Maastricht University Leading in Learning!

Maastricht Graduate School of Governance (MGSoG)

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

August 2021

Charlotte Mueller

Soha Youssef

Dr. Katie Kuschminder

Maastricht Graduate School of Governance (MGSoG)

Contents

List of figures II
List of tables II
Acknowledgements III
1 Introduction 1
2 Progress on CD4D2 1
3 Work to date 2
3.1.Second round of host institution data collection 2
3.2.Participant surveys 8
3.3.Participant interviews 12
3.4.Stakeholder interviews 12
4 Main Findings 13
4.1.Experiences of host institutions 13
4.2.Experiences of participants 23
5 Recommendations and Conclusion 32
6 Next steps 33
References 34
Appendix III
Appendix A: Overview of host institutions III
Appendix B: Overview of IOM and MGSoG evaluation tools IV
Appendix C: Host institution interview guide V
Appendix D: Participant survey IV
Appendix E: Participant survey results (n =52), 12 July 2021 IV
Appendix F: Participant interview guide XIII

List of figures

Figure 1: Gender of host institution (HI) respondents (n=60) 6
Figure 2: Level of education of host institution (HI) respondents (n=52) 6
Figure 3: Duration of first-time host institution respondents in current position, in years (n=52) 7
Figure 4: Age of first-time respondents (n=52) 7
Figure 5: Assignment length, by country (n=51) 9
Figure 6: Previous CD4D participation by assignment, by country (n=52) 9
Figure 7: Gender of diaspora expert by assignment by country (n=52) 10
Figure 8: Age of diaspora expert by assignment by country (n=52) 10
Figure 9: Level of education of diaspora expert by assignment by country (n=52) 11
Figure 10: Workplace seniority of diaspora expert by assignment by country (n=52) 11
Figure 11: Level of learning, colleagues and managers 14
Figure 12: Impact of CD4D2 on individual and organizational capacity development (n=31) 16
Figure 13: Examples from a physical and a virtual assignment 18
Figure 14: Usefulness of contributions (COL) / Importance of contributions (MAN) 19
Figure 15: Overall satisfaction with CD4D2 20
Figure 16: Activities performed 'often' and 'very often', according to CD4D2 diaspora experts (n=52) 24
Figure 17: Main knowledge transfer methods used (n=50) 24
Figure 18: Staff trained, by job level (n=50) 26
Figure 19: Impact on individual and organizational capacity development, 'very high' and 'high' (n=52) 26
Figure 20: Perceived effectiveness of assignments (n=52) 27
Figure 21: Potential barriers experienced 'often' and 'very often', according to CD4D2 diaspora experts (n=52) 28
Figure 22: Challenges that negatively affected the effectiveness of the assignment (n=42) 29
Figure 23: Diaspora experts' overall experience with CD4D2 (n=52) 30
Figure 24: Diaspora experts' willingness to participate in another CD4D2 assignment (n=52) 30
Figure 25: Satisfaction with host institution's and IOM assistance received (n=52) 30

List of tables

Table 1: Overview of assignments supported by 17 August 2021, by type of assignment 1
Table 2: Overview of assignments supported by 17 August 2021, by type of assignment 2
Table 3: Overview of deliverables 2
Table 4: Overview of interviewed host institutions by country 3
Table 5: Overview of interviews by country and type of interview 4
Table 6: First-time vs. repeat respondents, by country 4
Table 7: Type of assignment, by country (n=52) 8
Table 8: Knowledge transferred (n=50) 25
Table 9: Future deliverables 33

Acknowledgements

We would like to thank the team from IOM Den Haag as well as the IOM teams in Afghanistan, Iraq, Nigeria and Somaliland for their support during the data collection. We would also like to thank everyone who provided research assistance for this project for their excellent work, including Ali Ahmed, Vera Ronda and Wallace Santana.

1 Introduction

This report has three objectives. First, the report summarises the main findings of the interviews conducted with host institution staff between March and August 2021 as part of the mid-term evaluation of the Connecting Diaspora for Development (CD4D) 2 Project. The purpose of this mid-term study is to identify the experiences of host institutions to date with CD4D2. The second objective is to report the main findings to date from the participant survey. Third, this report provides an overview of the progress until mid-July 2021.

The COVID-19 global pandemic has affected the CD4D2 project as well as the data collection for the evaluation. In response to the pandemic, governments around the world started imposing measures to contain the spread of the virus, including travel restrictions and lockdowns, in March 2020. This has also been the case for the CD4D2 target countries, yet measures taken by the assignment country governments have varied in duration and intensity. Due to ongoing travel restrictions and lockdowns, data collection has been carried out entirely virtually. The implications of the COVID-19 pandemic on the CD4D2 assignments as well as data collection for the evaluation will be discussed at different points throughout the report.

Following this introduction, Section 2 provides an overview of the progress of the CD4D2 project while Section 3 summarises the work conducted to date on the overall evaluation. This section also discusses the impact of the COVID-19 pandemic on data collection. Then the main findings are presented, divided into two main sections: the first part of Section 4 focuses on the host institutions' experiences with CD4D2, with regards to the diaspora experts' tasks, knowledge staffed gained, and outputs and impacts of CD4D2. The second part discusses the experiences of participants with CD4D2. Throughout both sections, reflections are made on how the pandemic has impacted the CD4D2 assignments in the different countries. The recommendations following from this report and the next steps are outlined in the final sections.

2 Progress on CD4D2

This section provides an overview of the progress of the CD4D2 Project since the initial report. To date, IOM has supported a total of 112 CD4D2 assignments, of which 81 assignments were completed by Mid-July 2021 (see Table 1). These 81 assignments were conducted by 59 diaspora experts, as several diaspora experts conducted multiple assignments. Two assignments in August had to be cancelled due to the insecurity in Afghanistan and evacuation of all non-nationals from the country.

Table 1: Overview of assignments supported by 17 August 2021, by type of assignment

Date of completion	Country					
	Afghanistan	Iraq	Nigeria	Somalia (FGS)	Somaliland	**Total**
After Mid-July 2021	2	6	11	7	3	29
Before Mid-July 2021	2	14	11	12	42	81
Cancelled due to evacuation	2					2
Total	**6**	**20**	**22**	**19**	**45**	**112**

Source: IOM Project Data

To date a total of 65 physical assignments have been supported, the majority of which have been conducted in Somaliland (see Table 2). Forty-eight physical assignments were completed before Mid-July 2021. In addition, IOM has supported a total of 47 virtual assignments. Thirty-three virtual assignments were completed before Mid-July 2021.

Table 2: Overview of assignments supported by 17 August 2021, by type of assignment

Type of assignment	Country					
	Afghanistan	Iraq	Nigeria	Somalia (FGS)	Somaliland	**Total**
Physical	3	4	5	15	38	65
Virtual	3	16	17	4	7	47
Total	**6**	**20**	**22**	**19**	**45**	**112**

Source: IOM Project Data

An overview of all host institutions at which assignments have been completed to date can be found in Appendix A.

3 Work to date

This section provides an overview of the progress of the evaluation since the initial report in August 2020. Table 3 below summarises the evaluation deliverables completed to date:

Table 3: Overview of deliverables

Deliverable	Date of delivery
Presentation of main findings from baseline data collection	September 2020
Logic model	October 2020
Summary Fieldwork Iraq, Nigeria and Somaliland	June 2021

The CD4D2 evaluation uses qualitative methods. Data is being collected with CD4D2 participants, CD4D2 colleagues, host institution leadership and key stakeholders. An overview of data collection tools can be found in Appendix B. The following sections report on the progress with the tools implemented by MGSoG.

3.1. Second round of host institution data collection

The second round of data collection has been completed in the four target countries (Afghanistan, Iraq, Nigeria, Somalia/Somaliland) between March and August 2021. A total of 19 host institutions have been included in the second round of data collection, comprising between 4 to 6 institutions per country. To date, 41 host institutions have received assignments (see Appendix A). Therefore, interviews have been conducted at almost half of the host institutions that have received assignments. Table 4 overviews the interviewed host institutions by country as well as the number of assignments conducted at each institution.

Table 4: Overview of interviewed host institutions by country

Country	No.	Host institution	Assignments
Afghanistan	4	First Vice-President's Office	1
		Khair Khwa Medical Complex (KMC)	1
		Ministry of Labour and Social Affairs (MoLSA)	1
		Ministry of Refugees and Repatriation (MoRR)	1
Iraq	6	Central Statistics Office (CSO), Central Iraq	5
		Commission for Investigation and Gathering Evidence (CIGE), KRI	3
		Governorate of Sulaymaniah, KRI	4
		Kurdistan Region Statistics Office (KRSO), KRI	-
		Ministry of Labour and Social Affairs (MOLSA), KRI	1
		Ministry of Migration and Displacement (MOMD), Central Iraq	1
Nigeria	4	Food Crops Prod. Tech. Transfer Station, (FCPTTS), Dan-Hassan, Kano State	1
		Galaxy Backbone Ltd	4
		National Horticultural Research Institute (NIHORT)	3
		NIGCOMSAT	2
Somaliland	5	Holland House Hargeisa (HHH)	4
		Ministry of Interior (MoI)	2
		Ministry of Justice (MoJ)	9
		Ministry of Transportation (MoT)	5
		Ministry of Water (MoW)	5
Total	19		53

Source: CD4D2 Mid-Term evaluation.

Due to the ongoing restrictions to international travel, all interviews took place online, using MS Teams. During this mid-term evaluation, we interviewed both host institutional leadership (also referred to as managers, MAN)[1] and priority learners (henceforth colleagues, COL)[2]. While the aim was to interview 2 host institution leadership and 3-5 colleagues per assignment, the number of respondents varied per assignment. Table 5 provides an overview of the number of interviews and type of interviews conducted by country. In few cases, respondents were both managers and colleagues (see column MAN & COL, Table 5), meaning that they had a supervisory role in CD4D2 while also directly learning from the diaspora expert. Separate interview questions were prepared for managers and colleagues (see Host institution staff interview guide, Appendix C). Respondents who were both managers and colleagues were asked the questions for managers plus some of the questions for colleagues. For the figures in Section 4.1. that draw on interview data, the sample size for managers is therefore 31 (27 MAN and 4 MAN & COL) while the sample size for colleagues is 26. As Table 5 shows,

[1] Management staff of the host institution who is involved in the CD4D2 Project. This should always include the institutional focal point as well as any supervisors of the diaspora expert (e.g. Head of department, Director General; depending on the size of the institution).

[2] The priority learners are the main 'knowledge receivers' i.e. the person(s) who were selected pre-assignment to learn from the CD4D2 participant. This can be junior as well as senior staff.

three respondents are listed under 'Other' as it became clear during the interview that the respondent was not involved in the CD4D2 Project.

Table 5: Overview of interviews by country and type of interview

	Type of interview				
Country	MAN	COL	MAN & COL	Other	**Total**
Afghanistan	6	3			**9**
Iraq	7	7			**14**
Nigeria	4	9	3	3	**19**
Somaliland	10	7	1		**18**
Total	**27**	**26**	**4**	**3**	**60**

Source: CD4D2 Mid-Term evaluation.

The majority of host institution staff who were interviewed during this round had not been interviewed before (see Table 6). Out of the 60 host institution staff members interviewed during this round of data collection, only eight host institutions staff members had been interviewed previously. The reason for the change in respondents is that in the first interview round mostly higher-level managers were interviewed as placements had not yet started and direct managers and colleagues had not yet been selected. In this current interview round, it was possible to interview direct colleagues and managers, which was then prioritized. However, this is a challenge for the data collection as it is difficult to assess changes overtime when the respondents are different.

Table 6: First-time vs. repeat respondents, by country

Country	Respondent was interviewed before		**Total**
	No	Yes	
Afghanistan	9		**9**
Iraq	12	2	**14**
Nigeria	18	1	**19**
Somaliland	13	5	**18**
Total	**52**	**8**	**60**

Source: CD4D2 Mid-Term evaluation.

Interviews with staff from four host institutions in Afghanistan took place from July 8th to August 3rd. A total of nine interviews were conducted. While six host institutions were selected for interviews, no interviews could be conducted at the Afghanistan Civil Service Institute and the National Water Affairs Regulation Authority of Afghanistan. Interviews in Iraq (Central Iraq and Kurdistan Region of Iraq, KRI) took place from May 20th to 23rd June 2021. A total of 14 interviews have been conducted at the six selected host institutions in Iraq (4 in KRI, 2 in Central Iraq). Interviews in Nigeria took place from 17th May to 9th June 2021. A total of 19 interviews at four host institutions were conducted within this timeframe. Interviews with host institutions in Somaliland took place from March 17th to April 12th, 2021. A total of 18 interviews were conducted at five host institutions. While six host institutions were selected for interviews, no interviews could be conducted at the Ministry of Public Works (MoPW).

All interviews were scheduled in coordination with the local IOM focal point. Each local IOM focal point scheduled the interviews with host institutions and then provided the MGSoG research team with the

dates, times and contacts for the interviews. Based on this, the research team sent calendar invitations to all respondents. Where necessary, the IOM staff followed up on the respondents and acted as interpreters.

While the virtual modality allowed the research team to conduct a total of 60 interviews across the four assignment countries, the virtual mode of data collection posed some challenges and not all interviews that were planned could be conducted. A total of 22 scheduled interviews were not conducted. This was the case of 8 interviews in Afghanistan (3 Afghanistan Civil Service Institute, 2 First Vice President's Office, and 3 National Water Affairs Regulation Authority), and 4 interviews in Nigeria (Technology Transfer Station). In Somaliland, ten interviews could not be conducted (1 at HHH, 1 at MoJ, 2 at MoT, 6 MoPW). Data collection was subject to four main challenges:

1. Access to a stable internet connection: In all four countries, some respondents had poor or unstable internet connections, which, in some cases, affected the quality of the audio recording and caused some schedule delays, rescheduling, and cancellation of interviews.[3]

2. Technical difficulties: Even though respondents were provided with guidelines on how to connect to the call, several respondents experienced technical difficulties connecting to the call. This led to delays and – in some cases – made it necessary to reschedule the meeting.

3. Punctuality: Most of the interviews at one host institution were scheduled on the same day, right after each other. Hence, any delays with one interview affected the rest of the schedule and caused delays for other respondents.

4. Availability of staff: The phasing out of the infrastructure sector for CD4D2 in Somaliland which affected MoT and MoPW, made it difficult to schedule interviews with staff at these institutions. While a limited number of interviews could be conducted at MoT, no interviews were possible at MoPW. Even though for different reasons, the availability of staff was also very limited at the Afghanistan Civil Service Institute, where no interviews could be conducted. Interviews with staff from this host institution were rescheduled multiple times. Yet, due to the most recent political developments in Afghanistan, the interviews that had been rescheduled for the week of August 16th could not take place.

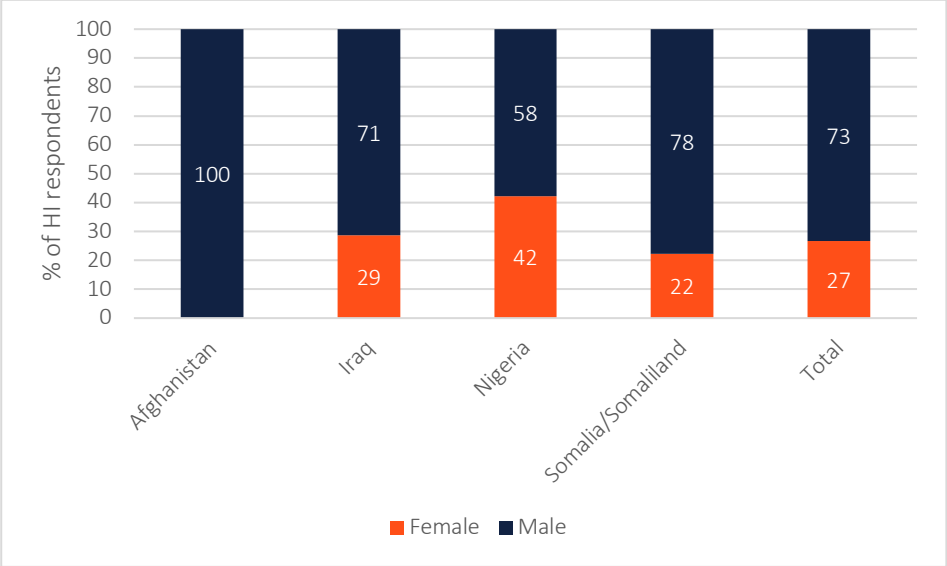
In addition to the above-mentioned challenges, the second host institution in Afghanistan where no interviews could be conducted was the National Water Affairs Regulation Authority of Afghanistan. While the host institution had been included for interviews as they were supposed to receive an assignment in June, the start of the assignment was later postponed to August. For this reason, no interviews were conducted at this host institution.

In the following, a descriptive overview of the main characteristics of respondents who were interviewed for the first time will be provided. Gender is presented for all respondents; the other characteristics are presented for first—time respondents only as these questions are generally only asked the first time a respondent is being interviewed.

- Higher share of male respondents- As Figure 1 shows, 73 per cent of respondents were male. The share of female respondents was only higher in Nigeria where 42 per cent of respondents were female. In Afghanistan, all host institution staff members interviewed were male.

[3] To address this challenge IOM provided internet data to respondents in Nigeria.

