

Connecting Diaspora for Development 2 (CD4D2) Mid-Term Report

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0. Acknowledgements

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1. Introduction

This report covers the mid-term evaluation of the Connecting Diaspora for Development (CD4D) project, implemented by IOM the Netherlands in Iraq, Nigeria, and Somalia/Somaliland. As a continuation of IOM's Temporary Return of Qualified Nationals (TRQN) Project (2006–2015), the programme links diaspora members with (generally) Dutch residency to institutions in their countries of (ancestral) origin. The programme focuses on the transfer of human capital – notably knowledge and skills – for purposes of building capacity in said host institutions. IOM has tasked the United Nations University-MERIT/Maastricht University (hereafter: the Maastricht research team) with evaluating the second phase of the CD4D project (hereafter: CD4D2). The evaluation investigates the following research questions:

- Why do diaspora members and host institutions choose to participate in CD4D2?
- What are the expectations of diaspora members and host institutions in the CD4D2 programme?
- What are the experiences of host institutions, colleagues, and participants in the CD4D2 programme?
- How is knowledge being transferred? What forms of knowledge are transferred?
- What factors enable and inhibit knowledge transfer? How does this compare to CD4D1?
- What is the impact of the CD4D2 programme on host institutions, colleagues, and participants?
- How sustainable are the impacts?

This report provides an update on the work done in this evaluation until November 2022. It has three objectives. The first is to summarize the main findings of the interviews conducted with CD4D2 host institutions' staff, conducted via telecommunication services between September and November 2022. The purpose of these interviews was to investigate host institution staff experiences with the CD4D2 program, the perceived effectiveness of the knowledge transfer, and sustainability of impacts generated by diaspora experts within their organizations. Second, the report provides an overview of diaspora members' experiences with the CD4D2 program. For this, we rely on interviews conducted with diaspora experts between June and November 2022 and post-assignment survey responses filled out by diaspora members throughout the evaluation period (2019-2023). Finally, the report includes recommendations for the final phase of the CD4D2 project and outlines next steps to be taken in this evaluation.

Since the last reporting on the CD4D2 evaluation in August 2021, some significant events or changes have occurred that have shaped CD4D2 or its evaluation. First, the COVID-19 pandemic is still ongoing but poses fewer travel restrictions compared to 2020 and 2021. While various governments across the world are still taking measures to contain the spread of the virus, travel restrictions and lockdowns are less stringently imposed in the countries that are part of this evaluation. We also see this reflected in the CD4D2 assignments: physical assignments are currently taking place again, while virtual assignments likewise continue. We touch upon the implications of these changes throughout our reporting.

Second, there are some significant changes that have taken place in the CD4D2 project countries that to a greater-or-lesser degree impact the way in which assignments can take place. In Iraq, the elections of October 2021 led to a period of political tensions and instability, as no new cabinet could be formed. Loyal supporters of the winner of the parliamentary elections stormed the governmental buildings last August, with erupting fights and casualties in

Baghdad's Green Zone. Political tensions also erupted in Somaliland in August 2022, when clashes occurred between government forces and opposition protestors. The situation has remained tense since, with presidential elections scheduled for November 2022 delayed and the processes of licensing the three parties allowed to participate in formal political roles, which should occur in December 2022, also experiencing delay. As a result of these tensions, telecommunication services across the region have been disrupted, as has some government work. In Nigeria, some changes and challenges affecting some sectors have disrupted the work of select host institutions, such as higher education strikes between February and October of 2022 that led to closure of some university campuses.

Thirdly, there are changes in the composition of the team conducting the evaluation from UNU-MERIT/Maastricht University. Previously the evaluation was led by Dr. Katherine Kuschminder and assisted by Charlotte Müller, Talitha Dubow, and Soha Youssef. None of the staff involved in the evaluation have remained in the evaluation team, which is now lead by Dr. Michaella Vanore and primarily implemented by Dr. Laura Cleton. As a result of staff turnover, the evaluation was briefly paused and has been more actively resumed as of June 2022.

The report is structured as follows. Section two provides an overview of the progress of the CD4D2 project until November 2022, while section three summarizes the work conducted to date for the overall evaluation. This third section also provides descriptive information on the latest round of data collection in the host institutions (between September and November 2022) and the post-assignment survey for diaspora members. We present the main findings of the qualitative research evaluation in section four, divided in three sub-sections. The first part of this section discusses the perspective of host institution staff, and covers their experiences during placements, their vision on knowledge transfer and capacity developed. The second part does the same for diaspora experts, and on top of this also inquiries about the gains and impact of this project for them. The final sub-section presents point for reflection and project feedback on the CD4D2 program. In section five, we formulate core insights from the evaluation so far, and make preliminary recommendations for the CD4D2 project, and finish by outlining our next steps in section six.

2. Progress on CD4D2

This section provides an overview of the progress of the CD4D2 project since the mid-term report, written in August 2021. As reported in the mid-term brief of August 2022¹, the CD4D2 project has changed in terms of included countries and in terms of the included sectors/institutions within countries that host diaspora experts. Following the rise of the Taliban government to power in Afghanistan in mid-August 2021, Afghanistan was removed from the CD4D2 project as of January 2022. This implies that limited primary data has been collected in Afghanistan, especially for the period that this mid-term report covers. The final evaluation report (due August 2023) will include a more dedicated reflection on the situation in Afghanistan and lessons learned from the implementation of CD4D2 there. Since the mid-term report of August 2021, there have also been some changes in the institutions hosting diaspora experts in Nigeria and Somaliland. In Nigeria, the health sector has received assignments for the first time, in the Obafemi Awolowo University Teaching Hospitals Complex. In the evaluation, we will therefore pay explicit attention to the health sector. In Somaliland, two institutions were phased out of the CD4D2 evaluation (the Ministry of Transport and the Ministry of Public Works) due to high staff turnover or past non-responsiveness. In the evaluation, these institutions have been replaced by two other institutions (the Ministry of Parliamentary Affairs and the Municipality of Berbera).

By the end of October 2022, IOM the Netherlands has supported a total of 182 CD4D2 assignments. Of those, 93 assignments had started before mid-July 2021 (reference date in previous mid-term report), whereas 89 assignments were started after mid-July 2021; 94 unique diaspora experts conducted these assignments. While some diaspora experts engage in solely one assignment, others take up to 10 repeated assignments.

¹ Vanore, M. & L. Cleton (2022). *Connecting Diaspora for Development 2 (CD4D2) Mid-Term Brief*. August 2022. Maastricht: UNU MERIT.

Table 1: *Overview of assignments by country, start date before/after Mid-July 2021. Date: 27-10-2022.*

Source: IOM Project Data

		Assignment country/region					Total
		Afghanistan	Iraq	Nigeria	Somalia	Somaliland	
Before 2021	Mid-July	4	17	15	14	43	93
After 2021	Mid-July	0	38	24	13	14	89
Total		4	55	39	27	57	182

In addition to these 182 assignments, IOM has also supported several exchange visits between institutions in the Netherlands and host institutions participating in the CD4D2 programme. These visits were held in collaboration with Wageningen University and KNCV in the Hague, who each hosted a delegation from Iraq and Nigeria respectively, to exchange and facilitate trainings. While some members of diaspora who were involved in these exchange visits do not feature in the numbers reported in this mid-term evaluation, their experiences do feature in section four of this report.

To date, a total of 93 virtual and 89 physical assignments have been supported. While on the total amount of assignments are thus well-balanced in terms of their modality, differences between countries are starker. In Somalia and Somaliland, most assignments have been taken place physically, including in 2020-2021, when travel restrictions worldwide were more heavily limiting international travel. In Nigeria and Iraq, most assignments are taking place in a virtual manner. These choices might have to do with the availability of an IT infrastructure to accommodate virtual assignments (i.e., the IT sector in Nigeria is one of CD4D2’s focal areas), as well as assignment-specific priorities that could lead host institutions to discard virtual assignments. We will report further on the experiences with virtual assignments in section four.

Table 2: *Overview of virtual/physical assignments by country. Date: 27-10-2022.*

Source: IOM Project Data

	Assignment country/region					Total
	Afghanistan	Iraq	Nigeria	Somalia	Somaliland	
Virtual	2	38	31	4	7	93
Physical	2	17	8	23	50	89
Total	4	55	39	27	57	182

3. Work to date on the evaluation

As mentioned in the Mid-term brief of August 2022, the CD4D2 project has been extended as result of disruptions due to the COVID-19 pandemic and related policy measures (e.g., travel bans), with the project now ending as of 30 June 2023. The evaluation has been extended until 31 August 2023, which has led to a shift in anticipated reporting periods and deliverables. This document—the mid-term report – is delivered in December 2022 and covers evaluation data collected between 1 September 2021 and 31 November 2022. A draft of the final evaluation report will be provided in early summer of 2023, and the final draft will be submitted in August of 2023. This final deliverable will collect insights from the multi-year evaluation, focusing on the short-, medium-, and long-term implications generated by the CD4D2 projects for various participants in the initiative (e.g., host institution staff, diaspora experts). Where appropriate, the final report will also compare CD4D2 outcomes with findings from the CD4D1 evaluation.

The evaluation has been shaped by the design of CD4D2, and its setup and execution reflect limitations that are both inherent to that design or that have arisen over the course of implementation. The design of the evaluation as such provides an important set of limitations, as it was not set up as an impact evaluation that allowed for construction of so-called “treatment” and “control” groups (e.g. host institutions that receive diaspora experts and those that do not, diaspora experts who participate in CD4D2 and those who do not). Furthermore, baseline and midline data among selected stakeholders was not consistently collected, and the sectoral focus, participation of countries, and participation of host institutions in CD4D2 have all shifted over time. As a result, the evaluation does not follow the logic of an impact evaluation and focuses instead on the implicit theory of change of CD4D2 as a whole, drawing from extensive qualitative data collected among diaspora experts, host institution managers, and priority learners/colleagues paired with diaspora experts in host institutions to establish the link between diaspora expert assignment objectives, activities, outputs, and outcomes.

Collection of interview data from the stakeholders involved in CD4D2 faced several challenges, particularly related to recruitment and quality of data collection. There was a large non-response rate among diaspora experts who were contacted for an interview, and the Maastricht team also received several refusals to participate in the interviews. Some diaspora experts indicated being “over-researched” or being asked to give data at too many moments in time, for example, related to mandatory reporting about the assignment or to the post-assignment survey. Some host institutions or staff within host institutions also indicated reluctance to take part in the interview, largely due to being too busy or having been recently visited by IOM staff as part of monitoring missions.

Other challenges related to the quality of information collected during interviews, which reflected the modality of interviewing and the perceptions of the purpose of the interviews. While interviews with diaspora experts could be conducted either via telecommunications/voice-over-IP (VOIP) services (e.g., telephone, Zoom, Teams, Skype) or in person in the Netherlands, all interviews with host institution staff occurred using telecommunications/VOIP services. The quality of connections was often weak, particularly with host institution staff in Somaliland, where interruptions of connections and in general poor-quality audio made it challenging to maintain conversations while respecting respondents’ limited time. In Iraq and Somaliland, some interviews were conducted with use of an interpreter who provided either consecutive or simultaneous translation. While in general the quality of interpretation was excellent, interpreters were generally not topic experts, and in some cases they may have shaped the type of information received due to their positions related to the respondents. For example, interviews with host institution staff in Somaliland were assisted by the IOM CD4D2 focal point for Somaliland, which may have affected respondents’ willingness to share some information that they may have perceived as, for example, increasing the risk of not receiving future CD4D2 placements.

One concern the Maastricht team had for most interviews was that respondents could provide socially-desirable answers. We noticed that answers were largely positive, particularly in Somaliland and related to questions about impact and the sustainability of impacts. Many respondents across the three project countries signalled that they wanted to have future CD4D2 placements, and respondents may have been concerned that raising potentially negative points may have been used to deny them future diaspora experts. While the interview team emphasised the separation between the evaluation team and IOM, respondents did not always seem to be clear that the evaluation team were not IOM staff and did not represent IOM interests as such. This final point relates to the larger issue of positionality and how the evaluation staff could engage with participants. Both interviewers who collected data were relatively young women from a university, neither had extensive knowledge of the contexts of the study countries, and neither could speak the languages of the study countries (e.g., Kurdish, Arabic, Somali). Given these features, it was challenging to build rapport with some respondents, and it was at times difficult to intervene and probe for additional information from respondents when consecutive translation was used. These challenges have resulted in data that may have been richer and more nuanced given, e.g., more time to establish personal relationships, or the ability to have face-to-face interviews in person.

3.1. Overview of host institution data collection

The third round of data collection at the host institutions was completed in the three remaining target countries: Iraq, Nigeria and Somalia/Somaliland, between September and November 2022. A total of 18 host institutions were included in this round of data collection. To date, a total number of 40 host institutions have received assignments as part of the CD4D2 framework (see Appendix A), which means that we spoke to approximately half of all host institutions. Table 3 provides an overview of the interviewed host institutions per country, as well as the number of diaspora assignments they have received.

Table 3: Overview of interviewed host institutions by country. Date for assignments: 27-10-2022.

Source: IOM Project Data

Country/region	Number	Host institution	Assignments received
Iraq	7	Central Statistics Office Baghdad	10
		Duhok University KRI	2
		Governorate of Sulaymaniyah – KRI	10
		Ministry of Education – KRI	7
		Ministry of Labour and Social Affairs – KRI	2
		Ministry of Planning – KRI	5
		Ministry of Migration and Displacement	8
Nigeria	6	Federal College of Horticulture, Dadinkowa	4
		Galaxy Backbone Ltd	5
		Joseph Sarwuan Tarka University, Makurdi	2
		National Horticultural Research Institute	6
		Nigerian Communications Satellite Ltd	7
		Obafemi Awolowo University Teaching Hospital Complex	2 (+ 1 partnership agreement)
Somalia	-	-	-
Somaliland	5	Berbera Local Government	5
		Ministry of Interior	7
		Ministry of Justice	10
		Ministry of Parliamentary Relations	5
		Ministry of Water Development	9
Total	18		96

We conducted interviews with staff from these host institutions, using online platforms such as Zoom, MS Teams, and WhatsApp. Conducting face-to-face interviews in these countries was not possible due to ongoing restrictions to international travel to (large areas of) the focus countries. Instead, we partnered with the IOM Focal Points in Nigeria, Somaliland, and Iraq, who facilitated making appointments with the host institution staff. Based on the received dates time and contacts, the Maastricht research team sent invitations to all respondents, and discussed preferred modality of communication (often either Zoom or WhatsApp). We first held the interviews with host institutions in Somaliland in September, with translation assistance by Ayan Hassan Rabi wherever necessary. In total, we held 15 online interviews via WhatsApp. In October and November, we conducted interviews with host institution staff in Nigeria – a total of 27 were conducted via Zoom, MS Teams or WhatsApp. Finally, in November and early December, we conducted 12 interviews at the seven selected host institutions in Iraq (5 in KRI, 2 in Central Iraq). For these last interviews, we received assistance from three translators (in Kurdish, Arabic and German).

During the mid-term evaluation, we interviewed host institution leadership (“managers, or MAN”) and priority learners (“colleagues, or COL”). We prepared separate interview guides for managers and colleagues (see Appendix B). Upon scheduling the interviews, the IOM Focal Points would let us know whether the interviewee belonged to the leadership staff or was a colleague who directly worked with the diaspora. On some occasions, however, managers also worked along with and learned from the diaspora experts themselves. We classified those managers as “MAN” in the report, but also asked them questions that we would ask the colleagues. Finally, some colleagues interviewed in Somalia/Somaliland were trainees or interns at the time the diaspora’s assignment. This sub-component embedded in the CD4D2 program in Somalia/Somaliland tried to create sustainability at the host institutions and offer opportunities for local graduates by facilitating traineeships in parallel to expert placements. These graduates received on-the-job training and mentoring from the diaspora expert. After the diaspora assignment ended, the intern could be employed by the host institution and therefore reap more long-term benefits of the skills transfer. When talking to the former interns – who were now employed at the host institutions – we asked them a few specific questions about the benefits of working with the diaspora members early on in their career, and the ways in which they try to carry the knowledge and skills they learned forward.

In previous rounds of data collection for the CD4D evaluation, the evaluation targeted between 3-5 managers and colleagues per institution. As laid out in the mid-term brief, however, we decided to lower this number to 1-2 for three reasons: high turnover rates in host institutions, challenges in securing interviews with relevant host institution staff, and anticipated difficulties with virtual interviewing. We encountered these challenges again during this round of data collection, as we will lay out later in this section. Nevertheless, we managed to talk to a total of 52 managers and colleagues in Iraq, Nigeria, and Somaliland (see table 4).

Table 4: Overview of host institution interviews, by country and type of interview

Source: IOM Project Data

	Assignment country/region				Total
	Iraq	Nigeria	Somalia	Somaliland	
MAN	5	13	-	10	29
COL	5	14	-	5	25
Total	10	27	-	15	52

Most of the staff at the host institutions had not been interviewed before. Out of 52 interviews conducted for this mid-term report, only 11 managers and colleagues were interviewed in one of the previous rounds of data collection. This means that the majority, 41 colleagues and managers, was not interviewed before. In the previous round of data collection, our colleagues Charlotte Müller and Dr. Katherine Kuschminder similarly noted a discontinuity in the respondents who were interviewed multiple occasions.² At the time, they dedicated the difference in respondents to the project phase of CD4D2. As for the first round of data collection, mostly senior-level management was interviewed, whereas the priority had shifted to lower-level management and priority learners in the second round of data collection.

We see three possible reasons for subsequent changes in this round of data collection. First, as mentioned in the introduction, in some countries, priorities of both the CD4D2 project and the evaluation shifted. In Nigeria, the health sector has for example received assignments for the first time. The evaluation therefore paid due attention to the experiences at the Teaching Hospital Complex, and the exchange visit that some of the employees co-organized to the

² Müller, C., Youssef, S. & K. Kuschminder. (2021). *Connecting Diaspora for Development 2 (CD4D) Mid-Term Report. August 2021*. Maastricht: UNU-Merit, p. 4.

KNCV-Tuberculosefond. Second, some institutions were phased out of the CD4D2 evaluation due to high staff turnover or past non-responsiveness. This has been the case in Somaliland, and these institutions have been replaced by two other institutions (the Ministry of Parliamentary Affairs and the Municipality of Berbera). Finally, there of course exist staff turnover and availability issues that are outside of our control. While understandable, this discontinuity presents a challenge for the data collection, as it is difficult to assess changes overtime when the respondents are different.

Conducting the data virtually enabled the Maastricht research team to collect a total of 52 interviews in a relatively short period of time, across the three assignment countries. Yet, the team also faced some challenges, which we will summarize below.

- **Quality of the internet connection:** in all countries, but most notably in Somaliland, some respondents worked with unstable internet connections. We tried to solve this by switching from using Zoom or MS Teams to WhatsApp, and leave the video off. Still, in those cases, the quality of the recorded audio was affected, as well as the quality of the discussion as such. In some cases, the connectivity prevented the research team from asking follow-up questions that we would otherwise have asked, simply because of timing and impossibility of answering in an elaborate way. On some occasions, connectivity issues also lead us to rescheduling the appointment entirely.
- **Punctuality:** while the research team learned from previous mistakes made in scheduling, by keeping as much time in between appointments to prevent possible delays for respondents. Still, there were some interviewees who for a variety of reasons did not show up for interviews, whose appointments than needed to be rescheduled. In Somaliland, a total of 4 interviews with priority learners/colleagues were planned but not conducted, due to last minute cancellations. Despite attempts, these interviews are to date still to be rescheduled.
- **Availability of staff:** in some countries, as well as some host institutions in particular, the limited availability of staff seemed to prevent us from talking to everyone involved. This was notably the case in Iraq, where we got to talk to a maximum of 2 person per host institution. Other host institutions, like Holland Hargeisa House in Somaliland, were too busy overall to participate in this round of the evaluation.

In the following descriptive overview, we describe the main characteristics of interviewed managers and priority learners in the host institutions.

Figure 1: Gender of interviewed host institution staff (N=52)

Data: CD4D2 interviews host institution staff

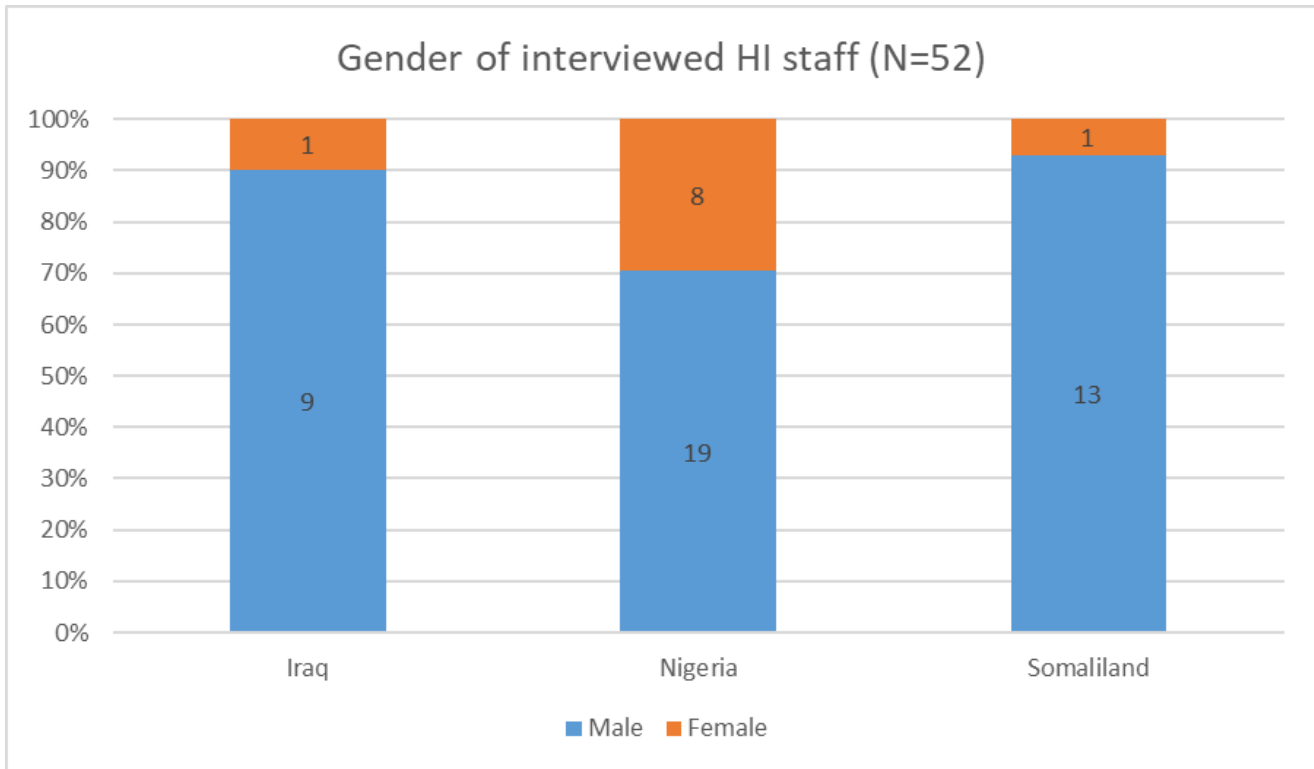


Figure 2: Age of interviewed host institution staff (N=43)

Data: CD4D2 interviews host institution staff

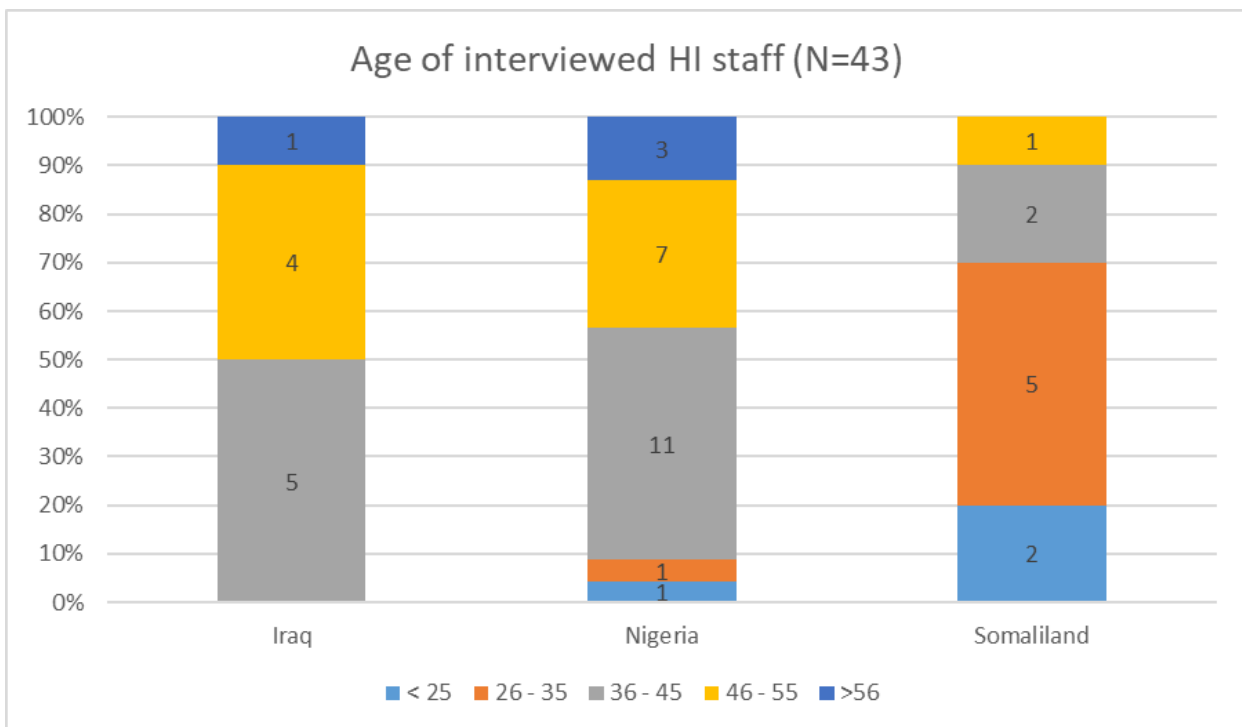
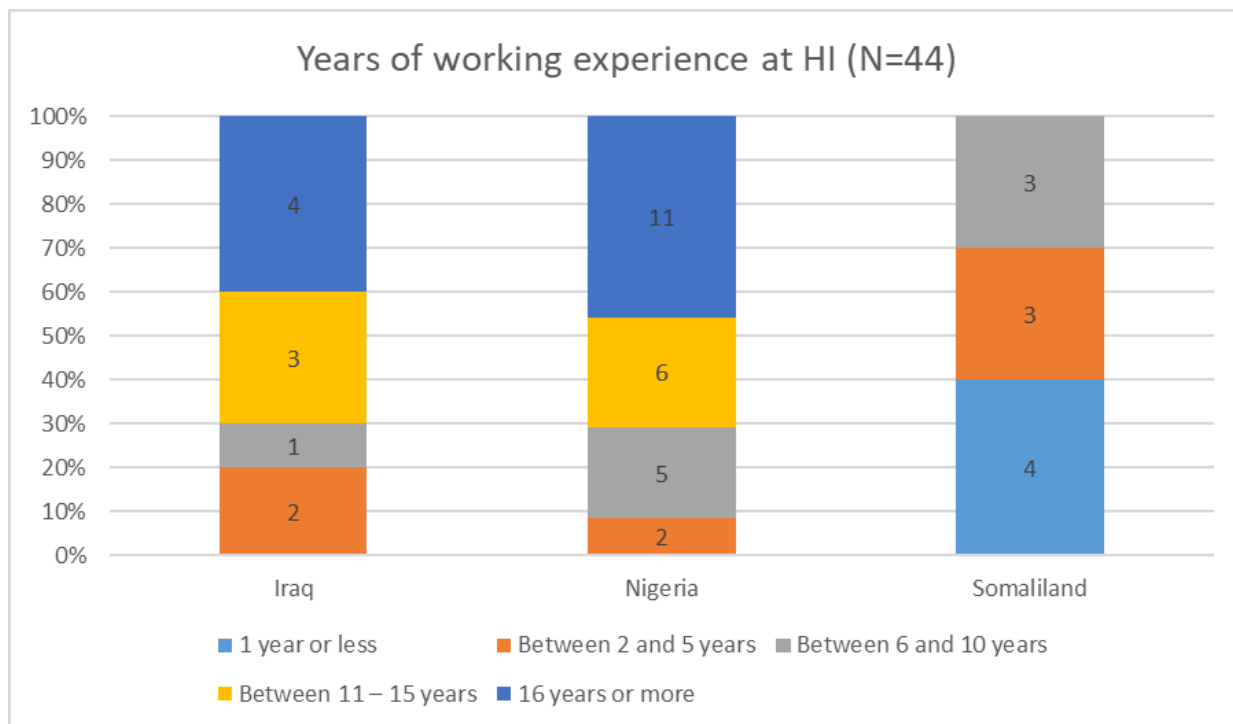


Figure 3: Years of working experience of interviewed host institution staff, within the host institution (N=44)

Data: CD4D2 interviews host institution staff



As you can see in figure 1, the majority of host institution staff whom we interviewed for this round of data collection (n=52) were male. The staff in Nigeria was most balanced in terms of gender, as 30% of staff were female. In terms of age, a more heterogenous picture emerged. Figure 2 details that most staff in both countries were between 36 and 45 years of age at the time of our interview. In Somaliland, staff was strikingly younger as opposed to staff in Iraq and Nigeria. This partially has to do with the fact that we also interviewed interns in Somaliland: graduates who received “on the job” training from diaspora experts with the outlook of realizing sustainable job placements in the host institutions. These interns were relatively young, compared to most other staff who we interviewed. Finally, as figure 3 shows, the young age of staff in Somaliland also translated to overall fewer years of experience in the host institutions. In Somaliland, we only interviewed staff who had up to 10 years of experience working within the host institution. Interestingly, in Iraq and Somaliland we mostly interviewed staff who had up to 30 years of experience working within the same organization. The picture was equally diverse in Iraq and Nigeria.

