DIASPORA MAPPING TOOLKIT

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Publisher: International Organization for Migration 17 route des Morillons
P.O. Box 17
1211 Geneva 19
Switzerland
Tel.: +41 22 717 9111
Fax: +41 22 798 6150
Email: hq@iom.int
Website: www.iom.int

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Foreword

Diasporas and transnational communities are agents of change who create bridges across multiple spaces through their knowledge and skills transfer, social and civic engagement, economic contributions and cultural exchange. They do not hesitate to step in to support their communities in origin countries during emergencies and they invest their talent and passion in promoting the development of both their places of origin and residence.

It is my pleasure to share with you the result of this almost 5-yearlong effort led in collaboration with the Maastricht University, which culminated in the development of a common approach to diaspora mapping: **The Diaspora Mapping Toolkit**. Building on IOM's rich experience of over 150 diaspora mappings implemented across diverse contexts, this Toolkit presents a systematic, comprehensive yet very flexible and agile approach to conducting diaspora mappings in differing contexts. By following the proposed clear guidance on how to collect and analyse data on diaspora communities, decision makers will have the possibility to create more strategic and evidence-based policies empowering diaspora members to contribute and engage thus maximizing their contributions to development.

This innovative Toolkit is the first global guidance tool bringing together a myriad of experiences from the field, the expertise of practitioners and high scientific rigour. This methodology successfully piloted in Ecuador, Eswatini and Senegal, covers all possible data collection methods, starting from qualitative studies based on key informants and focus groups all the way to capturing substantial amounts of quantitative data on diasporas.

This Toolkit crystalizes IOM's commitment to developing effective, inclusive and data-based policies. Each component reflects a rigorous and standardized approach to policymaking, taking into consideration the specificities of each territory, the dynamics on the ground and the multiple stakeholders interacting with transnational communities.

Most importantly, this methodology recognizes that diasporas are valuable actors for development. Understanding their needs, motivations, expectations as well as the limitations that they face while engaging in development initiatives is crucial for the future. Diaspora policies need to enable innovative and effective environments for horizontal partnerships and co-creation. IOM will keep advocating for the recognition of diasporas as development actors and will keep privileging partnerships with these empowered actors with a unique vision and commitment to support their communities.

Ugochi Daniels
Deputy Director General for Operations, IOM

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Introduction to the Diaspora Mapping Toolkit

Welcome to the Diaspora Mapping Toolkit, a comprehensive resource for developing diaspora mappings that build on global good practice. This Toolkit is exactly as it sounds: a collection of tools and instructions for their use that can support teams to maximize the potential of the diaspora mappings they design and implement.

The Diaspora Mapping Toolkit supports a specific vision of diaspora mappings. This vision endorses and supports the creation of high-quality research that will allow users of resulting data to gain strategic insight into the diaspora under study. Diaspora mappings often feed into policy, programming and practice, and initiatives that require harmonized approaches to multiple diaspora populations across contexts that require monitoring of trends within the same diaspora over time. This Toolkit therefore supports the design of diaspora mappings that allows for comparison across time, populations and countries.

Why this Toolkit?

The Diaspora Mapping Toolkit supports the commissioners, designers, and implementors of diaspora studies more generally, and diaspora mappings more specifically, to craft research approaches that are built on international best practice, and that respond to the specific challenges that arise in studying diaspora populations and structures. Diaspora mappings are increasingly being used to guide the development and refinement of policies and programmes that respond to the needs or potential contributions of the diaspora. It is important that contemporary, robust, and responsible data is made available in order for such policies and programmes to assist the well-being of the diaspora, while also promoting the pro-development potential of diaspora capacities for nations of (ancestral) origin and residency.

Despite the increasing attention to, and investment in, diaspora mappings, creators of such mappings may find themselves having to innovate on their approaches, often without having the time or resources to investigate the best or most feasible approaches that suit their situations. As a consequence of limited available guidance for the design of such studies, diaspora mappings may result in a variety of data – some of which may be robust, rich, novel and much needed – that is unfortunately difficult to compare across countries or contexts. Diaspora mappings may also generate data using less-than-ideal instruments or following procedures that compromize the quality of resulting data. In other cases, organizations may conduct diaspora mappings without any prior experience or knowledge of the tools and procedures that can be used, requiring potentially substantial investments in time and resources.

Given the need for policy and practice to act on accurate, contemporary data, there is a need to support the various stakeholders involved in diaspora mappings to conduct rigorous, quality research at a reasonable cost. The Diaspora Mapping Toolkit aims to support the commissioners, designers, and implementors of diaspora mappings to:

- Decide on which methodologies and tools are most appropriate and efficient (e.g. considering available resources) for the given objective of the diaspora mapping and for the population under study.

- Design diaspora mappings that will yield data that retains their value and supports comparison over time.
- Safeguard the quality of data resulting from diaspora mappings.
- Respect and protect the diaspora population under study.

Who can or should use this Toolkit?

The Diaspora Mapping Toolkit is intended to be used by a wide array of stakeholders with different roles at different stages of a diaspora mapping or study. Such stakeholders importantly include:

- **Governments and organizations interested in commissioning diaspora mappings:** Bodies that want evidence to be collected on diasporas of interest may need to commission an external body to conduct research. This Toolkit can help commissioners of diaspora mappings to understand: What is researchable, or what kinds of questions may not be answerable through research; What is reasonable to expect a diaspora mapping to yield; What kinds of research approaches are possible, and under what conditions you may prefer one approach over another. The Diaspora Mapping Toolkit can help bodies commissioning diaspora mappings to draft requests for services/proposals or Terms of Reference that are specific to the nature of the diaspora(s) under study and the research questions posed about the target population.
- **Designers of diaspora mappings:** Given the complexity of diasporas, designers of diaspora mappings need to understand that methodological approaches and procedures can generate insightful, nuanced data. Such data should appropriately reflect the realities of the diasporas of interest. The Diaspora Mapping Toolkit can help designers of diaspora mappings understand: What objectives can a diaspora mapping serve, and what methodological approaches and output forms match those objectives; What potential costs do different diaspora mapping strategies entail; What decisions need to be made at different stages of planning that will ensure that the diaspora mapping is feasible and will result in appropriate data; What kinds of competencies or capacities will an implementation team need to have to appropriately collect, analyse, and eventually report data. The Toolkit can help designers construct an overarching strategy to the diaspora mapping, and it may help designers and eventual implementation teams draft work plans that bridge the gap between study planning to implementation.
- **Implementors of diaspora mappings:** The teams that are responsible for collecting data, analysing that data, and communicating the results of a diaspora mapping need to focus on how the tools and procedures used in a diaspora mapping effect the alignment between methodologies and objectives. The Diaspora Mapping Toolkit can help individuals and teams implementing diaspora mappings to understand: Under what conditions would specific methodological approaches and matching methods be desirable to use; What are the strengths and limitations of specific approaches; What indicators can be used to collect information on the diaspora, and what are potential questions that can be used in both qualitative and quantitative approaches to receive information on those indicators; How can coordination with the various stakeholders included in a mapping be supported. For diaspora mapping implementors, the Toolkit can provide

detailed guidance on use of specific methodologies, methods, and tools that can inform the many choices that need to be made over the course of implementation.

What does the Toolkit include?

To support the creation of common approaches to diaspora mappings, the Diaspora Mapping Toolkit provides users with practical guidance and advice on building a diaspora mapping from the bottom up, with guidance on how to employ specific methodological approaches to diaspora mappings along with concrete tools that can be deployed in the field. The Diaspora Mapping Toolkit includes the following components:

1 **Step-by-Step Guide to Conducting Diaspora Mapping:** This guide walks users through the diaspora mapping pipeline and through the various, sometimes complex decisions that arise at different stages of this pipeline. Users are given advice and practical tools that can help them make decisions related to:

PART 1. Conceptualizing a diaspora mapping, which requires decisions related to study objectives, units of analysis, and timescales for the mapping.

PART 2. Methodologies and methods for diaspora mappings, which includes considerations related to which methodologies would be most appropriate in specific contexts, what roles and competencies are needed within a diaspora study team, and how the alignment of objectives to methodology can be protected throughout implementation.

PART 3. Analysing and communicating results of diaspora mappings, which includes decisions related to appropriate methods of analysis and considerations for how the results of diaspora mappings are communicated.

The Step-by-Step Guide to conducting diaspora mappings provides users with checklists at the end of each subsection to help the user understand how to move forward, and it notes where the users should look in the Diaspora Mapping Toolkit for relevant tools or resources related to specific steps.

2 **The Core Module: Indicators and Questions for Diaspora Mapping:** This module introduces users to the necessary indicators that should be collected in the course of any diaspora mapping. The core indicators form the basis of any diaspora mapping, as they collect basic information from diaspora members on dimensions such as demographic and socioeconomic characteristics, migration experiences, identification and belonging, financial contributions and knowledge/skills transfer, and civic involvement and citizenship. The Core Module of Indicators and Questions for Diaspora Mappings provides users with a sample of indicators that can be expanded upon in the objective-specific modules, which can allow a diaspora mapping to go more into depth in specific thematic areas related to different diaspora capitals. The Core Module of Indicators and Questions for Diaspora Mappings guides users through the different indicator dimensions and provides an indicator bank, which lists

each of the indictors in the Core Module of Indicators and Questions for Diaspora Mappings, provides guidance for their use and adaptation across study contexts, and lists the questions that allow for measurement of each respective indicator in either a survey or semi-structured interview/focus group discussion.

3 **The Objective-Specific Modules of Indicators and Questions for Diaspora Mapping:** The Objective-Specific Modules provide users with indicators and corresponding questions that can be used to generate insights into specific dimensions of the diaspora experience, with each module corresponding to a specific form of diaspora capital:

A. **Economic capital** - The Economic Capital Module: Indicators and Questions for Diaspora Mapping provides users with indicators related to the diaspora's attitudes and practices related to economic engagement with the country of (ancestral) origin and country of residence. Indicators span specific areas of economic engagement, namely business and entrepreneurship activities, trade activities, remittance-sending behaviours and practices, philanthropy, investment behaviours and interests, assets in country of (ancestral) origin and residence, and tourism to the country of (ancestral) origin.

B. **Human capital** - The Human Capital Module: Indicators and Questions for Diaspora Mapping contains indicators related to the human resources that diaspora members represent and control, particularly related to skills and knowledge. This module provides users with indicators and corresponding questions that address different dimensions of human capital development and deployment, specifically the skills profile of the diaspora member, the diaspora member's employment history and skill use, and the knowledge transfer activities the diaspora member has contributed to targeted at the country of (ancestral) origin.

C. **Cultural capital** - The Cultural Capital Module: Indicators and Questions for Diaspora Mapping provides users with indicators and corresponding questions that capture the social identity and participation of diaspora members, as well as the social connections and networks they maintain. This module provides users with indicators that can be used to assess diasporas' perceptions and practices related to identity and belonging to countries and communities of (ancestral) origin and residence, participation in community groups, participation in (transnational) networks, and participation in activities related to cultural identity.

D. **Social capital** - The Social Capital Module: Indicators and Questions for Diaspora Mapping relates to values, perceptions and practices associated with transnational communities. This module provides users with indicators and corresponding questions that capture dimensions of social engagement such as political participation in both country of (ancestral) origin and residence and civic participation (including through civil society organizations).

4 **The Method-Specific Modules for Diaspora Mappings:** The Method-specific modules for diaspora mappings give users in-depth insight into the characteristics and parameters of use for common methodological approaches (e.g. qualitative,

quantitative) and specific methods and tools that can be used within those approaches (e.g. interviews, surveys) that can be used to support the collection, analysis and reporting of data used in diaspora mappings. Three method-specific modules are included in the Toolkit as guides:

A. Method Specific Module for Diaspora Mapping:
Quantitative Methodologies

This module provides guidance for the development and use of quantitative methodological approaches to diaspora mappings. With a focus on primary data collection, analysis and reporting, the module gives users insight into the intuition behind quantitative methodologies, specific tools that can be used (with a focus on surveys), considerations related to sampling, and suggestions for analysis, dissemination, and visualization of quantitative results. This module includes an extensive diaspora mapping survey, which includes model questions related to each of the indicators of the core- and objective-specific modules.

B. Method-Specific Module for Diaspora Mapping:
Qualitative Methodologies

This module provides users with insights into the use of qualitative methodologies, with an emphasis on the development and implementation of primary data collection, analysis, and reporting approaches. The module provides users the intuition behind qualitative methodologies, specific methods and tools that support qualitative approaches (with an emphasis on semi-structured interviews and focus group discussions), considerations related to sampling, guidance on research ethics, and suggestions for analysis, dissemination, and communication of qualitative results. This module includes draft semi-structured interview guides and focus group discussion guides, which provide specific questions, probes, and prompts to collect data on each of the indicators of the core- and objective-specific modules.

C. Method Specific Module for Diaspora Mapping:
Secondary Data

This module provides users with guidance on the use of pre-existing (secondary) data, which may be derived from a variety of sources and using different methods. Users are introduced to the intuition and parameters of use for common forms of secondary data, namely literature review, administrative and survey data, big data and onomastics, and organizational and business registry records. The module provides users with guidance on how and when to use different forms of secondary data and inventories the advantages and limitations of each method.

How should this Toolkit be used?

The Diaspora Mapping Toolkit is designed to accommodate the needs and pre-existing knowledge of its readership, and its different components may be used on a modular basis, with users encouraged to dive into specific components as needed. As the Toolkit supports the development of coherent and comprehensive approaches to diaspora mappings, however, users are advised to use the Toolkit in the following order:

1. **Review the Step-by-Step Guide to Conducting Diaspora Mapping**, as the guide provides the most complete overview of the different decisions and considerations involved in a diaspora mapping. The Step-by-Step Guide to conducting Diaspora Mappings also provides users with signposts of where to find more in-depth information on specific aspects of diaspora mapping within the Toolkit.

2. **Review the Core, and Objective-specific, modules for Diaspora Mapping,** as the modules give a framework of topics, related indicators, and matching questions that can be used to collect information on and from the diaspora.

3. **Review the Method-specific modules for Diaspora Mapping,** as these modules provide guidance related to how the specific principles of diaspora mappings identified in the Step-by-Step Guide to Conducting Diaspora Mapping can be used to develop the methodological approaches that are most appropriate to collect information on the indicators deemed of most relevance to the specific diaspora mapping being designed.

Users are encouraged to move between the Diaspora Mapping Toolkit components as needed. Rather than viewing the Toolkit as a resource that should be consulted only at the beginning of a diaspora mapping, users should revisit the Toolkit throughout the diaspora mapping pipeline to understand key issues or principles, to explore creative approaches to diaspora mapping, and to trouble-shoot potential challenges that arise at the different stages of the process.

Conceptualizing the diaspora

Before moving into the Toolkit, this section provides a brief introduction to the term at the core of this Toolkit: "diaspora". The term has many connotations and evokes different assumptions about the populations who can be considered part of a diaspora. While the term and its implications are addressed in various parts of the Toolkit, a more extensive discussion of the term is provided here as a preface.

The history of the term diaspora is long and complex. Its origins lie in the Greek verb διασπείρω (*diaspeirō*), comprized of διά (*dia*) – implying "between, through, or across" – and the verb σπείρω (*speirō*), "to spread". The Greek verb is evocative of the act of widely spreading seeds, with a common visualization of the term involving the scattering of stamens from a dandelion flower.

Traditional conceptualizations of diaspora emphasize experiences of forced dispersal from the homeland following a traumatic event (e.g. Jewish or Armenian diasporas) as the cornerstone of diaspora construction. More contemporary conceptualizations of diaspora include migrants – both those forced through historical acts of slavery, conflict, and genocide as well as those who had moved voluntarily as part of trade or labour flows – and focus on the relationships between dispersed populations to their countries of (ancestral) origin, their country of residence, and to other members of their ethnic or origin-country groups spread elsewhere.[1] These contemporary conceptualizations usefully demonstrate how complex the formation of the diaspora is, as many diaspora populations have arisen as the result of diverse drivers of migration influenced by different circumstances and shaped by distinct (historical) migration policies and governance regimes.

1. See, for example, Cohen, R. (2008). Global Diasporas: An Introduction (2 edition). Abingdon: Routledge.

While specific definitions of diaspora vary, many conceptualize the diaspora as being characterized by three common features: 1) dispersion, which implies movement; 2) boundary-maintenance, namely creation and preservation of group identity, and; 3) link with the homeland.[2]

This conceptualization of a diaspora implies that, to identify which individuals/structures belong to a given diaspora of focus, one must be able to determine or measure: 1) the mobility histories of potential diaspora members; 2) how an individual identifies themselves as being part of the diaspora, and how that individual identity connects to the group identity, and; 3) maintained interactions with the country or region of (ancestral) origin. One can imagine the challenges in translating this conceptualization of the diaspora to measurement. For example, if belonging to a diaspora is based on a sense of shared identity, one must be able to observe that identity or observe an appropriate proxy for it. This may require that specific research tools are used to identify who is or is not part of the diaspora of interest: issues picked up in other parts of the Diaspora Mapping Toolkit.

Perhaps exactly due to challenges in measuring the constituent parts of being diaspora, the term may also be used to capture a broader, less selective population of interest. While at odds with more nuanced understandings of diaspora, some organizations and bodies use measures like citizenship or nationality as a proxy for (potential) diaspora belonging. While this approach captures only first-generation migrants, thus excluding children, grandchildren, or further generation who may nevertheless have ties to the origin country, it may be used because it reflects characteristics that can be more readily captured in existing (statistical) data sources. The issue of how diaspora is constructed and represented in existing data is addressed at more length in the **Method Specific Module for Diaspora Mapping: Secondary Data**.

The definition of the International Organization for Migration (IOM)[3] reflects a comprehensive and nuanced conceptualization, as it places emphasis on the links with the homeland and includes members of different generations:

> Individuals and members of networks, associations and communities, who have left their country of origin, but maintain links with their homelands. This concept covers more settled expatriate communities, migrant workers based abroad temporarily, expatriates with the nationality of the host country, dual nationals, and second-/third generation migrants (IOM, 2019).

Based on this definition, throughout the Diaspora Mapping Toolkit, good practices related to the measurement of diasporas are given, with emphasis on capturing nuanced elements of (self-) identification and mobilization around diaspora identity.

2. Brubaker, R. (2005). "The 'diaspora' diaspora." Ethnic and Racial Studies, 28(1): 1–19.
3. The is no agreed definition of diaspora at the international or UN level.

GUIDE TO CONDUCTING DIASPORA MAPPING

DECISION 1

What are the objectives or goals of the diaspora mapping?

- OBJECTIVE ONE
- OBJECTIVE TWO
- OBJECTIVE THREE
- OBJECTIVE FOUR

DECISION 2

What is the unit of analysis?

- SCOPE COMPONENT 1
- SCOPE COMPONENT 2

DECISION 3

What is the timespan of the study?

- TIME COMPONENT 1
- TIME COMPONENT 2

DECISION 1

What methodology would be most appropriate?

- CRITERIA 1
- CRITERIA 2
- CRITERIA 3

DECISION 2

Selecting the diaspora study team

- CONSIDERATION 1
- CONSIDERATION 2

DECISION 3

How do I maintain alignment throughout implementation?

- CONSIDERATION 1
- CONSIDERATION 2
- CONSIDERATION 3

DECISION 1

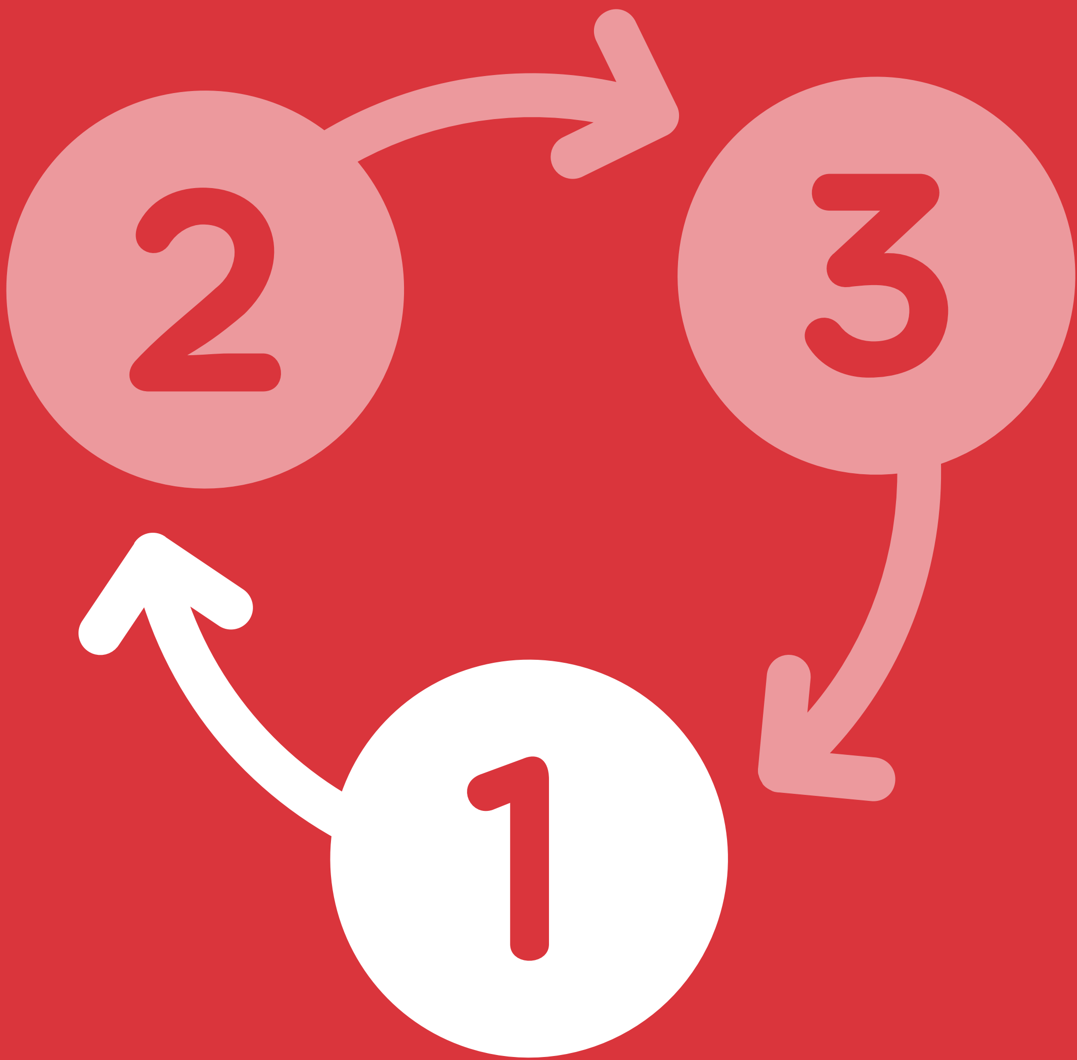
How do I select the "right" method(s) of analysis?

- CONSIDERATION 1
- CONSIDERATION 2

DECISION 2

How do I communicate results?

- CONSIDERATION 1
- CONSIDERATION 2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PART 1

Conceptualizing the diaspora mapping

A first important set of interconnected choices relates to how you define and frame the scope of a diaspora mapping. Important choices relate to: (1) the goals or objectives of a diaspora mapping; (2) what unit of analysis is relevant for the mapping, and; (3) the timeline for the mapping. Each of these choices is unpacked in more detail below.

DECISION 1:

What are the objectives or goals of the diaspora mapping?

Diaspora mappings may have differing objectives, which will likely be matched to different kinds of outputs or products that are generated using specific, appropriate methodologies. For example, a diaspora mapping (or diaspora study with mapping components) may be produced to give a contemporary snapshot of a specific population in a specific place for the purpose of better tailoring a future intervention or message to the characteristics of this group. Such an objective (understanding a well-defined population to support future interventions) could result in different outputs, such as a database or summary report. The objective or underlying research question may necessitate the use of specific methodologies, like the collection of quantitative data through use of a survey. As different methodologies are more appropriate in specific contexts, it is important to understand the alignment of relevant objectives, outputs and methodologies.

The objectives or goals of a mapping are often explicitly stated in project documentation. In some cases, they will be implicit, particularly when a diaspora mapping is a component of a larger project or study. It is important that objectives of a mapping are made explicit and discussed/agreed upon with relevant stakeholders at the beginning of the process. In many cases, a diaspora mapping will involve different stakeholders, such as the government of a country of (ancestral) origin, the government of a country of residence, an intergovernmental organization such as IOM, and so on. These stakeholders may have distinct visions of what a diaspora mapping should achieve, what kind of resources should be dedicated to a mapping, and what the follow-up activities of a mapping might be. In some cases, these visions and expectations may be in conflict or may not be equally feasible to achieve. It is therefore important to identify these differing visions and expectations during the inception phase of a diaspora mapping to come to a common understanding and agree on overall objectives. Coordination among stakeholders is necessary throughout the entire diaspora mapping process but is imperative in the objective-setting stage given the role of mapping objectives in determining the overall mapping design (for further discussion on stakeholder involvement and coordination, see within Part 2, Decision 2: Selecting the diaspora study team).

It may be helpful to define an objective or goal using SMART criteria.[4] Defining an objective or goal using such criteria may prompt you to define what should be achieved by the mapping in terms that naturally narrow the scope of the work. Once again, defining the objectives of a diaspora mapping should be done in conjunction with relevant stakeholders to ensure a coherent and feasible vision for the mapping.

TEXTBOX 1. HOW SMART ARE WE?

Evaluating an objective or goal for a diaspora mapping according to SMART criteria may help clarify or define the scope of a diaspora mapping. The list below identifies questions that you may reflect on related to the diaspora mapping and how its objectives correspond to the different SMART criteria:

- Specific: Is the unit of analysis (e.g. individuals, organizations) and population of focus (e.g. based on generation, skill level, specific places of origin or residence) clearly defined?
- Measurable: What should be produced or known by the end of the mapping, and how will you know when you have reached that product or knowledge?
- Achievable: Given the time and resources (including knowledge and skills) available to you, and given the nature of the population of interest, can you reasonably expect to reach the objective?
- Relevant: Will the mapping produce an output that is meaningful and that adds value to previous studies? Is this objective meaningful for the different stakeholders (e.g. the commissioning organization, the diaspora itself) implied in a diaspora mapping?
- Time-bound: By when should the objective be met? Do I think it is reasonable to expect that I can collect the level/type of information desired from the population of focus within this time frame?

While not captured in the SMART criteria, it is also important to evaluate objectives with an ethical lens. Different diasporas may have complicated and sometimes contested relationships to each other, to the international community, and to the governments in their countries of (ancestral) origin and/or residence. Diaspora studies should be sensitive to these relationships, and objectives should be critically evaluated for their appropriateness given the selected diaspora's relationship to their countries of (ancestral) origin and residence, for the trust they have in the various stakeholders involved in the mapping, and for the ethical dimensions of

4. Specific, measurable, achievable, relevant and time-bound.

the implied methodological approaches that can be used to meet the objective. Ethical considerations of specific methodological approaches are discussed in more detail in the Method-specific modules for diaspora mappings (Quantitative, Qualitative, and Secondary Data respectively).

Consider the following objective: "This report will provide the Inter-American Development Bank with an analysis of how Haitian diaspora organizations in four locations outside of Haiti have addressed serious gaps in Haitian health-care delivery and education, which have implications for international policies and practices."[5]

This objective is very specific: it identifies that the unit of analysis is diaspora organizations based in four sample sites that contribute to Haiti. It is measurable to an extent, as it identifies the end product (a report). The objective is relevant, in that it identifies the end beneficiary (the Inter-American Development Bank and other organizations with policies and practices related to health-care and education delivery in Haiti) and implies how that beneficiary can act on the provided information. Purely from the objective statement, it is difficult to assess if it is achievable, as the time frame of the mapping is not indicated. The objective statement nevertheless provides clear parameters that set the limits of the mapping, and it helpfully suggests potential methodologies and tools that may serve the objective.

Not all types of diaspora mappings will lend themselves to the development of explicit SMART objectives, particularly if a mapping has a more exploratory nature because little is known about the diaspora of interest. Evaluating objectives along SMART dimensions may nevertheless make clear the different dimensions along which a mapping may be constructed.

Diaspora mappings or studies with mapping components may have multiple objectives. Some studies are designed in steps, with objectives or goals that build upon each other. It may therefore be helpful in some mapping designs to consider identifying or designating objectives for different phases, which can help make explicit what must be produced or known before the next phases of a mapping can be reasonably executed.

The alignment of objectives with outputs and methodologies is a concept that will return throughout this Step-by-Step Guide to Conducting Diaspora Mapping, as ensuring the constructive alignment across these elements can help ensure study coherence. To understand how objectives relate to other aspects of a diaspora mapping's design, it can be valuable to review past research on the diaspora(s) of interest. The textbox below further discusses the use of past research in informing diaspora mapping objectives.

5. This objective is based on: Weiss Fagen, P., Dade, C., Maguire, R., Felix, K., Nicolas, D., Dathis, N., & Maher, K. (2009). "Haitian diaspora associations and their investments in basic social services in Haiti." Inter-American Development Bank: Washington, D.C.. Available at https://tinyurl.com/5ea8se6

TEXTBOX 2. STANDING ON THE SHOULDERS OF GIANTS

It is important that any planned diaspora mapping appropriately builds on existing research on a specific diaspora. In-depth review of different kinds of literature (see: Secondary data method-specific module) is an essential first step before any decisions are made to define the scope of the planned diaspora mapping. Previous studies and literature can help you identify:

- How a particular diaspora has been conceptualized, defined, and measured in the past.
- Where a specific diaspora has been studied in terms of specific countries of origin, destination, or in terms of broader or narrower geographic areas (e.g. regions, provinces, cities).
- Who within a given diaspora has been studied, including population subgroups based on characteristics such as age, gender, ethnic or religious origin, migrant cohort, generation, occupation, etc.
- What analytical levels have been studied, such as individuals or organizations.
- Why different populations have been studied, with different objectives and research questions used to guide study of particular groups.

Answering these guidance questions may give you a sense of the state of knowledge about the diaspora(s) of interest. The answers can signal where there is the greatest concentration of knowledge or information, and they can unveil gaps in understanding that may help shape research objectives and research questions. Additionally, the review of past studies can indicate what methods have been used to study diaspora(s) and the success of those methods, which can help you make more informed choices about the availability and appropriateness of different research approaches.

Past research can come in many different forms; having a well-reasoned search strategy can help ensure that you are identifying and accessing the diversity of relevant, available information. As is described in the Secondary data method-specific module, defining a literature search strategy will include identifying inclusion/exclusion criteria (e.g. countries of origin/residence, year or age of study), knowing what existing databases or search tools can help you identify relevant literature (e.g. GoogleScholar, intergovernmental organization project databases), and creating a system or method for storing and reviewing literature for relevant information.

When answering the above guidance questions with past research or literature, it is important to remain critical about the quality of the information you have found. Ask how was it generated, and was the research design appropriate? Is the information contemporary, or do you think that the population under study has changed significantly since a study occurred? Were important parts of the population excluded from the mapping that may imply the insights generated do not apply to the wider population of interest? Assessing the quality of information can help you to decide on your own research design, which can incorporate and build on the information generated by past studies.

Assessing the quality of research is not always easy. How the quality of research is determined can vary by research design. What makes good quantitative research that has involved large-scale data collection among individuals with use of an online survey, for example, can be very different from what makes good qualitative research that has been conducted using focus groups among leaders of diaspora organizations. The issue of determining and assuring quality in research is discussed in more depth in each of the Method-specific modules for diaspora mapping.

A review of past diaspora mappings and diaspora studies with mapping components has identified four common objectives used to guide research:

1. To understand the composition and distribution of a specific migrant or diaspora population;
2. To engage the diaspora in an ongoing communication and engagement strategy;
3. To collect information on specific members of a population that can inform and sensitize (future) policy or programming;
4. To construct a database or roster of a (generally) highly select group of people who may be contacted in the future to support a specific initiative.

These four objectives are not mutually exclusive and entail some degree of overlap: some studies or initiatives may include several or even all four. Often the first objective (to profile the population abroad) is used as a first strategic step to support the other objectives. Each of the four common objectives are described in more depth below.

OBJECTIVE ONE:

Understanding the composition and distribution of a specific population

The first objective for a diaspora mapping may be to provide a general understanding of the nature of the diaspora: to construct a profile of the population based on key features and trends within a broader population that is defined on the basis of characteristics like citizenship or country of birth or ancestral origin. Diaspora mappings with an explicit profiling function may aim to understand the composition and internal divisions within a population, which may entail the identification of subgroups within the larger population based on migration cohort or period of migration, ethnic- or ethno-religious characteristics, age/generation, socioeconomic profile, and so on. In this first form of mapping, the output is typically a profile that represents the reality of the population at a specific moment in time, which may feed into one of the other functions or objectives of a diaspora mapping.

Example research questions that relate to this objective include:

- Where are the biggest communities of migrants from country x living in country y who migrated since year?
- What are important subpopulations or identity groups within the group of people originating from country x or with ancestry from country x living in country y?
- How large is the population of the diaspora from or with ancestral ties to country x in countries y and z?

Studies with a profiling objective may be more descriptive and exploratory in nature. They may aim to produce an output like a qualitative population profile, statistics on the distribution or characteristics of a population, or a report.

Different methodological approaches may be useful in meeting a profiling objective, with the specific research questions guiding the selection of research design and tools. Examples of research questions and matching methodological approaches and outputs are listed in Table 1. Diaspora profiling objective, methodological approaches and outputs.

Table 1

Diaspora profiling objective, methodological approaches and outputs

Example research question	Potential matched methodological approach	Example output(s)
What are important subpopulations within the Syrian diaspora residing in Germany since 2011? (Said another way: What is the prevalence of particular characteristics – e.g. ethno-religious identity, migration cohort, gender – among the diaspora?)	• Literature review • Secondary data: administrative data, survey data • Quantitative primary data collection: surveys	Statistical profiles of relative size of different population groups Narrative report on evolution of diaspora population and its composition over time
What are sources of tensions or internal divisions within the Syrian diaspora in Germany?	• Literature review • Qualitative primary data collection: focus groups, in-depth interviews	Narrative report on sources and consequences of tensions or divisions within the diaspora
How is the Syrian diaspora in Germany organized?	• Literature review • Desk-based primary data collection: organizational registries, social media account reviews • Qualitative primary data collection: focus groups, in-depth interviews	Database of diaspora organizations Narrative report on types and activities of diaspora organizations
What is the size and composition of the Syrian diaspora in Germany?	• Literature review • Secondary quantitative data: administrative data, survey data • Quantitative primary data collection: surveys	Statistical profiles of relative size of different population groups

OBJECTIVE TWO:

Engaging the diaspora in an ongoing communication and engagement strategy

The second objective of a diaspora mapping – to establish and maintain contact with a specific population – relates to the value of a diaspora mapping as part of a larger process. Diaspora mappings or studies with a mapping component may be rolled out as a complement to, or part of, a wider communication and engagement strategy that focuses on establishing a long-term relationship with the diaspora. Given challenges around building trust between the diaspora and the government, a diaspora mapping may serve as a tangible form of listening exercise that demonstrates a government's commitment to understanding the diaspora. In that sense, diaspora mappings may be embedded in longer-term diaspora engagement strategies as one tool for deepening communication and, ideally, trust between the diaspora and the State. In diaspora mappings with a communication and engagement objective, the data collected from among the diaspora (the outcome) may be secondary to the role of the mapping as (the process of) connecting the diaspora to stakeholders such as the government and donor agencies. Studies within this objective may use data collection moments as a way to increase face time and rapport-building between bodies, who will collect/use that data, and the diaspora.

Example research questions that relate to this objective include:

- What are the needs and interests of the diaspora from or with ancestral ties to country x related to engagement with their country of (ancestral) origin?
- What tools or methods do use diaspora members use to get information and maintain contact with country x?
- How can different subpopulations within the diaspora from or with ancestral ties to country x be consulted or engaged in the design or validation of programmes or policies targeted at them?
- Who within the community of migrants from or with ancestral ties to country x residing in country y represents specific interests or resources from within the wider community?

Studies with an objective of fostering closer ties between the diaspora and the organization(s) or institution(s) commissioning or executing such studies, similar to studies with a profiling objective, may be more descriptive. They may aim to identify key interlocuters within the population who can be a reliable focal points or partners in longer-term communication, or they may seek to describe how the population of interest regards engagement processes or the partners with whom they are desired to engage. The outputs of studies with a function of fostering communication are less clear than in studies with other objectives, as such studies may use collection of primary data on the diaspora to foster face-to-face contact and interaction. In that sense, the production of population profiles, for example, may be a secondary output that accompanies the main, desired output of sustained interactions with the diaspora. Examples of research questions and matching methodological approaches and outputs tied to the objective of engaging the diaspora in long-term communication strategies are listed in Table 2.

Table 2

Research questions, methodological approaches and outputs related to diaspora communication objectives

Example research question	Potential matched methodological approach	Example output(s)
For what types of activities or goals are members of the Iraqi ethno-religious diaspora residing in the United States willing to cooperate with local governance authorities in Iraq?	• Qualitative primary data collection: focus groups, in-depth interviews	Policy reports or recommendations
What organizations representing Iraqi ethno-religious communities in the United Stated regularly attend engagement or consultation events?	• Consultative fora (e.g. round-table discussions, town-hall meetings, training workshops) • Quantitative primary data collection: surveys	Database of active diaspora organizations Statistical overviews of active organizations
What types of face-to-face interactions (e.g. consultative events, pen-and-paper personal interviews) inspire the greatest openness of communication from representatives of the Iraqi ethno-religious to organizations studying them?	• Qualitative primary data collection: focus groups, in-depth interviews	Narrative report on how members of the diaspora perceive and act in different interaction contexts

TEXTBOX 3. IOM United Kingdom – MAPPING EXERCISES

IOM's office in the United Kingdom conducted several diaspora mapping exercises with the aim of identifying the location of potential beneficiaries of IOM's voluntary return programmes, which are open to asylum seekers and irregular migrants, as well as to identify the main channels of information used by the target populations. The ultimate goal of the mapping exercises was to help IOM improve its communications with foreign language communities in the United Kingdom through media articles, advertisements, and presentations to community groups.

For example: Russian Federation – Mapping Exercise, London, July 2007.

OBJECTIVE THREE:

Collecting information to inform and sensitize (future) policy or programming

The third objective of a diaspora mapping – to collect information on a sub-set of the population to inform and sensitize (future) policy or programming – positions a diaspora mapping as a step within longer-term intervention planning. Within such studies, information is typically collected on a more narrowly defined group within the wider diaspora (for example, skilled professionals from a country of origin living abroad who have maintained citizenship) to understand the sociodemographic characteristics of a population, their current and desired engagement behaviours, and the resources that they may eventually mobilize for a particular end. The data may also be used to identify potential future intervention areas based on the interest of sampled populations. The resulting data would typically represent individuals or organizations, but the purpose is not to profile individuals as such but to understand trends and patterns aggregated from among individuals for the purpose of designing more tailored policies or programmes. In such a model, information on the diaspora is used strategically to produce another output, such as a proposed policy, programme, or intervention specific to a particular population.

Example research questions connected to this objective include:

- What should a diaspora engagement policy contain to incentivize the participation of specific subpopulations of the diaspora from or with ancestral ties to country x living in country y?
- How often do members of subpopulations within the diaspora from or with ancestral ties to country x send remittances or engage in short- or long-term return, and for what purposes do they send money or engage in return visits?
- When or under what conditions would specific subpopulations within the diaspora from or with ancestral ties to country x be willing to make investments or contributions to co-development initiatives implemented in country x with the assistance of specific country of residence y?
- What sensitivities within the diaspora from or with ancestral ties to country x living in country y would affect the success of a community development programme that seeks the diaspora's financial or knowledge contributions?

In comparison to the previous two objectives, diaspora mappings that use information to feed into policy or programme design are often more explanatory or evaluative in nature. Rather than simply describing the state of the population at a particular moment in time, they seek to explain engagement behaviours and to anticipate how different population characteristics will shape the design and potential success of an intervention. Such studies may also feed into programme or policy evaluations, as they may collect indicators that can be used to monitor and evaluate the progression and achievement of a future intervention. Diaspora mappings or studies with mapping components may also be used to evaluate how fit-for-purpose specific policies or programmes are that can or should better incorporate diaspora communities.

The outputs of diaspora mappings with an objective to shape policy, programme or intervention design may include narrative reports, for example, that provide a situation analysis which can feed into later intervention design decisions. Eventually, other outputs could include intervention strategies, programmes, or even specific action plans that detail how a policy or programme will be concretely implemented.

The methodologies that are readily connected to research questions and outputs related to policy and programme design are very much shaped by prior knowledge and by gaps in knowledge related to specific populations targeted as beneficiaries or potential resource providers. Table 3 provides an overview of example research questions, methodologies, and potential outputs linked to policy and programme design.

Table 3

Research questions, methodological approaches, and outputs related to diaspora policy and programming design

Example research question	Potential matched methodological approach	Example output(s)
To what extent is the Georgian diaspora (and specific elements of that population, such as labour migrants, entrepreneurs, skilled migrants, or education migrants) systematically integrated into national, regional, and local Georgian development policies?	• Desk review and thematic analysis of policy documents	Policy reports or recommendations
What types of sectors do highly skilled members of the Georgian diaspora work in abroad, and how can their skills and sector-specific knowledge be leveraged for local development?	• Secondary quantitative data: survey data • Desk-based primary data collection: social media account reviews, "big data" extraction	Statistical profiles of distribution of skilled diaspora and sectoral expertise Policy reports on mechanisms to connect skilled diaspora to local development initiatives
What kinds of incentives should be offered to encourage highly skilled members of the Georgian diaspora with expertise in specific sectors (e.g. health care, engineering) to participate in a temporary return programme?	• Quantitative primary data collection: surveys • Qualitative primary data collection: focus groups, in-depth interviews	Proposed design for a temporary return programme

OBJECTIVE FOUR:

Constructing a database or roster of selected diaspora members

The fourth objective of a diaspora mapping – to construct a database of individuals or organizations that facilitates later contact – results in an output that is typically valid for a shorter period and may be more powerful toward the end of a diaspora engagement strategy. A diaspora mapping with the purpose of constructing a database of diaspora members or organizations would typically result in data for a narrow set of diaspora members/organizations (e.g. specific groups of skilled professionals living abroad). This data may contain both time invariant (e.g. demographic characteristics) and time variant (e.g.

phone number, address) data that can be used to identify profiles of specific individuals within a group, who could then be contacted at a later moment. Unlike the other objectives, which focus more on dynamics and communication with the diaspora as a group, the fourth objective is more focused on understanding and supporting contact (an outcome) with specific individuals, facilitated by an output like a diaspora registry or expert roster.

Example research questions connected to this objective include:

- Who within the diaspora from or with ancestral ties to country x residing in country y has the necessary skills or knowledge to contribute to a specific planned programme or intervention?
- How can members of the diaspora from or with ancestral ties to country x residing in country y with a specific profile be contacted when a specific policy, programme, or intervention is implemented that they could contribute to?
- What is the best organization representing subpopulation z from within the diaspora from or with ancestral ties to country x residing in country y to contact for support for specific policies, programmes or interventions?
- Which organizations representing the diaspora from or with ancestral ties to country x residing in country y can be made into long-term partners for the design and implementation of policies, programmes, or interventions to be implemented in country x?

Studies with an objective to support contact with specific members or organizations of the diaspora may seek to establish a contact list for a specific purpose or end, such as for engaging high-profile members of the diaspora in specific activities that need to be perceived as credible or meaningful by a wider diaspora community. As such, the research questions that relate to this objective may also relate to the objective of profiling the diaspora or calibrating policies or programmes to the needs or resources of the diaspora. Diaspora mappings under this objective may intend to produce a contact database or registry as an output, and the design of such studies is therefore more descriptive in nature, as they provide an (often static) inventory of the population and its contact information at a particular moment in time.

As the research questions used to guide studies with the objective of inventorying and storing contact details of individuals and organizations align very closely with those used to guide studies with other objectives, there is also considerable overlap in appropriate methodologies. Example research questions, methodologies and outputs are given in Table 4 below.

Table 4

Research questions, methodological approaches and outputs related to diaspora registry creation

Example research question	Potential matched methodological approach	Example output(s)
What diaspora organizations provide services or support to irregular South American migrants in Spain that may be useful to contact for future programmes related to amnesty or legal status transitions?	• Literature review • Desk-based primary data collection: organizational registries, social media account reviews • Qualitative primary data collection: expert interviews	Registry or listing of relevant diaspora organizations
Who are key interlocuters or influential members of the Venezuelan and Colombian diasporas residing in Spain who can support messaging to the diaspora community about return programmes?	• Desk-based primary data collection: organizational registries, social media account reviews • Qualitative primary data collection: expert interviews, focus groups	Contact list of key diaspora members
Who are health professionals within the South American diasporas residing in Spain with competencies related to the design of health behaviour change interventions targeted at irregular migrants?	• Desk-based primary data collection: social media account scraping, organization membership registries	Roster of diaspora professionals

TEXTBOX 4. CHECKLIST FOR MAPPING OBJECTIVES

Before moving forward in the design of your diaspora mapping, ask yourself:

1. Have I reviewed available literature about the diaspora I am interested in studying, and has this review helped me identify a gap my study can fill?

- No: Prior literature has not been reviewed or not sufficiently enough to help narrow the focus of the mapping. If you have not reviewed past literature, start by formulating a search strategy and identifying relevant sources of information. Review the reflection questions in Textbox 1: Standing on the shoulder of giants about using literature, and read the section on literature and desk review in the Method-specific module on secondary data for further ideas on using literature to inform your study design.

- Yes: Prior literature has been reviewed and suggests ways of narrowing the focus of the mapping. As a next step, consider using a method to support archiving and analysis of relevant literature (see section on literature and desk review in the Secondary Data Method-specific Module).

2. **Do I have a clear objective or aim that will guide the design of the research?**

No: There is/are no explicit or clear objective(s) to guide the design of the research. To better define the objectives of the research, it is important to consult with relevant stakeholders to identify each stakeholder's visions and expectations related to the purpose of a diaspora mapping. In diaspora mappings that involve multiple stakeholders, make sure that the mapping objectives are explicitly formulated and agreed upon by each involved stakeholder to ensure the emergence of a coherent approach through the diaspora mapping process. You may also consider re-reviewing this chapter of the Step-by-Step Guide to Conducting Diaspora Mapping, focusing specifically on locating the purpose of your mapping within one of the four listed objectives. Once you have a general sense of what a study should achieve, consider how you convert that global purpose into a specific, SMART objective, considering the information provided in Text box 2: How SMART are we?

Yes: The research has a specific, concrete objective or combination of objectives. In diaspora mappings involving multiple stakeholders, these objectives have been defined through consultation with each relevant stakeholder to ensure alignment of visions and expectations. The objective(s) has/have been evaluated according to SMART criteria. The alignment between objectives, methodologies, and outputs has been considered. As a next step, consider what specific unit of analysis will be selected, and consider how you will move from the conceptualization of the diaspora to their identification and measurement.

Decision 2:

What is the unit of analysis?

Once the objective of the diaspora mapping has been clearly identified, a next set of decisions relate to limiting the scope of the eventual mapping. One of the key elements of a diaspora mapping is naturally what exactly is or will be studied: what we can call the "unit of analysis".

A unit of analysis is what or who, is or will, be studied, which is bounded by place (and, to an extent, time). The unit of analysis therefore comprizes two important components: (1) the population focus (who or what will be studied), and; (2) the geographical focus (where the population of interest is or can be found). While the unit of analysis and the specific components of who/what will be studied and where may seem intuitive or clear based on a study objective, it is important to recognize that the population and geographical focus are explicit decisions that must be made. These decisions will carry important implications for the methodologies and methods that can be used to meet the study objectives. Each of these components of scope will therefore be examined in more detail below.

SCOPE COMPONENT 1:

Population of focus

Inherent to any diaspora mapping is, naturally, "the diaspora": a population, conceptualized and defined in particular ways. A diaspora is not a natural population unit; its membership and boundaries are created, with different stakeholders ascribing different characteristics to the population of interest. How exactly the diaspora is defined for the sake of a mapping is a pivotal first decision that will limit a study's population of focus and therefore also the overall study design. In some cases, existing laws or policies in the diaspora country of (ancestral) origin may provide an operational definition that a mapping should follow, whereas in other cases, the study team may need to define the population through different criteria.

First, it is important to recognize the different ways diasporas can be conceptualized, as different conceptualizations will be matched to different ways of defining the population and collecting information on it. As is explored in the introduction to this Diaspora Mapping Toolkit, the history of the term diaspora is long and complex. Reflecting how the term may encompass different migrant cohorts with retained ties to their (ancestral) homeland, the International Organization for Migration (IOM) defines diaspora as:

> Individuals and members of networks, associations and communities, who have left their country of origin, but maintain links with their homelands. This concept covers more settled expatriate communities, migrant workers based abroad temporarily, expatriates with the nationality of the host country, dual nationals, and second-/third generation migrants.[6]

Designers of diaspora mappings will generally have a specific conceptualization of the diaspora in mind at the outset of a mapping often provided for by relevant national legislation or policy that defines the diaspora within the national context. Ideally this conceptualization should reflect the two components of "diaspora-ness" identified in the IOM definition, namely: (1) immediate or historical migration from a place of (ancestral) origin; (2) to which an individual has retained ties. When planning a diaspora mapping, it is important to recognize that how a diaspora is conceptualized may reflect criteria or components that may not readily lend themselves to measurement. For example, some studies may conceptualize the diaspora as comprising individuals who feel as if they are part of a collective community based on (ancestral) origins. Capturing the component of feeling can be quite challenging, and indeed existing data sources (secondary data) will generally not support identification and documentation of the diaspora based on such a criterion. It is therefore important to consider how an (ideal) conceptualization of the diaspora can be translated into concrete, specific measures: a topic that is dealt with in depth in the Core Module: Indicators and Questions for Diaspora Mapping, which suggests ways of bringing diaspora from conceptualization to measurement.

The decisions related to who within the diaspora will be included within any given mapping

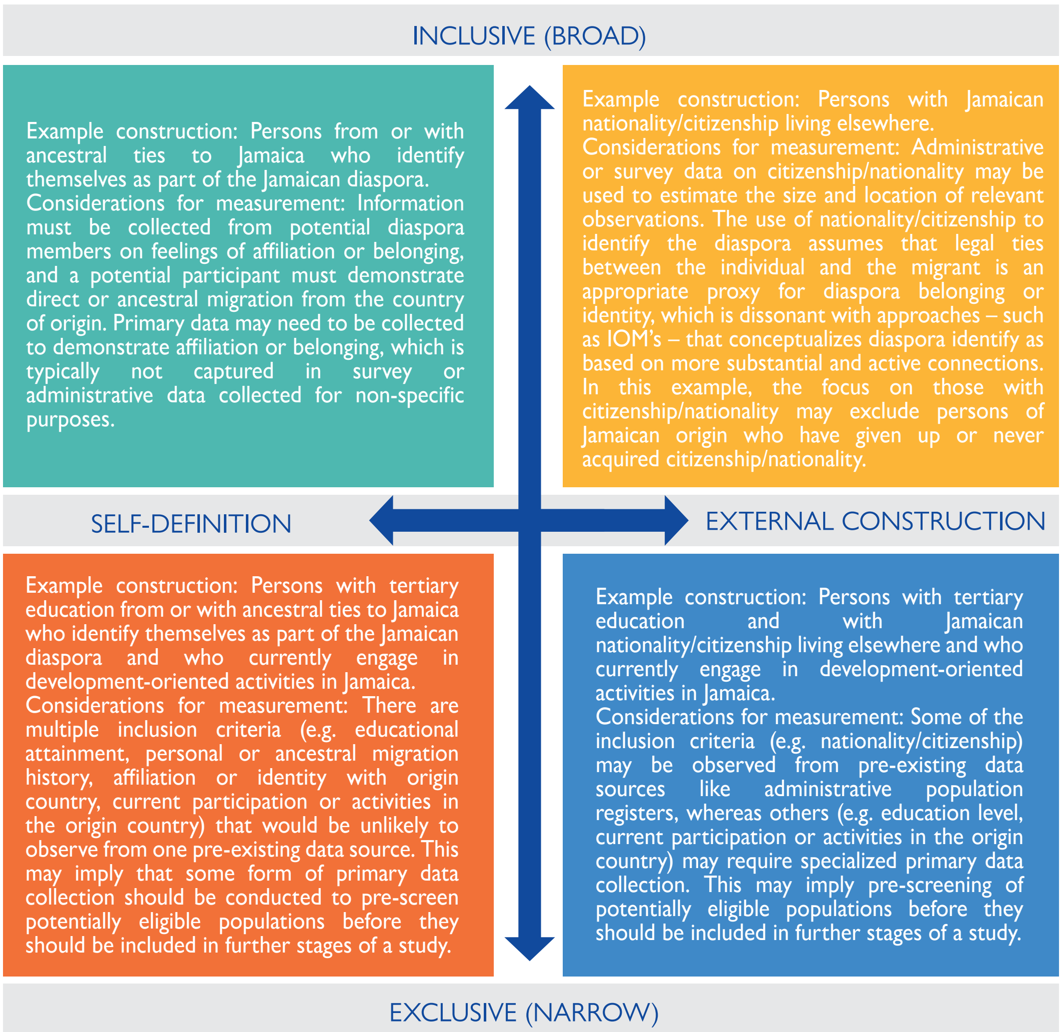
6. International Organization for Migration (2011). "Diasporas" in Glossary on Migration, R. Perruchoud and J. Redpath-Cross, eds. International Migration Law, No. 25. IOM: Geneva.

should be aligned with its objectives. The objectives of a diaspora mapping will often contain an implicit population of focus that provides some framework for who or what is considered to be part of the diaspora to be studied. Mappings with more specific, instrumental objectives – for example, to inform or target future policy or programming, or to create a list or roster of select diaspora members – will often be constructed around a specific target population from the beginning. Mappings with instrumental objectives tend to have narrower, exclusive criteria for the population of focus: often because the objectives relate to concrete outputs (e.g. list of diaspora organizations, policy recommendations, roster of diaspora experts) that are already narrowed or targeted to a finite and specific population.

In contrast, diaspora mappings that seek to profile the diaspora or engage the diaspora in a long-term communication strategy may have a wider and more inclusive population of focus. In many cases, studies with these objectives are more exploratory in nature, as they may seek to identify and sketch out the boundaries of the diaspora population. For such studies, the population selection at the beginning of the mapping may change as the study commences.

Figure 1

Population of focus and implications for measurement



When making decisions about how the population of focus is defined, it is therefore important to seek constructive alignment with the mapping objectives. It is also important to recognize that the criteria chosen will carry implications for how the population is defined, identified, and eventually selected into the study. Figure 1 visualizes two common dimensions on which a population of focus can be defined: (1) the self-definition versus external construction of diaspora, and; (2) level of inclusiveness – whether the study takes a broad construction or exclusive/narrow construction of diaspora. The figure provides an example of how a similar population of focus could be constructed in each field of the matrix, and it provides considerations of how that construction may shape identification and measurement. Textbox 5: "The Diaspora": Moving from concept to measurement provides some reflection questions that can be used to make decisions related to the population of focus.

TEXTBOX 5. "THE DIASPORA": MOVING FROM CONCEPT TO MEASUREMENT

How the population of interest is constructed within a mapping will generally reflect the study objectives, but it may also reflect the state of knowledge about a given population (How has the population been defined in the past?) or more practical considerations of how such a population can be identified and observed (What are appropriate proxies for this population in existing data?). Furthermore, it is important to clarify the population of interest with the key stakeholders involved in a mapping. Consultation with governments or other commissioning agencies is particularly important to ensure that there is explicit agreement of the population of interest: but also that this population can be meaningfully identified and measured.

The following questions can stimulate critical reflection about how the population of interest can be defined:

- Does national legislation, regional frameworks or policy provide a definition of the diaspora and, if so, what characteristics or criteria does that definition contain that can lead to specific ways of measuring the population?
- Does previous research provide a sense of how the diaspora can be defined, and is it clear how adopting different constructions will affect the size and composition of the study population? Is it important for my mapping design that I can use pre-existing data, like administrative data on nationality or citizenship, to define and count my population of interest? Does my choice of population of interest, contradict definitions used in existing data?
- Am I interested in a specific sub-set of the potential diaspora population, for example, based on skill/education level, reasons for migration, and so on?
- Is it important for my mapping to include only individuals or organizations with retained ties to the (ancestral) country of origin?

How the diaspora is defined may not always lend itself to measurement. It is therefore important to consider how the selected population of focus aligns with the established national or programmatic definition of diaspora to be employed. Furthermore, if there is a specific measurement of diaspora that is already available, it is important to critically consider if this measurement aligns with the relevant definition as well.

Moving from concepts to measurement also requires a critical reflection of trade-offs. For example, measuring the diaspora as a population with retained ties and felt connections to a country of (ancestral) origin and then measuring diaspora identity through a simple proxy such as nationality/citizenship in existing data will compromize analytical power for ease of data access. In this example, the chosen measurement of the diaspora may be so disconnected from the characteristics that are seen as central to the diaspora experience that it may not be an appropriate measure, and an alternative measurement method and accompanying data should be sought.

Once a specific population of focus has been selected, a next important decision relates to whether individuals or structures will be studied. Some diaspora mappings focus on the activities, profiles, opinions, perspectives, identities, values, and so on of individual diaspora members. When the unit of analysis is an individual, the mapping generally focuses on the smallest level of understanding or interpretation: the so-called "micro level". Studies on the micro level generate insights into how individuals behave and what factors shape those behaviours. In contrast, other diaspora studies may focus on structures that give form to the diaspora, namely organizations and collective practices. When the unit of analysis is a structure, the mapping generally focuses on understanding and interpreting phenomenon on a middle level: what can be called the "meso level". Meso-level studies often provide insight into more aggregated behaviours and trends, and they generally seek to explain how collective expressions of group membership, like diaspora associations or organizations, represent groups of individuals. Studies of structures often investigate how a diaspora identity is mobilized, or how a sense of identity or affiliation corresponds to, or motivates action. In a sense, diaspora structures can be understood as means of expressing identity, whereas individual diaspora members can be understood as the actors with identities shaped around collective experiences.

Diaspora mappings may provide insight into both micro- and meso-levels of analysis, and some studies may benefit greatly from integrating these two analytical levels. For example, mappings that focus predominantly on organizations will generally still collect data from individual respondents or representatives of an organization, and the data collected on individual experiences or perceptions may be integrated into the analysis, even if the primary focus is on organizational dynamics. There is not always a clear distinction between micro- and meso-level, yet it can be important to identify these different units of analysis to ensure appropriate sampling. However, the focus on individuals or structures will likely require different methods for identifying and observing the chosen units of analysis. Locating and observing individuals will generally require different sampling considerations and different sources of data than associations, organizations, or practices.

Moving from conceptualization, to an analytical level (individuals or structures), and eventually to actual identification and observation requires sampling. Sampling refers to selecting and recording observations (specific individuals or structures like organizations) from specific representations of the larger population of interest. There are many different principles that can be used to determine the most appropriate sampling approach for a given mapping, and sampling techniques often vary by methodological approach (see the Method-Specific Modules for Diaspora Mapping, which describe sampling choices in quantitative, qualitative, and secondary data settings). In many contexts, it is not possible to capture all representations of a specific unit of analysis. When a census is not possible in which all relevant members of a target population can be identified, specific samples will need to be collected, but deciding on the sampling method can seem overwhelming. One way of easing sampling decisions is to think through inclusion/exclusion criteria, which are the dimensions or features according to which an observation (i.e. the specific individual, organization, or other unit) is included in or excluded from the sample.

Explicitly identifying inclusion and exclusion criteria is important, as the criteria used to select the actual individuals or organizations included in the mapping can affect the conclusions that a study can draw and therefore the types of objectives a mapping can meet. Inclusion criteria often relate to the characteristics an individual or structure should have to be considered relevant for generating insights. Exclusion criteria are characteristics an individual or structure may have that would limit the generation of insights; they are characteristics that may challenge the (ethical) collection of data, interpretation of results, or the level of inference a study generates. Said simply, inclusion criteria can enhance generalizability of the mapping results to the wider population that the data should represent, whereas exclusion criteria limit the data and ensure that individuals or structures that could lead to misleading, unrepresentative, or difficult to interpret results are not included (for a more detailed discussion of generalizability and representativeness, see Table 7: Principles of research quality in quantitative and qualitative designs. Table 5: Example inclusion/exclusion criteria for micro- and meso-level diaspora studies provides typical examples of inclusion and exclusion criteria that can be used to determine which specific individuals or structures are included in a diaspora mapping. The examples given may relate to more conceptual choices (e.g. inclusion based on sense of affinity or belonging to diaspora collective identity), practical considerations (e.g. exclusion based on inaccessibility of the study tools by the population of focus given language or literary barriers), or ethical considerations (e.g. exclusion based on potential persecution of the study population).

Table 5

Example inclusion/exclusion criteria for micro- and meso-level diaspora studies

Unit of analysis	Inclusion criteria	Exclusion criteria
Individuals	• Year of migration to residence country/years of residency in residence country • Year of last residence in origin country • Nationality/citizenship • Self-identification as diaspora • Ability to speak language of country of (ancestral) origin • Retained ties to persons or organizations in country of (ancestral) origin (e.g. through sending remittances, participating in training exchanges, home ownership) • Willingness to return to country of (ancestral) origin	• Possession of multiple nationalities • No direct migration experience from country of origin (note: this would restrict the sample to first-generation diaspora) • Inability to understand/use language of interviewers or of data collection tools (e.g. online survey) • Potential targeting or marginalization by government in country of origin/residence or by other individuals based on political position, ethnicity, or other characteristics • Inability to give informed consent (due to, e.g. language barriers, age, inability to track original poster on social media)
Structures (e.g. organizations, associations)	• Registration with authority or body that grants specific status (like non-governmental organization status, tax exemption status), e.g. chamber of commerce, tax service • Vision statement or mandate related to a particular type of diaspora engagement • Minimum/maximum number of registered members • Membership comprized of particular types of individuals (based on, e.g. ethnicity, place of origin, religion) • Currently or recently active • Types of activities conducted • Participation in umbrella organizations representing diaspora network • Activities conducted in specific country/region of (ancestral) origin or targeted at individuals in/from country/region of (ancestral) origin	• Focus on deterritorialized or multi-country identity group (e.g. Roma, Kurdish) rather than group from or with retained ties to specific country of (ancestral) origin • Not listed in any public organizational registry and/or with no social media presence • Activity only for short-term, specific causes, with no continuity in their activities or identity • No contact details given for leadership or membership • Potential targeting or marginalization by government in country of origin/residence or by other individuals based on political position, ethnicity, or other characteristics

Explicitly listing the inclusion/exclusion criteria used to determine study sampling is also essential to help recognize and pre-empt sources of bias in the final sample. Unless a census is collected, in which all possible eligible members of a target population are included, the final sample will include only a sub-sample of the total eligible population. In many cases, that sample is constructed only to represent specific characteristics (related to the inclusion criteria). In some cases, the omission of particular members of a population (related to exclusion criteria, or to unintentional exclusion) implies that the final results cannot be meaningfully inferred to all members of the relevant population.

For example, we can imagine that a diaspora mapping collects data from an online survey. By design, certain members of a population will be excluded from participating in the mapping: persons without access to a computer or the internet, persons who are illiterate or have low literacy levels, or persons who cannot understand and use the language of survey will not be able to independently participate. Such approaches may also eventually include a skewed sample of participants who may have inherently higher interest or motivation: if a surveyor is not actively working with the community to identify and encourage participation, the individuals who do participate may have characteristics that make them unrepresentative of the larger population. The mapping results may therefore contain systematic bias: potentially important subgroups (such as the elderly or less engaged) are more likely to be absent from the collected data. In this example, the exclusion criteria that could be explicitly identified, like not having possession of or being able to use a computer or the internet, connects already to a potential methodological approach. This example therefore demonstrates another layer in which constructive alignment can be sought in a diaspora mapping: that is, the alignment between population inclusion/exclusion and methodological designs and tools.

Combined together, decisions related to the construction of the population of focus, the focus on individuals or structures, and identification of inclusion/exclusion criteria can significantly limit the unit of analysis that will be involved in a diaspora mapping. The more specific the unit of analysis is, the narrower the scope of the mapping becomes, and the more feasible it becomes to meet the objectives of the study. Another way of limiting the scope of the mapping is to specify the geography of focus: the locations from which populations of interest hail and in which they live.

TEXTBOX 6. HOW MANY IS TOO MANY?

In diaspora mappings, context is often very important in shaping a mapping's objectives, its desired end results, and the methodological approaches that would be appropriate to meet those objectives and outputs. Individuals who you may consider to be part of the same diaspora based on shared communities of (ancestral) origin may have very different ways of identifying themselves, organizing themselves, and expressing their diaspora affiliation when they are based in different countries of residence. These differences may imply that each specific population you want to study should be considered its own case, with its own, distinct characteristics that need to be sufficiently understood to generate meaningful insights.

Diaspora mappings often seek to collect data on a large population based on the intuition that a larger sample will provide more nuance or more information, but data requires contextualization and the design of both data collection and analysis approaches that reflect the context in which a case has been observed. This is inevitably calls up the question: how much is too much?

There is not a one size fits all answer to how many cases (or specific populations) is just right in a diaspora mapping. Diaspora mappings often require innovative and intensive approaches to capture the desired information on the selected population of interest. The more knowledge is needed to craft a responsible research design and the more expertise that is needed to make the chosen research design feasible, the more time and financial resources will generally be required within the mapping. It is therefore important to critically evaluate what resources are needed to responsibly study different diaspora populations.

Let us imagine a hypothetical diaspora mapping that seeks to craft population profiles for the Nigerian diaspora in the United Kingdom, Germany and Sweden. While the country of (ancestral) origin is the same, the countries of residence are radically different, each with different national languages, policy environments, migration histories, institutions, geographical sizes, and so on. These characteristics will influence the methodological approach chosen, and they may imply that the diaspora mapping team should include community mobilizers and researchers who understand the specific contexts under study and have the skills and competencies to navigate those contexts. Such a study is significantly more complex and resource intensive than a single-country study.

There is often a trade-off between the quality of a diaspora mapping and the quantity of data it contains. Quality should generally be prioritized: a large volume of data that is poorly calibrated to the context under study will often not support a diaspora mapping team to meet the mapping's objectives or end outputs because it may not appropriately reflect the reality under study.

SCOPE COMPONENT 2:

Geographical focus

Geography is a key element of any diaspora mapping, in two differing ways. First, diaspora populations are almost always defined through geography and through the crossing of geographic boundaries: whether through contemporary or historical movements between places or spaces. The place of (ancestral) origin – whether historical or contemporary, based on a region that crosses modern political boundaries, or existing in a modern state – is often a defining feature of a specific diaspora population. Second, place is imperative to diaspora mappings (and diaspora studies more widely) because it determines which populations will be studied and where they will be studied. Geographical focus is therefore a key part of a research design.

As with selecting the population of focus, there are different nested decisions that need to be made when considering the geographical focus of a diaspora mapping. A first decision relates to how geography is used to define the population of interest.

A particular diaspora is often defined related to a place of origin, but it is important to recognize that place of origin does not necessarily correspond to a modern, existing state. For example, a diaspora's "homeland" may relate to a broad, historical region rather than to a modern state (e.g. as in the case of the Assyrian diaspora that may locate itself in the historical upper Mesopotamia region spanning multiple modern states). Some diaspora groups may also associate their place-based identity with a region spanning multiple, modern states given similarities in the migration experiences of people from those territories (e.g. the Yoruba diaspora, whose members may have (ancestral) origins in different countries in West Africa). In contrast, other diasporas may construct their identity and sense of belonging with each other based on more localized places of origin, such as regions or communities within a state (e.g. Ecuadorian migrants from Otavalo, who have distinct migration histories and ethnic group membership).

In contrast, some diasporas may be considered "deterritorialized". Some groups may have been displaced from multiple places of (temporary) home, in some cases giving rise to a "travelling culture" in which diaspora identity centres around being placeless (e.g. Romani diaspora) or around being displaced from different origins.[7] Diasporas with multiple sites of home may be particularly complex to define and study, which may require deeper investigation into the origins and expressions of diaspora identity. Deterritorialized diasporas may also be united not by a common place of origin but by other, place-independent characteristics such as religion (e.g. the Muslim diaspora), leaving place of origin as a less meaningful way of defining the diaspora than other characteristics.

When using place of origin to define the diaspora, it is important to question how geography or place guides diaspora identity. For example, for many diaspora groups, place and the collective histories and traumas tied to a place may form an important core of their identity as a diaspora. For other, more contemporary diasporas, a modern state may be an important reference point for their identities. For each specific population of interest, it is important to understand how place relates to diaspora identity and affiliation rather than assuming that all individuals with migration histories from a specific, modern state will associate themselves as diaspora of that state. A critical part of planning a diaspora mapping is therefore to explore the histories of particular diasporas to understand core parts of their identity (e.g. critical events or watershed moments, places of origin) that will likely motivate shared identity and collective action.

A second decision related to geography relates to identifying and defining where a particular population will be studied. When collecting information on a population, it is often not possible to provide a census in which every possible member of the target population can be captured. In many cases, only a sample of all possible members of the target population can be represented. In such situations, the population needs to be studied in a small number of specific study contexts. Studies can be conducted on countries of destination, but they may also focus on other levels like regions or cities. There are four principles that may guide the selection of specific study contexts: (1) relevance; (2) characteristics of the resident diaspora; (3) comparative value, and; (4) value for policy or programming. Relevance may be defined by the size of diaspora stocks in, or the size of recent diaspora flows, to a given place. The size of a population in a particular place has important implications for the sampling of individuals/structures and the eventual cost of attaining an adequate sample size, as locating and engaging relatively small numbers of relevant observations may require more effort than locating and engaging larger groups. A similar principle for the selection of study contexts is related to the characteristics of the resident diaspora. Diverse, heterogenous

7. See Cohen (2008), p 123.

diasporas comprized of important subgroups defined on the basis of year or "cohort" of migration, or characteristics such as ethnic or religious affiliation, or skill level, may have diverse countries of residence, with different subgroups of interest located in specific places. For example, highly educated or skilled diaspora members may migrate to or reside in different countries or cities than low- or medium-skilled diasporas given the structure of the economy or opportunities for employment and migration in those places. If particular subpopulation groups within the diaspora should be targeted for inclusion in a diaspora mapping, then identifying where those specific groups are more concentrated may guide the study context selection.

Another principle for selecting study geography is comparative value, with multiple locations selected according to specific criteria (such as country legal environment, wealth level, geographical proximity to country of (ancestral) origin, etc.) to support the fruitful comparison of diaspora experiences across differing contexts. If a mapping seeks to examine how diasporas are organized or engage with the country of ancestral (origin) in different residence country contexts, then it can be important to identify what factors or features of a place are expected to most shape diaspora experiences. Such factors may include legal security or tenure of legal statuses, cultural or linguistic similarity to the place of origin, geographical proximity to place of origin, country socioeconomic or human development level, and so on. In determining the comparative value of different locations, it is also important to discern different geographical/administrative "levels", for example, not only countries but also regions, states, municipalities, or cities.

A final principle that may guide the identification of study contexts relates to the value of a place for a policy or programming. For example, a diaspora mapping may be commissioned by a funding body because of their interest in developing future programming for diasporas in that location. In this case, the study objective will define the geographical study context. In other cases, a country of origin may be interested in developing a diaspora engagement policy that is sensitive to the needs and constraints of diaspora members residing in particular locations, which will again narrow the selection of potential study contexts. Table 6: Principles of selection of study geography summarizes the potential principles that can be used to define where a diaspora mapping will take place, with examples given of what kinds of geographical selections each principle could yield.

Table 6

Principles of selection of study geography

Principle of geographical selection	Elements to consider	Example selection
Relevance	• Size of resident diaspora population (e.g. diaspora stock) • Size of new diaspora residents (e.g. diaspora flows)	• Top 3 countries of residence in terms of total emigrant stock living abroad • Country receiving largest contemporary flows of emigrants from select country of origin, even if stocks are larger in a different residence country
Characteristics of resident diaspora	• Presence or size of specific subpopulation of interest	• Country or cities with largest population of tertiary-educated diaspora from select country of origin • Country of residence of large share of relatively rare subpopulation (e.g. ethno-religious minority community)
Comparative value	• Country legal/migration policy context • Geographic proximity to country of (ancestral) origin • Cultural proximity to country of (ancestral) origin • Presence of differing diaspora stocks (e.g. refugee vs. family reunification entry modes; low- vs. high-skilled; different ethno-religious communities)	• Country of residence of large, undocumented population from select country of origin and country of residence with large population of historical, family reunification migrants from select country of origin • Country with largest share of tertiary-educated diaspora from select country of origin and country with largest share of diaspora with no formal education from select country of origin • Countries of residence (1) within immediate region of select origin country; (2) of median distance to select origin country, and; (3) of furthest distance from select origin country
Value for policy or programming	• Country relevance for development of (bilateral) diaspora engagement policies • Country relevance for donors or study commissioning bodies • Country relevance for diaspora-focused programmes or interventions	• Countries that have recently agreed to fund or support assisted voluntary return programmes to select country of origin • Country with targeted co-development programmes or initiatives that engage CSOs connected to select country of origin

Once the broad geographical context in which a mapping will take place has been selected, a subsequent decision is where exactly observations will be selected from. While a diaspora mapping may focus on a particular region or country, individuals or organizations generally live or operate in specific locations: for example, specific states or cities. It is therefore important to define criteria that will be used to select specific sample sites from which observations will be taken. The selection criteria can reflect those used to select the general geography of a diaspora mapping, but more specific data or information may be needed to guide selection. For example, while administrative data on citizenship may be useful to identify top countries of residence of individuals from a select origin country, data on where exactly within a residence country this population resides may not be publicly available. Other information may therefore be needed to guide sample site selection, such as organizational listings or diaspora-related enterprises (such as restaurants and handicraft retail stores associated with a particular country or region) or web traffic to national media/news sites, which can act as proxies for the presence or density of a diaspora population.

However, the selection of specific sample site(s) reflects the methodologies of a mapping. Tools that require face-to-face interaction, such as focus groups, in-person semi-structured interviews, participant observation, or face-to-face surveys will require the identification of specific sample sites. Tools that can be digitally facilitated, such as online surveys or semi-structured interviews conducted via telephone or voice-over-IP (VOIP) services such as Skype, do not face the same constraints related to location, yet selecting specific sample sites may nevertheless be important when considering research design principles such as replicability or generalizability (for a more extensive discussion of online versus offline quantitative tools, see the Method Specific Module for Diaspora Mapping: Secondary Data ; discussions of research design principles in qualitative methodologies can be found in the Method-Specific Module for Diaspora Mapping: Qualitative Methodologies and for quantitative methodologies in Method Specific Module for Diaspora Mapping: Quantitative Methodologies).

In some cases, organizations may function in a way that is independent of location, for example, by organizing and offering events online. In this sense, geography may not be a useful criterion to use to select observations. However, including organizations that work beyond specific geographical contexts is an explicit research design choice and the rationale for selecting such organizations should be identified and described just as the rationale for selection space-bound organizations would be.

Taken together, decisions related to selecting the unit of analysis – who or what will be studied and where they will be studied – importantly narrows the scope of a mapping. There are both methodological and practical reasons how this narrowing of scope is important, which are described in Textbox 7. Why is the unit of analysis so important?

TEXTBOX 7. WHY IS THE UNIT OF ANALYSIS SO IMPORTANT?

The unit of analysis is the cornerstone of a research design, as it helps make the connection between study objectives and the data that will help meet those study objectives by determining from whom/what and where data will be collected.

The objectives of a mapping will often make clear what the unit of analysis should be, and they will often define: (1) the desired place of (ancestral) origin that determines a diaspora population; (2) where such populations should be observed, and; (3) whether individuals or structures should be at the heart of analysis. From both methodological and practical perspectives, selecting specific units of analysis is important because:

- **An appropriately selected unit of analysis can support achievement of study objectives.** Diaspora studies often have an instrumental purpose, such as guiding the design of future programming, or ensuring that there are sustainable, open lines of communication with the diaspora. How well those objectives can be realized will often depend on the selected unit of analysis. For example, if a diaspora mapping is undertaken as one part of a long-term communications strategy with the diaspora, it may want to engage with individuals and organizations who are or can become long-term partners. In such a study design, it is therefore important to select units of analysis that are meaningful over longer time spans; selecting an organization that has a mandate to operate temporarily in response to a short-term objective like a funding drive may not serve the overall study objective.

- **Not all units of analysis are generalizable.** Some studies have an objective of generalizing findings or experiences to a wider population. To meet such an objective, it is important that selected units of analysis are actually representative of the wider population of interest. Care must be taken in selecting representative units which requires sophisticated understanding of what the distribution of desired characteristics is within the wider population of interest. Failure to select appropriate units of analysis in studies that should allow generalizability may invite conclusions that contain ecological fallacies. An ecological fallacy arises when inferences are made about an individual based on insights derived from a group, which can lead to poorly targeted policy or programming.

- **Documenting how and why a unit of analysis was selected can support long-term use of research findings.** Given the time, expertise and expenses involved in preparing diaspora mappings, there may be limited new research available on specific populations of interest. Studies that have been conducted in the past may provide vital clues to international and intergovernmental organizations, governments, and civil society organizations wishing to engage with the diaspora long into the future. For studies to remain relevant and useful, it is important that the many decisions made in their production are transparently documented and presented so that future users can understand the limitations and advantages of the insights produced. Future studies may also want to build off of previous study designs, as understanding how and why a specific unit of analysis was selected can help guide the methodological choices of future research.