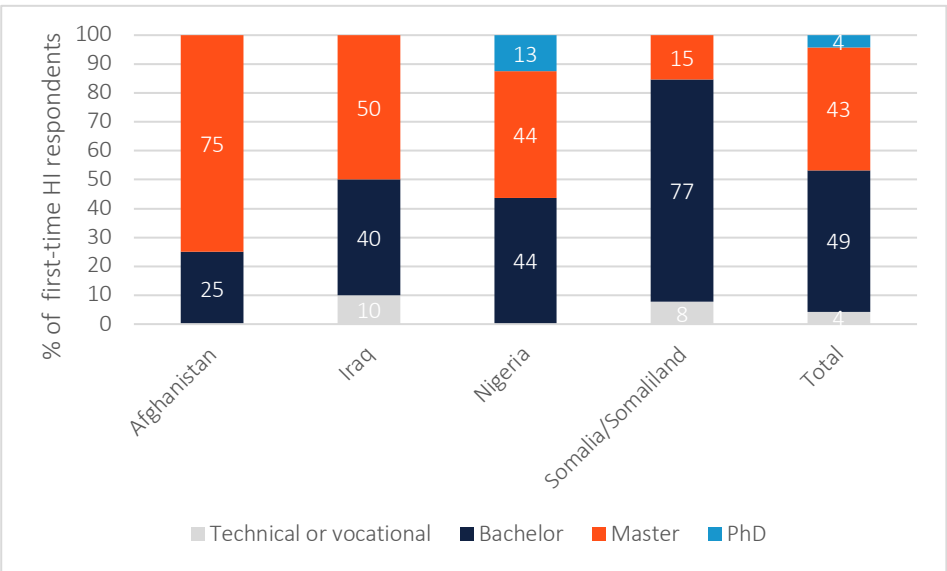
Figure 1: Gender of host institution (HI) respondents (n=60)



Source: CD4D2 mid-term host institution interviews, 2021

- **Some differences in education levels across countries-** While 43 per cent of host institution staff respondents who were interviewed for the first time held a master's degree and about 50 per cent a bachelor's degree, some differences in education levels across countries could be observed. While in Afghanistan 75 per cent of respondents held a master's degree, about the same share of respondents in Somaliland held a bachelor's degree. In Nigeria, two respondents held a PhD degree (see Figure 2).

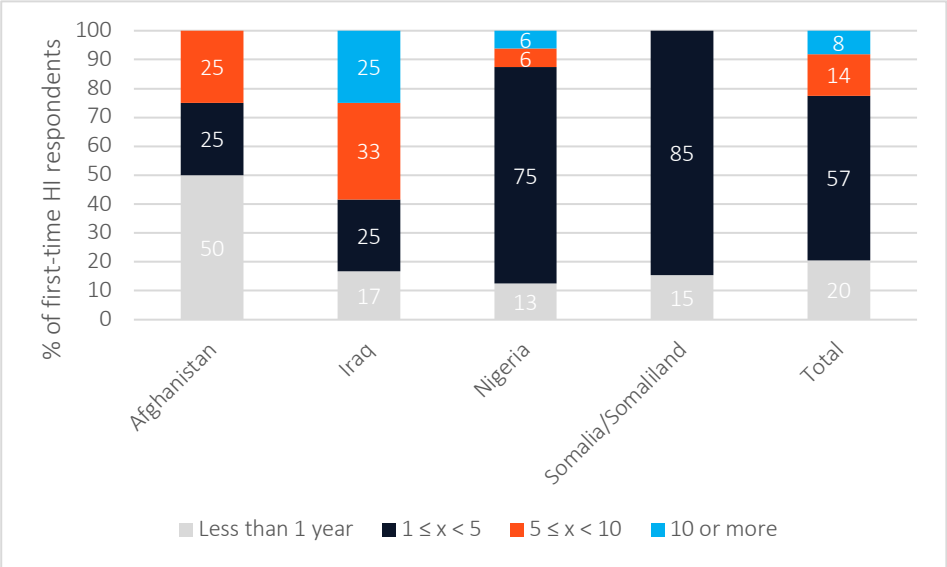
Figure 2: Level of education of host institution (HI) respondents (n=52)



Source: CD4D2 mid-term host institution interviews, 2021; Note: Percentages were calculated as valid per cent, meaning that missing values were excluded. The valid sample size for this variable was 47 (5 missing values).

- **Some differences in duration of first-time host institution respondents in current position across countries-** Fifty-seven per cent of the respondents who were interviewed for the first time had been in their current position for at least 1 year and less than 5 years. This share was with 85 per cent of respondents much higher in Somaliland. In Afghanistan, 50 per cent of first-time respondents had been in their current position for less than a year. In contrast, 25 per cent of first-time respondents in Nigeria has been in their current job for more than 10 years.

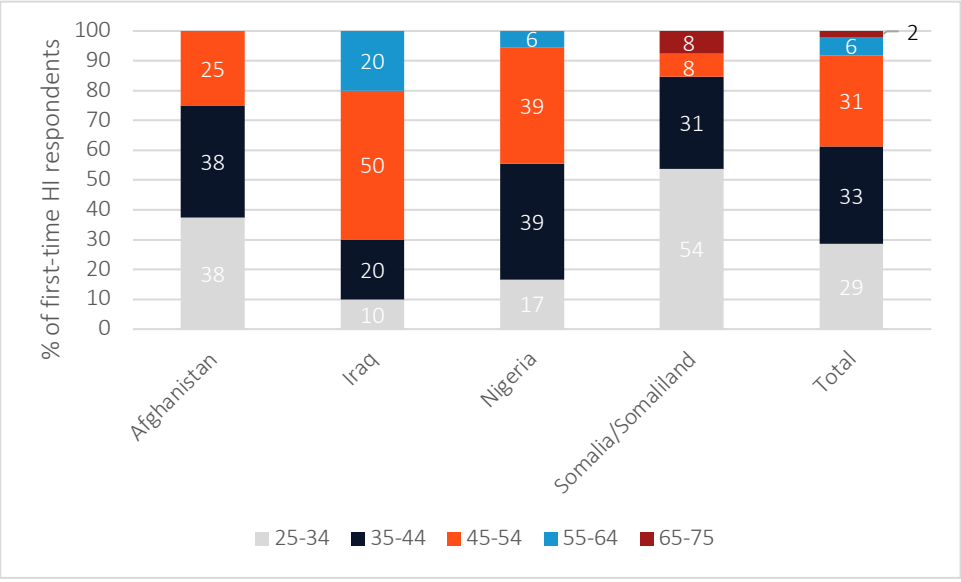
Figure 3: Duration of first-time host institution respondents in current position, in years (n=52)



Source: CD4D2 mid-term host institution interviews, 2021; Note: Percentages were calculated as valid per cent, meaning that missing values were excluded. The valid sample size for this variable was 49 (3 missing values).

- **Age of first-time host institution respondents varies-** As Figure 4 shows, age of first-time respondent was mixed.

Figure 4: Age of first-time respondents (n=52)



Source: CD4D2 mid-term host institution interviews, 2021; Note: Percentages were calculated as valid per cent, meaning that missing values were excluded. The valid sample size for this variable was 49 (3 missing values).

3.2. Participant surveys

All participants were asked to complete a participant survey (see Appendix D). This post-assignment online questionnaire is completely anonymous and is being attached to the *Participant Final Report* that diaspora experts complete after each assignment. The survey is being implemented using the survey tool Qualtrics. By July 12th, a total of 52 valid responses have been received. This number of responses equals a response rate of 64 per cent as 81 assignments were completed by Mid-July. Incomplete submissions were excluded and have not been taken into consideration when calculating the response rate. The findings presented in section 3.2., therefore, correspond to this sample of 52 assignments. Data collection via the participant survey is ongoing and will continue throughout 2022 until the conclusion of the project. The findings presented in this report are therefore preliminary and give the first insight into participant survey data collected to date. Results by question can be found in Appendix E.

In the following, a descriptive overview of the main characteristics will be provided.

- **Country of assignment-** Of the 52 responses, 38 corresponded to assignments in Somalia/ Somaliland. No responses for Afghanistan were received by July 12th, resultingly the below tables and analysis (Appendix E) only present the three assigned countries of Nigeria, Iraq and Somalia/Somaliland. Six responses for Nigeria were received which all corresponded to virtual assignments; eight responses correspond to assignments in Iraq, six of which correspond to virtual assignments (see Table 7). Since this time, another five responses have been received, including one response from an Afghan diaspora expert. These responses, as well as all future responses, will be incorporated in the final CD4D2 report due in 2022.

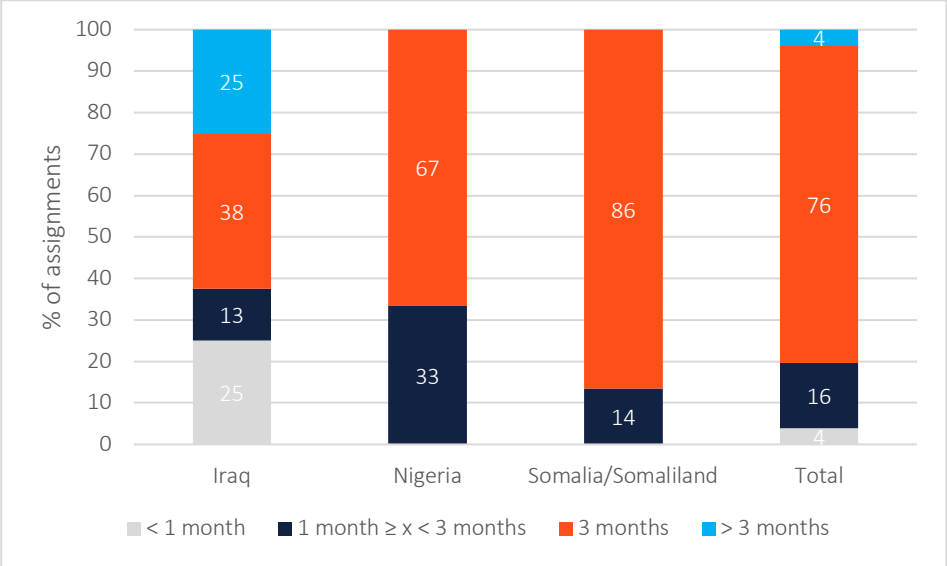
Table 7: Type of assignment, by country (n=52)

	Country				
	Afghanistan	Iraq	Nigeria	Somalia/ Somaliland	**Total**
Physical assignment	-	2		34	36
Virtual assignment	-	6	6	4	16
Total	**-**	**8**	**6**	**38**	**52**

Source: CD4D2 Participant Survey.

- **Most assignments were 3 months long-** For 76 per cent of assignments, the assignment length was three months. While the majority of assignments in Nigeria and Somalia/Somaliland were 3 months long, assignment length in Iraq was more varied. 25 per cent of in Iraq were longer than 3 months, while an equal share of assignments was shorter than one month. 38 per cent of assignments were 3 months long and 13 per cent between 1 month to less than 3 months (see Figure 5).

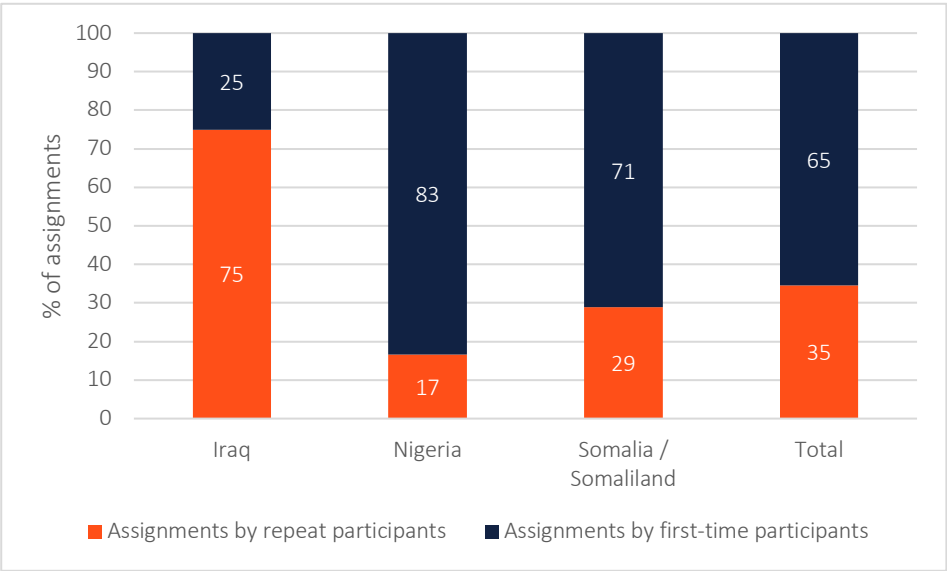
Figure 5: Assignment length, by country (n=51)



Source: CD4D2 Participant Survey; Note: Percentages were calculated as valid per cent, meaning that missing values were excluded. The valid sample size for this variable was 51 (1 missing value).

- **First-time assignments-** For 65 per cent of assignments, the assignment was the first assignment the diaspora expert was conducting within the CD4D framework. As Figure 6 shows, this differed by country. While in Nigeria 83 per cent of assignments were the diaspora expert's first assignment and in Somalia/Somaliland this share was around 70 per cent, only two of the eight assignments in Iraq were first assignments, equating to 25 per cent of assignments in this target country.

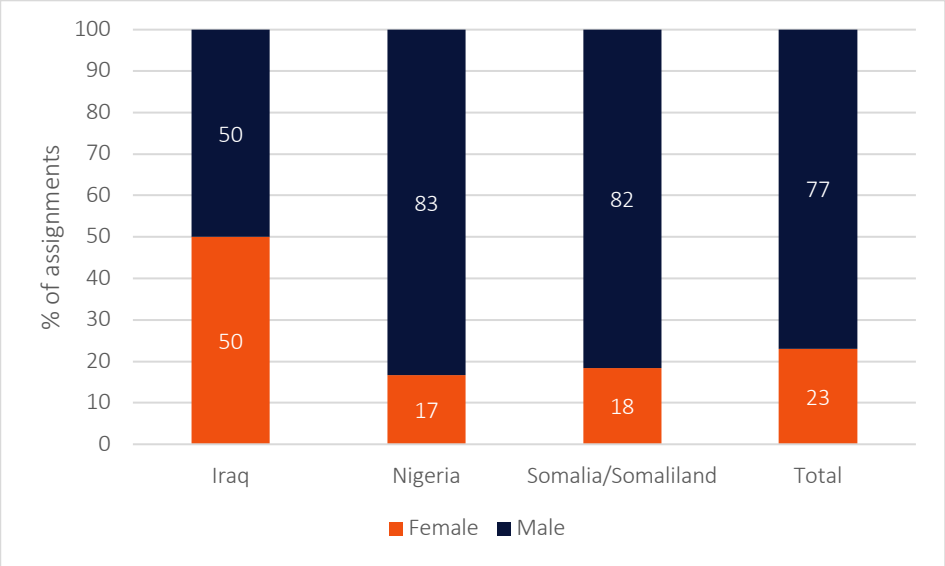
Figure 6: Previous CD4D participation by assignment, by country (n=52)



Source: CD4D2 Participant Survey.

- **Higher share of male respondents-** As Figure 7 shows, almost 80 per cent of assignments for which a survey response was available by July 12th were conducted by male diaspora experts. The share of assignments conducted by women was only higher in Iraq where 50 per cent of assignments were conducted by female diaspora experts.

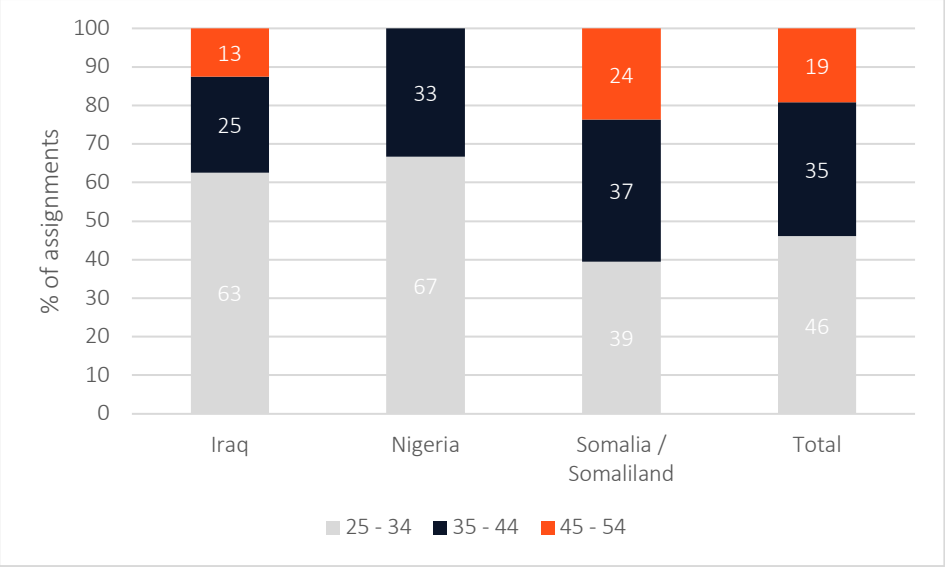
Figure 7: Gender of diaspora expert by assignment by country (n=52)



Source: CD4D2 Participant Survey.

- **81 per cent of assignments were conducted by diaspora experts below 45 years of age-** Around 46 per cent of assignments were conducted by diaspora experts in the age range of 25 to 34 years old (see Figure 8).

