Connecting Diaspora for Development

Mid-Term Report

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1 Introduction

This mid-term report is the second key instalment of the impact evaluation of the Connecting Diaspora for Development (CD4D) – Project. The report summarizes the preliminary findings of the data collected from May 2017 to March 31, 2018, which includes:

- interviews conducted between November 2017 and March 2018 in all assignment countries (Afghanistan, Ethiopia, Ghana, Sierra Leone, and Somalia),
- interviews with participants conducted between October 2017 and March 2018 in the Netherlands and
- data collected through participant and colleague surveys on an on-going basis.

The results presented in this report focus on the experiences to date of the host institutions and participants within the CD4D programme. The report also reflects on an overview of the progress to date of the impact evaluation since the baseline report was submitted in May 2017.

Following from this introduction, Chapter 2 provides an overview of the work conducted to date on the overall impact evaluation. Chapter 3 provides a detailed outline of the challenges experienced during the data collection with the colleague surveys as well as the measures that the research team has taken in order to address these challenges. Chapter 4 gives an overview of the main participant and colleague characteristics. Then the main findings are presented, divided into two main topics:

(1) Experiences of host institutions in the CD4D - Programme (Knowledge transfer and interaction with participant(s), CD4D Programme Feedback and main challenges) and
(2) Experiences of participants in the CD4D-Programme (Participant's reason for participation and motivation, Knowledge transfer, Interaction with staff at host institution, Main challenges, Participant's personal development, CD4D Programme Feedback).

The recommendations following from this report and next steps are outlined in the final chapters.

2 Data Collection to date

This chapter provides an overview of the progress of the impact evaluation since May 2017. It furthermore includes progress on the data collection with participants and colleagues that was not included in the baseline report. The impact evaluation uses a mixed methods approach of both quantitative and qualitative research methods. Data is being collected through interviews and surveys at three points in time (prior to implementation of the CD4D assignment, after the CD4D placement, one year post placement) and from three target groups (CD4D participant, colleagues, host institution). Interviews are being used for the collection of all institutional data and a selected number of participants will be interviewed upon their return to the Netherlands. All other data collection with participants and colleagues is being done via online questionnaires.[1]

A total of 50 participants started their assignment prior to March 31st, 2018, conducting a total of 100 assignments. Eighty-two of these assignments were finished prior to the end of March, 18 were on-going around this date. As some participants conduct more than one assignment, the number of participants is

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[1] A comprehensive time scheme and all completed deliverables can be found in the appendix of this report.

lower than the number of assignments. Table 1 shows the number of participants and assignments per country.

Table 1: Overview participants and assignments[2]

Country	No. of participants	No. of assignments
Afghanistan	4	5
Ethiopia	4	10
Ghana	8	19
Sierra Leone	12	29
Somalia	8	12
Somaliland	14	25
Total	**50**	**100**

2.1 Institutional interviews

The second round of data collection has been completed in the five target countries (Afghanistan, Ethiopia, Ghana, Sierra Leone and Somalia/Somaliland). A total of 20 institutions have been included in the second round of data collection, comprising between two to seven institutions per country. The data collection was completed between November 2017 and March 2018. The following table gives an overview of the dates of field work, number of institutions interviewed per country and the names of the institutions:

Table 2: Overview of interviewed institutions per country

Country	Date of fieldwork	No. Institutions	Names of institutions[3]
Afghanistan	10.03. – 15.03.2018	3	1. Kabul Polytechnic University 2. Ministry of Energy and Water 3. Ministry of Rural Rehabilitation and Development
Ethiopia	20.02 – 23.02.2018	3	1. Ministry of Agriculture and Natural Resources (Rural Job-Opportunity Creation Directorate) 2. Ethiopian Institute of Agricultural Research 3. Ethiopian Horticulture and Agricultural Investment Authority
Ghana	28.11. – 30.11.2017	2	1. St. Dominic's Hospital 2. Korle Bu Teaching Hospital

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[2] This overview includes all assignments that started prior to March 31, 2018.
[3] In order by date of interview.

Sierra Leone	28.01. – 04.02.2018	7	1. Institute of Advanced Management and Technology (IAMTECH) 2. Ministry of Agriculture and Food Security (several divisions) 3. The Institute of Public Administration and Management (IPAM) 4. University of Sierra Leone (USL) College of Medicine Allied Health Sciences (COMAHS) 5. Ernest Bai Koroma, University of Science and Technology (EBKUST) 6. Milton Margai College of Education and Technology (MMCET) 7. Civil Service and Training College (CSTC)
Somalia/Somaliland	25.02. – 01.03.2018	5	1. Ministry of Justice (SOL)[4] 2. Ministry of Interior (SOL) 3. Ministry of Public Works Housing and Transport (Roads Development Agency) (SOL) 4. Ministry of Agriculture (SOL) 5. Ministry of Water (SOL)

The same institutions as for the baseline were chosen for the second round of fieldwork. The only exception is the CSTC in Sierra Leone. The institution was added to the programme at a later stage and also included within the selected institutions for interviews based on discussion with the IOM project managers. As for the baseline data collection, practical aspects in each country and at the different locations and the current security situation (in Afghanistan) were also taken into account in determining the selection of the host institutions included in the evaluation.[5] This resulted in an exclusion of two institutions each in Afghanistan, Ethiopia and Ghana.

Data was collected through **in-depth interviews with staff (of higher management level) and/or staff who worked with the participant(s), following the same methodology as in the baseline data collection.** The aim was to interview the same individuals as in the institutional baseline interviews (given the individual selected for the baseline proved suitable). Yet, for different reasons, this was not always possible. First, some staff had left the institution. In these cases, the successor was interviewed. Second, staff were not available the day the interviews took place at the institution. In some cases, other respondents were chosen instead. At some institutions, more staff members were interviewed in the second round of data collection than in the baseline. For example, Heads of Departments within the departments which participants had been placed were interviewed. This occurred at the recommendation of the institutional focal point and was a useful suggestion as now that respondents have been active in institutions it is clearer who they interact with in their roles. The final selection of respondents was again completed by the host institution in close coordination with the local IOM office.

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[4] SOL in this cell stands for Somaliland.
[5] For these reasons, in Somalia/Somaliland interviews took only place in Hargeisa/Somaliland, not in Mogadishu/Somalia.

All interviews were conducted using a **semi-structured interview guide** and the majority were recorded with a voice recorder. In a few cases, respondents refused to be recorded; instead, the interviewer took extensive notes. In the case of Afghanistan, Ethiopia and Somaliland, the interviewer was accompanied by a local IOM staff member who served as a translator.[6] In Ghana and Sierra Leone, a local staff member accompanied the interviewer to the institution, but was not present during the interview.

2.2 Participant Interviews

A total of **30 participant interviews** were conducted by the end of March 2018 and at present are continuing to occur on a rolling basis.[7] The UM researcher contacted each participant **after the end of his/her assignment**, inviting the participant to an interview. The place of the interview was determined by the respondent's preference. In some cases, respondents were still in the assignment country even though they had finished the CD4D-assignment or an **in-person interview** was not feasible for other reasons. In these cases, the interview was conducted via Skype, Whatsapp or phone. Participant interviews were of an approximate length of 45 mins to an hour. The majority of interviews were conducted in English and in two cases via translation. A semi-structured interview guide was used for all participants interviews (see Appendix 8).

2.3 Participant Surveys

All programme participants were contacted via email to complete an online questionnaire before the start of their first assignment. The IOM Office in The Hague and in some cases the local offices assisted with follow-ups in case a participant did not complete the questionnaire before the start of the assignment. In a few, exceptional cases, participants experienced technical difficulties in submitting the questionnaire; therefore, the UM Researcher sent them the survey as a word-document for re-submission. As of the end of March, **46 participants had completed the baseline survey**. This constitutes 86% of total participants. After the end of their assignment, participants were contacted again via email and asked to complete a post-assignment survey. As of the end of March, **31 post assignment surveys** were completed.[8]

2.4 Colleague Surveys

Data collection with the colleagues was planned via online surveys, similarly to the participant surveys, **at three points in time: (1) before the start of the assignment, (2) directly after the assignment, (3) one year after the assignment.** As of the end of March, a total of 69 baseline and post-assignment surveys with baseline questions have been completed. In order to send each colleague their online survey, colleagues needed to be identified. Staff of the local IOM offices assisted the UM researcher in this task. During data collection, the UM researcher encountered **a variety of challenges that affected the data collection**, influencing the quality and quantity of data. This will be discussed further in Section 3.

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[6] In Ethiopia and Somaliland, a different IOM staff member than during the first round served as a translator. In Afghanistan, two staff members had taken turns for the translation during round one; this was done in a similar manner during round two.
[7] An overview can be found in the appendix of this report.
[8] It has to be noted that this refers to the number of assignments, not to the number of participants who have competed the post-assignment survey as some participants who completed more than one assignment before March 31 also completed more than one post-assignment survey.

3 Data collection colleague surveys – challenges, measures taken and way forward

As mentioned in Section 2, the UM researchers encountered **a variety of challenges during the data collection that affected the data collection** with regards to the colleagues surveys. This section therefore discusses the challenges that have been encountered with the colleague surveys; also, measures that the research team has taken are outlined. The main challenges included the identification of colleagues before the start of the assignment, a low response rate, submission difficulties and the character of assignments. Each challenge will be described in more detail in the following, separately for baseline and post-assignment survey.

3.1 Challenges baseline survey

- **Identification of respondents-** All focal points at the IOM local offices were instructed to assist with the identification of colleagues prior to the start of an assignment. **Several challenges with regards to the identification before the start of an assignment were encountered**. First, it was not always clear who the participants are going to work with. Second, often, there is very little time between the point the assignment details for the participant are being confirmed and the start of the assignment. Therefore, the UM researcher received the contact details only shortly before the start of the assignment or several days afterwards so that conducting a baseline survey was no longer possible.

- **Low response rate-** The response rate is low. When sending the online survey via email, **most requests remained unanswered**. Follow-up by the local offices somewhat increased the submission rate, yet non-response still remained an issue.

- **Technical difficulties-** Additionally, the UM researcher had to deal with **technical difficulties**. The questionnaire was designed as an online survey, using the programme KoboToolbox. Follow up by the researcher showed that some of the selected respondents had tried to submit the questionnaire but due to a lack of a stable internet connection, the researcher did not receive their submission. In some cases, the questionnaire did not even load. As this issue even with guidance and follow-up did not improve, it was decided to send word-documents attached to the email instead of the online questionnaires.

3.2 Challenges post-assignment survey

Data collection via the colleague surveys was planned to take place at three points in time, that is before the start of assignment, after an assignment was completed and one year after. While the implementation of the baseline colleague survey was already challenging, even more challenges were encountered with the post-assignment colleague survey.

- **Low response rate-** Non-response was even higher during the post-assignment survey than during the baseline survey. This might have to do with the urgency that the baseline survey had to be conducted before the start of an assignment, while there was no such deadline for the post-assignment survey. Additionally, **respondents of the baseline survey generally did not answer the post-assignment survey** anymore. While some attrition can be expected during any longitudinal study, this becomes a particular challenge if baseline responses are already very low. As the number of respondents during baseline was low, the research team decided to not only target colleagues who completed the baseline for the post-assignment survey but also to (again) contact individuals who had not completed the baseline survey. Also, in many cases, baseline data collection had not been possible as the UM researcher

received the contact details only significant time after the start of the assignment. In these cases, the respondents were only contacted for the post-assignment survey. For this purpose, **a new version of the post-assignment survey** was developed, that is a post-assignment survey containing baseline questions.

- **Character of assignments-** Another challenge for data collection with the colleagues is the **character of many assignments**: Participants often do not work with several colleagues at the host institution, but in some cases there are even three to four participants working with the same two or three colleagues.

3.3. Measures taken

Different **attempts to overcome the challenges** mentioned above have been made.

- **Word format questionnaires -** To address the submission difficulties the UM Researcher drafted the **questionnaires in word format** instead as an online survey. Upon receipt of contact details, the word document is being sent to the colleagues at the host institution via email. This method replaced the online surveys since the end of 2017 approximately. Second, the UM Researcher distributed the paper questionnaires while at the institution during the second fieldwork between November 2017 and March 2018.

- **New section in participant post-assignment survey-** To address **the lack of colleague contact details**, a new section has been incorporated in the participant post assignment survey where participants are required to indicate the contact details of the staff members they worked with during the assignment.

- **New colleague questionnaire-** To address non-response and increase the quality of data, the research team is currently developing a **new questionnaire** which will replace the colleague baseline and post-assignment which will be implemented as soon as possible.

4 Participant and colleague characteristics

This chapter summarizes the main characteristics of CD4D-Participants as well as colleagues at the host institution.

4.1 Main participant characteristics

This section summarizes the main characteristics of the participants who completed the baseline survey. A total of **46 respondents completed the questionnaire prior to March 31, 2018**. It is important to note here that the number of respondents significantly varies by country. Twenty-one respondents conducted an assignment in Somalia or Somaliland, twelve respondents in Sierra Leone, four in Afghanistan, six in Ethiopia and three in Ghana. Nonetheless, this is in line with the overall number of placements that took place until March 31 which were significantly lower for Afghanistan, Ethiopia and Ghana than for Sierra Leone and Somalia and Somaliland.[9]

The majority of respondents are male (see Table 3). The share of female participants was somewhat higher in Somalia/Somaliland, with four female participants. This imbalance may be explained by the overall ratio

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[9] Ghana presents a special case here.

of male vs. female migrants from the assignments countries (for Afghanistan and Ghana) in the Netherlands as well as through a focus on certain sectors and qualifications.

Table 3: Participants by gender, by country

Gender	AF	ET	GH	SL	SO	Total
Male	3	5	3	12	17	40
Female	1	1	0	0	4	6
Total	4	6	3	12	21	46

The average age of respondents is 42 years old, however as Figure 1 shows, this varies by country.