3.2. Overview of diaspora participants: survey

All participants who finished their CD4D2 assignments are asked to complete a participant survey (see Appendix C). This post-assignment online questionnaire is completely anonymous and is routinely attached to the Participant Final Report that diaspora experts complete after each assignment. The survey is implemented using the survey tool Qualtrics. As per November 2022, a total of 91 valid responses have been recorded. As 182 assignments were completed by that same time, this equals a response rate of exactly 50%. In comparison to the previous mid-term report, this means that the response rate since mid-July 2021 dropped (with 14%). Incomplete submissions (13) were excluded and have not been taken into consideration when calculating the response rate, nor in the figures and tables displayed below. Data collection via the participant survey is ongoing and will continue throughout 2023 until the conclusion of the project. In the paragraphs below, we will present some descriptive statistics of the diaspora experts who took part in the survey so far.

Table 5: *Virtual/ physical assignment, by country*

Source: CD4D2 post-assignment survey

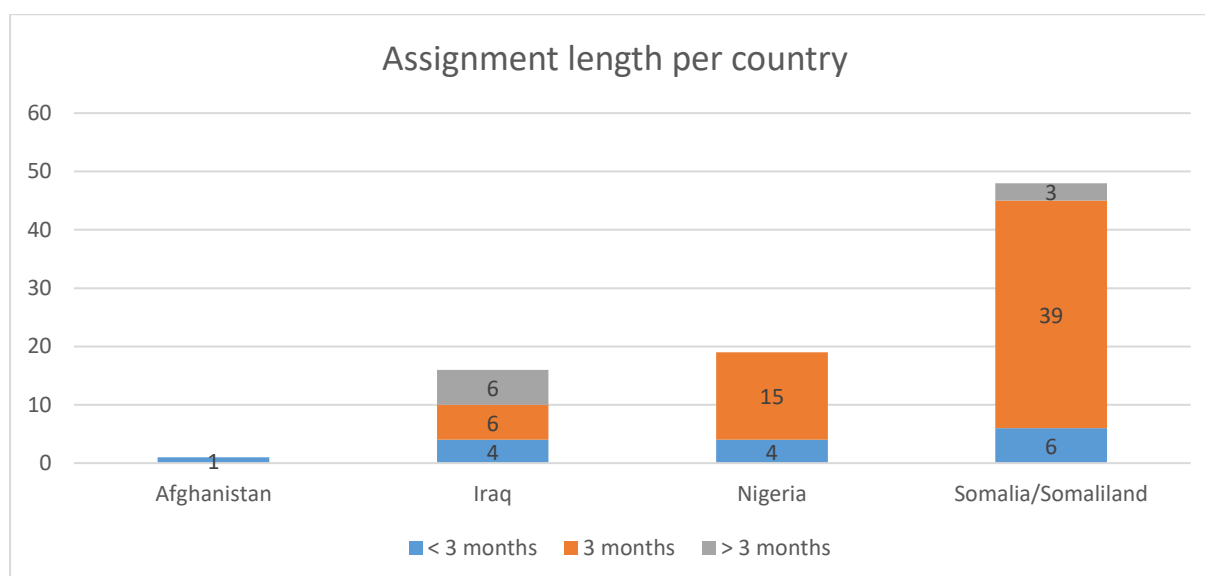
	Total	Afghanistan	Iraq	Nigeria	Somalia / Somaliland
Total	91,0	1,0	20,0	19,0	51,0
Physical assignment	54,0	0,0	6,0	1,0	47,0
Virtual assignment	37,0	1,0	14,0	18,0	4,0

Table 5 presents an overview of the number of physical and virtual assignments conducted, based on the information from the participant survey. Fifty-four diaspora members reported conducting their assignment on the ground, in the assignment country, whereas 37 experts did so virtually. These numbers correspond to 59.3% physical assignments, and 40.7% virtual assignments. While the overall numbers are thus quite balanced, we see steep differences between countries. In Nigeria and Iraq, there are overall more virtual assignments as opposed to physical ones, and in Somalia this is reversed. While we saw that during the first 1,5 year of the COVID-19 pandemic, the number of physical assignments dropped and the virtual ones increased, this has again become more equal over the past year. We see a continuation of virtual assignments in both Iraq and Nigeria (see also section 4.2).

In figure 4 below, you see that most CD4D2 assignments are still three months long, as also anticipated in the CD4D2 narrative proposal. In some instances (15 out of 84), assignments have ended sooner than these three months. For the respondent in Afghanistan, we know that this is because of the evacuation, and the complete phasing out of Afghanistan from the CD4D2 project after the Taliban takeover in 2021. For other assignments, it might vary from person to person. For one diaspora expert in Somalia, for example, we know that she secured a permanent job in another governmental institution in Mogadishu before her CD4D2 assignment ended. As this gave her more long-term security, she decided to quit the program one month before her expected end-date.³

Figure 4: *Duration of assignments/assignment length, per country (N=84)*

Data: CD4D2 Participant Survey

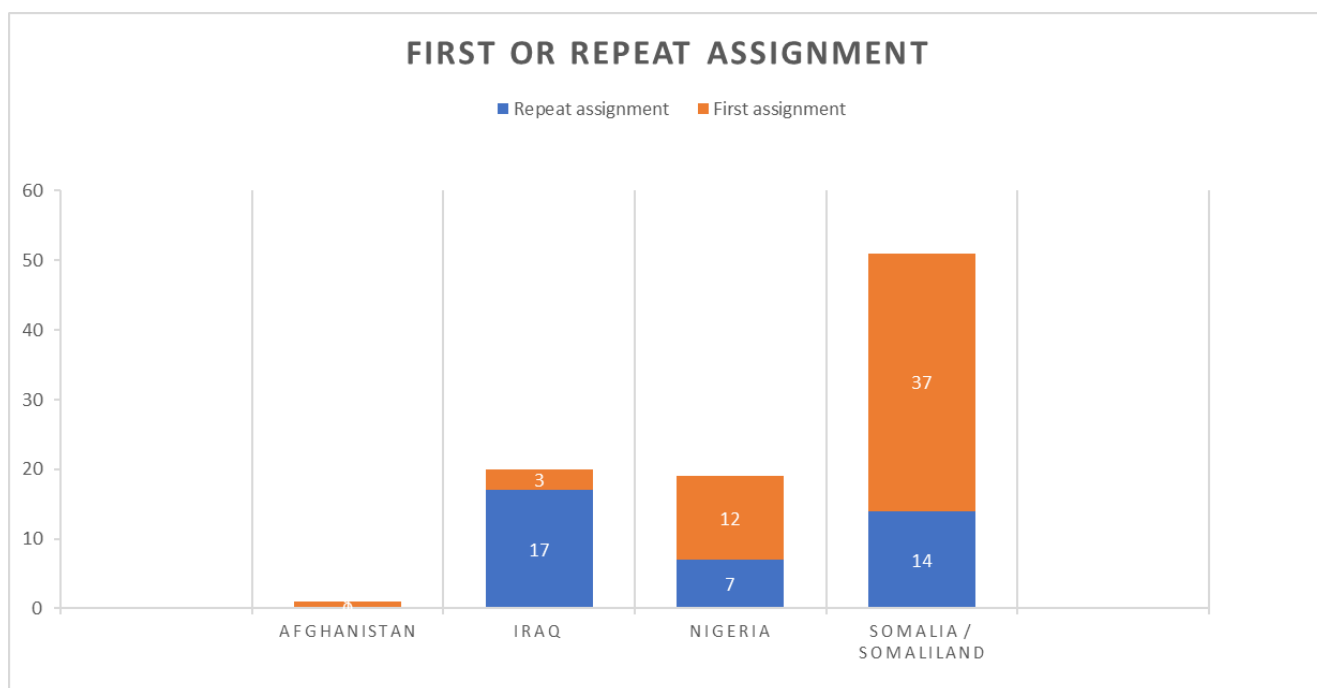


³ Interview 28-10-2022

In figure 5 below, you see that most assignments for which diaspora experts filled out the survey were first-time assignments: 53 were first-time assignments, as opposed to 38 repeated assignments. Again, the distribution per country differs: whereas in Somalia and Nigeria, most respondents note that their assignment was a first-time, in Iraq the majority was a repeated assignment. This is not that surprising: in Iraq, we know that 12 diaspora experts have conducted a total of 55 assignments in the CD4D2 framework, which amounts to 4,7 assignment per person. These ratios are considerably lower for the other project countries (Afghanistan 1.0, Nigeria 3.0, Somalia 1.4 and Somaliland 1.6), which means that participants in Iraq take more follow-up assignments compared to the other countries.⁴

Figure 5: First time or repeat assignment, per country (N=91)

Data: CD4D2 Participant Survey



As Figure 6 shows, almost 70 per cent of assignments for which a survey response was available by November 30th were conducted by male diaspora experts. Compared with the previous mid-term report, this division has evened out a bit more. Still, there are overall more male diaspora experts conducting CD4D2 assignments as opposed to women. We also see an unambiguous picture when it comes to age: in all countries, the majority of diaspora experts who filled out the survey were between 25-34 years old, when they finished their assignment. As we can see in Figure 7, the age-division is most diverse in Somalia and Somaliland, whereas in Iraq it is least diverse (only one diaspora expert who conducted their assignment in Afghanistan filled out the survey).

⁴ Source: IOM project data

Figure 6: Gender of participants per country (N=91)

Data: CD4D2 Participant Survey

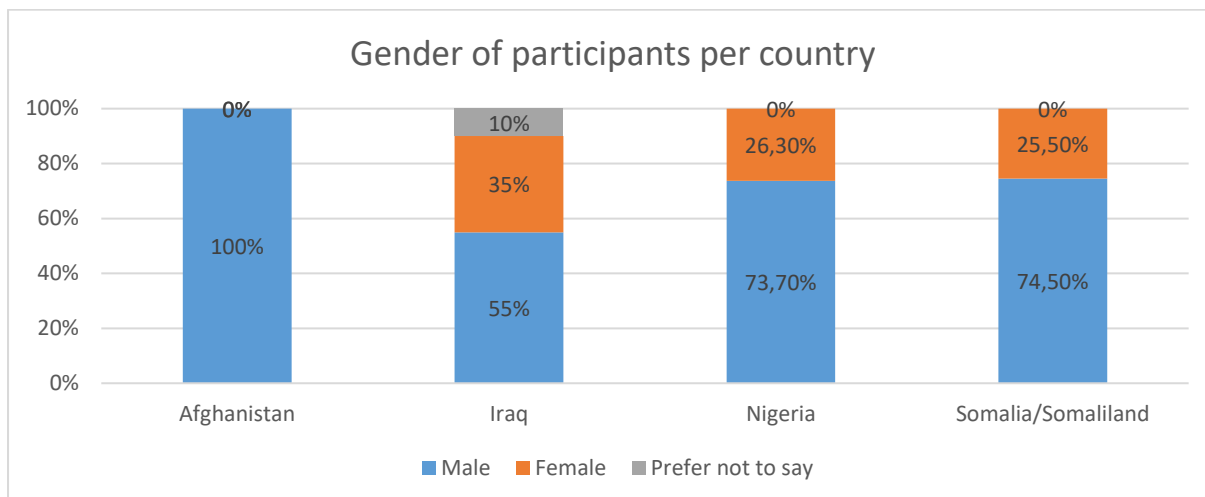
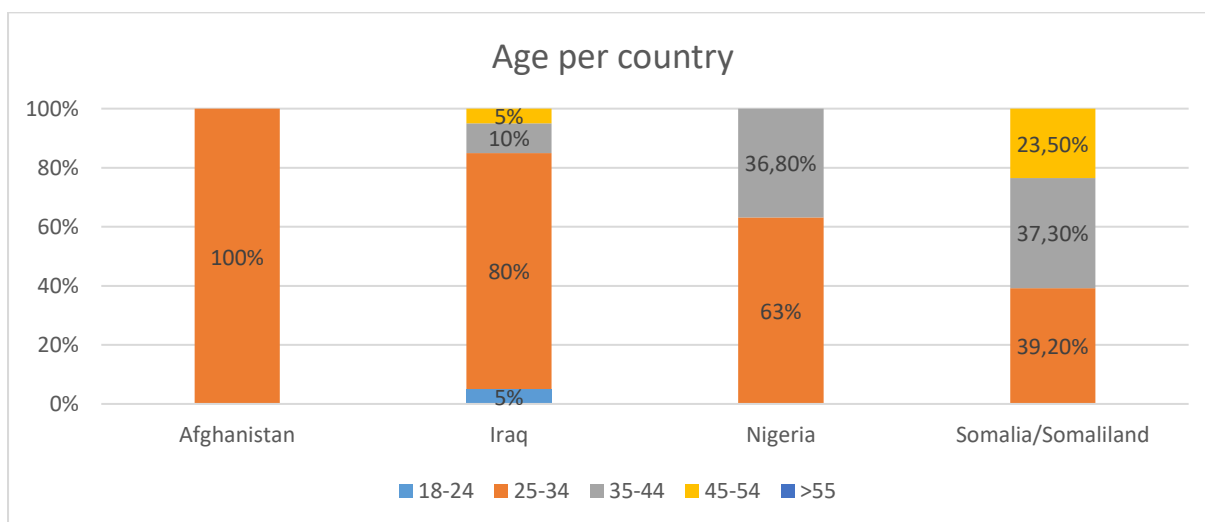


Figure 7: Age of participants, per country (N=91)

Data: CD4D2 Participant Survey



From the figure below, you can see that most diaspora experts who have filled out the post-assignment survey have a master’s degree. In Nigeria, and especially Somalia/Somaliland, the picture is a bit more diverse. In Nigeria, we find the highest share of experts who also obtained a PhD degree, and in Somalia/Somaliland, we find the highest share of experts with a bachelor’s degree, and some with technical or vocational training. Finally, from Figure 9 we read that the workplace seniority of CD4D2 diaspora experts was overall lowest in Nigeria. There, 47,4% note that their workplace seniority before embarking on their CD4D2 assignment was in lower-management. In Iraq and Somalia/Somaliland, most diaspora expert mention to belonging to upper-management.

Figure 8: Highest degree obtained, per country (N=91)

Data: CD4D2 Participant Survey

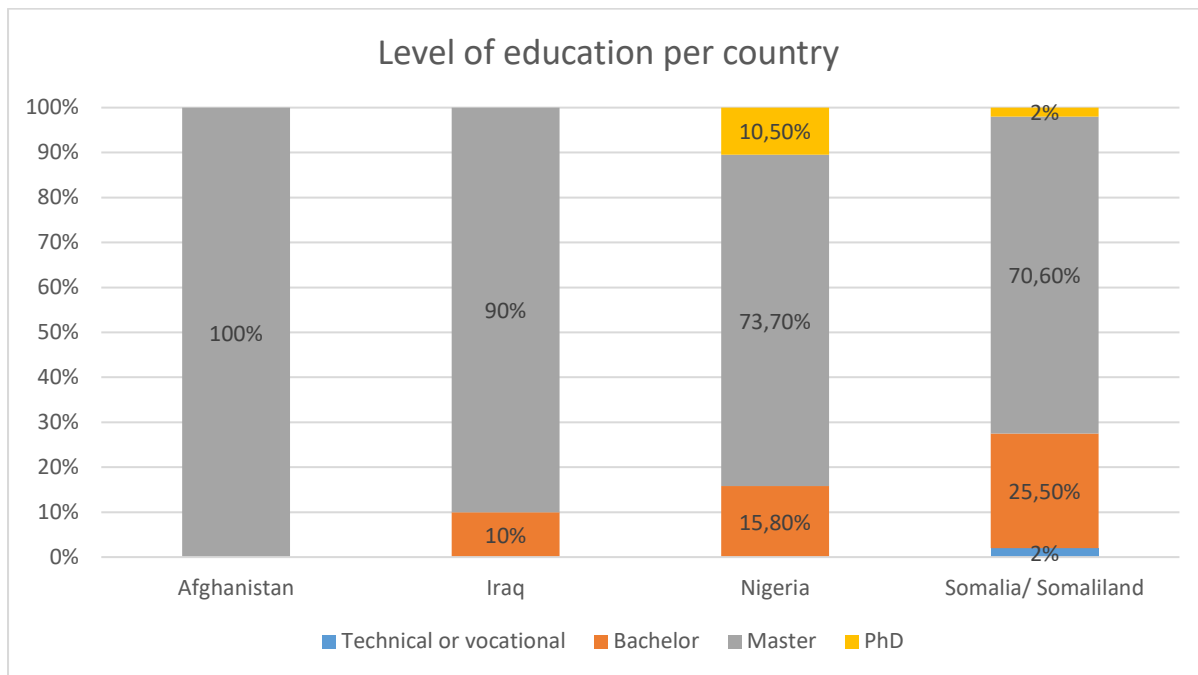
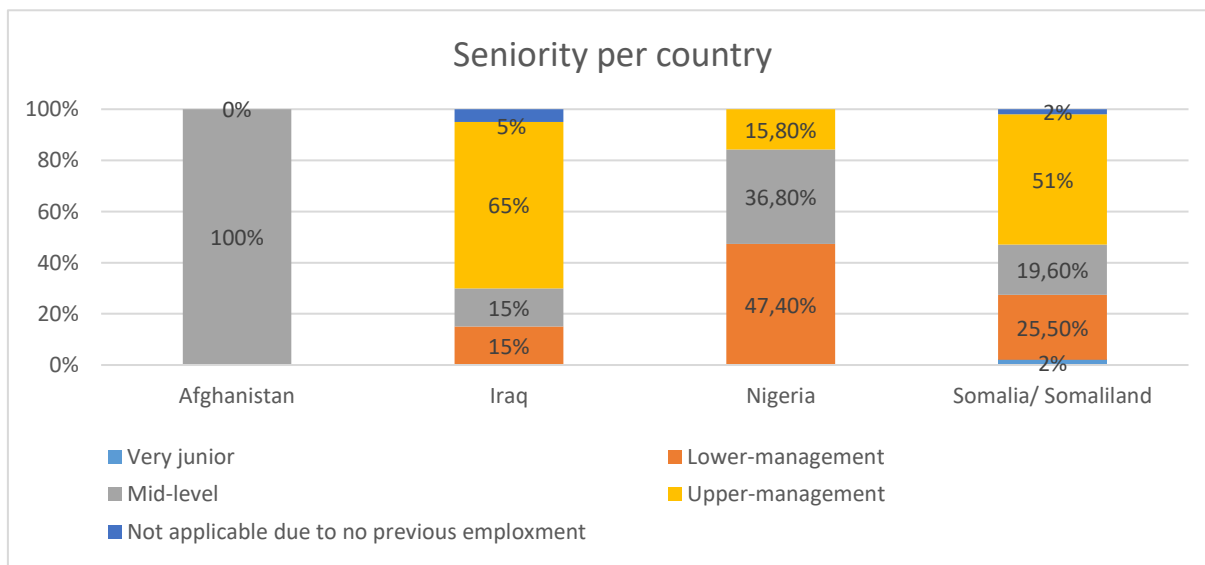


Figure 9: Workplace seniority, per country (N=91)

Data: CD4D2 Participant Survey



4. Main findings

In this section, we will discuss the main findings of the interviews conducted with host institution staff and diaspora experts. Where appropriate, we will supplement these findings with information from the participant survey.

4.1 Host institution interviews

Host institutions—the institutions in which diaspora experts were physically or virtually embedded for their assignments—are identified as important beneficiaries of the diaspora expert placements. Two levels of potential effect or impact can be identified: 1) on the level of individual employees of a host institution who directly worked with or were trained by diaspora experts, and 2) on the level of the organisation as such, with changes in capacity shaped by the diaspora expert directly (e.g., via unique resources or expertise brought by the expert) or indirectly through increased capacity of employees who worked with/were trained by the diaspora experts.

This section assesses the experiences of host institutions, focusing on processes and outcomes related to preparing for and experiences during diaspora expert placements, processes of knowledge transfer, and outcomes of capacity development on both individual and organisational level. The findings are based on interviews conducted with host institution managers ($n=29$) and colleagues ($n=25$) who worked with diaspora experts, which were conducted via voice-over-IP services (e.g., Skype, Zoom, WhatsApp) or telephone between September and November 2022.

4.1.1 Experiences in preparation for and during placements

Host institutions that participated in the CD4D2 programme had different motivations to do so, different objectives for the assignments eventually designed for diaspora experts, and differing experiences with the experts during and after the placements. A variety of host institutions were included in the CD4D2 programme, with differences in sector (e.g., public sector, private sector), primary mandates (e.g., research, education and training, policy-making), and sectoral domains of work (e.g., agriculture, health and medicine, education, water, justice) often translating into different experiences with the expert placements.

The experiences of host institutions with the diaspora expert placements may be assessed through observing experiences prior to, during, and after diaspora expert placements. Before an expert placement can be made, the host institutions needs to undertake several steps. The first is to assess the need for a diaspora expert, which—in the case of some host institutions—entailed a targeted needs assessment among specific units or departments within an organisation (e.g., a university, a ministry) to determine the specific challenge or problem a placement could help address, the scope or magnitude of the challenge, and eventually the priority of addressing that challenge with a placement. The needs assessments were in some host institutions conducted exclusively by management or the institutional focal point for the CD4D2 programmes, whereas in other host institutions, needs assessments were informed by consultations with managers and employees.

The types of needs or challenges that host institutions identified and that eventually guided diaspora placements varied. Often the identified needs were directly incorporated into the terms of reference (ToRs) drafted to support recruitment of and eventually guide the objectives for a diaspora expert placement. Needs identified by host institutions included systematic capacity gaps, for example, related to the absence of a topic specialist who could assist the institution in developing specific work domains. Other needs related to specific tools or knowledge domains, with an expert intended to train staff on new areas or methods of work. A related need or gap related to specific procedures or guidelines, which could inspire eventual placements leading to establishment of guidance documents and/or training of trainers. A diaspora expert may also have been desired to address missing staff or roles related to networking or facilitation of specific activities or events.

The identification of the challenge or need seemed to play a significant role in shaping further diaspora placements, with the broad role description of a needed expert, the criteria an expert should fulfil, and the objectives or goals of an assignment generally flowing from the initial gap definition. Given the importance of the initial needs assessment in shaping the eventual resources provided to host institutions, the needs assessment itself could represent a first potential challenge in realising the full benefits of CD4D2. In one interview with a focal point for diaspora experts in a Nigerian institution, the respondent noted that the initial needs assessment was not as systematic or complete as

would have been needed to fully inform eventual ToRs, which contributed to a later challenge in which the provided expert was not fully able to address the host institution's needs. Other respondents noted that needs could be challenging to identify completely before the ToR was drafted and that it may have been valuable to have more flexible ToRs that allowed a diaspora expert to be given work that arose as urgent during the course of the assignment. Rather than having ToRs with fixed tasks, some respondents indicated that it would be better to have a global assessment of the kinds of needed skills/knowledge a diaspora expert should have in a pre-assignment interview, to draft ToRs that recognised those competencies, and then to allow the diaspora expert to pick up work that arose more fluently in the course of the assignment.

In some host institutions, the institution-specific needs that were identified were enhanced or emphasised by other sector- or organisation-wide challenges. Such challenges could relate to security of financing and certainty of institutional support for specific human resource needs, which may have curtailed an institution's ability to hire specific staff with needed knowledge or skills from within the normal, domestic talent pool. A related challenge related to instability within institutional leadership, with particularly public host institutions affected by political shifts within the country. For example, several host institutions in Somaliland noted that the initial gaps they identified as needing a diaspora expert to fill shifted with the appointment of new ministers or deputy ministers, who brought with them new strategic agendas that required the host institutions to fill new roles or mandates, or that required host institutions to leave aside tasks or roles they had previously filled. In other country contexts, political and economic uncertainty disrupted the functioning of the host institution so fundamentally that the needs identified before could no longer be effectively acted on with the support of a diaspora expert. For example, between February and October, the Nigerian Academic Staff Union of Universities enacted strikes in response to concerns about salary payment systems for lecturers and financial support for university infrastructure and activities that effectively led to closure of public universities. University host institutions in Nigeria were therefore closed for 8 months, with staff generally unable to access their workplaces and diaspora experts placed during that time essentially functioning outside of the normal university setting. The definition of host institution needs and the subsequent development of ToRs could therefore be challenged by conditions both within and beyond the immediate control of host institutions.

Respondents within host institutions also identified good practises that supported effective need identification, ToR development, and eventual hiring of a diaspora expert. The inclusion of non-managerial staff in need identification and eventual hiring decisions of diaspora experts was mentioned in several host institutions as supporting better alignment between unit needs and an eventual diaspora expert. Several respondents identified that diaspora experts were not intended to serve a larger institution—for example, a ministry—as such but were intended to fill the gaps identified in a specific unit or division within a large institution. In large institutions with diverse needs and work packages, incorporating the staff with whom a diaspora expert is intended to work in the development of ToRs and in the hiring or review committees for diaspora experts was mentioned as a positive way to ensure better calibration of diaspora expert capacities with the unit's needs. Conversely, not including unit staff in the needs assessment and drafting of ToRs could lead to situations in which the colleagues in the host institution who a diaspora expert was expected to work with did not know the objectives of the placement and were not aware of what they should work with the expert on. In both Somalian and Nigerian host institutions, respondents mentioned the challenge of aligning expectations when the intended “target learners” who should learn from a diaspora expert were not involved early on in the placement.

Once a diaspora expert was selected and the nature of the assignment was identified, the host institutions could begin planning for the placement. As mentioned above, the needs of the host institution (and the specific unit that would receive or benefit from the diaspora expert) were generally made explicit in the ToRs. The ToRs generally reflected the expectations of the host institutions, with the ToR often defining both specific tasks the diaspora expert was expected to perform and the desired objective or goal of the placement. In several interviews, respondents who had supported the design of the ToRs and who supervised the eventual diaspora placements noted that the host institution expectations were vague—generally that an expert would positively shape staff capacity—or were directly tied to the diaspora expert's task list, for example, to support staff training in a specific topic or tool. Several respondents noted that the task lists and objectives identified in the ToRs were too ambitious and expansive for the nature of the

assignments, particularly given the short timeline for most placements and the start-up costs associated with onboarding a diaspora expert. The over-ambitiousness of ToRs seemed particularly acute in assignments in which diaspora experts were expected to establish new work lines or divisions. For example, an IT company in Nigeria used a diaspora expert to move establish a new software division, which required a variety of tasks (e.g., identifying software development and deployment frameworks, training staff on principles of software development) to be taken up by the diaspora expert within a short time period.

In most host institutions, the initial three-month placement period was described as too short to accommodate the nature of the intended work, particularly when specific infrastructure needed to be set up or resources needed to be available to accommodate the diaspora expert. Several respondents noted that the on-boarding process for diaspora experts could be time consuming, as in many cases the diaspora expert needed to be guided not only on the specific work s/he was expected to provide but was also introduced to the norms and expectations of the institution and country culture. As an example, focal points for diaspora experts in different institutions in Nigeria and Somalia mentioned the importance of helping the diaspora expert learn how to navigate social and professional relationships during the onboarding process. Particularly in highly hierarchical environments, diaspora experts may need to be trained in how it is appropriate to request resources or support, indicate disagreement, or even to ask for a meeting with someone who is in a higher position. Such orientation elements require time, which reduces the time a diaspora expert may have to fulfil the expectations of the assignment. In several interviews in which host institutions worked with the same diaspora expert in both virtual and physical assignments, the respondent noted the value of using a virtual assignment as a way to provide orientation for the diaspora expert, with a follow-up physical assignment seen as more efficient and successful because the expert already learned much about working processes and institutional culture from a distance. For some placements in which equipment was necessary to support the assignment, the onboarding process was significantly delayed by lack of equipment at the start of the assignment. For example, one diaspora expert placement in Somalia focused on establishing IT infrastructure for a specific division, but computers and other IT equipment were available only two months after the expert started. While the expert used his own computer and own resources to purchase some essential equipment during this period, the assignment could not be completed as intended within the initial three-month placement period because of the equipment delay. These examples highlight a hazard with short placements, as any delays in settling the diaspora expert shorted the time available for effective training.

Despite some of the initial challenges in establishing the diaspora expert placements, respondents—regardless of position as manager/focal point or colleague of a diaspora expert—were overwhelmingly positive about their experiences in working with a diaspora expert. The specific types of interactions between diaspora experts and their colleagues or management were strongly shaped by the nature of the assignment. For example, in Nigeria several diaspora experts had virtual assignments in which they were expected to provide trainings via a platform like Zoom or Teams for several hours a week on specific topics needed by the staff of the host institution. During these trainings interactions were between the expert and a large group of participants, with limited one-on-one interaction. In contrast, many physical assignments were characterised by constant co-working between the expert and a small number of selected colleagues. Regardless of mode of assignment (virtual/physical) or matching of experts to colleagues (one-to-one/one-to-many matching), colleagues and managers generally all praised the diaspora experts for their knowledge and domain-specific competencies, for their availability, and for their willingness to provide tailored advice. When asked about whether their initial expectations about CD4D2 in general or the specific diaspora expert had been met, most respondents indicated that the diaspora expert clearly filled expected tasks and imparted good-quality knowledge. Respondents were also highly positive about diaspora experts' willingness to answer questions and provide support throughout their assignments, including on evenings and weekends, and even after the assignment had completed. Respondents who had taken part in group trainings indicated that the experts they worked with were very willing to also provide additional resources or advice based on specific individual questions or needs. Respondents consistently used the word "commitment" to describe the diaspora experts, with diaspora experts generally regarded as committing more time, resources, and passion to their assignments than was perhaps expected.

While respondents were generally pleased with the quality of the input provided by the diaspora experts and regarded their expertise as excellent, respondents emphasised the importance of interpersonal and intercultural communication in shaping the fruitfulness of interactions. Respondents were candid that different diaspora experts had different personalities and working styles, and some simply resonated more with colleagues than others. Different communication styles and attitudes were generally not described as a barrier for collegial interaction except for in rare cases when the diaspora expert had attitudes that colleagues/managers regarded as temperamental, arrogant, dismissive, or “paternalistic” (to use the wording chosen by one respondent). For example, two diaspora experts placed in different host institutions in Nigeria were mentioned by multiple respondents as being unusually negative experiences, as both were perceived as being dismissive of the knowledge of employees of the host institution, impatient when colleagues asked a question or shared opposing views, and rigid in expecting that staff of the host institution should implement what they thought should occur. In the case of one of these experts placed in a teaching hospital, there was also a dispute between this particular expert and the host institution about authorship of a scientific article, with the diaspora expert’s desire to be listed as first author in the article regarded by one manager as being unduly self-promoting despite the (perceived) objective of the assignment as supporting the host institution first. This specific case, while unique to a specific individual and personality, emphasised the importance of the diaspora expert in establishing rapport with colleagues in the host institution based on mutual respect, egalitarianism, two-way knowledge sharing, and calibration of mutual expectations. When colleagues spoke particularly fondly of the diaspora experts they worked with, these elements were often mentioned, and respondents particularly emphasised the development of trusting and ensuring relationships when they felt that they could also provide insight or information to the given expert.

