up, and sometimes it touch really my nerve, I'm like always if we do it we do it and I'm happy but sometimes [...] so I also clearly say the motivation is good, but the commitment, yeah that's something I cannot influence, I wish I can, yeah, that's something that makes it difficult in my view, but besides its also really a land of opportunity which you can do a lot, there are a lot to do, I mean you can help in any way you would like to help, but they should let you to help, that's a bit the statement.

(DE H, Ethiopia)

It was good but communication was hard, communication was really hierarchical. Like, because it is a government [institution], communication was hard. [...] If you do not know who to contact [...] people are nice, they try to be cooperative and they try to give their best, but when you go more, it would be more difficult, you could find the information [...]

(DE I, Ethiopia)

- **Diaspora experts need to become familiar with the host institution-** Especially in the case of complex rules and regulations, diaspora experts need time to get to know the organization and how it functions as well as where to find information needed in order to be able to contribute to changes at the organizational level. They also need to be able to establish a working-relationship with staff. This is particularly important for tacit knowledge transfer.

To summarise, this section showed that colleagues need practical exercises and/or practice as well as the respective equipment to be able to apply new knowledge. In addition, knowledge needs to be directly relevant to the colleagues' work. Yet, turnover in management positions and different perspectives within host institutions sometimes make it difficult to determine what knowledge is needed and useful. The need for practical exercises and practice could be addressed through shorter but repeated assignments as well as rotational assignments.

- **Recommendation 10: Shorter but repeated assignments-** Changes take a longer time to implement and require more long term engagement. At the same time, shorter assignments seem more suitable for diaspora members who are working in the Netherlands. Offering shorter but repeated assignments complemented by virtual engagement (e.g. travel twice but for a duration of two weeks and complemented by virtual assignments in-between) might therefore attract highly qualified diaspora members and contribute more to achieving the project goals.
- **Rotational assignments** (see Recommendation 8)

In order to avoid that a lack of equipment inhibits the application of knowledge that was acquired, it is recommended to ensure required materials are accessible to HI staff, for instance by focusing on open source software, or to provide equipment support via the CD4D Project.

- **Recommendation 11: Ensure required materials are accessible to HI staff or provide equipment support via the CD4D Project to ensure experts can deliver in their assignments**

Furthermore, this section illustrated that changes take time to implement, also due to slow procedures, complex rules and regulations and hierarchical structures. This also means that diaspora expert needs time to become familiar with the host institution. In response, the following aspects could be implemented:

- Shorter but repeated assignments (see Recommendation 10).
- **Recommendation 12: Longer-term engagement and coordination between assignments-** Focus on longer-term engagement does not necessarily mean longer assignments, but it could mean having more assignments at one host institution. In addition, coordination between assignments and planning "projects" consisting of several assignments would ensure that assignments built up on each other to achieve a common goal for the institution. Additionally, the next diaspora expert could benefit from the overview and structure the previous diaspora expert has already gained and achieved.
- **Recommendation 13: Structured follow-up-** To set a basis for ensuring sustainability beyond the CD4D assignment, it is recommended to make the establishment of an exit strategy the task of the CD4D diaspora expert for all assignments. For example, this could mean building-in a structured follow-up such as a post-assignment skype meeting at one month and three month post-assignment to just create a specific time and space for questions to the expert and further discussion.

5.5 CD4D's contributions to establishing and maintaining connections

In addition to capacity development through knowledge transfer, the CD4D project aims to establish and maintain connections between diaspora experts and representatives at host institutions, as well as connections between institutions in the Netherlands and institutions in the target countries. This section summarises the main findings in this regard.

- Experts initiated exchange visits-** Experts in Afghanistan (1 Expert), Ethiopia (2) and Sierra Leone (1) used their broader networks and connections to organise exchange visits supported by IOM The Netherlands. Exchange visits were frequently asked for by staff at the host institutions. While acquiring additional skills through an exchange visit does not always seem to be the objective behind requesting exchange visits, the exchange visits that took place demonstrated that the exchange visits enable insights into new techniques.
- Diaspora experts connected colleagues to contacts in their network-** 46 per cent of colleagues who answered the survey indicated that the diaspora expert connected them with people in the diaspora expert's network that the colleague can learn from. For instance, a diaspora expert in Ethiopia (see Example 1, Figure 11) added staff of the host institution to a Google community of researchers worldwide. One colleague reported to make use of this platform for questions and to find research papers. With regards to the survey responses, the contacts that diaspora experts established are mainly with diaspora members, both living in another country as well as in the assignment country.²⁰
- Low use of new networks-** Even though the share of colleagues who indicated that diaspora experts connected them to contacts in their network is promising, use of these connections is rather low: as discussed in Section 5.3 (see Figure 14) colleagues' application of CD4D participants knowledge transfer activity's output at least 'weekly' is with 7 per cent particularly low for the item 'Connect/network'. As Figure 21 shows, around 70 per cent of colleagues are currently never or rarely in contact with the contacts that the diaspora expert established. Nine colleagues indicated to have monthly contact and two colleagues to have weekly contact.

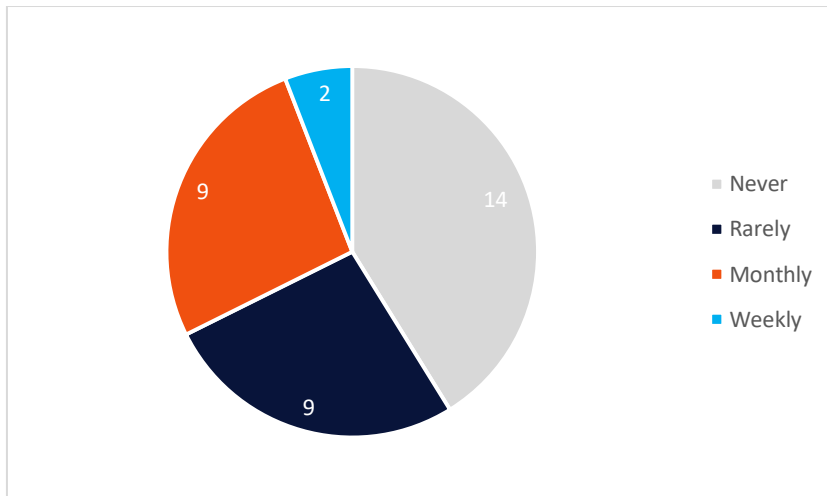
[Connections]

[...] [in the online community] they share [information] [about] job opportunities [...] journal articles and books [...]. [The diaspora expert] invite[d] us to join that group. So, if we want to, for example, [get] a book, I ask [if] they have that book, [and they give it to] us, [from] anywhere.

(COL E, Ethiopia)

²⁰ Diaspora living another country: 45%, Diaspora living in assignment country: 38%, Locals: 15%, Other nationality: 12%; Note: This was calculated using 34 observations for 'Diaspora living in another country', 'Locals' and 'Other Nationality' and 33 observations for 'Diaspora living my country'. There were 2 missing observations for the variables 'Diaspora living in another country', 'Locals' and 'Other Nationality'. The variable 'Diaspora living my country' also contained two missing observations as well as one unclear answer.

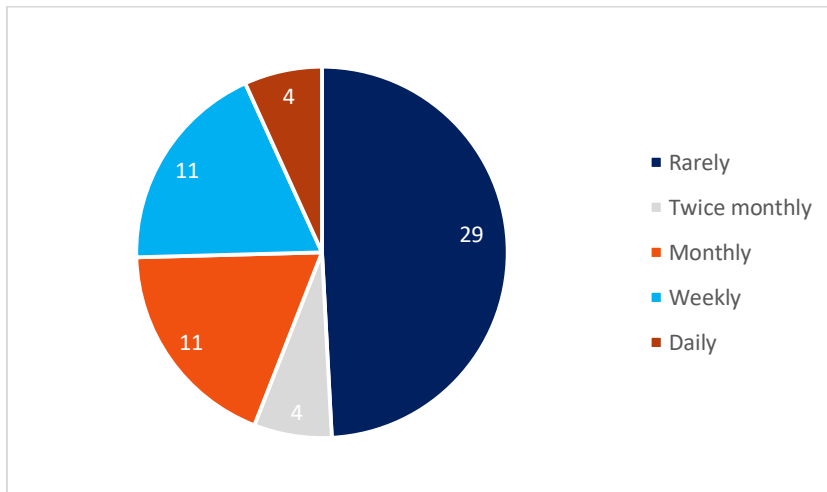
Figure 21: Frequency of contact with connections diaspora expert established



Source: CD4D colleague survey; Note: This graph was calculated using 34 observations as there are 2 missing values.

- **Some contact between colleagues and diaspora experts post-assignment-** 63 colleagues (out of 78 answers, 1 missing value), indicated to still be in contact with the diaspora expert at the point when they completed the questionnaire.²¹ Yet, similar to the use of networks, 29 of the colleagues who indicated that they were in contact with the diaspora expert indicated the frequency of contact with rarely.

Figure 22: Post-assignment contact with diaspora expert, according to colleagues



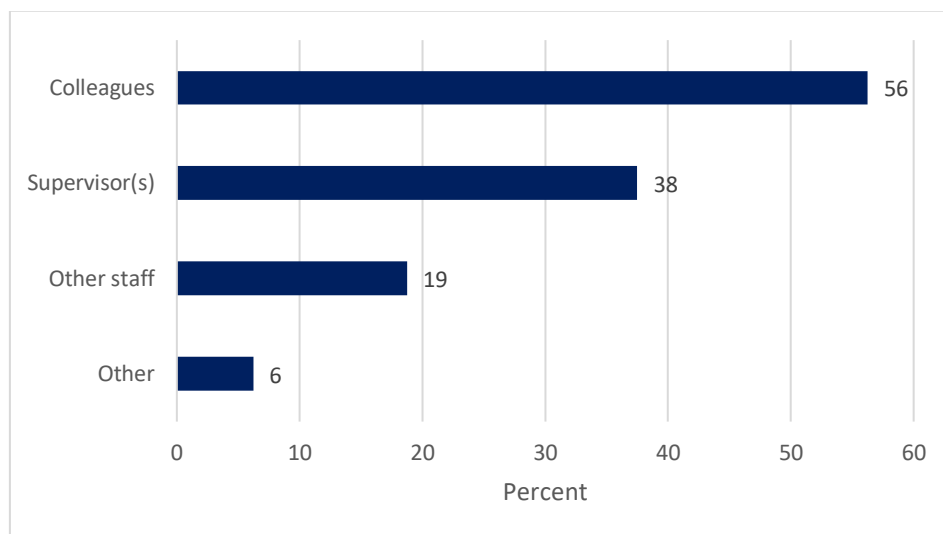
Source: CD4D colleague survey; Note: This graph was calculated using 34 observations as there are 2 missing values.

²¹ Note that out the 63 colleagues who answered with ‘Yes’ to the question whether they are currently in contact with the diaspora expert, 24 also answered the next question (see question 5.2. of the colleague survey) as well which was only intended to be answered by diaspora experts who answered ‘No’, indicating reasons for not being in contact with the diaspora expert. As the frequency of contact is rather low, this might be an indication that diaspora expert answer ‘Yes’ as they know how to contact the diaspora expert, but are not actually regularly in contact.

Some diaspora experts are still involved post-assignment- Of the 20 diaspora experts who completed the one-year survey, seven indicated to currently be involved in projects at their former host institution.²² Another nine respondents were not involved in projects at their former host institution at the time when they completed the one-year survey, but were still communicating with staff at the host institution.

- Figure 23 visualises with whom the former CD4D participants (who were involved in project or in communication with the host institution) were communicating, showing that most communicate with their –former- colleagues (56 per cent) and –former- supervisors (38 per cent).

Figure 23: Communication with staff at former host institution



Source: Participant One-year survey

To summarise, this section demonstrated that a few diaspora experts have been to establish connections between colleagues and institutions in the Netherlands by organising exchange visits. In addition, other diaspora experts have introduced colleagues to contacts in their networks. Yet, the surveys showed little use of these networks by colleagues. Finally, diaspora experts may also constitute new contacts for the colleagues and some evidence for contact and cooperation after CD4D has been found. On a general note, diaspora experts who have their professional life in the Netherlands are more able to make connections and maintain them between institutions in the Netherlands and host institutions in the country of origin.

5.6 Other experiences by diaspora experts and staff at host institutions

In addition to the points mentioned in the previous section, a few additional aspects should be highlighted. This concerns the experiences of female diaspora experts in CD4D, compared with their male counterparts, the unstable internet connection in almost all assignment countries and the insecurity in Mogadishu and Kabul. These factors have not been identified to necessarily influence

²² Two participants who answered the OYS conducted assignments at two different host institutions. The first diaspora expert indicated to still be involved in a project with the first host institution, but not with the second. The expert's answer is here counted as 'Yes'. The other diaspora expert indicated to not be involved in a project at either of the two HIs - here 'No'.

knowledge transfer and contributions to capacity development and changes at the host institution and are therefore discussed in this section.