Figure 1: Age of participants, by country
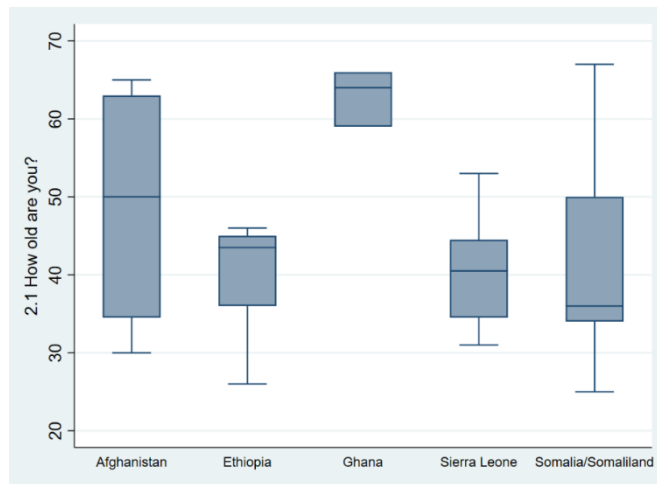
Overall, CD4D-Participants have a **high level of education**. More than half of CD4D-participants (25 respondents, 54 per cent) who completed the baseline survey have a Master's degree. Another nine CD4D-Participants (20 per cent) have a PhD-degree. While Afghanistan and Ethiopia had a higher proportion of participants with a PhD-Degree than participants with a Master's degree, this was the contrary for Sierra Leone and Somalia/Somaliland. The only two CD4D-Participants who have a technical or vocational training both conducted an assignment in Somalia/Somaliland.

Figure 2: Level of education of participants, by country
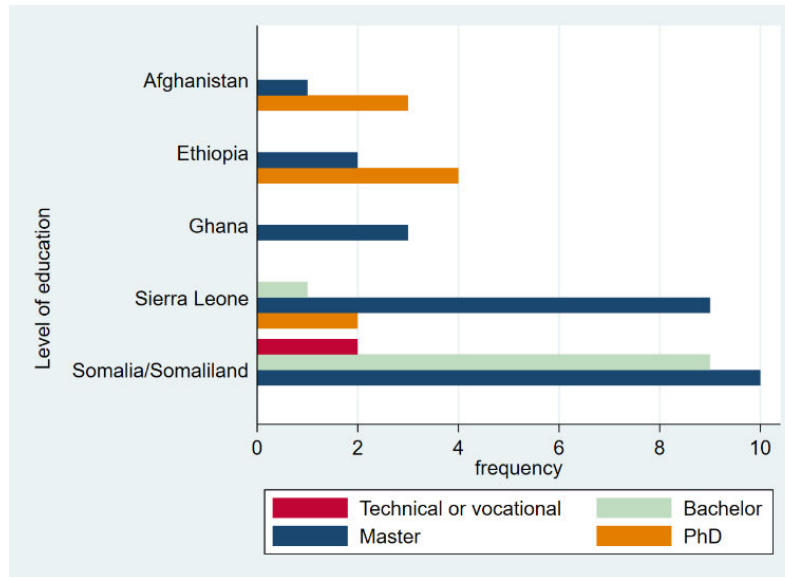
Thirty-seven per cent of participants were employed in their area of expertise in the Netherlands (or other European country) prior to their first CD4D assignment. Another three participants (6.5 per cent) were also employed prior to the start of their assignment, but outside their area of expertise. Two of these participants were previously employed in their area of expertise in the Netherlands. Notably, 57 per cent of CD4D-Participants were not employed prior to the start of their assignment. Of these 26 individuals, 17 were unemployed and currently looking for work; eight were unemployed and not currently looking for work and one person was enrolled in an educational or study programme. Nonetheless, 19 of the 26 participants who were unemployed prior to the start of their assignment had previously been employed in their area of expertise in the Netherlands (or other European country; see appendix). Also, the vast majority of CD4D-Participants (85 per cent) were employed within the industry of their assignment at some point prior to the start of their assignment. Four participants in Somalia/Somaliland as well as one participant in Sierra Leone have never been employed within the industry of their assignment.[10]

Table 4: Employment status prior to first CD4D-Assignment, by country

Employment status	AF	ET	GH	SL	SO	Total
Employed, in area of expertise	2	5	1	4	4	17
Employed, outside area of expertise	2	-	-	1	1	3
Unemployed and currently looking for work	-	1	-	6	10	17
Unemployed and not currently looking for work	1	-	2	1	5	8
Currently enrolled in an educational/study programme	-	-	-	-	1	1
Total	4	6	3	12	21	46

[10] Two participants indicated that this question was not applicable due to no previous employment. Another three participants indicated that this question was not applicable due to no previous employment, but indicated before that they are or have been employed previously. This was therefore regarded as a submission error and their responses were counted as "yes" (statistics table in appendix).

Figure 3: Participant's interaction or communication with host institution prior to CD4D project, by country
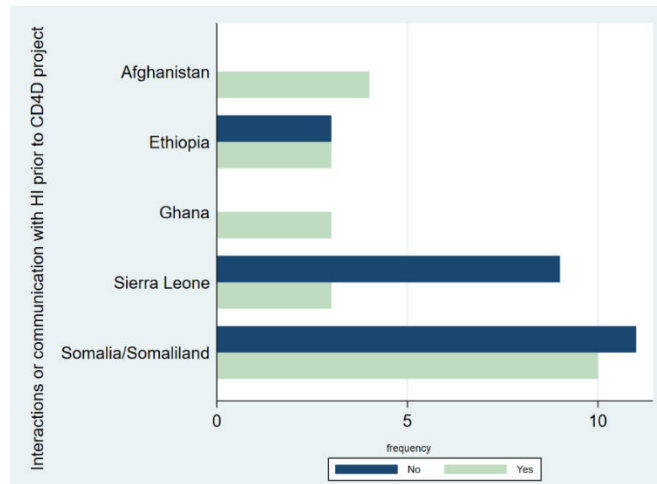
Half of the CD4D-Participants who completed the baseline survey had previous interaction or communication with the host institution prior to the CD4D project. There were slight variations by country. While all participants in Afghanistan and Ghana had previously been in contact with their host institution, only about half of the participants in Ethiopia and Somaliland had previously been in contact with their host institution. Only in Sierra Leone, a much higher number of CD4D participants (nine out of twelve) had not been in contact with the host institution prior to the CD4D project.

Figure 4: Previous participation in a temporary return programme
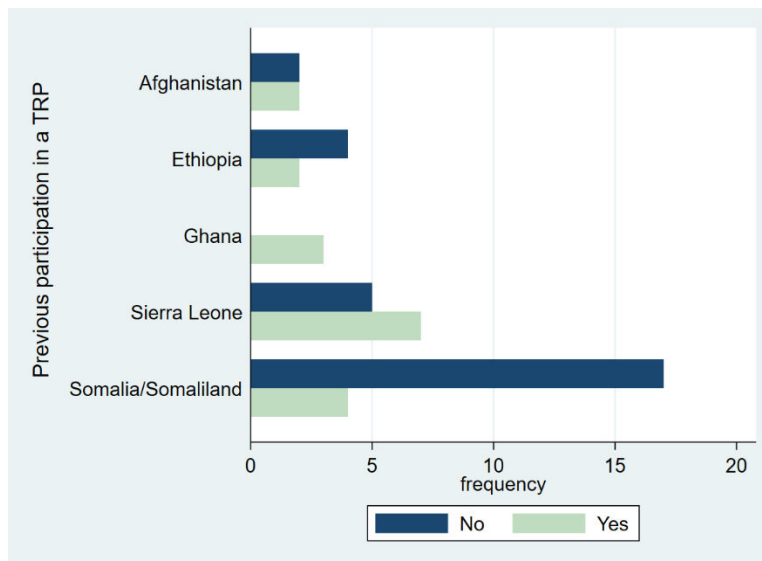
About forty percent of CD4D-participants participated in a temporary return programme, mainly TRQN, prior to CD4D.[11] Figure 4 shows variations by country. In Ghana, all participants had previously participated in TRQN which is explained by the special case Ghana constitutes within the CD4D-Programme.

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[11] Only one participant participated in a temporary return programme other than TRQN.
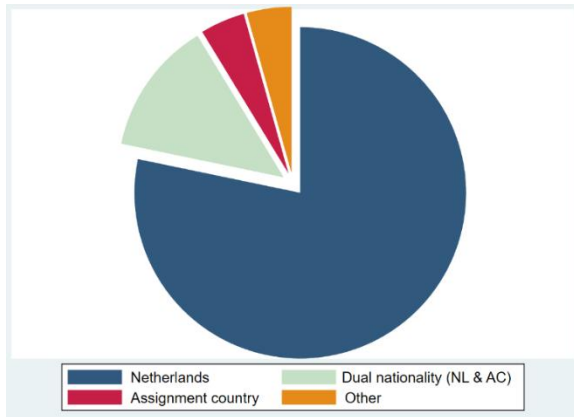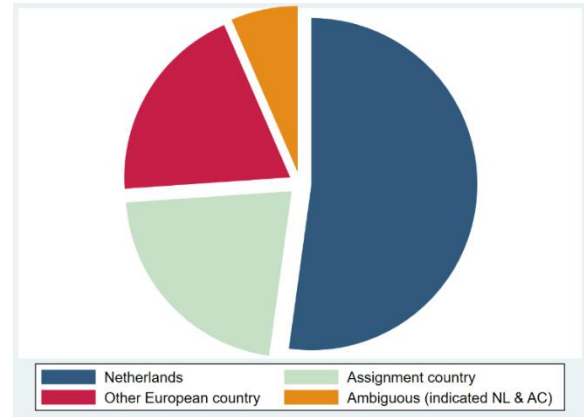
Figure 5: Country of citizenship	Figure 6: Country of residence

With the exception of only one participant who was born in the Netherlands, all participants who completed the baseline survey before March 31 were born in the country of assignment. With regards to nationality, the majority of participants (78 per cent) indicated to have **Dutch nationality** and 13 per cent to have **dual nationality**, that is Dutch nationality and the nationality of the country of assignment. Furthermore, two participants indicated to only have the nationality of the assignment country and two had other cases of dual nationality (see Figure 5, statistics by country can be found in the appendix).[12] As Figure 6 shows, about half of respondents were living in the Netherlands prior to the start of their first assignment. Twenty-two per cent (ten participants) were living in the assignment country upon start of their assignment and another nine participants were living in another European country, mainly the UK. Three participants gave an ambiguous response, indicating that they were living in the country of assignment as well as in the Netherlands. This might be due to the fact that a few participants already departed to the assignment country when completing the baseline survey.

4.2 Main colleague characteristics

This section summarizes the main characteristics of the colleagues who completed a survey[13]. A total of **69 respondents completed the questionnaire prior to March 31, 2018**. It is important to note here that the number of respondents significantly varies by country. While in Sierra Leone data from 32 colleagues was collected, the numbers are significantly lower in the other assignment countries (16 in Afghanistan, 10 in Ghana, 8 in Somaliland) as well as very low in Ethiopia and Somalia (2 in Ethiopia, 1 in Somalia). These differences can partially be explained by differences in assignment numbers by country; yet, they have also largely been influenced by the challenges in collecting the colleague data, discussed in detail in Section 3. As the number of surveys collected is quite small and highly skewed by target country the descriptive statistics below are meant for providing an overview of the current data collection and should not be considered as representative of the CD4D programme.

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[12] One donor requirement is that at least 90% of participants should have Dutch residence. The two participants who indicated to only have the nationality of the assignment country are both Ethiopian. The IOM staff confirmed that those two participants indeed do not have Dutch nationality but a permanent Dutch residence permit.

[13] For the purpose of this overview, data was merged from both baseline survey and post-assignment survey with baseline questions.

The majority of respondents are male (see Table 5). This is not necessarily surprising as all of these countries score relatively low on gender equality.[14]

Table 5: Colleagues by gender, by country

Gender	AF	ET	GH	SL	SO	SOL	Total
Male	14	2	7	28	1	5	57
Female	2	0	3	4	0	3	12
Total	16	2	10	32	1	8	69

The average age of respondents is 41 years old. This varies by country insofar as colleagues in Somaliland are on average younger (average age of 31 years). The other countries are very similar to each other with means between 37.5 and 43.9. There are two missing observations, one for Somalia and one for Sierra Leone.

Figure 7: Age of colleagues, by country
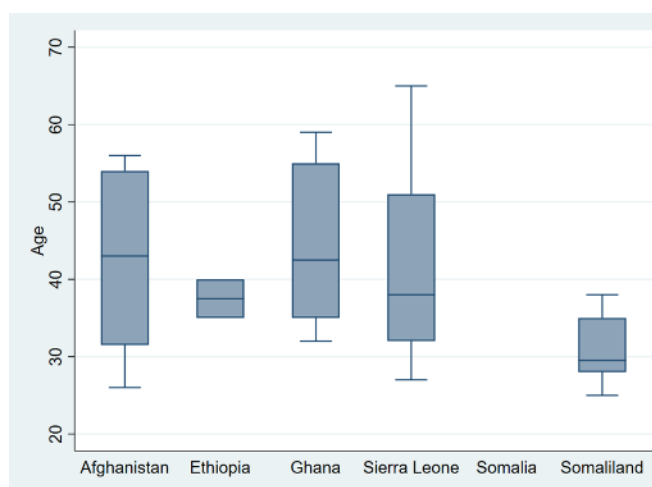
Forty-three per cent of colleagues hold a Bachelor's degree and 38 per cent hold a master's degree. Overall, only five colleagues have a level of education lower than a bachelor's degree. Variation across countries can be observed. Sierra Leone and Ethiopia are the only countries where colleagues hold a doctoral degree. Particularly in Sierra Leone, this may be attributed to the fact that the majority of institutions in the country are universities while in all other countries few universities are among the host institutions. Education levels among colleagues are more diverse in Ghana and Sierra Leone than in the other countries, with two colleagues with secondary education and one with secondary education and two with technical or vocational training, respectively. In Afghanistan and Somaliland, all colleagues hold a Bachelor's or master's degree. While in Afghanistan the majority of colleagues hold a master's degree, this is reversed for Somaliland. The only colleague who completed a survey in Somalia has a Bachelor's degree.

[14] Ethiopia scored rank 116 on the UNDP Gender Inequality Index for 2015, Ghana rank 131, Sierra Leone rank 151 and Afghanistan rank 154. Somalia was not included in the ranking, but has a female labour force participation rate of 33.2 percent. This is higher than in Afghanistan (19.1%), but lower than in Sierra Leone (65.0%), Ethiopia (77.0%) and Ghana (75.5%) (UNDP, 2016).