- **The more specific a unit of analysis is, the more feasible it may be to locate specific observations.** Narrowly defining a unit of analysis often limits the search of relevant observations that will help a research team meet a study's objectives. Particularly for more inclusively-defined diasporas, narrowing down the unit of analysis can make eventual selection of specific observations into data collection more feasible and cost effective.
- **The more specific a unit of analysis is, the easier it becomes to identify the tools and competencies needed to study that unit appropriately.** The unit of analysis chosen for a particular diaspora should be matched to the study objective. When combined, the objectives of a study and unit of analysis needed to meet those objectives that will likely limit the methodological approaches and tools that are appropriate to use. Limiting methodological approaches to study a particular unit of analysis is also important for anticipating resource needs, including specialized expertise and knowledge related to elements like languages spoken by the diaspora, sampling procedures, and gaining access to/building relationships with the target population.

TEXTBOX 8. CHECKLIST FOR UNIT OF ANALYSIS

Before moving forward in the design of your diaspora mapping, ask yourself…

1. Do I have a clear conceptualization of the population of interest?

○ No: There is not yet a clear conceptualization of what that population of interest is, and as a result, it is not completely clear who/what should be studied within that diaspora. In addition to re-reviewing parts of this chapter, particularly Figure 1: Population of focus and implications for measurement and Textbox 5: 'The Diaspora': Moving from concept to measurement, hold a consultation with the mapping's stakeholders to more explicitly identify the population of interest. In the absence of national legislation or policy that provides a functional definition of the diaspora, project stakeholders – namely governments and other commissioning bodies – will likely have a specific vision of the population of interest that should be translated into appropriate methods and tools for identifying and collecting information from that population. In these consultations it is important to critically consider how different conceptualizations of diaspora correspond to the study objectives and to feasible tools and methods of measurement.

- Yes: It is clear how the population of interest is composed, and critical thought has been given to how the conceptualization chosen will relate to how the chosen population is defined and eventually observed and measured. The selected conceptualization matches the study's objectives, and it is now possible to identify more specific inclusion/exclusion criteria that will further narrow who/what does or does not belong to the population of interest.

2. Do I want to study individuals?

- No: For the given study objectives, individuals, or micro-level observations, are not the most appropriate analytical level. If you have not yet fully considered which analytical level would be the most appropriate and would be used to guide sampling, consider re-reviewing parts of this section, particularly Textbox 5: "The Diaspora": Moving from concept to measurement and Table 5: Example inclusion/exclusion criteria for micro- and meso-level diaspora studies.

- Yes: Considering the study objectives, it seems that individuals are the most meaningful analytical level. If specific individuals should be studied, you may want to consider next who specifically should be sampled. How an individual is selected into a mapping will differ across methodologies, and sampling procedures relevant for individuals are described in both the Quantitative and Qualitative Method-Specific Modules.

3. Do I want to study structures, like associations or organizations?

- No: For the given study objectives, structures like associations, organizations, or groups, which represent meso-level observations, are not the most appropriate analytical level. The level of aggregation structures represent is not as meaningful for the study objectives as individual-level perceptions, behaviours, values, and so on are more useful.

- Yes: Given the study objectives, the meso-level unit of analysis is more meaningful, as the study should provide insights into how communities are organized, how the views and desires of groups of individuals are acted on, and what structures allow the diaspora to mobilize their collective interests. As next steps, consider how the universe or population of relevant structures will be constructed, which is discussed in more depth in the Method Specific Module for Diaspora Mapping: Secondary Data.

4. Do I have a list of inclusion and exclusion criteria that can guide sampling of the population of interest?

- No: Based on the study objectives, it is not yet completely clear how the relevant population of interest can be more narrowly defined. If the specific analytical level (e.g. micro-level, meso-level) has not yet been decided, consider what level the results of the mapping should speak to. Without knowing the analytical level, it is challenging to define meaningful inclusion or exclusion criteria.

- Yes: Based on the study objectives and the analytical level the objectives speak to, lists of inclusion and exclusion criteria have been elaborated. To facilitate later data analysis and the transparent reproduction of the study design, make sure to explicitly formulate the inclusion and exclusion criteria to be used. In many studies, these criteria will shift as more is known about the population of interest. If this is the case in the given mapping, make sure to periodically review and update the inclusion/exclusion criteria that are used. Make sure to integrate ethical considerations into the selection of criteria; for more information on ethics, consult the section Consideration 1: What ethical dimensions should be considered?.

5. Do I know how geography and 'places' of origin shape diaspora belonging?

- No: It is not completely clear how specific geographies shape diaspora identity. Further examination is needed of how geographies correspond to organizing principles of diaspora belonging, which may require review of past studies and literature on the diaspora population of interest (for more information on use of literature, see the Method-specific module on secondary data).

- Yes: The places/spaces of (ancestral) origin for the diaspora of interest are known and connected to the specific (subpopulation) of interest. The way place relates to the conceptualization of the diaspora and to inclusion criteria has been considered, narrowing down the unit of analysis. As next steps, consider further evaluating how the selected geography relates to current population numbers and whether the selected geographical origin reference point will exclude parts of the potential population of interest that are considered integral to the group.

6. Do I know where a diaspora mapping should take place, both in general terms of geography (e.g. region of focus, country of focus) and in terms of specific sample sites (i.e. where observations are taken from)?

- No: It is not yet clear where a mapping should be implemented. In addition to re-reviewing Table 6: Principles of selection of study geography, consider consulting pre-existing data or information that can assist in the selection of study geography. For example, consider reviewing past studies on the selected diaspora population to understand where they have previously been studied and why those study locations were chosen (see Textbox 2: Standing on the shoulders of giants. Statistical information on the distribution of migrant populations from particular countries of origin residing in specific countries of residence may also help in identifying key corridors of movement or residence (see the Method Specific Module for Diaspora Mapping: Secondary Data for more information on conventional sources of migration data). Consider as well how the resources and capacities of diasporas may differ according to the study context. For example, diasporas residing in larger, international cities may have greater access to networks, financial capital, and human capital, which may shape how they unite and mobilize. The ease of mobilization may affect the feasibility of different study locations, so understanding diaspora dynamics at different geographical levels – including within specific cities – may assist in fruitful study site selection.

- Yes: The objectives of the diaspora mapping have been critically evaluated to understand what specific locations or places (e.g. countries, regions, states, municipalities, cities) would yield the most relevant and meaningful observations. As a next step, consider how specific observations will be identified and located, considering the sampling design principles described in both the Qualitative and Quantitative Method-specific modules for diaspora mappings.

Decision 3:
What is the timespan of the study?

Following identification of study objectives and the unit of analysis, practical dimensions of the study should be considered: including the time frame of the study and the identification of how different timing considerations can affect the overall research design. Two decisions related to time need to be made: (1) the overall timeline for the study and how that timeline matches the overall study objectives; and (2) the timing of specific elements of the study, such as data collection or dissemination of results.

TIME COMPONENT 1:
Study time frame

The duration of a diaspora study, or its total time frame, will likely depend on several different factors. Typically, the overall time allocated for a diaspora study will be one of the first decisions to be made because it has an important implication for resource planning. If a diaspora study is part of a larger project or initiative, its time frame will also typically be determined early in the project/initiative's implementation and calibrated to other components of the project.

If the time frame for a diaspora study is not pre-determined, the duration of the study will need to be planned. Different factors can affect overall study duration. Key among these factors are project sequencing, study design, feasibility, and sustainability.

If a diaspora study is part of a larger project – for example, an intervention that is built around a specific diaspora profile constructed through a mapping exercise – then the overall duration of the project and the interweaving of project deliverables will largely determine the study timeline. The sequence of a diaspora study within the larger project is therefore a key factor that will determine study duration. When planning for a diaspora study that is one phase or component of a larger project, it is necessary to map out how different deliverables or outputs of different stages are sequenced and contribute to the subsequent phase. When a diaspora study or mapping inform subsequent stages of a project, the outputs or deliverables should be available at a time that is meaningful for the overall activity timeline.

Another factor that will determine the study timeline is the research design that will be used within the diaspora mapping. A study's research design encompasses all of the decisions related to conceptualization (e.g. definition of objectives, identification of research questions), data collection (e.g. whether primary or secondary data is needed, from whom/what data will be collected, where data will be collected), data analysis (e.g. analytical method, generalizability or level of inference), and production/dissemination of results (e.g. visualization, public dissemination). Many elements of result design will have implications for a study's duration. For example, diaspora studies that feed into an objective of establishing and sustaining communication with the diaspora will typically want to introduce multiple contact moments between the study implementors and diaspora participants. Data collection will likely be staggered over a longer time, and multiple data collection moments from the same individuals or organizations may be used to foster a sense of greater familiarity and trust between study implementors and the diaspora under study. Such a study design should anticipate a longer timeline for data collection and may also have a more extensive dissemination timeline, as multiple events may be planned where results are shared with the diaspora and public validation of findings are sought. Desired frequency of contact between study designers/implementers and the diaspora should be considered from the study outset to ensure that appropriately long timelines for each of the stages of research design are considered.

An important element of timeline planning is feasibility. A timeline should allow feasible completion of activities with due consideration of resources and possible delays. The financial and human resources at the disposal of a diaspora mapping will play an important role in determining how quickly it can be implemented. For example, in diaspora mappings implemented in multiple study countries, more human resources would be needed to enable simultaneous data collection. If data collection should be undertaken by the same team in both countries, then the timeline would need to be longer, as data collection would need to be sequential. Financial resources can similarly affect the timeline and pace of implementation of a diaspora mapping, especially given the impact of financial resources on human resources: particularly in terms of hiring external expertise, which may require an intensive recruitment and training process. In any study, there are also both expected and unexpected events that may delay activities in one of the study's stages. Expected delays may relate to issues like receiving access to data from a third party, identifying and reaching the (relatively small or rare) population of interest, participant attrition/dropout and subsequent replacement, data cleaning and validation, and receiving/incorporating feedback from relevant stakeholders. Unexpected delays may relate to challenges such as inaccessibility of research areas due to climatic or political events, the outbreak of a disease or conflict that changes participant access, or events in the target country of (ancestral) origin that cause a shift in diaspora priorities or concerns. By understanding the study context and examining how past research on similar diaspora groups have occurred, it may be possible to inventory the expected delays and anticipate how much additional time typical delays would add to a timeline. After constructing a study timeline, it is important for the design team to ask itself: can a study's objectives feasibly be met within the planned timeline, anticipating that both expected and unexpected events may delay different stages of the study?

TEXTBOX 9. EXPECTING THE UNEXPECTED

When planning the timeline and financial resources needed for a diaspora mapping, it is important to build in "buffers": additional time or financing that can help offset unexpected delays or costs that may occur during implementation. Any project can be affected by expected and/or unexpected delays, which may arise from different sources. The specific sources of delays that a diaspora mapping may face will often reflect context factors that relate to the specific diaspora under study, the members targeted for inclusion, the locations in which a study takes place, and the specific methodologies and methods used for data collection and analysis.

In many projects, including in a diaspora mapping, it can be helpful to conduct a risk analysis and to construct a corresponding risk management plan. Risk analysis entails assessing how likely it is for a risk or challenge to arise and to anticipate the potential impact that risk or challenge may have on the cost, quality, and timeline of a mapping if indeed that risk or challenge materializes.

Events or challenges that follow predictable, anticipatable patterns may be viewed as more likely to occur. For example, challenges related to seasonal events (e.g. return of diaspora to countries of (ancestral) origin during summer holidays and subsequent unavailability for interviews in the country of residence) or to cyclical events (e.g. planned elections) may have a patterned regularity that can be planned for. Other events or challenges may be harder to anticipate, particularly if they fall outside of the implementor's control or experience. For example, sudden tensions within a diaspora community that arise due to political events in the country of residence may affect implementation but may be challenging to anticipate, and the likelihood of it occurring may be challenging to assess.

In analysing risk, it is also important to consider the magnitude of the impact of an event or challenge if it does occur. The magnitude relates to how severe the damage to the project or process would be if an event or challenge occurs. For example, if a government has commissioned a diaspora mapping and there is a political crisis in the commissioning government, the project may be severely adversely affected by withdrawal of resources or commitment from the commissioning body. In contrast, other challenges like a one-day public holiday in which respondents are unlikely to be available for data collection has much less severe implications for the study, and the magnitude of the potential impact may be considered low.

The combination of probability of an event/challenge occurring and the magnitude or severity of the impact created if the event/challenge comes to pass may be used to anticipate costs to the project. Generally, events/challenges with a high probability of occurring and a high magnitude of impact will be the most costly for a project, whereas those with low probability and low impact would pose limited costs to the project. The matrix below summarizes the risk assessment that may be made based on simplistic divisions of high/low probability and high/low magnitudes of impact:

		Probability of event/challenge	
		Low	**High**
Magnitude of impact	**Low**	Limited cost to project	Low – medium cost to project
	High	Medium – high cost to project	High cost to project

Risk analyses should be tailored to the specific context in which a diaspora mapping is being conducted, and it should include a range of both internal (e.g. related to the project itself) and external (e.g. related to the project implementation environment) events/challenges. Once a risk analysis has been conducted, a risk management plan should be constructed. Risk management plans focus on how the costs associated with the identified risks can be avoided, offset, or minimized. Managing risks may involve reducing the probability that a risk occurs at all: that is, anticipating and avoiding exposure to negative events or challenges. In some cases, a study team may be unable to influence the probability that an event occurs. If the team cannot mitigate a risk, it can instead focus on responding to the risk(s) that manifests. Risk response should reduce the impact of the event/challenge on the timeline, cost or quality of the project.

The IOM project template includes 'assumptions' as part of the results matrix and a 'risk register' as a standard annex. Both elements can be used to systematically embed risk assessment in Project planning.

Finally, the time frame for a diaspora study should consider how the progression of time affects the sustainability of study outputs or objectives. Some diaspora studies may focus on objectives that are relevant or accurate for relatively short windows of time. For example, if a diaspora study aims to produce a contact list of selected diaspora members, it will likely contain information (e.g. email addresses, phone numbers, locations of current employment) that can become outdated in a relatively short period of time. A clear sustainability plan would need to be built into the study design to ensure that the study outputs can be periodically updated and remain useful. Such a sustainability plan should anticipate the frequency of needed updates, the time needed to update time-variant data, and the time needed to review and validate old data. Similarly, diaspora studies that aim to track the same population over multiple moments in time (for example, surveys with a panel design) or that seek to track changes between reference moments should include explicit time plans for each subsequent data collection and analysis moment.

TIME COMPONENT 2:

Timing of study components

A final component that may define and frame the scope of a diaspora study relates to anticipating how different study components coincide with events that may change the feasibility or perception of the study. Diaspora studies that will generate new data (i.e. primary data) are particularly influenced by both expected and unexpected events that unfold over the course of a study. To support the reliability and validity of the data collection tools and resulting data, it is important that expected events are placed on a timeline against which planned data collection can be overlayed. Such events can have both practical and methodological implications.

The occurrence and timing of certain events can influence the practical execution of data collection. For example, weather events like snowstorms or monsoons that limit access to particular sample locations at particular moments in the year will shape when data can be collected. Other events that are likely to occur at regular and anticipatable moments are national holidays (when public institutions may be closed, transportation schedules may change, and respondents may not be as available), sector-specific holiday periods (e.g. closure of primary and secondary schools during the summer, which may limit the availability of respondents with children or correspond to greater return movements of migrants to their countries of origin), and sector-specific busy periods (e.g. seasonal agricultural harvest or seasonal construction peaks, which may make some diaspora less available).

Other, less frequent yet still anticipatable events may have a strong methodological influence, particularly on the validity of study results. For example, elections at national, regional, or local level may strongly affect data collection, particularly in contexts where elections are contested, correspond to growing uncertainty or higher insecurity, and where there are high levels of distrust between the sample population and the government. Such events may colour respondents' perceptions of data collection and its goals, potentially leading to increased scepticism or resistance to participation. Other such events that may need to be explicitly considered in study planning include the onset of new policies that may affect the sample population (e.g. changes in visa conditions in a country of residence, new identification requirements to vote in country of origin elections), which may unduly affect respondents' answers and lead to non-representative responses.

While periodic or special events have been discussed as potential disruptions to a study, it is also important to capitalize on certain events or occasions. For example, national holidays or diaspora-linked events (like days of remembrance for victims of a genocide) may play a strong role in how diaspora identity is expressed. If a diaspora group celebrates or recognizes those events as a community, it may be important to plan elements of the study around those occasions, potentially with members of the study team participating in those events where ethical, appropriate and agreed with community gatekeepers (see the Method-Specific Module for Diaspora Mapping: Qualitative Methodologies for further discussion on networking and identifying gatekeepers in the diaspora).

The guidance related to study time frame and the timing of study components given in this section is more general and suggests points of reflection that will likely be meaningful for studies with different objectives and matching methodologies. However, the time needed to appropriately plan and execute a diaspora study will vary with the specific objective and methodological approach. More specific guidance on planning studies with different methodological approaches is therefore given in each of the relevant method-specific Toolkits: see the Quantitative, Qualitative, and Secondary Data Method-specific modules.

TEXTBOX 10. CHECKLIST FOR STUDY TIME PLANNING

Before moving forward in the design of your diaspora study, ask yourself:

1. Do I have a clear understanding of how the diaspora study fits within a larger project, if it is not a stand-alone activity?

- No: The timeline for a larger project or intervention in which the diaspora study is one component is not yet known. Before planning the overall time frame for the diaspora study or mapping component, it is important to understand how the study should feed into (or be informed by) other stages or phases of the overall project/intervention. It is therefore important to consult with the project designers and to have an open consultation about how the objectives and outputs of different project stages relate to each other.

- Yes: The sequence of the diaspora study or mapping component within a larger study or intervention is known, and the interrelation of objectives/outputs has been planned. When a diaspora study is part of a larger project or intervention, it may be helpful to have an explicit document that outlines the timelines and outputs of each project component, potentially using tools such as a results matrix with accompanying workplan that explicitly maps out the objectives, activities, indicators of progress, and outputs associated with each project component.

2. With the information I have now, can I reasonably anticipate how much time it will take to complete all stages of the diaspora study (including conceptualization, data collection, data analysis, and production of outputs)?

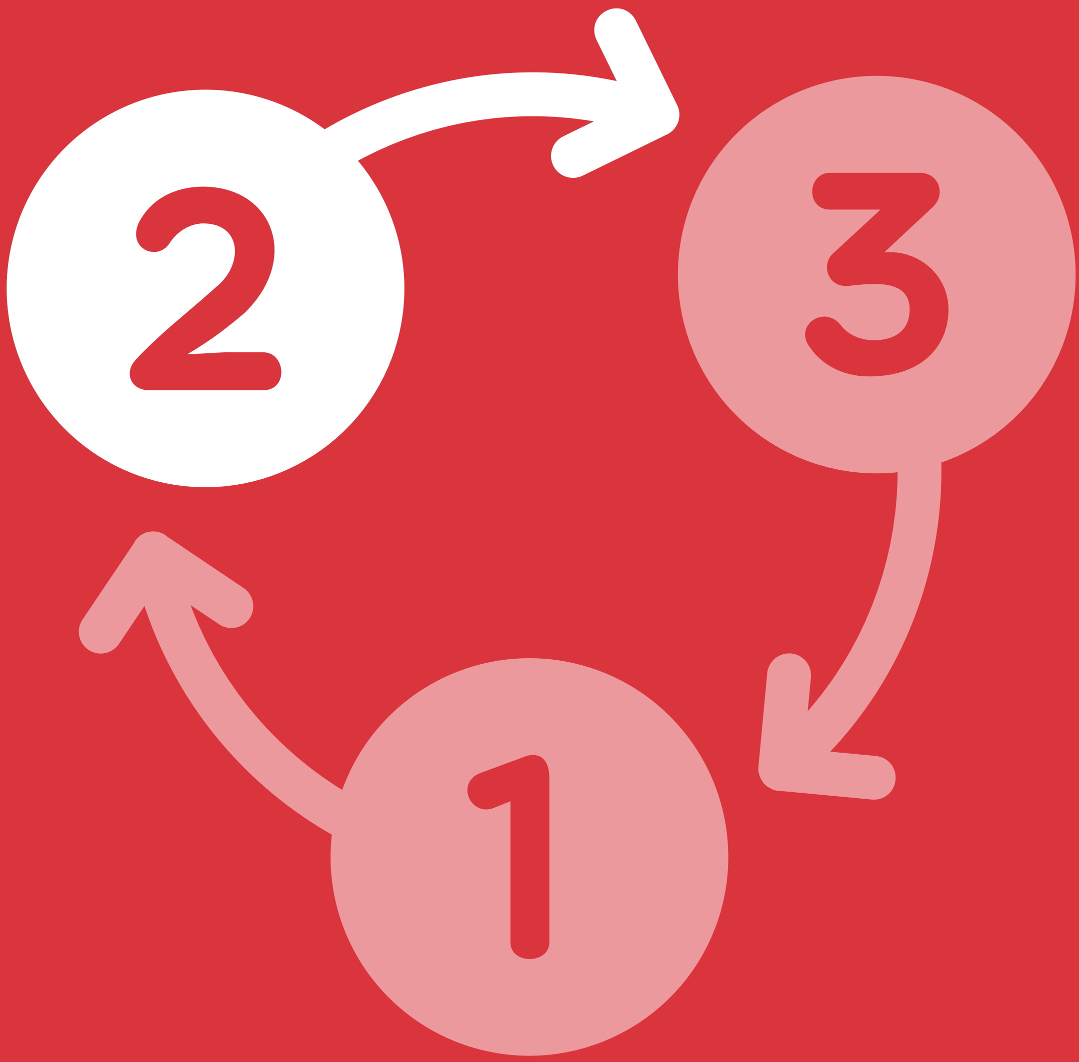
- No: Given what is currently known about the desired diaspora of interest and the design of the diaspora study, it is not clear what timelines would be feasible at different stages of the study design. In addition to re-reviewing earlier sections of the Step-by-Step Guide to Conducting Diaspora Mapping that relate to pivotal design decisions, like concretely defining the population of interest through inclusion and exclusion criteria (see: Table 5: Example inclusion/exclusion criteria for micro- and meso-level diaspora studies), it may be valuable to review past studies on the diaspora of interest and to examine how the objectives, methodologies and project timelines aligned. Where possible, consulting diaspora study designers who have worked with similar diaspora or with similar research designs may help unveil additional factors to bear in mind when planning study timelines.

- Yes: It is clear how much time should be anticipated for different stages of the diaspora study, with clear timelines established for study conceptualization, data collection, data analysis and production of results/outputs. Where possible, planning tools like MS Project and Gantt charts may be used to visualize these different timelines, which may be validated by different members of a project team who may have different insights into the feasibility of anticipated time plans.

3. Do I know how both regular and infrequent events coincide with and may affect different stages of the study design?

- No: There is insufficient knowledge about the population of interest and study context to inventory the events that are likely to affect the timing of different study components. Consider better specifying the population of interest (see: Textbox 5: "The Diaspora": Moving from concept to measurement) and the geography of study implementation (see: Table 6: Principles of selection of study geography). If the study context is known, consider consulting with topic and country experts who may be able to inform the construction of a timeline of important events that may coincide with the study, and consult literature on the events/occasions that may stimulate diaspora participation.

- Yes: The regular and periodic events that may affect the practical implementation of a study and its methodological robustness have been inventoried. If possible, a timeline of events should be constructed, and pivotal moments in the diaspora study (e.g. start of data collection, dissemination workshops) should be added to double-check the feasibility of planned activities. As more is known about the methodological approach used in the study, this timeline should be periodically updated to reflect more specific components.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PART 2

Methodologies and methods for diaspora studies

Given the nature and defining features of diaspora populations, it may be more difficult to collect information from diaspora members because of their mobility, and their connections to multiple spaces and places of identity and belonging may require researchers to have both wide and deep understanding of the (trans)national contexts in which the diaspora functions. The objectives of diaspora studies may also require levels of engagement with both individuals and structures that necessitate the use of specific methods or tools, requiring more tailored research approaches. Put simply, diasporas are often complex, and diaspora studies require nuanced, carefully considered research approaches that accommodate that complexity.

This section of the Step-by-Step Guide to Conducting Diaspora Mapping focuses on the decisions related to the methodologies and methods used in the study design. Starting from the assumption that the study's objectives, target population, and duration have been established, the decisions addressed in this section of the guide address selecting overarching design methodologies – and matching methods and tools – that best match the other research design components. This section of the guide focuses on the high-level principles related to methodology/method design choices. More specific guidance on how those principles as applied to specific methodological approaches are addressed in the tool-specific guides (see: Quantitative, Qualitative and Secondary Data Method-specific modules for diaspora mapping). This section of the guide also identifies decisions that are often more relevant in studies requiring collection of primary data. The decision related to primary or secondary data is treated at more length below, but when reading this section, it is important to recognize that some decisions are more applicable for primary data.

TEXTBOX 11. METHODOLOGIES VERSUS METHODS

In many publications and in common language, the terms "methodologies" and "methods" are often used interchangeably. However, these terms refer to specific and distinct parts of research design and it is important to make the distinction between methodologies and methods from the start.

Very broadly, methodologies refer to frameworks or approaches to answering a research question. Methodologies encompass approaches to research and assumptions about what makes "good" research. In a sense, a methodology provides the design principles that will inform the selection of specific methods, which are concrete ways of approaching research and often provide specific tools to execute research. Whereas methodologies provide the blueprints, methods provide specific tools and approaches to build the research according to those specifications.

Decision 1:

What methodology would be most appropriate?

All research involves some type of methodology, the framework that guides decisions related to data collection, data analysis and the presentation of conclusions. Selecting the methodological approach that will best suit a study is an important and complex decision. Some studies will lend themselves clearly to one methodological approach given the study's objectives: for example, any study that aims to represent the prevalence of a trait or behaviour that is representative of the wider population of interest will generally align with quantitative methodological approaches. As another example, studies that aim to explore how select diaspora form and negotiate their identities in transnational settings will generally engage with qualitative methodologies. Methodologies and the specific methods they encompass will often provide more appropriate, pragmatic or efficient ways of addressing some research objectives and questions over others. In some studies, it may not be immediately clear what methodological approach would be best suited to the specific study, or the study may require a mixed-methodological approach in which different objectives or research questions are answered through different designs.

TEXTBOX 12. STAKEHOLDER INVOLVEMENT IN METHODOLOGY DECISIONS

Much of this guide addresses considerations that affect how observations are generated and assessed, with implications for the robustness of the research, however practical considerations can be equally important as a diaspora study must be practically implementable.

One of the most important practical considerations when selecting methodologies and methods relates to the roles and values of different stakeholders involved in the diaspora study. As addressed in the first part of this guide, diaspora studies often involve stakeholders with differing objectives, perceptions, values, and expectations. Important stakeholders include institutions or individuals who commission and/

or fund diaspora studies (which may include governments, intergovernmental organizations, or [international] non-governmental organizations), the research team designing and executing a diaspora study, the diaspora members or organizations who actively/passively participate in the research, and eventual end users of resulting information or data. For a diaspora study to be successful, these different stakeholders should generally have a sense of commitment and ownership ("buy in") in the research, which may arise when these different stakeholders are responsibly engaged and when they understand (and agree) on the approaches used to conduct the research.

The choice of methodologies and methods can influence stakeholder buy in and it is important to evaluate how different stakeholders interact with the research approaches used. The following table proposes reflection questions that you can ask yourself about the role of different stakeholders in the diaspora study and the implications of those roles for methodological choices:

Stakeholder	Reflection question on stakeholder role
Commissioner/ funder of diaspora study	• Does the commissioner/funder intend for the diaspora study to fit within a larger project or intervention that has a pre-specified methodological approach? • How familiar with different methodological approaches is the commissioner/funder, and how can the end results best match or accommodate that level of methodological literacy? • How does the commissioner/funder intend to use the results, and does that imply a specific format or type of output (e.g. statistics, policy recommendations)?
Designer/ implementer of diaspora study	• What methodological approaches are the research team capable of competently implementing, and does their expertise need to be extended with external knowledge resources? • What methods can the research team reasonably be expected to deploy in the time frame and resources given for the study? • Is the research team capable of translating the study results arising from different methodological approaches into outputs or formats that accommodate the needs of the end user?
Diaspora members/ organizations involved in study	• How will diaspora participants be identified and approached? • What methods would diaspora participants be willing to engage with, or what methods would likely be perceived as too intimate, invasive, or risky? • What skills or competencies would diaspora participants likely need to successfully engage in different types of research (e.g. computer literacy in methodological approaches using social media mappings or online surveys)? • What methodological approaches would allow for respectful, ethical engagement with diaspora participants that reduces the risk of unintended harms? How will the data be treated, analysed, and stored?

Stakeholder	Reflection question on stakeholder role
End user of study	● How literate are the end users in interpreting and understanding different kinds of outputs (e.g. statistical profiles, econometric results)? ● What knowledge products would the end users need to access or use (e.g. in depth analytical report, policy brief or recommendations, databases) as a result of the study and how would different methodological approaches align with that desired output?

To make the decision about which methodology (or methodologies) would be best suited to a particular study, it can be helpful to assess methodological choices against several criteria: (1) repeatability/standardization of study procedures; (2) prioritization of research quality indicators, and; (3) desired implementation modalities. Each of these criteria are described below.

Before engaging with these selection criteria, however, it is important to understand what kinds of methodologies are available to choose from. In many diaspora studies, there are three main types of methodological approaches used: (1) quantitative; (2) qualitative, and; (3) mixed qualitative and quantitative. Both primary and secondary data may exist in quantitative and qualitative methodologies. However, it is often challenging to find suitable qualitative secondary data as data is collected to fulfil specific research objectives and answer specific questions. Given the resources needed to collect primary qualitative data, the resulting data sets are often too narrow to address future research needs. As such, it is often more possible to find suitable quantitative secondary data, which is addressed at more length in the Method Specific Module for Diaspora Mapping: Secondary Data.

CRITERIA 1:

Repeatability/standardization of study procedures

When considering the methodology or methodologies that best accommodate a diaspora study, it is important to consider whether the procedures used in the study could be standardized so that they can be replicated or used again at another moment in time. This provides the opportunity to do longitudinal studies that aim to track changes in the same sample population over time which require multiple data collection moments using the same tools and following roughly the same procedures. Also, studies that aim to provide a baseline assessment (a snapshot of the situation before an intervention is started, for example), a midline assessment (a snapshot of the situation while an intervention is running), and an endline assessment (a snapshot of the situation at the conclusion or just after an intervention has finished) in order to monitor the impact of programmes and/or policies are another example where standardization of procedures may be desired. Lastly, standardization of procedures may also be desired for diaspora mappings used to inform the design of programmes with the same objectives but targeted to different beneficiaries.

Not all methodologies provide the same opportunities for replication. For example, methodologies that emphasize co-creation of data between the researcher and the research subject and that use data collection tools like unstructured interviews (see Method-Specific Module for Diaspora Mapping: Qualitative Methodologies) may not as easily facilitate one-to-one replication of data collection procedures as would a methodology that emphasizes standardized data collection tools. If it is important for a study to allow for replication of procedures and methods at multiple moments in time, then methodologies that facilitate standardization may be more pragmatic to use. The criteria of repeatability and standardization closely relates to principles for assessing research quality such as consistency, which is described in more depth below.

CRITERIA 2:

Principles of research quality

Regardless of the methodological approach chosen, the study design should meet certain quality criteria or quality principles. While several key principles of research quality are universal (see Table 7 below), how they are expressed or understood vary across different methodological approaches. In some diaspora studies, the different principles of research quality will not have the same weight or priority. For example, studies with an objective related to understanding the prevalence of a trait or behaviour within the diaspora will likely value external validity, or the ability to generalize findings to a wider population, over transferability, or the similarity or applicability of findings in similar contexts. The objective of the diaspora study will shape what kinds of quality indicators are considered appropriate and meaningful. How specific quality criteria are perceived and valued by study stakeholders may suggest particular methodological approaches.

Table 7

Principles of research quality in quantitative and qualitative designs

Quality indicator	Application in quantitative methodologies	Application in qualitative methodologies
Truth value: The extent to which the research represents the reality under study, in its given context and for the given subjects.	Internal validity: It is possible to identify a possible cause-effect relationship between an independent variable(s) – a factor/factors that influence the outcome of interest – and the dependent variable, or main outcome of interest. Construct validity: The tools used to measure specific concepts are suitable to measure the intended underlying idea or concept construct; the tools measure what they intend to measure.	Credibility: Findings adequately represent the lived realities of the subjects in their context, with accurate descriptions and interpretations of phenomenon under study that reflect those of the subject.

Applicability: The generalizability or relevance of the research findings to other groups or contexts.	External validity: The ability to generalize findings derived from a specific study sample to the larger population that shares the same or similar characteristics.	Transferability: The ability to identify high-level findings that apply across contexts given high levels of similarity or goodness of fit between those study contexts.
Consistency: The reproducibility of the findings given replication of the research with the same subjects or in a similar context.	Reliability: The instruments used, and the procedures of data collection would allow the reproduction of results over multiple applications, even if administered by a different researcher.	Dependability: When differences or variability in outcomes arise across participants or observations, the source of that variability can be plausibly identified and explained.
Neutrality: The research findings and procedures are free from biases and motivations, reflecting only the research conditions and participants or informants.	Objectivity: The research procedures and tools are selected to minimize the influence of the researcher on the outcome, with a methodological approach chosen in which high levels of validity and reliability can demonstrate rigour and reduction of bias.	Confirmability: The research procedures and tools are selected to generate intimate insights into the lived realities of research subjects, and the resulting data can be assessed for its application in other contexts.

Source: Adapted from Krefting, L. (1991). Rigor in Qualitative Research: The Assessment of Trustworthiness. *The American Journal of Occupational Therapy*, 45(3): 214–222.

Different stakeholders may value quality criteria differently, and their different perceptions of what makes research good or robust relates to the broader idea of credibility. Credibility relates to how much confidence a reader has in the believability of the research outcomes, which may reflect perceptions of the appropriateness of the research design. Adhering to the different research quality principles described above, in whatever application of the principles is most appropriate for the selected methodological approach, can influence credibility. However, in some cases, other factors influence stakeholders' assessments of credibility. For example, stakeholders who do not adequately understand the methodological approach selected may assess the research as being less credible. Similarly, policymakers whose training included quantitative evaluation methods may not view qualitative research as being as credible, even if its research design can be demonstrated as robust and more appropriate for the context.

The role of different stakeholders in a project (see Textbox 12: Stakeholder involvement in methodology decisions) can be important to consider when selecting methodological approaches, particularly if they have strong assumptions about what kind of research is credible. Credibility or perceptions of credibility may therefore also be an important factor to consider when making decisions about methodological approaches.

CRITERIA 3:

Implementation modalities

Another important consideration when deciding on the methodologies and methods that will be used in a diaspora study relates to implementation modalities: basically, how a study will be executed. An essential aspect of implementation modality for diaspora studies is where specific parts of the study will be conducted: offline or online.

Different parts or stages of a diaspora study may be implemented in different places according to the unique possibilities or advantages offered in the different implementation modalities. Offline implementation generally requires a researcher to be in the same physical location as the research subject, whether an individual or an organization. In offline implementation modalities, there would generally be face-to-face interaction between the researcher and the research subject through collection of primary data using instruments like semi-structured interviews, focus groups, or in person surveys.

Online implementation does not per se require direct interaction between a researcher and research subject; it may allow a research subject to interact with the research directly through, for example, an online survey. In some cases, a research subject may passively generate data that will later be identified and collated by a researcher, as is the case with techniques using big data like onomastic analysis of social media data. It is possible for a researcher and research subject to directly interact in an online setting, particularly using voice-over-IP platforms like Skype and Zoom that support video calling and the use of instruments like semi-structured interviews and surveys. However, given the relative novelty of such technologies for particular populations and the limited accessibility of such platforms to participants with no or unreliable internet connections, more conventional technologies like telephone surveys or interviews may be preferred, or offline settings may be preferred for use with these types of tools.

Most diaspora studies will blend offline and online modalities with different implementation modalities used at specific activities or stages of the research. Table 8 below provides an overview of offline or online modalities at different stages of a diaspora study involving primary data collection, with specific examples given of what the modality could imply and what potential advantages or disadvantages may come through that modality. The table is non-exhaustive: depending on the study objectives and the roles of different stakeholders, other advantages or disadvantages may arise for both modalities.

Table 8

Advantages/disadvantages of offline and online implementation modes across study stages

Study stage	Offline	Online
Participant identification: This stage relates to how a relevant member of the sample population can be assessed for match with the sample selection criteria.	Example: A researcher visits a workshop held for diaspora organizations that are part of an umbrella organization to identify relevant organizations to participate in a later stage of research. Advantages: • Members of the potential sample population can become familiar with members of the research team from an early stage. • The researcher must become familiar with the contexts in which the study population can be found, supporting greater, in-depth knowledge of context that can increase study truth value. Disadvantages: • Specific sample locations need to be identified early in the process, requiring more extensive pre-research. • Sampling frames (e.g. lists of diaspora organizations) from which the potential sample population is drawn may not exist in a centralized, physical location, requiring visits to different locations where part of the needed information is stored.	Example: A researcher reviews the organizations listed in a chamber of commerce or NGO registry offered online to identify relevant diaspora organizations to participate in a later stage of research. Advantages: • Multiple sampling frames (e.g. registries of diaspora organizations) may be consulted and cross-checked at minimal cost, as they are not stored in specific physical locations. • Different potential sampling locations that host potential members of the sample population may be compared for efficiency, feasibility, etc. Disadvantages: • Members of the potential sample population may not know that information on them has been stored and made available to users such as researchers, which raises concern around ethical research and informed consent. • The research team may not have the opportunity to have face-to-face interactions and build rapport with the potential sample population early in the research.

Study stage	Offline	Online
Participant outreach and mobilization: In this stage, eligible members of the target sample population are contacted for participation, and potentially institutions or gatekeepers from the community may be contacted for direct participation or for linking to other members of the desired sample population.	Example: A researcher attends a workshop held for diaspora organizations and meets the chairperson of the umbrella organization, who agrees to inform the member organizations about the research and to encourage their participation in it. Advantages: • Requesting participation in a study from an individual in a face-to-face setting may lead to higher eventual participation rates, as participants can see who is requesting their information and may ask questions immediately. • Potential respondents' concerns and questions may be communicated early in the research process, allowing the research team to identify and address common concerns and to build trust with the target population. Disadvantages: • Making individual contacts to request participation may require longer periods of time and would require research staff who have the hard and soft skills needed to manage personal interactions with potential respondents. • A researcher who has physical contact with potential respondents may face potentially risky or unsafe situations, particularly if they are in a less secure research context (e.g. a high-crime neighbourhood).	Example: A researcher uses social media platforms (like Facebook) and email to request that diaspora organizations that are members of an umbrella organization participate in the diaspora study. Advantages: • The time cost of contacting multiple potential participants is lower, as information on the study can be shared with large numbers of individuals/organizations who/that already interact on such platforms at once. • Follow up with potential participants who have not responded can be automated, reducing the time needed for follow-up and generating data on response rates and patterns. Disadvantages: • Contacting potential participants without any prior introduction or contact may result in smaller participant numbers, particularly if a request is sent via email or posted to a social media website that is not targeted at an individual respondent. • Potential participants may not trust in the research process or in the researchers who contact them, particularly if they have no knowledge or context for the body conducting a study or experience research fatigue from being studied in the past.

Study stage	Offline	Online
Primary data collection: In this stage, data is collected from the determined sample population using specific tools.	Example: A researcher implements an in-person survey with representatives of diaspora organizations, using a standard questionnaire in which s/he reads out the questions and records respondents' answers. Advantages: • Respondents with face-to-face interactions with research staff may more readily raise questions or concerns, seeking clarification on the meaning behind specific data collection approaches that can support better construct validity of data collection tools. • Research staff can observe and record additional information during the data collection process that can assist in contextualization and interpretation of resulting data, supporting greater truth value and consistency. Disadvantages: • Data collection conducted through in-person interactions may require more time and specialized research staff who have the hard and soft skills needed to collect the desired information and depth of information from respondents. • Respondents may (unconsciously) try to conform to the assumed expectations of research staff, leading to misrepresent of opinions or behaviours (i.e. social desirability bias).	Example: A researcher implements a survey online, with respondents able to independently complete the survey without direct interaction with the research staff. Advantages: • Respondents in online data collection may be better able to select the timing of their participation, potentially starting data collection and completing it at another time when they have more time or concentration to provide the requested information. • Respondents may have a greater feeling of anonymity and identity protection in online data collection settings, particularly if there is no direct interaction with research staff, which may encourage truthful disclosure. Disadvantages: • It may be difficult to confirm the identity of a respondent and to assure that s/he meets the eligibility criteria established to guide sampling, which may introduce potential bias into resulting data. • Group dynamics and power relations among diaspora members/groups are not always visible in online settings, which can potentially lead to reduced representation of some voices and challenge later interpretation of data. • Particularly if data is collected without interaction with or guidance from research staff, participants may have lower chances of completing the data collection, leading to incomplete records or observations that may need to be dropped from the final sample.

Study stage	Offline	Online
Relationship maintenance: At this stage of a diaspora study, participants in data collection and the communities to which they are connected are involved in other activities (e.g. validation workshops, dissemination events) to support continued interaction with the study team.	Example: After a first phase of data collection, a researcher tries to maintain relationships with diaspora participants through presenting research findings in organization meetings and workshops. Advantages: ● Research staff can build rapport and contact with consistent members of the target population, which may increase participant trust in the research process and team and may incentivize further participation. ● Respondents may view the research as more credible and less risky if they are given multiple opportunities to directly engage with the research team. Disadvantages: ● Dedicated research staff with the hard and soft skills needed to engage with the population of interest (such as specific language competencies) must be available over multiple time periods, potentially raising concerns about sustainability of research approaches. ● If participants are drawn from multiple sample locations, the research must adequately plan resources for physical follow ups, which may be costly and require site-specific resources (e.g. interpretation during events when specific language competencies are needed).	Example: After a first phase of data collection, a researcher tries to maintain relationships with diaspora participants through digitally sharing synthesis reports or links to blog posts describing the research results. Advantages: ● Communicating with a large number of research participants may be relatively low cost and effort, particularly if contact is moderated via platforms like social media that facilitate contact with larger groups. ● Respondents may have access to information arising from the study (through, e.g. a blog) without needing to give personally identifying information, which may lower the threshold for continued engagement with the research. Disadvantages: ● Respondents who have not built-up personal contacts with research staff may not have a sense of ownership in the research and may have limited incentive to continue engaging with it. ● When information is collected from respondents online, they may not have trust in its secure storage and protection, leading to perceptions of higher risk associated with long-term engagement with research.

The objectives of a diaspora study and its defined scope are important elements when considering the feasibility and desirability of different implementation modalities. For example, studies that aim to build long-term relationships with the diaspora may want to use more offline implementation modalities because it encourages greater rapport building between participants and study staff through repeated, face-to-face interactions. In contrast, studies that aim to construct a profile of a diaspora population that is spread out across a large geographical range may resort to online modalities, which allow for potentially more cost-effective data collection given the dispersion of the population across multiple sample sites. When making decisions about implementation modalities, it is also essential to consider how the implementation modalities support fulfilment (or not) of the quality criteria considered to be priorities. If a study aims to establish causal links and a high level of truth value, then being able to confirm the identity of participants is imperative, which may be more challenging to do in an online environment. The ethical dimensions behind different implementation modalities are also important to consider. Some implementation modalities may increase the risks associated with participation. For example, respondents who are seen providing information to researchers in an offline environment may face negative repercussions like stigmatization. Providing fully secured and private consultation environments between researcher and participant may be easier in online settings. Online implementation modalities may create unique ethical hazards, however, such as exclusion of whole segments of the target population (e.g. persons with limited (digital) literacy, persons without internet access, older persons with limited computer access). Drafting a complete inventory of potential advantages and disadvantages associated with different implementation modalities is therefore an important element in deciding how different research activities should be conducted.

Distinguishing leading methodologies

To make well-informed decisions about the selection criteria listed above, the designers of diaspora studies need to understand what kinds of methodologies and methods are available to them. As described in the introduction to this Step-by-Step Guide to Conducting Diaspora Mapping, there are three leading families of methodologies that are commonly used in diaspora studies: (1) qualitative, primary data methodologies, largely involving individual interviews and focus groups; (2) quantitative, primary data methodologies, largely involving surveys, and; (3) secondary data methodologies, involving varied methods and tools including literature review, administrative and survey data, big data, and organization mappings. This Step-by-Step Guide to Conducting Diaspora Mapping is accompanied by detailed, in-depth, tool-specific modules that describe the characteristics, methods, and constraints of each of these methodology families (see: Quantitative, Qualitative, and Secondary data Method-specific modules for diaspora mapping). However, it is useful to review these methodological approaches from a comparative perspective.

TEXTBOX 13. TYPES OF METHODOLOGICAL DESIGNS

The methodologies chosen in any given research should reflect the objectives of the research. Different objectives will lend themselves to different kinds of research designs, which can often be characterized as exploratory, descriptive, explanatory, or evaluative in nature:

- **Exploratory research:** aims to understand and define the boundaries of a trend or phenomenon for which little information is known. In a diaspora study context, exploratory research may aim to identify important subpopulations within the wider diaspora and the sources of their identities and the structures that unite them, to identify tensions between members of the diaspora, or to identify the factors that motivate engagement with an (ancestral) homeland. An example research question that may reflect an exploratory approach would be: what factors influence remittance-sending among members of the diaspora living in country x to country of (ancestral) origin y? Exploratory research designs use methods and tools that allow the research to identify emerging trends and to map out the extent or scope of trends. Qualitative methodologies are often used in exploratory designs because they allow for more open exploration of trends and meanings and do not require as much pre-structuring as quantitative designs.

- **Descriptive research:** aims to more precisely represent what is occurring within the boundaries of an identified trend or phenomenon, often demonstrating how large or important a trend is. In diaspora studies, descriptive research may focus on quantifying the size and location of the diaspora population and the subpopulations within it, or it may focus on describing trends in diaspora investments or remittance-sending patterns. An example descriptive research question could be: how do the motivations for sending remittances from country x to country of (ancestral) origin y differ between male and female diaspora members? Descriptive research often builds off of exploratory research, often using quantitative methods and tools with higher levels of reliability and construct/external validity to establish the prevalence or incidence of a trend, and potentially to extrapolate those findings to other contexts or populations.
- **Explanatory research:** aims to explain why particular trends or phenomena occur, often in an attempt to isolate the factors that shape perceptions, behaviours, and systems within a particular bounded context. In diaspora studies, explanatory research may focus on identifying the strength of different factors that predict engagement behaviours or that motivate mobilization around diaspora identities. For example, an explanatory research question could be: How does the availability of digital remittances services affect the volume of remittances transferred from the diaspora residing in country x to country of (ancestral) origin y? Generally, explanatory research occurs when relevant factors that influence a trend or phenomenon are known; in contrast to exploratory research that may focus more on identifying relevant characteristics of a trend, explanatory research may focus more on consolidating knowledge in predictive models. Explanatory research may use mixed methodological approaches, with methods and tools used that contribute to higher truth value (i.e. internal validity, credibility) in research.
- **Evaluative research:** generally focuses on understanding the impacts of specific factors or interventions on a trend or phenomenon of interest, often with the objective of providing recommendations that can help to achieve a desired outcome. Evaluative research designs are common in studies that aim to support the design or redesign of programmes, policies, or interventions. A diaspora study that aims to inform the development of an engagement policy by establishing how specific policies or programme features would be likely to

change engagement behaviours would be an example of an evaluative design. An example research question for an evaluative research would be: How did the introduction of a digital remittance service between residence country x and country of (ancestral) origin y change the volume and value of remittances sent by the diaspora? Evaluative research often works with methodologies that support tracking or establishment of changes over time, often using multiple measurements of a situation (for example, at the start, during, and following an intervention) (refer to Criteria 1: Repeatability/standardization of study procedures for discussion on baseline and endline data). Studies that aim to demonstrate impact or causal relationships generally use quantitative methods and data, whereas studies that aim to understand the mechanisms supporting a change in outcome may more readily use qualitative methods and data that provide deeper insight.

For more information on research designs:

Matthew, B. and L. Ross (2010). *Research Methods: A Practical Guide for the Social Sciences*. Pearson Education Limited, England.

First, what is the basic intuition behind each methodological approach? Quantitative, primary data generates numerical data using pre-structured instruments and procedures that can be implemented in identical ways among the target population. Given the high level of pre-structuring, quantitative methodologies are often better suited for research that is explanatory or evaluative rather than research that is exploratory (see Textbox 13: Types of methodological designs for discussion of types of research designs).

In contrast, qualitative, primary data involves narrative data generated in more naturalistic settings, often using data collection methods and instruments that allow for adaptation to the contexts and individuals from which data is collected. Qualitative approaches may emphasize the subjective understandings and interpretation of the research subjects, often emphasizing in-depth, nuanced investigation of smaller, bounded contexts. Different kinds of research designs may rely on qualitative methods, but the methodology family is often more advantageous in exploratory and explanatory studies in which is it important to understand the emerging boundaries of a trend or to understand the mechanisms that create or support particular trends.

Secondary data may be qualitative or quantitative in nature. In contrast to the other common approaches, secondary data designs rely on the use of data that already exists and that has generally been collected or created for other purposes. Secondary data may be used to inform the design of primary data collection approaches, or it may complement the primary data that has been collected by providing a different perspective. For example, a study may use administrative data to identify settlement patterns of migrants with a particular nationality, which may assist in the identification of relevant sample sites from which primary data may later be collected.

Each family of approaches includes different methods and tools, which are often more efficient or effective in unravelling certain research objectives over others. While the tool-specific guides (see: Quantitative, Qualitative, and Secondary Method-specific modules for diaspora mapping) provide much more detail on different methodological approaches and the specific methods used within them, Table 9: Common methodological approaches used in diaspora studies compared summarizes some of the key differences in the uses, strengths, and weaknesses of different methods across methodological approaches.

Table 9

Common methodological approaches used in diaspora studies compared

Methodology	Methods	Method description	Method match to research aims	Method strengths	Method weaknesses	Cost considerations
Quantitative primary data	Surveys	Collection of numerically represented data using standardized questions and answer options, which may be answered by individuals or on behalf of organizations, using online or offline modalities	• Establishing prevalence of trends or characteristics, potentially across (sub-) populations • Profiling characteristics and size of (sub) populations • Predicting outcomes of interest (e.g. remittance values) in causal or correlational models that allow identification of magnitude and direction of influence of particular factors.	• Generally, able to identify trends across populations, supporting comparison of outcomes or indicators across subpopulations within the diaspora (e.g. by ethno-religious identity, gender, age, generation) • When sampling is correctly executed, may produce results that may be generalized to a wider population • Depending on included indicators and population sampling, may be able to establish causal links between outcomes of interest and explanatory factors • May produce outcomes that are easy to visualize and communicate to wider audiences in ways that inspire confidence in the research process and outcomes from wider stakeholders	• Generally, require extensive knowledge of research topic and population to ensure appropriate selection of questions and answer options • Generally unable to capture complex mechanisms and thought processes that may vary across individuals and may not be easily represented in a standardized measurement • Allows limited flexibility in adapting procedures or instruments once a study has started, which may limit the inclusion of new information or characteristics in data collection instruments	• Often requires substantial investments in identifying and targeting potential, eligible respondents using multiple entry points, particularly in offline settings. If pre-existing sampling frames should be used to support sampling, organizations that create those frames (e.g. national statistics office) may require compensation for their access/use. • For surveys implemented using face-to-face modalities, interviewers may need to travel to implementation locations, which may require more time and financing • May require extensive pre-testing and piloting to ensure respondent understanding of questions as formulated and to ensure appropriateness and adequacy of given answer categories • Requires a back-end data structure, where data can be stored and processed; while computer-assisted data collection may come with an immediate database storage solution, surveys implemented on paper will need to be entered into a data structure
Qualitative primary data	Individual interviews	Collection of narrative data derived from interviews with individuals, which may represent individual perspectives or those of an organization, and with an emphasis on lived experiences, meaning making, and on (varying extents of) spontaneous inquiry based on flows of conversation.	• Understanding perceptions of individuals • Understanding identification and affiliation of individuals with particular identities • Identifying conditions that support mobilization of diaspora identity for action • Characterizing community structures and institutions	• Generally, able to capture and represent complex (internal) processes and experiences, including values, perceptions, and behaviours that are not easily reduced to single indicators • Allows for respondents to play a more central role in data collection, particularly in semi- and unstructured interviews, which can increase participant buy-in and trust • Can foster deeper, more nuanced understanding of respondents' contexts, particularly through use of semi- and unstructured interview approaches that stimulate unplanned question avenues	• Generally, require implementors with deeper knowledge of content and context who can ask appropriate, relevant follow-up questions • Generally, require focus on relatively small samples that are investigated in depth • Can require significant time to plan, implement, process, and analyse, particularly if multiple sampling moments are required • Can be complex to present to wider audiences in a way that appears as credible and robust, particularly when sample numbers are relatively small	• Interview guides and protocols may need to be designed by topic specialists and implemented by staff with knowledge of the population and study context, which may require identification of experts with potentially rare skill sets that may be more costly • Interviews, particularly on more sensitive topics, may require multiple data collection moments so that the interviewer can build rapport with respondents, which may require multiple moments of contact and travel in offline settings • Data processing may be time and cost intensive, as interview data may need to be recorded, transcribed, and potentially translated

Methodology	Methods	Method description	Method match to research aims	Method strengths	Method weaknesses	Cost considerations
Qualitative primary data	Focus groups	Collection of narrative data on the perspectives of individuals and on the interactions among individuals in a group setting in which the interview acts as a facilitator of a group	• Identifying community structures and institutions (e.g. religious institutions) that provide diaspora structure • Characterizing inter-group interactions and relationships • Assessing perceptions on potential policies or programmes.	• Can provide insight into group interactions and dynamics, which may be particularly useful in diaspora groups with high levels of internal diversity • Can provide diversity of viewpoints and perspectives in a relatively short period of time • When sampling is carefully constructed, may provide insight into differences between subpopulation groups within the diaspora	• Generally, requires a skilled facilitator who can moderate group discussions, which may potentially be conflictual or chaotic • Processing group discussion data is often times consuming and may require that a dedicated note-taker accompanies a facilitator to ensure that data can be cross-checked • Requires carefully thought-out sampling and construction of discussion guides to ensure that potential harms arising from intra-group processes (e.g. stigma arising from information divulged in the course of research) are minimized	• Focus groups should generally be hosted in a neutral location that is comfortable and accessible, and refreshments should generally be offered, which may require renting an appropriate space and arranging catering • Data processing may be time and cost intensive, as focus group discussion data may need to be recorded, transcribed, and potentially translated. The transcription process can be particularly resource intensive when group discussions are active and intensive.
Secondary data	Literature review	Collation and analysis of textual resources, including grey literature, academic publications, and potentially including analysis of legal or policy texts.	• Profiling a (sub-) populations of interest • Understanding contexts in which diasporas originate and reside • Understanding narratives and discourses generated by or about (sub-) populations of interest	• Easily conducted from a distance and by non-specialists with less specific knowledge of a topic • Generally free or low cost • May represent state of knowledge derived from different contexts, particularly when literature is consulted that is produced in different languages and by different providers or contributors • Can help understand the history or evolution of (thinking on) a trend or phenomenon	• May be difficult to assess the quality of research upon which literature is based, particularly if insufficient detail is given about the underlying research process • May not be able to provide insight that is specific to the context or population under study, particularly when a current study has a particular or narrow focus	• Minimal costs are associated with collecting and processing literature, but some specialized analysis software (e.g. NVivo) may need to be purchased to support coding of text, particularly if analysis is done in teams

Methodology	Methods	Method description	Method match to research aims	Method strengths	Method weaknesses	Cost considerations
Secondary data	Administrative and survey data	Collation and analysis of data derived from pre-existing numerical data collection instruments, including from regulatory processes (e.g. migrant residency permits), population censuses, and one-off or panel surveys at community, household, or individual level.	• Establishing prevalence of trends or characteristics, potentially across (sub-) populations • Profiling characteristics and size of (sub) populations • Predicting outcomes of interest (e.g. remittance values) in causal or correlational models that allow identification of magnitude and direction of influence of particular factors	• Often held and managed by institutions with thorough and well-documented data validation and quality control measures, which allows for identification of the limits of existing data • Often low cost or free and immediately available for download and use • May support cross-country or cross-population comparison, particularly when part of standardized data collection tools (e.g. Household Budget Survey) that are implemented in similar formats across a range of countries	• Data may not be able to represent specific factors or elements that are important in current research, as such data is often generated for non-research purposes	• Some data sources may not be freely accessible, and usage fees may be charged • Cleaning and shaping data may require time and methodological expertise, which may entail additional (specialized) personnel costs
	Big data	Collation and analysis of large volumes of data, largely derived from individual or group interactions with systems that digitally archive such interactions (e.g. storage of internet search provider results, social media postings), often with the purpose of demonstrating aggregate trends and patterns or to isolate particular populations (e.g. diaspora) using methods (e.g. onomastics) through digital data patterns.	• Identifying aggregate patterns of behaviours, preferences, or actions, often in comparative perspective (e.g. across populations, across countries) • Profiling (sub-)populations of interest • Identifying spatial patterns of population interactions • Deriving lists of individuals or organizations based on target characteristics, often to support later contact	• Wide availability of data sources (e.g. website analytics, social media usage data, spatial or geographical data) that support different levels/ types of analysis • Large volumes of data may support identification of trends or phenomena that may have been otherwise hidden • Given large volumes of data, even relatively small populations or rare phenomena may be captured in large enough numbers to facilitate analysis	• Agreements may need to be made with data providers to access data, which could require long-term negotiations • Specialized and relatively rare data collection and analysis expertise is required to make best use of data sources • Generators of data (e.g. diaspora individuals) may not have intended for the data they generate to be used for research purposes or may not know of the potential uses of their data, raising potential concerns about ethics of data use	• Data providers may charge access or usage fees, or they may require payment for extraction of relevant/desired data • Storage of big data on "in-house" infrastructure may require custom-built infrastructure, which must be secure and maintained • Cleaning, validating transforming, and integrating big data generally requires specialist knowledge, which may not be available in the project team and may require hiring specialized personnel • Some forms of big data collection/ analysis, such as onomastics, require highly specialized knowledge/skill sets, which generally entails hiring specialists

Methodology	Methods	Method description	Method match to research aims	Method strengths	Method weaknesses	Cost considerations
Secondary data	Organization mappings	Collation and analysis of public records and data sources (e.g. business registries, social media website posts) that document characteristics of associations and organizations.	• Identifying and characterizing organizational structures within diaspora communities • Deriving lists of organizations based on target characteristics, often to support later contact	• Information is generally in public repositories and can be accessed for free or limited charge • Easily conducted from a distance and by non-specialists with less specific knowledge of a topic • Allows for exploration of structures and characteristics of collective representation of diaspora interests	• Informal or unregistered organizations may not be represented in sampling frames • Organizations with limited engagement with social media or other online spaces may be underrepresented, which may also lead to underrepresentation of particular population groups (e.g. older persons, persons with limited literacy) • Information in public spaces may not be regularly updated, requiring more manual checking of accuracy of information	• Some detailed information about organizations may not be available for free and may need to be requested from record-keeping bodies

TEXTBOX 14. CHECKLIST FOR SELECTING A METHODOLOGY

Before moving forward in the design of your diaspora study, ask yourself:

1. Do I have an adequate understanding of project stakeholders that would allow me to understand their expectations and perceptions of different methodological approaches?

○ No: It is not yet clear what the expectations and perceptions are of the different stakeholders involved in the diaspora study. If possible, it may be worthwhile to organize periodic consultation sessions or meetings in which different stakeholders to the study can discuss their views and expectations. Brainstorming about the pros and cons of different methodological approaches in these meetings may unveil some of these expectations. It may also be fruitful to ask different stakeholders to share examples of studies that they feel are credible and valuable, as this may unveil views about legitimate ways to examine the diaspora under study.

○ Yes: It is clear what methodological approaches will likely be favoured by different stakeholders involved in the study. If there are any potential tensions in the favoured approaches by different stakeholders, a next important step is to consider how those tensions can be offset or mitigated: for example, by introducing mixed methodological approaches that allow examination of the topic/population under study from different perspectives.

2. Do I intend to replicate or repeat the diaspora study again, either with the same population at another moment or time, or with a different population but using the same tools and procedures?

○ No: The planned diaspora mapping or study is a one-off initiative that is not (yet) planned to be emulated or replicated in the future. If it is not important to establish a standardized study procedure that can be applied across different populations, or if it is not important to replicate the same tools and procedures with the same study population at another moment in time, then methodologies that give greater freedom to the research subjects in shaping the methods and tools used may be valuable. Review the Method-Specific Module for Diaspora Mapping: Qualitative Methodologies for ideas on such approaches.

○ Yes: If it is important to use procedures or tools that support replication, make sure to explicitly document the decisions made and procedures followed across the entire study duration, as such documentation will enable later replication even if the study staff does not remain. It will also be important as the study takes shape and is implemented to consider what elements will challenge replication in future studies. For example, qualitative approaches often use study tools that are adapted to the context and specific research participants, which may make it more challenging to directly replicate that approach in future studies. Consider consulting Table 7: Principles of research quality in quantitative and qualitative designs when making decisions about methodological approaches, as it addresses how different families of methods address replication.

3. **Do I have a sense of which research quality criteria should be prioritized given the objectives of the study and the needs of the involved stakeholders?**

No: If it is not clear what research quality criteria best match the objective of the research, it may help to turn the research objective into smaller research questions that, when answered, would help meet the study objective. Key words within the research questions may signal that the research should meet some criteria over others. For example, in the research question "what is the effect of religiosity on diaspora investment behaviours?", the wording "effect of" indicates that the research aims to isolate the discrete relationship between two concepts, which connects to quality criteria such as external validity and reliability. It may also be helpful to discuss different methodological approaches with key stakeholders and to ask for them to assess the quality of potential research designs, which may signal how different stakeholders value different criteria.

Yes: If it is clear what quality criteria the research should fulfil, it may be wise to review the Quantitative, Qualitative, and Secondary Data Method-specific modules for diaspora mapping to understand the different methods and tools these methodological families can offer, and then to match those methods and tools to the different outputs desired for the study.

4. **Do I know what methodological approaches and specific methods would help me meet the objectives of the study given its particular focus population and context, and given the perspectives of the stakeholders involved?**

No: All methodological approaches and specific methods have their shortcomings or limitations, and it is important to understand the balance between limitations and strengths within the specific diaspora mapping context. If it is not yet clear with methodological approaches and specific methods would best accommodate the design of the study, it may help to revisit the literature. What approaches have been used to meet similar study objectives in other contexts, or what approaches have been used in past work with the same or similar diaspora population? Once you've re-assessed the literature for methodological perspectives, you may consider conducting short expert interviews or consultations with researchers who have worked with the target population or on specific topics within the diaspora field, as such experts may provide useful reflections on what approaches are most or least appropriate for the specific study.

Yes: Great! It is important to make decisions about methodological approaches and specific methods that acknowledge the different strengths and limitations of each approach. Once it is clear what methodological approaches are most meaningful for the specific diaspora study, it is important to start diving into the specifics of methods and tools.

Decision 2:

Selecting the diaspora study team

Decision 1, relating to the selection of the methodology to be used in the diaspora study, is challenging to separate from Decision 2, selecting the team for the diaspora study. In many ways these decisions feed into each other. On the one hand, existing capacities within an organization that will implement a diaspora study may guide selection of methodologies, as some methods will require specialized knowledge and skills to implement. On the other hand, the methods selected to realize a diaspora study may be so well matched to the study objectives and scope that a specific team will need to be selected to execute the chosen methodological approach. Selection of methodology and team should therefore be considered simultaneously.

In selecting the diaspora study team, there are two main considerations addressed in this section: (1) the roles or functions needed in the study team, and; (2) the capacities held "in house" or within the organization that can support or fulfil those roles. Each of these elements is described in more depth below.

CONSIDERATION 1:

What roles are needed in the study team?

From inception and design to implementation and analysis of data, diaspora studies often require many actions or activities that could require specific expertise or capacities to appropriately complete. Different stages or components of a diaspora study may require content expertise (specific knowledge of the field being studied), methodological expertise (specific knowledge on the research process and its calibration to the study context), population expertise (knowledge of the population under study, including access or entry points into it), management expertise (knowledge of how to manage processes and stakeholders within a study), or administrative expertise (knowledge of how to facilitate study processes and the resources needed to complete a study). Diaspora studies with different objectives and methodological designs may not need all of these forms of expertise in the project team, or a study may only need such expertise at specific, strategic moments.

At the start of (planning for) a diaspora study, it can be helpful to inventory the kinds of expertise that will likely be needed at different phases of the project. Such an inventory can help uncover uncertainties in the project design (do we need someone who speaks x language?) how can this kind of data be analysed?) that need to be further clarified, and it can help to identify the different roles that will be needed within the study team to meet the study's objectives within its given scope and context. Some of the roles that are likely to be needed in a study team will be familiar, as they are not unique to diaspora studies: for example, roles like a project manager. Others, like a community mobilizer, may not be as familiar, as such a role is more common in contexts where intensive engagement with a specific population is needed.

What specific and unique roles are needed in the study team will depend on the nature of the diaspora study and its position and relevance in other initiatives. For example, a diaspora study that is commissioned as a one-time, stand-alone research to profile a community will likely have different roles needed than a study that is embedded in a multi-year strategic diaspora engagement initiative that seeks to build up a long-term partnership with the diaspora. When considering the roles needed in the diaspora study team, it is therefore helpful to reflect on how the study's objective(s) correspond to needed expertise, and how that needed expertise maps on to specific tasks someone with that expertise would need to perform. Defining the expertise needed and the corresponding tasks they relate to can help build a functional profile for different roles in the team. Examples of different diaspora study team roles, the tasks that may be assigned to them, the expertise the role would typically engage, and the types of diaspora studies in which such roles are potentially needed are summarized in Table 10: Overview of example roles, tasks and competencies needed in diaspora study team. In addition to stimulating users to think about the types of roles a study may need, this table may also assist the team in drafting terms of reference for roles that need to be externally sourced, which is described in more length below.

Table 10

Overview of example roles, tasks and competencies needed in diaspora study team

Role	Example tasks	Needed competencies	Consider creating this role if the study involves or requires:
Project manager	• Advises on hiring of staff, potentially through drafting needed terms of reference, and overseeing project staff, including through providing feedback on work • Ensures that adequate resources, including funding, is available to meet the project objectives • Planning and overseeing daily activities to ensure adherence to timeline • Communicating needs, expectations, and processes among stakeholders in the study, including between study commissioning body and study implementation team • Guides study staff in the production of results, designing an overarching communication and dissemination strategy that accommodates the needs of different stakeholders	• Understanding of expectations and requirements of involved stakeholders • Knowledge of administrative processes and requirements (related to, e.g. human resource management, financial management) within implementing organization • Ability to manage teams comprised of individuals with different functional profiles and potentially with different cultural backgrounds • Understanding of basic research design principles • Basic knowledge of study objectives, target population, and context	• Coordination of expectations and needs across different stakeholders • Significant staff needs, both internal to or external from the implementing organization • Integration of a diaspora study into a larger initiative or intervention

Role	Example tasks	Needed competencies	Consider creating this role if the study involves or requires:
Principal investigator	• Designs the overarching study framework and makes decisions related to methodological approaches, methods, and tools • Ensures that the research is ethically designed and implemented, and ensures that the research team follows relevant codes of conduct • Potentially in consultation with other research staff, designs tailored data collection tools that accommodate the population and context under study • Advises on resource needs for the project, potentially through drafting a financial proposal for the study	• Understanding of study objectives and knowledge of how they can be met with appropriate research design • At least basic knowledge of diaspora population under study • Ability to design study along entire study pipeline, from inception to result dissemination, tailored to needs of involved stakeholders • Ability to identify needed capacities of other research staff related to specific study objectives, population, and context	• A new area of investigation that has not been widely covered in past studies or literature • A methodological approach that should be tailored to the population and context under study • Primary data collection or use of secondary data methodologies (e.g. big data) that requires multiple research competencies
Methodologist or method-specialized research staff	• Advises on the adaptation of selected methodological approaches to the population and context under study • Designs sampling approaches that accommodate the study objectives and the population under study • When needed, leads analysis of data using specific methods • Performs data collection and analysis tasks, potentially in collaboration with translators or interpreters	• Knowledge of specific methodological approaches and matching methods and tools needed in specific study context, and capacities to apply them in the given context • Knowledge of sampling approaches and methods that accommodate the diaspora population under study • Ability to advise on research strategies that accommodate peculiarities of the population and context under study	• A methodological approach that should be tailored to the population and context under study • Sampling of a target population that is relatively small, rare, or difficult to identify • Primary data collection or use of secondary data methodologies (e.g. big data) that requires specialized, rare expertise

Role	Example tasks	Needed competencies	Consider creating this role if the study involves or requires:
Community mobilizer or liaison	• Identifies structures within the community of interest that may unify members of the target populations and serve as entry points for accessing population • Establishes contact with key gatekeepers within target population and builds up relationships and trust with community members through those gatekeepers • Informs the target population about the study, its objectives, and its procedures • Connects members of the study team to potential respondents from within the target population	• Full competence in language(s) used by target population • Knowledge of community structures and entry points in target population • Excellent communication skills, potentially including non-violent or conflict-mediation communication skills • Ability to translate abstract concepts or ideas to diverse audiences in ways that are accessible yet accurate • Ability to identify and advise on how to mitigate potential risks the study poses to the target population	• Primary data collection involving harder-to-access communities • Engagement with communities that are over-researched, have emerged from (protracted) conflict settings, or have had challenging relationships with the international community or the state of origin or residence • Engagement with diaspora over longer time-period (e.g. for sake of building sustainable partnerships)
Administrative or project assistant	• Supports resource management processes, including through arranging purchasing of equipment, hiring of (external) staff, or booking travel/accommodation for primary data collection • Documents and archives information on purchasing and other activities required for auditing requirements • Supports project events, like workshops, conferences, or steering committee meetings, that bring multiple stakeholders together	• Knowledge of administrative processes and requirements from the implementing organization and potentially the donor organization, of relevant • Ability to keep track of and organize complex processes • Ability to communicate professionally and efficiently to different stakeholders	• Dedicated resources that may need to be purchased throughout study (e.g. consultants, travel and accommodation booking for fieldwork, purchase of equipment) • Financing from a source with strict administrative requirements (related to, e.g. financial auditing, staff hiring) • Multiple fieldwork locations that require travel and accommodation arrangements

Role	Example tasks	Needed competencies	Consider creating this role if the study involves or requires:
Output designer	• Designs materials that are used to communicate about the study and its results to wider audiences • Translates potentially complex or nuanced research processes and results into accessible materials and high-level messages • Communicates across select project stakeholders (e.g. commissioning agency, study staff) to ensure that project outputs can be adequately embedded in larger desired outcomes	• Basic knowledge of study objectives, target population, and context • In-depth knowledge of and experiences in visually representing complex research outputs in appealing and accessible communication products	• Communication of study results with stakeholders with different understandings and needs related to the study objectives • Engagement with diaspora over a longer-time period (e.g. for sake of building sustainable partnerships)
Project advisory committee	• Provide feedback to core project team on the study approach and specific research procedures and tools, as needed and appropriate • Advises the project team on potential sensitivities or concerns related to the perspectives of different stakeholder groups • Coordinates with the stakeholders involved in the project, potentially to secure resources or raise awareness of the study • Supports dissemination of study results to relevant stakeholder communities in ways that are tailored to the needs and interests of each group	• Understanding of stakeholder groups involved in study, with individual committee members potentially representing key stakeholder communities • Ability to think creatively and collaboratively • Knowledge of study objectives, target population, and context	• Multiple stakeholders with potentially conflicting desires or interests • Integration of a diaspora study into a larger initiative or intervention

The study team may vary in size, depending on the complexity of the study, its duration, and its embedding in other initiatives. In some studies roles may be merged; for example, a project manager and principal investigator role may be merged, particularly in studies with more limited scope and smaller personnel needs. The study team and the roles within it may be spread across different stakeholders or partners. For example, a project manager may be staff of a commissioning body (like IOM), the principal investigator may be an external consultant, and an advisory committee may include primarily government counterparts. The diversity of roles and the separation of those roles across institutions/stakeholders underscores the need for strong communication and coordination within the study team.

Once the needed roles in the study team have been determined, functional profiles can be drafted that outline the expected tasks or activities that someone in a given role should fulfil. Particularly in complex and longer-term studies, these functional profiles can help ensure that there is adequate coverage of expertise and that adequate resources can be arranged to support study activities. In some studies, the needed roles and expertise may be so specific that not all resources are available in house or within the implementing organization. The next decision that needs to be made relates to sourcing of expertise from within or beyond an implementing organization.

CONSIDERATION 2:

What capacities are available in house?

The diaspora study pipeline often involves different sets of organizations and individuals with different roles and responsibilities. For example, a diaspora study may be commissioned – typically by a government or international organization – but then implemented by one or multiple partners, who may have their own teams to implement the delegated functions. This section of the guide advises "implementing organizations", or organizations that are responsible for implementing a diaspora study, on how to decide on what roles or functions need to be filled by staff who are not yet in service.

After deciding the roles that are needed for the diaspora study team, it is important to assess whether the tasks and competencies/expertise needed to fulfil those roles is already available within the partners of the mapping or within the implementing organization itself. In some cases, some roles may be easily filled by other partners that are taking part in the diaspora mapping. For example, if a mapping is commissioned as part of a larger diaspora engagement programme or strategy being run by a commissioning body, it may be sensible for the project manager role to be provided by the commissioning body itself to ensure alignment with the larger initiative. In other cases, the functional profiles drafted for the study team may already match the competency profiles of resources within the implementing organization. In some diaspora mappings, specialized resources may need to be brought into the organization to match the needed competencies entailed by the unique target group, implementation context, or methodological approach.

If an organization does not already have the needed resources to fulfil the drafted functional profiles, it may either choose to change the study design so existing, in-house competencies match the needs of the study, or it may choose to hire resources in. If additional expertise needs to be hired in for the diaspora study, then it is important to decide exactly what expertise is needed and what kind of resource can best provide that expertise.

TEXTBOX 15. FILLING ROLES WITH INTERNAL VERSUS EXTERNAL RESOURCES

Successfully completing a diaspora mapping study is not only a matter of aligning objectives with population, context, and methodologies: it is also a matter of having the right resources in place to execute a diaspora study or mapping as envisioned. Some diaspora mappings will require implementing staff to have a combination of skills – for example, both method-specific knowledge and knowledge of the languages spoken by the diaspora under study – that are generally not available within an implementing organization.

If the design of a diaspora mapping requires specific capacities or expertise that is not already held by an implementing organization, it may be necessary to fill project roles with external staff. Before hiring external staff for a diaspora mapping or project, it may be helpful to consider the following questions:

How long will the organization need this specific function or expertise? Is it necessary to hire in a dedicated resource for the needed expertise or function, or would it be sufficient to work with an external expert on an advisory basis? If the organization would only need limited expertise and for a limited period, conducting expert interviews or requesting a very short-term, strategic consultation with a knowledge partner may be sufficient. If the function or expertise would be needed for a longer period, but only for the study period, hiring an expert consultant may be preferrable.

Does the organization plan to work further in the area(s) in which additional expertise is needed, and is there therefore a need for institutional memory related to this function or content area? If so, it may be pragmatic to hire internal staff with the needed expertise or competencies, as it may be more resource-effective for the organization rather than hiring a short-term consultant for a diaspora study and then later hiring a longer-term expert.

Are there potential economy of scale gains by hiring staff with the competencies needed not only for the diaspora mapping or study but for other, related projects? If so, it may be pragmatic to hire an internal resource rather than an external one, particularly if having the in-house expertise can support the organization to further consolidate their competencies or portfolio related to the area of expertise.

What are potential risks and advantages that come from filling the position or role through internal or external hiring processes? Hiring an external resource often entails short-term contracting of a consultant, which is often more cost-effective in the short term because the hiring organization generally is not responsible for contributing to social insurance schemes on behalf of the consultant, does not need to offer physical workspaces, does not need to offer relocation or other benefits, and so on. The disadvantage of hiring a consultant is that such contracted experts are generally either self-employed or employed by another organization, which entails that they may have other tasks that compete for priority. Hiring an internal resource is often a longer and more complex human resource process, as the hiring rules of the employing organization must be respected. The advantage is that the organization gains a dedicated resource which can be trained and made to fit into the organization's aspirations in the long term.

The decision to engage an internal or external resource is contingent on many different considerations that are not only dependent on the diaspora mapping or study. In making decisions on study team composition and management, it is important to consider how potential team members fit into the organization's short-, medium-, and long-term plans, including related to further work in the diaspora field.