- **Women face different challenges to men-** As Figure 1 shows, CD4D has few female project participants. Several female diaspora experts who have been interviewed experienced challenges that appear to be female-specific. This includes that particularly younger women deal with their expertise being questioned or not being taken seriously in the generally male-dominated work environments. The extent to which this influences knowledge transfer and contributions through CD4D seems to depend on the individual situation and how the woman is able to deal with it.
- **Unstable internet connection creates extra costs for DEs-** An unstable and slow internet connection has been a challenge in Ethiopia and Sierra Leone, partly also in Afghanistan. The extent to which this affects the diaspora experts' work depends on the tasks of each diaspora expert. The unstable internet connection can particularly be regarded as a challenge for assignments where diaspora experts needed the internet as they worked on the host institution's website. Nevertheless, other diaspora experts also described the unstable internet connections as a challenge. As one diaspora expert expressed, unstable an internet connection made it *"difficult to access information you needed immediately"* (DE L, Ethiopia) such as do online research or download online software packages needed for a training. For several diaspora experts this meant making use of alternatives such as preparing email drafts offline, working outside the host institution (at an internet café or coffee place with Wi-Fi) or purchasing an internet modem at their own expense. While diaspora experts across countries seemed to be able to work around this challenge to the extent possible, many expected additional support from IOM in this regard, mainly in form of internet modems.
- **Insecurity in Kabul and Mogadishu-** Several of the diaspora experts who conducted assignments in Kabul pointed out that they themselves felt impacted by the security situation in Kabul. Yet, they saw that this plays a much greater role for staff there and that the persistent insecurity decreases the staff's ability and time to gain new knowledge.

[Security situation in Kabul and Mogadishu]

The main challenges was that sometimes they had problems at home, or on the streets sometimes. Especially two ladies we had, sometimes I had to cut off the workshop and tell them 'Go home earlier', because of the unsafe situation in Afghanistan. Sometimes they came late because of the traffic jam and it was some bombing somewhere, and they could not reach on time. Otherwise it was quite good. (DE J, Afghanistan)

[...] The general problems each and every Afghan is facing [are factors inhibiting staff from attending the training]. Like, in Maastricht, when you are going from your home to your job, you are going there safe and secure and without any attention. House life is okay, environment is okay. Your income is guaranteed. You have several insurances, etc. etc. But the same person may be stronger than me here in Kabul, when he leaves his house to his job, beside his daily normal work, he or she has hundred other problems and headaches and challenges in his head. [...] The influence of all those aspects are so strong on the people. And you cannot solve it in one day.

(DE G, Afghanistan)

Two recommendations can be drawn from the findings in this section. First, as it was illustrated that female diaspora experts face other challenges than men in the CD4D project, additional support could be provided to women participating in the project.

- **Recommendation 14: Provide additional support to female diaspora experts-** Acknowledging that female diaspora experts may experience different challenges to their male counterparts,

additional support should be provided to female diaspora experts, for instance, by offering a female contact person or exchange among female CD4D diaspora experts.

Second, as the unstable internet connection has been identified to create additional costs for some diaspora experts, information as to which equipment support can be expected could be provided during a pre-assignment training.

- **Recommendation 15: Include information on equipment support in pre-assignment training-** While IOM has supported participants in Sierra Leone with internet modems, pre-assignment briefing and pre-departure training could be used to make clear that internet connection will be an issue as well as to clarify what support can and cannot expect from IOM in this regard (e.g. provision of an internet modem, internet access at the IOM office, etc.) and under which conditions.

6 Conclusion and summary of recommendations

This section summarises the main conclusions of this study. Chapter 5 illustrated that evidence for knowledge transfer as well as evidence of capacity development and changes at some host institutions has been found. This report focused on the data from the surveys, complemented by the data generated through the interviews. It has to be acknowledged that samples sizes of the surveys are rather low and several issues were experienced during the implementation of the colleague survey. Therefore, a more in-depth analysis of the qualitative data is required in order to provide a detailed discussion of how knowledge transfer leads to changes and contributions and the effectiveness. More academic evidence will follow through the PhD publications which can be expected in 2021.

The main findings from this report are:

Overall experiences

- Overall experiences by CD4D diaspora experts and colleagues are positive. Colleagues indicated a high level of satisfaction with the overall experience in the survey as well as a broad willingness to work again with a diaspora expert.
- Diaspora expert also demonstrated high post-assignment motivation.

Knowledge transfer

- Interviews and survey results have demonstrated that diaspora experts engage in explicit and tacit knowledge transfer methods. The main explicit knowledge transfer method are formal trainings. Organizing formal trainings can be regarded an 'easy way' to facilitate explicit knowledge transfer during a limited timeframe and they enable the transfer of knowledge related to staff's area of work.
- Many host institutions have similar needs in terms of skills that can be addressed jointly.
- Formal trainings can also be combined with other activities as well as tacit knowledge transfer methods, such as mentoring and coaching. In the same line, knowledge transfer may take place during other activities when explicit and tacit knowledge transfer methods are used. There is evidence for such examples of knowledge transfer using specifically tacit knowledge transfer methods during CD4D. Working together on an activity allows to 'train colleagues on the job' and implement changes together.

Contributions and changes through CD4D at the host institutions

- Evidence for capacity development on an individual level can be found throughout CD4D. Colleagues reported to have learnt a lot that is useful in their job. Many colleagues also still use what they learnt from the diaspora expert.
- There is evidence that colleagues have implemented the experts' suggestions in their daily work, for instance through behavioural changes.
- There is also some evidence of CD4D contributions in terms of improvements in structures and procedures.
- However, new or altered procedures that were introduced through the knowledge transfer and now are being implemented by the colleagues will only have longer-term impact through continuous action by the colleagues and support of management staff. During some assignments, little evidence for changes through CD4D could be identified. One reason may be that changes take a longer time to implement and require more long-term engagement. Additionally, HI staff needs practical exercises and/or practice to be able to apply new knowledge and knowledge acquired during a training is only applicable if the necessary equipment is available to staff. Slow procedures, complex rules and regulations and hierarchical structures are another challenge to the implementation of changes.

CD4D's contributions to establishing and maintaining connections

- A few diaspora experts have been to establish connections between colleagues and institutions in the Netherlands by organising exchange visits. In addition, other diaspora experts have introduced colleagues to contacts in their networks. Yet, the surveys showed little use of these networks by colleagues. Finally, diaspora experts may also constitute new contacts for the colleagues and some evidence for contact and cooperation after CD4D has been found.

Enablers and barriers to knowledge transfer

- The main enablers and barriers to knowledge transfer are a lack of focus on knowledge transfer during some assignments, the availability of staff to be trained, mixed information about CD4D at host institutions and the diaspora expert as a central actor and facilitator of knowledge transfer.
- While there are a variety of factors that influence whether knowledge transfer takes place or not, programme design can contribute to ensuring knowledge transfer in a few ways.
- The diaspora experts play a crucial role in aiming to ensure knowledge transfer takes place. Their role can be framed and supported by programme design. Programme design should also aim to ensure that there is staff for all assignments who is going to be trained by the CD4D diaspora expert through explicit or tacit knowledge transfer.
- Another challenge is that the priority of some host institutions is not necessarily on knowledge transfer. For instance, higher education institutions see more direct benefit in 'direct teaching'. This often does not make it possible for diaspora experts to engage in knowledge transfer activities. Changes in management positions lead to shifting priorities and lack of information about CD4D among management and constitute additional challenges.
- The interviews showed that staff who knows that the diaspora expert provides support to the host institution for a limited amount of time may be more willing to collaborate. Therefore, informing not only managers but also colleagues is crucial.
- Another barrier to knowledge transfer is that staff does not always have time and has other obligations. Furthermore, diaspora experts need to become familiar with the host institution which requires time and they need to be able to be flexible, for instance in order to adjust to a lack of background knowledge of staff.

Enablers and barriers to contributions to capacity development and changes through CD4D

- Colleagues need practical exercises and/or practice as well as the respective equipment to be able to apply new knowledge. In addition, knowledge needs to be directly relevant to the colleagues' work. Yet, turnover in management positions and different perspectives within host institutions sometimes make it difficult to determine what knowledge is needed and useful.
- Changes take time to implement, also due to slow procedures, complex rules and regulations and hierarchical structures. This also means that diaspora expert needs time to become familiar with the host institution.

Other experiences of host institutions, colleagues, and participants in the CD4D Project

- Other experiences include that female diaspora experts seems to experience different challenges to men. Also, an unstable internet connection creates extra costs for DEs. Finally, insecurity in Kabul and Mogadishu does not only affect diaspora experts, but in Kabul some diaspora experts reported that the situation affected colleagues' capacity to participate in knowledge transfer activities.

Summary of recommendations

- (1) **Make knowledge transfer component explicit in all ToR** - This should ensure that knowledge transfer and capacity development are tasks of the CD4D expert that he/she has to deliver on within the assignment duration and is therefore important to ensure the sustainability of interventions.
- (2) **Mandatory pre-assignment trainings for CD4D diaspora experts**- Pre-assignment trainings will prepare the diaspora experts for their assignments.
- (3) **Foster exchange between CD4D diaspora experts**- More unexperienced CD4D diaspora experts can benefit from the experiences of more experienced programme participants or programme alumni.
- (4) **Select colleagues**- Selecting colleagues pre-assignment serves to inform staff about CD4D and to ensure effective knowledge transfer and capacity development.
- (5) **Introductory meeting**- Informing the colleagues about the CD4D-Programme and the project characteristics is important for ensuring collaboration.
- (6) **Organise regular stakeholder meetings per country**- To involve staff of host institutions more in the programme and increase the visibility of CD4D at host institutions to host regular stakeholder meetings is recommended.
- (7) **Involve host institutions in diaspora expert selection procedure**- Involving the host institution in the selection for all assignments should ensure that placements respond to demands at the host institution.
- (8) **Implement rotational assignments**- This would mean that the same diaspora expert first conducts an assignment at Host Institution A and then another assignment at Host Institution B. This serves to create synergies and address similar needs of different institutions simultaneously.
- (9) **Support cross-organizational trainings and workshops**- Another to address similar needs of different host institutions jointly is to organize more workshops on skills that are not institution-specific, and which can therefore be attended by staff from several host institutions.
- (10) **Shorter but repeated assignments**- Shorter but repeated assignments assure continuity and longer term engagement, while at the same time enabling the participation of diaspora experts who are in full-time employment in the Netherlands.
- (11) **Ensure required materials are accessible to HI staff or provide equipment support via the CD4D Project to ensure experts can deliver in their assignments**- Knowledge acquired during a training is only applicable if the necessary equipment is available to staff.
- (12) **Longer-term engagement and coordination between assignments**- Focus on longer-term engagement could mean having more assignments at one host institution as well as coordination between assignments and planning “projects” consisting of several assignments.
- (13) **Structured follow-up**- To set a basis for ensuring sustainability beyond the CD4D assignment, it is recommended to make the establishment of an exit strategy the task of the CD4D diaspora expert for all assignments.
- (14) **Provide additional support to female diaspora experts**- Providing additional support to female participants will help to address challenges specifically women experience.

- (15) **Include information on equipment support in pre-assignment training-** To ensure that all diaspora experts know what type of equipment support they can expect, this information could be included in the pre-assignment trainings.