Throughout participation in CD4D2 and the engagement with diaspora experts, respondents from host institutions generally reported positive outcomes. The diaspora experts as such, when selected according to meaningful criteria that matches the actual needs of the host institution, were generally regarded as excellent resources that invested in supporting their colleagues in the host institution beyond what would be expected. Engagement with IOM was generally regarded as clear and smooth, with focal points in the host institutions who were responsible for coordinating placements between IOM and the host institution generally not reporting anything of note in that interaction. One possible challenge, mentioned particularly in Somalia, related to the role of the focal point, however. Focal points within the host institution could be given a variety of tasks related to CD4D2, including leading or supporting a needs assessment, collecting inputs for the ToRs, arranging a work place for the expert, supporting the expert’s orientation and initial onboarding, connecting the diaspora expert to colleagues and support services inside the institution, monitoring the progress of the assignment, troubleshooting issues that arise related to the content or timing of the expert’s work, and eventually supporting any monitoring/evaluation of the experts at the end of the assignment. Several focal points mentioned that their tasks related to CD4D2 placements were generally added to their existing workloads, and their institutions did not provide additional compensation or recognition for the additional work. The challenge around supporting CD4D2 placements while maintaining regular work may signal a bigger challenge around the level of institutional embeddedness of CD4D2 placements, which carries over into discussions of knowledge transfer and impacts.

4.1.2 Knowledge transfer

An explicit objective of the CD4D2 programme and the individual diaspora placements within it is to support knowledge transfer. The evaluation seeks to understand not only what specific knowledge is transferred via the diaspora placements but to also understand what forms such knowledge takes (what modalities supports its transfer) and what factors inhibit or promote knowledge transfer. Based on interviews with host institution staff, it seems as if the objective of knowledge transfer is generally met in all assignments. The nature of that knowledge, the modalities of transfer, and the factors that support or hinder its transfer are particular to the type of placement, type of host institution, and sector of work.

As mentioned above, assignments may have different objectives and designs that lend themselves to different forms of knowledge transfer. For example, placements in which a diaspora expert is expected to provide trainings or workshops through a teacher-led exchange supports knowledge transfer more explicitly, with a clear pathway of transfer from the expert as teacher through specific learning materials (e.g., PowerPoint presentations, exercises, reading materials) to the host institution staff as learners. Knowledge transfer occurs differently in placements in which the diaspora expert works side-by-side with host institution staff; rather than the expert taking the role as teacher, which may focus more on explicit transmission of pre-structured knowledge, side-by-side working involves sharing of less structured and generally less pre-selected knowledge. Side-by-side working, which also usually focuses on a specific application case and not an abstract area of knowledge, may also create more space for two-directional knowledge flows. Within the different types of placements, the host institution focal point and the colleagues paired with diaspora experts generally had specific content knowledge they wanted to gain from the placement.

Some types of assignments (determined by objectives) had stronger or more explicit knowledge transfer modalities, while others did not include an explicit knowledge transfer component that built capacity of existing staff. Not all diaspora expert placements could be neatly or discretely categorised as one specific type of placement; for example, some assignments that predominantly focused on side-by-side coworking may also have involved the diaspora expert providing a one-off workshop or training to other staff. Some placements could be more readily categorised based on the objectives defined in the ToRs or on the description of the placement by host institution staff.

The type of knowledge colleagues and managers reported gaining from the diaspora varied according to the type of placement. When experts delivered online trainings on a specific topic (for example, maintaining a greenhouse), respondents described having increased topic-specific knowledge with some but limited development of soft skills. When placements involved side-by-side working, both hard knowledge and skills (e.g., content- or domain-specific knowledge) and soft skills (e.g., related to values and processes) were reported to have changed. Explicit skills/knowledge trained through interactions with diaspora experts varied widely by institution. As just a few examples, diaspora experts supported host institution staff to gain knowledge/skills of specific software packages, toolsets, and processes (e.g., R, Azure devops); methods to research and breed seeds to support genetically diverse plant populations, and; methods to train labour inspectorates. Some technical skills or knowledge related to a narrow topic were more explicitly targeted for training by the expert, whereas the soft skills respondents mentioned building—like learning to request assistance or more resources from management, managing time better, and voicing opposition—were described more as arising from the daily interactions with the diaspora expert. When diaspora experts served to fill institutional capacity gaps by, for example, establishing a new business unit, their interactions with colleagues may be more limited, with colleagues describing learning very specific technical skills (for example, related to specific software development toolsets).

Colleagues of diaspora experts generally described being content with the knowledge or skills learned, with some noting that their learning continued after the diaspora expert left. In some cases the diaspora expert's assignment explicitly contributed to outputs or outcomes that would support future staff capacity building—for example, training curriculum, guidelines, and protocols that would shape future activities. In host institutions like universities where knowledge transfer is at that heart of the institutional mandate, the work of diaspora experts could have additional knock-on effects when the host institution staff further use the input of the expert to shape their own knowledge sharing practises. For example, multiple respondents at research institutes and universities in Nigeria discussed incorporating the curriculum, exercises, readings, and resources the diaspora expert provided them in online trainings into their own courses or training programmes. While the examples were of placements that did not explicitly follow a training-of-trainer model, effectively that is what occurred because the beneficiaries of the diaspora knowledge could directly adapt their own teaching in line with the diaspora expert example. Many respondents also spoke of further building and consolidating their learning after the diaspora expert placement, either through continued self-study—with a few respondents linking the aspiration or drive to know more to the trainings they received from the diaspora experts—or through continued consultation with the diaspora expert.

Throughout the countries and sectors, host institution staff emphasised that they were either still in touch with previously-placed experts to request specific advice or assistance or that they felt comfortable getting into touch in

the future when they needed further support. The continued availability of experts after their placements had concluded suggests a different kind of capacity building, namely of social capital. Experts and host institution, by virtue of being exposed to each other and working together, naturally expanded their social networks by participating in CD4D2. While there is insufficient time to assess the lastingness of those social networks and how they are leveraged by host institution staff or diaspora experts, the fact that the social connections endure for some time after the expert placements over countries suggests that transnational social networks do result from participation in CD4D2. For most diaspora expert placements, the development of networks was not a key element of the ToRs and was therefore a more implicit objective or unintended spill over effect. There were some examples where a diaspora expert was explicitly placed to establish networks, for example, but toward external (potential) cooperation partners and not per se within the host institution.

Respondents from host institutions described knowledge transfer as being a fluid and generally easy process, with some factors identified that either supported or frustrated the transfer. Personality of the diaspora expert was identified as an important factor by several respondents, with some noting that the diaspora expert's ability to change how s/he explained content or framed input to the needs of the individual as a valuable trait. Modesty and the ability to think along with colleagues were also discussed as helpful traits. In contrast, characteristics like being arrogant or too demanding were identified as characteristics that made it harder for colleagues to connect with the diaspora expert and therefore to exchange knowledge. The design of the assignment as such was also an important factor that shaped how knowledge exchange occurred, with assignments involving intensive collaboration more explicitly linked by respondents to the development of both hard and soft skills compared to assignments involving more structured, one-way training from expert to recipient. Infrastructure also played a role in shaping the success of knowledge transfer. When virtual assignments were used, the success of communication was hugely influenced by access to quality internet connection. In Nigeria, for example, several diaspora experts supported a series of online trainings, which some respondents found challenging to engage with because of the internet quality. Some respondents had to work from the host institution's field offices in distant locations at the same time as the trainings, where internet was poor, while others had to work from home because of the strikes in higher education institutions and were not able to affect their offices, which generally had better internet access.

4.1.3 Individual and organisational capacity development

An important dimension of knowledge transfer is its take up in individual and organisational processes and behaviours, which should ideally correspond to changed capacity. Given the design of the evaluation, establishing impact of the CD4D2 expert placements on individual colleagues or host institutions is not possible. Instead, this section reflects on the impacts perceived by colleagues and managers within host institutions, and it teases out the likely sustainability of organisational changes.

Respondents across most interviewed host institutions indicated being able to translate the knowledge they gained from the diaspora expert into their daily work, with most respondents positively evaluating how they could apply what they learned. In some examples respondents gave, the knowledge transferred from diaspora experts led to concrete changes to *how* work was done. For example, diaspora experts in several contexts used their assignments to develop protocols or procedures, which created new work flows or led to changes in existing work flows. For example, in Nigeria one diaspora expert supported colleagues in the host institution to develop a series of guidance documents related to different elements of the agricultural production chain, which the host institution plans to use to inform farmers of how to adapt their processes. Other process changes related to changed attitudes or approaches to work as a result of interactions with the diaspora experts, which in turn changed how colleagues completed work. For example, several respondents spoke about having improved time management skills and being better able to manage complex processes, while others still spoke about increased motivation of staff to contribute to processes and to have the confidence to speak to management about needed resources, proposals for new work, and other requests. Yet another form of process change related to increased collaboration and communication with other units or

departments within the same organisation, with some expert placements focusing on using cross-cutting needs like IT to foster better integration of departments.

In other cases, the knowledge shared by a diaspora expert led to changes in the specific content of work. For example, the materials a diaspora expert shared during a training on food safety was adapted into the course curriculum of one training participant, who in turn used the adapted material to change the content delivered to students in her own university course. In another example, staff in different host institutions in Somaliland and Nigeria worked with diaspora experts to learn different specific software packages, which in some cases led to a change in the content of particularly IT staff work.

While most respondents indicated being able to use the knowledge they gained in their existing work, others very positively assessed the knowledge they gained but were not able to immediately apply it. Several respondents who had participated in online trainings on specific topics (e.g., seed breeding, food safety) did not currently work in a domain in which the knowledge was made immediately applicable. While they recognised the value of having the additional knowledge to make their own understanding of a field or topic more holistic and comprehensive, their immediate jobs did not allow them to practise the knowledge. This seemed to be particularly the case among respondents with very specific, technical work portfolios in which content competencies were narrower. In other cases, the knowledge colleagues gained were evaluated as extremely relevant to their current jobs but unpracticable given the absence of institutional mandates, infrastructure, or other resources that would allow them to practise knowledge. For example, one training offered by a diaspora expert in Nigeria and a complementary field visit among host institution staff from Nigeria to the Netherlands focused on establishing and maintaining greenhouses. While the participants of the training and study trip highly valued the knowledge they gained and found its quality to be exceptional, they expressed doubts about the applicability of the knowledge gained given the absence of infrastructure in their current institution that would allow them to practise the gained knowledge. The lack of resources to build greenhouses, to retrofit existing installations with more sustainable heating or watering systems, and/or to maintain greenhouse structures once they were damaged hindered the applicability of gained knowledge. A similar concern was voiced by colleagues who had worked with a diaspora expert on seed breeding and genetic manipulation, where having access to specific lab equipment was identified as a prerequisite to apply the learned knowledge.

The translation of interactions with the diaspora experts into knowledge and eventually into impacts on individual, process, and eventually institution level is difficult to assess, and the evaluation cannot provide a clear indication of long-term or lasting impacts. Based on discussions with host institution staff, including managers, there do seem to be some characteristics that more clearly shape how the process of translating knowledge into impact occurs. While the interviews made clear that staff who interacted with diaspora experts learned and improved their own knowledge bases as a result, it was not always clear if that knowledge led to changes in practise, and it was not always possible to identify if the institution as such had experienced changes that would result in increased capacity. Exceptions to this were institutions with an explicit function or design to educate or train; for example, universities, teaching hospitals, and research centres have knowledge diffusion at the core of their mandates, structures, and processes. In such institutions, the nature of the work of colleagues enables clear amplification of the knowledge shared by diaspora experts, as increased competence or knowledge could be immediately and concretely embedded in the work and practises of many colleagues who worked with diaspora experts. The National Horticulture Research Institute (NIHORT) in Nigeria exemplifies this process. In this example, the diaspora expert supported staff to develop guidelines that they could in turn use to guide farmers, leading both to internal capacity development (i.e., greater insight into how different elements of the agricultural production chain relate to each other, increased development of system-level thinking and process understanding) and to increased capacity to help others (in this case, farmers) improve their processes. While the explicit mandates and structures of some host institutions may be important in ensuring knowledge amplification from diaspora experts to additional beneficiaries, other examples signal that the content of colleagues' work helps ensure impact. For example, one respondent from the Ministry of Labour and Social Affairs of the Kurdistan Region of Iraq (KRI) described how the knowledge gained through interactions with the diaspora expert, who advised on occupational safety and health, enabled the ministry's labour inspectors to train staff in their partner institutions on workplace safety, safe work with materials, and other issues related to ensuring occupational health

standards. In this example, the direct correspondence between the subject of the diaspora expert's placement and the immediate activities of staff who worked with the expert helped support the translation of knowledge into practise and into wider impact.

Throughout discussions, some characteristics that can frustrate the creation of impact on institution level were also identified. The change of staff is one such characteristic. In some institutions, staff who worked with a diaspora expert who left shortly after the placement ended may not have been able to further share their knowledge within the host institution, which limited the impact the placement could have on institution level. While few respondents spoke of staff turnover as being a challenge to institutional impact, more people, particularly in Somalia, mentioned the challenge of institutional changes in affecting the continued retention and relevance of knowledge or skills. The transition of political appointees, like ministers or vice ministers, was identified as sometimes leading to changes in the focus or portfolios of ministries or specific units within those ministries. In some cases, those changes could lead to the content areas of previous diaspora expert placements no longer being as relevant or central to the work of the institution, and the knowledge gained by colleagues could therefore not as directly be applied. To reiterate a finding identified above, another potential threat or challenge to the sustainability of impacts was the need to have complementary resources—such as funding for building construction and maintenance or specific equipment—in order to translate knowledge into practical application.

Some of the experiences reported by host institutions staff were echoed by diaspora experts. As outlined in the section below, some of the elements that supported knowledge transfer between diaspora experts and host institution staff, or the factors that frustrated that transfer, were identified by respondents from different positions.

4.2. Diaspora experts

Participant interviews with CD4D2 diaspora experts take place on an ongoing basis, for the full duration of the evaluation. The interview guide for these interviews can be found in Appendix D. Dating November 1, 2022, all CD4D2 participant who finished their assignments between mid-July 2021 and that date have been contacted for an interview. Due to the interruption in the evaluation, because of the changes in the evaluation team at Maastricht University, we decided to also follow-up on diaspora experts who were contacted previously, but had not yet responded. This resulted in a total of 75 diaspora experts contacted between June 2022 and present day.

To date, we have interviewed 21 diaspora experts in the framework of the CD4D2 evaluation. From these 21 participants, 1 conducted their assignment in Afghanistan, 2 in Iraq, 7 in Nigeria, 3 in Somalia and 8 in Somaliland. Their ages varied between 26 and 63 years old at the time of our interview. With 94 unique diaspora experts having performed assignments to date, this translates to a response rate of 22%. We see two possible reasons for this relatively low response rate. First, diaspora experts who have conducted their placements in 2020 or 2021, might not dedicate priority to participating in the evaluation at this point anymore. Here, one needs to consider the “gap” between August 2021 and June 2022, when the Maastricht research team was transitioning and hence not conducting work on the evaluation up to speed. As these experts conducted their assignments quite some time ago, many of them will have moved on to different jobs ever since and might not want to participate now. Second, diaspora participants seem to feel “over asked” by IOM and the Maastricht research team. When reaching out to diaspora experts in the past months, some mentioned that they felt that there was “nothing to add” for them anymore, on top of the reporting they already had to do for IOM and that they had noted in the post-assignment survey. While we are aware that in cooperation with the previous Maastricht research team, the decision was made to combine different modalities of data collection – i.e. the report writing for IOM and the Maastricht survey – we argue that it might have been better to prioritize the interviews over other forms of data collection. Interviews generate the richest insights in the experiences of CD4D2 participants, and is the best tool we have to evaluate the impacts of this program. For future projects, we would therefore consider prioritizing one modality of data collection, to prevent such fatigue.

After sending our initial two emails to CD4D2 participant in July and August, we noted that the response rate was quite low. The Maastricht research team then consulted with IOM The Hague on how to tackle the low response rate for

CD4D2 expert interviews. After consultation, we decided to send a third email, with IOM staff in CC, hoping that this would incentivise diaspora experts to participate in the interviews. We hoped that the timing of this last message – in September as opposed to during the summer months – might also ensure more interest in participation. Unfortunately, this round of emails did not lead to a significantly higher number of confirmatory messages. We can therefore also interpret non-response as unwillingness to participate in the evaluation. Since all interviews take place on a voluntary basis, the Maastricht research team is hesitant to send any further follow-up messages. For the remainder of the evaluation then, we will only contact diaspora experts who have finished their assignments – including those who take repeated assignments – on an individual basis.

The remainder of this section outlines the most important findings of the 21 diaspora expert interviews conducted to date. We will first discuss how diaspora experts experienced participating in the CD4D2 program: their motivations for participating, experiences at the host institution and challenges faced while collaborating with the host institution leadership and colleagues. Then, we will outline diaspora experts' perception of knowledge transfer: what types of knowledge and skills did they aim to transfer, how, and what went (not) well in doing so? We will also outline the perceived effectiveness of the CD4D2 assignments based on the accounts of diaspora experts: what kinds of change did they feel they could establish, and what is the impact of these changes, according to them? Finally, we will also pay attention to the impact of CD4D2 assignment on the diaspora experts themselves. The CD4D2 program is based on the presumption that diaspora's expertise, cultural affinity, and strong commitment make them well-placed to function as humanitarian actors in crisis situations, entrepreneurs in business, trade and innovation, international experts, and agents for human and economic development.⁵ In the interviews, however, we also noted the profound impact that CD4D2 has on some of these experts: on their career trajectories, sense of diaspora identity, and broader life aspirations. The concluding section outlines these impacts, and ends with feedback the participant shared about their cooperation with IOM.

4.2.1 Participating in the CD4D2 project

4.2.1.1. Pre-assignment motivations and expectations

Upon the start of the interviews with diaspora experts, the research team would always first ask for their motivations to apply for one of the CD4D2 assignments. The overwhelming majority of participants mentioned that their primary motivation was to contribute to the development, and/or post-conflict reconstruction, of their country of (ancestral) origin, or on some occasions the wider region on continent ("Africa" or "the Middle East" were also mentioned). This subscribes to the rationale for the overall CD4D2 project, as it seeks to attract members of the diaspora who are willing to contribute to the development in their countries of (ancestral) origin. The main reason for focusing on diaspora especially, so the proposal of the overall CD4D2 project notes, is that "most migrants and their descendants have a shared sense of identity and belonging. They are connected to their country of residence, but also to their country of origin."⁶ Our interviews indeed confirmed that the majority of CD4D2 participants interviewed feel an intrinsic connection to their country of (ancestral) origin. One participant from Nigeria, for example noted that "even though I left Nigeria a long time ago, I still hold Nigeria very close to my heart, and that makes me want to make an impact whenever I can".⁷ Regardless of whether diaspora members migrated to Europe or were born there, many mention feeling "privileged" having grown up in Europe, and that they got the opportunity to get their education there. An expert who conducted their assignment in Somaliland mentioned that this makes him feel "indebted" to his fellow countrymen who did not get this same opportunity.⁸

⁵ Project proposal 'Connecting Diaspora for Development (CD4D2) through knowledge transfer', p.2.

⁶ Project proposal 'Connecting Diaspora for Development (CD4D2) through knowledge transfer', p.2.

⁷ Interview 25-11-2022

⁸ Interview 19-03-2021

Next to their wish to do “something back” for their country of (ancestral) origin, participants also mentioned to find a sense of purpose, as well as getting a rewarding feeling, from engaging with their country of ancestral origin. Many would emphasize not taking on the CD4D2 assignment for financial reasons – even if the expenses allowance could be relatively high in some countries – but because they feel that this is important work that needs to be done. Two relatively young diaspora experts, who conducted their assignments in Iraq and Somalia, respectively, felt like they were especially well-positioned to do this work, as their skills and knowledge would be of more use in their countries of ancestral origin, as opposed to the Netherlands.⁹ The respondent from Somalia explained how she did her BA and MA studies in International Relations in the Netherlands, and after graduating felt like being “a dime in a dozen”. On the Dutch labour market, she explains, she would just be someone else with a BA and MA, and hence easily replaceable by others. She therefore decided to move to Mogadishu after completing her MA and look for work there. She explained that she indeed feels like her skills and knowledge are being valued tremendously, both during the CD4D2 assignment and her subsequent job in a different Ministry in Somalia afterwards.¹⁰

For many experts, their CD4D2 assignments was not their first engagement in their country of (ancestral) origin. A few participants, especially in Somalia or Somaliland, moved to the country in a somewhat permanent manner. Others divided their time between living in their country of (ancestral) origin and the Netherlands. Those who lived and worked in the Netherlands, were almost always involved in a more transnational manner, by staying connected with and sending money to family members, doing some sort of voluntary work or by exploring business-related opportunities. A participant from Somaliland, for example, mentioned how from an early age onwards, his mother was always inventorying which family members needed money. He also contributed as much as he could from an early age, and continues to do so now that he has a permanent, fulltime job in the Netherlands.¹¹ Participants also mentioned various ways in which they were involved in developmental work in their country of (ancestral) origin. An interviewee from Nigeria, for example, mentioned that she has conducted developmental work in Nigeria partnering with UNICEF, working to improve the access for poor children to schooling.¹² While this has nothing to do with her professional background – as she works in seed development – she mentioned that it gave her a sense of fulfilment and purpose to being able to help communities in her country of origin. Another interviewee from Nigeria mentioned to dedicate his professional life to being an “agribusiness activist”, as he described it, which means that he seeks to help African communities to transform agriculture with the purpose of generating more food safety on the continent.¹³ This participant does so both in his many voluntary activities in Nigeria, but also in his professional engagements. There were a few other diaspora experts who mentioned to being connected to their country of (ancestral) origin through their work, either because their took on permanent jobs there - such as the MA graduate who moved to Somalia mentioned earlier – or who look for business opportunities in the country.¹⁴ The minority of interviewees mentioned to having very little to no involvement in their country of ancestral origin, prior to taking up a CD4D2 assignment. Still, they also univocally mention that it “has always been a dream to contribute to the development and reconstruction of the country”.¹⁵

Possible because of their seeming high and intrinsic motivation to contribute to the development of their countries of (ancestral) origin, the interviewed diaspora experts also reported grand expectations of their CD4D2 assignments. Across the brief, most diaspora experts noted that they expected that their work would help to establish concrete improvements in the working procedures and processes at the host institution. Their main goal was to contribute by sharing their knowledge, skills and networks, and in that way making an enduring change for the work of the host institution and its employees. One diaspora expert from Nigeria was emblematic for this vision. He noted not only how he hoped to transfer some of his decade-long experience in the IT sector in the Netherlands to the colleagues working

⁹ Interview 19-08-2022; Interview 28-10-2022

¹⁰ Interview 28-10-2022

¹¹ Interview 12-08-2021

¹² Interview 09-09-2022

¹³ Interview 27-07-2022

¹⁴ Interview 19-08-2022, Interview 31-07-2021

¹⁵ Interview 12-08-2021

at the host institution, but he also mentioned the importance of doing this in a contextualized manner, with lots of attention to the practicalities. During our conversation, he reflected a lot on the necessity not simply to talk about issues like software development, licencing and IT security in a theoretical manner, but also to show the colleagues how to make improvements practically. Especially, so he argued, because he is well-aware of the possibilities and limits of IT organizations in Nigeria, he was hoping to provide tailor-made advise that would really fit with what the host institution needed.¹⁶ As we will see later on in this section, the importance of translating theory into practice was an important aspect throughout the CD4D2 assignments, and also something that diaspora experts could not always realize.

4.2.1.2. Assignment preparation

When asking the diaspora experts about whether they felt prepared when starting their assignments at the host institution, we got mixed responses. Those diaspora experts who reported that they did, mentioned to having a clear sense of what was expected of them, what their purpose was within the host institution, and whom to contact in case they would have questions or comments. Upon their arrival, most needed to adapt and adjust in the first days or weeks, getting to know how procedures at the host institution work, what the best mode of communication would be, et cetera. But often, after this brief period, diaspora experts noted that they could get started with working.

On other occasions, however, did diaspora experts report that it took the host institution longer to specify what was exactly expected of them. When we discussed the process of drafting Terms of References (ToR) for the diaspora assignments, their interview procedure and the first weeks at the host institution, they mentioned that the managers and colleagues they worked with had little idea of what they exactly wanted from the CD4D2 assignments. They often dedicated this to either incomplete, vague or broad ToRs, or little communication between the host institution staff who drafted the ToRs, and the direct colleagues whom the expert was assigned to work with (see also section 4.2.2.3). Participants who conducted their assignments in 2020 and 2021 also dedicated this to the lack of available staff. As measures to prevent the spread of the COVID-19 virus ensured that most government personnel in Somalia were working from home, diaspora experts reported that there was no one readily available to discuss what exactly needed to be done.¹⁷ As a result, the experts noted that the first weeks, sometimes even month, of their assignment, was spent on determining how their skills and knowledge could be used in the most effective way. Once then a more concrete plan was made, there would be little time to put it into practice. Two diaspora experts from Somalia and Nigeria noted to be disappointed with this process, as it limited the potential effectivity of the assignment. This was the reason for both experts to continue to collaborate with the host institution now, after their assignment has officially finished. To them, it felt like there was too much “unfinished business” to address, which they felt compelled to take on, on a more voluntary basis.¹⁸

One case that we want to highlight here, is that of one diaspora expert in Somalia. He reported that the tasks outlined in the ToR eventually differed tremendously from the work he ended up doing. It is true that multiple experts reported that this was the case for them, and in general they also seem happy to be as flexible as possible, for example by changing their planned trainings or adapting to different needs of the host institution. Yet, this expert reported that the department in which he was meant to conduct his assignment, upon arrival in Somalia turned out not to exist. There were no colleagues for him to train: instead, the expert was asked to set up and run the entire department by himself. He mentioned that he needed to propose actions that he could undertake during his time there himself to a minister – who also had no topical expertise on his assignment – and take the lead himself. While he tried his best to undertake actions and provide a roadmap for how the host institution could follow his work after he left, he mentioned that there are to date no sustainable resources dedicated to this department. Despite willingness and enthusiasm from the minister, there thus was a huge disconnect between tasks and actions outlined in the ToR, and the reality

¹⁶ Interview 25-11-2022

¹⁷ Interview 25-11-2022; Interview 12-08-2021

¹⁸ Interview 31-07-2021; Interview 12-08-2021

this expert faced on the ground. He recommended IOM to be (even) more involved in the drafting of the ToRs, to prevent these situations arising in the future again (see also section 4.2.3.3).¹⁹

Another element of assignment preparation related to pre-departure training, which respondents generally did not discuss unprompted. When we explicitly asked diaspora experts about the usefulness of the pre-departure training offered by IOM and Currents Facilitation, participants univocally noted positive experiences. While not everyone noted to having taken part in the training, those who did mentioned that they especially appreciated the ‘expectations management’ that occurred during the training. This on the one hand meant knowing better what to expect themselves about their stay at the host institution, by learning from insights from previous CD4D2 assignments and knowing what type of ‘behaviour’ was expected of them. One participant mentioned that he appreciated how the training pressed for adopting a moderate stance that built on mutual learning and avoid presenting himself as ‘the expert’ who knows it all.²⁰ On the other hand, it also meant learning about what host institution staff and personnel could reasonably expect from them during their stay. One participant mentioned feeling reassured after the training about the breadth and depth of the assignment: he realized that he could not change everything for the better in a mere three months.²¹

4.2.1.3. Collaborating with the colleagues

While their assignment would be underway, diaspora experts would often have frequent contact with their colleagues at the host institution. The vast majority mentions that they pleasantly collaborated with the colleagues at the host institution. They would overall describe them as approachable and open. Experts would often consciously try to establish a good working-relationship with their colleagues, by trying to build trust. Their primary way of doing so was by creating a shared sense of ownership about the work that needed to be done. An expert from Somalia explained that she tried to do so by putting ideas forward and ensuring a lively discussion on them. She emphasized the importance of not unilaterally, or “arrogantly”, in her own words, put ideas forward but engage colleagues. She would listen to their input and try to collectively decide on the best course of action.²²

Diaspora experts were often consciously aware of the environment in which these colleagues needed to perform their job, which was often one of a general lack of capacity, funding or other resources. One participant from Somalia therefore also noted that he found it “humbling and inspiring to see that the colleagues try to make the most of their work day in, day out, always turn up in full suits, and simply trying the best they can”.²³ Whether colleagues were perceived as being intrinsically motivated to improve their work and learn from the expert, varied. Experts across the three countries would for example also note that they perceived certain colleagues as being “lazy”, not sticking to deadlines, not taking responsibility or simply “not doing anything at all”. Experts would however seldom dedicate this to the individual colleagues, but resulting from more structural impediments or working culture in general. Diaspora experts were well aware of the steep inequality between these institutions in the Netherlands or their assignment country, and knew that in certain countries, there for example would not be enough money to pay salaries of government personnel in a consistent way.²⁴ In Nigeria, one participant also mentioned that the way bureaucracy and working within government works there, also impacts the performance of the colleagues. He explained that once you manage to secure a position, you end up being “set for life”. He, in turn, saw that this led to a decrease in motivation from staff to perform well, as their job would be guaranteed regardless of their performance. This impacted their willingness to learn from the expert and change their procedures and processes.²⁵

¹⁹ Interview 25-11-2022

²⁰ Interview 19-08-2022

²¹ Interview 22-07-2022

²² Interview 09-09-2022

²³ Interview 12-08-2021

²⁴ Interview 12-08-2021; Interview 28-10-2022

²⁵ Interview 18-08-2022

The topic of “different working cultures” between the Netherlands, or Europe in general, and the assignment country also often came up. One expert who conducted their assignment in Somaliland, for example, would describe a typical working day of his colleagues as being about drinking coffee for the first 90 minutes, then conducting work for a few hours, attending mosque for the afternoon prayer, and then returning home afterwards. He mentioned that this limited availability of staff impeded his ability to co-work with and train staff.²⁶ The most often mentioned difference between working with colleagues in the host institution and the Netherlands related to time management. One expert from Somaliland mentioned that he had to adapt to the slower pace of working, as well as the way of handling appointments: “in the Netherlands, if we decide to have a meeting at 3PM, it also means that the meeting starts at 3PM. But in Somaliland, this often easily meant that we would start half an hour later, and sometimes even a full hour”.²⁷ While at first, most experts seemed to be annoyed by this difference, they would often quickly adapt and try to work with it. As we will explain in the second and third section, however, they sometimes also explicitly worked to change such work-related attitudes and values, by emphasizing the importance of time- and project management.