Figure 8: Level of education of colleagues, by country
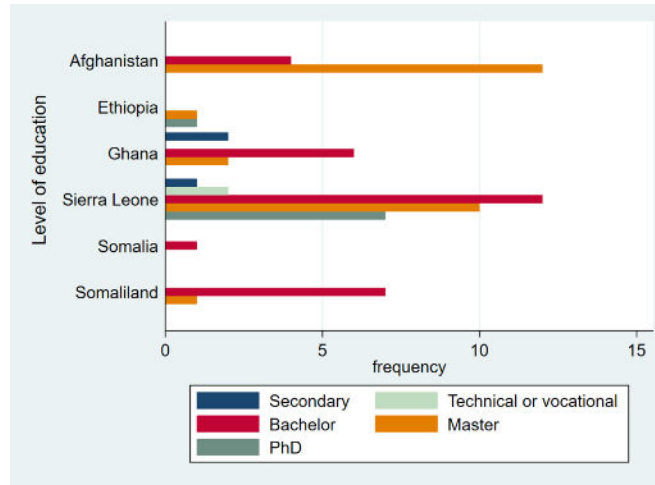
As part of the colleague survey, staff at the host institutions was asked to indicate their job level on a scale from very junior to upper-management. The survey results show diverse job levels across countries, ranging between junior to upper-management level in Afghanistan, Sierra Leone and Somaliland and from mid-level to upper-management level in Ethiopia and Ghana. Overall, 34 per cent of colleagues have upper-management jobs. About the same share of colleagues has a job at mid-level. Another 19 per cent ranked their job as lower-management and 12 per cent of respondents have junior positions.[15]

Figure 9: Colleague's job level, by country
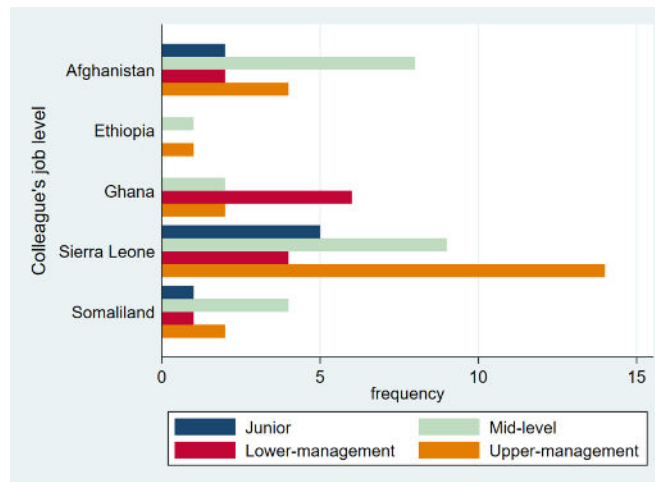
Colleague's openness to learn new skills may be an important factor for knowledge transfer success (Boh & Xu, 2013; Kuschminder, Sturge, & Ragab, 2014; Sun & Scott, 2005; The Conference Board, n.d.). Therefore, colleagues were asked to indicate their motivation to learn new skills related to their job. As Figure 10 shows, the vast majority of colleagues are very motivated (71 per cent) or motivated (21 per cent) to learn new skills. One respondent in Afghanistan as well as one colleague in Sierra Leone indicated that

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[15] There was no observation with regards to job level for the respondent in Somalia.

they are very unmotivated to learn new skills. Additionally, one respondent in Sierra Leone indicated to be "unmotivated". Two colleagues (one in Sierra Leone, one in Somaliland) responded to be "neutral".

Figure 10: Colleague's motivation to learn new skills, by country[16]
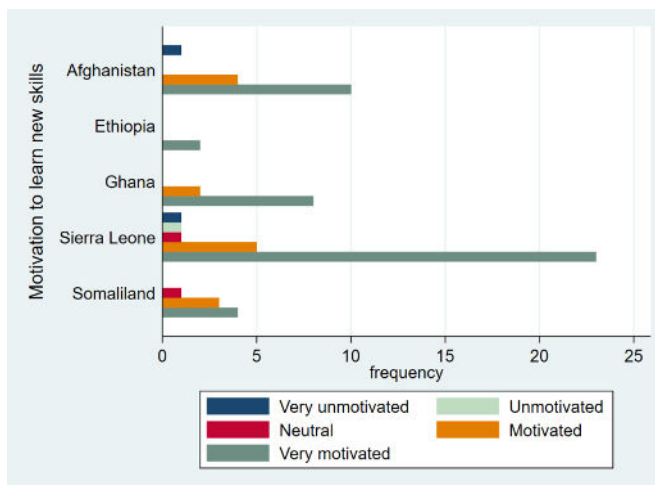
5 Main Findings

This section presents the main findings from the participant surveys and interviews conducted between October 2017 and March 2018 and from the interviews with selected host institutions conducted between November 2017 and March 2018.

5.1 Experiences of host institutions in the CD4D Programme

During the interviews conducted at selected host institutions between November 2017 and March 2018, staff were asked for their experience with the assignments and the CD4D-Programme to date. The main findings are presented under the four categories below of: knowledge transfer and interaction with participant(s) and CD4D programme feedback and main challenges.

Knowledge transfer and interaction with participant(s)

Knowledge transfer is the main objective of the CD4D-Assignments. The interviews aimed to identify what knowledge was transferred and in which ways this knowledge was transferred from the perspective of the host institution. Key findings include:

- **The character of assignments differs**- This variation is based on what institutions have requested and outlined in their Terms of References and feasibility. A number of assignments do not have an explicit focus on knowledge transfer but on conducting research on a certain aspect within the institution's work areas or designing a new policy. Knowledge transfer still seems to take place in some cases, however, this depends on two variables: 1) if the participant conducts research or designs a policy together with staff at the institution and 2) if participants and staff members work together on a regular basis. At some of the education institutions (for example, at *MMCET* or *CSTC* in Sierra Leone) one of the participants' main tasks is teaching due to a lack of (qualified) staff. The interviews showed that

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[16] Three missing values (one each for Afghanistan, Sierra Leone and Somalia).

often, but not always teaching staff from the host institution was present while participants were teaching. This is essential to ensure knowledge transfer and the sustainability of the interventions.

- **Cultural barriers are not an issue-** Interaction between participants and staff at the host institution is a key determinant of knowledge transfer success. Staff at the host institutions generally described the relationship between them and colleagues and the CD4D-Participant as friendly, cordial and professional. Across countries, respondents also reported easy communication as CD4D-Participants speak the local language.

- **Some participants are continuing their engagement post-assignment-** In many cases, staff at the host institution stayed in contact with participants after the end of their assignment. In some cases, CD4D-Participants were still providing guidance and support on the distance. Particularly in Ghana, where the programme was phased out at the end of September 2017, staff at the host institutions expressed that they do not consider the programme as terminated as staff and participants maintained close communication via Whatsapp and participants virtually accompanied on-going projects (see *Korle Bu Teaching Hospital*).

CD4D Programme Feedback and main challenges

Respondents also offered feedback on the overall CD4D programme. This included:

- **General satisfaction-** Respondents at host institutions across all target countries were **generally satisfied with the assignments that had taken place**. Nonetheless, a few key points should be highlighted, especially with regards to the number of assignments, assignment length and exchange visits.

- **The assignment frequency differs by country –** The **number of assignments** differs by country. Some countries, particularly Somalia/Somaliland have received a much higher number of placements than other countries (Ethiopia & Afghanistan). For example, *EIAR* in Ethiopia only benefited from one 5-day workshop. While staff at the institution expressed to be satisfied with the workshop, the workshop was very short and researchers had participated in other trainings at the same time which made it difficult to determine if the workshop had any impact. Similarly, few placements have taken place in Afghanistan. It is important to note that due to the changing security situation in Afghanistan it has been difficult for IOM to recruit participants willing to travel to Afghanistan. Until March 31, staff of several institutions (*Ministry of Energy and Water, Ministry of Urban Development and Kabul Polytechnic University)*[17] participated in one 10-day workshop on water management only. While respondents considered the training very useful, they expressed the **need for more and longer-term interventions.** Additionally, it became clear that the training was only relevant for certain staff of their institution; respondents would also like to see assignments within their other focus areas, e.g. the energy sector. Furthermore, there are institutions in all assignment countries (excluding Ghana) which have not received any placements. Participants at the respective institutions expressed an **urgent need for assignments**.

- **Differences in assignment duration by country-** The **assignment duration** differs by country. In Ghana the same participants conducted several repeated assignments of approx. 2 weeks. In Ethiopia, some assignments have been conducted, yet by a small number of participants who conducted repeated assignments (short assignments at three institutions were conducted by the same two participants)

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[17] Staff members from the Ministry of Rural Rehabilitation and Development also participated in the training. Yet, the ministry has received an additionally assignment and was therefore not mentioned in the text.

and the assignment duration was generally very short. In Sierra Leone and Somaliland, assignments generally take three months and are often extended by another three months. **Assignment length and planning** have been a challenge for some of the host institutions. Specifically higher education institutes, such as *CSTC* or *IAMTECH* in Sierra Leone, reported that the assignment length does not fit with their semester schedules. Additionally, long gaps between assignments made planning difficult.

- **Lack of financial and material resources –** In some cases, institutions and participants wanted to implement workshops or field visits but did not have the necessary resources to conduct the workshop or field visit. Also, some institutions lack material resources, especially technical equipment such as computers.

- **Exchange visits**- Respondents in all countries and at the majority of institutions frequently requested exchange visits.

5.2 Experiences of participants in the CD4D Programme

The participant surveys as well as the interviews conducted with participants during October 2017 and March 2018 provided an insight into the experiences of participants in the CD4D-Programme. The following findings were made:

Participant's reasons for participation and motivation

- **All participants have high pre-assignment motivation –** pre-assignment motivation among participants was high (see Figure 11). All participants were motivated or very motivated to contribute to change in their country of origin before the start of their first CD4D-Assignment.[18] The interviews showed that the majority of participants remain closely connected to their family and friends in their country of origin with some going back regularly for visits.

- **Post-assignment motivation is still high -** post-assignment motivation to contribute to change in their country of origin was still high among participants (see Figure 12). For 52 per cent of the assignments conducted and surveyed before March 31, participants indicated that they are still very motivated to contribute to change in their country of origin. Another 39 per cent of participants said that they were motivated. Only for three assignments (10 per cent) participants indicated that they were very unmotivated. Reasons for a lack of motivation mentioned by respondents were a lack of experience and ability of colleagues, nepotism, high staff turnover, complex workplace rules, and concerns regarding insecurity.

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[18] One participant indicated to be very unmotivated to contribute to change in their country of origin before the start of their first CD4D-Assignment but stated in the comment section to be very eager to transfer his/her skills. His/her answer was therefore counted as very motivated.
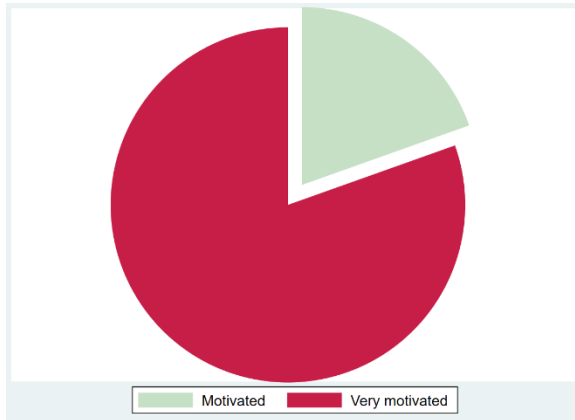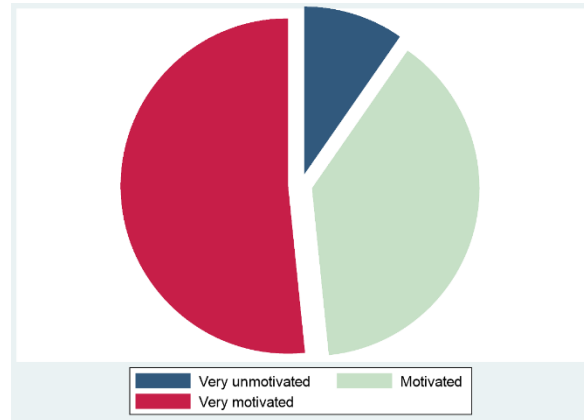
Figure 11: Pre-assignment motivation   Figure 12 : Post-assignment motivation


Knowledge transfer

Key findings in regards to the participants perceptions of knowledge transfer include:

- **Two types of knowledge are transferred-** The knowledge that participants transferred can be divided into **two types of knowledge**. First, CD4D-participants reported to have transferred more general work skills, such as management skills, teamwork, analytical skills, writing skills and critical thinking. Second, participants transferred field specific skills, for example, new soil sampling techniques and procedures, IT governance. During the majority of assignments, participants transferred both types of skills. For about 20 per cent of assignments participants to have transferred more general work skills only. During another approximately 20 per cent of assignments, only field specific skills were transferred.

- **Encouraging teamwork is most frequent task-** In the post-assignment survey, participants were asked to indicate the frequency of eleven different **tasks that involve the transfer of knowledge**. As Figure 13 shows, encouraging teamwork was indicated most frequently as "very often" (for 42 per cent of the assignments). Other frequent tasks were contributing to writing or updating manuals or documentation, providing mentoring or coaching to co-workers and assisting colleagues in problem solving. The task participants least frequently engaged in was the translation of foreign language materials.

