

PROFILING DIASPORA SKILLS

A STEP-BY-STEP METHODOLOGY PILOTED WITH THE MALAGASY DIASPORA IN FRANCE AND SWITZERLAND

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ACRONYMS

CSP	Socio-professional category
DP4D	Diaspora Professionals 4 Development
EUDiF	European Union Global Diaspora Facility
FACT	Feder'Actions Madagascar
FORIM	Forum of International Migration Solidarity Organisations
ICMPD	International Centre for Migration Policy Development
ICT	Information and communication technologies
IOM	International Organization for Migration
INSEE	National Institute of Statistics and Economic Studies
LDCF	Malagasy Protestant Church in France
LPNED	Lettre de Politique Nationale d'Engagement de la Diaspora malagasy (<i>Letter of National Policy of Engagement of the Malagasy Diaspora</i>)
MAE	Ministry of Foreign Affairs (Madagascar)
RPP	Population census

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EXECUTIVE SUMMARY

This diaspora skills profiling methodology was produced between November 2021 and November 2022 as part of a combined research and Diaspora Professionals 4 Development (DP4D) action the European Union Global Diaspora Facility (EUDiF). The EUDiF, funded by the EU and implemented by the International Centre for Migration Policy Development (ICMPD), seeks to strengthen diaspora engagement efforts for development.

The potential of the diaspora in the development of a given country is considerable. In order to be able to mobilise the skills available within a diaspora, it is first necessary to better understand its characteristics. It is with this in mind that the Direction de la Diaspora et des Questions Migratoires of Madagascar (*Directorate of Diaspora and Migration Affairs*) requested support from the EUDiF to strengthen its capacity to engage with the diaspora and identify skills that could help address the structural needs facing the country. These include the lack of skilled labour, particularly in the field of information and communication technologies (ICT), as well as the lack of teachers, particularly in the higher education sector. To address these priorities, the Direction de la Diaspora et des Questions Migratoires has recognised the need to profile the diaspora on a regular basis and to develop the tools and skills to do so. The EUDiF action for which this publication is named, “**Diaspora skills profiling: a step-by-step methodology piloted with the Malagasy diaspora in France and Switzerland**”, facilitated the transfer of diaspora expertise and knowledge to develop a methodology and practical tools, and to pilot a first skills profiling of the Malagasy diaspora in France and Switzerland.

This action proposes an innovative approach, giving the authorities a central role in the creation and use of appropriate tools. The embassies and consulates included in this pilot phase were also directly involved in the dissemination of the questionnaire and played a key role in data collection. The capacity development activities proposed in this action aim to support the internalisation of competences within the authorities and to create an environment conducive to the replication of this competence profiling exercise.

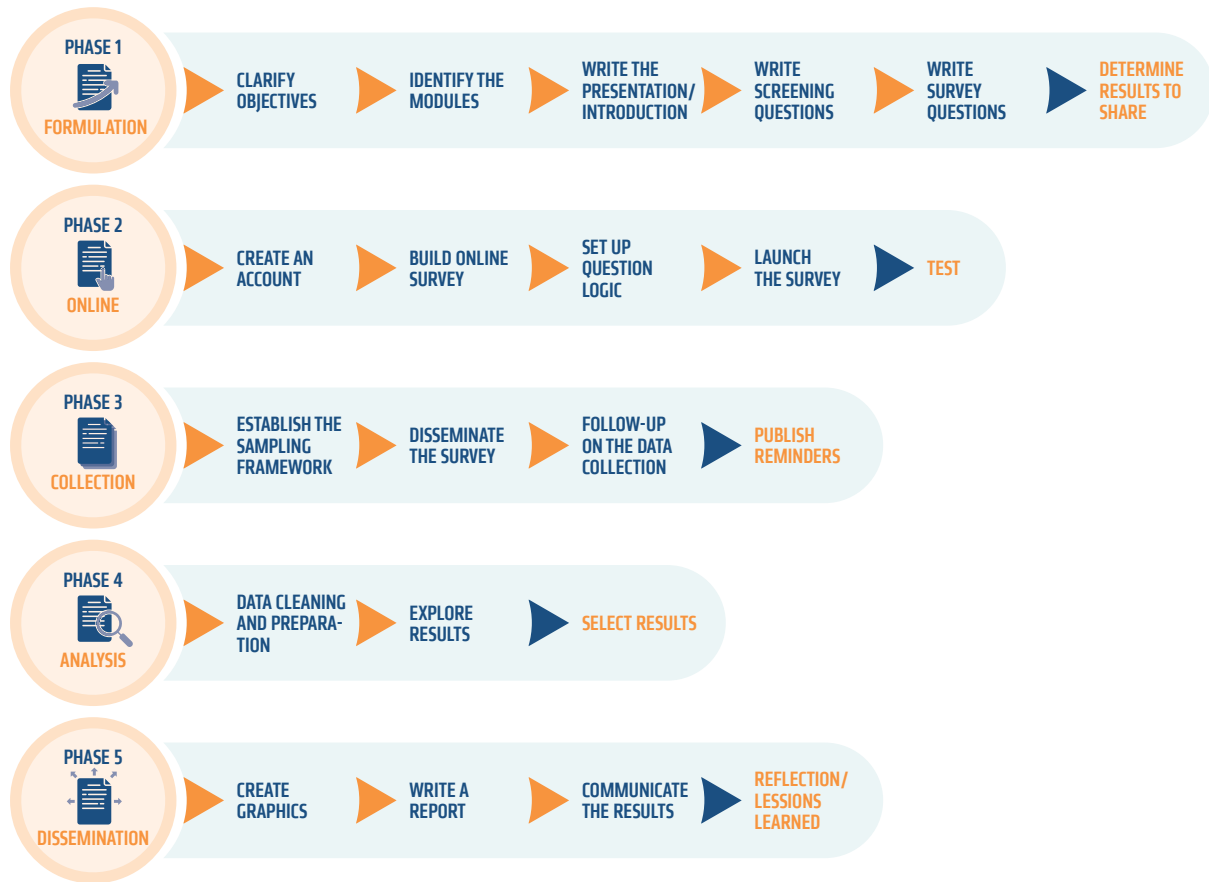
In total, 807 people responded to the online survey carried out in the framework of this action, 95% of them living in France and 5% in Switzerland. This number is double the expected response and represents **the largest survey of the Malagasy diaspora** ever conducted. Although this sample cannot be considered representative of the diaspora, it nevertheless allows us to map out the most segment most ready to be mobilised for the development of Madagascar.

Given the resources available and in order for this profiling exercise to be repeated by the Direction de la Diaspora et des Questions Migratoires, the most appropriate method is **a mixed non-representative methodology** combining analysis of existing data with a survey of diaspora members. Once this initial profiling has been carried out, the exercise can be repeated in order to update it.

The figure below shows the different phases and stages from the development to the dissemination of the results of a survey.