4.2.2 Knowledge transfer

In this section, we will detail the diaspora experts’ reporting about the knowledge they transferred. All 21 diaspora experts interviewed mentioned that they managed to transfer knowledge during their assignment. The skills and knowledges they tried to transfer, their methods for doing so, and the challenges they faced while doing so, however varied tremendously. In the paragraphs below, we will therefore discuss these three topics in more depth. We will also pay attention to the difference in virtual or physical knowledge transfer, and the experts’ perceived effectiveness of their work given the “type” of assignment they took.

4.2.2.1. Skills and knowledge

During our interviews, diaspora experts would often mention that they felt the necessity to “go back to the basics” when working on their assignments.²⁸ One respondent from Nigeria, for example, noted that the host institution he worked for actually had a very different idea of what software development is than he did. He therefore needed to go back to the basics, to subjects and processes that he usually does not cover when working with his teams in the Netherlands. This led him, but also other diaspora experts with similar experiences, to change the level of their intended trainings. They would also check more often and more consciously whether everything they explained and discussed was well-understood, by asking questions or having them trying to “apply” the knowledge to their own work.²⁹ While this required some flexibility, diaspora experts agreed that it was the necessary thing to do, to make the assignment most effective.

²⁶ Interview 12-08-2021

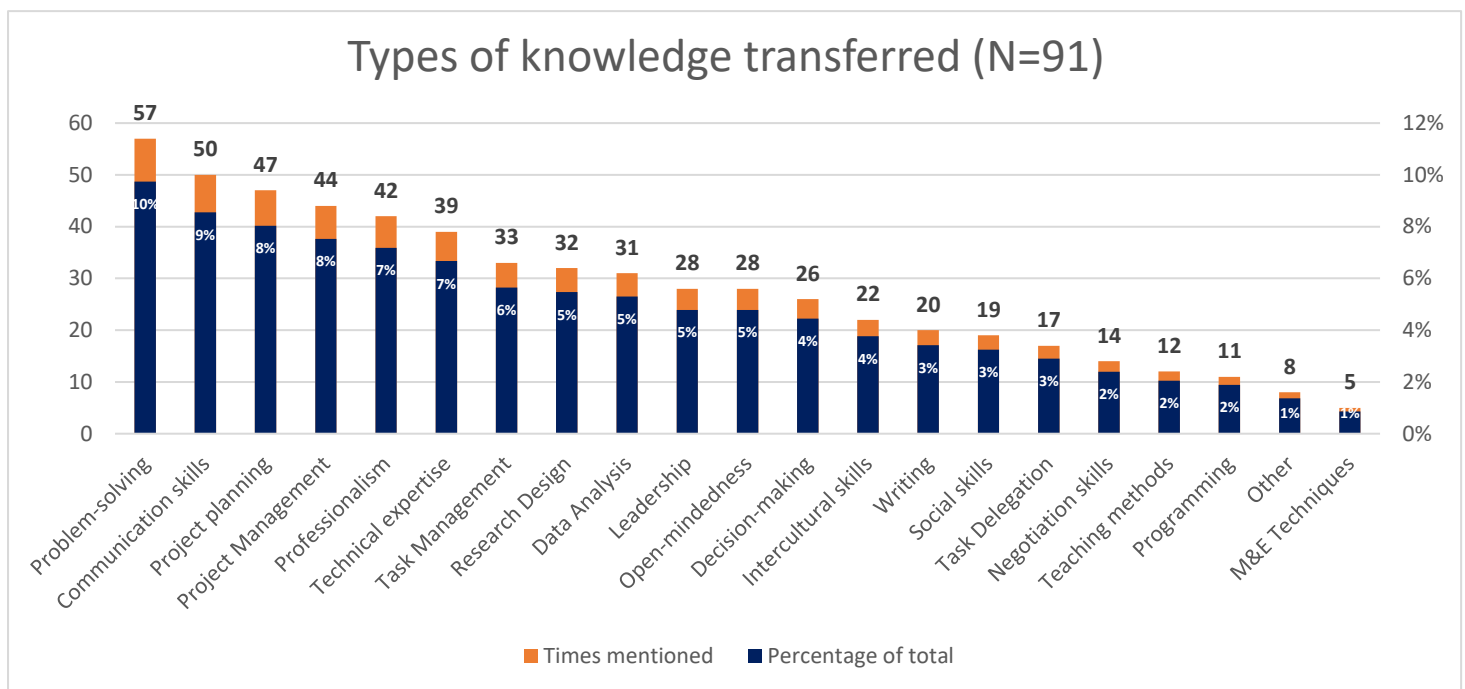
²⁷ Interview 22-08-2021, also in Interview 18-08-2022

²⁸ Interview 25-11-2022; Interview 12-08-2021

²⁹ Interview 12-08-2021

Figure 10: Types of knowledge transferred during assignment, % of total assignments (N=91)

Source: CD4D2 post-assignment survey



When we discussed the types of knowledge that diaspora experts tried to transfer, it became clear quickly that there was a wide variation. As figure 10 above shows, diaspora experts who filled out the survey were most often learning their colleagues at the host institution to solve problems, more effectively communicate, plan, and manage their projects, having a professional work ethic, as well as more technical expertise. A similar picture emerged from our interviews with diaspora experts. Based on these, we made a differentiation between technical, or topical knowledge, and soft skills that diaspora experts transmitted. Finally, we also learned about the importance of networks and networking – something that was not included in the post-assignment survey. We will discuss these three below.

First, almost all diaspora experts mentioned that their assignment involved transferring more technical, or “topical” knowledge to their colleagues at the host institution. This dealt with knowledge that had direct relevance to the type of work that colleagues were doing. Since a wide variety of host institutions and sectors participate in the CD4D2 project, a similar wide variety of technical skills and knowledges were transferred. Some examples include the basics of software development and programming for most host institutions in the IT sector in Nigeria³⁰, writing a social media strategy for a Ministry in Somalia³¹, a housing policy plan in Somaliland³², and a train-the-trainer module for teachers on how to deal with war- and violence trauma from children in Iraq³³. Very often, these types of knowledges would complement work of the host institution, and build upon priorities that they had already set out or were working on. In other occasions, however, would diaspora experts also introduce “new” areas of work to the host institution. One case in point in Iraq is a diaspora experts’ effort to establish a new housing plan for government personnel, relying in private-public-partnerships – something that until then was not commonplace within the Ministry of Planning and the country at large.³⁴ In Nigeria too, some diaspora experts with knowledge on crop growing and improvement in greenhouses would familiarize their colleagues in Nigeria with this way of working. They told us that this is a relatively recent innovation in Nigeria widely, and that multiple organizations are currently exploring its potential to increase

³⁰ Interview 25-11-2022; Interview 27-07-2022

³¹ Interview 25-11-2022

³² Interview 10-08-2021

³³ Interview 07-09-2022

³⁴ Interview 14-05-2021

food safety in the country.³⁵ Regardless of whether the knowledge was “new” or complementary to what was already known, all diaspora experts mentioned that it was necessary to adapt their knowledge to the local context at hand, by showing how these skills would practically benefit these workers in their day-to-day work. Most mentioned that, because of their continuous relationship with their country of (ancestral) origin, they were well-placed to do this – something that was also confirmed in our interviews with managers and colleagues (see section 4.2.1.3.).

Second, next to more technical and topical knowledge, many diaspora experts noted to very consciously work towards an “attitude change” for staff. This again crystallized different from organization to organization, but it often centred on changing the way staff approach their work, either very practically or more in orientation. An example of the more practical way of doing this, would be to work on improving project management or communication skills.³⁶ As alluded to in section 4.2.1.3. already, many diaspora experts would also try to improve the time management of some colleagues, as they felt this would make their work overall more “effective”. Examples of the change in orientation towards work also varied widely. On the organizational level, one expert from Nigeria would for example try to change the organizational culture of his host institution through coaching or even “empowerment”. He explained to us that he hoped to learn them that is necessary to speak up to their management and to make demands that would help them to do their work more effectively. Experts also worked actively to try to broaden their colleagues’ view on the work they are doing, and the necessity of looking at it differently for making change. An IT manager who conducted his assignment in Nigeria, for example, mentioned to do active work to learn his colleagues that software development is only 10% about programming – the other 90% so he explained, had to do with maintenance, licencing, and getting to learn about the needs from your customer.³⁷ An expert from Iraq similarly noted to having attempted to change the “mindset” of people, by promoting private sector development and investing in training of youth to guide the ministry through this transition in the years to come.³⁸

Third, and finally, during the interviews with both diaspora experts and host institution staff, we were struck by the emphasis on networks and networking during some of the CD4D2 assignments. Quite a few diaspora experts were also involved in some sort of network building, by referring host institution staff to their colleagues in the Netherlands, or by deliberately establishing long-term partnerships more at the organizational level. This was often done with the aim of finding more durable funds for them or to continue the learning and exchange after the CD4D2 assignment would end.³⁹ But also in a more direct fashion, some experts drew on their networks in the region more directly to facilitate work for the host institution. One manager from a host institution in Iraq, for example noted how the diaspora expert had linkages with the UNESCO head office, who could facilitate the chair that was established at their research centre, as part of the experts’ assignment.

4.2.2.2. Methods of knowledge transfer

In figure 11 below, we display the main methods that diaspora experts relied upon when transferring the aforementioned knowledge to the staff at the host institution.

³⁵ Interview 27-07-2022

³⁶ Interview 14-05-2021; Interview 31-07-2021

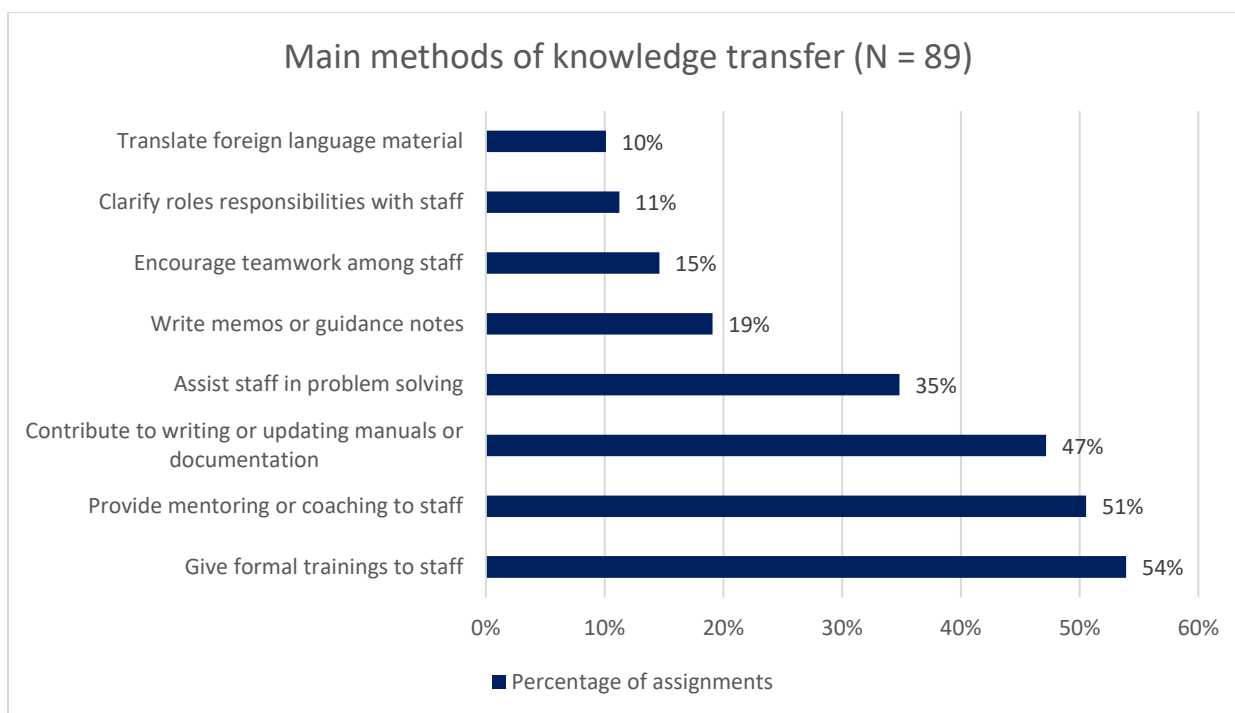
³⁷ Interview 25-11-2022

³⁸ Interview 19-08-2022

³⁹ Interview 09-09-2022

Figure 11: *Main methods of knowledge transfer reported, % of total assignments (N=89)*

Source: CD4D2 post-assignment survey



As the figure shows, around half of the diaspora experts who filled out this survey question mentioned that giving formal trainings to staff, or mentoring and coaching them, were among their primary ways of transferring knowledge. Almost half also mentioned to having contributed to drafting or updating documentation that the host institution used. A similar picture emerged during the interviews with diaspora experts. Most of them mentioned to having relied on either formal trainings, or peer-to-peer co-working and mentoring, or a combination of the two. We will detail these in a bit more depth below.

For roughly half of the diaspora experts, we spoke to in the interviews, their CD4D2 assignment included some form of formal training to host institution staff. They reported that this was often clearly described in their ToR, so it was clear that it was expected of them to prepare a formal training module, or multiple workshops, in which colleagues and/or managers would take part. One diaspora expert who conducted her assignments in the horticulture sector in Nigeria, for example, explained how she prepared PowerPoint materials, discussion questions and assignments that would train the staff on seed breeding. These materials used, including videotapes of the trainings given, were left behind with the host institution, so that staff could later use it to train others again. She compared her style of training to “lecturing” at a university, including conducting and grading assignments that staff members had to conduct.⁴⁰ This did not mean, according to her, that the training was also “unidirectional”. Experts would try to make the sessions as interactive as possible, by asking questions and making “breakout groups” for staff to discuss.

When diaspora experts would co-work with colleagues, the setting would usually be less formal, and experts instead would work side by side with colleagues trying to solve problems, discuss potential avenues forward, or explain steps that needed to be taken. This was for the example the case in Nigeria, when software developers would work side-by-side with host institution staff and program, work on acquiring ISO certificates or decide on a course or action for further maintenance of their databases.⁴¹ To ensure sustainability of learning, these assignment would sometimes be complemented with making some form of “output” such as IT documentation, a guideline or a report, that colleagues could refer to after the diaspora expert had left. As this type of assignments also does not allow for immediate check-

⁴⁰ Interview 09-09-2022

⁴¹ Interview 25-11-2022; Interview 18-08-2022

ups with priority learners, some diaspora experts mentioned to having proposed “evaluation meetings” after each milestone in the assignment, to discuss progress and see if everything is still on track.⁴²

Finally, we also noted that some diaspora experts were engaged in assignments that did not include a clear knowledge-transfer component. This would occur when diaspora experts were asked to conduct work in a very independent manner, for example establishing an entire IT department from scratch, or develop software by themselves. On some occasions, diaspora experts would then share with staff what they did and why this was necessary, but without involving them directly in the changes made. In the interviews, it became clear that the diaspora experts on those occasions were working as if they were “another staff member”. While these types of assignments might fill HRM-gaps within the host institutions, and thereby contribute to organizational capacity development, these gaps would obviously become vacant again once the CD4D2 assignment would finish. We will explore the linkages between the types of assignments, knowledge transfer and capacity building in more depth in section 4.2.2-4.2.3. of this report, and in the final evaluation report.

When looking for ways to transfer knowledge, diaspora experts would not only cautiously manage the ways in which they did so, but also how they themselves would come across. All diaspora experts noted a clear consciousness of the country environments in which they were conducting their assignments, as well as their position within the organization and immediate, one-on-one relationships with colleagues. Most of this centred on the topic of being (perceived as) a member of the “diaspora”. Most diaspora experts were well-aware of the possible negative connotations attached to diaspora returning to their countries of (ancestral) origin. These centred on diaspora “taking jobs” from local staff and presenting themselves as always “knowing better”. Multiple diaspora experts, especially in Somalia and Somaliland, mentioned that this sentiment is always around and impacted some of their work, especially early on.⁴³ One participant mentioned that some of the suggestions he made were at first not being taken seriously, because his colleagues believed that he was “talking from a luxury position”. He details how he tried to explain to his colleagues at the HI that they should not use free IT software, because these are vulnerable to hacks and other unwanted activity. Initially, his colleagues thought that this was something that he said because he simply has different opportunities, such as easy access to paid software. It took the expert some time to explain that this had nothing to do with it.⁴⁴

Experts in all CD4D2 countries mentioned making efforts to seek connection with colleagues, consciously building trust, in a variety of ways: via active listening, asking lots of questions, taking on a “humble” and moderate attitude, being empathetic, respecting other approaches instead of only following one’s own ideas, and not taking sole credit for the work done.⁴⁵ Beyond diaspora identity alone, several experts also mentioned that their personal identity, related to things like age, religion, gender and its intersections seemed to impact their co-working with the colleagues in the wider organizational setting. In Afghanistan, for example, an expert told us that trust comes with the ethnic group that you are part of. The fact that this expert was of the same ethnicity as the minister for whose ministry he worked, helped to establish a good relationship and hence a good working relationship.⁴⁶ A young, female expert from Nigeria, for example, noted that she felt insecure in the beginning about her relatively young age compared to the colleagues, and not being taken seriously because of her gender and age. Whereas she felt that this was not the case at all during the training, she did face romantic advances from one of the male colleagues. She tried to resolve this by blocking the colleague from her WhatsApp messenger, reporting it to the responsible manager, and carrying on as well as she could.⁴⁷

While being aware of these differences, and the possible conflicts it could generate, diaspora experts also noted that their “diaspora identity” posed a distinct advantage for the assignments. While many interviewees obviously note the

⁴² Interview 14-05-2021

⁴³ Interview 14-05-2021; Interview 25-11-2022

⁴⁴ Interview 12-08-2021

⁴⁵ Interview 18-08-2022; Interview 22-07-2022; Interview 14-05-2021

⁴⁶ Interview 30-07-2021

⁴⁷ Interview 09-09-2022

advantage of having (on most occasions) a shared language and sometimes ethnicity, this would not mean that this would automatically lead to a better understanding. As an expert from Somaliland noted, “we share the same ethnicity sometimes, but we are not the same people at all”.⁴⁸ And indeed, many diaspora experts who took part mentioned that this shared sense of identity “is not just in the name, language and being born there, but because I really feel and breathe Nigeria”, as one expert noted.⁴⁹ Experts elaborated that it was especially the fact that they had always remained a (transnational) member of the Nigerian, Somali or Iraqi communities, by following political developments and reading local newspapers, that gave them an advantage in their CD4D2 assignment. Their involvement in their country of (ancestral) origin made experts very sensible to the differences between contexts, between working in the Netherlands and their country of (ancestral) origin, and relationships with colleagues. One diaspora expert in Nigeria noted that especially his partial education in the country helped him to understand the wider context and the way in which staff at HI work. This enabled him to translate the knowledge in an, according to him, effective way.⁵⁰

4.2.2.3. Challenges to knowledge transfer

From the interviews conducted, we deduced four challenges that diaspora experts mentioned with respect to their ability to transfer knowledge.

First, the necessary infrastructure and resources would not always be available. This could take a variety of shapes and forms, such as the unavailability of a dedicated workspace to meet colleagues and perform the work. For one diaspora expert, the building of a new ministerial building coincided with his assignment, so the colleagues were almost all working from home. Other experts also noted the unavailability of certain resources, such as laptops or statistical software packages, that they needed to conduct the trainings. While most solved this by simply using their private equipment, or paying in advance, without knowing whether it would be reimbursed at IOM, for others this led to significant delays in their work. Finally, the work of some diaspora experts became inhibited because of insufficient planning. Sometimes, the colleagues of diaspora experts at the host institutions would not be aware of them being present at all, or giving a workshop on a dedicated moment. They mentioned that this was often due to poor communication from the managers.⁵¹

A second challenge deals with the attitude of colleagues who were meant to receive the trainings, or knowledge transfer in general. As already touched upon previously in section 4.2.1.3., colleagues were not always perceived as being open and willing to learn. This one the one hand could have to do with a “mismatch” between the participants’ expertise and the work of the colleagues, such as when a diaspora expert was tasked with drafting a social media strategy for colleagues whose primary job had nothing to do with social media.⁵² But more often, the trainings that diaspora members would provide would not be seen as “work” for the colleagues at the host institution. Instead, it would be something they were tasked to do on top of their regular work, sometimes also outside of office hours. While some experts mention that they felt that this worked well, because everybody could then in theory join if they wanted to, it also meant that only highly motivated colleagues would seriously take part. On some occasions, diaspora experts mention that colleagues needed to be “incentivized” to come to the trainings, for example by being promised various kinds of “bonuses” from their management – such as food, certificates or diploma’s, and sometimes even money. A few experts noted to also having provided for food and certificates, to increase participation and motivation levels.

Third, diaspora experts noted that staff turnover impeded whether they could transfer knowledge effectively. In general, this seemed to be a problem in some sectors more than others. Especially for the IT sector in Nigeria, general staff turnover was mentioned as a problem, since good and experienced staff would move to functions where they would get paid more, sometimes also abroad. As this is a sector that needs stability – to ensure that IT platforms keep

⁴⁸ Interview 14-05-2021

⁴⁹ Interview 18-08-2022

⁵⁰ Interview 27-07-2022

⁵¹ Interview 31-07-2021

⁵² Interview 25-11-2022

running – this was mentioned as a general problem (see also section 4.2.3.3.). When diaspora experts in the IT section would finish their work, often it would not be clear who was there to take on their job after they left.⁵³ One IT manager who conducted his assignment in this sector, also mentioned that staff turnover led him to conduct the same training on multiple occasions. After one month, two of the host institution colleagues left the company, and they hired a new IT manager to take on their jobs. The diaspora expert then was asked to re-do the training from the start for the new IT manager. He was happy to do this, but it did feel “like a waste of time”.⁵⁴

A final challenge that was mentioned to knowledge transfer was the limited amount of time that was available to do so. This aspect has already been highlighted in previous CD4D evaluation reports⁵⁵ and it similarly arose during our conversations with diaspora experts in this round of data collection. We find it particularly important to highlight that this perceived short period of time for the assignments led some diaspora experts to continue their work after their formal contracts with IOM ended. The way in which they did so varied from assignment to assignment: some made themselves available via WhatsApp or Zoom to answer any questions that colleagues have⁵⁶, might they arise, while others continue to support their colleagues on a more structural basis. This could for example be using one’s own resources to structurally support the IT software division of the host institution⁵⁷, or establishing an online platform in Kurdish on which training materials can be shared and updated.⁵⁸ Many CD4D2 participants continue to work on their “assignments” in their free time, outside of their CD4D2 assignments. Whereas the building of networks that last beyond CD4D2 alone is of course one of the envisioned outcomes of the program, some experts do note feeling obliged to continue – for example because their ToRs were not clear enough, and hence they could not finish within the “required time”⁵⁹, or the feeling of wanting to “finish what one started”.⁶⁰ Some do ask for follow-up support from IOM, either via prolongation of their assignments or other means.⁶¹

4.2.3. Impact on capacity building

In this section, we will discuss how the diaspora experts perceived their impact on individual and organizational capacity building within their host institutions. With the former, we focus on the individual change that diaspora experts brought about, in the day-to-day work of their colleagues and managers at the host institution. With organizational capacity building, we instead denote the unit- or organizational-wide changes that were brought about, because of the diaspora experts’ work. We will also discuss the challenges that diaspora experts encountered while trying to achieve change during their CD4D2 assignments.

4.2.3.1. Individual capacity building

When we asked diaspora experts during the interviews what kinds of change, or impact, their assignment had made, most of them expressed a moderate vision. They would most often note to having made an impact on the individual level; in the direct, day-to-day work of their colleagues. They all felt confident that staff had learned something new from them. They were often wary, however, to tell us whether that knowledge also made a change for the organization as such, something that we will touch upon in the next section.

⁵³ Interview 27-07-2022; Interview 25-11-2022

⁵⁴ Interview 25-11-2022

⁵⁵ Müller, C. & K. Kuschminder. (2019). *Connecting Diaspora for Development (CD4D) Final Report. October 2019*. Maastricht: UNU-Merit, p.39; Müller, C., Youssef, S. & K. Kuschminder. (2021). *Connecting Diaspora for Development 2 (CD4D) Mid-Term Report. August 2021*. Maastricht: UNU-Merit, p. 34.

⁵⁶ Interview 09-09-2022

⁵⁷ Interview 25-11-2022

⁵⁸ Interview 19-08-2022

⁵⁹ Interview 12-08-2021

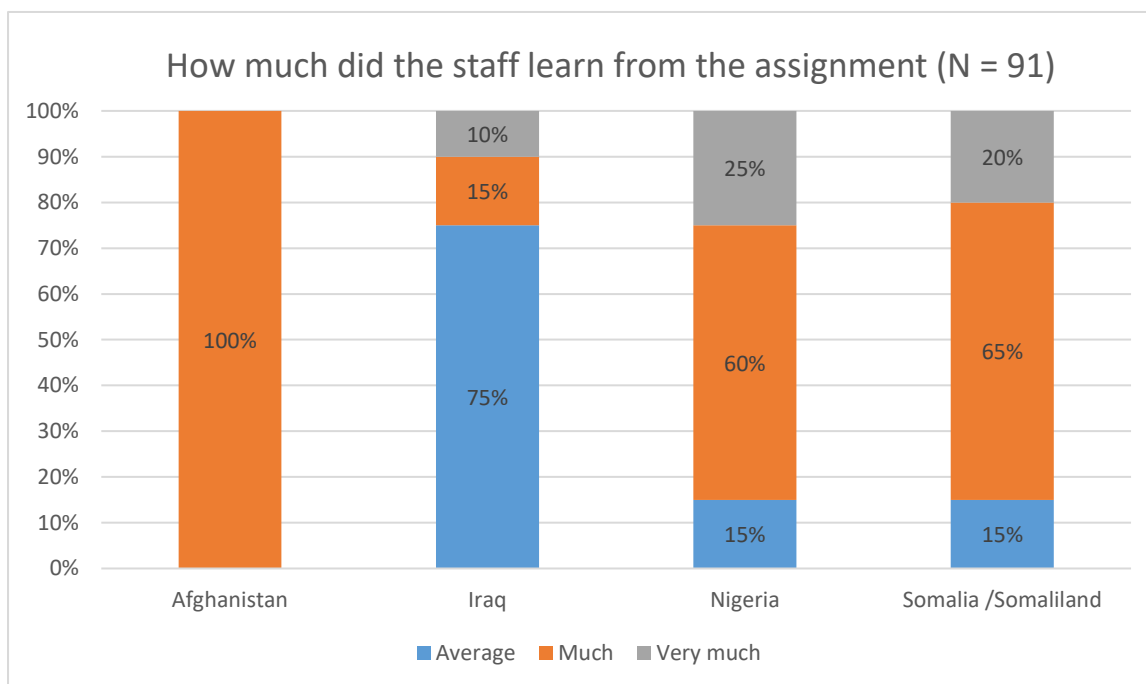
⁶⁰ Interview 18-08-2021

⁶¹ Interview 18-08-2021; Interview 19-08-2022

Figure 12 reflects this finding of the interviews: all diaspora experts who filled out the survey (91) felt that staff learned either “on average”, “much” or “very much” from them. No one mentioned that staff learned little or nothing. Asking to score their work on a scale from 1 to 5, diaspora experts who conducted their assignments in Iraq mentioned most often a score of 3 “average”, whereas the experts in Afghanistan, Nigeria and Somalia/Somaliland would most often say that staff learned “much”. As similarly discussed in section 4.2.2.2., figure 13 shows that diaspora experts reported a mixture of “technical knowledge” and “soft skills” that they learned the staff. Survey results show, like interviews, that diaspora experts felt that they were able to make high or very high contributions to staff’s open-mindedness to new approaches and ideas in their work. This was also mentioned regularly during the interviews with diaspora experts: because of their education and working experience in Europe, they felt like they could expose staff to unexpected ideas and different ways of working.⁶² Surprisingly, diaspora experts also report to having made high or very high contributions to staff’s ability to work in a team, which was something that did not featured in the interviews we conducted. Then, of all high and very high contributions staff mentioned to individual capacity building, increasing knowledge about their roles and tasks (22%), staff’s ability to plan (21%) and execute their daily tasks (20%) also featured prominently. One interviewee from Afghanistan, would for example tell us that he believes that after this assignment, staff is better able to “act on their own” and taking up the forward development of the IT software programming independently, without needing to hire an external candidate to do this for them.⁶³

Figure 12: Staff learning from the diaspora assignment (N=92)