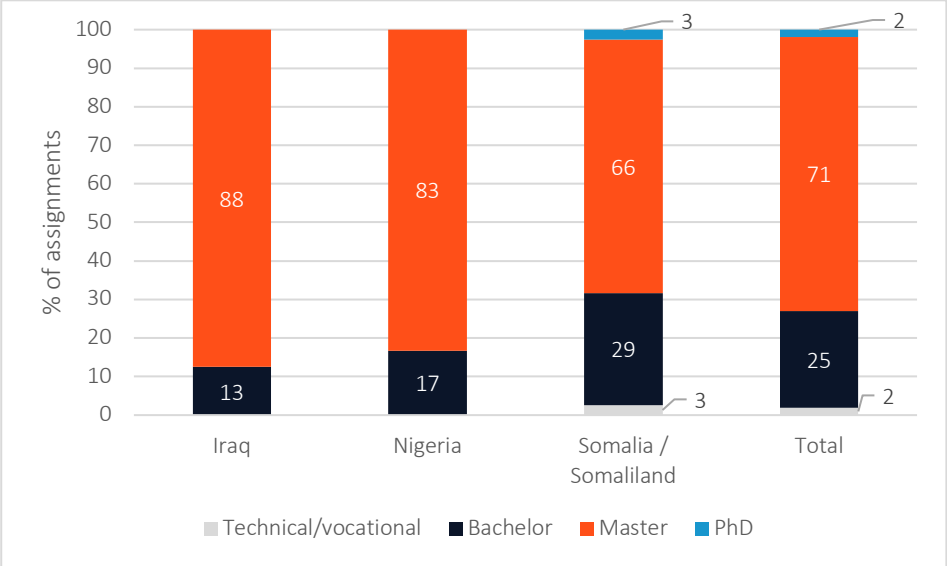
Figure 8: Age of diaspora expert by assignment by country (n=52)



Source: CD4D2 Participant Survey.

- **The majority of participants has a master's degree**- For around 70 per cent of assignments, the diaspora expert conducting the assignment held a master's degree. In Iraq and Nigeria, for over 80 per cent of assignments diaspora experts held a master's degree, while in Somaliland the share was lower (66 per cent; see Figure 9).

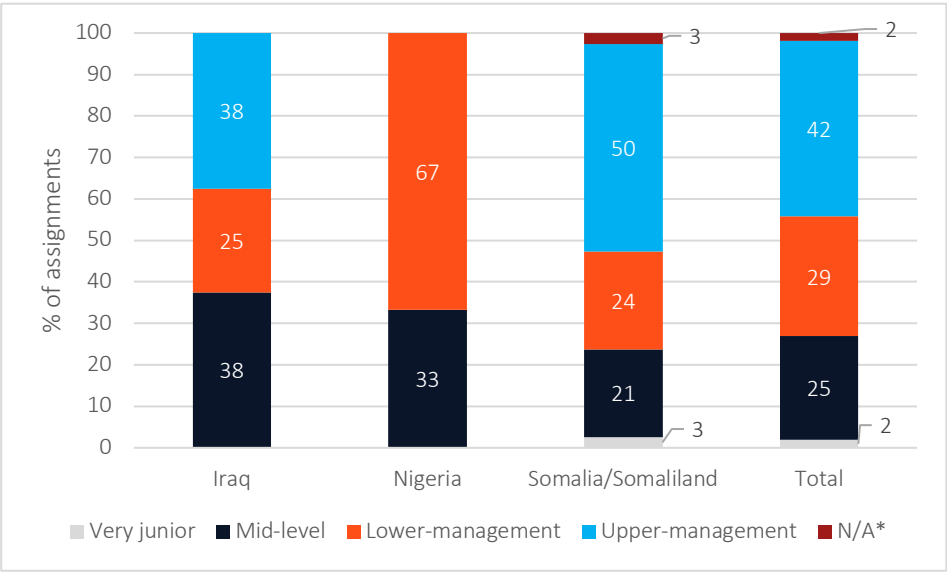
Figure 9: Level of education of diaspora expert by assignment by country (n=52)



Source: CD4D2 Participant Survey.

- **Workplace seniority before the CD4D2 assignment is lower for assignments in Nigeria-** For 42 per cent of assignments, diaspora experts ranked their workplace seniority before CD4D as 'Upper-management'. Some differences across countries can be observed. While in Iraq and Somalia/Somaliland 38 and 50 per cent of diaspora experts ranked their workplace seniority as 'Upper-management', in Nigeria no diaspora experts indicated this category and instead, for 67 per cent of assignments in Nigeria, diaspora experts indicated that their workplace seniority was 'Lower-management' prior to their CD4D2 assignment.

Figure 10: Workplace seniority of diaspora expert by assignment by country (n=52)



*Source: CD4D2 Participant Survey. Note: *Not applicable due to no previous employment.*

3.3. Participant interviews

Participant interviews take place on an ongoing basis for the duration of the CD4D2 evaluation. The participant interview guide can be found in Appendix F of this report. To date, all CD4D participants who finished their assignment(s) by Mid-July, and who had not started another one at this point, have been contacted for an interview, resulting in a total of 53 diaspora experts being contacted. Diaspora experts were invited to participate in an interview via email. In case no answer was received after about a week, the research team sent a follow-up email. To date, a response has been received from 20 of the 53 diaspora experts who have been contacted for interviews. Eight interviews could be conducted. Five interviews are currently pending confirmation regarding the date and time of the interview, most of which are interviews that had to be re-scheduled as the diaspora expert had to cancel the initially scheduled meeting last minute. In addition, two diaspora experts did not show up to the scheduled meeting. While the reasons for these last-minute cancellations vary, the cancellations are more frequent than with previous experiences in CD4D1 in conducting in-person interviews. The increased cancellations were attributed to last minute changes in the participants schedule and non-response. It is suspected that phone interviews are easier to cancel than in-person interviews when it is known someone is travelling to meet the participant.

Three diaspora experts indicated that they will be available for an interview at a later point and will be contacted by the research team then. Only two diaspora experts answered that they are not available to participate in an interview. Yet, non-response may also be interpreted as an unwillingness to participate in an interview. Since all interviews take place voluntarily, the research team refrains from sending too many follow-ups to diaspora experts who do not reply to the initial invitation. Nonetheless, diaspora experts who have not replied to invitations and follow-ups will be invited again for an interview should they conduct another CD4D2 assignment.

3.4. Stakeholder interviews

As part of the CD4D2 evaluation, the MGSoG research team planned to interview five stakeholders per visit per country. Here, stakeholders are organizations that can provide information related to diaspora knowledge transfer and the structural conditions and governance of diaspora and return in target countries. In early 2020, three stakeholder interviews were conducted in Somaliland. A stakeholder meeting was planned in Afghanistan but had to be cancelled. In 2021, scheduling stakeholder interviews proved challenging due to the change from in-person to virtual data collection due to COVID-19 and the data collection with host institution staff was prioritised. Nonetheless, the research team asked the IOM focal points for contacts of (potential) stakeholders. Focal points in Somaliland and KRI suggested one contact each, no suggestions were provided for Afghanistan and Central Iraq. For Nigeria, the focal point offered to establish contact with one stakeholder. The research team had already been in contact previously with the stakeholder suggested for Somaliland; to date, contact with the stakeholders in KRI and Nigeria could not be established. For Afghanistan, the research team spoke to a colleague from Maastricht University with expertise regarding the Afghan diaspora. The research team has also contacted some other organizations that may have relevant information such as the local GIZ and USAID offices as well as some of the task force members and has compiled relevant media sources and reports.

To provide insights into the effect of COVID-19 on the target countries and CD4D2 project implementation, all IOM local focal points were asked to provide their insights via email. The MGSoG also holds regular meetings with the IOM team in The Hague.

4 Main Findings

This section discusses the main findings resulting from the second round of fieldwork and the participant surveys.

4.1. Experiences of host institutions

During the interviews conducted at selected host institutions between March and August 2021, host institution staff were asked for their experience with the assignments and the CD4D2 Project to date. The main findings are presented under the four categories 'Knowledge transfer methods', 'Individual and organizational capacity development', 'Interaction with participants' and 'CD4D2 Project Feedback and main challenges'.

Knowledge transfer methods

A core objective of the CD4D2 project is capacity development through knowledge transfer. In this study, knowledge transfer is defined as the multi-stage process by which individuals' or groups' experiences (also referred to as sender) affects another individual or group (also referred to as receiver). To hold value, transferred knowledge should impact behaviours, policies, processes and practices within the recipient party (see also Mueller & Kuschminder, 2019, p. 4).

The interviews with host institution staff showed that the following tasks were most common:

- Sharing manuals, learning materials or sample documents- Staff from 12 host institutions across countries indicated that diaspora experts shared manuals or learning materials such as reports, PowerPoint presentations, website links or samples of administrative documents with staff. For instance, at a host institution in Afghanistan, the diaspora expert shared medical manuals with host institution staff. In Somaliland, staff of one host institution explained that the samples of administrative documents, such as leave forms, that they received from the diaspora expert helped them draft and finalize their forms. These resources may also be provided to complement other knowledge transfer methods. At two host institutions in Nigeria, diaspora experts provided resources to staff to complement the content of the formal training given to host institution staff.

- Formal training- At 10 of the 19 host institutions, host institution staff reported that diaspora experts had been assigned to give formal training. The topic of the training sessions varied depending on the topics of interest to each host institution, including topics such as patient preparation for X-Ray, LINUX and UML software, usage of greenhouse and reduction of food contamination, mental health and internal audit. The length of formal training varied per assignment, including one-off training sessions as well as weekly training over 2 to 3 months.

- Mentoring or coaching- Another task that was reported by almost half of the host institutions was mentoring and coaching of host institution staff in their respective areas of work. On the one hand, the mentoring and coaching by diaspora experts served to increase staff members' knowledge related to their areas of work, and, as a result, their ability to perform their tasks. For instance, a

colleague at one host institution reported that the diaspora expert gave them tips and guidance on aspects of greenhouse usage, which allowed them to deepen their knowledge in that area. At the same time, mentoring and coaching helped to increase staff's motivation and confidence. For example, a manager from a host institution in Afghanistan reported how staff members seemed more passionate and committed after the constant mentoring by the diaspora expert.

- Networking- Some host institutions (3 Afghanistan, 2 Iraq, 1 Somaliland) reported that networking had been a task of the diaspora experts who conducted assignments at the host institution. Depending on the host institution, diaspora experts worked on enhancing connections with diaspora members and diaspora organizations, international donors and partners, or Dutch and European institutions.

- Designing and conducting research- Staff from six host institutions highlighted that they assigned the diaspora experts to help staff members in designing and conducting evidence-based research.

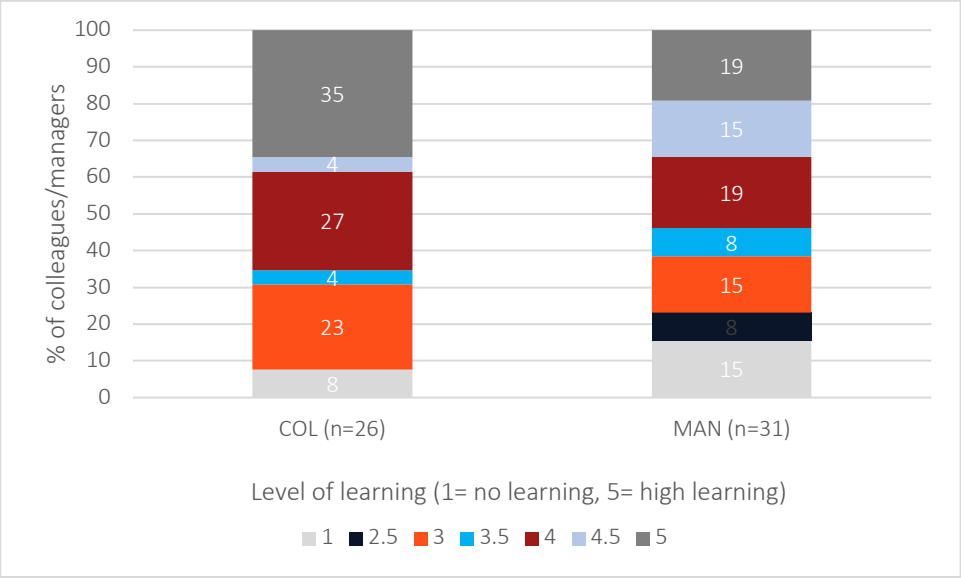
- Reviewing and drafting policies or internal documents- Staff from four host institutions reported that reviewing and drafting policies or internal documents had been one of the diaspora experts' tasks. For instance, at a host institution in Somaliland, the diaspora expert and host institution staff jointly drafted documents such as terms of reference, work plans, appraisal and leave forms. The expert also created job descriptions for each staff member and helped the host institution set up an organogram. Some staff members reported that reviewing and drafted policies and internal documents helped increase their knowledge and expertise. For instance, in Nigeria, a manager shared that the newly introduced internal documents allowed them to work more efficiently and helped colleagues to better understand their roles and responsibilities.

While the above-listed tasks were the ones most commonly mentioned by host institution staff, a few other tasks were also mentioned during the interviews, such as the translation of foreign-language documents to the local language or the development of an application.

Regarding the occurrence of knowledge transfer, the interviews with host institution staff showed that:

- Knowledge transfer is a key goal during the majority of assignments- At the majority of host institutions, knowledge transfer was the main purpose of the role and tasks of the diaspora experts. As Figure 11 below shows, around 65 per cent of colleagues and 55 per cent of managers ranked the level of learning at '4' or higher on a scale from 1 to 5 with 5 being a high level of learning and 1 being no learning. A few respondents selected in-between values such as 2.5, 3.5 or 4.5, as displayed in the legend of Figure 11.

Figure 11: Level of learning, colleagues and managers



Source: CD4D2 mid-term host institution interviews, 2021; Note: Percentages were calculated as valid percent. The valid sample size was 26 for colleagues (no missing value) and 26 for managers (5 missing values).

- **For few assignments, no evidence of knowledge transfer was found-** While knowledge transfer was a key goal during the majority of assignments, at a few host institutions no evidence of knowledge transfer was identified (see Figure 11). There were three main reasons for a lack of evidence of knowledge transfer:
    - The assignment was the first assignment of the diaspora expert at the host institution and was used to prepare future interventions. The focus of these preparatory assignments, which often were virtual, was therefore not on knowledge transfer to host institution staff. For example, when we asked participants to share their experiences with virtual assignments two managers at host institutions in Iraq stated the following:

> ***[Preparatory assignments]***
>
> "Because of COVID-19 we could not conduct the assignment in person, [IOM] suggested to have a virtual assignment, but the Ministry did not accept because it is hard for the recipients, we tried actually online but the Ministry has a different opinion on the virtual assignment"
>
> (Manager, Iraq)
>
> "[The diaspora expert] did two, three meetings with the IT department, [the diaspora expert] wanted to see the issues they have to prepare for another assignment. The assignment was only about preparation, it was two, three meetings and nothing else happened in the department... [the diaspora expert] was asking us during the meeting what the challenges are in the department to prepare [an assignment] for another time, nothing else was completed after that."
>
> (Manager, Iraq)

    - The diaspora expert focused on other tasks and/or did not work together with host institution staff. Only one institution in Nigeria shared that the diaspora expert was assigned to work independently on developing an application. The institution did not assign staff members to gain knowledge.

- The assignment had just started when the interview took place. This was the case for some assignments in Afghanistan.

[Assignment had just started]

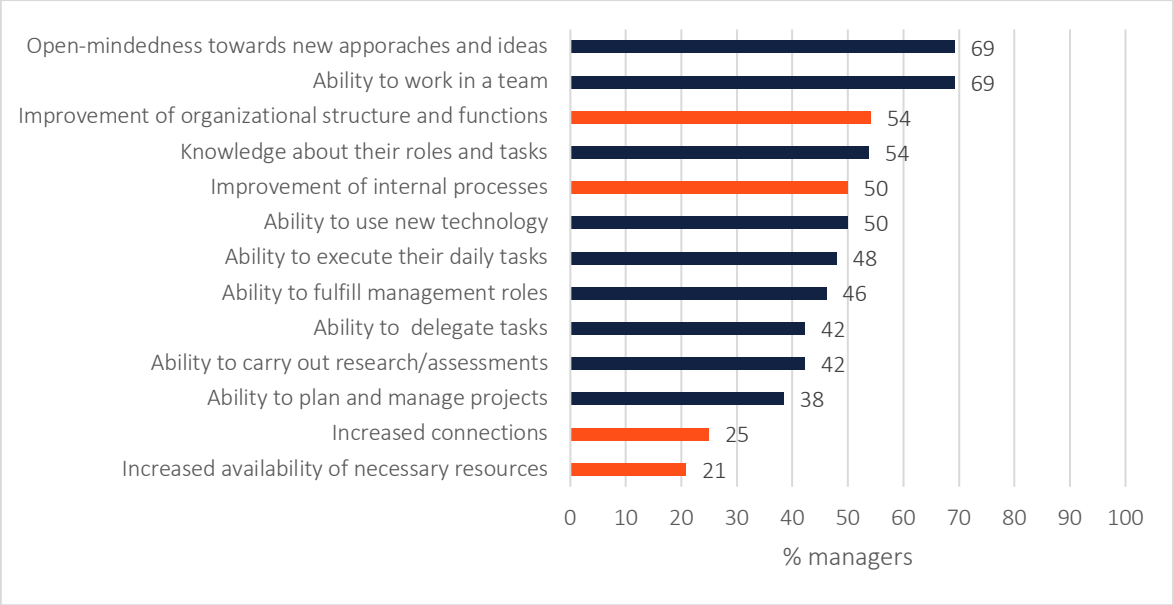
"The expert was supposed to be here on the 10th of July. Because of the cancellation of flights [the diaspora expert] got stuck in another city, we have been speaking to him online, we haven't had the proper experience yet to speak about it"

(Manager, Afghanistan)

Individual and organizational capacity development

This section discusses the host institutions' experiences regarding the outputs from CD4D2. As part of the closed-ended questions, managers were asked about their opinion on a set of 14 items. Nine of these items are aspects of individual capacity development, while five items refer to capacity development at the organizational level. Figure 12 shows the percentage of managers who answered 'yes' for each item. One item ('Improvement of course curricula') was only applicable to higher education institutions; since none of the interviewed host institutions was a higher education institution, this item has been excluded from the figure.