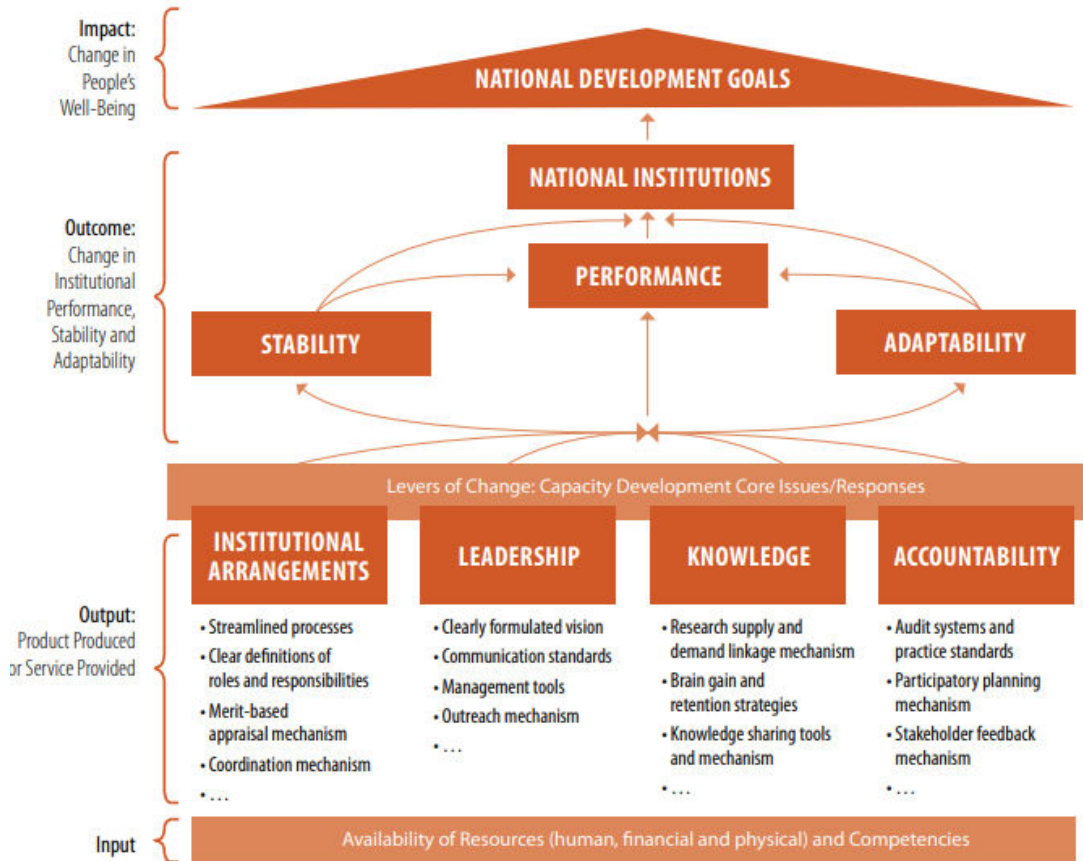
References

- Argote, L., & Ingram, P. (2000). Knowledge transfer: A Basis for competitive advantage in firms. *Organizational Behaviour and Human Decision Processes*, 82(1), 150–169. <https://doi.org/10.1006/obhd.2000.2893>
- Bender, S., & Fish, A. (2000). *Retention of expertise: the continuing need for global assignments*. *Journal of Knowledge Management*, 4(2), 125–137.
- Brinkerhoff, J. M. (2016). *Institutional Reform and Diaspora Entrepreneurs. The In-between Advantage*. Oxford: Oxford University Press.
- Castles, S., & Miller, M. J. (2009). *The Age of Migration. International Population Movements in the Modern World*. Palgrave Macmillan.
- Davenport, T. H., & Prusak, L. (1998). *Working Knowledge: How Organizations Manage What They Know*, Harvard Business School Press, Boston, MA. Retrieved from http://www.kushima.org/is/wp-content/uploads/2013/09/Davenport_know.pdf
- Fahey, L., & Prusak, L. (1998). The Eleven Deadliest Sins of Knowledge Management. *California Management Review*, 40(3), 265–276.
- Gamlén, A. (2014). Diaspora Institutions and Diaspora Governance. *International Migration Review*.
- Gmelch, G. (1980). Return migration. *Annual Review of Anthropology*, 9, 135–159.
- Goh, S. C. (2002). Managing effective knowledge transfer: an integrative framework and some practice implications. *Journal of Knowledge Management*, 6(1), 23–30.
- Inkpen, A. (1998). Learning, Knowledge Acquisition, and Strategic Alliances. *European Management Journal*, 16(2), 223–229.
- IOM. (2018). About Connecting Diaspora for Development. Retrieved from <https://www.connectingdiaspora.org/en/about/>
- Isaza, C., Herrera, P., Lozano, J., Mendez, K. & Balanzo, A. (2016). Capacity: A Literature Review and a Research Agenda. SSRN. Retrieved from <https://ssrn.com/abstract=2824486>
- Joia, L. A., & Lemos, B. (2010). Relevant factors for tacit knowledge transfer within organisations. *Journal of Knowledge Management*, 14(3), 410–427.
- King, R. (2000). “Generalizations from the History of Return Migration.” *Return Migration: Journey of Hope or Despair*. Geneva: IOM.
- King, W. R. (2009). Knowledge Management and Organizational Learning. *Knowledge Management and Organizational Learning*.
- Kuschminder, K. (2011). *The Role of the Diaspora in Knowledge Transfer and Capacity Building in Post-Conflict Settings: The Temporary Return of Qualified Nationals to Afghanistan*. IS Academy Migration Policy Report No. 1.
- Kuschminder, K. (2014). Knowledge Transfer and Capacity Building Through the Temporary Return of Qualified Nationals to Afghanistan. *International Migration*, 52(2).
- Langley, S., & Kuschminder, K. (2016). Connecting Diaspora for Development. Literature Review.
- Levin, D. Z., & Cross, R. (2004). The Strength of Weak Ties You Can Trust: The Mediating Role of Trust in Effective Knowledge Transfer. *Management Science*, 50(11), 1477–1490.

- Levitt, P. (1998). Social remittances: Migration driven local-level forms of cultural diffusion. *International Migration Review*, 32(4), 926–948.
- Mueller, C., Kuschminder, K. & Langley, S. (2017). Connecting Diaspora for Development. Baseline Report.
- Mueller, C. & Kuschminder, K. (2018). Connecting Diaspora for Development. Mid-Term Report
- Newland, K. (2010). Six Studies and a Road Map: Diasporas as Partners in Development. In K. Newland (Ed.), *Diasporas. New Partners in Global Development Policy* (pp. 1–24). Washington DC: Migration Policy Institute.
- Newland, K., & Patrick, E. (2004). *Beyond Remittances: The Role of Diaspora in Poverty Reduction in their Countries of Origin A Scoping Study by the Migration Policy Institute for the Department of International Development July 2004*. Washington D.C.: Migration Policy Institute (MPI).
- Newland, K., & Plaza, S. (2013). *What We Know About Diasporas and Economic Development* (Policy Brief No. 5). Retrieved from Migration Policy Institute (MPI) website: www.migrationpolicy.org/pubs/Diasporas-EconomicDevelopment.pdf
- Newland, K., Terrazas, A., & Munster, R. (2010). Diaspora Philanthropy: Private Giving and Public Policy. In K. Newland (Ed.), *Diasporas. New Partners in Global Development Policy* (pp. 126–161). Washington DC: Migration Policy Institute.
- Plaza, S., & Ratha, D. (2011). Harnessing Diaspora Resources for Africa. In *Diasporas for Development in Africa* (pp. 1–54). Washington D.C.: The World Bank.
- Polanyi. (1966). *The tacit dimension*. New York: Doubleday.
- Siar, S. (2014). Diaspora Knowledge Transfer as a Development Strategy for Capturing the Gains of Skilled Migration. *Asian and Pacific Migration Journal*, 23(3).
- Sironi, A., Bauloz, C. & Emmanuel, M. (Eds.) (2019). *Glossary on Migration*. IOM International Migration Law No. 34. Retrieved from https://publications.iom.int/system/files/pdf/iml_34_glossary.pdf
- UNDP. (2009). *Capacity Development: A UNDP Primer*. Retrieved from <https://www.undp.org/content/undp/en/home/librarypage/capacity-building/capacity-development-a-undp-primer.html>
- UNDP. (2010). *Measuring capacity*. Retrieved from: <http://www.undp.org/content/undp/en/home/librarypage/capacity-building/undp-paper-on-measuring-capacity.html>
- Wang, D. (2014). Activating cross-border brokerage: Inter-organizational knowledge transfer through skilled return migration. *Administrative Science Quarterly*, 60(1), 133–178. <https://doi.org/10.1177/0001839214551943>
- Whittle S., Colgan A. & Rafferty M. (2012). *Capacity Building: What the literature tells us*. Dublin: The Centre for Effective Services.
- Zamfir, I. (2017). Understanding capacity building/capacity development. A core concept of development policy. European Parliament. European Parliamentary Research Service. Briefing April 2017. Retrieved from [http://www.europarl.europa.eu/RegData/etudes/BRIE/2017/599411/EPRS_BRI\(2017\)599411_EN.pdf](http://www.europarl.europa.eu/RegData/etudes/BRIE/2017/599411/EPRS_BRI(2017)599411_EN.pdf)

Appendix

Appendix A: UNDP Framework for measuring capacity



Source: UNDP (2010, p. 7)

Appendix B: Summary of main findings – CD4D Iraq

Maastricht Graduate School of Governance (MGSoG)

Connecting Diaspora for Development

Summary of main findings - CD4D Iraq

October 2019

Charlotte Mueller
Dr. Katie Kuschminder

Maastricht Graduate School of Governance (MGSoG)



1 Overview

This summary provides an overview of the evaluation of CD4D in Iraq. Iraq was added as a CD4D assignment country in 2019 for a duration of 6 months. Nine participants conducted assignments in Iraq. One placement was in Baghdad; the majority of diaspora experts conducted their assignments in Erbil in the Iraqi Kurdistan region.

As Iraq was added as CD4D assignment country, the MGSOG were only able to complete a one-time assessment. Due to the short time frame and small number of placements, data was collected via interviews with CD4D diaspora experts and one round of fieldwork. A UM researcher visited Erbil in June 2019. A total of 18 interviews were conducted with staff at host institutions (see Table). Four diaspora experts were interviewed.

Table 1: Overview of assignments and interviews per host institution, Iraq

Name of host institution	<u>No. DEs</u>	<u>No. Assignments</u>	<u>No. Interviews</u>
Hawler Medical University (HMU)	2	2	3
Holland Business Center (HBC)	1	2	1
Ministry of Education (MoE), KRG ²³	1	1	5
Ministry of Health, KRG	3	3	6 ²⁴
Ministry of Labour and Social Affairs (MoLSA), KRG	1	1	3
Ministry of Planning / Ministry of Construction & Water	1	1	-
University of Sulaymaniyah	1	1	-
Total	9	10	18

Source: Project data; Note: One CD4D diaspora expert conducted one assignment, but at two institutions (HMU and University of Sulaymaniyah).

Diaspora experts were also asked to complete the participant baseline and post-assignment survey, yet only three participants completed the baseline survey; the post-assignment survey was only completed by one participant who was not available for an interview. Therefore, the number of survey responses is too small to be representative of the Iraq case and have been excluded from the analysis.

2 Main findings

The main findings are summarised in the following. Knowledge transfer methods, contributions to capacity development and changes at the host institution as well as the main challenges will be addressed.

²³ KRG stands for Kurdistan Regional Government.

²⁴ The interviews that were conducted in Erbil only provided information on two of the three diaspora experts.

Concerning knowledge transfer methods, the interviews illustrated the following:

- **Formal trainings also form a central part of explicit knowledge transfer in Iraq-** The overall evaluation (see CD4D Final Report) identified that formal trainings form a central part of explicit knowledge transfer in CD4D. The interviews conducted in Iraq illustrate that this was also the case for the Iraq assignments. More specifically, it was identified that:
 - Giving formal trainings was the main task for five of the nine diaspora experts who conducted CD4D assignments in Iraq.
 - The interviews showed that the trainings allowed the diaspora experts to provide staff with new insights as well as new knowledge related to a specific field of expertise, which was generally related to the staff's area of work. For instance, one diaspora expert gave seminars and workshops about pharmacy, pharmacology and drug development at the College of Pharmacy at Hawler Medical University and at the University of Sulaymaniyah. The seminars were attended by staff and students. Staff who attended the sessions at Hawler Medical University reported that the trainings served to spark ideas and provide an insight into research and teaching in Europe and the Netherlands, compared to practices in place at the university in KRG.
 - Interviewees at the host institutions generally regarded the trainings as beneficial as the diaspora experts brought in new ideas and provided an insight into practices in place in Europe. At one host institution, staff mentioned that such trainings are particularly beneficial for staff with no international exposure (e.g. staff who has not studied abroad). At another institution, a staff member who had little previous knowledge found the training beneficial, another staff member with more previous knowledge did not find it useful. These examples illustrate that trainings may be more useful for some staff than for others.
 - Similar to the findings from Ethiopia (see CD4D Final Report), the examples from Iraq illustrate that formal trainings enable knowledge transfer during a limited time frame.

[Knowledge transfer]

[the diaspora experts] delivered their best to just to inform us that knowledge day after day change, not the classical method. So for example some of [the] teachers are just sitting here and they didn't go outside [to study abroad], so when they came in here they got information what's happening in the world, what's going on.

(COL A, Iraq)

[...] we have the knowledge - our knowledge - but when [the diaspora expert] came and worked with us, [the diaspora expert] provide us a new thing, like: how to be happy for life, how to let the students be happy, and how to love their study [...]