This first pilot study tested the methodological approach to profiling a given diaspora. Several lessons were learned and are presented in the following visual and table.

FIGURE 1: PHASES AND STEPS OF A SURVEY



STEPS

LESSONS LEARNED AND GOOD PRACTICES

FORMULATION

- Be sure to clarify the key terms of the study. The term diaspora can be defined in various ways.
- Clarify the objectives, roles and responsibilities of each stakeholder, and the time-frame
- Working hand in hand with diaspora organisations and key diaspora members from the outset

TRAINING

- Select participants carefully, ensuring that they are those who are likely to repeat the exercise in the future
- Have the material available for remote participants
- Plan cascading training cycles to widely internalise knowledge

COLLECTION

- Offer options through an online survey and paper forms
- Ensure that there is a dedicated person in the research team and in the embassies/consulates for the collection
- Set up a hotline for those who prefer to answer by phone
- Foresee budget for printing flyers and posters
- Segment the audience in order to target communication about the data collection exercise
- Mobilise diaspora organisations and key diaspora members to support data collection
- Encourage competition between different embassies and consulates, for example, to generate more responsiveness, organise prizes and pay influencers
- Having a dedicated person to recruit participants from the partner associations
- Include more 'champions' or 'ambassadors' of the project with diaspora connections, such as association presidents and key diaspora leaders

ANALYSIS

- Allow sufficient time for analysis, especially for the reclassification of socio-professional categories (a French classification system for national statistical analysis: *professions et catégories socioprofessionnelles*, CSP), industries and types of occupation, which is done manually for each survey participant.

DISSEMINATION

- Plan for several types of feedback/presentations to share the results with relevant ministries, the private sector, civil society, members of the diaspora and NGOs, and academics in order to promote the wide use of the results.

INTRODUCTION

To date, there are no reliable statistics on the size of the various diasporas in Europe. However, according to certain estimates, the Malagasy diaspora is one of the most significant sub-Saharan communities in France. Its numbers are estimated at between 145,000 and 200,000 and the Malagasy diaspora is characterised by a high level of education (Razafindrakoto et al. 2018; MAE 2019). There has long been talk of 'brain drain' in the context of diaspora studies, but conversations around this have become more positive, including potential for return of diaspora members who have acquired skills abroad or sharing their skills with others who have remained in the country of origin.

In the national policy for the engagement of the "Malagasy Ampielezana" diaspora (MAE 2021), the Malagasy government identifies the improvement of knowledge of its diaspora as one of the five strategic axes. More precisely, it is specified that mapping¹ of *"the diaspora on a regular basis and mechanisms to deepen the knowledge of this diaspora and to identify the capacities that can be mobilised to ensure the best possible collaboration between the government of Madagascar and the Malagasy Ampielezana"* is an essential step in order to mobilise the diaspora with the aim of *"contributing to the reduction of poverty and to support the sustainable development of Madagascar."*

It is in this framework that the EUDiF DP4D action to develop a standard methodology to profile diaspora skills fits in and has been tested with the Malagasy diaspora in France and Switzerland.

1 The term 'mapping' is sometimes used in the literature as a synonym for profiling. To avoid confusion with a geographical approach, we will use the term 'profiling' here.

BACKGROUND, TEAM AND OBJECTIVES

The **European Union Global Diaspora Facility** is a pilot initiative funded by the European Union (EU)-and implemented by the International Centre for Migration Policy Development (ICMPD). EUDiF runs from June 2019 until December 2023. The EUDiF works to consolidate diaspora engagement efforts for development through four interconnected strands of activities on diaspora knowledge, capacity development, dialogue and expertise.

To mobilise diaspora expertise, EUDiF has established Diaspora Professional 4 Development (DP4D), a mechanism through which it provides on-demand support to local and national public institutions in EU partner countries through short-term virtual and/or on-site missions.

FIGURE 2: EUDiF SERVICES



**Strategic
advice**



**Awareness
raising**



**Expert
identification**



**Access to
networks**



**Knowledge &
learning resources**



**Dialogue &
exchange**



**Capacity
development**



**Transfer of
diaspora expertise**

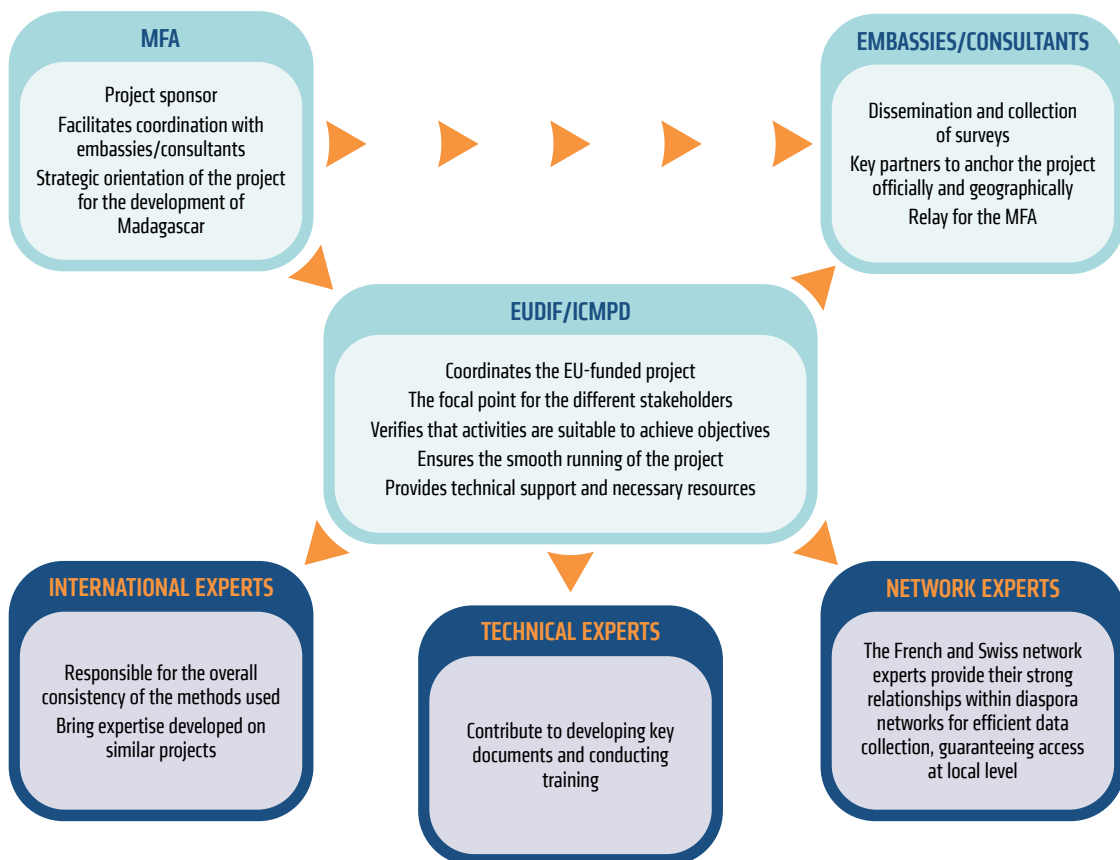
A frequently cited challenge to optimising diaspora engagement policies and programmes is the lack of knowledge about the diaspora, including its skills and potential to contribute to development work. This dearth creates difficulties for partner countries in communicating and working with their diasporas. Although diaspora profiles have been developed, a major problem for their sustainability is that they are often produced by international non-governmental actors or research institutes, that they are not appropriate and little space or role is given to national authorities during the production of such profiles.