Figure 12: Impact of CD4D2 on individual and organizational capacity development (n=31)



Source: CD4D2 mid-term host institution interviews, 2021; Note: Percentages were calculated as valid per cent. The valid sample size was 26 for most questions, except for the question about 'Staff's ability to execute their daily tasks' for which it was 25 and 'Improvement of internal processes', 'Increased availability of necessary resources' and 'Increased connections with Dutch/European organizations' for which it was 24; Individual capacity development is blue, organizational capacity development orange.

Figure 12 shows that:

- **Open-mindedness and the ability to work in a team were the most common areas of individual capacity development-** Eighteen managers reported that CD4D2 had made an impact on staff's open-mindedness towards new approaches and ideas. The same number of managers reported an impact on staff's ability to work in a team.

[Open-mindedness and teamwork]

"[Our staff members] always want to learn something new; they want to see what's on the menu and with people like [the diaspora expert], we would expect him to have looked hard and studied and to come up with ideas and we are quite open minded to taking on board new ideas." (Manager, Somaliland)

"The diaspora expert gave us a strong motivation for teamwork, the expert […] has good positive thinking of collaboration and coordination, which I find very useful, […] with [their] lifestyle [the diaspora expert] is able to encourage teamwork" (Colleague, Afghanistan).

- Improvement of organizational structure, functions and internal processes reported by at least half of the managers- Fifty-four per cent of managers reported that CD4D2 had helped to improve organizational structure and functions. This included, for instance, developing an organogram for the host institution or creating work plans for different departments and job descriptions for all staff members. In addition, 50 per cent of managers reported that the CD4D2 had helped improve internal processes. For example, diaspora experts helped to set up human resource (HR) documents or forms for monitoring and evaluation (M&E). A manager from a Nigerian host institution described the contributions by the diaspora expert in the following way:

> *[Improvement of organizational structure, functions and internal processes]*
>
> "[The diaspora expert] came in and we gave [them] a free hand to look at the gaps we have so [the diaspora expert] could make recommendations… So [the diaspora expert] was like 'You don't have this and [that], you need this and you need that…' And so we identified that we needed an IT policy to guide all our IT activities within the organization; we needed an organogram, […] so we asked for an organogram and [the diaspora expert] came up with an ideal organogram for the department. We can [now] see the roles that need to be filled so that we can work effectively. Our website needed an upgrade and we asked [the diaspora expert] to look into it and see what elements we can add to reach the world class standard we want to achieve… also setting internal communication, the internet we were using to communicate was not effective enough, [the diaspora expert] came up with solutions on how to communicate effectively as an organization."
>
> (Manager, Nigeria)

- Contributions to increased connections and increased availability of necessary resources were less common – A contribution to increased connections with Dutch or European organizations was mentioned by six managers, while five managers reported that CD4D2 had an impact on the increased availability of necessary resources. For example, a host institution acquired more laptops for the department the diaspora expert was attached to after the diaspora expert suggested doing so.

The following types of knowledge and skills were amongst the most frequently reported by host institution staff, mentioned by staff at 10 or more host institutions.

- Teamwork- For instance, in Iraq and Nigeria, two colleagues in the respective assignment countries highlighted that the diaspora expert gave them assignments that they had to work on as a team. This helped them to enhance collaboration and cooperation between team members.

- Communication and networking skills- For example, a manager from an institution that received a short training on improving mental health and work-life balance highlighted seeing a change in staff's communication among each other as well as with beneficiaries. In addition to improvement in internal communication, some staff also learnt how to communicate with existing or potential donors.

- Research design and data analysis- For example, staff from three institutions highlighted that they have gained knowledge and skills in analysing primary data.

- Professionalism- Professionalism included such as increased accountability, motivation, self-confidence, and time management. For instance, a colleague in Afghanistan and a colleague in

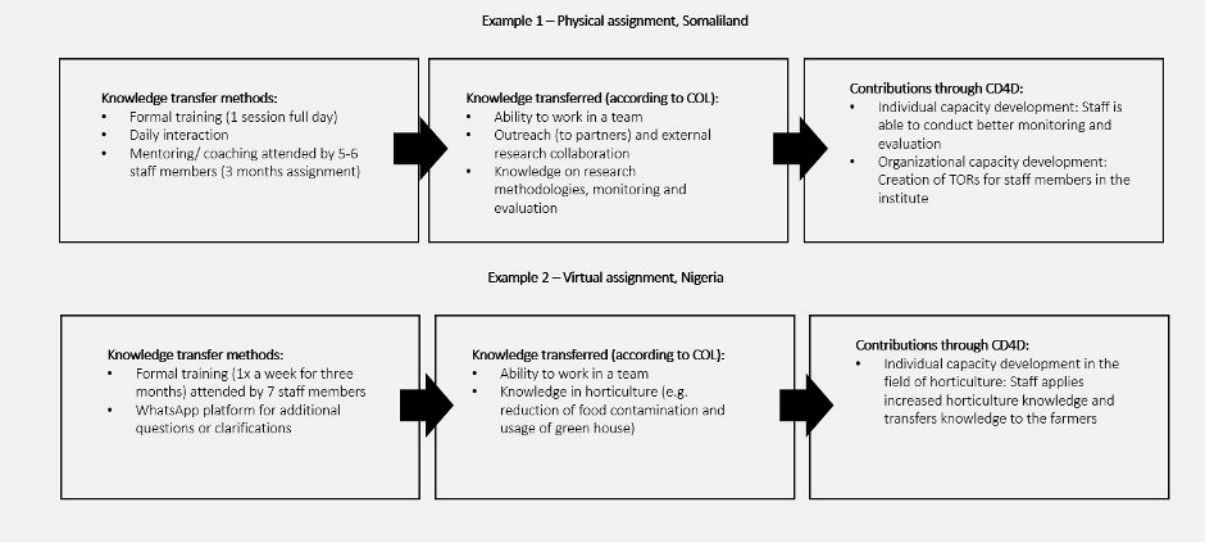
Iraq reported experiencing increased motivation and/or self-confidence towards their assigned tasks after having worked with the diaspora expert.

- Technical/academic writing- Having gained technical or academic writing skills was reported by host institutions in all assignment countries except Iraq. Depending on the host institution, this included academic writing, report writing as well as policy drafting and amendment.

In addition, computer skills and other technical expertise were mentioned by staff from several host institutions. Computer skills included knowledge of additional features on Microsoft Excel, the operation system LINUX, or software such UML, or programming language such as HTML and SQL. Other technical expertise included, for example, knowledge on new ways to position patients before medical scans or policy standards in the host institution's field of interest.

To further illustrate the ways in which knowledge is transferred during physical as well as virtual assignments, Figure 13 shows an example of a physical assignment in Somaliland and a virtual assignment in Nigeria. The staff member(s) interviewed reported contributions to individual capacity development during both assignments. For the physical assignment, staff also reported contributions made by the diaspora expert to the host institution's organizational capacity.

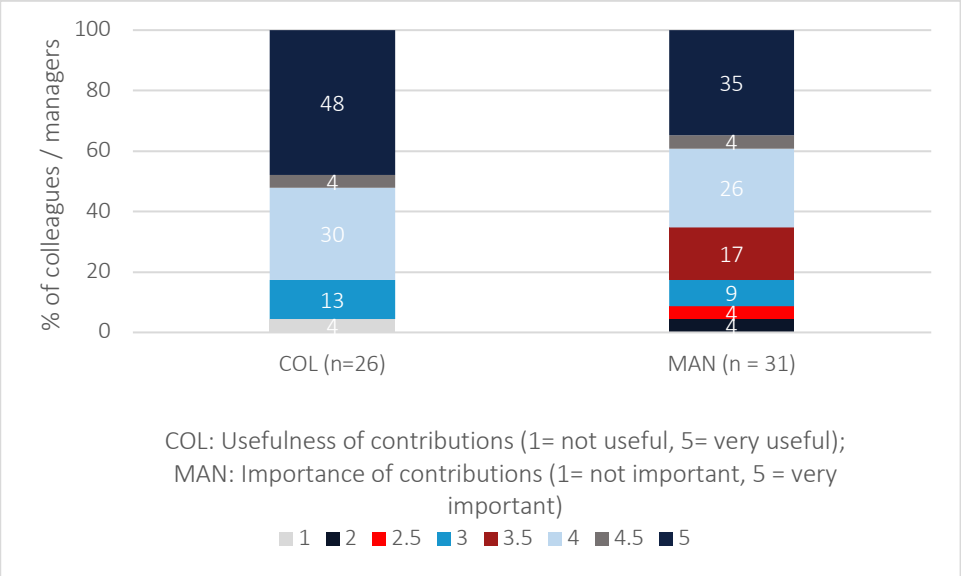
Figure 13: Examples from a physical and a virtual assignment



Source: CD4D2 mid-term host institution interviews, 2021

While managers were asked to rank the importance of contributions that the diaspora expert made on a scale from 1 to 5 (=1 not important, 5 = very important), colleagues were asked how useful they found the experience of working with the diaspora expert on a scale from 1 to 5 (1= not useful, 5= very useful). Figure 14 displays the results for all managers and colleagues for whom an answer was recorded. A few respondents selected in-between values such as 2.5, 3.5 or 4.5, resulting in the values displayed in the legend of Figure 14.

Figure 14: Usefulness of contributions (COL) / Importance of contributions (MAN)



Source: CD4D2 mid-term host institution interviews, 2021; Note: Percentages were calculated as valid per cent. The valid sample size was 23 for colleagues (3 missing values) and 23 for managers (8 missing values).

Figure 14 shows that about half of colleagues perceived the experience of working with the diaspora expert as 'very useful' and 35 per cent of managers ranked the contributions diaspora experts made as 'very important'.

Interaction with participants

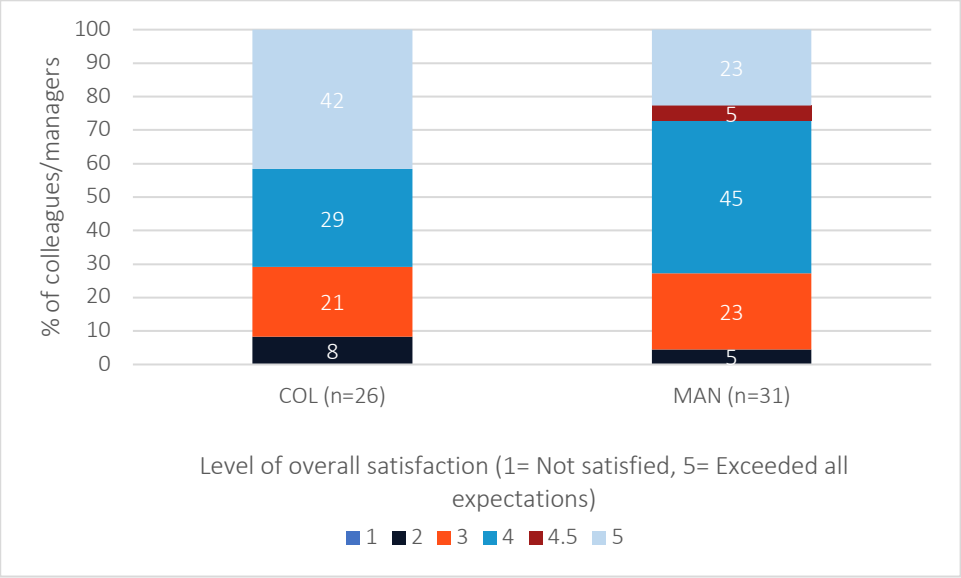
- **A good relationship between diaspora experts and host institution staff-** The vast majority of host institution staff expressed having enjoyed working with the diaspora experts. Colleagues were comfortable in sharing ideas, describing the diaspora experts as 'patient', 'good listeners', 'motivated/motivating', 'dedicated' and 'punctual'. In addition, they perceived the diaspora experts' experience to be useful and reported that they would like to work again with the same expert or with any diaspora expert. Furthermore, host institution staff generally felt that the diaspora experts had the necessary expertise.

- **Few language barriers-** While language was generally not a barrier, staff from two host institutions (1 in Afghanistan and 1 in Iraq) reported the lack of local language fluency as a challenge. Diaspora experts either did not speak the local language at all or not fluently, which inhibited the diaspora expert from reviewing the host institutions' documents or communicating in writing.

CD4D2 Project Feedback and main challenges

- **Host institution staff is generally satisfied with CD4D2-** Overall, the majority of managers and colleagues were satisfied with the CD4D2 project. Managers and colleagues were asked to rank their overall satisfaction with CD4D2 on a scale of 1-5 with '1' being 'not satisfied' and '5' being 'exceeded all expectations'. Figure 15 displays the answers that were received. Only two colleagues and managers ranked their satisfaction at '2', suggesting a low level of satisfaction, while 42 per cent of colleagues and 23 per cent of managers ranked their satisfaction at '5'. The main reasons why the staff was not satisfied are discussed further below.

Figure 15: Overall satisfaction with CD4D2



Source: CD4D2 mid-term host institution interviews, 2021; Note: Percentages were calculated as valid per cent. The valid sample size was 24 for colleagues (2 missing values) and 22 for managers (9 missing values). One colleague provided an in-between value (4.5).

- **Work of host institutions is limited by COVID-19-** The work of the host institutions has been affected by the COVID-19 pandemic. This includes:
    - **Suspensions of in-person activities-** A suspension of activities and projects due to COVID-19 was reported in all countries. Projects that require field trips, e.g. for data collection, or face-to-face interaction with beneficiaries had to delay their activities which affected the overall implementation of projects.
    - **Working from home-** Some host institution staff reported challenges with working from home, for instance with adjusting to the different platforms required to work from home. When staff were able to come to the office, not all staff would come in. For instance, staff from a host institution in Iraq highlighted that during the lockdown staff with chronic illnesses could not come in; the lack of certain staff members decreased the efficiency of the department.
    - **Financial constraints-** Staff from three host institutions in Somaliland and one host institution in Nigeria reported major reductions in the institutions' budgets as a result of COVID-19, as the government or international donors cut funds.

While the side effects of the COVID-19 pandemic are predominantly negative, staff from two host institutions in Nigeria reported a positive impact on their institution. These two host institutions, which are from the ICT sector, experienced an increased demand for internet services and new opportunities in the field of digital technology as their clients transitioned to home office and virtual meetings.

The restrictions resulting from COVID-19, as detailed above, had several implications for the CD4D2 assignments. The interviews with host institution staff identified the following:

- **Limited availability of staff at the host institutions-** At three host institutions, staff reported that the regulations regarding social distancing for instance limited the number of staff who could participate in training sessions due to reduced capacities in the areas where the training took place.

In other cases, not all staff members who could have benefited from regular interaction with the diaspora experts were able to do so as many staff members were working from home.

- Delayed start of assignments- The challenges imposed through COVID-19 lead to delays in the start of assignments. This was particularly the case in Afghanistan and KRI. Some institutions had prepared themselves to receive an assignment at a specified period of time, and they reported that the delay was inconvenient particularly for the tasks they had prepared for the expert.

- Changes in assignment modalities- In response to the travel restrictions caused by the COVID-19 pandemic, IOM has facilitated virtual assignments. Host institution staff mentioned the following challenges for the virtual assignments:

  - Changes in (feasible) tasks- The change in assignment modality from physical to virtual assignments affected the tasks planned for the diaspora experts. As assignments were initially designed to take place in-person, the change in assignment modalities meant that some tasks could not be completed virtually, such as an in-person training for medical doctors in Afghanistan or a training for farmers in Nigeria. Three host institutions in Iraq reported being unable to conduct the planned tasks through the virtual assignment. As a result, two host institutions decided to postpone the virtual assignment and wait until a physical assignment would be feasible. They used the virtual assignments to prepare for the physical assignments. Several host institutions also mentioned that they did not receive all the experts they had initially agreed on which delayed their plans in the departments where they had planned for the CD4D2 project.

  - Virtual assignments not regarded as equivalent to physical assignments- The interviews also showed that, particularly in KRI, virtual assignments were not in line with staff's expectations who preferred physical assignments. For example, when a colleague in Iraq was asked to share the knowledge that they gained, the colleague commented with the following:

> *[Virtual assignments not regarded as equivalent to physical assignments]*
>
> "[The diaspora expert] was supposed to help us fix the issues we are facing in GIS [software], but in order to fix the issues we face with GIS, the expert has to be with us in the same room, because we experience this daily…What [the diaspora expert] has been able to help with online was fixed but for the majority of the issues we must have the person here [physically] to assist and help us..."
>
> (Colleague, Iraq)

  - Unstable internet connection and lack of equipment for virtual communication- Host institutions that received a virtual assignment reported an unstable or weak internet connection as a major challenge. As staff from four host institutions (1 Afghanistan, 1 Iraq, 2 Nigeria) highlighted this meant that staff joined sessions late or were unable to join at all whenever the internet connection was weak. Where staff was able to join, the unstable internet connections caused constant interruption during meetings or pieces of training. At one host institution in

> *[Unstable internet connection]*
>
> " Sometimes, we have difficulties with the internet connection […] when we started [the training] there was no provision for the purchases of data bundle, and to stay online 3 hours was a huge strain. Eventually IOM came to the rescue, and they decided to reimburse us, they came to support us during the 8th week."
>
> (Manager/Colleague, Nigeria)

Iraq, training had to be suspended as not all attendees had laptops or internet access at home. Similarly, virtual training in Nigeria could not be extended to farmers as they also did not have the necessary equipment to join the virtual training and the host institution did not have the budget to purchase the equipment.

- Lack of regular interaction- Some colleagues who were part of virtual assignments reported having preferred to have a physical assignment, as this would have allowed for daily interaction and working more closely with the diaspora expert, which they considered beneficial for knowledge transfer. One of the managers commented the following when asked to evaluate the level of learning of staff members on a scale from 1 to 5 with 5 being a high level of learning and 1 being no learning.