Figure 13: Participant's tasks
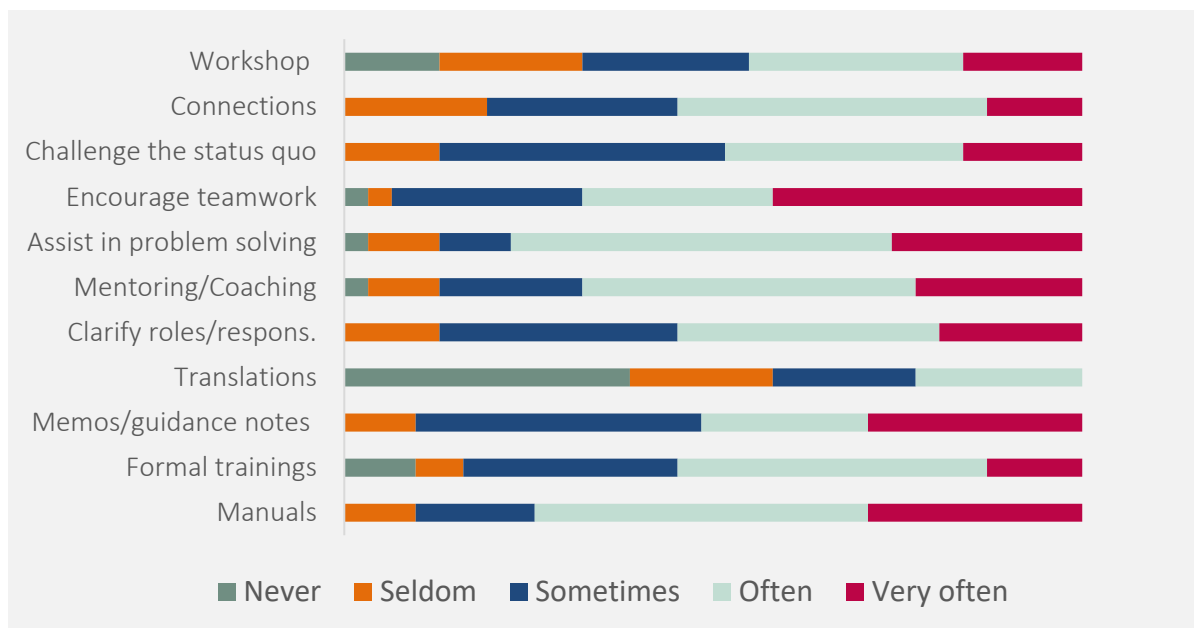
Relationship with colleagues

The main findings regarding relationships with colleagues include:

- **Experiences of mistrust-** Particularly participants who conducted an assignment in Sierra Leone or Somaliland reported to have experienced **mistrust** by staff at the institution. Data collected via the post-assignment surveys showed that mistrust was experienced often in 18 per cent of assignments in Somalia/Somaliland as well was sometimes in 18 per cent of assignments. In Sierra Leone, participants indicated to have experienced mistrust sometimes for 29 per cent of assignments (see Figure 14). Somalia and Somaliland were the only cases where participants experienced a negative attitude from colleagues at the host institution often (two assignments). During three assignments (43 per cent of total assignments surveyed for Sierra Leone) in Sierra Leone as well as during three assignments in Somalia/Somaliland (27 per cent) participants sometimes experienced a negative attitude from a colleague (see Figure 15). An unsupportive working culture was experienced very often during one assignment in Somalia/Somaliland and often during one assignment each in Ethiopia, Sierra Leone and Somalia/Somaliland (see Figure 16).

  According to respondents, the arrangements of the **CD4D-Programme were sometimes not clear to staff**. Staff often had not heard about CD4D until a CD4D-Participant arrived at the host institution and were therefore not aware that CD4D-Participants are supported by IOM for a limited period of time. This resulted in staff members thinking that participants would take their jobs or questioning why they themselves did not receive the chance to apply for the programme, **increasing mistrust and resentment** among staff and creating an unwillingness to cooperate with the participant(s). The respective participants reported during the interviews that resentment and mistrust decreased over time and when the participant explained the conditions for a CD4D-participation. Participants attributed the lack of information about CD4D to a failure by the institutional focal point to disseminate the information among staff.

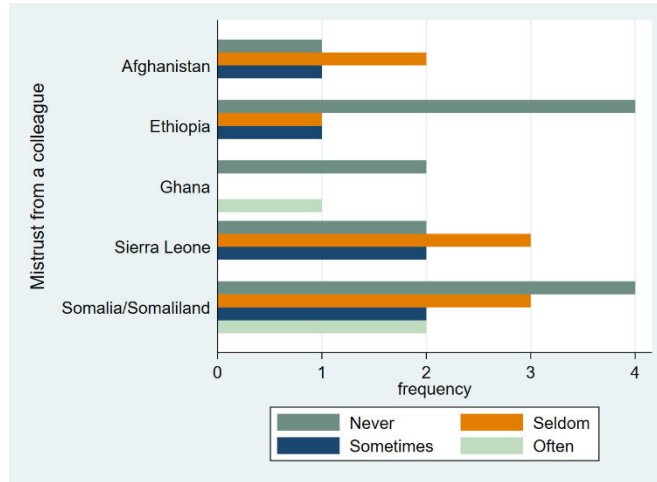Figure 14: Mistrust from a colleague, by country

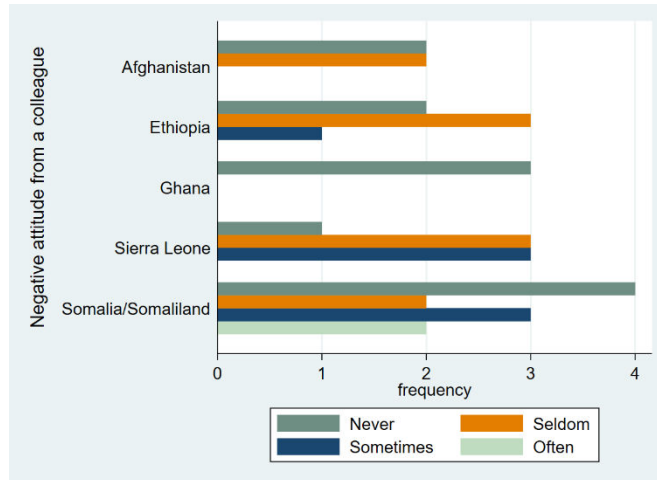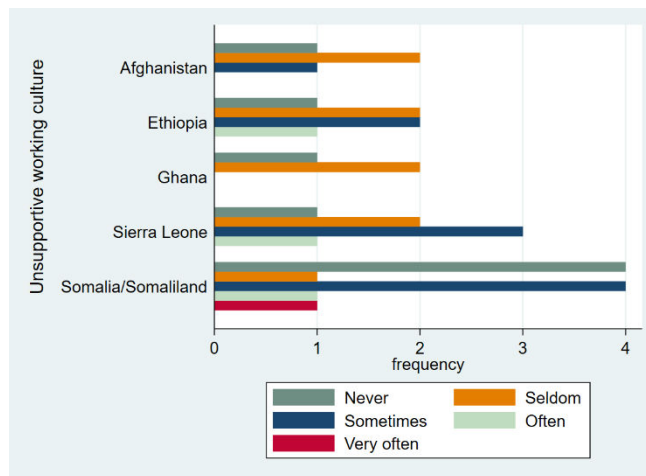Figure 15: Negative attitude from a colleague, country

Figure 16: Unsupportive working culture, by country

- **Experienced participants create trust-** In particularly participants who previously participated in TRQN are aware that mistrust may be an issue and therefore have **strategies to create trust**, in a direct way, mainly by explaining the conditions for participation in CD4D and communicating clearly their support role as well as the temporary character of their assignments. One example of a more indirect strategy is one participant who did not ask for his/her own office to not give staff the impression that (s)he is there to stay.

- **Communication is easy-** For all assignment countries, participants reported **easy communication with regards to language** as they speak the local language. Only in a few instances, participants said that they did not know certain terms in Somali or Dari. Yet, this never seemed to really affect communication.

Main challenges

This section summarizes the main challenges encountered during the assignments by the CD4D-participants. Participants were asked to indicate the frequency as to which they experienced 14 different challenges. The participant interviews provided additional insight with regards to country or institution specific challenges. The following challenges were identified: [19]

Figure 17: Challenges, reported by participants (per assignment)
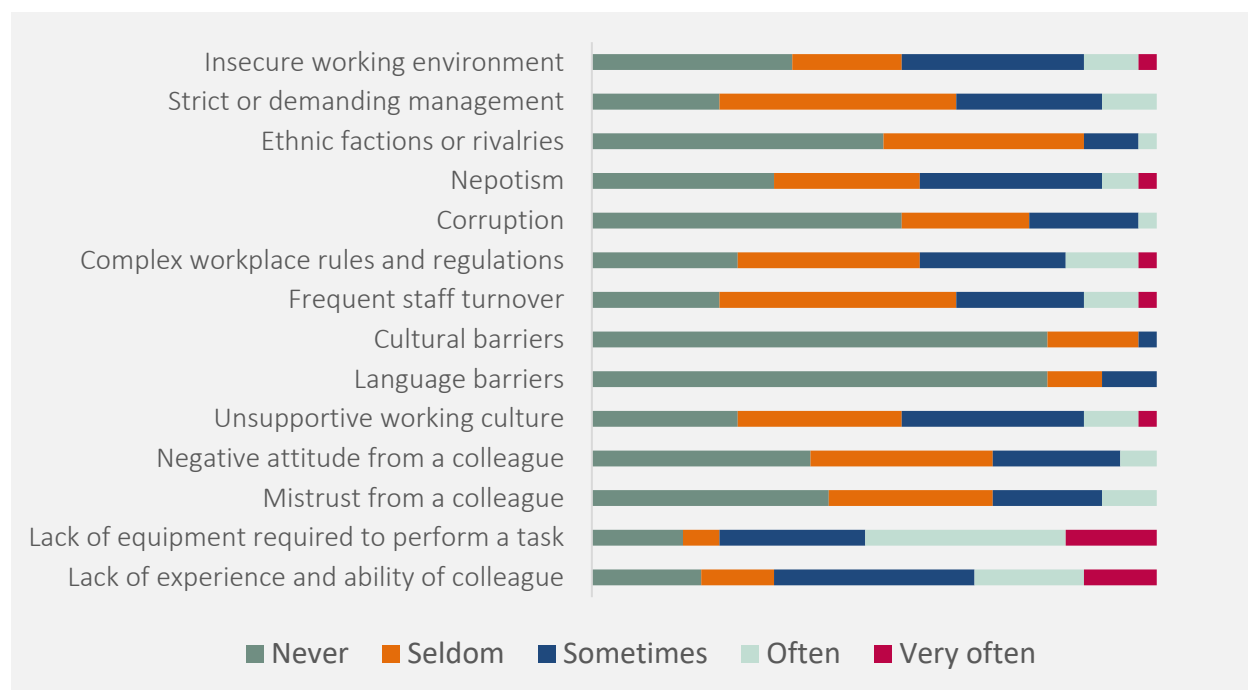
- **Lack of equipment and lack of experience and ability of colleagues are the main challenges-** Participants experienced two challenges most frequently, namely a lack of equipment to perform a task and a lack of experience and ability of colleagues. Most importantly, several participants, across assignment countries, **experienced a lack of electricity as well as a lack of a stable internet connection** at the host institution. This affected their work. Some participants tried to overcome these challenges by

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[19] A more detailed overview of challenges per country and institution can be found in the appendix of this report.

purchasing mobile data or going to an internet café to perform their tasks. A lack of experience of colleagues was mentioned for 13 per cent of assignments as very often and for 20 per cent of assignments as often, as well as "sometimes" for about a third of assignments. For instance, in one case, colleagues within a finance department did not know the basics of accounting. Yet, the interviews also showed that some participants were able to adapt to the lack of experience of colleagues by transferring more basic knowledge than initially planned.

- **No language or cultural barriers-** In contrast, the vast majority of survey respondents reported to have **never experienced any language or cultural barriers** (81 per cent). This view was generally shared by staff at the host institutions in all assignment countries.

- **Security challenges in Kabul and Mogadishu-** Insecurity was a challenge for participants in Kabul, but also for some participants who conducted their assignment in Mogadishu. Participants reported to **feeling unsafe while in the country**. In one case, an Afghan participant expressed that he/she is not willing to do another assignment in Kabul given the current security threads.

Participant's personal development

- **Participants gain new skills and insights-** Participants frequently stated that they also learned new skills or gained new insights during their assignment. For example, this **included teaching experience or how to work in challenging environments**. Several participants also said that they learned to be more patient.

- **Participants widen their networks-** The assignments are also an opportunity for CD4D-Participants to **create new networks and foster the relationship with existing contacts**. Participants widened their network by working with staff at the host institutions but also through meetings with representatives of other institutions. With the exception of Somaliland, participants rarely met other CD4D-Participants unless other participants were simultaneously conducting an assignment at the host institution.

CD4D Programme Feedback

It has become clear that the CD4D-Programme acts as a **facilitator** of diaspora engagement for individuals who are highly motivated to contribute to their country of origin and who have already done so previously, for example, during TRQN, by providing the financial resources.

- **Assignment duration is too short-** Similar to host institutions, several participants also stated with regards to the **length of the assignments**, that the assignment duration of three months is too short as it did not allow them to complete all tasks.

- **Lack of resources-** Participants expressed a **need for further resources**. This especially concerned the **lack of a stable internet connection** which participants required to perform their tasks. This also extended to the need for laptops (in some cases participants purchased a laptop for the assignment). As mentioned above, participants generally took measures to address these challenges. Yet, they would expect support from IOM in this regard.

- **Participants feel that the CD4D allowance is low-** One aspect that was emphasized by many participants was the **allowance that CD4D-participants receive**. According to participants, the allowance they receive is very low. On one hand, participants perceive the allowance as too low for current costs of living, particularly in Ghana and Sierra Leone, claiming that the allowance has not been adjusted to inflation

since TRQN. Furthermore, specifically in Sierra Leone and Somaliland, other IOM programmes (IOM Japan Doctors and MIDA) run in parallel to CD4D. Participants of these programmes receive a higher allowance than CD4D-Participants which creates **frustration** among the latter. Participants emphasized that, although their assignment country is their country of origin, this not necessarily mean that they can draw on family and friends for support. Participants explained that there are three groups of people who expect (financial) support. First, their families in the Netherlands. Second, their extended families in their countries of origin, who, often under the impression that CD4D-Participants are highly paid international staff, expect the participants to support rather than offering them support while in the country. Third, in some cases, also staff at the host institutions expected participants to invite them for lunch or offer support. Additionally, for the case of Afghanistan, participants voiced that the **allowance is not enough to pay for transport and accommodation that fulfils the desired security standards.**

5.3 Other findings

In addition to the findings mentioned above, the following key points are worth noting:

- **General satisfaction with support by local offices-** Participants were generally satisfied with **the support received from the local IOM Office** in their assignment country. While this somewhat depended on the country as well as on the individual, participants generally described that they could always contact the local staff with any questions.

- **Promising practice identified of monthly participant meetings in Hargeisa-** IOM Hargeisa organizes **monthly meetings for all CD4D and MIDA participants.** The meetings take place at the end of each month. During the meeting, participants share the advances and achievements of the last month with the group. The meetings also enable participants to share challenges they have faced during the last month and to receive feedback and ideas on how to proceed from the fellow participants. Additionally, each month, either the MIDA or the CD4D-Team organizes a social activity, a museum visit, restaurant visit etc. Participants from other assignment countries mentioned that they did not know any other participants (apart from the ones conducting an assignment at the same host institution) or that they did not have the opportunity to exchange with anybody else.