Following the creation of the Direction de la Diaspora et des Questions Migratoires in 2015, the Ministry of Foreign Affairs commissioned a study on the Malagasy diaspora in France from the International Organization for Migration (IOM) in collaboration with Forum des Organisations de Solidarité Internationale issues des Migrations (FORIM). In line with the National Policy for Diaspora Engagement adopted in February 2021, Madagascar has identified the profiling of diaspora skills to support national development as a key priority. At the end of 2020, Madagascar's Direction de la Diaspora et des Questions Migratoires submitted a request for support through the EUDiF DP4D mechanism to develop national diaspora profiling capacities, including through the use of diaspora expertise.

In this context, the **main objective of this DP4D action is to leverage diaspora and international expertise to provide the Direction de la Diaspora et des Questions Migratoires with the knowledge and tools necessary to carry out diaspora skills profiling, by developing a methodology and piloting it to profile the skills of the Malagasy diaspora in France and in Switzerland.**

Beyond this, the aim is to provide a practical and tested methodological tool that can assist and inspire other governments to conduct diaspora profiling exercises.

FIGURE 3: ROLES OF THE ACTORS INVOLVED

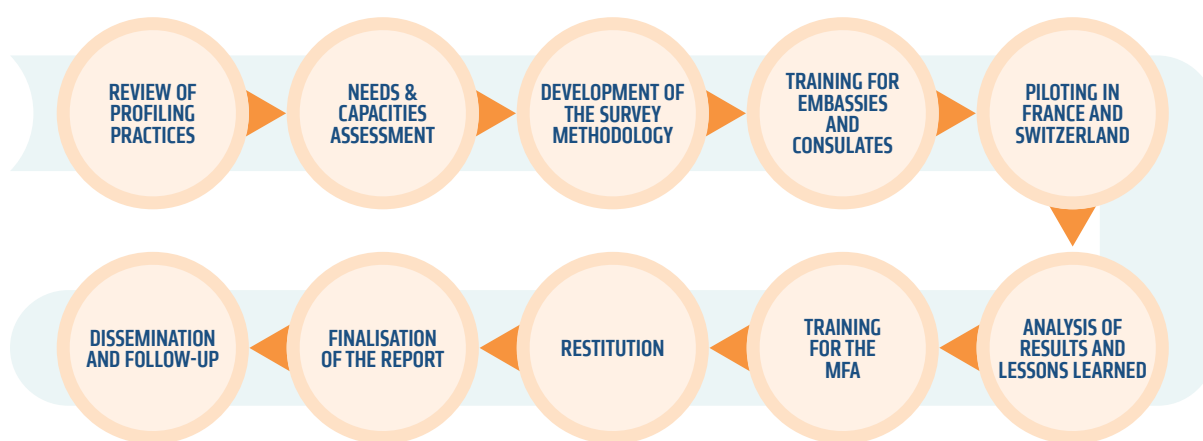


Giving a central place to the relevant national institutions is an innovative approach to profiling, bringing the authorities closer to their diaspora and institutionalising the skills to do so.

Launched in November 2021, the DP4D action included:

- The present methodological study and its pilot in France and Switzerland;
- Training activities for Malagasy embassies and consulates in France and Switzerland and the Direction de la Diaspora et des Questions Migratoires to develop knowledge and skills to conduct diaspora profiling exercises in the future.
- Feedback activities for direct beneficiaries, other stakeholders and the general public.

FIGURE 4: SEQUENCE OF ACTIVITIES OF THE DP4D ACTION WITH MADAGASCAR



France and Switzerland were chosen as the countries in which to pilot the profiling as France is one of the largest diaspora host countries (France) and the diaspora in these countries has specific characteristics that are of particular interest to the MFA, notably the Geneva-based officials and members of international organisations.

The findings of this skills profiling will feed into the implementation of the **TATsoroka ho an'ny Diaspora (TADY)** project, led by the Ministry of Foreign Affairs of Madagascar and financed by the French Development Agency (AfD) to the tune of 7 million euros. With a duration of four years, the TADY project will support the implementation of the Lettre de Politique Nationale d'Engagement de la Diaspora malagasy (LPNED). Its main objective will be to create favourable conditions for the mobilisation of the diaspora for the socio-economic development of Madagascar. The project will focus on three specific objectives:

- Strengthen the capacity of institutional actors to manage and report on the implementation of the LPNED (technical assistance component);
- Enhance the social, cultural, economic and financial capital of the diaspora (local development component);
- Inform the operational decisions of the project, the follow-up of the LPNED and the public policy dialogue on the issues of migration, diaspora and development through a knowledge development mechanism (research and capitalisation component).

I/ FRAMING THE PROFILING EXERCISE

Before applying an adapted methodology, it was necessary to define the key terms of the study, the Ministry's expectations of the project, and to identify the needs in terms of skills development. This allowed for the clarification of the role of each of the actors involved in order to make the most of the networks and skills available.

1. DEFINITION OF KEY TERMS

What is the diaspora?

There is no single definition of the term «diaspora». While the EUDiF emphasises the willingness to contribute to the development of the country of origin by defining diaspora as «emigrants and descendants of emigrants who actively maintain links with their country of origin/descent and are willing to contribute to its development», the Malagasy national definition does not retain this dimension. In the framework of its national policy, the Malagasy diaspora is made up of all persons with Malagasy nationality and the descendants of Malagasy abroad.

For the purposes of this study, which may be repeated in other countries, we therefore consider as part of a diaspora any person identifying with an origin, regardless of their citizenship. Indeed, the definition of «diaspora» thus includes not only first-generation emigrants but also their descendants, as long as they maintain a link with the country of origin with which they identify. According to Migrationdataportal (2020), «These ties, whether cultural, linguistic, historical, religious or emotional, are what distinguish diaspora groups from other communities» and «in general, diasporas exhibit most, if not all, of the following characteristics:

- *Migration – which may be forced or voluntary – from a country of origin to work, trade or flee conflict or persecution;*
- *An idealised collective memory and/or a myth of the ancestral land;*
- *A constant link with the country of origin;*
- *A strong group consciousness that lasts over time; and*
- *A sense of kinship with diaspora members in other countries (Cohen, 2008).*

What skills?