- More in-depth and practical training needed- Staff from a number of host institutions in Afghanistan, Iraq and Somaliland reported the need for practical exercises that could not be provided through a virtual assignment. In addition, some of the training sessions were perceived as 'too theoretical' and/or 'too basic' as they did not meet the level of depth expected by the host institutions. This, at least in parts, seems to be the result of a lack of practical exercises.

[Lack of regular interaction and practical training]

"2.5, it was online and it was not physical so they can't show in practice the medical staff, if the trainer was available physically here I was going to give 4 or 5 but it was distance, all the way online so the internet connection sometimes was bad and all of these documentation that the expert sent online, they learn by reading themselves and some of the trainees are not good in English so it makes it hard to learn it… if everything was in their own language or physically showing practically the receiver. I could have valued more… only one section by one trainer, meeting once a day, that is not something to build the capacity of a big hospital}"

(Manger, Afghanistan)

[Lack of in-depth training]

"I personally had the fundamentals so the course, for me it was more of a refresher… I had hoped that the second part of the training would be focusing on the intermediate level, but it was on a completely different topic… [As part of the CD4D2 assignment] we had three months of training but honestly I do not [see] the benefit […] I was hoping that the first month would be basic, the second month intermediate and the third month advanced so then as an IT person I could do administration of the LINUX server and now I cannot do that because it was just too basic."

(Colleague, Iraq)

The following additional challenges were mentioned by host institution staff:

- Assignment length too short- Staff from about half of the host institutions across the four countries reported that they found the length of the assignments too short. Host institution staff members reported that experts were unable to cover the gaps and conduct the tasks previously agreed. In some cases, this also meant that knowledge transfer did not take place at the expected level, for instance staff was not able fully explore the software they were being trained on. For example, when asked about the level of learning, a colleague rated four out of five and further elaborated:

> *[Assignment length too short]*
>
> "The only issue was the length of the training. The two weeks or 6 sessions were not enough to help us be proficient in the programs, it doesn't allow us to go in-depth in the knowledge… We just got an overall idea of the programs but it did not allow us to go more in-depth."
>
> (Colleague, Iraq)

- Lack of equipment- At two host institutions (1 in Nigeria, 1 in Somaliland), staff reported that a lack of equipment necessary to train host institution staff. For example, a colleague from Nigeria commented:

> *[Lack of equipment]*
>
> "While I greatly appreciate IOM for this opportunity, one of the things I believe they should work on, if IOM would propose ensuring better equipment in the lab it would help us so much more in applying the knowledge that we have gained."
>
> (Colleague, Nigeria)

4.2. Experiences of participants

This section focuses on the experiences of participants with CD4D2. The section discusses knowledge transfer, contributions to individual and organizational capacity development.

Knowledge transfer

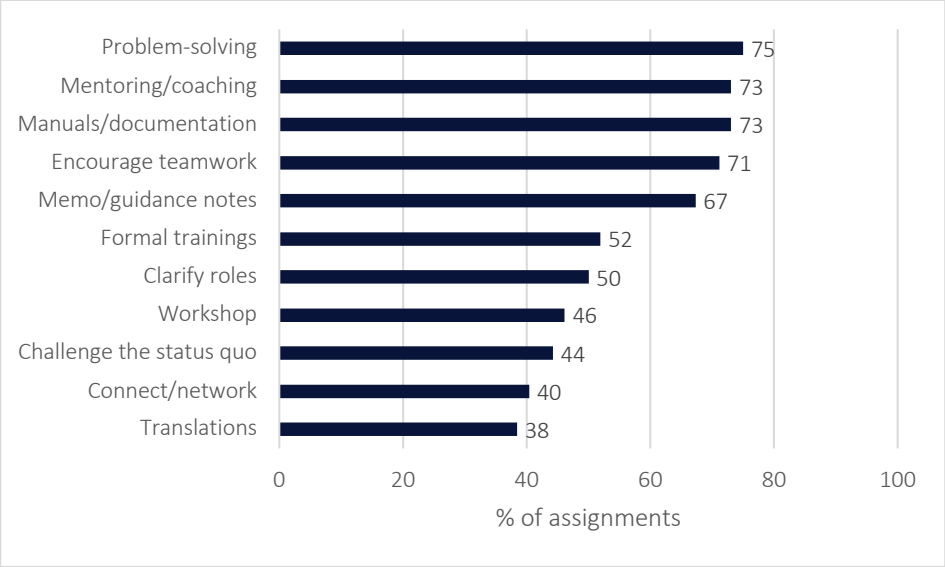
With regards to knowledge transfer, the participant survey shows that:

- Diaspora experts contributed to knowledge transfer during the vast majority of assignments- During 46 of the 52 assignments for which participant survey data was available, diaspora experts reported that they felt that they had transferred knowledge to the staff at the host institution as part of their assignment, corresponding to about 88 per cent of assignments. Only for two assignments (1 physical, 1 virtual) did diaspora experts indicate that they did not transfer knowledge as part of their assignment). Four responses indicated 'Maybe' for knowledge transfer (3 physical assignments; 1 virtual assignment).

- Diaspora experts engaged in explicit and tacit knowledge transfer methods- Figure 16 summarises the answers from the CD4D2 Participant Survey where CD4D2 diaspora experts were asked to indicate the frequency with which they engaged in a set of eleven knowledge transfer activities during their assignment. The main activities diaspora experts reported engaging in were problem-solving, mentoring and coaching, writing manuals and documentation, encouraging teamwork and

writing memos and guidance notes; these activities were reported for at least 60 per cent of assignments with a frequency of 'often' or 'very often'.

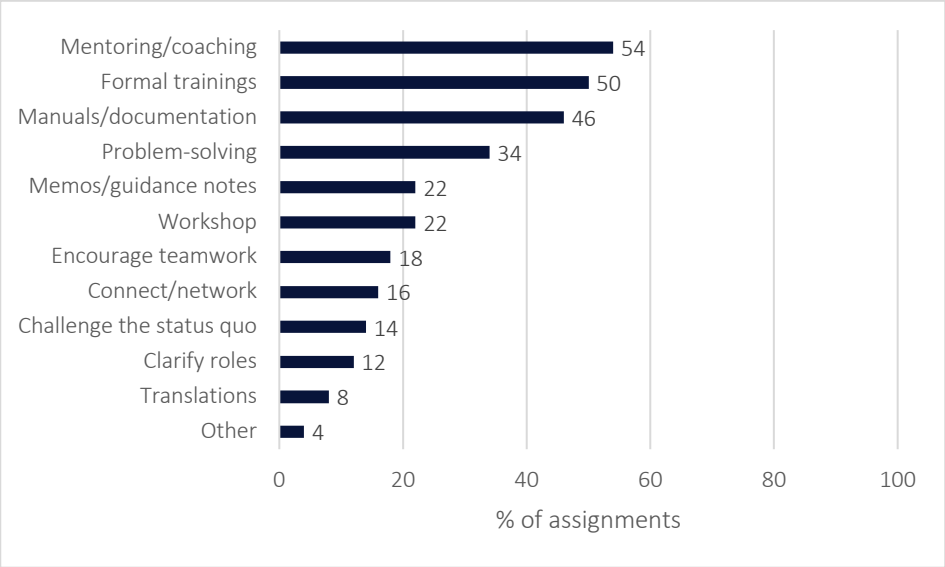
Figure 16: Activities performed 'often' and 'very often', according to CD4D2 diaspora experts (n=52)



Source: CD4D2 Participant Survey.

- **The main knowledge transfer methods were mentoring/coaching, formal training and writing or updating manuals or documentation-** The main knowledge transfer methods used were mentoring/coaching (54 per cent of assignments), formal training (50 per cent) and writing or updating manuals or documentation (46 per cent) (see Figure 17).

Figure 17: Main knowledge transfer methods used (n=50)



Source: CD4D2 Participant Survey.

In addition to the tasks and knowledge transfer methods, diaspora experts were asked about the type of knowledge they felt to have transferred to staff. Based on the findings from the CD4D1 evaluation, diaspora experts were provided with a list of knowledge and skills to choose from, overviewed in Table 8.

Table 8: Knowledge transferred (n=50)

Skills	Count	Per cent
Problem-solving	32	64
Communication skills	26	52
Professionalism	24	48
Project Planning	23	46
Technical expertise	23	46
Task Management	20	40
Project Management	19	38
Open-mindedness	16	32
Data Analysis	15	30
Leadership	15	30
Decision-making	14	28
Research Design	14	28
Task Delegation	10	20
Technical/Academic writing	10	20
Intercultural skills	9	18
Social skills	9	18
Coding & Programming	7	14
Negotiation skills	7	14
Teaching methods	6	12
Other	5	10
M&E Techniques	2	4

Source: CD4D2 Participant Survey.

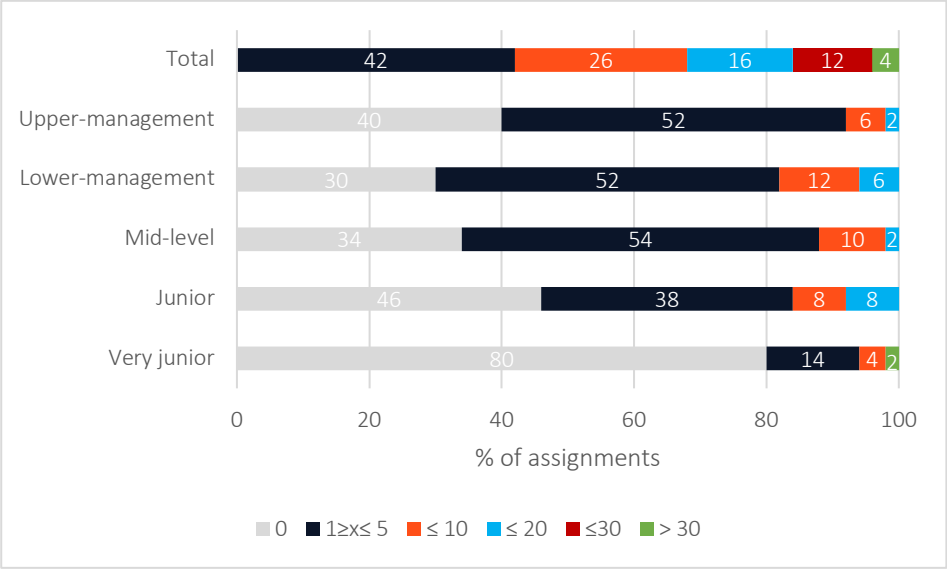
The table illustrates the following regarding the skills that diaspora experts perceived to have transferred to staff at host institutions:

- Context-unspecific 'soft skills' are the most frequently transferred skills overall- During 64 per cent of assignments that led to knowledge transfer according to the diaspora experts, diaspora experts felt to have transferred knowledge in problem-solving. Diaspora experts also frequently reported to have transferred communication skills (52 per cent of assignments), professionalism (48 per cent), project planning (46 per cent), and task management skills (40 per cent).

- Technical expertise was transferred during almost half of assignments- For 46 per cent of assignments, diaspora experts reported having transferred technical expertise. While diaspora experts were not asked to elaborate on this in the survey, this type of expertise is generally specific to host institution staff's area of work.

- Most diaspora experts train between 1 to 10 staff members - During 42 per cent of assignments, diaspora experts trained between one to five staff members. The share of assignments during which, according to the diaspora experts, more than 5 but less than 10 staff members were trained was 26 per cent (see Figure 18).

Figure 18: Staff trained, by job level (n=50)



Source: CD4D2 Participant Survey.

Individual and organizational capacity development

This section discusses the diaspora experts' perceptions with regard to the outputs of the CD4D2 assignments. As part of the closed-ended survey questions, diaspora experts were asked about their opinion on a set of 13 items. Nine of these items are aspects of individual capacity development, while four items refer to capacity development at the organizational level. Figure 19 shows the percentage of assignments for which diaspora experts indicated to have made a 'high' or 'very high' impact.

Figure 19: Impact on individual and organizational capacity development, 'very high' and 'high' (n=52)

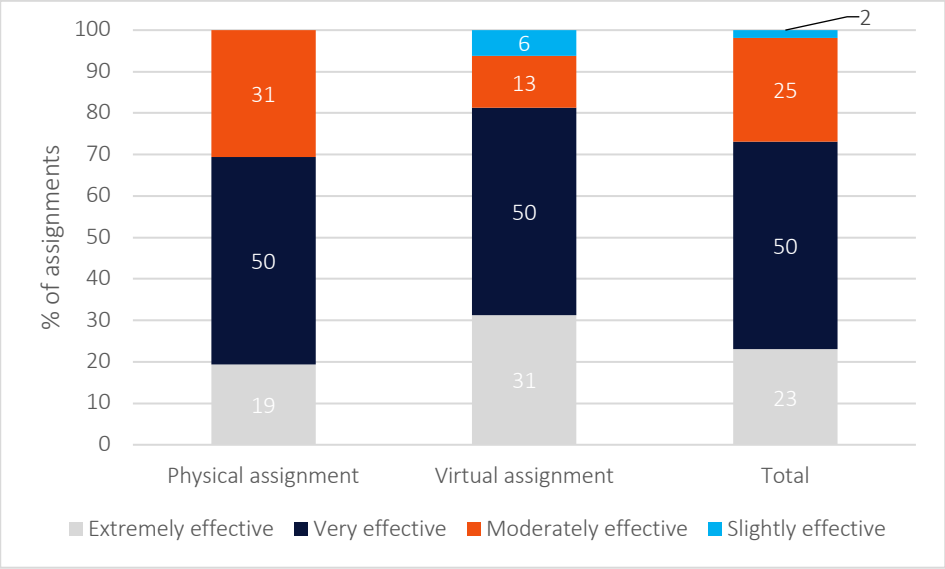
Source: CD4D2 Participant Survey. Note: Individual capacity development is blue, organizational capacity development orange.

Figure 19 shows the following:

- **Higher rates of individual capacity development-** All aspects of individual capacity development were reported with a 'high' or 'very high' impact for 40 per cent or more of assignments. The highest rate of contributions was made to staff's open-mindedness towards new approaches and ideas, staff's ability to work in a team and staff's knowledge about their roles and tasks.
- **Improvement of organizational structure and functions and improvement of internal processes as main contributions to organizational capacity development-** During 40 per cent of assignments, diaspora experts reported having made 'very high' or 'high' contributions to the improvement of organizational structure and functions. At the same time, improvements to internal processes were reported on a high level by diaspora experts for around 30 per cent of assignments.
- **Little contribution to increased availability of necessary resources and improvement of course curricula –** Contributions to the increased availability of resources were only mentioned for 17 per cent of assignments with a 'high' or 'very high' impact during 17 per cent of assignments and improvements to curricula for 12 per cent.

As part of the participant survey, diaspora experts were also asked about their perspective of the overall effectiveness of their assignment, overviewed in Figure 20.

Figure 20: Perceived effectiveness of assignments (n=52)



Source: CD4D2 Participant Survey.

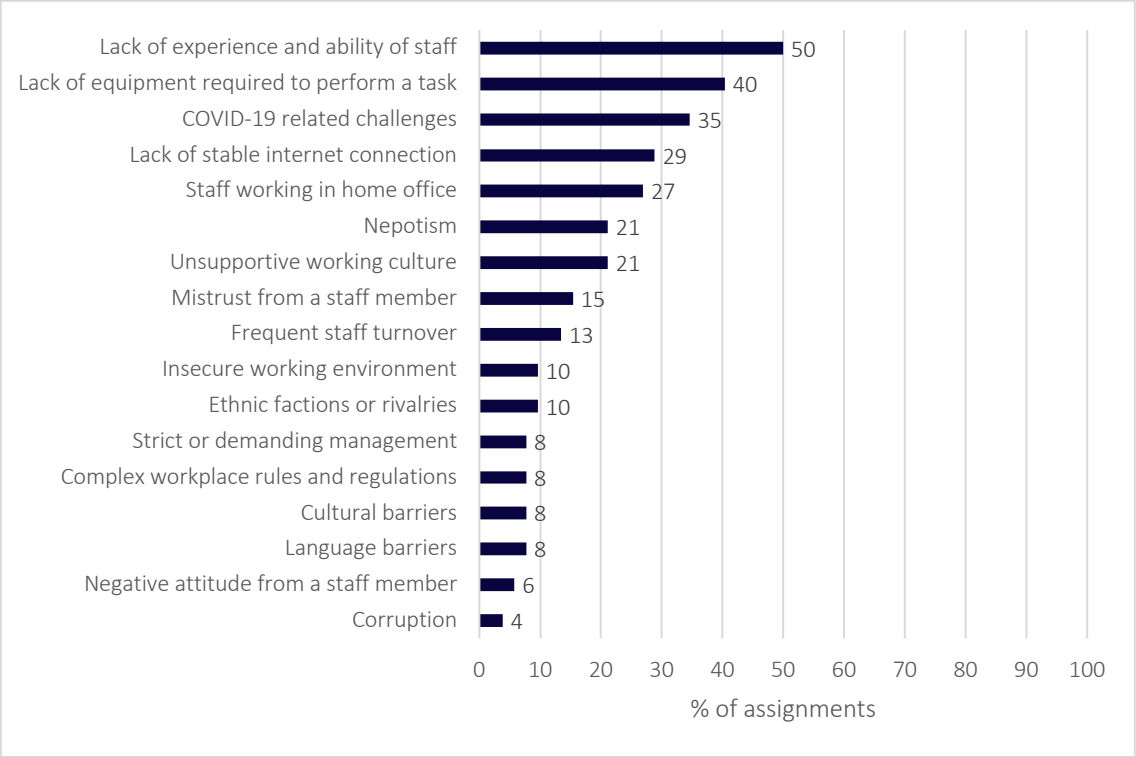
Figure 20 shows:

- **High perceived effectiveness-** For the vast majority of placements, diaspora experts considered their assignments to have been effective. While for 23 per cent of assignments diaspora experts reported that their assignment was 'Extremely effective', another 50 per cent regarded their assignment as 'Very effective'. Only 2 per cent of assignments were assessed as 'Slightly effective' by the diaspora expert who had conducted the assignment.
- **Some differences between physical and virtual assignments-** Some differences between physical and virtual assignments can be observed regarding the diaspora experts' rating of their effectiveness. None of the physical assignments was ranked 'Slightly effective', while this was the case for 6 per cent of the virtual assignments. At the same time, the share of virtual assignments considered 'Extremely effective' is higher than the share of physical assignments with this rating (19 per cent of physical assignments compared to 31 per cent of virtual assignments).