TEXTBOX 16. CHECKLIST FOR SELECTING A STUDY TEAM

Before moving forward in the design of your diaspora study, ask yourself:

1. **Have I conducted an inventory of the competencies or expertise needed in different stages of the diaspora study?**

- No: Consider assessing what kinds of actions need to be taken along the entire pipeline of a diaspora study, starting from its inception and ending with dissemination of results. What competencies or expertise would be needed to ensure that those actions are achieved? If you constructed a logistic framework matrix as part of earlier action planning, this document may be a good place to start. If it is not clear what activities would need to take place and what competencies would fulfil them, you may want to review project documentation from previous, similar studies conducted by your own organization to understand how activities corresponded to competencies and eventually to project staff profiles.
- Yes: When it is clear what expertise or competencies different actions would require, start grouping those competencies together. Grouping competencies may help you construct functional profiles or requirements that can be used to match existing staff to the needed roles within the study team or to supporting recruitment of external resources.

2. **Have I drafted functional profiles for each of the roles that will need to be filled in the study team?**

- No: When it is not clear what functional profiles would be needed to support different roles in the diaspora study team, it may be pragmatic to review the composition of teams that have been in place to support similar studies in the past, ideally within your own organization. As diaspora studies generally have a strong research component, it may also be useful to brainstorm the functional profiles required with a research manager or project manager. It may also help to consult the terms of reference (ToRs) released by other organizations for the external recruitment of staff in similar types of studies, as such ToRs often list both needed competencies and expected tasks.

Yes: When functional profiles are ready for different roles within the diaspora study team, it may be pragmatic to discuss the profiles with an internal resource manager (for example, a human resources representative, research manager, or team lead) to understand if there are immediate matches with existing team members.

3. Have I assessed what expertise and functions are available in house, and do I know if any resources need to be recruited to support the study team?

No: Once it is clear what competencies and roles will be needed in the diaspora study team, it would be useful to review those profiles against the profiles of current staff within the implementing organization. The match of functional profiles naturally does not ensure that staff can be immediately mobilized for the study, so it may be pragmatic to review the study staff requirements with a resource manager.

Yes: If the implementing organization does not have the sufficient personnel to meet the needed roles of the study team, the study design may need to be changed so internal resources do actually match to the needs of the study, or additional resources may be hired to fill specific roles. A first step to hiring needed staff is to identify the hiring modality (e.g. internship, consultancy, normal staff position), which may be followed by drafting terms of reference for needed positions.

Decision 3:

How do I maintain alignment throughout implementation?

Much of this section of the Step-by-Step Guide to Conducting Diaspora Mapping addresses the process of designing a diaspora mapping, but additional considerations arise during implementation itself. During study implementation, conditions on the ground may differ from those initially envisioned, and the decisions made related to methodologies and methods may need to be adapted to accommodate this reality while still preserving the alignment of objectives, methods, and envisioned outputs. Despite differences in implementation contexts, there are some overarching considerations related to implementation that bear discussion. These include the integration of research ethics from design to implementation, monitoring implementation, and makes changes to the study design because of monitoring.

CONSIDERATION 1:
What ethical dimensions should be considered?

Diaspora mappings fundamentally concern the study of individuals and the social constructions they form; given the focus on people, ethical considerations should inform every decision and process throughout a diaspora mapping. Every study, regardless of methodological approach and population of focus, should seek to preserve research subjects' integrity and prevent potential harms that the population may experience by participating in or being represented in a study. Ethical considerations are relevant throughout the entire diaspora mapping pipeline but often confront a team most directly in the implementation stage, when the consequences of specific study design decisions will become clearest.

Understanding the ethical dimensions of a diaspora mapping and planning for ways of avoiding or reducing potential harms may be facilitated by a formal ethics review. In many organizations, a study should receive approval from an institutional review board (IRB) or ethical review board (ERB) before any implementation step is taken. Typically, an IRB or ERB will require a design team to consider and list the different potential risks or harms that a study may potentially pose to respondents. As an ethical review requires critical reflection on risks posed throughout the research pipeline, such processes are usually started once the methodology and specific methods, tools and samples are already decided. Studies that engage populations that are considered particularly vulnerable or at-risk – for example, persons under the age of 18, asylum seekers or refugees, victims of trafficking, irregular migrants – will need to provide information on how the unique vulnerabilities such populations face, such as heightened previous exposure to trauma and a corresponding risk of retraumatization through data collection, will be addressed in the study design. Even when an ethical review is not required by the commissioning agency or implementing organization, it is good practice to elect for an ethical review so there is the space to critically assess and identify potential risks a study can pose to the target population – and more importantly, to design safeguards or mitigation methods into the study design. Textbox 17: Identifying and mitigating ethical risks in diaspora mappings/studies describes common ethical risks that may arise in diaspora research and proposes some overarching practices or principles that may help in designing safeguards.

TEXTBOX 17. IDENTIFYING AND MITIGATING ETHICAL RISKS IN DIASPORA MAPPINGS/STUDIES

In any study involving human subjects, the first and principal concern of a researcher is to do no harm to a research subject. A research subject who provides information may incur costs or other potential harms from participating in research. While some hazards cannot be fully anticipated and therefore avoided, many can: through proactive evaluation of potential risks and the adoption of practices that reduce risk or at least ensure that respondents understand those risks.

It is difficult to exhaustively describe risks, as different population cohorts (e.g. irregular migrants, victims of trafficking) and indeed different individuals may have unique experiences that shape the risks research may pose to them. Nevertheless, there are some potential risks that may be more likely to arise in a diaspora mapping or study, regardless of specific subpopulations under study:

- "Retraumatization", in which traumatic experiences and the related stress responses may be recalled by participation in research that directly or indirectly addresses traumatic events, experiences, or processes (related to, e.g. migratory journeys, experiences of violence in camp settings, experiences of discrimination and exclusion);
- Exposure of tenuous legal status, in which information on a respondent's migratory or legal status, namely irregular residence or work, could potentially lead to a respondent being identified and subject to consequences such as a detention or deportation by state authorities;
- Disclosure of personal characteristics that could compromize personal safety or security, for example, related to ethnic or religious group belonging or sexual orientation, that could be grounds for discrimination, exclusion, or targeted violence, including from members of the wider diaspora community;
- Exposure of social, religious, or political views or activities that could compromize personal security, particularly if such views or activities are in opposition to that of a State or organization with the power and legitimacy to enact negative consequences for the respondent (e.g. denial of State services, dismissal from employment, detention);
- (Opportunity) Costs associated with study participation, in which an individual's participation in the research may entail a loss of time, money (e.g. for travel to a research location, from absence from work to participate in research), or other resources;
- Identification of activities that could have legal consequences or consequences for personal safety, for example, participation in commercial sex work in a country where such activities are illegal, or identifying persons, such as traffickers, who may retaliate upon learning of information disclosure.

The list of potential hazards or risks is not exhaustive, but it does demonstrate that there are a variety of risks that a diaspora mapping or study should seek to proactively address. There is no one size fits all approach to migration or diaspora research that will allow for sufficient mitigation of risks regardless of context; the study team in any given study should take the time to critically examine risks and means to offset them. There are some important principles to keep in mind in the design of a diaspora study, however, that can reduce more common risks:

- Ensure truly voluntary and informed consent: For a research subject to participate in research voluntarily, it is important that they have sufficient information on the potential risks and gains, on what is being requested of them, on how their resulting data will be stored and used, and on what their rights are in and after the research process. Such information should be transparently communicated to research subjects where possible, and explicit consent for collecting and using information should be requested. Receiving informed consent is difficult in situations where there is high inequality between research subjects and researchers – for example, when a study is conducted or commissioned by a service provider – and it is therefore important to protect research subjects from negative consequences that may arise as a result of engagement. It is also important to recognize when informed consent cannot be requested – for example, when big data derived from sources such as internet search queries is used – and to critically reflect on what the absence of consent may mean for the integrity of the research subjects and the research.

- Recognize and seek to protect confidentiality and privacy: In the course of research respondents may divulge information that may compromize their safety or security, and it is therefore important to recognize when confidentiality or privacy cannot be assured (e.g. through storage of data in poorly secured digital spaces, by holding interviews in spaces where others can overhear) and to try to improve study conditions to support better privacy or confidentiality. It is also important to be transparent to research subjects about when the research team has an obligation to report something to authorities – for example, when there are concerns of child abuse or trafficking – within specific legal contexts. Where possible, data may be anonymized, and when data is reported, it may either be reported in aggregate or with sufficiently de-personalized attribution information that the original research subject cannot be identified.

- Promote research subject autonomy: Research subjects should be given the space to express their expertise related to their own experiences and contexts, and they should be given autonomy in voicing that expertise: or choosing not to do so by not participating in research. An important element of research subject autonomy relates to how they are represented in research results or findings, which may require that research staff proactively share and validate results with research subjects before sharing and promoting them to wider audiences.

- Recognize and seek to address inequities between researchers and research subjects: Diaspora populations, and specifically vulnerable segments of the diaspora population, are likely to experience unequal power relations to researchers and to the institutions or bodies involved in or that commission research. It is important to recognize those unequal power relations and to consider how such unequal relations affect processes such as informed consent, voicing controversial or opposing views, or requesting remuneration for participation. Addressing inequity, and related to the principle of autonomy, is giving research subjects the space to participate in the design of the research, its procedures, and tools. Allowing diaspora members to actively participate in the creation of research approaches can enhance the inclusion of their distinct voices and can better nuance the research to their unique contexts and realities.

- Ensure the competence of research staff and tools: Given potential vulnerabilities within the study population, sensitivities within the diaspora community, and the relationships between the diaspora or subpopulations within it and wider societal and political structures, it is important for research staff to be well trained and well prepared to ethically engage diaspora populations. Preparedness entails that all staff involved in the study – including research assistants, researchers, and community mobilizers – receive training that is specific to the population(s) under study and to the methodological approach(es) being used. Methodologies and tools should also be tailored and adapted to the context under study and to the populations being studied, which could require, for example, translation of research tools into specific languages (and levels of language comprehension).

For more information on codes of conduct and ethics within (forced) migration research:

International Association for the Study of Forced Migration (IASFM) (No date). "Code of ethics: Critical reflections on research ethics in situations of forced migration."

Van Liempt, I. and V. Bilger, (eds.) (2009). *The Ethics of Migration Research Methodology: Dealing with vulnerable immigrants.* UK: Sussex Academic Press.

Zapata-Barrero, R. and E. Yalaz, (2020). "Qualitative migration research ethics: A roadmap for migration scholars." *Qualitative Research Journal*, 20(3):1-10. [Note that issue 20(3) is a special issue on the practice of qualitative research in migration studies: Ethical issues as a methodological challenge and therefore provides extensive reading on the ethics involved in different types of migration research.]

Inventorying the potential risks that respondents may face by participating in diaspora mappings or studies requires understanding the diaspora populations of interest in relation to the overarching structures, institutions and groups with which they interact. Even the same diaspora population residing in different residence countries may face radically different contexts – based on, for example, legal migration frameworks or political regimes. Consequently, the risks they may face by participating in diaspora research are completely different. It is therefore important to embed assessment of study risks within the specific contexts in which a study takes place, considering aspects such as the population's economic conditions, legal statuses, relationships to governance bodies in countries of residence and (ancestral) origin, relationships to international and intergovernmental organizations, and so on. Relatedly, it is important to assess the relationships among stakeholders and actors involved in a diaspora mapping or study to identify potential conflict sensitivities. For example, a diaspora population that largely arose from sectarian violence in a country of origin may have very different concerns about discussing diaspora mobilization along ethno-religious lines than may diasporas that arose from historical trade expansion. Conflict relationships may be relevant to consider even when countries of residence or origin have not experienced recent civil conflict. For example, diaspora members may still have contentious relationships with the State based on policies such as transnational taxation or citizenship.

During implementation, it is important for the study team to remain vigilant to potential ethical challenges and to respond to them in well-informed, responsible ways. Even studies that developed extensive ethical reviews may encounter unanticipated situations during implementation that may have potential negative repercussions for study participants. When such situations arise, it is important that the study team documents what has occurred, internally confers about possible resolutions, and, when needed, consults with bodies like ethical review boards for further guidance on how to address the issue.

CONSIDERATION 2:

How should implementation be monitored?

During implementation of a diaspora mapping, the study team may want to establish a monitoring plan, which can help the team keep track of progress against deadlines, share information on challenges that arise in implementation, and decide together on how to address unanticipated challenges. Particularly during collection of primary data, which often involves delegation of specific activities to different members of a team, it is important that there are regular mechanisms for sharing information and updating all project staff on progress.

A monitoring plan will often include components like schedules for briefings and de-briefings, requirements for maintaining field logs or fieldnotes, a schedule and procedure for data transfer and checking, and procedures for documenting ad hoc decisions. Briefings and debriefings are joint meetings that occur before and after data collection. Briefings are often used to prepare teams for going into the field for primary data collection. In these meetings, teams will usually review daily fieldwork plans, procedures for collecting and storing data, and may even discuss fieldwork safety plans, which are documents that compile essential safety information for field staff travelling and staying elsewhere for longer periods of time for fieldwork. Briefings allow teams to make agreements on fieldwork and to jointly brainstorm on potential issues that may arise during data collection and ways of solving them. Debriefings occur when a field team returns and allow field staff to report on their experiences and the progress of implementation. Such meetings are important to assess whether data collection is on schedule, to capture preliminary themes or trends field staff may observe, and to discuss the functioning and potential needed revisions to data collection instruments and procedures. Importantly, debriefings also allow field staff to report on their perceptions and experiences, which can be especially important when researchers are confronted with difficult or emotional subject matter during data collection that they may need to process.

A monitoring plan may include instructions regarding fieldnotes or field logs, which are essentially journals that staff can maintain in the field to document their experiences and reflections. Particularly in exploratory studies and those using qualitative methodologies, fieldnotes/field logs can be important to capture impressions and ideas throughout the data collection process, which can help later guide data analysis and contextualize interpretation. They can also be used to store notes and observations about the functioning of data collection tools or procedures, which may later be shared in team meetings and debriefings. As researchers may have different ways of making and storing notes, an implementation monitoring plan may provide templates or state expectations about what field staff should note and how they should share their field notes.

Particularly in projects with multiple data collection staff and/or multiple sites of data collection, implementation monitoring plans may specify a schedule or steps for data transfer and checking. Diaspora mappings that collect large volumes of primary data, such as through surveys implemented in a face-to-face setting, should consider ways of reducing the risk that data will be lost. In some cases, data may be easily and immediately shared or stored; for example, internet-based surveys will generally allow for immediate storage, and data may then be accessed by users with specific credentials. If data is collected offline, using either computer-assisted or pen-and-paper methods, immediate sharing of data may not occur. It is therefore important to specify how often data should be transferred to a storage point or to a specific project member responsible for safe storage of data. Relatedly, deciding on how often, when, and by whom data should be checked or validated may be an important part of implementation monitoring. When data is collected in face-to-face settings, there may be the option to return to the source of data to correct missing or incorrect information. To capitalize on the presence of field staff, it is therefore important that data is checked for completion and for accuracy so that it can be corrected if needed.

When a diaspora mapping is implemented, members of the team may need to make decisions that can have implications for the mapping proceeds, and it can be helpful for a monitoring plan to specify how decisions should be documented. During the data collection process, implementing staff may need to decide to deviate from the established methodological approach. For example, a diaspora mapping using in-depth interviews as the primary data collection method may have a specific set of criteria respondents should meet to be eligible, but in the process of data collection, implementing staff may realize that the criteria are too strict or mismatched to the characteristics of the population of interest in a specific field location. In some situations, implementing staff may need to make immediate or ad hoc decisions, for example, related to whether or not to conduct an interview with someone who is outside of the specific eligibility criteria. When such decisions are made, it is important that they are documented and that the rationale for making a decision is indicated so that if a similar situation arises elsewhere, there can be uniformity of decision-making.

During implementation, and particularly during data collection, communication among the diaspora mapping team members is essential. There should be clear mechanisms for communicating experiences and insights within the team, including up to mapping designers or commissioning bodies. It is similarly important to communicate progress and experiences with the various stakeholders that may be involved in a diaspora mapping, especially if experiences in implementation require a change of procedures or a pivot in the approach that could be viewed as more or less preferable by different stakeholders.

CONSIDERATION 3:

When and how should I make changes to the study design?

While implementing a diaspora mapping, changes may need to be made to the methodological approach or particular methods envisioned for the mapping. Ideally many potential challenges or hazards in data collection would have been identified before data collection begins through the use of pre-testing and piloting, yet conditions during implementation may vary in ways that such testing/piloting would not be able to anticipate.

Deciding when to make changes, and what changes to make, should be done in consultation with diverse members/roles within the mapping team where possible, as certain changes may have wide-reaching implications for the study that should be identified. If the implementation process suggests that changes should be made to the design of the study, it is important to first consider what the implications of a potential change would be for the constructive alignment of the study: that is, the alignment across a mapping's objectives, population of focus, methodological approaches, and desired outputs. Some changes may make it more difficult for a study to make particular claims – for example, related to representativeness of the sample – that may make it more difficult for a mapping to meet its stated objectives.

Potential changes to study design should also be considered in light of their implications for different dimensions of study quality. Some challenges that arise in implementation may require a study team to sacrifice one dimension of quality to preserve another. For example, respondents in a qualitative study using in-depth interviews may have different characteristics than expected, or may have had such radically different experiences related to their diaspora identities or activities, that interview guides must be adapted for particular groups of respondents, resulting in limited standardization of interview guides. While the change in interview guides may reduce consistency, it may improve the truth value of the instruments and resulting data. Explicitly identifying how changes in the research design affect quality can help a team decide on alternative ways of approaching needed changes.

As was flagged related to monitoring of implementation, it is important that changes made to the study design during implementation are documented. Documenting changes in a diaspora mapping's methodological approach is important to ensure that the study teams adopt decisions uniformly and to ensure that the later analysis, interpretation and presentation of data reflects those changes. To ensure transparency, changes may also need to be communicated to different internal and external stakeholders. Internal stakeholders, such as the commissioners of a diaspora mapping, should be informed of potential changes, particularly if they need to approve of them. External stakeholders, such as members of the population of focus, may also need to be informed, particularly if the stated objectives and use of data have been changed after the participant consented to participate in the study.

TEXTBOX 18. CHECKLIST FOR MONITORING IMPLEMENTATION

Before and during implementation of a diaspora mapping, consider:

1. **Do I have sufficient understanding of the diaspora, the internal structures and relationships within the diaspora, and the relationships between the diaspora and external actors such as governments in countries of residence and (ancestral) origin to be able to assess the risks my potential results may pose to the diaspora?**

○ No: To reduce potential risks or harms to the diaspora, it is important to have sufficient, in-depth understanding of potential conflicts and tensions that affect the population under study. When literature is insufficient to identify the potential hazards your study may pose to the population of interest, consider consulting with diaspora members themselves or with other researchers who have worked with the community, even in other country contexts. In such consultations, you may want to solicit perceptions of the research and its potential risks and rewards, and you may want to ask about recent conflicts or tensions that the consultation partner views as potentially shaping the risks diaspora members face in taking part in the research.

○ Yes: When you feel you have sufficient understanding of potential risks or hazards your study may pose to the diaspora under study, you may want to develop a simplified risk assessment matrix. Such a matrix may help you systematically identify potential hazards posed to the diaspora under study, the likelihood of the hazard occurring or appearing, the magnitude of potential consequences if indeed that hazard appears, and the actions the study team can take to reduce either the likelihood or magnitude of the specific hazard or risk.

2. **Am I obligated to or am I able to elect to have the study design reviewed by an institutional review board or ethics review board?**

○ No: If your organization does not have an ethical review board, institutional review board, or other like study review body, you may want to discuss the study and its ethical dimensions with your organization's research manager or, if available, the study steering committee or advisory group. You may also consider downloading ethical review applications for institutions in the study country or country of implementing organization operation that typically implement similar studies to understand what points of consideration those reviews typically raise.

○ Yes: If an organization offers some form of ethical review, they typically also have research codes of conduct or ethical guidelines that can help study teams embed principles of good practice into their research designs. While preparing an ethical review application, it is a good idea to review institutional (or country-level) codes of conduct or ethical guidelines. It may also be helpful to consider specific mechanisms to better include diaspora voices in the design of the study, as population autonomy and engagement are often elements of ethical research that are not typically asked about or required in ethical review processes but that can contribute to responsible study design.

3. **Has the study team agreed on how information and data will be shared and stored throughout the implementation process, and do the procedures for sharing/storing information and data support teams to identify and act on potential challenges that arise during implementation?**

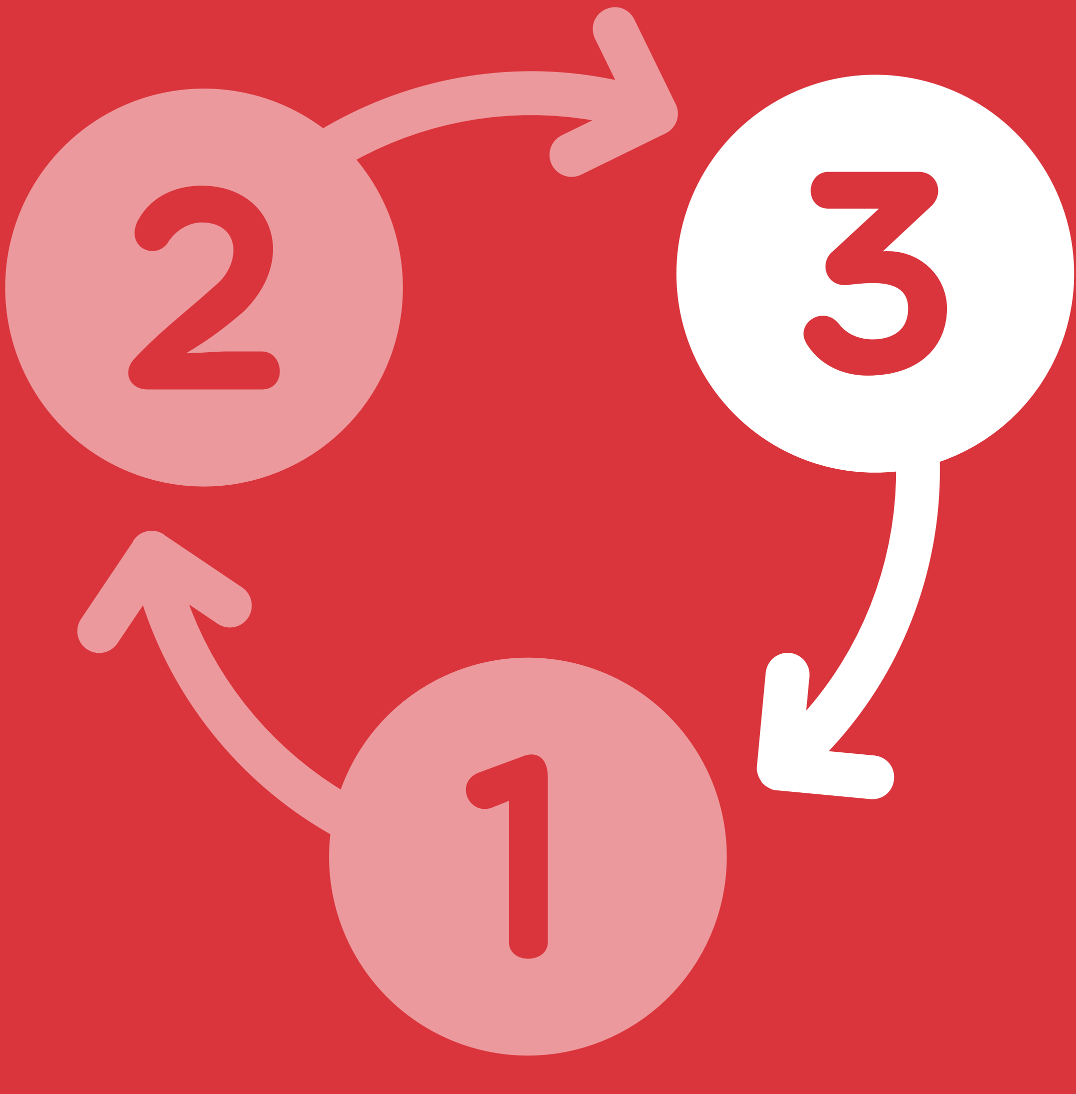
○ No: Particularly if a diaspora mapping makes use of primary data collection, agreements on how experiences from the field will be documented and shared and how data will be shared should be made explicitly. When there are multiple field teams working in different locations, the need to develop agreements that support individual implementors or teams to work in similar ways becomes even more important. Consider developing an implementation monitoring plan with a larger team involving those individuals responsible for overseeing the diaspora mapping, for assuring quality, and for implementing fieldwork.

○ Yes: When there are clear agreements on how experiences and data are shared and stored, consider periodically revisiting the usefulness and adherence to such agreements throughout implementation. Coordination becomes even more important when teams are larger and dispersed across multiple locations, so it is important to continuously review whether agreements made at the start of implementation are being followed and support coherent approaches to the study among the various staff involved.

4. **If changes to the design of the diaspora mapping need to be made during implementation, is there are process to assess the implications of those changes for the constructive alignment within the study and for its quality, and is it clear who should be consulted and who should consent on proposed changes within the diaspora mapping's stakeholders?**

○ No: The diaspora mapping as designed may not be fully implementable across all contexts. While pre-testing and piloting of a study's tools and procedures should be conducted before full implementation of data collection begins, there may nevertheless be challenges in implementation that require adaptation of study procedures. Before deciding on a change to methodology, consider discussing with the project's stakeholders what the challenges are, what the consequence will be if the study plan is not adapted to accommodate those challenges, and what the potential consequences to the size and quality of the final sample may be if specific changes are made. It may be helpful to develop several scenarios that propose different changes or solutions to the challenges that have arisen during data collection to support the identification of the most beneficial solutions and to promote consensus among stakeholders, particularly when challenges would require more significant changes in approach.

- Yes: When changes need to be made to a study design during implementation, make sure that the changes made are documented and that rationale is given for why the specific change was made or selected. When changes have been made that fundamentally change the study design and participants have already agreed to participate in the study or have already provided data, inform participants of the change and reconfirm their consent for participation where possible.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PART 3

Analysing and communicating results of diaspora mappings

When a diaspora study or mapping is conducted, it is generally with a specific purpose in mind. That purpose or objective will likely set the frame for all of the small decisions made throughout the diaspora mapping or study, including at the very end of the study pipeline. At the end of this pipeline is analysis of data, whether primary or secondary, and the translation of the results of analysis to the different audiences that will need to engage with them. This final section of the Step-by-Step Guide to Conducting Diaspora Mapping addresses the decisions that need to be made related to analysis of data and presentation/ communication of results.

Most diaspora mappings or studies will engage with data that has been produced or collected within a specific methodological approach. Different methodological approaches provide frameworks both for data collection and for its analysis. Specific considerations for analysing data within specific methodological approaches are therefore specified more in the Method-specific modules for diaspora mapping (see: Qualitative, Quantitative, and Secondary Data Method-specific modules for diaspora mapping), and this section of the Step-by-step guide to conducting diaspora mappings addresses high-level decisions or considerations that are overarching across methodological approaches. Two decisions need to be made at the end of the diaspora study pipeline related to: (1) method(s) of analysis, and; (2) communicating complex results to specified audiences.

Decision 1

How do I select the “right” method(s) of analysis?

Regardless of the specific methodological approach used, some form of systematic analysis needs to take place to convert the data collected during a diaspora mapping or study into information.

In a diaspora mapping or study, the research team is responsible for converting single observations into a meaningful story that is carefully constructed and can be acted upon by end users. Analysis is the first step in converting data into useable information. That analysis has to be conducted in such a way that all involved stakeholders and end users can assess the resulting information as credible (for discussion of credibility, see Table 7: Principles of research quality in quantitative and qualitative designs). Selecting the most appropriate method(s) of analysis is an essential part of supporting credible results production. But how do you know what method(s) of analysis are the most appropriate? There are two main considerations that can help you select analysis methods: (1) match of analysis and its outputs to the audience or end user, and; (2) means to ensure rigour.

CONSIDERATION 1

Match to the audience or end user

Methods of analysis will generally arise from a wider constructive alignment across study objectives, desired end results, and specific methodological approaches. As described in earlier parts of this guide, one of the first and most important decisions that will be made is what objective a diaspora mapping or study should and can feasibly meet. A study's objectives and its eventual scope – determined by population, geography, and time – will shape the methodological approaches that will be relevant, appropriate, and feasible to meet the defined objectives. Decisions about methodological approaches, which are generally made much earlier in the study process, have arguably the most important role in shaping methods of analysis. Yet an important dimension of both wider methodological choice and choice of specific methods of analysis relates to the alignment between intended audience and research result outputs.

As described earlier (see: Textbox 12: Stakeholder involvement in methodology decisions), different stakeholders involved in a diaspora mapping or study will likely have different needs, perspectives, and knowledge that will shape what kinds of methodological approaches will be viewed as desirable and credible. Toward the end of a diaspora mapping or study, another important stakeholder needs to be considered: the eventual audience, or end user, of results. In many studies, the eventual audience or end user will already be represented from among the other stakeholders, and they may be implied by the objective of the study. For example, a government or intergovernmental organization that commissions a diaspora mapping or study is an obvious audience or end user of the results: they have commissioned the research with the express purpose of using the results to support a specific process or outcome, like the design of a policy or programme. In most studies, there may be other, unintended, or untargeted audiences that can use the results. To ensure that the results or outcomes of a mapping or study are used by the greatest variety of audiences, it is important to inventory the possible audiences for the study outcomes and to consider how different forms of analysis will accommodate their needs, perspectives and knowledge.

An audience's needs relate to their potential, instrumental use of results. In many cases a diaspora study designer will not be able to engage directly with all possible audiences and cannot directly ask how different audiences can or intend to use the results. Instead, the potential uses of study results may need to be inferred, based on the potential interests the specific audience is likely to have in the study and its outcomes. Perspectives relate to the assumptions and values different audiences may bring into their reading and understanding of study results. Different audiences are likely to have different knowledge and assumptions about the objectives of a diaspora mapping, the diaspora under study, and the methodologies used in a mapping, which shapes how they engage with eventual results. Knowledge relates to how much information an audience will have on the subject and methodological approach used to assess it, which will shape how well they can understand the end outcomes and can assess the value of those outcomes. When discussing analysis methods and the translation of data into information, it is important to understand what pre-existing knowledge an audience would need to have to engage with the results as given: which can connect to ideas like scientific literacy. Scientific literacy relates to an individual's ability to judge the merits of scientific processes and outcomes and the implications of those outcomes for personal decision-making. Some audiences will have very different levels of scientific literacy that will affect their ability to engage with results arising from different analysis methods, which may imply that some analysis methods are less well suited than others for meeting desired audiences.

Designing a method of analysis to accommodate the needs, perspective, and knowledge of different audiences can help ensure that the outcomes of a diaspora mapping or study have meaning to the end user and are actually used. Again, different diaspora study objectives may more readily connect to some audiences over others. Textbox 19: Aligning study objective, output, and audience provides some examples of how different research objectives may connect to different audiences.

TEXTBOX 19. ALIGNING STUDY OBJECTIVE, OUTPUT AND AUDIENCE

Diaspora mappings or studies may produce different outputs – for example, statistical profiles, organizational databases, narrative reports, policy reports, blog posts – that can be used by different audiences and for different purposes. Below is a list of typical audiences that may use different forms of outputs, with reflections on how these audiences may relate to studies with different objectives:

1. Policymakers or civil servants in countries of (ancestral) origin: Governments in countries of (ancestral) origin may be keenly interested in diaspora mappings or studies that help them better profile, locate, and potentially engage with their diasporas. Some study results may help governments develop better mechanisms of engagement, as they may identify locations of larger diaspora communities and the community structures that may potentially support dissemination of information from the state to the population. The results of a diaspora mapping or study may also help governments better calibrate services (e.g. consular services, social protection) to particular cohorts or groups within the diaspora, and they may play an essential role in informing long-term diaspora engagement strategies or policies. Policymakers or civil servants may have diverse training and professional backgrounds, which implies that study results may need to be presented concisely and with limited jargon. Given the scarce time such an audience may have to engage

with results and their likely focus on applying results to action, outputs tailored to this audience may focus on output forms that provide condensed results: for example, policy briefs or research briefs that include infographics or other visuals that support fast yet accurate consumption of results, and the provision of specific and actionable recommendations that are seated in evidence.

2. Policymakers or civil servants in countries of residence: This audience, like counterparts in countries of (ancestral) origin, may engage with the results of diaspora mappings or studies for specific, instrumental ends. For example, this audience may want to design better-targeted programming related to the design of civil society organization supports (e.g. financing instruments, networking events) or to co-development initiatives in which the state and diaspora cooperate on development-focused interventions in countries of origin. Country of residence policymakers may also be keen to understand more about the lived experiences of the various diaspora communities residing in their territories for the sake of better calibrating policy design, particularly related to integration policies and programming, and potentially including programmes to support the integration of newcomers from diaspora countries of (ancestral) origin. This audience may also find output forms useful that are concise, easy to understand at a glance, and easy to translate into concrete action.

3. Intergovernmental or international non-governmental organizations: The audience of IGOs and INGOs may also be interested in the findings of diaspora studies from the perspective of developing better programming targeted to or that may benefit from the diaspora. Similar to policymakers or civil servants, this audience may have keen interest in understanding how the experiences and conditions of the diaspora affect their willingness or ability to engage in specific policies or programmes, including short-term return programmes, to support the reform or further design of diaspora-focused interventions. This audience may also engage in advocacy efforts on behalf of the diaspora. As such, they may also be more interested in understanding the daily lived experiences of the diaspora, their social positions and potential sources of inclusion/exclusion, and their relationships to countries of origin and residence. Given the potential uses of the results of diaspora mappings or studies, IGOs and INGOs may engage both with short, action-focused outputs (e.g. policy briefs) and with longer-form outputs such as research reports. As specific units within IGOs/NGOs may have focused competencies related to the diaspora, output forms targeted at this audience may be more technical in nature, although the content would still need to assume diverse levels of expertise and familiarity both with the study content and with the methods used to examine the phenomenon of interest.

4. Diaspora organizations: Representatives or members of diaspora organizations may be interested in the results of diaspora mappings or studies to understand the structures used or formed among members of their communities, and they may also be interested in understanding sources of tension or cooperation that

may shape support for different kinds of programming or activities. Diaspora mappings may also help organization leadership in particular identify potential partners or collaborators, which may be particularly valuable in environments where funding is available to support the efforts of CSO consortia. Leaders and members of diaspora organization may have specific profiles, which may correspond to the types of organizations they participate in. For example, some organizations may seek to unite diaspora professionals in particular fields or occupations, they may support advocacy and justice efforts, or they may focus on preservation of identity and heritage. If organizations are important audiences for study outputs, results may be tailored to those different profiles, with messages framed to meet the likely knowledge level and interests of these different profiles.

5. Members of the general public in countries of residence and (ancestral) origin: Despite the potentially powerful contributions diasporas may make in both countries of residence and (ancestral) origin, discourses about the diaspora and the public attitudes that such discourses shape may not recognize or reflect such positive contributions. The results or insights from a diaspora mapping may be used to contribute to more responsible, evidence-based discourses about the diaspora that can help dispel commonly held myths, stereotypes or assumptions held by the general public about these groups. Results of mappings can be used to inform awareness-raising campaigns or other interventions that seek to address public perceptions and improve dialogue about diaspora communities. Results or outputs tailored to the general public should be cognizant of the general level of knowledge or understanding about diaspora among the general public, and messaging may engage with multimedia formats that can reach non-specialists.

6. The private sector in countries of residence and (ancestral) origin: The private sector may have keen interest in the results of a diaspora mapping given the potential role diaspora members as either consumers or suppliers of specific goods and services. Specific products or services may be explicitly targeted to the diaspora as a consumer group, such as remittance transfer services or nostalgia goods, for example. Businesses in either the country of residence or (ancestral) origin may use the results of diaspora mappings, particularly those that relate to specific country corridors, to better tailor or advertise products or services to specific groups of the diaspora. The private sector may also be keen to connect with the diaspora as potential investors, advisers, or networking partners. If the private sector is an important audience for diaspora mappings, results may be communicated in forms that are actionable for businesses and that support strategic decision-making, networking building, or other strategic goals. Generally, outputs should be concise or short, yet this audience may also value outputs like detailed population profiles.

7. Researchers and topic experts: An often present yet unintended audience of diaspora mappings and studies are researchers or experts in the particular

diaspora under study. Such an audience may be interested in engaging with the results of diaspora mappings or studies to integrate into their own research approaches, potentially by building up earlier findings and exploring themes or trends uncovered in past work. This audience may also be interested in the methods used to explore the diaspora, or they may be interested in location key interlocuters or gatekeepers from within the diaspora who they can engage in future research. Topic experts and researchers will generally have nuanced understanding of the population under study and a greater capacity to engage with technical material; they may also have a preference for long-form outputs that focus on details and nuance as opposed to targeted, action-oriented outputs like policy briefs.

Knowing your audience is not always easy, especially if you do not directly engage with them during the study process. When considering how different analysis methods (and thus different output or communication methods) may relate to different audiences, consider asking yourself the following:

What audience is targeted in this study? What audience are not targeted but would likely care about the research and its outcomes?

- Why would different audiences (e.g. policymakers in countries of residence, intergovernmental organizations, diaspora organizations or associations, individual diaspora members, academics or researchers) be interested in this study and its outcomes?
- How could different audiences potentially benefit from the study and its outcomes?
- What assumptions may different audiences carry into this research? Think, for example, about how they may assess the relevance of the study and its likely findings based on their positions and interests.
- What skills or competencies would an audience need to relate to or use the results of the study? What barriers would there be to their access of the study results in different formats?

For more information on tailoring messaging and dissemination modes to different audiences, please consult Consideration 2: Aligning audience, messaging, and platform.

The audience can play an important role in determining the specific analysis methods that will be chosen, and they may help guide your choices among alternatives. Yet it is important to recognize that sometimes the needs, perspectives, and knowledge of different audiences may be at odds with each other. In some cases, the knowledge of different audiences may be so different that one product or output could not be made suitable for all groups, as you would not be able to ensure sufficient accuracy or accessibility of results for one audience without compromising it for another. It is thus also important to prioritize audiences and to tailor outputs (and the analysis methods that feed into them) to the most important end users.

It is also important to bear in mind that making outputs accessible to all audiences with different knowledge levels may lead to a sacrifice in accuracy of representation of results that may compromize the value of the mapping or study. For example, some audiences may have limited scientific literacy and may prefer the reduction of complex trends to descriptive statistics that are then used to extrapolate results to wider populations. While such a result presentation may be more appealing and accessible to wider audiences, it may reduce the accuracy and meaning of results, and in some cases, it may be irresponsible because the design of the study (e.g. focus groups among representatives of specific diaspora organizations) does not support that level of inference. Concretely, if findings are incorrectly inferred to a wider population, a potential consequence may be that products like policies or programmes that are designed on the basis of the insights generated by a diaspora mapping may not identify meaningful actions or targets, potentially leading to a failure to meet the desired objectives.

CONSIDERATION 2

Ensuring rigorousness of results

A second consideration that may help you decide from among analysis methods relates to how the rigour of the research can be assured. Rigour refers to the strength of the research design and its entailed methods; it implies that a researcher has carefully and thoroughly conducted an investigation. Rigorousness in research design implies that the quality criteria of research – truth value, applicability, consistency, and neutrality (see: Table 7: Principles of research quality in quantitative and qualitative designs) – have been addressed at all stages of the research, including in the analysis stage.

As discussed in Part 2: Methodologies and methods for diaspora studies, how quality principles are defined differ across qualitative and quantitative research designs, and there are methodology-specific differences in how quality is assured in different phases of research. While more methodology-specific guidance on supporting rigour in specific methodological approaches is addressed in the Qualitative, Quantitative and Secondary Data Method-specific modules for diaspora mapping, there are some practices that can help ensure the rigour of analysis regardless of approach. These include triangulation, the four eyes principle, stakeholder validation, and precise documentation of decisions.

Triangulation refers to the use of multiple data sources, potentially generated through multiple methods, to cross-check findings. All methods have weaknesses that lead to potential biases that colour the eventual findings. For example, relevant observations may be systematically excluded from the final sample, relevant factors or pathways of influence may not have been detected or may have been excluded in data collection, or the operationalization used for complex concepts or ideas may have not been perfectly fit to the context they sought to capture. It is important to recognize the limitations different methods bring into the research and, if possible, lessen those limitations by using complementary theories, methods, or data sources. In the analysis process, triangulation implies interrogating emerging findings and questioning their likely truth value using other data or information sources. For example, interview data may suggest that the diaspora are settling and building diaspora communities in new areas of residence, a finding that may be confirmed through secondary data like administrative registry data and organizational registry data. Literature may also be used to cross-check outcomes. Triangulation can help strengthen the truth value and identify the consistency of findings, but it can also be helpful in establishing under what conditions a finding or outcome is accurate when conflicting outcomes arise from analysis.

A related way of ensuring rigour in analysis relates to confirming procedures and interpretations with other researchers: what we can call the four eyes principle. The principle implies that at least two people (two sets of eyes) have reviewed how results were generated and described to ensure that no essential steps have been skipped, that different perspectives can be integrated into the research process, and that unintended bias arising from an initial researcher's assumptions and practices can be identified and potentially addressed. Most studies have this principle built into the research process: from the beginning, multiple study team members are likely to discuss topics like sampling, site selection, the development of data collection tools, and so on. In the analysis phase, the four-eyes principle may involve a second researcher reviewing and making suggested revisions to the analysis protocol; running the analysis protocol on a small sample of observations so consistency of outcomes can be compared; drafting a short narrative analysis of the same sample analysed by a first researcher, or; reviewing, commenting on, and correcting the narrative analysis produced by another researcher. In some studies, there may be a separate role envisioned for quality assurance, with a research manager or senior researcher asked to be a consistent resource for reviewing and validating procedures and interpretations.

Another means of increasing rigour during the analysis phase relates to validating procedures and results with relevant stakeholders. Stakeholders such as donors/commissioners of research and members of the diaspora under study may be particularly valuable to engage in formal or informal feedback sessions on the study procedures and (preliminary) results, as these groups are often among the important audiences or end users of diaspora mappings or studies. Content or methodological experts may also be useful sources of reflection, as they can help identify findings that seem unlikely or may need to be confirmed through additional data sources. Particularly if the results are intended to reflect complex processes or lived realities of diaspora members, validating the results and their interpretations may help ensure that the findings resonate with the wider community and represent their contexts and perspectives in nuanced and responsible ways. Validating results with different stakeholder groups will likely not generate one truth, and indeed different feedback may be delivered by different groups. Rather than using a validation exercise as a way to prove that the results are right, they can be used as another tool in the triangulation process, providing competing perspectives that can be used to further refine the analysis procedures, results, and interpretations.

A final element of supporting rigour in analysis relates to ensuring transparency. In recognizing that limitations and bias are inevitable, it is important that analysis decisions are well documented so that it will be easier to understand potential sources of bias and to explain their potential consequences for the results or outcomes generated. Documenting analysis decisions as they are made is important for both qualitative and quantitative approaches – and for analysis using primary and secondary data – to boost the consistency (reliability or dependability) of results. Documenting decisions can include describing the rationale and steps taken in analysis, or it could include leaving detailed instructions that would enable another researcher to completely duplicate the procedures used. Transparent documentation can be helpful so that if potential irregularities arise in the results, it would be possible to identify if indeed these irregularities reflect a mistake or error in the procedure or if they actually reflect a meaningful outcome within the sample.

How these different elements of triangulation, confirmation, validation, and documentation are applied in studies with different methodological approaches will vary. The potential application of these practices to two hypothetical research designs are described in Textbox 20: What could rigorous analysis look like?

TEXTBOX 20. WHAT COULD RIGOROUS ANALYSIS LOOK LIKE?

Imagine two hypothetical diaspora mappings, with slightly different objectives and research designs. Given the choices of objectives, scope, and methods, these two studies would take different approaches to assuring rigour in the analysis phase.

Study 1 investigates the research question: How are highly skilled members of the Georgian diaspora residing in Germany and the United States organized? The objective of this study is to map structures within the diaspora population and to identify associations and organizations that unite the specified diaspora in contexts of two different countries of residence. The study made use of public organizational registry data to identify Georgian diaspora organizations in both countries of residence, complemented by primary data collection among representatives of the identified organizations using an online survey and review of information shared about organizations/associations on social media websites. How could this study support rigour in analysis?

- Triangulation could be achieved by comparing information pulled from social media websites like Facebook and Instagram on the mandates and activities of registered organizations/associations against the information provided by organization representatives in the survey. Information stored in organization registries could also be used to support identification of patterns.
- Confirmation of analysis procedures and result interpretation could be supported by two researchers creating an organization/association database to

collate information on the organizations/associations included in the mapping and "coding" the same, small set of observations to determine if the researchers have the same understanding and apply codes or labels in consistent ways. Coding, which is described in more depth in the Method Specific Module for Diaspora Mapping: Qualitative Methodologies, describes the process of assigning labels to sections of text that indicate specific, often-time recurring themes or concepts.

- Validation could occur by the study team holding a validation workshop with diaspora members that are part of organizations/associations in the residence country but who were not directly engaged in the research where they could be asked to reflect on the findings, any elements they found confusing or misleading, and elements where they feel that different or additional interpretation would be needed.
- Documentation of analysis procedures could entail researchers describing the steps they followed to identify diaspora organizations (e.g. what search terms they used, which websites or registries they consulted, how they confirmed the diaspora link of organizations) and what procedures they used in coding information about those diaspora organizations.

Study 2 investigates the research question: What kinds of incentives should be offered to encourage highly skilled members of the Georgian diaspora to participate in a temporary return programme? This research question aligns with an objective to support the design of future policy or programming. The study involved in-depth interviews with highly skilled Georgian diaspora residing in Germany, interviews with highly skilled Georgians residing in Georgia who had returned from Germany, and a review of literature on the components of temporary return programmes aimed to support the temporary return of skilled diaspora. Within this study design, how could rigorous analysis be supported?

- Triangulation could occur by comparing how multiple subjects – Georgian returnees and Georgians residing abroad – describe or perceive the same occurrence or trend. Information on return programme design derived from literature could be used to guide the design of interview guides, ensuring that similar themes would be addressed by different respondents.
- Confirmation may entail that multiple researchers analyse a small sample of the same transcribed and translated interviews and then together review the different results that emerged and the relation of those to a wider explanatory framework. Discussion of which trends were identified and how could then lead to an agreed analytical framework, which would then be used to guide analysis of remaining interviews.
- Validation of results could occur by approaching experts on return programming to review and discuss the results. For example, programme staff of temporary return programmes who have worked with Georgian migrants may be asked to reflect on how the results relate to their own field experiences, and they

may be asked to identify themes or findings that seem dissonant with their past experiences.

- Documentation would require that the search parameters (e.g. search terms, inclusion/exclusion criteria) used to identify relevant literature on voluntary return programmes are thoroughly documented, and the framework used to analyse literature should also be described. The process of transcribing, translating, and analysing interviews would also be documented, with the description of the process potentially including a discussion of theory/theories that underpinned it.

Rigorous analysis should support the truth value, applicability, consistency, and neutrality of eventual results, all of which support a study's overall value and potential use. These more methodologically driven principles of research quality touch upon another important issue that is central to diaspora mappings or studies: ensuring responsible representation of results. As discussed throughout the Toolkit, ethical research that respects respondents and protects them from potential harms requires critical thinking about how different stages of the research process can affect the target population. The next section therefore addresses different ethical dimensions of data analysis and the presentation of results, which is one of the first elements that can inform the communication of findings from a diaspora mapping or study.

Decision 2

How do I communicate results?

Diaspora mappings or studies with different objectives will use a variety of outputs and communication channels to share results. How results are communicated and in what forms will vary across output forms, reflecting the mapping or study's objectives, the relationship between a diaspora study and a wider initiative or project, and the intended audience. How results are communicated will also reflect methodological approaches; communicating about results derived from specific methods is addressed in each of the Method-specific Modules for Diaspora Mapping. In this section of the guide, overarching reflection points are provided that can help study designers consider how they can best communicate results. How data is analysed strongly patterns how the findings or results of a diaspora mapping or study can be communicated; this section therefore makes the connection between analysis and communication, starting with reflection on how choices on analysis can affect the responsible and ethical representation of results.

CONSIDERATION 1

Ensuring responsible representation of results

The results of any diaspora mapping or study will generally seek to simplify a complex social reality into a nuanced yet more easily digestible synthesis. As the objectives of diaspora studies often emphasize results that can be used to guide further work – for example, long-term communication or engagement with the diaspora, or development of policies or programming tailored to the diaspora – it is important that the results responsibly reflect the realities of the group being studied.

Responsible representation of results entails those potential risks or harms that results may cause to the target population are recognized and minimized or eliminated. Depending on what information is disseminated about the population and how it is represented, the described population may face negative repercussions such as targeting by a State (for example, based on dissident political views), exclusion or stigmatization from a community or organization, dismissal from current employment, and so on. Different decisions made earlier in the study design pipeline should have already reduced many of these potential harms or risks. How information is analysed and represented can further help protect respondents from potential unintended harms.

Responsible analysis and representation of results has a strong ethical component and relates to understanding and minimizing any potential risks that a population may face by engaging in and being represented in a diaspora mapping. As described in Textbox 17: Identifying and mitigating ethical risks in diaspora mappings/studies, how a respondent is identified and how information associated with that individual is represented in results may expose the respondent to certain risks. When representing results, it is important to consider whether the identity of a particular respondent is sufficiently disguised, unless a respondent gives explicit consent to be identified. It is also important to consider whether results have been represented with appropriate nuancing and in the appropriate context, which can help ensure that respondents are not misrepresented in their views or activities in ways that can harm their credibility or trustworthiness, particularly towards other members of their communities.

Responsible representation of results requires recognition of potential tensions that may exist within the diaspora community, or between the diaspora and State authorities in either country of (ancestral) origin or residence and being sensitive to those tensions in how data is analysed and presented, which reflects a bigger need to embed data in context. Even when using quantitative data derived from secondary sources like administrative data, or when using big data sources that represent the aggregation of individual behaviours, it is important to embed and orient data within the contexts in which the diaspora function. This requires having more in-depth and specific knowledge of the histories of the diaspora population, the events that have contributed to their current sites of residence and community building, and the important sources of identity and activation within the diaspora. It is also important to understand the legal and policy frameworks that shape diasporas' opportunities and obligations to engage with countries of (ancestral) origin, countries of residence, and in de-localized or transnational spaces. Sufficient and nuanced understanding of context is especially important when a diaspora mapping or study involves identifying causal or explanatory mechanism or deriving recommendations that should be built on evidence. The complexity of diasporas as a social construction can make it challenging to identify singular, discrete causal pathways – for example, between factors like socioeconomic status and outcomes like remittance or engagement behaviour – that would lead to targeted recommendations. Yet many diaspora mappings or studies explicitly aim to use evidence to inform future research, interventions, policies, or programmes, which requires critical analysis of collected data and its interpretation within a plausible and contextualized explanatory framework.

A related component that can inform decisions of how analysis is conducted and how subsequent results are represented relates to presentation of findings on aggregate or individual level. In many quantitative studies, results are aggregated; findings, shown for example in per centages or shares of a population, represent outcomes across a wider population and do not focus on any individual observation. In many qualitative studies, findings are presented on an individual level but with reflection on trends across observations. For example, findings from in-depth interviews may be described in terms of observed patterns or trends across multiple observations, and quotes derived from individual interviews may be used to demonstrate how a particular trend or outcome is reflected by members of the sample. The representation of results on individual or aggregate level is often shaped by methodological choices, but there is not a clear quantitative/qualitative split; after all, even patterns derived from in-depth interviews can in principle be represented numerically (e.g. 17 of 25 respondents described…).

In some contexts, representation of results on an individual level may threaten ethical principles such as confidentiality or protection from harm, particularly if identifying information is included about the particular respondent from which information is derived. When quotes are provided in a report, for example, some attribution information is typically included, often to help the reader contextualize the quote and assess its meaning or value given (perceived) legitimacy of the respondent to speak on the particular content of the quote. The information given for quote attribution should balance providing sufficient information about the respondent with protection of their identity, which may be especially challenging in contexts were a respondent's affiliation (e.g. with a profession or organization), gender, or age makes it easy to identify specific individuals, which is especially likely in smaller or more insular group contexts. The risk of exposing a respondent's identity may be offset by assigning pseudonyms, assigning descriptive labels at a higher level of abstraction (e.g. rather than identifying a respondent as a surgeon, a respondent may be described as being part of the health sector), and by asking respondents to review the attributions given in the report and to approve or suggest revisions to them. If it is not possible to sufficiently blind a respondent's identity, members of a diaspora study team may decide not to report results on an individual level but only on aggregate level.

However, other potential challenges may accompany representation of findings on aggregate level. In some studies, outcomes may be presented through averages or means, which can disguise extreme values at both the high and/or low ends of a distribution. For example, when income is represented as an aggregated population average, it may present a misleading picture if there are a small number of observations of extremely high incomes, which can raise the average up in a way that no longer reflects a truly average experience. Responsible representation of results on aggregate level requires having a nuanced understanding of what, exactly, is being represented, as the sample, conditions under which data were collected, and analytical choices (including related to treatment of extreme values or outliers) all influence in how far results may be extrapolated to other populations or contexts. It is therefore important that when results are presented as aggregates that interpretation does not overassert the validity of findings given the research design, which requires stating clearly from whom or what findings were generated and for whom or what they are likely to be valid.

CONSIDERATION 2

Aligning audience, messaging, and platform

As discussed throughout this guide, diaspora mappings or studies can generate different outputs or products that accommodate the needs, perspectives, and knowledge of different stakeholder groups. The targeted objectives of diaspora mappings or studies will often correspond to specific outputs like policy/programme recommendations or organization/individual contact databases. However, how those outputs are packaged and shared may vary, leading any study designer to wonder how they can best communicate complex results to different audiences.

As addressed in Textbox 19: Aligning study objective, output, and audience, the end users or audience of a diaspora mapping or study will likely have different needs and uses for information generated from the study in different. Communicating complex and nuanced results to different audiences with different levels of needs and knowledge is challenging: in part because it may not be clear who the eventual audiences of a diaspora mapping or study may be and how they would use the results. In some cases, the audience and how they will use study results is built into the study design. For example, stakeholders like study commissioners or donors may plan to directly act on recommendations arising from a study; they may choose to fund further research, to integrate insights into the design of future engagement strategies or programmes, or to build or consolidate networks and partnerships that respond to the interests of the stakeholders involved in a diaspora study. Other stakeholders, like representatives of diaspora organizations or associations, may use information arising from a study to tailor initiatives to the interests of diaspora members or to accommodate the interests of potential institutional partners (e.g. governments and intergovernmental organizations). How other stakeholders may use the information arising from a diaspora study may be more challenging to anticipate. Diaspora members may not have such a direct instrumental use of results but may instead use information to gain insight into their community's interests and capacities. The use of results by wider, unintended audiences – for example, political parties or members of the general populace – are even more challenging to anticipate. The more uncertain the audience and its potential uses of a study are, the more challenging it is to choose the appropriate outputs, messaging, and the vehicles for those messages. Explicitly inventorying different audiences and their potential uses of results is an integral part of planning results presentation and dissemination. Knowing the audience and what they may use the results for can help in planning core messages about your results and determining the framing of those messages.

Any diaspora mapping or study will generate many insights which the study team will need to curate and prioritize, aligned with the study objectives and its audiences. In any given study, analysis will reveal multiple trends, outcomes, and patterns: likely too many to effectively communicate in the same output. At the end of the analysis phase, the study team will need to critically review what results to disseminate, in what forms and in what times. Generally, those findings that directly speak to a study's objectives should be addressed first, but even then, there may be different orders of findings that are relevant to the project objective and to the audience. Once central findings have been identified, the study team may consider how those findings can be translated into core messages that are tailored to specific audiences. Those core messages will generally focus on the orientation of a finding to a higher level of abstraction; rather than focusing only on the meaning of a specific finding, a core message will often relate that finding to an implicit recommendation or action that the audience can or should take in response to the finding. For example, a diaspora mapping may find that a particular diaspora under study has weak internal community structures, which reflects a diffuse central identity and an absence of common organizations that unite the interests of different subpopulations within the diaspora. If the objective of the diaspora mapping is to identify barriers to engagement with the government in the country of (ancestral) origin, then this finding may be translated into a main message that a diaspora engagement strategy should focus on creating a shared sense of identity that resonates with multiple parts of the diaspora.

The core messages that arise from findings need to be framed in a way that make them accessible, meaningful, and actionable to the intended audience(s): all while still maintaining responsible representation of the diaspora under study. Framing refers to the process of strategically constructing a message in a way that inspires understanding and internalization by the intended audience. Word use and communication style is an important part of framing, as it can determine whether the intended core message is understandable to the targeted audience. Using simple, jargon-free language is often important in disseminating results from diaspora mappings and studies, particularly when the intended audience has diverse levels of knowledge. Framing also involves using communication strategies and narratives that resonate with different audiences and confirm or support the sense that both the core message and the messenger is credible. Given potential sensitivities around diaspora identity, communities, and engagement, the core messages arising from diaspora mappings or studies need to be carefully framed to ensure they are understood as intended, do not contribute to further tensions and incite the desired action from the audience.[8] Creators of content arising from diaspora mappings need to be particularly cautious of the framing used to communicate results given how heterogenous and internally diverse many diasporas are. Messages should represent the different interests and identities within the diaspora without contributing to further tensions or divides within the community, which requires conscientious use of message framing.[9]

Core messages can be communicated in many ways, using a combination of conventional and more innovative communication methods. Conventional communication methods include written narratives to represent findings, potentially including graphs and charts, that are disseminated through research reports or policy briefs,[10] or verbally shared in events like workshops or conferences. Infographics are increasingly used within reports and embedded within websites to visualize data and summarize complex ideas, including relationships. In diaspora mappings and studies, infographics may be particularly helpful to visualize social networks (including among diaspora organizations) or to show the distribution of the

8. For more information on the role of communication and narrative strategies in communicating about migration issues, see: Ahad, A. and N. Banulescu-Bogdan (2019). *Communicating strategically about immigrant integration: Policymaker perspectives.* Migration Policy Institute Europe: Brussels.

9. For more insight into framing messages on migration, see: Banulescu-Bogdan, N. (2018). *When facts don't matter: How to communicate more effectively about immigration's costs and benefits.* Migration Policy Institute: Washington, D.C.

10. Examples of reports arising from diaspora mappings can be found on IOM's iDiaspora website. Good examples of accessible, written representation of results can be found in the reports Skills Mapping Through Big Data: A Case Study of Armenian Diaspora in the United States of America and France (2021) and Diaspora Mapping: Profile of the Gambia, Guinea and Guinea-Bissau Diasporas in Italy (2019).

diaspora across different locations, with different tools available to support the integration of data with different forms of maps.[11] Infographics may be taken a step further; increasingly researchers and organizations are making data available online and in forms that users can manipulate and interact with it: for example, as is done at a larger scale with IOM's Migration Data Portal. Infographics may also be embedded in social media postings (for example, on platforms such as Twitter and Instagram), which often reach wider and more diverse audiences.

Unconventional communication modes and dissemination platforms are becoming increasingly useable by non-media specialists and used to share research results. Podcasts and videos, for example, are two dissemination methods that are increasingly being used to lower access barriers to research for wider audiences. Podcasts are audio files that may be downloaded or streamed, sometimes with enhancements like accompanying slideshows to provide visual support for the audio narrative. Podcasts can feature one person talking about study findings or may involve other ways of presenting information, such as through a panel discussion among experts or an interview between a host and study staff.[12] Videos may have similar formats or may incorporate other story-telling mechanisms and visual enhancements, which can help tell sensitive or complex stories in more accessible ways.[13] Blogs may also be used to share research findings, often through shorter, action-oriented text. In contrast to reports or policy briefs, which often focus on moving systematically from evidence to recommendations, blog posts often focus on a call to action, strategically connecting evidence to change perceptions or inspire specific efforts.[14] Different ways of communicating the results of diaspora mappings or studies are summarized in Table 11: Methods of disseminating diaspora mapping findings compared, with some reflections of the potential advantages or disadvantages of the different methods.

11. Different possibilities and utilities for visualizing data can be found on the website Visualising Data, which provides an updated list of visualization resources for different purposes.

12. For examples of how podcasts can support research dissemination, see SOAS University, London's Centre for Migration and Diaspora Studies podcast series or the Migration Podcast series of International Migration, Integration and Social Cohesion in Europe (IMISCOE).

13. See Kuschminder, K. and Triandafyllidou, A. (2019). "Smuggling, trafficking, and extortion: New conceptual and policy challenges on the Libyan Route to Europe." *Antipode*, 52(1)206–226 and its accompanying YouTube video, which uses a simplified cartoon visual style to explain complex migration phenomenon.

    The iDiaspora website hosts a range of videos highlighting the results of diaspora mappings and studies, including an examples of: how diasporas in Italy are contributing to COVID-19 pandemic recovery efforts (see: A.MI.CO COVID-19 Emergency); how the Rwandan diaspora in Belgium and Germany support a growing TVET sector (see: Rwandan Diaspora Engagement Project to Support the TVET Sector); and how Nigerian professionals in the diaspora can support Nigeria's development through temporary knowledge return (see: Contributing to the Development of Nigeria).

14. For examples of blogs used specifically in the diaspora space, see the IOM Diaspora blog series.

Table 11

Methods of disseminating diaspora mapping findings compared

Method	Potential advantages	Potential disadvantages
Narrative reports	• Well-known dissemination form • May inspire sense of trust and credibility • Requires relatively limited skill set to prepare	• May not be easily accessible to all stakeholders including those with limited literacy • May be time consuming to prepare and format
Infographics (including interactive maps)	• Allows for compact presentation of information into a visualization, which may appeal to wider audiences • May allow for user interaction, which may foster greater sense of familiarity and affinity with results • Requires careful identification and selection of core messages, which may promote more concise and selective messaging	• Generally, requires range of skills to produce, involving both content specialists and media designers, which may incur additional costs • May disguise or misrepresent some findings that are nuanced or should be interpreted within specific contexts or frameworks
Podcasts	• Supports access by many different types of audiences, potentially with a lower use threshold because a user can interact with it passively • Generally allows for in-depth presentation of information in a compact and accessible format, with variety of lengths and presentation formats available	• May not be accessible to all audiences, particularly if files are large and require dedicated applications for playback • Do not generally allow for visualizations, which can challenge communication of particularly numerical results
Videos	• Supports access by many different types of audiences, potentially with a lower use threshold because a user can interact with it passively • Depending on hosting platform may be easily shared and commented on by wider audiences	• Generally, requires a range of skills to produce, with different visual style requiring different levels of pre-recording design and post-recording editing • Generally, needs to be hosted on a streaming website potentially entailing higher costs
Blogs	• May be easily embedded in other digital environments • May appeal to wider audiences given a shorter and more informal writing style	• May not be viewed as credible source of information, particularly as it often takes advocacy lens • May not be as widely consulted by certain audiences such as older persons
Social media posts	• Depending on the platform, may reach different audience communities and in large numbers with limited initial effort • Depending on the platform, may support inclusion of multimedia components (e.g. video, audio, infographics)	• May not be viewed as a credible source of information, particularly given concerns of misinformation and fake news specifically in the migration space • May require assistance of staff who can coordinate social media presence and support the wider dissemination of posts through user networks

The communication and dissemination method chosen should accommodate the audience or end user. It is important to consider if user groups would face access barriers (for example, related to technology or language, which may be inaccessible to segments of the population based on age or education level), and it is important to reflect on how different audiences would perceive the credibility of the message and the messenger shared through different platforms. For example, would policymakers regard a message shared via an infographic posted to Instagram in the same way as they would regard the same infographic shared in a blog post? Both the specific communication method and dissemination platform play a strong role in shaping views of quality and credibility, and it is therefore important to assess the usage patterns of different audiences and the likely assumptions they may have about different communication modes.

A final consideration related to communication of results is how often, and via what outlets, information arising from a diaspora mapping or study will be shared. The timing of dissemination is especially important for diaspora mappings or studies that are embedded in larger initiatives, or that use research on the diaspora as a mechanism to foster long-term communication and collaboration with the diaspora. A dissemination strategy should identify important moments or times at which key messages can be shared. The timing may be planned to coincide with:

- International commemoration days (e.g. International Migrants Day, World Refugee Day, International Day of Remembrance of Slavery Victims and the Transatlantic Slave Trade);
- Dates with significance to the diaspora (e.g. diaspora recognition or celebration days);
- Dates that coincide with larger projects events (e.g. consultation sessions, workshops).

A dissemination strategy may also consider engagement with media outlets, for example, diaspora news outlets or news outlets in the country of (ancestral) origin. If it is important to the study for results to be shared with news media, it may be important to pre-test different messages and message frames to ensure consistent understanding and interpretation, particularly given the role of media in shaping wider societal discourses around migration and diaspora issues. Linked to the idea of responsible representation, dissemination strategies should consider how to minimize potential harms to the population under study, which may include closely monitoring how study findings are picked up on and interpreted by media.

TEXTBOX 21. CHECKLIST FOR ANALYSING AND COMMUNICATING RESULTS

As you come to the end designing your diaspora study, ask yourself:

> **Do I know the likely audiences or end-users of the diaspora mapping or study, and is it clear what their needs, perspectives and levels of knowledge are that would shape how they engage with study outputs?**

No: If it is not clear who the potential audiences or end users of study results are, it may be helpful to do an informal stakeholder mapping. Stakeholder maps allow for visual representation of the different groups with potential interests or roles in a project and their relationships to each other. If the project has an advisory board or steering committee, it may help to complete a stakeholder mapping together, as the different stakeholder group representatives may have different knowledge of groups who may stand to benefit or contribute to the diaspora mapping or study.

Yes: Once the potential end users or audiences of a diaspora mapping or study are known, it may be helpful to consider if and how analysis methods should be tailored to these groups. If there are clear intended end users with radically different levels of knowledge, for example, you may want to consider producing multiple outputs or products, using different analysis methods, that accommodate the needs of these different groups.

Do I have a sense of how different potential analysis methods would support the eventual rigour of the research?

No: If it is not yet clear how different analysis methods could support the best possible rigour of the research, it may be useful to review past diaspora mappings and studies, particularly for discussions of limitations and biases. If there are not methodological specialists on the study team, you may also consider consulting with method-specific experts to receive their views on the potential challenges and advantages of different methods.

Yes: Once analysis methods have been chosen that allow for different means of increasing rigour, you may want to explicitly document what trade-offs will be made with the chosen analysis methods. All methods have limitations and shortcomings, and it is important to transparently document what limitations are known from the beginning, given the nature of the selected method, and to justify why that method is nevertheless the most preferable among alternatives.

Have I considered different modes of, and platforms for, results dissemination, and is it clear how my intended audience or end user would engage with those dissemination choices?

No: If it is not yet clear what the best vehicles are for transmitting core messages to different audiences, you may consider consulting different stakeholder groups about how they integrate research into their decision-making processes. As many diaspora mappings or studies are intended to shape future initiatives, it is important to know how key audiences are used to consulting and working with evidence in their decisions. If the study timeline allows for it, you may also want to consider drafting different core messages, with different framings, and testing how those messages and frames are received in different output channels. For example, you may want to share the same information to the same stakeholder groups in infographic, video, and report form shared via different platforms and then inventory which dissemination form supported greatest understanding and retention of the intended core message.

- Yes: Once it is clear what types of messaging modes and platforms are best suited to your key intended audiences, you may want to start considering and comparing resource costs across methods. Tailored messaging and dissemination can require significant investments of time and expertise so it is important to evaluate those costs before deciding upon what dissemination methods are most sensible to include in your dissemination strategy.

Beyond providing textured insight into the individuals and communities under study, diaspora mappings can provide the essential evidence needed to formulate responsible and proactive policies and programmes that help maximize the development potentials of diaspora for both countries of (ancestral) origin and residence. Diaspora mappings, along with other research products like country migration profiles, contribute contemporary, contextualized data that can help guide the design of migration governance approaches that also support the well-being of the diaspora. With use of the Diaspora mapping toolkit, commissioners, designers, and implementors of diaspora mappings can plan their own mapping strategies around global good practices and use methods and tools that have been constructed and refined through research and field testing.

The remainder of the Diaspora Mapping Toolkit provides users with targeted guidance and tools matched to specific methodological approaches and content areas. For guidance on the use of specific methodological approaches and matching data collection tools, please consult the Method-specific Modules for Diaspora Mapping:

- Method Specific Module for Diaspora Mapping: Quantitative Methodologies
- Method-Specific Module for Diaspora Mapping: Qualitative Methodologies
- Method Specific Module for Diaspora Mapping: Secondary Data

For banks of topic-specific indicators and descriptions of topic-specific thematic modules, please consult the objective-specific modules:

- The Core Module: Indicators and Questions for Diaspora Mapping
- The Economic Capital Module: Indicators and Questions for Diaspora Mapping
- The Human Capital Module: Indicators and Questions for Diaspora Mapping
- The Cultural Capital Module: Indicators and Questions for Diaspora Mapping
- The Social Capital Module: Indicators and Questions for Diaspora Mapping

2

CORE MODULE

INDICATORS AND QUESTIONS FOR DIASPORA MAPPING

CORE MODULE

Indicators and Questions for Diaspora Mapping

An important component of the diaspora mapping toolkit is the Core Module: Indicators and Questions for Diaspora Mapping (in short, "the core module"). The core module includes the basic indicators that any diaspora mapping must contain in order to generate meaningful outcomes related to any of the potential objectives of a diaspora mapping identified in the Step-by-Step Guide to Conducting Diaspora Mappings. Below, please find guidance on the purpose of the module ("module description"), the themes included in the module, guidance on when and how indicators of the core module should be used and the overview of the indicators contained in the core module and the specific survey or interview questions that correspond to them.

Module description

The core module contains indicators related to diaspora (self-)identification and how diaspora affiliation relates to other individual-level characteristics, such as socioeconomic characteristics and migration experiences. The core module also contains indicators related to how diaspora affiliation is expressed — for example, related to economic contributions to the country of (ancestral) origin, how a respondent mobilizes their skills and knowledge for the country of (ancestral) origin and how the individual participates in civic and political processes in both countries of residence and (ancestral) origin.

The core module is the only "stand alone" module that can be implemented completely independently of all other modules. The core module contains a pared-down selection of indicators that allow implementors to collect essential information on who is part of the diaspora and how that diaspora role or identity is activated. The module contains basic indicators that not only allows for profiling of the diaspora but that also allows profiling of the activities respondents participate(d) in related to the four objective-specific modules: (1) economic capital; (2) human capital; (3) social capital, and; (4) cultural capital.

The core module serves two important purposes. It first allows for diaspora mapping implementors to ensure that they collect information on the basic indicators needed to understand the composition and activities of the diaspora. The second purpose is that the core module supports implementors to guide respondents into relevant objective-specific modules. The core module indicators act as a "screening" for other, optional indicators in the other modules, and they streamline the further questions a respondent may face. Particularly in quantitative tools such as surveys, the core module can be used to automatically direct a respondent into next questions, excluding questions that are irrelevant for a particular respondent and therefore improving the fit of the survey to the context of the respondent.

Given these two purposes, implementors of diaspora mappings are encouraged to retain all indicators of the core module as possible and appropriate. The indicator bank provided in the last section below describes the indicators and their use, and it also provides suggestions of how particular indicators can be adapted to suit a particular diaspora mapping context.

Important themes

The core module is broken up into six themes. Each theme contains a set of interrelated indicators that logically progress and lead the respondent through the data collection instrument. The themes included in the core module are:

Screening: Indicators within this theme determine the respondents' eligibility for being included in a diaspora mapping. It importantly includes questions related to age (with 18 suggested as the minimum age for the sake of allowing respondents to give independent informed consent), diaspora affiliation, and current country of residence. Depending on how data is collected, not all items in this theme may be relevant, as the methodology may suggest an answer to screening questions (e.g. related to country of residence).

- **Demographic and socioeconomic characteristics:** Indicators in this theme provide insight into the stage of the lifecycle the respondent is in and establishes basic descriptive information relating to household/family composition, educational profile and labour market activities.
- **Migration experiences:** This theme includes indicators of the respondents' migration experiences, supporting collection of an abbreviated mobility history for the respondent. This theme also explores intentions/purposes behind migration experiences and identifies the respondents' recent mobility to a country of birth or citizenship. Taken together with the demographic and socioeconomic characteristics, this theme allows analysts to distinguish among different generations or cohorts of diaspora.
- **Identification and belonging:** This short theme relates to how a respondent describes affiliation to different locations (e.g. country of (ancestral) origin, country of residence) and establishes the locations of (transnational) family and friend networks. The small number of indicators within this theme connect to a more expansive set of indicators included in the Cultural Capital Module.
- **Financial contributions and knowledge and skills transfer:** The indicators in this theme provide initial insight into respondents' financial or human capital transfers to the country of (ancestral) origin. The indicators are both backward- and forward-looking, establishing not only past activi-ties related to financial and human capital transfers but also identifying intentions and barriers to engaging in such transfers in the future. Several indicators in this theme will provide information to the implementor about past/future practices, activities and intentions of the respondent that could indicate if further questions from the Economic and/or Cultural Capital Modules should be asked to the respondent.
- **Civic involvement and citizenship:** This theme collates indicators related to voting behaviour and other forms of civic engagement in both country of (ancestral) origin and

residence. Indicators are included in the core module related to civil society organizations to which a respondent belongs that either has a specific focus on a diaspora community or that supports events/programming related to the diaspora. The small number of indicators within this theme connect to a more expansive set of indicators included in the Social Capital Module.

In addition to these essential elements, the core module also includes an optional element to collect contact information for the respondents and requests information from the respondent on their willingness to be engaged in further research. In contrast to the themes that relate to more substantial topics, the indicators related to potential follow-up have a more instrumental or administrative function.

When/how indicators should be used

The indicators contained in the core module should always be included in a diaspora mapping. Use of the indicators in this module can in principle support diaspora mappings to meet all common objectives identified in the step-by-step guide, namely: (1) to understand the composition and distribution of a diaspora population; (2) to engage the diaspora in a communication and dissemination strategy; (3) to inform/sensitize future policy or programming and; (4) to construct a database of select diaspora members.

The core module indicators can be seen as an abbreviated "sample" of data collection items that are elaborated in the objective-specific modules. As such, while the indicators can inform each of the identified objectives, they are not as extensive and nuanced as the indicators included in the optional objective-specific modules. Therefore, they should ideally be combined with other, more targeted and extensive indicators contained in the other modules. In contexts where a diaspora mapping needs to be implemented quickly and with very limited resources, however, use of the core module by itself may be sufficient to meet the objectives of the mapping exercise.

Core module indicator bank

The indicators contained in the core module each represent a specific concept or idea. Indicators must be "translated" into specific data collection items that allow for measurement of the underlying concept. Whereas some indicators correspond to one specific data collection item, others may require a combination of items. The indicator bank below outlines the indicators in the core module. In addition to describing the indicator and how it connects to other indicators and items, the table also provides guidance on using the indicator, which reflects on how the indicator may need to be adapted across different contexts. The table also provides a list of corresponding quantitative (survey) questions and qualitative (e.g. in-depth interview) questions per indicator. The full question lists are available as ap-pendixes (see Appendix A) of the respective method-specific modules for diaspora mapping.