The notion of “skills” also needs to be clarified. In theory, the term should be understood in its broadest sense, taking into account the level of education and the nature of the training received, the professions exercised (type, sector, seniority), and, more generally, the technical, entrepreneurial and organisational know-how that diaspora members have acquired. Competences are thus the result of the combination of knowledge, know-how and soft skills (behaviour) of individuals.

Once the key concepts of the study have been clarified, it is necessary to identify the expectations of the project, the existing data and skills.

2. FRAMING EXPECTATIONS OF THE PROJECT

In order to define the expectations of the project, a workshop was organised with the Direction de la Diaspora et des Questions Migratoires, and with participation of representatives of different ministries. A needs assessment checklist with specific questions for each stage of the project was developed and can be found in Annex 2.

In the case of Madagascar, the partners agreed to expect the following results::

- **To profile skills useful for the development of Madagascar and ascertain willingness for mobilisation** (The profile is not intended to serve as a census or a list of members of the diaspora; the data is anonymous).
- **A profiling methodology that is appropriate to the authority, including accessible tools and clear instructions.** In addition, that the capacities of the Direction de la Diaspora et des Questions Migratoires and the consulates will be strengthened in order to take the methodology forward.
- **Quality data that allows for an in-depth study of the characteristics of the diaspora.** The pilot test of the methodology was to generate data for analysis on mobilisable and transferable skills. The data covers: in terms of:
 - Socio-demographic characteristics (age, marital status, number of dependants etc.)
 - Professional skills and experience (level of education, technical, entrepreneurial and organisational know-how, technical skills, professional experience in general and in international organisations in particular)
 - The degree of commitment and link with Madagascar (associative commitment, sense of belonging, etc.)

3. IDENTIFICATION OF EXISTING DATA AND EXPERTISE

A second workshop with representatives of the participating embassies and consulates was held to identify existing data and staff expertise in survey development, data collection and analysis.

Madagascar had two types of information already available:

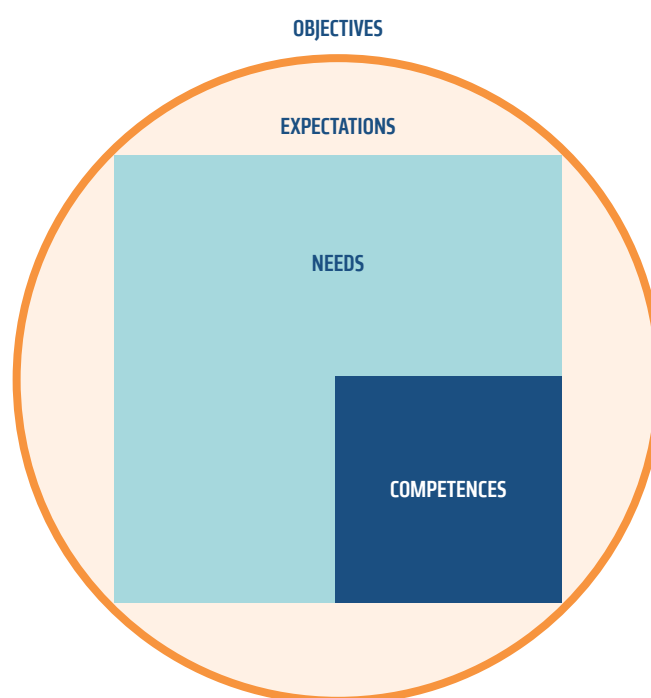
- Existing reports and studies
- Embassy and consulate data

In terms of available skills, it was found that there were many training needs in order to develop the capacity of embassy and consulate staff to conduct such a study. The following section details the training needs identified.

3. IDENTIFICATION OF TRAINING NEEDS

The analysis of expectations and competences in the context of the project's objectives makes it possible to determine the training needs, as shown in the figure below:

FIGURE 5: IDENTIFICATION OF NEEDS BASED ON EXPECTATIONS AND EXISTING SKILLS



To this end, six training modules were designed and delivered to equip the MFA and the embassy and consulate teams to implement the methodology and carry out the survey. The aims of the training are to standardise the methods of data collection, management and analysis, but also to raise awareness of the usefulness of the data collected; this contributes to the sustainability of the system. A partnership could also be created with computer engineers to systematise the analysis.

A methodological toolkit has been created to capture the different training modules. The following topics were covered in the face-to-face training curriculum for which factsheets were also created:

- Principles of research ethics
- Designing a survey
- Getting online
- Collecting
- Analysis
- Dissemination

Looking ahead

The possibility of cascade training will need to be considered to ensure continuity when staff leave. Training could be essential for new staff. It would also mean developing a manual that can be used for cascade training. The aim will be to develop a tool that can be refined over time.

II/ DEFINITION AND KEY FEATURES OF THE METHODOLOGICAL APPROACH

This section details the choice of methodology developed.

1. A NON-REPRESENTATIVE MIXED METHODOLOGY

Given the resources available, and in order for this profiling exercise to be repeated by the Direction de la Diaspora et des Questions Migratoires, the most appropriate method is **a mixed non-representative methodology** combining analysis of existing data and a survey of diaspora members. Once the initial profiling has been carried out, the exercise can be repeated in order to update the results.

The primary data collection tool is a 30-question survey for diaspora with quantitative and qualitative questions that takes about 10 minutes to complete.

This survey contains five main parts:

- Selection criteria
- Demographics
- Profession and skills
- The degree of attachment and commitment
- Further information on access to the survey and follow-up

2. A BIMODAL SURVEY

The survey was conducted:

- Online (main participation channel): 807 responses
- In paper format in embassies and consulates: 86 (almost 11% of the total)

The pilot survey was launched at the beginning of June 2022 and closed one month later, after the Malagasy National Day festivities (26 June). The profiling study more than doubled the 400 responses hoped for, while respecting their anonymity.

It was essential to present the survey as being as separate as possible from political issues (especially consular registration) to avoid the possibility that only supporters of the current government would agree to participate. In general, every effort should be made to establish a relationship of trust with potential survey participants (anonymity, confidentiality etc.), regardless of the administration.

