

Connecting Diaspora for Development 2 (CD4D2) Initial Report

*August 2020*

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## Acknowledgements

We would like to thank the team from IOM Den Haag as well as the IOM teams in Afghanistan, Iraq, Nigeria and Somaliland for their support during the data collection. We would also like to thank everyone who provided research assistance for this project for their excellent work, including Ali Ahmed Hassan, Francesca Celenta, Moheb Naji, Monica Mwangi, Nasrat Sayed, Soha Youssef and Talitha Dubow.

## 1 Introduction

This report has two objectives. First, the report summarises the main findings of the interviews conducted between February and August 2020 as part of the baseline evaluation of the Connecting Diaspora for Development (CD4D) 2 Project. The purpose of this baseline study is to identify the main characteristics, strengths, and challenges of selected host institutions as well as their motivation to host CD4D-assignments and their expectations for the project. The second objective is to provide an overview of the progress to date on the evaluation for which work commenced in December 2019.

The COVID-19 global pandemic has clearly had a significant impact on the CD4D2 project. In person country visits in Somaliland and Afghanistan were completed in February 2020, however, in-person country visits to Iraq and Nigeria were not possible and virtual interviews took place. The impact of the COVID-19 pandemic on the target countries is discussed in the report and reflections are made on how this has impacted the CD4D2 project in the different countries.

Following from this introduction, Section 2 provides an overview of the work conducted to date on the overall evaluation. Section 3 gives an overview of the main institutional and individual characteristics, based on the first round of interviews. Then the main findings are presented, divided into two main sections: the first part of Section 4 focuses on the host institutions' expectations for CD4D2, with regards to the diaspora experts' tasks, skills that staff should gain, and outputs and impacts of CD4D2. The second part focuses on the impact of COVID-19 on the host institutions' work and the CD4D project. The recommendations following from this report and the next steps are outlined in the final sections.

## 2 Work to date

This section provides an overview of the progress of the evaluation since its inception in December 2019. Drawing on lessons learnt from the evaluation of the first phase of CD4D, the evaluation uses qualitative methods. Data is being collected through semi-structured interviews. Four units of analysis will be assessed: 1) CD4D 2 participants; 2) CD4D 2 colleagues; 3) Host Institutions' leadership; and 4) Key stakeholders. Interviews at the host institutions will take place once a year and it was planned that these would be conducted in-country. To complement the data gathered through the interviews, a questionnaire for diaspora experts will be used to gather additional data from the participants.

Table 1 below summarises the evaluation deliverables completed to date:

**Table 1: Overview of deliverables**

Deliverable	Date of delivery
Presentation of main findings from CD4D1 Evaluation	December 2019
Presentation CD4D2 Evaluation for IOM Country Focal Points	December 2019
Participant Survey	December 2019
Baseline Interview Guide (Host institutions)	February 2020
Summary Fieldwork Afghanistan and Somaliland	April 2020

### 2.1. Revising and updating the study tools

The first phase of the evaluation consisted in revising and updating the study tools. The data collected during the evaluation of the first phase of CD4D was used to further understand what questions and tools worked the best, what gaps are missing, and how the existing tools need to be revised and updated.

- **Updating the host institution staff baseline interview guide-** The evaluation of the first phase of CD4D showed that qualitative methods worked well. The interview guide was developed based on the interview guide for the first evaluation. Separate questions were developed for managers and colleagues.<sup>1</sup> In addition, questions differed depending on whether an institution had participated in CD4D1 and on whether a respondent had been interviewed before. While the focus of the interview guide was on open-ended questions, a few grids with close-ended questions about the impact of CD4D1, expected tasks for CD4D2, expected impact of CD4D2 and general knowledge transfer at the host institutions were added.
- **Reducing the administrative burden on respondents-** The experience from the evaluation of the first phase of CD4D showed that CD4D2 participants, as well as staff at the host institutions, felt burdened by the number of questionnaires and forms they had to complete for MGSOG and IOM. Therefore, in these early stages, the MGSOG team also worked closely with IOM to develop more coordination between the evaluation process and IOM processes. In practice, this meant that the

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<sup>1</sup> Managers refers to management staff of the host institution who are involved in the CD4D Project. This should always include the institutional focal point as well as any supervisors of the diaspora expert (e.g. Head of department, Director General; depending on the size of the institution). Colleagues refers to the priority learners who are the main 'knowledge receivers' i.e. the person(s) who were selected pre-assignment to learn from the CD4D participant. These can be junior as well as senior staff. The MAN and COL distinction is a working-definition and might still be adjusted for the report.

participant survey, originally consisting of three questionnaires (baseline, post-assignment, and one-year) was reduced to one post-assignment online questionnaire that will be completely anonymous and which will be attached to the *Participant Final Report* that diaspora experts complete after each assignment. A first draft of the survey was shared with IOM The Hague in December 2019. The survey was updated mid-2020 to add questions about virtual assignments and COVID-19. The survey is ready for implementation on Qualtrics.

## 2.2. First round of host institution data collection

The first fieldwork was planned to take place between February and April 2020. Due to the COVID-19 pandemic, only the fieldwork in Afghanistan and Somaliland could be conducted in-country, as planned. The interviews for Nigeria and Iraq were conducted virtually. A total of 46 interviews have been conducted, ranging between 5 to 22 per country (see Table 2).

**Table 2: Host institution interviews in 2020, by country**

Country	Name of organization	MAN	COL	Total
Afghanistan	Kabul Polytechnic University (KPU)	4	-	4
	Kabul University of Medical Sciences (KMU)	2	-	2
	Ministry of Agriculture, Irrigation and Livestock (MAIL)	2	-	2
	Ministry of Public Health (MoPH)	1	-	1
	Ministry of Rural Rehabilitation and Development (MRRD)	-	-	-
	Technical and Vocational Education and Training Authority (TVET)	1	-	1
	<b>Total Afghanistan</b>	<b>10</b>	<b>-</b>	<b>10</b>
Iraq	Central Statistics Organization (CSO)	2	-	2
	Kurdistan Region Statistics Office (MOP-KRSO), KRI	1	1	2
	Ministry of Foreign Affairs (MOFA)	2	-	2
	Ministry of Labour and Social Affairs (MOLSA), KRI	2	-	2
	Ministry of Migration and Displacement (MOMD) <sup>2</sup>	1	-	1
	<b>Total Iraq</b>	<b>8</b>	<b>1</b>	<b>9</b>
Nigeria	Galaxy Backbone Ltd	2	-	2
	National Information Technology Development Agency (NITDA)	1	-	1
	Nigerian Communications Satellite Limited (NIGCOMSAT)	2	-	2
	<b>Total Nigeria</b>	<b>5</b>	<b>-</b>	<b>5</b>
Somaliland	Holland House Hargeisa (HHH)	3	-	3
	Ministry of Interior (Mol)	1	1	2
	Ministry of Justice (MoJ)	2	4	6
	Ministry of Public Works (MoPW)	2	2 [+1] <sup>3</sup>	4
	Ministry of Transport (MoT)	2	2	4
	Ministry of Water (MoW)	2	1	3
	<b>Total Somaliland</b>	<b>12</b>	<b>10 [+1]</b>	<b>22</b>
<b>Total</b>	<b>35</b>	<b>11</b>	<b>46</b>	

*Note: MAN stands for manager, COL stands for colleague; KRI stands for Kurdistan Region of Iraq.*

<sup>2</sup> The two respondents selected for MOMD preferred to be interviewed together. As the interview questions were mainly answered by one of the respondents this is counted as one interview here.

<sup>3</sup> One manager was also a colleague at the same time.

The interviews were conducted as follows:

- **Interviews with managers and colleagues-** During this first round of evaluation visits, the initial goal was to conduct three to five interviews in total per host institution. The focus was on interviews with at least two members of host institutional leadership per institution at all selected host institutions (also referred to as managers, MAN) and follow up interviews with priority learners at host institutions (henceforth colleagues, COL) that were part of CD4D1 and will also be part of CD4D2. The number of interviews conducted in Afghanistan was lower than the initial goal as no colleagues could be interviewed and due to the challenges experienced during data collection (see below). For the virtual interviews, the target number of interviews was reduced to two per organization, as explained in more detail on the next page. The respondents were selected by the host institution in close coordination with the local IOM office, based on the instructions that the MGSOG research team had provided. All interviews were conducted using a semi-structured interview guide and were recorded with a voice recorder. At this time, all interviews are being transcribed for further coding and analysis.
- **Selection of five to six host institutions per country-** In all countries, five to six host institutions were selected for interviews. The institutions were selected by the International Organization for Migration (IOM) The Netherlands and the local IOM offices in coordination with MGSOG. Per target sector, at least one institution was included. Practical aspects and the current security situation in each country and at the different locations were also taken into account in determining the selection of the host institutions included in the evaluation.
- **Translation by IOM staff-** In the case of Somaliland and Kurdistan Region of Iraq (KRI), the interviewer was accompanied by a local IOM staff member who served as a translator. For Afghanistan and Central Iraq, interviews were conducted by a native speaker in Dari or Arabic, respectively. For Nigeria, interviews were conducted by a MGSOG researcher in English.
- **Fieldwork in Somaliland<sup>4</sup> from February 9<sup>th</sup> to February 16<sup>th</sup>, 2020-** Fieldwork in Somaliland took place from February 9<sup>th</sup> to February 16<sup>th</sup>, 2020. A total of 22 interviews were conducted within this timeframe. Five out of the six host institutions selected for interviews in Somaliland had also participated in CD4D1 and the corresponding evaluation. At these institutions both managers and colleagues were interviewed, which allowed the research team to ask colleagues in particular about their experience with CD4D1. Staff members of one new host institution were interviewed, namely Holland House Hargeisa. Table 2 shows the number of interviews conducted per organization. In addition, three stakeholder interviews were conducted in Somaliland. A stakeholder meeting was planned in Afghanistan but had to be cancelled.
- **Fieldwork in Afghanistan from February 23<sup>rd</sup> to March 1<sup>st</sup>-** Fieldwork in Afghanistan took place from February 23<sup>rd</sup> to March 1<sup>st</sup>, 2020. A total of 10 interviews were conducted in Afghanistan. Out of the six host institutions selected for interviews in Afghanistan, three host institutions had already participated in CD4D1 and therefore staff at the institution had been interviewed before (KPU, KMU, MRRD). Two institutions selected for interviews are new to the second phase of CD4D: MAIL and TVET. The Ministry of Public Health (MoPH) had already participated in the first phase of CD4D yet the host institution did not receive any assignments. Table 2 shows the number of interviews

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<sup>4</sup> The term Somaliland is used here to refer to the self-declared state of Somaliland, officially recognised as an autonomous region of Somalia.

conducted per organization. All interviews that took place were interviews with managers. Data collection in Afghanistan was subject to several challenges: the first confirmed case of COVID-19 in Afghanistan on February 24<sup>th</sup> made it challenging to speak to staff members from the MoPH and resulted in two interviews at this institution being cancelled. One interview at the TVET-Authority and one interview at KMU had to be cancelled as interviewees were unavailable. Interviews planned at MRRD for Saturday, February 29<sup>th</sup>, had to be cancelled due to security reasons.

- **Virtual data collection for Nigeria and Iraq due to COVID-19-** The visits to Nigeria and Iraq had to be postponed due to the COVID-19 pandemic. In April 2020, the teams from IOM and MGSOG jointly decided to replace the physical baseline assessments with virtual data collection as travel to Nigeria and Iraq was not feasible for the foreseeable future due to travel restrictions and health concerns. The target was to complete two virtual interviews per host institution. The reason for the reduction in the number of interviews is that virtual interviews are more difficult to coordinate, as host institution staff were often working from home and did not necessarily have high speed internet. Two interviews still enable the opportunity for diverse perspectives on the institution. Fieldwork in Baghdad had not been planned for security reasons; because IOM expressed an interest in including host institutions in Erbil as well as in Baghdad, two institutions in Erbil and three host institutions in Baghdad were selected for interviews via Skype. The MGSOG research team conducted nine interviews at five organizations in Iraq (2 in KRI, 3 in Baghdad) in the months of July and August 2020. The initial aim for the virtual interviews was to include five organizations per country in the evaluation and to interview at least two representatives per organization. For Nigeria, this was revised to three organizations as the selection of the remaining host institutions had not been finalized. The MGSOG research team conducted five interviews at three organizations in Nigeria in July and August 2020 (see Table 2).



### 3 Descriptive overview of institutions and individuals interviewed

This section gives an overview of the main institutional and individual characteristics, based on the first round of interviews. As explained in the previous section, interviews were conducted with staff at host institutions that hosted CD4D1 and are now again host institutions for CD4D2, as well as organizations which are new to the CD4D project. This meant that at the host institutions which had been part of CD4D1, some staff had been interviewed before. As Table 3 shows, 20 respondents had been interviewed in CD4D1, while for 26 respondents it was their first interview as part of the CD4D2 evaluation. For Iraq and Nigeria, all respondents were interviewed for the first time as the host institutions and/or countries (in the case of Nigeria) are new to the CD4D project. Respondents who had been interviewed before were not asked any demographic questions (see Figures 4 to 6).