Table 1

Core module indicator bank

Section	Indicator name	Description	Skip logic and connection to other modules	Guidance on indicator use	Corresponding quantitative question(s)	Corresponding qualitative question(s)
Screening	Age	Provides respondent's age, which can be used to construct a sociodemographic profile and to determine eligibility for data collection.	Age can be used as a cross-check for accuracy of other indicators. For example, age can be used to determine if answers to other questions (e.g. total years of education) are likely to be incorrect or unfeasible.	An individual should only be allowed to participate in data collection if they have reached minimum age of consent (e.g. 18). The age at which a respondent is considered eligible to participate in data collection should be established before data collection begins.	S01	CM01
	Country of residence	Identifies the country in which the respondent routinely resides, which can be used to construct a profile of a diaspora population's location and may be used to determine eligibility for data collection.	The indicator may determine that a respondent is not eligible to participate in data collection that is targeted only at populations residing in select countries.	The data collection designer should provide clear guidance on how a respondent should answer this question if they maintain multiple residences in different countries throughout the year.	S04	CM01
	Affiliation country of residence	Establishes the relationship between the respondent and the country of residence as a proxy of migration status (e.g. based on foreign birth or citizenship) and/or diaspora status, which can be used to construct a sociodemographic profile, demonstrate the spread of a diaspora population and may be used to determine eligibility for participating in further data collection.	The indicator may determine that a respondent is not eligible to participate in data collection that is targeted only at populations with particular migration statuses vis-à-vis a country of residence or (ancestral) origin.	N/A	S02	CM01
	Identification as diaspora	Establishes if an individual belongs to a particular diaspora, based both on external dimensions and on internal identification. This indicator can be used to construct a sociodemographic profile, demonstrate the spread of a diaspora population and may be used to determine eligibility for participating in further data collection.	Data collection should only continue if the respondent confirms identification that is relevant to a target diaspora.	The diaspora mapping designer should clearly identify the characteristics an individual should have to be considered eligible for data collection, as the selected population of interest will be central to the respondent's movement through further data collection tools.	S03	CM03

Section	Indicator name	Description	Skip logic and connection to other modules	Guidance on indicator use	Corresponding quantitative question(s)	Corresponding qualitative question(s)
Demographic and socioeconomic characteristics	Gender	Establishes which gender a respondent identifies as, which can be used to construct a sociodemographic profile and to identify gender-specific patterns in outcomes upon data analysis and interpretation.	N/A	The answer options and question phrasing should be adjusted to the context, with specific gender-identification categories (e.g. non-binary) provided in contexts where appropriate and non-threatening to the respondent.	DSE01	Not asked directly; implementor observes and cross-checks as needed.
	Current citizenship(s)	Allows a respondent to indicate any citizenship(s) held, which can be used to construct a sociodemographic profile and to demonstrate the spread of a diaspora population. In analysis, this indicator may also be used to assist in interpretation of outcomes, particularly as it relates to formal dimensions of belonging to a specific state.	An individual's citizenship may determine access to specific means of civic participation, like voting, which are addressed in more detail in the Social Capital Module.	In some contexts, an individual may hold multiple citizenships although officially not allowed under the law of one country. For example, some countries do not allow dual citizenship, but an individual may not formally renounce an original citizenship because of the difficulty of doing so. Answer options may therefore be nuanced to accommodate the nationality law of the country of diaspora belonging or residence.	DSE02	CM01
	Marital status	Indicates a respondent's current marital status, which may be used to construct a sociodemographic profile and to establish components of an individual's social network.	N/A	The wording used for the question and potential answer options should be adjusted to local context and language use. For example, if religious rather than legal marriages are commonly practised, the implementor may use the wording that reflects these practices. Similarly, if a country does not allow legal same-sex marriages but does recognize civil unions or partnerships, such wording may be used. As another example, a respondent may be prompted to provide information on current multiple marriages or partnerships in contexts where polygamy is practised.	DSE03	CM02

Section	Indicator name	Description	Skip logic and connection to other modules	Guidance on indicator use	Corresponding quantitative question(s)	Corresponding qualitative question(s)
	Family composition	Establishes whether the respondent has children, which may be used to construct a sociodemographic profile and to establish components of an individual's social network as well as provide insights into potential dynamics of second or third generations of diaspora.	N/A	N/A	DSE04	CM02
	Educational level	Establishes the respondent's highest level of completed education, which can be used to construct a sociodemographic profile and may act as a proxy of skill level.	This indicator provides initial streaming into other questions related to sector or area of education, which may be relevant in shaping follow-up indicators in the Human Capital module.	Answer options provided in a survey tool should be calibrated to local context, with specific words used that correspond to naming of educational levels in the country of implementation. To ensure cross-country comparability, however, survey designers are encouraged to consider how the education levels identified in local context map onto the ISCED 2011 and potentially to use the standard educational levels used in ISCED with country-specific equivalents in brackets.	DSE05	CM04
	Field of study	Indicates the field of study of the highest degree the respondent completed, which can be used to construct a skills profile.	N/A	Answer options have been developed based on the ISCED 2013 fields of education and training codes. In an online survey it is recommended to use a drop-down list rather than a long list of answer options.	DSE06	CM04
	Employment status	Establishes the respondent's current main (economic) activity, which is considered to be the activity that they spend the most time on or that contributes most to their income.	This indicator provides initial streaming into other questions related to the sector, position and profession of work.	Answer options are not mutually exclusive, so guidance should be included to indicate that the most important descriptor should be selected.	DSE07	CM04

Section	Indicator name	Description	Skip logic and connection to other modules	Guidance on indicator use	Corresponding quantitative question(s)	Corresponding qualitative question(s)
	Sector of work	Indicates the sector in which the respondent works, which can be used to construct a skills profile.	N/A	In the survey instrument, answer options have been developed based on the ISCO-08 classification system for occupations to support comparability across countries. Implementors should consider how accessible these answer options are, potentially tailoring categories by providing country-specific examples.	DSE08	CM04
	Main position/ occupation	Indicates the main position or occupation that the respondent holds.	N/A	In the survey instrument, answer options have been developed based on the ISCO-08 classification system for occupations to support comparability across countries. Implementors should consider how accessible these answer options are, potentially tailoring categories by providing country-specific examples.	DSE09	CM04
	Business ownership	Establishes whether the respondent has their own business	This indicator provides initial streaming into other questions related to the business operations in the Economic Capital Module.	The examples of business forms provided in the survey should be calibrated to local context by providing examples in line with common business structures in the country of implementation.	DSE10	CM04
	Location of activities	Establishes the country in which the majority of the operations/ activities of the business owned by the respondent is carried out.	The indicators shows whether the respondent engages in business activities in the country of (ancestral) origin, residence and/or a third country. This can give an indication of transnational business activities.			
	Size of business	Indicates if the respondent employs other people and if so, how many.	The indicator indicates whether the business owned by the respondent contributes to job creation in the respective labour market(s).	CM04		

Section	Indicator name	Description	Skip logic and connection to other modules	Guidance on indicator use	Corresponding quantitative question(s)	Corresponding qualitative question(s)
Migration experience	Place of birth	Establishes the country and city where the respondent was born.	This indicator can be used to verify what was answered in the Screening section, if either the country of (ancestral) origin or residence were indicated to be the country of birth. If the country of birth is the country of residence, the following indicators including "Reason for moving to specific destination" should be skipped.	For the country of birth, it is suggested to use a drop-down list rather than a long list of answer options or an open answer in an online survey. Implementors should consider, however, that a country of birth may not correspond to currently existing countries (e.g. Yugoslavia, the Soviet Union); the implementor may want to adjust survey answer options to allow for these options or should prompt respondents to indicate the modern country that encompasses their place of birth.	ME01 ME02	CM01
	Year of first migration	Indicates in which year the respondent first left the country of birth.	The indicator contributes to an understanding of the migration history of the respondent in combination with the following indicators.	Respondents may not have moved independently but may have been moved by others, for example, by the family, when they were very young. Implementors should make clear that this indicator relates to the first move, self-directed or otherwise, from the country of birth.	ME03	CM05
	Year of last migration from country of birth	Establishes when the respondent last resided in the country of birth, where residence is defined as a stay of 3 or more consecutive months.	In combination with the previous indicator, this indicator allows inferences about temporary return migration to the country of birth.	N/A	ME04	CM05
	Years in current country of residence	Establishes for how many years the respondent has lived in the country of residence.	The indicator establishes the duration of stay in the country of residence, which might be interesting when it comes to profiling the diaspora and understanding how old or young the respective community in the country of residence is.	Depending on the history of the diaspora in the country of residence, the implementor might want to adapt the answer categories in the survey to ensure that, for example, different historical waves of migration can be captured.	ME05	CM05

Section	Indicator name	Description	Skip logic and connection to other modules	Guidance on indicator use	Corresponding quantitative question(s)	Corresponding qualitative question(s)
	Reason for migration	Indicates the main reasons for the most recent time the respondent left the country of birth.	The indicator can be used to understand the reasons that members of the diaspora had for leaving the country of birth, which might reveal certain patterns, especially in combination with the previous indicator on when the respondent left the country of birth.	The answer option in the survey "COVID-19 related reasons" should be eliminated from the survey once it is no longer relevant.	ME06	CM05
	Reason for moving to specific destination	Indicates what the main reasons were for choosing to move to the country of residence.	The indicator can be used to understand the reasons that members of the diaspora had for coming to the country of residence, which might reveal certain patterns, especially in combination with the previous indicator on the duration of stay in the country of residence.	N/A	ME07	CM05
	Current legal status in country of residence	Establishes the residency status the respondent currently holds in the country of residence.	The residency status of the respondent has implications for other indicators such as employment status, the ability to vote, etc.	Answer categories should be adapted to the specific study context given differences in permit and residency categories across countries. Given the potentially sensitive nature of this indicator given the tie to legal status, respondents should be transparent about how this information will be used, with whom it will be shared, and how findings will be reported as a way to allay concerns about disclosure of legal status.	ME08	CM05
	Migration intention	Establishes whether the respondent intends to move to another country permanently, meaning for 12 or more months, in the foreseeable future.	The intention to migrate away from the current place of residence might have implications for involvement in further diaspora engagement activities.	N/A	ME09	CM06

Section	Indicator name	Description	Skip logic and connection to other modules	Guidance on indicator use	Corresponding quantitative question(s)	Corresponding qualitative question(s)
	Indicates whether any concrete arrangements for moving to another country permanently, meaning for 12 or more months, in the foreseeable future.	Concrete plans for migration to another country have implications for possible involvement in further diaspora engagement activities.	N/A	ME10	CM06	
	Willingness to (permanent/ temporary) return	Establishes whether the respondent is able and willing to return to the country of (ancestral) origin and whether such a move would be temporary or permanent.	The willingness and ableness to return to the country of (ancestral) origin is important to establish when a further aim of working with diaspora members is to include them in (temporary) return planning. This indicator may be used in conjunction with indicators in both the financial and social capital modules, which contain indicators related to (temporary) return for different engagement purposes.	Implementors should make clear to respondents that "return" does not per se imply that the person goes to the country of (ancestral) origin with the intention to stay indefinitely; respondents should be encouraged to consider different timescales of potential return.	ME11	CM06
	Conditions for (permanent/ temporary) return	Indicates the conditions that should be in place before the respondent would move to the country of (ancestral) origin.	Understanding the conditions that have to be in place before diaspora members would be willing to return to the country of (ancestral) origin can be very important for designing diaspora engagement activities, especially if these include plans for (temporary) return programmes, for example with the purpose of knowledge and skills transfers.	The answer categories and probes/ prompts can be adapted to the specific study context based on existing knowledge of the implementor on what might be the most important factors shaping return intentions and behaviours.	ME12	CM06

Section	Indicator name	Description	Skip logic and connection to other modules	Guidance on indicator use	Corresponding quantitative question(s)	Corresponding qualitative question(s)
Identities and belonging	Sense of belonging	Establishes how strong the connection the respondent feels to the place of (ancestral) origin and residence as well as the diaspora in the country of residence.	This indicator serves to verify the diaspora identity of the respondent and links to the "Identification as diaspora" indicator to further establish the place belonging and diaspora and possible transnational iden-tity of the respondent. This indicator can also be analysed in conjunction with the indicators in the Cultural Capital Module on different dimensions of belonging and identity.	N/A	IB01	CM07
	Social network	Indicates where the social network, composed of family and friends, of the respondent live.	The indicator serves to capture transnational networks of the respondent.	N/A	IB02	CM08
	Media consumption	Establishes how the respondent gets information on what is happening in the country of (ancestral) origin when they are not there.	Further information on how the respondents receives information on current events in the country of (ancestral) origin are available in the Cultural Capital Module.	The implementor may want to contextualize the answer options to include popular information sources in or on the country of (ancestral) origin, such as specific online radio stations or other diaspora-specific media.	IB03	CM09
Financial contributions and knowledge and skills transfer	Financial contributions	Establishes the kinds of financial contributions the respondent has made or the financial assets the respondent has held in the country of (ancestral) origin in the past 12 months.	This indicator provides initial streaming into other questions related to financial contributions and investments in the Economic Capital Module. Respondents' answers to this question may be used to establish whether the respondent should be referred to the economic capital module and, if so, which specific sets of indicators should be made available.	N/A	FC01	CM10

Section	Indicator name	Description	Skip logic and connection to other modules	Guidance on indicator use	Corresponding quantitative question(s)	Corresponding qualitative question(s)
	Future financial contributions	Establishes how likely the respondent is to make a financial contribution or invest in the country of (ancestral) origin in the next 12 months.	The intention of making financial contributions and/or investment in the country of (ancestral) origin is important to establish when a future aim of working with diaspora members is to facilitate such actions.	N/A	FC02	CM10
	Conditions for financial contributions	Indicates what conditions should be in place before the respondent would be willing to contribute or continue to contribute financially to the country of (ancestral) origin in the future.	Understanding the conditions that have to be in place before diaspora members would be willing to make financial contributions and/or investments can be very important for designing diaspora engagement activities in this regard.	N/A	FC03	CM10
	Knowledge and skills transfer	Establishes whether the respondent has participated in knowledge or skills transfer since living outside of the country of (ancestral) origin.	This indicator provides initial streaming into other questions related to knowledge and skills transfers in the Human Capital Module.	N/A	FC04	CM11
	Frequency of knowledge and skills transfer	Establishes how often the respondent has participated in a knowledge or skills transfer action in the past.	This indicator should be skipped if the respondent has not participated in a knowledge and skills transfer programme.	N/A	FC05	CM11
	Future participation in knowledge and skills transfer programme	Establishes whether the respondent would like to participate in a knowledge and skills transfer programme.	The willingness and ableness to participate in a knowledge and skills transfer programme in the country of (ancestral) origin is important to establish when a further aim of working with diaspora members is such programming.	N/A	FC06	CM11
	Type of knowledge and skills transfer programme	Indicates in what type of programme(s) or initiative(s) the respondent would be interested to be involved?	This indicator should be skipped if the respondent indicated no interest in participating in a knowledge and skills transfer programme.	The answer options can be adapted to capture the most relevant types of programmes and initiatives for the respective context.	FC07	CM11
Civic involvement and citizenship	Voting behaviour	Establishes whether the respondent had the right to vote and did so in the last elections or referendums.	This indicator provides initial streaming into other questions related to voting in the Social Capital Module.	Be aware that this module can be very sensitive in some contexts, and should be adapted to the specific study context.	CIC01	CM12

Section	Indicator name	Description	Skip logic and connection to other modules	Guidance on indicator use	Corresponding quantitative question(s)	Corresponding qualitative question(s)
	Voting intention	Indicates how likely the respondent is to participate in upcoming elections at different levels	N/A	N/A	CIC02	CM12
	Participation in civic actions	Establishes whether the respondent has recently engaged or participated in civic actions.	This indicator provides initial streaming into questions on engagement in a diaspora organization (see the following indicator).	The answer options could be adapted to the respective context if there were recent specific actions that the respondent could have participated in, such as a specific event bringing together members of the diaspora.	CIC03	CM13
Organizational information	Organization name	Provides the name of the diaspora organization in which the respondent indicated being active in previously.	This question should only be asked to respondents that indicated in the questions on the indicator "Participation in civic actions" that they are active in a diaspora organization. If the respondent is not active in a diaspora organization, remaining indicators related to diaspora organizations should be skipped.	The indicator can be used to find out more about the organization if other indicators related to the organization make it seem relevant beyond the survey results, e.g. for engagement in future research, programming or outreach activities.	OI01	CM14
	Membership level	Establishes the role the respondent holds within the diaspora organization.	This indicator provides initial streaming into other questions related to the diaspora organization in the Social Capital Module.	N/A	OI02	CM14
	Type of activities	Indicates the different types of activities that the diaspora organization implements.	N/A	N/A	OI03	CM14

Section	Indicator name	Description	Skip logic and connection to other modules	Guidance on indicator use	Corresponding quantitative question(s)	Corresponding qualitative question(s)
Potential follow-up	Future contact	Establishes whether the respondent agrees to be contacted by IOM in the future for potential engagement.	This indicator should only be included if there is a need to collect such information for potential future engagement.	Given the sensitivity of personal data, respondents should be prompted to provide contact information only when the se-curity of personal data can be guaranteed. Implementors should be transparent with respondents about how long such information should be stored, where it will be stored and who will have access to it. Such information is important in the general informed consent process, but both survey and interview instruments may be adapted to include an additional informed consent check related to future contact.	FU01	Additional consent for follow-up contact asked in informed consent procedure.
	Contact details	Establishes a way to contact the respondent, such as an email address or social media account.	N/A	The implementor needs to make sure that any potentially identifying information comes with a text reminding the respondent about confidential data use and who will receive the information.	FU02 FU03	Additional consent for follow-up contact asked in informed consent procedure.
	Data storage permission	Establishes whether the respondent gives permission for their personal data to be stored.	N/A	It is important to get the explicit consent of the respondent to ensure ethical treatment of personal data of the respondent.	FU04	Additional consent for follow-up contact asked in informed consent procedure.

3

OBJECTIVE-SPECIFIC MODULES OF INDICATORS AND QUESTIONS FOR DIASPORA MAPPING

A

ECONOMIC CAPITAL MODULE

Indicators and Questions for Diaspora Mapping

The Diaspora Mapping Toolkit includes four objective-specific modules of indicators and questions, including the Economic Capital Module: Indicators and Questions for Diaspora Mapping (in short, "the economic capital module"). The economic capital module allows the user to explore different dimensions of the financial resources diasporas possess and potentially deploy as part of their larger engagement behaviours with either the country of (ancestral) origin or country of residence. Below, please find guidance on the purpose of the module ("module description"), the themes included in the module, guidance on when and how indicators of the economic capital module should be used, and the overview of the indicators contained in the economic capital module and the specific survey or interview questions that correspond to them.

Module description

The economic capital module contains indicators related to the diaspora's economic resources, perceptions of their use and behaviours related to their exchange and use. The module provides deep insight into several specific themes related to financial capital, namely business and entrepreneurship activities, trade activities, remittance-sending behaviours and practices, philanthropy, investment behaviours and interests, assets in country of (ancestral) origin and residence and tourism to the country of (ancestral) origin.

The economic capital module, as with the other objective-specific modules, must be used in combination with the core modules of indicators and questions for diaspora mapping. The core module provides the basic information that would allow an implementor to determine the relevance of the economic capital module for specific respondents. The core module provides indicators related to diaspora financial capital that help profile the diaspora's resources, attitudes and behaviours, and it should identify which dimensions of financial capital merit further investigation through more detailed indicators.

As with the other objective-specific modules, implementors should consider the relevance of the indicators for use in diaspora mappings with different objectives. As the indicators included in this module relate not only to contemporary characteristics of the diaspora (e.g. the types of assets held in the country of (ancestral) origin, the size of a currently owned business) but also to future prospects and expectations (e.g. expectations regarding growth of an own business, attitudes toward future investments in the country of (ancestral] origin), the module can be used to satisfy multiple mapping objectives. It may be particularly fruitful within diaspora mappings that seek to profile the economic characteristics and capacities of the diaspora as well as those mappings that seek to inform the design of targeted policies or interventions with elements related to financial attitudes and behaviours.

Implementors are encouraged to critically review the indicators in this module for their relevance and suitability for specific respondents based on the information provided by respondents in the core module. Not all indicators will be meaningful for all respondents, and implementors should consider which combination of indicators from the financial capital module should be used in the specific diaspora mapping. The indicator bank provided in the last section below describes the indicators and their use, and it also provides suggestions of how particular indicators can be adapted to suit a particular diaspora mapping context.

Important themes

The economic capital module is broken up into six themes. Each theme contains a set of interrelated indicators that generally extend the depth of investigation or detail. The themes included in the economic capital module are:

- **Business and entrepreneurship, including participation in trade:** This theme contains indicators related to a business owned or operated by the respondent, which should have been identified through an initial screening indicator contained in the core module. The indicators in this theme cover the size and location of the respondent's main business, the business's legal form, the ability of the respondent to maintain business operations transnationally, expectations regarding the future of the business, barriers to operating in the country of (ancestral) origin, participation in (diaspora) business associations and events and participation in trade between the country of (ancestral) origin and residence.
- **Financial and in-kind remittances:** Indicators in this theme address remittances sent or brought to the country of (ancestral) origin. This theme captures information both on monetary and in-kind remittances, with indicators assessing the form of remittances sent, the value and frequency of remittance transfers, the intended recipients and intended uses of remittances, and the

channels used to support the transfer of remittances. Indicators are also included that assess salary transfers to the country of (ancestral) origin, which capture another dimension of financial remittances.

- **Philanthropy:** This theme includes indicators of the respondent's philanthropic behaviours, with a focus on monetary or in-kind transfers made for charity purposes as opposed to consumption or investment from individual (household) recipients. Indicators capture collective remittance-sending behaviours, the value and type of charitable contributions made in either country of (ancestral) origin or residence in the past year and perceptions of which groups or causes are deserving of charity.
- **Assets:** This theme relates to an individual's access to and possession of financial services and assets. Indicators in this theme provide insights into the assets (such as housing, land, or large equipment) that respondents possess in both country of (ancestral) origin and residence, respondents' use of formal financial products (e.g. savings accounts, loans, retirement funds) in both country of (ancestral) origin and residence and the respondent's use of diaspora finance (i.e. financial products targeted at the diaspora population).
- **Investment:** The indicators in this theme provide insight into the investment behaviours of the diaspora, with a focus on investments made in financial products or enterprises in the country of (ancestral) origin. Indicators focus on the types of investments respondents hold in the country of (ancestral) origin, the value of investments, the value and type of investments in businesses in the country of (ancestral) origin, the sector of the business invested in, the relationship to the business that is invested in and the motivation for placing the investment, and perceptions of barriers to making investments in the country of (ancestral) origin.
- **Tourism:** This theme collates indicators related to temporary return to the country of (ancestral) origin for tourism purposes. Indicators in this theme capture the frequency and purposes of return visits, changes in return visits over time, the places where return visits take place, the usual duration of return visits and the amount of money spent in the country of (ancestral) origin during temporary visits.

When/how indicators should be used

The indicators contained in the economic capital module should be included in a diaspora mapping when (1) they are clearly identified as relevant given the perceptions or behaviours related to economic capital indicated through completion of the core module, and; (2) the indicators are meaningful to the objective of the specific diaspora mapping. Many of the indicators included in the economic capital module are detailed and potentially sensitive. Respondents may be hesitant to provide information related to their economic resources and transfer behaviours, particularly if they do not understand their eventual use or value to the specific diaspora mapping. In some contexts, respondents may be concerned about divulging information that may relate to their income or tax statuses, particularly if they do not comply with administrative requirements or are concerned about identification by authorities and later compulsion to provide additional payments (e.g. taxation of remittance transfers, extortion of remittance recipients by authorities).

Given the particular sensitivities associated with economic resources and behaviours, implementors are cautioned to be selective about the application of this module to only specific respondents. Implementors are also encouraged to provide narrative guidance to respondents that explains the nature of the indicators in this module, that states the intended use or purpose of the data collected, and that provides assurances of respondent anonymity and/or confidentiality of the information provided.

The module contains an extensive list of indicators that span different categories of financial capital. As noted above, the module should follow implementation of the core module, as the indicators in the core module will identify which dimensions of economic capital need additional nuancing or investigation.

Economic capital module indicator bank

The indicators contained in the economic capital module each represent a specific concept or idea. Indicators must be "translated" into specific data collection items that allow for measurement of the underlying concept. Whereas some indicators correspond to one specific data collection item, others may require a combination of items. The indicator bank below outlines the indicators in the economic capital module and specific questions in both quantitative and qualitative data collection instruments that allow for its measurement. In addition to describing the indicator and how it connects to other indicators and items, the table also provides guidance on using the indicator, which reflects on how the indicator may need to be adapted across different contexts.

Table 1

Economic capital module indicator bank

Theme module	Indicator name	Description	Skip logic and connection to other modules	Guidance on indicator use	Corresponding quantitative question(s)	Corresponding qualitative question(s)
Business and Entrepreneurship	Size of business	Indicates if the respondent employs other people and if so, how many people the respondent employs.	This indicator shows whether the respondent engages in entrepreneurial activities, which can include generating jobs (for people from their diaspora). Owning a business/enterprise may be related to the respondent's human capital and skills. It can also relate to the respondent's level of integration in the country of residence, if the business is operating in the country of residence. The questions of this theme module should only be asked if the respondent has a business/enterprise.	In some country contexts, business owners may not have formal, contracted employees. Respondents may not represent the size of the workforce correctly if the question is phrased as relating only to contacted employees (for whom the business pays taxes or contributions), so care may be taken in soliciting information on all employees, regardless of contract form.	DSE12 (core module)	EC05
	Location of employees	Identifies the locations from which the respondent's employees work. It shows whether the respondent employs people in the country of origin, in the country of residence, or elsewhere.	The indicator shows engagement in each country's economy, where the respondent generates job opportunities and to which economy the respondent's business contributes. This indicator, combined with others in the trade, assets, and investments themes, may be used to understand the nature and volume of economic contributions in different locations.	N/A	BE01	EC05
	Legal form of business	Indicates whether the business is formally registered and in what way.	This indicator may be used in combination with indicators related to trade activities and barriers to business growth to understand how legal form affects business activities and growth perspectives.	Respondents may find it challenging to explain the legal form of the business, particularly in countries with large informal sectors. Interviewers may provide prompts and probes to help respondents understand what legal forms a business may take and should tailor these prompts/probes to the terms commonly used in the country context.	BE02	EC05

Theme module	Indicator name	Description	Skip logic and connection to other modules	Guidance on indicator use	Corresponding quantitative question(s)	Corresponding qualitative question(s)
Business and Entrepreneurship	Online presence	Indicates whether the respondent's business offers goods or services online, indicating expansion beyond the locale in which the business is registered or has work sites.	N/A	N/A	BE03	EC05
	Physical return for business matters	Indicates whether the respondent is able to maintain or operate the business from a country other than where the business is registered or has work sites.	This indicator may provide a sense of barriers to business operation, as it captures ease of doing business in transnational contexts.	Implementors may need to rephrase questions related to this indicator depending on the location of the respondent and of the business; where possible, questions should specify the location of the business to ease understanding.	BE04	EC05
	Growth potential	Indicates the respondent's expectations about changes to the business' profits in the coming year.	The indicator may provide insight into the stability of operations and respondents' expectations about the productivity of their businesses over time. In analysis, it can be fruitful to assess growth expectations according to sector of business operation and legal form.	Implementors may consider probing respondents about expected costs against gains to determine expectations about profit changes.	BE05	EC05
	Sustainability of business	Indicates a respondent's expectations of the business' long-term survival potential.	Information on expected changes in profit and on legal form of the business may be analysed in conjunction to understand whether there are patterns in expected survival.	N/A	BE06	EC05
	Barriers to operating in origin	This indicator shows whether a respondent faces barriers to expand their business into the country of (ancestral) origin if the respondent wishes to do so.	This indicator may be analysed in conjunction with information on the respondent's socioeconomic and legal status as derived from the core module, as there may be specific patterns to perceived barriers according to individual diaspora member characteristics.	Answer options or probes provided for this question may be adjusted to accommodate the local context; resources like the Doing Business Index may provide insight into country-specific risks and barriers that may need to be offered to respondents.	BE07	EC05
	Membership in business associations	This indicator shows if the respondent is a member of, and supported by, business associations.	This indicator may closely relate to a person's civic and political participation and the respondent's awareness of the business ecosystem.	It should be taken into account how established and developed business associations are in the country contexts in which the respondent is embedded. Implementors should explain different forms of informal and formal business associations and give clear examples within the specific country contexts in which the respondent lives and does business.	BE08	EC05

Theme module	Indicator name	Description	Skip logic and connection to other modules	Guidance on indicator use	Corresponding quantitative question(s)	Corresponding qualitative question(s)
Business and Entrepreneurship	Needed support services	This indicates the respondent's openness to receiving support services from the state. Furthermore, it identifies which support services would be favoured by the respondent.	This indicator may be assessed in conjunction with indicators related to barriers to expanding the business into the country of (ancestral) origin.	The implementor may specify which support services are provided in the country of (ancestral) origin and the country of residence, potentially adapting answer options/probes to specific services available in the relevant country contexts.	BE09 BE11	EC05
	Diaspora business events	Evaluates whether the respondent has participated in business events organized by or for the diaspora and if so, the respondent's opinion about these events.	This indicator provides a sense of a respondent's past participation in events with a strong business support or networking function. It can give a sense of what transnational business networking events are available and used, which may indicate useful venues to disseminate information on other support services.	The implementor may potentially adapt answer options/probes to reflect common or specific transnational business events that take place in the relevant country contexts.	BE10 BE11	EC05
Trade	Engagement with trade	This indicator measures whether the respondent engages in the import and/or export of goods or services across national borders. The trade does not necessarily have to be between the country of residence and the country of (ancestral) origin but may also entail other countries.	This indicator may provide insight into the demand/supply of goods/services that reflect particular trade corridors. If the respondent engages in import, it may be a sign that the respondent demands goods/services that are not available (for the same price) in the country of residence. If the respondent engages in export, it may be a sign that the respondent facilitates the availability of goods/services for others living outside of the respondent's country of residence.	N/A	TR01	EC03
	Trade between country of residence and (ancestral) origin	This indicator measures whether the respondent engages in the import and/or export of goods or services between the country of residence and the country of (ancestral) origin.	If the respondent has indicated not to be engaged with trade, this indicator should be skipped.	N/A	TR02	EC03

Theme module	Indicator name	Description	Skip logic and connection to other modules	Guidance on indicator use	Corresponding quantitative question(s)	Corresponding qualitative question(s)
Trade	Volume of trade	This indicator gives an idea about the respondent's value of the net trading revenue. Here, the net trading revenue is understood as the realized gains of the trade that the respondent engaged in, minus the expenses made by the respondent to realize this trade.	If the respondent has indicated not to be engaged with trade, this indicator should be skipped.	In some country contexts, trade may involve the exchange of goods/services for other goods/services. The implementor may need to support the respondent in estimating the monetary value of the trades.	TR03	EC03
Remittances	Remittance-sending behaviour: forms	This indicator determines whether the respondent has sent remittances to a recipient in the past 12 months. As there are different kinds of remittances, this indicator also tracks the type of remittance that has been sent.	Respondents who do not indicate that they have sent remittances in the specified period should not be asked follow-up questions related to value and frequency but may still be asked questions regarding salary transfer and philanthropy.	Implementors may need to explain the concept of remittances to respondents and should provide examples of both monetary and in-kind transfers when needed.	R01	EC01
	Amount of salary in country of (ancestral) origin	Indicates if any portion of wages earned abroad are directly remitted to the country of (ancestral) origin.	In distinction to the other questions on remittance transfers, this indicator captures the direct transfer of salaries to an account of recipient in the country of (ancestral) origin. When combined with indicators on manual remittance transfers, this information may be used to construct the total volume of remittances transferred by the respondent.	Implementors may want to recall information provided by the respondent in the core module related to migration characteristics, as some categories/forms of migration (e.g. temporary or seasonal contract labour) may require salary remittance.	R02	EC01
	Receipt of salary in country of (ancestral) origin	Indicates the value of the wages as a portion of the total salary in USD.	N/A	N/A	R03	EC01

Theme module	Indicator name	Description	Skip logic and connection to other modules	Guidance on indicator use	Corresponding quantitative question(s)	Corresponding qualitative question(s)
Remittances	Remittance-sending behaviour: frequency	This indicator determines how often money or goods were sent or brought back by the respondent to the country of (ancestral) origin over the past 12 months.	If the respondent has indicated that no remittances have been sent in the past 12 months, this indicator should be skipped.	Implementors may try to elicit information on frequency of transfers by relating frequency to specific events or patterns. For example, senders may time transfers to correspond to loan repayment deadlines, to special events like birthdays or national/religious holidays, or other occasions that may help respondents recall frequency of sending.	R04	EC01
	Remittance-sending behaviour: amount	This indicator allows estimation of the approximate value of the money or goods that have been sent or brought back by the respondent each time.	If the respondent has indicated that no remittances have been sent in the past 12 months, this indicator should be skipped.	Implementors may assist respondents in estimating total value of remittances by asking for the average value of each transaction and multiplying this by the number of transfers sent as estimated by the frequency indicator.	R05	EC01
	Remittance recipients	This indicator evaluates to whom money or goods have been sent by the respondent in the last 12 months. Multiple answers can be given.	If the respondent has indicated that no remittances have been sent in the past 12 months, this indicator should be skipped.	The implementor should be mindful about different perceptions of family in different country contexts. It is,therefore, important to give specific examples and clearly indicate what is meant by nuclear family and extended family.	R06	EC01

Theme module	Indicator name	Description	Skip logic and connection to other modules	Guidance on indicator use	Corresponding quantitative question(s)	Corresponding qualitative question(s)
Remittances	Intended uses	Indicates the purposes for which the respondent has sent or brought back money or goods in the past 12 months. Multiple answers can be given.	If the respondent has indicated that no remittances have been sent in the past 12 months, this indicator should be skipped. This indicator may be linked to civic and political participation, as well as the development of human capital and skills in the country of (ancestral) origin. The purpose of the remittances may be showing to what extent the respondent is engaging in civic or political activities in the country of (ancestral) origin, as well as the respondent's engagement in the development of the country of (ancestral) origin. This indicator can therefore also relate to the respondent's sense of belonging and identity and their ties with the country of (ancestral) origin.	The implementor may adapt answer options or probes/prompts to include specific categories of intended use that are more conventional or meaningful in the given country context.	R07	EC01
	Remittance channels	Indicates the channels that have been used by the respondent to send back money and goods over the last 12 months.	If the respondent has indicated that no remittances have been sent in the past 12 months, this indicator should be skipped.	The diaspora mapping designer should emphasize that this answer includes both formal and informal means of sending remittances. Answer options and probes/prompts may be adapted to include local/national channels that the respondent is expected to be familiar with in the specific country context.	R08	EC01
Philanthropy	Collective remittances	Indicates if the respondent had contributed money or goods to initiatives or funds in the country of (ancestral) origin in the last 12 months.	Information on collective remittance-sending behaviours may be used in conjunction with indicators from the cultural capital module to understand (financial) engagement with civil society organizations.	Implementors may need to explain the difference between collective remittances as a form of philanthropy, individual remittances and investments, using specific words or concepts that sufficiently distinguish these behaviours within the given country context.	PH01	EC04
	Charitable contributions country of (ancestral) origin and country of residence	Indicates the estimated value of donations (financial and in kind) to charitable/ not for profit causes in the last 12 months.	N/A	N/A	PH02	EC04

Theme module	Indicator name	Description	Skip logic and connection to other modules	Guidance on indicator use	Corresponding quantitative question(s)	Corresponding qualitative question(s)
Philanthropy	Types of charitable contributions in country of (ancestral) origin	Indicates the types of initiatives respondents donated to in the last 12 months.	If the respondent did not indicate contributing to charitable causes, this question should be skipped. This indicator may be analysed in conjunction with indicators from the cultural capital module to understand the patterns of (financial) civic and political engagement.	In some country contexts, non-governmental civil society organizations may not be allowed to freely operate. Answer options or probes/prompts should be adjusted to reflect the civil society ecosystem in the relevant country contexts.	PH03	EC04
	Groups deserving of charity	Indicates respondents' perceptions of which social groups merit receiving charitable donations.	When combined with indicators from the cultural and social capital modules, this indicator may demonstrate the social groups respondents feel connected to and potentially interested in supporting.	The list of social groups may be adapted to reflect common recipients of charity within the relevant country context.	PH04	EC04
Assets	Assets held in country of (ancestral) origin	Indicates what assets the respondent holds in the country of (ancestral) origin such as private and commercial property, equipment, etc.	N/A	N/A	AI01	EC06
	Assets sent from country of residence	Indicates the types of goods the person has taken back to the country of (ancestral) origin from the country of residence when visiting, if any.	In distinction from in-kind remittances identified in previous indicators, this indicator captures the transfer of assets thathave significant monetary value, including commercial assets such as manufacturing equipment.	N/A	AI02	EC06
	Financial institution uses	Indicates if the respondent possesses and uses formal financial products/services.	Respondents may indicate which financial products/services they possess in any country, which can help establish their familiarity with and access to formal financial institutions. When analysed in conjunction with remittance transfer behaviours, this indicator may be used to profile financial products/services that may be coupled with remittances (e.g. microloans linked to remittance transfers).	Implementors may adapt answer categories or probes/prompts to include financial services or products that are meaningful in particular country contexts (e.g. related to products and services categorized as part of Islamic finance systems).	AI03	EC07

Theme module	Indicator name	Description	Skip logic and connection to other modules	Guidance on indicator use	Corresponding quantitative question(s)	Corresponding qualitative question(s)
Assets	Diaspora finance	Indicates if the respondent has a financial product/ service targeted at the non-resident population from the country of (ancestral) origin.	Some financial services may be tailored to the diaspora or to non-resident populations, which may indicate the institutionalization of diaspora finance in particular country contexts.	Where possible, implementors may want to identify specific forms of diaspora finance provided by the country of (ancestral) origin to tailor answer categories or probes/prompts with relevant instruments and their local names (e.g. using specific names of diaspora bond instruments).	AI04	EC07
Investment	Type of investment	Indicates the forms of investment the respondent has made in the last year and establishes the share of investments in specific investment forms.	If the respondent has not made investments in the last year, remaining indicators related to investment should be skipped.	Implementors may need to understand country-specific terminology used to capture different forms of investments; respondents may not be able to identify specific investment forms and may need additional explanation regarding what specific investment forms include.	I01	EC02
	Value of investments in country of (ancestral) origin	Indicates how much money in USD the interviewee estimates to have invested in the last 12 months.	N/A	N/A	I02	EC02
	Investment in business in country of (ancestral) origin	Indicates whether an investment (a transfer of money made with the intention to generate future profit) has been made in a business either registered in or operating in the country of (ancestral) origin.	In contrast to indicators related to businesses in which a respondent is an owner or majority shareholder, this indicator captures information on investment in businesses that the respondent cannot be considered to own. If respondents do not indicate investing in a business, the remainder of investment indicators should be skipped.	N/A	I03	EC02
	Size of invested business	Indicates how many people on yearly average the business that a respondent invests in employs in the country of (ancestral) origin.	This indicator can be used to assess the contribution of diaspora investors to businesses that generate employment. In combination with other indicators related to resources sent to or spent in the country of (ancestral) origin, this indicator may provide a sense of the economic impact of diaspora transfers.	N/A	I04	EC02

Theme module	Indicator name	Description	Skip logic and connection to other modules	Guidance on indicator use	Corresponding quantitative question(s)	Corresponding qualitative question(s)
Investment	Sector of investments	Indicates in what sector the business the respondent most invests in primarily operates.	N/A	N/A	I05	EC02
	Connection to enterprise	Indicates how the respondent knew about the business in which investments are made.	In combination with indicators from the social capital module, this indicator can provide a sense of how social networks are used to mobilize or direct transnational capital. It also provides a sense of how (potential) diaspora investors find opportunities that match their interests, which can support the development of investment programming.	Implementors may consider what common venues are used to provide information on local investment opportunities to foreign direct investors or diaspora investors in specific country contexts and to adapt answer options or probes/prompts accordingly.	I06	EC02
	Reasons for investing in business	Indicates why a respondent chose to make an investment in the specific business.	Respondents may indicate a range of reasons for why they invest in private businesses, which may be connected to norms and values of both the country of residence and country of (ancestral) origin. Combined with indicators of social and civil participation from the cultural and social capital modules, this indicator may be used to understand forms of engagement respondents retain with the country of (ancestral) origin.	N/A	I07	EC02
	Barriers to investment in business or investment instruments	Indicates barriers or concerns related to investing in business or country of (ancestral) origin.	Combined with the indicator relating to barriers expanding an own business into the country of (ancestral) origin, this indicator provides a sense of how the diaspora perceive the private business ecosystem in the country of (ancestral) origin.	As barriers to investing in private businesses will vary across countries and private sector ecosystems, implementors may consider adapting answer options or probes/prompts to reflect context-specific characteristics, potentially also that relate specifically to barriers for non-resident or transnational investors.	I08	N/A

Theme module	Indicator name	Description	Skip logic and connection to other modules	Guidance on indicator use	Corresponding quantitative question(s)	Corresponding qualitative question(s)
Tourism	Return visits per year	Indicates the average number of short-term visits to the country of (ancestral) origin the respondent has engaged in per year over the last 5 years.	Information on number of return visits may be used in conjunction with the indicator on the average value spent per return visit to calculate the approximate value spent upon return in the past 5 years.	Implementors should clearly differentiate return visits for tourism purposes from short-term migration events. The survey question specifies that short term visits relate to stays of less than 90 days to make a clear distinction from return migration, but implementors should ensure that respondents are not reporting on short-term or circular migration movements.	T01	EC08
	Change in return visits	Indicates whether the frequency of short-term return visits to the country of (ancestral) origin has changed.	This indicator can help understand how patterns of return tourism change over time and may be helpfully related to a respondent's age to understand how return visits change over the life course.	N/A	T02	EC08
	Factors influencing return visits over time	Indicates factors that influence timing/frequency of short-term return visits to the country of (ancestral) origin.	N/A	Events or circumstances that may shape return visits of the diaspora, such as the outbreak or improvement of conflict, may differ by country context; implementors may adapt answer options or probes/prompts to reflect important macro-level events or circumstances likely to affect return behaviours.	T03	EC08
	Location of visits	Indicates the specific locales to which respondents plan to return visits.	The area that someone returns may be linked to their sense of identity or belonging. For example, someone may return to an ancestral home because of strong feelings of identification with their ancestry or distant kin. Indicators from the social and cultural capital module may be used in conjunction with this indicator to understand place-based affiliation and engagement.	N/A	T04	EC08

Theme module	Indicator name	Description	Skip logic and connection to other modules	Guidance on indicator use	Corresponding quantitative question(s)	Corresponding qualitative question(s)
Tourism	Reasons for return visits	Indicates the most important reasons for visiting the country of (ancestral) origin in recent years.	Reasons for engaging in short-term return visits may vary across the life cycle and across generations of the diaspora; analysing this indicator in conjunction with age and migration background may help identify such differences in return patterns.	N/A	T05	EC08
	Duration	Indicates the duration (length of time) spent in the country of (ancestral) origin per visit in the past 5 years.	N/A	N/A	T06	EC08
	Amount of money spent in country in USD	Indicates the estimated value of money spent in the country of (ancestral) origin per return visit.	Information on number of return visits may be used in conjunction with the indicator on the average value spent per return visit to calculate the approximate value spent upon return in the past 5 years.	In some country contexts, the visitor may be expected to offer gifts, goods, or services to the people whom they are visiting. These costs along with costs associated with specific events (e.g. weddings, funerals), administrative procedures (e.g. registering a child born abroad for citizenship), and acquisition of assets (e.g. buying real estate or land) should be considered too in addition to expenditures associated with tourism like transport and accommodation.	T07	EC08

B

HUMAN CAPITAL MODULE

Indicators and Questions for Diaspora Mapping

The Diaspora Mapping Toolkit includes four objective-specific modules of indicators and questions, including the Human Capital Module: Indicators and Questions for Diaspora Mapping (in short, "the human capital module"). The human capital module allows the user to explore different dimensions of the knowledge and skill resources diasporas possess and potentially deploy as part of their larger engagement behaviours with either the country of (ancestral) origin or country of residence. Below please find guidance on the purpose of the module ("module description"), the themes included in the module, guidance on when and how indicators of the human capital module should be used, and the overview of the indicators contained in the human capital module and the specific survey or interview questions that correspond to them.

Module description

The human capital module contains indicators related to the diaspora's knowledge and skills, as well as how those knowledge/skills have been developed and used in both past employment and in formal/informal knowledge-transfer or capacity-building initiatives. This objective-specific module emphasizes the human resources embodied in the diaspora and provides indicators that allow for assessment of existing human resource stocks within the diaspora beyond (formal) education by including skills and occupation-specific competencies. The module also explores the diaspora's perceptions of and past participation in (temporary) knowledge-transfer initiatives focused on the country of (ancestral) origin, including indicators on perceived advantages/barriers to participation in knowledge-transfer programmes with different design features.

The human capital module, as with the other objective-specific modules, must be used in combination with the core modules of indicators and questions for diaspora mapping. The core module provides the basic information that would allow an implementor to determine which indicators in the human capital module would be valuable to explore further for the specific respondent. This objective-specific module provides deeper insight into the accumulation and transnational mobilization of human resources. Given this thematic focus, the module may be fruitfully used in diaspora mappings with a variety of objectives. The module may be used to construct skill/knowledge profiles of the diaspora, and it may be used to inform the design of knowledge-transfer policies or programmes. Given the focus on specific, occupation-specific skills and capacities, the module may also be used in mappings that seek to construct contact databases of diaspora professionals.

Implementors are encouraged to critically review the indicators in this module for their relevance and suitability for specific respondents based on the information provided by respondents in the core module. Not all indicators will be meaningful for all respondents, and implementors should consider which combination of indicators from the human capital module should be used in the specific diaspora mapping. The indicator bank provided in the last section below describes the indicators and their use, and it also provides suggestions of how particular indicators can be adapted to accommodate specific country contexts.

Important themes

The human capital module is split into three main themes. Each theme contains a set of interrelated indicators that generally extend the depth of investigation or detail. The themes included in the human capital module are:

- **Skills profile:** This theme contains indicators related to the accumulation of skills through both formal and non-formal education. Indicators are included related to the current location, level, and domains of study, and to recently following/completion of non-formal (i.e. non-degree-granting) education.
- **Employment history and skills use:** Indicators in this theme address the relationship between skills and employment, with this theme emphasizing the acquisition and practice of skills on the work floor. Within this theme, indicators cover characteristics of current employment (e.g. contract form, full-time equivalency of work), characteristics of recent past employment (e.g. types of occupations held, years of experience), the match between previous education/skills and employment, workplace learning, and the skills used at work and self-assessment of their mastery.
- **Knowledge transfer activities:** This theme includes indicators of how respondents use accumulated skills and knowledge to support human capital acquisition among others. Indicators touch upon if/how respondents use their knowledge/skills to support prospective migrants or recently arrived migrants in the country of residence from the country of (ancestral) origin, past participation in and characteristics of knowledge-transfer programmes with the country of (ancestral) origin, perceptions of knowledge-transfer programmes, and willingness to participate in knowledge-transfer activities that emphasize specific tasks.

When/how indicators should be used

The indicators contained in the human capital module should be included in a diaspora mapping when (1) completion of the core module has identified indicators linked to human capital that should be further investigated among select respondents, and/or; (2) the indicators are meaningful to the objective of the specific diaspora mapping. Some of the indicators in this module may be relevant for the general respondent pool in a diaspora mapping (for example, those related to participation in non-formal education or recent employment experiences), yet respondents may only be directed to this module when their answers to core module indicate willingness or interest in participating in knowledge-transfer programmes or when the diaspora mapping has an objective related to more extensive profiling of skills.

As with the other objective-specific modules, it is important that implementors provide respondents with a clear rationale for why they have been asked to complete this module and how indicators will be used. While the indicators in this module may be less sensitive than those in other modules, they nevertheless require respondents to report sometimes detailed and intimate information. Implementors are advised to review the indicator list and to understand the flow and logic of the module, to select which indicators are most relevant for the objective of the diaspora mapping, and to consider necessary adaptations to the indicators that accommodate the likely respondent pool.

Human capital module indicator bank

The indicators contained in the human capital module each represent a specific concept or idea. Indicators must be "translated" into specific data collection items that allow for the measurement of the underlying concept. Whereas some indicators correspond to one specific data collection item, others may require a combination of items. The indicator bank below outlines the indicators in the human capital module and specific questions in both quantitative and qualitative data collection instruments that allow for measurement of specific indicators (for full question lists, see Annexes A of the respective method-specific modules for diaspora mapping). In addition to describing the indicator and how it connects to other indicators and items, the table also provides guidance on using the indicator, which reflects on how the indicator may need to be adapted across different contexts.

Table 1

Human capital module indicator bank

Theme module	Indicator name	Description	Skip logic and connection to other modules	Guidance on indicator use	Corresponding quantitative question(s)	Corresponding qualitative question(s)
Skills profile	Location of the highest education	Indicates the country in which the respondent received their highest level of formal education. Here, formal education refers to education for which one is or will be granted a degree, certificate, or diploma.	Information on the highest level of education attained is captured in the core module. This indicator can be skipped if the respondent indicates that no formal education has been attained in the core module. Information on the location of the highest level of formal education can be used in conjunction with the level of highest education received and the topic or direction of achieved education to understand potential challenges around skill portability, as diplomas/certificates issued by institutes in different countries may not be immediately accepted or validated in other countries.	N/A	SP01	HC01
	Current study	Indicates whether the respondent is currently enrolled in a formal education programme. Here, formal education refers to education for which one is or will be granted a degree, certificate, or diploma.	This indicator may be skipped when the respondent has already indicated in the core module that education is the respondent's main activity.	Prior to data collection, implementors should familiarize themselves with the structure of the educational system in the countries of implementation to support respondents in identifying what educations may be considered degree-granting or not.	SP02	HC01
	Current study level	Indicates the kind of education that the respondent is enrolled in.	This indicator is only relevant if the respondent is currently enrolled in a formal education programme. This indicator is connected to other indicators related to the sector or area of education. It provides information about the respondent's skill level and (future) position in the labour market.	Answer options provided in a survey tool or probes/prompts used in an interview should be calibrated to local context, with specific words used that correspond to naming of educational levels in the country of implementation. To ensure cross-country comparability, however, survey designers are encouraged to consider how the education levels identified in each local context map onto the ISCED 2011 and potentially to use the standard educational levels used in ISCED with country-specific equivalents in brackets.	SP03	HC01

Theme module	Indicator name	Description	Skip logic and connection to other modules	Guidance on indicator use	Corresponding quantitative question(s)	Corresponding qualitative question(s)
Skills profile	Current Study field	Indicates the focus or main subject area of the respondent's current education or training. This indicator can be used to identify potential professions or occupations to be which the diaspora respondent may contribute.	This indicator is only relevant if the respondent is currently enrolled in a formal education programme. This indicator provides information about the respondent's area of expertise and skills and is therefore connected to the respondent's (future) position in the labour market. The indicator, combined with indicators of the respondent's previously attained education and previous work experience, can also potentially be used to match respondents to knowledge-transfer programme needs or other human capital-focused mobilization interventions.	N/A	SP04	HC01
	Completion time	Indicates the anticipated time until completion of education in which the respondent is currently enrolled.	This indicator is only relevant if the respondent is currently enrolled in a formal education programme.	N/A	SP05	HC01
	Current study location	Indicates the country in which the respondent's ongoing educational programme is based or accredited.	This indicator is only relevant if the respondent is currently enrolled in a formal education programme. Information on the location of completed education can be used in conjunction with the level of education received and the topic or direction of achieved education to understand potential challenges around skill portability, as diplomas/certificates issued by institutes in different countries may not be immediately accepted or validated in other countries.	N/A	SP06	HC01

Theme module	Indicator name	Description	Skip logic and connection to other modules	Guidance on indicator use	Corresponding quantitative question(s)	Corresponding qualitative question(s)
Skills profile	Non-formal education	Indicates whether the respondent has participated in non-formal forms of learning (i.e. forms of learning that are not part of accredited, degree-granting, standardized educational programming) to improve their skills or knowledge in the last 12 months.	This indicator provides insight into sources of skill acquisition and professionalization respondents may engage in; when combined with indicators related to age and profession, this indicator may provide insight into sources of skills training the vary over respondents' life courses and professional trajectories.	Implementors may adjust answer categories or provide probes/prompts that demonstrate different forms of non-formal education, including both work- and non-work-related knowledge and skill development programmes.	SP07	HC02
	Type of non-formal education	Indicates whether the non-formal education which the respondent has participated in over the last 12 months mostly relates or related to the respondent's job/ profession. This indicator provides information about the nature of a respondent's knowledge and skills and the motivation behind personal development.	This indicator can be skipped if the respondent has not participated in any non-formal education. This indicator may provide information about a respondent's area of interest and/ or expertise beyond what is signaled by formal training/education.	N/A	SP08	HC02
Employment history and Skill use	Current employment FTE	Evaluates how much time the respondent spends, on average, on the current job per week.	This indicator is only relevant when the respondent is employed at the point of implementation.	To enable cross-country comparison, it is important to ensure that each respondent has the same understanding of how many hours full-time, part-time and temporary/ sporadic work entails. Implementors should investigate how many hours correspond to different full-time equivalencies within the implementation context, as some categories of workers — for example, seasonal workers or agricultural workers — may not be able to readily translate potentially irregular	EH01	HC03

Theme module	Indicator name	Description	Skip logic and connection to other modules	Guidance on indicator use	Corresponding quantitative question(s)	Corresponding qualitative question(s)
Employment history and Skill use	Current employment duration	Establishes if the respondent is currently working under a contract and if this contract has a fixed end date or not. This determines the level of stability which the job offers and the level of flexibility that the respondent may enjoy.	This indicator is only relevant when the respondent has indicated to be currently employed. This indicator may be linked to the respondent's education/occupation and sector of employment, with some employment being less secure. This indicator may be used in conjunction with indicators from the economic capital module on remittance, philanthropy, and investment behaviours, which may be analysed in consideration of the (in)security of the respondent's contract and income source.	In some country contexts where informal employment is more common, or employment is not secured on a contractual basis, implementors may need to probe respondents on the explicit agreements that have been made with employers and that can be used to derive legal rights from in cases of employment disputes.	EH02	HC03
	Past recent employment	Evaluates whether the respondent had been employed in the past two years. This may be employment for someone else or in a business owned by the respondent.	This indicator is only relevant if the respondent is currently not employed. If the respondent indicates to have no work experience at all, the remaining indicators in this theme can be skipped.	N/A	EH03	HC04
	Longest-held occupation	Evaluates the respondent's work experience in different types of roles. This indicator seeks to understand the number of years of experience for different types of roles, which can indicate potential competencies the respondent has had the opportunity to develop and deepen.	This question should be skipped when the respondent has no work experience. In combination with information about the respondent's education, skills, and sector of experience, a broader understanding of the respondent's expertise can be created and may be used to construct the respondent's professional trajectory.	N/A	EH04	HC03 HC04

Theme module	Indicator name	Description	Skip logic and connection to other modules	Guidance on indicator use	Corresponding quantitative question(s)	Corresponding qualitative question(s)
Employment history and Skill use	Sector of experience	Evaluates the respondent's work experience in different types of sectors. The indicator assesses the number of years of experience the respondent has in different types of sectors, which can be used to understand the respondent's occupational orientation over the course of the respondent's working life.	This question should be skipped when the respondent has no work experience. In combination with information about the respondent's education, skills, and roles of experience, a broader understanding of the respondent expertise can be created. The indicators noted may also be used to assess occupational flexibility and mobility.	N/A	EH05	HC03 HC04
	Match of the current job to expertise	Evaluates the connection between the respondent's current job and the respondent's main area of expertise.	This question should be skipped when the respondent has no work experience. Combined with indicators on the respondent's educational profile and previous work experiences, this indicator may help in assessing the extent of skill (mis-)matching among respondents, which may potentially signal structural mismatches in the residence country labour market. This indicator may also be analysed in conjunction with the indicator in place of highest educational attainment to assess skill/certification portability.	Implementors may want to review the respondents' work and education history to prompt help the respondent to identify the area of expertise.	EH06	HC03
	Intensity of informal learning	Evaluates the respondent's view on how the respondent's current job or last-held job allows or requires acquisition of new skills/knowledge.	This question should be skipped when the respondent has no work experience. This indicator identifies whether the respondent is exposed to new skills/knowledge at work and whether employment supports upskilling. When analysed in conjunction with indicators such as a respondent's sector of work or level of education, this indicator may signal if certain groups of diaspora face limited opportunities to deepen existing skills or competencies.	Depending on the occupation, the implementor may give specific examples of how one can learn new skills or gain new knowledge in informal ways. This enables respondents to think beyond formal ways of learning and makes it easier to reflect on unconscious learning processes.	EH07	HC03 HC04

Theme module	Indicator name	Description	Skip logic and connection to other modules	Guidance on indicator use	Corresponding quantitative question(s)	Corresponding qualitative question(s)
Employment history and Skill use	Conditions supporting informal learning	Evaluates the different reasons for which or mechanisms through which respondents are exposed to on-the-job learning.	This question should be skipped when the respondent has no work experience.	N/A	EH08	HC03 HC04
	Basic skills used at work	Evaluates what basic skills are or were regularly used in the respondent's current or recent job.	This question should be skipped when the respondent has no work experience.	While survey questions ask for the use of specific basic skills, interview questions may include probes/ prompts to stimulate the respondents' reflection on the use of basic skills.	EH09	HC03 HC04
	Self-assessment of basic skills	Evaluates how comfortable the respondent is with the different basic skills that are or were regularly required within the respondent's current or recent job.	This question should be skipped when the respondent has no work experience.	While survey questions ask for the use of specific basic skills, interview questions may include probes/ prompts to stimulate the respondents' reflection on the use of basic skills.	EH10	HC03 HC04
	Complex problem-solving skills and resource management skills	Evaluates what complex problem-solving and resource management skills are or were regularly used in the respondent's current or recent job.	This question should be skipped when the respondent has no work experience.	While survey questions ask for the use of specific complex problem-solving and resource management skills, interview questions may include probes/prompts to stimulate the respondents' reflection on the use of such skills.	EH11	HC03 HC04
	Self-assessment of complex problems and resource management skills	Evaluates how comfortable the respondent is with the different complex problem solving and resource management skills that are or were regularly used in the respondent's current or recent job.	This question should be skipped when the respondent has no work experience. This question may be skipped when the respondent is not required to use complex problem solving and resource management skills.	While survey questions ask for the use of specific complex problem-solving and resource management skills, interview questions may include probes/prompts to stimulate the respondents' reflection on the use of such skills.	EH12	HC03 HC04
	Social skills used	Evaluates what social skills are or were regularly used in the respondent's current or recent job.	This question should be skipped when the respondent has no work experience.	While survey questions ask for the use of specific social skills, interview questions may include probes/ prompts to stimulate the respondents' reflection on the use of such skills.	EH13	HC3 HC4

Theme module	Indicator name	Description	Skip logic and connection to other modules	Guidance on indicator use	Corresponding quantitative question(s)	Corresponding qualitative question(s)
Employment history and Skill use	Self-assessment of social skills	Evaluates how comfortable the respondent is with the different system skills that are or were regularly used in the respondent's current or recent job.	This question should be skipped when the respondent has no work experience. This question may be skipped when the respondent is not required to use system skills.	While survey questions ask for the use of systems skills, interview questions may include probes/prompts to stimulate the respondents' reflection on the use of such skills.	EH16	HC03 HC04
	Systems skills used	Evaluates what technical skills are or were regularly used in the respondent's current or recent job.	This question should be skipped when the respondent has no work experience.	While survey questions ask for the use of specific technical skills, interview questions may include probes/ prompts to stimulate the respondents' reflection on the use of such skills.	EH17	HC03 HC04
	Self-assessment of systems skills	Evaluates how comfortable the respondent is with the different technical skills that are or were regularly used in the respondent's current or recent job.	This question should be skipped when the respondent has no work experience. This question may be skipped when the respondent is not required to use technical skills.	While survey questions ask for the use of specific technical skills, interview questions may include probes/ prompts to stimulate the respondents' reflection on the use of such skills.	EH18	HC03 HC04
	Technical skills used	Establishes whether the respondent has supported potential or aspiring migrants from the respondent's country of (ancestral) origin by providing information or training on topics related to migration to the country of residence or living in the country of residence.	This indicator identifies whether diaspora respondents share knowledge, information, or even values for prospective migrants; analysed in combination with other indicators related to knowledge transfer, this indicator provides more insight into informal human capital exchange activities.	When needed, implementors may provide probes or prompts to the respondent related to different dimensions in which assistance to potential migrants may be provided, which may require additional information on key issues or challenges in the country of residence (e.g. legal migration routes, housing challenges, language acquisition, cultural norms).	KT01	HC05
	Self-assessment of technical skills	Establishes whether the respondent has supported newcomers from the respondent's country of (ancestral) origin by providing information or training on topics related to living in the country of residence.	Used in conjunction with other indicators related to knowledge transfer, this indicator provides insight into the informal means through which diaspora members mobilize human capital resources to support other migrants in the country of residence, which may help inform policies and programmes that connect nnewly arrived migrants to civil society initiatives that may assist their integration processes.	When needed, implementors may provide probes or prompts to the respondent related to different dimensions in which assistance to potential migrants may be provided, which may require additional information on key issues or challenges in the country of residence (e.g. legal migration routes, housing challenges, language acquisition, cultural norms).	KT02	HC05

Theme module	Indicator name	Description	Skip logic and connection to other modules	Guidance on indicator use	Corresponding quantitative question(s)	Corresponding qualitative question(s)
Knowledge transfer activities	Support for potential migrants	Establishes whether the respondent has supported potential or aspiring migrants from the respondent's country of (ancestral) origin by providing information or training on topics related to migration to the country of residence or living in the country of residence.	This indicator identifies whether diaspora respondents share knowledge, information, or even values for prospective migrants; analysed in combination with other indicators related to knowledge transfer, this indicator provides more insight into informal human capital exchange activities.	When needed, implementors may provide probes or prompts to the respondent related to different dimensions in which assistance to potential migrants may be provided, which may require additional information on key issues or challenges in the country of residence (e.g. legal migration routes, housing challenges, language acquisition, cultural norms).	KT01	HC05
	Support for newcomers	Establishes whether the respondent has supported newcomers from the respondent's country of (ancestral) origin by providing information or training on topics related to living in the country of residence.	Used in conjunction with other indicators related to knowledge transfer, this indicator provides insight into the informal means through which diaspora members mobilize human capital resources to support other migrants in the country of residence, which may help inform policies and programmes that connect newly arrived migrants to civil society initiatives that may assist their integration processes.	When needed, implementors may provide probes or prompts to the respondent related to different dimensions in which assistance to potential migrants may be provided, which may require additional information on key issues or challenges in the country of residence (e.g. legal migration routes, housing challenges, language acquisition, cultural norms).	KT02	HC05

Theme module	Indicator name	Description	Skip logic and connection to other modules	Guidance on indicator use	Corresponding quantitative question(s)	Corresponding qualitative question(s)
Knowledge transfer activities	Participation in knowledge/ skill transfer programmes	Establishes the kind of knowledge or skill transfer programme related to the country of (ancestral) origin that the respondent has participated in in the past. If the respondent has participated in multiple programmes, the respondent should discuss the most recent experience.	This indicator provides insight into the participation of diaspora respondents in (formal) knowledge or skill-transfer programmes designed for implementation in the country of (ancestral) origin. This indicator may be analysed in conjunction with indicators related to migration status (and generational cohort), age, gender, educational level, and professional orientation to understand the different propensities of diaspora members with different characteristics to participate in such programmes, which may help inform the design of future programming. The remaining part of this module can be skipped if the respondent has not taken part in a knowledge or skill transfer programme relating to the country of (ancestral) origin in the past.	It may be some time since the respondent participated in the core module, where questions about knowledge/skill transfer programmes were first posed. Implementors should preface these questions with a discussion of what knowledge/skill transfer programmes may include, ideally drawing in examples from current or recent programmes run in the country of (ancestral) origin.	KT03	HC06
	Framework of knowledge/ skill transfer programme	Establishes what body has/had facilitated the knowledge/skill transfer programme that the respondent had participated in in the country of (ancestral) origin or country of residence.	This indicator can be skipped if the respondent has not taken part in a knowledge or skill transfer programme relating to the country of (ancestral) origin in the past.	Implementors should inform themselves of the institutions or bodies that have supported knowledge/skill-transfer programmes in the past. Respondents may not always have a clear understanding of how such programmes are offered, so it may be helpful to describe the characteristics of different kinds of potential providers (e.g. technical development cooperation agencies, intergovernmental organizations, NGOs) to assist the respondent in providing relevant information.	KT04	HC06
	Year of participation	Indicates the year in which the respondent participated in the knowledge/skill transfer programme.	This indicator can be skipped if the respondent has not taken part in a knowledge or skill transfer programme relating to the country of (ancestral) origin in the past.	N/A	KT05	HC06

Theme module	Indicator name	Description	Skip logic and connection to other modules	Guidance on indicator use	Corresponding quantitative question(s)	Corresponding qualitative question(s)
Knowledge transfer activities	Sector of knowledge/ skill transfer programme	Identifies the sector to which the knowledge/skill transfer programme was targeted.	This indicator establishes the field or sector to which knowledge/skill-transfer activities were intended to contribute, which may provide a sense of the potential match between the "supply" of skills/expertise held by the diaspora and the "demand" for sectoral expertise among existing or previous programmes. This indicator can be skipped if the respondent has not taken part in a knowledge or skill transfer programme relating to the country of (ancestral) origin in the past.	If respondents do not readily identify the sector to which the programme contributed, implementors may want to elicit two types of information from respondents: (1) the type of activity undertaken by the respondent in the programme, and; (2) the institution or group in which the respondent was placed or to which the respondent provided information during the placement. In some cases, respondents may have provided expertise in the framework of a formal education or training programme, but the focus of that training could be on a non-education sector, such as medicine. It can therefore be useful to probe respondents for this distinction.	KT06	HC06
	Previous experience in placement field	Indicates whether the knowledge/skill transfer programme was targeted to a sector that the respondent had experience working in.	This indicator can be skipped if the respondent has not taken part in a knowledge or skill transfer programme relating to the country of (ancestral) origin in the past.	N/A	KT07	HC06
	Duration of participation	Indicates the length of the knowledge/skill transfer programme.	This indicator can be skipped if the respondent has not taken part in a knowledge or skill transfer programme relating to the country of (ancestral) origin in the past.	N/A	KT08	HC06

Theme module	Indicator name	Description	Skip logic and connection to other modules	Guidance on indicator use	Corresponding quantitative question(s)	Corresponding qualitative question(s)
Knowledge transfer activities	Location of participation	Indicates how the respondent delivered content or expertise during the placement, referring specifically to in-person or digital participation.	This indicator can be skipped if the respondent has not taken part in a knowledge or skill transfer programme relating to the country of (ancestral) origin in the past.	Particularly in semi-structured interview settings, implementors may want to ask if the mode of participation was as the respondent anticipated from the beginning or if recent events, such as the COVID-19 pandemic or the outbreak of civil conflict in the country of, required a change in modality from planned in person to online or hybrid.	KT09	HC06
	Employment prior to deployment	Indicates whether the respondent was employed before or during the last knowledge/skill transfer programme which required the respondent to (temporarily) relocate to the country of (ancestral) origin.	This indicator can be skipped if the respondent has not taken part in a knowledge or skill transfer programme that required the respondented to (temporarily) relocate to the country of (ancestral) origin.	This indicator specifically captures employment before or during a placement that required the respondent to physically return to the country of (ancestral) origin. Implementors should clarify with respondents prior to this indictor whether any component of the programme they participated in required physical return, even for relatively short periods of time.	KT10	HC06
	Pause in normal employment	Indicates if/how the respondent's employment changed as the result of participation in a knowledge/skill-transfer programme that required temporary physical return.	This indicator can be skipped if the respondent had not taken part in a knowledge or skill transfer programme that required the respondent to (temporarily) relocate to the country of (ancestral) origin or if the respondent was not employed before/during the last placement.	The implementor may need to probe the respondent on the type of employment s/he had prior to deployment in the last knowledge/skill-transfer programme, as some possible options available in the survey (e.g. that the respondent took a sabbatical from their job) may not be relevant for all types of employment.	KT11	HC06
	Content of past programme work	Evaluates the kind of activities that the respondent contributed to or performed during the last knowledge/skill-transfer programme they participated in, regardless of the location of those activities.	This indicator can be skipped if the respondent has not taken part in a knowledge or skill transfer programme relating to the country of (ancestral) origin in the past.	Implementors may prompt respondents to consider both their formal duties (or the activities that they were explicitly expected to perform as part of the knowledge/skill-transfer programme) and the duties or activities that they performed incidentally during the placement.	KT12	HC06

Theme module	Indicator name	Description	Skip logic and connection to other modules	Guidance on indicator use	Corresponding quantitative question(s)	Corresponding qualitative question(s)
Knowledge transfer activities	Perceived impact of knowledge transfer	Assesses the respondent's perception of the value or impact of the respondent's participation in the last knowledge/skill transfer programme.	This indicator can be skipped if the respondent has not taken part in a knowledge or skill transfer programme relating to the country of (ancestral) origin in the past.	N/A	KT13	HC06
	Challenges in placement	Evaluates what challenges were encountered by the respondent during their last knowledge/skill transfer programme participation.	This indicator can be skipped if the respondent has not taken part in a knowledge or skill transfer programme relating to the country of (ancestral) origin in the past.	The implementor may want to provide prompts/probes related to challenges that may be more common in the country of (ancestral) origin, or that may be specific to the sector in which the respondent worked (e.g. lack of technical equipment on which to train staff).	KT14	HC06
	Willingness to participate again	Evaluates whether the respondent would be willing to participate in another knowledge/skill transfer programme in the future.	This indicator can be skipped if the respondent has not taken part in a knowledge or skill transfer programme relating to the country of (ancestral) origin in the past.		KT15	HC06
	Willingness to perform specific tasks	Indicates which tasks the respondent would be most willing to perform if participating in another knowledge/skill transfer programme in the future.	This indicator can be skipped if the respondent has not taken part in a knowledge or skill transfer programme relating to the country of (ancestral) origin in the past.		KT16	HC06

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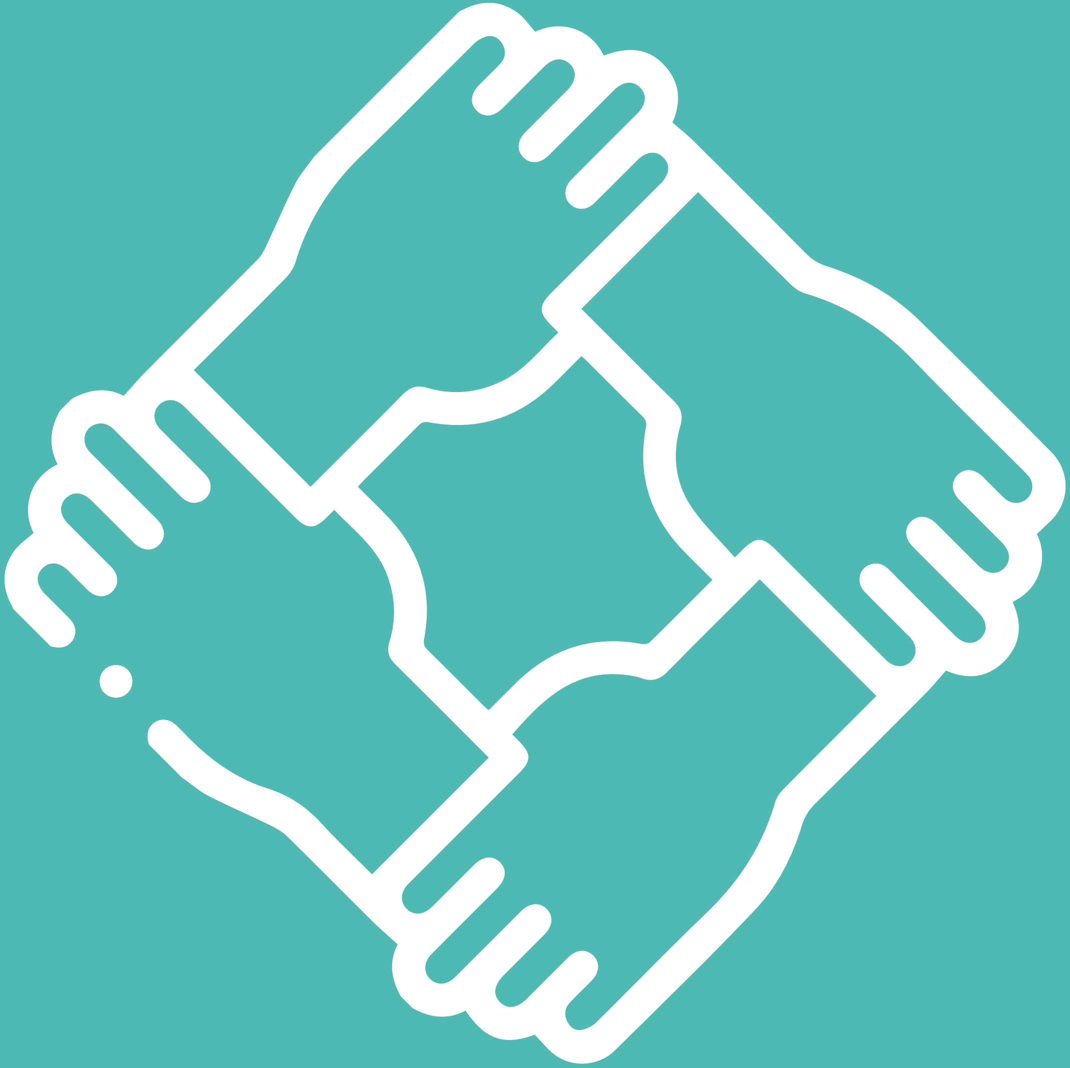

CULTURAL CAPITAL MODULE

Indicators and Questions for Diaspora Mapping

The Diaspora Mapping Toolkit includes four objective-specific modules of indicators and questions, including the Cultural Capital Module: Indicators and Questions for Diaspora Mapping (in short, "the cultural capital module"). The cultural capital module provides insight into how diaspora members identify themselves, assess their sense of belonging to multiple locations and groups, and engage with the cultures and communities in both countries of (ancestral) origin and destination. The module emphasizes the values and identities that shape the diaspora as a transnational community and provides insight into interactions between diaspora members and other communities. Below please find guidance on the purpose of the module ("module description"), the themes included in the module, guidance on when and how indicators of the cultural capital module should be used, and the overview of the indicators contained in the cultural capital module and the specific survey or interview questions that correspond to them.

Module description

The cultural capital module contains indicators related to how members of the diaspora describe their senses of identity and belonging to both different locations and identity groups and it also examines perceptions of belonging, acquisition and transmission of values, and communication with different communities and networks. This objective-specific module emphasizes that identity and belonging are dynamic and multidimensional, with members of the diaspora simultaneously belonging to and participating in different communities and networks that cross geographic boundaries. The module also examines diaspora perceptions of social exclusion and trust in various groups and institutions.

The cultural capital module, as with the other objective-specific modules, must be used in combination with the core modules of indicators and questions for diaspora mapping. The core module provides the basic information that would allow an implementor to determine which indicators in the cultural capital module would be valuable to explore further for the specific respondent. As this objective-specific module provides deeper insight into dimensions of diaspora identity and belonging, into exchange of values and wider exchanges with other communities, the indicators may prove particularly useful for diaspora mappings with different purposes. Given the strong emphasis on personal experiences, perceptions, and sense of belonging, this module may support rapport building with the diaspora, which can be valuable in mappings with an objective of engaging the diaspora in an ongoing communication and engagement strategy. As it allows for identification of sources of identity and activities of value exchange, the module may also support mappings with an objective of informing and sensitizing (future) policies or programming.

Implementors are encouraged to critically review the indicators in this module for their relevance and suitability for specific respondents based on the information provided by respondents in the core module. Not all indicators will be meaningful for all respondents and implementors should consider which combination of indicators from the cultural capital module should be used in the specific diaspora mapping. The indicator bank provided in the last section below describes the indicators and their use and it also provides suggestions of how particular indicators can be adapted to accommodate specific country contexts.

Important themes

The cultural capital module is split into two main themes. Each theme contains a set of interrelated indicators that generally extend the depth of investigation or detail. The themes included in the cultural capital module are:

- **Identity and belonging:** This theme contains indicators related to the different sources or dimensions of individual identity, with indicators relating both to place-based and identity group-based sources of personal identity. Indicators in this theme also capture experiences of social exclusion, particularly related to perceived discrimination.
- **Community membership, networks, and exchange:** Indicators in this theme address how diaspora members as part of transnational communities interact and exchange values and experiences, including with other identity groups and communities. Specific forms of exchange are examined more in this theme, particularly related to transmission of norms and values (social remittances) and to participation in formal or planned cultural events relating to the country of (ancestral) origin. Trust in varying groups and institutions is also examined in this theme.

When/how indicators should be used

The indicators contained in the cultural capital module should be included in a diaspora mapping when the indicators are meaningful to the objective of the specific diaspora mapping. Many of the indicators in this module are relevant for the general respondent pool, as they address concepts and areas of diaspora experience that are common to most individuals regardless of personal profile. Respondents may not be selectively directed to this module from the core module as strictly as in other modules given the more inclusive set of indicators it includes; respondents would generally not be excluded from this module based on their answers in the core module. Nevertheless, respondents may best be directed to this module when understanding sources of diaspora identity — and how they correspond to willingness to participate in or contribute to other forms of engagement, for example — is of particular interest.

The cultural capital module may also be helpfully used in conjunction with the social capital module, as there are several indicators that link to both modules. For example, the cultural capital module includes indicators related to the nationality/national origins of members of the respondents' close networks; this information may be used to understand the composition and spread of the respondents' social networks and may therefore also complement the indicators contained in the social capital module.

The other thematic modules may be analysed in conjunction with select indicators from the cultural capital module, particularly those related to different aspects of identity and group membership or belonging. Willingness to engage in particular forms of transfers, or actual behaviours or patterns of participation or transfers — for example, related to participation in short-term knowledge return programmes, or investment in businesses in countries of (ancestral) origin — may be influenced by a diaspora member's sense of commitment or affinity to specific places or groups. The cultural capital module may therefore provide insights into motivations for diaspora engagement that can be used to identify or explain actual engagement behaviours and patterns derived from indicators in other objective-specific modules.

As with the other objective-specific modules, it is important that implementors provide respondents with clear rationale for why they have been asked to complete this module and how indicators will be used. Some of the indicators in this module may be particularly sensitive to some respondents and may need to be adjusted for the context. For example, some indicators relate to religious group belonging and practices or to membership in a specific ethnic group. In contexts characterized by intergroup conflict or persecution of ethno-religious (minority) populations, such indicators may raise concerns about how information will be used and by whom. Implementors are therefore advised to review the indicator list and to understand which indicators may need to be excluded or further explained to respondents in a way that diffuses potential concerns about their use. Implementors should also review the flow and logic of the module to select which indicators are most relevant for the objective of the diaspora mapping and to consider necessary adaptations to the indicators that accommodate the likely respondent pool and characteristics of the study context.