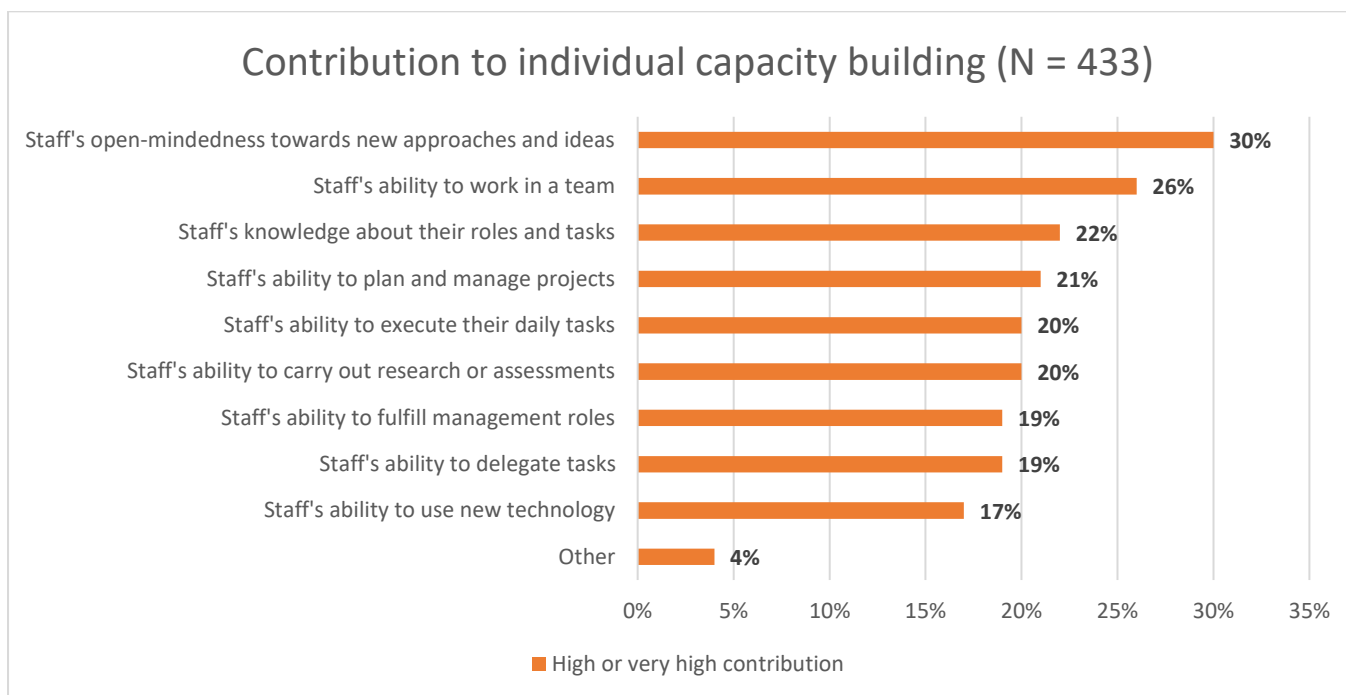
Source: CD4D2 post-assignment survey



⁶² Interview 29-09-2022

⁶³ Interview 30-07-2021

Figure 13: *Self-reported high (4) or very high (5) contribution to individual capacity building of HI staff, % of all contributions named (N=433; total contributions named), based on 91 assignments*
 Data: CD4D2 Post-assignment survey



4.2.3.2. Organizational capacity building

From figure 14, we learn that almost half of diaspora experts who filled out the post-assignment survey mentioned that their assignment had a “high” impact on organizational capacity building. 30% mentions a medium impact, and 14% a “very high impact”. During our interviews, however, diaspora experts were seemingly more reluctant to talk about a “high” or even a “very high” contribution to organizational capacity building as an outcome of their CD4D2 assignment. One interviewee from Somaliland captured the general sentiment in these conversations well, by explaining that “I don’t think that I have achieved what I wanted, but I think that I have initiated what I wanted. And those people know what is still missing”.⁶⁴ Indeed, most experts would explain that their assignment was just the start of a path towards more sustainable, longer-term change. They sometimes assigned themselves the role of someone who handed them “handles” or “tools” to start making changes more independently.⁶⁵ An IT expert from Nigeria, for example, noted to having contributed to a general shift in “mindset” of his colleagues and managers, by teaching them about the importance of “risks” in IT, and the need to get certifications in order to keep their security up to date. But, so he argues, whether that will eventually result in actual change was “not within his power”.⁶⁶

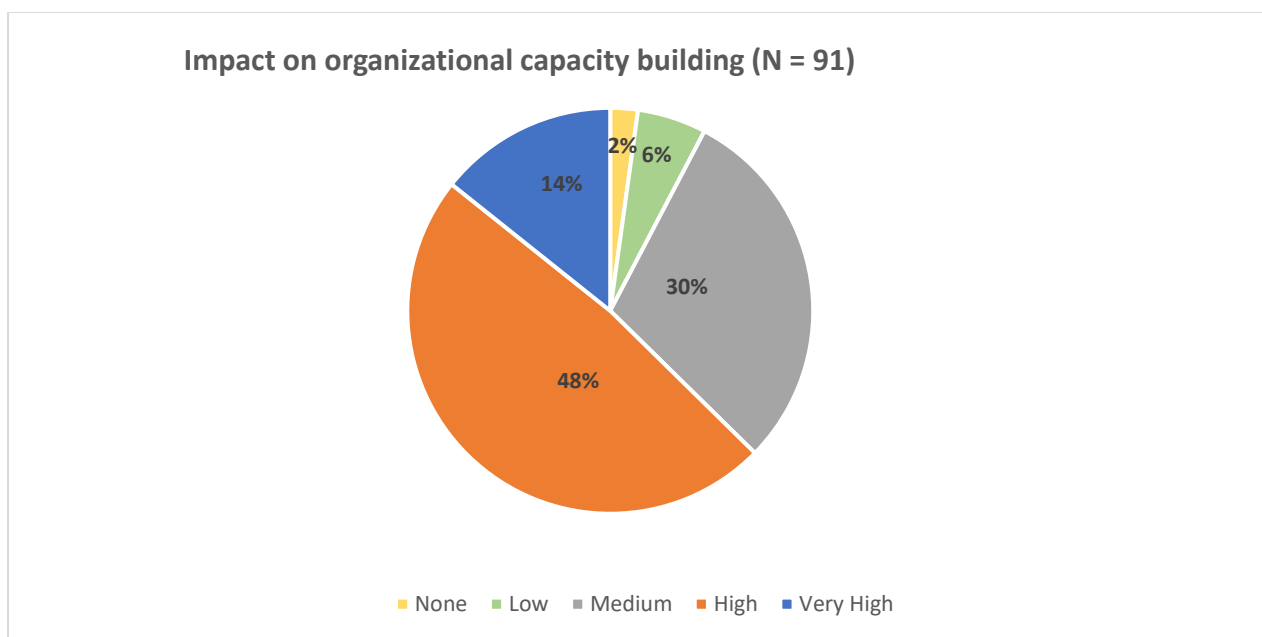
⁶⁴ Interview 31-07-2021

⁶⁵ Interview 25-11-2022

⁶⁶ Interview 19-08-2022

Figure 14: *Perceived impact on organizational capacity building (N= 91)*

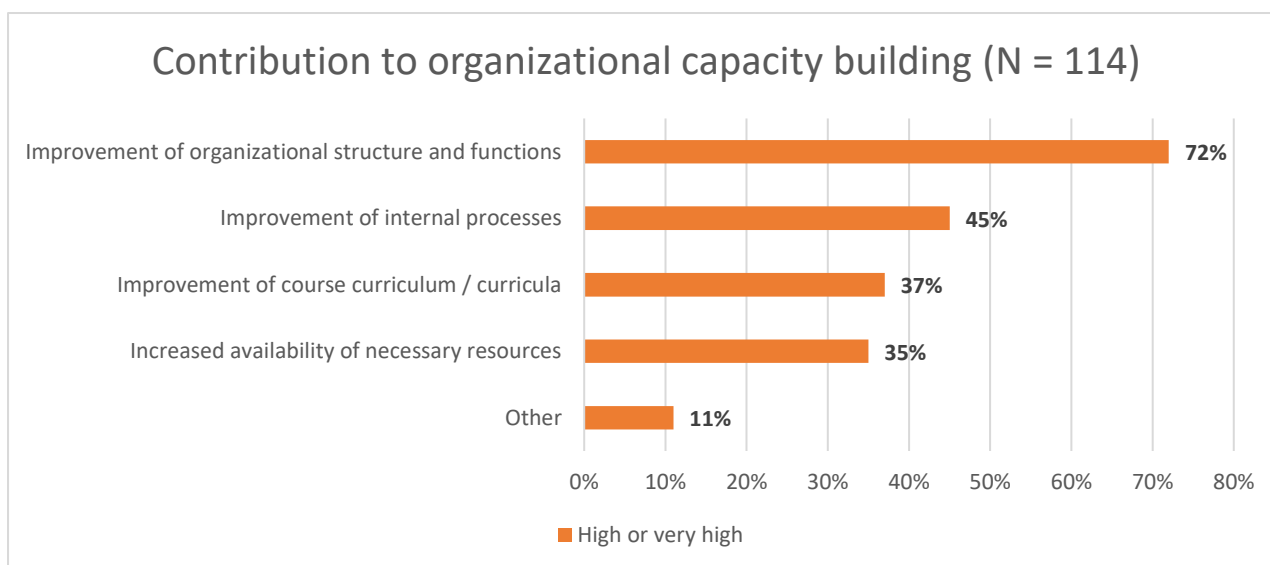
Data: CD4D2 Post-assignment survey



Compared to the amount of times diaspora experts mentioned to having contributed in a high or very high manner to individual capacity building (in 91 assignments, 433 times), are the times that they mentioned to having contributed to organizational capacity building in the same manner far lower: in 84 assignments only 114 times. Of those 114 times are improvements to organizational structure and functioning of the organizational by far named most (72%). Much less named are improvements of internal working processes (45%), course curricula (37%) and an increase in the availability of resources (35%).

Figure 15: *Self-reported high (4) or very high (5) contribution to organizational capacity building, % of all contributions named (N=114; total contributions named), based on 84 assignments*

Data: CD4D2 Post-assignment survey



During the interviews, participants mentioned several reasons for being reluctant with assessing their impact on organizational capacity building. First, the timeframe of the assignments was often mentioned. Several experts mentioned that they could teach individuals new things within the three-, or six-month timeframe in which most assignments took place. But, to really achieve significant change, more time was necessary.⁶⁷ While some mention that this would give them the possibility to train “more” colleagues⁶⁸, most often it did have to do with a change in the organization’s “foundations” that seemed a requirement. A participant from Somaliland, for example, reflected on the necessity of doing this within the ministry where he conducted his assignment. He explains that according to him, changing organizational culture, work ethic and the amount of resources that the ministry has to spent is not something that can be achieved within three or four months. He added that this is especially true when someone is “flown in” from Europe for such a short time, “dictating how things should be done” but without arranging for the capacity to actually do so.⁶⁹ One expert in Nigeria also mentioned the importance of creating longer-term, sustainable networks between organizations if more time would be available. She believed that long-term partnerships and collaborations would ensure organizational capacity development, as the host institution could continue to learn how to improve seedlings and contribute to food safety with the latest, state of the art techniques.⁷⁰

Second, and related, resources were often mentioned as a structural hurdle that prevented organizational capacity development. Diaspora experts overall would mention that staff and management would be open to their ideas and willing to implement what they had learned on a structural basis, but that often resources would lack: as already mentioned in section 4.2.2.3., both human resources as well as financial resources. A planning expert in Somali mentioned that together with staff, they developed a new housing plan. The plan as such got accepted by the minister, but is now awaiting funding: a decision that was completely outside of his hands.⁷¹ An expert from Somaliland who experienced quite a few challenges during his assignment, mentioned that his social media strategy could only be put up for the short term – as long as he was engaged. Even if management would want to hire staff to work on their social media and communications permanently, there was no financial capacity to do so.⁷² IT experts conducting their assignments in Nigeria would likewise mention that not enough personnel and finances were available to structurally create software developing departments, that could continue to keep the systems up to date.⁷³

4.2.3.3. Challenges to change

Finally, we asked diaspora experts to challenges that they encountered in trying to work towards change, both on an individual and organizational level. In the CD4D2 post-assignment survey, a similar question was asked on the overall effectiveness of the CD4D2 assignments. As you can see in figure 16 on the next page, participants most often mentioned the lack of experience or ability of staff to learn from them, as well as a lack of stable internet connection to conduct the trainings. During our interviews, the lower level of learning from staff was also mentioned to us. One IT expert conducting his assignment in Nigeria, for example mentioned the relatively low level of staff’s ability to work on software development as a key factor inhibiting further, structural growth of the software development department. He saw how the staff he trained would often pick up his proposals, but when it came to implementing it, they would need a lot of assistance and were not able to make the shift from theory to practice. He therefore mentioned the necessity for the organization to attract more senior personnel who could lead the way and educate the juniors. He dedicated the current lack of such staff to HRM-issues, as well as an overall “brain drain” of highly-skilled workers from Nigeria.⁷⁴ A little less often named challenges in the survey related to the COVID-19 pandemic (9%) or not having the necessary equipment at hand to perform one’s tasks (8%).

⁶⁷ Interview 19-05-2022

⁶⁸ Interview 19-09-2022

⁶⁹ Interview 12-08-2021

⁷⁰ Interview 09-09-2022

⁷¹ Interview 12-08-2021

⁷² Interview 25-11-2022

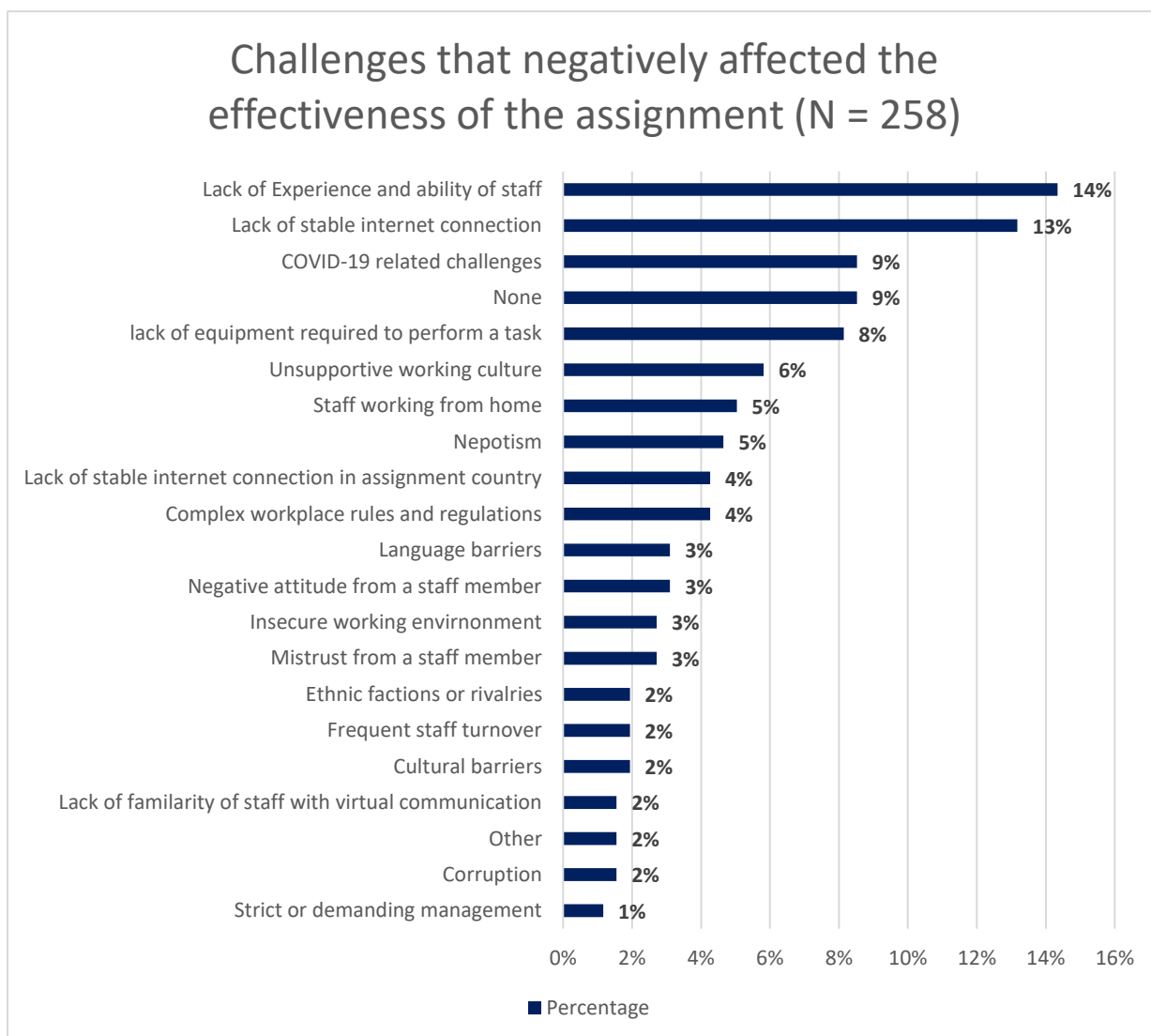
⁷³ Interview 19-09-2022; Interview 25-11-2022; Interview 18-08-2022

⁷⁴ Interview 25-11-2022

During our interviews participants would often broaden their purview and talk about structural issues that posed challenges to the effectiveness of their assignments, and ability to achieve change. In Somalia and Iraq, a few participants mentioned that there was overall too little support and structural investments from the international community and adjacent organizations. This was the primary reason, according to them, for the lack of capacity in ministerial organizations.⁷⁵ One participant who conducted his assignment in Iraq moreover mentioned that there was an overall misdemeanour on such investments from the international community, as “people have been let down in the past too often already”.⁷⁶

Figure 16: *Perceived challenges to effectiveness of the assignment, % of all challenged named (N=258; total challenges named), based on 91 assignments*

Data: CD4D2 Post-assignment survey



Second, and related, almost all CD4D2 participants agreed that there were overall too little resources available to achieve change on the longer term. As also mentioned in section 4.2.3.2., diaspora experts felt that their knowledge was very much valued and could potentially make a sustainable impact on the host organisation, but solely on the condition that more structural funding would become available. This could then be used to continue to train staff to

⁷⁵ Interview 19-08-2022; Interview 25-11-2022

⁷⁶ Interview 19-08-2022

stay up-to-date on the latest, state of the art developments, buy materials to build new greenhouses, or improve the irrigation systems of farmers in the region. As also elaborated on in other sections, we saw that longer-term partnerships between KNCV and the Teaching Hospital's Complex in Nigeria was also accompanied by an investment in resources for the Teaching Hospitals. This enabled them to make structural improvements to the materials used in their lab in Nigeria, which in turn helped them to combat tuberculosis in a more effective manner in their daily practice. We consider this as a prime example of how the combination of individual knowledge exchange (training staff) and organizational capacity building (ongoing networking and financial investments) can enact more sustainable change on the longer term.

Third, experts who conducted their assignments within ministries across Iraq and Somalia/Somaliland also mentioned that bureaucracy impeded more organizational capacity building to take place. This one the one hand had to do with overall support for the change that diaspora experts were trying to enact. They mentioned that it was of utmost importance for more senior-level staff to be on board, but that it was not always easy to reach them. This then had to do with slow organizational processes and hierarchies between senior and junior staff. One IT expert in Nigeria, for example noted that it took the host institution exceedingly long to approve his plans, which left little time for him to effectively implement the changes. While he tried to solve this by requesting multiple extensions of his assignment to IOM, he at the same time mentioned that this work ethic was something that the organization, in his eyes, needed to change.⁷⁷ Another participant who conducted his assignment in Afghanistan, as already mentioned before, noted that the need to take "ethnic politics" into account all the time also inhibited the work to be done in the most effective manner.⁷⁸ Both concluded that in retrospect, they would have rather conducted their assignments at a private company, as "the national language of business" is something that everyone speaks in the same manner.⁷⁹

Then, finally, the evaluation also asked participants about the differences between conducting their assignment in a virtual or physical manner. As detailed in section 4.2.3.3., overall more physical assignments have been taking place during the CD4D2 project period, as opposed to virtual ones. For our 21 interviewed diaspora experts, the balance was relatively even. Some experts even conducted both virtual and physical assignments. Overall, participants are positive about the impact that virtual assignments can have. They mentioned that – given that there was a stable internet connection and facilities available for the colleagues – their online trainings could often be conducted in a good manner, that colleagues were engaged throughout. Figure 17 on the next page also shows this: while overall, the effectiveness of CD4D2 assignments by diaspora experts who performed physical assignments was scored higher, also virtual assignments are overall well assessed.

Participants who relied on this type of assignment mentioned that its inclusivity was a distinct advantage, that physical assignments could not always generate. In Nigeria, we for example heard from some diaspora experts that colleagues from all over the country would join their online trainings, which saved travel time and prevented logistical difficulties. They were happy that their trainings could in this way have a broader reach.⁸⁰ Other diaspora experts, especially those who worked within the IT sectors, mentioned that virtual assignments also posed a distinct benefit to their work. One diaspora expert who conducted multiple assignments in a Nigerian IT company, for example, told us that he used the "virtual assignments" to prepare the work that can be done at his home in Europe, as his internet connection is better. He would also give some trainings from a distance. Then, in follow-up physical assignments, he would help to "implement" the knowledge that he transmitted to the colleagues face-to-face, while co-working with the colleagues on the ground.⁸¹

Participants also noted several disadvantages to conducting virtual assignments. Without a doubt, the mostly often named disadvantage was the fact that diaspora experts overall had less "feeling" with their colleagues at the host

⁷⁷ Interview 18-08-2022

⁷⁸ Interview 30-07-2021

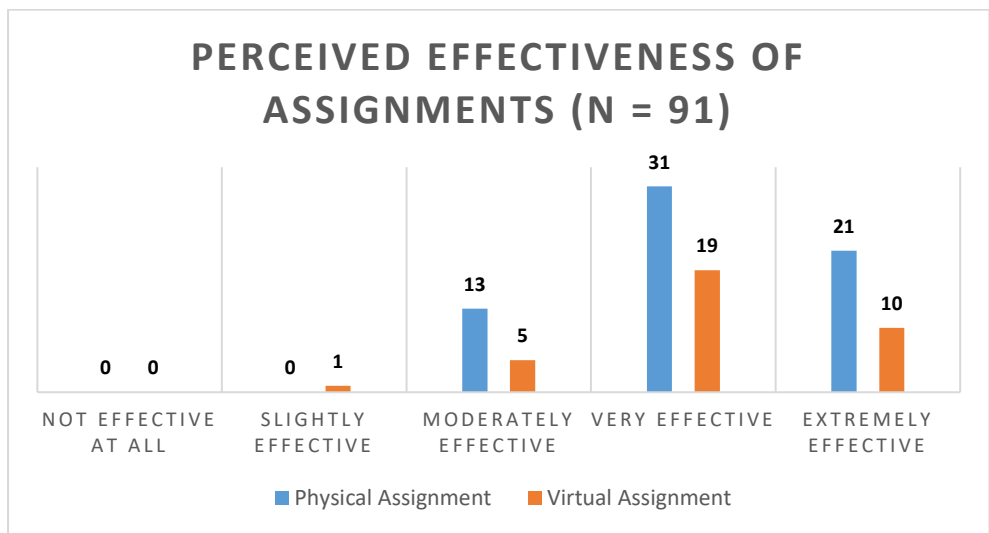
⁷⁹ Interview 30-07-2021

⁸⁰ Interview 31-07-2021

⁸¹ Interview 22-07-2022

institution. They mentioned to having more difficulties with assessing what was truly needed to help them as best as they could: not just by relying on what they said, but also by observing their interactions with managers and their bodily language.⁸² Moreover experts who were keen on implementing a very hands-on approach, for example by showing how to conduct improvements on seed development, felt that this was not always possible because of the online format.⁸³

Figure 17: *Perceived effectiveness of CD4D2 assignments in absolute numbers, divided by assignment modality (N = 91)*
 Source: CD4D2 post-assignment survey



4.2.4. Impact on diaspora expert

In this round of data collection, the Maastricht research team asked diaspora experts more explicitly about the impact of the CD4D2 assignment on themselves. We pose that this is an equally important part of the CD4D2 evaluation, as it could generate important insights on how to draw participants to similar initiatives in the future. Below, we will therefore explain the impact that the CD4D2 program has had on its participants, and divided these experiences in work and non-work-related impacts.

Overall, diaspora experts note that their assignments were important for them in one way or another. Most emphasize that it has been an “enriching” experience for them on both a personal and professional level. All mention that their assignments as one that was characterized by “giving” more than “taking”.⁸⁴ For some diaspora experts, this was very core to what the CD4D2 project was all about. One expert who conducted his assignment in Somaliland, for example mentioned that he knew a few diaspora experts who conducted their assignments elsewhere and allegedly would take on these assignments as a matter of “work” instead of “charity”. This expert felt that doing this – working temporarily within host institutions to earn money, as opposed to “genuinely” helping them – was harmful for the CD4D program. He recommended that IOM should select its experts more stringently on their motivations up front, and have more follow-up meetings with experts in-between and something that IOM should select more stringently on.⁸⁵

Keeping this issue of motives aside, we saw that the CD4D2 program had profound impacts on both the professional and private lives of CD4D2 participants. When it came to their professional activities, most diaspora experts mentioned that they did not per se themselves learned new skills or knowledge that they could use for their work in Europe. A

⁸² Interview 09-09-2022
⁸³ Interview 09-09-2022
⁸⁴ Interview 12-08-2021
⁸⁵ Interview 31-07-2021

notable exception were experts who worked in the agriculture and horticulture sectors. They mentioned that they had learned a lot on the local practice of seed development, crop growing and agriculture, including on the history of how this particular way of working came about.⁸⁶ While this knowledge might have not been of direct relevance in their day-to-day work in Europe, they noted that this was knowledge they valued and made them feel closer to their country of (ancestral) origin (see also below). Yet, one interviewee mentioned to having gained new ideas that he would like to develop further and put in practice for his own IT start-up in in Nigeria, which he is currently making plans for.⁸⁷

More often, diaspora experts would mention to having learned “soft skills” or other forms of capital, which was of use to them during their professional activities. The skills that were mentioned often helped them in learning to be flexible and adapt to unknown and unexpected circumstances.⁸⁸ This would for example entail learning to work in a diverse setting, both in terms of work culture⁸⁹, ethnicities⁹⁰ as well as religion.⁹¹ Their assignments also made them more aware of their own way of working, which some laughingly would characterize as “very Dutch”: direct and taking due account of time management and appointments made.⁹² As already mentioned before, learning how to adapt to unknown circumstances also entailed knowing how to start from zero: getting back to the basics with very little resources at hand.⁹³

Two diaspora experts also noted that their CD4D2 assignment helped them to get a clearer view of what professional activities they would want to undertake in the future. Next to the aforementioned Nigerian participant who plans to establish a start-up company in IT, two further experts mentioned that the CD4D2 assignment confirmed their choice of working within a public company in the Netherlands. As both experienced significant frustrations in working in private, governmental organizations, they were strengthened in their conviction that they belonged in public businesses.⁹⁴ For another diaspora expert in Iraq, the CD4D2 assignment presented her with clear networks and partners to further develop her teaching module for children who were directly affected by war-related trauma. She mentioned that IOM gave her program a sense of “legitimacy”, next to a direct network of governmental partners and schools to tap into.⁹⁵

Finally, next to the ways in which diaspora experts professionally benefited from the program, they also mentioned to benefitted on a more personal level. Mostly, this related to their shared sense of diasporic identity: CD4D2 enabled participants to learn more about their culture and country, especially but not limited to work-related contexts.⁹⁶ It enabled some to reconnect with family members or friends with whom they had been out of touch, or who they do not get the opportunity to visit all that often.⁹⁷ More personal outcomes of the CD4D2 project related to making new friends⁹⁸ or finding new interests that one pursued after the assignment ended. One participant in Somalia, for example mentioned that his assignment within the Ministry of Justice spurred a new interest in the law of Somalia, which led him to conduct a BA in Law in the country after his assignment.⁹⁹

⁸⁶ Interview 27-07-2022; Interview 09-09-2022

⁸⁷ Interview 31-07-2022

⁸⁸ Interview 12-08-2021

⁸⁹ Interview 18-08-2022

⁹⁰ Interview 30-07-2021

⁹¹ Interview 22-07-2022

⁹² Interview 18-08-2022; Interview 19-08-2022

⁹³ Interview 25-11-2022; Interview 22-07-2022

⁹⁴ Interview 18-08-2022; Interview 31-07-2022

⁹⁵ Interview 07-09-2022

⁹⁶ Interview 22-07-2022; Interview 19-08-2022; Interview 31-07-2022; Interview 12-08-2021; Interview 19-05-2022

⁹⁷ Interview 12-08-2022

⁹⁸ Interview 18-08-2022

⁹⁹ Interview 25-11-2022

4.3 CD4D2 Structural points of reflection & project feedback

The diaspora experts themselves, the managers and focal points responsible for supporting the placements of the diaspora experts within host institutions, and the colleagues/priority learners within host institutions who were trained by or worked with diaspora experts provided nuanced reflections on experiences with and achievements of CD4D2. Interview respondents generally agreed that the diaspora expert placements generated valuable learning for both experts and host institution staff, with some forms of knowledge more directly applicable and translatable into practise than others. This section draws together the three perspectives to identify structural points of reflection and feedback for CD4D2.

Synthesising the perspectives of the three types of respondents together demonstrates the important differences in knowledge transfer modalities and content that reflect the nature of diaspora expert placements, the objectives of placements, and the nature of different host institutions. The table below provides a summary of how different types of placements corresponded to different kinds of tasks the diaspora expert should perform, and it provides examples of the type of knowledge the diaspora expert focused on transferring.