**Table 3: Respondents interviewed in CD4D1, by country**

	Afghanistan	Iraq	Nigeria	Somaliland	Total
No	5	9	5	7	26
Yes	5	-	-	15	20
<b>Total</b>	<b>10</b>	<b>9</b>	<b>5</b>	<b>22</b>	<b>46</b>

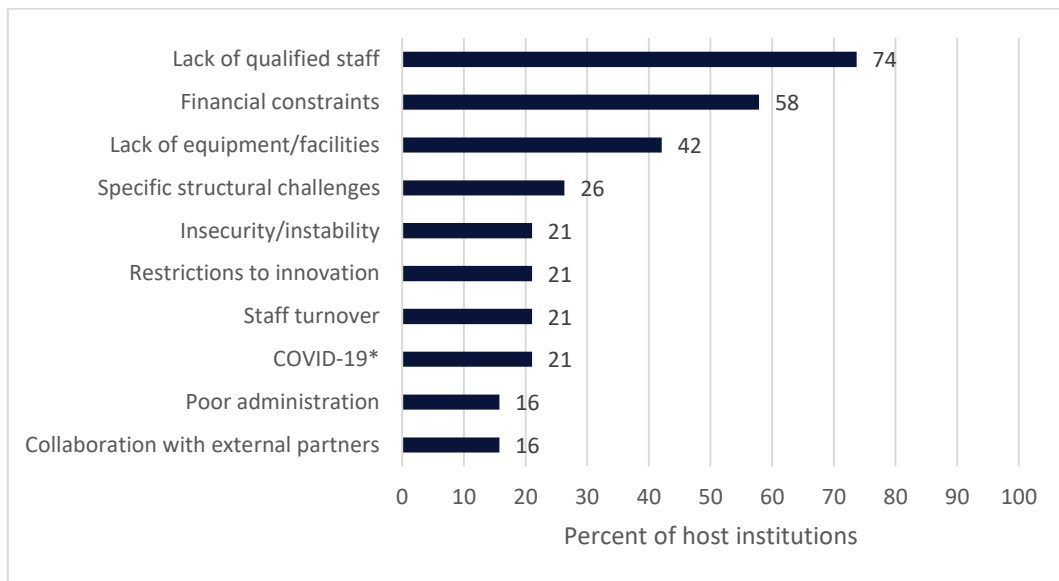
Of the 46 interviews, 35 were with managers; 11 with colleagues (see Table 2, p. 3). The close-ended questions (which were used to create Figures 7 and 9) were only asked to managers. Apart from one interviewee in Iraq, Somaliland was the only country where several colleagues were interviewed. As the majority of the host institutions in Somaliland had participated in CD4D1, the interviews with colleagues were used to understand the colleagues' experiences with CD4D1 in addition to their expectations for CD4D2. While the MGSOG research team had aimed to also interview colleagues of the host institutions in Afghanistan, this was not possible.

#### 3.1. Main institutional characteristics

Interviews were conducted with staff at 19 institutions in the four target countries (see Table 2, p. 3). This section summarises the main characteristics of the host institutions where interviews were conducted. It is therefore important to note that this is not representative of all CD4D2 host institutions. The focus lies on the challenges the host institutions are facing as well as the institutional environment for knowledge transfer.

Understanding the current challenges that the host institutions are facing seems important to identify to what extent these are challenges that can be addressed by the CD4D2 project and to what extent the host institutions face challenges that are beyond the scope of the CD4D2 project and/or might inhibit the interventions that take place as part of the project. Figure 1 summarises the most frequently mentioned challenges.

**Figure 1: Challenges that host institutions are facing (n=19)**



*Source: CD4D2 baseline host institution interviews, 2020; Note: This graph was created based on the respondents' answers to open-ended questions. The answers were analysed, aggregated per host institution, and grouped into the categories displayed in the graph. Categories mentioned by at least two organizations are displayed in this figure. / \* The majority of interviews were conducted before the COVID-19 pandemic.*

The main challenges that the host institutions are facing are the following:

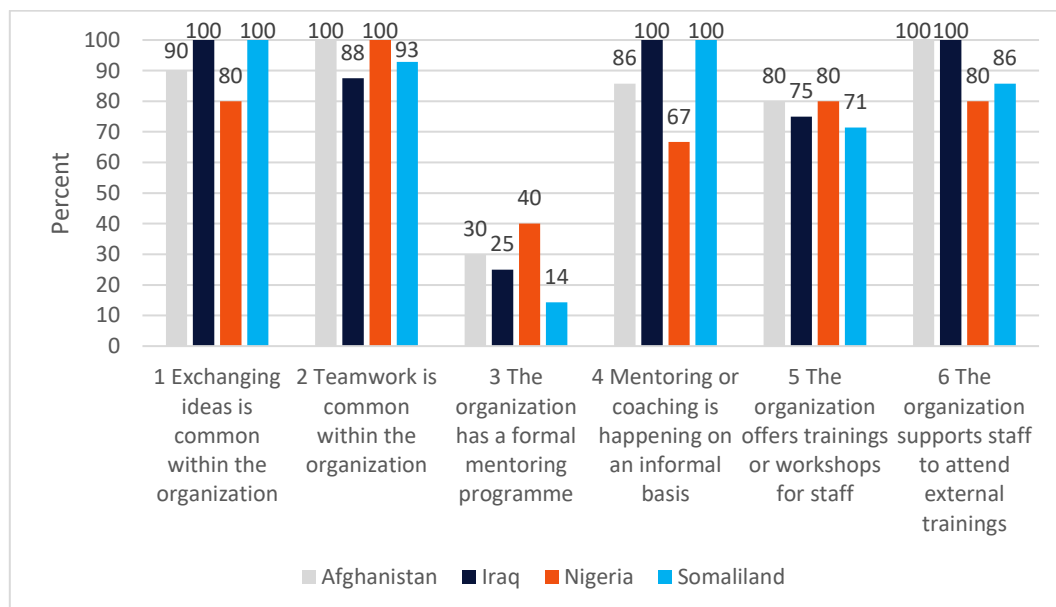
- **Lack of (qualified) staff as the main challenge-** A lack of qualified staff and/or a lack of training of staff was mentioned by around 75 per cent of host institutions. This illustrates the importance and potential added value of the CD4D2 project for these host institutions. CD4D2 offers an opportunity to address this lack of training.
- **Financial constraints and lack of equipment and facilities are common-** Over half of the host institutions mentioned financial constraints as a challenge. This was an issue that was mentioned across countries. Connected to this, around 40 per cent of organizations mentioned a lack of equipment or facilities as a challenge (Afghanistan: 3, Iraq: 1, Nigeria: 1, Somaliland: 3). Depending on the host institution, this included laptops, laboratory equipment or laboratory facilities in general, teaching materials, and instruments such as differential GPS. This is important to consider for CD4D as a lack of equipment might be a barrier to knowledge transfer. In the previous evaluation, a lack of equipment was the most commonly experienced barrier according to the participant post-assignment survey (see Mueller & Kuschminder, 2019, p. 22). A lack of equipment such as laptops, combined with low familiarity with the use of virtual platforms, can be expected to be even more of a challenge for virtual assignments. CD4D2 offers equipment support for assignments, i.e. procurement of laptops.
- **Staff turnover is a challenge in Somaliland-** At four of six organizations in Somaliland staff turnover was mentioned as a challenge. This confirms findings from the previous evaluation which had identified high turnover in Somaliland, especially in high management positions. As highlighted in the final report of the first evaluation, the high turnover in management positions caused shifting priorities and resulted in a lack of information about CD4D among management staff (see Mueller & Kuschminder, 2019, p. 27).

- **Insecurity/instability are challenges in Afghanistan and Central Iraq** – Insecurity or instability was mentioned as a challenge by two host institutions in Afghanistan as well as by the two organizations interviewed in Central Iraq. This included, for example, the lack of a safe environment in which to implement the institution’s programmes and limited data collection due to security reasons.
- **COVID-19 as a challenge in Iraq** - COVID-19 was mentioned as a challenge by four of the five institutions interviewed in Iraq. The pandemic has affected the work of the host institutions, not only in Iraq, as will be discussed in detail in Section 4.2. It should be noted that the majority of interviews with staff at the host institutions were conducted before the pandemic.

Other challenges that were mentioned by at least two organizations are structural challenges specific to the work of the organization (e.g. frequent changes in the justice system, restrictions on innovation, poor administration and challenges in collaborating with external partners such as other ministries or universities).

In this study, knowledge transfer is defined as the multi-stage process by which an individual’s or group’s experiences (also referred to as sender) affects another individual or group (also referred to as receiver). To hold value, transferred knowledge should impact behaviours, policies, processes and practices within the recipient party (see also Mueller & Kuschminder, 2019, p. 4). Knowledge transfer can be influenced by individual, organizational and structural factors. To obtain a better understanding of the general knowledge transfer environment at the host institutions, respondents were asked six closed-ended questions about knowledge transfer at their organization. The results are displayed in Figure 2.

**Figure 2: Existing institutional knowledge transfer, by country (n = 46)**



Source: CD4D2 baseline host institution interviews, 2020; Note: Percentages were calculated as valid percent, meaning that missing values were excluded. The valid sample size for variables 1-3 and 5-6 was 37 (9 missing values). For variable 4, only respondents who did not answer ‘Yes’ for variable 3 were considered (valid sample size 28, missing 18).

The figure illustrates the following:

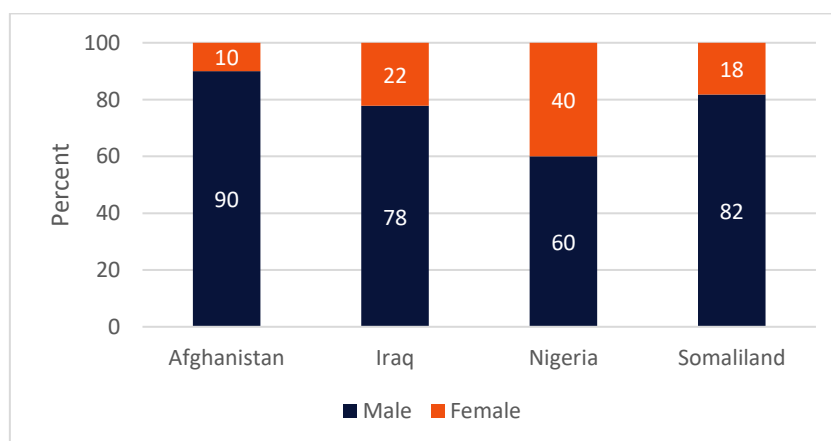
- **Exchanging ideas and teamwork are common-** The majority of managers and colleagues across countries considered exchanging ideas to be common at their organization.
- **Few organizations have a formal mentoring programme –** The share of staff who indicated that their organization has a formal mentoring programme was rather low. Nonetheless, the majority of staff whose organizations do not have a formal mentoring programme indicated that mentoring or coaching is happening on an informal basis.
- **Staff have access to internal and external training sessions or workshops-** Across countries, at least 70 per cent of respondents indicated that their organization offers trainings or workshops for staff. The majority of interviewees also indicated that their organization supports them to attend external trainings. In some cases, the financial support for external trainings seems to be offered by international organizations and not by the host institutions themselves.

### 3.2. Main individual characteristics

This section summarises the main socio-demographic characteristics of the respondents who were interviewed for the first time.<sup>5</sup>

- **Higher share of male respondents-** As Figure 3 shows, the majority of the staff interviewed across the target countries was male. The share of female respondents was only higher in Nigeria where 2 out of 5 respondents were female.

**Figure 3: Respondents by gender, by country (n=46)**

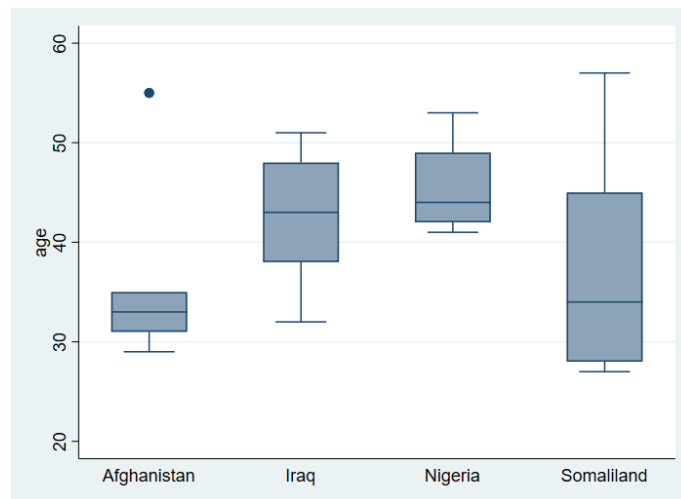


*Source: CD4D2 baseline host institution interviews, 2020*

- **Respondents' age ranges-** Figure 4 displays the age range of respondents who were interviewed for the first time across the target countries. It shows that respondents from Afghanistan and Somaliland are on average slightly younger (mean age around 37) than respondents from the other two countries (mean age 43 for Iraq and 46 for Nigeria).

<sup>5</sup> Only Figure 3 reports gender for all respondents.

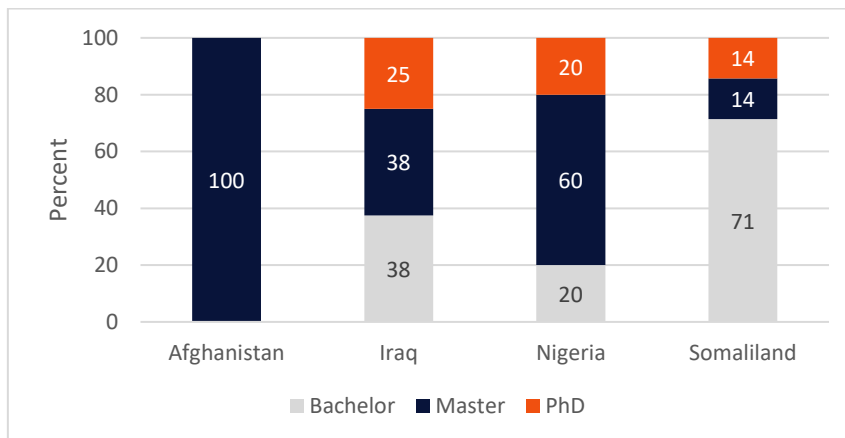
Figure 4: Respondents' age, by country (n=26)



Source: CD4D2 baseline host institution interviews, 2020; Note: median indicated by middle line, 25th and 75th percentiles indicated by outer box.; 1 missing value.

- **Differences in education levels across countries-** In Afghanistan, all respondents had a master's degree. Education levels of respondents in Iraq and Nigeria were distributed across all three levels. In Somaliland, most respondents have a bachelor's degree.