Cultural capital module indicator bank

The indicators contained in the cultural capital module each represent a specific concept or idea. Indicators must be "translated" into specific data collection items that allow for measurement of the underlying concept. Whereas some indicators correspond to one specific data collection item, others may require a combination of items. The indicator bank below outlines the indicators in the cultural capital module and specific questions in both quantitative and qualitative data collection instruments that allow for measurement of specific indicators. In addition to describing the indicator and how it connects to other indicators and items, the table also provides guidance on using the indicator, which reflects on how the indicator may need to be adapted across different contexts.

Table 1

Cultural capital module indicator bank

Theme module	Indicator name	Description	Skip logic and connection to other modules	Guidance on indicator use	Corresponding quantitative question(s)	Corresponding qualitative question(s)
Belonging and Identity	Sense of belonging	Indicates the respondent's sense of belonging to different groups and localities, for example, related to their local community in the country of residence and (ancestral) origin, their mother language, or to people of the same religious affiliation or ethnicity.	Respondents who indicate not belonging to any religion or denomination should not be directed to further questions on religious practice (i.e. corresponding to quantitative survey questions IB04-08). This indicator can provide an indication of the strength of ties respondents retain to different potential sources of identity, which can be used to understand groups, causes, and places diaspora members may be more willing or prepared to engage with or support.	The implementor may need to provide examples to demonstrate how a respondent could feel a "sense of belonging" to different groups or locations, as how respondents assess and understand 'belonging' can differ. Respondents may be prompted to consider both informal and formal dimensions of belonging. Informal dimensions of belonging may relate to perceptions of closeness or the importance of being part of a specific group for individual identity, and it may also relate to personal ties, relationships, and networks. Formal belonging may relate to legal entitlements and obligations — for example, related to citizenship, legal residence, and voting rights.	IB01	CC02
	Importance of cultural/ethnic background	Indicates how important language, cuisine, cultural celebrations, music and other cultural values are to the respondent.	This indicator captures different dimensions/ expressions of an individual's belonging, which may help inform programming related to cultural expressions and identity (e.g. culture-based events hosted by diplomatic missions).	The implementor may prepare specific prompts or examples related to the different cultural dimensions addressed, tailored to the context of the country of (ancestral) origin. Implementors may also want to probe for cultural expressions that are not per se related to a national culture but to a specific region of origin (e.g. specific meals or dishes associated with regional cuisine).	IB02	CC01

Theme module	Indicator name	Description	Skip logic and connection to other modules	Guidance on indicator use	Corresponding quantitative question(s)	Corresponding qualitative question(s)
Belonging and Identity	Religious background	Indicates if the respondent belongs to a religion and religious denomination and, if so, which one.	Indicators of religious affiliation/belonging may be analysed in conjunction with indicators of ethnic group membership and potentially age/gender to understand the co-occurrence or overlap of multiple group belongings.	In survey instruments, the response categories should be adjusted to reflect religions/ denominations that are more common in both the country of (ancestral) origin and residence. Particularly in contexts characterized by religious, potentially intergroup conflict, care should be taken in how religions or denominations are identified to ensure that the words/labels used are appropriate and sensitive to the words/labels used by adherents or followers.	IB03	CC03
	Religious practices	Indicates how often the participant attended religious or spiritual meetings in the last 12 months.	The indicator captures participation in (formal) religious meetings or services, which can proxy participation in a wider religious/spiritual community and may connect to specific institutions (e.g. mosques, temples, churches) that help provide structure and organization to religious communities.	N/A	IB04	CC03
	Religious practices	Indicates how often the participant engaged in self-led religious or spiritual practice in the past 12 months, independent of any institution or organization (e.g. church) to guide the practice.	This indicator captures information on how actively respondents engage in religious practices as such self-guided prayer or mediation; when used with the indicator of participation in formal religious/spiritual institutions, this indicator may give a sense of the commitment of a respondent to a religious practice or to the value a respondent places on religious or spiritual practice.	Implementors may want to guide respondents to distinguish between non-spiritual self-guided practice (e.g. mindfulness practices for stress reduction) from spiritual or religious practice (e.g. meditation conducted for spiritual purposes).	IB05	CC03

Theme module	Indicator name	Description	Skip logic and connection to other modules	Guidance on indicator use	Corresponding quantitative question(s)	Corresponding qualitative question(s)
Belonging and Identity	Transnational religious practices	Indicates if the respondent has participated in a religious event online or with congregations from other countries in the past 12 months. These events can include fundraisers, joint projects, and other events organized by places of worship or religious congregations.	As spiritual or religious institutions may provide a central mechanism for coordinating religious communities for collective goals, this indicator may be analysed in conjunction with indicators from other modules on forms of contributions intended for the country of (ancestral) origin, for example, related to philanthropic donations.	As this indicator relates to participation in congregations or religious communities that are not exclusively based in one country of residence, implementors may need to probe respondents to explore their transnational religious practices coordinated by umbrella organizations, central religious administrations (e.g. central dioceses), or online platforms that support participation of congregations based elsewhere.	IB06	CC03
	Importance of religion	Indicates if the participant's spiritual or religious beliefs are important in how they live their life.	This indicator may be used in conjunction with the indicator on the importance of cultural values to how the respondent lives their life; these indicators provide information on the sources of a respondents' values and meaning-making and may therefore be linked to programme development that is tailored to specific identify groups.	N/A	IB07	CC03

Theme module	Indicator name	Description	Skip logic and connection to other modules	Guidance on indicator use	Corresponding quantitative question(s)	Corresponding qualitative question(s)
Belonging and Identity	Ethnic background	Indicates if the participant views themself as belonging to a particular ethnic group.	This indicator may be used with other indicators from the core module to construct a profile of the diaspora population from a particular country or region of (ancestral) origin in a particular residence country; when compared to the general demographic breakdown of the country of (ancestral) origin, this indicator may help establish if particular communities had higher migration propensities in the past, which may be linked to historical events (e.g. displacement of religious minorities, labour recruitment from particular origin regions).	This question must be adapted to each country context to ensure that the appropriate ethnic group constructions or labels are used, with wording checked for sensitivity to the local context. Implementors may consider the risks associated with this indicator in contexts of past or contemporary intergroup ethnic conflict, which may imply that this indicator does not generate significant value. In some contexts, categorization of ethnic groups may risk perpetuating tensions between groups, and it may therefore be eliminated from the module.	IB08	CC01
	Experiences of discrimination	Indicates if the respondent has experienced discrimination or unfair treatment in the country of residence based on their race, age, sex, religion, or other personal characteristic in the past five years.	This indicator explores perceptions of unfair or discriminatory treatment, which may be used in conjunction with indicators on sense of belonging to the local community to understand if experiences of othering or different treatment shape respondents' sense of inclusion in local contexts. If a respondent does not indicate experiences of discrimination, indicators that explore further dimensions of discrimination should be skipped.	Implementors may want to discuss with respondents what distinguishes discrimination or unfair treatment from other forms of poor treatment. An important distinction is that discrimination reflects prejudicial treatment based on an individual's (perceived) belonging to a specific group or category rather than based on the individual him/herself as an individual. Given the potential sensitivity associated with experiences of discrimination, implementors may want to tailor data collection tools, particularly in online settings, to provide more information or context to respondents on why information on these indicators is collected.	IB09	CC04

Theme module	Indicator name	Description	Skip logic and connection to other modules	Guidance on indicator use	Corresponding quantitative question(s)	Corresponding qualitative question(s)
Belonging and Identity	Everyday experiences of discrimination	Indicates if the respondent has experienced daily forms of discrimination or prejudicial treatment	This indicator explores lived experiences of unfair or discriminatory treatment, which may be used in conjunction with indicators on sense of belonging to the local community to understand if experiences of othering or different treatment shape respondents' sense of inclusion in local contexts.	N/A	IB10	CC04
	Major experiences of discrimination	Indicates if someone has experienced major discrimination, specifically from those in positions in authority, in the past five years.	This indicator explores lived experiences of unfair or discriminatory treatment that may reflect systematic or institutional discrimination, which may be used in conjunction with indicators on sense of belonging to the local community to understand if experiences of othering or different treatment shape respondents' sense of inclusion in local contexts. The indicator may also be analysed in conjunction with indicators on trust in different bodies/institutions to understand if discrimination damages trust between respondents and individuals/institutions in positions of authority. If a respondent does not report experiences of significant discrimination, the following indicator should be skipped.	N/A	IB11	CC04

Theme module	Indicator name	Description	Skip logic and connection to other modules	Guidance on indicator use	Corresponding quantitative question(s)	Corresponding qualitative question(s)
Belonging and Identity	Sources of discriminatory attitudes	Indicates the respondents' perception of why they have experienced significant forms of discrimination, based on different group membership.	This indicator explores why a respondent thinks they were the target of discriminatory treatment that may reflect systematic or institutional discrimination, which may be used in conjunction with indicators on sense of belonging to the local community to understand if experiences of othering or different treatment shape respondents' sense of inclusion in local contexts. The indicator may also be analysed in conjunction with indicators on trust in different bodies/ institutions to understand if discrimination damages trust between respondents and individuals/ institutions in positions of authority.	The indicator provides insight into different (identity) groups to which a respondent may belong, not all of which may be obvious to or may have been disclosed to an implementor (e.g. related to sexual or gender orientation, disability). Implementors should avoid using language or non-verbal cues that indicate normative judgement (e.g. surprise, disgust) of the information shared by respondents.	IB12	CC04
Community membership, networks and exchange	Language use	Indicates the language spoken in the home of the respondent.	The indicator provides insight into the language(s) respondents use in their personal lives, which may be used to inform the design of materials tailored to the diaspora.	N/A	CMN01	CC01

Theme module	Indicator name	Description	Skip logic and connection to other modules	Guidance on indicator use	Corresponding quantitative question(s)	Corresponding qualitative question(s)
Community membership, networks and exchange	Identification of community groups/ relational ties	Indicates the national origin of members of the respondents' social networks.	This indicator provides insight into contact respondents have with individuals with different national origins, which may be used to identify the homogeneousness/ heterogeneousness of the communities with which respondents engage or do not. If a respondent does not indicate having strong social ties with individuals with the same national (ancestral) origin, follow-up indicators relating to co-national social contacts should be skipped.	N/A	CMN02	CC05
	Identification of community groups/ relational ties	Indicates the affiliation of co-national social contacts with the country of (ancestral) origin.	This indicator captures how co-national communities are constructed related to the country of (ancestral) origin, providing insight into different levels of association/ affiliation between diaspora communities and specific places/origin communities in the country of (ancestral) origin. Combined with indicators on religious and ethnic group membership, this indicator may provide insight into the characteristics of transnational social networks.	N/A	CMN03	CC05

Theme module	Indicator name	Description	Skip logic and connection to other modules	Guidance on indicator use	Corresponding quantitative question(s)	Corresponding qualitative question(s)
Community membership, networks and exchange	Frequency of interaction	Indicates how often the respondent is in contact with friends and family who remain in the country of (ancestral) origin.	This indicator, when combined with indicators of the location of key members of the respondent's social network, provides insight into the retained ties between the respondent and the country of (ancestral) origin. It may also be used to nuance analysis of return patterns and patterns of contributions, as contributions such as remittances, investment, philanthropy, and physical return may be shaped by the presence of family members and friends in the origin country.	N/A	CMN04	CC05
	Channel of interaction	Indicates the channel/medium used to interact with people remaining in the country of (ancestral) origin.	This indicator provides insight into how transnational social contacts are maintained; combined with indicators of frequency of contact, it may provide insight into how access to technologies or communication utilities affects the ability to maintain transnational relationships.	Implementors may need to provide specific prompts or probes to respondents to make clear what is meant by channels of communication. Such probes/prompts should be tailored to the local context and potentially to the specific groups with which a respondent retains contact (for example, a respondent may contact older persons using different channels than younger people given differences in technology adoption or the availability of infrastructure for communication).	CMN05	CC05

Theme module	Indicator name	Description	Skip logic and connection to other modules	Guidance on indicator use	Corresponding quantitative question(s)	Corresponding qualitative question(s)
	Social remittances	Indicates how often the respondent discusses topics or issues with their family and friends in the country of (ancestral) origin that relate to potentially contrasting knowledge, norms, or values related to topics such as personal well-being, finances, health, etc.	The indicator may provide insight into the transmission of social remittances — that is, the exchange of knowledge, norms, practices, values, and other intangible elements that may nevertheless change a recipients' intellectual/ cognitive resources. The indicator may be analysed in conjunction with indicators of professional orientation or education to understand patterns of social remittances among diaspora cohorts.	Implementors may adjust answer categories or prompts/probes to reflect the cultural context and norms in implementation contexts, as some subjects (such as personal finances or health) may be taboo or difficult to address with candor in some contexts.	CMN06	CC06
Community membership, networks and exchange	Social remittances	Indicates how often the respondent discusses less personal topics related to social or cultural events, economics, and politics with social contacts in the country of (ancestral) origin.	This indicator provides insight into what kind of information may be exchanged or discussed in transnational social relationships that relates more generally to the situation in the countries of residence and (ancestral) origin.	N/A	CMN07	CC06
		Indicates if the exchange of information or views with social contacts in the country of (ancestral) origin has led to a perceived change in attitude, perception, or belief among the respondents' discussion partners.	When analysed in conjunction with the other indicators of social remittances, this indicator provides insight into whether transnational social remittance transfer may link to changes in values, beliefs, attitudes or practices, which may demonstrate informal channels through which diasporas may support change or transformation in countries of (ancestral) origin.	As respondents may find this indicator abstract, implementors may encourage respondents to consider particular examples of situations where they perceived that the information they discussed or shared led to a change in beliefs, attitudes, or values.	CMN08	CC06

Theme module	Indicator name	Description	Skip logic and connection to other modules	Guidance on indicator use	Corresponding quantitative question(s)	Corresponding qualitative question(s)
Community membership, networks and exchange	Trust in network/ non-network members	Indicates the level of trust the respondents hold toward their various social networks and toward individuals belonging to the same identity group.	Combined with indicators related to a respondent's personal characteristics (e.g. age, sex, religious affiliation) and experiences of discrimination, this indicator provides insights into patterns of trust among the diaspora and different members of social networks and identity groups, ranging from family members to members of professional networks to individuals who are part of the same identity groups (on the basis of, e.g. ethnicity, religion). Patterns of trust may be compared across diaspora cohorts, for example, related to the year of migration or to diaspora generation.	N/A	CMN09	CC07
	Trust in institutions county of (ancestral) origin	Indicates the level of trust the respondent holds in institutions in the country of (ancestral) origin.	This indicator relates to a respondent's perceptions of formal institutions (e.g. national government) and systems (e.g. legal system, economy) in the country of (ancestral) origin, which may help inform analysis of diaspora engagement trends, as trust may change both actual contribution behaviours and aspirations/ intentions to contribute financial, knowledge, or other resources to the country of (ancestral) origin.	Respondents may be hesitant to openly share views and opinions related to institutions or systems that have power over them or their family/friends remaining in the country of (ancestral) origin, particularly if they are uncertain how the data collected from them may be used. Implementors should therefore be clear and transparent with respondents about how their information will be stored, shared, and communicated, particularly if the national government in the country of (ancestral) origin is a partner in the diaspora mapping.	CMN10	CC07

Theme module	Indicator name	Description	Skip logic and connection to other modules	Guidance on indicator use	Corresponding quantitative question(s)	Corresponding qualitative question(s)
Community membership, networks and exchange	Trust in institutions country of residence	Indicates the level of trust the respondent holds in institutions in the country of residence.	This indicator relates to a respondent's perceptions of formal institutions (e.g. national government) and systems (e.g. legal system, economy) in the country of residence, which may help inform the design of diaspora engagement programmes in which country of residence institutions are stakeholders. For example, perceptions of trust may shape whether diaspora members are willing to engage in co-development initiatives that include other stakeholders or partners like civil society organizations or government bodies.	Respondents may be hesitant to openly share views and opinions related to institutions or systems that have power over them or their family/friends in the country of residence. For example, respondents who are in migration or residency procedures may feel insecure in reporting experiences of mistrust. It is therefore important that implementors are clear and transparent with respondents about how their information will be stored, shared, and communicated.	CMN11	CC07
	Trust in international institutions	Indicates the amount of trust held in international institutions such as international organizations, international non-governmental organizations and international human rights organizations.	This indicator provides insight into perceptions of trust in international bodies that may be involved in diaspora engagement policy or programming. This indicator may be analysed in conjunction with indicators related to past, current, or future participation in diaspora engagement initiatives (e.g. knowledge transfer programmes) supported by international bodies, as trust may shape willingness to engage and actual engagement behaviours.	Implementors may want to prepare a list of specific international bodies or institutions that are visible or engaged in the country of data collection, as respondents may be unclear what organizations or institutions may be considered in different categories of institutions. For example, respondents may not know the difference between international organizations and international non-governmental organizations, and the use of context-specific examples may help demonstrate this distinction.	CMN12	CC07

Theme module	Indicator name	Description	Skip logic and connection to other modules	Guidance on indicator use	Corresponding quantitative question(s)	Corresponding qualitative question(s)
Community membership, networks and exchange	Frequency of media consumption	Indicates the frequency with which the respondent receives information on current events in the country of (ancestral) origin through different dissemination channels.	This indicator proxies consumption of different forms of media related to the country of (ancestral) origin, which may inform the selection of media channels or dissemination modes for information targeted to the diaspora.	N/A	CMN13	N/A
	Knowledge of facilitating policies/ programmes in countries of origin	Indicates if the respondent is aware of events or initiatives hosted by a government, consulate, or organization that seek to foster cultural and emotional ties to the country of (ancestral) origin.	The indicator captures formal events and initiatives, like heritage tourism programmes or cultural celebrations linked to the country of (ancestral) origin, that foster a sense of belonging or affiliation with the diaspora. This indicator may be analysed in conjunction with indicators related to personal characteristics, as knowledge about such initiatives may vary across diaspora cohorts and generation. If the respondent does not indicate knowledge of such events/initiatives, further indicators related to participation in such events should be skipped.	Implementors may want to adjust probes/ prompts to reflect specific events or initiatives offered in the country of residence and tailored to cultural inclusion of the diaspora, as respondents may have participated in events without realizing that they were cultural facilitation activities.	CMN14	CC08
	Participation policies/programmes in countries of origin	Indicates if the respondent has participated in events or initiatives hosted by a government, consulate, or organization that seek to foster cultural and emotional ties to the country of (ancestral) origin.	If the respondent does not indicate participation in such events/initiatives, further indicators related to participation in such events should be skipped.	N/A	CMN15	CC08

Theme module	Indicator name	Description	Skip logic and connection to other modules	Guidance on indicator use	Corresponding quantitative question(s)	Corresponding qualitative question(s)
Community membership, networks and exchange	Participation policies/programmes in countries of origin	Indicates the type of event or activity related to fostering of cultural and emotional ties to the country of (ancestral) origin that the respondent participated in.	The indicator may be analysed in conjunction with indicators of individual characteristics, as different types of events or programmes may be more meaningful or valuable to different diaspora cohorts or generations.	N/A	CMN16	CC08
	Participation policies/programmes in countries of origin	Indicates by whom events or activities related to fostering of cultural and emotional ties to the country of (ancestral) origin were organized.	This indicator, when analysed in conjunction with indicators related to trust in institutions in both country of residence and (ancestral) origin, may provide insight into whether diaspora members' engagement behaviours are shaped by the (perceptions of) organization offering them.	N/A	CMN17	CC08
	Interest in Pparticipation	Indicates if the respondent would be interested in participating in events or activities related to fostering of cultural and emotional ties to the country of (ancestral) origin in the future.	This indicator captures diaspora respondents' interests in and willingness to participate in different types of cultural events, which may be used to inform future programming and diaspora engagement mechanisms.	N/A	CMN18	CC08

D

SOCIAL CAPITAL MODULE

Indicators and Questions for Diaspora Mapping

The Diaspora Mapping Toolkit includes four objective-specific modules of indicators and questions, including the Social Capital Module: Indicators and Questions for Diaspora Mapping (in short, "the social capital module"). The social capital module provides insight into how diaspora members participate in political processes and engage in civic activities in both countries of (ancestral) origin and countries of residence. Below please find guidance on the purpose of the module ("“module description"), the themes included in the module, guidance on when and how indicators of the social capital module should be used, and the overview of the indicators contained in the social capital module and the specific survey or interview questions that correspond to them.

Module description

The social capital module contains indicators related to diaspora participation in political and civic processes. The module recognizes that individuals may have different rights and entitlements related to political participation that eventually shape political engagement behaviours, but it also recognizes that different societies allow for different forms of political participation that can support or constrain the diaspora's contribution to both formal and informal political processes. The module also provides indicators that capture diaspora engagement with civil society, with a particular focus on contributions to civil society organizations. The module allows exploration of different geographies of engagement, with indicators capturing information on participation in political and civic actions and activities in countries of (ancestral) origin and residence as well as in delocalized or transnational contexts.

The social capital module, as with the other objective-specific modules, must be used in combination with the core module of indicators and questions for diaspora mapping. The core module provides the basic information that would allow an implementor to determine which indicators in the social capital module would be valuable to explore further for the specific respondent. As this objective-specific module provides deeper insight into both formal and informal means of participation in political and civic processes, some indicators may not be relevant for all respondents. For example, some indicators related to formal political participation – such as those addressing voting or standing for elected office – may not be relevant for respondents without the nationality of a target country if the legal system of that country restricts the right to participate in such activities to nationals. The indicators of this module can be used in diaspora mappings with various objectives. They can be used to sketch out profiles of diaspora respondents in terms of political and civic participation rights and behaviours, and the indicators may also inform future policy and programming design, particularly related to political or civic inclusion. As indicators are included in this module collects information on participation in specific (diaspora) civil society organizations/associations, including those related to specific activity areas or skills sets, this module may also be used to support the construction of a database or roster of select diaspora members.

Implementors are encouraged to critically review the indicators in this module for their relevance and suitability for specific respondents based on the information provided by respondents in the core module. Not all indicators will be meaningful for all respondents, and implementors should consider which combination of indicators from the social capital module should be used in the specific diaspora mapping. The indicator bank provided in the last section below describes the indicators and their use and it also provides suggestions of how particular indicators can be adapted to accommodate specific country contexts.

Important themes

The social capital module is split into two main themes. Each theme contains a set of inter-related indicators that generally extend the depth of investigation or detail. The themes included in the social capital module are:

- **Political participation:** This theme contains indicators related to both formal and informal inclusion in political processes and activities in both, country of (ancestral) origin and residence. Indicators within this theme relate to the respondents' participation in representative (elected) functions, participation in political parties, participation in other political activities like lobbying and advocacy campaigns, and conditions that should be in place to enable or support voting in elections.
- **Civic participation:** Indicators in this theme address how and why diaspora members engage in civil society organizations (CSOs) and other forms of civic engagement. Indicators relate to motivations to participate in CSOs, the nature of engagement with CSOs, and the nature of CSOs themselves, with specific indicators relating to a CSO's purpose, primary activities, location of activities, and characteristics of its membership body. Additional indicators relate to other forms of civic participation (e.g. participation in charity events, provision of support services for newly arrived migrants) in local communities.

When/how indicators should be used

The indicators contained in the social capital module should be included in a diaspora mapping when the indicators are meaningful to the objective of the specific diaspora mapping. Many of the indicators in this module are relevant for the general respondent pool, as they address how respondents engage in various civic or political processes and activities that may be available to them in the country of (ancestral) origin and in the country of residence. There are nevertheless several indicators that are strongly connected to the core module. The indicator related to the right to vote from the core module can be used to stream respondents into select indicators in this module related to voting behaviours. The indicators related to participation in CSOs from the core module will likewise determine whether or not more specific indicators in the social capital module related to the nature of the CSOs with which respondents engage should be collected.

Implementors of this module should be aware of potential sensitivities connected particularly to the political participation indicators, which in some contexts may require selective omission of indicators or tailoring of connected questions to the context. Particularly in contexts where widescale displacement or migration has occurred as the result of targeted discrimination, persecution, or violence against political dissidents, diaspora respondents may be hesitant to disclose political affiliation and participation in political activities. In some contexts, diaspora respondents may be afraid of being identified or of facing negative repercussions for disclosing political activities, particularly if the diaspora mapping is being conducted in conjunction with government or state stakeholders. It is therefore important that the diaspora mapping team has a comprehensive understanding of the diaspora understudy so that such potential sensitivities can be identified and addressed, including through changing the availability of indicators (with some indicators omitted in some contexts), the sequence of indicators (i.e. the order in which connected questions are asked to respondents), and the framing of indicators (including through the phrasing of connected questions).

As with the other objective-specific modules, it is important that implementors provide respondents with a clear rationale for why they have been asked to complete this module and how indicators will be used. Related to the sensitivity of political affiliation/participation noted above, teams working within indicators from this module may need to take additional care in explaining how collected data will be stored, shared, analysed and eventually represented or disseminated. Such tailoring may require changes not only to specific questions corresponding to individual indicators but may also require changes to introductory or explanatory texts that accompany data collection instruments (e.g. information sheets, informed consent forms, section explanations in a self-administered survey).

Social capital module indicator bank

The indicators contained in the social capital module each represent a specific concept or idea. Indicators must be "translated" into specific data collection items that allow for the measurement of the underlying concept. Whereas some indicators correspond to one specific data collection item, others may require a combination of items. The indicator bank below outlines the indicators in the social capital module and specific questions in both quantitative and qualitative data collection instruments that allow for measurement of specific indicators. In addition to describing the indicator and how it connects to other indicators and items, the table also provides guidance on using the indicator, which reflects on how the indicator may need to be adapted across different contexts.

Table 1

Social capital module indicator bank

Section	Indicator name	Description	Skip logic and connection to other modules	Guidance on indicator use	Corresponding quantitative question(s)	Corresponding qualitative question(s)
Political participation	Party membership (country of origin)	Establishes whether the respondent is a member of any political party in the country of (ancestral) origin.	This indicator may be analysed in conjunction with other indicators related to political participation to establish the level or intensity of participation in country of (ancestral) origin political processes. Analysing this indicator by diaspora cohort/generation and by citizenship status may be particularly valuable to understand changes in forms of political engagement over time and legal status.	N/A	PP01	SC10
	Public office (country of origin)	Establishes whether the respondent is or has ever been a candidate for a public office in the country of (ancestral) origin.	This indicator may be analysed in conjunction with other indicators related to political participation to establish the level or intensity of participation in country of (ancestral) origin political processes. Analysing this indicator by diaspora cohort/generation and by citizenship status may be particularly valuable to understand changes in forms of political engagement over time and legal status.	N/A	PP02	SC10

Section	Indicator name	Description	Skip logic and connection to other modules	Guidance on indicator use	Corresponding quantitative question(s)	Corresponding qualitative question(s)
Political participation	Party membership (country of residence)	Establishes whether the respondent is a member of any political party in the country of residence.	This indicator may be analysed in conjunction with other indicators related to political participation to establish the level or intensity of participation in country of residence political processes. Analysing this indicator by diaspora cohort/generation, by citizenship status, and by duration and forms of residency may be particularly valuable to understand changes in forms of political engagement over time and legal status, potentially linking to political integration and inclusion.	N/A	PP03	SC10
	Public office (country of residence)	Establishes whether the respondent is or has ever been a candidate for a public office in the country of residence.	This indicator may be analysed in conjunction with other indicators related to political participation to establish the level or intensity of participation in country of residence political processes. Analysing this indicator by diaspora cohort/generation, by citizenship status, and by duration and forms of residency may be particularly valuable to understand changes in forms of political engagement over time and legal status, potentially linking to political integration and inclusion.	N/A	PP04	SC10
	Representative function (country of origin)	Establishes whether the respondent holds any representative function in the country of (ancestral) origin and, if so, what kind of function.	This indicator may be analysed in conjunction with other indicators related to political participation to establish the level or intensity of participation in country of (ancestral) origin political processes. Analysing this indicator by diaspora cohort/generation and by citizenship status may be particularly valuable to understand changes in forms of political engagement over time and legal status.	The examples cited in the question should be adapted to the country context and to what kind of functions exist respectively. These functions, for example, include being a member of a diaspora council, being a member of [country of (ancestral) origin] national parliament or [country of (ancestral) origin] local government.	PP05 PP06	SC10

Section	Indicator name	Description	Skip logic and connection to other modules	Guidance on indicator use	Corresponding quantitative question(s)	Corresponding qualitative question(s)
Political participation	Representative function (country of residence)	Establishes whether the respondent holds any representative function in the country of residence and, if so, what kind of function.	This indicator may be analysed in conjunction with other indicators related to political participation to establish the level or intensity of participation in country of residence political processes. Analysing this indicator by diaspora cohort/generation, by citizenship status, and by duration and forms of residency may be particularly valuable to understand changes in forms of political engagement over time and legal status, potentially linking to political integration and inclusion.	The examples cited in the question should be adapted to the country context and to what kind of functions exist, respectively. These functions, for example, include being a member of a migration/integration council, being a member of [residence country] national parliament or local [residence country] government.	PP07 PP08	SC10
	Unconventional political action/participation	Indicates whether the respondent has ever attended or organized any unconventional political activities related to the country of (ancestral) origin since living abroad.	This indicator captures forms of political participation that may be considered more informal or spontaneous, including activities such as demonstrating or contributing to emergency relief funds in which the respondent's participation may not have been orchestrated by a central body or structure.	Implementors should bear in mind that in different contexts, individuals may not be able to participate in formal, organizational activities given legal/cultural constraints (e.g. limited possibilities for NGO registration in specific legal environments). Answer options should therefore be adapted to the respective study context, but implementors may focus on activities that may be less formal or more spontaneous. This might include online campaigns, awareness-raising events, demonstrations, etc.	PP09	SC10
	Motivation for unconventional political action/participation	Establishes what motivated the respondent to participate in these unconventional political activities.	If the respondent indicated not having participated in any unconventional political actions, this indicator should be skipped.	Implementors may specify which kinds of unconventional political activities are relevant in the specific study context and make the answer categories or question prompts/probes more specific.	PP10	SC12
	Conditions for political participation (country of origin)	Establishes to the respondent's perception of and attitudes towards voting in the country of (ancestral) origin.	If the respondent has indicated that they have no right to vote in the country of (ancestral) origin in the Core Module, this indicator should be skipped.	In cases where political enfranchisement rights are limited for non-residents, implementors may consider skipping this indicator or ensuring that answer options or prompts/probes accommodate for the absence of this right.	PP11	SC11

Section	Indicator name	Description	Skip logic and connection to other modules	Guidance on indicator use	Corresponding quantitative question(s)	Corresponding qualitative question(s)
Political participation	Conditions for political participation (country of residence)	Establishes to the respondent's perception of and attitudes towards voting in the country of residence.	If the respondent has indicated that they have no right to vote in the country of residence in the Core Module, this indicator should be skipped.	In cases where political rights are not awarded to immigrants or non-nationals, implementors may consider skipping this indicator or ensuring that answer options or prompts/probes accommodate for the absence of this right.	PP12	SC11
Civic participation	Motivation for diaspora organization engagement	Indicates what motivated the respondent to become a member of the diaspora organization in which they engage.	If the respondent indicated not being active in a diaspora organization in the Core Module, this indicator and all following indicators focused on the diaspora organization, its characteristics and activities should be skipped (to continue with "Individual participation in civic actions").	N/A	CP01	SC09
	Intensity of engagement	Establishes how often the respondent engages with the organization, for example, by attending/ organizing events, attending/ organizing meetings.	N/A	Implementors may want to consider specific prompts/probes related to this indicator; for example, they may want to probe respondents to consider diaspora-related events that they have participated in that were sponsored by the organization.	CP02	SC01
	Purpose/type of organization	Indicates the main purpose or type of diaspora organization that the respondent is most active in.	This indicator, when used in conjunction with those below, can be used to construct profiles of diaspora CSOs, which may be useful particularly in the design of future policies or programmes that seek systematic cooperation with CSOs.	N/A	CP03	SC02
	Year of establishment	Establishes when the diaspora organization was established.	N/A	N/A	CP04	SC02
	Status of organization	Establishes whether the diaspora organization is registered with state authorities such as the chamber of commerce or tax service.	N/A	Respondents may find it challenging to explain the formal status of the organization, particularly if the respondent is not responsible for administrative/legal reporting for the organization. Answer categories and probes should therefore be developed to reflect the specific country context and forms of organizations common there.	CP05	SC02

Section	Indicator name	Description	Skip logic and connection to other modules	Guidance on indicator use	Corresponding quantitative question(s)	Corresponding qualitative question(s)
Civic participation	Membership of organization	Indicates how many members the diaspora organization has in total and the characteristics in terms of activity level, sex and age group.	Indicators related to the profile or composition of a CSO's membership can be used to identify organizations that engage with specific diaspora cohorts, which may be valuable when identifying key interlocutors or connection points with the wider diaspora.	N/A	CP06 CP07 CP08 CP09	SC04
	Board composition	Indicates the size and composition, in terms of sex and age group, of the board of the diaspora organization.	N/A	Implementors should adapt these indicators to reflect the nature of the organization the respondent is providing information on. As some CSOs lack guiding structures such as a board but may have an advisory group or other body with (formal) consultative rights, implementors should adjust the related questions to reflect the structure of the organization.	CP10 CP11	SC04
	Location of activities	Establishes where the diaspora organizations' activities mainly take place.	This indicator provides a sense of where an organization's activities take place, which can be useful to understand if specific types of organizations or their activities are concentrated in specific countries or in delocalized places like online environments.	N/A	CP12	SC03
	Source of funding	Indicates the main source of funding of the diaspora organization.	This indicator may provide a sense of the financial security and sustainability of an organization, which may be useful in designing programming targeted at professionalization of diaspora CSOs or when constructing inventories of CSOs that may be approached to partner in specific initiatives.	N/A	CP13	SC06

Section	Indicator name	Description	Skip logic and connection to other modules	Guidance on indicator use	Corresponding quantitative question(s)	Corresponding qualitative question(s)
Civic participation	Networks and alliances	Establishes whether the diaspora organization works or collaborates with other stakeholders such as different organizations in the country of (ancestral) residence or residence or international organizations.	N/A	Implementors might make answers categories or prompts/probes more specific to the respective study context if there is awareness of umbrella organization(s), international organizations, etc., that work with diaspora organizations included in the mapping.	CP14	SC05
	Aspirations and barriers to expansion of organizational activities	Establishes what the major challenge(s) are that the diaspora organization faces in carrying out its work.	N/A	N/A	CP15	SC08
	Participation in facilitating policies in countries of origin/residence	Indicates whether the diaspora organization has ever benefited from targeted services offered by a government or organizations such as capacity-building trainings or access to specific funding streams and, if so, who this was provided by.	N/A	Implementors might make answers categories or prompts/probes more specific to the respective study context if there is awareness of services or funding streams that have been offered to diaspora organization included in the mapping.	CP16 CP17	SC07
	Individual participation in civic actions	Indicates whether the respondent has recently engaged or participated in any other civic activities such as cultural events, integration support or charity events.	N/A	Implementors may specify which kinds of civic activities are relevant in the specific study context and make the answer categories more specific.	CP18	CM13 (core module)
	Aspirations and barriers for individual activities	Establishes the respondent's aspirations and barriers with regards to civic activities and conditions that are important for such activities.	N/A	N/A	CP19	N/A

4

METHOD SPECIFIC MODULE FOR DIASPORA MAPPING

A

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QUANTITATIVE METHODOLOGIES

1. Introduction

This module, as part of the IOM's Diaspora Mapping Toolkit, serves as a guide for researchers and programme implementers seeking to include primary, quantitative research components in diaspora mapping studies. This module offers an overview of the different aspects of the quantitative research process and provides practical guidance, tips, and suggestions for the use of survey methods and resulting survey data in diaspora mapping studies.

Quantitative data relies on the use of numbers to represent trends and outcomes, usually on an aggregate level. While data is often derived from individual-level surveys, results are generally summarized and presented at an aggregate level (i.e. at the level of groups and representing averages rather than single values), where they may be used to identify differences or similarities across population subgroups (for example, men and women, or different generations). The collection of primary (original) quantitative data via surveys, whether conducted online or offline, is often conducted in contexts where some initial research has already been done on the desired target group, which allows for the development of questions and answer categories that are relevant and tailored to the population of interest. This can be in the form of literature, but you may also have some relevant secondary data available that can inform your primary data collection (see Textbox 1 for more information on primary and secondary quantitative data). Survey methods are therefore often used for explanatory and evaluative research rather than for research that is purely exploratory. Surveys then allow to generate structured data around a common list of questions, where participants can choose among a common set of answers for each question. In other cases, it can be used to first get a broader overview of a topic of interest and to develop a more in-depth study based on the results of the survey.

TEXTBOX 1. PRIMARY VERSUS SECONDARY QUANTITATIVE DATA

When carrying out a diaspora mapping, you may want to be directly involved in the data collection process and/or to rely on already available data. While the former is described as primary research, the latter is known as secondary research. Which form of data is most valuable for your study depends on the objectives of the mapping as well as the kind of information you can identify through desk research, which may link to a secondary data source (see Secondary *Method Specific Module for Diaspora Mapping: Secondary Data* for more information).

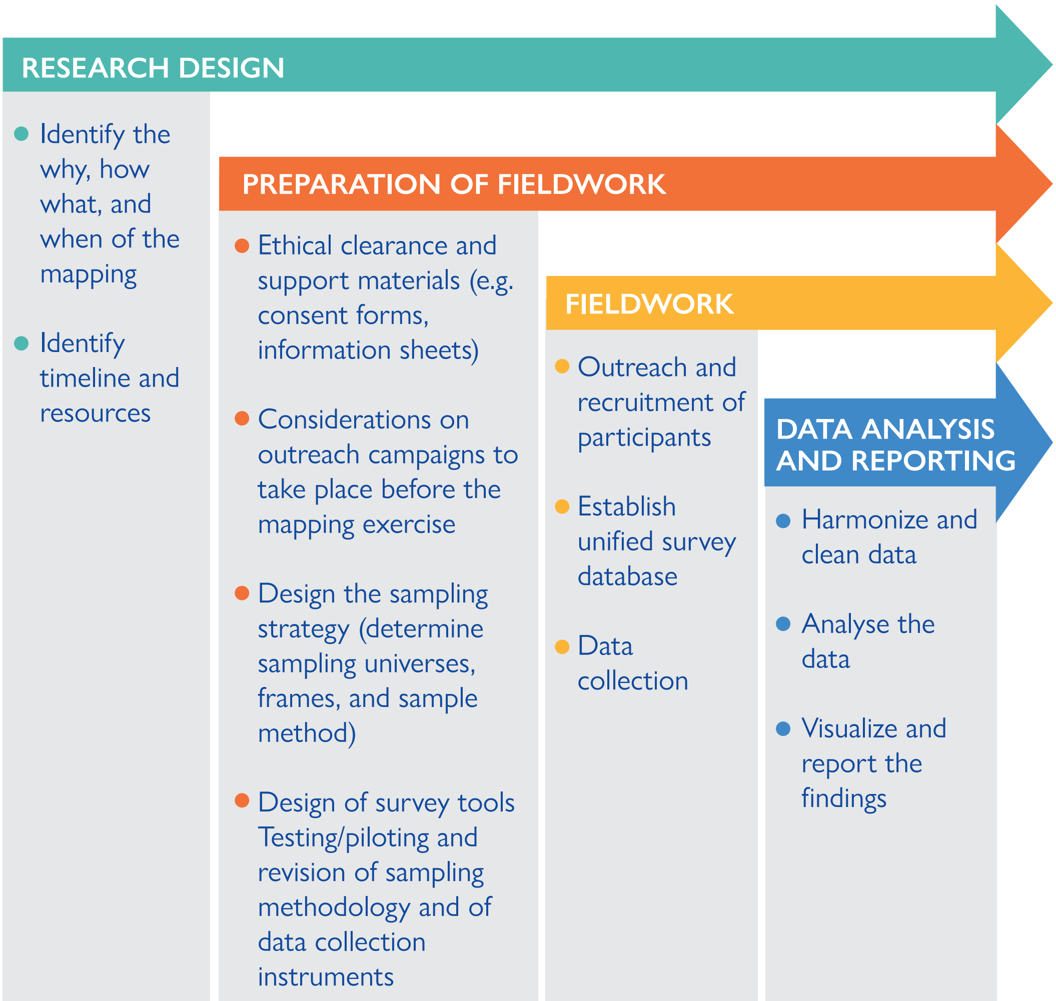
Key characteristics of primary and secondary data are compared below, which may help determine which is more appropriate or feasible in a given context.

Basis for comparison	Primary	Secondary
Time element	Real time data	Past data
Data collection	Very involved	Not involved
Collection time	Long	Short
Cost effectiveness	Relatively expensive	Relatively inexpensive
Relevance	Responds to research needs	May or may not (partially) respond to the research needs

Quantitative methods such as surveys may be used at different stages of research and for different purposes. For example, survey data may be used to identify specific respondents or individuals who may be important to examine in a second-stage of research that focuses on specific narratives and experiences. In such a setting, quantitative data may be used to inform the sampling design of further research. In other cases, survey data may be used to demonstrate how widespread a trend or occurrence is — for example, related to prevalence of diaspora participation in specific types of events focused on the country of (ancestral) origin. In other situations, quantitative data may be needed to demonstrate how trends or outcomes differ across population subgroups — for example, how engagement behaviours differ among members of the diaspora from the same country of (ancestral) origin living in different countries of residence. Primary quantitative data generated through a survey can serve different objectives, and it has different advantages and disadvantages in different research contexts.

This module provides the intuition behind using primary quantitative data derived from surveys. The chapter also explores the steps and considerations that should be reviewed when using survey data in diaspora studies (see Figure 1), starting from the initial rationale behind using this approach before describing specific issues related to design of quantitative data collection tools, methods of analysis, and reporting of results. Please note that use of secondary quantitative data is addressed in the Secondary Data Method-Specific Module.

Figure 1
Quantitative research process



2. What are its main components?

This chapter starts with a discussion of how primary quantitative methods relate to the objective(s) of a diaspora studies, followed by practical guidance for the design of different quantitative data collection tools, with a focus on online and offline surveys. Next to this, the following section highlights some aspects of data collection, focussing on the question of how to get access to the target group, and drawing samples that allow meeting the objectives of different kinds of diaspora studies. The next section provides some guidance on how to make sense of the data collected by highlighting some tools for data analysis, dissemination and visualization. Finally, this toolkit sheds light on some practical and ethical considerations that should be considered in the process of data collection and analysis.

2.1 Intuition

A diaspora mapping is almost always part of a bigger diaspora engagement process. A first step in such an effort should be a review of existing information on the diaspora of interest, which most often includes work with literature and secondary quantitative data (see further discussion in the Step-by-Step Guide to Conducting Diaspora Mappings and Method Specific Module for Diaspora Mapping: Secondary Data). When it comes to the collection of new data, questionnaires and surveys (see discussion of terms in Textbox 2) can be used to collect and record information from multiple individuals, organizations or other units of analysis in a consistent way. At their core, such tools are used to make inferences about a larger population based on a sample of people that are part of this population.

TEXTBOX 2. A NOTE ON TERMINOLOGY: QUESTIONNAIRE VERSUS SURVEY

The two terms questionnaire and survey are used inconsistently and interchangeably in many cases. Technically, a questionnaire is a form that provides a set of questions and space to answer these questions, which can take different forms (multiple choice, open ended, etc.).

A survey, on the other hand, is a bigger exercise, which includes a set of questions and the process of collecting, aggregating and analysing the responses to those questions. This includes:

- a sampling methodology designed to ensure that the people covered by the survey match the objective(s) of the project;
- data collection methods that ensure that the information is collected and recorded consistently;
- analysis methods that allow the generation of findings and conclusions.

In simpler words, questionnaire describes content, while survey is a broader term that describes content, method and analysis.

To determine whether a survey is an appropriate tool in the context of your diaspora mapping, there are several conditions that should be met:

- *You cannot find the information you are interested to collect in existing data sources, including literature, administrative data or existing surveys.*
- *You know who specifically is being targeted and how the diaspora is conceptualized for the respective mapping (and this is not matched to prior, existing data).*
- *You have a small, specific set of research questions to be answered.*
- *You have reasonable expectations about relevant answer categories.*

If this is the case, you should consider making primary quantitative tools a method of choice, if:

- ***The goal of the mapping is to understand the composition and distribution of a specific diaspora population.*** Since quantitative data allows to make inferences about a larger population, surveys are a good way to get an overview of the composition of a given diaspora population based on a sample of participants. *Note: It is also possible that you can do this based on secondary data.*
- ***The mapping aims to analyse behaviours, experiences and opinions of diaspora members.*** Surveys allow to gather data from a larger group of individuals or organizations that enable to analyse broader trends of behaviours, experiences and opinions in a relatively short amount of time. While behaviours, experiences, and opinions may certainly be examined with qualitative tools like interviews, surveys allow for large, comparable data — and are appropriate when the question formulation and answer categories are known and standardized.
- ***The mapping aims to gain information about a population of interest as a basis for a more focused, in-depth study.*** A survey can be used as a first step in primary data collection based on which participants for a more in-depth, qualitative study can then be selected.
- ***The aim of the mapping is to make general statements about a specific population.*** If quantitative data is available for a representative sample of individuals or organizations, it can be used to make general statements about the broader population of interest.

2.2 Primary quantitative research methods

Surveys can be distinguished based on the implementation modality, time dimension as well as the target population. With regards to implementation modality, surveys can be conducted either online or offline.[1] Offline implementation generally requires a researcher to be in the same physical location as the research subject, whether an individual or a representative of an organization. Online implementation does not per se require direct interaction between a researcher and research subject; it allows the participant to interact with the research directly through an online survey. Given the relative novelty of such technologies for particular populations and the limited accessibility of such platforms to participants with no or unreliable internet connections, however, offline settings may be preferred in contexts when an online survey risks exclusion of groups of respondents. Differences between online and offline surveys need to be taken into account both when designing surveys as well as when sampling, analysing and presenting the data and findings. Table 1 summarizes some of these differences, which will be discussed in more detail in the subsequent sections of this module.

1. In many cases, diaspora mappings combine offline and online components. For a detailed discussion on the ad-vantages and disadvantages of online and offline modalities throughout different stages of a diaspora study, please see the Step-by-Step Guide (Table 8).

Table 1

Comparison of offline and online surveys

Offline Survey	Online Survey
Requires relatively more time and resources	Requires relatively less time and resources
Researcher and participant need to be in the same location at the same time; survey should be completed in one go	Respondent can fill out the survey at her/his convenience; it can be made possible that completing the survey can be done at another time
Respondent has to answer on the spot with no opportunity to verify information	Opportunity for the respondent to verify information
Relatively higher response and completion rate	Relatively lower response rate, self-selection respondents, which likely introduces a bias, and higher risk of respondents dropping out
Ability to explain throughout the process	Not flexible; no contact with the researcher while completing the survey
Risk of interviewer bias	No interviewer bias
Risk that respondents may (unconsciously) try to conform to the assumed expectations of the researcher	Potential greater feeling of anonymity and identity protection (while this is traceable via IPs, proper data management includes the deletion of such information)
Possibility to build trust with the respondent	No direct relationship between the researcher and participant
Identity of respondents can be established easier	Challenging to confirm identity of respondents (unless respondents reply to potential follow-up or contact questions)

Further, different types of surveys can be distinguished based on at what point(s) in time data is collected. A survey can either be conducted at one point in time or at multiple points over time. The former is considered a **cross-sectional survey**, while the latter is a **longitudinal survey**. Cross-sectional surveys are conducted in situations where the aim is to collect data from (a sample of) the target population at a given point in time. This can work well when you are interested in characteristics, experiences and opinions of diaspora members. The main disadvantage of cross-sectional surveys is that it is very difficult to establish the cause-effect relationship of variables, for example it is very difficult to identify potential impacts of diaspora engagement based on a cross-sectional survey. It is, however, possible to ask retrospective questions to get an idea of what happened in the past. Longitudinal studies (panel or cohort studies) aim to track changes in the same sample population over time and require multiple data collection moments, generally using the same tools and following roughly the same procedures over those sampling moments. Studies that aim to provide a baseline assessment (a snapshot of the situation before an intervention is started, for example), a midline assessment (a snapshot of the situation while an intervention is running), and a final assessment (a snapshot of the situation at the conclusion or just after an intervention has finished) is another example where standardization of procedures may be desired. If a mapping is part of a series — for example, diaspora studies used to inform the design of programmes with the same objectives but targeted to different beneficiaries — then standardization of procedures may also be desired.

Finally, surveys can be distinguished by the target population that they focus on. Here, individual, household and community surveys are the most commonly used in quantitative research. In the context of diaspora studies, organizational surveys are likely the most useful, besides individual level surveys, with individual members of the diaspora and diaspora organizations of interest to the respective mapping. The major difference between these different types of surveys is that while in an individual survey a person answers questions about themselves, their characteristics, experiences and opinions, in other kinds of surveys one person answers questions on behalf of a group of people, such as about a diaspora organization. This is important to take into account when designing questions as it has implications for what you can expect the respondent to answer or what you can ask them and how questions should be phrased.

2.3 Survey design

The first step to designing a survey is to clearly define the objective and research questions that it aims to answer. Only when you have this in place can you identify the specific questions that should be included in the survey. It is also important at this stage to check that sufficient resources are available to run a survey. This means ensuring there is both an adequate budget and a team of researchers with the appropriate skills in place.

Only when those two things are ensured does it make sense to start developing the survey itself. Here it is important to note that it is not necessary to design your survey for a diaspora mapping from scratch. The different modules developed as part of this toolkit serve as a menu of options of questions to use for your diaspora mapping. While the core module should be included in any diaspora mapping, the other modules can be added based on the objective of the respective study. For more information on the modules and how to work with them, please ensure to consult the Introduction of the Step-by-Step Guide to Conducting Diaspora Mappings. Depending on your mapping's objectives and the context, you might also need to adjust some of the questions to the context and/or to add some specific additional questions and be overall aware of the structure of a survey.

Before designing the survey itself, it is also important to consider the survey implementation mode that you want to use as it might have implications for how you build your survey. In general surveys can be either self-administered or interviewer-administered. Within each of these broader groups, several different modes exist as shown in Table 1. For most of the modes you can also use technology to support your data collection as discussed Textbox 3.

Table 2
Survey implementation modes

Self-administered: Respondents complete the survey without interviewer intervention	Online	Online survey	Survey is implemented online and completed by respondents individually on their own time
	Offline	Mail survey	Survey is mailed to respondents and completed by respondents individually on their own time and mailed back upon completion
		Drop-off survey	Survey is dropped off to respondents and completed by respondents individually on their own time and picked up at an agreed time or mailed back upon completion
		Group administered survey	Several respondents are gathered in one room and are given the survey to complete while they are in the room
Interviewer-administered: Respondents complete the survey with interviewer intervention		Face-to-face	Interviewer physically meets respondents and conducts survey
		Telephone	Interviewer conducts survey from a different location via telephone

Which is the right implementation mode for you depends on the overall design of your diaspora mapping, especially its objectives, scope, timeline and available financial and human resources. But also consider details such as the level of details you ask for, how sensitive the topic is, how accessible the survey language and logic is, as well as the issue of sampling, which will be discussed in Section 2.4.

TEXTBOX 3. TECHNOLOGY-ASSISTED SURVEY RESEARCH

Traditionally, surveys have been conducted on paper using paper interviews (PAPI) but technological tools are increasingly being used in data collection. Some of the common forms include:

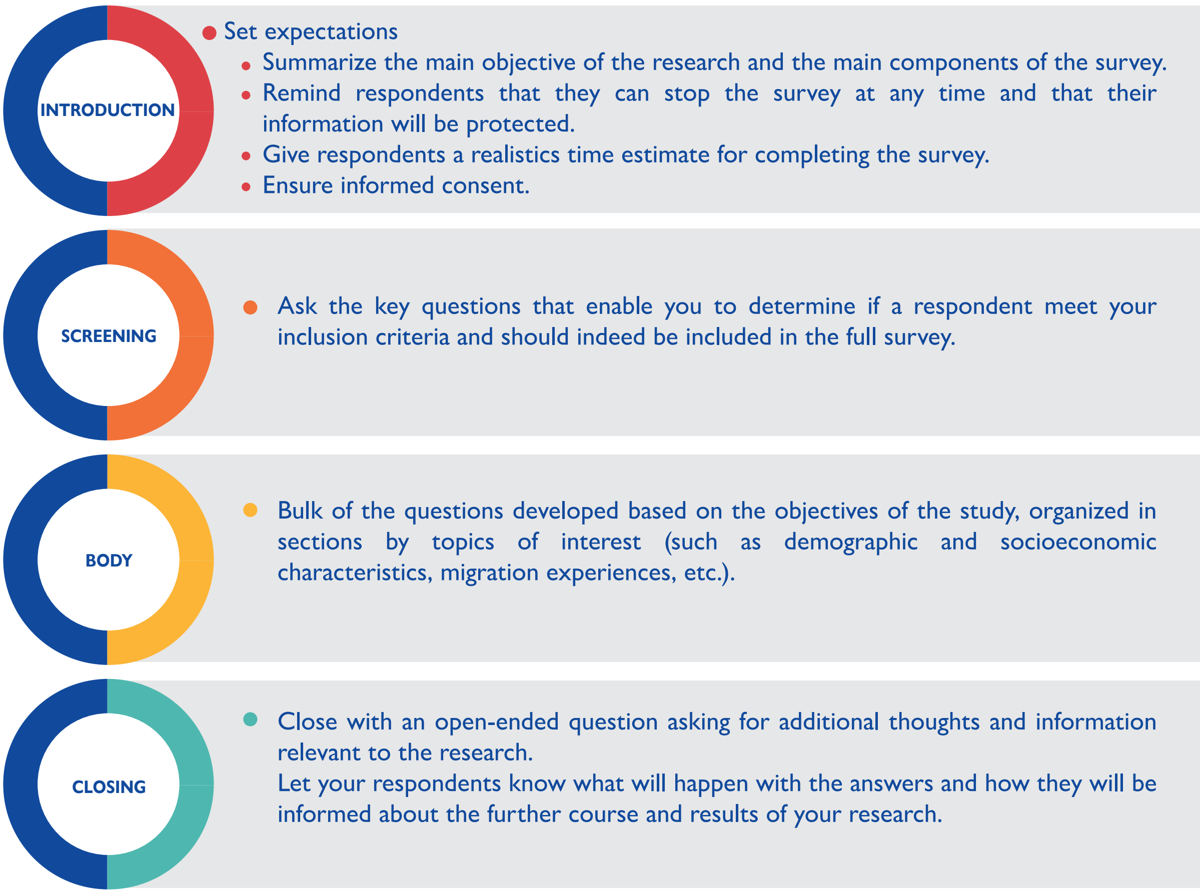
CAPI (Computer-assisted personal interview) or TAPI (Tablet-assisted personal interview): Survey interviews are conducted in person by an interviewer who reads from a computer or tablet and enters the responses directly into the same.

CATI (Computer-assisted telephone interview): Survey interviews are conducted via telephone by an interviewer who reads from a computer or tablet and enters the responses directly into the same.

CAWI (Computer-assisted web interviewing): Survey is conducted through a web browser or mobile app by the respondent without intervention of an interviewer.

When it comes to designing the actual tool, Figure 2 provides an overview of the key elements that a survey should have. Any survey should start with an introduction that elaborates the aim of the research and informs the respondent about the expected time it will take to complete the survey; potential risks and benefits of participation; the way in which data will be collected, stored, and shared; and how confidentiality will be ensured. This should be followed by an informed consent paragraph, which makes clear that by starting the survey the participant consents to what you have explained to them. For more information on consent, see Textbox 4 and an example of a consent paragraph in Appendix B.

Figure 2
Structure of a survey



TEXTBOX 4. INFORMED CONSENT IN SURVEY RESEARCH

When conducting survey research, it is important to inform the participants of the topics they will be asked about; potentials risks and benefits of participation; the way in which data will be collected, stored and shared, and; how confidentiality will be ensured. Surveys may not necessarily require signed consent. Instead, for online surveys and for offline surveys where there is minimal risk to participants (this is the case when the signature on consent is the only piece of identifying information that is collected), it is best to include a consent paragraph in the introduction as opposed to a much longer and complicated signed consent form.

It is important to note that even when you do not ask participants to sign a consent form, you still need to ensure that their consent is being obtained based on the information you provide. A shortened paper survey consent paragraph or online survey consent acts as a consent document for participants, and the process of participants proceeding to the survey and completing it constitutes consent. This must be made explicit to participants, however.

Following the introduction, you will likely have one or multiple **screening question(s)**. Also called *Screeners*, these are the questions you ask to potential participants to ensure that they meet the criteria you have defined for inclusion in the research. In a diaspora mapping this is likely to ensure that the respondent self-identifies as a member of the diaspora of interest in a given country of focus. In addition, common screening questions relate to age of the respondent, with many surveys being limited to individuals over the age of 18.

Next comes the **body of the survey**, that is the questions that you include the survey to ensure that you can answer your research questions. When developing questions, as well as when translating them from those included in this toolkit, it is important to write them in a neutral and clear way. This is important for several reasons. In self-administered surveys, including online surveys, respondents do not have the option to ask for clarification and if a question is not clear this might lead to wrong or missing answers or even frustration resulting in respondents dropping out of the survey. If the survey is implemented offline by several people, clear formulation of questions is equally important to ensure that all interviewers understand the question in the same way. For the questions included in each of the Survey Modules, it has been ensured that they are phrased in a way that they are as clear as possible and that they aim to avoid bias.

Within a survey, questions should generally be grouped into different categories or sections of question. It is good practice to introduce when moving between major topics. For example, the Core Module of Indicators and Questions for Diaspora Mappings includes sections on the demographic and socioeconomic characteristics, migration experiences, identification and belonging, among others. These sections group together questions on these broader topics and are generally introduced with a short introductory paragraph, so that the respondent knows what to expect next.

When it comes to designing your own questions, two general types of questions can be distinguished: closed and open-ended questions. Closed questions are the preferred option in surveys as it enables the collection of structured data, which is in turn easy to analyse. These types of questions ask for factual information and generally lead to less researcher bias as there is no room for own interpretations. On the other hand, pre-defined answer categories may force invalid responses and limit the amount of details that are collected on a specific topic. It is therefore good practice to give respondents an option to add another answer by providing the option other, followed by a textbox to enter the respective answer. This is important when you cannot be sure that your provided answer options cover all possible answers. In addition, it might make sense to also include a few open-ended questions on topics where you would like more rich information. These questions are good to collect data on opinions, attitudes and preferences. They are, however, time consuming during the process of taking the survey and also more complicated to analyse (more information on this in Section 2.6). An overview of different types of survey questions is presented in Table 3. Please note that this table is not exhaustive, but covers the most common types of survey questions. Also highlighted in this table are different kinds of answer options for surveys questions. These can be distinguished as follows:

- **Categorial**: Choice of answer categories that are numerically unrelated
- **Ordinal**: Respondent chooses between ranked answer categories
- **Interval**: Clear intervals between units; often with Likert scales
- **Open**: Respondents provide the answer in their own words

Table 3

Types of survey questions

Question type	Description	Example(s)	Answer type
Dichotomous question	These questions are also often called "yes/no" questions, meaning that they can be answered with a simple "yes" or "no".	Would you like to participate in a knowledge exchange programme and/or capacity development in [country of (ancestral) origin]? o Yes o No	Categorical
Multiple-choice question	These questions usually offer three or more predetermined answer options; they can allow for a single or multiple answers.	With what gender do you identify? o Female o Male o Other o Prefer not to answer	Categorical
		Thinking about the country where you currently reside, which of the following describes your relationship to the country? Please select all that apply. o I am a citizen of this country o I was born in this country o I have resided in this country for at least one year o I have a long-term residence permit in this country"	Categorical

<table>
<tr><th>Question Type</th><th>Description</th><th>Example(s)</th><th>Answer type</th></tr>
<tr><td>Dropdown question</td><td>These questions allow respondents to choose an option from a list of options displayed in a dropdown menu (for use in online surveys).</td><td>What is your current country of usual residence? (If you live in several countries over the course of the year, please list the country you live in for the greatest amount of time.)
drop down - list of countries

Select country (list of all countries in drop down menu) ⇩</td><td>Categorical</td></tr>
<tr><td>Likert scale question</td><td>These questions ask respondents to rate items on a given response scale.</td><td>How often do you engage with the organization, for example, by attending/organizing events, organizing/ attending meetings, etc.?
o Very frequently
o Frequently
o Occasionally
o Rarely
o Very rarely</td><td>Interval</td></tr>
<tr><td>Rating scale question</td><td>These questions ask the respondents to assess a statement or item on a given scale (e.g. 1 to 10, 0 to 100).</td><td>Please indicate on a scale from 1 to 10 to what extent you agree or disagree with the below statements regarding voting in [country of residence]:
I would be more likely to vote if it was easier to deliver my ballot.
1 (fully disagree) (fully agree) 10

I would be more likely to vote, if I had long-time plans of settling in [country of residence]".
1 (fully disagree) (fully agree) 10</td><td>Ordinal</td></tr>
<tr><td>Matrix question</td><td>These questions can be used to ask several questions in a row that contain the same answer options. In many cases, a matrix question is a series of rating scale or likert scale questions.</td><td>Where do the following members of your family and friends live?
<table>
<tr><th></th><th>Country of residence</th><th>Country of (ancestral) origin</th><th>Third country</th></tr>
<tr><td>Spouse</td><td></td><td></td><td></td></tr>
<tr><td>Child(ren)</td><td></td><td></td><td></td></tr>
<tr><td>Parent(s)</td><td></td><td></td><td></td></tr>
<tr><td>Sibling(s)</td><td></td><td></td><td></td></tr>
<tr><td>Extended family members (i.e. aunts, uncles, cousins, grandparent(s))</td><td></td><td></td><td></td></tr>
<tr><td>Friends</td><td></td><td></td><td></td></tr>
</table></td><td></td></tr>
<tr><td>Open-ended question</td><td>These questions give respondents the chance to supply their own answer in a text box.</td><td>Please provide the name of the diaspora organization you are a part of below.
………………………………………………………………</td><td>Open</td></tr>
</table>

In developing your questions and/or selecting from the modules of this Toolkit, you can ask yourself several questions to ensure that the question should indeed be part of your survey:

- Does the question measure some aspect of one of the research questions?
- Does the question provide information needed in conjunction with some other variable?
- Is the language clear and simple? Will most respondents understand the question in the same way?
- Is the question specific and explicit enough to ensure you are collecting the data you are interested in?
- Do the answer categories allow for all possible answers and are they mutually exclusive when you are asking respondents to choose just one answer?
- Will most respondents have the information to answer it?
- Will most respondents be willing to answer it?
    - If the answer is no, you should include the option for respondents to indicate "Don't know/ Prefer not to answer".
- Should this question be asked of all respondents or a subset?
    - If the answer is no, then you need to include a skip logic in your survey.

A **skip logic** allows you to individualize the way a respondent moves through the survey based on the answers they provide to particular questions. For example, you might include a question on whether the respondent is a member of a diaspora organization. Only if the answer to this question is *yes*, should you then move on to ask questions specifically about this organization. Skip logics can be built into all kinds of surveys, either in written words or by programming them into the software you are using.

Overall, the way you order questions is important and might affect the way your survey is perceived and whether people are willing to answer it (fully). In general, creating a good flow works well by following the idea of warming up, working out and cooling down the respondent. In other words, you want to move from more general, less sensitive questions to more specific and sensitive ones, and then end back on more general and less sensitive questions. Good warm up questions are easy to answer and raise the interest of the respondent. They are generally closed questions. The middle or *meat* questions are the ones that are most challenging to answer, but central to your research. This can be a mix of factual and objective questions as well as open and closed questions, depending on the information you want to collect. Good concluding questions are again relatively non-sensitive and might also serve to use additional demographic information or contact details, if that is an aim of your research. This is also where you move to the last block of the survey structure, the **Closing**. You should also have room for an open question here where respondents can share any additional thoughts they have, which may be relevant to your research. After that you end your survey with a paragraph where you let the respondents know what will happen with the answers and how they will be informed about the further course and results of your research. It is also good practice to include your contact details here again so that you can be contacted in case of any questions, comments or concerns.

In between sections, it is important that you guide the respondents when you switch topics and introduce to them what you will ask about next. You can also include any additional instructions here that are specific to individual parts of the survey only. An example from the Modules of this Toolkit comes from the section of the Core Module that asks about diaspora organizations, which respondents are requested to answer if they indicated being a member of such an organization. When they get to this section, they will be informed either verbally or in writing as follow:

> *This section will ask specific questions about the organization you are part of or contribute to. Some of the questions relate to the 'big picture' of the organization. It can therefore be difficult to answer some of the questions. If you do not have sufficient information to answer the question, no problem — feel free to skip the question.*

Alerting respondents about a change in the topic of conversation will help them move on from what you might have asked about before. This avoids them trying to relate back to previous questions, for example when you move from asking about activities in the country of origin to activities in the country of residence it is good to clearly communicate this so that their mind can go to the respective place. The same applies when asking about past and present behaviour, for example. In the modules of this Toolkit, different sections and transition texts are provided, which can of course be adapted to the specific context of your diaspora mapping.

Before finalizing your survey tool, it is in general recommended to do a piloting or testing of the survey to test the nature and sequence of the questions. Testing helps with ensuring that questions are understood as intended, that answer categories are appropriate, that they take into account potential cultural aspects and that the survey structure is conducive to respondents fully answering your survey (see Textbox 5 for some examples of good and bad questions). You can also check whether the survey can be managed well if it is self-administered or whether the interviewers encounter any issues when you have them to support your data collection. When reviewing the performance of the questions, consider whether you are inadvertently shaping the responses you receive and thereby introducing biases into your data (see more on biases in survey research in Section 2.6).

TEXTBOX 5. EXAMPLES OF GOOD AND BAD SURVEY QUESTIONS

(1)How old are you?
- ☐ 0 – 10
- ☐ 10 – 20
- ☐ 20 – 30
- ☐ 30 – 40
- ☐ 40 – 50
- ☐ 50 – 60
- ☐ 60 +

OR

(2)How old are you?
- ☐ 0 – 10
- ☐ 11 – 20
- ☐ 21 - 30
- ☐ 31 - 40
- ☐ 41 - 50
- ☐ 51 - 60
- ☐ 61 +

Ensure answer categories are mutually exclusive as in 2!
In 1, some ages are included twice!

Make sure questions are making explicit and specific what you are asking as in 1!

(1) In the past 12 months, how often have you sent money to family or friends in your country of origin?

OR

(2) How often do you send money to your country of origin?

As a final note on survey design, some potential pitfalls in how you design your survey that might risk the success of your survey to generate the data you need are listed below along with some tips to avoid making these mistakes:

- **Sequence effects**
  - A question influences the answer to the following question
  - Might lead to positive or negative priming
  - ▶ *Tip:* Test different ways of ordering your questions

- **Sensitive questions**
  - Too many personal questions that are decontextualized
  - Culturally sensitive questions
  - Questions related to potential vulnerable situations of migrants
  - ▶ *Tip:* Use “buffer” questions to make less sensitive; stress anonymity of data

- **Lengthiness**
  - The survey is too long
  - Interview fatigue
  - *Tip:* Aim for "parsimony"; test how reduction influences would influence the data and ability to answer research question(s).
  - *Tip:* Pilot the survey so you can give an estimate of how long it will take to complete the survey. This might differ per language and combination of questions.

- **Mismatch of purpose and structure**
  - Information is collected that does not address central objective or research question(s)
  - *Tip:* Use introductory statements to make explicit links across sections and to the overall aim for yourself but also the respondent

2.4 Sampling

Sampling in quantitative studies is a process that enables the collection of information from a relatively small number of individuals or organizations based on which conclusions can be drawn about a wider population. How complicated the process of sampling is largely depended on the objectives and unit of analysis that has been defined for the respective mapping. For example, if you aim to conduct a mapping with the objective of population profiling the Kenyan diaspora population in the United States, you would need to first to develop a sampling frame (see Textbox 6 for an explanation of the terminology related to sampling) that captures the entire target population. How you define this depends on the operationalization of diaspora in your study, but in general this in itself is likely a complex task as an overview of this population is not readily available. If you are, on the other hand, interested in contributions Kenyan diaspora members in the United States made through a specific programme, it is likely easier to establish a sampling frame if you can get a list of participants of this programme. In any case, it is always important to ensure that your sample allows you to answer your research question, which means you need to understand from the beginning how you will analyse and report the data and findings. In other words, sampling is part of the bigger process of the diaspora mapping and an important one at that so that you can ensure that the data helps you to meet the objective(s) of your mapping.

TEXTBOX 6. TERMS USED IN SAMPLING

Unit/ unit of analysis: the individuals, households, communities or organizations about which data is to be collected (policies, publications or events can also be units depending on the study) (e.g. individual diaspora members, diaspora organizations).

Population of focus/ target population: the entire group of units from which data could be collected.

Sampling frame: list of all the known units in the population of focus (e.g. lists of diaspora organizations).

Sample: list of specific units from which data will be collected.

Sample size: number of units from which data will be collected and analysed

The capital "N" is often used to denote the population of focus and the lowercase "n" to denote the sample.

Margin of error: statistic that expresses the amount of random sampling error in the results of a survey; a larger margin of error means that you should be less confident that your results are generalizable to the entire population of focus.

For more information on sampling see:

Eurostat (2008). *Survey sampling reference guidelines - Introduction to sample design and estimation techniques*. Eurostat Methodologies and Working Papers.

The first step in any sampling process is to define the unit of analysis. As elaborated in the Step-by-Step Guide to Conducting Diaspora Mappings, this includes both the population of focus as well as the geographical scope for a diaspora mapping. The target population in the context of diaspora mappings is likely to include individuals or organizations. In quantitative sampling, it is important to know or have a reliable estimate of the approximate size of the population of focus, because you will then determine the necessary sample size based on that number. It is therefore extremely important to be specific about the targeted population, for example "all Kenyan nationals in the United States".

A decision that has to be made in this regard relates to how many countries are considered within a given mapping, either as country origin or residence. For example, it is often valuable to have a comparative approach where a specific diaspora community is studied in several countries of residence to understand similarities and differences among communities with the same (ancestral) origin in different contexts. In terms of feasibility, the number of countries to include is an important decision to make when designing a diaspora mapping. Keeping in mind that a different sampling strategy has to be developed and implemented for each country, an additional country requires additional human and financial resources.

It therefore needs to be carefully decided what the added value of multiple countries is, what including multiple countries adds in terms of meeting the objectives of the mapping and whether sufficient budget is available to ensure that data collection and analysis can be completed with high levels of quality for each individual country.

Once you have defined the target population and have an overview of its size, you can establish your sample frame. This is a list of all the unites in that population from which you can then draw the actual sample. It can be easy to develop the sample frame in some cases, for example if you are interested in diaspora organizations registered with an embassy in your focus country. In this case, you can likely get a comprehensive list from the embassy, and this is then your sample frame that covers your entire population of focus of diaspora organizations. In many other cases, establishing the sample frame is a complex challenge in a diaspora mapping. Considering the element of self-identification, it is very unlikely that you can obtain a list of all self-identified diaspora members in a specific country. In such a case it is necessary to work with assumptions and approximations, such as using citizenship or country of birth (please refer to cope component 1 in the Step-by-Step Guide to Conducting Diaspora Mappings). It should also be noted that when using something like citizenship and working with register data, this carries the risk of systematically excluding vulnerable groups, such as irregular migrants, from your sample frame, and consequently your diaspora mapping. When you cannot establish a reliable sample frame, there are different strategies for sampling, including convenience and snowball sampling which will be further discussed below. In the case of online surveys, posting a link on social media and/or chat apps and asking respondents to share it with others is also a common strategy, which comes with its own set of challenges as also discussed later.

In quantitative research, it is often not possible to include all members of your population of focus in a survey due to its size and available resources (see Textbox 7). This is where samples are useful. As a general rule in quantitative research, the members of the sample should be selected in such a way that they represent an undistorted image of the population. **Representativeness** is understood to be the desired property of statistical surveys to reproduce the population in the selected sample as undistorted as possible. A statistical survey is representative if it is based on a random sample and allows statements about the wider population based on that sample. To draw representative samples, the characteristics of the population of focus need to be known. This is where desk research and secondary data (see Secondary Data Method-Specific Module) might be used to get a first understanding of the population of interest based on which sampling criteria can be developed. There might also be objectives which do not require a representative sample and surveys might still be a useful tool to collect data.

When it is not possible to draw a representative sample, but the aim is to generalize, you might want to work with population weights to ensure representativeness for the population of focus that you are interested in. **Population or sampling weights** values associated with the individual observations in the sample-based dataset that then ensure that you can make the data representative of the entire population. In order to use such a weight, you need to have a clear overview of the entire population of focus and how it relates to the sample, which might be challenging depending on the way you operationalize the diaspora for you mapping. If based on an indicator such as citizenship or country of birth of the country of interest, this might be developed based on administrative data (see Secondary Data Method-Specific Module).

TEXTBOX 7. PARTIAL OR FULL SURVEY?

Depending on the size of the population of focus, access to that population, the mode of implementing the survey (online versus offline) and the financial resources available for the diaspora mapping, a sample can be selected in different sizes. If the population of focus is relatively small, such as health professionals from Ghana living in a specific city in Germany, it might be possible to carry out a full survey, also called a census survey. This means that all of the people part of the population of interest are interviewed. If you are, on the other hand, interested in all Ghanaian health professionals in Germany, you might want to draw a sample instead as surveying each member of the population might be too resource-intensive.

Based on the objective, unit of analysis and available resources, different sampling strategies can then be applied. In quantitative research, sampling can be divided into two categories: probability and non-probability sampling. Probability sampling, also called random sampling, should be used when the aim is to generalize findings from the sample for the entire population of focus and this is where it is specifically important to ensure a representative sample. Non-probability sampling, also called non-random sampling, on the other hand, can be used when the focus is not on generalizing findings, but rather to gather information on characteristics, experiences and opinions of the respondents. Which type of sampling is the correct one depends on the objective of your diaspora mapping. Table 4 provides an overview of the different objectives, the most likely units of analysis, example research questions and the sampling category to match, respectively.

Table 4

Objectives and sampling strategy

Objective	Unit of analysis	Example research question	Sampling strategy
Population profiling	Individuals Organizations	What is the prevalence of particular characteristics — e.g. ethno-religious identity, migration cohort, gender — among the Syrian diaspora in Germany?	Probability
Sustainable communication	Individuals Organizations	Which individuals/ what organizations representing Iraqi ethno-religious in the United Stated regularly attend engagement or consultation events?	Non-probability

Policy and programme design	Individuals	What kinds of incentives should be offered to encourage highly skilled members of the Georgian diaspora with expertise in specific sectors (e.g. health care, engineering) to participate in a temporary return programme?	Non-probability
Selective roster development	Individuals	Who are health professionals within the South American diasporas residing in Spain with competencies related to the design of health behaviour change interventions targeted at irregular migrants?	Non-probability

Within both categories, there are several different sampling methods, the most common of which will be briefly introduced here. If you do have a sampling frame and want to draw a random sample, you can, for example, choose simple random sampling, stratified random sampling, cluster sampling or multi-stage sampling:

- **Simple random sampling:** You define a number of units, which you then randomly select from the sampling frame.
- **Stratified random sampling:** You break the sampling frame down into subgroups, for example by sex, location or first- and second-generation, and then select a random sample of a determined size from each subgroup. If you, for example, know that 50 per cent of your population of focus live in one specific city, you want 50 per cent of your sample to also be drawn from that city.
- **Cluster sampling**: For the process of cluster sampling, the population needs to be divided into subgroups, which are then known as clusters. Common clusters used in sampling are cities in a country, villages, neighbourhoods or different organizations. Once the clusters have been decided, some clusters are selected randomly within which to conduct the survey and the rest are eliminated. Cluster sampling is mostly used for in-person data collection.
- **Multi-stage sampling**: Similar to cluster sampling, multi-stage sampling involves random selections at different stages. For example, you could first select states within a country, then cities within the chosen states, neighbourhoods within these cities and then survey households within these neighbourhoods.

As said above, it is important to draw a probability sample when you want to generalize findings, but non-probability sampling can also be used depending on the objective of the diaspora mapping and is often also easier, cheaper and quicker to administer. Again, several different forms of non-probability sampling might be particularly useful in a quantitative diaspora mapping element and do not rely on a sampling frame:

- **Quota sampling**: The first step in quota sampling is to break down the population of focus into different subgroups (e.g. by sex, location or first- and second-generation). In collection the data it is then ensured that a certain number of units are surveyed from each of the defined subgroups until the quota is filled, but the selection is not random. You still want to have an overview of what the diaspora population looks like to generate the subgroups though.

- **Purposeful sampling**: Participants are chosen based on certain traits or qualities. For instance, participants can be purposively sampled based on their areas of involvement and expertise in line with the objective of your mapping.
- **Convenience sampling**: Convenience sampling means choosing individuals to survey based on ease of access, for example because you meet them at an event or you already know them.
- **Snowball sampling**: While commonly used in qualitative research, it can also be used in survey sampling when no clear sampling frame exists and especially when the population is hard to identify, small and/or scattered. It involves asking respondents for recommendations for further individuals or organizations that might fit your mapping objectives.

Another relevant way of sampling is related specifically to online surveys. There is generally no cost involved in surveying more people online, so that often links are sent to as many people as possible that might fit the criteria for participating (e.g. all identified diaspora organizations). It is then up to those you contacted who responds and who does not, this is often related to the issue of self-selection. You need to be careful in analysing this data then and in most cases generalization of findings is going to be a challenge. The issue of self-selection and other biases will be further discussed below in Section 2.6.