Main challenges

The contributions diaspora experts make may be inhibited by a number of factors. Figure 21 summarises the answers from the CD4D2 Participant Survey where CD4D2 diaspora experts were asked to indicate the frequency with which they experienced a set of potential barriers during their assignment. In addition, diaspora experts were asked which of these potential barriers negatively affected the effectiveness of their assignment (see Figure 22).

Figure 21: Potential barriers experienced 'often' and 'very often', according to CD4D2 diaspora experts (n=52)



Source: CD4D2 Participant Survey.

Figure 22: Challenges that negatively affected the effectiveness of the assignment (n=42)

Source: CD4D2 Participant Survey.

The interviews with host institution staff and Figures 21 and 22 show the following:

- For about 20 per cent of assignments no inhibitors were reported- For 10 of the 52 assignments (= 19 per cent), diaspora experts reported that they did not experience any challenges that negatively affected the effectiveness of their assignment[4].

- Lack of experience and ability of staff and lack of stable internet connection as main inhibitors- For 50 per cent of assignments, diaspora experts reported having experienced a lack of experience and ability of staff. This challenge negatively affected the effectiveness of the assignment during 52 per cent of the assignments that experienced challenges. While a lack of a stable internet connection was reported less frequently, Figure 22 shows that diaspora experts perceived that it negatively affected the effectiveness of the assignment during 48 per cent of the assignments for which challenges were reported.

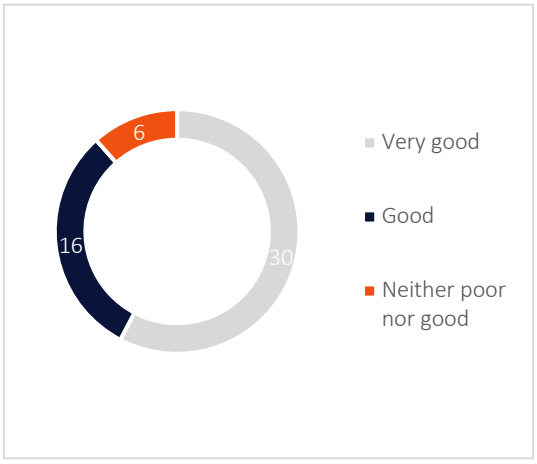
- COVID-19 constituted a challenge for over a third of assignments- For 15 assignments, diaspora experts reported COVID-19 related challenges that negatively affected the effectiveness of the assignment in the participant survey. The main challenge caused by COVID-19 were stay-at-home requirements, which meant that diaspora experts could not meet with staff in person. A few diaspora experts also reported that virtual communication was limited as host institution staff working from home lacked the necessary internet connection, equipment, or familiarity with this type of work modality.

CD4D2 Project Feedback

[4] For two assignments, diaspora experts selected the option 'None' but also selected a number of barriers; therefore, these assignments were counted as assignments where diaspora experts experienced barriers that negatively affected the effectiveness of their assignments.

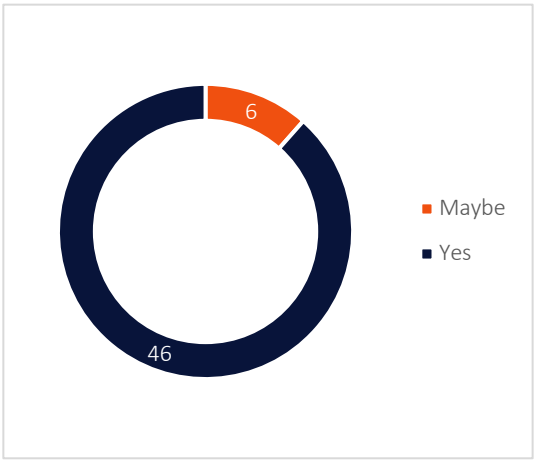
The participant survey included a number of questions about the diaspora experts' experience within the CD4D2 project, such as their overall experience (see Figure 23), their willingness to participate in another CD4D2 assignment (see Figure 24) and their satisfaction with the assistance they received by their host institution and by IOM before, during and after their assignment (see Figure 25).

Figure 23: Diaspora experts' overall experience with CD4D2 (n=52)



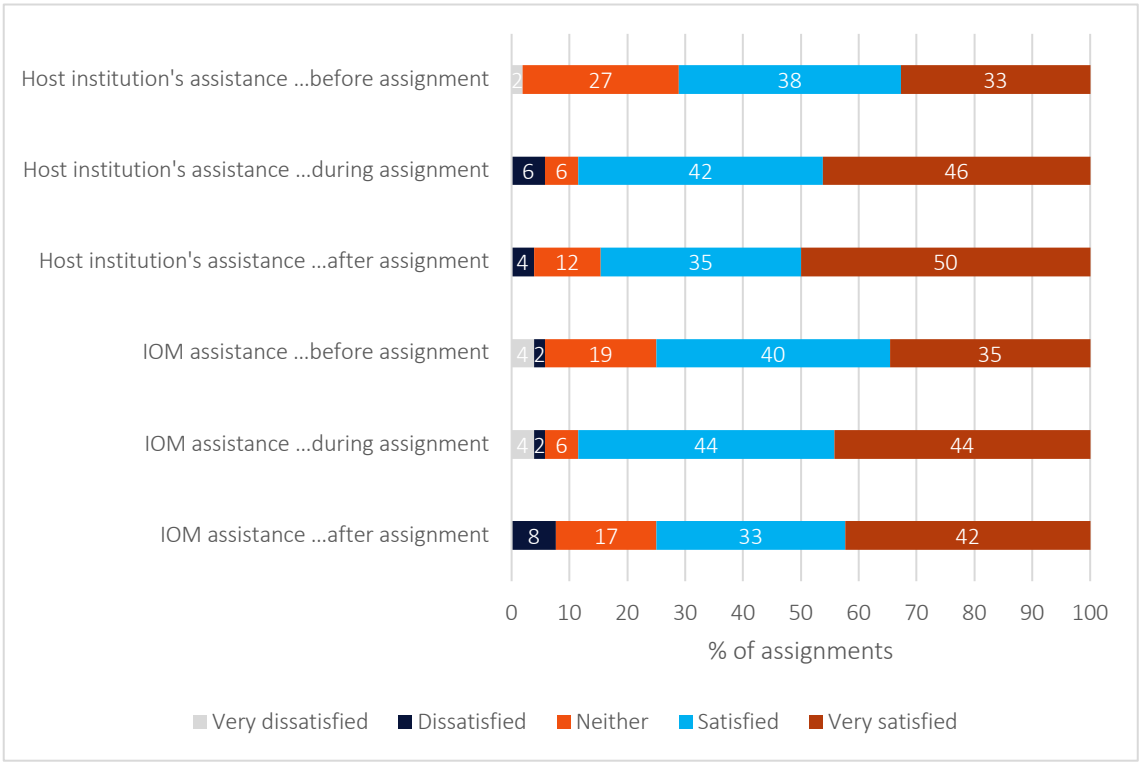
Source: CD4D2 Participant Survey.

Figure 24: Diaspora experts' willingness to participate in another CD4D2 assignment (n=52)



Source: CD4D2 Participant Survey.

Figure 25: Satisfaction with host institution's and IOM assistance received (n=52)



Source: CD4D2 Participant Survey.

Figures 23 to 25 show that:

- Diaspora experts have a (very) good experience with CD4D2- For 58 per cent of assignments diaspora experts reported having had a 'very good' experience and another around 31 per cent a 'good experience'. Only for 6 assignments (= approximately 12 per cent of assignments) diaspora experts gave a neutral response ('Neither poor nor good'); the answer categories 'Poor' and 'Very poor' were not chosen (see Figure 23).

- The vast majority of diaspora experts are willing to conduct another assignment- In line with their good or very good experience with CD4D2, for 88 per cent of assignments diaspora experts indicated to be willing to participate in another CD4D2 assignment (see Figure 24). Of the six assignments for which diaspora experts answered with 'Maybe', four had rated the CD4D2 experience as 'Neither poor nor good' and two as 'Good'.

- High levels of satisfaction with host institution's assistance – As Figure 25 shows, for most assignments diaspora experts were 'satisfied' or 'very satisfied' with the assistance that they received from the host institution before, during and after their assignments. Satisfaction with pre-assignment assistance was somewhat lower than satisfaction with assistance during and after the assignment. Participants were given the option to add further comments on the host institution's assistance. Several participants used this option to describe the good cooperation that they experienced with the host institution.

- High levels of satisfaction with IOM assistance- As Figure 25 shows, for most assignments diaspora experts were 'satisfied' or 'very satisfied' with the assistance that they received from the host institution and IOM before, during and after their assignments. Participants were also given the option to add further comments on IOM's assistance. Several participants used this option to voice their satisfaction with the support they received from IOM The Netherlands and/or the local IOM office, describing their support as 'very helpful'. One comment that was mentioned for a few assignments is that the assignment length was perceived as too short. In addition, as part of the question where diaspora experts were allowed to make suggestions on how they could have been supported to increase the effectiveness of their assignments, for 12 assignments diaspora experts suggested longer assignments, which was by far the most common suggestion.

5 Recommendations and Conclusion

This section summarises the main conclusions of this study and provides recommendations based on these findings. Section 4 illustrated the main findings to date with regards to the experiences of host institutions and participants. Drawing on the main findings, the following conclusions and recommendations are offered.

- Ensure continuation of assignments- The interviews with host institutions staff showed that a lack of in-depth and practical training constituted a major challenge. In addition, CD4D2 diaspora experts and host institution staff perceived the assignment length as too short. The length of assignments was also one of the most frequent remarks by both groups of respondents identified during the evaluation of the first round of CD4D. While it should be acknowledged that changes take a longer time to implement, it should also be taken into account that solely extending the length of assignments does not necessarily increase their effectiveness. Instead, emphasis should be put on longer-term engagement (see also Mueller & Kuschminder, 2019) by offering shorter but repeated assignments and by using virtual and physical assignments in a complementary manner.

- COVID-19 related challenges- Both host institution staff interviews and participant surveys showed that COVID-19 related challenges affect the effectiveness of CD4D2 assignments. The main challenge caused by COVID-19 were stay-at-home requirements, which meant that diaspora experts could not meet with staff in person.

- Further preparation of virtual assignments for host institution- Host institution staff interviews and participants surveys showed that an unstable internet connection and a lack of equipment for virtual communication in staff's homes affected the effectiveness of virtual assignments. For future virtual assignments, it is recommended to find ways to ensure that staff can join virtual assignments without problems, for example by providing internet packages for the time of training. In case of staff being unfamiliar with virtual work modalities, it is recommended to provide an introductory session on this topic.

- Promote virtual assignments as a valid alternative to physical assignments- The interviews showed that a few host institutions preferred physical assignments over virtual assignments. This seemed to be rooted in a perception that virtual assignments do not constitute 'actual' assignments. While this might stem from the fact that initially physical assignments were planned and virtual assignments were then implemented due to COVID-19 as the best alternative to in-person assignments, combining virtual and physical assignments seems valuable for two reasons. First, a combination of both may ensure longer-term engagement and hence consolidate impacts. Second, offering both virtual and physical assignments may make it easier for diaspora experts who are employed and cannot take long leave of absence to participate. For this, it seems important to establish and promote virtual assignments as a valid alternative to physical assignments. Providing an example case of how virtual assignments work successfully may be useful in this regard.

- Providing in-depth and hands-on experience during virtual assignments- A major challenge that host institution staff reported was that particularly virtual assignments did not provide sufficient practical or hands-on experience. It therefore important to explore ways how this could be addressed in a virtual assignment.

6 Next steps

This final section provides a brief outlook on the other components of the evaluation and future deliverables. This report has summarized preliminary key findings from the mid-term data collection at selected host institutions and participant survey data and interviews. A final round of data collection with host institutions will be carried out next year (2022). In addition, interviews with diaspora experts will continue to be carried out on an on-going basis throughout the course of the evaluation. In addition, the research team will work on conducting additional stakeholder interviews. Regarding deliverables (see Table 9), the final report will be produced by August 2022.

Table 9: Future deliverables

Deliverable	Expected date of delivery
Final Report	August 2022

References

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

Appendix

Appendix A: Overview of host institutions

Country	Host Institutions
Afghanistan	1. Afghanistan Civil Service Institute
	2. First Vice-President's Office
	3. Ministry of Labour and Social Affairs (MoLSA)
	4. Ministry of Refugees and Repatriation (MoRR)
	5. National Water Affairs Regulation Authority
	6. 3 CD4D2 host institution (KMU, KMC, MoPH) and one CD4D1 host institution.
Iraq	1. Central Statistics Office (CSO), Central Iraq
	2. Commission for Investigation and Gathering Evidence (CIGE), KRI
	3. Governorate of Sulaymaniah, KRI
	4. Ministry of Education, KRI
	5. Ministry of Labour and Social Affairs (MOLSA), KRI
	6. Ministry of Migration and Displacement (MOMD), Central Iraq
	7. Ministry of Planning, KRI
Nigeria	1. Federal College of Horticulture (FECOHORT) Dadinkowa, Gombe State
	2. Federal College of Horticulture, Dadinkowa, Gombe State
	3. Food Crops Prod. Tech. Transfer Station, (FCPTTS), Dan-Hassan, Kano State
	4. Food transfer Station, Ubiaja
	5. Galaxy Backbone Ltd
	6. Ministry of Agriculture
	7. National Horticultural Research Institute (NIHORT)
	8. National Information Technology Development Agency (NITDA)
	9. NIGCOMSAT
	10. Obafemi Awolowo University Teaching Hospitals Complex (OAUTHC)
Somalia (FGS)	1. Benadir Regional Administration and Municipality of Mogadishu
	2. Guriga Oranje
	3. Ministry of Commerce and Industry of Somalia
	4. Ministry of Energy and Water Resources of Somalia
	5. Ministry of Energy of Water of Somalia
	6. Ministry of Foreign Affairs (Office of Diaspora Affairs)
	7. Ministry of Justice
	8. Ministry of Planning, Investment and Economic Development of Somalia
	9. Ministry of Water and Energy Galmudug state of Somalia
Somaliland	1. Berbera Municipal Authority
	2. Holland House Hargeisa (HHH)
	3. Ministry of Interior (MoI)
	4. Ministry of Investment Promotion
	5. Ministry of Justice (MoJ)
	6. Ministry of Parliamentary Relations and Constitutional Affairs
	7. Ministry of Public Works (MoPW)
	8. Ministry of Transportation (MoT)
	9. Ministry of Water (MoW)

Appendix B: Overview of IOM and MGSoG evaluation tools

Target group	Tool	Timing	Designed by	Implemented by	Use for MGSoG CD4D2 Evaluation
CD4D2 Participant	Participant survey	After each assignment	MGSoG	MGSoG	Main data
	Participant Interviews	On an on-going basis	MGSoG	MGSoG	Main data
	Participant Final Report	After each assignment	IOM (with MGSoG Feedback)	IOM	Complementary information
	Participant Monthly Report	Each month (for assignments with a duration of > 1 month)	IOM	IOM	Not used for evaluation
CD4D2 Host institutions	Colleague interviews	Early 2020, 2021, 2022	MGSoG	MGSoG	Main data
	Manager interviews	Early 2020, 2021, 2022	MGSoG	MGSoG	Main data
	Host Institution Final Report		IOM	IOM	Not used for evaluation
Others	Terms of Reference	For each assignment	n/a	n/a	Complementary information
	Stakeholder interviews		MGSoG	MGSoG	Complementary information

Appendix C: Host institution interview guide

Connecting Diaspora for Development (CD4D) 2

Institutions Interview Guide

- T1 –

Section 0 *[for excel sheet]*

Type of interview	☐ 0 Manager ☐ 1 Colleague[5]
Questionnaire ID number	*Format: C1_IN01_T0, C1_IN02_T0, C1_IN03_T0*
Name of interviewer	*Initials*
Date interview was conducted	*Day/Month/Year*
We have done interviews at host institution before	☐ 0 No ☐ 1 Yes
Respondent was interviewed before	☐ 0 No ☐ 1 Yes
Type of assignments host institution has received	☐ 1 Physical ☐ 2 Virtual ☐ 3 Both
Gender of interviewee	☐ 0 Male ☐ 1 Female
Recorded	☐ 0 No ☐ 1 Yes

[5] ***Manager*** *= Management staff of the host institution who is involved in the CD4D2 Project. This should always include the institutional focal point as well as any supervisors of the diaspora expert (e.g. Head of department, Director General; depending on the size of the institution).*

Colleague *= The colleagues / priority learners are the main 'knowledge receivers' i.e. the person(s) who were selected pre-assignment to learn from the CD4D2 diaspora expert. This can be junior as well as senior staff.*

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.