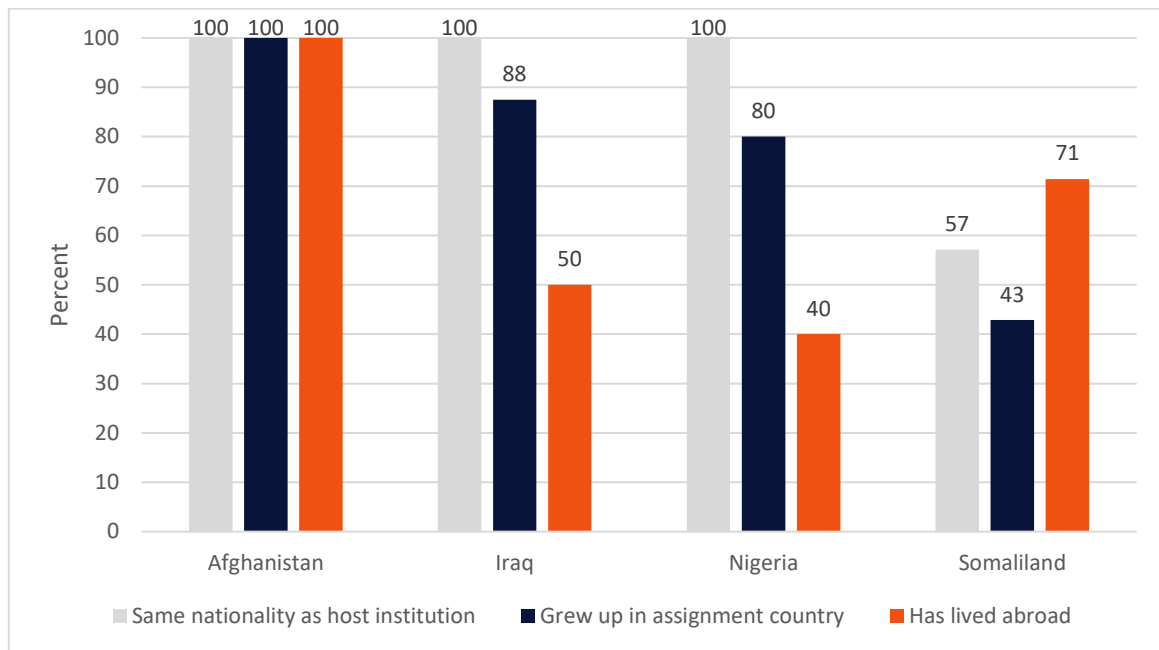
Figure 5: Respondents' level of education, by country (n=26)



Source: CD4D2 baseline host institution interviews, 2020; Note: Percentages were calculated as valid percent. The valid sample size was 25 (1 missing value).

- **Differences in international experience-** As Figure 6 shows, all five Afghan respondents who had not been interviewed before grew up in Afghanistan but have also lived abroad for some time, either in the United States or in Pakistan. In contrast, around half of the respondents interviewed for Iraq and Nigeria had lived abroad. In Somaliland, the share of respondents who had lived abroad was around 70 per cent. The share of respondents who grew up in Somaliland was comparatively low, which can be explained by the fact that some of the respondents are diaspora members themselves.

Figure 6: Respondents' international experience, by country (n=26)



Source: CD4D2 baseline host institution interviews, 2020; Note: Percentages were calculated as valid percent. The valid sample size was 25 (1 missing value).

## 4 Main Findings

This section discusses the main findings resulting from the first round of fieldwork.

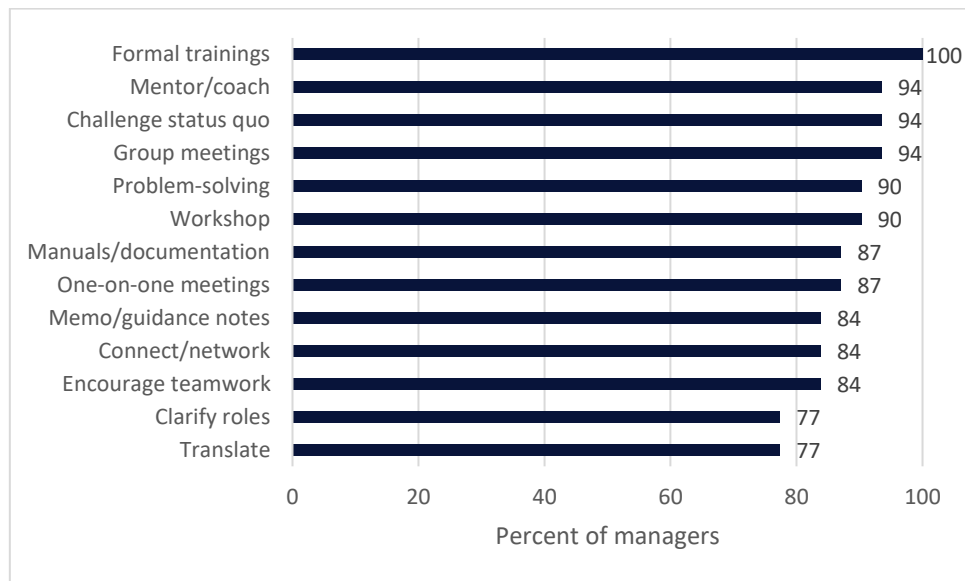
### 4.1. Expectations for CD4D2

#### Host institution expectations with regards to diaspora expert tasks

The expectations with regards to tasks were general. Knowing about the objectives of the project, several respondents said they expect 'knowledge transfer' or 'capacity building', however they did not highlight a specific area in which they want the diaspora experts to focus. It also became clear that knowledge transfer or capacity building is often understood as a synonym for a training session or workshop. As this is the beginning of the project and specific assignments have not yet been established this is to be expected. It is important that more concrete objectives and expectations are established for the assignments, which is expected to come in the next steps of the project. On a related note, the managers from the Nigerian host institutions reported that they had not received much information about the CD4D project before the interview. Some had heard about CD4D for the first time when they were contacted for the interview. The IOM local focal point clarified afterwards that information was forwarded by IOM through the parent ministry and might therefore not have reached all respondents before the interviews. In addition, Nigeria being new to the CD4D project and COVID-19 working conditions have delayed identification of host institutions in Nigeria.

In addition to open-ended questions, managers were asked close-ended questions about possible tasks. The list of 13 tasks had been composed by the MGSOG research team based on the findings from the CD4D1 evaluation. Figure 7 provides an overview of the managers' responses to these questions. The figure shows the share of managers who answered 'Yes' for each task by country.

Figure 7: Expected tasks (n=35)



Source: CD4D2 baseline host institution interviews, 2020; Note: Percentages were calculated as valid percent. The valid sample size was 31 (4 missing values).

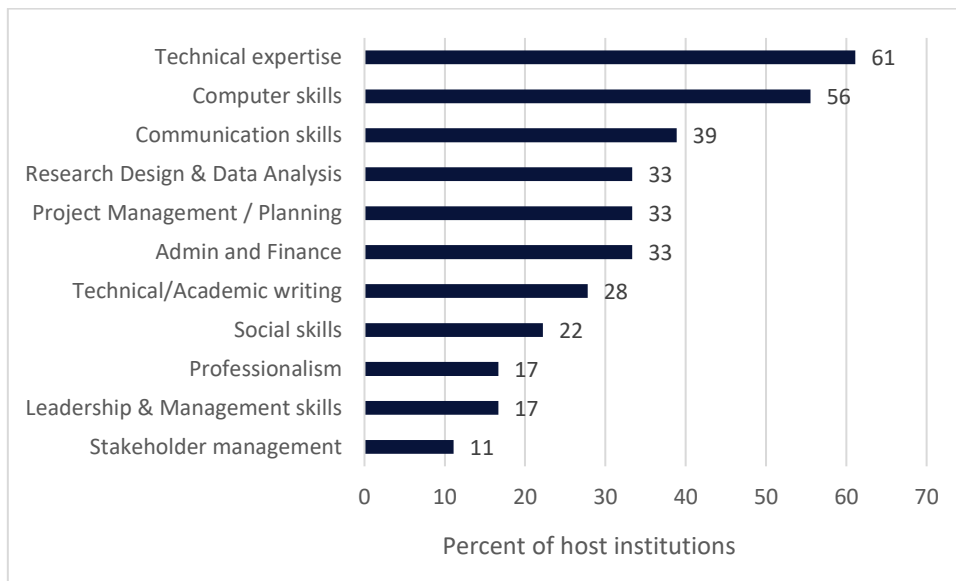
While a tendency to answer affirmatively has been observed, this data shows the following:

- **Diaspora experts are expected to give trainings-** All managers across countries agreed that diaspora experts should give a training session, lecture, or seminar (see Figure 6).
- **Openness to tacit knowledge transfer methods-** Despite the unanimous agreement that formal trainings should be a task of the diaspora experts, the managers also answered affirmatively to tacit knowledge transfer methods, such as mentoring and coaching, challenging the status quo, problem-solving and workshops.
- **Clarifying roles and responsibilities not always desired-** Some managers reported that from their perspective clarifying roles and responsibilities with staff is not a task they would like the diaspora expert to engage in, which explains the somewhat lower approval rating for these tasks.
- **Translation of foreign language materials in all countries but Nigeria-** Translation of foreign language materials is not a task that is expected in Nigeria, where English is the official language (only 1 of 4 managers in Nigeria answered 'Yes' to this item, 1 missing value).

#### Host institution expectations with regards to the skills staff should gain

In addition to the tasks that they expect diaspora experts to engage in, host institution staff were asked about the skills they consider most important for staff to gain. The skills that staff mentioned fall into the following categories, overviewed in Figure 8.

**Figure 8: Skills that host institutions expect staff members to gain (n=19)**



*Source: CD4D2 baseline host institution interviews, 2020; Note: This graph was created based on the respondents' answers to open-ended questions. The answers were analysed, aggregated per host institution, and grouped into the categories displayed in the graph. Categories mentioned by at least two organizations are displayed in this figure. One host institution did not mention any specific skills during the interview, percentages were therefore calculated based on the 18 host institutions who specified skills.*

The figure illustrates the following regarding the skills that staff at host institutions consider most important to gain:

- **Technical expertise and computer skills are the most frequently mentioned skills overall**– Gaining technical expertise and computer skills were the two main groups of skills most frequently mentioned across organizations. For computer skills, this ranged from basic computer skills to more advanced skills in GIS, web development, software development and dashboards. Examples of technical expertise include skills in construction building, medical ethics, technical skills for ICU nurses, website and data management, detecting fraudulent documents, urban planning, driving licenses, and insights into global best practices in running a satellite company. As the examples illustrate, the technical expertise needed is very specific for each host institution, or even department.
- **Communication skills were mentioned by 39 per cent of organizations**- Two organizations each in Afghanistan, Iraq and Somaliland and one organization in Nigeria mentioned that it would be important for staff to gain communication skills. The areas mentioned were effective communication, internal communication and information sharing.
- **Admin and Finance and Project Management/Planning skills are mostly desired in Afghanistan and Somaliland** - At several host institutions in Somaliland as well as at one host institution in Iraq and one host institution in Nigeria staff mentioned admin and finance skills, such as general administrative skills, internal audit skills, financial management and the management of staff files. In addition, six organizations across Afghanistan (2), Nigeria (1) and Somaliland (3) mentioned the need for skills in the area of project management and project planning.
- **Research design & data analysis in Afghanistan and Iraq** – Four host institutions in Afghanistan and two in Iraq mentioned skills in the area of research design and data analysis. This included research



methods, interactive data visualisation, data collection from field sites and analysis of primary and secondary data.

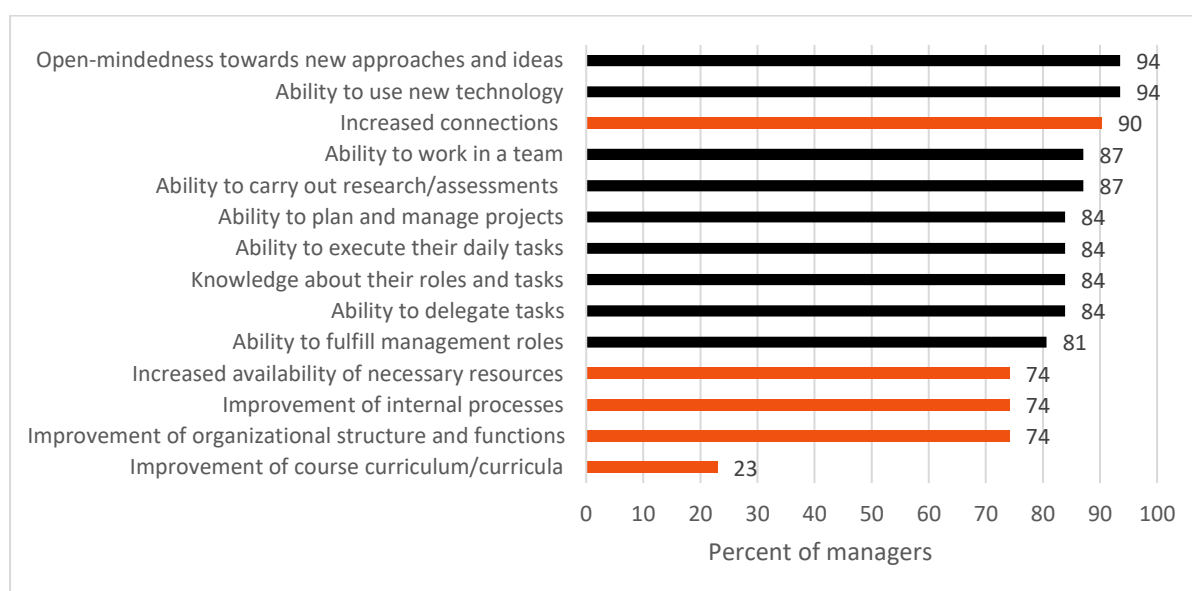
- **Technical/academic writing mentioned by five organizations-** Five organizations in Afghanistan (1), Nigeria (1) and Somaliland (3) would like staff to gain writing skills. Skills mentioned in the area of technical and academic writing included the writing of different types of documents such as research, memo and report writing, policy drafting and policy amendment as well as business writing skills. At one higher education institution, a respondent also mentioned that they would like to gain an understanding of the requirements of international journals.
- **Other skills mentioned by four organizations or fewer include social skills, professionalism, leadership and management skills and stakeholder engagement –** The share of organizations that mentioned these skills ranged between 11 to 22 per cent. In addition to general management and leadership skills, specific skills mentioned in the area of leadership and management included mentoring skills and decision-making. One reason why it is less common that staff expect to gain these skills may be because diaspora experts are expected to work more with junior staff than with senior staff. Social skills mentioned included team-building cooperation, teamwork, social-networking skills, and time management.

A summary of skills per host institution can be found in the appendix (see Appendix E).

#### Host institution expectations with regards to the outputs and impact of CD4D

This section discusses the host institutions’ expectations with regards to the outputs that managers expect to see from CD4D2. As part of the closed-ended questions, managers were asked about their opinion on a set of 14 items. Nine of these items are aspects of individual capacity development, while five items refer to capacity development at the organizational level. Figure 9 shows the percentage of managers who answered ‘yes’ for each item.