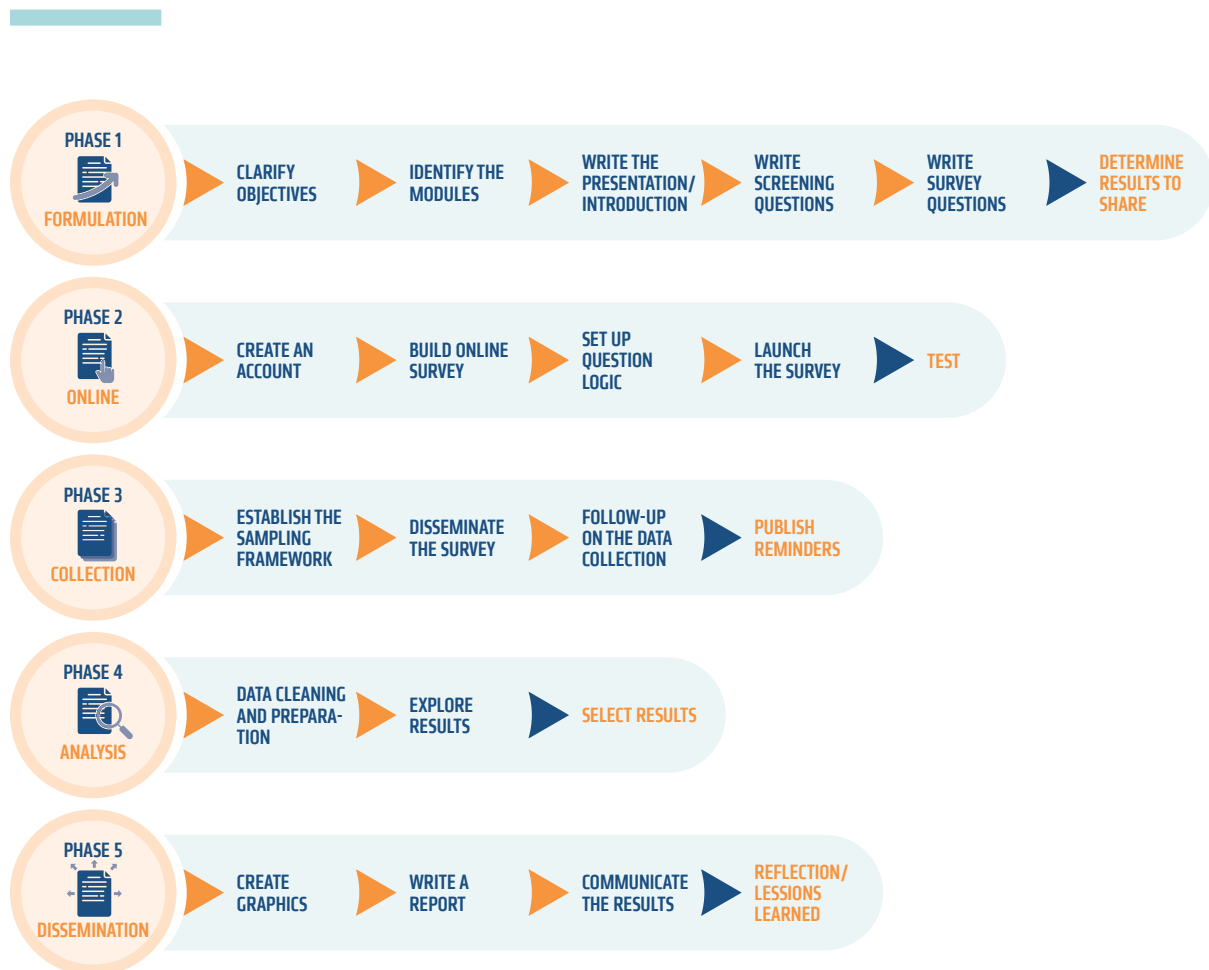
A telephone hotline could not be set up to allow those who would have preferred to answer the questions with the help of an interviewer. Ideally, a future project should provide resources for this. This could take the form of staff who work one hour a week in shifts, or volunteers recruited and trained by the research team or consular services.

AN EFFECTIVE AND REPLICABLE APPROACH TO DATA ANALYSIS

The quantitative data was analysed descriptively to encourage the use of the statistics generated and their replicability, rather than applying complex analytical models.

The qualitative data collected in the text boxes of the questionnaire were analysed thematically.

FIGURE 1: PHASES AND STEPS OF A SURVEY



III/ TRAINING OF THE ACTORS INVOLVED

Before starting data collection, three groups of actors need to be trained. Firstly, those involved in the collection of surveys, namely the network experts, then the embassies and consulates and the MFA, in order to be able to replicate this methodology later. This enabled the latter to understand the ins and outs of this action and to become involved actors rather than passive contributors. The training sessions took place over two days. In addition, the pre-collection training was complemented by practical reference sheets.

More specifically, the trainings conducted before the data collection and at the end of the project allowed the participants to acquire additional knowledge and even develop skills such as:

- Writing a message to the diaspora that is appropriate to the format and target of the message;
- How to use the KoBotoolbox data collection platform² ;
- The analysis possibilities offered by Excel's pivot tables.

At the end of the two training courses, a satisfaction questionnaire was proposed to the participants. The details of the questions are presented in Annex 3.

For such an activity, it is important to consider the following:

Before the training:

- Selection of participants: Offer the training to people who will be involved in the replication of the study.
- Provision of documents: Share practical sheets before the training.

During the training:

- In an hybrid setting, an overhead projector, a screen and a table microphone are required.
- Ensure that all participants have access to a computer to do practical exercises.
- Adapt practical exercises to the size of the group.

2 Kobotoolbox is a data collection, management and visualisation platform used worldwide for research and social impact projects. It is open-source and free for researchers and actors in the humanitarian, development, environmental, peacebuilding and human rights sectors: <https://www.kobotoolbox.org/>


IV/ DATA COLLECTION

1. MULTI-CHANNEL COLLECTION

In order to reach as many members of the diaspora as possible, it is essential to use all available communication channels. Ideally, this should be based on both ongoing relationships with key members of the diaspora, but also reach out to people beyond these circles. If necessary, conducting interviews with key members of the diaspora, including associations, can strengthen or extend the range of relationships necessary for the success of such a study, by making them «champions» or «ambassadors» of the study.

The multi-channel communication strategy, implemented by the Madagascar project's key players, can be summarised as follows:

TABLE 1: MULTI-CHANNEL STRATEGY AND ROLE OF KEY PLAYERS

	MAE	Embassies and Consulates	ICMPD	Experts
 Website	✓	✓	✓	
 LinkedIn (posts and messages)			✓	✓
 Facebook (posts and messages)	✓	✓		✓
 Twitter			✓	✓
 Emails		✓		✓
 SMS		✓		✓
 WhatsApp		✓		✓

A5 flyer and A4 poster were developed to support communication to complement text with a visual support on social media and via emails. They presented in Annexes 4 and 5. The posters were used as a support for the collection. They were posted on the networks, in messages, as attachments in emails sent or distributed in paper format in embassies and consulates.

2. THE RELATIVE EFFECTIVENESS OF INFORMATION CHANNELS AND SOURCES

The multi-channel strategy was successful and reached 807 people. However, in order to carry out this type of survey and replicate it on a larger scale, it is necessary to assess the relative effectiveness of the dissemination channels and identify the sources of information.