[As you know], Maastricht University has been contracted by IOM to conduct an evaluation of the second phase of the CD4D Project; we also evaluated the first phase. 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 so far. The interview is scheduled for 1 hour. We anonymize all interviews so your name will never be used. We only use your contact information to contact you again next year. We store it separately from the information that you provide during the interview. If you agree, I would like to voice record our conversation as this makes it much easier to capture exactly what you are saying. Would this be ok for you?

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

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

[Clarify any questions that the respondent may have]

Then I will switch on the voice recording now.

[Turn on the recorder]

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

[Wait for respondent to confirm].

Thank you very much.

Section 1: General information about respondent and organization

1A: *[For respondents who were NOT interviewed before]*

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

1B: *[For respondents who were interviewed before]*

MAN	COL
1.2. How are things going in your organization at the moment?	
a. What are some of the organization's recent achievements/ successes? b. What are the current challenges facing your organization? **1.3.** Has anything changed in your organization over the last year? (structure, mandate, areas of work etc.) **1.4.** How has COVID 19 affected the country overall? **1.5.** Has the COVID-19 pandemic affected the work of your organization in any way? How?	**1.6.** Has anything changed in your job and tasks since last year? **1.7.** Has anything else changed in your organization over the last year? **1.8.** Has anything else changed that has impacted your work? **1.9.** What challenges are you currently experiencing in your role/job?

1B: *[Ask in case host institution was not interviewed before]*

1.10. Could you tell me a bit about your organization? a. How long has the organization been in operation? (not relevant for government ministries) *[Insert total number of years organization has been in operation]* ☐ a. What do you think are some of the strengths of this organization? b. What are some of the organization's biggest achievements/ successes? c. What are the current challenges facing your organization?	**1.11.** What challenges are you currently experiencing in your role/job?

Λ

Section 2: Experience with CD4D

<table>
<tr><td>MAN</td><td>COL</td></tr>
<tr><td colspan="2">2.1. Your institution is participating in the second phase of CD4D. Could you remind me again, how many CD4D diaspora experts have come to your organization for CD4D2 so far?

<table><tr><td>[Insert number of CD4D experts here]</td><td></td></tr></table>
2.2. Do you remember their names?
2.3. In which departments were the assignments completed?</td></tr>
<tr><td>2.4. Who did the diaspora expert(s) work with? [Who were those people? What are their roles?]
2.5. Did you directly work with (one of) the CD4D diaspora experts (e.g., as supervisor)?

(If there was more than one CD4D diaspora expert at the host institution):
2.6. Did all CD4D diaspora experts work with the same staff members?
2.7. Was there coordination between the assignments that were conducted by different CD4D diaspora experts at your organisation?</td><td>2.8. How many diaspora experts did you work with?

<table><tr><td>[Insert number of CD4D experts respondent worked with]</td><td></td></tr></table></td></tr>
<tr><td>2.9. What were the diaspora expert(s)’ main role and tasks?</td><td>2.10. What did you work with them on?</td></tr>
<tr><td>2.11. Do you think staff gained knowledge or new skills from working with the diaspora expert?
a. What knowledge do you feel the diaspora expert transferred to staff? What skills did staff gain?
b. How did the CD4D diaspora expert transfer these skills or knowledge?
c. How many staff members did the diaspora expert train?
d. 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 the diaspora experts? [ask value for each diaspora expert]

<table><tr><td>[Insert level of learning MAN]</td><td></td></tr></table></td><td>2.12. Did you learn something from the diaspora expert?
a. What did you learn from the diaspora expert? Please give me a specific example
b. How did you learn this?
i. Did the diaspora expert(s) give a training/lecture/seminar that you attended? (Probe for: Topic/Frequency/Number of attendees/Examples)
ii. Did you have group meetings with the diaspora expert(s)? Did you have one-on-one meetings with the diaspora experts?
iii. Did the CD4D-diaspora expert(s) encourage teamwork? (How? Examples?)
iv. Did the diaspora expert mentor or coach you (give you tips or guidance)? (How? Examples?)
v. Did you go to the diaspora expert(s) for advice? (Examples?)
vi. Did you learn something from the diaspora expert via any other way?
c. On a scale of 1 to 5 with 5 being high level of learning and 1 being no learning, how much did you learn from the diaspora expert(s)? [ask value for each diaspora expert]</td></tr>
</table>

	[Insert level of learning COL] |
	d. Why did you learn this? e. Is this relevant to your job? How?
2.13. Is staff currently applying what they learnt from the diaspora experts? *[Prompt: Why? Why not?]* **2.14.** How has this impacted their work? *[Prompt: Has working with the diaspora expert increased staff's ability to perform your tasks? How? Examples?]*	**2.15.** Do you currently apply what you learnt from the CD4D diaspora expert in your work? *[Prompt: Why? Why not?]* **2.16.** How does this impact your work today? (Ask for examples)
2.17. Have there been any changes in your organization that the CD4D diaspora experts contributed to? (positive and negative) *[Prompt: How have the CD4D diaspora experts contributed to these changes?]* **2.18.** On a scale from 1 to 5(=1 not important, 5 = very important], how important would you say are the contributions that the diaspora expert has made? *[Perceived importance of contributions]* |	
2.19. I have a list of a few items here and I would like to know whether you think the assignments of CD4D had an impact on any of the following for your organization? You can tell me 'no', 'yes' or 'not applicable' – in case an item does not make sense for your organization. *[Create an easy conversation around this]* a. Do you think CD4D2 has had an impact on…	

	No (1)	Yes (2)	Not applicable (3)	Unclear (4) *
…staffs' ability to use new technology (software, programme)	☐	☐	☐	☐
…staff's ability to carry out research or assessments (including M&E) *[= Monitoring and Evaluation]*	☐	☐	☐	☐
…staff's ability to work in a team	☐	☐	☐	☐
…staff's ability to delegate tasks	☐	☐	☐	☐
…staff's knowledge about their roles and tasks	☐	☐	☐	☐

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

b. Why X value? How? Examples?

[Prompt iIn case differences between assignments are not clear: Was this the same for all experts or did you notice differences? How did the experts work differently? Were all CD4D diaspora experts who visited your organisation equally beneficial for your organisation? Was one assignment more important than the others

In case there were virtual assignments:

2.20. How did you experience the virtual assignments?

2.21. If you compare virtual assignments and physical assignments, would you say one was more beneficial than the other?

Did you experience any challenges with virtual assignments? Which?

Section 3: Interaction, enablers and inhibitors

MAN	COL
3.1. What was reported to you about the interaction between CD4D diaspora expert(s) and staff from your institution? a. What did you hear about what was going well? b. Did you hear of any challenges that staff had when working with the CD4D-Participant? Did this vary with different participants? **3.2.** Do you think staff at your organization trusted the CD4D diaspora experts? a. At other organizations, we have seen that staff did not trust the CD4D diaspora experts and was hesitant to work with them/provide them the information needed. This was because the diaspora expert(s) were perceived as a threat and staff thought that they would take away their jobs. Or they generally do not trust diaspora members. Did you experience any of this at your organization? **3.3.** Did the CD4D diaspora experts understand how your organization works? **3.4.** How did you perceive the participants' motivation to transfer knowledge and to contribute to change at your institution? **3.5.** How did you perceive the participant's expertise with regards to the skills needed at your institution? Does (s)he have the necessary expertise? **3.6.** Concerning the activities that the CD4D-Participant(s) was/were conducting, did you perceive any practical challenges? *[Prompts: Enough time? Space? Technology?]*	**3.7.** How did you experience working with (Mr./Ms. X)? (Prompt examples) **3.8.** Would you say working with (Mr./Ms. X) was useful for you? a. On a scale from 1-5 (1= not useful, 5= very useful), how useful would you rate your experience of working with the diaspora expert? *[Perceived usefulness COL]* | *[Prompt: Why X? What made it useful? Why was it not useful?]* b. Is there anything that the diaspora expert could have done differently? **3.9.** Did you feel comfortable sharing ideas with the diaspora expert? a. Why? Why not? **3.10.** How did you experience communication with the diaspora expert? a. At other organizations, we have seen that the diaspora experts were fluent in the local language(s). Communication was therefore very smooth and easy. Was this also the case for you when you were working with the CD4D diaspora expert(s)? Prompt examples **3.11.** Did you experience any challenges in working with the diaspora expert? a. At other organizations, we have seen that staff did not trust the CD4D diaspora experts and was hesitant to work with them/provide them the information needed. This was because the diaspora expert(s) were perceived as a threat and staff thought that they would take away their jobs. Or they generally do not trust diaspora members. Did you experience any of this at your organization? b. At other organizations, staff reported that the diaspora expert did not respect local culture/way of life or local knowledge and expertise. Did you experience any of this at your organization? **3.12.** Concerning the activities that the CD4D diaspora expert(s) was/were conducting, did you perceive any practical challenges*? [Prompt: Enough time / Space / Equipment / Technology/ Other]*
3.13. Do you know if staff members are still in contact with the CD4D-Participant?	**3.14.** At the moment, are you still in contact with the diaspora expert? a. How often are you in contact with the diaspora expert? b. What do you discuss? *[Find out if this is work-related or not]*

Section 4: Overall satisfaction and expectations for the final year of CD4D2

MAN	COL

4.1. On a scale of 1-5 with "1" being "not satisfied" and "5" being "exceeded all expectations", how satisfied are you with the CD4D2-Programme so far? *[Insert level of overall satisfaction MAN]* ☐ *[Prompt: Why X? In how far has/have the activities conducted by CD4D-Participants met the institutional needs? What could be improved?]*	**4.2.** Overall, how satisfied are you with how working with the CD4D diaspora expert(s) went? a. On a scale of 1-5 with "1" being "not satisfied" and "5" being "exceeded all expectations", how satisfied are you with the CD4D2-Programme so far? *[Insert level of overall satisfaction COL]* ☐ *[Prompt: Why X?]* **4.3.** In the future, would you again want to work with a diaspora expert? a. Why? Why not? b. Would you want to work with the same person again?
4.4. CD4D is going to continue for another year, what are your expectations for the project for the upcoming year?	

Section 5: Demographic information

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

MAN	COL

To wrap up, I would just like to ask you a few demographic questions – just for our statistics.

	No (0)	Yes (1)
5.1. I assume you are [nationality of assignment country]? In case respondent has dual nationality, or not the nationality of the assignment country, fill in all citizenships here:	☐	☐
5.2. Did you also grow up here in [assignment country]?	☐	☐
5.3. Have you ever lived in another country?	☐	☐

a. Where? ☐
b. For how long? ☐
c. Why? ☐

5.4. What is the highest level of education you have obtained?

☐ 1 Secondary or lower
☐ 2 Technical or vocational
☐ 3 Bachelor

X

☐ 4 Master ☐ 5 PhD	

5.5. How old are you?

[Insert age]	

Section 6: 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?

Thank you so much for your time today.

[switch off voice recorder]

Appendix D: Participant survey

This questionnaire complements the IOM Final Report that you just completed. It will be used for the evaluation of CD4D2 which Maastricht University (UM) is carrying out for IOM. Unlike the IOM Final Report, which directly goes to IOM and Maastricht University (UM), your answers to this questionnaire are **completely anonymous**. The questionnaire does not record any personal information that makes you identifiable. In addition, the database will only be accessed by UM researchers and all data will be reported to IOM in an aggregated manner. Please answer these questions **as honest as possible**. As the answers are anonymous, they cannot influence your chances to be able to conduct another assignment in any way.

Please direct any questions or comments you might have regarding this questionnaire to Charlotte Mueller via charlotte.mueller@maastrichtuniversity.nl

Section 1

1.1. Please provide the following information about your assignment.

Was this a physical or a virtual assignment?	☐ 0 Physical assignment ☐ 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?	☐ 0 No ☐ 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?	☐ 0 No (all my previous CD4D assignments were at other host institutions) ☐ 1 Some (some of my previous CD4D assignments were with this host institution, but I have also done assignments at other host institutions) ☐ 2 Yes, all of them (all my previous CD4D assignments were at this host institution)
Were your previous CD4D assignments physical or virtual assignments?	☐ 0 All my previous CD4D assignments were **physical assignments** ☐ 1 All my previous CD4D assignments were **virtual assignments** ☐ 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)	☐ 1 Not effective at all ☐ 2 Slightly effective ☐ 3 Moderately effective ☐ 4 Very effective ☐ 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.)	☐	☐	☐	☐	☐	☐
Email	☐	☐	☐	☐	☐	☐
Phone calls	☐	☐	☐	☐	☐	☐
Video calls (via Zoom, Skype, Teams, etc.)	☐	☐	☐	☐	☐	☐
Other (please specify)	☐	☐	☐	☐	☐	☐

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?	☐	☐	☐	☐	☐
Give formal trainings to staff?	☐	☐	☐	☐	☐
Write memos or guidance notes?	☐	☐	☐	☐	☐
Translate foreign language materials?	☐	☐	☐	☐	☐
Provide mentoring or coaching to staff?	☐	☐	☐	☐	☐
Clarify roles and responsibilities with staff?	☐	☐	☐	☐	☐
Assist colleagues in problem solving?	☐	☐	☐	☐	☐
Encourage teamwork among staff?	☐	☐	☐	☐	☐
Challenge the status quo in the workplace (such as suggesting new ways of working)?	☐	☐	☐	☐	☐
Connect staff with people in your network that they can learn from?	☐	☐	☐	☐	☐
Organize or contribute to a workshop?	☐	☐	☐	☐	☐
Other (please specify)	☐	☐	☐	☐	☐

1.5. Did you transfer knowledge to staff as part of this assignment?	☐ 1 No ☐ 2 Yes ☐ 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).	____ Very junior ____ Junior ____ Mid-level ____ Lower management ____ 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?	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

1.8. What knowledge do you feel you transferred to staff? (Select all that apply).

Coding & Programming	☐		Project Management	☐
Data Analysis	☐		Task Management	☐
M&E Techniques	☐		Task Delegation	☐
Research Design	☐		Intercultural skills	☐
Technical/Academic writing	☐		Open-mindedness	☐
Teaching methods	☐		Communication skills	☐
Decision-making	☐		Social skills	☐
Leadership	☐		Professionalism	☐
Negotiation skills	☐		Technical expertise	☐
Problem-solving	☐		Other (Please specify)	☐
Project Planning	☐			

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?	☐ 1 None ☐ 2 Low ☐ 3 Medium ☐ 4 High ☐ 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, programme)	☐	☐	☐	☐	☐	☐

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

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	☐	☐	☐	☐	☐	☐
Improvement of course curriculum/curricula (for higher education institutions)	☐	☐	☐	☐	☐	☐
Improvement of internal processes (e.g. HR recruitment procedure)	☐	☐	☐	☐	☐	☐
Increased availability of necessary resources (e.g. computers, laboratory equipment)	☐	☐	☐	☐	☐	☐
Other (Please specify)	☐	☐	☐	☐	☐	☐

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	☐	☐	☐	☐	☐

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

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.)	☐ None ☐ Lack of experience and ability of colleague ☐ Lack of equipment required to perform a task (i.e. computer) ☐ Lack of stable internet connection ☐ Mistrust from a colleague ☐ Negative attitude from a colleague ☐ Unsupportive working culture ☐ Language barriers ☐ Cultural barriers ☐ Frequent staff turnover ☐ Complex workplace rules and regulations	☐ Corruption ☐ Nepotism (jobs and positions being given to individuals based on their connections instead of their qualifications) ☐ Ethnic factions or rivalries ☐ Strict or demanding management ☐ Insecure working environment ☐ Staff working from home ☐ COVID-19 related challenges (please specify how COVID-19 affected your assignment) ☐ {For virtual assignments:} Lack of stable internet connection in assignment country ☐ {For virtual assignments:} Lack of familiarity of staff with virtual communication ☐ 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?	☐ 1 Very poor ☐ 2 Poor ☐ 3 Neither poor nor good ☐ 4 Good ☐ 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.	☐	☐	☐	☐	☐
… **during** your assignment.	☐	☐	☐	☐	☐
… **after** your assignment.	☐	☐	☐	☐	☐
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.	☐	☐	☐	☐	☐
… **during** your assignment.	☐	☐	☐	☐	☐
… **after** your assignment.	☐	☐	☐	☐	☐
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?	☐ 1 No ☐ 2 Yes ☐ 3 Maybe

3.6. Do you plan to keep in contact with the host institution?	☐ 0 No ☐ 1 Yes
Section 4	
4.1. Where did you conduct your assignment?	☐ 1 Afghanistan ☐ 2 Iraq ☐ 3 Nigeria ☐ 4 Somalia
{If answer was Iraq:}	☐ 1 Iraq/Baghdad ☐ 2 Kurdistan Regional Government (KRG)/Erbil
{If answer was Somalia:}	☐ 1 Federal Government of Somalia (FGS)/Mogadishu ☐ 2 Somaliland/Hargeisa
4.2. What is your gender?	☐ 1 Male ☐ 2 Female ☐ 3 Prefer not to say
4.3. What is the highest level of education that you have completed?	☐ 1 Technical or vocational ☐ 2 Bachelor ☐ 3 Master ☐ 4 PhD
4.4. How would you rank your workplace seniority in the position you held prior to your CD4D assignment?	☐ 1 Very junior ☐ 2 Junior ☐ 3 Mid-level ☐ 4 Lower-management ☐ 5 Upper-management ☐ 6 Not applicable due to no previous employment
4.5. How old are you?	☐ 1 18-24 ☐ 2 25-34 ☐ 3 35-44 ☐ 4 45-54 ☐ 5 55-64 ☐ 6 65-75 ☐ 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 E: Participant survey results (n =52), 12 July 2021

1.1. Please provide the following information about your assignment.

Was this a physical or a virtual assignment?