(COL B, Iraq)

- **Knowledge transfer may take place during other activities-**
 - One diaspora expert who was assigned to the Ministry of Health (KRG) worked alongside host institution staff for two months. The feedback from the two staff members who were interviewed was positive – according to one respondent, while the diaspora expert was working closely together with HI staff, the diaspora expert transferred knowledge about additional laboratory tests that are standard in the Netherlands.
 - The two assignments at the Holland Business Center had the aim to conduct market research analysis and to recruit Dutch companies to invest in Iraqi Kurdistan. According to a manager the diaspora expert transferred tacit knowledge to staff when working with the them, for instance with regards to developing a business and entrepreneurship mindset; the diaspora expert also gave suggestions on how to cooperate with other institutions. At the point of the interview, the manager was still in regular contact with the diaspora expert.

No knowledge transfer took place during the assignment at the Ministry of Construction and Water as the aim of the assignment was to initiate collaboration and discuss future projects. The expert proposed different options for projects (e.g. construction) for which the expert could support the host institution. According to the diaspora expert, host institution staff mentioned that they would expect the diaspora expert to give lectures and workshops on different topics within the field of engineering. Host institution staff and the diaspora expert agreed that all communication about future collaboration goes through IOM, hoping that further assignments might be possible within the framework of CD4D2.

A central aim of the study of CD4D has been to assess if knowledge transfer activities delivered by CD4D diaspora experts contribute to capacity development and changes at the host institution. For Iraq, evidence for capacity development and change at the host institution could be found during one assignment:

- **Evidence for capacity development and change at the host institution during one assignment-** The diaspora expert who conducted an assignment at the Ministry of Education gave a training-of-trainers three day workshops for 20 Directors of primary schools and then 1-day sessions for students and staff in three schools. According to the directors who were interviewed, the directors have implemented the daily exercise the diaspora expert taught them in their schools. This example illustrates a case where suggestions were very concrete (i.e. a specific exercise) and easy to implement.

At the other host institutions, no changes could be implemented; the main reasons mentioned were the limited time frame not allowing for more in-depth trainings and a lack of equipment to apply knowledge from the Dutch (or European) context in Iraq:

- **Need for in-depth trainings-** Across all host institutions that received trainings, staff generally regarded the training that was given at their institution as beneficial as it provided new insights. In order to apply the knowledge in their work, more in-depth trainings are needed. Including for the the assignment conducted at the Ministry of Education, the interviewees suggested that the expert (or other experts) should come back for longer in order to teach other topics and help better embed the skills and practices among teachers (and not just directors).
- **Lack of equipment restricts the application of knowledge-** Another challenge to implement new techniques is the lack of equipment. At one host institution, where the diaspora expert transferred knowledge about additional laboratory tests that are standard in the Netherlands a lack of resources was identified as the main factor inhibiting that staff applies these tests. In another case, staff explained that the equipment and research infrastructure in Erbil cannot be compared to European universities. One staff member at this host institution said that they discussed future collaboration for the laboratory with one of the CD4D diaspora experts. At the point of the interview, they were still in contact about this.

[Lack of equipment]

[...] we have challenges, for example when I was in the UK we have whole things in terms of instruments number one, instruments were available there, and in terms of materials so just we need our hand, think, do it. In here no, we have no[t] enough instrument[s], we have no electricity now we are sitting maybe after 5 minutes we have no electricity, so yes when they explain for them we use this instrument, that one, and you have that environment and here is difficult [...] so over [you have] there around 20-25 maybe 30 maximum participants in the hall and here around 50-60 in the hall, it is difficult to deliver as you want for example the situation is difficult to us teacher maybe shy, maybe we have no enough time, imagine that two hours for 60 or 50 students is it enough? (COL A, Iraq)

A manager at one host institution pointed out that the diaspora experts offered certain topics they could give trainings on; yet, the manager would prefer if there were a broader range of topics offered to choose from as well as to have support to develop a new study programme. At another host institution, staff mentioned that they would also like the opportunity to go abroad to learn about and familiarize themselves with the educational systems in other countries.

3 Conclusion and recommendations

This summary illustrated that, similar to CD4D overall, formal trainings form a central part of explicit knowledge transfer during CD4D. The examples from Iraq also showed that formal trainings enable knowledge transfer during a limited period. They also illustrated some knowledge transfer outside of formal trainings. The assignments were generally regarded as beneficial, as staff received an idea of knowledge and practices in Europe.

It also showed that in order for staff to apply new knowledge in their work, more in-depth trainings are needed. As interventions in Iraq will be continued during CD4D2, CD4D2 could intensify these initial achievements in Iraq by providing in-depth trainings during short but repeated assignments.

In Iraq, there is already an example of a rotational assignment as a diaspora expert gave workshops and seminars Hawler Medical University and University of Sulaymaniyah. The benefit of rotational assignments has been highlighted in the overall CD4D evaluation (see CD4D Final Report). For CD4D2, more such rotational assignments could be implemented to address needs of different host institutions simultaneously.

A lack of equipment was identified as a main challenge to apply new knowledge. At one host institution, a staff member said that they already discussed future collaboration for the laboratory with one of the CD4D diaspora experts. At the point of the interview, they were still in contact with the diaspora expert about this. This could be continued and intensified during CD4D2. Ways in which diaspora experts can contribute to addressing the lack of equipment could be discussed with the other host institutions.

Appendix C: Participant Baseline Survey



Connecting Diaspora for Development (CD4D)

Participant Baseline Survey

Dear CD4D-participant:

Thank you very much for participating in this survey. This questionnaire is part of the impact evaluation our research team from Maastricht University is conducting of the Connecting Diaspora for Development (CD4D) – Project, operated by IOM. You have been selected for this survey as you will be participating in a CD4D assignment. For this research, we need your participation in a survey at three different points in time: 1) now- prior to starting your assignment, 2) after the completing of your assignment has ended and 3) one year from the completion of your assignment.

We would like to remind you again that participation in this survey is on a voluntary basis. Our research team is therefore very happy that you agreed to participate in this research as you are making an important contribution to this evaluation.

Please note that we anonymize all answers you give in the survey so your name will never be used. Therefore please enter the participant number and the assignment number we send you in the email in the corresponding fields on the next page. It is very important that you type the code in as stated in this email as it allows us to match this surveys with the surveys you will fill out in the future.

The survey consists of seven sections of different length. It will take you about 45 min. to complete the entire survey. A small orange bar in the part above the question will indicate your progress.

In case you have any questions after completing the survey, please contact charlotte.mueller@maastrichtuniversity.nl

Kind regards,

Maastricht University Research Team

Please enter the codes you received in the email here.

Participant identification number	
Assignment identification number	
Section 1: Basic Information	
1.1. In which country will your assignment take place?	

1.2. At which location will your assignment take place?	
1.3. At which institution will your assignment take place?	
1.4 Participant identification number	
1.5 Assignment identification number	

Section 2: Demographic Information	
2.1. How old are you?	
2.2. In which country were you born?	
2.3. In which country(ies) do you hold citizenship?	
2.4 Which country do you currently live in?	
2.5. What is your sex?	<input type="checkbox"/> 0 Male <input type="checkbox"/> 1 Female
2.6. What is the highest level of education that you have completed?	<input type="checkbox"/> 1 Technical or vocational <input type="checkbox"/> 2 Bachelor <input type="checkbox"/> 3 Master <input type="checkbox"/> 4 PhD
2.7. Which field of study is your highest degree in?	<input type="checkbox"/> 1 Engineering <input type="checkbox"/> 2 Mathematics or natural sciences <input type="checkbox"/> 3 Medicine or health sciences <input type="checkbox"/> 4 Humanities, language or cultural studies <input type="checkbox"/> 5 Law <input type="checkbox"/> 6 Business administration or economics <input type="checkbox"/> 7 Social or political sciences <input type="checkbox"/> 8 Agriculture <input type="checkbox"/> 9 Other (please fill in the field of study of your highest degree)
2.8. In which country did you receive your highest level of education?	<input type="checkbox"/> 1 The Netherlands (or other European country) <input type="checkbox"/> 2 <i>{Insert assignment country}</i> <input type="checkbox"/> 3 Other (please specify)
2.9. Are you currently employed in the Netherlands (or other European country)? <i>(If answer=2, skip to 2.14)</i> <i>(If answer=3/4/5, skip to 2.18)</i>	<input type="checkbox"/> 1 Yes, in my area of expertise <input type="checkbox"/> 2 Yes, outside of my area of expertise <input type="checkbox"/> 3 No, unemployed and currently looking for work <input type="checkbox"/> 4 No, unemployed and not currently looking for work <input type="checkbox"/> 5 No, currently enrolled in an educational/study program

2.10. How many years have you been in paid employment in your field of expertise in the Netherlands (or other European country)?	
2.11. What type of entity do you work for?	<input type="checkbox"/> 1 Private company <input type="checkbox"/> 2 Academic institution <input type="checkbox"/> 3 Government institution <input type="checkbox"/> 4 Not-for-profit organization <input type="checkbox"/> 5 International non-governmental organization <input type="checkbox"/> 6 Self-employed
2.12. In order to participate in CD4D, what action have you taken in regards to your current job?	(please check all that apply) <input type="checkbox"/> 1 Resigning <input type="checkbox"/> 2 Taking a leave of absence <input type="checkbox"/> 3 Taking a sabbatical <input type="checkbox"/> 4 Using vacation time <input type="checkbox"/> 5 Other (please specify)
2.13. How would you rank your workplace seniority in the position you held prior to your CD4D assignment? <i>(Skip to 3.1)</i>	<input type="checkbox"/> 1 Very junior <input type="checkbox"/> 2 Junior <input type="checkbox"/> 3 Mid-level <input type="checkbox"/> 4 Lower-management <input type="checkbox"/> 5 Upper-management
2.14. Have you ever previously worked in your area of expertise in the Netherlands (or other European country)? <i>(If 0, skip to 2.16)</i>	<input type="checkbox"/> 0 No <input type="checkbox"/> 1 Yes
2.15 How many years did you work in your area of expertise in the Netherlands (or other European country?)	
2.16. In order to participate in CD4D, what action have you taken in regards to your current job?	(please check all that apply) <input type="checkbox"/> 1 Resigning <input type="checkbox"/> 2 Taking a leave of absence <input type="checkbox"/> 3 Taking a sabbatical <input type="checkbox"/> 4 Using vacation time or sick leave <input type="checkbox"/> 5 Other (please specify)
2.17. How would you rank your workplace seniority in the position you held prior to your CD4D assignment? <i>(Skip to 3.1)</i>	<input type="checkbox"/> 1 Very junior <input type="checkbox"/> 2 Junior <input type="checkbox"/> 3 Mid-level <input type="checkbox"/> 4 Lower-management <input type="checkbox"/> 5 Upper-management
2.18. Have you ever previously worked in your area of	<input type="checkbox"/> 0 No <input type="checkbox"/> 1 Yes

expertise in the Netherlands (or other European country)?	
2.19. Do you receive social benefits in the Netherlands (or other European country)?	<input type="checkbox"/> 0 No <input type="checkbox"/> 1 Yes

Section 3: CD4D Assignment Information	
3.1. In which field will your CD4D assignment be in?	<input type="checkbox"/> 1 Agriculture <input type="checkbox"/> 2 Education <input type="checkbox"/> 3 Food security <input type="checkbox"/> 4 Health <input type="checkbox"/> 5 Healthcare/ ICT <input type="checkbox"/> 6 Rural and urban development <input type="checkbox"/> 7 Security/ Rule of law
3.2. Have you worked within this industry?	<input type="checkbox"/> 0 No <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 Not applicable due to no previous employment
3.3. Prior to the CD4D project, have you ever had interactions or communication with the institution you will work for during your assignment?	<input type="checkbox"/> 0 No <input type="checkbox"/> 1 Yes
3.4. Prior to the CD4D project, have you ever participated in a temporary return program (<i>(If 0, skip to 3.8)</i>	<input type="checkbox"/> 0 No <input type="checkbox"/> 1 Yes
3.5. In which temporary return programme did you previously participate in? (If you participated in more than one, please indicate the most recent experience)	<input type="checkbox"/> 1 Temporary Return of Qualified Nationals (TRQN) <input type="checkbox"/> 2 Migration for Development in Africa (MIDA) <input type="checkbox"/> 3 Transfer of Knowledge through Expatriate Nationals (TOKTEN) <input type="checkbox"/> 4 Connecting Diaspora for Development (CD4D) <input type="checkbox"/> 5 Other (please specify)
3.6. Please indicate the dates that you participated in the previous program.	(mm/yyyy) – (mm/yyyy)
3.7. In your previous assignment, did you work in the same institution you will work in during your CD4D assignment?	<input type="checkbox"/> 0 No <input type="checkbox"/> 1 Yes
3.8. What is your main motivation for participating in a CD4D assignment?	<input type="checkbox"/> 1 Received a job opportunity <input type="checkbox"/> 2 To be closer to family and friends <input type="checkbox"/> 3 Nostalgia for <i>{insert assignment country}</i> culture and traditions