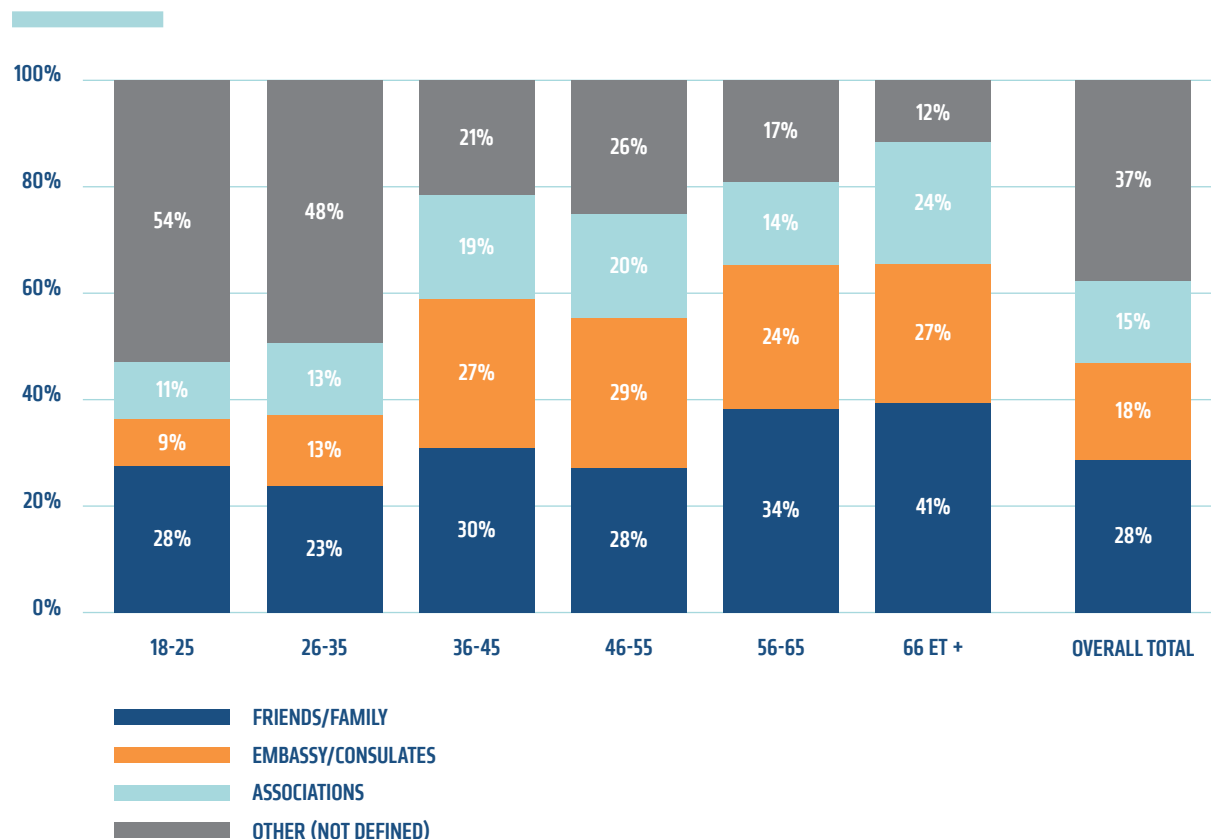
Overall, the most effective communication has been via the posts by individuals and organisations on Facebook, LinkedIn, Instagram and – to a lesser extent – Twitter. 92% of respondents learned about the survey, at least partially (several sources of information being possible), through social networks. This shows how important it is, in order to reproduce such a survey, to identify these main relays beforehand and to communicate information about the survey to them in a specific and individualised manner. For example, the following organisations shared the survey (for confidentiality reasons, individuals are not named but were instrumental in sharing the survey): FPMA (Malagasy Protestant Church in France), Feder'Actions Madagascar (FACT), Igers Madagascar, Malagasy in Paris, Za Koa Hanorina, and ZAMA.

In addition, individual and targeted messages sent by survey stakeholders (embassies and consulates, survey promoters such as FACT, Katsaka Manga, Anjara Research & Consulting, etc.) or people who felt particularly concerned played an important role. 52% of people said they had received the information via a private message by email, on Facebook Messenger, via LinkedIn, WhatsApp or SMS.

As for the sources of information, there are three main kinds: friends or family members (28%), embassies and consulates in Madagascar (18%) and Malagasy associations (15%). In addition, 37% of respondents did not mention the origin of the information they received.

More specifically, Madagascar's embassies and consulates were a source of information for a smaller proportion of the younger age groups (9% among 18-25 year olds; 13% among 26-35 year olds), who therefore seem to be less connected to these institutions. The role of family or friends is also fairly dependent on age. While on average, they are a source of information for 28% of respondents, the proportion is higher among older people, particularly the over-65s (41%). Finally, we note that the under-36s failed to answer this question more often than the others. In fact, it appears that most of this group received the information through social networks which, in their opinion, did not fit into the proposed response categories.

FIGURE 6: MAIN SOURCES OF INFORMATION BY AGE



Source: EUDIF-DIASP-MAD 2022³, Anjara RC, Fact, Katsaka Manga, authors' calculations. N.B. The sum of the percentages may exceed 100% due to the possibility of multiple responses

3. LIMITATIONS ENCOUNTERED DURING THE COLLECTION

- The word “diaspora” is not a common enough word and some people did not understand it and therefore excluded themselves. It would have been better to say “any person of Malagasy origin whatever the generation with or without nationality residing in France or Switzerland”.
- The lack of trust of the Malagasy diaspora towards the Malagasy authorities may have been an obstacle for some participants. However, the fact that the project is led by the ICMPD, funded by the European Union and implemented by members of the diaspora themselves has allowed for good results.
- The census for the establishment of the consular lists for the 2023 presidential elections a few months before the start of this survey disrupted the collection. Some potential participants did not understand why they were being asked again. Care should be taken to avoid similar concurrent projects for greater efficiency.

3 EUDIF-DIASP-MAD 2022 is the short name given to the data analysis in the framework of the present action “Diaspora skills profiling: a step-by-step methodology piloted with the Malagasy diaspora in France and Switzerland”.

- The timing of the launch of the survey, just before the summer holidays, was perhaps not ideal, although the national holiday festivities provided an opportunity to talk about the survey. It would be preferable to launch surveys outside of holiday periods.
- The length of the survey: the number of questions put off some respondents. It is preferable to make questionnaires as short as possible.
- Lack of resources in embassies and consulates:
 - As none of the participating embassies or consulates had dedicated resources for this project, staff were forced to participate in addition to their regular duties
 - There was no budget for embassies and consulates to print and send questionnaires, posters or flyers
- For the recruitment of participants via LinkedIn, it was mainly based on Malagasy-sounding names, which excluded those with less easily recognisable names

V/ DATA ANALYSIS AND DISSEMINATION

Once the data has been collected, a first cleaning and preparation of the data is necessary. The data set can be downloaded from Kobotoolbox in an Excel table. This step can be time consuming but is essential.

The key steps are:

Cleaning

- Delete empty or incomplete lines
- Delete answers given by the same person but with different answers on several occasions (this can be checked by looking at IP addresses)
- Read the answers to identify anomalies. This can be done by reading the text boxes
- Check that the categorisations (jobs/CSP are correct. This exercise can be time consuming as it requires manual work for each entry. Nevertheless, this is a crucial task and we have identified a real need for re-categorisation of the data as respondents are not always familiar with the concept of CSP It is important to have at least one person dedicated to this exercise.