Answer	#	%
0- Physical assignment	36	69
1- Virtual assignment	16	31
Total	52	100

How long was this assignment? *(in months)*

Minimum	Maximum	Mean	Std Deviation	Variance	Count
0.50	6.00	2.80	0.87	0.75	51

Please insert the dates of your assignment.

N/A

Was this your first CD4D assignment?

Answer	#	%
0- No	18	35
1- Yes	34	65
Total	52	100

{If answer was 'No'} Please indicate in how many CD4D1 and CD4D2 assignments you participated prior to this assignment.

Number of CD4D1 assignments

Answer	#	%
Not applicable as answer was 'Yes' to previous question	34	-
0	4	22
1	12	67
2	1	6
3	1	6
Total (valid)	18	100

Number of CD4D2 assignments

Answer	#	%
Not applicable as answer was 'Yes' to previous question	34	-
0	9	50
1	9	50
Total (valid)	18	100

Were your previous CD4D assignments at the same host institution as this assignment?

Answer	#	%
Not applicable as answer was 'Yes' to previous question	34	
0- No (all my previous CD4D assignments were at other host institutions)	11	61
1- Some (some of my previous CD4D assignments were with this host institution, but I have also done assignments at other host institutions)	2	11
2- Yes, all of them (all my previous CD4D assignments were at this host institution)	5	28
Total (valid)	18	100

Were your previous CD4D assignments physical or virtual assignments?

Answer	#	%
Not applicable as answer was 'Yes' to previous question	34	
0- All my previous CD4D assignments were physical assignments	15	83
1- All my previous CD4D assignments were virtual assignments	2	11
2- My previous CD4D assignments were both physical and virtual assignments	1	6
Total (valid)	18	100

1.2. Please rate the overall effectiveness of this assignment (in relation to the Theory of Change that this assignment aimed to contribute to)

Answer	#	%
1- Not effective at all	0	0
2- Slightly effective	1	2
3- Moderately effective	13	25
4- Very effective	26	50
5- Extremely effective	12	23
Total	52	100

1.3. {For virtual assignments:} What type of contact did you have with staff at the institution?

Answer (#)	1- Every day	2- More than once a week	3- Once a week	4- Once a month	5- Never	6- Not applicable	No answer	Not applicable (physical assignments)	Total (valid)
Chat (via Whatsapp, Messenger, Telegram etc.)	2	12	2					36	16
Email		8	5	1	1		1	36	16
Phone calls		7	5	1	1		2	36	16
Video calls (via Zoom, Skype, Teams, etc.)	1	4	8	3				36	16
Other (please specify)		1					15	36	16

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

Answer (#)	1- Never	2- Seldom	3- Sometimes	4- Often	5- Very often	Total

Contribute to writing or updating manuals or documentation?	2	2	10	21	17	52
Give formal trainings to staff?	2	7	16	17	10	52
Write memos or guidance notes?	4	3	10	27	8	52
Translate foreign language materials?	9	5	18	11	9	52
Provide mentoring or coaching to staff?	1	1	12	21	17	52
Clarify roles and responsibilities with staff?	5	11	10	14	12	52
Assist colleagues in problem solving?	1		12	24	15	52
Encourage teamwork among staff?		4	11	20	17	52
Challenge the status quo in the workplace (such as suggesting new ways of working)?	3	12	14	13	10	52
Connect staff with people in your network that they can learn from?	3	9	19	13	8	52
Organize or contribute to a workshop?	7	6	15	18	6	52
Other (please specify)	35	3	6	6	2	52

1.5. Did you transfer knowledge to staff as part of this assignment?

Answer	#	%
1- No	2	4
2- Yes	46	88
3- Maybe	4	8
Total	52	100

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).

Indicator	Very junior	Junior	Mid-level	Lower-management	Upper-management	Total
Minimum	0.00	0.00	0.00	0.00	0.00	1.00
Maximum	60.00	20.00	60.00	15.00	11.00	100.00
Mean	1.98	2.74	3.69	2.88	1.85	12.94
Std Deviation	8.57	4.75	8.59	3.68	2.57	19.53
Count	50	50	50	50	50	50

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?

Answer	#	%
1	-	-
2	-	-
3	8	16
4	36	72
5	6	12
Not applicable (Answered 'No' to 1.5.)	2	-
Total (applicable)	50	100

1.8. What knowledge do you feel you transferred to staff? (Select all that apply).

(Note: n=50; Question was not applicable to respondents who answered 'No' to 1.5.)

Skills	#	%
M&E Techniques	2	4
Other	5	10
Teaching methods	6	12
Coding & Programming	7	14
Negotiation skills	7	14
Intercultural skills	9	18
Social skills	9	18
Task Delegation	10	20
Technical/Academic writing	10	20
Decision-making	14	28
Research Design	14	28
Data Analysis	15	30
Leadership	15	30
Open-mindedness	16	32
Project Management	19	38
Task Management	20	40
Project Planning	23	46
Technical expertise	23	46
Professionalism	24	48
Communication skills	26	52
Problem-solving	32	64

1.9. Select the main knowledge transfer methods you used to transfer this knowledge.
(Note: n=50; Question was not applicable to respondents who answered 'No' to 1.5.)

KT Method	#	%
Other	2	4
Translations	4	8
Clarify roles	6	12
Challenge the status quo	7	14
Connect/network	8	16
Encourage teamwork	9	18
Workshop	11	22
Memos/guidance notes	11	22
Problem-solving	17	34
Manuals/documentation	23	46
Formal trainings	25	50
Mentoring/coaching	27	54

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?

Answer	#	%
1- None	1	2
2- Low	4	8
3- Medium	16	31
4- High	22	42

5- Very high	9	17
Total	52	100

1.11. Please rate the contribution you have made to:

Answer (#)	1- None	2- Low	3- Medium	4- High	5- Very high	6- Not applicable	Total
Staffs' ability to use new technology (software, programme)	2	10	14	14	7	5	52
Staff's ability to carry out research or assessments (including M&E)	6	6	14	16	7	3	52
Staff's ability to work in a team		6	14	21	11		52
Staff's ability to delegate tasks	3	9	15	18	6	1	52
Staff's knowledge about their roles and tasks		9	11	21	9	2	52
Staff's ability to execute their daily tasks	2	7	18	15	8	2	52
Staff's ability to plan and manage projects	2	7	16	19	7	1	52
Staff's open-mindedness towards new approaches and ideas	2	3	14	18	15		52
Staff's ability to fulfill management roles	4	4	21	13	8	2	52
Other (Please specify)	26	3	4	2	2	15	52

1.12. Please rate the contribution you have made to:

Answer (#)	1- None	2- Low	3- Medium	4- High	5- Very high	6- Not applicable	No answer	Total	Total (valid)
Improvement of organizational structure and functions	6	10	11	14	7		4	52	48
Improvement of course curriculum/curricula (for higher education institutions)	13	11	6	6			16	52	36
Improvement of internal processes (e.g. HR recruitment procedure)	13	4	7	7	9		12	52	40
Increased availability of necessary resources (e.g. computers, laboratory equipment)	13	11	7	5	4		12	52	40
Other (Please specify)	24	4	3	3	1		17	52	35

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

Answer	#	%
1- No	13	25
2- Yes	39	75
Total	52	100

Section 2

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

Answer (#)	1- Never	2- Seldom	3- Sometimes	4- Often	5- Very often	No answer	Total	Total (valid)
Lack of experience and ability of staff	3	7	16	16	10		52	52
Lack of equipment required to perform a task (i.e. computer)	9	10	12	8	13		52	52
Lack of stable internet connection	8	10	19	8	7		52	52
Mistrust from a staff member	25	11	8	5	3		52	52
Negative attitude from a staff member	21	16	12	2	1		52	52
Unsupportive working culture	15	15	11	6	5		52	52
Language barriers	34	6	8	3	1		52	52
Cultural barriers	21	16	11	4			52	52
Frequent staff turnover	22	8	15	5	2		52	52
Complex workplace rules and regulations	25	15	8	3	1		52	52
Corruption	35	7	8	1	1		52	52
Nepotism (jobs and positions being given to individuals based on their connections instead of their qualifications)	28	7	6	6	5		52	52
Ethnic factions or rivalries	29	14	4	2	3		52	52
Strict or demanding management	24	11	13	4			52	52
Insecure working environment	33	6	8	2	3		52	52
Staff working in home office	17	8	13	9	5		52	52
COVID-19 related challenges	16	3	15	8	10		52	52
{For virtual assignments:} Lack of stable internet connection in assignment country	1	3	4	2	5	37	52	15
{For virtual assignments:} Lack of familiarity of staff with virtual communication	3	1	5	4	2	37	52	15
Other (please specify)	37	3	2	1	3	6	52	46

2.1. 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.)

Answer	#	%
Strict or demanding management	0	0
Corruption	2	5
Ethnic factions or rivalries	2	5
Mistrust from a staff member	2	5
Complex workplace rules and regulations	3	7
Other	3	7
Frequent staff turnover	4	10
Negative attitude from a staff member	4	10
Cultural barriers	5	12
Insecure working environment	5	12
Language barriers	6	14
Staff working from home	6	14
Nepotism	7	17
Unsupportive working culture	7	17
Lack of equipment required to perform a task	13	31
COVID-19 related challenges	15	36

Lack of stable internet connection	20	48
Lack of experience and ability of staff	22	52

2.3. Please comment on the challenges you faced.

N/A

2.3. {For virtual assignments:} Did you face any challenges with the virtual assignment? If yes, please comment on the challenges you faced.

N/A

Section 3

3.1. Overall, how would you rate your CD4D experience?

Answer	#	%
1- Very poor	-	-
2- Poor	-	-
3- Neither poor nor good	6	12
4- Good	16	31
5- Very good	30	58
Total	52	100

3.2. Please rate your satisfaction with the assistance provided by IOM…

Answer	1- Very dissatisfied	2- Dissatisfied	3- Neither	4- Satisfied	5- Very satisfied	Total
… before your assignment.	2	1	10	21	18	52
… during your assignment.	2	1	3	23	23	52
… after your assignment.	-	4	9	17	22	52

Please add any comments you might have about IOM's assistance here.
N/A

3.3. Please rate your satisfaction with the assistance provided by the host institution…

Answer	1- Very dissatisfied	2- Dissatisfied	3- Neither	4- Satisfied	5- Very satisfied	Total
… before your assignment.	1	-	14	20	17	52
… during your assignment.	-	3	3	22	24	52
… after your assignment.	-	2	6	18	26	52

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

3.4. Do you have any suggestions on how you could have been supported to increase your effectiveness in this assignment?

N/A

3.5. Based on this experience, would you want to do another assignment?

Answer	#	%
1- No	-	-
2- Yes	46	88
3- Maybe	6	12
Total	52	100

3.6. Do you plan to keep in contact with the host institution?

Answer	#	%
0- No	-	-
1- Yes	52	100
Total	52	100

Section 4

4.1. Where did you conduct your assignment?

Answer	#	%
1- Afghanistan	-	-
2- Iraq	8	15
3- Nigeria	6	12
4- Somalia	38	73
Total	52	100

{If answer was Iraq:}

Answer	#	%
1- Iraq/Baghdad	3	38
2- Kurdistan Regional Government (KRG)/ Erbil	5	63
Total (valid)	8	100

{If answer was Somalia:}

Answer	#	%
1- Federal Government of Somalia (FGS)/Mogadishu	8	24
2- Somaliland/Hargeisa	25	76
Total (valid)	33	100

4.2. What is your gender?

Answer	#	%
1- Male	40	77
2- Female	12	23
3- Prefer not to say	-	0
Total	52	100

4.3. What is the highest level of education that you have completed?

Answer	#	%
1- Technical or vocational	1	2
2- Bachelor	13	25
3- Master	37	71
4- PhD	1	2
Total	52	100

4.4. How would you rank your workplace seniority in the position you held prior to your CD4D assignment?

Answer	#	%
1- Very junior	1	2
2- Junior	-	0
3- Mid-level	13	25
4- Lower-management	15	29
5- Upper-management	22	42
6- Not applicable due to no previous employment	1	2
Total	52	100

4.5. How old are you?

Answer	#	%
1- 18-24	-	0
2- 25-34	24	46
3- 35-44	18	35
4- 45-54	10	19
5- 55-64	-	0
6- 65-75	-	0
7- 75 or older	-	0
Total	52	100

Appendix F: Participant interview guide

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	

Preamble

Thank you very much for participating in this interview.

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

As mentioned before, this interview is part of the evaluation our research team from Maastricht University is conducting of the second phase of the Connecting Diaspora for Development (CD4D2) – Project, operated by IOM. The information you provide during the interview will be used for reporting to IOM as well as for academic research purposes, i.e., in blog articles or academic publications. 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. Nonetheless, some information might be cumulatively identifying. 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.

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.

Motivation / Pre-assignment experiences

1. To start, what was your main motivation to participate in the CD4D2 Project?
2. Did you previously participate in a similar project?
   - If yes, which?
3. As you know, one of the key goals of CD4D is to transfer knowledge. Did you have experience with this before starting the assignment?
   - Had you previously worked in a supervisor, manager, training or mentoring role?
   - How experienced were you in mentoring/coaching, giving workshops or training, working in teams and encouraging teamwork, networking/encourage networking?
4. What engagement did you have in the country before the start of the CD4D assignment?
   - Probe for: Communication with family/friends, vacations trips back, work etc

Assignment Information

1. Now, can you tell me a bit about your assignment in general?
   - Probe for number and duration of assignments
2. Can you tell me about your role and main tasks during the assignment?
   - How many people did you work with on a regular basis?
   - Who were these people? What were their roles?
   - Were you in contact with the host institution before the start of the assignment?

Host Institution & Institution's Work Culture

1. In your opinion, what are some of the strengths of the organization where your assignment took place?
2. What were the challenges facing the organization?
3. Can you describe how you perceived the institution's work culture?
   - From your experience, is it common within your host institution (HI) to exchange ideas with colleagues? If so, how?
   - Do you think staff consider the sharing of ideas and knowledge between staff members as important for their institution/for their work?
   - Was it common to share new ideas or ways of doing things/does staff try and test new ideas or ways of doing things?
   - From what you saw, does staff at the institution engage in knowledge transfer activities regularly? (e.g. mentoring/coaching, teamwork, training or workshops, networking)

Knowledge Transfer

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 instititution?
2. In your opinion, what knowledge did you transfer to your colleagues at the host institution?
   - How did you transfer this knowledge?
     - Probe for: Mentoring/coaching? *(Topic/Frequency/Number of mentees); T*rainings or workshops? *(Topic/Frequencies/Number of attendees); E*ncourage 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. How satisfied do you feel regarding the knowledge you transferred?
4. Did you perceive any barriers to sharing ideas within the institution?
   - Probe for: Enough time? Dedicated space? Technology/resources? Institutional environment?

Change

1. In your opinion, what is/are the most significant change(s) that you contributed to during your assignment?
   - How did you contribute to these changes?
   - Why do you think these are the most significant changes?
   - Are there any other changes?
   - Did you experience any barriers/difficulties in implementing any changes?

Interaction with colleagues

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

2. How would you describe the relationship with the staff at the HI? Can you give some examples? Did you have any challenges in working with the colleagues?
   - Did you perceive the staff you worked with as open-minded/open to new ideas?
   - How did you perceive your colleague's motivation to engage in KT activities?
   - Did you feel that your colleagues trusted you?
     - How did you create and build trust?
     - Can you give some examples?
   - In which language did you communicate? Did you use the same terminology (sector/work-specific language)? Did you experience any challenges with regard to communication?
   - Did you notice any cultural differences?
   - Did you have the impression that the staff and you shared the same values?
   - *In case no challenges have been mentioned, probe:* Did you experience any challenges in transferring the knowledge to your colleagues?
   - Are you still in contact with some of the colleagues?

Participant's personal development

1. Is there are anything that you learnt from the assignments? What can you take away/did you learn from the assignment?
   - What was the most important insight you gained during the assignment?
   - How experienced were you with transferring knowledge before the assignment and how do you feel about it now?
2. In how far do you think that you can bring the experience that you have gained during the assignment into your current job/prospective jobs?
3. In how far did the CD4D assignment fulfil your expectations regarding your personal development?
   - Why? Why not?

Diaspora identity and belonging

1. Do you identify as a member of the Afghan/Ethiopian/.. diaspora?
   - During your assignment, how would you say that the staff at the host institution perceived you? (as a diaspora member, as an Afghan/Ethiopian/…, …) ?
   - During your assignment, did you feel that staff treated you differently (positive or negatively)?
2. Has the assignment enabled you to connect with other diaspora members?
   - Were other diaspora members present at the institution? Have you met/been in contact with other CD4D-Participants?
3. Do you feel more connected to the Netherlands or to the assignment country?
   - Was this different before your assignment? Has this changed with your assignment?

CD4D Program Feedback

1. What kind of assistance did you receive from IOM with regard to your assignment?
2. Did you participate in pre-departure training?
   - Did you find it helpful? How?
3. Overall, how satisfied are you with the arrangements and coordination of your assignment and the assistance that you have received?
   - 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?
4. Did you experience any challenges with regard to practical matters of your assignment?

5. Do you have any suggestions for improvement?
6. Based on your experience with CD4D, would you consider doing another placement if an opportunity arose in the future?
    - Why? Why not?

Future

1. Are you planning to participate in another CD4D-Assignment?
2. Are you planning to return to the assignment country?

Sociodemographic questions

1. What is your nationality/ies?
2. Where were you living before your first assignment?
3. In which country did you grow up?
4. How old were you when you moved to the Netherlands?
5. What is the highest level of education you have obtained? (Secondary or lower, Technical or vocational, Bachelor, Master, PhD)
6. Were you employed prior to your participation in CD4D?
    - Within your field of expertise?
    - How many years have you been in your current position at this organisation?
7. How old are you?

Concluding Questions

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