**Figure 9: Expected impact on individual and organizational capacity development (n=35)**



Source: CD4D2 baseline host institution interviews, 2020; Note: Percentages were calculated as valid percent. The valid sample size was 31 (4 missing values); Individual capacity development is blue, organizational capacity development orange.

As was found regarding the expected tasks (see Figure 7), a tendency to answer affirmatively was observed. In addition, expected impacts very much depend on the host institution. A summary of expected outputs per host institution can be found in the appendix (see Appendix E). Nevertheless, Figure 9 shows the following:

- **Higher approval rate for aspects of individual capacity development-** All aspects of individual capacity development have been answered affirmatively by at least 80 per cent of the managers interviewed. With 94 per cent of managers answering 'yes', the items 'open-mindedness towards new approaches and ideas' and 'ability to use new technology' had the highest approval rate.
- **Increased connections are important-** Ninety per cent of managers agreed that they expect CD4D to facilitate increased connections between their institution and Dutch or European organizations. The type of connections sought depended on the host institution but included, for example, increased connections with organizations in the Netherlands which work in agriculture, or connections with other organizations in the fields of science and technology. Some respondents also mentioned that they would like to see exchange visits as part of CD4D2.
- **Other aspects of organizational capacity development have a somewhat lower approval rate-** Other aspects of organizational capacity development were less commonly expected. These included, for example, the increased availability of necessary resources and the improvement of internal processes or organizational structure and functions. These items nonetheless prompted affirmative answers from over 70 per cent of the managers interviewed. When the managers answered 'No' to these items, this was mostly because they did not consider interventions in these areas necessary, they considered them unfeasible or they did not want the diaspora expert to engage in those areas. The item 'Improvement of course curricula' was only considered applicable to educational institutions and it was therefore only the managers from Afghan host institutions working in the field of (higher) education that answered affirmatively to this item.

## 4.2. COVID-19 and CD4D2

In response to the COVID-19 pandemic, governments around the world have imposed measures to contain the spread of the virus, including travel restrictions and lockdowns. This has also been the case for the CD4D2 target countries. Partial or full lockdowns were introduced around March 2020; measures have been eased since around May/June, but this depends on the country. Table 4 summarises the policy responses in place in the target countries in August 2020. As the table shows, measures are stricter in some countries than in others. More detail about specific measures in the work environment is provided in the following section.

**Table 4: Overview of COVID-19 policy responses in August 2020**

	Afghanistan (Aug 17, 2020)	Iraq (Aug 20, 2020)	Nigeria (Aug 13, 2020)	Somalia (Aug 20, 2020)
Stay-at-home requirements during the COVID-19 pandemic	Required (except essentials)	Required (except essentials)	Recommended	No measures
Workplace closures during the COVID-19 pandemic	Required for some	Required for some	Required for some	No measures
International travel controls during the COVID-19 pandemic	Screening	Total border closure	Total border closure	Screening
COVID-19: Government Response Stringency Index (100 = strictest)	62.04	92.59	69.44	13.89

Source: Roser, M., Ritchie, H., Ortiz-Ospina, E., & Hasell, J. (2020). *Coronavirus Pandemic (COVID-19)*. Published online at [OurWorldInData.org](https://ourworldindata.org). Retrieved from: <https://ourworldindata.org/coronavirus> (accessed on August 20, 2020; date when data was last updated differs by country, see table).

As interaction with staff at the host institutions is key to knowledge transfer, it is important to consider whether the COVID-19 pandemic has impacted the host institutions' work environments. This section discusses the effect of COVID-19 on the start of CD4D2 and the host institutions' work, expectations about COVID-19 and CD4D2 and the host institutions' preparedness for virtual assignments. Data for this section was gathered through the interviews with staff at the host institutions in Iraq and Nigeria as well as by using the IOM local focal points for CD4D as key informants on the current situation.

### Effect of COVID-19 on CD42 project implementation

The IOM local focal points were asked to provide insights into whether the COVID-19 pandemic has affected the implementation of CD4D2. Their responses reported the following:

- **Successful launch of CD4D2 in Somaliland before the start of the COVID-19 pandemic-** In Somaliland the launch of the CD4D project, as well as the pre-selection of host institutions, took place before the start of the COVID-19 pandemic. According to the IOM focal point for Somaliland, IOM managed to establish close communication with the selected host institutions to share their priority needs

before the pandemic. For these reasons, they have not encountered many challenges implementing the project. The first CD4D2 assignments started in Somaliland in mid-June: 17 physical assignments were started between mid-June and the beginning of August. In addition, five virtual assignments in Somaliland started between late July and early August.

- **Delays for CD4D2 in Afghanistan, Iraq and Nigeria due to COVID-19-**
  - **Afghanistan-** In Afghanistan, the initial meetings with the selected host Institutions were carried out bilaterally in person and subsequently virtually. However, due to the COVID-19 pandemic, IOM Afghanistan has not been able to organize any task force meetings and the fact that most of the CD4D2 project focal points in the host institutions have been working from home has contributed to delays in the finalization of the Terms of Reference (ToRs). As a result, the selection process for assignments in Afghanistan has not started yet.
  - **Iraq-** The IOM local focal point for KRI explained that due to COVID-19 communication and coordination have been insufficient, which will delay all the implementation processes for CD4D. On 20 August, two diaspora experts started the first virtual assignments for KRI. To date, no assignments have been started in Central Iraq.
  - **Nigeria-** In Nigeria, the total lockdown which was introduced in March 2020 effectively shut down any official government engagements. As physical engagements were prohibited during this time, and most government officials had no access to virtual communication channels from their homes, the engagements that had begun on CD4D had to be put on hold for about two months and were only resumed virtually in May 2020 with the partial lifting of the lockdown. In addition, coordination with the host institutions in the Agriculture and Health sector in Nigeria has taken place through their parent ministries. The IOM local focal point explained that with the inter-state movement restrictions resulting from the Covid-19 pandemic, official emails and memos could not effectively be delivered, which affected the whole process of timely identification of focal persons and areas of need. To date, no assignments have started in Nigeria. According to the local IOM focal point, virtual assignments are planned, and they are currently in the process of selecting diaspora experts for assignments in the area of ICT.

### **Effect of COVID-19 on the host institutions' work**

Host institution staff in Nigeria and Iraq, as well as the IOM local focal points, were asked to what extent their host institution's work has been affected by the COVID-19 pandemic. Their responses showed that the situation differs per organization and/or country.

- **Work of host institutions in Iraq (Central Iraq and KRI) and Somaliland limited by COVID-19-** The work of the host institutions in Iraq and Somaliland has been severely affected by the COVID-19 pandemic. In detail, this means:
  - **Partial closure and reduced working hours-** Respondents from the two host institutions in the Kurdistan Region of Iraq (KRI) reported that their institutions had been closed completely during the lockdown. In Central Iraq and KRI, working time has been reduced to about 25 per cent since the end of the lockdown. Staff are working in shifts and each staff member is only reporting to their institution about two days per week which has led to a delay in the completion of their daily tasks. In Somaliland, only critical staff were allowed to come to host

institutions during the lockdown which increased the workload for the institution's high-level management.

- **No meetings or trainings allowed-** In Somaliland, external meetings with counterparts and donors as well as trainings for host institution staff provided by UN organizations or other International non-governmental organizations (INGOs) have been postponed until further notice; trainings given by diaspora experts have been taking place. In Iraq, all meetings have been restricted. For KRI, the IOM local focal point specified that a maximum of three staff members can be in one room and staff are to be divided in groups.
- **Financial constraints-** In Somaliland, the Ministry of Finance has put the budget originally allocated for development project activities on hold. For KRI, the IOM local focal point reported that the government is facing a financial problem which is affecting all projects and plans. This has created discontent among government employees.
- **Movement restrictions-** In KRI, movement between the governorates are banned; people who have very essential duties can apply for permits electronically.
- **COVID-19 infections-** According to the IOM focal point for Central Iraq, there have been COVID-19 infections at some of the host institutions.
- **Little to no impact of COVID-19 on the work of the Nigerian host institutions-** The respondents from the three organizations in Nigeria voiced that the majority of their staff is currently working from home offices and/or in shifts because of the COVID-19 pandemic. The representatives of all three organizations found that this change in work modalities is not a challenge for them, as the new modalities had been facilitated through, for example, a clear work-from-home policy, a roster for staff to come to the office in shifts, or VPN. At one organization, the respondents reported that for them, COVID-19 has constituted an opportunity to expand their services by setting up video-conferencing platforms for the country's government institutions. It should be noted that the three host institutions interviewed in Nigeria are from the ICT sector which is well-connected and technologically advanced. This might be different for other sectors in Nigeria, such as health and agriculture. As explained above, coordination for CD4D2 with organizations in these sectors has been a challenge due to a lack of access to virtual communication.

The restrictions resulting from COVID-19, as detailed above, have several implications for the CD4D assignments.

- **Diaspora experts unable to travel to target countries-** When asked about whether they think the COVID-19 pandemic might affect CD4D and the diaspora experts' work with their organizations, several respondents from Iraq and Nigeria voiced the concern that diaspora experts will not be able to enter the country due to current travel restrictions, which is in line with the information presented in Table 4. It is important to keep in mind that these restrictions are country-specific and might be subject to changes. For instance, travel to Somaliland has been possible since July 1<sup>st</sup>.
- **Trainings and workshops cannot take place in-person-** Even if diaspora experts were able to travel to the target countries, in-person trainings and workshops cannot be conducted currently if in-person meetings are not allowed.

- **Limited availability of staff at the host institutions-** Due to reduced working hours and shifts, staff are only partially available at the host institutions.

### Host institution preparedness for virtual assignments

In response to the travel restrictions caused by the COVID-19 coronavirus pandemic, IOM has started to facilitate virtual assignments. For this reason, respondents from Iraq and Nigeria were asked about their view on virtual assignments and whether they expect any challenges.

- **Virtual assignments not regarded feasible in KRI-** Interviewees from the Kurdistan Region of Iraq (KRI) regarded virtual assignments as very difficult or not feasible to conduct. One aspect that they emphasised was the importance of being able to show the diaspora expert the reality of work on the ground, which they thought would not be possible through virtual assignments. Nonetheless, two diaspora experts recently started virtual assignments with the two host institutions in KRI.
- **Preference for physical assignments in Central Iraq-** For Central Iraq, four of the five interviewees considered that virtual assignments could be an alternative to physical assignments.<sup>6</sup> However, they agreed that virtual assignments would not be as beneficial as physical assignments since diaspora experts would not be able to fulfil their duties in the same way as during physical assignments. They therefore maintained a preference for physical assignments. In addition, they expect the lack of a stable internet connection to be a major challenge during virtual assignments. The IOM focal point for Central Iraq indicated that there have been some attempts to conduct some virtual assignments at the host institutions.
- **Openness to virtual assignments in Nigeria-** The respondents from Nigeria agreed that virtual assignments would be feasible. Three of the five managers interviewed explained that as the majority of their current interactions are virtual, virtual trainings would not be a challenge to implement; in one case, staff had already participated in some recent virtual trainings. Two respondents highlighted that even though they consider virtual assignments feasible, they would prefer physical assignments. One respondent explained that their preference for physical assignments is due to the limited opportunities for interaction through virtual means compared to in-person meetings. The respondent added that another challenge might be that colleagues are unfamiliar with virtual modes of training. The other respondent emphasized that it would be good if the diaspora experts could come physically to visit the facilities on the ground and to learn from each other.

While interviews in Afghanistan and Somaliland took place before the start of the COVID-19 pandemic, IOM has started assessing the feasibility of virtual assignments in Afghanistan, Iraq and Somalia. Information provided by IOM showed that most institutions in Somalia and Afghanistan are open for virtual assignments, although they prefer a combination of virtual and physical assignments. In addition, IOM's assessment showed that some institutions in Iraq are also open for virtual assignments, although they prefer physical assignments or a combination virtual and physical assignments, which is in line with the findings from the interviews conducted by MGSOG.

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<sup>6</sup> One respondent regarded virtual assignments as unfeasible.

## 5 Recommendations and Conclusion

This section summarises the main conclusions of this study and provides recommendations based on these findings. Section 4 illustrated the main findings with regards to the expectations for CD4D2 and the effects that COVID-19 has had on CD4D and the host institutions.

Drawing on the main findings, the following conclusions and recommendations are offered. Feedback from IOM The Netherlands regarding the recommendations showed that several steps have been taken already which are in line with the recommendations resulting from the fieldwork.

- **Several host institutions have similar needs in terms of skills which can be addressed jointly-** As Section 4 showed, there are overlaps in terms of the skills needed at the host institutions, for example in the areas of computer skills, project management and project planning as well as administration and finance. It is recommended that CD4D addresses these jointly through the implementation of rotational assignments and by supporting cross-organizational trainings and workshops (see also Recommendation 8 and 9, Mueller & Kuschminder, 2019, p. 29).
- **Evaluate the feasibility of virtual assignments-** As illustrated in the previous section, host institution staff in Nigeria regarded virtual assignments as feasible while the staff members interviewed in Iraq were sceptical about the feasibility of virtual assignments at their institutions. Therefore, it seems necessary to evaluate the feasibility of the virtual assignments in relation to the specific country, host institution and assignment Terms of Reference. The IOM team clarified that such a process has been started in Afghanistan, Iraq and Somalia.
- **Preparation of virtual assignments for host institution-** In addition, it seems important to prepare particularly well for the virtual assignments, especially in the cases where staff voiced scepticism. This could involve discussing the reasons why a virtual assignment is not regarded as feasible and how to overcome connectivity issues as well as offering support on the use of virtual communication software and facilitating interaction in a virtual environment. IOM The Netherlands together with IOM Vienna has developed a guidance brief for virtual assignments with inputs from several IOM offices, as well as CD4D experts on communication and knowledge transfer, which has been shared with local IOM offices who in turn will share and discuss with the host institutions.
- **Assist diaspora experts in preparing for virtual assignments** – In the final report of the CD4D1 evaluation, the importance of supporting the diaspora experts to act as ‘knowledge transfer facilitators’ was highlighted. As a result, it was recommended that IOM arranges mandatory pre-assignment trainings for CD4D diaspora experts (see Recommendation 2, pp. 27-28) and fosters exchange between CD4D diaspora experts (see Recommendation 3, p. 28). Virtual assignments might be more challenging than physical assignments. It is therefore regarded important to provide diaspora experts with additional guidance on the preparation of virtual assignments. For instance, this could be done by including a component on virtual knowledge transfer in the pre-assignment trainings as well as through facilitating virtual exchange among diaspora experts. In addition to the guidance brief, IOM has prepared a video for better preparation of the virtual assignments and has included the preparation of virtual assignments as an integral part of the preparatory trainings.
- **Informing staff about CD4D-** Staff in Nigeria had little information about the CD4D project before the interviews. The IOM local focal point clarified afterwards that information was forwarded by IOM through the parent ministry and might therefore not have reached all respondents before the interviews. While there might be different reasons for the lack of information about CD4D among staff, the evaluation of CD4D1 highlighted the importance of informing colleagues about the CD4D

project and its characteristics in order to ensure willingness to work with the diaspora experts. It is therefore recommended that IOM works to ensure that staff at the host institutions are informed about the CD4D project. This could be done through introductory meetings at the start of each assignment (see Recommendation 5, Mueller & Kuschminder, 2019, p. 29) as well as by organising regular stakeholder meetings (see Recommendation 6, Mueller & Kuschminder, p. 29). It is recommended that this is also done in the case of all virtual assignments. IOM is currently planning a stakeholder meeting.