Exploration

Once the cleaning is complete, it is time to explore the data. This is done by playing with the cleaned data to find the most interesting combinations to present. To do this we created pivot tables in Excel.

The exploration phase usually leads to the identification of many possibilities. However, it is not possible, nor desirable, to exploit all of them. At this stage, it is necessary to think about:

- How to answer your initial questions
- The story you want to tell
- How you want to tell it (descriptive vs. operational)

Once the decision has been made, the selection phase of the results allows you to reduce the amount of data being used and to focus on those most relevant for the study. Secondary results can always be used to inform other projects.

Visualisation

It is important to create graphics that illustrate the story. The final report should be a mixture of explanatory text and visuals. It is important to choose the right type of graphic for the message to be presented so that the reader has a clear visual idea of the message. Note that:

- Graphs are often more readable than tables
- The title of the table or graph must be clear and present its contents
- The colours should be chosen to make it easier to read. If the report is to be printed in black and white, it is preferable to choose contrasting colours, or to make the visual directly in shades of grey or in black and white.

Do not forget to conclude the analysis by emphasising the usefulness of the results by showing their relevance and putting them in perspective with other past or future data collection exercises.

Dissemination

Finally, dissemination allows the results to be shared with those who participated in the study and those who may be interested. There are many ways to disseminate survey results, such as a report, an executive summary, a policy brief, a presentation at conferences, a flyer, an article in the press, an infographic, a video etc.

The first step may be to contact the people engaged during the data collection phase and send them a thank you message with the results of the survey.

TABLE 2: FOLLOW-UP METHODS

	THANK YOU MESSAGE + EXECUTIVE SUMMARY AND/OR LINK TO DOCUMENTS					
						
	Personalised email	Group email	Presentation	WhatsApp group	Facebook post	LinkedIn post
Key stakeholders	✓		✓			✓
Associations/organisations	✓		✓			✓
Diaspora		✓	✓	✓	✓	✓

Dissemination can take several forms in parallel. In the context of skills profiling in Madagascar dissemination included:

- A final report and sent it by email to those who participated in the dissemination of the questionnaire and helped with the data collection, as well as to the respondents who provided their email address
- Posting the results on social networks (Facebook pages where the survey was published and on LinkedIn)
- Publishing the report on the ICMPD website and that of the MFA and those of embassies/consulates (where possible)
- A webinar to disseminate the results, open to all, and addressed to members of the diaspora in particular

Learning & improving

Finally, it is important to capitalise on the experience of the skills profiling process in order to learn from past mistakes and better plan future exercises.

To learn from the experience and prepare the next one:

Reflect on:

- The content of the report/the results (positive and negative points)
- The implementation of the study (timelines, actors, steps, tools etc)

Organise a workshop with the key stakeholders involved in the study.



Consider recording the conclusions of this reflection and the lessons learned, so that they are still retained in case of staff turnover.

VI/ LESSONS LEARNED AND GOOD PRACTICES IN PILOTING THE DIASPORA PROFILING EXERCISE

This pilot study tested a methodological approach to profiling a given diaspora. Several lessons were learned. A “Frequently Asked Questions” document was also compiled and is shared in Annex 1.

TABLE 3: SUMMARY OF LESSONS LEARNED AND GOOD PRACTICES

STEP	LESSONS LEARNED AND GOOD PRACTICES
FORMULATION	<ul style="list-style-type: none"> • Be sure to clarify the key terms of the study. The term diaspora can be defined in various ways • Clarify the objectives, roles and responsibilities of each stakeholder, and the time-frame • Work hand in hand with diaspora organisations and key diaspora members from the start
TRAINING	<ul style="list-style-type: none"> • Select participants carefully, ensuring that they are those who are likely to repeat the exercise in the future • Have the material available for remote participants • Plan cascading training cycles to internalise knowledge more widely
COLLECTION	<ul style="list-style-type: none"> • Offer options through an online survey and paper forms • Ensure that there is a dedicated person in the research team and in the embassies/ consulates for the collection • Set up a hotline for those who prefer to answer by phone • Foresee budget for printing flyers and posters • Segment the audience in order to target communication about the data collection exercise • Mobilise diaspora organisations and key diaspora members to support data collection • Encourage competition between different embassies and consulates, for example, to generate more responsiveness, organise prizes and pay influencers • Having a dedicated person to recruit participants from the partner associations • Include more ‘champions’ or ‘ambassadors’ of the project with diaspora connections, such as association presidents and key diaspora leaders • Relaunch the communication up to two times and extend the deadline if needed

ANALYSIS

- Allow sufficient time for analysis, especially given the reclassification of socio-professional categories (CSP), industries and types of occupation, which is done manually for each participant in the survey

DISSEMINATION

- Present the results in different formats to relevant ministries, the private sector, civil society, members of the diaspora and NGOs, and academics in order to promote the wide use of the data

WHAT TO DO WITH THE RESULTS

Once the data has been collected, it can now be used to design, promote and implement targeted mobilisation campaigns. A first step could be for national authorities to use the data to design a fully-fledged skills transfer scheme. Some inspiration in this regard can be taken from our collection of relevant practices. It is also possible to use the data to launch more ad-hoc campaigns to attract specific skills, by creating a “persona”.

The examples below are a first glimpse on how the future may look after running a skills profiling:

A. Mobilising general practitioners (GPs) for a one-month training programme in Madagascar

Steps:

1. *Determine the profile of GPs who responded to the questionnaire: age, years of experience, location, willingness to participate in such a skills transfer programme, sources of information, membership of diaspora organisations;*
2. *Produce communication materials to be distributed on the networks most used by the target population, or to share with a contact point if they are interested, or a link to a simple questionnaire to be filled in (e.g. name, contact details, availability etc.);*
3. *Dissemination of communication materials to recruit potential participants.*

B. Mobilising volunteers for the construction of a school during the summer of 2023 in Madagascar

Steps:

1. *Determine the profile of artisans who responded to the questionnaire: age, year of experience, location, willingness to participate in such a skills transfer programme, sources of information, membership of certain diaspora organisations;*
2. *Produce communication materials to be disseminated on the channels most used by this population and organise information and awareness-raising events in selected diaspora organisations;*
3. *Additionally, disseminate information at sectoral events such as the housing fair in towns with a high concentration of Malagasy artisans;*
4. *Recruitment of potential participants.*

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ANNEXES

ANNEX 1 - FREQUENTLY ASKED QUESTIONS

PARTICIPATION IN THE SURVEY IS LOW. WHAT CAN BE DONE?

1. Contact your key contacts in the diaspora to discuss the reasons for low participation and analyse options together.
2. Plan an email reminder.
3. Adjust your communication messages as necessary to stimulate participation.
4. Extend the deadline for data collection and adjust communication materials if necessary.