	<input type="checkbox"/> 4 Wanted to share my skills and contribute to the development of <i>{insert assignment country}</i> <input type="checkbox"/> 5 Exploring opportunities for longer-term return <input type="checkbox"/> 6 Other (please specify)
3.9. How often do you read about or discuss your field of expertise outside of work hours?	<input type="checkbox"/> 1 Very infrequently <input type="checkbox"/> 2 Infrequently <input type="checkbox"/> 3 Sometimes <input type="checkbox"/> 4 Frequently <input type="checkbox"/> 5 Very frequently
3.10. How motivated are you to make positive changes in your country of assignment?	<input type="checkbox"/> 1 Very unmotivated <input type="checkbox"/> 2 Unmotivated <input type="checkbox"/> 3 Neutral <input type="checkbox"/> 4 Motivated <input type="checkbox"/> 5 Very motivated
3.11. How did you find your CD4D placement?	<input type="checkbox"/> 1 Through professional contacts <input type="checkbox"/> 2 Through personal contacts <input type="checkbox"/> 3 Through the IOM website <input type="checkbox"/> 4 Through an information session <input type="checkbox"/> 5 Through the host institution I will be working for <input type="checkbox"/> 6 Through past participants in temporary return programmes <input type="checkbox"/> 7 Through another migration-focused organization (besides IOM) <input type="checkbox"/> 8 Other (please specify)
3.12. Where do you plan to live after completion of your CD4D assignment?	<input type="checkbox"/> 1 The Netherlands (or other European country) <input type="checkbox"/> 2 <i>{Insert country of assignment}</i> <input type="checkbox"/> 3 Other (please specify)
3.13. Where do you plan to retire?	<input type="checkbox"/> 1 The Netherlands (or other European country) <input type="checkbox"/> 2 <i>{Insert country of assignment}</i> <input type="checkbox"/> 3 Other (please specify)

Section 4: Engagement	
4.1. How many years within your lifetime have you spent in the Netherlands (or other European country)?	
4.2. How many years within your lifetime have you spent in <i>{Insert assignment country}</i> ?	
4.3. How many times within the past five years have you returned to <i>{Insert assignment country}</i> to visit?	

<i>(If answer=0, skip to 4.5)</i>	
4.4. What is the primary purpose of your visits to <i>{Insert assignment country}</i> ?	<input type="checkbox"/> 1 Visit family and friends <input type="checkbox"/> 2 Business activities <input type="checkbox"/> 3 Charitable/ voluntary work <input type="checkbox"/> 4 Temporary return programme (TRQN, MIDA, TOKTEN, etc.) <input type="checkbox"/> 4 Other (please specify)
4.5. Are you currently active in any business ventures or activities in <i>{Insert assignment country}</i> ?	<input type="checkbox"/> 0 No <input type="checkbox"/> 1 Yes
4.6. Do you currently have family or friends living in <i>{Insert assignment country}</i> ?	<input type="checkbox"/> 0 No <input type="checkbox"/> 1 Yes
4.7. (If yes) How often do you communicate with the friend or family member in <i>{Insert assignment country}</i> whom you are closest to?	<input type="checkbox"/> 1 Never <input type="checkbox"/> 2 Several times a year <input type="checkbox"/> 3 Every three months <input type="checkbox"/> 4 Every month <input type="checkbox"/> 5 Every week <input type="checkbox"/> 6 Daily
4.8. How often are you in contact with professionals within your field in <i>{Insert assignment country}</i> ?	<input type="checkbox"/> 1 Never <input type="checkbox"/> 2 Several times a year <input type="checkbox"/> 3 Every three months <input type="checkbox"/> 4 Every month <input type="checkbox"/> 5 Every week <input type="checkbox"/> 6 Daily

Section 5: Knowledge Transfer Behaviours					
5.1. Have you ever had a paid job prior to your CD4D assignment?	<input type="checkbox"/> 0 No <input type="checkbox"/> 1 Yes				
<i>(If answer=0, skip to 5.3)</i>					
5.2. At your most recent job, how often did you:					
	Never (1)	Seldom (2)	Some- times (3)	Often (4)	Very often (5)
5.2.1. Contribute to writing or updating manuals or documentation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2.2. Give formal trainings to co-workers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2.3. Write memos or guidance notes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2.4. Translate foreign language materials?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2.5. Provide mentoring or coaching to coworkers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.2.6. Clarify roles and responsibilities with staff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2.7. Assist colleagues in problem solving?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2.8. Encourage teamwork among coworkers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2.9. Challenge the status quo in the workplace (such as suggesting new ways of working)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2.10. Connect colleagues with people in your network that they can learn from?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2.11. Organize or contribute to a workshop?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2.12. Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3. Please indicate if you expect to experience the following during your CD4D assignment?					
5.3.1. Lack of experience and capacity of colleague	No (0)		Yes (1)		
5.3.2. Lack of equipment required to perform a task (i.e. computer)	<input type="checkbox"/>		<input type="checkbox"/>		
5.3.3. Mistrust from a colleague	<input type="checkbox"/>		<input type="checkbox"/>		
5.3.4. Negative attitude from a colleague	<input type="checkbox"/>		<input type="checkbox"/>		
5.3.5. Unsupportive working culture	<input type="checkbox"/>		<input type="checkbox"/>		
5.3.6. Language barriers	<input type="checkbox"/>		<input type="checkbox"/>		
5.3.7. Cultural barriers	<input type="checkbox"/>		<input type="checkbox"/>		
5.3.8. Frequent staff turnover	<input type="checkbox"/>		<input type="checkbox"/>		
5.3.9. Workplace bureaucracy	<input type="checkbox"/>		<input type="checkbox"/>		
5.3.10. Corruption	<input type="checkbox"/>		<input type="checkbox"/>		
5.3.11. Nepotism (jobs and positions being given to individuals based on their connections instead of their qualifications)	<input type="checkbox"/>		<input type="checkbox"/>		
5.3.12. Ethnic factions or rivalries	<input type="checkbox"/>		<input type="checkbox"/>		
5.3.13. Strict or demanding management	<input type="checkbox"/>		<input type="checkbox"/>		
5.3.14. Insecure working environment	<input type="checkbox"/>		<input type="checkbox"/>		
5.3.15. Other (please specify)	<input type="checkbox"/>		<input type="checkbox"/>		
5.4. How important do you think the following behaviours are in the workplace?					
	Very unimportant (1)	Unimportant (2)	Neutral (3)	Important (4)	Very Important (5)
5.4.1. Being organized	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.4.2. Arriving at the specified time for meetings or other events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.4.3. Holding regular office hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.4.4. Delivering assigned work by the deadline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.4.5. Having a clear idea of the goals and objectives of the work you carry out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.4.6. Helping with tasks that are not within your required work duties that benefit the institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.4.7. Working together with others to achieve common goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 6: New ideas, skills and processes

6.1 What sector-specific skills do you plan to transfer to colleagues during your assignment (such as a new surgical technique, a new management practice, etc.)? Please indicate three skills.	1. 2. 3.
6.2 Are you a member of any professional organizations? (Yes/ no)	<input type="checkbox"/> 0 No <input type="checkbox"/> 1 Yes

Section 7: Concluding Questions

7.1. Is there anything else you would like to share?	
7.2. Is there anything else that you think is important to know about your professional experiences?	
7.3. Do you have any questions?	

This is the end of this survey. Thank you very much for completing this questionnaire. We are looking forward to your participation in the following surveys.

In case you have any questions after completing the survey, please contact charlotte.mueller@maastrichtuniversity.nl

Kind regards,

Maastricht University Research Team

Appendix D: Participant Post-assignment Survey



Connecting Diaspora for Development

Participant Post Assignment Survey

Dear CD4D-Participant:

Thank you very much for participating in this survey. This questionnaire is part of the impact evaluation our research team from Maastricht University is conducting of the Connecting Diaspora for Development (CD4D) – Project, operated by IOM. You have been selected for this survey as you have finished your CD4D-Assignment. For this research, we need your participation in a survey at three different points in time. Now you are completing the second survey and we will contact you one more time, one year from now, to complete the final survey.

We would like to remind you again that participation in this survey is on a voluntary basis. Our research team is therefore very happy that you agreed to participate in this research as you are making an important contribution to this evaluation.

As for the previous survey, please note that we anonymize all answers you give in the survey so your name will never be used. Therefore please enter the participant number and the assignment number we send you in the email in the corresponding fields on the next page. It is very important that you type the code in as stated in this email as it allows us to match this survey with the surveys you will fill out in the future.

The survey consists of five sections of different length. It will take you about 45 min. to complete the entire survey. A small orange bar in the part above the question will indicate your progress.

In case you have any questions after completing the survey, please contact charlotte.mueller@maastrichtuniversity.nl

Kind regards,

Maastricht University Research Team

Please enter the codes you received in the email here.

Participant Identification Number

Assignment Identification Number

Section 1

1.1. In which country did your assignment take place?	
1.2. At which location did your assignment take place?	
1.3. At which institution did your assignment take place?	

Section 2	
2.1. After having completed your assignment, how motivated are you to make positive changes in your country of assignment?	<input type="checkbox"/> 1 Very unmotivated <input type="checkbox"/> 2 Unmotivated <input type="checkbox"/> 3 Neutral <input type="checkbox"/> 4 Motivated <input type="checkbox"/> 5 Very motivated
2.2. Where are you currently living?	<input type="checkbox"/> 1 The Netherlands (or other European country) <input type="checkbox"/> 2 <i>{Insert country of assignment}</i> <input type="checkbox"/> 3 Other (please specify)
2.3. Where do you plan to retire?	<input type="checkbox"/> 1 The Netherlands (or other European country) <input type="checkbox"/> 2 <i>{Insert country of assignment}</i> <input type="checkbox"/> 3 Other (please specify)

Section 3					
3.1. During your CD4D assignment, how often did you:					
	Never (1)	Seldom (2)	Some- times (3)	Often (4)	Very often (5)
3.1.1. Contribute to writing or updating manuals or documentation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1.2. Give formal trainings to co-workers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1.3. Write memos or guidance notes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1.4. Translate foreign language materials?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1.5. Provide mentoring or coaching to coworkers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1.6. Clarify roles and responsibilities with staff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1.7. Assist colleagues in problem solving?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1.8. Encourage teamwork among coworkers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.1.9. Challenge the status quo in the workplace (such as suggesting new ways of working)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1.10. Connect colleagues with people in your network that they can learn from?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1.11. Organize or contribute to a workshop?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1.12. Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2. How often did you experience the following during your CD4D assignment?					
	Never (1)	Seldom (2)	Some- times (3)	Often (4)	Very often (5)
3.2.1. Lack of experience and ability of colleague	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2.2. Lack of equipment required to perform a task (i.e. computer)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2.3. Mistrust from a colleague	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2.4. Negative attitude from a colleague	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2.5. Unsupportive working culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2.6. Language barriers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2.7. Cultural barriers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2.8. Frequent staff turnover	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2.9. Complex workplace rules and regulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2.10. Corruption	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2.11. Nepotism (jobs and positions being given to individuals based on their connections instead of their qualifications)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2.12. Ethnic factions or rivalries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2.13. Strict or demanding management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2.14. Insecure working environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2.15. Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In questions 3.4.-3.8., please fill in up to five activities (you must complete a minimum of three activities) that you performed during your assignment that you think made a positive impact on your host institution and answer the given questions for each activity.					
3.4. Activity Performed:					
3.4.1. Short-term outcome(s)/ effect(s) of the activity					
3.4.2. Long-term outcome(s)/ effect(s) of the activity					

3.4.3. Effectiveness (please rate how effective you think the activity was from 1 to 5, with 5 being highly successful. Please explain your scoring)	
3.4.4. Challenges or problems faced in conducting the activity	
3.4.5. Follow-up strategy (describe any plans or activities you put in place to ensure the continuation of the activity)	
3.5. Activity Performed:	
3.5.1. Short-term outcome(s)/ effect(s) of the activity	
3.5.2. Long-term outcome(s)/ effect(s) of the activity	
3.5.3. Effectiveness (please rate how effective you think the activity was from 1 to 5, with 5 being highly successful. Please explain your scoring)	
3.5.4. Challenges or problems faced in conducting the activity	
3.5.5 Follow-up strategy (describe any plans or activities you put in place to ensure the continuation of the activity)	
3.6. Activity Performed:	
3.6.1. Short-term outcome(s)/ effect(s) of the activity	
3.6.2. Long-term outcome(s)/ effect(s) of the activity	
3.6.3. Effectiveness (please rate how effective you think the activity was from 1 to 5, with 5 being highly successful. Please explain your scoring)	
3.6.4. Challenges or problems faced in conducting the activity	
3.6.5 Follow-up strategy (describe any plans or activities you put in place to ensure the continuation of the activity)	
3.7. Activity Performed:	
3.7.1. Short-term outcome(s)/ effect(s) of the activity	

3.7.2. Long-term outcome(s)/ effect(s) of the activity	
3.7.3. Effectiveness (please rate how effective you think the activity was from 1 to 5, with 5 being highly successful. Please explain your scoring)	
3.7.4. Challenges or problems faced in conducting the activity	
3.7.5 Follow-up strategy (describe any plans or activities you put in place to ensure the continuation of the activity	
3.8. Activity Performed:	
3.8.1. Short-term outcome(s)/ effect(s) of the activity	
3.8.2. Long-term outcome(s)/ effect(s) of the activity	
3.8.3. Effectiveness (please rate how effective you think the activity was from 1 to 5, with 5 being highly successful. Please explain your scoring)	
3.8.4. Challenges or problems faced in conducting the activity	
3.8.5. Follow-up strategy (describe any plans or activities you put in place to ensure the continuation of the activity	
3.9. In regards to your assignment as a whole, please describe your satisfaction with the assistance you received from IOM and the host institution.	
3.10. Please discuss any suggestions or recommendations you have regarding your assignment or the CD4D programme as a whole.	