- **Informing staff about forms of knowledge transfer and expectation management-** As shown in Section 4 current expectations regarding CD4D2 are quite general, although it should be noted that assignments have not yet been established in most host institutions. It is important that the forms of knowledge transfer that are expected to be performed by the diaspora expert are clarified before the assignment between the host institution, diaspora expert and IOM.

## 6 Next steps

This final section provides a brief outlook on the other components of the evaluation and future deliverables. This report has summarized preliminary key findings from the institutional baseline. A second round of data collection with host institutions will be carried out next year (2021) and the third and final round is planned for 2022. In addition, interviews with diaspora experts will be carried out on an on-going basis throughout the course of the evaluation. The first diaspora expert interviews are expected to be conducted in late 2020/early 2021. Accordingly, the tools are being developed for the different stages of the evaluation. Regarding deliverables (see Table 5), a mid-term report will be provided by August 2021 and a final report will be produced by August 2022.

**Table 5: Future deliverables**

<b>Deliverable</b>	<b>Expected date of delivery</b>
Mid-Term Report	August 2021
Final Report	August 2022



## References

Mueller, C., Kuschminder, K. (2019). Connecting Diaspora for Development (CD4D) Final Report.

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## Appendix

### Appendix A: Summary statistics

#### 1. Challenges host institutions are facing (Summary statistics corresponding to Figure 1 and explanation)

Challenge	Afghanistan	Iraq	Nigeria	Somaliland	Total	
	n=5	n=5	n=3	n=6	n=19	%
Lack of qualified staff	5	2	3	4	14	74
Financial constraints	3	3	3	2	11	58
Lack of equipment/facilities	3	1	1	3	8	42
Specific structural challenges	1	1	1	2	5	26
Insecurity/instability	2	2	0	0	4	21
Restrictions to innovation	1	0	1	2	4	21
Staff turnover	0	0	0	4	4	21
COVID-19*	0	4	0	0	4	21
Poor administration	1	0	0	2	3	16
Collaboration with external partners	1	1	0	1	3	16

#### 2. Existing institutional knowledge transfer, by country (Summary statistics corresponding to Figure 2 and explanation)

Variable	Afghanistan %	Iraq %	Nigeria %	Somaliland %	Total %
1 Exchanging ideas is common within the organization	90	100	80	100	95
2 Teamwork is common within the organization	100	88	100	93	95
3 The organization has a formal mentoring programme	30	25	40	14	24
4 Mentoring or coaching is happening on an informal basis	86	100	67	100	93
5 The organization offers trainings or workshops for staff	80	75	80	71	76
6 The organization supports staff to attend external trainings	100	100	80	86	92

3. Respondents by gender, by country (n=46) (Summary statistics corresponding to Figure 3 and explanation)

Gender	Afghanistan	Iraq	Nigeria	Somaliland	Total	
	#	#	#	#	#	%
Male	9	7	3	18	37	80
Female	1	2	2	4	9	20
<b>Total</b>	<b>10</b>	<b>9</b>	<b>5</b>	<b>22</b>	<b>46</b>	<b>100</b>

4. Respondents' age, by country (Summary statistics corresponding to Figure 4 and explanation) [1 missing value]

Country	Observations	Mean	Std.Dev.	Min	Max
Afghanistan	5	36.6	10.5	29	55
Iraq	8	42.6	6.7	32	51
Nigeria	5	45.8	5.1	41	53
Somaliland	7	36.6	10.9	27	57
<b>Total</b>	<b>25</b>	<b>40.4</b>	<b>9</b>	<b>27</b>	<b>57</b>

5. Respondents' level of education, by country (n=26) (Summary statistics corresponding to Figure 5 and explanation) [1 missing value]

Level of education	Afghanistan	Iraq	Nigeria	Somaliland	Total	
	#	#	#	#	#	%
Bachelor		3	1	5	9	36
Master	5	3	3	1	12	48
PhD		2	1	1	4	16
<b>Total</b>	<b>5</b>	<b>8</b>	<b>5</b>	<b>7</b>	<b>25</b>	<b>100</b>

6. Respondents' international experience, by country (n=26) (Summary statistics corresponding to Figure 6 and explanation) [1 missing value]

Variable	Afghanistan %	Iraq %	Nigeria %	Somaliland %	Total %
Same nationality as host institution	100	100	100	57	88
Grew up in assignment country	100	88	80	43	76
Has lived abroad	100	50	40	71	64

## 7. Expected tasks (Summary statistics corresponding to Figure 7 and explanation)

Variable	Afghanistan %	Iraq %	Nigeria %	Somaliland %	Total %
1- Participate in group meetings	100	86	75	100	<b>94</b>
2- Have one-on-one meetings with staff	100	71	75	90	<b>87</b>
3- Contribute to writing or updating manuals or documentation	100	57	75	100	<b>87</b>
4- Give a training (lecture, seminar) for staff	100	100	100	100	<b>100</b>
5- Write out instructions (memos or guidance notes)	100	43	75	100	<b>84</b>
6- Translate foreign language materials	90	71	25	90	<b>77</b>
7- Mentor or coach staff (give tips or guidance)	100	71	100	100	<b>94</b>
8- Clarify roles and responsibilities with staff	100	57	75	70	<b>77</b>
9- Assist in problem solving/teach staff how to solve problems in a new way	100	86	75	90	<b>90</b>
10- Encourage teamwork among staff	100	71	75	80	<b>84</b>
11- Challenge the status quo in the workplace (such as suggesting new ways of working)	100	86	100	90	<b>94</b>
12- Connect staff with people in the diaspora experts' network that they can learn from	100	57	100	80	<b>84</b>
13- Organize or contribute to a workshop	100	86	100	80	<b>90</b>

8. Skills host institutions expect to gain (Summary statistics corresponding to Figure 8 and explanation)

Skill	Afghanistan	Iraq	Nigeria	Somaliland	Total	
	n=5	n=4*	n=3	n=6	n=18*	%
Technical expertise	3	3	1	4	11	61
Computer skills	1	3	2	4	10	56
Communication skills	2	2	1	2	7	39
Admin and Finance		1	1	4	6	33
Project Management / Planning	2		1	3	6	33
Research Design & Data Analysis	4	2			6	33
Technical/Academic writing	1		1	3	5	28
Social skills	2			2	4	22
Leadership & Management skills	2			1	3	17
Professionalism	2			1	3	17
Stakeholder management	1		1		2	11

Note: \* 1 missing value; Valid sample = 18

9. Expected impact on individual and organizational capacity development (Summary statistics corresponding to Figure 9 and explanation)

Variable	Afghanistan %	Iraq %	Nigeria %	Somaliland %	Total %
1- Staffs' ability to use new technology (software, programme)	100	86	75	100	<b>94</b>
2- Staff's ability to carry out research or assessments (including M&E) [= <i>Monitoring and Evaluation</i> ]	100	57	100	90	<b>87</b>
3- Staff's ability to work in a team	90	71	100	90	<b>87</b>
4- Staff's ability to delegate tasks	100	86	75	70	<b>84</b>
5- Staff's knowledge about their roles and tasks	100	57	100	90	<b>84</b>
6- Staff's ability to execute their daily tasks	100	57	75	90	<b>84</b>
7- Staff's ability to plan and manage projects	100	57	75	90	<b>84</b>
8- Staff's open-mindedness towards new approaches and ideas	100	86	100	90	<b>94</b>
9- Staff's ability to fulfil management roles	100	57	75	80	<b>81</b>
10- Improvement of organizational structure and functions	90	29	75	90	<b>74</b>
11- Improvement of course curriculum/curricula (for higher education institutions)	70	0	0	0	<b>23</b>
12- Improvement of internal processes (e.g. HR recruitment procedure)	90	29	100	80	<b>74</b>
13- Increased availability of necessary resources (e.g. computers, laboratory equipment)	80	71	75	70	<b>74</b>
14- Increased connections with Dutch/European organizations	100	71	100	90	<b>90</b>

## Appendix B: Baseline Interview Guide



### Connecting Diaspora for Development (CD4D) 2

#### Institutions Interview Guide

- T0 -

Section 0 [complete before interview to activate skips]

		<i>Notes for interviewer</i>
Type of interview	<input type="checkbox"/> 0 Manager <input type="checkbox"/> 1 Colleague	<p><b>Manager</b> = Management staff of the host institution who is involved in the CD4D Project. This should always include the institutional focal point as well as any supervisors of the diaspora expert (e.g. Head of department, Director General; depending on the size of the institution).</p> <p><b>Colleague</b> = The colleagues / priority learners are the main 'knowledge receivers' i.e. the person(s) who were selected pre-assignment to learn from the CD4D diaspora expert. This can be junior as well as senior staff.</p>
Questionnaire ID number		Format: C1_IN01_T0, C1_IN02_T0, C1_IN03_T0
Name of interviewer		Initials
Date interview was conducted		Day/Month/Year
Type of host institution	<input type="checkbox"/> 0 Type II (CD4D1 + 2) <input type="checkbox"/> 1 Type III (CD4D2)	<p><b>Type II (CD4D1 + 2)</b> = Organization was a host institution for CD4D1 and is now again a host institution for CD4D2</p> <p><b>Type III (CD4D2)</b> = Organization is new to CD4D</p>
Respondent was interviewed before	<input type="checkbox"/> 0 No <input type="checkbox"/> 1 Yes	
Gender of interviewee	<input type="checkbox"/> 0 Male <input type="checkbox"/> 1 Female	

Recorded	<input type="checkbox"/> 0 No <input type="checkbox"/> 1 Yes	
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## Preamble

Thank you very much for taking the time for this interview. My name is *[name of interviewer]*. I am conducting this research for Maastricht University.

- *[HI Type II & respondent **was** interviewed before]:* As you know, someone from Maastricht University has visited several times. We just finished the last project and are now starting a new one. We are excited about our results, but our solutions were not so clear, so we really want to understand how things are happening over time. For this reason, I would like to speak with you again to hear what you think, looking back on the first phase of CD4D. Then I would also like to ask you some questions about your expectations for the second phase of CD4D.
- *[HI Type II & respondent **was not** interviewed before]:* Maastricht University has been contracted by IOM to conduct an evaluation of the CD4D Project. We already did an evaluation for the previous phase and have been contracted again for this new phase. We just finished the last project and are now starting with the new one. Another researcher from Maastricht University / I has been to your organizations several times and spoken to your colleagues. I would like to talk with you about the expectations that you have for this project for your organization. A researcher from our team or myself will then come again next year and the year after to talk with you about how the project is going.
- *[HI Type III]:* Maastricht University has been contracted by IOM to conduct an evaluation of the CD4D Project. As this project is just kicking-off and your institution will part of this project, I would like to talk with you about the expectations that you have for this project for your organization. A researcher from our team or myself will then come again next year and the year after to talk with you about how the project is going.

We anonymize all interviews so your name will never be used. We only use your contact information to contact you again next year. We store it separately from the information that you provide during the interview. If you agree, I would like to voice record our conversation as this makes it much easier to capture exactly what you are saying. Would this be ok for you?

*[Wait for respondent to confirm; if respondent does not want the interview to be recorded, ask respondent if they still agree to participate in the interview and if you could take notes of what the respondent says]*

Before I start the voice recording, do you have any questions; is anything unclear or can I start the recording?

*[Clarify any questions that the respondent may have]*

Then I will switch on the voice recording now.

*[Turn on the recorder]*

Just for the recording, could you say again that you agreed to participate in the interview and that you agreed to be recorded?

*[Wait for respondent to confirm].*

Thank you very much.