Besides choosing your sampling method, you also need to determine the sample size. There is not a typical or standard sample size that you need to meet, but the number of responses you need depends on the type of mapping, its objectives as well as the size and composition of the population of focus. A few things to keep in mind when determining your sample size include: (1) the larger the sample, the more precise can you be when reporting findings from a survey, while (2) there are diminishing returns an increased sample size,[2] where an extra unit has a smaller effect on the precision of the estimates than the previous one; and (3) the more diversity there is within your population of focus, the more units need to be samples to achieve precision of findings. For probability samples it is possible to calculate the desired sample size, while for non-probability samples the decision is based on judgements and convention.

In any case, it is always important to report on the sampling procedure and discuss possible bias in the data. As can be seen from the above, sampling involves several decisions, which in turn involve trade-offs between what is practical (e.g. an online survey) and what would be desired to achieve representativeness. The implications of such decisions needs to be discussed to frame the findings and should include at least information on the population of focus, whether there was a sample frame, the sample size, the sampling method and any challenges encountered, such as high levels of non-response (see next section).

2. There are several tools available to help with this (e.g. by the Australian Bureau of Statistics) but it is always rec-ommended to consult an expert on sampling for quantitative analysis as it does require some statistical knowledge, especially if you are aiming for representativeness.

2.5 Data collection

Once you have designed your survey and decided on a sampling strategy, you can move on to collecting your data. This step again requires detailed planning. You will need to develop a timeline for the data collection, keeping in mind the overall timeline of the research project and leaving sufficient time for analysis and reporting. Especially for interviewer-administered surveys, factors to consider are the composition of the research team (see Decision 2 in the Step-by-Step Guide to Conducting Diaspora Mappings), and the potential needs for training the interviewers to ensure that the survey is clear and everyone understands it in the same way. Depending on the size of your survey and research team, you will also want to assign a supervisor that oversees all interviewers and ensures the correct use of the survey.

The quality of data resulting from a survey also depends on the number of people invited to participate in the research. This refers to the **response rate**, which is the percentage of individuals that complete the survey out of everyone in the chosen sample. When you have a high response rate, this results in an adequate picture of your population of interest. On the other hand, if you have a high percentage of non-responses, this risks the validity and reliability of your data. It might be that all those that do not respond share a lot of characteristics, which would provide a skewed picture of the population if you draw generalized conclusions based on this data. For example, it might be that only young people participate in your online survey, while older members of the community of interest are not comfortable with the online environment and therefore do not participate. This would then give the impression that the population of interest is quite young, while really the older generation is simply not captured in the data. People might also decide to not participate in a survey if the objective is not clear or of interest to them. If those that are interested are the only ones participating, you might get an overly positive picture in this case. Overall, low response rates increase the risk of bias (see Section 2.6), but it is difficult to determine the type and degree of bias that exists. Opinions vary on what constitutes a good response rate, but generally a number of around 50 per cent seems to be what is accepted as a minimum rate. Textbox 8 includes some tips of what you might do to increase response rates when selecting an online survey in terms of the platform you choose to host your survey.

TEXTBOX 8. TIPS FOR YOUR ONLINE SURVEYS

Because respondents complete online surveys without any direct interaction with an interviewer, it is especially important to make these user-friendly and design them especially careful. You also want to make sure that working with the collected data is efficient once data collection is finished. In selecting the platform to host and in designing your online survey, there are therefore several aspects to pay attention to (non-exhaustive list):

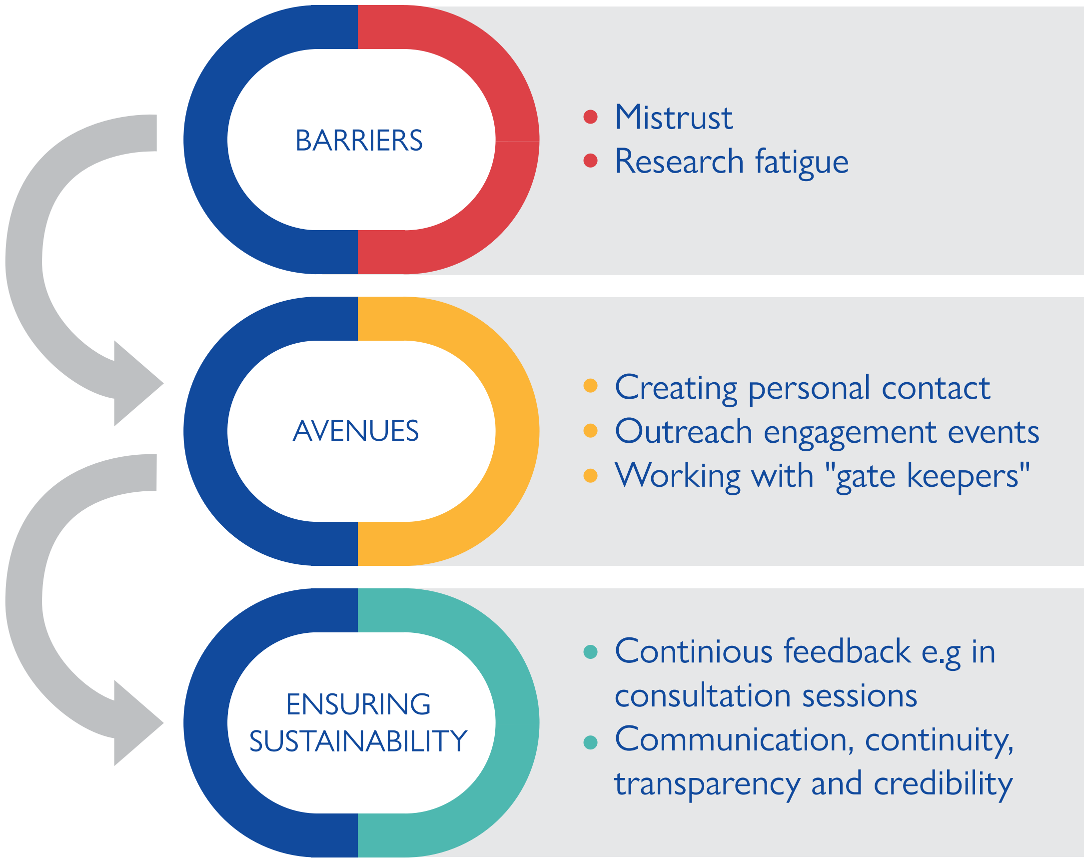
- **Spend time on the design**: Generally, visually pleasing online have higher response rates than those that look like were thrown together quickly.

- **Mobile-friendly design**: Ensure your survey can also easily be completed on a mobile device.
- **Reminders**: Consider sending or posting a reminder to ensure potential respondents did not simply forget to participate but avoid annoying people.
- **Reassurance of data protection**: Always tell your participants that their personal details are safe and will not be shared beyond the research team (unless this is an explicit purpose of the survey, in which case this also needs to be communicated clearly). This is one of the only ways to generate trust within online surveys.
- **Shorter is better**: Only ask questions that are relevant to meeting your objectives to keep the survey as short as possible.
- **Response options**: Ensure to give exhaustive response options and complement with "other" so that respondents will not be frustrated when they do not find an answer that suits them. Also provide the option to indicate "Don't know/ Prefer not to answer".
- **Progress bar**: Include a progress bar so respondents can see that they are getting closer to the end. But ensure to test this and ask those respondents how it affected them as in longer surveys this might be counterproductive.
- **Automatic saving of progress**: Ensure that the platform automatically saves progress made by respondents and that they can pick up responding at a later time in case of connection issues or if they run out of time.
- **Skip logics**: It is very important that skip logics are built in correctly in online surveys as respondents might experience frustration if they are shown questions not relevant to them.
- **Export formats**: Ensure you can download the data in formats which you can then use further for your work with the data.

More broadly, it is important to communicate clearly the objectives of your survey and to have a good strategy in place to reach the sample selected for participation in order to ensure a good response rate. Common **survey distribution** points for diaspora mappings include social media, diaspora organizations, e-mails and gatekeepers (for a discussion on the challenges of working with gatekeepers, please refer to the Qualitative Data Method-Specific Module). These distribution points relate more generally to the aspect of getting access to the diaspora community/ies of interest, which can be quite challenging, especially where diaspora groups have a troubled relation to the areas of (ancestral) origin or country of residence, or where they are created and affected by conflict. In these cases, **mistrust** can be quite prevalent, which may also discourage engagement in a diaspora mapping. In other cases, diaspora communities may have been 'over-researched' and demonstrate **research fatigue**, especially if research was not seen to facilitate or lead to meaningful change or representation of diaspora interests.

Figure 3

Barriers and avenues to access diaspora *communities*



Offering the population of interest points of contact with the implementer, and potentially also other involved stakeholders, is important for the buy-in of the respective diaspora community of interest. This firstly includes formulating an outreach and engagement strategy, which would generally include **an initial outreach engagement event** at the outset of a project. Data cannot be collected without the diaspora having sufficient information on who is collecting information, what data is being collected, by whom, and for what purpose. Initial engagement events can help to clarify these aspects and can help solidify the human face of an organization collecting data. During such a meeting, initial reactions of the population of interest can be collected, and in further consultation events, data collection procedures can be informed by the discussions among the target community. In some cases, outreach engagement events have been found to be a crucial step for moving ahead with the research, as it allows the implementor to overcome initial blockages and resistance by providing information directly to the community.

Secondly, a meeting later in the project has also been found to be useful. This might include a **consultation** in the middle of the project to present initial findings and gain feedback. Such an event provides an opportunity for diaspora members to voice their opinions and have also led to an increase in study participants in the past, as this strengthens the relationship between the community and the research. In addition, these meetings can create an opportunity to validate the initial findings of the research to ensure that the insights collected reflect the experiences and perceptions of the researched population.

Attending social, cultural or political events organized by diaspora actors present a crucial step in **building personal contacts and relations**. Where physical contact is not possible, establishing a first contact via phone (if contact details are available) in which the objectives and methods of the research are explained can further help to build trust and encourage participation in a mapping. Social media sites, such as Facebook, Twitter, Instagram or LinkedIn, can provide another channel for outreach, especially in the case of online surveys. Diasporas increasingly organize in the online world, through which members become connected in a virtual community. For instance, presenting the research in Facebook groups, which connect different members of a diaspora, can help to increase access and visibility to potential research participants.

A good diaspora mapping should be built around and support **communication, continuity, transparency, and credibility**. Recognition of diaspora needs, realistic communication about expectations, and having repeated contact with the diaspora all help build credibility and as such promote continuous engagement in the research. Given the focus on personal relations and contact, qualitative research tools not only benefit from a more integrated community engagement approach, but also contribute to its successful implementation.

Another aspect you should consider is if payment should be offered to the participants, as this can incentivize participation and compensate the participants for their time and efforts. Such incentives can speed up the research process and can be seen as payment for a service the respondent provides by participating. It might also enable some individuals, especially the socially and economically vulnerable, to participate that might otherwise be excluded. Yet, there are also some practical, ethical and methodological aspect that you should keep in mind (see Textbox 9). It is also important to note that such incentives are distinct from reimbursing participants for minor expenses they incur by participating in the research (for instance transportation costs or parking) which is not problematic from an ethics perspective.

TEXTBOX 9: ISSUES AROUND COMPENSATING RESEARCH PARTICIPANTS

Ethical issues

Persons might feel coerced to participate if the level of "reward" is too high to refuse.

Turns research into a business rather than common good.

Practical issues

Which amount is reasonable? Cash or gift vouchers? Did you budget for this?

Methodological issues

Participants may not give "authentic" accounts of their experiences, views and attitudes, but rather address aspects what they think the researcher wants to hear.

Payments could prompt people to give false information to be eligible for a study.

Table 5

Guidelines for conducting a survey

Things to focus on
✓ Test or pilot the survey with a few participants to improve its flow and, test the adequacy of questions, and to make sure that you use the correct language.
✓ Make sure an information sheet or other source of (written) information is available to your respondents that describes the commitment they are being asked to give and ensure that respondents are able to consider their participation and ask questions about their participation prior to completing the survey.
✓ For interviewer-administered surveys, ensure that interviewers fully understand the survey before they start collecting data. For online surveys, ensure that explanations are clear to the respondents.
✓ For interviewer-administered surveys, ensure that interviewers are closely following the survey to ensure the collection of consistent data.
✓ Know what it is you want to find out and ask the right questions to get the information you need.
✓ For interviewer-administered surveys, show empathy and be aware of body language and tone of voice to make sure that your respondent feels safe and comfortable during the interview.
Things to avoid
✗ Using a language that is inconsistent with the experiences or values of the community (for example, referring to "illegal immigrants").
✗ Asking leading questions and not giving room for all possible answer options.
✗ Creating an unsafe environment, by interrupting the respondent or by being confrontational or judgemental towards the answers given.
✗ Assuming that all respondents will be equally comfortable with the interviewer — consider how your gender, nationality, education level, etc., may change interview dynamics and how respondents perceive the intention of questions.

2.6 Data analysis, dissemination and visualization

The final step in your survey research is to analyse the data and report the findings. This involves several steps and needs to be done carefully to ensure that you stick to what you promised the participants when informing them about the research. Before analysing it is important to process the collected data. This generally includes transferring it from the raw format into a database. When surveys are conducted on paper this means entering the data info an electronic format first. For online surveys or those administered through other electronic means, the data can usually be exported easily into a database format in different formats. Yet, this remains raw data and the next step after that is cleaning your data.

Cleaning of survey data usually involves ensuring complete and consistent answers. This means that you should remove responses from people that did not actually fit your population of focus as well as those that did not complete the survey or where responses to different questions conflict with each other and you therefore cannot establish which is the correct answer. If, for example, you ask about year of birth and year of migration and the latter is dated earlier then it will be impossible for you to recreate the migration history of the person or establish their age as one or the other (or both) must be incorrect. In these cases a judgement call needs to be made. If you anticipate that it might be a typo and otherwise the observation seems consistent, it might be best to replace the specific variables with a missing value. If such an issue arises with a key variable, however, it might be better to eliminate the entire observation from your dataset. This step is important because if you do this carefully, you will end up with a dataset that allows you to produce the best analysis relevant to your diaspora mapping's objectives. If you skip this step or do it poorly, you risk reducing the credibility of the findings. The credibility of your data is one of the criteria that you will want to ensure as will be discussed further below.

Another aspect of cleaning and organizing your data is the creation of a **codebook**, which should include the name of the variable and a short explanation of what information it contains. This ensures that if someone else works with your data they clearly understand what each variable is measuring. Finally, you will also want to make sure that your data is **anonymized** at this stage before moving on to the actual analysis. This means that you should eliminate any identifying information from the dataset itself and keep it stored separately. In general, personal data should only be kept for as long as necessary, and should be destroyed as soon as the data collection and data processing have been fulfilled unless the personal data is necessary to keep beyond that based on the objective of the study. In this case, this needs to be clearly communicated to participants ahead of time. For more information on data protection and anonymizing your data, please refer to IOM's Data Protection Manual.[3] Once you have a cleaned and consistent dataset, the actual process of data analysis can start. There are essentially two different forms of analysing quantitative data:

- **Descriptive statistics** can be used to describe the basic features of the date you collected and to provide simple summaries about the sample, often in the form of tables and/or figures.
- **Inferential statistics** are used to reach conclusions that extend beyond the immediate data collected.

3. https://publications.iom.int/books/iom-data-protection-manual

When it comes to descriptive statistics, they really serve the purpose of understanding your data and what it can and cannot tell you. Common statistics calculated to describe a sample of data include the sample mean (average) or standard deviation (dispersion of the dataset relative to its mean. One easy way to get to know your data is to use **cross-tabulations** to better understand your target audience, especially when you are interested in specific subgroups such as by gender, ethnic groups, first- and second-generation or age groups. You can then see if these different subgroups show different trends in their responses. In a descriptive way, these tables show relationships between variables. An example of a cross-tabulation is presented in Table 6. In this case the respondents were asked to indicate which best describes the relationship to the country in which they currently reside. In the example, a total of 500 people responded to the survey, of which 350 were first- and 150 were second-generation diaspora members, were the distinction is made based on whether they were born abroad in the current country of residence. You can see clear differences between the two subgroups in terms of their relationship to the country from the cross-tab in so far that second-generation diaspora members are, for example, much more often a citizen in the country and, likely related to that, less likely to have a long-term residence permit, which they will not need as a citizen.

Table 6

Example cross-tabulation

	First generation diaspora member		Second generation diaspora member	
	Yes	No	Yes	No
I am a citizen of this country	125	225	110	40
I was born in this country	0	350	150	0
I have resided in this country for at least one year	210	140	150	0
I have a long-term residence permit in this country	175	175	30	120

Note: Respondents were asked to select all answers that applied to them.

When analysing your data and especially when drawing conclusions it is also very important you ensure that the findings are accurate and that you are not overstating what your data actually shows. An important distinction here is the difference between **correlation and causation.** A causal relationship between two factors means that factor A causes outcome B, for example a household's well-being is higher because they receive remittances. Correlation on the other hand says that there is a relationship between factor A and factor B, for example a household with higher well-being is receiving remittances, but they were already better off than others before the remittances starting coming in. In this case it might actually be the opposite (*reverse causality*), the higher level of well-being enabled a household member to migrate and contribute to the household through remittances. It commonly happens that correlations are interpreted as if they were causal effects, even when this is not the case.

This is where inferential statistics come in; they can be used to draw conclusions that extend beyond the immediate data collected and to establish causal relationships. Inferences can, for example, be made about what the population of focus might think or what experiences are present if this is what you asked respondents about. A simple inferential technique is the **estimation of parameters**. You can for example take the sample mean (average) for a specific indicator such as age to say something about the mean (average) age of the entire population of focus. **Hypothesis testing**, on the other hand, allows you to test a hypothesis you have on the population of focus based on the data collected among your sample. It is important to note that for your inferences to be valid, the sampling procedure needs to ensure that your sample is representative of the total population of focus. If you do not have a representative sample, it is better to stick to descriptive statistics to ensure you are not drawing false conclusions for the wider population of focus. Overall inferential statistics can be rather complex, and you need to have a good understanding of your data, what you can and cannot do with it and which methods are appropriate to use with it. It is therefore very important to ensure that you have the right skills within the research team or consult with an expert to make decision in this regard and to execute the analysis so you can ensure reporting conclusions based on sound analysis.

Another important part of ensuring your conclusions are accurate is to ensure the **quality of your data** and taking into account any potential biases. This is important because ideally surveys should reflect reality as accurately as possible and the resulting need to understand to what extent this is the case. This includes the decision on sampling and understanding the consequences this can have and several criteria can be applied to survey data to check for its quality.

Table 7

Quality criteria in survey research

Quality criterion	Explanation
Validity	A survey is valid if the selected indicators, questions and possible answers really and precisely measure what they are meant to measure.
Internal validity	The effects of an independent variable(s) on a dependent variable can be measured and isolated, allowing identification of how an outcome of interest changes relative to the value of studied independent variables.
External validity	External validity refers to how generalizable the findings of your mapping are or how well the findings can be expected to also apply in other settings.
Construct validity	The tools used to measure given constructs are suitable to measure the intended underlying construct; the tools measure what they intend to measure through appropriate proxies.
Reliability	Reliability means the formal accuracy of scientific research or the precision of a measurement. This means that the research should be conducted with the greatest possible effort to rule out measurement errors of any kind. Reliability is thus an indicator of the replicability (repeatability) of the results. Questions, for example, must be formulated clearly and in a way that they cannot be understood very differently by different respondents for survey data to be reliant.

Objectivity	The research procedures and questions are selected to minimize the influence of the researcher on the outcome, with a methodological approach chosen in which high levels of validity and reliability can demonstrate rigour and reduction of bias.

Related to these quality criteria is the issue of biases, which may risk the quality of your survey data. Biases can be introduced in different ways into your data and at different stages. Some of the most common forms of bias prevalent in survey research are discussed in Textbox 10. Several of the points discussed throughout this Module will help you to avoid introducing factors into your survey that could cause these biases.

TEXTBOX 10: POTENTIAL BIASES IN SURVEY DATA

Interviewer bias refers to the fact that an interviewer might influence respondents, especially if they behave differently towards different participants.

Non-response bias occurs when only a specific group or portion of the population of focus to respond to your survey and others choose not to.

Question order bias occurs when the order of questions in the survey triggers respondents to give answers based on what they answered to previous questions.

Sampling bias occurs when you only ask a specific group or portion of the population of focus to respond to your survey and others are systematically excluded.

Selection bias describes differences between groups in a study that may relate to the independent variable (this refers to factors such as motivation or willingness to take part in the study, specific demographics of individuals being more likely to take part in an online survey, etc).

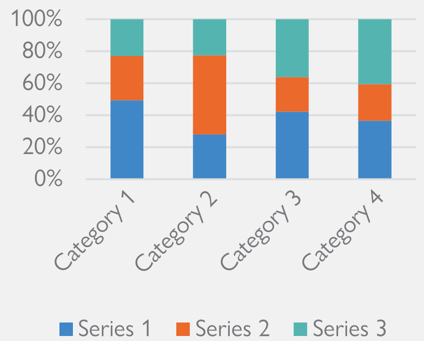
Social desirability/conformity bias describes a situation in which respondents respond to questions in a way that makes them look good or what they think is the optimal answer.

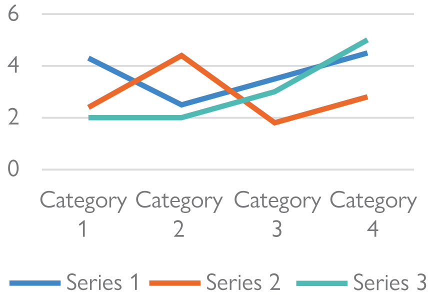
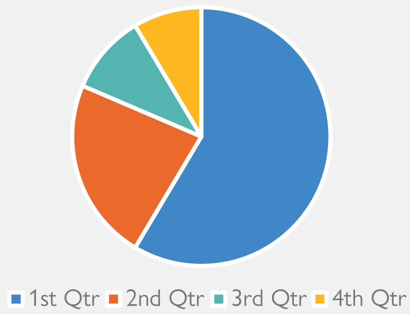
Finally, there are different ways to report and visualize findings from your survey. Common tools to report quantitative data include tables as well as figures/graphs/charts. An example of a **table** was shared above (Table 6) and as can be seen there it is a straight-forward way to present statistical data. You just need to be careful to not put too much information in one table to keep it accessible for the reader. **Figures**, on the other hand, are a visually appealing way to present and share data. When designing a figure you can work with different colours and/or patterns to make it easy to understand the message of the graph with one look. In doing so it is important to use a type of figure that matches your data and is easily accessible for the readers. Table 8 provides an overview of commonly used types of figures, though there are also many others which can be useful.

Beyond tables and figures, many other ways to communicate your diaspora mapping findings. For a discussion of these please refer to Part 3, Decision 2 of the Step-by-Step Guide to Conducting Diaspora Mappings. Please also ensure to closely follow the advice provided there in terms of ensuring responsible representation of results and aligning audience, messaging and platform as the general advice can be applied to survey research reporting whether it is the only method you used or whether it is part of a bigger diaspora mapping or study.

Table 8

Common types of figures to report survey data

Type of figure	Explanation	Example
Clustered/ paired bar chart	Best for comparing data that is grouped by discrete categories (clustered in example, paired if there are two series). Do not have too many groups (make sure it is readable). Can be vertical (see example) or horizontal.	
Stacked bar chart	Best for showing composition of a total by discrete categories and when the parts are based on ordinal dimensions. Do not have too many groups (make sure it is readable). Can be vertical or horizontal (see example).	
100% stacked bar charts	Great choice if you not only want to convey the size of a group relative to other groups, but also illustrate the parts that make up the whole group. Can be vertical (see example) or horizontal.	

Type of figure	Explanation	Example
Line chart	Great to show resulting data relative to a continuous variable - most commonly time or money.	
Pie chart	A great choice if you want to understand the parts of a whole. Order the pieces of your pie according to size. Always ensure the total of all the pieces add up to 100%.	

2.7 Practical and ethical considerations

Researching diaspora groups requires an awareness of the potential risks and limitations, as well as the sociopolitical dynamics present in the process of diaspora mobilization. This also requires a reflection on positionality and power inherent in the research setting. Especially if research is conducted in a conflict-setting or focusses on more marginalized segments of the diaspora such as women or minorities, a sound understanding of the context is needed to ensure that the research is in line with the ethical standards. Reflections on research ethics should be done both in the data collection process, as well as when it comes to sharing and communicating the findings. Particularly when diaspora mappings are at the interface of research and policy, this can result in conflicts of interest between diaspora groups and a commissioning organization or government. Being aware of these potential power dynamics is crucial to ensure that the research complies with the **do-not harm principle**.

In some contexts, reflections on the migration experience, return aspirations or homeland relations can evoke traumatic memories, or emotional distress and should therefore be addressed in a **sensitive manner**. This includes asking about these issues only if absolutely necessary to meet the research objectives and still making the responses optional. For interviewer-administered surveys, an environment that ensures comfort and trust, as well as a researcher who is knowledgeable of the context and has the skills to navigate difficult situations is essential. During in-person surveys, the interviewers need to especially make sure that they are showing empathy and that they area ware of their body language and tone of voice to ensure the respondents feel safe and comfortable during the interview. See Textbox 11 below for additional tips for these contexts. For self-administered surveys, there is a general understanding that respondents are more likely to answer sensitive questions due to the anonymous nature of the data collection, especially when they are convinced that the data will in no way be linked to them as a person. It is therefore important to ensure to put them in right place in the body of the survey (in the middle as explained in Section 2.3).

TEXTBOX 11: CHECKLIST FOR RESPONDENT SAFETY DURING INTERVIEWER-ADMINISTERED SURVEYS

If you consider addressing sensitive topics in your research, think about a protocol and check list that ensures the safety of the respondent (and interviewer) in case of an interviewer-administered survey. This can include steps to ensure a secure interview environment before a discussion even starts, but it may also include specific actions that the interviewer should take in case the respondents shows symptoms of re-traumatization and emotional distress, such as shaking or crying. In settings where respondents may be exposed to interpersonal violence but do not have the privacy to discuss so openly, a checklist may also include hand signals that respondents can use if they are experiencing abuse and need to signal that they need help.

Gathering **informed consent** (see Appendix B) is crucial in this, as it informs participants about the content of the mapping, their rights to voluntariness, and the potential risks and broader consequence of participation. This information allows the participant to make an informed decision regarding participation. Informed consent implies that respondents receive a description of the aims and the content of the mapping, information on the interview process, and explanations of voluntariness and confidentiality. Information on confidentiality should outline *who* will have access to the data and ***how* the personal data will be protected and anonymized**. If the objective of the mapping is to construct a database or roster of specific diaspora members for further engagement, explicit consent should be also acquired for the sharing of the personal data with third parties. With regard to an online survey, it is especially important to ensure that any data collected is stored in a secure way to prevent unauthorized persons from gaining access to the data. **Voluntariness** implies that participants not only have the right to skip an answer, in case they do not feel comfortable answering it, but also that a participant may stop the interview in any point in time. Most importantly, requiring consent involves not only the sharing of information but also an explicit act, such as verbal or written agreement, on behalf of the participant that validates that they understand and agree to the conditions of the research as already explained in Section 2.3.

In addition, researchers have to be sensitive towards the **security needs** of the target community. Diasporas are often characterized by great diversity in terms of their aspirations and positions towards the (ancestral) country of origin. In addition, some origin country governments may have troubled relations with some segments of the diaspora. While some findings of a research can shed light on these sociopolitical dynamics, revealing such details can also contribute to further entrenchment of societal divisions among diaspora groups. In extreme cases, exposing contentious or undesired political views or positions may incite retaliatory action or exclusion of the diaspora by the origin-country government. In light of these risks, it is necessary to have a sound reflection on how the results would be received, discussed, and used and how to achieve a balance between the harm and the benefit that these findings may entail.

Depending on the context of the mapping, there might be also some **safety considerations for the involved researchers in the case of in-person survey data collection**. For instance, in some settings diaspora engagement can become highly politicized, while in other cases it might be that the countries where diaspora groups reside are affected by instability and insecurity. Both aspects may pose a security risk for field research, with researchers potentially viewed as having distinct political views or affiliations that may threaten certain members of the research population. In other contexts, personal characteristics of researchers — such as their religion, ethnicity, gender, and so on — may not be well perceived by all members of the study population, particularly in conflict- and post-conflict contexts characterized by tense relationships between or among demographic or political groups. It is therefore important to carefully inventory and minimize potential risks to protect the safety of the researchers involved. A field safety form can help with this as explained in Textbox 12.

TEXTBOX 12: FIELD SAFETY FORM

To ensure the safety of field researchers it is not only essential to familiarize yourself well with the country context but also to develop a risk mitigation plan and emergency protocol before research begins. Field safety forms can provide useful guidance by collecting or establishing information and procedures that can help a field manager, supervisor, or safety officer act quickly in case a negative event occurs in the field. Information that can be collected in a field safety form include:

- Emergency contact information for the researcher
- Contact details of local focal point and schedule of daily activities
- Travel health insurance information
- Travel schedule
- Contact information for emergency services (e.g. medical facilities, police stations, embassy information) in local research area

- Safety protocol regarding regular check-ins and steps to take when the protocol is compromised
- Risks assessment (risks associated with the field work as well as measures taken to reduce the risks)

In summary, the following table provides some guidance to ensure that your research is conducted in an ethically sensitive way.

Table 9

Do's and don'ts in survey research

	Things to do	Things to avoid
Before	Inform yourself about the context of the specific diaspora before developing and implementing the survey to get an understanding of potentially sensitive aspects (e.g. intercommunity tensions, language use, recent controversial events).	Do not develop and implement the survey unprepared. If possible, get some information on the respondents beforehand.
Before	Map the different actors involved in the research project (e.g. commissioner, governments, different diaspora representatives) and identity their interests and potential lines of conflicts.	Do not neglect potential power dynamics that could harm your participants and design your survey accordingly.
Before	Be transparent with all actors involved in the research and outline aspects of confidentiality and anonymity.	Do not (let the respondent) start until you have received informed consent.
During	Make sure to create a comfortable environment and have a protocol to ensure safety of the participant both for interviewer and self-administered surveys.	Avoid conducting the survey in a public space to prevent interruption and the harm confidentiality, unless expressly requested by the respondent after they have been informed of the potential risk.
During	In case of interviewer-administered surveys, be sensitive towards any symptoms of emotional distress and respond to it calmly.	Do not push the respondents to give answers, even if this means you will not get all answers.
After	Comply with aspects of confidentiality and data security to protect your respondents from any harm.	Do not store survey data in an unsafe location and do not share them with unauthorized third parties.
After	Be sensitive towards the security needs of the target community and reflect how the results would be received, discussed and used.	Do not publish any findings that could harm the target group, even if they are scientifically relevant. Make sure that information published does not reveal the identity of participants.

3. Conclusion

3.1 When does the method shine?

- Quantitative primary data collection allow for the generation of information about large populations through using approved sampling methodologies. Once the size of a population and the sample size are known it is possible to calculate exactly the margin of error of any statistical findings.
- Surveys have the potential to collect larger amounts of data in a relatively short amount of time, compared to data collected through interviews or focus group discussions.
- Surveys work well when the desire is to establish relationships between sets of (known factors), including possible causal links between outcomes of interest and explanatory factors; when you want to understand prevalence or scope; when you want to compare/contrast findings across subpopulation groups within the diaspora (e.g. by ethno-religious identity, gender, age, generation); and when you have a clear understanding of the research questions, potential respondents and possible answers to the questions you have for your respondents.
- When questions are asked and findings recorded in the same, structured way, it is possible to aggregate findings across different geographic locations or different groups of people, independent of whether the data is collected by the same or different researchers. It is also possible to compare findings between different locations and groups, thereby allowing for disaggregation. If using a survey within a longitudinal study it is possible to compare findings over time.
- Analysis of survey data may produce outcomes that are easy to visualize and communicate to wider audiences in ways that inspire confidence in the research process and outcomes from wider stakeholders.

3.2 What are the limitations?

- Surveys generally require extensive knowledge of the research topic and population to ensure appropriate selection of questions and answer options. They are also generally unable to capture complex mechanisms and thought processes that may vary across individuals and may not be easily represented in a standardized measurement.
- Using a survey to collect data usually allows for limited flexibility in adapting procedures or instruments once the study has started, which may limit the inclusion of new information or characteristics in data collection instruments.

- Large surveys with diaspora populations, which are often scattered over locations, can be time-consuming and expensive to plan and implement, especially if no sampling frame is readily available and when they require an interviewer-administered implementation mode.
- The risk of respondents not completing a survey if it is long is relatively high, especially in the context of online surveys.
- Special care needs to be paid to the design of the survey and sampling process to ensure that these elements are not the cause of systematic bias in the data. This includes piloting your survey as well as choosing a sampling method that matches the objectives of your mapping.

Appendix A – Surveys

Appendix A.1 – Core module survey

Screening

Please answer the following questions, which will help determine if you are part of the target group of this study and will be asked to answer further questions.

Question #	Question	Answers	Skip logic
S01	How old are you?	☐ 1 - Less than 18 years old ☐ 2 - 18-24 years old ☐ 3 - 25-34 years old ☐ 4 - 35-44 years old ☐ 5 - 45-54 years old ☐ 6 - 55-64 years old ☐ 7 - 65-74 years old ☐ 8 - 75-84 years old ☐ 9 - 85 years old or older ☐ 99 - Don't know/Prefer not to answer	If answer is 1, end survey.
S02	Thinking about the country where you currently reside, which of the following describes your relationship to the country? *Please select all that apply.*	☐ 1 - I am a citizen of this country ☐ 2 - I was born in this country ☐ 3 - I have resided in this country for at least one year ☐ 4 - I have a long-term residence permit in this country ☐ 99 - Don't know/Prefer not to answer	
S03	Thinking about [country of (ancestral) origin], which of the following describes your relationship to the country? *Please select all that apply.*	☐ 1 - I am a citizen of that country ☐ 2 - I was born in that country ☐ 3 - One or both of my parents were born in that country ☐ 4 - I have a general sense of connection to this country and consider myself a member of its diaspora ☐ 99 - Don't know/Prefer not to answer	
S04	What is your current country of usual residence? *If you live in several countries over the course of the year, please indicate the country you live in for the greatest amount of time.*	☐ 1 - [country of residence] ☐ 2 - [country of (ancestral) origin] ☐ 3 - Other: *please specify* ☐ 99 - Don't know/Prefer not to answer	If answer is 2, end survey.

Demographic and socioeconomic characteristics

This section will ask specific questions about some of your demographic characteristics as well as your education and economic activities.

Question#	Question	Answers	Skip logic
DSE01	With what gender do you identify?	☐ 1 - Female ☐ 2 - Male ☐ 3 - Other ☐ 99 - Don't know/Prefer not to answer	
DSE02	What is your nationality (country of citizenship)? *If you have multiple citizenships/ nationalities, please indicate all of those that you currently have.*	☐ 1 - [country of residence] ☐ 2 - [country of (ancestral) origin] ☐ 3 - Other: *please specify* ☐ 99 - Don't know/Prefer not to answer	
DSE03	What is your current marital status?	☐ 1 - Single/Never married ☐ 2 - Married ☐ 3 - Separated ☐ 4 - Divorced ☐ 5 - Widowed ☐ 6 - Signed contract/Consensual union/Domestic partner ☐ 99 - Don't know/Prefer not to answer	
DSE04	How many (biological or adopted) children do you have, regardless of their age?	*Please enter number of children here:* ☐ 99 - Don't know/Prefer not to answer	

Question#	Question	Answers	Skip logic
DSE05	What is your highest level of completed education?	☐ 1 - Less than primary education ☐ 2 - Primary education ☐ 3 - Lower secondary education ☐ 4 - Upper secondary education ☐ 5 - Post-secondary non-tertiary education (e.g. professional training of 1 year or more) ☐ 6 - Short-cycle tertiary education ☐ 7 - Bachelor's or equivalent level ☐ 8 - Master's or equivalent level ☐ 9 - Doctoral or equivalent level ☐ 10 - Other: *please specify* ☐ 99 - Don't know/Prefer not to answer	
DSE06	What was the focus or main subject area of your highest level of education or training?	☐ 1 - Education ☐ 2 - Humanities and arts ☐ 3 - Social and behavioural science (includes economics) ☐ 4 - Journalism and information ☐ 5 - Business and administration (except secretarial office work) including accounting, auditing ☐ 6 - Secretarial and office work ☐ 7 - Law and legal services ☐ 8 - Science (except computing) ☐ 9 - Computing/information technology ☐ 10 - Engineering and engineering trades/architecture ☐ 11 - Manufacturing and processing ☐ 12 - Building and construction trades (carpenter, masonry, electrician, plumbers, etc.) ☐ 13 - Agriculture, forestry and fisheries ☐ 14 - Veterinary ☐ 15 - Health ☐ 16 - Social services ☐ 17 - Hotel and catering, travel and tourism, sports and leisure ☐ 18 - Hairdressing, beauty treatment, cosmetic services ☐ 19 - Cleaning, laundry, dry-cleaning, domestic science ☐ 20 - Transport services ☐ 21 - Environmental protection ☐ 22 - Security services ☐ 23 - General programme or no specific field ☐ 24 - Other: *please specify* ☐ 99 - Don't know/Prefer not to answer	
DSE07	What is your current main (economic) activity? Consider the activity that you spend the most time on or that contributes the most to your income.	☐ 1 - Employed ☐ 2 - Self-Employed (including farm or non-farm, big or small business) ☐ 3 - Unemployed and looking for a job ☐ 4 - Unemployed and not looking for a job ☐ 5 - Student ☐ 6 - Retired ☐ 7 - Apprentice ☐ 99 - Don't know/Prefer not to answer	If answer is 3, 4, 5,6 or 99, skip to ME01.

Question#	Question	Answers	Skip logic
DSE08	Thinking about your current profession/ occupation, what sector is this work connected with?	☐ 1 - Agriculture, forestry ☐ 2 - Fisheries ☐ 3 - Mining and quarrying ☐ 4 - Manufacturing ☐ 5 - Electricity; gas, steam and air conditioning supply ☐ 6 - Water supply; sewerage, waste management and remediation activities ☐ 7 - Construction ☐ 8 - Wholesale and retail trade; repair of motor vehicles and motorcycles ☐ 9 - Transportation and storage ☐ 10 - Accommodation and food service activities ☐ 11 - Information and communication ☐ 12 - Financial and insurance activities ☐ 13 - Real estate activities ☐ 14 - Professional, scientific and technical activities ☐ 15 - Administrative and support service activities ☐ 16 - Public administration and defence; compulsory social security ☐ 17 - Education ☐ 18 - Human health and social work activities ☐ 19 - Arts, entertainment and recreation ☐ 20 - Other service activities ☐ 21 - Activities of households as employers; undifferentiated goods- and services-producing activities of households for own use ☐ 22 - Activities of extraterritorial organizations and bodies ☐ 23 - Military, Security ☐ 24 - Other: *please specify* ☐ 99 - Don't know/Prefer not to answer	
DSE09	What is your main profession/ occupation (i.e. the one that brings more money) in your current job?	☐ 1 - Manager (e.g. directors, senior officials) ☐ 2 - Professional (e.g. doctors, nurses, teachers, accountants) ☐ 3 - Technician and associate professional (e.g. sales and purchasing agents, religious associate professionals) ☐ 4 - Clerical support worker (e.g. general secretaries, customer service clerks) ☐ 5 - Services and sales worker (e.g. cooks, hairdressers, protective services) ☐ 6 - Skilled agricultural, forestry and fishery worker (e.g. gardeners, farmers, fishers, gatherers) ☐ 7 - Craft and related trades worker (e.g. metal workers, repairers, woodworkers, electronic installers) ☐ 8 - Plant and machine operator, assembler (e.g. truck/bus drivers, mining/rubber machine operators) ☐ 9 - Elementary occupation (e.g. cleaners, mining/construction labourers, street vendors, refuse workers) ☐ 10 - Armed forces occupation ☐ 11 - Other: *please specify* ☐ 99 - Don't know/Prefer not to answer	
DSE10	Do you have your own business (for example, a sole proprietorship, partnership, LLC, etc.)?	☐ 1 - Yes: One ☐ 2 - Yes: More than one ☐ 3 - No ☐ 99 - Don't know/Prefer not to answer	If answer is 3 or 99, skip to ME01.

Question#	Question	Answers	Skip logic
DSE11	In what country are the majority of your business's operations/ activities? If your business has operations/ activities in multiple places, select the country that has the largest operations.	☐ 1 - [country of residence] ☐ 2 - [country of (ancestral) origin] ☐ 3 - Other: *please specify* ☐ 99 - Don't know/Prefer not to answer	
DSE12	Does your business have other employees, besides yourself? Please consider the number of people, on average across the year, who are paid by the company.	☐ 1 - No, I do not employ others ☐ 2 - Yes: my business has between 1 and 9 employees ☐ 3 - Yes: my business has between 10 and 49 employees ☐ 4 - Yes: my business has between 50 and 250 employees ☐ 5 - Yes: my business has more than 250 employees ☐ 99 - Don't know/Prefer not to answer	

Migration experiences

This section will ask specific questions about your migration experiences and potential future migration plans.

Question#	Question	Answers	Skip logic
ME01	In what country were you born?	☐ 1 - [country of residence] ☐ 2 - [country of (ancestral) origin] ☐ 3 - Other: *please specify* ☐ 99 - Don't know/Prefer not to answer	
ME02	In what city were you born?	*Please specifiy the city:* ☐ 99 - Don't know/Prefer not to answer	If answer to question ME01 is 1, skip to ME8 after answering ME02.
ME03	In what year did you first leave your country of birth to live el-sewhere?	*Please specifiy the year:* ☐ 99 - Don't know/Prefer not to answer	

Question#	Question	Answers	Skip logic
ME04	In what year did you last live in your country of birth, meaning that you stayed in that country for 3 or more months consecutively?	*Please specifiy the year:* ☐ 99 - Don't know/Prefer not to answer	
ME05	For how many years have you lived in [country of residence]?	☐ 1 - Less than one year ☐ 2 - 1 – 5 years ☐ 3 - 6 – 10 years ☐ 4 - 11 or more years ☐ 99 - Don't know/Prefer not to answer	
ME06	Please think back on when you most recently moved from [country of birth]. At that time, what were your main reasons for leaving your country of birth? *Please indicate up to three choices.*	☐ 1 - Economic reasons (e.g. for work, to start a business) ☐ 2 - Education or training ☐ 3 - Marriage, family reunification or family formation ☐ 4 - Access to services (e.g. health, food, water, basic education) ☐ 5 - Sudden onset natural disaster (e.g. flood, storm, landslide, earthquake) ☐ 6 - Slow environmental change (e.g. livestock died due to drought, loss of agriculture due to drought/poor rainfall, sea level rise destroyed homes/assets, reduced fish stocks) ☐ 7 - War/conflict ☐ 8 - Targeted violence or persecution ☐ 9 - Being moved by family (e.g. as a child) ☐ 10 - Migrating is an important event every young person should experience in my community. ☐ 11 - COVID-19 related reason, Specifiy. ☐ 12 – Other: *please specify* ☐ 99 - Don't know/Prefer not to answer	
ME07	What were the main reasons you chose to move to [country of residence]? *Please indicate up to three choices.*	☐ 1 - Economic reasons ☐ 2 - Education or training ☐ 3 - Marriage, family reunification or family formation ☐ 4 - Access to services (e.g. health, food, water, basic education) ☐ 5 - Physical safety/security ☐ 6 - Greater freedom or protection of personal values or identities ☐ 7 - Lifestyle reasons (e.g. pleasant physical environment, weather) ☐ 8 - I knew people (like friends or family members) already living here ☐ 9 - Other: *please specify* ☐ 99 - Don't know/Prefer not to answer	

Question#	Question	Answers	Skip logic
ME08	What is your current residency status in [country of residence]?	☐ 1 - Non-migration temporary visa (e.g. tourism visa) ☐ 2 - Temporary resident (fixed-term residence permit) ☐ 3 - Permanent resident (unlimited term residence permit) ☐ 4 - Citizen ☐ 5 - No official residence status ☐ 99 - Don't know/Prefer not to answer	
ME09	Do you intend to move to another country for 12 or more months in the foreseeable future?	☐ 1 - Yes ☐ 2 - No ☐ 99 - Don't know/Prefer not to answer	If answer is 2 or 99, skip to ME11.
ME10	Have you already made any of the following arrangements to move to another country for 12 or more months in the foreseeable future? *Please select all that apply.*	☐ 1 - Bought a ticket ☐ 2 - Looked for a job ☐ 3 - Found a job ☐ 4 - Looked for housing ☐ 5 - Sold property in [country of residence] ☐ 6 - Other: *please specify* ☐ 99 - Don't know/Prefer not to answer	
ME11	Would you be willing and currently able to move to [country of (ancestral) origin] in the foreseeable future? Consider "moving" as changing your place of regular residence.	☐ 1- Yes, for a long or indefinite period of time ☐ 2 - Yes, for a short/defined period ☐ 3 - No ☐ 99 - Don't know/Prefer not to answer	If answer is 1 or 2, skip to IB01.
ME12	What conditions should be in place before you would move to [country of (ancestral) origin]? *Please select each of the conditions you consider to be important in informing your decision.*	☐ 1 - No condition would matter; I would never be willing to return ☐ 2 - Improvement in safety/security of the country ☐ 3 - Reduction of corruption in the country ☐ 4 - Improved rule of law/legal protections ☐ 5 - More trust in government ☐ 6 - Improved quality of services, including education, health-care ☐ 7 - Improvement of economic situation in [country of (ancestral) origin] ☐ 8 - Guaranteed job placement in [country of (ancestral) origin] ☐ 9 - Financial support for the move (e.g. plane fare, support for accommodation expenses) ☐ 10 - Access to/restoration of citizenship in [country of (ancestral) origin] ☐ 11 - Access to housing and/or land ☐ 12 - Ability to move with my family and for them to access social benefits and work ☐ 13 - Ability to move back to [residence country] if desired (e.g. permanent residence permit, citizenship) ☐ 14 - Guaranteed right to return to my job in [residence country] ☐ 15 - Other: *please specify* ☐ 99 - Don't know/Prefer not to answer	

Identities and belonging

This section will ask questions about your sense of belonging and identifying with [your country of (ancestral) origin and country of residence].

Question#	Question	Answers						Skip logic
IB01	How strongly do you feel connected to…		1 - Very strongly connected				99 - Don't know/Prefer not to answer	
		IB01-1 Country of (ancestral) origin						
		IB01-2 City of birth						
		IB01-3 Country of residence						
		IB01-4 City of residence						
		IB01-5 Diaspora group in country of residence						
IB02	Where do the following members of your family and friends live? *Please select all that apply.*		1 - Country of residence	2 - Country of (ancestral) origin	3 - Third country	99 - Don't know/ Prefer not to answer		
		IB02-1 Spouse						
		IB02-2 Child(ren)						
		IB02-3 Parent(s)						
		IB02-4 Sibling(s);						
		IB02-5 Extended family members (i.e. aunts, uncles, cousins, grandparent(s));						
		IB02-6 Friends						

Question#	Question	Answers	Skip logic
IB03	How do you get information on what is happening in [country of (ancestral) origin] when you are not there? *Please select all that apply.*	☐ 1 - I do not regularly follow news about my country of origin ☐ 2 - Personal contacts ☐ 3 - E-mails ☐ 4 - TV channels ☐ 5 - Online newspapers from [country of (ancestral) origin] ☐ 6 - Local or national newspapers in [country of residence] ☐ 7 - Local national radio in [country of (ancestral) origin] ☐ 8 - Local or national radio in [country of residence] ☐ 9 - Social media (e.g. Facebook, Twitter) ☐ 10 - Online chats (e.g. WhatsApp, Messenger) ☐ 11 - Websites of organizations ☐ 12 - Other: *please specify* ☐ 99 - Don't know/Prefer not to answer	

Financial contributions and knowledge and skills transfer

This section will ask questions about contributions you make to [country of (ancestral) origin] both financially and in terms of knowledge and skills.

Question#	Question	Answers				Skip logic
FC01	Please think about the financial contributions you've made or the finan-cial assets you have had in [country of (ancestral) origin] in the past 12 months. Have you:		1 - Yes	2 - No	99 - Don't know/Prefer not to answer	
		FC01-1 Sent money or goods to an individual (like a family member or friend) or organization				
		FC01-2 Made a financial donation to a charitable organization or social cause				
		FC01-3 Invested in a business/made a business contribution (including in the form of goods) with the expectation of profit				
		FC01-4 Started or continued to own or run a business				
		FC01-5 Opened or owned a bank account				
		FC01-6 Bought or continued to own a home or land				
		FC01-7 Bought or continued to own stocks, bonds, or other investments				

Question#	Question	Answers	Skip logic
FC02	If you think about the different forms of financial contributions previously listed, how likely would you be to invest in or make financial contributions to [country of (ancestral) origin] in the next 12 months?	☐ 1 - Very likely ☐ 2 - Likely ☐ 3 - Unlikely ☐ 4 - Very unlikely ☐ 99 - Don't know/Prefer not to answer	
FC03	What conditions should be in place before you would be willing to contribute or continue to contribute financially to [country of (ancestral) origin] in the future? *Please select all that apply.*	☐ 1 - Improvement in safety/security of the country ☐ 2 - Reduction of corruption in the country ☐ 3 - More trust in government ☐ 4 - Improved rule of law/legal protections ☐ 5 - Better regulatory transparency/less bureaucracy ☐ 6 - Reduced cost of financial transitions, for example, sending money/goods or investing ☐ 7 - Higher returns on investment ☐ 8 - Better knowledge of business/investment opportunities ☐ 9 - Access to mentoring or other support services ☐ 10 - Availability of family members, friends, or business associates present in country ☐ 11 - Better control over how the money I send is spent ☐ 12 - More secure residence status in [residence country] (e.g. permanent residence permit, citizenship) ☐ 13 - More secure job in [residence country] ☐ 14 - Nothing to be changed, I am satisfied with present conditions ☐ 15 - Other: *please specify* ☐ 99 - Don't know/Prefer not to answer	

Question#	Question	Answers	Skip logic
FC04	Sometimes people like you train or share their knowledge with people in their countries of birth or ancestry, for example, by returning for a short period to train someone or participating in online trainings for people in the origin country. Since you have lived outside of [country of (ancestral) origin], have you participated in knowledge or skills transfer in the past? For example, this could include providing technical advice in either a formal or informal way to an individual or organization, volunteering in an organization, and so on.	☐ 1 - Yes ☐ 2 - No ☐ 99 - Don't know/Prefer not to answer	If answer is 2 or 99, skip to FC06.
FC05	How often have you participated in a knowledge or skill transfer action in the past?	☐ 1 - Only once ☐ 2 - Twice ☐ 3 - Three times ☐ 4 - More than three times ☐ 99 - Don't know/Prefer not to answer	
FC06	Would you like to participate in a knowledge and skills transfer programme and/or capacity development in [country of residence]?	☐ 1 - Yes ☐ 2 - No ☐ 99 - Don't know/Prefer not to answer	If answer is 2 or 99, skip to CIC01.
FC07	In what type of programme or initiative would you be interested to be involved? (Multiple options available)	☐ 1 - Trainings (ICT, foreign languages…) ☐ 2 - Mentorship to start or grow a business ☐ 3 - Financial literacy course ☐ 4 - Other: *please specify* ☐ 99 - Don't know/Prefer not to answer	

Civic involvement and citizenship

This section will ask questions about your civic involvement and citizenship.

Question#	Question	Answers						Skip logic
CIC01	Did you vote in the last elections or referendums?		CIC01-1 Country of (ancestral) origin		CIC01-2 Country of residence			
		1 – Yes, only presidential elections						
		2 – Yes, in all national elections						
		3 – Yes, only local level municipal or city elections						
		4 – No, I did not have the right to vote						
		5 – No, I chose not to vote						
		99 - Don't know/Prefer not to answer						
CIC02	If you had the opportunity to participate, how likely would it be that you vote in the following elections?		1 - Definitely	2 - Probably	3 - Probably not	4 - Definitely not	99 - Don't know/Prefer not to answer	
		CIC02-1 National elections in [country of (ancestral) origin]						
		CIC02-2 Local level municipal or city elections in [country of (ancestral) origin]						
		CIC02-3 National elections in [country of residence]						
		CIC02-4 Local level municipal or city elections in [country of residence]						
CIC03	Have you recently engaged or participated in any of the following activities? *Please select all that apply.*	☐ 1 - Supporting those newly arrived in [country of residence] (e.g. in finding accommodation, advice on educational or job opportunities) ☐ 2 - Initiatives or events to bring together people from different backgrounds/religions/cultures ☐ 3 - Initiatives or events to promote [country of (ancestral)origin]'s culture and cuisine ☐ 4 - Charity events to support [country of (ancestral) origin] community ☐ 5 - Participated in a diaspora organization in any way ☐ 6 - None of the above ☐ 7 - Other: *please specify* ☐ 99 - Don't know/Prefer not to answer						

Organizational information

This section will ask specific questions about the organization you are part of or contribute to. Some of the questions relate to the "big picture" of the organization. It can, therefore, be difficult to answer some of the questions. If you do not have sufficient information to answer the question, no problem — feel free to skip the question.

Question#	Question	Answers	Skip logic
OI01	What is the name of the organization?	*Please indicate the name:* ☐ 99 - Don't know/Prefer not to answer	
OI02	What best describes your role in this organization?	☐ 1 - Director/board member ☐ 2 - Founder or founding member ☐ 3 - Paid employee ☐ 4 - Unpaid volunteer ☐ 5 - Passive member ☐ 6 - Non-member (i.e. periodically participate in events) ☐ 7 - Other: *please specify* ☐ 99 - Don't know/Prefer not to answer	
OI03	What is/are the organization's main area(s) of activity? *Please select all that apply.*	☐ 1 - Academia/research ☐ 2 - Business ☐ 3 - Cultural ☐ 4 - Development ☐ 5 - Education ☐ 6 - Humanitarian ☐ 7 - Integration ☐ 8 - Political and advocacy ☐ 9 - Religious ☐ 10 - Other: *please specify* ☐ 99 - Don't know/Prefer not to answer	

Potential follow-up

Please indicate whether you would be willing to be contacted for further research/engagement/outreach.

Question#	Question	Answers	Skip logic
FU01	Willingness to be contacted by IOM in the future for potential engagement	☐ 1 - Yes ☐ 2 - No	If answer is 2, end survey.
FU02	Email address	*Please enter:*	
FU03	Social media account	*Please enter:*	
FU04	Permission to store personal data	☐ 1 - Yes ☐ 2 - No	

Appendix A.2 – Economic capital module survey

Business and entrepreneurship

This section will ask questions about your business and entrepreneurship activities both in [country of (ancestral) origin] and in [country of residence].

Question #	Question	Answers				Skip logic
BE01	I would like you to reflect on where your employees generally work from. What share of your company's employees work in each of the following locations? *Please write in the percentage that works in each location, adding up to 100%*	BE01-1 - Country of (ancestral) origin %	BE01-2 - Country of residence %	BE01-3 - Another country %	BE01-4 - Online (no designated country) %	This question should only be shown to participants that answered DSE10 (Core Module) with 1 or 2 and DSE12 (Core Module) with 2, 3, 4 or 5.
BE02	How is your most important business registered?	☐ 1 - It is not a formally registered business ☐ 2 - Sole proprietorship (I am the exclusive owner of a non-incorporated business) ☐ 3 - Partnership (I share ownership of the business with someone else) ☐ 4 - Limited liability company ☐ 5 - Corporation (the business is owned by shareholders) ☐ 6 - Other: *Please specify* ☐ 99 - Don't know/Prefer not to answer				This question and the rest of this section should only be shown to participants that answered DSE10 (Core Module) with 1 or 2.
BE03	Does your business offer goods or services online?	☐ 1 - Yes ☐ 2 - No ☐ 99 - Don't know/Prefer not to answer				
BE04	How easy is it for you to operate this business from another country, without the need to physically return for business matters?	☐ 1 - Very easy, I never need to return to deal with business matters ☐ 2 - Moderately easy, I seldom need to return to deal with business matters ☐ 3 - Fairly difficult, I often need to return to deal with business matters ☐ 4 - Very difficult, I generally need to return if I want to deal with business matters ☐ 99 - Don't know/Prefer not to answer				This question should only be shown to participants that answered DSE10 (Core Module) with 2 or 3.

Question #	Question	Answers	Skip logic
BE05	If you think about your business's future, how do you anticipate its income/ profits will change in the coming year?	☐ 1 - I expect a significant increase in profits ☐ 2 - I expect a moderate increase in profits ☐ 3 - I expect no change in profits ☐ 4 - I expect a moderate decrease in profits ☐ 5 - I expect a significant decrease in profits ☐ 99 - Don't know/Prefer not to answer	
BE06	If you reflect on the business and its future, do you expect that it will still be operating in the next 5 years?	☐ 1 - Yes ☐ 2 - No ☐ 99 - Don't know/Prefer not to answer	
BE07	If you wanted to expand your business into [country of (ancestral) origin] or already have a business there, what barriers have you faced or would you anticipate facing?	☐ 1 - Difficulties in managing the business from abroad ☐ 2 - Unclear or overly complicated registration requirements ☐ 3 - Cost of doing business in the country (e.g. registration fees, taxes) ☐ 4 - Lack of financial institutions (e.g. banks, microfinance associations) to support business operations ☐ 5 - Lack of sufficient knowledge of business opportunities in country ☐ 6 - Corruption in public bodies (e.g. business administration agencies) ☐ 7 - Instability in the market ☐ 8 - Lack of trustworthy staff ☐ 9 - COVID-related income losses ☐ 10 - None of the above ☐ 99 - Don't know/Prefer not to answer	
BE08	Are you a member of a business association? *Please select all that apply.*	☐ 1 - Yes: Local chamber of commerce ☐ 2 - Yes: Bilateral chamber of commerce (i.e. chamber of commerce between two specific countries) ☐ 3 - Yes: Small business administration (or national equivalent) ☐ 4 - Yes: National association of small businesses (or national equivalent) ☐ 5 - Yes: Sector-specific association ☐ 6 - Yes: Other: *Please specify* ☐ 7 - No ☐ 99 - Don't know/Prefer not to answer	

Question #	Question	Answers			Skip logic
BE09	Sometimes the state can provide support services for business owners. Would any of the following state-provided services be of interest to you in your capacity as an entrepreneur? *Please select all that apply.*		BE09-1 – In the country of origin	BE09-2 – In the country of residence	If answer to BE09 is 5 or 99 and answer to BE10 is 5 or 99, skip to TR01.
		1 - Business or investment promotion support services (e.g. through investment promotion agencies)			
		2- Events or dedicated web portals to link up with potential investors			
		3 - Mentoring from an established entrepreneur			
		4 - Workshops or trainings on specific elements of business development and operation (e.g. accounting, promotion methods, registration procedures)			
		5 - None of the above			
		99 - Don't know / Prefer not to answer			
BE10	Have you ever taken part in any of the following events? *Please select all that apply.*	☐ 1 - Trade fair focusing on products from [country of (ancestral) origin] ☐ 2 - Diaspora entrepreneur or investor match-making or networking event ☐ 3 - Award ceremony or other event celebrating the accomplishments of diaspora business owners or businesses ☐ 4 - Other diaspora-focused business or entrepreneurship events ☐ 5 - Other: *Please specify* ☐ 99 - Don't know/Prefer not to answer			

Question #	Question	Answers							Skip logic
BE11	How would you rate the support services received and events you participated in?		1 - Very satisfied	2 - Satisfied	3 - Neither satisfied nor dissatisfied	4 - Dissatis-fied	5 - Very dissatisfied	99 - Don't know /Prefer not to answer	
		BE11-1 Country of origin							
		BE11-2 Country of destination							

Trade

This section will ask questions about any trade-related activities both in [country of (ancestral) origin] and in [country of residence] you might be engaging in.

Question #	Question	Answers	Skip logic
TR01	Do you engage in the import/export of goods or services across national borders? For example, does your business export its products or services to other countries, or does it import products or services from other countries to sell locally?	☐ 1 - Yes: Import only ☐ 2 - Yes: Export only ☐ 3 - Yes: Import and export ☐ 4 - No ☐ 99 - Don't know/Prefer not to answer	If answer is 4 or 99, skip to R01.
TR02	Do you engage in the import/export of goods or services between [country of residence] and [country of (ancestral) origin]?	☐ 1 - Yes: Import only ☐ 2 - Yes: Export only ☐ 3 - Yes: Import and export ☐ 4 - No ☐ 99 - Don't know/Prefer not to answer	If answer is 4 or 99, skip to R01.

Question #	Question	Answers	Skip logic
TR03	What is the approximate value in USD of your net trading revenue (realized gains minus expenses) between [country of residence] and [country of (ancestral) origin]?	*Please indicate the approximate value in USD:* ☐ 99 - Don't know/Prefer not to answer	

Remittances

In this section, you will be asked about monetary and in-kind transfers you make to [country of (ancestral) origin], the frequency and channels you use for such transfers as well as the purposes for which you make the transfers.

Question #	Question	Answers	Skip logic
R01	In the past 12 months, which of the following have you sent to a recipient in [country of (ancestral) origin]? *Please select all that apply.*	☐ 1 - Money (e.g. through bank transfer, cheque, hand-carrying) ☐ 2 - Food ☐ 3 - Clothing ☐ 4 - Toys or books ☐ 5 - Medicine or medical equipment ☐ 6 - Electronic equipment (including household appliances) ☐ 7 - Other: *please specify* ☐ 99 - Don't know/Prefer not to answer	This question and the ones up to and including R03 should only be shown to participants that answered FC01-1 (Core Module) with 1.
R02	Is any portion of your wages earned in [country of residence] sent directly to [country of (ancestral) origin]?	☐ 1 - Yes ☐ 2 - No ☐ 99 - Don't know/Prefer not to answer	If answer is 2 or 99, skip to R04.
R03	What is the approximate value in USD of the portion of your wages sent to [country of (ancestral) origin] last year?	*Please indicate the approximate value in USD:* ☐ 99 - Don't know/Prefer not to answer	

Question #	Question	Answers	Skip logic
R04	In the past 12 months, how often have you sent or brought back money or goods to [country of (ancestral) origin]?	*Please indicate the number of transactions:* ☐ 99 - Don’t know/Prefer not to answer	
R05	On average, what was the approximate value in USD of the money or goods you sent or brought back each time?	*Please indicate the approximate value in USD:* ☐ 99 - Don’t know/Prefer not to answer	
R06	To whom did you most often send or bring back money or goods in the last 12 months? *Please select all that apply.*	☐ 1 - Member of nuclear family (e.g. child, parent, partner, sibling) ☐ 2 - Member of extended family ☐ 3 - Friend or acquaintance ☐ 4 - Community member ☐ 5 - Organization (including political party) ☐ 6 - Other: *please specify* ☐ 99 - Don’t know/Prefer not to answer	
R07	For what purposes did you most often send or bring back money or goods in the last 12 months? *Please select all that apply.*	☐ 1 - Food ☐ 2 - Household bills (e.g. rent, heating) ☐ 3 - Housing (buying, building, renovating, etc.) ☐ 4 - Goods (e.g. television, car) ☐ 5 - Medical costs (including medicines) ☐ 6 - Education ☐ 7 - Investment in business ☐ 8 - Household agricultural activities ☐ 9 - Savings ☐ 10 - Special events (e.g. wedding, childbirth, funeral) ☐ 11 - Donations to church or other charitable purpose ☐ 12 - Other: *please specify* ☐ 99 - Don’t know/Prefer not to answer	

Question #	Question	Answers							Skip logic
R08	For money or goods that you have sent back in the last 12 months, please indicate for the following methods how often you used them.		1 - Always	2 - Very Often	3 - Sometimes	4 - Rarely	5 - Never	99 - Don't know/ Prefer not to answer	
		R08-1 Post (including cheques, postal orders)							
		R08-2 Hand-carrying (someone else has taken the money/ goods back for you)							
		R08-3 Sent via bus driver or other transport organizer							
		R08-4 Bank transfer							
		R08-5 Money transfer organization (e.g. Western Union, Money Gram)							
		R08-6 Hawala, xawilaad, or other community transfer agent							
		R08-7 Other: *please specify*							

Philanthropy

In this section, you will be asked about philanthropic contributions you make to [country of (ancestral) origin].

Question #	Question	Answers	Skip logic
PH01	In the past 12 months, have you contributed money or goods to any of the following initiatives or funds targeted to recipients in [country of (ancestral) origin]? *Please select all that apply.*	☐ 1 - Hometown association/society collective fund ☐ 2 - Remittance matching fund (e.g. 3X1 programme) ☐ 3 - An informal fund for community events, like funerals, organized with other migrants ☐ 4 - Political party ☐ 5 - Other: *Please specify* ☐ 99 - Don't know/Prefer not to answer	If answer is 5, skip to AI01.

<table>
<tr><th>Question #</th><th>Question</th><th colspan="5">Answers</th><th>Skip logic</th></tr>
<tr><td>PH02</td><td>In the past 12 months, what is the approximate value in USD of the money you have given to a charitable cause in [country of (ancestral) origin]? Please consider donations you have made without any intention of profit and also include the value of goods you may have contributed.</td><td colspan="5">Please indicate the approximate value in USD:

☐ 99 - Don't know/Prefer not to answer</td><td></td></tr>
<tr><td rowspan="8">PH03</td><td rowspan="8">What kinds of organizations (based on their primary activities or focus) have you contributed either time (in the form of volunteering) or money/goods to in the past 12 months? Please select all that apply.</td><td></td><td>1 - Time</td><td>2 - Money or goods</td><td>3 - None</td><td>99 - Don't know / Prefer not to answer</td><td rowspan="8"></td></tr>
<tr><td>PH03-1 National religious organization</td><td></td><td></td><td></td><td></td></tr>
<tr><td>PH03-2 Local religious organization</td><td></td><td></td><td></td><td></td></tr>
<tr><td>PH03-3 Hometown association/society</td><td></td><td></td><td></td><td></td></tr>
<tr><td>PH03-4 International non-governmental organization (e.g. Save the Children, SOS Child's Village, Amnesty International)</td><td></td><td></td><td></td><td></td></tr>
<tr><td>PH03-5 National or local non-governmental organization (including food banks, clothing banks and other community good suppliers)</td><td></td><td></td><td></td><td></td></tr>
<tr><td>PH03-6 Educational organization</td><td></td><td></td><td></td><td></td></tr>
<tr><td>PH03-7 Other: please specify</td><td></td><td></td><td></td><td></td></tr>
</table>

Question #	Question	Answers	Skip logic
PH04	Which group or groups of people in [country of (ancestral) origin] do you provide charitable donations to? *Please select all that apply.*	☐ 1 - Members of the same religious community or denomination ☐ 2 - Members of the same ethnic group ☐ 3 - Children or youth ☐ 4 - Women (e.g. widows) ☐ 5 - Veterans ☐ 6 - Other: *please specify* ☐ 99 - Don't know/Prefer not to answer	

Assets

In this section, you will be asked about assets you may have in [country of (ancestral) origin].

Question #	Question	Answers	Skip logic
AI01	Do you own any of the following in [country of (ancestral) origin]? *Please select all that apply.*	☐ 1 - A house or land (for private use) ☐ 2 - Commercial real estate or property (e.g. multi-family housing compounds, agricultural land for rent or let, office space) ☐ 3 - Large equipment (e.g. manufacturing equipment, farm machinery like threshing machines, commercial power generators) for rent or let ☐ 4 - None of the above ☐ 99 - Don't know/Prefer not to answer	
AI02	Since you have lived in [residence country], have you ever sent or returned with any of the following goods to [country of (ancestral) origin]? *Please select all that apply.*	☐ 1 - Motor vehicles(s) such as cars, lorries, motorcycles, etc. ☐ 2 - Large equipment (e.g. manufacturing equipment, farm machinery like threshing machines, commercial power generators) ☐ 3 - Artwork ☐ 4 - Raw materials ☐ 5 - Merchandise for selling ☐ 6 - None of the above ☐ 99 - Don't know/Prefer not to answer	

Question #	Question	Answers						Skip logic
AI03	Do you have any of the following with a banking institution? A banking institution includes commercial banks, microfinance organizations and other institutions offering financial services. *Please select all that apply.*		1 - Yes, only in [country of (ancestral) origin]	2 - Yes, only in [country of residence]	3 - Yes, in both countries	4 - No	99 - Don't know/Prefer not to answer	
		AI03-1 Current account						
		AI03-2 Savings account						
		AI03-3 Home/small business loan						
		AI03-4 Private retirement fund						
		AI03-5 Private insurance policy (e.g. life insurance, house or asset insurance)						
		AI03-6 Other: *please specify*						
AI04	Do you have any of the following financial products or services from an institution in [country of (ancestral) origin] targeting non-resident populations? *Please select all that apply.*	☐ 1 - Foreign currency deposit bank account (i.e. savings account that can have deposits made into it in a foreign currency) ☐ 2 - Diaspora bonds or other government bond programmes targeted at overseas residents ☐ 3 - Loan programmes designed for overseas residents ☐ 4 - None of the above ☐ 99 - Don't know/Prefer not to answer						

Investment

In this section, you will be asked about investments you may make in [country of (ancestral) origin].

Question #	Question	Answers			Skip logic
I01	Have you made any of the following types of investments in [country of (ancestral) origin] in the last year? Please indicate the percentage of your overall investment allocated to each.	*Type of investment*		*% of total investment*	If answer is 7 or 99, skip to I03.
		I01-1 Direct equity investment (i.e. providing capital for a share of ownership in the business)			
		I01-2 Direct loans to a business			
		I01-3 Buying public or private sector bonds			
		I01-4 Buying publicly traded shares			
		I01-5 Buying real estate			
		I01-6 Other			
		99 - Don't know/Prefer not to answer			
I02	If you consider all types of investments you have made in [country of (ancestral) origin] in the past 12 months, approximately how much would you estimate you have invested in total in USD?	*Please indicate the approximate value in USD:* ☐ 99 - Don't know/Prefer not to answer			
I03	In the past 12 months, have you invested in a business registered or primarily operating in [country of (ancestral) origin] in which you are not a majority shareholder? Consider an investment a transfer of money for the sake of generating a future profit.		I03-1 Monetary	I03-2 Nonmonetary	If answer is 3 or 99 for I03-1 and I03-2, skip to I08.
		1 - Yes: one business			
		2 - Yes: more than one business			
		3 - No			
		99 - Don't know/Prefer not to answer			

Question #	Question	Answers	Skip logic
I04	Consider again the business that you have invested in the most in [country of (ancestral) origin] over the past year. How many people does this business employ? Please consider the number of people, on average across the year, who are paid by the company.	☐ 1 - The business has no employees other than the owner ☐ 2 - The business has between 1-9 employees ☐ 3 - The business has between 10-49 employees ☐ 4 - The business has between 50-250 employees ☐ 5 - The business has over 250 employees ☐ 99 - Don't know/Prefer not to answer	
I05	In what sector does this business primarily operate?	☐ 1 - Agriculture, forestry ☐ 2 - Fisheries ☐ 3 - Mining and quarrying ☐ 4 - Manufacturing ☐ 5 - Electricity; gas, steam and air conditioning supply ☐ 6 - Water supply; sewerage, waste management and remediation activities ☐ 7 - Construction ☐ 8 - Wholesale and retail trade; repair of motor vehicles and motorcycles ☐ 9 - Transportation and storage ☐ 10 - Accommodation and food service activities ☐ 11 - Information and communication ☐ 12 - Financial and insurance activities ☐ 13 - Real estate activities ☐ 14 - Scientific and technical activities ☐ 15 - Administrative and support service activities ☐ 16 - Public administration and defence; compulsory social security ☐ 17 - Education ☐ 18 - Human health and social work activities ☐ 19 - Arts, entertainment and recreation ☐ 20 - Other service activities ☐ 21 - Activities of households as employers; undifferentiated goods- and services-producing activities of households for own use ☐ 22 - Activities of extraterritorial organizations and bodies ☐ 23 - Military, Security ☐ 24 - None of the above ☐ 99 - Don't know/Prefer not to answer	
I06	How did you come into contact with the business you have invested in the most in [country of (ancestral) origin] in the last year?	☐ 1 - Personal connection: Business is owned/operated by a family member, friend, or acquaintance ☐ 2 - Independent search: I searched for a suitable business to invest in and found this one ☐ 3 - Investment promotion agency or service: I used a service that suggested this business for my investment ☐ 4 - Crowdfunding: I found this business via a crowdfunding website ☐ 5 - Other: *please specify* ☐ 99 - Don't know/Prefer not to answer	

Question #	Question	Answers		Skip logic
I07	For what reasons have you chosen to invest in a business or businesses in [country of (ancestral) origin]? Please rank the reasons given according to most important (1) to least important (5).		Ranking	If answer to this question is 9 or 99, skip the rest of the ranking. After answering this question, skip to T01.
		I07-1 I think it is important to support the economy through investing in businesses in the country		
		I07-2 I think it's important to support independent business owners in the country		
		I07-3 I want to encourage job growth in the country by investing in businesses		
		I07-4 I feel obligated to support my family members, friends and/or community members who own businesses		
		I07-5 Investing in a business in the country shows my commitment to 6 — the country		
		I07-6 I feel emotionally satisfied by investing in a business in the country		
		I07-7 Businesses in the county have high growth and income potential that I can benefit from		
		I07-8 I want to diversify my investment across countries to spread potential risks		
		I07-9 None of the above		
		I07-99 Don't know/Prefer not to answer		
I08	What stops you from investing or concerns you about investing in businesses in [country of (ancestral) origin]? *Please select all that apply.*	☐ 1 - I generally have no interest in business investments ☐ 2 - Difficulty in finding desired investment opportunity ☐ 3 - Concerns about oversight/security of investment ☐ 4 - The investment environment is high risk ☐ 5 - Low profits or unpredictable profits ☐ 6 - Lack of personal financial security or money to invest ☐ 7 - Distrust in the government or institutions that affect businesses ☐ 8 - Do not want to contribute money to the economy or country ☐ 9 - Do not have the right to invest (e.g. due to citizenship or other legal/administrative requirements) ☐ 10 - None of the above ☐ 99 - Don't know/Prefer not to answer		

Tourism

In this section, you will be asked about visits you make to [country of (ancestral) origin] for tourism purposes.

Question #	Question	Answers	Skip logic
T01	Over the last 5 years, how many times per year, on average, have you gone to [country of (ancestral) origin] for short visits of less than 90 days?	*Please enter times per year:* ☐ 99 - Don't know/Prefer not to answer	If answer is 0, skip to next module or end survey.
T02	If you think about how often you have visited [country of (ancestral) origin] in the past years compared to earlier in your life, has the number of times you visit the country in a year changed?	☐ 1 - Yes: I have visited more in recent years than in the past ☐ 2 - Yes: I have visited less frequently in recent years than in the past ☐ 3 - No: I have generally visited the country a similar number of times a year ☐ 99 - Don't know/Prefer not to answer	
T03	Which factors, if any, have most influenced how often you have visited [country of (ancestral) origin]? *Please select the top 3 reasons.*	☐ 1 - I have fewer family members/friends remaining in the country to visit ☐ 2 - I can more easily afford to travel to the country ☐ 3 - I can less easily afford to travel to the country ☐ 4 - I have expanded my family in my residence country and cannot as easily travel ☐ 5 - I have lost citizenship of [country of (ancestral) origin] and cannot as easily travel to the country ☐ 6 - I have gained citizenship or permanent residency in [country of residence] and can more easily travel to the country ☐ 7 - The country has become safer, so I feel more comfortable visiting ☐ 8 - The country has become less safe, so I feel less comfortable visiting ☐ 9 - COVID-19-related restrictions or conditions have made it less possible or less safe to travel ☐ 10 - None of the above ☐ 99 - Don't know/Prefer not to answer	
T04	When you visit [country of (ancestral) origin], where do you typically visit? *Please select all that apply.*	☐ 1 - My place of birth or the place where my parents or ancestors were from ☐ 2 - Cities or regions I haven't visited before and want to explore ☐ 3 - Places where my family or friends are now living (that are not where I or my ancestors were from) ☐ 4 - Touristic attractions ☐ 99 - Don't know/Prefer not to answer	

Question #	Question	Answers	Skip logic
T05	What are the most important reasons for which you have visited [country of (ancestral) origin] in recent years? *Please select the top 3 reasons.*	☐ 1 - To visit family members or families ☐ 2 - To collect documents or take care of administrative or business matters ☐ 3 - To attend conferences or other professional events ☐ 4 - To attend cultural events or celebrations ☐ 5 - To attend special family events (like weddings, funerals, etc.) ☐ 6 - To experience life in the land of my parents or ancestors ☐ 7 - To take part in training events or educational activities, including language camps or religious retreats ☐ 8 - To trace my roots or locate members of my (distant) family ☐ 9 - To vote or participate in another political activity ☐ 10 - To share my heritage with family members or friends from other countries ☐ 11 - To volunteer and give back ☐ 12 - To attend to investments, businesses and/or other economic interests ☐ 13 - None of the above ☐ 99 - Don't know/Prefer not to answer	
T06	If you think about the visits you have made in the past five years, how long, on average, have you stayed in [country of (ancestral) origin] per visit?	☐ 1 - Less than one week ☐ 2 - Between one and two weeks ☐ 3 - Between two weeks and one month ☐ 4 - Between one month and three months ☐ 99 - Don't know/Prefer not to answer	
T07	If you reflect on how much money you typically spend in the country when you visit, (in USD) how much, on average, would you estimate you spend per visit? Consider the cost of food, hotels, goods, family events, and so on.	*Please indicate the approximate value in USD:* ☐ 99 - Don't know/Prefer not to answer	

Appendix A.3 – Human capital module survey

Skills profile

This section will ask questions about the skills and competencies you may have, including those you gained through work and (informal) education.