Section 4	
4.1. What sector-specific skills did you transfer to colleagues during your assignment (such as a new surgical technique, a new management practice,	<ol style="list-style-type: none"> 1. 2. 3. 4. 5.

etc.)? (Please write in examples)					
4.2. Since the start of the CD4D assignment, has your professional network decreased, increased, or stayed the same? (a professional network refers to people that are relevant for your work)	<input type="checkbox"/> 1 Decreased <input type="checkbox"/> 2 No change <input type="checkbox"/> 3 Increased				
4.3. How often did you engage in teamwork or collaboration during the CD4D assignment?	<input type="checkbox"/> 1 Never <input type="checkbox"/> 2 Once during the assignment <input type="checkbox"/> 3 Monthly <input type="checkbox"/> 4 Twice monthly <input type="checkbox"/> 5 Weekly <input type="checkbox"/> 6 Daily				
4.4. How much does the institution where you completed your CD4D assignment support the following activities?					
	Very un-supportive (1)	Un-supportive (2)	Neutral (3)	Supportive (4)	Very supportive (5)
4.4.1. Participating in formal trainings on sector-specific skills or topics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4.2. Participating in mentoring or coaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4.3. Sharing new ideas or ways of doing things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4.4. Trying and testing new ideas or ways of doing things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4.5. Working together in a team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4.6. Networking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4.7. Learning new skills and techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 5	
5.1. Is there anything else you would like to share?	
5.2. Is there anything else that you think is important to know about your professional experiences?	

5.3. Do you have any questions?	
---------------------------------	--

This is the end of this survey. Thank you very much for completing this questionnaire.

In case you have any questions after completing the survey, please contact Ms. Charlotte Mueller (charlotte.mueller@maastrichtuniversity.nl).

Kind regards,

Maastricht University Research Team

Appendix E: Participant One-year Survey



Connecting Diaspora for Development (CD4D)

Participant One-year Survey

Thank you very much for participating in this survey. This questionnaire is part of the impact evaluation our research team from Maastricht University is conducting of the Connecting Diaspora for Development (CD4D) – Project, operated by IOM. We are contacting you now as you participated in the CD4D-Programme about one year ago. We kindly ask you to complete this survey about your experiences with the CD4D-Programme one year after.

We would like to remind you again that participation in this survey is on a voluntary basis. Our research team is therefore very happy about your participation in this research as you are making an important contribution to this evaluation.

Please note that we anonymize all answers you give in the survey so your name will never be used. Therefore, please enter the participant number we have sent you in the email in the corresponding fields on the next page. It is very important that you type the code in as stated in this email as it allows us to match these surveys with the surveys you have already completed.

The survey consists of five sections of different length. It will take you about 30 min. to complete the entire survey. A small orange bar in the part above the question will indicate your progress.

In case you have any questions after completing the survey, or are interested in the outputs of this study, please contact charlotte.mueller@maastrichtuniversity.nl

Kind regards,

Maastricht University Research Team

Please enter the “participant identification number”
you received via email here.

Section 1

Firstly, we would like to ask you some general questions about your current situation and your links with {insert assignment country}.

1.1. Where are you currently living?

1 The Netherlands (or other European country) → Go to 1.2.

	<input type="checkbox"/> 2 {insert assignment country} → Go to 1.4. <input type="checkbox"/> 3 Other – please specify → Go to 1.2.
Only answer questions 1.2. if you answered questions 1.1. with 1 Netherlands (or other European country) or 3 Other. After answering questions 1.2 to 1.3. go to question 1.6.	
1.2. Since the end of your last CD4D assignment, how many times have you returned to {insert assignment country} to visit?	
Only answer question 1.3. if you answer to question 1.2. was not 0.	
1.3. What is the primary purpose of your visits to {Insert assignment country}?	<input type="checkbox"/> 1 Visit family and friends <input type="checkbox"/> 2 Business activities <input type="checkbox"/> 3 Charitable/ voluntary work <input type="checkbox"/> 4 Temporary return program (TRQN, MIDA, TOKTEN, etc.) <input type="checkbox"/> 5 Other (please specify)
Only answer questions 1.4. to 1.5. if you answered questions 1.1. with 2 {insert assignment country}. After answering questions 1.4. and 1.5. go to question 1.6.	
1.4. How long have you been living in {insert assignment country}?	
1.5. Please explain the reasons for moving to {insert assignment country} and your intended duration of stay.	
1.6. How often are you in contact with professionals within your field in {Insert assignment country}?	<input type="checkbox"/> 1 Never <input type="checkbox"/> 2 Several times a year <input type="checkbox"/> 3 Every three months <input type="checkbox"/> 4 Every month <input type="checkbox"/> 5 Every week <input type="checkbox"/> 6 Daily
1.7. Compared to the start of your first CD4D assignment, has the frequency of contact you have with professionals in {insert assignment country} decreased, increased or stayed the same?	<input type="checkbox"/> 1 Decreased <input type="checkbox"/> 2 No change <input type="checkbox"/> 3 Increased

Section 2 <i>We would like to ask you some questions about your current involvement with the host institution(s) at which you completed your CD4D assignment(s).</i>	
2.1. At how many different host institutions did you conduct an assignment?	<input type="checkbox"/> 1 One host institution → Answer questions 2.2. to 2.10. <input type="checkbox"/> 2 Two host institutions → Answers questions 2.2. to 2.19. <input type="checkbox"/> 3 Three host institutions → Answer questions 2.2. to 2.28.
2.2. Please select the name of the first institution where you completed a CD4D-assignment(s).	{insert drop down menu of host institutions per country here}
2.3. Are you currently involved in projects with (staff from) this institution?	<input type="checkbox"/> 0 No → Go to 2.6. <input type="checkbox"/> 1 Yes → Go to 2.4.
Only answer questions 2.4. to 2.5. if you answered questions 2.3. with 1 Yes.	

2.4. Is this project a continuation of your CD4D-assignment(s) at this institution(s)?	<input type="checkbox"/> 0 No <input type="checkbox"/> 1 Yes					
2.5. Please describe the project(s) you are currently involved in with this institution.						
Only answer question 2.6. if you answered question 2.3. with 0 No.						
2.6. Do you currently communicate with staff at this institution?	<input type="checkbox"/> 0 No → <i>Go to 2.11.</i> <input type="checkbox"/> 1 Yes → <i>Go to 2.7.</i>					
Only answer questions 2.7 to 2.10. if you answered question 2.6. with 1 Yes.						
2.7. How often do you currently communicate with the following persons from this institution?						
	Never (1)	(2) Several times a year	Every three months (3)	Every month (4)	Every week (5)	Every day (6)
a. Your supervisor(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Colleagues i.e. staff at the host institution you directly worked with/trained during your assignment(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Other staff from the host institution (i.e. staff you did not directly work with)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Other – please specify here:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.8. What do you discuss? (select all that apply)	<input type="checkbox"/> 1 We discuss ideas for new collaborations <input type="checkbox"/> 2 I continue to mentor staff from the institution <input type="checkbox"/> 3 I answer questions staff of the institution has <input type="checkbox"/> 4 We talk about non-work related topics (e.g. socializing) <input type="checkbox"/> 5 Other (Please specify here)					
Only answer questions 2.9. and 2.10. if you answered 2.8. with 1,2,3 or 5. Or if you answered 2.3. with 1 Yes						
2.9. How motivated are you to continue working with this institution in the future?	<input type="checkbox"/> 1 Very unmotivated <input type="checkbox"/> 2 Unmotivated <input type="checkbox"/> 3 Neutral <input type="checkbox"/> 4 Motivated <input type="checkbox"/> 5 Very motivated					
2.10. Please explain reasons for your motivation to continue working with staff at this institution in the future.						
If you answered question 2.1. with 1 <i>One host institution</i> go to question 3.1. Only answer questions 2.11. to 2.19. if you answered question 2.1. with 2 <i>Two host institutions</i> or 3 <i>Three host institutions</i>.						

2.11. Please select the name of the second institution where you completed a CD4D-assignment(s).	{insert drop down menu of host institutions per country here}					
2.12. Are you currently involved in projects with (staff from) this institution?	<input type="checkbox"/> 0 No → Go to 2.15. <input type="checkbox"/> 1 Yes → Go to 2.13.					
Only answer questions 2.13. to 2.14. if you answered question 2.12. with 1 Yes.						
2.13. Is this project a continuation of your CD4D-assignment(s) at this institution(s)?	<input type="checkbox"/> 0 No <input type="checkbox"/> 1 Yes					
2.14. Please describe the project(s) you are currently involved in with this institution.						
Only answer question 2.15. if you answered question 2.12. with 0 No.						
2.15. Do you currently communicate with staff at this institution?	<input type="checkbox"/> 0 No → Go to 2.20. <input type="checkbox"/> 1 Yes → Go to 2.16					
Only answer questions 2.16. to 2.17. if you answered question 2.15. with 1 Yes.						
2.16. How often do you currently communicate with the following persons from this institution?						
	Never (1)	(2) Several times a year	Every three months (3)	Every month (4)	Every week (5)	Every day (6)
a. Your supervisor(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Colleagues i.e. staff at the host institution you directly worked with/trained during your assignment(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Other staff from the host institution (i.e. staff you did not directly work with)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Other – please specify here:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.17. What do you discuss? (select all that apply)	<input type="checkbox"/> 1 We discuss ideas for new collaborations <input type="checkbox"/> 2 I continue to mentor staff from the institution <input type="checkbox"/> 3 I answer questions staff of the institution has <input type="checkbox"/> 4 We talk about non-work related topics (e.g. socializing) <input type="checkbox"/> 5 Other (Please specify here)					
Only answer questions 2.18. and 2.19. if you answered 2.17 with 1,2,3 or 5. Or if you answered 2.12. with 1 Yes						

2.18. How motivated are you to continue working with this institution in the future?	<input type="checkbox"/> 1 Very unmotivated <input type="checkbox"/> 2 Unmotivated <input type="checkbox"/> 3 Neutral <input type="checkbox"/> 4 Motivated <input type="checkbox"/> 5 Very motivated					
2.19. Please explain reasons for your motivation to continue working with staff at this institution in the future.						
Only answer questions 2.20. to 2.28. if you answered question 2.1. with 3 <i>Three host institutions</i>.						
2.20. Please select the name of the third institution where you completed a CD4D-assignment(s).	{insert drop down menu of host institutions per country here}					
2.21. Are you currently involved in projects with (staff from) this institution?	<input type="checkbox"/> 0 No → <i>Go to 2.24.</i> <input type="checkbox"/> 1 Yes → <i>Go to 2.22.</i>					
Only answer questions 2.22. to 2.23. if you answered question 2.21. with 1 <i>Yes</i>.						
2.22. Is this project a continuation of your CD4D-assignment(s) at this institution(s)?	<input type="checkbox"/> 0 No <input type="checkbox"/> 1 Yes					
2.23. Please describe the project(s) you are currently involved in with this institution.						
Only answer question 2.24. if you answered question 2.21. with 0 <i>No</i>.						
2.24. Do you currently communicate with staff at this institution?	<input type="checkbox"/> 0 No → <i>Go to 3.1.</i> <input type="checkbox"/> 1 Yes → <i>Go to 2.25.</i>					
Only answer questions 2.25. to 2.28. if you answered question 2.24. with 1 <i>Yes</i>.						
2.25. How often do you currently communicate with the following persons from this institution?						
	Never (1)	(2) Several times a year	Every three months (3)	Every month (4)	Every week (5)	Every day (6)
a. Your supervisor(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Colleagues i.e. staff at the host institution you directly worked with/trained during your assignment(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

c. Other staff from the host institution (i.e. staff you did not directly work with)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Other – please specify here:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.26. What do you discuss? (select all that apply)	<input type="checkbox"/> 1 We discuss ideas for new collaborations <input type="checkbox"/> 2 I continue to mentor staff from the institution <input type="checkbox"/> 3 I answer questions staff of the institution has <input type="checkbox"/> 4 We talk about non-work related topics (e.g. socializing) <input type="checkbox"/> 5 Other (Please specify here)					
Only answer questions 2.27 and 2.28. if you answered 2.26. with 1,2,3 or 5. Or if you answered 2.21. with 1 Yes						
2.27. How motivated are you to continue communication with staff at this institution in the future?	<input type="checkbox"/> 1 Very unmotivated <input type="checkbox"/> 2 Unmotivated <input type="checkbox"/> 3 Neutral <input type="checkbox"/> 4 Motivated <input type="checkbox"/> 5 Very motivated					
2.28. Please explain reasons for your motivation to continue communication with staff at this institution in the future.						