**Section 1A: General information about respondent's roles and tasks**

*[This section is only applicable if this is the first time that the respondent is being interviewed by UM]*

MAN	COL
<p><b>1.1.</b> To start, could you tell me a bit about your current role here in this organization?</p>	
<p>a. How many years have you worked in this organization?</p>	
<p><i>[Insert total number of years respondent has worked in organization]</i></p>	
<p>b. How many years have you worked in this position?</p>	
<p><i>[Insert total number of years respondent has been in their current job]</i></p>	

**Section 1B: General information about CD4D1+2 organizations**

*[This set of questions is only for respondents at host institutions, which were part of CD4D1 = Type II but where the respondents were not interviewed before, e.g. due to a change in management, change in departments involved in CD4D etc.]*

MAN	COL
<p><b>1.2.</b> How are things going in your organization at the moment?</p>	
<p><b>1.3.</b> What are some of the organization's recent achievements/ successes?</p>	<p><b>1.5.</b> What challenges are you currently experiencing in your role/job?</p>
<p><b>1.4.</b> What are the current challenges facing your organization?</p>	

**Section 1C: General information about the new CD4D2 organization**

*[This set of questions is only for respondents at host institutions, which were not part of CD4D1, i.e. new host institutions = Type III]*

MAN	COL
<p><b>1.6.</b> Could you tell me a bit about your organization?</p> <p>a. How long has the organization been in operation? (not relevant for government ministries)</p> <div data-bbox="203 336 1077 376" style="border: 1px solid black; padding: 2px;"> <p><i>[Insert total number of years organization has been in operation]</i> <span style="background-color: #cccccc; display: inline-block; width: 50px; height: 15px; vertical-align: middle;"></span></p> </div> <p><b>1.7.</b> What do you think are some of the strengths of this organization?</p> <p><b>1.8.</b> What are some of the organization’s biggest achievements/ successes?</p> <p><b>1.9.</b> What are the current challenges facing your organization?</p>	<p><b>1.10.</b> What challenges are you currently experiencing in your role/job?</p>
<p><b>1.11.</b> I would like to know a bit about how your institution came to participate in the CD4D-Project: How did you hear about the CD4D Program? From whom did you find out?</p> <p>a. What is your organization’s main motivation to participate in CD4D?</p> <p>b. Has your organization participated in a similar project prior to CD4D? <i>[If answer was yes, ask:]</i> Which project? What were the experiences?</p>	

**Section 1D: Experience with CD4D1**

*[This set of questions is only for respondents at host institutions, which were part of CD4D1]*

MAN	COL
<p><b>1.12.</b> How are things going in your organization at the moment?</p>	

<p><b>1.13.</b> What are the current challenges facing your organization?</p>	<p><b>1.14.</b> Has anything changed in your job and tasks since last year?  <b>1.15.</b> Has anything else changed in your organization over the last year?  <b>1.16.</b> Has anything else changed that has impacted your work?  <b>1.17.</b> What challenges are you currently experiencing in your role?</p>
<p>MAN</p>	<p>COL</p>
<p><b>1.18.</b> Your institution participated in the first phase of CD4D. Could you remind me again, how many CD4D experts came to your organization?</p> <p style="text-align: center;"> <input data-bbox="772 555 1505 595" type="text" value="[Insert number of CD4D experts here]"/> <input data-bbox="1505 555 1655 595" type="text"/> </p> <p><b>1.19.</b> Do you remember their names?</p>	
	<p><b>1.20.</b> How many diaspora experts did you work with?</p> <p style="text-align: center;"> <input data-bbox="1111 767 1942 807" type="text" value="[Insert number of CD4D experts respondent worked with]"/> <input data-bbox="1942 767 2083 807" type="text"/> </p>
<p>MAN</p>	<p>COL</p>

1.21. What did they do for your organization?

1.22. I have been here/ another researcher has been here several times and has been asking many questions. As you know, the CD4D diaspora experts were supposed to transfer knowledge and skills to staff at your organization and contribute to capacity building and capacity development. It was not always clear for us how much people were making an impact during the first phase of CD4D, so we want to know what you think. What do you think?

- a. Do you think the first phase of CD4D was making an impact for your organization?
- b. How do you think the first phase of CD4D impacted or not your organization?
- c. What were the main contributions of the first phase of CD4D to your organization?

1.23. I have a list of a few items here and I would like to know whether you think the first phase of CD4D had an impact on any of the following for your organization? You can tell me 'no', 'yes' or 'not applicable' – in case an item does not make sense for your organization.

*[Create an easy conversation around this: "The first item is 'Staff's ability to use new technology (software, program). Do you think CD4D1 had an impact on this? If answer is yes, probe: How? Could you give me some examples? Do this for every item!]*

No	Yes	Not	Unclear
(1)	(2)	applicable	(4)
		(3)	<i>[this is for the interviewer only]</i>

Staffs' ability to use new technology (software, programme)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff's ability to carry out research or assessments (including M&E) [= Monitoring and Evaluation]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff's ability to work in a team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff's ability to delegate tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.25. Could you remind me again - What did you work with them on?

1.26. Did you learn something from the diaspora expert? What did you learn from the diaspora expert? Please give me a specific example.

1.27. You told me last time that you also learnt this skill...

Staff's knowledge about their roles and tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff's ability to execute their daily tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff's ability to plan and manage projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff's open-mindedness towards new approaches and ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff's ability to fulfill management roles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improvement of organizational structure and functions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improvement of course curriculum/curricula (for higher education institutions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improvement of internal processes (e.g. HR recruitment procedure)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increased availability of necessary resources (e.g. computers, laboratory equipment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increased connections with Dutch/European organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**1.24.** Are there any items missing from this list that you would add? Which?

MAN	COL
<p><b>1.28.</b> Are the changes the CD4D1 diaspora expert contributed to still in place?</p> <ol style="list-style-type: none"> <li>Please give examples.</li> <li>What impact does this have on your organization?</li> <li><i>[If answer was no, ask:]</i> Why not?</li> </ol>	<p><b>1.29.</b> <i>Summarize back the skill.</i> Do you now do <i>skill</i> this new way that you learned from the diaspora expert? Please give me a specific example.</p> <ol style="list-style-type: none"> <li>If yes, what difference has this made in your work? How has this impacted your work?</li> <li>If not, why not?</li> </ol> <p><b>1.30.</b> Have you experienced in any challenges in applying what you learned from the diaspora expert?</p>
<p><b>1.31.</b> How satisfied are you with the CD4D1-Programme as a whole?</p> <ol style="list-style-type: none"> <li>Looking back at CD4D1, what would you say was the best part of the CD4D experience for your organization?</li> <li>What challenges did your organization experience with the CD4D?</li> </ol>	<p><b>1.32.</b> Looking back at CD4D1, how satisfied are you with the overall experience of working with the diaspora expert?</p> <p><b>1.33.</b> How did you feel about the experience of working with the diaspora expert?</p> <p><b>1.34.</b> Did you experience any challenges?</p>
<p><b>1.35.</b> Is staff at your organization still in contact with any of the CD4D1 diaspora experts?</p> <ol style="list-style-type: none"> <li>Are you still in contact with any of the CD4D1 diaspora experts?</li> <li><i>[If answer was yes, ask:]</i> What do you discuss? <i>[Find out if they are only talking about non-work-related topics (e.g. socializing, if they discuss ideas for new collaborations, if CD4D1 diaspora expert is currently involved in projects (with staff) from this organization]</i></li> </ol>	<p><b>1.36.</b> At the moment, are you still in contact with the diaspora expert?</p> <ol style="list-style-type: none"> <li>How often are you in contact with the diaspora expert?</li> <li>What do you discuss? <i>[Find out if this is work-related or not]</i></li> </ol> <p><b>1.37.</b> In the future, would you again want to work with a diaspora expert?</p> <ol style="list-style-type: none"> <li>Why? Why not?</li> <li>Would you want to work to work with the same person again?</li> </ol>

## Section 2

[This section is applicable for respondents at all host institutions.]

As you know, your organization is participating in CD4D2.

MAN					COL																																																			
<b>2.1.</b> What are your expectations for CD4D / the second phase of CD4D?																																																								
<p><b>2.2.</b> What do you expect the diaspora expert's main role and tasks to be?</p> <p><b>2.3.</b> Who will the diaspora expert(s) work with?</p> <p><b>2.4.</b> I have a list of possible tasks here. Could you please tell me whether you expect the CD4D diaspora expert to engage in those tasks? You can answer 'No', 'Yes' or 'Not applicable' – in case this task does not make sense at your organization. [Create an easy conversation around this: "Do you expect the CD4D diaspora experts to participate in group meetings?"]</p> <table border="0" style="width: 100%; text-align: center;"> <tr> <td></td> <td>No</td> <td>Yes</td> <td>N/A</td> <td>Unclear</td> </tr> <tr> <td></td> <td>(1)</td> <td>(2)</td> <td>(3)</td> <td>(4)</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>[this is for the interviewer only]</td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: left; padding: 5px;">Participate in group meetings</td> <td style="text-align: center; width: 30px;"><input type="checkbox"/></td> <td style="text-align: center; width: 30px;"><input type="checkbox"/></td> <td style="text-align: center; width: 30px;"><input type="checkbox"/></td> <td style="text-align: center; width: 30px;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: left; padding: 5px;">Have one-on-one meetings with staff</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: left; padding: 5px;">Contribute to writing or updating manuals or documentation</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: left; padding: 5px;">Give a training (lecture, seminar) for staff</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: left; padding: 5px;">Write out instructions (memos or guidance notes)</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: left; padding: 5px;">Translate foreign language materials</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: left; padding: 5px;">Mentor or coach staff (give tips or guidance)</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: left; padding: 5px;">Clarify roles and responsibilities with staff</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>		No	Yes	N/A	Unclear		(1)	(2)	(3)	(4)					[this is for the interviewer only]	Participate in group meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Have one-on-one meetings with staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Contribute to writing or updating manuals or documentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Give a training (lecture, seminar) for staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Write out instructions (memos or guidance notes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Translate foreign language materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Mentor or coach staff (give tips or guidance)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Clarify roles and responsibilities with staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><b>2.6.</b> What would you like help with? How do you think a diaspora expert could help you?</p> <p><b>2.7.</b> What skills would you like to learn?</p> <p><b>2.8.</b> How would you like to learn these skills? [Probe: Formal training or workshop? Individual meetings? On-the-job training/Working together on a daily basis?]</p>
	No	Yes	N/A	Unclear																																																				
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<p>Assist in problem solving/teach staff how to solve problems in a new way</p> <p>Encourage teamwork among staff</p> <p>Challenge the status quo in the workplace (such as suggesting new ways of working)</p> <p>Connect staff with people in the diaspora experts' network that they can learn from</p> <p>Organize or contribute to a workshop</p>	<table border="1"> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> </table>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
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<p><b>2.5.</b> Are there any items missing from this list that you would add? Which?</p>																								
<p><b>2.9.</b> What specific skills do you think are most important for staff to learn throughout the course of the CD4D assignments?  <i>[such as a new surgical technique, a new management practice, etc.]</i></p>																								
<p><b>2.10.</b> What do you want the diaspora expert to achieve for your organization? How do you expect the diaspora expert to contribute to your organization? <i>[ask for concrete outputs]</i></p> <p><b>2.11.</b> I have a list of a few items here and I would like to know whether you expect the CD4D diaspora expert to contribute to the following?  <i>[Create an easy conversation around this: "Do you want the diaspora expert to contribute to staff's ability to use new technology (software, programmes)?] If the respondent did not already provide in-depth information before an you have time, probe for each item – e.g. "How do you expect the diaspora expert to contribute to this?"]</i></p> <table border="0" style="margin-left: auto; margin-right: auto;"> <tr> <td>No</td> <td>Yes</td> <td>N/A</td> <td>Unclear</td> </tr> <tr> <td>(1)</td> <td>(2)</td> <td>(3)</td> <td>(4)</td> </tr> <tr> <td colspan="4" style="text-align: center;"><i>[this is for the interviewer only]</i></td> </tr> </table> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td data-bbox="201 1268 716 1348">Staffs' ability to use new technology (software, programme)</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td data-bbox="302 1348 716 1420">Staff's ability to carry out research or assessments (including M&amp;E)</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>			No	Yes	N/A	Unclear	(1)	(2)	(3)	(4)	<i>[this is for the interviewer only]</i>				Staffs' ability to use new technology (software, programme)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Staff's ability to carry out research or assessments (including M&E)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<b>2.12.</b> Are there any items missing from this list that you would add? Which?					
<b>2.13.</b> Most countries around the world have been dealing with the COVID-19 coronavirus for the past months. Has the pandemic affected the work of your organization in any way? How?					

<p><b>2.14.</b> Do you think the COVID-19 pandemic might affect CD4D and the diaspora experts' work with your organization? How?  <i>[Probe: Do you see any challenges arising from the COVID-19 pandemic for CD4D and the diaspora experts' work with your organization? Is staff currently working from home? If yes, what does this mean for the CD4D assignments?]</i></p> <p><b>2.15.</b> To deal with the restrictions resulting from COVID-19, IOM is planning to have some virtual assignments at the host institutions, that means that diaspora experts do not travel to the country and instead give trainings or advice via Skype for example. What do you think about having virtual assignments at your institution?</p> <p><b>2.16.</b> Do you think there might be any challenges with virtual assignments? Which?  <i>[Probe: What about internet connection? Is staff at your organization familiar with virtual communication?]</i></p>	
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### Section 3

*[This section is applicable for respondents at all host institutions.]*

MAN	COL		
I only have a few questions left to wrap up. I would like to ask you a few questions about knowledge sharing in your organization more in general. These are not about CD4D, but about your organization more in general.			
	No (1)	Yes (2)	Unclear (3) <i>[this is for the interviewer only]</i>
Is it common within your organization to exchange ideas with colleagues? <i>[Probe: How do people normally exchange ideas?]</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is teamwork common within your organization?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your organization have a <u>formal</u> mentoring program? (i.e. a formal program where more junior staff is attached to more senior staff to receive advice and guidance)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is mentoring or coaching happening on an informal basis?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your organization offer trainings or workshops for staff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Does your organization support staff to attend external trainings or workshops to do so, for example trainings offered by another organization, in another city or country? This support could be by giving you time to take the course as part of the paid hours, paying registration fees/travel costs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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**Section 4** [This section is only applicable if this is the first time that the respondent is being interviewed by UM]

MAN	COL				
To wrap up, I would just like to ask you a few demographic questions – just for our statistics.					
<b>4.1.</b> I assume you are [nationality of assignment country]? In case respondent has dual nationality, or not the nationality of the assignment country, fill in all citizenships here:	<table style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">No (0)</td> <td style="padding: 5px;">Yes (1)</td> </tr> <tr> <td style="text-align: center; padding: 5px;"><input type="checkbox"/></td> <td style="text-align: center; padding: 5px;"><input type="checkbox"/></td> </tr> </table>	No (0)	Yes (1)	<input type="checkbox"/>	<input type="checkbox"/>
No (0)	Yes (1)				
<input type="checkbox"/>	<input type="checkbox"/>				
<b>4.2.</b> Did you also grow up here in [assignment country]?	<table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center; padding: 5px;"><input type="checkbox"/></td> <td style="text-align: center; padding: 5px;"><input type="checkbox"/></td> </tr> </table>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>				
<b>4.3.</b> Have you ever lived in another country?	<table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center; padding: 5px;"><input type="checkbox"/></td> <td style="text-align: center; padding: 5px;"><input type="checkbox"/></td> </tr> </table>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>				
a. Where?	<input style="width: 100%;" type="text"/>				
b. For how long?	<input style="width: 100%;" type="text"/>				
c. Why?	<input style="width: 100%;" type="text"/>				
<b>4.4.</b> What is the highest level of education you have obtained?					
<input type="checkbox"/> 1 Secondary or lower <input type="checkbox"/> 2 Technical or vocational <input type="checkbox"/> 3 Bachelor <input type="checkbox"/> 4 Master <input type="checkbox"/> 5 PhD					
<b>4.5.</b> How old are you?					
<input style="width: 30%;" type="text"/> [Insert age]	<input style="width: 70%;" type="text"/>				

**Section 5**

These were all my questions. Is there anything else you would like to share? Is there anything else you find important to mention or do you have any questions?