Table 6: Overview of type of placement & knowledge transfer modality

Source: CD4D2 interviews with diaspora experts & host institution staff

Type of diaspora expert placement	Modality of knowledge transfer	Example diaspora expert tasks	Example assignment topical focus
(Virtual) Provision of one-to-many training	<ul style="list-style-type: none"> Teacher-to-recipient knowledge exchange Teaching materials that can be consulted & re-used Protocols, guidelines, etc. that may be consulted & reused 	<ul style="list-style-type: none"> Development of teaching materials (e.g., lecture slides, handouts, assignments, readers) Providing two-hour online lecture with interactive components once a week Supporting trainees to develop protocols, guidelines, or other documents that can guide future decision making 	<ul style="list-style-type: none"> Food safety standards along the agricultural production chain Establishing and maintaining greenhouses
One-to-many training of trainers	<ul style="list-style-type: none"> Teacher-to-recipient knowledge exchange Training materials that can be consulted & re-used Protocols, guidelines, etc. that may be consulted & reused 	<ul style="list-style-type: none"> Development of training materials to be implemented among recipients & to be refined with recipient feedback for future use among other trainees Leading workshops or other interactive learning moments Supporting trainees to develop protocols, guidelines, or other documents that can guide future training 	<ul style="list-style-type: none"> Training inspectors of labour affairs to conduct better workplace inspections (and teaching the workers of these organizations about safety measures during the inspecting visits) Training staff on disease epidemiology and community health, which in turn may support training of community health workers or students
Side-by-side, one-to-one co-working	<ul style="list-style-type: none"> Bilateral expert-to-beneficiary exchange Activity focused co-development (i.e., 	<ul style="list-style-type: none"> Pairing with an employee of the host institution to solve a particular problem or implement a solution together 	<ul style="list-style-type: none"> IT services Policy planning Legal affairs (e.g., co-drafting new

	“learning through doing”)	<ul style="list-style-type: none"> • Providing work within a larger workflow that multiple team members contribute to • Participating in team meetings • Reporting on progress to team members &/or management 	amendments to Migration Law in Iraq)
Independent development of structural capacity	<ul style="list-style-type: none"> • Establishment of new units or structures with procedures, guidelines, etc. that may be consulted by future staff 	<ul style="list-style-type: none"> • Investigating the business niche or gap a new unit or structure could fill • Researching & documenting needed lists of competencies for staff of a new unit • Drafting guidelines, protocols, procedures, etc. to guide business approaches or decisions 	<ul style="list-style-type: none"> • Establishing human resource protocols to guide HR management • Establishing an IT support department • Establishing a software development unit in a hardware-focused business
Independent development of institutional network	<ul style="list-style-type: none"> • Establishment of new institutional relationships that may be handed over at a later time 	<ul style="list-style-type: none"> • Identifying potential donors, implementation partners, or other relevant stakeholders • Establishing relationships with relevant stakeholders • Engaging with new partners on preparing/delivering institutional visits or exchanges 	<ul style="list-style-type: none"> • Establishing partnerships with development finance partners • Working with a university in the Netherlands to plan & deliver a short exchange visit of host institution staff to the university

As the table suggests, the nature of specific placements—which were generally made explicit in a ToR—had different pathways of knowledge transfer that aligned with the objective of the assignment. For example, one-to-many trainings were explicitly shaped around knowledge transmission, with this form of assignment usually focusing on structured, explicit communication of information from an expert to recipients with some but limited opportunities for practise of the learned information. Other modalities of assignments, like side-by-side working, were generally organised around more implicit knowledge transfer through interaction or shared application of knowledge to daily tasks, which usually involved less structured transmission of information and engaged more application of knowledge. Assignments that focused on creating structural capacity within a host institution, for example, by starting a new business division, did not per se have knowledge transfer at the core, as there were no specific ‘recipients’ of diaspora expert knowledge. Instead, some assignments within this modality focused on supplementing for missing human resources within a host institution to the end of creating a new structure. The type of diaspora expert placements above are not mutually exclusive; some assignments involved elements of both one-to-many training and structural capacity development, for example. Nevertheless, categorising the diaspora expert placements in this way can help in identifying how assignment objectives and tasks can correspond to different mechanisms of knowledge transfer, which can in turn help both IOM and participating host institutions tailor programme components to maximise the specific form of knowledge transfer most readily used within specific types of assignments.

The types of diaspora expert placements and the related objectives of assignments may also inform how host institutions can (or should) embed CD4D2 placements within their institutional structures. The extent of structural embeddedness of CD4D2 assignments within a host institution relates to the extent to which diaspora experts are integrated into the normal systems and processes of the institution. Expert integration in turn relates to how well the host institution is prepared to work with this external resource and, eventually, to how the work of experts is designed or supported to change the knowledge or processes of either individuals or units as a whole. In some host institutions, the necessary structures/processes to support the quick integration of the expert placement were absent. For example, some experts and colleagues reported that necessary equipment was not made available to the expert until

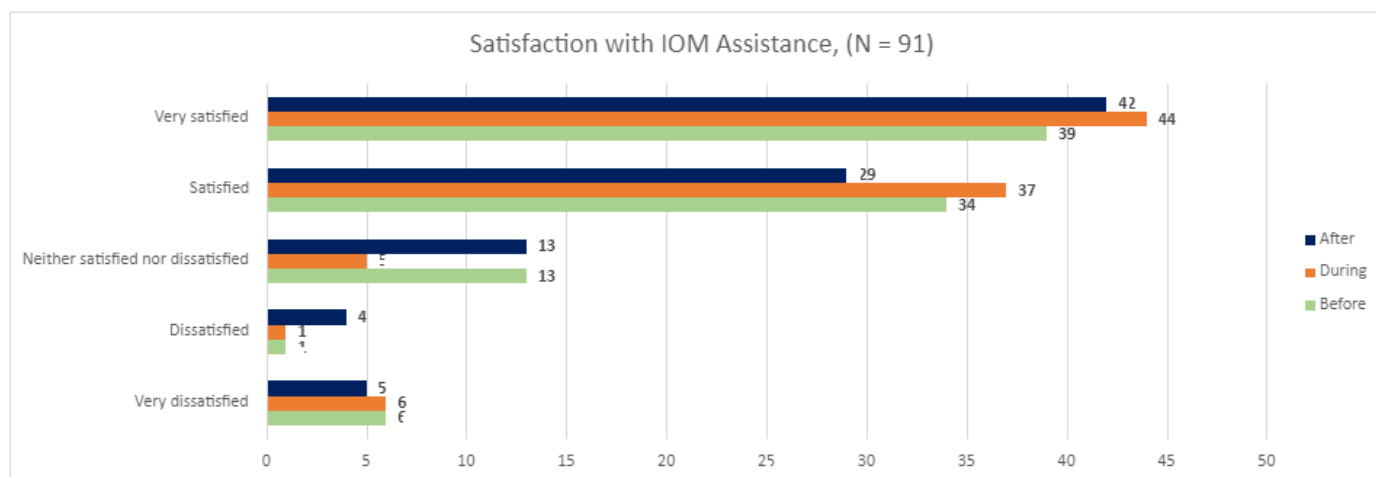
several weeks or months into an assignment, which curtailed the effectiveness of the experts. In other host institutions, the objectives and tasks of the diaspora experts as defined in the ToRs seemed mismatched to the needs of the specific unit in which they were placed, which some respondents connected to the exclusion of knowledgeable unit staff from the initial needs assessment and/or ToR elaboration for the placement. Structural embeddedness of the diaspora expert placement may also be challenged by the limited provision of support to institutional focal points, who may need to assist the integration and guidance of the diaspora expert in addition to his/her regular workload. In some host institutions, the diaspora expert was expected to work with interns, but in some cases it was not clear to the expert what unique value was being generated for interns, as their interactions seemed very similar to those between the interns and other staff. This observation may connect to lack of institutional alignment on the goals of engaging diaspora experts and how individual placements connect to long-term unit goals or mandates. A similar issue of institutional embeddedness ties to ensuring the availability of complementary resources within a unit that would allow staff who were trained by or worked with diaspora experts to actively practise and apply their knowledge, for example, knowledge about genetic sequencing of seeds that requires specific lab equipment to integrate into existing workflows. Finally, the perceived short duration of assignments and the often-noted over-ambitiousness of ToRs can be a further sign of incoherence in alignment of CD4D2 placements with institutional needs. The challenges to structural embeddedness of diaspora expert placements do not all exist simultaneously within all host institutions, but most host institutions signalled some level of incoherence in terms of expert placement objectives and ToRs, tasks delivered by the experts, and desired impacts of the placements with larger institutional support structures and with a unit or institution's long-term vision or goals.

Some of the challenges to structural embeddedness of diaspora expert placements in host institutions reflect the nature of CD4D2, whereas others are likely to reflect host institution-specific characteristics that face employees at large, regardless of how their placements are made. As CD4D2 is designed to support short-term resources to host institutions, and as there is no guarantee or quota of the number of placements a specific host institution may receive, host institutions may not see the value of or have the time/resources to create processes or roles to support the selection and integration of diaspora experts into their units. There may be some mechanisms at IOM's disposal to support better institutional integration of CD4D2 placements, however, which are addressed more in section 5 on recommendations.

The discussions with host institution staff and with diaspora experts focused mostly on the interface between the experts and host institutions; within this nexus, the role of IOM was also sporadically mentioned, leading to some feedback on the structure and delivery of the programme. Respondents were generally positive about IOM and the staff who assisted them, both from country offices in placement countries and from the programme leadership in the Hague. Respondents generally found IOM to be clear in their communication and responsive in following-up to issues flagged. In the post-assignment survey, the majority of experts indicated being either very satisfied or satisfied with the assistance IOM staff provided before, during, or after the placement.

Figure 18: Expert satisfaction with IOM assistance, by period of assignment

Source: CD4D2 post-assignment survey



There were some exceptions to the positive assessment, which may reflect country or region-specific issues or dynamics. In Somalia and Somaliland, two diaspora experts¹⁰⁰ mentioned that there was very little communication between themselves and IOM, even after repeated requests and sending reports every month. Another expert also mentioned lack of feedback from IOM on regular reporting¹⁰¹. These particular experts indicated that when they felt that they needed assistance, IOM was not there to help. This made one expert feel as if IOM did not care very much about the Ministry in which he was placed nor the placements in Mogadishu as a whole (“It seems like more attention is being dedicated to placements in Hargeisa these days, which is strange given that Mogadishu is still the capital of Somaliland.¹⁰²”).

Administrative challenges were also reported by diaspora experts, with some perceived consequences for the efficiency of their assignments. For example, when asking for extensions, several participants mentioned that IOM was not always timely in meeting their needs, which could cause delays in planned working trajectories as well as general frustration on the part of both the host institution personnel and the diaspora experts. Several diaspora experts also indicated that contract-related issues directed toward IOM in the Netherlands were not always addressed quickly or clearly, which one diaspora expert felt affected motivation to participate¹⁰³. Some experts also indicated that they would have valued personalised follow-ups during the assignment, which would help them “feel less alone”¹⁰⁴ or valued for the work that they are doing¹⁰⁵.

Toward the end of the diaspora expert placement cycle, some respondents also provided suggestions of how IOM could strengthen recruitment of future experts. While the overwhelming majority of the experts interviewed did not speak about the need for further rewards, some mentioned that they would have appreciated, for example, a certificate from IOM the Netherlands as a token of appreciation or validation of their work. Someone else mentioned that she would have liked IOM to have a more active role in promoting opportunities within the organization, for example, relating to networking opportunities to support a potential career within the UN network¹⁰⁶. Some experts also expressed that IOM could better leverage existing experiences with CD4D to raise awareness about the possibility to engage with these types of programmes among diaspora members in the Netherlands. One respondent placed in Somalia¹⁰⁷, for example, expressed that many more diaspora members would be interested in participating in the

¹⁰⁰ Interview 25-11-2022 and Interview 31-07-2021

¹⁰¹ Interview 31-07-2021

¹⁰² Interview 25-11-2022

¹⁰³ Interview 14-05-2021

¹⁰⁴ Interview 30-07-2021

¹⁰⁵ Interview 25-11-2022 and Interview 31-07-2021

¹⁰⁶ Interview 28-10-2022

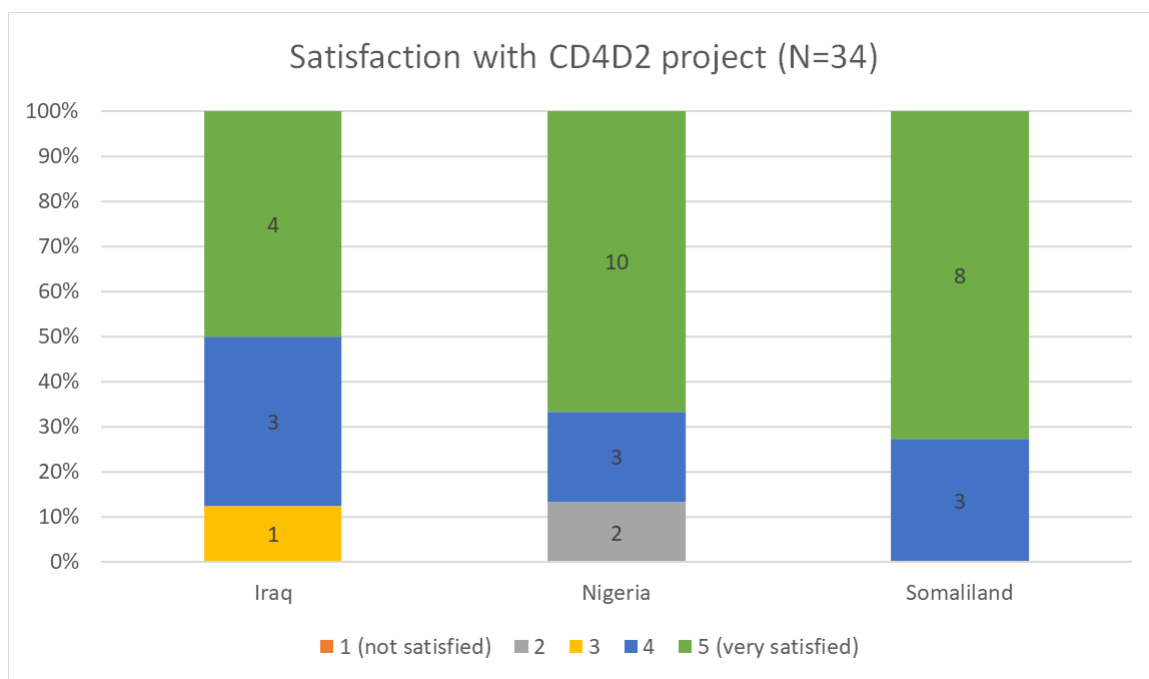
¹⁰⁷ Interview 25-11-2022

programme but that IOM may need to better disseminate information about participation through partnership with diaspora organisations.

Despite the challenges diaspora experts, managers, and staff in host institutions sometimes experienced related to CD4D2, all three stakeholder groups reported being generally satisfied and positive about the programme. As an illustration, host institution staff were asked to assess their level of satisfaction with CD4D2 in a brief email/WhatsApp survey conducted after interviews were conducted. Of the 34 people who responded, the majority in each country reported to be “very satisfied” with CD4D2, and the next-greatest share of respondents indicated being “satisfied”. The lowest level of satisfaction was reported in Nigeria, with two respondents indicating the second-to-lowest level of satisfaction.

Figure 19: Host institution satisfaction with CD4D2, by country of assignment

Source: Post-interview survey with host institution staff



Note: The question read as: “On a scale of 1 to 5, 1 means “not satisfied” and 5 “very satisfied”: How satisfied are you with the CD4D2 programme? “

Throughout interviews, respondents provided feedback and suggested that primarily related to further calibrating or improving the programme to the needs of specific host institutions and contexts. Recommendations arising from interviews and surveys are provided in section 5.

4.4 COVID-19 and CD4D2

The COVID-19 pandemic, which started affecting global mobility patterns in early 2020, shaped the implementation of CD4D2 and also affected how the evaluation has been carried out. As noted above, the latest round of data collection to support the evaluation has been conducted primarily online, through interviews conducted with respondents via online voice-over-IP services like Zoom and WhatsApp and a small number conducted in person in the Netherlands. As a result of the consequences of COVID-19, the implementation of CD4D2 was extended to mid-2023, and the evaluation was similarly extended to capture the end of the implementation cycle. Given increasing travel restrictions during the early months of the COVID-19 pandemic, physical diaspora expert placements were stalled, and some

countries and host institutions instead received virtual assignments. Some assignments started in a virtual setting and eventually transitioned into or were extended into physical assignments.

The mobility restrictions within and between countries and the shift to virtual assignments required diaspora experts and host institutions to pivot to hybrid working. Different host institutions could integrate hybrid working methods in different ways. For example, in all countries respondents from different host institutions discussed how their workflows had changed following the pandemic, with some now still reporting some form of hybrid working. Access to quality equipment and services, like internet, from different locations seemed to be in general a challenge for some respondents, regardless of country. Internet reliability was brought up several times as being a barrier to effectively engaging with virtual diaspora expert placements. For example, in Nigeria several online trainings were offered by diaspora experts, but because of both the pandemic and then later closures of university campuses due to labour disputes, respondents needed to connect with the trainings from home but often did not have stable internet access. Some respondents also indicated that they needed to travel to field offices for their jobs, and internet access was often weak away from head offices. While hybrid working in general and virtual or hybrid diaspora expert placements were feasible in general in some locations, the quality of interactions are likely affected by the infrastructure available to institutions and individual employees.

In general respondents from host institutions indicated still benefitting from their work with diaspora experts whose placements were virtual, but it is challenging to directly compare virtual and physical assignments given differences in their objectives and subsequent focus. Several virtual assignments were set up to really support one-to-one or one-to-many training, with strong transmission of knowledge or information from the diaspora expert to online participants. The nature of the assignment may be more accommodating of online modes of knowledge transfer compared to, for example, assignments based more on side-by-side coworking. While some forms of placements may have been more suitable or feasible for online environments, respondents who worked with a diaspora expert in a virtual setting indicated missing the intensity and quality of ad hoc interactions with the expert, and some respondents noted the absence of more personalised and targeted engagement with the expert on an individual level.

Diaspora experts themselves also reflected on how the COVID-19 pandemic affected their work in both the post-assignment survey and interviews. As described in section 4.2., some diaspora experts did identify COVID-19 and its consequences as challenges to achieving change in the host institution; in the post-assignment survey, 15% of the challenges to achieving change identified by diaspora experts related to COVID-19, and an additional 24% related to unstable internet connections. Diaspora experts indicated that it was at times challenging to connect with the right colleagues or to call meetings or trainings in the host institution because necessary participants were not on site and could not connect from home. Several diaspora experts noted that some staff did not have the basic equipment at home, like computers or internet access, to allow them to work from a distance, and in some host institutions, working days were severely shorted to minimise contacts, which resulted in higher time pressures to connect with colleagues. One diaspora expert also noted that while in principle the online mode envisioned for the virtual placement was able to support the nature of the assignment, the colleagues who should have been engaged during the assignment were not used to online/distance collaboration methods, reducing the expert's ability to meet the intended targets of the placement.

Host institution staff and diaspora experts both suggest that the COVID-19 pandemic required changes in ways of working and the resources needed to support work, like stable internet connections, that took time for host institutions to accommodate. In some country contexts where infrastructure to support teleworking/hybrid working was not as feasible, the pandemic may have required more time for institutions to effectively pivot, which in turn affected the effective working time diaspora experts could have. Despite the challenges the pandemic and the shift to online or hybrid working caused, some host institutions could capitalise on the capacities built up during the pandemic. For example, the online trainings offered in Nigeria could be used by participant to inform the design of their own online or hybrid teaching, and some host institutions used the virtual assignments as a way to provide hands-on orientation for diaspora experts who had later physical assignments. The COVID-19 pandemic certainly affected the status quo of most host institutions, but the interviews suggest that many institutions have incorporated hybrid working into their normal operations, although most are now moving back to primarily on-site working.

5. Discussion and recommendations

The mid-term evaluation of CD4D2 has identified elements of the programme design and delivery that facilitate meeting of the project goals, and it has also identified areas in which further calibration of the programme is needed. Within the CD4D2 narrative proposal, the broad objective of CD4D2 was to leverage diaspora engagement to increase capacity of host institutions, which should be reflected in two outcomes: 1) improved capacities of host institutions through the transfer of knowledge and skills by the diaspora, and 2) visibility of the contributions of the diaspora to the wider public. The evaluation cannot speak to the second outcome, but interviews with diaspora experts, managers, and colleagues with host institution staff do allow some review of how the first outcome and overall objective have been met.

As an overall assessment, the placement of diaspora experts within diverse host institutions in Iraq, Nigeria, and Somalia/Somaliland generally seems to correspond to increased knowledge among colleagues and increased institutional capability through, e.g., development of protocols, guidelines, and new institutional partnerships or functions. The impacts of increased knowledge or institutional capability on institutional capacity, and the lastingness of impacts, remain ambiguous, and the final evaluation report will seek to establish and test pathways through which diaspora expert inputs are or should be expected to be transformed into concrete outcomes that can proxy increased capacity.

This section pulls together the insights from the previous sections to identify what works well within CD4D2, what may require revision, and what recommendations may support further strengthening of the project in the short and longer-term.

5.1 What works well

Interviews with host institution staff and diaspora experts have identified elements of CD4D2 design and implementation that support the translation of diaspora capabilities into increased knowledge of host institution staff or increased capability within the host institution as such. Interviews with host institution staff emphasised the importance of clear identification of specific needs within the unit that could guide selection of future diaspora expert placements, personal attitudes and other soft skills of diaspora experts, and the flexible availability of diaspora experts both during and after an assignment.

The table below summarises insights related to these elements that support diaspora experts to share knowledge and skills. It provides a brief description of how the identified element contributes to the objectives or desired outcomes of CD4D2, and it provides suggested good practises related to the supportive element that are derived from host institution practises and to further calibrations suggested by host institution staff or diaspora experts.

Table 7: Summary of objective-promoting CD4D2 design/implementation elements

Source: Interviews with host institution staff and diaspora experts

Supportive element of CD4D2 design or implementation	Description of importance of element	Good practise related to supportive element
<i>Needs assessment or identification of unit-specific needs a diaspora expert may add</i>	The Terms of Reference that guide the overall objectives, goals, and tasks of diaspora expert placements are often based on an initial assessment of the needs of the unit in which a diaspora expert may be placed. Adequate identification of needs and the subsequent translation of needs into concrete, feasible	<ul style="list-style-type: none"> • Involvement of priority learners or non-management employees of a unit in needs assessment. • Prioritisation of unit needs to guide selection of tasks for the diaspora expert, to support the development of a feasible expert assignment.

	tasks can help guide the work of diaspora experts and ensure their alignment with host institution demands.	<ul style="list-style-type: none"> • Identification of dependencies of needs and related to tasks to guide the sequence of diaspora experts tasks and the potential necessity of extending or arranging an additional assignment to support task completion.
<i>Personal attitudes and other soft skills of diaspora experts</i>	Diaspora experts are in a position to educate or train colleagues in a host institution, which generally requires intensive communication with colleagues or priority learners in a way that is sensitive to the cultural and organisation context, expectations and learning styles of knowledge recipients, and that adapts to the structures and resources available to knowledge recipients. Adapted communication is at the core of these processes, as are attitudes such as service and respect, time management skills, leadership skills, and cultural competence. The soft skills of diaspora experts are important to shape receptiveness of the people with whom experts work and the accessibility of the information they provide, which in turn likely accelerates learning.	<ul style="list-style-type: none"> • Incorporate soft skills assessments in initial interviews with diaspora experts. • Allow known priority learners or colleagues within units of future diaspora expert placements to take part in the interviews with prospective experts that may be hired under specific ToRs. • Provide an inventory of essential soft skills to diaspora experts and questions that stimulate reflection on existing competencies related to soft skills. • Require pre-departure trainings for diaspora experts that raise awareness about and methods of training soft skills at the core of teaching functions (e.g., leadership, time management, conflict management, cultural competence, positive attitude).
<i>Flexible availability of diaspora experts</i>	Diaspora experts are generally embedded in complex institutions in which workflows may be routinely disrupted by both internal organisation elements (e.g., changes in management, resource shortages, staff turnover) and by external elements (e.g., political instability, unreliable communications infrastructure, sector-specific strikes) that make it challenging for priority learners or colleagues to have continuity of learning input. The adaptability of diaspora experts to work with knowledge recipients in finding time and space for interactions is important in such contexts, as is the continued availability of diaspora experts after their assignments have completed to answer questions or to provide content-specific guidance.	<ul style="list-style-type: none"> • Ensure that diaspora experts have a clear understanding of and expectations about the potentially unstructured nature of their assignments and communication with colleagues, which may need to occur outside of office hours and using personal devices. • Ensure that diaspora experts have access to the equipment they need to maintain communication with colleagues or priority learners in the host institution, such as mobile phones and laptops. • Encourage the development of strong interpersonal networks between diaspora experts and select host institution staff through, e.g., enabling host institution staff to visit institutions in the Netherlands for study visits. • Provide diaspora experts with certificates of completion, micro-credentials, or other means of

		validating and testifying to their contributions.
<i>Flexibility of assignment modality</i>	Both diaspora experts and HI personnel appreciated the flexibility that virtual assignments provided them. Even when physical assignments were again possible in 2021 and 2022 due to the loosening of COVID-19 restrictions, CD4D2 participants mentioned that virtual assignments allowed them to broaden their reach and work more effectively. Downsides of virtual assignment, such as feeling less in touch with colleagues and not being able to practically assist colleagues, need to be mitigated as much as possible.	<ul style="list-style-type: none"> • Support HI and diaspora experts to choose the assignment modality that fits the nature of the assignment best. • Pre-empt possible difficulties (i.e. not knowing what is going on at the workplace) by making clear appointments between HI staff and diaspora experts; evaluate mid-assignment on possible needs for improvement. • Invest in a good infrastructure (i.e. internet access, laptops) to enable virtual trainings whenever possible (primarily Nigeria and Iraq) • Allow both virtual and physical modalities of knowledge transfer within one assignment, to maximize benefits from each.

5.2 What may be improved

Despite the generally positive experiences and assessments of host institution staff and diaspora experts of CD4D2, interviews suggested a number of design or implementation elements that may need to be revised or re-calibrated to suit the needs of specific placements, sectors, or host institutions. Key among the challenges noted were duration of assignments given expectations of ToRs, the absence of resources needed to support diaspora experts to complete their assignments, and the necessity of complementary resources that can support priority learners or colleagues to translate the knowledge they gained into skills that can be practised and consolidated.

The table below summarises insights related to these elements that challenge diaspora experts to effectively share knowledge and skills. It provides a brief description of how the identified element stymies or challenges the objectives or desired outcomes of CD4D2, and it provides suggestions from host institution staff and diaspora experts on how those challenges may be mitigated or overcome.

Table 8: Summary of objective-challenging CD4D2 design/implementation elements

Source: Interviews with host institution staff and diaspora experts

Challenging element of CD4D2 design or implementation	Description of challenges related to element	Suggestion to mitigate or overcome challenge
<i>Duration of expert assignments and ambitiousness of ToRs</i>	Diaspora experts have initial placements in host institutions that are relatively short, yet the ToRs that are developed to guide their assignments often relate to complex, interconnected challenges that a diaspora expert should tackle. Experts in all countries therefore noted that their assignments were too ambitious for the time set. The ToRs may be vague and	<ul style="list-style-type: none"> • As IOM NL, set clear limits on what can realistically be expected from diaspora experts within a three-month timeframe. This expectation should be in line with the Theory of Change embedded in the overall CD4D2 project. Play a proactive role in communicating these limits to Focal Points who design the ToRs. Guard

	<p>expansive, not giving the diaspora expert or institutional focal point a concrete sense of when objectives should be met, or they may contain substantial objectives and corresponding tasks that would likely require dedication of more focused resources over a longer period of time. As the expectations of both host institution and diaspora expert are inherently tied to the ToRs, ensuring alignment between ToRs and the time set aside for assignments can support both parties to devise assignments that can support knowledge sharing within the allotted time for the assignment.</p>	<p>these limits throughout the ToR development phase and steer whenever necessary.</p> <ul style="list-style-type: none"> • In some institutional contexts, support development of more open ToRs that relate more to process than outcome objectives, which may support diaspora experts to problem solve on the ground when the needs of the host institution are many and complex. • Support longer placement periods, which can reduce overhead costs associated with extending or creating new assignments. Alternatively, consider building in a dedicated 'landing phase' of several weeks in CD4D2 assignments, in which both the diaspora expert and HI staff can make the goals of the assignment more concrete. After this period, possibly concluded with a meeting together with IOM, the three month assignment can start. • Allow diaspora experts and host institutions to combine virtual and physical assignments over a longer period of time. This may entail that a first, three-month phase of the project is delivered online, which can allow the diaspora expert to learn the culture and processes of the organisation before they are expected to deliver concrete outcomes in a second, physical assignment phase.
<p><i>Absence of resources needed to support experts in their assignments</i></p>	<p>The assignments of many diaspora experts are dependent on the availability of specific resources or structures within the host institution that allow the expert and priority learners or colleagues to effectively engage with each other. For example, IT infrastructure like reliable internet connections and access to computers is required for many assignments to succeed in delivering knowledge, particularly when the assignment as such is IT related, when colleagues may not be physically in the office due to, e.g., COVID or field work, or when assignments are delivered virtually and colleagues therefore need to engage through internet-based platforms. Given the short timelines for placements, delays in work due to the absence or late delivery of resources can significantly</p>	<ul style="list-style-type: none"> • During the initial needs assessment that guides identification of needed diaspora expert competencies, identify the non-human resources needed to fulfil or address those needs. In developing the ToRs and identifying specific tasks the expert should contribute to, similarly identify the pre-conditions that should be in place for the expert to work on or deliver those tasks. • In conjunction with CD4D2 focal points in IOM country offices, provide host institutions with a rough timeline for the diaspora expert placement, which may include advised dates on which work stations and other equipment should be available for the expert. • Provide diaspora experts with a small budget or direct purchase orders for

	affect the diaspora expert's possibilities to meet the objectives of their ToRs.	personal equipment and services (e.g., laptops, cables, software, service subscriptions) needed to enable the expert to fulfil the ToRs, ideally before the placement begins.
<i>Absence of resources within host institution to allow priority learners or colleagues to practise learned skills</i>	The objective of diaspora expert placements is to support knowledge transfer or exchange with colleagues or priority learners in host institutions, but to transform knowledge into increased capacity, expert placements implicitly support a much more complex process among recipients: the acquisition, contextualisation, internalisation, and externalisation of knowledge ¹⁰⁸ . Some diaspora expert placements relate to knowledge that is not readily practised without specific resources, structures, or facilitation. Some forms of knowledge, for example, related to working with a specific software, maintaining a greenhouse, or breeding speciality plants, requires concrete resources for learners to apply their knowledge and consolidate it. Without structures that support the creation of tacit knowledge, the externalisation of knowledge and subsequent amplification of knowledge from the initial learner to other colleagues (a process at the root of institutional capacity development) is difficult to enable.	<ul style="list-style-type: none"> • During the initial needs assessment that guides identification of needed diaspora expert competencies, identify the non-human resources needed to ensure that transferred knowledge can be maintained, consolidated, and practised. In developing the ToRs and identifying specific tasks the expert should contribute to, explicitly guide the host institution to consider the activities the diaspora expert can contribute to that will allow colleagues to continue practising and consolidating skills after the assignment has ended. • From IOM the Netherlands, explicitly map out the theory of change through which different types of diaspora expert placements (e.g., one-to-many trainings, one-to-many training of trainers, side-by-side working) deliver knowledge and support the translation of acquired knowledge into tacit knowledge among recipients. Based on the identification of knowledge transfer modalities and the mechanisms through which knowledge is converted into practise, provide suggestions to diaspora experts in tailored pre-departure trainings on methods to enhance the specific type of desired knowledge transfer.