- **Time-intensive administrative procedures-** Participants feel that the administrative procedures impose a heavy burden on their time (e.g. the monthly report requirement). Furthermore, the administrative procedures were mentioned as a challenge for the exchange visits that have taken place more recently.

6 Recommendations and Conclusion

Based on the findings discussed throughout the report, two main recommendations can be made:

- **Solutions should be sought to address the lack of material and financial resources -** To respond to the lack of material and financial resources for workshops, field visits and information technology, **two approaches should be taken**. First, it should be assessed in how far individual participants can be supported according to the need arising from the characteristics of their assignments and tasks. For example, for institutions with a severe lack of a stable internet connection and where the participants' work is dependent on having stable access to internet, participants could be provided with a mobile

data plan for the duration of their assignment. Second, as the lack of resources and equipment is a more general issue at institutions across countries and independent of a certain assignment, **measures to improve the institutional resources, equipment and IT infrastructure at participating institutions should be supported**. One is enhancing the possibility for crowd-funding initiatives. Ten participants were given a training on crowd-funding facilitated by IOM. Yet, no crowd-funding campaign was identified as a result and none of the participants has approached IOM for support in a campaign. Participants should not only be introduced to the concept of crowd-funding but be guided in setting up a crowd-funding initiative. Yet, the initiative has to come from the participants. IOM is planning a follow-up and can give advice on how to make, for example, a short video. Additionally, a few participants have been able to obtain equipment, such as computers, through their Dutch company and additional contacts.[20] Other participants should be encouraged to follow these examples and supported via the CD4D programme for their initiative.

- **Facilitate knowledge exchange among participants-** To foster exchange among CD4D-Participants, the existing practice of IOM Hargeisa should be taken as an example of an IOM-led initiative to stimulate exchange among CD4D-Participants. Such **(monthly) participant meetings** provide a platform for exchange on experiences during the assignments; this can be considered specifically important in cases where CD4D-Participants are confronted with mistrust or resentment at the host institutions. It also offers the opportunity for CD4D-Participants who may participate in a temporary return programme for the first time to learn from fellow participants who have completed several assignments. Finally, it can provide an opportunity for the local focal point to make suggestions on how to further enhance knowledge transfer and exchange knowledge on tools and techniques that have led to successful knowledge transfer. For the countries where in-person meetings are not feasible due to a low number of participants, virtual exchange should be encouraged. IOM is already offering online discussion groups on the CD4D-Website. Yet, more common platforms of virtual exchange, such as Whatsapp groups, might be more practical and might encourage more participants to interact and exchange experiences.

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[20] IOM was able to obtain parts of the equipment. This equipment is destined for the host institutions that are in need of this only.

7 Next Steps

This final section provides a brief outlook on the other components of the impact evaluation and future deliverables. This report has summarized preliminary key findings until the end of March 2018. Data collection via the participant and colleague surveys is on-going during the duration of the project as it follows the start and end dates of each individual assignment. Accordingly, the tools are being developed for the different stages of the evaluation. Additionally, the staff of IOM The Hague and Maastricht University agreed on a new procedure for the colleague surveys which aims to increase response rates. Participants will no longer be asked to complete the baseline survey. The research team of Maastricht University is currently developing a new colleague survey which will replace the previous baseline and post-assignment survey and which will be implemented after the completion of an assignment. IOM Den Haag, IOM local offices in the target countries and the research team at Maastricht University will closely cooperate to ensure a high response rate.[21] An institution will only receive another assignment if the colleague surveys were completed successfully. Table 6 gives an overview of future deliverables and their estimated date of delivery. The final fieldwork will take place in early 2018.

Table 6: Future deliverables

Deliverable	Estimated date of delivery
Participant Survey 1-Year	July 2018
Interview Guide Year 3	September 2018
Final Report	Fall 2019

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[21] The research team will send an overview of survey submissions to IOM Den Haag every two weeks. IOM Den Haag and the local IOM offices will then follow up with the colleagues who did not complete a survey. Staff of the local offices will also be asked to take paper copy of the survey to the host institutions to encourage further completion.

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Appendix 1: Summary statistics

1. Age of participants, by country (Summary statistics corresponding to Figure 1 and explanation)

	Observations	Mean	Std. Dev.	Min	Max
Afghanistan	4	48.8	16.9	30	65
Ethiopia	6	40	7.8	26	46
Ghana	3	63	3.6	59	66
Sierra Leone	12	40.5	7.2	31	53
Somalia/ Somaliland	21	39.8	10.8	25	67
Total	**46**	**42.3**	**11.3**	**25**	**67**

2. Level of education (Summary statistics corresponding to Figure 2 and explanation)

Level of education	AF	ET	GH	SL	SO	Total	Total (%)
Technical or vocational	-	-	-	-	2	**2**	4.4
Bachelor	-	-	-	1	9	**10**	21.7
Master	1	2	3	9	10	**25**	54.4
PhD	3	4	-	2	-	**9**	19.6
Total	**4**	**6**	**3**	**12**	**21**	**46**	**100**

3. Participant's interaction or communication with host institution prior to CD4D project, by country (Summary statistics corresponding to Figure 3 and explanation)

Previous interaction or communication	AF	ET	GH	SL	SO	Total	Total (%)
No	-	3	-	9	11	**23**	50
Yes	4	3	3	3	10	**23**	50
Total	**4**	**6**	**3**	**12**	**21**	**46**	**100**

4. Previous participation in a temporary return programme (Summary statistics corresponding to Figure 4 and explanation)

Previous participation in TRP	AF	ET	GH	SL	SO	Total	Total (%)
No	2	4	0	5	17	**28**	60.9
Yes	2	2	3	7	4	**18**	39.1

Total	4	6	3	12	21	46	100

5. & 6. Country of citizenship (Summary statistics corresponding to Figure 5 and 6 and explanation)

Country of citizenship	AF	ET	GH	SL	SO	Total	Total (%)
Netherlands	3	4	3	8	18	36	78.2
Dual nationality (NL & AC)	1	-	-	3	2	6	13.0
Assignment country	-	2	-	-	-	2	4.4
Other	-	-	-	1	1	2	4.4
Total	4	6	3	12	21	46	100

7. Age of colleagues, by country (Summary statistics corresponding to Figure 7 and explanation)

	Observations	Mean	Std. Dev.	Min	Max
Afghanistan	16	42.6	11.5	26	56
Ethiopia	2	37.5	3.5	35	40
Ghana	10	43.9	10.5	32	59
Sierra Leone	31	41.3	11.5	27	65
Somalia	-	-	-	-	-
Somaliland	8	31	4.5	25	38
Total	67	40.7	11.0	25	65

8. Level of education of colleagues, by country (Summary statistics corresponding to Figure 8 and explanation)

Level of education	AF	ET	GH	SL	SO	SOL	Total	Total (%)
Secondary	-	-	2	1	-	-	3	4.35
Technical or vocational	-	-	-	2	-	-	2	2.90
Bachelor	4	-	6	12	1	7	30	43.48
Master	12	1	2	10	-	1	26	37.68
PhD	-	1	-	7	-	-	8	11.59
Total	16	2	10	32	1	8	69	100

9. Colleague's job level, by country (Summary statistics corresponding to Figure 9 and explanation)

Job level	AF	ET	GH	SL	SO	SOL	Total	Total (%)
Very junior	-	-	-	-	-	-	**-**	**-**
Junior	2	-	-	5	-	1	**8**	**11.8**
Mid-level	8	1	2	9	-	4	**24**	**35.3**
Lower-management	2	-	6	4	-	1	**13**	**19.1**
Upper-management	4	1	2	14	-	2	**23**	**33.8**
Total	16	2	10	32	-	8	68	100

10. Colleague's motivation to learn new skills, by country (Summary statistics corresponding to Figure 10 and explanation)

Motivation	AF	ET	GH	SL	SO	SOL	Total	Total (%)
Very unmotivated	1	-	-	1	-	-	**2**	**3.0**
Unmotivated	-	-	-	1	-	-	**1**	**1.5**
Neutral	-	-	-	1	-	1	**2**	**3.0**
Motivated	4	-	2	5	-	3	**14**	**21.2**
Very motivated	10	2	8	23	-	4	**47**	**71.2**
Total	15	2	10	31	-	8	66	100

11. Pre-assignment motivation (Summary statistics corresponding to Figure 11 and explanation)

	Frequency	Percentage
Very unmotivated	-	-
Unmotivated	-	-
Neutral	-	-
Motivated	9	19.57
Very motivated	37	80.43
Total	46	100

12. Post assignment motivation (Summary statistics corresponding to Figure 12 and explanation)

	Frequency	Percentage
Very unmotivated	3	9.7
Unmotivated	-	-
Neutral	-	-

Motivated	12	38.7
Very motivated	16	51.6
Total	**31**	**100**

13. Participant's tasks (Summary statistics corresponding to Figure 13 and explanation)

	Never		Seldom		Sometimes		Often		Very often		Total	
	Freq.	*%*	*Freq.*	*%*	*Freq.*	*%*	*Freq.*	*%*	*Freq.*	*%*	**Freq.**	**%**
Manuals	-	-	3	9.7	5	16.1	14	45.2	9	29	**31**	**100**
Formal trainings	3	9.7	2	6.5	9	29	13	41.9	4	12.9	**31**	**100**
Memos/guidance notes	-	-	3	9.7	12	38.7	7	22.6	9	29	**31**	**100**
Translations	12	38.7	6	19.4	6	19.4	7	22.5	0	0	**31**	**100**
Clarify roles/respons.	-	-	4	12.9	10	32.3	11	35.5	6	19.4	**31**	**100**
Mentoring/ Coaching	1	3.2	3	9.7	6	19.4	14	45.2	7	22.6	**31**	**100**
Assist in problem solving	1	3.2	3	9.7	3	9.7	16	51.6	8	25.8	**31**	**100**
Encourage teamwork	1	3.2	1	3.2	8	25.8	8	25.8	13	41.9	**31**	**100**
Challenge the status quo	-	-	4	12.9	12	38.7	10	32.2	5	16.1	**31**	**100**
Connections	-	-	6	19.4	8	25.8	13	41.9	4	12.9	**31**	**100**
Workshop	4	12.9	6	19.4	7	22.6	9	29	5	16.1	**31**	**100**

14. Mistrust from a colleague, by country (Summary statistics corresponding to Figure 14 and explanation)

Mistrust	AF	ET	GH	SL	SO/SOL	Total	Total (%)
Never	1	4	2	2	4	**13**	41.9
Seldom	2	1	-	3	3	**9**	29.0
Sometimes	1	1	-	2	2	**6**	19.4
Often	-	-	1	-	2	**3**	9.7
Very often	-	-	-	-	-	**-**	**-**
Total	**4**	**6**	**3**	**7**	**11**	**31**	**100**

15. Negative attitude from a colleague, by country (Summary statistics corresponding to Figure 15 and explanation)

Negative attitude	AF	ET	GH	SL	SO/SOL	Total	Total (%)
Never	2	2	3	1	4	12	38.7
Seldom	2	3	-	3	2	10	32.3
Sometimes	-	1	-	3	3	7	22.6
Often	-	-	-	-	2	2	6.4
Very often	-	-	-	-	-	-	-
Total	4	6	3	7	11	31	100

16. Unsupportive working culture, by country (Summary statistics corresponding to Figure 16 and explanation)

Unsupportive working culture	AF	ET	GH	SL	SO/SOL	Total	Total (%)
Never	1	1	1	1	4	8	25.8
Seldom	2	2	2	2	1	9	29.0
Sometimes	1	2	-	3	4	10	32.3
Often	-	1	-	1	1	3	9.7
Very often	-	-	-	-	1	1	3.2
Total	4	6	3	7	11	31	100

17. Challenges as reported by participants (Summary statistics corresponding to Figure 17 and explanation)

	Never		Seldom		Sometimes		Often		Very often		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Lack of experience and ability of colleague	6	19.4	4	12.9	11	35.5	6	19.4	4	12.9	31	100
Lack of equipment required to perform a task	5	16.1	2	6.5	8	25.8	11	35.5	5	16.1	31	100
Mistrust from a colleague	13	41.9	9	29	6	19.4	3	9.7	-	-	31	100
Negative attitude from a colleague	12	38.7	10	32.3	7	22.6	2	6.5	-	-	31	100
Unsupportive working culture	8	25.8	9	29	10	32.3	3	9.7	1	3.2	31	100
Language barriers	25	80.6	3	9.7	3	9.7	-	-	-	-	31	100

											Total	100
Cultural barriers	25	80.6	5	16.1	1	3.2	-	-	-	-	31	100
Frequent staff turnover	7	22.6	13	41.9	7	22.6	3	9.7	1	3.2	31	100
Complex workplace rules and regulations	8	25.8	10	32.3	8	25.8	4	12.9	1	3.2	31	100
Corruption	17	54.8	7	22.6	6	19.4	1	3.2	0	-	31	100
Nepotism	10	32.3	8	25.8	10	32.3	2	6.5	1	3.2	31	100
Ethnic factions or rivalries	16	51.6	11	35.5	3	9.7	1	3.2	0	-	31	100
Strict or demanding management	7	22.6	13	41.9	8	25.8	3	9.4	0	-	31	100
Insecure working environment	11	35.5	6	19.4	10	32.3	3	9.4	1	3.2	31	100

18. Employment for participants who were unemployed prior to start of their CD4D-Assignment (Have you ever previously worked in your area of expertise in the Netherlands?)