Thank you so much for your time today.

*[switch off voice recorder]*

## Appendix C: Participant Survey



This questionnaire complements the IOM Final Report that you just completed. It will be used for the evaluation of CD4D2 which Maastricht University (UM) is carrying out for IOM.

Unlike the IOM Final Report, which directly goes to IOM and Maastricht University (UM), your answers to this questionnaire are **completely anonymous**. The questionnaire does not record any personal information that makes you identifiable. In addition, the database will only be accessed by UM researchers and all data will be reported to IOM in an aggregated manner. Please answer these questions **as honest as possible**. As the answers are anonymous, they cannot influence your chances to be able to conduct another assignment in any way.

Please direct any questions or comments you might have regarding this questionnaire to Charlotte Mueller via [charlotte.mueller@maastrichtuniversity.nl](mailto:charlotte.mueller@maastrichtuniversity.nl)

### Section 1

1.1. Please provide the following information about your assignment.

Was this a physical or a virtual assignment?	<input type="checkbox"/> 0 Physical assignment <input type="checkbox"/> 1 Virtual assignment
How long was this assignment?	____ weeks ____ months
Please insert the dates of your assignment.	Start date: DD/MM/YY End date: DD/MM/YY
Was this your first CD4D assignment? [This includes assignments during CD4D1 and CD4D2]	<input type="checkbox"/> 0 No <input type="checkbox"/> 1 Yes
{If answer was 'No'} Please indicate in how many CD4D 1 and CD4D2 assignments you participated prior to this assignment.	____ Number of CD4D1 assignments ____ Number of CD4D2 assignments
Were you previous CD4D assignments at the same host institution as this assignment?	<input type="checkbox"/> 0 No (all my previous CD4D assignments were at other host institutions) <input type="checkbox"/> 1 Some (some of my previous CD4D assignments were with this host institution, but I have also done assignments at other host institutions) <input type="checkbox"/> 2 Yes, all of them (all my previous CD4D assignments were at this host institution)
Were your previous CD4D assignments physical or virtual assignments?	<input type="checkbox"/> 0 All my previous CD4D assignments were <b>physical assignments</b> <input type="checkbox"/> 1 All my previous CD4D assignments were <b>virtual assignments</b> <input type="checkbox"/> 2 My previous CD4D assignments were both physical <b>and</b> virtual assignments

<b>1.2.</b> Please rate the overall effectiveness of this assignment (in relation to the Theory of Change that this assignment aimed to contribute to)	<input type="checkbox"/> 1 Not effective at all <input type="checkbox"/> 2 Slightly effective <input type="checkbox"/> 3 Moderately effective <input type="checkbox"/> 4 Very effective <input type="checkbox"/> 5 Extremely effective
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**1.3.** {For virtual assignments:} What type of contact did you have with staff at the institution?

	Every day (1)	More than once a week (2)	Once a week (3)	Once a month (4)	Never (5)	Not applicable (6)
Chat (via Whatsapp, Messenger, Telegram etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Email	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Phone calls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Video calls (via Zoom, Skype, Teams, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**1.4.** During your CD4D assignment, how often did you:

	Never (1)	Seldom (2)	Sometimes (3)	Often (4)	Very often (5)
Contribute to writing or updating manuals or documentation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Give formal trainings to staff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Write memos or guidance notes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Translate foreign language materials?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide mentoring or coaching to staff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clarify roles and responsibilities with staff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assist colleagues in problem solving?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encourage teamwork among staff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Challenge the status quo in the workplace (such as suggesting new ways of working)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connect staff with people in your network that they can learn from?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organize or contribute to a workshop?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>1.5.</b> Did you transfer knowledge to staff as part of this assignment?	<input type="checkbox"/> 1 No <input type="checkbox"/> 2 Yes <input type="checkbox"/> 3 Maybe					
<b>1.6.</b> How many staff members did you train and is their job-level? (Please indicate the number of staff members you trained for each job level).	____ Very junior ____ Junior ____ Mid-level ____ Lower management ____ Upper management					
<b>1.7.</b> On a scale of 1 to 5 with 5 being high level of learning and 1 being no learning, how much did staff learn from you during your assignment?	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5					
<b>1.8.</b> What knowledge do you feel you transferred to staff? (Select all that apply).						
Coding & Programming	<input type="checkbox"/>		Project Management	<input type="checkbox"/>		
Data Analysis	<input type="checkbox"/>		Task Management	<input type="checkbox"/>		
M&E Techniques	<input type="checkbox"/>		Task Delegation	<input type="checkbox"/>		
Research Design	<input type="checkbox"/>		Intercultural skills	<input type="checkbox"/>		
Technical/Academic writing	<input type="checkbox"/>		Open-mindedness	<input type="checkbox"/>		
Teaching methods	<input type="checkbox"/>		Communication skills	<input type="checkbox"/>		
Decision-making	<input type="checkbox"/>		Social skills	<input type="checkbox"/>		
Leadership	<input type="checkbox"/>		Professionalism	<input type="checkbox"/>		
Negotiation skills	<input type="checkbox"/>		Technical expertise	<input type="checkbox"/>		
Problem-solving	<input type="checkbox"/>		Other (Please specify)	<input type="checkbox"/>		
Project Planning	<input type="checkbox"/>					
<b>1.9.</b> Select the main knowledge transfer methods you used to transfer this knowledge.	1. {insert dropdown KT methods} 2. {insert dropdown KT methods} 3. {insert dropdown KT methods}					
<b>1.10.</b> How would you rate your overall contribution to organizational development of the host institution (i.e. change in how the organization operates) through this assignment?	<input type="checkbox"/> 1 None <input type="checkbox"/> 2 Low <input type="checkbox"/> 3 Medium <input type="checkbox"/> 4 High <input type="checkbox"/> 5 Very high					
<b>1.11.</b> Please rate the contribution you have made to:						
Staffs' ability to use new technology (software, programme)	None (1)	Low (2)	Medium (3)	High (4)	Very high (5)	Not applicable (6)
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Staff's ability to carry out research or assessments (including M&E)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff's ability to work in a team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff's ability to delegate tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff's knowledge about their roles and tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff's ability to execute their daily tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff's ability to plan and manage projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff's open-mindedness towards new approaches and ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff's ability to fulfill management roles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**1.12.** Please rate the contribution you have made to:

	None (1)	Low (2)	Medium (3)	High (4)	Very high (5)	Not applicable (6)
Improvement of organizational structure and functions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improvement of course curriculum/curricula (for higher education institutions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improvement of internal processes (e.g. HR recruitment procedure)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increased availability of necessary resources (e.g. computers, laboratory equipment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**1.13.** Did you connect staff at the host institution with people in your network that they can learn from?

- 0 No  
 1 Yes

**Section 2**

**2.1.** How often did you experience the following during your CD4D assignment?

	Never (1)	Seldom (2)	Some-times (3)	Often (4)	Very often (5)
Lack of experience and ability of staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of equipment required to perform a task (i.e. computer)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Mistrust from a staff member	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Negative attitude from a staff member	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unsupportive working culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language barriers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cultural barriers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Frequent staff turnover	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Complex workplace rules and regulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Corruption	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nepotism (jobs and positions being given to individuals based on their connections instead of their qualifications)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethnic factions or rivalries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strict or demanding management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Insecure working environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff working in home office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COVID-19 related challenges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{For virtual assignments:} Lack of stable internet connection in assignment country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
{For virtual assignments:} Lack of familiarity of staff with virtual communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p><b>2.2.</b> Please indicate which of these challenges negatively affected the effectiveness of your assignment. (Select all that apply. In case you did not experience any challenges, select none.)</p>	<input type="checkbox"/> None <input type="checkbox"/> Lack of experience and ability of colleague <input type="checkbox"/> Lack of equipment required to perform a task (i.e. computer) <input type="checkbox"/> Mistrust from a colleague <input type="checkbox"/> Negative attitude from a colleague <input type="checkbox"/> Unsupportive working culture <input type="checkbox"/> Language barriers <input type="checkbox"/> Cultural barriers <input type="checkbox"/> Frequent staff turnover <input type="checkbox"/> Complex workplace rules and regulations	<input type="checkbox"/> Corruption <input type="checkbox"/> Nepotism (jobs and positions being given to individuals based on their connections instead of their qualifications) <input type="checkbox"/> Ethnic factions or rivalries <input type="checkbox"/> Strict or demanding management <input type="checkbox"/> Insecure working environment <input type="checkbox"/> Staff working in home office <input type="checkbox"/> COVID-19 related challenges (please specify how COVID-19 affected your assignment) <input type="checkbox"/> {For virtual assignments:} Lack of stable internet connection in assignment country <input type="checkbox"/> {For virtual assignments:} Lack of familiarity of staff with virtual communication <input type="checkbox"/> Other (please specify)
<p><b>2.3.</b> Please comment on the challenges you faced.</p>		

<b>2.4.</b> {For virtual assignments:} Did you face any challenges with the virtual assignment? If yes, please comment on the challenges you faced.	
--	--

<b>Section 3</b>
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<b>3.1.</b> Overall, how would you rate your CD4D experience?	<input type="checkbox"/> 1 Very poor <input type="checkbox"/> 2 Poor <input type="checkbox"/> 3 Neither poor nor good <input type="checkbox"/> 4 Good <input type="checkbox"/> 5 Very good
---	--

<b>3.2.</b> Please rate your satisfaction with the assistance <u>provided by IOM</u> ...					
--	--	--	--	--	--

	Very dissatisfied (1)	Dissatisfied (2)	Neither (3)	Satisfied (4)	Very satisfied (5)
... <b>before</b> your assignment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... <b>during</b> your assignment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... <b>after</b> your assignment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please add any comments you might have about IOM's assistance here.	
---	--

<b>3.3.</b> Please rate your satisfaction with the assistance <u>provided by the host institution</u> ...					
---	--	--	--	--	--

	Very dissatisfied (1)	Dissatisfied (2)	Neither (3)	Satisfied (4)	Very satisfied (5)
... <b>before</b> your assignment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... <b>during</b> your assignment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... <b>after</b> your assignment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please add any comments you might have about the host institution's assistance here.	
--	--

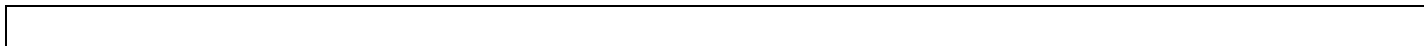
<b>3.4.</b> Do you have any suggestions on how you could have been supported to increase your effectiveness in this assignment?	
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<b>3.5.</b> Based on this experience, would you want to do another assignment?	<input type="checkbox"/> 1 No <input type="checkbox"/> 2 Yes <input type="checkbox"/> 3 Maybe
--	---

<b>3.6.</b> Do you plan to keep in contact with the host institution?	<input type="checkbox"/> 0 No <input type="checkbox"/> 1 Yes
---	---

<b>Section 4</b>
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4.1. Where did you conduct your assignment?	<input type="checkbox"/> 1 Afghanistan <input type="checkbox"/> 2 Iraq <input type="checkbox"/> 3 Nigeria <input type="checkbox"/> 4 Somalia
{If answer was Iraq:}	<input type="checkbox"/> 1 Iraq/Baghdad <input type="checkbox"/> 2 Kurdistan Region of Iraq (KRI)/Erbil
{If answer was Somalia:}	<input type="checkbox"/> 1 Federal Government of Somalia (FGS)/Mogadishu <input type="checkbox"/> 2 Somaliland/Hargeisa
4.2. What is your gender?	<input type="checkbox"/> 1 Male <input type="checkbox"/> 2 Female <input type="checkbox"/> 3 Prefer not to say
4.3. What is the highest level of education that you have completed?	<input type="checkbox"/> 1 Technical or vocational <input type="checkbox"/> 2 Bachelor <input type="checkbox"/> 3 Master <input type="checkbox"/> 4 PhD
4.4. How would you rank your workplace seniority in the position you held prior to your CD4D assignment?	<input type="checkbox"/> 1 Very junior <input type="checkbox"/> 2 Junior <input type="checkbox"/> 3 Mid-level <input type="checkbox"/> 4 Lower-management <input type="checkbox"/> 5 Upper-management <input type="checkbox"/> 6 Not applicable due to no previous employment
4.5. How old are you?	
<b>Section 5</b>	
5.1. Is there anything else that you think is important to know about your professional experiences?	
5.2. Is there anything else you would like to share?	
<b>End of survey</b>	
<p><b>Your response has been submitted!</b></p> <p>Thank you for taking the time to complete this survey. We truly value the information you have provided.</p> <p>Please take a screenshot of this message and attach it when sending your final report to IOM.</p> <p>You can find more information about the CD4D evaluation <a href="#">here</a>. In case you have any comments or questions about the survey or the evaluation more in general, please contact Charlotte Mueller via <a href="mailto:charlotte.mueller@maastrichtuniversity.nl">charlotte.mueller@maastrichtuniversity.nl</a></p> <p>Many thanks,</p> <p>Maastricht University project team</p>	



## Appendix D: Summary fieldwork Afghanistan and Somaliland

### Summary of CD4D2 Baseline fieldwork in Afghanistan and Somaliland

Charlotte Mueller

April 1<sup>st</sup>, 2020

#### Overview

Fieldwork in Afghanistan took place from February 23<sup>rd</sup> to March 1<sup>st</sup>, 2020. A total of 10 interviews were conducted in Afghanistan. Fieldwork in Somaliland<sup>7</sup> took place from February 9<sup>th</sup> to February 16<sup>th</sup>, 2020. A total of 22 interviews were conducted within this timeframe.