5.3 Summary of recommendations

The tables above provide recommendations as to how existing strong elements of CD4D2 can be reinforced and for how potential challenges in the programme design may be tackled. Other recommendations arose in the course of the research that did not relate to the specific strengths or challenges related to programme design or implementation as such, however. This section therefore consolidates recommendations, arranged according to the phase in the diaspora expert placement cycle to which they most clearly relate.

¹⁰⁸ Acquiring knowledge simply relates to receiving, understanding, and recalling information, but to become tacit knowledge, explicit knowledge needs to be contextualised and internalised. As a last step, the expression of tacit knowledge in a way others can learn from or use relates to knowledge externalisation. The process of converting explicit knowledge into tacit knowledge usually requires multiple points of exposure to and integration of new knowledge into existing knowledge or practise, which may require a learner to apply and practise knowledge over time.

5.3.1 Recommendations related to the pre-departure phase

Several pivotal processes take place before a diaspora expert is placed within a host institution. These processes importantly include determining the needs of host institution units, defining the ToRs for a diaspora expert placement, recruiting prospective diaspora experts, matching diaspora experts with the needs of host institutions, designing and agreeing on placement contracts, preparing diaspora experts for their work and for placement within a specific country context, and preparing for the arrival of a diaspora expert in the host institution. To support the overall alignment between the individual diaspora expert placement and the overall objectives and desired outcomes of CD4D2, recommended revisions include:

- **Identifying the theory of change for different types of diaspora expert placements, and clarify how different modalities of knowledge transfer contribute to the overall objective of CD4D2:** Within CD4D2, different forms of placements have been made that align to different desired end products or goals of an expert placement. Different types of placements identified in this evaluation include one-to-many (online) trainings, one-to-many training of trainers, side-by-side/one-to-one coworking, independent development of structural capacity, and independent development of institutional networks. These different forms of placement generally involve different methods through which knowledge is transferred, and they also differ in the extent to which knowledge is transferred to current employees of host institutions and in terms of processes through which knowledge transfer results in internalisation/externalisation of knowledge. By explicitly describing the sequence and alignment between the diaspora expert tasks, placement objectives, outputs of the assignment, and overall desired outcome of CD4D2, it may be easier to identify potential sources of incoherence in the design of specific assignments with the overall desired mechanisms and outcomes of knowledge transfer desired on CD4D2 level. Explicitly describing the theory of change may also support identification of specific mechanisms of knowledge transfer and amplification within each assignment type that could be specifically targeted for strengthening. Making implicit theories of change explicit may also support identification of complementary resources needed to enable recipients of knowledge from the diaspora experts to internalise and practise the knowledge they have gained. Identifying needed complementary resources (e.g., financing for purchase of equipment, financing for creation/maintenance of buildings) could in turn support advising of host institutions on how those resources can be secured, for example, through partnership with other development cooperation partners.
- **Establish a “core team” who can support the design and initial kick-off of diaspora expert placements:** Throughout the pre-departure phase and the first phase of arrival and settlement of a diaspora expert in the host institution, there are a range of people with competencies, knowledge, and complementary roles who can help ensure successful placement. A core team may be established that includes, at a minimum, the institutional focal point in the host institution, a colleague/colleagues who will work closely with the diaspora expert, the IOM country focal point, and, eventually, the diaspora expert. This core team may meet together at multiple moments before and during the assignment:
 - **During needs identification:** Different host institutions appear to tackle the needs assessment that feed into the ToRs in different ways. The core team (minus a diaspora expert) may work together in identifying two sets or types of needs: 1) the host institutions needs for a placement, which will eventually shape assignment objectives and the criteria a diaspora expert should meet, and 2) needed resources that should be in place to ensure a successful placement, which will eventually inform the feasibility of assignment tasks, objectives, and complementary resources. The core team may work together in systematically inventorying and prioritising needs, in identifying resources needed to support the immediate work of the diaspora expert (e.g., equipment, access to staff), and in seeking complementary resources needed for staff of the host institution to effectively engage with the learnings supported by the expert.

- ***During creation of ToRs:*** Tied to the above recommendations, the development of ToRs may be more responsive to the time, resource, and institutional constraints of the assignment. The core team may work together to draft ToRs, which requires conscientious assignment of the priority order to desired tasks and developing task sets that can be completed in stages so it is easier to calibrate the work to the time available. The core team may also identify short, medium, and long-term objectives and tasks for the assignment; for each time scale, they should identify the resources (e.g., equipment, human resources) needed to support the expert to meet those objectives. Based on needed resources to support the assignment and the post-assignment learning within the institution, it may be beneficial to include in the ToRs how the diaspora expert is expected to conduct or fulfil the work envisioned, which could include specification of what resources (e.g., equipment) the expert him-/herself is expected to bring to the assignment. The ToRs may also include explicit identification of knowledge “amplifiers” or structures that support the further dissemination of knowledge within the institution after the assignment’s completion, which can in turn help a diaspora expert understand how their particular type of assignment and the tasks within it can contribute to larger institutional learning and capacity building. Importantly, including colleagues in the design of ToRs may help ensure that objectives identified as relevant on higher institutional level can indeed be “translated” down into practical tasks that will also benefit knowledge building among beneficiary staff.
- ***During orientation of diaspora experts within the host institution:*** At the beginning of an assignment, a diaspora expert in a new placement may need time and assistance to navigate the organisational and business culture of the specific institution, sector, and country. Support for orientation generally comes from focal points within the host institution, yet the focal points themselves may not always be aware of differences in culture or training that could make it challenging for a diaspora expert to integrate, and focal points may need to manage support of the diaspora expert alongside their normal existing tasks. The core team, including a selected diaspora expert, may explicitly discuss the role and needs of the focal point with the host institution management before the placement begins. During this discussion, it would be helpful to revisit the resources needed to support the expert placement within the host institution that were identified during the needs assessment and to explicitly identify the timeline for arranging those resources so that the expert has needed utilities on hand when the assignment begins. Where possible, IOM in the Netherlands may provide additional resources (e.g., Wi-Fi dongles, software licenses) needed to enable to expert to perform the envisioned tasks. When the additional resource needs exceed what is feasible to provide, the core team should revisit the ToRs and identify alternative task lists and objectives.
- ***Recruitment of diaspora experts:*** Diaspora experts will generally have a mix of characteristics and competencies that suit them for participation in CD4D2: insight into the culture and dynamics of the country of (ancestral) origin, soft skills to support their roles of implicit/explicit teachers, and hard skills related to specific expertise domains are all key among them. During recruitment of diaspora experts, it may be helpful to more widely disseminate information on placement opportunities through, e.g., leveraging existing connections with diaspora organisations. When the skills sets requested by a host institution are particularly narrow, it may also be helpful to disseminate placement opportunities to diaspora not based in the Netherlands but who are part of larger networks with ties to the Netherlands. During the recruitment process, it may be helpful to use soft skills inventories and other tools that help both the potential expert and IOM understand the attitudes, values, and ways of working that the diaspora member has and may bring with them.
- ***Interviewing diaspora experts:*** Given the importance of soft skills and interpersonal rapport between diaspora experts and colleagues/priority learners in the host institution, interviews with diaspora experts may include explicit questions about desired soft skills (e.g., conflict management, egalitarian attitude, systems thinking) that are key to the assignment. It may also be beneficial for the host institution to invite selected colleagues

or priority learners to join the job interviews, as the expectations and perceptions of management may not always align with those of lower-level staff the diaspora expert is likely to work with.

- **Conducting pre-departure trainings:** Given the sometimes intense and condensed transitions diaspora experts need to make into the host institutions, pre-departure trainings are an important mechanism to support diaspora experts to calibrate their expectations for the assignment and to identify potential challenges they may face in the job (and how to handle them). Based on soft skills inventories conducted during the recruitment phase, the pre-departure trainings may be adapted and intensified to focus on common areas where soft skills that are likely to be necessary in all types of assignments (e.g., conflict management, leadership, intercultural communication) could use reinforcement across experts. Pre-departure trainings may also be offered in multiple “modules”, with one general “module” provided for all experts, regardless of sector or country of placement, to discuss common training needs related to elements like cultural competencies, cross-cultural communication, conflict management, and pedagogical techniques to support knowledge transfer. Then, additional “modules” may be offered for experts going to the same country to address country-specific dimensions (e.g., security challenges, clan and ethnic-based relations), integrating presentations and learnings from returned experts. Additionally, specific questions about the pre-departure trainings may be included in the evaluations that diaspora experts complete at the end of their assignments, which could collect information on which elements of the pre-departure training the expert found most valuable or what information they wished they had received during the trainings.

5.3.2 Recommendations related to the working phase

When a diaspora expert has been placed in a host institution, their work—whether delivered on-site, online, or in a hybrid manner—can begin. During this phase, diaspora experts will become oriented within the host institution, will begin working on the tasks identified in the ToR and shaping outputs that will allow them to meet the objectives of their assignment, and may potentially encounter problems or challenges that require resolution. In light of the experiences and suggestions of host institution staff and diaspora experts, the following recommendations are given to support all parties while an assignment is ongoing:

- **Conducting brief mid-assignment progress reviewing, including on the likelihood of completion within the set timeline:** Regular written reporting from the diaspora expert to IOM seems to occur at the end of (most) assignments, which can help ensure that any issues or challenges that IOM may have a role in supporting or solving are identified. Early identification of challenges to likely completion of the assignment objectives is important, not only to identify solution mechanisms but also to manage realistic expectations and support harmonious relationships among all involved parties (e.g., diaspora experts, host institutions, IOM). We therefore suggest to have brief mid-assignment reviews in which the diaspora expert and host institution focal point jointly draft a progress report, potentially following a template that includes tools like Gantt charts to reduce the time cost for reporting. A meeting with IOM may then be held to discuss the report and decide on next steps in the assignment, which could include extending the assignment, providing more formal conflict management if needed, discussing resource needs, and so on. In addition, we suggest that this assessment is preceded by an informal feedback moment between IOM staff and the diaspora expert to (informally) inquire whether everything is going well and if they need more assistance. This face-to-face and informal character can help diaspora experts to feel like IOM monitors their progress. It may alternatively be beneficial to
- **Creating systems and processes to respond to problems that arise during the assignment:** While most diaspora expert assignments proceed with minimal or predictable challenges, more difficult to solve dilemmas are likely to arise in some assignments. For example, dissatisfaction with the diaspora expert from within the host institution and colleagues/priority learners may occur, or a diaspora expert may signal that the host

institution has not provided needed resources to enable an expert to complete an assignment. Some such challenges may require IOM staff to step in and act as mediators. In some cases challenges that arise in the assignment may need fast resolution, and it may be helpful to have an explicit guideline or protocol that specifies how challenges should be raised and resolved. Such a guideline may identify who within IOM is the first point of contact for different kinds of problems (e.g., relating to tensions between the expert and colleagues in the host institution, contractual problems, resource requests), what kinds of information or evidence should be provided to support a complaint or request, what resolutions timelines typically look like, and who should be contacted if the first point of contact for addressing an issue is unable to address the issue satisfactorily.

5.3.3 Recommendations related to the post-placement/return phase

When the end of a placement is on the horizon, a diaspora expert will finalise their work within the host institution and will likely begin making plans for their next personal and career moves. The next steps following a placement for both the host institution and diaspora expert may tie directly to the previous placement, which may require support from IOM to support continuity of learning or use of knowledge from the placement to the next stage of work. To support further amplification of learnings from CD4D2 into longer-term impacts on both institutional and individual capacity, it is recommended that there is:

- ***Possibilities for continued networking or maintenance of established relationships between and among host institution staff and diaspora experts:*** One of the immediate outcomes of a diaspora expert placement with the potential to enrich the work of both host institutions and diaspora experts is the creation of new networks. Supporting the maintenance of networks may help further amplify the learnings from diaspora expert placements, for example, through individual mentoring or advising between (former) diaspora experts and former colleagues in the host institution. New relationships and networks may also support diaspora experts, for example, to help them identify future long-term employment in the country of (ancestral) origin, or to help them identify areas for investment in the country of (ancestral) origin. Creating opportunities for continued exchange, like exchange visits, CD4D “alumni” fora or events, dedicated LinkedIn groups, and so on may be valuable to help host institutions and diaspora experts maintain connections and expand their networks beyond the people with whom an initial placement supported exchange.
- ***Providing explicit validation of the work of diaspora experts post-assignment:*** While most diaspora experts seem to be intrinsically motivated to contribute to CD4D2, the assignments they complete may require the experts to further hone and demonstrate competencies and skills that would be highly valued in the workplace and that may be strategically used as leverage by an expert for, for example, promotion or hiring decisions. To support the use of the placement experience for further growth, it may be valued by experts if they could receive a certificate of completion, micro-credentials, or other outputs that testify to the role of the expert in CD4D2.
- ***Providing after-assignment advising to diaspora experts on ways to extend involvement in the country of (ancestral) origin:*** Many diaspora experts participating in CD4D2 do so as a means to become (re)involved in their countries of (ancestral) origin, to contribute to development and ‘give back’ to their places of (ancestral) origin, and to test the waters for potential future return. While their placements within CD4D2 will likely allow them to meet some of these expectations, some experts may be uncertain of how they can remain involved in the country of (ancestral) origin outside of the CD4D2 framework. Particularly for experts who want to remain involved in the international development space and value their roles in potentially connecting to institutions representing different sectors (e.g., private sector, public sector, civil society), it may be valuable to provide advising to experts returning from their placements on how they can remain engaged in their

countries of (ancestral) origin. Such advising may be supported by assessing and understanding how CD4D2 fits within similar development interventions funded by the Dutch government and by other inter-governmental organisations with programming that focuses on the same sectors CD4D2 placements have contributed to. By identifying other actors and interventions involved in similar interventions, it may be possible to suggest more specific pathways for continued expert engagement.

- ***Creation of alumni tracking processes to understand the role of CD4D2 in the careers and mobility trajectories of participants:*** The diaspora experts placed in CD4D2 assignments may strategically leverage their assignments to develop networks in the country of (ancestral) origin, to strengthen skills and competencies needed in their areas of work, and to identify potential future employers. Participating in CD4D2 may therefore have an important role in shaping future career and mobility trajectories, and it would be valuable to understand how participants integrate their experiences into future choices. It may be valuable to develop tools (e.g., follow-up surveys, reviews of LinkedIn profiles, interviews with former participants) that allow for tracking of the career and mobility trajectories of participants at regular intervals after their completion of placements. The evidence generated by alumni tracking may support further revision of CD4D2 and any follow-up activities that engage learnings from the project.

6. Next steps

The CD4D2 project will be coming to a close by June 2023, with final placements expected to be made early in the second quarter of 2023. The evaluation will follow the final stages of CD4D2, with the final report to be delivered after the project end date and focusing on the lastingness of potential outcomes and impacts of CD4D2 on both participating host institutions and on diaspora experts themselves.

6.1 Planned data collection

To support the final evaluation report, additional data collection will take place in early 2023. As noted earlier in the report, interviews with diaspora experts will continue to take place on a rolling basis as assignments are finalised. In addition to regular interviews with diaspora experts, however, additional data will be collected among selected diaspora experts who finalised CD4D assignments some time ago. These co-called “retrospective” interviews will focus on understanding how diaspora experts used their experiences within CD4D, how they would evaluate or describe their assignments given their greater current distance from the placements, and if/how they have maintained connections with host institution staff after the completion of assignments. Interviews will also be requested with the CD4D ambassadors, which can place individual assignments within the broader perspective of CD4D as a whole.

In early 2023, a further round of data will also be collected among managers and colleagues in host institutions in Iraq, Nigeria, and Somalia/Somaliland. Interviews in host institutions will continue to involve managers and colleagues who can provide insights into experiences with recent diaspora expert placements, but additional emphasis will be placed on interviewing staff of host institutions that have received multiple diaspora expert placements and over different time periods to better assess the longer-term outcomes of participation in CD4D2. Similar to the retrospective interviews with diaspora experts, interviews with host institution staff that have interacted with CD4D placements over time will help explore how host institutions integrate their experiences with diaspora experts into institutional development.

A final set of interviews will take place with the individuals who have informed the design and implementation of CD4D2, which will primarily include IOM staff from the Netherlands and from the country offices involved in CD4D2. Interviews will also be done, when possible, with the donor of CD4D2 and with steering committee members, who can help explain the placement of CD4D2 within a broader international development ecosystem.

Further analyses will also be done of existing data, namely the data provided through the post-assignment diaspora expert surveys and within the Terms of Reference (ToRs) developed for individual diaspora expert assignments. Both sources of data have been consulted for this interim report, but the data may be investigated in more depth to provide answers to the research questions guiding this evaluation. For example, the survey data may allow for cross-tabulation of answers according to, e.g., country or sector of assignment, or the ToRs may also signal differences in the roles of diaspora experts that reflect specific sectors of work or institutional characteristics, which may unveil valuable response patterns.

6.2 Topics and themes slated for further investigation

The final report will provide answers to each of the identified research questions described in section 1, and it will provide particular emphasis on understanding pathways through which transfer of knowledge from diaspora expert to host institutions and their staff may translate into short-, medium-, and long-term impacts. In acknowledging that participation may generate different outcomes and impacts for different stakeholders in the project, the final report will similarly focus on defining and measuring sustainable outcomes on the level of the diaspora expert, the colleagues and priority learners paired with the diaspora expert, and on the level of the host institution.

To identify sustainability of outcomes, the final report will investigate some dimensions of CD4D2 that have not been systematically investigated in previous reports. This includes collecting retrospective assessments of how CD4D assignments played into decisions of diaspora experts related to career and further mobility and into the development of the host institution, as mentioned above. Information will also be collected on how host institutions selected colleagues/priority learners with which diaspora experts worked, as selection criteria (related to, e.g., seniority in the organisation, topical expertise, future anticipated job changes) may affect the “translation” of knowledge transferred from the diaspora expert into individual and later institutional capacity. The report will also engage more with ToRs of both CD4D2 as a whole and with individual diaspora expert placements to more systematically map out types of assignments, objectives of assignments, envisioned tasks, and their alignment with overall CD4D2 objectives within the timelines foreseen for individual placements. Finally, the final report will develop a clearer categorisation or typology of types of diaspora expert placements, which will identify how specific types of assignments within specific types of host institutions leverage different pathways of knowledge transfer to create desired outcomes.

The final report provides an opportunity to also inventory changes in the CD4D2 design and to connect the project and its objectives to CD4D1. The final report may revisit the evaluation of CD4D1 to identify what lessons were transferred to CD4D2 and how valued elements of CD4D1 were carried forward. As the countries and host institutions participating in CD4D2 have also changed over time, the final evaluation report will briefly address the outcomes of CD4D2 for select countries/host institutions that were not retained into the final phases of the project. For example, a separate section of the report will review how host institutions in Afghanistan integrated learnings from diaspora experts prior to the exit of Afghanistan from the project in January 2022. As host institutions in Somaliland were included in CD4D2 for the longest period of all countries throughout the project’s implementation, a section of the report will specifically address lessons learned from Somaliland as a sort of longitudinal case study. Given challenges with the quality of data and the movement of host institutions in and out throughout the project lifecycle (and accompanying challenges to the institutional memory within participating institutions), findings from Somaliland are expected to provide nuanced yet still limited insight into the long-term impacts of CD4D2 participation on host institutions.

The final report will also allow reflection on country-specific context and how the nature of the different implementation environments shaped how the CD4D2 model worked. Given differences in the nature of assignments and the sectors of focus across countries, it is challenging to distinguish these elements from country-specific differences. Nevertheless, the final report will include sections on country-specific features, risks, and how those risks or context characteristics were accommodated within different country settings. Where possible, these reflections will be linked to recommendations for adjusting knowledge-transfer programming for specific environments, particularly related to features like (in)security, post-conflict trust-building, and the infrastructure challenges in fragile settings.

6.3 Finalisation timeline

The evaluation will be finalised in the second quarter of 2023, with the majority of data collected among diaspora experts, staff of host institutions, and CD4D2 stakeholders (e.g., IOM staff, steering committee members) by the end of the first quarter of 2023. To support this timeline, coordination with IOM country office focal points on arranging interviews with host institutions will begin in January 2023. Interviews with CD4D2 project stakeholders will similarly begin in January/February of 2023, and specific diaspora experts will be contacted for retrospective interviews in February/March 2023. While diaspora expert placements may be made until April 2023, the majority of interviews with diaspora experts who have finalised their assignments will be arranged earlier. The review of ToRs and other administrative documents will occur throughout early 2023, and survey data will likewise be analysed early in the second quarter of 2023 to support drafting of the final report in the second quarter of 2023.

Appendix A: List of host institutions that received diaspora assignments

Country	Host Institution
Afghanistan	Ministry of Labour and Social Affairs Afghanistan Civil Service Institute Ministry of Refugees and Repatriation First Vice-President's Office of Afghanistan
Iraq	Kurdistan Region Statistics Office Ministry of Labour and Social Affairs of KRG Sulaymaniyah Governorate Commission for Investigation and Gathering Evidence CSO, Baghdad Ministry of Planning of the Kurdistan Region of Iraq Ministry of Migration and Displacement of Iraq Ministry of Education KRI Ministry of Health Duhok Uni Ministry of Trade of the Kurdistan Region of Iraq
Nigeria	Galaxy Backbone NITDA NIGCOMSAT NIHORT Food Crops Prod. Tech. Transfer Station, Dan-Hassan, Kano State Ministry of Agriculture Gambe /Makurdi Food transfer Station, Ubiaja OAUTH
Somalia	Ministry of Commerce and Industry of Somalia Ministry of Foreign Affairs and International Cooperation Ministry of Justice Ministry of Energy and Water Resources of Somalia Benadir Regional Administration, Somalia Ministry of Planning, Investment and Economic Development Guriga Oranje
Somaliland	Ministry of Parliamentary Relations and Constitutional Affairs Ministry of Public Works, Land and Housing Ministry of Transport and Road Development Ministry of Investment Promotion Holland House Hargeisa Ministry of Water Resources Development Berbera Municipal Authority Ministry of Justice Ministry of Interior

Appendix B: Interview guides for host institution staff (managers and colleagues)



Connecting Diaspora for Development (CD4D) 2

Institutions Interview Guide

Host Institution Managers

Section 0 [for excel sheet]

Questionnaire ID number	
Name of interviewer	
Date interview was conducted	
We have done interviews at host institution before	<input type="checkbox"/> 0 No <input type="checkbox"/> 1 Yes
Respondent was interviewed before	<input type="checkbox"/> 0 No <input type="checkbox"/> 1 Yes
Type of assignments host institution has received	<input type="checkbox"/> 1 Physical <input type="checkbox"/> 2 Virtual <input type="checkbox"/> 3 Both
Gender of interviewee	<input type="checkbox"/> 0 Male <input type="checkbox"/> 1 Female
Recorded	<input type="checkbox"/> 0 No <input type="checkbox"/> 1 Yes
Observations or notes on interview (e.g., questions that were not correctly understood, interruptions in the conversation):	

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.

Maastricht University has been contracted by IOM to conduct a study of the second phase of the CD4D Project; we were also involved in the first phase. *[If prior visits have occurred:]* A researcher from our team already interviewed you/staff from your institution last year about your/their expectations for CD4D2. Now, your institution has received (several) CD4D2 assignments. I would like to talk with you about your experiences with the project and the placements so far. The interview is scheduled for 1 hour. We anonymize all interviews so your name will never be used. 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 1: General information and pre-assignment expectations

General information

1. To start, could you tell me a bit about your current role in the organization?
2. How are things going in the organization at the moment?

In case manager has been interviewed before:

3. Has anything changed in your organization/unit since last time we spoke? In terms of structure, mandate, areas of work, etc.?

Pre-assignment expectations and drafting of TOR

1. Before you started to work with the diaspora expert who were placed at your organization, what were your expectations about CD4D?
2. Were you involved in drafting the Terms of References for assignments at your unit?

If so:

3. Can you explain to me how you determine the specific content of these assignments?
4. What do you want to achieve with these assignments? *Prompt for: objectives for particular assignment / organization in total*
5. Do you feel that the expert who was eventually provided fulfilled the requirements outlined in the ToRs? If not, why not?

Section 2: Experiences during placement & collaboration

1. Were you involved in the placements of specific diaspora experts, in specific units of your organization?
2. Who was the diaspora expert(s) assigned to work with? Why were the experts assigned to work with those specific people?
3. Did you personally interact much with the diaspora expert? How would you characterize these interactions?
4. What did you observe about the interaction between the diaspora expert(s) and your staff?
5. What went well in these interactions? Were there also any challenges?

Prompt for:

- *Communication*
- *Mutual trust between staff and diaspora experts*
- *Whether diaspora experts could navigate working in the organization*

6. Did staff report to you about their experiences with the diaspora expert(s)? Would you be willing to share these with me?

Knowledge transfer and learning

1. Do you think staff gained knowledge or new skills from working with the diaspora expert(s)? Can you give an example?
2. What knowledge and skills did they gain?
 - Did staff gain new technical knowledge, related to the content of their work? Can you give an example?
 - Did staff make changes in the way they are working? Can you give an example?
3. How did the expert(s) try to transfer skills/knowledge? Was this an effective method, according to you?
4. How do you perceive the diaspora expert(s) expertise with regards to the skills needed at your unit/organization? Looking back, did they have the necessary expertise? What kinds of expertise (hard/soft skills)?

If there were multiple diaspora experts in the unit/organization:

5. Do you feel that staff benefitted equally from their collaboration with all diaspora experts, or did they learn more from one person in particular?
6. Why were they better able to learn from that particular diaspora expert?

7. Was one assignment more important to the unit/organization than others? Why so?

Virtual/physical assignments

1. Did your organization/unit work with diaspora experts virtually?
2. What were considerations for you to allow assignments to take place virtually or physically?

If so:

3. How did you experience these virtual assignments?
4. Did you experience any challenges? Did you and your staff try to overcome these, and how?
5. If you compare virtual assignments with physical assignments, would you say that one is more beneficial than the other? Why?

Section 3: Impact of placement and future

1. Are there any changes in your organization/unit that the diaspora expert(s) contributed to, either positively or negatively? Can you give examples?
2. Do staff currently apply what they learned from the diaspora expert(s) in their work? Why yes/no? Can you give an example?
3. Beyond the skills and knowledge that you expected the diaspora expert to transfer, did their work impact the organization/staff in any further way? How so?
4. Are you/is your staff currently still in touch with the diaspora expert(s)? For what purposes?
5. Would you be willing to work with diaspora experts in the future again? Why yes/no?
6. Looking back, do you feel that your unit/organization's participation in CD4D has been worthwhile? Why?

Section 4: Demographic information and closing

Demographic information

1. How old are you?
2. How many years have you worked in this organization? And in this position?

Conclusion

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?

Explain three questions via WhatsApp.

Thank you for your time today.



Connecting Diaspora for Development (CD4D) 2

Institutions Interview Guide

Host Institution Colleagues

Section 0 [for excel sheet]

Questionnaire ID number	
Name of interviewer	
Date interview was conducted	
We have done interviews at host institution before	<input type="checkbox"/> 0 No <input type="checkbox"/> 1 Yes
Respondent was interviewed before	<input type="checkbox"/> 0 No <input type="checkbox"/> 1 Yes
Type of assignments host institution has received	<input type="checkbox"/> 1 Physical <input type="checkbox"/> 2 Virtual <input type="checkbox"/> 3 Both
Gender of interviewee	<input type="checkbox"/> 0 Male <input type="checkbox"/> 1 Female
Recorded	<input type="checkbox"/> 0 No <input type="checkbox"/> 1 Yes
Observations or notes on interview (e.g., questions that were not correctly understood, interruptions in the conversation):	

Preamble

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Maastricht University has been contracted by IOM to conduct a study of the second phase of the CD4D Project; we were also involved in the first phase. *[If prior visits have occurred:]* A researcher from our team already interviewed you/staff from your institution last year about your/their expectations for CD4D2. Now, your institution has received (several) CD4D2 assignments. I would like to talk with you about your experiences with the project and the placements so far. The interview is scheduled for 1 hour. We anonymize all interviews so your name will never be used. 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 1: General information and pre-assignment expectations

General information

4. To start, could you tell me a bit about your current role in the organization?
5. How are things going in the organization at the moment?

In case colleague has been interviewed before:

6. Has anything changed in your job and tasks since last time we spoke? What about the organization as a whole?

Pre-assignment expectations

1. Before you started to work with the diaspora expert who were placed at your organization, what were your expectations about CD4D?
2. What did you hope to learn?

Section 2: Experiences during placement

1. What did you work with diaspora experts on? Did you work more with some than others, if you worked with multiple experts?
2. For how long did you work with diaspora experts? How often would you work together?
3. How did you experience working with the diaspora expert(s)?

Prompt for:

- *Felt comfortable with sharing ideas*
- *Communication*
- *Mutual trust between colleague and diaspora expert*

4. Were your experiences different for different experts and why?
5. Did you experience any challenges in working with the diaspora expert(s)? What were these challenges?
6. Is there anything that the diaspora expert could have done differently to make the collaboration more useful?
7. Is there anything your manager or the institution could have done differently to make the collaboration more useful?

Knowledge transfer and learning

1. Did you learn something from the diaspora expert(s) you worked with?
2. What did you learn? Can you give me specific examples?
Prompt: Think not only about hard/technical skills, but also shifts in attitudes or values
3. How did the expert teach you this? Did learning in this way worked well for you? Why yes/no?
4. Is the knowledge you gained relevant to your job, and if so, how?
5. Was there anything else you would have liked to learn from the diaspora expert(s), but did not get to?