Section 3

We would like to ask you some questions about your CD4D experience as a whole and your perceptions of your origin country now.

3.1. What was the best part of the CD4D experience? <i>(Note for online survey: not required)</i>	
3.2. What went well during your assignment(s)? <i>(Note for online survey: not required)</i>	
3.3. What were the main challenge(s) during your assignment? <i>(Note for online survey: not required)</i>	
3.4. Do you have any suggestions for improvement of the CD4D programme? <i>(Note for online survey: not required)</i>	

3.5. Has being involved in the CD4D programme changed your perception of {insert assignment country}?	<input type="checkbox"/> 1 I now have a more negative perception → <i>Go to 3.6.</i> <input type="checkbox"/> 2 My perception has not changed → <i>Go to 3.7.</i> <input type="checkbox"/> 3 I now have a more positive perception → <i>Go to 3.6.</i>
3.6. Please describe your perception of {insert assignment country} now.	
3.7. How motivated are you to make positive changes in {insert assignment country}?	<input type="checkbox"/> 1 Very unmotivated <input type="checkbox"/> 2 Unmotivated <input type="checkbox"/> 3 Neutral <input type="checkbox"/> 4 Motivated <input type="checkbox"/> 5 Very motivated
3.8. Please describe your motivation in a few sentences.	
3.9. Has being involved in the CD4D programme changed your motivation to make positive changes in {insert assignment country}?	<input type="checkbox"/> 1 I am less motivated now (than when I started the CD4D programme) <input type="checkbox"/> 2 My motivation has not changed <input type="checkbox"/> 3 I am more motivated now (than when I started the CD4D programme)
3.10. Are you currently engaged in any knowledge transfer activities in {insert assignment country}? (e.g. giving trainings/coaching etc.; not at your previous host institution(s)).	<input type="checkbox"/> 0 No → <i>Go to 4.1.</i> <input type="checkbox"/> 1 Yes → <i>Go to 3.11.</i>
3.11. Please describe what knowledge transfer activities you are currently engaged in in {insert assignment country}.	

Section 4

In this section we would like to ask you to provide us with your basic demographic information.

4.1. How old are you?	
4.2. In which country were you born?	
4.3. In which country(ies) do you hold citizenship?	
4.4. What is your gender?	<input type="checkbox"/> 0 Male <input type="checkbox"/> 1 Female
4.5. Are you currently employed?	<input type="checkbox"/> 0 No → <i>Go to 4.6.</i> <input type="checkbox"/> 1 Yes → <i>Go to 4.8.</i>

Only answer questions 4.6. to 4.7. if you answered question 4.5. with 0 No. Then go to 4.11.

4.6. Please select what best fits your situation.	<input type="checkbox"/> 1 Unemployed and currently looking for work <input type="checkbox"/> 2 Unemployed and not currently looking for work <input type="checkbox"/> 3 Currently enrolled in an educational/study program <input type="checkbox"/> 4 Other – please specify
4.7. Do you receive social benefits in the Netherlands (or other European country)?	<input type="checkbox"/> 0 No <input type="checkbox"/> 1 Yes
Only answer questions 4.8. to 4.10. if you answered question 4.5. with 1 Yes. Then go to 4.11.	
4.8. Where are you currently employed?	<input type="checkbox"/> 1 The Netherlands (or other European country) <input type="checkbox"/> 2 {insert assignment country} <input type="checkbox"/> 3 Other – please specify
4.9. Please select what best fits your situation.	<input type="checkbox"/> 0 Employed in my area of expertise <input type="checkbox"/> 1 Employed outside of my area of expertise
4.10. Are you currently employed in the same position you were working in prior to your CD4D assignment?	<input type="checkbox"/> 0 No <input type="checkbox"/> 1 Yes
4.11. Overall, what impact did the CD4D programme have on your professional development?	<input type="checkbox"/> 1 Little to no impact <input type="checkbox"/> 2 Some impact <input type="checkbox"/> 3 High impact <input type="checkbox"/> 4 Very high impact

Section 5

Thank you for completing all of the above questions. In case you have anything else you would like to share or if you have any questions, please fill out the questions below.

5.1. Is there anything else you would like to share?	
5.2. Is there anything else that you think is important to know about your experiences in the CD4D-Programme?	
5.3. Is there anything else that you think is important to know about your professional development?	
5.4. Do you have any questions?	

Thank you for your cooperation and participation in this survey and for taking the time to complete this questionnaire. In case you have any questions after completing the survey, please contact Ms. Charlotte Mueller (charlotte.mueller@maastrichtuniversity.nl)

Appendix F: Colleague survey

Connecting Diaspora for Development (CD4D) Impact Evaluation

Referred by

Section 1
To start, we would like to know if you have previously worked with diaspora experts.

1.1. Was this the first time that you worked with a diaspora expert from the Connecting Diaspora for Development-Programme? <input type="checkbox"/> No → Go to 1.2. <input type="checkbox"/> Yes → Go to 1.3.		
1.2. How many diaspora experts from the CD4D-Programme have you worked with in total ?	<i>Please insert the number here:</i>	
1.3. Have you ever worked with any other diaspora experts (outside the CD4D programme)? <input type="checkbox"/> No → Go to 2.1. <input type="checkbox"/> Yes → Go to 1.4.		
1.4. How many diaspora experts NOT from the CD4D-programme have you worked with in total?	<i>Please insert the number here:</i>	

Section 2
We would like to ask you some questions about your experiences working the CD4D diaspora expert. Please answer these questions thinking only of the diaspora expert that you just worked with.

2.1. Were you in contact with the diaspora expert before he/she started his/her assignment at your institution? <input type="checkbox"/> No <input type="checkbox"/> Yes
2.2. How often did you have group meetings with the diaspora expert? <input type="checkbox"/> Never / rarely <input type="checkbox"/> Monthly <input type="checkbox"/> Weekly <input type="checkbox"/> Daily
2.3. How often did you have one-on-one meetings with the diaspora expert? <input type="checkbox"/> Never / rarely <input type="checkbox"/> Monthly <input type="checkbox"/> Weekly <input type="checkbox"/> Daily
2.4. How close do you feel your working relationship was with the diaspora expert? <input type="checkbox"/> Very distant <input type="checkbox"/> Distant <input type="checkbox"/> Neither <input type="checkbox"/> Close <input type="checkbox"/> Very close

<p>2.5. How often did you talk with the diaspora expert?</p> <p><input type="checkbox"/> Never / rarely</p> <p><input type="checkbox"/> Monthly</p> <p><input type="checkbox"/> Weekly</p> <p><input type="checkbox"/> Daily</p>
<p>2.6. Did the diaspora expert contribute to writing or updating manuals or documentation?</p> <p><input type="checkbox"/> No → <i>Go to 2.9.</i></p> <p><input type="checkbox"/> Yes → <i>Go to 2.7. & answer 2.7.-2.8.</i></p>
<p>2.7. How often did the CD4D diaspora expert contribute to writing or updating manuals or documentation?</p> <p><input type="checkbox"/> Seldom</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Often</p> <p><input type="checkbox"/> Very often</p>
<p>2.8. How often do you currently use the manuals or documentation that the diaspora expert wrote or contributed to for your work?</p> <p><input type="checkbox"/> Never</p> <p><input type="checkbox"/> Rarely</p> <p><input type="checkbox"/> Monthly</p> <p><input type="checkbox"/> Weekly</p> <p><input type="checkbox"/> Daily</p>
<p>2.9. Did the diaspora expert give a training (lecture, seminar) that you attended?</p> <p><input type="checkbox"/> No → <i>Go to 2.12.</i></p> <p><input type="checkbox"/> Yes → <i>Go to 2.10. & answer 2.10.-2.11.</i></p>
<p>2.10. How often did the CD4D diaspora expert give a training (lecture, seminar)?</p> <p><input type="checkbox"/> Seldom</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Often</p> <p><input type="checkbox"/> Very often</p>
<p>2.11. How often do you currently apply what you learned during the training in your work?</p> <p><input type="checkbox"/> Never</p> <p><input type="checkbox"/> Rarely</p> <p><input type="checkbox"/> Monthly</p> <p><input type="checkbox"/> Weekly</p> <p><input type="checkbox"/> Daily</p>
<p>2.12. Did the diaspora expert write out instructions (memos or guidance notes) for you to use?</p> <p><input type="checkbox"/> No → <i>Go to 2.15.</i></p> <p><input type="checkbox"/> Yes → <i>Go to 2.13 & answer 2.13.-2.14.</i></p>
<p>2.13. How often did the CD4D diaspora expert write out instructions (memos or guidance notes) for you to use?</p> <p><input type="checkbox"/> Seldom</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Often</p> <p><input type="checkbox"/> Very often</p>
<p>2.14. How often do you currently use these memos or guidance notes for your work?</p> <p><input type="checkbox"/> Never</p> <p><input type="checkbox"/> Rarely</p> <p><input type="checkbox"/> Monthly</p>

<input type="checkbox"/> Weekly <input type="checkbox"/> Daily
2.15. Did the diaspora expert translate foreign language materials? <input type="checkbox"/> No → <i>Go to 2.18.</i> <input type="checkbox"/> Yes → <i>Go to 2.16. & answer 2.16.-2.17.</i>
2.16. How often did the CD4D diaspora expert translate foreign language materials? <input type="checkbox"/> Seldom <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Very often
2.17. How often do you currently use these materials for your work? <input type="checkbox"/> Never <input type="checkbox"/> Rarely <input type="checkbox"/> Monthly <input type="checkbox"/> Weekly <input type="checkbox"/> Daily
2.18. Did the diaspora expert mentor or coach you (give you tips or guidance)? <input type="checkbox"/> No → <i>Go to 2.21.</i> <input type="checkbox"/> Yes → <i>Go to 2.19. & answer 2.19.-2.20.</i>
2.19. How often did the CD4D diaspora expert mentor or coach you (give you tips or guidance)? <input type="checkbox"/> Seldom <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Very often
2.20. How often do you currently apply the tips or guidance from the CD4D diaspora expert in your work? <input type="checkbox"/> Never <input type="checkbox"/> Rarely <input type="checkbox"/> Monthly <input type="checkbox"/> Weekly <input type="checkbox"/> Daily
2.21. Did the diaspora expert clarify roles and responsibilities with staff? <input type="checkbox"/> No → <i>Go to 2.24.</i> <input type="checkbox"/> Yes → <i>Go to 2.22. & answer 2.22.-2.23.</i>
2.22. How often did the CD4D diaspora expert clarify roles and responsibilities with staff? <input type="checkbox"/> Seldom <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Very often

2.23. How often do you currently apply this in your work?

- Never
- Rarely
- Monthly
- Weekly
- Daily

2.24. Did the diaspora expert assist in problem solving/teach you how to solve problems in a new way?

- No → Go to 2.27.
- Yes → Go to 2.25. & answer 2.25.-2.26.

2.25. How often did the CD4D diaspora expert assist in problem solving?

- Seldom
- Sometimes
- Often
- Very often

2.26. How often do you currently apply this in your work?

- Never
- Rarely
- Monthly
- Weekly
- Daily

2.27. Did the diaspora expert encourage teamwork among coworkers?

- No → Go to 2.30.
- Yes → Go to 2.28. & answer 2.28.-2.29.