Ever employed	No	Yes	Total	Total (%)
Unemployed and currently looking for work	6	11	17	65.4
Unemployed and not currently looking for work	1	7	8	30.8
Currently enrolled in an educational/study program	0	1	1	3.8
Total	7	19	26	100

19. Previous employment in industry of assignment

Experience in industry	AF	ET	GH	SL	SO	Total	Total (%)
No	-	-	-	1	4	5	10.9
Yes	4	6	3	11	15	39	84.8
Not applicable (due to no previous employment)	-	-	1	-	2	2	4.3
Total	4	6	3	12	21	46	100

Appendix 2: Timescheme

TIME SCHEME CD4D

*11 -14 months after first visit

2016	2017		2018	2019
Literature Review	*Early 2017* Baseline Report		*April 2018* Mid-Term Report	*Fall 2019* Final Report
Conceptual Framework & ToC				

	Before placement	During placement	Directly after placement	One year after placement	Two years after placement
Participant	Participant Survey 1 (Every eligible participant)	Participant Monthly Progress	Participant Final Report / Participant Survey 2 / Participant Interviews (75 in total; 15 per country)	Participant Survey 3 (Participants & non-participants)	Participant Survey 4 (Participants & non-participants)
Institutions	Terms of Reference		Host Institution Evaluation Report		
	Host Institution Interview 1 5/country @ min. 3/Inst. — Interview 1 / Interview 2 / Interview 3		Host Institution Interview 2 5/country @ min. 3/Inst.* — Interview 1 / Interview 2 / Interview 3	Host Institution Interview 3 5/country @ min. 3/Inst. — Interview 1 / Interview 2 / Interview 3	
Colleagues	Colleague Survey 1 — Colleague 1 / Colleague 2 / Colleague 3		Colleague Survey 2 — Colleague 1 / Colleague 2 / Colleague 3	Colleague Survey 3 — Colleague 1 / Colleague 2 / Colleague 3	

Placement in 2017

incorporated

Appendix 3: Overview Participant Interviews

Code	Gender	Assignment country	Organisation	Date interview	Place of interview
1	M	Ghana	St. Dominic's Hospital	13-Oct-17	Amsterdam
2	M	Ghana	St. Dominic's Hospital	13-Oct-17	Amsterdam
3	M	Ghana	St. Dominic's Hospital	19-Oct-17	Amsterdam
4	F	Afghanistan	Kabul Medical University	19-Oct-17	Den Haag
5	M	Afghanistan	Ministry of Rural Rehabilitation and Development	20-Oct-17	Tilburg
6	M	Somalia	Banadair Regional Administration (Municipality of Mogadishu)	25-Oct-17	Skype
7	M	Sierra Leone	IAMTECH	25-Oct-17	Skype
8	M	Ethiopia	Ethiopian Horticulture and Agriculture Investment Authority	25-Oct-17	Skype
9	F	Somalia	Ministry of Public Works and Reconstruction	8-Nov-17	Skype
10	M	Somaliland	Ministry of Fishery	4-Dec-17	Amsterdam
11	F	Ethiopia	Ministry of Agriculture: Rural Job Opportunity Creation Directorate	4-Dec-17	Haarlem
12	M	Sierra Leone	Civil Service and Training College (CSTC)	6-Dec-17	Utrecht
13	M	Ghana	Korle Bu Teaching Hospital and Tamale Teaching Hospital	6-Dec-17	Den Haag
14	M	Sierra Leone	Civil Service and Training College (CSTC)	7-Dec	Whatsapp
15	F	Ghana	Korle Bu Teaching Hospital	15-Dec-17	Skype
16	M	Ethiopia	Ministry of Agriculture: Rural Job Opportunity Creation Directorate	19-Dec-17	Skype
17	M	Afghanistan	Ministry of Rural Rehabilitation and Development, Ministry of Energy and Water, Ministry of Urban Development, Kabul Polytechnic University	5-Jan-17	Delft
18	F	Ghana	Korle Bu Teaching Hospital	8-Jan-18	Amsterdam
19	F	Somaliland	Ministry of Justice	8-Jan-18	Amsterdam
20	M	Somaliland	Ministry of Livestock	10-Jan-18	Skype

21	M	Ghana	Regional Hospital Sunyani	12-Jan-18	Skype
22	M	Somaliland	Ministry of Justice	16-Jan-18	Rotterdam
23	M	Somaliland	Ministry of Agriculture	17-Jan-18	Skype
24	M	Somaliland	Ministry of Fishery	18-Jan-18	Phone
25	M	Sierra Leone	Civil Service and Training College (CSTC)	21-Mar-18	Hoek van Holland
26	M	Sierra Leone	Milton Margai College of Education and Technology (MMCET)	22-Mar-18	Whatsapp
27	M	Sierra Leone	Milton Margai College of Education and Technology (MMCET) & IAMTECH	26-Mar-18	Skype
28	M	Somaliland	Ministry of Agriculture	28-Mar-18	Utrecht
29	M	Sierra Leone	IAMTECH	29-Mar-18	Rotterdam
30	M	Somaliland	Ministry of Fishery and Marine Resources	29-Mar-18	Rotterdam

Appendix 4: Challenges per country and host institution, as reported by participants[22]

	Challenges (Assignment country/more general)	Name of host institution[23]	Challenges (Host institution)
AF	- Lack of support in Kabul (for people who don't have support network) - Accommodation - Transportation - (High) insecurity - Allowance	Kabul Polytechnic University	- Lack of resources (Books)
		Ministry of Energy and Water	- Lack of resources (Books)
		Ministry of Rural Rehabilitation and Development	- Electricity - Lack of (stable) internet connection - Corruption - Lack of resources (Books)/Lack of equipment - Lack of experience and capacity of colleagues (sometimes) - Complex workplace rules and regulations (sometimes) - Nepotism (sometimes)
		Kabul Medical University	- Lack of experience and capacity of colleagues (sometimes) - Lack of equipment (sometimes) - Mistrust (Sometimes) - Unsupportive working culture (sometimes) - Frequent staff turnover (sometimes)

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[22] It is important to note that this is a preliminary summary of challenges. Challenges that individual participants mentioned were aggregated by country and institution. What challenges a participant experiences may be highly individual, i.e. two participants might experience different challenges (if any) at the same institution. For the purpose of this overview, all challenges were grouped in this table. Also, the number of challenges per institution here also depends on the data available up-to-date. A much higher number of mentioned challenges does not necessarily mean that for the latter, the institutional environment is less challenging.
[23] Institutions not listed in this overview did not receive any placements until March 31 and/or participants did not complete the post assignment survey yet nor participate in an interview.

			- Nepotism (sometimes)
			- Ethnic fractions and rivalries (sometimes)
			- Strict or demanding management (sometimes)
			- Skepticism towards young & female participant (questioning her qualifications)
ET		Ministry of Agriculture and Natural Resources (Rural Job-Opportunity Creation Directorate)	- Strict or demanding management - Difficult to access necessary information - Skepticism towards young & female participant (questioning her qualifications) - Lack of experience and capacity of colleagues (sometimes) - Cultural barriers (sometimes) - Unsupportive working culture (sometimes) - Complex workplace rules and regulations (sometimes) - Insecurity (sometimes)
		Ethiopian Institute of Agricultural Research	- Lack of experience and capacity of colleagues
		Ethiopian Horticulture and Agricultural Investment Authority	- Lack of equipment - Unsupportive working culture - Language barriers (sometimes) - Frequent staff turnover (sometimes) - Complex workplace rules and regulations (sometimes) - Strict or demanding management (sometimes) - Insecurity (sometimes)
GH	- Allowance	St. Dominic's Hospital	- Mistrust - Corruption & nepotism (sometimes) - Frequent staff turnover (sometimes) - Complex workplace rules and regulations (sometimes)

		Korle Bu Teaching Hospital	- Lack of time - Lack of equipment/resources
SL - Allowance		Institute of Advanced Management and Technology (IAMTECH)	- Lack of experience and capacity of colleagues Assignment length (3 months = too short) - Lack of equipment (sometimes) - Complex workplace rules and regulations (sometimes)
		Ernest Bai Koroma, University of Science and Technology-EBKUST	- Complex workplace rules and regulations - Lack of equipment - Unsupportive working culture - Mistrust (sometimes) - Lack of experience and capacity of colleagues (sometimes)
		Milton Margai College of Education and Technology (MMCET)	- Lecture rooms - Lack of electricity - Lack of stable internet connection - Assignment length/breaks in-between assignments -> Long time to renew contract - Lack of motivation of HI - Lack of time/short duration of the CD4D assignments - Lack of equipment (laptop, beamer)
		Civil Service and Training College (CSTC)	- Lack of electricity - Lack of (stable) internet - Lack of resources/equipment - Colleague's time management - Nepotism - Frequent staff turnover - Strict workplace rules and regulations - Lack of experience and capacity of colleagues - Mistrust (sometimes) - Negative attitude from a colleague (sometimes)

			- Unsupportive working culture (sometimes) - Corruption (sometimes) - Insecurity (sometimes)
SO[24]	- Transportation	Ministry of Justice (SL)[25]	- Workplace appropriateness and overloading - Lack of experience and capacity of colleagues (sometimes)
		Ministry of Interior (SL)	- Lack of equipment - Lack of stable internet connection - Frequent staff turnover (sometimes) - Complex workplace rules and regulations (sometimes)
		Ministry of Agriculture (SL)	- Mistrust - Negative attitude from a colleague - Resentment of staff - very limited knowledge within organisation - communication (interaction of staff with farmers) - Unsupportive working culture (sometimes), Frequent staff turnover (sometimes), corruption (sometimes), nepotism (sometimes)
		Ministry for Fishery and Marine Resources (Somaliland)	- Lack of equipment - Lack of experience and capacity of colleagues - Negative attitude from a colleague - Unsupportive working culture - Complex workplace rules and regulations - Corruption - Frequent staff turnover (sometimes) - Nepotism (sometimes)

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[24] Somaliland
[25] SL in this cell stands for Somaliland.

			- Insecurity (sometimes)
		Ministry of Livestock (Somaliland)	- resentment by staff - limited transport out of town and in-town to visit stakeholders - late payments
SO[26]	- Insecurity (Somalia)	Ministry of Public Works and Reconstruction of Somalia	- Nepotism - Lack of equipment - Lack of experience and capacity of colleagues - Mistrust - Unsupportive working culture - Complex workplace rules and regulations - Ethnic fractions and rivalries - Strict or demanding management (sometimes)
		Somali National University	- Lack of equipment (sometimes)
		Banadair Regional Administration (Municipality of Mogadishu)	- Lack of experience and capacity of colleagues - Frequent staff turnover - Ethnic fractions or rivalries (sometimes) - Mistrust (sometimes) - Negative attitude from a colleague (sometimes) - Unsupportive working culture (sometimes) - Language barriers (sometimes)

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[26] Somalia

Connecting Diaspora for Development (CD4D)
Colleague Post Assignment Survey

Dear respondent:

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 working closely with a CD4D-Participant and you completed the first survey a few months ago before the CD4D participant arrived in your organisation. 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. This is essential as we want to understand if changes occur in your organisation through the CD4D programme and to provide you with the opportunity to share with us how you think the programme is going.

Please note that we anonymize all answers you give in the survey so your name will never be used. Therefore you will again need to fill in an identification code in the next step (provided in E-Mail/by IOM Officer). It is also important that you fill out the survey by yourself.

The survey consists of nine sections. It will take you not more than 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, please contact charlotte.mueller@maastrichtuniversity.nl

Kind regards,

Maastricht University Research Team

Identification Number (Please enter the code Ms. Mueller/the IOM staff provided you with here).	

Section 1	
1.1. In which country are you working?	(Afghanistan/ Ethiopia/ Ghana/ Sierra Leone/ Somalia/Somaliland)
1.2. At which location are you working?	(Dropdown menu per country
1.3. At which institution are you working?	(Dropdown menu per country
1.4. Which CD4D participant did you work with during the assignment?	(Dropdown menu)

Section 2	
2.1. When was the CD4D participant working at your institution?	(mm/yyyy) – (mm/yyyy)
2.2. When did you work with the CD4D participant?	(mm/yyyy) – (mm/yyyy)
2.3. How often did you work with the CD4D participant?	☐ 1 Never ☐ 2 Rarely ☐ 3 Monthly ☐ 4 Twice monthly ☐ 5 Weekly ☐ 6 Daily
2.4. How often did you have contact with the CD4D participant?	☐ 1 Never ☐ 2 Rarely ☐ 3 Monthly ☐ 4 Twice monthly ☐ 5 Weekly ☐ 6 Daily
2.5. How was your work-relationship with the CD4D-Participant?	☐ 1 He/She was my supervisor ☐ 2 We worked together as colleagues ☐ 3 I was his/her supervisor

2.6. What types of activities did you work on together?	☐ 1 Learning a new skill or technique ☐ 2 Learning how to use new technology ☐3 Improving presentation and public speaking skills ☐ 4 Improving writing skills ☐ 5 Other				
2.7. During his/her assignment, how often did the CD4D participant do the following?					
	Never (1)	Seldom (2)	Some-times (3)	Often (4)	Very often (5)
2.7.1. Write out instructions (memos or guidance notes) for you to use?	☐	☐	☐	☐	☐
2.7.2. Provide you with in-person trainings?	☐	☐	☐	☐	☐
2.7.3. Mentor or coach you (give you tips or guidance)?	☐	☐	☐	☐	☐
2.7.4. Teach you new skills or techniques?	☐	☐	☐	☐	☐
2.7.5. Teach you how to solve problems in a new way?	☐	☐	☐	☐	☐

Section 3	
3.1. During the CD4D assignment, did you attend any trainings? (this could be trainings given by the CD4D-Participant or by any other person/institution) *(If answer=0, skip to 3.5.)*	☐ 0 No ☐ 1 Yes
3.2. How many trainings did you attend?	
3.3. Were the trainings you attended internal or external trainings?	☐ 1 Internal (= only for staff at the institution) ☐ 2 External (= at another institution/another country) ☐ 3 Both
3.4. How many of the work-related trainings you attended were given by the CD4D participant?	
3.5. During the CD4D assignment, did you receive any mentoring or coaching (tips or guidance)? (this could be by the CD4D-Participant or by any other person) *(If answer=0, skip to 3.9.)*	☐ 0 No ☐ 1 Yes
3.6. How many sessions did you attend?	