In both countries, six host institutions were selected for interviews. During this first round of evaluation visits, we focused on interviews with approximately two members of host institutional leadership per institution at all selected host institutions (also referred to as managers, MAN)<sup>8</sup> and follow up interviews with priority learners at host institutions (henceforth colleagues, COL)<sup>9</sup> that were part of CD4D1 and will also be part of CD4D2.

#### Data collection in Afghanistan

Out of the six host institutions selected for interviews in Afghanistan, three host institutions had already participated in CD4D1 and therefore staff at the institution had been interviewed before (KPU, KMU, MRRD). Two institutions selected for interviews are new to the second phase of CD4D: MAIL and TVET. The Ministry of Public Health (MoPH) had already participated in the first phase of CD4D yet the host institution did not receive any assignments. Table 1 shows the number of interviews conducted per organization. All interviews that took place were interviews with managers.

**Table 1: Interviews Afghanistan, 2020**

Name of organization	MAN	COL	Total
Kabul Polytechnic University (KPU)	4	-	4
Kabul University of Medical Sciences (KMU)	2	-	2
Ministry of Agriculture, Irrigation and Livestock (MAIL)	2	-	2
Ministry of Public Health (MoPH)	1	-	1
Ministry of Rural Rehabilitation and Development (MRRD)	-	-	-
Technical and Vocational Education and Training Authority (TVET)	1	-	1
<b>Total AFG</b>	<b>10</b>	<b>-</b>	<b>10</b>

Data collection in Afghanistan was subject to several challenges: The confirmation of the first case of COVID-19 in Afghanistan on February 24<sup>th</sup> made it challenging to speak to staff members from the MoPH and resulted in two interviews at this institution being cancelled. One interview at the TVET-Authority and one interview at KMU had to be cancelled as interviewees were unavailable. Interviews planned at MRRD for Saturday, February 29<sup>th</sup>, had to be cancelled due to security reasons. IOM

<sup>7</sup> The term Somaliland is used here to refer to the self-declared state of Somaliland, officially recognised as an autonomous region of Somalia.

<sup>8</sup> Management staff of the host institution who is involved in the CD4D Project. This should always include the institutional focal point as well as any supervisors of the diaspora expert (e.g. Head of department, Director General; depending on the size of the institution).

<sup>9</sup> The priority learners are the main 'knowledge receivers' i.e. the person(s) who were selected pre-assignment to learn from the CD4D participant. This can be junior as well as senior staff. The MAN and COL distinction is a working-definition and might still be adjusted for the report.

Afghanistan and the MGSog research team have been following up to conduct the interviews with MRRD-staff via Skype.

### Data collection in Somaliland

Five out of the six host institutions selected for interviews in Somaliland had also participated in CD4D1 and the corresponding evaluation. At these institutions, managers, as well as colleagues, were interviewed allowing to ask particularly colleagues about their experience with CD4D1. Staff members of one new host institution were interviewed, namely Holland House Hargeisa. Table 2 shows the number of interviews conducted per organization.

**Table 2: Interviews Somaliland, 2020**

Name of organization	MAN	COL	Total
Holland House Hargeisa (HHH)	3	-	3
Ministry of Interior (Mol)	1	1	2
Ministry of Justice (MOJ)	2	4	6
Ministry of Public Works (MoPW)	2	2 [+1] <sup>10</sup>	4
Ministry of Transport (MoT)	2	2	4
Ministry of Water (MoW)	2	1	3
<b>Total SOL</b>	<b>12</b>	<b>10 [+1]</b>	<b>22</b>

In addition, three stakeholder interviews were conducted in Somaliland. A stakeholder meeting was planned in Afghanistan but had to be cancelled.

### Preliminary observations

All interviews are currently being transcribed and analysed. The findings will be reported in the baseline report, due on August 31, 2020.

In Afghanistan, the interviews at the two host institutions that already participated in the first phase of CD4D showed achievements of the programme at these institutions. In Somaliland, the interviews showed a few cases where achievements from CD4D1 could be sustained. Yet, it is common for staff members to change positions and departments within the institution, making it difficult for some to apply what they learnt from a CD4D diaspora expert in their new role. It could also be observed that frequent turnover in high-level management positions make the work challenging for staff.

With regards to expectations, the interviews in Somaliland showed that host institutions want to focus on interventions in departments that were not targeted during CD4D1. Staff members expect knowledge transfer during CD4D2 to take place through formal training as well as through diaspora experts and staff closely working together. In Afghanistan, activities expected from the CD4D2 diaspora experts included helping employees or instructors in their daily tasks such as project management or coordination skills to helping the management in writing reports, updating the strategic plans, and updating Terms of Reference (ToR) through reform committees. In line with recommendations given as part of the CD4D1 evaluation, it seems important to ensure that all host institutions have staff members available who can be trained by the diaspora experts and to select these priority learners pre-assignment and that the knowledge transfer component is made explicit in all ToR.

<sup>10</sup> One manager was also a colleague at the same time.

## Appendix E: Overview of expected skills and outputs by host institution

Country	Name of host institution	Skills that are most important for staff to gain	Expected outputs
Afghanistan	Kabul University of Medical Sciences (KMU)	<ul style="list-style-type: none"> <li>• Research methods</li> <li>• Medical ethics</li> <li>• Professionalism</li> <li>• Teamwork</li> <li>• Technical skills for ICU nurse (monitor patient generator, maintenance of equipment)</li> </ul>	<ul style="list-style-type: none"> <li>• Connections with other organizations in the fields of science and technology, by means of shared projects and research</li> </ul>
	Kabul Polytechnic University (KPU)	<ul style="list-style-type: none"> <li>• Research methods</li> <li>• Research writing</li> <li>• Use of technology in teaching</li> <li>• Teaching methods (e.g.: making and assessing assignments)</li> <li>• Skills in construction building such as bidding</li> <li>• Understanding requirements of international journals</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge transfer of software (nanotechnology, building information management)</li> <li>• Reach the same standard of education as other universities by updating books, improving research, materials for the laboratories</li> <li>• Help set up a unified blackboard system for teachers and students (where material and exams' confidential scores can be uploaded)</li> <li>• Receive a report by the end of the project to understand whether their expectations have been met</li> </ul>
	Ministry of Agriculture, Irrigation and Livestock (MAIL)	<ul style="list-style-type: none"> <li>• Coordination and effective communication with donors</li> <li>• Use of agricultural software</li> <li>• Planning/ Project management</li> <li>• Skills/best practices in irrigation, horticulture, planting, greenhouse and livestock</li> <li>• Alternative research methodologies to compensate lack of quantitative data</li> </ul>	<ul style="list-style-type: none"> <li>• Help the organization meet project deadlines</li> <li>• Increased connections with organizations in the Netherlands which work in agriculture</li> <li>• Implement new models in horticulture, agriculture and livestock</li> <li>• Experts should share their ideas, give inputs on how to improve the projects of the ministry</li> </ul>
	Ministry of Public Health (MoPH)	<ul style="list-style-type: none"> <li>• Communication skills</li> <li>• Mentoring skills</li> <li>• Problem-solving</li> <li>• Planning</li> <li>• Budgeting</li> </ul>	<ul style="list-style-type: none"> <li>• Improvement of internal communication</li> <li>• Better programme budgeting</li> </ul>
	Technical and Vocational Education and Training Authority (TVET)	<ul style="list-style-type: none"> <li>• Research skills (analysing both primary and secondary data and statistics, comparing data with other countries)</li> <li>• Decision-making</li> <li>• Teamwork</li> <li>• Time management</li> </ul>	<ul style="list-style-type: none"> <li>• Deliverable plans and achievements (e.g.: new curriculum in horticulture, labour market analysis)</li> </ul>
Iraq	Central Statistics Organization (CSO)	<ul style="list-style-type: none"> <li>• Electronic/digital skills</li> <li>• Computer skills</li> <li>• Accounting</li> </ul>	<ul style="list-style-type: none"> <li>• Help to develop the organization and their statistical studies</li> <li>• Promote their work on a national level</li> </ul>



		<ul style="list-style-type: none"> <li>• Information sharing</li> </ul>	
	Kurdistan Region Statistics Office (MOP-KRSO), KRI	<ul style="list-style-type: none"> <li>• GIS</li> <li>• Website and data management</li> <li>• How to manage the website/how to organize the tasks behind it (e.g. related to content/data)</li> <li>• How to manage the data and display it in an interactive way</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive and professional website with very good statistical background</li> </ul>
	Ministry of Foreign Affairs (MOFA)	<ul style="list-style-type: none"> <li>• Gain more knowledge on international law and international policies</li> <li>• Skills in international relations</li> <li>• Be able to detect fraudulent documents</li> <li>• Introduce new technologies in digital communication</li> </ul>	<ul style="list-style-type: none"> <li>• Have an effective digital communication to interact with embassies and consulates</li> <li>• Better decision-making</li> </ul>
	Ministry of Labour and Social Affairs (MOLSA), KRI	<ul style="list-style-type: none"> <li>• Interpersonal skills (how to communicate with workers, how to let them understand the work the organization is doing)</li> <li>• Knowledge about how other countries/other organizations go about implementing social insurance and support for job seekers</li> <li>• How to collect data from field sites</li> <li>• How to evaluate and monitor staff</li> <li>• Monitoring and reviewing social insurance</li> <li>• Process of retirement</li> </ul>	<ul style="list-style-type: none"> <li>• Receive a report from the diaspora experts about their weak and strong points</li> <li>• Expert should have an overview of the work they do</li> </ul>
	Ministry of Migration and Displacement (MOMD)	[no specific skills were mentioned]	<ul style="list-style-type: none"> <li>• Receive support in the areas of migration management, immigration governance, job description, strategic planning, standard-setting, database development, introduction of new regulations, electronic governance, information technology and communication</li> </ul>
Nigeria	Galaxy Backbone Ltd	<ul style="list-style-type: none"> <li>• Advanced skills &amp; versatile experience in web development</li> <li>• Software development, dashboard view, key performance labels</li> </ul>	<ul style="list-style-type: none"> <li>• Automation</li> <li>• Business processes need to be integrated</li> <li>• Single approach of generating automated reports</li> <li>• Database which they can use to employ diaspora members</li> <li>• Increase competitiveness (by analysing how they can improve their infrastructure, cost of procurement, business model and operational costs)</li> </ul>

	Nigerian Communications Satellite Limited (NIGCOMSAT)	<ul style="list-style-type: none"> <li>• Basic computer skills</li> <li>• Admin skills</li> <li>• Business writing skills</li> <li>• Presentation skills</li> <li>• Insights into global best practices in running a satellite company</li> <li>• Stakeholder engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Improved customer service</li> <li>• Increased ability of staff to communicate with external companies and to promote the organization in a positive light</li> <li>• Training of non-technical staff</li> <li>• Increase media presence</li> <li>• Helping the institution become more organised</li> <li>• Coaching</li> </ul>
	National Information Technology Development Agency (NITDA)	<ul style="list-style-type: none"> <li>• Project management</li> </ul>	<ul style="list-style-type: none"> <li>• Fruitful collaboration between the organization and the expat trade for efficient implementation of ICT policy implementation in Nigeria</li> </ul>
Somaliland	Holland House Hargeisa (HHH)	<ul style="list-style-type: none"> <li>• Admin skills</li> <li>• Management skills and leadership</li> <li>• Proposal writing</li> <li>• Team-building cooperation</li> </ul>	<ul style="list-style-type: none"> <li>• Setting up budget and managing it</li> <li>• Making sure the organization stands on its own and continues to function from a managerial and a financial point of view</li> <li>• Transparency</li> </ul>
	Ministry of Interior (MoI)	<ul style="list-style-type: none"> <li>• Computer skills</li> </ul>	<ul style="list-style-type: none"> <li>• Capacity building</li> <li>• Development of human resources department</li> </ul>
	Ministry of Justice (MoJ)	<ul style="list-style-type: none"> <li>• Internal audit skills</li> <li>• How to approach vulnerable communities</li> <li>• Report writing</li> <li>• Memo writing</li> <li>• Internal communication skills</li> <li>• Better communication and coordination with the regions</li> <li>• Policy drafting</li> </ul>	<ul style="list-style-type: none"> <li>• Increase staff in research unit</li> <li>• Legal research</li> <li>• Monetary evaluations</li> <li>• Teaching staff how to do policy drafting</li> </ul>
	Ministry of Public Works (MoPW)	<ul style="list-style-type: none"> <li>• Urban planning (especially structural engineering)</li> <li>• GIS</li> <li>• Master planning</li> <li>• Quantity surveillance (cost estimation)</li> <li>• Learn how to use surveying equipment</li> <li>• Inspection of buildings</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Drafting building codes and land acts</li> <li>• Policy amendment and formulation</li> <li>• Develop a manual for infrastructure</li> <li>• Help with the design of cost-effective housing</li> <li>• Create connections with donors</li> <li>• Terms of reference need to be updated</li> </ul>
	Ministry of Transport (MoT)	<ul style="list-style-type: none"> <li>• Driving license and M.O.T.</li> <li>• Managing staff's files</li> <li>• Social-networking skills</li> <li>• Policy amendment skills</li> <li>• Software use</li> <li>• Strategic planning</li> </ul>	<ul style="list-style-type: none"> <li>• Upgrade filing system</li> <li>• Driving lessons/trainings for ministry staff in order to have qualified people who can pass on their knowledge to the private sector to ensure safety</li> <li>• Recognition of driving license</li> <li>• Policy formulation</li> <li>• Training of inspectors to check functioning of cars</li> </ul>

			<ul style="list-style-type: none"> <li>• Installation of software for ICT department</li> <li>• Improve connectivity of all departments</li> </ul>
	Ministry of Water (MoW)	<ul style="list-style-type: none"> <li>• Computer skills (e.g.: use of Excel and software)</li> <li>• Financial management skills</li> <li>• Research skills (e.g.: investigation of what contaminates water source)</li> <li>• Report writing</li> <li>• Professionalism</li> <li>• Getting accustomed to working with systems (e.g.: how to file a request for sick leave)</li> <li>• Planning</li> <li>• Internal communication</li> </ul>	<ul style="list-style-type: none"> <li>• Creating job descriptions</li> <li>• Human resources development</li> <li>• Making sure the lab is off to a good start and training of staff to maintain it</li> <li>• Staff should be able to keep up with sanitation and hygiene standards</li> <li>• Capacity building for junior staff</li> <li>• Install internal control system for admin</li> </ul>