Question #	Question	Answers	Skip logic
SP01	In which country did you receive your highest level of formal education (that is, one granting a degree, certificate, or diploma)?	☐ 1 - [country of (ancestral) origin] ☐ 2 - [country of residence] ☐ 3 - Other: *please specify* ☐ 99 - Don't know/ Prefer not to answer	This question should not be shown to participants that answered DES05 (Core module) with 1.
SP02	Are you currently enrolled in a formal education programme (that is, one granting a degree, certificate, or diploma)?	☐ 1 - Yes ☐ 2 - No ☐ 99 - Don't know/ Prefer not to answer	If an answer is 2 or 99, skip to SP07.
SP03	What kind of education are you currently enrolled in?	☐ 1 - Post-secondary non-tertiary education (e.g. professional training of 1 year of more) ☐ 2 - Short-cycle tertiary education ☐ 3 - Bachelor's or equivalent level ☐ 4 - Master's or equivalent level ☐ 5 - Doctoral or equivalent level ☐ 6 - Other: *please specify* ☐ 99 - Don't know/ Prefer not to answer	

Question #	Question	Answers	Skip logic
SP04	What is the focus or main subject area of your current education or training?	☐ 1 - Education ☐ 2 - Humanities and arts ☐ 3 - Social and behavioural science (includes economics) ☐ 4 - Journalism and information ☐ 5 - Business and administration (except secretarial office work) including accounting, auditing ☐ 6 - Secretarial and office work ☐ 7 - Law and legal services ☐ 8 - Science (except computing) ☐ 9 - Computing/information technology ☐ 10 - Engineering and engineering trades/architecture ☐ 11 - Manufacturing and processing ☐ 12 - Building and construction trades (carpenter, masonry, electrician, plumbers, etc.) ☐ 13 - Agriculture, forestry, and fisheries ☐ 14 - Veterinary ☐ 15 - Health ☐ 16 - Social services ☐ 17 - Hotel and catering, travel and tourism, sports and leisure ☐ 18 - Hairdressing, beauty treatment, cosmetic services ☐ 19 - Cleaning, laundry, dry-cleaning, domestic science ☐ 20 - Transport services ☐ 21 - Environmental protection ☐ 22 - Security services ☐ 23 - General programme or no specific field ☐ 24 - Other: *please specify* ☐ 99 - Don't know/ Prefer not to answer	
SP05	When do you expect to complete this education programme?	☐ 1 - Within the next 6 months ☐ 2 - Within the next 12 months ☐ 3 - Within two years ☐ 4 - Within three years ☐ 5 - Within four years ☐ 6 - In more than four years' time ☐ 7 - I don't expect to complete the study ☐ 99 - Don't know/ Prefer not to answer	
SP06	Where is the formal education programme you are currently following based or operated from?	☐ 1 - [country of (ancestral) origin] ☐ 2 - [country of residence] ☐ 3 - Other: *please specify* ☐ 99 - Don't know/ Prefer not to answer	

Question #	Question	Answers				Skip logic
S07	In the past 12 months, have you participated in any of the following forms of learning to improve your skills or knowledge, either related to your profession, personal interests or hobbies?		1 - Yes	2 - No	99 - Don't know/ Prefer not to answer	If answer is 2 or 99 to all, skip to EH01.
		S07-1 A course organized outside of your workplace, including online				
		S07-2 A workshop or seminar offered outside of your workplace, including online				
		S07-3 Guided, on-the-job training				
		S07-4 Private lessons				
SP08	Was/ were the learning activity/ activities you participated in during the last 12 months mainly job-related?	☐ 1 - Mainly job or profession related ☐ 2 - Mainly personal or non-job related ☐ 99 - Don't know/ Prefer not to answer				

Employment history and skill use

In this section, you will be asked about the kind of work you have done in the past and that you may be doing currently. You will also be asked questions about the kinds of skills you currently need and use at work, which will help us understand your overall "skill profile".

Question #	Question	Answers	Skip logic
EH01	In a previous part of the survey, you indicated that you are currently emplo-yed. For the main job you perform right now, how would you describe the workload?	☐ 1 - Full time ☐ 2 - Part-time ☐ 3 - Temporary/sporadic work ☐ 99 - Don't know/ Prefer not to answer	This question should only be shown to partici-pants that answe-red DSE07 (Core module) with 1, 2 or 7.

Question #	Question	Answers							Skip logic
EH02	For the main job you perform right now, what kind of contract do you have?	☐ 1 - Permanent (i.e., no fixed end date) ☐ 2 - Fixed-term (i.e., specific end date of employment) ☐ 3 - Casual (i.e., no defined working hours or end dates) ☐ 4 - I do not have a contract for my current employment ☐ 99 - Don't know/ Prefer not to answer							This question should only be shown to participants that answered DSE07 (Core module) with 1, 2 or 7.
EH03	In a previous part of the survey, you indicated that you are not currently employed. Have you been employed for someone else, or employed in your own business, in the past two years?	☐ 1 - Yes, I have been employed in the last 2 years ☐ 2 - No, I have not been employed in the last 2 years ☐ 3 - I have never been employed ☐ 99 - Don't know/ Prefer not to answer							This question should only be shown to participants that answered DSE07 (Core module) with 3, 4 or 6. If the answer is 3 or 99, skip to KT01.
EH04	If you think back on your work history, please indicate how many years of experience you have performing in each type of role.		1 – No experience					99 - Don't know/ Prefer not to answer	
		EH04-1 Manager (e.g. directors, senior officials)							
		EH04-2 Professional (e.g. doctors, nurses, teachers, accountants)							
		EH04-3 Technician and associate professional (e.g. sales and purchasing agents, religious associate professionals)							
		EH04-4 Clerical support worker (e.g. general secretaries, customer service clerks)							
		EH04-5 Services and sales worker (e.g. cooks, hairdressers, protective services)							
		EH04-6 Skilled agricultural, forestry and fishery worker (e.g. gardeners, farmers, fishers, gatherers)							

Question #	Question	Answers							Skip logic
		EH04-7 Craft and related trades worker (e.g. metal workers, repairers, woodworkers, electronic installers)							
		EH04-8 Plant and machine operator, assembler (e.g. truck/ bus drivers, mining/ rubber machine operators)							
		EH04-9 Elementary occupation (e.g. cleaners, mining/ construction labourers, street vendors, refuse workers)							
		EH04-10 Armed forces occupation							
		EH04-11 Other: *please specify*							
EH05	If you think back on your work history, please indicate how many years of experience you have working in each sector.		1 - No experience					99 - Don't know/ Prefer not to answer	
		EH05-1 Agriculture, forestry							
		EH05-2 Fisheries							
		EH05-3 Mining and quarrying							
		EH05-4 Manufacturing							

Question #	Question	Answers							Skip logic
		EH05-5 Electricity; gas, steam, and air conditioning supply							
		EH05-6 Water supply; sewerage, waste management and remediation activities							
		EH05-7 Construction							
		EH05-8 Wholesale and retail trade; repair of motor vehicles and motorcycles							
		EH05-9 Transportation and storage							
		EH05-10 Accommodation and food service activities							
		EH05-11 Information and communication							
		EH05-12 Financial and insurance activities							
		EH05-13 Real estate activities							
		EH05-14 Professional, scientific, and technical activities							
		EH05-15 Administrative and support service activities							
		EH05-16 Public administration and defence; compulsory social security							
		EH05-17 Education							
		EH05-18 Human health and social work activities							
		EH05-19 Arts, entertainment, and recreation							
		EH05-20 Other service activities							

Question #	Question	Answers	Skip logic
		EH05-21 Activities of households as employers; undifferentiated goods- and services-producing activities of households for own use	
		EH05-22 Activities of extra-territorial organizations and bodies	
		EH05-23 Military, Security	
		EH05-24 Other: *please specify*	
EH06	How closely connected is your current or last-held job to your main area of expertise?	☐ 1 - Strongly related - my job is directly connected to my area of expertise ☐ 2 - Somewhat related - my job is weakly connected to my area of expertise ☐ 3 - Unrelated - my job is in a completely different field or area than my area of expertise ☐ 99 - Don't know/ Prefer not to answer	
EH07	Many of us learn important skills and gain knowledge through experience, often on the job. How would you assess how much your current job or last-held job allows or requires you to learn new skills or gain new knowledge?	☐ 1 - I frequently learn new skills/ gain new knowledge through my work ☐ 2 - I sometimes learn new skills/ gain new knowledge through my work ☐ 3 - I seldom learn new skills/ gain new knowledge through my work ☐ 4 - I never learn new skills/ gain new knowledge through my work ☐ 99 - Don't know/ Prefer not to answer	

Question #	Question	Answers						Skip logic
EH08	Different kinds of work environments may su-pport employees to learn new skills or gain new knowledge better. If you reflect on your current job or last-held job, how much would you agree with the following state-ments?		1 - Strongly agree					
		EH08-1 My job often requires me to follow or adopt changes in technology (such as products or processes) and/or working methods						
		EH08-2 My job often requires me to consider and respond to changing demands from custo-mers, colleagues, or superiors						
		EH08-3 My job often requires me to come into contact with and/or maintain professional connections, for example, with professional contacts, custo-mers, or suppliers through professional forums outside the company, networking events, trade fairs, conferences, and other such events						
		EH08-4 My job often requires me to submit work and receive feedback on its quality from my superior(s)						
		EH08-5 Management in my job supports and encourages me to learn on the job						

Question #	Question	Answers						Skip logic
EH09	The next questions will ask about the kinds of skills you need or regularly use at your current work or at the recent job you have held the longest. For the following basic skills, please indicate how often you use them.		1 - Often need/ use	2 - Periodically need/ use	3 - Seldom need/ use	4 - Never need/ use		If answer is 4 or 99 on all items, skip to EH11.
		EH09-1 Active Learning (e.g. receiving and understanding new information for current/ future problem-solving and decision-making)						
		EH09-2 Active Listening (e.g. giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times)						
		EH09-3 Critical Thinking (e.g. using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems)						
		EH09-4 Learning Strategies (e.g. selecting and using training/ instructional methods and procedures appropriate for the situation when learning or teaching new things)						
		EH09-5 Mathematics (e.g. using mathematics to solve problems)						
		EH09-6 Monitoring (e.g. monitoring/assessing your own performance, of other individuals, or organizations to make improvements or take corrective actions)						

Question #	Question	Answers						Skip logic
		EH09-7 Reading Comprehension (e.g. understanding written sentences and paragraphs in work-related documents)						
		EH09-8 Science (e.g. using scientific rules and methods to solve problems)						
		EH09-9 Speaking (e.g. talking to others to convey information effectively)						
		EH09-10 Writing (e.g. communicating effectively in writing as appropriate for the needs of the audience)						
EH10	For each of the basic skills you use at work, how comfortable do you feel with this skill?		1 - Very comfortable	2 - Somewhat comfortable	3 - Somewhat uncomfortable	4 - Very uncomfortable	99 - Don't know/ Prefer not to answer	
		EH10-1 Active Learning (e.g. receiving and understanding new information for current/ future problem-solving and decision-making)						
		EH10-2 Active Listening (e.g. giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times)						
		EH10-3 Critical Thinking (e.g. using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems)						
		EH10-4 Learning Strategies (e.g. selecting and using training/ instructional methods and procedures appropriate for the situation when learning or teaching new things)						

Question #	Question	Answers						Skip logic
		EH10-5 Mathematics (e.g. using mathematics to solve problems)						
		EH10-6 Monitoring (e.g. monitoring/assessing your own performance, of other individuals, or organizations to make improvements or take corrective actions)						
		EH10-7 Reading Comprehension (e.g. understanding written sentences and paragraphs in work-related documents)						
		EH10-8 Science (e.g. using scientific rules and methods to solve problems)						
		EH10-9 Speaking (e.g. talking to others to convey information effectively)						
		EH10-10 Writing (e.g. communicating effectively in writing as appropriate for the needs of the audience)						
EH11	For the following complex problem solving and resource management skills, please indicate how often you use them.		1 - Often need/ use	2 - Periodically need/ use	3 - Seldom need/ use	4 - Never need/ use	99 - Don't know/ Prefer not to answer	If answer is 4 or 99 on all items, skip to EH13.
		EH11-1 Complex problem solving (e.g. identifying complex problems and reviewing information to develop and evaluate options and implement solutions)						
		EH11-2 Management of financial resources (e.g. determining how money will be spent to get the work done and accounting for these expenditures)						

Question #	Question	Answers						Skip logic
		EH11-3 Management of material resources (e.g. obtaining and seeing to the appropriate use of equipment, facilities, and materials needed to do certain work)						
		EH11-4 Management of personnel resources (e.g. motivating, developing, and directing people as they work, identifying the best people for the job)						
		EH11-5 Time management (e.g. managing one's own time and the time of others)						
EH12	For the complex problem solving and resource management skills that you use at work, how comfortable do you feel with this skill?		1 - Very comfortable	2 - Somewhat comfortable	3 - Somewhat uncomfortable	4 - Very uncomfortable	99 - Don't know/ Prefer not to answer	
		EH12-1 Complex problem solving (e.g. identifying complex problems and reviewing information to develop and evaluate options and implement solutions)						
		EH12-2 Management of financial resources (e.g. determining how money will be spent to get the work done and accounting for these expenditures)						
		EH12-3 Management of material resources (e.g. obtaining and seeing to the appropriate use of equipment, facilities, and materials needed to do certain work)						
		EH12-4 Management of personnel resources (e.g. motivating, developing, and directing people as they work, identifying the best people for the job)						
		EH12-5 Time management (e.g. managing one's own time and the time of others)						

Question #	Question	Answers						Skip logic
EH13	For the following social skills, please indicate how often you use them.		1 - Often need/ use	2 - Periodically need/ use	3 - Seldom need/ use	4 - Never need/ use	99 - Don't know/ Prefer not to answer	If answer is 4 or 99 on all items, skip to EH15.
		EH13-1 Instructing (e.g. teaching others how to do something)						
		EH13-2 Negotiation (e.g. bringing others together and trying to reconcile differences)						
		EH13-3 Persuasion (e.g. encouraging others to change their minds or behaviour)						
		EH13-4 Service orientation (e.g. actively looking for ways to help clients, customers, suppliers, etc.)						
		EH13-5 Social perceptiveness (e.g. being aware of others' reactions and understanding why they react as they do)						
EH14	For the social skills that you use at work, how comfortable do you feel with each skill?		1 - Very comfortable	2 - Somewhat comfortable	3 - Somewhat uncomfortable	4 - Very un-comfortable	99 - Don't know/ Prefer not to answer	
		EH14-1 Instructing (e.g. teaching others how to do something)						
		EH14-2 Negotiation (e.g. bringing others together and trying to reconcile differences)						
		EH14-3 Persuasion (e.g. encouraging others to change their minds or behaviour)						
		EH14-4 Service orientation (e.g. actively looking for ways to help clients, customers, suppliers, etc.)						

Question #	Question	Answers						Skip logic
		EH14-5 Social perceptiveness (e.g. being aware of others' re-actions and understanding why they react as they do)						
EH15	For the following systems skills, please indicate how often you use them.		1 - Often need/ use	2 - Pe-riodically need/ use	3 - Seldom need/ use	4 - Never need/ use	99 - Don't know/ Prefer not to answer	If answer is 4 or 99 on all items, skip to EH17.
		EH15-1 Judgment and decision-making (e.g. considering the relative costs and benefits of potential actions to choose the most appropriate one)						
		EH15-2 Systems analysis (e.g. determining how a system should work and how changes in conditions, operations, and the environment will affect outcomes)						
		EH15-3 Systems evaluation (e.g. identifying measures or indi-cators of system performance and the actions needed to improve or correct performan-ce, relative to the goals of the system)						
EH16	For the systems skills that you use at work, how comfortable do you feel with each skill?		1 - Very comfortable	2 - So-mewhat comfortable	3 - So-mewhat uncomfortable	4 - Very uncomfortable	99 - Don't know/ Pre-fer not to answer	
		EH16-1 Judgment and decision-making (e.g. considering the relative costs and benefits of potential actions to choose the most appropriate one)						
		EH16-2 Systems analysis (e.g. determining how a system should work and how changes in conditions, operations, and the environment will affect outcomes)						

Question #	Question	Answers						Skip logic
		EH16-3 Systems evaluation (e.g. identifying measures or indicators of system performance and the actions needed to improve or correct performance, relative to the goals of the system)						
EH17	For the following technical skills, please indicate how often you use them.		1 - Often need/ use	2 - Periodically need/ use	3 - Seldom need/ use	4 - Never need/ use	99 - Don't know/ Prefer not to answer	If answer is 4 or 99 on all items, skip to KT01.
		EH17-1 Equipment maintenance (e.g. performing routine maintenance on equipment and determining when and what kind of maintenance is needed)						
		EH17-2 Equipment selection (e.g. determining the kind of tools and equipment needed to do a job)						
		EH17-3 Installation (e.g. installing equipment, machines, wiring, or programmes to meet specifications)						
		EH17-4 Operation and control (e.g. controlling operations of equipment or systems)						
		EH17-5 Operation monitoring (e.g. watching gauges, dials, or other indicators to make sure a machine is working properly)						
		EH17-6 Operations analysis (e.g. analysing needs and product requirements to create a design)						
		EH17-7 Programming (e.g. writing computer programmes for various purposes)						

Question #	Question	Answers						Skip logic
		EH17-8 Quality control analysis (e.g. conducting tests and ins-pections of products, services, or processes to evaluate quality or performance)						
		EH17-9 Repairing (e.g. repairing machines or systems using the needed tools)						
		EH17-10 Technology design (e.g. generating or adapting equipment and technology to serve user needs)						
		EH17-11 Troubleshooting (e.g. determining causes of opera-ting errors and deciding what to do about it)						
EH18	For the technical skills that you use at work, how comfortable do you feel with each skill?		1 - Very comfortable	2 - So-mewhat comfortable	3 - So-mewhat uncomfortable	4 - Very uncomfortable	99 - Don't know/ Pre-fer not to answer	
		EH18-1 Equipment mainte-nance (e.g. performing routine maintenance on equipment and determining when and what kind of maintenance is needed)						
		EH18-2 Equipment selection (e.g. determining the kind of tools and equipment needed to do a job)						
		EH18-3 Installation (e.g. ins-talling equipment, machines, wiring, or programmes to meet specifications)						
		EH18-4 Operation and control (e.g. controlling operations of equipment or systems)						
		EH18-5 Operation monitoring (e.g. watching gauges, dials, or other indicators to make sure a machine is working properly)						

Question #	Question	Answers						Skip logic
		EH18-6 Operations analysis (e.g. analysing needs and pro- duct requirements to create a design)						
		EH18-7 Programming (e.g. wri- ting computer programmes for various purposes)						
		EH18-8 Quality control analysis (e.g. conducting tests and ins- pections of products, services, or processes to evaluate quality or performance)						
		EH18-9 Repairing (e.g. repairing machines or systems using the needed tools)						
		EH18-10 Technology design (e.g. generating or adapting equipment and technology to serve user needs)						
		EH18-11 Troubleshooting (e.g. determining causes of opera- ting errors and deciding what to do about it)						

Knowledge transfer activities

In this section, you will be asked about ways that you have used your skills and knowledge to support your community in [residence country] and/or in [country of (ancestral) origin]. This section will therefore ask about activities you have or continue to participate in that support others to learn from you.

Question#	Question	Answers	Skip logic
KT01	Have you supported potential or aspiring migrants from [country of (ancestral) origin] by advising or providing information or training on any of the following topics? *Please select all that apply.*	☐ 1 - No, I have not advised or provided information to potential or aspiring migrants ☐ 2 - The job market in [residence country] ☐ 3 - Housing in [residence country] ☐ 4 - The educational system in [residence country] ☐ 5 - The culture, norms, and/or language in [residence country] ☐ 6 - Legal issues related to migration in [residence country] ☐ 7 - Migration paths or routes to [residence country] ☐ 8 - Other: *please specify* ☐ 99 - Don't know/ Prefer not to answer	
KT02	Have you supported newly arrived migrants from (country of [ancestral) origin] in [residence country] with any other following topics? *Please select all that apply.*	☐ 1 - No, I have never support newcomers in [residence country] ☐ 2 - Finding a job in [residence country] ☐ 3 - Finding or negotiating housing in [residence country] ☐ 4 - Finding a school or educational programme in [residence country] ☐ 5 - Understanding and/or navigating the culture, norms, and/or language in [residence country] ☐ 6 - Finding information about or resolving legal issues related to migration in [residence country] ☐ 7 - Other: *please specify* ☐ 99 - Don't know/ Prefer not to answer	
KT03	In another part of the survey, you indicated that you have taken part in a knowledge or skill transfer programme relating to [country of (ancestral) origin] in the past. What kind of programme was this (if you have participated in multiple such programme, please think about the last one)? *Please select all that apply.*	☐ 1 - Temporary work placement in a company or institution in [country of (ancestral) origin] ☐ 2 - Education or training programme for professionals in [country of (ancestral) origin] ☐ 3 - Education or training programme for students in [country of (ancestral) origin] ☐ 4 - Mentoring programme for entrepreneurs in [country of (ancestral) origin] ☐ 5 - Other: *please specify* ☐ 99 - Don't know/ Prefer not to answer	This question and the following should only be shown to participants that answered FC04 (Core module) with 1. For all others, this module ends here.

Question#	Question	Answers	Skip logic
KT04	When you took part in this last programme, who were you employed by or responsible to? *Please select all that apply.*	☐ 1 - A (private) company in the country of residence ☐ 2 - A (private) company in the country of (ancestral) origin ☐ 3 - A non-governmental (NGO) or intergovernmental organization (IGO) in the country of residence ☐ 4 - A non-governmental (NGO) or intergovernmental organization (IGO) in the country of (ancestral) origin ☐ 5 - A government body or institution in the country of residence ☐ 6 - A government body or institution in the country of (ancestral) origin ☐ 7 - Other: *please specify* ☐ 99 - Don't know/ Prefer not to answer	
KT05	In what year did you participate in this programme?	*Please enter the year:* ☐ 99 - Don't know/ Prefer not to answer	
KT06	Was this programme targeted to a particular sector? *Please select all that apply.*	☐ 1 - Agriculture ☐ 2 - Banking or finance ☐ 3 - Engineering ☐ 4 - General education ☐ 5 - ICT ☐ 6 - Medicine or health care ☐ 7 - Security/rule of law ☐ 8 - Other: *please specify* ☐ 9 - No, it was not sector specific ☐ 99 - Don't know/ Prefer not to answer	
KT07	Have you worked in this area prior to your deployment?	☐ 1 - Yes ☐ 2 - No ☐ 99 - Don't know/ Prefer not to answer	
KT08	How long was your participation in the last programme (please indicate in months)?	*Please enter the number of months:* ☐ 99 Don't know/ Prefer not to answer	
KT09	In the last knowledge or skill transfer programme you participated in, how did you deliver your support or work?	☐ 1 - Exclusively online, via telephone, or through other distance channels ☐ 2 - Exclusively from within [country of (ancestral) origin] ☐ 3 - From both a distance and from within [country of (ancestral) origin] ☐ 99 - Don't know/ Prefer not to answer	If answer is 1 or 99, skip to KT12.

Question#	Question	Answers						Skip logic
KT10	The last time you took part in a knowledge or skill transfer programme that required you to (temporarily) relocate to [country of (ancestral) origin], were you employed immediately before or during your deployment (in a job unrelated to the return programme)?	☐ 1 - Yes ☐ 2 - No ☐ 99 - Don't know/ Prefer not to answer						If answer is 2 or 99, skip to KT12.
KT11	When you decided to take part in a knowledge or skill transfer programme that required you to (temporarily) relocate to [country of (ancestral) origin] the last time, what happened to your normal employment?	☐ 1 - I resigned from my normal job ☐ 2 - I took a leave of absence from my normal job ☐ 3 - I took a sabbatical from my normal job ☐ 4 - I used vacation time from my normal job ☐ 5 - Other: *please specify* ☐ 99 - Don't know/ Prefer not to answer						
KT12	During the last skill or knowledge transfer programme you participated in, how often did you do any of the following?		1 - Never	2 - Periodically	3 - Often	4 - Very often	99 - Don't know/ Prefer not to answer	
		KT12-1 Contributed to writing or updating manuals, protocols, guidance notes, or other documentation						
		KT12-2 Gave formal training to co-workers						
		KT12-3 Translated foreign language materials						
		KT12-4 Provided formal or informal mentoring or coaching to co-workers						
		KT12-5 Assisted colleagues in problem-solving						
		KT12-6 Encouraged teamwork among co-workers						
		KT12-7 Challenged the usual ways of doing things in the workplace (for example, suggesting new processes)						

Question#	Question	Answers						Skip logic
		KT12-8 Connected colleagues with people in your network who they could learn from						
		KT12-9 Organized or contributed to a workshop						
		KT12-10 Other: *please specify*						
KT13	If you think back on the programme you last participated in, how would you assess the value or impact of your participation?	☐ 1 - Very impactful, I feel my role supported important, positive change ☐ 2 - Somewhat impactful, I feel my role made some positive change ☐ 3 - Not at all impactful, I feel more roles did not generate any positive change ☐ 4 - Negatively impactful, I feel my role support negative change (for example, by creating tensions with local colleagues) ☐ 99 - Don't know/ Prefer not to answer						
KT14	How often, if ever, did you face any of the following challenges while participating in the last skill or knowledge transfer programme?		1 - Never	2 - Periodically	3 - Often	4 - Very often	99 - Don't know/ Prefer not to answer	
		KT14-1 Lack of experience or ability of a colleague						
		KT14-2 Lack of equipment needed to perform a task (e.g. computer, medical equipment)						
		KT14-3 Mistrust from a colleague or superior						
		KT14-4 Negative attitude from a colleague or superior						
		KT14-5 Language barriers						
		KT14-6 Cultural barriers						
		KT14-7 Complex workplace rules or regulations						
		KT14-8 Corruption (e.g. having to pay a bribe to get access to documents you needed for your job)						

Question#	Question	Answers					Skip logic
		KT14-9 Nepotism (e.g. jobs or positions were given to individuals based on their personal connections rather than their qualifications)					
		KT14-10 Discrimination based on your (perceived) nationality, religion, ethnicity, gender, etc.					
		KT14-11 Strict or demanding management					
		KT14-12 Other: *please specify*					
KT15	How willing would you be to participate in another knowledge or skill transfer programme in the future?	☐ 1 - Very willing ☐ 2 - Somewhat willing ☐ 3 - Completely unwilling ☐ 99 - Don't know/ Prefer not to answer					
KT16	If you were to participate in another knowledge or skill transfer programme in the future, what kinds of tasks would you be most willing to perform?		1 - I would be completely unwilling to perform this task	2 - I would be okay with performing this task	3 - I would be very willing to perform this task	99 - Don't know/ Prefer not to answer	
		KT16-1 Contribute to writing or updating manuals, protocols, guidance notes, or other documentation					
		KT16-2 Give formal training to co-workers					
		KT16-3 Translate foreign language materials					
		KT16-4 Provide formal or informal mentoring or coaching to co-workers					
		KT16-5 Assist colleagues in problem-solving					
		KT16-6 Encourage teamwork among co-workers					
		KT16-7 Challenge the usual ways of doing things in the workplace (for example, suggesting new processes)					

Question#	Question	Answers					Skip logic
		KT16-8 Connect colleagues with people in your network who they could learn from					
		KT16-9 Organize or contribu-te to a workshop					
		KT16-10 Other: *please specify*					

Appendix A.4 – Cultural capital module survey

Identity and belonging

This section will ask questions about your sense of belonging and identifying with [your country of (ancestral) origin and country of residence].

Question #	Question	Answers						Skip logic
IB01	How would you describe your sense of belonging to the following?		1 - Very strong	2 - Somewhat strong	3 - Somewhat weak	4 - Very weak	99 - Don't know/ Prefer not to answer	
		IB01-1 To your local community in [residen-ce country]						
		IB01-2 To your town or city in [residence country]						
		IB01-3 To your region in [residence country]						
		IB01-4 To [residence country]						
		IB01-5 To your local community in [country of (ancestral) origin]						
		IB01-6 To your town or city in [country of (ancestral) origin]						
		IB01-7 To your pro-vince in [country of (ancestral) origin]						
		IB01-8 To [country of (ancestral) origin]						
		IB01-9 To people with the same ethnic or cultural background as you						
		IB01-10 To people with the same religion as you						

Question #	Question	Answers						Skip logic
		IB01-11 To people who speak the same first language as you						
IB02	How important are the following cultural elements in the way you live your life?		1 - Very important	2 - Somewhat important	3 - Not very important	4 - Not important at all	99 - Don't know/ Prefer not to answer	
		IB02-1 Language from [country/or region of (ancestral) origin]						
		IB02-2 Cuisine from [country/or region of (ancestral) origin]						
		IB02-3 [Country/or region of (ancestral) origin] national or cultural celebrations						
		IB02-4 Music or other cultural expressions (e.g. dance) from [country/or region of (ancestral) origin]						
		IB02-5 Values and attitudes from the culture of [country/or region of (ancestral) origin]						
IB03	Do you consider yourself as belonging to any particular religion or denomination?	☐ 1 - No, I do not belong to any religion or denomination ☐ 2 - [*insert as many appropriate answer categories as relevant in the country context*] ☐ 99 – Don't know/ Prefer not to answer						If answer is 1 or 99, skip to IB08.

Question #	Question	Answers	Skip logic
IB04	Not counting events such as weddings or funerals, during the past 12 months, how often did you participate in religious activities or attend religious services or meetings?	☐ 1 - At least once a week ☐ 2 - At least once a month ☐ 3 - At least three times a year ☐ 4 - Once or twice a year ☐ 5 - Not at all ☐ 99 - Don't know/ Prefer not to answer	
IB05	In the past 12 months, how often did you engage in religious or spiritual activities on your own? (Include prayer, meditation and other forms of worship taking place at home or in any other location)	☐ 1 - At least once a day ☐ 2 - At least once a week ☐ 3 - At least once a month ☐ 4 - At least three times a year ☐ 5 - Once or twice a year ☐ 6 - Not at all ☐ 99 - Don't know/ Prefer not to answer	
IB06	In the past 12 months, have you taken part in religious activities or events involving congregations based in other countries or online? This could include, for example, fundraisers or other joint projects supported by places of worship in multiple countries.	☐ 1 - Very often ☐ 2 - Often ☐ 3 - Seldom ☐ 4 - Never ☐ 99 - Don't know/ Prefer not to answer	

Question #	Question	Answers	Skip logic
IB07	How important are religious or spiritual beliefs to the way you live your life?	☐ 1 - Very important ☐ 2 - Somewhat important ☐ 3 - Not very important ☐ 4 - Not at all important ☐ 99 - Don't know/ Prefer not to answer	
IB08	Do you consider yourself as belonging to any particular ethnic group?	☐ 1 - No, I do not belong to any ethnic group ☐ 2 - [*insert as many appropriate answer categories as relevant in the country context*] ☐ 99 - Don't know/ Prefer not to answer	
IB09	In the past 5 years, have you experienced discrimination or been treated unfairly by others in [country of residence] because of any of the following? Please select all that apply. Discrimination means treating people differently, negatively or adversely because of their race, age, religion, sex, etc. *Please select all that apply.*	☐ 1 - I did not experience discrimination ☐ 2 - Your ancestry or national origin(s) ☐ 3 - Your sex ☐ 4 - Your age ☐ 5 - Your religion ☐ 6 - Your height ☐ 7 - Your weight ☐ 8 - Some other aspect of your physical appearance ☐ 9 - Your gender identity or expression (Includes gender diverse identities such as transgender, two-spirit, or non-binary) ☐ 10 - Your sexual orientation ☐ 11 - Your education level ☐ 12 - Your income level ☐ 13 - A physical disability ☐ 14 - Your shade of skin colour ☐ 15 - Other: *please specify* ☐ 99 - Don't know/ Prefer not to answer	If answer is 1 or 99, skip to CMN01.
IB10	In your day-to-day life in the past year, how often have any of the following things happened to you?	(a) Almost everyday | (b) At least once a week | (c) A few times a month | (d) A few times a year | (e) Less than once a year | (f) Never | (g) Don't know/ Prefer not to answer	

Question #	Question	Answers								Skip logic
		IB10-1 You are treated with less courtesy or respect than other people								
		IB10-2 You receive poorer service than other people at restaurants or stores								
		IB10-3 People act as if they think you are not smart								
		IB10-4 People act as if they are afraid of you								
		IB10-5 You are threatened or harassed								
IB11	The following questions address your perceptions about how other people have treated you. In the past five years, have any of the following happened to you? *Please select all that apply.*	☐ 1 - You were unfairly fired from a job or been denied a promotion ☐ 2 - You were unfairly not hired for a job ☐ 3 - You have been unfairly stopped, searched, questioned, physically threatened, or abused by the police ☐ 4 - You were unfairly prevented from moving into a neighbourhood because the landlord, realtor, or housing agency refused to sell or rent you a house or apartment ☐ 5 - You were unfairly denied a bank loan ☐ 6 - None of the above ☐ 99 - Don't know/ Prefer not to answer								If answer is 6 or 99, skip to CMN01.

Question #	Question	Answers	Skip logic
IB12	What do you think is the main reason(s) for these experiences? *Please select all that apply.*	☐ 1 - Your ancestry or national origin(s) ☐ 2 - Your sex ☐ 3 - Your age ☐ 4 - Your religion ☐ 5 - Your height ☐ 6 - Your weight ☐ 7 - Some other aspect of your physical appearance ☐ 8 - Your gender identity or expression (Includes gender diverse identities such as transgender, two-spirit, or nonbinary) ☐ 9 - Your sexual orientation ☐ 10 - Your education or income level ☐ 11 - A physical disability ☐ 12 - Your shade of skin colour ☐ 13 - Other: *please specify* ☐ 99 - Don't know/ Prefer not to answer	

Community membership, networks and exchange

This section will ask questions about your social networks and forms of contact with people in [your country of (ancestral) origin and country of residence].

Question#	Question	Answers	Skip logic
CMN01	Which language do you speak at home most frequently?	☐ 1 - [Country of (ancestral) origin language(s)] ☐ 2 - [Country of residence language(s)] ☐ 3 - A mix of [country of (ancestral) origin] and [country of residence languages] ☐ 4 - Other: *please specify* ☐ 99 - Don't know/ Prefer not to answer	
CMN02	If you think about the national origin of your friends, relatives, and colleagues, how would you describe your important social contacts?	☐ 1 - All of them have the same ethnic/national background as me, except for a few ☐ 2 - The majority have the same ethnic/national background ☐ 3 - Almost half of them have the same ethnic/national background ☐ 4 - The majority do not have the same ethnic/national background ☐ 5 - All have different ethnic/national background, except for relatives and a few friends ☐ 99 - Don't know/ Prefer not to answer	If answer is 4, 5 or 99, skip to CMN04.

Question#	Question	Answers	Skip logic
CMN03	Thinking about those social contacts which you indicated above as having the "same ethnic/national background", how would you describe their connection to your place of origin?	☐ 1 - They are mostly from the same local community in [country of origin] as me ☐ 2 - They are mostly from the same province or region in [country of origin] as me ☐ 3 - They are mostly from [country of origin] but from different locations in the country ☐ 4 - They are mostly from the same cultural-linguistic [*Latin America, Arabic speaking world*] area of the world but from different countries ☐ 5 - Other: *please specify* ☐ 99 - Don't know/ Prefer not to answer	
CMN04	How often do you communicate with friends or family currently living in [country of (ancestral) origin]?	☐ 1 - Every day ☐ 2 - Several times a week ☐ 3 - Several times a month ☐ 4 - Once a month ☐ 5 - Every two to three months ☐ 6 - Once a year ☐ 7 - Never ☐ 99 - Don't know/ Prefer not to answer	If answer is 7 or 99, skip to CMN09.
CMN05	How do you mainly communicate with friends or family currently living [country of (ancestral) origin]? *Please select all that apply.*	☐ 1 - Via phone/internet calls ☐ 2 - Via online messaging (WhatsApp, Messenger, etc.) ☐ 3 - Via personal emails ☐ 4 - Via letters ☐ 5 - Only when I am visiting [country of (ancestral) origin] ☐ 99 - Don't know/ Prefer not to answer	

Question#	Question	Answers						Skip logic
CMN06	When talking to your friends and family back home, how often do you discuss the following personal issues?		1 - All the time	2 - Frequently	3 - Sometimes	4 - Never	99 - Don’t know/ Pre-fer not to answer	
		CMN06-1 Personal well-being						
		CMN06-2 Community affairs						
		CMN06-3 Experiences in the [country of residence]						
		CMN06-4 Business, professional projects in [country of (ancestral) origin]						
		CMN06-5 Business, professional projects in [country of residence]						
		CMN06-6 Educational related matters						
		CMN06-7 Job-related matters						
		CMN06-8 Health (problem) related matters						

Question#	Question	Answers						Skip logic
CMN07	When talking to your friends and family back home, how often do you discuss the following more general issues?		1 - All the time	2 - Frequently	3 - Sometimes	4 - Never	99 - Don't know/ Prefer not to answer	
		CMN07-1 Social or cultural events and developments in [country of (ancestral) origin]						
		CMN07-2 Social or cultural events and developments in [country of residence]						
		CMN07-3 Economics in [country of (ancestral) origin]						
		CMN07-4 Economics in [country of residence]						
		CMN07-5 Political matters in [country of (ancestral) origin						
		CMN07-6 Political matters in [country of residence]						
CMN08	Have you perceived any changes in the beliefs, attitudes, or behaviours of your friends and family back home due to the conversations indicated above?	☐ 1 - No change at all ☐ 2 - Minor change ☐ 3 - Moderate change ☐ 4 - Major change ☐ 99 - Don't know/ Prefer not to answer						
CMN09	What is your level of trust in each of the following groups of people?		1- Can be fully trusted	2 - Can be trusted most of the time	3 - Can be trusted a little	4 - Cannot be trusted at all	99 - Don't know/ Prefer not to answer	
		CMN09-1 People in your family						
		CMN09-2 People in your neighbourhood						

Question#	Question	Answers						Skip logic
		CMN09-3 People you work with						
		CMN09-4 People who speak the same language as you						
		CMN09-5 People who speak a different language than you						
		CMN09-6 People with the same religion as you						
		CMN09-7 People with a different religion than you						
		CMN09-8 People with the same ethnic or cultural background as you						
		CMN09-9 People with a different ethnic or cultural background than you						
CMN10	What is your level of trust in each of the following institutions in [country of (ancestral) origin]?		1- Can be fully trusted	2 - Can be trusted most of the time	3 - Can be trusted a little	4 - Cannot be trusted at all	99 - Don't know/ Prefer not to answer	
		CMN10-1 Media (e.g. press, TV)						
		CMN10-2 Economy (e.g. banking system)						
		CMN10-3 Legal systems (e.g. courts)						
		CMN10-4 Local government authorities						
		CMN10-5 National government authorities of [country of origin]						

Question#	Question	Answers						Skip logic
		CMN10-6 Local NGOs or civil society organizations						
CMN11	What is your level of trust in each of the following institutions in [country of residence]?		1- Can be fully trusted	2 - Can be trusted most of the time	3 - Can be trusted a little	4 - Cannot be trusted at all	99 - Don't know/ Prefer not to answer	
		CMN11-1 Media (e.g. press, TV)						
		CMN11-2 Economy (e.g. banking system)						
		CMN11-3 Legal systems (e.g. courts)						
		CMN11-4 Local government authorities						
		CMN11-5 National government authorities of [country of origin]						
		CMN11-6 Local NGOs or civil society organizations						
CMN12	What is your level of trust in each of the following institutions operating at a global level?		1- Can be fully trusted	2 - Can be trusted most of the time	3 - Can be trusted a little	4 - Cannot be trusted at all	99 - Don't know/ Prefer not to answer	
		CMN12-1 International organizations (e.g. IOM, UNHCR, UNDP)						
		CMN12-2 International non-governmental organizations (e.g. Save the Children, Danish Refugee Council, Oxfam)						
		CMN12-3 International human rights organization (e.g. Amnesty International, Human Rights Watch)						

Question#	Question	Answers										Skip logic
CMN13	How often do you get information on what is happening in [country of (ancestral) origin]?		1 - Every day	2 - Several times a week	3 - Once a week	4 - Several times a month	5 - Once a month	6 - Every two to three months	7 - Once a year	8 - Never	99 - Don't know/ Prefer not to answer	
		CMN13-1 When talking by phone with a family member or friend who lives in the country of origin										
		CMN13-2 When talking to friends and neighbours in [country of residence]										
		CMN13-3 By personal emails										
		CMN13-4 By newsletters										
		CMN13-5 Through TV channels										
		CMN13-6 Through (online) newspapers or news portals from [country of (ancestral) origin]										
		CMN13-7 Through local or national newspapers in [country of residence]										
		CMN13-8 Through national/local radio stations of [country of residence]										
		CMN13-9 Through online radio stations of [country of (ancestral) origin]										

Question#	Question	Answers										Skip logic
		CMN13-10 Through social media networks (Instagram, Twitter, Facebook)										
		CMN13-11 Via online messaging (WhatsApp, Messenger, etc.)										
		CMN13-12 Through migrant organization websites										
CMN14	Sometimes governments, consulates or organizations have specific programmes or organize specific events to strengthen the sense of belonging to the country of (ancestral) origin, for example, through organizing national celebration events or heritage tourism programmes. Have you ever heard about such programmes or events?	☐ 1- Yes ☐ 2 - No ☐ 99 - Don't know/ Prefer not to answer										If answer is 2 or 99, skip to CMN18.
CMN15	With regard to the previous question, since you have lived outside of [country of (ancestral) origin], have you participated in such programmes or events?	☐ 1- Yes ☐ 2 - No ☐ 99 - Don't know/ Prefer not to answer										If answer is 2 or 99, skip to CMN18.

Question#	Question	Answers	Skip logic
CMN16	What was the type of event or programme you took part in? *Plea-se select all that apply.*	☐ 1 - Origin language(s) training ☐ 2 - Cultural workshop [e.g. *add country-specific examples]* ☐ 3 - Celebrations or festivals for national holidays ☐ 4 - Cultural events ☐ 5 - Heritage tourism/organized short-term visits [e.g. *add country-specific examples]* ☐ 6 - Other: *please specify* ☐ 99 - Don't know/ Prefer not to answer	
CMN17	By whom was the programme or event organized? *Please select all that apply.*	☐ 1 - By a government institution of [country of (ancestral) origin] ☐ 2 - By a consulate/ embassy in [country of residence] ☐ 3 - By a non-governmental organization (NGO) ☐ 4 - By a school (including university) ☐ 5 - Other: *please specify* ☐ 99 - Don't know/ Prefer not to answer	
CMN18	If you consider the following activities or events that could be offered by the [country of (ancestral) origin], which would you want to participate in? *Please select all that apply.*	☐ 1 - Origin language(s) training ☐ 2 - Cultural workshop ☐ 3 - National celebrations or festivals ☐ 4 - Cultural events ☐ 5 - Heritage tourism/organized short-term visits ☐ 6 - Other: *please specify* ☐ 7 - Nothing, I don't want to be involved ☐ 99 - Don't know/ Prefer not to answer	

Appendix A.5 – Social capital module survey

Political participation

This section will ask questions about your political participation both in [country of (ancestral) origin] and in [country of residence].

Question#	Question	Answers	Skip logic
PP01	Are you a member of any political party in [country of (ancestral) origin]?	☐ 1 - Yes ☐ 2 - No ☐ 99 - Don't know/ Prefer not to answer	
PP02	Are you or have you ever been a candidate for a public office in [country of (ancestral) origin]?	☐ 1 - Yes ☐ 2 - No ☐ 99 - Don't know/ Prefer not to answer	
PP03	Are you a member of any political party in [country of residence]?	☐ 1 - Yes ☐ 2 - No ☐ 99 - Don't know/ Prefer not to answer	
PP04	Are you or have you ever been a candidate for a public office in [country of residence]?	☐ 1 - Yes ☐ 2 - No ☐ 99 - Don't know/ Prefer not to answer	
PP05	Do you hold any re-presentative function in [country of (ancestral) origin]? These functions, for example, include being a member of a diaspora council, being a member of [country of (ancestral) origin] national parliament or [country of (ancestral) origin] local government.	☐ 1 - Yes ☐ 2 - No ☐ 99 - Don't know/ Prefer not to answer	If answer is 2 or 99, skip to PP07.
PP06	Which of the following best describes your func-tion(s)? *Please select all that apply.*	☐ 1 - Member of a diaspora council ☐ 2 - Member of [country of (ancestral) origin] national parliament ☐ 3 - Member of [country of (ancestral) origin] local government ☐ 4 - Other: *please specify* ☐ 99 - Don't know/ Prefer not to answer	

Question#	Question	Answers	Skip logic
PP07	Do you hold any representative function in [country of residence]? These functions, for example, include being a member of a migration/ integration council, being a member of [residence country] national parliament or local [residence country] government.	☐ 1 - Yes ☐ 2 - No ☐ 99 - Don't know/ Prefer not to answer	If answer is 2 or 99, skip to PP09.
PP08	Which of the following best describes your function? *Please select all that apply.*	☐ 1 - Member of a migration/integration council ☐ 2 - Member of [residence country] national parliament ☐ 3 - Member of local [residence country] government ☐ 4 - Other: *please specify* ☐ 99 - Don't know/ Prefer not to answer	
PP09	Since living abroad, have you ever attended or organized any of the following activities related to [country of (ancestral) origin]? *Please select all that apply*	☐ 1 - Online campaign (e.g. election campaigns) ☐ 2 - Offline campaign (e.g. election campaigns) ☐ 3 - Signing petitions ☐ 4 - Meeting with/lobbying [country of origin] government representatives to influence decision-making ☐ 5 - Meetings with/lobbying [country of residence] government representatives to influence decision-making ☐ 6 - Events to raise awareness of developments and situations in [country of origin] (e.g. information events, public talks, discussion rounds) ☐ 7 - Events to raise awareness of the rights of your community in [country of residence] (e.g. information events, public talks, discussion rounds) ☐ 8 - Donations to relief efforts ☐ 9 - Demonstration in [country of residence] ☐ 10 - Demonstration in [country of (ancestral) origin] ☐ 11 - None of the above ☐ 12 - Other: *please specify* ☐ 99 - Don't know/ Prefer not to answer	If answer is 11 or 99, skip to PP11.

Question#	Question	Answers						Skip logic
PP10	What motivated you to participate in these activities (e.g. online campaigns, awareness-raising events) mentioned before? *Please select all that apply?*	☐ 1 - I want to contribute to real change in [country of (ancestral) origin] ☐ 2 - I want to raise awareness about the challenges my community faces in [country of residence] ☐ 3 - Specific events/developments in [country of (ancestral) origin], *please specify* ☐ 4 - Specific events/developments in [country of residence], *please specify* ☐ 5 - I was already active before I left [country of (ancestral) origin], participating politically was always important for me ☐ 6 - Other: *please specify* ☐ 99 - Don't know/ Prefer not to answer						
PP11	To what extent do you agree or disagree with the below statements regarding voting in [country of (ancestral) origin]?		1 - Strongly agree	2 - Agree	3 - Disagree	4 - Strongly disagree	99- Don't know/ Prefer not to answer	This question should not be shown to participants that answered CIC01-1 (Core module) with 4, 5 or 99.
		PP11-1 I would be more likely to vote if it was easier to deliver my ballot.						
		PP11-2 I would be more likely to vote / I think my vote would matter more if I trusted politicians.						
		PP11-3 I would be more likely to vote/ I think my vote would matter more if there was a leader that truly represents my opinions.						
		PP11-4 I would be more likely to vote/ I think my vote would matter more if there was a political party representing my values.						
		PP11-5 I would be more likely to vote if I had future plans to live in [country of (ancestral) origin].						

Question#	Question	Answers						Skip logic
PP12	To what extent do you agree or disagree with the below statements regarding voting in [country of residence]?		1 - Strongly agree	2 - Agree	3 - Disagree	4 - Strongly disagree	99- Don't know/ Prefer not to answer	This question should not be shown to participants that answered CIC01-2 (Core module) with 4, 5 or 99.
		PP11-1 I would be more likely to vote if it was easier to deliver my ballot.						
		PP11-2 I would be more likely to vote / I think my vote would matter more if I trusted politicians.						
		PP11-3 I would be more likely to vote/ I think my vote would matter more if there was a political party representing my values.						
		PP11-4 I would be more likely to vote/ I think my vote would matter more if there was a leader that truly represents my opinions.						
		PP11-5 I would be more likely to vote if I had long time plans of settling in [country of residence].						

Civic participation

This section will ask questions about your civic participation both in [country of (ancestral) origin] and in [country of residence].

Question#	Question	Answers	Skip Logic
CP01	What motivated you to become a member of the organization? *Please select all that apply.*	☐ 1 - I want to give something back to [country of (ancestral) origin] ☐ 2 - I want to support my community in [country of residence] ☐ 3 - Specific events/developments in [country of (ancestral) origin], *please Specify*. ☐ 4 - Specific events/developments in [country of residence], *please Specify*. ☐ 5 - I was already active before I left [country of (ancestral) origin] and wanted to continue ☐ 99 - Don't know/ Prefer not to answer	This question and up to and including CP17 should only be shown to participants that answered CIC03 (Core module) with 5. For all others, this section starts with CP18.
CP02	How often do you engage with the organization, for example, by attending/ organizing events, attending/ organizing meetings, etc.?	☐ 1 - Very frequently ☐ 2 - Frequently ☐ 3 - Occasionally ☐ 4 - Rarely ☐ 5 - Very rarely ☐ 99 - Don't know/ Prefer not to answer	
CP03	Please select the option that best describes the main purpose or type of organization you are most active in.	☐ 1 - Hometown association ☐ 2 - Religious organization ☐ 3 - Political organization (including political parties, political action committees) ☐ 4 - Professional group/network (e.g. association of doctors or engineers) ☐ 5 - Development-oriented organization ☐ 6 - Human rights organization ☐ 7 - Humanitarian organization ☐ 8 - Integration and culture-focused organization ☐ 9 - Other: *please specify* ☐ 99 - Don't know/ Prefer not to answer	
CP04	When was the organization established?	*Please enter the year:*	

Question#	Question	Answers			Skip Logic
CP05	Is your organization re-gistered with state autho-rities (with, for example, the chamber of commer-ce or tax service)?	☐ 1 - No, not registered in any country ☐ 2 - Yes, in [country of residence] ☐ 3 - Yes, in [country of (ancestral) origin] ☐ 4 - Yes, in another (non-origin/residence) country ☐ 99 - Don't know/ Prefer not to answer			
CP06	How many members does your organization have in total?	*Please indicate the membership size:*			
CP07	What percentage of the membership would you describe as active?	*Active members %:*			
CP08	What share of the mem-bership is male, female or other?	CP08-1 Male	CP08-2 Female	CP08-3 Other	
		%	%	%	
CP09	What share of the mem-bership belongs to each of the following age groups?	CP09-1 Youth (16-35)	CP09-2 Adult (35-60)	CP09-3 Elderly (+60)	
		%	%	%	
CP10	Now, thinking about the composition of the board of your organization, what share is female or male?	CP10-1 Male	CP10-2 Female	CP10-3 Other	
		%	%	%	
CP11	Now, thinking about the composition of the board of your organization, what share belongs to the fo-llowing age groups?	CP11-1 Youth (16-35)	CP11-2 Adult (35-60)	CP11-3 Elderly (+60)	
		%	%	%	
CP12	Where do these activities take place?	☐ 1 - Mostly in [country of residence] ☐ 2 - Mostly in [country of (ancestral) origin] ☐ 3 - Mostly in another (non-origin/residence) country ☐ 4 - Mostly online ☐ 5 - In a combination of locations ☐ 99 - Don't know/ Prefer not to answer			

<table>
<tr><th>Question#</th><th>Question</th><th colspan="7">Answers</th><th>Skip Logic</th></tr>
<tr><td>CP13</td><td>What is the organization’s most important source of funding?</td><td colspan="7">☐ 1 - Membership fees
☐ 2 - Private donations from individuals
☐ 3 - Donations from business
☐ 4 - Funding from residence country government (including local and national)
☐ 5 - Funding from origin country government (including local and national)
☐ 6 - Funding from international organizations or other donors
☐ 7 - Other: please specify
☐ 99 - Don’t know/ Prefer not to answer</td><td></td></tr>
<tr><td rowspan="8">CP14</td><td rowspan="8">To what extent do you work or collaborate with each of the following?</td><td></td><td>1 - Never</td><td>2 - Rarely</td><td>3 – Some-times</td><td>4 - Often</td><td>5 - Always</td><td>99 - Don’t know/ Prefer not to answer</td><td rowspan="8"></td></tr>
<tr><td>CP14-1 [Country of (ancestral) origin] government authorities</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>CP14-2 Local government authorities in [country of (ancestral) origin]</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>CP14-3 [Country of (ancestral) origin] embassy/ consulate in [country of residence]</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>CP14-4 [Country of (ancestral) origin] organizations/ initiatives/ businesses in [country of residence]</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>CP14-5 [Country of (ancestral) origin] organizations/ initiatives/ businesses in other countries</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>CP14-6 [Country of residence] (local, national) government authorities</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>CP14-7 Local organizations/ initiatives/ businesses in [country of residence]</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

Question#	Question	Answers							Skip Logic
		CP14-8 Intergovernmental organizations (e.g. UN agencies, World Bank, etc.)							
		CP14-9 International non-governmental organizations (e.g. Save the Children, Human Rights Watch, etc.)							
CP15	When thinking about the work of your organization, what of the following you perceive as the major challenges? *Please select all that apply.*	☐ 1 - Generating funding ☐ 2 - Lack of skills and human capital ☐ 3 - Mobilizing members/volunteers ☐ 4 - Reaching out/getting access to the community ☐ 5 - Creating networks with other organizations or institutions in [country of (ancestral) origin] ☐ 6 - Creating networks with other organizations or institutions in [country of residence] ☐ 7 - Creating networks with other [country of (ancestral) origin] organizations in [country of residence] ☐ 8 - (Ethnic, religious, political) fragmentations within the community ☐ 9 - Insecurity and instability in [country of (ancestral) origin] ☐ 10 - High barriers and costs of sending money and goods ☐ 11 - High bureaucracy in establishing and operating the organization ☐ 12 - Other: *please specify* ☐ 13 - None of the above ☐ 99 - Don't know/ Prefer not to answer							
CP16	Sometimes governments or organizations offer targeted services to diaspora organizations, for example, capacity-building trainings or access to specific funding streams. Since you engage with the organization, have you participated in such programmes?	☐ 1 - Yes ☐ 2 - No ☐ 99 - Don't know/ Prefer not to answer							If answer is 2 or 99, skip to CP18.

<table>
<tr><th>Question#</th><th>Question</th><th colspan="6">Answers</th><th>Skip Logic</th></tr>
<tr><td>CP17</td><td>When you took part in the programme, by whom was it organized? Please select all that apply.</td><td colspan="6">☐ 1 - By a government institution of [country of (ancestral) origin]
☐ 2 - By a government institution of [country of residence]
☐ 3 - By an intergovernmental organization (e.g. IOM)
☐ 4 - By a non-governmental organization (NGO)
☐ 5 - By a company or business
☐ 6 - By a school (including university)
☐ 7 - Not by anyone specifically – I arranged it myself
☐ 8 - Other: please specify
☐ 9 - None of the above
☐ 99 - Don’t know/ Prefer not to answer</td><td></td></tr>
<tr><td>CP18</td><td>Have you recently engaged or participated in any of the following activities? Please select all that apply.</td><td colspan="6">☐ 1 - Supporting those newly arrived in [country of residence] (e.g. in finding accommodation, advice on educational or job opportunities)
☐ 2 - Initiatives or events to bring together people from different backgrounds / religions / cultures /
☐ 3 - Initiatives or events to promote [country of (ancestral) origin]’s culture and cuisine
☐ 4 - Charity events to support [country of (ancestral) origin] community
☐ 5 - Other charity event to support a humanitarian cause
☐ 6 - Financial support to people in emergency situations (e.g. due to natural disasters, conflict, or COVID-19 pandemic)
☐ 7 - None of the above
☐ 99 - Don’t know/ Prefer not to answer</td><td></td></tr>
<tr><td rowspan="6">CP19</td><td rowspan="6">To what extent do you agree or disagree with the below statements regarding civic participation?
I would be more likely to support my country and community of origin, if …</td><td></td><td>1 - Strongly agree</td><td>2 - Agree</td><td>3 - Disagree</td><td>4 - Strongly disagree</td><td>99 - Don’t know/ Prefer not to answer</td><td rowspan="6"></td></tr>
<tr><td>CP19-1 I had more free time to do so</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>CP19-2 I had a more secure livelihood/income</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>CP19-3 I had a more secure legal status</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>CP19-4 the community could be trusted more</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>CP19-5 I would feel more connected to the community</td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

Question#	Question	Answers						Skip Logic
		CP19-6 I would feel more connected to [country of (ancestral) origin]						
		CP19-7 I would feel like my actions would contribute to real change						
		CP19-8 I had more knowledge on different opportunities for engagement						
		CP19-9 I would know my family back home is safe						

Appendix B – Template informed consent

You are invited to participate in an [*online*] survey for a research study titled [*name of your study*]. This study is conducted by [*name of researcher(s)] from [name of the organization(s)*] [*and (if applicable) funded by name of organization(s)]*. You were selected to participate in this research because [*information about the main characteristic of interest, likely being a member of the diaspora community of focus*].

Why are we doing this research?

The purpose of this study is to [*provide a clear and accurate statement on the objectives of the research; use lay terms and do not simply repeat the title of the study*].

Who can participate in this research study?

[*Provide information about inclusion criteria relevant in your sampling, such as geographic focus, age and/or profession*].

What will I be asked to do and how much time will it take?

If you agree to take part in this study after reading this information, please click on the [*start button*] to start the online survey. It will ask about [*provide a rough outline of the kind of information to be collected or different blocks of questions; specifically mention any sensitive topics which might influence decision-making*]. Completing the survey will take you around [*XX*] minutes.

Will being in this research study help me in any way?

[*Provide information on any direct benefits for respondents that they may reasonably expect as a result of participating; you can think about potential benefits for the diaspora community as a whole or general society such as advancing knowledge*].

[*If participants are not expected to directly benefit, clearly state this in this section. For example, "Your participation in this study is very valuable, although you may not directly benefit; yet, we hope that your participation in the study will…(Provide benefits more generally)."].*

What are the risks of being in this research study?

[*Provide information about any potential risks to the participant (e.g. psychological or social) of completing the survey. If applicable, identify steps taken to minimize risks such as anonymization procedures, which will then be explained further below*].

[*If you do not foresee any risks, then use a statement like this: "We believe that minimal risks are associated with participating in this research and we have taken all necessary steps to minimize risks associated with the data we will collect as outlined below*].

How will my personal information be protected?

We will do our best to ensure that your answers will remain fully confidential. Only the members of the research team [*indicate here if you plan to share data with other actors*] will have access to the data. Furthermore, we will minimize any risks by [*describe how anonymization will be ensured, data stored and disposed of*].

Will there be any compensation for participating in this research?

[*If participants will not receive compensation, please state so and if they do also explain exactly what they can expect*].

What happens if I say yes, but I change my mind later?

Participating in this study is completely voluntary. If you agree to be in the study now, but change your mind while taking the survey or after completing it, you may drop out at any time. If you wish to do so, please contact us (contact details provided below). There will be no penalties or consequences of any kind if you decide that you do not want to participate.

Who can I talk to if I have questions?

If you have any questions or comments regarding this survey or the larger study, please contact the researcher(s), [*insert name(s), e-mail addresses and phone number(s)]*.

B

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QUALITATIVE METHODOLOGIES

1. Introduction

This method-specific module, as part of the IOM Diaspora Mapping Toolkit, serves as a guide for researchers and programme implementers seeking to include qualitative research components in a diaspora mapping. This module offers an overview of the different aspects of the qualitative research process and provides practical guidance, tips and suggestions for the use of qualitative methods in diaspora mappings.

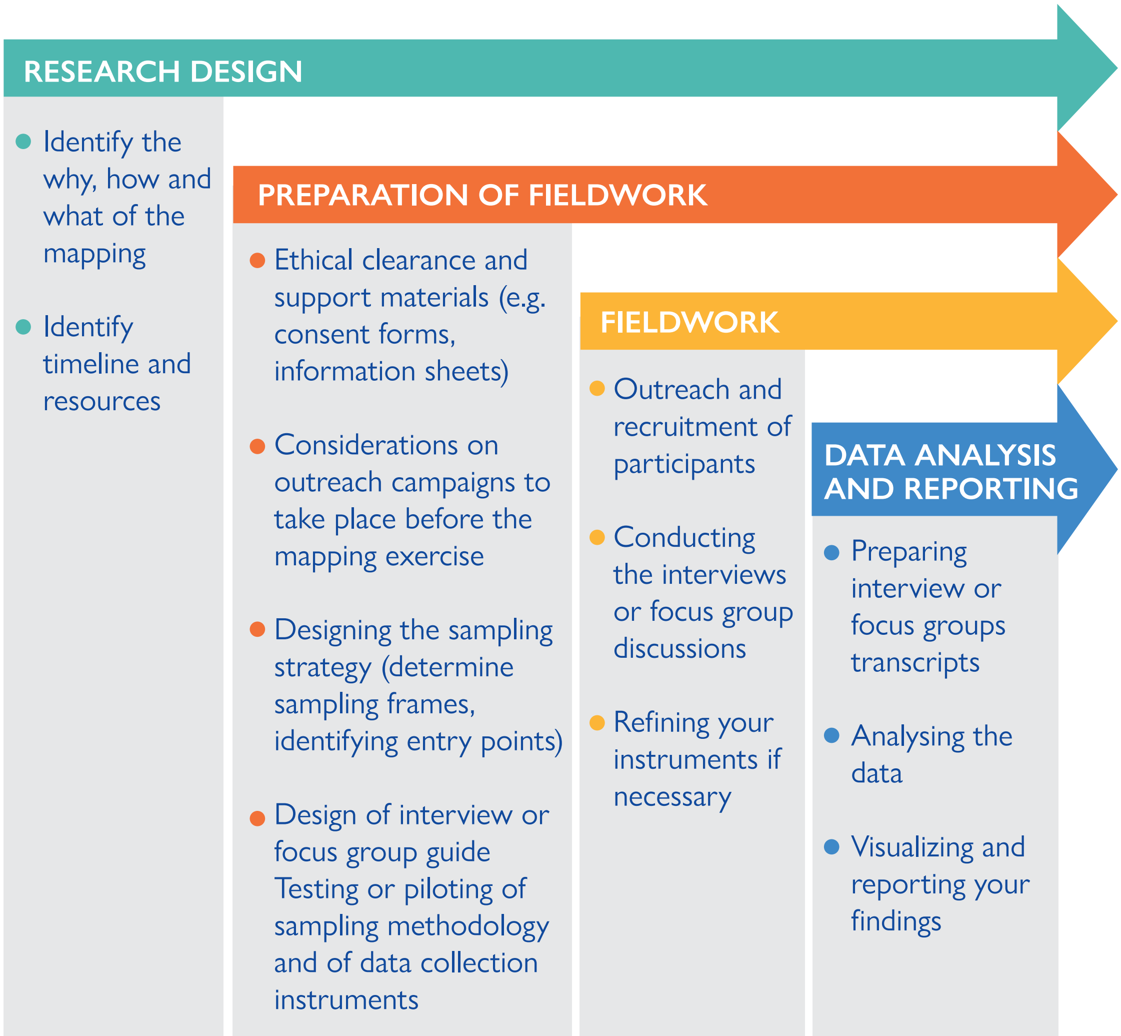
Qualitative data relies on narratives and more in-depth analyses of individual's subjective experiences, perceptions and interpretations through instruments such as (semi-structured) interviews, focus group discussions and (participant) observation. Qualitative methods are often most useful in exploratory studies that aim to understand complex social phenomena that cannot be readily summarized in numbers.

In cases where limited information or previous research on the diaspora is available, qualitative studies can help to gain an overall understanding of the diaspora as well as their contributions towards the (ancestral) place of origin. In addition, qualitative tools can be used to supplement quantitative data, as they tend to support richer findings, especially when it comes to identifying who actually has a connection to and identifies with the respective country and is not just connected by citizenship or birth. Since it is able to generate more detailed insights, a qualitative research approach enables an investigation of the sociopolitical dynamics of diaspora engagement; it supports greater insight both into internal dynamics among different segments of diasporas and into external dynamics relating to the relations between diasporas and their countries of (ancestral) origin and residence. As such, these tools can shed light on different perspectives and decision-making processes related to diaspora engagement and provide an in-depth understanding of the contextual factors that shape these decisions. Qualitative methods may also support the design of quantitative tools by, for example, supporting identification of relevant questions and answer categories that may later be included in a quantitative data collection tool like a survey.

When using qualitative approaches, there are different steps and considerations to keep in mind throughout the research process (see Figure 1), which are each discussed in turn in the following chapter.

Figure 1

Qualitative research process



It is not necessary to design the interview and/or focus group discussion guides for a diaspora mapping from scratch. As part of this Diaspora Mapping Toolkit, different modules have been developed and they serve as a menu of options of questions to use for your diaspora mapping. You can find them in Appendix A. While the Core Module of Indicators and Questions for Diaspora Mappings should be included in any diaspora mapping, the other modules can be added based on the objective of the respective study. For more information on the modules and how to work with them, please ensure to consult the Introduction of the Step-by-Step Guide to Conducting Diaspora Mappings.

2. What are its main components?

This chapter starts with a discussion of how qualitative methods relate to the objective(s) of a diaspora mapping, followed by practical guidance for the design of different qualitative data collection tools, focussing on in-depth interviewing and focus group discussions. Next to this, the following section highlights some aspects of data collection, focussing on the question of how to get access to the target group and how one can overcome potential barriers to access target populations. The next section provides some guidance on how to make sense of the data collected by highlighting some tools for data analysis, dissemination and visualization. Finally, the chapter sheds light on some practical and ethical considerations that should be considered in the process of data collection and analysis.

2.1 Intuition

A diaspora mapping is almost always part of a bigger diaspora engagement process, which implies the need to build up trust and cooperation with diaspora members, often necessitating multiple contact moments. Qualitative tools tend to not only provide deep insights and information, but also help to build trust and more personal relationships, which can be beneficial for long-term, sustainable partnerships. You should consider making qualitative tools a method of choice in a diaspora mapping, if:

- The mapping is part of a long-term communication and trust-building strategy with the diaspora. Since qualitative methods are based on trust and more personal relations, the relationships which have been built during the data collection process can be useful for further engagement with the diaspora, such as in the form of consultation sessions, in the long run.
- The mapping aims at generating detailed descriptions of the context and process of diaspora engagement. Given the potential of qualitative data to generate more in-depth insights and complex findings on contextual aspects of diaspora engagement, the methods can be used if the objective of the research is to inform the design of a (national) policy targeting the diaspora. Especially in cases where there are no clear sets of expectations about relevant influential factors or outcomes, qualitative tools are useful to get a deeper understanding of the context. Such methods may also give insight into sources of tension, disagreement, or opposition among (particular elements of) the diaspora that may undermine planned policies or programmes.
- The mapping aims to integrate multiple perspectives and subjective accounts. Due to the focus on perceptions, aspirations and interpretations of the research participant, qualitative tools can also contribute to the design of a (national) policy or programmes that require diaspora's strategic support (e.g. knowledge, investment). Critically and consciously examining diasporas' perspectives can assist in the design of policies or programmes that respond to diasporas' needs and concerns, which can increase take-up or compliance.

- The mapping aims to establish a first point of access to a diaspora. Given costs associated with larger samples, qualitative tools are often used first because of accessibility, as they include useful tools to build trust with the community in shorter timelines.

2.2 Tools of the method

Qualitative approaches rely on narratives and the more in-depth analysis of individual's subjective experiences, perceptions and interpretations through tools and techniques, such as (semi-structured) interviews, focus group discussions and (participant) observation. In-depth interviews can generate deep and rich accounts of people's inner feelings, emotions, experiences and perceptions. Given the intimate context of an interview setting, it is also possible to investigate more sensitive issues and more complex questions. In empirical research, qualitative interviews comprise very different data collection methods, ranging from more open to more structured approaches.[1]

TEXTBOX 1: PARTICIPANT OBSERVATION AND FIELD NOTES

Observation is a method of data collection in which a researcher observes within a specific research setting. It is generally perceived to be an unobtrusive method. Participant observation involves the observer being a member of the setting in which they are collecting data with the aim of gaining a deeper understanding of, for example, a specific diaspora community. The experience of spending time with them and observing their actions, speech patterns, and norms, allows the researcher to gain this understanding.

When conducting participant observation, it is important to take notes throughout the process so that the data collected can be used to triangulate with other data sources, such as interview data. Linked to this, it is also good to take notes about anything that stands out while conducting an interview, about things such as body language, any specific points about the interview location or anything else that might be noteworthy and interesting within the framework of the diaspora mapping.

Some questions to reflect on when writing field notes include:

- What were the main issues or themes that struck you in your observations and conversations in the situation/ setting?
- What questions could be asked concerning the location?
- What questions could be asked concerning the people you observed/ interviewed?
- What questions could be asked concerning the activities you observed?
- Was there anything else that could be interesting or important in the context of the mapping you are conducting?

1. For more information on qualitative interviewing, see Gillham, B. (2005). Research Interviewing : The Range of Techniques. McGraw-Hill Education.

Open or unstructured interviews do not follow a pre-prepared guide and provide high autonomy to the research participant since only key points and notes are used for the preparation, while the structure is determined by the interviewee. The questions and discussion, hence, arise spontaneously in the interview situation. One of the most popular forms of unstructured interviews are narrative interviews (see Textbox 2).

TEXTBOX 2: NARRATIVE INTERVIEWS

Narrative interviews focus on the people's (biographical) experiences and their feelings and interpretations of them. Narratives, as personal stories, can provide insights into how research participants make sense of and give meaning to their lived experience in relation to the broader social and cultural context. Narrative interviews are characterized by very minimal influence of the interviewer, who makes limited use of questions and is sensitive to what the interviewee wants to tell. It is an interview form that gives high autonomy to the participants as they have complete freedom in their responses. Usually, a narrative question is asked that should be carefully constructed and encourage the interviewee to tell their own stories. For instance, the question

> *'Can you tell me, how your life was before you left your country of origin, and what motivated you to migrate?'*

can shed light on how members of the diaspora make sense of their experiences of migration, the process of settlement, and belongings to their homeland. Narrative interviews can also be used to understand how diaspora identities are represented and negotiated in narratives, which helps to develop a greater understanding of identity construction.

For more information:

Eastmond, M. (2007). Stories as Lived Experience: Narratives in Forced Migration Research. *Journal of Refugee Studies*, 20(2): 248–264.

Muylaert, C., V. Sarubbi Jr, P.R., Gallo, M.L.R., Neto, and A.O.A., & Reis, (2014). Narrative interviews: an important resource in qualitative research. *Revista da Escola de Enfermagem da USP*, 48(SPE2): 184 – 189.

Among the most commonly used methods are semi-structured interviews, in which some of the questions are pre-determined by the interviewer and usually written out in an interview guide. The interview guide should be well prepared in advance and is determined by the study objectives and, in some cases, by an underlying theory or framework. A greater pre-structuring of the interview often means that a stronger deductive approach is used in which both the design of questions and the coding of the data is informed by previous research or theories. In general, an interview guide has four different components:

Figure 2

Structure of an interview guide

ENTRY

- Summarize the main objective of the research and the main components of the interview (e.g. estimated duration).
- If you want to record the interview ask for permission and outline aspects of confidentiality and data protection.
- Create a comfortable atmosphere, to build trust and to make a connection to the main part.
- Ask an introductory question to loosen up the conversation.

MAIN PART

- Ask the key questions on the individual topics of the research.
- Topics of the interview guide are determined by the objectives of the research and should build coherent blocks.
- You can apply the sequence of the questions in a flexible manner to allow for fluid discussions and adjustments according to the context.

REVIEW

- Close the interview by asking some final questions.
- Give the interviewee the space to ask questions or make further remarks.
- Summarize the interview to receive validation from your interviewee.
- Thank the participant and highlight how the interview supports your research.

OUTLOOK

- Let your interviewee know what will happen with the answers.
- Explain how the interview partner will be informed about the further course and results of your research.

In general, it is good to do a piloting or testing of the interview to test the nature and sequence of the questions. When reviewing the performance of the questions, consider whether you are inadvertently shaping the responses you receive. Ask open questions that enable an elaborate response, but do not ask leading questions that prompt the respondent to answer in a particular way, as it could influence and bias the response (see Textbox 3).

TEXTBOX 3: EXAMPLE OF LEADING QUESTIONS AND BETTER SOLUTIONS

Leading question: Do you want to return to your country of origin?

This is a yes or no question, which does not account for the complex decision-making process in the context of return. Moreover, respondents who face discrimination or racisms my feel offended by the question as they already feel excluded from the society of the country of residence.

Better solution: What, if anything, would motivate you to return to your country of origin?

This is an open question, which provides the respondent the space to reflect more in detail on different return motivations as well as on the various factors by which they are shaped.

Leading question: How does the diaspora facilitate voluntary return?

While this is an open question, it subtly implies that the diaspora actually facilitates voluntary return and is therefore based on a predefined assumption.

Better solution : Where do you see the role of the diaspora in facilitating voluntary return?

This question does not assign any pre-judgment or assumption, as the participant gets the opportunity to reflect if and how the diaspora actually facilitates voluntary return or could do so.

You can use prompts, or probes (for example, by asking for examples) in order to receive more detailed accounts. Textbox 4 provides an overview of different types of prompts and probes that are commonly used in interviews.

TEXTBOX 4: TYPES OF PROMPTS AND PROBES

For continuation: “Then what happened?”

- For elaboration: “Can you give me an example?”
- For steering the conversation: “You mentioned earlier that…”
- Encouragement: “Yes, I see”, “Ok, please continue”
- Silence probe: wait for the participant to fill the gap

It is important to know your population and the vocabulary that is appropriate and "activating" to use in each specific context. For example, in some contexts the word diaspora is sensitive and comes with negative connotations, which may discourage open discussions when it is used during the interview. Being aware of the population and the context is therefore necessary to build trust and to enable an open discussion. In Table 1 below, you find some further practical guidelines for conducting an interview.

Table 1

Guidelines for conducting an interview

Things to focus on
✓ Test or pilot the interview with one or two participants to improve the flow and sequence of the interview guide, test the adequacy of questions, and to make sure you use the correct language.
✓ Make sure an information sheet or other source of (written) information has been shared with your respondents that describes the commitment they are being asked to give and ensure that respondents are able to consider their participation and ask questions about their participation prior to an interview moment.
✓ Be familiar with the guide so that you can be flexible and move between questions as needed, which can help the conversation develop more naturally.
✓ Highlight key words or themes in the interview guide visually so that you can quickly pull out key questions from the guide without having to divert your attention to read in-depth.
✓ Know what it is you want to find out and ask the right questions to get the information you need.
✓ Spend more time listening than talking, as the space should be given to the participant.
✓ Show empathy and be aware of body language and tone of voice to make sure that your interview partner feels safe and comfortable during the interview.
Things to avoid
✗ Using a language that is inconsistent with the experiences or values of the community (for example, referring to "illegal immigrants").
✗ Asking leading questions and giving your own opinion and perspective, as this can influence responses.
✗ Creating an unsafe environment, by interrupting the interviewee or by being confrontational or judgemental towards the answers given.
✗ Assuming that respondents will be willing to share private information with you without first having a sense of your credibility and trustworthiness, which may require more time to establish rapport.
✗ Assuming that all respondents will be equally comfortable with the interviewer – consider how your gender, nationality, education level, etc., may change interview dynamics and how respondents perceive the intention of questions.

Focus groups are another powerful qualitative data collection tool that enable an exploration of different attitudes, perceptions, feelings and ideas about a topic among members of a social group. The method focuses on the interactions between participants and helps to investigate similarities and differences in the participants' opinion and experiences. Hence, while interviews focus on the personal and individual experience of the research participants, focus groups are especially suited to explore group dynamics and how responses are potentially influenced in a group setting. Focus group discussions can support group brainstorming to investigate collective views and create a space where participants can exchange their experiences, develop and generate ideas, and explore issues of shared importance. Given that diaspora are collectivities with heterogenous sets of experiences and opinions, focus groups can demonstrate the complexity and heterogeneity of these communities.

TEXTBOX 5: PRACTICAL GUIDANCE ON FOCUS GROUP DISCUSSIONS

Participant identification and sampling represents the most crucial step in the design and implementation of focus groups and is determined by the study objective. Typically focus groups include up to ten individuals who have been selected for their belonging to specific subpopulations of interest (for example, based on gender, ethnicity, or age cohort). If the research aims to understand the diversity within a diaspora as well as potential lines of divisions and differences, a more heterogenous group can be advantageous. Having participants who belong to different social and cultural backgrounds (e.g. age, sex, religion, socioeconomic background, occupation, educational background, ethnicity) can help to unpack underlying power relations, as well as the diverse perceptions, interests, and aspirations that exist within a diaspora community. However, if the research focuses on sensitive topics or aims to understand the perceptions and experiences of specific, potentially marginalized segments of the diaspora, such as minorities or women, a more homogenous group is more suitable, as trust and comfort are crucial to encourage open discussions.