HOW OFTEN SHOULD THE DATA COLLECTED BE UPDATED?

A data update exercise should be repeated at least every 5 years.

WHAT KIND OF BUDGETARY COSTS ARE TO BE EXPECTED AND WHEN?

This methodology is intended to be low cost. Few costs are required. The main costs to be expected are:

- Printed questionnaires to be made available in embassies and consulates and distributed at events;
- Printing of A4 posters to hang on the wall in embassies and consulates;
- Printing of training material during exercise replication;
- Internet access during the exercise (necessary for training, data collection and communication);
- Potential costs of a telephone line if you want to set up a hotline. This could also be done via WhatsApp for free;
- Cost of dedicated working time for the exercise. Ideally one person will be dedicated for 2-3 hours per day for the entire data collection period.

WHAT EQUIPMENT IS NEEDED?

- An internet connection;
- A computer with Excel for monitoring data collection and analysis;
- A printer.

HOW MANY PEOPLE NEED TO BE MOBILISED AND WHEN?

The most important mobilisation period is the data collection period, as a strong communication and awareness-raising effort is needed to attract as many respondents as possible. The more diverse and sustained your collection activities are, the more likely you are to achieve results, but this will also require mobilising more people.

For the preparation and analysis of the results a smaller group of one or two people is sufficient (depending on their qualifications and the number of responses received).

WHO CAN PROVIDE THE TRAINING?

Training can be provided initially by a technical partner and/or a specialised external researcher, preferably from the diaspora, with good knowledge of implementing questionnaires and quantitative analysis. The idea is to gradually train trainers within the MFA who can then provide training to their colleagues in subsequent exercises.

HOW TO MAINTAIN ANONYMITY?

The data collected is anonymous and must remain so. Respondents are not asked to give their name, email or other personal data that could identify them. If you are presenting the data collection exercise, it is essential that you ensure this anonymity. For example, if you ask for an email address so that you can send the results of the survey, you must only use the address for that purpose and not to contact the person for any other purpose. If you do not respect this rule, you risk losing the trust of the diaspora and not being able to mobilise them afterwards.

HOW TO USE THE RESULTS?

The results provide a deeper understanding of the diaspora in terms of demographic characteristics, skills and their degree of attachment to the country of origin. Once the data has been collected, it can now be used for targeted mobilisation campaigns.

WHAT IS THE MINIMUM NUMBER OF RESPONSES REQUIRED?

This depends on the population in a chosen country. In general, we suggest at least 450 responses to achieve a statistically viable sample size.

ANNEX 2 - NEEDS ASSESSMENT CHECKLIST

THEMES	ANSWERS	NEEDS ASSESSMENT/COMMENTS
1. CIRCUMSCRIBING THE THEME		
<i>Meaning of diaspora</i>		
<i>Current state of knowledge on the diaspora</i> <i>Number, structure, competence, location, seniority, history</i>		
<i>Identification of available information sources</i>		
2. REVEALING AND GUIDING EXPECTATIONS		
<i>Expectations in terms of mobilising the diaspora</i> <i>Work; Partnership; Scientific, technical or business networks; Investments, ...</i>		
<i>Data expectations</i> <i>Degree of precision, size of sample,</i> <i>Nature of expected skills (level of education; technical, entrepreneurial and organisational know-how, ...)</i>		
<i>Identification of the actors involved and to be involved</i> <i>Ministries, organisations, associations, consulates, ...</i>		
<i>Sustainability of the scheme</i> <i>Expectations, means</i>		
3. IDENTIFICATION OF COLLECTION CAPACITIES		
<i>Past experiences</i> <i>Type of study (theme, promoter); Type of data, tools</i> <i>Specific role; Lessons learned</i> <i>Dedicated services</i> <i>State of play</i>		
<i>Means for collection</i> <i>Type of survey; Type of tool; Type of incentives; Skills</i> <i>Training needs</i>		

4. IDENTIFICATION OF ANALYTICAL SKILLS

Experience in analysis

Type of study (theme, promoter); Type of data, tools

Specific role; Lessons learned

Dedicated services

State of play

Means for analysis

Tools; Skills; Actors

Training needs

5. REFORMULATION AND PRIORITISATION OF NEEDS

In terms of data

In terms of technical and human resources

In terms of skills and training

ANNEX 3 - SATISFACTION QUESTIONNAIRE

To what extent do you agree with the following statements?

Q1 The objectives of the training sessions were clearly defined:

- Strongly agree
- Agree
- Neither agree, nor disagree
- Disagree
- Strongly disagree

Q2 The training achieved its objectives:

- Strongly agree
- Agree
- Neither agree, nor disagree
- Disagree
- Strongly disagree

Q3 The instructions for the exercises were clear:

- Strongly agree
- Agree
- Neither agree, nor disagree
- Disagree
- Strongly disagree

Q4 The sessions have improved my skills/knowledge:

- Strongly agree
- Agree
- Neither agree, nor disagree
- Disagree
- Strongly disagree

Q5 The knowledge exchange with the experts was beneficial:

- Strongly agree
- Agree
- Neither agree, nor disagree
- Disagree
- Strongly disagree

Q6 I will be able to apply the skills and knowledge gained in this activity in my job/organisation:

- Strongly agree
- Agree
- Neither agree, nor disagree
- Disagree
- Strongly disagree

Q7 I am able to share the knowledge I have gained today with my colleagues:

- Strongly agree
- Agree
- Neither agree, nor disagree
- Disagree
- Strongly disagree

Q8 I would recommend this training to my colleagues:

- Strongly agree
- Agree
- Neither agree, nor disagree
- Disagree
- Strongly disagree

Q9 The choice of topics covered was:

- Excellent
- Good
- Satisfactory
- Fair
- Poor

Q10 The content of the topics discussed was:

- Excellent
- Good
- Satisfactory
- Fair
- Poor

Q11 The duration of the training sessions was:

- Excellent
- Good
- Satisfactory
- Fair
- Poor

Q12 The information received before the training was:

- Excellent
- Good
- Satisfactory
- Fair
- Poor

Q13 Expert knowledge of the topics covered in the activity:

- Excellent
- Good

- Satisfactory
- Fair
- Poor

Q14 Communication, presentation and facilitation skills of the expert :

- Excellent
- Good
- Satisfactory
- Fair
- Poor

Q15 General evaluation of this training:

- Excellent
- Good
- Satisfactory
- Fair
- Poor

Q16 Please indicate your opinion on the usefulness of the factsheets:

How useful are the factsheets? Rate them on a scale of 1-10, with 1 not useful at all, and 10 being essential to conducting a skills profiling.

- 0-10

Q17 How could the factsheets be improved?

- Free text answer

Q18 What are the three most important things you learned during the training?

- Free text answer

Q19 Do you have any suggestions on how we could improve the conduct of our training sessions?

- Free text answer

Q20 Other comments or reactions:

- Free text answer



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