If the respondent worked with multiple diaspora experts:

6. Did you equally benefit from your collaboration with all diaspora experts, or did you learn more from one person in particular?
7. Why were you better able to learn from that particular diaspora expert?
8. Do you yourself also teach the expert something? If so, what?

Virtual/physical assignments

1. Did you work with diaspora experts virtually?

If so:

2. How did you experience the virtual assignments?
3. Did you experience any challenges? Did you try to overcome these, and how?
4. If you compare virtual assignments with physical assignments, would you say that one is more beneficial than the other? Why do you make that assessment?

Section 3: Impact of placement and future

Intro: In my opinion, there is a difference between gaining skills and knowledge, and whether these can make a lasting/sustainable impact on yourself and your organization.

1. Did the diaspora expert contribute to change on the work of your organization? Can you give examples? *Probe for short/long-term changes.*
3. Did the diaspora expert change the way you work specifically?
4. Do you currently apply what you learnt from the diaspora expert(s) in your work? Why yes/no?
4. At the moment, are you still in touch with the diaspora expert(s)? For what purposes?
5. In the near future, would you want to work again with a diaspora expert? Why yes/no?
6. Looking back, do you feel that your participation in CD4D has been worthwhile? Why?

Section 4: Demographic information and closing

Demographic information

Intro: Finally, I have a few quick questions for you.

1. How old are you?
2. How many years have you worked in this organization? And in this position?

Conclusion

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?

Explain about three questions via WhatsApp

Thank you for your time today.

Appendix C: Post-assignment 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

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?	<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 physical assignments <input type="checkbox"/> 1 All my previous CD4D assignments were virtual assignments <input type="checkbox"/> 2 My previous CD4D assignments were both physical and virtual assignments

1.2. 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
--	--

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"/>

1.5. 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					
1.6. 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).	<input type="checkbox"/> Very junior <input type="checkbox"/> Junior <input type="checkbox"/> Mid-level <input type="checkbox"/> Lower management <input type="checkbox"/> Upper management					
1.7. 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					
1.8. 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"/>					
1.9. 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}					
1.10. 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					
1.11. Please rate the contribution you have made to:						
	None (1)	Low (2)	Medium (3)	High (4)	Very high (5)	Not applicable (6)
Staffs' ability to use new technology (software, program)	<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"/>
Lack of stable internet connection	<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>2.2. 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"/> Lack of stable internet connection <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"/> 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 from home <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
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	<input type="checkbox"/> Complex workplace rules and regulations <input type="checkbox"/> Other (please specify)				
2.3. Please comment on the challenges you faced.					
2.4. {For virtual assignments:} Did you face any challenges with the virtual assignment? If yes, please comment on the challenges you faced.					
Section 3					
3.1. 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				
3.2. Please rate your satisfaction with the assistance provided by IOM...					
	Very dissatisfied (1)	Dissatisfied (2)	Neither (3)	Satisfied (4)	Very satisfied (5)
... before your assignment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... during your assignment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... after 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.					
3.3. Please rate your satisfaction with the assistance provided by the host institution...					
	Very dissatisfied (1)	Dissatisfied (2)	Neither (3)	Satisfied (4)	Very satisfied (5)
... before your assignment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... during your assignment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... after 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.	
3.4. Do you have any suggestions on how you could have been supported to increase your effectiveness in this assignment?	
3.5. 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
3.6. Do you plan to keep in contact with the host institution?	<input type="checkbox"/> 0 No <input type="checkbox"/> 1 Yes
Section 4	
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 Regional Government (KRG)/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?	<input type="checkbox"/> 1 18-24 <input type="checkbox"/> 2 25-34 <input type="checkbox"/> 3 35-44 <input type="checkbox"/> 4 45-54 <input type="checkbox"/> 5 55-64 <input type="checkbox"/> 6 65-75 <input type="checkbox"/> 7 75 or older

Section 5

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?

End of survey

Your response has been submitted!

Thank you for taking the time to complete this survey. We truly value the information you have provided.

Please take a screenshot of this message and attach it when sending your final report to IOM.

You can find more information about the CD4D evaluation [here](#). In case you have any comments or questions about the survey or the evaluation more in general, please contact Charlotte Mueller via charlotte.mueller@maastrichtuniversity.nl

Many

thanks,

Maastricht University project team

Appendix D: Interview guide for diaspora experts



UNITED NATIONS
UNIVERSITY

UNU-MERIT

Connecting Diaspora for Development (CD4D) 2

Participant Interview Guide

Interview Identification	
Interview number	
CD4D assignment country	
Interviewer	
Date conducted	
Place where the interview took place	
To be completed after the interview: Observations about interview (e.g., interruptions, questions that were poorly understood, points for urgent follow-up)	

Preamble

Thank you very much for participating in this interview.

As mentioned before, this interview is part of the evaluation our research team from Maastricht University/United Nations University-MERIT is conducting of the second phase of the Connecting Diaspora for Development (CD4D2) – Project, operated by IOM. We are independent researchers tasked by IOM to evaluate the CD4D2 project, without any prejudice on the desired outcomes of the evaluation. We are interested in your opinion and experiences with the project. The information you provide during the interview will be used anonymously for reporting to IOM as well as for academic research purposes, i.e., in blog articles or academic publications. I would like to remind you again that participation in this interview is on a voluntary basis and that you can withdraw from the research at any point.

Please note that all interviews will be recorded and all data will be anonymized, that is your name will never be used. You can decide not to answer a question or decide to stop the interview at any time. You can decide to withdraw your participation in this study at any time, even after the interview.

In the next hour or so, we will ask you several questions that deal with your motivation to participate in CD4D, your experiences at the host institution and collaboration with colleagues, the knowledge you transferred and the change you feel you were able to bring about, your personal gains of the project and plans for the future. We will finish with your suggestions to improve the CD4D project.

Before we start, do you have any questions? Do you agree to participate in the interview under the above mentioned conditions?

Note to interviewer: Turn on the recorder and say and say the date and number of interview into the recorder. Ask for the respondent to explicitly give consent to be interviewed on the recording in lieu of a written consent record.

Voorwoord

Bedankt voor uw deelname aan dit interview.

Zoals u al eerder vernomen heeft, maakt dit onderzoek deel uit van de evaluatie die een onderzoeksteam van de Universiteit Maastricht/de United Nations University-MERIT uitvoert over het tweede gedeelte van het Connecting Diaspora for Development Programma. We zijn onafhankelijke onderzoekers die in opdracht van IOM deze evaluatie uitvoeren, zonder dat we vooringenomen zijn over de uitkomst van deze evaluatie, of het succes ervan. We zijn geïnteresseerd in uw mening en ervaringen met het project. De informatie die u tijdens het interview verstrekt, wordt geanonimiseerd gebruikt voor rapportage aan IOM en voor academische onderzoeksdoeleinden, d.w.z. in blogartikelen of academische publicaties. U kunt zich op elk moment terugtrekken uit het onderzoek.

Graag willen wij u erop wijzen dat alle interviews worden opgenomen en alle gegevens geheel anoniem behandeld worden, dat wil zeggen dat uw naam nooit zal worden gebruikt. U kunt op elk moment besluiten een vraag niet te beantwoorden of het interview stopzetten. U kunt op elk moment besluiten uw deelname aan dit onderzoek in te trekken, ook na het interview.

In het komende uur zal ik u verschillende vragen stellen, welke te maken hebben met: uw motivatie om deel te nemen aan CD4D, uw ervaringen bij het gastinstituut en met uw collega's daar, het overbrengen van kennis en vaardigheden, als ook de verandering die u daarmee teweeg heeft kunnen brengen, uw persoonlijke opbrengsten van het project en plannen voor de toekomst. We zullen eindigen met uw suggesties om het CD4D project te verbeteren.

Heeft u voorafgaand aan het interview nog vragen? Gaat u akkoord met de voorwaarden zoals hierboven vermeld?

English	Nederlands
<p>Motivation / Pre-assignment experiences Intro: As stated, we will first begin with a few questions on your motivations to participate in the CD4D project. <i>But first, can you remind me again of the assignment that you took part in? What was your role and what tasks did you perform?</i></p> <p>7. What was your main motivation to participate in the CD4D2 Project?</p> <p>8. As you know, one of the key goals of CD4D is to transfer knowledge. Prior to starting your first assignment, did you have any experience with transferring knowledge?</p> <ul style="list-style-type: none"> • If yes: In what country and setting did this knowledge transfer place? <i>Probe: Have you ever trained someone in country x before? Have you ever taken part in a project or program that helped you go to country x for sake of transferring knowledge or expertise, even if it was supported by an individual or organization?</i> <p>9. Prior to starting your first CD4D assignment, how would you describe your involvement in the assignment country? <i>Probe for: Communication with family/friends, vacations trips back, work etc.</i></p> <p>4. What were your expectations of CD4D2 before you started? What did you want to get out of participating in the program?</p>	<p>Motivatie / Ervaringen voorafgaand aan de opdracht Intro: Zoals zojuist gezegd beginnen we allereerst met een paar vragen over uw motivatie om deel te nemen aan CD4D. <i>Maar eerst, zou u me er nogmaals aan kunnen herinneren welke opdrachten u gedaan heeft? Wat was uw rol en welke taken voerde u uit?</i></p> <p>1. Wat was uw belangrijkste motivatie om deel te nemen aan het CD4D project?</p> <p>2. Zoals u weet, is de overdracht van kennis en vaardigheden een belangrijk doel van het CD4D project. Voordat u uw eerste opdracht startte, had u al ervaringen met het overdragen van kennis en vaardigheden?</p> <ul style="list-style-type: none"> • Zo ja, in welk land en in wat voor omgeving vond dergelijke kennisoverdracht plaats? <i>Denk aan: heeft u ooit training gegeven in land X? Heeft u ooit meegedaan aan soortgelijke, officiële projecten die kennis over trachten te dragen, zowel vanuit een organisatie, als informeel?</i> <p>3. Hoe zou u uw betrokkenheid bij het projectland omschrijven voorafgaand aan uw eerste CD4D opdracht? <i>Denk aan: Communicatie met familie/vrienden, vakantie, bezoek aan thuisland, werk, etc.</i></p> <p>4. Wat waren je ervaringen over deelname aan het CD4D2 programma? Wat wilde je uit je deelname halen?</p>
<p>Host Institution & Institution's Work Culture Intro: The next questions deal with your experiences with working at the host institution, as well as your collaboration with colleagues there.</p> <p>1. In your opinion, what are some of the strengths of the organization where your assignment took place?</p> <p>2. What were the challenges facing the organization?</p> <p>3. Can you describe how you perceived the institution's work culture?</p> <ul style="list-style-type: none"> • From your experience, is it common within your host institution (HI) to exchange ideas with colleagues? If so, how? 	<p>Gastinstituut & Werkcultuur Intro: De volgende paar vragen gaan over uw ervaringen met het werken bij het gastinstituut, als ook uw samenwerking met collega's terwijl u daar was.</p> <p>1. Wat waren naar uw mening de sterke punten van de organisatie waar u uw opdracht heeft uitgevoerd?</p> <p>2. Tegen welke uitdagingen liep de organisatie aan?</p> <p>3. Kunt u omschrijven hoe u de werkcultuur binnen de gastorganisatie heeft ervaren?</p> <ul style="list-style-type: none"> • Is het naar uw ervaring gebruikelijk binnen het gastinstituut om ideeën uit te wisselen met collega's? Zo ja, op welke manier? • Denkt u dat medewerkers het delen van ideeën en kennis tussen collega's als waardevol ziet voor de organisatie en hun eigen werkzaamheden?

<ul style="list-style-type: none"> • Do you think staff consider the sharing of ideas and knowledge between staff members as important for their institution/for their work? • Was it common to share new ideas or ways of doing things/does staff try and test new ideas or ways of doing things? • From what you saw, does staff at the institution engage in knowledge transfer activities regularly? (e.g. mentoring/coaching, teamwork, training or workshops, networking) 	<ul style="list-style-type: none"> • Was het naar uw mening gebruikelijk om nieuwe ideeën of werkwijzen te delen binnen de organisatie? Met andere woorden: probeerde/testte het personeel wel eens nieuwe ideeën of werkwijzen? • Neemt het personeel, naar uw idee, regelmatig deel aan kennisoverdracht activiteiten (binnen de organisatie)? (Zoals: begeleiding/coaching, teamwork, trainingen of workshops, netwerken/netwerkactiviteiten)
<p>Interaction with colleagues</p> <ol style="list-style-type: none"> 1. How do you generally feel about the interaction with your colleagues at the host institution during the assignment? <ul style="list-style-type: none"> ○ Can you tell me whether people at the host institution were approachable for you? Why yes/no? ○ Did you notice any differences between the possibility for you to interact with colleagues at different levels of the institution, such as your direct team members, the management, etc? 2. How would you describe your relationship with the staff at the HI? Can you give some examples? <ul style="list-style-type: none"> • Did you perceive the staff you worked with as open-minded/open to new ideas/the contributions you made? • How did you perceive your colleague's motivation to engage in knowledge transfer activities? • Did you feel that your colleagues trusted you? <ul style="list-style-type: none"> ○ How did you create and build trust? ○ Can you give some examples? • Are you still in contact with some of the colleagues? What are your reasons for doing so? 3. Did you experience any challenges in working with the colleagues? <ul style="list-style-type: none"> • Did you feel like there were any differences between yourself and the staff? What differences? Did these impact your work and if so, how? <i>Probe for cultural difference, language..</i> 	<p>Interactie met collega's</p> <ol style="list-style-type: none"> 1. Wat is over het algemeen uw mening over de samenwerking met collega's tijdens uw opdracht bij de gastorganisatie? <ul style="list-style-type: none"> • Kunt u vertellen of de collega's en medewerkers van de gastorganisatie goed benaderbaar waren voor u? Waarom wel/niet? • Heeft u enig verschil gemerkt in de manier waarop u interactie kon hebben met collega's werkzaam op verschillende afdelingen en niveaus binnen de organisatie, zoals met uw directe collega's of de managers? 2. Hoe zou u uw relatie met collega's omschrijven? Kunt u wat voorbeelden geven? <ul style="list-style-type: none"> • Heeft u uw collega's als ruimdenkend ervaren/open voor nieuwe ideeën die u aandroeg? • Hoe zou u de motivatie van collega's beoordelen wat betreft het deelnemen aan kennisoverdracht (activiteiten)? • Had u het gevoel/Kreeg u het idee dat uw collega's u vertrouwde? <ul style="list-style-type: none"> ○ Hoe heeft u geprobeerd vertrouwen bij collega's te creëren of op te bouwen? ○ Kunt u enkele voorbeelden geven? • Heeft u nog contact met uw collega's van de gastorganisatie? Wat zijn uw redenen om dit wel/niet te doen? 3. Heeft u enige uitdagingen ervaren in het samenwerken met de collega's van de gastorganisatie? <ul style="list-style-type: none"> • Had u het gevoel dat er verschillen waren tussen uzelf en de collega's? Zo ja, welke verschillen? Hadden deze impact op uw werk en zo ja, hoe? <i>Denk aan culturele verschillen, taal..</i> • Gedurende de opdracht, heeft u het gevoel dat de collega's u anders behandelde, zowel positief of

<ul style="list-style-type: none"> • During your assignment, did you feel that staff treated you differently (positive or negatively)? If you felt treated differently, why do you think that was the case? What do you think are possible reasons or factors that affected how you were perceived/treated? • Did practical or institutional factors impede your work? Which ones, and in what way did they impact your work? 	<p>negatief? Zo ja, waarom denkt u dat dit het geval was? Waar komt deze andere behandeling uit voort, denkt u?</p> <ul style="list-style-type: none"> • Zijn er praktische of institutionele factoren die ervoor gezorgd hebben dat u uw werk niet goed kon uitvoeren? Welke zijn dit, en hoe hadden ze invloed op uw werk?
<p>Knowledge Transfer Intro: In this next set of question, we will first ask you about the way you tried to transfer knowledge during the CD4D2 assignment, and what helped you to do this. Then, we will ask you about the change your efforts brought about.</p> <ol style="list-style-type: none"> 1. As you know, one of the main objectives of CD4D2 is knowledge transfer to staff at the host institution. Would you say that you transferred knowledge to staff at the host institution? 2. In your opinion, what knowledge did you transfer to your colleagues at the host institution? <ul style="list-style-type: none"> • How did you transfer this knowledge? <ul style="list-style-type: none"> ○ Probe for: Mentoring/coaching? (<i>Topic/Frequency/Number of mentees</i>); Trainings or workshops? (<i>Topic/Frequencies/Number of attendees</i>); Encourage teamwork? If yes, in what ways?; Did you encourage colleagues to join a sector-specific event? Did you encourage the organization of a sector-specific event at the HI? Did you establish the contact between colleagues at the HI and contacts from your professional network? 3. What factors helped you to transfer this knowledge? 4. Were there any barriers to sharing ideas and knowledge within the institution? <i>Probe for: Enough time? Dedicated space? Technology/resources? Institutional environment?</i> 	<p>Kennisoverdracht Intro: in de volgende set met vragen, zullen we u allereerst vragen stellen over de manier waarop u uw kennis en vaardigheden heeft overgedragen tijdens de CD4D opdracht, en welke factoren ervoor hebben gezorgd dat u dit kon doen. Daarna zullen we u ook vragen over de verandering die u daarmee heeft geprobeerd te bewerkstelligen.</p> <ol style="list-style-type: none"> 1. Zoals u weet, is een van de belangrijkste doelstellingen van CD4D2 kennisoverdracht aan het personeel van de gastinstelling. Zou je zeggen dat je kennis hebt overgedragen aan het personeel van de gastinstelling? 2. Welke kennis heeft u naar uw mening overgebracht op collega's van het gastinstituut? <ol style="list-style-type: none"> a. Hoe heeft u deze kennis overgedragen? b. Denk aan: Heeft u zich ingezet voor/bezig gehouden met begeleiding/coaching? Zo ja, welk onderwerp/wat was de frequentie hiervan/aantal mentorleerlingen?; Heeft u trainingen of workshops gegeven? (<i>Onderwerp/Frequentie/Aantal deelnemers</i>); Heeft u teamwork aangemoedigd tijdens de opdracht? Zo ja, op welke manier?; Heeft u collega's aangemoedigd om deel te nemen aan sectorspecifieke evenementen?; Heeft u de organisatie van een sectorspecifiek evenement aangemoedigd bij het gastinstituut?; Heeft u connecties kunnen leggen tussen collega's en andere contacten binnen uw professionele netwerk? / Heeft u collega's in contact gebracht met andere contacten binnen uw professionele netwerk? 3. Welke factoren hebben ervoor gezorgd dat u deze kennis kon overdragen? Wat heeft u hiermee geholpen? 4. Heeft u belemmeringen ervaren in het delen van ideeën en kennis binnen de gastinstelling? <i>Denk aan: Genoeg tijd? Genoeg fysieke ruimte/kantoor? Technologie/andere middelen? Genoeg mogelijkheden vanuit de organisatie?</i>

<p>Change</p> <ol style="list-style-type: none"> 1. Do you feel that you could contribute to any form of change within the organization during your assignment? <ul style="list-style-type: none"> • What kinds of change? <i>Probe for change that was specified in the TOR (skills and knowledge) and change that went beyond the TOR (other skills; norms, values)</i> • How did you contribute to these changes? • Can you estimate the impact of these changes to the organization, i.e. their sustainability? 2. Looking back, what were factors that you think shaped how you contributed (or did not) to change in the institution? <i>Probe for enablers and barriers for chance to take place.</i> 	<p>Verandering</p> <ol style="list-style-type: none"> 1. Heeft u het gevoel dat u bij heeft kunnen dragen aan een vorm van verandering binnen de organisatie tijdens uw verblijf? <ul style="list-style-type: none"> • Zo ja, wat voor verandering? <i>Denk aan: verandering die was omschreven in de TOR (kennis en vaardigheden) en verandering die verder ging dan de opdracht omschreef (andere vaardigheden; normen, waarden)</i> • Hoe heeft u bijgedragen aan deze verandering? • Kunt u inschatten wat de impact van deze veranderingen is voor de organisatie? Hoe duurzaam denkt u dat deze veranderingen zijn? • Terugkijkend op uw opdracht, wat zijn denkt u de factoren die hebben bijgedragen aan uw mogelijkheid om verandering teweeg te brengen bij de organisatie? <i>Vraag door op factoren die dit vergemakkelijkten en bemoeilijkten.</i>
<p>Participant's personal development</p> <p>Intro: In the following, we would like to learn more about your personal development following the CD4D project.</p> <ol style="list-style-type: none"> 1. CD4D aims to connect experts – that is, you – to host institutions in order to transfer skills and knowledge. Of course, you may also have learned and gained skills and knowledge yourself. Did you feel you learned something during your assignment? <ul style="list-style-type: none"> • What was the most important insight you gained during the assignment? <i>Prompt for hard skill changes (work competencies) and soft skills (values, attitudes).</i> 2. Can you elaborate on the impact, if any, that your CD4D assignment has had on: <ul style="list-style-type: none"> • Your current job/prospective jobs: can you use the experience for your current work? • Your personal life: was the CD4D assignment important to you beyond your professional career? How? • Anything else? 3. Now that you've had time to reflect on your experience in CD4D, how would you describe what the assignment did for you? Basically, what did you gain from taking part? 	<p>Persoonlijke ontwikkeling van de deelnemer</p> <p>Intro: De volgende vragen gaan in het bijzonder over uw eigen persoonlijke ontwikkeling, na deelname aan het CD4D project.</p> <ol style="list-style-type: none"> 1. CD4D tracht om experts, zoals uzelf, te koppelen aan gastorganisaties om kennis en vaardigheden over te dragen. U kunt zelf natuurlijk ook iets geleerd hebben van uw tijd bij de organisatie. Heeft u het gevoel dat u zelf ook iets geleerd heeft tijdens uw deelname aan CD4D? <ul style="list-style-type: none"> • Wat is het belangrijkste inzicht dat u tijdens deze opdracht heeft verkregen/opgedaan? <i>Denk aan harde skills (voor werk) en zachte skills (waarden, houdingen)</i> 2. Kunt u iets vertellen over de impact van uw deelname in het CD4D project op: <ul style="list-style-type: none"> • Uw carrière? Kunt u de ervaring gebruiken in uw huidige werk, en zo ja, hoe? • Uw persoonlijke leven? Heeft het project impact gehad op u buiten uw carrière? Hoe? • Iets anders? • Nu dat u wat tijd gehad heeft om te reflecteren op uw ervaringen met CD4D, zou u kunnen vertellen wat het project voor u betekend heeft? Wat heeft u zelf gehad aan deelname aan het project?

<p>Diaspora identity and belonging</p> <p>Intro: Before we will ask you our final questions about your future plans and feedback for the CD4D project, we would like to ask you about how you perceive the role of diaspora in the CD4D project.</p> <ol style="list-style-type: none"> 1. Do you identify as a member of the [...] diaspora? <ul style="list-style-type: none"> • During your assignment, how would you say that the staff at the host institution perceived you? (as a diaspora member, as an Afghan/Ethiopian/..., ...) ? 2. Has the assignment enabled you to broaden or deepen your personal and/or professional network in the country? With whom? <ul style="list-style-type: none"> • Did you connect to other diaspora members? Were other diaspora members present at the institution? • Had you met/been in contact with other CD4D-participants during your assignment? Since your assignment finished, have you met or been in contact with other participants? 3. Did the CD4D assignment change anything about your involvement in the country? Did it change your feelings about the country, or even to the Netherlands? If so, what factors contributed to this change? 4. Projects like CD4D are often talked about in terms of allowing diaspora to demonstrate or act on their 'commitment' to the country of origin or heritage. How do you feel about this assumption? 	<p>Diaspora-identiteit en erbij horen</p> <p>Intro: Voordat we u wat laatste vragen stellen over uw toekomstplannen en feedback voor het project, zouden we u graag nog wat vragen willen stellen over de rol van de diaspora in CD4D.</p> <ol style="list-style-type: none"> 1. Ziet u uzelf als lid/onderdeel van de [...] diaspora? <ul style="list-style-type: none"> • Hoe denkt u dat collega's en medewerkers van de gastorganisatie beschouwden/benaderden gedurende de opdracht (als onderdeel van de Afghaanse diaspora, als Afghaan/Ethiopiër/.../...)? 2. Heeft de opdracht ervoor gezorgd dat u uw persoonlijke en/of professionele netwerk in het land kon verdiepen? Met wie bent u nieuwe contacten aangegaan? <ul style="list-style-type: none"> • Bent u in contact gekomen met andere leden van de diaspora? Waren andere leden van de diaspora aanwezig bij de gastorganisatie? • Heeft u nog andere CD4D-deelnemers ontmoet of bent u hiermee in contact geweest na beëindigen van uw opdracht? 3. Heeft de CD4D opdracht ervoor gezorgd dat u op een andere manier betrokken bent geraakt bij het land dan voorheen? Heeft het project uw gevoelens ten opzichte van het land veranderd, of ten opzichte van Nederland? Zo ja, welke factoren hebben hieraan bijgedragen? 4. Er wordt vaak over projecten zoals CD4D gesproken alsof het de leden van diaspora in staat stelt om hun verbintenis/toewijding aan hun land van herkomst kenbaar te maken. Wat vindt u van deze veronderstelling? 5.
<p>Future</p> <ol style="list-style-type: none"> 1. Are you planning to participate in another CD4D-Assignment? 2. Based on your experiences with CD4D, would you consider doing another, similar type of exchange, either with IOM or another organization? <ul style="list-style-type: none"> • What conditions would need to be in place for you to consider participating in the future in an initiative like CD4D? 3. Are you planning to return to the assignment country, for any duration of time? Why? What types of activities will you undertake upon your return? 	<p>Toekomst</p> <ol style="list-style-type: none"> 1. Bent u van plan om nogmaals deel te nemen aan een CD4D-opdracht? 2. Gebaseerd op uw ervaringen met CD4D, zou u in de toekomst nogmaals een soortgelijke opdracht willen doen, voor IOM of een andere organisatie? <ul style="list-style-type: none"> • Wat zouden de voorwaarden zijn voordat u in de toekomst weer deel zou nemen? 3. Bent u van plan om terug te keren naar het land, in de nabije of verre toekomst? Zo ja, voor wat voor soort activiteiten? 4. Heeft de CD4D opdracht uw toekomstplannen op enige manier gewijzigd? Zo ja, hoe?

<p>4. Did the CD4D assignment change your general future plans?</p>	
<p>CD4D Project Feedback Intro: We would now like to ask you about possible remarks or feedback that you have for the CD4D project and IOM. We will, of course, only share this feedback anonymously with IOM, so feel free to indicate any type of feedback that you might have.</p> <ol style="list-style-type: none"> 1. What kind of assistance did you receive from IOM with regard to your assignment? 2. Did you participate in the voluntary pre-departure training? <ul style="list-style-type: none"> • Did you find it helpful? How? • If you think retrospectively, what content do you wish this training covered that you think would have helped you in your assignment? 3. Overall, how satisfied are you with the arrangements and coordination of your assignment and the assistance that you have received? <i>Probe for: Communication with IOM Staff? Time it took to fill the placement? Preparation for the assignment provided by IOM? Support provided by IOM during the placement? (Visa, etc.) Anything else?</i> 4. Did you experience any challenges with regard to practical matters of your assignment? 5. Do you have any suggestions for improvement? 	<p>Feedback CD4D-Project Intro: we zouden u nu wat vragen willen stellen over mogelijke opmerkingen en feedback die u heeft voor het CD4D project, of voor IOM. We zullen deze feedback natuurlijk alleen anoniem delen, dus voel u vrij om alle mogelijke feedback te noemen</p> <ol style="list-style-type: none"> 1. Welke hulp heeft u van IOM ontvangen met betrekking tot uw opdracht of hoe hebben zij u geassisteerd? 2. Heb je deelgenomen aan de vrijwillige pre-departure training? <ul style="list-style-type: none"> • Vond je het training nuttig? Hoe? • Als u terugkijkt op de training, zou u dan enige inhoud ervan veranderen? Zouden er onderdelen toegevoegd moeten worden, die u beter zouden voorbereiden op uw opdracht? 3. Hoe tevreden bent u in het algemeen over de organisatie en coördinatie van uw opdracht en de hulp die u tijdens uw opdracht heeft ontvangen? <i>Denk aan: Communicatie met IOM-medewerkers? Tijdsbestek waarin uw plaatsing werd ingevuld? Opdrachtvoorbereiding door IOM? Ondersteuning van IOM tijdens uw plaatsing? (Visa, etc.)? Wilt u hier nog iets aan toevoegen?</i> 4. Bent u tegen belemmeringen/uitdagingen aangelopen met betrekking tot praktische zaken van uw opdracht? 5. Heeft u suggesties ter verbetering van het CD4D-project?
<p>Sociodemographic questions Intro: Finally, we would like to ask you some questions about yourself.</p> <ol style="list-style-type: none"> 1. What is the highest level of education you have obtained? (Secondary or lower, Technical or vocational, Bachelor, Master, PhD) 2. Were you employed prior to your participation in CD4D? <ul style="list-style-type: none"> • Within your field of expertise? • How many years have you been in your current position at this organisation? 3. How old are you? 	<p>Sociaaldemografische vragen Intro: Tenslotte zouden we u enkele vragen willen stellen over uzelf.</p> <ol style="list-style-type: none"> 1. Wat is uw hoogst genoten opleiding? (Secundair of lager, Technisch of beroepsgericht, Bachelor, Master, PhD) 2. Bent u voor uw deelname aan CD4D in dienst? <ul style="list-style-type: none"> • Binnen uw specialisatie/eigen vakgebied? • Hoeveel jaar bent u in uw huidige functie bij deze organisatie? 3. Hoe oud ben je?
<p>Concluding Questions</p> <ul style="list-style-type: none"> • Is there anything else you would like to share? 	<p>Afsluitende vragen</p> <ul style="list-style-type: none"> • Heeft u nog aanvullende opmerkingen of is er iets wat u graag met ons zou willen delen?

- Is there anything else that you think is important to know about your experiences?
- Do you have any questions?
- Thank you so much for your time today.

- Is er aanvullend nog iets wat voor ons belangrijk is om te weten over uw ervaringen in het algemeen?
- Heeft u nog vragen?
- Bedankt voor uw tijd.