3.7. Were the sessions you attended informal or formal sessions?	☐ 0 Informal ☐ 1 Formal
3.8. How many of the mentoring or coaching sessions you attended were given by the CD4D participant?	
3.9. Did the CD4D-Participant give any guidance on how to mentor or coach colleagues?	☐ 0 No ☐ 1 Yes
3.10. Did the CD4D-Participant give any guidance on how to establish a formal mentoring program?	☐ 0 No ☐ 1 Yes ☐ 2 No need
3.11. During the CD4D assignment, did you attend a sector-specific event?	
3.12. How many sector-specific events did you attend?	
3.13. Were the events you attended internal or external events?	☐ 1 Internal (= only for staff at the institution) ☐ 2 External (= at another institution/another country) ☐ 3 Both
3.14. Did the CD4D-Participant encourage you to join a sector-specific event?	☐ 0 No ☐ 1 Yes
3.15. Did the CD4D-Participant encourage the implementation of a sector-specific event at your institution?	☐ 0 No ☐ 1 Yes
3.16. Did the CD4D-Participant put you in touch with professional contacts from his/her network? (if answer=0, skip to 3.18)	☐ 0 No ☐ 1 Yes
3.17. Where are these people from? (You can select more than one)	☐ 1 Diaspora members ☐ 2 Locals ☐ 3 Other Nationality
3.18. How often did you work with other people to complete a work task during the CD4D assignment?	☐ 1 Never ☐ 2 Once during the assignment ☐ 3 Monthly ☐ 4 Twice monthly ☐ 5 Weekly ☐ 6 Daily

3.19. During the duration of the CD4D assignment, how often did you experience the following?

	Never (1)	Seldom (2)	Some-times	Often (4)	Very often (5)

			(3)		
3.19.1. Not enough resources (i.e. computer)	☐	☐	☐	☐	☐
3.19.2. Colleagues frequently leaving their jobs	☐	☐	☐	☐	☐
3.19.3. Workplace bureaucracy	☐	☐	☐	☐	☐
3.19.4. Corruption	☐	☐	☐	☐	☐
3.19.5. Nepotism (jobs and positions being given to individuals based on their connections instead of their qualifications)	☐	☐	☐	☐	☐
3.19.6. Ethnic factions or rivalries	☐	☐	☐	☐	☐
3.19.7. Uncertainty or concerns regarding future stability/ security within the country (this does not refer to job security)	☐	☐	☐	☐	☐

3.20. How important do you think the following behaviours are in the workplace?					
	Very un-important (1)	Un-important (2)	Neutral (3)	Important (4)	Very Important (5)
3.20.1. Being organized	☐	☐	☐	☐	☐
3.20.2. Arriving at the specified time for meetings or other events	☐	☐	☐	☐	☐
3.20.3. Holding regular office hours	☐	☐	☐	☐	☐
3.20.4. Delivering assigned work by the deadline	☐	☐	☐	☐	☐
3.20.5. Having a clear idea of the goals and objectives of the work you carry out	☐	☐	☐	☐	☐
3.20.6. Helping with tasks that are not within your required work duties that benefit the institution	☐	☐	☐	☐	☐
3.20.7. Working together with others to achieve common goals	☐	☐	☐	☐	☐

Section 4	
4.1 How valuable are ideas from foreigners?	☐ 1 Not valuable at all ☐ 2 Somewhat valuable ☐ 3 Neutral ☐ 4 Valuable

	☐ 5 Very valuable
4.2 How valuable are ideas from people from your country who have lived abroad and returned?	☐ 1 Not valuable at all ☐ 2 Somewhat valuable ☐ 3 Neutral ☐ 4 Valuable ☐ 5 Very valuable
4.3. Since the start of the CD4D assignment, has your professional network decreased, stayed the same, or increased? (a professional network refers to people that are relevant for your work)	☐ 1 Decreased ☐ 2 No change ☐ 3 Increased
4.4. How many people within the institution do you work together with on a monthly basis?	

4.5. How much do you think the organisation as a whole supports the following activities?

	Very un-supportive (1)	Un-supportive (2)	Neutral (3)	Supportive (4)	Very supportive (5)
4.5.1. Participating in formal trainings on sector-specific skills or topics	☐	☐	☐	☐	☐
4.5.2. Participating in mentoring or coaching (tips or guidance by senior staff)	☐	☐	☐	☐	☐
4.5.3. Sharing new ideas or ways of doing things	☐	☐	☐	☐	☐
4.5.4. Trying and testing new ideas or ways of doing things	☐	☐	☐	☐	☐
4.5.5. Working together in a team	☐	☐	☐	☐	☐
4.5.6. Networking (making professional contacts across related sectors)	☐	☐	☐	☐	☐
4.5.7. Learning new skills and techniques	☐	☐	☐	☐	☐

4.6. How comfortable are you in sharing ideas with the following people?

	Very un-comfortable (1)	Un-comfortable (2)	Neutral (3)	Comfortable (4)	Very comfortable (5)
4.6.1. The CD4D participant	☐	☐	☐	☐	☐

4.6.2. Other colleagues	☐	☐	☐	☐	☐
4.6.3. Direct supervisors	☐	☐	☐	☐	☐
4.6.4. Institutional management/ leadership	☐	☐	☐	☐	☐
4.6.5. Diaspora members (apart from the CD4D-Participant)	☐	☐	☐	☐	☐

Section 5	
5.1. How satisfied are you with your current job?	☐ 1 Very dissatisfied ☐ 2 Dissatisfied ☐ 3 Neutral ☐ 4 Satisfied ☐ 5 Very satisfied
5.2. How would you rate yourself in your job over the duration of the CD4D assignment?	☐ 1 Very poor ☐ 2 Poor ☐ 3 Neutral ☐ 4 Good ☐ 5 Very good
5.3. How much do you think your employer is committed to helping you learn new job-related skills?	☐ 1 Very uncommitted ☐ 2 Uncommitted ☐ 3 Neutral ☐ 4 Committed ☐ 5 Very committed
5.4. How likely are you to continue working for this institution for the next year?	☐ 1 Very unlikely ☐ 2 Unlikely ☐ 3 Neutral ☐ 4 Likely ☐ 5 Very likely
5.5. How likely are you to continue working for this institution for the next five years?	☐ 1 Very unlikely ☐ 2 Unlikely ☐ 3 Neutral ☐ 4 Likely ☐ 5 Very likely

Section 6		
6.1. During the CD4D-Assignment, did you experience any of the following?		
	No	Yes

	(0)	(1)
6.1.1. The CD4D-Participant does not understand the local context	☐	☐
6.1.2. The CD4D-Participant is overpaid compared to local staff	☐	☐
6.1.3. The CD4D-Participant does not respect local culture/way of life	☐	☐
6.1.4. The CD4D-Participant does not respect local knowledge and expertise	☐	☐
6.1.5. The CD4D-Participant does not have the required expertise	☐	☐
6.1.6. The CD4D-Participant was unable to transfer his/her knowledge due to language barriers	☐	☐

6.2. Over the duration of the CD4D assignment, did any of the following influence the way in which you worked with the participant?

	Not influenced (1)	Somewhat influenced (2)	Neutral (3)	Influenced (4)	Significantly influenced (5)
6.2.1. Not enough resources (i.e. computer)	☐	☐	☐	☐	☐
6.2.2. Colleagues frequently leaving their jobs	☐	☐	☐	☐	☐
6.2.3. Workplace bureaucracy	☐	☐	☐	☐	☐
6.2.4. Corruption	☐	☐	☐	☐	☐
6.2.5. Nepotism (jobs and positions being given to individuals based on their connections instead of their qualifications)	☐	☐	☐	☐	☐
6.2.6. Ethnic factions or rivalries	☐	☐	☐	☐	☐
6.2.7. Uncertainty or concerns regarding future stability/ security within the country (this does not refer to job security)	☐	☐	☐	☐	☐

6.3. Did the CD4D-Participant impact any of your following behaviours?

6.3.1. Being organized (If answer=0, skip to 6.3.3.)	☐ 0 No ☐ 1 Yes
6.3.2. In what way did the CD4D-Participant impact this behaviour?	☐ 1 Influenced my behaviour very negatively ☐ 2 Influenced my behaviour negatively ☐ 3 Influenced my behaviour positively ☐ 4 Influenced my behaviour very positively

6.3.3. Arriving at the specified time for meetings or other events (If answer=0, skip to 6.3.5.)	☐ 0 No ☐ 1 Yes
6.3.4. In what way did the CD4D-Participant impact this behaviour?	☐ 1 Influenced my behaviour very negatively ☐ 2 Influenced my behaviour negatively ☐ 3 Influenced my behaviour positively ☐ 4 Influenced my behaviour very positively
6.3.5. Holding regular office hours (If answer=0, skip to 6.3.7.)	☐ 0 No ☐ 1 Yes
6.3.6. In what way did the CD4D-Participant impact this behaviour?	☐ 1 Influenced my behaviour very negatively ☐ 2 Influenced my behaviour negatively ☐ 3 Influenced my behaviour positively ☐ 4 Influenced my behaviour very positively
6.3.7. Delivering assigned work by the deadline (If answer=0, skip to 6.3.9.)	☐ 0 No ☐ 1 Yes
6.3.8. In what way did the CD4D-Participant impact this behaviour?	☐ 1 Influenced my behaviour very negatively ☐ 2 Influenced my behaviour negatively ☐ 3 Influenced my behaviour positively ☐ 4 Influenced my behaviour very positively
6.3.9. Having a clear idea of the goals and objectives of the work you carry out (If answer=0, skip to 6.3.11.)	☐ 0 No ☐ 1 Yes
6.3.10. In what way did the CD4D-Participant impact this behaviour?	☐ 1 Influenced my behaviour very negatively ☐ 2 Influenced my behaviour negatively ☐ 3 Influenced my behaviour positively ☐ 4 Influenced my behaviour very positively
6.3.11. Helping with tasks that are not within your required work duties that benefit the institution (If answer=0, skip to 6.3.13.)	☐ 0 No ☐ 1 Yes
6.3.12. In what way did the CD4D-Participant impact this behaviour?	☐ 1 Influenced my behaviour very negatively ☐ 2 Influenced my behaviour negatively ☐ 3 Influenced my behaviour positively ☐ 4 Influenced my behaviour very positively
6.3.13. Working together with others to achieve common goals (If answer=0, skip to 6.4.)	☐ 0 No ☐ 1 Yes
6.3.14. In what way did the CD4D-Participant impact this behaviour?	☐ 1 Influenced my behaviour very negatively ☐ 2 Influenced my behaviour negatively ☐ 3 Influenced my behaviour positively ☐ 4 Influenced my behaviour very positively
6.4. Did working with the CD4D-Participant influence your opinion on the following:	

	Not at all (1)	Little (2)	Somewhat (3)	Much (4)	A great deal (5)
6.4.1. Value of ideas from foreigners	☐	☐	☐	☐	☐
6.4.2. Value of ideas from people from your country who have lived abroad and returned	☐	☐	☐	☐	☐

6.5. Did the CD4D-Participant contribute to the support of your institution for the following activities?

	Very negatively (1)	Negatively (2)	Neutral (3)	Positively (4)	Very positively (5)
6.5.1. Participating in formal trainings on sector-specific skills or topics	☐	☐	☐	☐	☐
6.5.2. Participating in mentoring or coaching (sessions with tips or guidance from senior staff)	☐	☐	☐	☐	☐
6.5.3. Sharing new ideas or ways of doing things	☐	☐	☐	☐	☐
6.5.4. Trying and testing new ideas or ways of doing things	☐	☐	☐	☐	☐
6.5.5. Working together in a team	☐	☐	☐	☐	☐
6.5.6. Networking	☐	☐	☐	☐	☐
6.5.7. Learning new skills and techniques	☐	☐	☐	☐	☐

6.6. Over the duration of the CD4D assignment, were there any changes in how comfortable you are in sharing ideas with the following people?

	Significantly less comfortable (1)	Less comfortable (2)	Neutral (3)	More comfortable (4)	Significantly more comfortable (5)
6.6.1. The CD4D participant	☐	☐	☐	☐	☐
6.6.2. Other colleagues	☐	☐	☐	☐	☐
6.6.3. Direct supervisors	☐	☐	☐	☐	☐
6.6.4. Institutional management/ leadership	☐	☐	☐	☐	☐
6.6.5. Diaspora members	☐	☐	☐	☐	☐

Section 7	
7.1. How much do you think you learned from the CD4D participant?	☐ 1 Nothing ☐ 2 Very little ☐ 3 Several useful things ☐ 4 Many useful things ☐ 5 A great deal of useful things
7.2. How did working with the CD4D participant affect your level of confidence in your job?	☐ 1 My confidence very much decreased ☐ 2 My confidence decreased ☐ 3 No change ☐ 4 My confidence increased ☐ 5 My confidence very much increased
7.3. How well did the CD4D participant explain new ideas and teach new skills?	☐ 1 Very poorly ☐ 2 Poorly ☐ 3 Neutral ☐ 4 Well ☐ 5 Very well
7.4. How do you feel that your work environment changed since the CD4D participant arrived?	☐ 1 Very much worsened ☐ 2 Worsened ☐ 3 No change ☐ 4 Improved ☐ 5 Very much improved
7.5. How do you feel that the satisfaction with your current job changed since the CD4D participant arrived?	☐ 1 Very much worsened ☐ 2 Worsened ☐ 3 No change ☐ 4 Improved ☐ 5 Very much improved

Section 8	
8.1. Please rate your overall satisfaction with the CD4D participant.	☐ 1 Very dissatisfied ☐ 2 Dissatisfied ☐ 3 Neutral ☐ 4 Satisfied ☐ 5 Very satisfied
8.2. In the future, would you again want to work with a participant of a temporary return programme?	☐ 1 Strongly disagree ☐ 2 Disagree ☐ 3 Neutral ☐ 4 Agree ☐ 5 Strongly agree

Section 9	
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?	