2.28. How often did the CD4D diaspora expert encourage teamwork among coworkers?

- Seldom
- Sometimes
- Often
- Very often

2.29. How often do you currently apply this in your work?

- Never
- Rarely
- Monthly
- Weekly
- Daily

2.30. Did the diaspora expert challenge the status quo in the workplace (such as suggesting new ways of working)?

- No → Go to 2.33.
- Yes → Go to 2.31. & answer 2.31.-2.32.

2.31. How often did the CD4D diaspora expert challenge the status quo in the workplace (such as suggesting new ways of working)?

- Seldom
- Sometimes
- Often
- Very often

2.32. How often do you currently apply his/her suggestions in your work?

- Never
- Rarely
- Monthly
- Weekly
- Daily

2.33. Did the diaspora expert connect you with people in his/her network that you can learn from?

- No → Go to 2.37.
- Yes → Go to 2.34. & answer 2.34.-2.36.

2.34. How often did the CD4D diaspora expert connect you with people in his/her network that you can learn from?

- Seldom
- Sometimes
- Often
- Very often

2.35. Where are these people from?

You can select more than one.

- Diaspora members living in my country
- Diaspora living in another country
- Locals
- Other Nationality

2.36. How often are you currently in contact with these people?

- Never
- Rarely
- Monthly
- Weekly
- Daily

2.37. Did the diaspora expert organize or contribute to a workshop?

- No → Go to 2.40.
- Yes → Go to 2.38 & answer 2.38.-2.39.

2.38. How often did the CD4D diaspora expert organize or contribute to a workshop?

- Seldom
- Sometimes
- Often
- Very often

2.39. How often do you currently apply knowledge that you gained during that workshop in your work?

- Never
- Rarely
- Monthly
- Weekly
- Daily

2.40. Did the diaspora expert teach you new skills or techniques?

- No → Go to 2.43.
- Yes → Go to 2.41. & answer 2.41.-2.42.

2.41. What sector-specific skills did you learn from the diaspora expert (such as a new surgical technique, a new management practice, etc.)?
Please write in examples.

- 1.
- 2.
- 3.
- 4.
- 5.

2.42. How often do you currently apply the skills or techniques that you learned from the CD4D diaspora expert in your work?

- Never
- Rarely
- Monthly
- Weekly
- Daily

2.43. Did the diaspora expert teach you how to use new technology (software, programmes)?

- No → Go to 2.45.
- Yes → Go to 2.44.

2.44. How often do you currently apply the new technology that you learned from the CD4D diaspora expert in your work?

- Never
- Rarely
- Monthly
- Weekly
- Daily

2.45. How comfortable did you feel in sharing ideas with the diaspora expert?

- Very uncomfortable
- Uncomfortable
- Neutral
- Comfortable
- Very comfortable

2.46. How much expertise do you think the diaspora expert had that is useful in your job?

- None
- Very little
- Several useful things
- Many useful things
- A great deal of useful things

2.47. Did you go to the diaspora expert for advice?

- No → Go to 2.49.
- Yes → Go to 2.48.

2.48. Please indicate why you did not go to the diaspora expert for advice?

- I did not trust him / her
- I did not need any advice
- I don't think that he/she could help me

2.49. How much do you think you learned from the diaspora expert?

- Nothing
- Very little
- Several useful things
- Many useful things
- A great deal of useful things

2.50. Please rate your overall experience with the diaspora expert:

- Very dissatisfied
- Dissatisfied
- Neither
- Satisfied
- Very satisfied

Section 3

These next questions ask further about your experiences in working with the diaspora expert. For questions 3.1 to 3.16, please indicate yes or no for each statement.

3.1. I was able to talk freely to the diaspora expert about difficulties I am having at work

- No
- Yes

3.2. The diaspora expert approached his/her job with professionalism and dedication

- No
- Yes

3.3. I was able to rely on the diaspora expert not to make my job more difficult by careless work

- No
- Yes

3.4. I think the diaspora expert met his/her agreed on obligations to my institution

- No
- Yes

3.5. I felt that the diaspora expert discussed issues with me honestly

- No
- Yes

3.6. I felt that the diaspora expert will keep his/her word

- No
- Yes

3.7. I felt that the diaspora expert does not mislead me

- No
- Yes

3.8. I trusted the diaspora expert

- No
- Yes

3.9. I felt that the diaspora expert discussed joint expectations fairly

- No
- Yes

3.10. I could share information openly with the diaspora expert because he/she did not take advantage of this information against my interests

- No
 Yes

3.11. The diaspora expert did not understand how our institution works

- No
 Yes

3.12. The diaspora expert was overpaid compared to local staff

- No
 Yes

3.13. The diaspora expert did not respect local culture/way of life

- No
 Yes

3.14. The diaspora expert did not respect local knowledge and expertise

- No
 Yes

3.15. The diaspora expert did not have the required expertise

- No
 Yes

3.16. The diaspora expert did not speak our language well/ was difficult to understand

- No
 Yes

Section 4

4.1. Did your institution implement any of the suggestions the diaspora expert made in the institutions work?

- No
 Yes

4.2. Did you implement any of the suggestions the diaspora expert made in your daily work?

- No
 Yes

Section 5

5.1. At the moment, are you still in contact with the diaspora expert?

- No → Go to 5.2.
 Yes → Go to 5.3. & answer 5.3. – 5.5.

5.2. Please choose the answer that fits best.

- I am not interested in staying in contact with the diaspora expert
 I am not in contact with the diaspora expert but I know how to contact him/her if I need to
 I do not have the contact details of the diaspora expert
 I contacted the diaspora expert but he/she does not answer
→ Now go to 5.6.

5.3. How often are you in contact with the diaspora expert?

- Rarely
- Twice monthly
- Monthly
- Weekly
- Daily

5.4. How do you communicate?

You can choose more than one.

- Whatsapp
- Telegram
- Skype
- Facebook
- LinkedIn
- Email
- Phone
- Other

5.5. What do you discuss?

You can choose more than one.

- Advise in my current work tasks
- Advise in managing teamwork
- General career advice
- Ideas for working together
- Sector-specific events
- Sector-specific networking
- Work or job-related advice
- Other

5.6. In the future, would you again want to work with a diaspora expert?

- No
- Maybe
- Yes

Section 6

Thank you for providing us with a detailed insight into the work with the diaspora expert by answering the above questions. The following set of questions refers to your job and work more in general.

6.1. How motivated are you to learn new skills related to your work?

- Very unmotivated
- Unmotivated
- Neutral
- Motivated
- Very motivated

6.2. Do you have sufficient time to devote to learning new skills or knowledge relevant for your job?

- No
- Yes

6.3. I see a high value in learning new knowledge for own professional development

- No
- Yes

6.4. I see a high value in learning new knowledge for the benefit of my institution

- No
- Yes

6.5. How do you normally learn new skills related to your job?

You can choose more than one.

- Trainings offered by my employer
- Trainings in another country/at another institution
- Online trainings (Coursera, EdX etc.)
- From another colleague at my institution
- Books
- Google
- Youtube
- Wikispaces
- I don't want to learn any new skills
- I don't have time to learn any new skills → *If you did not choose "Other" go to 6.7.*
- Other → *Go to 6.6.*

6.6. Please specify here how you normally learn new skills related to your job.

Only answer this question if you selected "Other" in question 6.6.

6.7. How often do you work together with others?

- Never
- Rarely
- Twice monthly
- Monthly
- Weekly
- Daily

6.8. How often do you work together with foreigners (people who are not nationals)?

- Never
- Rarely
- Twice monthly
- Monthly
- Weekly
- Daily

6.9. How often do you work together with people from your country who have lived abroad and returned?
(apart from the diaspora expert)?

- Never
- Rarely
- Twice monthly
- Monthly
- Weekly
- Daily

6.10. How satisfied are you with your current job?

- Very dissatisfied
- Dissatisfied
- Neutral
- Satisfied
- Very satisfied

6.11. How do you feel that the satisfaction with your current job changed since the CD4D diaspora expert arrived?

- Very much worsened
- Worsened
- No change
- Improved
- Very much improved

6.12. How did working with the CD4D participant affect your level of confidence in your job?

- My confidence very much decreased
- My confidence decreased
- No change
- My confidence increased
- My confidence very much increased

6.13. How would you rate yourself in your job over the duration of the CD4D diaspora experts stay at your institution?

- Very poor
- Poor
- Neutral
- Good
- Very good

6.14. How much do you think your employer is committed to helping you learn new job-related skills?

- Very uncommitted
- Uncommitted
- Neutral
- Committed
- Very committed

6.15. How do you feel that your work environment changed since the CD4D participant arrived?

- Very much worsened
- Worsened
- No change
- Improved
- Very much improved

6.16. How likely are you to continue working for this institution for the next year?

- Very unlikely
- Unlikely
- Neutral
- Likely
- Very likely

6.17. How likely are you to continue working for this institution for the next five years?

- Very unlikely
- Unlikely
- Neutral
- Likely
- Very likely

Section 7

In the next section, we ask you to answer questions about your own experiences.

7.1. Have you traveled outside of {assignment country} (within the last 12 months)?

- No → Go to 7.4.
- Yes → Go to 7.2. & answer 7.2.-7.3.

7.2. How many times have you traveled outside of assignment country} (within the last 12 months)?

7.3. What was the reason for your travels?

Please select all that apply.

- Training
- Conference
- Business meetings
- Holiday or visiting friends/family
- Other

7.4. Have you ever lived outside of {assignment country} (=a stay of longer than 6 months)?

- No → Go to 7.7.
- Yes → Go to 7.5. & answer 7.5. – 7.6.

7.5. How long did you live outside of {assignment country}?

7.6. Where did you live?

7.7. Do you have family members, friends or colleagues who have lived abroad and returned to {assignment country}?

- No
- Yes

7.8. Do you have family members or friends who currently live outside of {assignment country}?

- No → Go to 7.10.
- Yes → Go to 7.9.

7.9. How often do you communicate with the friend or family member abroad whom you are closest to?

- Never
- Rarely
- Twice monthly
- Monthly
- Weekly
- Daily

<p>7.10. Are you currently in contact with any {assignment country} living abroad for professional purposes (apart from family and friends)?</p> <p><input type="checkbox"/> No → <i>Go to 8.1.</i></p> <p><input type="checkbox"/> Yes → <i>Go to 7.11. & answer 7.11. – 7.13.</i></p>	
<p>7.11. What region(s) does this person/ do these individuals live in? <i>You can choose more than one.</i></p> <p><input type="checkbox"/> Africa</p> <p><input type="checkbox"/> Asia</p> <p><input type="checkbox"/> Europe</p> <p><input type="checkbox"/> Latin America and the Caribbean</p> <p><input type="checkbox"/> North America</p> <p><input type="checkbox"/> Oceania</p>	
<p>7.12. If you know, please indicate in which countries this person/these individuals live.</p>	
<p>7.13. What do you discuss? <i>You can choose more than one.</i></p> <p><input type="checkbox"/> Ideas for working together</p> <p><input type="checkbox"/> Sector-specific events</p> <p><input type="checkbox"/> Sector-specific networking</p> <p><input type="checkbox"/> Work or job-related advice</p> <p><input type="checkbox"/> Other</p>	

Section 8

You are almost done. To wrap up, we only would like to ask you to complete the following demographic questions.

8.1. Please fill in your job title, job level and years in this job.	
<i>Job title</i>	
<i>Job level</i>	<input type="checkbox"/> Very junior <input type="checkbox"/> Junior <input type="checkbox"/> Mid-level <input type="checkbox"/> Lower-management <input type="checkbox"/> Upper-management
<i>Please indicate the number of years you have been in this position.</i>	
<i>Please indicate the total number of years that you have worked in the institution</i>	
8.2. Please fill in your age, gender, citizenship and level of education.	
<i>Age</i>	
<i>Gender</i>	<input type="checkbox"/> Female <input type="checkbox"/> Male

<i>Citizenship</i>	<input type="checkbox"/> {assignment country} <input type="checkbox"/> Other
<i>Level of education</i>	<input type="checkbox"/> Secondary <input type="checkbox"/> Technical or vocational <input type="checkbox"/> Bachelor <input type="checkbox"/> Master <input type="checkbox"/> PhD

Section 9

Thank you for completing all of the above questions. In case you have anything else you would like to share or if you have any questions, please fill out the questions below.

9.1. Is there anything else you would like to share?	
9.2. Is there anything else that you think is important to know about your professional experiences?	
9.3. Do you have any questions?	

Thank you for your cooperation and participation in this survey and for taking the time to complete this questionnaire. In case you have any questions after completing the survey, please contact Ms. Charlotte Mueller (charlotte.mueller@maastrichtuniversity.nl)