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

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?	☐ 1 Very unmotivated ☐ 2 Unmotivated ☐ 3 Neutral ☐ 4 Motivated ☐ 5 Very motivated
2.2. Where are you currently living?	☐ 1 The Netherlands (or other European country) ☐ 2 *{Insert country of assignment}* ☐ 3 Other (please specify)
2.3. Where do you plan to retire?	☐ 1 The Netherlands (or other European country) ☐ 2 *{Insert country of assignment}* ☐ 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?	☐	☐	☐	☐	☐

3.1.2. Give formal trainings to co-workers?	☐	☐	☐	☐	☐
3.1.3. Write memos or guidance notes?	☐	☐	☐	☐	☐
3.1.4. Translate foreign language materials?	☐	☐	☐	☐	☐
3.1.5. Provide mentoring or coaching to coworkers?	☐	☐	☐	☐	☐
3.1.6. Clarify roles and responsibilities with staff?	☐	☐	☐	☐	☐
3.1.7. Assist colleagues in problem solving?	☐	☐	☐	☐	☐
3.1.8. Encourage teamwork among coworkers?	☐	☐	☐	☐	☐
3.1.9. Challenge the status quo in the workplace (such as suggesting new ways of working)?	☐	☐	☐	☐	☐
3.1.10. Connect colleagues with people in your network that they can learn from?	☐	☐	☐	☐	☐
3.1.11. Organize or contribute to a workshop?	☐	☐	☐	☐	☐
3.1.12. Other (please specify)	☐	☐	☐	☐	☐

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	☐	☐	☐	☐	☐
3.2.2. Lack of equipment required to perform a task (i.e. computer)	☐	☐	☐	☐	☐
3.2.3. Mistrust from a colleague	☐	☐	☐	☐	☐
3.2.4. Negative attitude from a colleague	☐	☐	☐	☐	☐
3.2.5. Unsupportive working culture	☐	☐	☐	☐	☐
3.2.6. Language barriers	☐	☐	☐	☐	☐
3.2.7. Cultural barriers	☐	☐	☐	☐	☐
3.2.8. Frequent staff turnover	☐	☐	☐	☐	☐
3.2.9. Complex workplace rules and regulations	☐	☐	☐	☐	☐
3.2.10. Corruption	☐	☐	☐	☐	☐
3.2.11. Nepotism (jobs and positions being given to individuals based on their	☐	☐	☐	☐	☐

connections instead of their qualifications)					
3.2.12. Ethnic factions or rivalries	☐	☐	☐	☐	☐
3.2.13. Strict or demanding management	☐	☐	☐	☐	☐
3.2.14. Insecure working environment	☐	☐	☐	☐	☐
3.2.15. Other (please specify)	☐	☐	☐	☐	☐

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, etc.)? (Please write in examples)	1. 2. 3. 4. 5.
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)	☐ 1 Decreased ☐ 2 No change ☐ 3 Increased
4.3. How often did you engage in teamwork or collaboration during the CD4D assignment?	☐ 1 Never ☐ 2 Once during the assignment ☐ 3 Monthly ☐ 4 Twice monthly ☐ 5 Weekly ☐ 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	☐	☐	☐	☐	☐
4.4.2. Participating in mentoring or coaching	☐	☐	☐	☐	☐
4.4.3. Sharing new ideas or ways of doing things	☐	☐	☐	☐	☐
4.4.4. Trying and testing new ideas or ways of doing things	☐	☐	☐	☐	☐
4.4.5. Working together in a team	☐	☐	☐	☐	☐
4.4.6. Networking	☐	☐	☐	☐	☐

4.4.7. Learning new skills and techniques	☐	☐	☐	☐	☐

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

Connecting Diaspora for Development

Institutions Interview Guide

- 1 year –

Interview Identification	
Questionnaire ID number	
CD4D assignment country	☐ 1 Afghanistan ☐ 2 Ethiopia ☐ 3 Ghana ☐ 4 Sierra Leone ☐ 5 Somaliland
Locale of assignment (name of city/village)	
Name of organisation	
Interviewer	
Date conducted	
Date entered into database	

Preamble

Thank you very much for participating in this interview. We would like to remind you again that participation in this interview is on a voluntary basis. We are therefore very happy that you agreed to participate in this interview as you are making an important contribution to this evaluation. As the interview last year, this interview 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. As explained last time, we already interviewed you once, we would like to interview you now and then a third time in one year from now. As before, I would like to record our conversation if this is okay for you. We anonymize all interviews so your name will never be used. Do you agree to be recorded? Before we I switch on the recording, do you have any questions? Do you agree to participate in the interview? Is it ok for you if I turn the voice recorder on now?

Note to interviewer: Turn on the recorder and say the date, location, the type of interview (colleague, participant, supervisor) and the assignment number into the recorder.

Knowledge Transfer

1. How many assignments were completed at your institution?

- In which departments were the assignments completed?

2. What were the participant(s)' main role and tasks? What types of activities did the CD4D Participant(s) conduct at your institution?

- How many people did the CD4D-Participant work with on a regular basis?

- Who were these people? What are their roles?

- Were you in contact with the CD4D-Participant(s) before the start of the assignment?

- Did you directly work with (one of) the CD4D-Participant(s), e.g. as supervisor?

3. What sector-specific skills did the CD4D-Participant transfer to staff at your institution (e.g. new surgical technique, a new management practice, etc.)?

- How did the CD4D-Participant transfer these skills/knowledge? *(Try to get examples on all of these)*

    o How did the CD4D-Participant(s) engage in mentoring/coaching? (Topic/Frequency/Number of mentees)

    o How did the CD4D-Participant(s) give any trainings? ? (Topic/Frequency/Number of attendees)

    o How did the CD4D-Participant(s) encourage teamwork? If yes, in what ways?

- How did the CD4D-Participant(s) encourage staff to join a sector-specific event? Did the CD4D-Participant(s) encourage the organisation of a sector-specific event at your institution? Did the CD4D-Participant(s) establish contact between staff at your institution and his/her/their professional network?

4. What do you think are the three greatest changes in your organisation over the past year?

- How have the CD4D-Participants contributed to these changes? What do you think are the three biggest impacts participant X had on your organisation?

5. Where there any changes in the access that staff in your institution has to mentoring/coaching, training or workshops or sector-specific events since last year?

Interaction

1. How did you generally experience the interaction between the CD4D-Participant(s) and staff at your institution?

- How would you generally describe the relationship between the CD4D-Participant(s) and the staff? Can you give some examples? Did you hear of any challenges that staff had when working with the CD4D-Participant? Did this vary with different participants?

- Did your staff trust the CD4D-Participant(s)? Did this vary with different participants?

- How did you experience the communication between the CD4D-Participant(s) and staff? (working language, sector-specific language/terminology)

- Did you notice any cultural differences?

- Are you still in contact with the CD4D-Participant?/Do you know if staff members are still in contact with the CD4D-Participant?

2. How did you perceive the participants' motivation to transfer knowledge and to contribute to change at your institution?

3. How did you perceive the participant's expertise with regard to sector-specific skills needed at your institution?

4. With regard to the activities that the CD4D-Participant(s) was/were conducting, did you perceive any practical challenges?

- Enough time?

- Space?

- Technology/barriers?

CD4D Program Feedback

1. How satisfied are you regarding the knowledge transferred and activities conducted?

2. In how far did these activities and achievements match your expectations (expressed in ToR)?

3. In how far has/have the activities conducted by CD4D-Participants met the institutional needs?

4. In how far does the CD4D-Programme as a whole up until now fulfill your expectations?

- Why? Why not?

- With regard to the time it took to fill the placement?

- With regard to the number of participants so far?

5. What are you expectations for the coming year with regard to the CD4D-Programme?

Foreigners and returnees in the institution

1. To wrap up, I would like to ask you some questions about the number of people working in your organisation, foreigners and returnees working at your institution. 3. How many employees does your institution currently have?

2. Foreigners *Check if the following information is being provided*	
Are there foreigners working in your institution?	☐ 0 No ☐ 1 Yes
If yes, how many?	__ *(Fill in the number of foreign employees)*

From which countries are they?	_____(Fill in their countries of origin)
What were your experiences working with them?	

3. Returnees **(Afghan/Ethiopian/Ghanean/Somali(lander)/Sierra Leonean nationals who have lived abroad and returned)** *Check if the following information is being provided*	
Are there returnees working in your institution?	☐ 0 No ☐ 1 Yes
Did returnees work in your institution in the past (since you work here)?	☐ 0 No ☐ 1 Yes
If yes, how many (aprox.)?	__ *(Fill in the number of foreign employees)*
Do you know in which countries they lived?	_____*(Fill in the countries)*
How long have they been working in the organisation?	
What types of roles do they have?	
What type of education do they have?	
How do people in the organisation experience working with returnees? *Probe: Have people in your organisation experienced any challenges working with them?*	

4. If yes to a) or b), could you put me in contact with them?

This is the end of my questions.

- Is there anything else you would like to share?

- Is there anything else that you think is important to know about your professional experiences?

- Do you have any questions?

- Thank you so much for your time today.

Appendix 8: Participant Interview Guide

Connecting Diaspora for Development

Participant Interview Guide

Interview Identification	
Questionnaire ID number	
CD4D assignment country	
Locale of assignment (name of city/village)	
Name of organisation	
Interviewer	
Date conducted	
Place where interview took place	
Date entered into database	

Preamble

Thank you very much for participating in this interview. I would like to remind you again that participation in this interview is on a voluntary basis. Our research team is therefore very happy that you agreed to participate in this interview as you are making an important contribution to this research. As mentioned before, this interview 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. Please note that all interviews will be recorded and all data will be anonymized so that nobody will know that the information you provided came from you. Before we start, do you have any questions? Do you agree to participate in the interview under the above mentioned conditions?

Note to interviewer: Turn on the recorder and say the Turn on the recorder and say the date, location, the type of interview (colleague, participant, supervisor) and the assignment number into the recorder.

Questions to be filled out by the interviewer before/after the interview	
Gender of interviewee	☐ 0 Male ☐ 1 Female

Motivation / Pre-assignment experiences

1. What was your main motivation to participate in a CD4D-Placement?

2. Did you previously participate in a similar project?

- If yes, which?

3. As you know, one of the key goals of CD4D is to transfer knowledge. Did you have experience with this before starting the assignment?

- Had you previously worked in a supervisor, manager, training or mentoring role?

- How experienced were you in mentoring/coaching, giving workshops or trainings, working in teams and encouraging teamwork, networking/encourage networking?

4. What engagement did you have in the country before the start of the CD4D assignment?

Probe for: Communication with family/friends, vacations trips back, work etc

Assignment Information

1. Now, can you tell me a bit about your assignment in general?

Check if the following information is being provided	
Country	
Sector	
Institution	
Department	
Number of assignments	
- Duration of assignment 1	
- Duration of assignment 2	
- Duration of assignment 3	

2. Can you tell me about your role and main tasks during the assignment?

- How many people did you work with on a regular basis?

- Who were these people? What were their roles?

- Were you in contact with the host institution before the start of the assignment?

Host Institution & Institution's Work Culture

1. In your opinion, what are some of the strengths of the organisation where your assignment took place?

2. What were the challenges facing the organisation?

3. Can you describe how you perceived the institution's work culture?

The objective of this set of questions is to understand the institution's familiarity with and use of knowledge transfer activities.

- From your experience, is it common within your host institution (HI) to exchange ideas with colleagues? If so, how?

- Do you think staff consider the sharing of ideas and knowledge between staff members as important for their institution/for their work?

- Was it common to share new ideas or ways of doing things/does staff try and test new ideas or ways of doing things?

- From what you saw, does staff at the institution engage in knowledge transfer activities regularly? (e.g. mentoring/coaching, teamwork, trainings or workshops, networking)

Knowledge Transfer

1. How do you feel generally feel about the interaction with your colleagues at the host institution during the assignment?

- How would you describe the relationship with the staff at the HI? Can you give some examples? Did you have any challenges in working with the colleagues?

- Did you perceive the staff you worked with as open-minded/open to new ideas?

- Did you feel that your colleagues trusted you? How did you create and build trust? Can you give some examples?

- Are you still in contact with some of the colleagues?

2. How did you perceive your colleague's motivation to engage in KT activities?

3. In your opinion, what knowledge did you transfer to your colleagues at the host institution?

- How did you transfer this knowledge?

- Did you engage in mentoring/coaching? *(Topic/Frequency/Number of mentees)*

- Did you give trainings or workshops? *(Topic/Frequencies/Number of attendees)*

- Did you encourage teamwork? If yes, in what ways?

- Did you encourage colleagues to join a sector-specific event? Did you encourage the organisation of a sector-specific event at the HI? Did you establish the contact between colleagues at the HI and contacts from your professional network?

4. How was the experience with the colleagues for you?

- In which language did you communicate? Did you use the same terminology (sector/work-specific language)? Did you experience any challenges with regard to communication?

- Did you notice any cultural differences?

- Did you have the impression that the staff and you shared the same values?

- *In case no challenges have been mentioned, probe:* Did you experience any challenges in transferring the knowledge to your colleagues?

5. How satisfied do you feel regarding the knowledge you transferred?

6. Did you perceive any barriers to sharing ideas within the institution?

- Enough time?
- Dedicated space?
- Technology/resources?
- Institutional environment?

Change

In your opinion, what is/are the most significant change(s) that you contributed to during your assignment?

- How did you contribute to these changes?

- Why do you think these are the most significant changes?

- Are there any other changes?

- Did you experience any barriers/difficulties in implementing any changes?

Participant's personal development

1. What can you take away/did you learn from the assignment?

- What was the most important insight you gained during the assignment?

- How experienced were you with transferring knowledge before the assignment and how do you feel about it now?

- In how far do you think that you can bring experience that you have gained during the assignment into your current job/prospective jobs?

2. In how far did the CD4D assignment fulfill your expectations regarding your personal development?

- Why? Why not?

3. Do you identify as a member of the Afghan/Ethiopian/.. diaspora?

- During your assignment, how would you say that the staff at the host institution perceived you? (as a diaspora member, as an Afghan/Ethiopian/…, …) ?

- During your assignment, did you feel that staff treated you differently (positive or negatively)?

4. Has the assignment enabled you to connect with other diaspora members?

- Were other diaspora members present at the institution? Have you met/been in contact with other CD4D-Participants?

5. Do you feel more connected to the Netherlands or to the assignment country?

- Was this different before your assignment? Has this changed with your assignment?

CD4D Programme Feedback

1. What kind of assistance did you receive from IOM with regard to your assignment?

- What kind of assistance did you receive from IOM before the start of your assignment? (Visa support, etc.; knowledge transfer training)

- What kind of assistance did you receive from IOM during your assignment?

- What kind of assistance did you receive from IOM after the end of your assignment (De-Briefing)?

2. Overall, how satisfied are you with the arrangements and coordination of your assignment and the assistance that you have received?

- How satisfied are you with the communication with IOM Staff?

- How satisfied are you regarding the time it took to fill the placement?

- How satisfied are you regarding the preparation for the assignment provided by IOM?

- How satisfied are you with the support provided by IOM during the placement? (Visa, etc.)

- Anything else?

2. Did you experience any challenges with regard to practical matters of your assignment?

3. Do you have any suggestions for improvement?

4. Based on your experience with CD4D, would you consider doing another placement if an opportunity arose in the future?

- Why? Why not?

Future

What are your plans for the future?

- Are you planning to participate in another CD4D-Assignment?

- Are you planning to return to the assignment country?

- Is there anything else you would like to share?

- Is there anything else that you think is important to know about your professional experiences?

- Do you have any questions?

- Thank you so much for your time today.