Another aspect for consideration is the size of the focus group. Focus grounds generally engage between six to ten participants in order to ensure that a variety of perspectives can be covered while also preventing that discussion become disorderly or fragmented. The number of focus group discussions will be determined by the objective of the study/characteristics of the diaspora, but it is recommended to do at least three different focus group discussions in order to generate rich data based on different perspectives of various participants. With regard to duration, a focus group normally ranges between one to two hours, depending on the complexity of the topic under investigation, the number of questions, and the number of participants.

In the process of focus group discussions, the researcher generally has a lower level of involvement and adopts the role of facilitator or moderator. Discussions are facilitated based on interview guidelines, which are determined by the study's objective. It is, however, important to understand the participants' interest in the topic in order to tailor appropriate questions and discussion prompts that can generate lively and useful discussions. The moderator should be well-trained and have the skills to manage existing relationships and potential tensions to create a safe and comfortable environment. Next to the facilitator, there should be a research assistant who is responsible for observing and documenting non-verbal interactions and group dynamics, which is needed to supplement the content of discussion for the process of analysis. Like interview data, focus group discussions should be recorded, transcribed, coded, and analysed in order to generate systematic findings.

For more information:

Nyumba, T.O., K. Wilson, C.J. Derrick and N. Mukherjee, (2018). The use of focus group discussion methodology: Insights from two decades of application in conservation. *Methods in Ecology and Evolution,* 9(1): 20–32.

Breen , R. (2006). A Practical Guide to Focus-Group Research, *Journal of Geography in Higher Education*, 30(3):463–475.

The table below summarizes the main differences, including the distinct advantages and disadvantages, between in-depth interviews and focus group discussions.

Table 2

Comparing interviews and focus groups

	In-depth interviews	Focus group discussions
Focus	Individual experiences and perceptions	Social interaction between participants and group dynamics, collective views and issues of shared importance
Data	Detailed and in-depth, subjective, single accounts	Accounts from a wider set of sources to observe multiple perceptions and interactions
Sensitive topics	Intimate setting can provide a safe space to discuss individual perceptions on these topics	A carefully designed group composition can enable an environment of trust and comfort to discuss collective views on these topics
Control over responses	One-to-one interaction, where researcher can redirect the conversation	Researcher has a facilitator function, with little direct interference in the discussions
Analysis	Less time intense if focus is on the spoken content	Can be more time intensive and intricate, as non-verbal communication is a crucial component of the data

2.3 Sampling

Sampling within a diaspora study is determined by how the diaspora is conceptualized and defined (see Part 1 of the Step-by-Step Guide to Conducting Diaspora Mappings). Step one of sampling is therefore to decide on the population of focus of the diaspora mapping — that is, the group of observations that fulfil definitional criteria. The second step relates to the geographical choice, which determines the locations of the diaspora population and the sites in which the data collection will take place. The objectives of a diaspora mapping may already identify the specific countries that diaspora groups should be tied to, both in terms of country of origin and residence. Populations may also be studied in "delocalized" spaces, such as online. A next step is to determine the specific population for which you want data. The specific population can include individuals or organizations/associations, and it may also more narrowly target specific groups (e.g. skilled persons, irregular migrants, labour migrants) that are especially important to the study objectives. As such, sampling depends on the general objective of the study as well as the level of analysis used in the research. Mappings can focus on individual contributions of diaspora members (e.g. social or economic remittances, knowledge transfer, or overseas voting) or on collective contributions (e.g. in the form of collective remittances, humanitarian assistance, or civic engagement).

If the mapping focuses on collective contributions, organizational mappings can generate an overview of the organizational landscape of diasporas in order to define the target groups. Databases that list registered organizations/associations in the respective residence country can be a first entry point to creating a mapping of formal diaspora organizations. In addition, social media such as Facebook, Instagram and LinkedIn are useful sites to identify additional unregistered and more informal initiatives and organizations. This kind of exercise, and the steps it entails, is explained in more detail in the Method-Specific Module on Secondary Data Use.

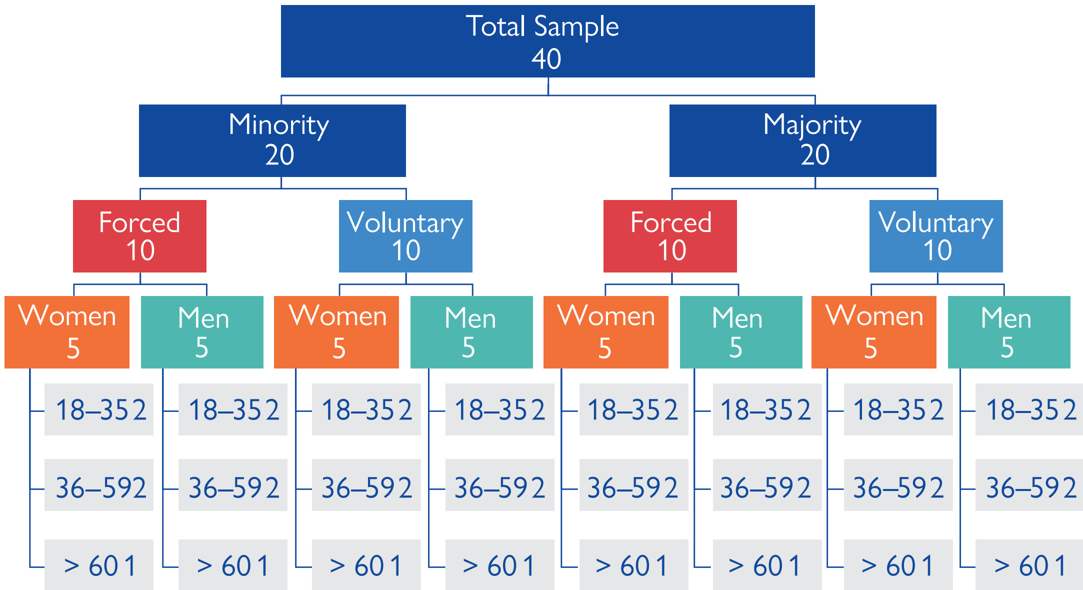
Once you have identified who is eligible to participate, the actual selection of the sample has to take place. In a diaspora mapping, the sample might be comprised either of individuals or organizations as the sample unit. While quantitative research often aims at maximizing generalizability and minimizing bias, by making use of probability sampling based on random selection of participants, qualitative research wants to achieve rich depth of data on the specific situation or phenomenon being studied. This is why qualitative approaches tend to make use of non-probability sampling based on sampling criteria that either select participants who represent a broad range of perspectives or those with very specific experiences.

Depending on the objectives of the research as well as the size of the (organized) diaspora, different sampling strategies can be applied. For instance, if the objective of the research is to get a general understanding of a diaspora, including their sociopolitical dynamics, one may aim to approach all sample units. This is referred to as census sampling, because all entities that fit the selection criteria (e.g. all Ecuadorian diaspora organizations in the United States of America) are contacted for data collection. However, if the diaspora is large, you want to focus on individual contributions, or if the diaspora is represented by a wide array of organizations, sampling the whole population might not be a feasible option.

In that case, you can use the technique of purposeful sampling, in which participants are chosen based on certain traits or qualities. For instance, for a general overview of the diaspora, participants can be purposively sampled based on their areas of involvement and expertise (humanitarian/development, integration, advocacy/political, media, academia), size of organization, gender, age, and/or migration experience to capture the diversity of the diaspora in a specific context. Purposeful sampling is also a useful tool if the objectives of the study relate to the investigation of a specific subgroup (e.g. ethnic community, women, or youth) or field of engagement (e.g. humanitarian assistance, knowledge transfer). For instance, if you want to understand the experiences of minorities within a diaspora and how those experiences are shaped by other individual characteristics such as migration experience (forced or voluntary), gender and age, you would want to purposively sample individuals within each of those characteristic groups. Qualitative sampling matrices or charts may help you identify the subgroups in which you are interested and can help you determine sample numbers, which is demonstrated in the figure below:

Figure 3

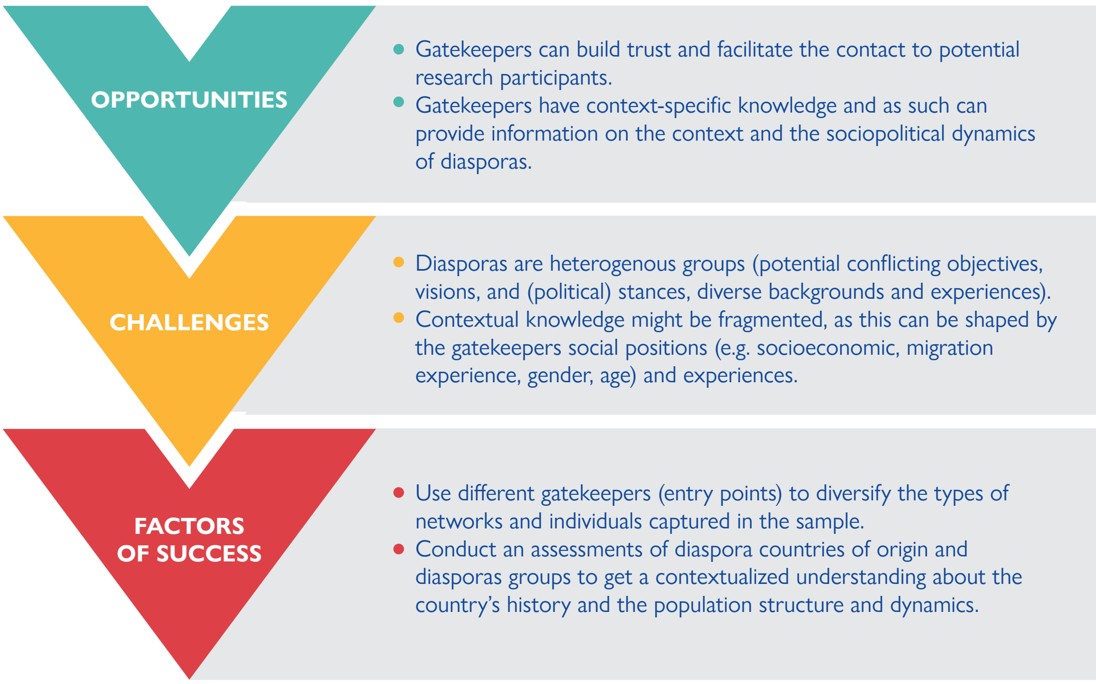
Example of a sampling matrix for purposive sampling



Snowball sampling, where research participants recruit other participants for a study, can be a useful tool, especially if the population of interest is difficult to access. Asking key individuals (moderators of social media groups, religious leaders, other researchers) within a diaspora community to recommend further potential participants can help to build trust with the target group and encourage participation. However, diasporas are heterogenous social formations, whose members not only face different social, economic and political circumstances and conditions in the destination country but may also have conflicting objectives, visions and (political) stances. As snowball sampling relies on specific contact points to establish and facilitate further contact, it may create potential bias in the sample by reflecting and potentially embodying community dynamics and sociocultural power relations. It is, therefore, important to use different gatekeepers (entry points) to diversify the types of networks and individuals captured in the sample, which can reduce potential bias and ensure a more representative sample that reflects the diversity within a diaspora.

Figure 4

Opportunities, challenges and factors of success in working with gatekeepers



2.4 Data collection - Aspect of access to the community

Getting access to diaspora communities can be quite challenging, especially where diaspora groups have a troubled relation to the areas of (ancestral) origin or country of residence, or where they are created and affected by conflict. In these cases, mistrust can be quite prevalent, which may also discourage engagement in a diaspora mapping. In other cases, diaspora communities may have been "over-researched" and demonstrate research fatigue, especially if research was not seen to facilitate or lead to meaningful change or representation of diaspora interests.

Offering the population of interest points of contact with the implementer, and potentially also other involved stakeholders, is important for the buy-in of the respective diaspora community of interest. This firstly includes formulating an outreach and engagement strategy, which would generally include an initial outreach engagement event at the outset of a project. Data cannot be collected without the diaspora having sufficient information on who is collecting information, what data is being collected, by whom and for what purpose. Initial engagement events can help to clarify these aspects and can help solidify the human face of an organization collecting data. During such a meeting, initial reactions of the population of interest can be collected, and in further consultation events, data collection procedures can be informed by the discussions among the target community. In some cases, outreach engagement events have been found to be a crucial step for moving ahead with the research, as it allows the implementor to overcome initial blockages and resistance by providing information directly to the community.

Secondly, a meeting later in the project has also been found to be useful. This might include a consultation in the middle of the project to present initial findings and gain feedback. Such an event provides an opportunity for diaspora members to voice their opinions and have also led to an increase in study participants in the past, as this strengthens the relationship between the community and the research. In addition, these meetings can create an opportunity to validate the initial findings of the research to ensure that the insights collected reflect the experiences and perceptions of the researched population.

Attending social, cultural, or political events organized by diaspora actors presents a crucial step in building personal contacts and relations. Where physical contact is not possible, establishing a first contact via phone (if contact details are available) in which the objectives and methods of the research are explained can further help to build trust and encourage participation in a study. Social media sites, such as Facebook, Twitter, Instagram or LinkedIn, can provide another channel for outreach. Diasporas increasingly organize in the online world, through which members become connected in a virtual community. For instance, presenting the research in Facebook groups, which connect different members of a diaspora, can help to increase access and visibility to potential research participants.

Another aspect you should consider is if payment should be offered to the participants, as this can incentivize participation and compensate the participants for their time and efforts. Such incentives can speed up the research process and can be seen as payment for a service the respondent provides by participating. It might also enable some individuals, especially the socially and economically vulnerable, to participate that might otherwise be excluded. Yet, there are also some practical, ethical and methodological aspects that you should keep in mind (see Textbox 6). It is also important to note that such incentives are distinct from reimbursing participants for minor expenses they incur by participating in the research (for instance transportation costs or parking) which is not problematic from an ethics perspective.

TEXTBOX 6: CONSIDERATIONS WITH REGARDS TO OFFERING INCENTIVES FOR STUDY PARTICIPATION

Ethical issues

Persons might feel coerced to participate if the level of "reward" is too high to refuse.

Turns research into a business rather than common good.

Practical issues

Which amount is reasonable? Cash or gift vouchers?

Methodological issues

Participants may not give "authentic" accounts of their experiences, views and attitudes, but rather address aspects what they think the researcher wants to hear

Payments could prompt people to give false information to be eligible for a study.

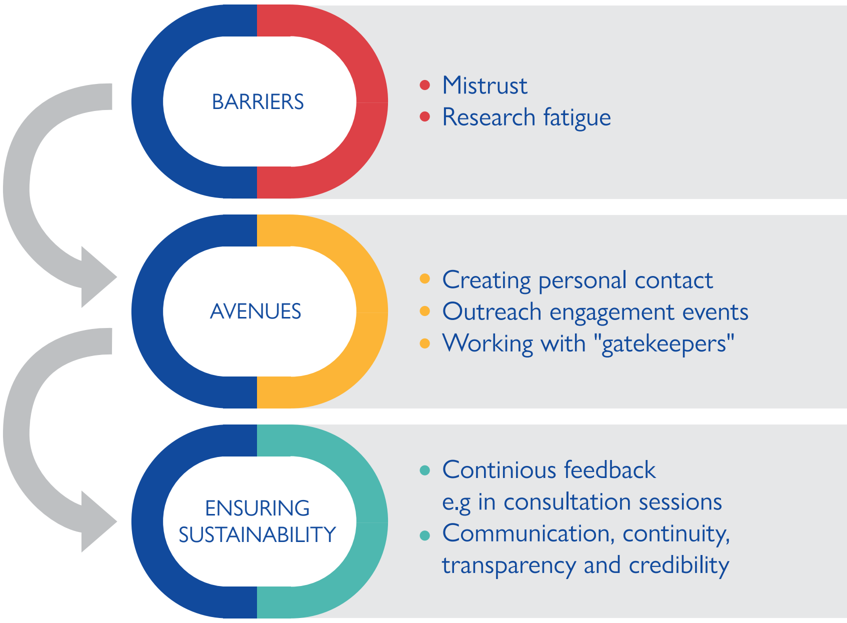
For more information:

Head, E. (2009). The ethics and implications of paying participants in qualitative research, *International Journal of Social Research Methodology*, 12(4):335–344.

A good diaspora mapping should be built around and support communication, continuity, transparency and credibility. Recognition of diaspora needs, realistic communication about expectations and having repeated contact with the diaspora all help build credibility and as such, promote continuous engagement in the research. Given the focus on personal relations and contact, qualitative research tools not only benefit from a more integrated community engagement approach, but also contribute to its successful implementation.

Figure 5

Barriers and avenues to accessing diaspora communities



2.5 Data analysis, dissemination and visualization

Once you have collected all your data, you will see yourself confronted with the challenge of organizing the data, making sense of the findings and representing those findings in a coherent way. To do this, a three-step process can be followed (see Figure 6).

Figure 6

Process of qualitative data analysis

Collating and processing data is an important first step to organize the collected material for analysis. Here you can consider bringing in non-interview sources of data or inspiration, which could include photographs, flyers for community events, songs or art produced by the community that can support the contextualization and interpretation of the more "formal" data. In addition, field notes produced during the data collection phase are useful sources to make sense of the data collected.

Transcribing interview (or focus group) recordings will prepare the interview (or focus group) material for the process of analysis. Producing the transcriptions tends to be a very time-consuming practice but helps to ensure that all the verbal (and non-verbal) content is made ready in written form. Good research is based on complete, accurate transcriptions (see Textbox 7). Full transcription of interview recordings, as compared to partial transcription of only select portions of an interview, ensures that in-depth insights and information are captured in a comprehensive way, without pre-selection of insights or pieces of information that may inadvertently reflect a researchers' narrow interest and potentially introduce bias into the final data. You can consider a software (e.g. F4) designed to facilitate the process of transcription or work with AI-facilitated transcription audio-to-text software (e.g. Otter.ai), but bear in mind that professional transcription software can be costly and still requires significant manual input and validation. Also ensure that the data stays protected at all times if working with such software. If you rely on translators during the process of transcription, recordings should be first transcribed in the original language and then translated to the target language in order to make sure that no information is lost in the translation.

TEXTBOX 7: QUALITY CONTROL OF TRANSCRIPTIONS

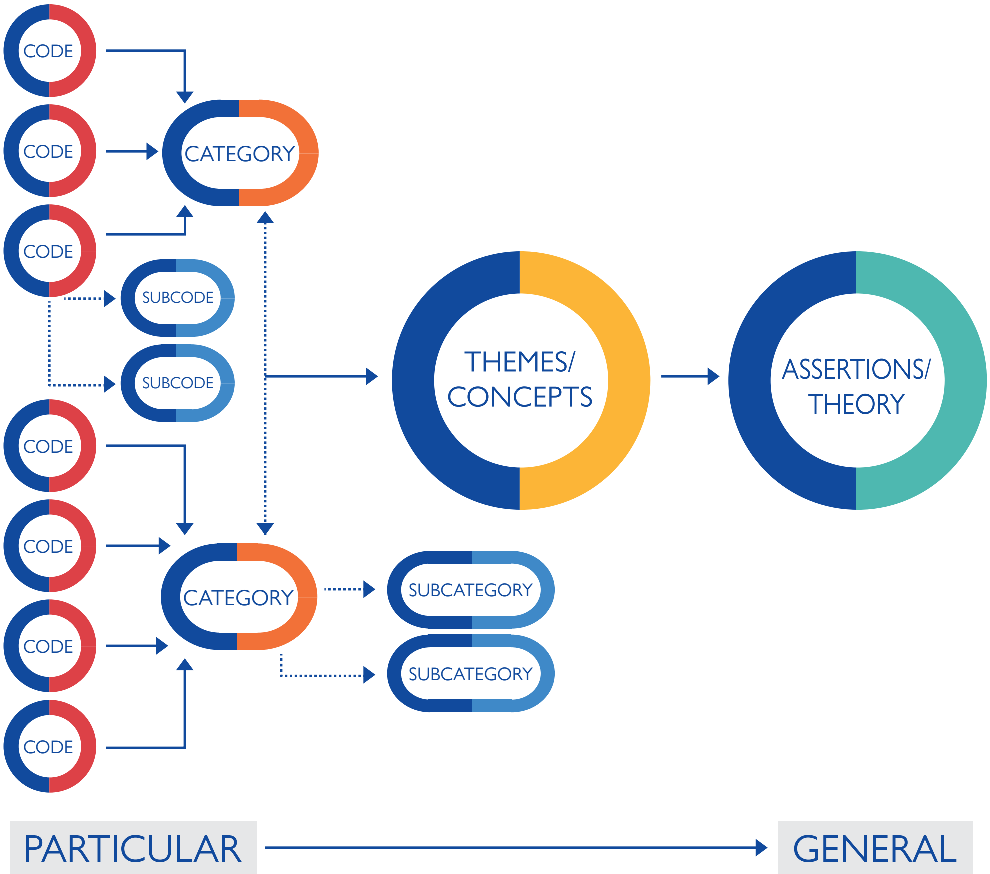
Create a template that is used consistently for all the transcriptions, and make sure that it maintains all relevant information (e.g. interview code, location of the interview, the date). In case you have more than one person doing the interviews and/or the transcription, indicate their names as well. Here you should also indicate how the transcription should be done, e.g. if it should only focus on the content, or also include non-verbal information (e.g. laughing, silence, hmmm, ohh).

You can have a certain percentage of interviews checked/transcribed/translated by two people in order to make sure that all the recordings are transcribed (and translated) in a consistent way. If you make use of translators, doing forward/back translation can be helpful to ensure the quality of translation.

Once the data is transcribed, the process of analysing the data can begin. Depending on the method chosen, different types of qualitative data analysis can be applied. One of the most prominent methods of qualitative data analysis is thematic analysis, a technique for summarizing and organizing text that involves using multiple coding levels as a strategy for categorizing qualitative data. When using multiple coding levels, a main, or "parent code", is used to define a category of ideas, which can then be further broken down into codes and subcodes that provide additional nuance or subcategories of "child codes" related to the central or parent codes (see Figure 8 for a visualization of these coding levels). The main aim is to discover patterns and to develop themes that categorize the issue under study into generic concepts and to a more generalizable theory or system of explanation/interrelation.

Figure 7

A streamlined codes-to-theory model for qualitative inquiry



Source: Saldaña, J. (2013). The coding manual for qualitative researchers (2nd ed). Los Angeles:SAGE, p. 13.

The first step of the thematic analysis process is to get familiar with the bundle of data and text collected and produced during the research in order to organize the search for meanings, patterns, trends and themes. This process involves the reading and re-reading of interview transcripts, field notes and other documents used, and re-listening to the interview recordings. Especially if you are not the one who conducted the interview, listening to the voice, the inflection, and background noise can help fill in non-verbal information that helps to understand meaning.

The process of coding involves the labelling of similar text passages with a code in order to prepare the interview transcripts and field notes for comparisons and for the identification of patterns during the further analysis (see Textbox 8).

TEXTBOX 8: HOW TO CODE

- Read the transcript carefully
- Code for as many potential themes/patterns as possible or as defined in a pre-existing coding framework
- Mark similar passages of text with the same label ("code")
- Code extracts of data inclusively, by keeping a little of the surrounding data, to ensure that you do not lose the context of the code
- Code individual extracts of data in as many different "themes" as they fit into
- Make a list of codes (code book) and write a short definition of the code next it:

Code	State the name of the code
Description	Provide a brief description and definition of the code
Inclusion Criteria	List features or aspects that automatically would lead to inclusion of a segment under this coding rubric
Exclusion Criteria	List features or aspects that automatically would exclude a segment from being coded under this rubric
Examples	Provide examples from your data

If an inductive approach is used, the process of coding is bottom-up and data driven, meaning that the text is carefully coded without using a pre-existing coding frame and independent from the researcher's theoretical or analytical preconceptions. In contrast, a deductive approach tends to be more theory driven, since codes are developed based on the analytical framework chosen prior to the coding process. While codes help to reduce, sort and organize the data collected, categories seek to define and describe the links and relationships within a set of codes. The main aim of this step of the analysis is to link the codes into coherent categories that describe the different participants' perspectives on the issue under investigation.[2]

TEXTBOX 9: THE "FOUR-EYES" PRINCIPLE

Given the role the researcher plays in interpreting and categorizing, it is good to use the "four eyes" principle to validate coding approaches with multiple people where possible. Naturally, such quality control and validation increases price and requires multiple people with not only methodological expertise but content expertise. Yet it helps to validate the findings and support rigor and accuracy, which can be especially valuable in controversial or contested settings.

2. For more information on thematic analysis see: Braun, V., and Clarke, V. (2006). Using thematic analysis in psycholo-gy. *Qualitative Research in Psychology*, 3(2): 77–101. Green, J., Willis, K., Hughes, E., Small, R., Welch, N., Gibbs, L., & Daly, J. (2007). Generating best evidence from qualitative research: The role of data analysis. *Australian and New Zealand Journal of Public Health*, 31(6): 545–550.

Thematic maps are a useful tool to visualize the different relationships between codes and categories and how these explain a more overarching theme. Other ways of visualizing your findings include summary charts, tables, or graphs as well as infographics (see Textbox 10).

TEXTBOX 10: USING INFOGRAPHICS TO CONVEY YOUR STORY

Diaspora studies, often lying at the interface of research and policy, seek to inform different kind of stakeholders, including residence or origin country governments, (international) NGOs or intergovernmental organizations, and diaspora groups themselves. When reporting your findings, you should make sure that the outcomes of your study are accessible to a diverse audience. Poster presentations or infographics can be a creative way to convey the story of your data to a broader audience.

For more information see: Chandler, R., Anstey, E., & Ross, H. (2015). Listening to Voices and Visualizing Data in Qualitative Research: Hypermodal Dissemination Possibilities. SAGE Open, 5(2).

When reporting your findings do not report what people said in a list-like fashion, but instead analyse and try to interpret the meaning of what the respondents are saying. Here you can ask yourself what the findings mean within the context of the project, across similar interventions, or for the specific policy context. Further, try to understand how the social positions and characteristics of your respondents may shape and intersect with the specific context.

TEXTBOX 11: LIST-LIKE FASHION VS PROVIDING CONTEXT AND MEANING

Rather than stating …

One person said he is willing to engage in knowledge transfer programmes in order to promote development of his country of origin, another person said that she is not interested because she perceives she cannot make a meaningful contribution to these programmes.

Provide the context …

One respondent who has a secure legal status and frequently travels back and forth between the country of residence and of origin, is willing to engage in knowledge transfer programmes in order to contribute to the development of his country of origin.

While he acknowledges some barriers such as the fragile political system and high levels of corruption, he feels confident that he can make a meaningful change due to his strong connections to the local community and knowledge of the local actors and context.

In contrast, another respondent who was forcible displaced due to the recent eruption of the conflict shows little interest in knowledge transfer programmes. As she is not only struggling with securing her legal status but also her livelihood in the new environment, she feels she lacks the ability and capacity to participate in knowledge transfer in a meaningful way. Given the patriarchal structures present in the country of origin, she also perceives the space of influence for women as highly marginalized.

And the meaning …

The willingness to engage in knowledge transfer programmes is not only shaped by the more structural opportunities and constrains present in the country of origin, but also intersects with the more personal experiences, social positions (e.g. legal status, gender), and individual capacities of the respondents.

Be careful how you present the outcomes and do not overstate your findings, however, as qualitative data does not aim for generalization and instead aims to better understand findings or phenomenon in the context in which it was produced.

You may also want to reflect on your positionality in the cultural, social and political contexts that shape the research to understand how it influences the encounters, processes and findings of the research. Be mindful that your background (e.g. gender, age, nationality, socioeconomic position) and values may have influenced how you approached the topic, interacted with participants and how you read and interpreted the data.

Researcher's positionality is often placed within the insider-outsider dichotomy. Researchers sharing the same background as diaspora members can be considered as insiders, while those belonging to the majority group in a research setting hold a more outsider position. Insiders may benefit from greater access to the target group, necessary language skills and trust. These advantages may translate into a better understanding of cultural complexities and community dynamics. In contrast, outsiders are considered as less embedded in the research context, less emotionally attached and less subject to the norms and values of the community under study. The advantage of having an outsider role may be that the researcher is more able to observe and interpret findings objectively concerning the research topic, and respondents may potentially trust the confidentiality agreements given by researchers more because they are not part of the networks and norms of the studied population. The insider-outsider discussions are somewhat problematic, as they portray both the "diaspora" and the "majority" as two separate, homogeneous groups.[3] Hence, also take into account how other facets of identity such as gender, age and professional status may influence the research process.

3. For more information on the researcher's positionality see for example:
Baser, B., and Toivanen, M. (2018). Politicized and depoliticized ethnicities, power relations and temporality: Insights to outsider research from comparative and transnational fieldwork. *Ethnic and Racial Studies*, 41(11): 2067–2084.
Carling, J., Erdal, M. B., and Ezzati, R. (2014). Beyond the insider–outsider divide in migration research. *Migration Studies*, 2(1): 36–54.
Ryan, L. (2015). 'Inside' and 'Outside' of What or Where? Researching Migration Through Multi-Positionalities. Fo-rum Qualitative Sozial-forschung / Forum: *Qualitative Social Research*, 16(2).

TEXTBOX 12: REFLECTING ON YOUR POSITIONALITY – SOME GUIDING QUESTIONS

Reflection on the researcher's lenses

- What is my position in, or opinion on, the cultural, social, and political contexts that shape the research?
- Do I have any power in the cultural, social, and political contexts in this research that affect how I view this research?
- Which assumptions do I hold about the research topic, and how are these shaped by my personal values and life experiences?

Reflection on the data collection and analysis

- How may my gender, nationality, education level, or other personal characteristics influence the interview dynamics?
- How may my personal characteristics influence how my questions are received by participants?
- How may my personal characteristics influence the responses I receive from the participants?
- What are my personal values and life experiences, and how might this background shape how I read and interpret the data?
- How do my own values and experiences affect how I represent or prioritize information, and does that differ from what respondents may prefer?

2.6 Practical and ethical considerations

Researching diaspora groups requires an awareness of the potential risks and limitations, as well as the sociopolitical dynamics present in the process of diaspora mobilization. This also requires a reflection on positionality and power inherent in the research setting. Especially if research is conducted in a conflict-setting or focuses on more marginalized segments of the diaspora such as women or minorities, a sound understanding of the context is needed to ensure that the research is in line with the ethical standards. Reflections on research ethics should be done both in the data collection process, as well as when it comes to sharing and communicating the findings. Particularly when diaspora mappings are at the interface of research and policy, this can result in conflicts of interest between diaspora groups and a commissioning organization or government. Being aware of these potential power dynamics is crucial to ensure that the research complies with the **"do-not harm principle"**.

In some contexts, reflections on the migration experience, return aspirations, or homeland relations can evoke traumatic memories, or emotional distress and should therefore be addressed in a **sensitive manner**. This requires an interview environment that ensures comfort and trust, as well as a researcher who is knowledgeable of the context and has the skills to navigate difficult situations. During the interview make sure that you are showing empathy and you are aware of body language and tone of voice to ensure that your interview partner feels safe and comfortable during the interview.

TEXTBOX 13: CHECKLIST FOR RESPONDENT SAFETY

If you consider addressing sensitive topics in your research, think about a protocol and check list that ensures the safety of the respondent (and interviewer) during the interview process. This can include steps to ensure a secure interview environment before a discussion even starts, but it may also include specific actions that the interviewer should take in case the interviewee shows symptoms of re-traumatization and emotional distress, such as shaking or crying. In settings where respondents may be exposed to interpersonal violence but do not have the privacy to discuss so openly, a checklist may also include hand signals that respondents can use if they are experiencing abuse and need to signal that they need help.

Gathering informed consent (see Appendix C) is crucial, as it informs participants about the content of the study, their rights to voluntariness and the potential risks and broader consequence of participation. This information allows the participant to make an informed decision regarding participation. Informed consent implies that respondents receive a description of the aims and the content of the study, information on the interview process, and explanations of voluntariness and confidentiality. Information on confidentiality should outline who will have access to the data and how the personal data will be protected and anonymized. If the objective of the study is to construct a database or roster of specific diaspora members for further engagement, explicit consent should be also acquired for the sharing of the personal data with third parties. With regards to an online interview, it is important to ensure that any recordings are stored in a secure way to prevent unauthorized persons having access to the data. Voluntariness implies that participants not only have the right to skip an answer, in case they do not feel comfortable answering it, but also that a participant may stop the interview at any point in time. Most importantly, requiring consent involves not only the sharing of information but also an explicit act, such as a verbal or written agreement, on behalf of the participant that validates that they understand and agree to the conditions of the research.

In addition, researchers have to be sensitive towards the security needs of the target community. Diasporas are often characterized by great diversity in terms of their aspirations and positions towards the (ancestral) country of origin. In addition, some origin country governments may have troubled relations with some segments of the diaspora. While some findings of a research can shed light on these sociopolitical dynamics, revealing such details can also contribute to further entrenchment of societal divisions among diaspora groups. In extreme cases, exposing contentious or undesired political views or positions may incite retaliatory action or exclusion of the diaspora by the origin-country government. In light of these risks, it is necessary to have a sound reflection on how the results would be received, discussed and used and how to achieve a balance between the harm and the benefit that these findings may entail.

Depending on the context of the mapping study, there might also be some safety considerations for the involved researchers. For instance, in some settings diaspora engagement can become highly politicized, while in other cases it might be that the countries where diaspora groups reside are affected by instability and insecurity. Both aspects may pose a security risk for field research, with researchers potentially being viewed as having distinct political views or affiliations that may threaten certain members of the research population. In other contexts, personal characteristics of researchers — such as their religion, ethnicity, gender and so on — may not be well perceived by all members of the study population, particularly in conflict- and post-conflict contexts characterized by tense relationships between or among demographic or political groups. It is therefore important to carefully inventory and minimize potential risks to protect the safety of the researchers involved.

TEXTBOX 14: FIELD SAFETY FORM

To ensure the safety of field researchers it is not only essential to familiarize yourself well with the country context but also to develop a risk mitigation plan and emergency protocol before research begins. Field safety forms can provide useful guidance by collecting or establishing information and procedures that can help a field manager, supervisor, or safety officer act quickly in case a negative event occurs in the field. Information that can be collected in a field safety form include:

- Emergency contact information for the researcher
- Contact details of local focal point and schedule of daily activities
- Travel health insurance information
- Travel schedule
- Contact information for emergency services (e.g. medical facilities, police stations, embassy information) in local research area
- Safety protocol regarding regular check-ins and steps to take when the protocol is compromised
- Risks assessment (risks associated with the field work as well as measures taken to reduce the risks)

The following table summarizes some guidance to ensure that your research is conducted in an ethically sensitive way. This includes ensuring to keep the respondents and the information they share safe before, during and after the interview, which includes measures of data protection and anonymizing the data. For more information on this please refer to the IOM Data Protection Manual.[4]

Table 3

Do's and don'ts in qualitative methods

	Things to do	Things to avoid
Before the interview	Inform yourself about the context of the specific diaspora before the interview to get an understanding of potentially sensitive aspects (e.g. intercommunity tensions, language use, recent controversial events).	Do not go into the interview unprepared. If possible, get some information on the specific participant beforehand.
	Map the different actors involved in the research project (e.g. commissioner, governments, different diaspora representatives) and identify their interests and potential lines of conflicts.	Do not neglect potential power dynamics that could harm your participants and design your interview guide accordingly.
	Be transparent with all actors involved in the research and outline aspects of confidentiality and anonymity.	Do not start the interview until you have received informed consent.
During the interview	Make sure to create a comfortable environment and have a protocol to ensure safety of the participant and yourself.	Avoid conducting the interview in a public space to prevent interruption and the harm confidentiality, unless expressly requested by the respondent after they have been informed of the potential risk.
	Be sensitive towards any symptoms of emotional distress and respond to it calmly.	Do not push the respondents to give answers, even if this means you will not get detailed accounts.
After the interview	Comply with aspects of confidentiality and data security to protect your respondents from any harm.	Do not store interview recordings and transcripts in an unsafe location and do not share them with unauthorized third parties.
	Be sensitive towards the security needs of the target community and reflect how the results would be received, discussed, and used.	Do not publish any findings that could harm the target group, even if they are scientifically relevant. Make sure that information published does not reveal the identity of participants.

4. https://publications.iom.int/books/iom-data-protection-manual.

3. Conclusion

Rigour in qualitative research

Qualitative tools can generate rich accounts of people's perceptions, experiences and interpretations of the social world yet will not be able to generate findings that can be taken as representative for the wider population. As such, qualitative data can generate insights on aspirations, perceptions, and decision-making processes and therefore help to embed the analysis of diaspora engagement in its specific context. To ensure high quality qualitative research, the principles of research quality discussed in Table 7 of the Step-by-Step Guide to Conducting Diaspora Mappings are important to take into account: credibility, transferability, dependability and confirmability. As further discussed in Part 3 of the Step-by-Step Guide (Decision 1, Consideration 2), these criteria are important for assuring rigour, which is key for showing that you have carefully and thoroughly conducted the research. Textbox 15 provides some pointers on ensuring rigour in qualitative research.

TEXTBOX 15: ENSURING RIGOUR IN QUALITATIVE RESEARCH

While qualitative approaches do not aim at generalizing from the research sample to the population as a whole (external validity), sophisticated qualitative research should ensure credibility of the findings as well as their transferability to other research settings. Triangulation can be a powerful tool to establish rigor in qualitative research. Triangulation implies that multiple tools or measures are used to establish or support the reliability and internal validity of processes and outcomes. It may include:

- Triangulation of data methods: by comparing data collected through different tools (e.g. focus groups, interviews, participant observation)
- Triangulation of data sources: by maximizing the range of data through variation of time, space, and person. For instance, data collection could occur in different points of time, capture diaspora groups in different countries of residence (or different cities), or include other relevant actors engaged with diaspora groups (e.g. policymakers, civil society, researchers, or journalists).
- Theoretical triangulation: by comparing the data and findings with relevant concepts and theories of diaspora studies, or with other empirical cases (e.g. diasporas with similar experiences and trajectories).
- Triangulation of investigators: by working in a team of researchers, through which the research will be informed by different approaches and perspectives of the team members.

Central to the credibility of qualitative research is that the findings reflect the experiences and perceptions of the informants (a concept related to internal validity). This can be ensured by discussing the data, analysis findings, interpretations, and conclusions with the researched population in consultation sessions.

For more information see:

Krefting, L. (1991). Rigor in Qualitative Research: The Assessment of Trustworthiness. *The American Journal of Occupational Therapy*, 45(3): 214–222.

Next to using qualitative tools in single-method studies, mixed-methods approaches that combine qualitative with other approaches may be used. Qualitative methods can suit multiple purposes:

- ***In a first phase of the research to identify variables and potential hypotheses for quantitative research.*** Especially, if there is limited previous research and information available on the respective diaspora groups, qualitative methods can help to generate a detailed understanding of the topic and as such, inform the design of variables and hypotheses for quantitative research.
- ***In a later phase of the research to triangulate and interpret findings of quantitative research.*** As qualitative methods can generate detailed descriptions of the context and process of diaspora engagement and are able to integrate multiple subjective perspectives, they help to triangulate findings, which may ensure greater validity and credibility of the interpretation of findings of quantitative research.

In the following, both advantages and disadvantages of qualitative research tools will be discussed in detail.

3.1 When does the method shine?

- Qualitative data collection relies on social relations and therefore enables greater involvement of stakeholders. Building trust and social relationships is not only a necessary condition for successful data collection but might also positively influence the achievement of the overall objectives of a diaspora engagement process. When a study has longer-term partnership objectives, using tools that enhance trust can therefore serve multiple purposes.
- Interviews tend to generate relevant and rich data, which may generate a deeper understanding of the nature and context of diaspora engagement, as well as of the complex process of identity constructions and homeland belongings.
- Given the open nature of the questions, interviews can also help to reveal unexpected results that may challenge previous hypotheses or observations. Further, interview situations also enable follow-up questions which support more complex understanding of a phenomenon.

3.2 What are the limitations?

- Qualitative research tools can be time intensive and require financial resources in their design and implementation. For instance, if diaspora communities are scattered across the country, conducting in-person interviews not only comes along with more logistical challenges but also requires time and money to travel.
- Building trust and positive relations is crucial to ensure a positive outcome of the research process, but this often requires time and continued engagement with participants of a study. Such continuous engagement is not always feasible due to resource constrains. Yet if trust is lacking, participants may not speak openly in an interview setting, leading to low data quality and limited insights.
- Successful implementation of interviews also depends on the skills of interviewers, who ideally understand both the content/subject matter and the methods employed. There are a range of skills qualitative interviewers need to have given the central role they play in shaping interview processes, the questions that are asked and the ease with which respondents can answer them.
- While qualitative tools enable the collection of deep and complex data, the process of data analysis is often not as straight-forward. Knowledge of and skills in qualitative data analysis are therefore needed to derive sophisticated and systematic findings from the data collected. Moreover, results are often difficult to quantify and therefore not always easy to communicate straightforwardly.
- Diaspora mappings tend to be biased towards members who are more visible and vocal, which engenders the risk of limiting the analysis to the voice of a small but powerful elite. Yet, more active members of the diaspora are also more likely to engage and contribute to the (ancestral) place of origin. Moreover, an adequate sampling strategy can ensure that the perspectives and perceptions of more marginalized segments of diasporas are reflected upon.

Appendix A

Interview guide

Instructions to implementors: The interview guide below provides sets of discussion prompts that relate to the indicators identified in the Indicator tables in the Core and Objective-Specific Modules. Please review these modules first and then adjust the suggested discussion prompts below to fit your own study context.

The discussion prompts propose ways of asking essential information about an individual's experience and identity as a diaspora member. The questions contain square brackets – [*xxx*] – so indicate when you need to provide context-specific information. For example, each interview will be conducted with the objective of understanding a diaspora from a particular country or region of origin. You will often see in the discussion prompts [*country of (ancestral) origin*], meaning that you will need to supply the name of the country or region of (ancestral) origin when reading out the question.

Keep in mind that the interview guide follows the structure of the Indicator tables in the Core and Objective-Specific Modules, but this structure may not suit how a respondent wants to tell their story. It is important that you know the interview guide well so you can move between discussion prompts in a way that is logical for the flow of the conversation. Where it is likely that probes, prompts, or follow-up questions would relate to another part of the interview guide, there are indications given in square brackets below the question. For example, after question CM4, you are encouraged to move to question EC05 if the respondent indicates having a business. Keep in mind that when these skips are indicated, you would need to return to an earlier part of the interview guide to continue the interview, otherwise essential indicators may be missed.

Periodically, you will also see notes within the body of a question with prompts – basically examples of the kinds of answers respondents may give, which you can use to stimulate discussion if the respondent is uncertain what the question is asking for. You will also see notes suggesting probes – additional questions you may ask to invite a respondent to elaborate on an answer if they do not provide specific insights. These probes are marked with square brackets and are formulated as "[*Interviewer*: If the respondent did not mention x, ask further about…"].

Important reminders or information to you are marked as "! *Interviewer*: Note x, y, z…" below the main text of a question. These reminders or information generally relate to how you may want to use the answers given in a specific question to guide further discussion in another module.

1. The Core Module of Indicators and Questions for Diaspora Mappings

1.1. Demographic and socioeconomic characteristics

CM01. Can you briefly introduce yourself – starting with your age, nationality, place of birth, your current place of residence? [*Interviewer*: If the respondent does not address it themselves, probe for their connection to the country of (ancestral) origin. For example: "As you know, we're conducting this study to understand how you maintain contact with [*country of (ancestral) origin*] and how [*country of (ancestral) origin*] maintains contact with its citizens and their descendants living abroad. What is your connection to (country)?"]

CM02. Can you tell me a bit about your family? What does your family look like?

a) Are you married?

b) Do you have children?

c) Do you live together? *[If no, where are they?]*

CM03. You mentioned that your [nationality is *[country of (ancestral) origin* / parent(s)/grandparent(s)/further ancestors were born in or were citizens] of [*country of (ancestral) origin*]] and that you currently reside in *[country of residence]*. Do you consider yourself as part of the *[country of (ancestral) origin]* diaspora? Why or why not? [*Interviewer*: Formulate the first part of the question based on respondent's answer in CM01]

CM04. Can you briefly tell me about your educational and professional background? What is your current occupation?

[If the respondent has their own business, ask EC05]

[If the respondent is in wage employment, ask HC03]

[If the respondent is unemployed, ask HC04]

1.2. Migration experiences

CM05. Can you tell me a little bit about your migration experiences? If you've had many, perhaps we can start with your most recent move to [country of residence]!

a) When did you move to *[country of residence]?* Was this the first time you left *[country of (ancestral) origin]* to live somewhere else? If not, can you tell us a bit about your earlier migration experiences?

b) Thinking about your last move to *[country of residence]*, how did you make the decision to migrate (what were your reasons for migration) and what were your expectations of migration? Said another way, why did you decide to move at that time, and for what reasons? Why did you decide to move to [country of residence] specifically?

c) Do you have *[country of (ancestral) origin]* citizenship? [*Interviewer*: If the respondent's answer does not make it clear, probe for whether they *ever* had citizenship of the origin country.] What is your residency status in *[country of residence]?*

1.3. Future migration plans

CM06. Do you have any plans or intentions to move to another country or *[the country of (ancestral) origin]* in the foreseeable future?

a) What, if anything, would motivate you to return or move to *[country of (ancestral) origin]*, either temporarily or permanently?

1.4. Identity and belonging

CM07. What does it mean for you to "belong", especially if you think about belonging to [*country of (ancestral) origin*]?

a) Where or to which group of people do you feel like you belong most?

b) Where do you consider as home? Who do you consider as your people?

! *Interviewer*: If you decide to use indicators from the Cultural Capital Module, note that this question may be useful in guiding further discussions related to identity and belonging.

CM08. Can you tell me a bit about your social contacts? Who do you see most often? What is the composition of your friend circles in terms of age, gender, nationality?

! *Interviewer*: If you decide to use indicators from the Cultural Capital Module, note that this question may be useful in guiding further discussions related to networks (see CC05).

CM09. I would like to know more about your connections with the [*country of (ancestral) origin*]. Do you follow what is going on there?

a) How often do you get information on what is happening in [*country of (ancestral) origin*]?

b) Which channels do you use? (Prompt: phone/internet calls, online messaging (WhatsApp, Messenger, etc.), personal emails, letters, during visits)

1.5. Financial contributions and knowledge and skills transfer

CM10. Have you ever made financial contributions to [*country of (ancestral) origin*] such as sending money or goods to your family, friends, or community members, or engaging in investment, trade or philanthropic initiatives in [*country of (ancestral) origin*]?

[If answer is YES, ask EC01 for remittances, EC02 for investment, EC03 for trade, EC04 for philanthropic initiatives]

a) *[If answer is no]* What, if anything, would motivate you to make financial contributions in [*country of (ancestral) origin*]? (Prompt: remittances, investment, trade, philanthropy)

CM11. Sometimes people like you train or share their knowledge with people in their countries of birth or ancestry, for example, by returning for a short period to train someone or participating in online trainings for people in the (ancestral) origin country. Since you have lived outside of [*country of (ancestral) origin*], have you participated in a programme like this? For example, this could include providing technical advice in either a formal or informal way to an individual or organization, volunteering in an organization and so on.

[If answer is yes, ask HC06]

a) *[If answer is no]* Under what conditions you would be willing to participate in such programmes?

1.6. Civic participation and citizenship

CM12. Since you have lived in [*country of residence*], have you ever voted in the elections or referendums for which you were eligible to participate in [*country of (ancestral) origin*] or in *[country of residence]?*

a) Would you be willing to vote if you had the opportunity? Why or why not?

CM13. Now, we would like to learn a bit about your engagement with civic initiatives and events organized by [*country of (ancestral) origin*] diaspora communities in [country of residence]. For example, these initiatives may involve cultural events bringing together people from the community, events to promote origin country culture and cuisine or charity events to support country of origin or newcomers from country of origin. Have you recently engaged or participated in such events related to [*country of (ancestral) origin*]? What were they?

a) Do you have any ties with civil society organizations led by diaspora members? For example, these organizations could be humanitarian organizations, human rights organizations, political organizations, hometown associations or professional groups such as association of doctors or engineers.

[Skip CM14 if the respondent is not part of or does not contribute to a diaspora organization]

CM14. I would like to ask some basic information about the community or diasporas organization(s) that you engage with – can you briefly tell me about each organization, starting with its name and mission? If you participate in many such organizations, I am happy to hear about the one you engage with most!

a) What is your role in this organization? How much time do you dedicate to this organization in a typical week?

[If the respondent is engaged in a diaspora organization, ask SC01-SC09]

2. Economic capital

Now, we would like to ask you some more questions about your financial contributions to *[country of (ancestral) origin].*

[Only ask relevant questions based on respondent's answers in Core Module]

2.1. Remittances

[Ask EC01 if the respondent indicated sending remittances in CM10]

EC01. You mentioned before that you sent or brought back money or goods to *[country of (ancestral) origin].* Can you tell me more about these contributions?

a) What kind of transfers do you tend to make more – for example, of money or of goods?

b) What motivated you to make these transfers?

c) Who were the recipients/users of the money and goods that you sent/brought back?

d) Which channels did you use to make these transfers?

e) Do you feel comfortable sharing with us the approximate value of the money or goods you sent or brought back?

2.2. Direct investment

[Ask EC02 if the respondent indicated making direct investments in CM10]

EC02. You mentioned that you were involved in investment activities in *[country of (ancestral) origin].* Can you tell us more about these activities?

a) What type of investment was this? *[If invested in a business]* In which sector does this business operate?

b) How did you make the decision to make this investment? Did you know the business owner?

c) What motivates you to engage in investment activities in *[country of (ancestral) origin]?* Do you face any challenges?

d) If you don't mind sharing this information, can you tell me the approximate value of the investments you made during the last year?

2.3. Trade

[Ask EC03 if the respondent indicated engagement in trade activities in CM10]

EC03. You mentioned that you engage in trade, meaning that you are involved in the import/export of goods or services across national borders. Can you tell me more about your trade activities?

a) What are the goods or services exchanged? Are you doing this individually or through your business/company? Which countries are involved?

b) *[If country of (ancestral) origin is involved]* How did you make the decision to engage in trade activities with *[country of (ancestral) origin]*? Do you face any challenges?

c) When did you start engaging in trade activities? Has the nature of your trading activities changed over time?

d) If you don't mind sharing this information, how much profit do you make (in USD) annually?

2.4. Philanthropy

[Ask EC04 if the respondent indicated making philanthropic contributions in CM10]

EC04. You indicated that you make charitable (philanthropic) contributions to *[country of (ancestral) origin]*. Can you tell us more about your contributions, starting with the type of donations – are they monetary or in-kind donations or do you volunteer your time? In other words, do you donate money, goods or services?

a) Who are the recipients and the main beneficiaries of your philanthropic contributions?

a) What motivates you to make these contributions to *[country of (ancestral) origin]* in general and to these individuals/groups/initiatives in particular? Do you face any challenges?

b) If you don't mind sharing this information, how much time and/or money do you donate (in USD) annually?

2.5. Business and entrepreneurship

[Ask EC05 if the respondent owns business in CM04]

EC05. You mentioned that you have your own business. Can you tell me more about it?

a) Where is it located? What is its legal status? What type of goods or services do you offer?

b) Do you have employees? If so, how many? Where are they based?

c) What are your future plans and expectations for your business? For example, if you think about your business's future, do you expect that it will still be operating in the next 5 years? How do you anticipate its growth? (If the business is not in country of origin) Would you plan to expand your business in [*country of (ancestral) origin*]? Why or why not? What would stop you from doing that?

d) Is your organization part of any business networks? What about diaspora networks? Do you think being part of these networks is/would be important/beneficial for your business? Why or why not?

e) Do/have you received any assistance in terms of capacity development from the state, either by *[country of (ancestral) origin]* or *[country of residence]*?

2.6. Assets

EC06. Do you own any assets in *[country of (ancestral) origin],* such as a house, land, commercial property or large equipment?

a) When did you acquire these assets - was it after or before your migration to *[country of residence]*?

b) Since you have lived in *[residence country*], have you ever sent or returned with valuable goods such as cars, motorcycles, artwork, raw materials, merchandise for selling?

[Ask EC07 if the respondent owns assets in EC06]

EC07. What type of financial assets do you have in *[country of (ancestral) origin]*? (Prompt: savings account, home/small business loan, private retirement fund, or private insurance policy (e.g. life insurance, house or asset insurance))

a) Do you have any financial assets in *[country of (ancestral) origin*] that specifically target immigrant populations? (e.g. foreign currency deposit bank account, diaspora bonds, loan programmes for non-resident nationals) Why or why not?

2.7. Tourism

EC08. Do you ever visit [*country of (ancestral) origin*]?

a) *[If answer is yes]* How often? Can you tell us about a typical visit? What are the main purposes of your visits? Where do you typically go? How long do you stay?

c) *[If answer is yes]* If you don't mind sharing this information, can you tell me how much money (in USD) you spend approximately during one visit? Please consider cost of food, hotels, goods, family events and so on.

d) *[If answer is no]* What, if anything, stops you from or concerns you about visiting [*country of (ancestral) origin*]?

3. Human capital

3.1. Education

HC01. Can you tell me more about your educational background?

a) *[If currently studying]* Where do you study? What do you study? When do you expect to complete this education programme?

b) *[If currently not studying]* What is the highest level of education you have obtained? (Secondary or lower, technical, or vocational, bachelor, master, PhD) Where did you obtain this degree? What was the focus or main subject area of your highest level of education or training, if there indeed was the possibility to specialize?

HC02. There are many educational programmes or one-time events that occur outside the formal school system and provide learning opportunities without the granting of degrees or possibility of accreditation. These are generally referred to as non-formal education programmes/events. In the past 12 months, have you participated in any non-formal education programmes/events such as workshops, certificate-granting programmes, training programmes, or seminars to improve your skills or knowledge, either related to your profession or to personal interests or hobbies?

a) If yes, what topics were covered?

b) What motivated you to participate in this programme?

3.2. Employment

[Ask HC03 if the respondent indicated being employed in CM04]

HC03. You mentioned that you are currently employed. How much time in an average week do you spend working ? Do you have a contract for this job and, if so, what kind? (e.g. permanent, fixed-term, traineeship)

a) Do you feel that this job matches with your main area of expertise?

b) If you think about the skills you need or regularly use at your current work, what are the most important ones? (e.g. basic skills, problem solving skills, technical skills,social skills, systems skills). How competent do you feel in each of the aspects that you mentioned?

c) Many of us learn important skills and gain knowledge through experience, often on the job. Do you think your job offers you the possibility to learn new skills or gain new knowledge? How?

[Ask HC04 if the respondent indicated being unemployed in CM04]

HC04. You mentioned that you are currently unemployed. Can you tell us a bit about your past employment experiences?

a) What type of jobs did you do in the past? *(Prompt: most recent employment, longest-held occupation, sectors)*

b) What were the most important skills you used at this job? How competent did you feel in each of the aspects that you mentioned?

3.4. Knowledge/skills transfer

HC05. We would like to know about your interactions with your co-nationals or people from [country of (ancestral) origin] who wish to migrate to *[country of residence].* As someone who has been in *[country of residence]* for some time now, do you give any advice or provide any type of assistance to people from [country of (ancestral) origin] who want to migrate? *(Probe for providing information about the job market and/or housing in [country of residence], the educational system, cultural norms, legal issues related to migration, migration paths or routes)*

a) What about newcomers? Do you provide any support to people who have recently arrived? *(Prompt for finding a job, finding or negotiating housing, finding a school or educational programme, understanding cultural norms, legal issues related to migration)*

[Ask HC06 if the respondent answered yes to CM11]

HC06. You mentioned that you have taken part in a knowledge or skill transfer initiative in the past. Now, can you tell me a bit more about your assignment or work in general? *(Probe for number, duration and location of assignments.)*

a) Did a specific organization or individual arrange this programme? Can you tell me a bit about how this initiative was offered?

b) Can you tell us a bit about how you made the decision to participate in this programme? When was this? How did it affect your normal employment?

c) 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?

d) What, if any, were the challenges during your participation in this programme? (Prompt: lack of equipment to perform the work, mistrust, negative attitudes in the workplace, language or cultural barriers, discrimination, complex workplace rules, corruption, nepotism, strict or demanding management)

e) If you think back on the programme, how satisfied are you with this experience? How do you perceive the value or impact of your participation, both for yourself and for the institution you worked for?

f) Would you be willing to participate in another knowledge skill transfer programme in the future? What would be your main expectations from this programme? What kinds of tasks would you be most willing to perform?

4. Cultural capital

4.1. Identity and belonging

CC01. How would you define your identity? What are the most important aspects or sources of your identity? (*Prompt: culture, religion, ethnicity, language*)

a) How important/influential are these aspects in the way you live your life?

CC02. How would you describe your sense of belonging to [*country of (ancestral) origin*]? In which ways do you feel connected to [*country of (ancestral) origin*], specific places of origin and the people there? Do you feel particularly connected to specific localities, communities, or groups of people?

a) What about the *[country of residence]?* How would you describe your sense of belonging to *[country of residence]* or the people here? Do you feel particularly connected to specific localities, communities, or groups of people?

! *Interviewer:* Recall the answer given in question CM07, and try to draw this answer into the follow-up questions you pose here.

CC03. Can you describe your relationship with religion? Do you consider yourself as a religious person? *(Prompt: Do you practice? Do you celebrate religious days?)*

CC04. Have you ever felt discriminated against in *[country of residence]?* If you feel comfortable sharing, can you give an example?

a) What made you feel that way?

b) What do you think is the main reason(s) for these experiences?

4.2. Community membership, networks and exchange

CC05. How would you describe your primary social contacts, meaning the people you meet and catch up with most often?

! Interviewer: Recall the answer given to CM08, in which respondents started talking about their social contacts, and draw this discussion into your follow-up questions here.

a) What is the composition of your social contacts in terms of ethnic or national background?

b) How would you describe their connection to your place of origin?

c) Which language do you speak with them? Is this different than the language you most frequently speak at home?

d) Do you have frequent contact with people in [country of (ancestral) origin]? (If answer is no, skip to CC07.)

CC06. What do you talk about with your friends and family in [*country of (ancestral) origin*] on a typical day? For example, do you discuss general matters related to economic, political, social or cultural developments in [*country of (ancestral) origin*] or [country of residence] or is it more personal matters?

a) To what extent do you think your opinions influence the beliefs, attitudes, or behaviours of your friends or family in the [*country of (ancestral) origin*]?

CC07. Now, I would like to know how much you trust institutions or groups of people in [*country of (ancestral) origin*], [country of residence] and at the global level.

a) In [country of (ancestral) origin], what institutions or systems do you most trust or distrust? (Prompt: Think about the national government or local government and consider the economy. Consider as well non-governmental organizations.).

b) What about *[country of residence]*? How much do you feel you can rely on the institutions and the system here in [*country of residence*]? Which institutions do you trust most or least? (Prompt: Think about the national government or local government and consider the economy. Consider as well non-governmental organizations.).

c) Lastly, I would like to hear your opinion on supranational organizations, such as the United Nations agencies or international NGOs such as Amnesty International, Save the Children. Do you know about these organizations? How much do you trust these organizations?

CC08. Sometimes governments, consulates or organizations have specific programmes or organize specific events to strengthen the sense of belonging to the country of (ancestral) origin, for example through organizing national celebration events, providing language courses, cultural events, or organized tourism programmes. Have you ever heard about or participated in such programmes or events?

a) *[If participated]* Can you tell me more? Who organized it and what was the programme like?

b) Would you be interested in participating in such a programme or event in the future? What type of programme would be more interesting to you?

5. Social capital

5.1. Civic participation

[Skip SC01-SC09 if the respondent indicated no engagement with a diaspora organization in CM13]

Now, I would like to ask you specific questions about the organization(s) you are part of or contribute to. Some of the questions relate to the "big picture" of the organization, such as the organization's mission, vision, membership size and composition, types of activities, etc. It can, therefore, be difficult to answer some of the questions. If you do not have sufficient information to answer the question, no problem—we can skip the question.

SC01. You mentioned that you engage with a diaspora organization/civic initiative that does activities related to [*country of (ancestral) origin*]. What motivated you to become engaged in this organization?

a) How often do you engage with the organization, for example, by attending/ organizing events and meetings?

SC02. Can you briefly tell me about this organization, starting with its core mission?

a) In what year was the organization established?

b) What is the legal status of this organization?

c) Do you have paid staff? Or is it run on a voluntary basis?

d) Why was the organization established, and why at that time?

e) Has the core goal or mission of the organization changed over time? If so, why?

! *Interviewer*: Recall the respondents' answers to CM14, in which you first discussed diaspora organizations, and draw the answers into this and the following questions when deciding follow-up questions.

SC03. Can you please give me a few examples of recent activities and projects that the organization has implemented? Please describe activities that you feel represent the "core message" or mission of this organization.

a) Have these core activities changed over time?

b) Why have these activities become the focus of the organization? What inspired these activities?

c) Who are typically beneficiaries of these activities? Does the organization target particular groups with its activities?

SC04. Can you tell me a little about the board and membership profile?

a) Thinking about the composition of the board of the organization, what is the distribution in terms of sex, gender, age, generation (e.g. first, second, etc.), ethnic group, educational level, newcomers?

b) Approximately how many active members are there? What about inactive members?

c) What is the composition of your membership? (What is the distribution in terms of sex, gender, age, generation (e.g. first, second, etc.), ethnic group, educational level, newcomers?)

SC05. Is the organization part of any larger network of organizations, like an umbrella organization for all diaspora organizations, or a transnational migrant platform, or something similar? (Why or why not?)

a) Are any of the organization's activities run in cooperation with other organizations or institutions, either in *[country of (ancestral) origin]* or *[country of residence]*? (In other words, does the organization cooperate with others to implement certain programmes/activities?] Which ones and how?

b) How did the organization begin working with other organizations? How did you/do you or your colleagues meet potential collaborators or partners?

c) Would you like to collaborate more/less with other organizations? If so, what stops you from doing so?

SC06. How is the organization financed? What are your main sources of funding? (Prompt: institutional grants, membership fees, non-conventional funding sources such as crowdfunding)

SC07. Sometimes governments or organizations offer targeted services to diaspora organizations, for example capacity-building trainings or access to specific funding streams. Since you have worked with this organization, have you participated in such programmes?

a) If so, can you tell us a little about this programme? Who organized it and what has been offered?

SC08. In your opinion, what are the main challenges this organization is facing? For example, do you feel there are certain activities or projects you can't undertake because of certain challenges? *(Prompt: funding, lack of human resources, limited outreach, networking, security concerns, complex bureaucracy, etc.)*

SC09. What is the key driver that motivates you to continue your engagement on a personal level?

a) Under what circumstances do you think you will be more likely to support your (ancestral) country and community of origin through civic initiatives?

5.2. Political participation

SC10. Do you consider yourself as someone interested in politics? In other words, do you consider yourself as a politically active/engaged person? Can you describe your engagement with politics?

a) Have you ever been actively involved in politics—for example, by being a member of a political party? Have you ever held or sought an elected role in government in [*country* *of (ancestral) origin]* or *[country of residence*]? What motivated your engagement in this role? Can you tell us about this experience?

b) Have you ever held a representative function in a local or national political body (council, parliament, etc.), representing, for example, diaspora groups or migrant communities? What motivated you to take this role? Can you describe your functions in this body?

c) Have you ever participated in non-conventional political activities? (Prompt: Non-conventional political participation can relate to joining a political movement or civil society organization, online campaigns, demonstrations, lobbying activities or advocacy work.)

SC11. Under which conditions do you think you will be more likely to participate in conventional politics to influence policy change in *[country of (ancestral) origin]*? (Conventional politics refer to more traditional forms of politics such as electoral and party politics.)

a) What about *[country of residence]*? What are the necessary conditions that may increase your participation in conventional politics in *[country or residence]?*

SC12. Under which conditions do you think you will be more likely to engage in non-conventional forms of political participation in *[country of (ancestral) origin]?*

a) What about *[country of residence]*? Which factors may influence your motivation to engage in these alternative forms of political action/participation in *[country of residence]*? For example, under which conditions would you participate in a demonstration in *[country of residence]*?

Appendix B

Focus group discussion guide

Moderator Introduction

Good *[morning/afternoon]*, and welcome. Thank you all for taking the time to come here and join us. My name is [name] and I am assisted today by [*name*]. We are conducting discussions like this with members of *[country of (ancestral) origin]* diaspora in *[country of residence]* as part of a project with/ for [*indicate commissioning/ funding organization]*.

You were invited to take part in this discussion to share your opinions and experiences. We want you to feel comfortable and free to share your ideas, even if they are different from those of others. There are no right or wrong answers. You absolutely do not have to agree with each other, but please listen respectfully to what others have to say.

You have probably noticed the recording equipment in the centre of the table. We are recording the conversation to make sure that we do not miss anybody's comments. Because one of our staff will listen to the recordings later and write out the conversation, it would be really helpful if you could please talk one person at a time, so it is easier to identify individual speakers.

In this discussion, we will be on a first-name basis, but your names will never be used in any of the reporting for this project. When we write out the conversation, you will just become "Participant 1", "Participant 5", and so on. Please be assured that your identity will be kept completely confidential. We also would like to ask you not to share the information shared by the participants with people who did not take part in the discussion. The discussions we have will be used to [*purpose of Focus Group Discussion*]. Please remember that you always have the right to withdraw from the study at any time.

We would appreciate if you could always stay with the group and please don't have side conversations. If possible, we would appreciate if you could turn off your cell phones.

The discussion will last about one hour and a half, including a 15-minute break around [*in 45 minutes*]. It can be extended in case you wish to stay longer, depending on the depth of conversations. Please feel free to help yourself to refreshments. The bathroom is [*describe*].

My role as moderator will be to guide the discussion, but please treat me like any other member of the group and make sure to talk to each other, not just me. Now, unless there are any questions, let's get started.

Introductions

1. Moderator: To begin with, let's go around the table and introduce ourselves. Please share with us your age, birthplace, your current place of residence and your occupation.

Migration experiences

2. **Moderator:** We would also like to know about your migration story. Can you tell us a little bit about your migration experiences? Very briefly, when did you leave *[country of (ancestral) origin]* and what were the main reasons for your migration?

3. **Moderator:** Now, I would like to begin by learning a little about your connections to *[country of (ancestral) origin]*. If I draw a ladder with ten steps *[here, moderator draws a 10-step ladder where everyone can see]*, we could imagine the persons most engaged with *[country of (ancestral) origin]* at number 10 – for example, reading news about *[country of (ancestral) origin]* everyday, being in touch with people on a daily basis, having work-related engagements and/or making financial contributions. Those at the bottom, in contrast, will likely have minimum or no connections with the (ancestral) homeland, no interest at all. Where are you on this ladder? Can you tell us a number and explain why?

   (a) Which connections have most affected how you positioned yourself on the ladder?

Financial contributions

4. **Moderator:** Many thanks for your answers. *[All of you/some of you*] mentioned some sort of financial ties, either in the form of sending money to family members, making charitable donations, or making investments back in *[country of (ancestral) origin].* We would like to know more about the factors that influence your decisions to make contributions or not, be it remittances, investment, or charitable donations.

   (Of people that indicated sending remittances and/or making investments, ask)

   a) What motivates you to send remittances or make investments?

   (Of everyone, ask)

   b) Under what conditions do you think you will be more likely to send remittances or make investments in *[country of (ancestral) origin]?*

   (Of people that indicated making donations, ask)

   c) What motivates to you make donations to *[country of (ancestral) origin]?*

   (Of everyone, ask)

   d)Under which conditions, do you think you will be more likely to make donations to individuals, groups or initiatives in the *[country of (ancestral) origin]?*

   e) What, if anything, stops you from or concerns you about making financial transfers to *[country of (ancestral) origin]?*

Knowledge and skills transfers

5. **Moderator:** Sometimes people like you train or share their knowledge with people in their countries of birth or ancestry, for example, by returning for a short period to train someone or participating in online trainings for people in the origin country. For example, this could include providing technical advice in either a formal or informal

way to an individual or organization, volunteering in an organization and so on. These programmes are generally called "knowledge and skills transfer programmes".

a) Have you heard of or participated in a programme like this? Would you be/under what conditions would you be interested in returning to *[country of (ancestral) origin]* temporarily as part of a "skills transfer" programme? What would be your main expectations from this programme? What kinds of tasks would you be most willing to perform?

b) You may also have the opportunity to engage in a similar programme virtually, with the help of technology. You can think of, for example, a doctor who provides video-based consultations online. What are your thoughts on this form of exchange? Under which conditions would you be willing to participate in a digital knowledge skill transfer programme?

Identity and sense of belonging

6. Moderator: Thank you very much for your answers. We talked about many different ways in which you remain connected with *[country of (ancestral) origin]*. Now, I would like to know more about your connections to *[country of (ancestral) origin]* and to *[country of residence]* on an emotional level. The experience of immigration often brings with it a complicated sense of belonging.

a) Can you tell us a little about your feelings of belonging? What do you consider to be home? What does "home" mean for you?

b) Moving from one country to another also brings with it questions of identity. For you, what does it mean to be [*origin nationality]* in [*country of residence]*?

c) Who do you consider to be "your people", "your community"?

Civic and political participation

7. Moderator: Thank you very much for your answers. I understand that your ties and connections with *[country of (ancestral) origin]* and *[country of residence]* have also evolved over time in one way or another. Now I would like to learn more about your interactions with your co-nationals [or co-ethnics, depending on type of diaspora] in the *[country of residence]*. Sometimes governments, consulates or (diaspora) organizations have specific programmes or organize specific events to strengthen the sense of belonging to the country of (ancestral) origin, for example through organizing national celebration events, providing language courses, cultural events or organized tourism programmes. We would like to hear your opinion about these activities and events. Have you ever heard about, participated in, or organized such programmes or events? *(ask for a show of hands)*

(Of people who raised their hands, ask):

a) Can you tell us more about these events? What were the negative and positive aspects of this event/activity/organization? How could it be improved?

(Of everyone, ask):

b) Would you be interested in participating in such a programme or event in the future? What type of programme would be more interesting to you?

8. **Moderator:** Thank you for staying with the group until now and sharing your views with us! We have just a few more questions to go. My next question is about your political participation in relation to *[country of (ancestral) origin].* We would like to know about your interests in (ancestral) homeland politics. There are a lot of reasons people decide to engage in politics or not. What about you? For example, to what extent do you follow up on the political developments back in *[country of (ancestral) origin]*?

a) Since you moved to [*country of residence],* have you ever voted in the elections or referendums for which you were eligible to participate in *[country of (ancestral) origin]*? *(ask for a show of hands)*

(Of those who voted, ask)

a) What motivates you to continue your engagement with homeland politics?

(Of those that were eligible to vote but did not choose to do so, ask)

b) Can you tell us why you did not vote? *(Prompt for detailed reason; lead a discussion to get other's opinions of reasons not to vote)* Under which conditions would you be more likely to vote?

c) Are there other ways in which you participate in politics? For example, through participating in online campaigns, street demonstrations, joining petition campaigns or being part of a political movement on the civil society level. Are any of you engaged in such activities?

d) Under which conditions do you think you will be more likely to participate in such events on a grassroots level?

9. **Moderator:** My last question is about your future plans and whether your future plans involve migration, either to a new destination or to [*country of (ancestral) origin]*. Do you ever want to move to *[country of (ancestral) origin]*? What are your plans and priorities in this regard?

a) Why and what influences you to want to move somewhere else? (e.g. business, cultural affiliations, family, relationships)

(Of people indicating desire to return to [country of (ancestral) origin], ask)

a) What motivates you to move back to *[country of (ancestral) origin]*?

b) What challenges do you think you may face if/when you move back to *[country of (ancestral) origin]?*

c) How can these challenges be resolved (for example, by government, diaspora organizations, etc.)?

10. **Moderator:** That covers all the points I wanted to address! Is there anything we haven't discussed yet that you think is important for me or the rest of the team to know or understand related to how communities like yours engage with *[country of (ancestral)*

origin]?

11. **Moderator:** That concludes our focus group. Thank you very much for coming and sharing your thoughts and opinions with us—we really appreciate your time. If you have any further questions or comments about this study, please feel free to contact us. *[In arranging respondents for the FGDs, whomever makes the arrangements should ensure that FGD respondents have the contact details of moderators.]*

Notes on implementation

Group size and length of discussion: Each focus group should have 8 to 10 participants. Each session should last from 60 to 90 minutes, including a 15-minute break.

Consent process: Consent forms for focus group participants should be completed in advance by all those seeking to participate. Below is a summary of the information in the consent form that focus group organizers and facilitators should use to make sure participants understand the information in the consent form. You can use the template information sheet and consent form provided for interviews in Appendix C and D, respectively, and adapt it based on the following list:

- I have been informed about the study's goals and research methods.
- I have read the written information provided to me about the study. I have had the opportunity to ask questions about the study.
- I have been able to think about my participation in the study, which is completely voluntary.
- I understand that I have the right to withdraw my consent at any time without needing to give a reason.
- I agree that the Focus Group Discussion I am participating in can be recorded.
- I agree that any information shared within this discussion will be treated confidentially; I agree not to share any of the information I hear during this discussion with anyone who is not part of this group.

Materials

- Consent forms (one copy for participants, one copy for the team) and information sheets (for respondents to retain or share with other potential respondents)
- Pads and pencils for each participant
- Focus group discussion guide for facilitator
- At least one recording device
- Notebook for notetaking
- Refreshments

Appendix C

Template information sheet

You are invited to participate in an interview for a research study titled [*name of your study*]. This study is conducted by [*name of researcher(s)] from [name of the organization(s)*] [*and (if applicable) funded by name of organization(s)]*. You were selected to participate in this research because [*information about the main characteristic of interest, likely being a member of the diaspora community of focus*].

Why are we doing this research?

The purpose of this study is to [*provide a clear and accurate statement on the objectives of the research; use lay terms and do not simply repeat the title of the study*].

Who can participate in this research study?

[*Provide information about inclusion criteria relevant in your sampling, such as geographic focus, age and/or profession*].

What will I be asked to do and how much time will it take?

If you agree to take part in this study after reading this information, please read the information below and ask any questions you might have before deciding whether or not to take part. If you decide to be involved in this study, please sign two copies of the form given to you with this information sheet to record your consent. You can keep one of the signed copies of this form.

During the interview you will be asked about [*provide a rough outline of the kind of information to be collected or different blocks of questions; specifically mention any sensitive topics which might influence decision-making*]. The interview will take [*provide an estimation of how long interview will take]*, during which you can always refuse to answer a specific question or opt out of the interview altogether.

With your permission, the interview will be recorded. This is done to ensure that the interviewer does not misunderstand the information you provide and can return to the conversation to correct or complete their notes. If you do not want to be recorded, please inform the interviewer, who will instead take more extensive written notes as you talk.

Will being in this research study help me in any way?

[*Provide information on any direct benefits for respondents that they may reasonably expect as a result of participating; you can think about potential benefits for the diaspora community as a whole or general society such as advancing knowledge*].

[*If participants are not expected to directly benefit, clearly state this in this section. For example, "Your participation in this study is very valuable, although you may not directly benefit; yet, we hope that your participation in the study will… (Provide benefits more generally)."].*

What are the risks of being in this research study?

[*Provide information about any potential risks to the participant (e.g. psychological or social) of completing the survey. If applicable, identify steps taken to minimize risks such as anonymization procedures, which will then be explained further below*].

[*If you do not foresee any risks, then use a statement like this: "We believe that minimal risks are associated with participating in this research and we have taken all necessary steps to minimize risks associated with the data we will collect as outlined below*].

How will my personal information be protected?

We will do our best to ensure that your answers will remain fully confidential. Only the members of the research team [*indicate here if you plan to share data with other actors*] will have access to the data. Furthermore, we will minimize any risks by [*describe how anonymization will be ensured, data stored and disposed of*].

Will there be any compensation for participating in this research?

[*If participants will not receive compensation, please state so and if they do also explain exactly what they can expect*].

What happens if I say yes, but I change my mind later?

Participating in this study is completely voluntary. If you agree to be in the study now but change your mind during the interview or after completing it, you may drop out at any time. If you wish to do so, please contact us (contact details provided below). There will be no penalties or consequences of any kind if you decide that you do not want to participate.

Who can I talk to if I have questions?

If you have any questions or comments regarding this interview or the larger study, please contact the researcher(s), [*insert name(s), e-mail addresses and phone number(s)]*.

Appendix D

Template informed consent form

Declaration of Consent
for participation in the research study:
"*[name of your study]*"
To be filled out and signed in 2 copies

☐ By checking this box, I confirm that I have been informed about the purpose and nature of the study. I have read the written information provided on the study. I have had the opportunity to ask questions about the study. I have been able to think about my participation in the study and understand that participation is completely voluntary. I understand that I have the right to withdraw my consent and quit from the study at any time without needing to give a reason.

☐ By checking this box, I agree to participate in the study as confirmed by the signature below:

Name: ....

Signature:...Date: ....

☐ By checking this box, I agree that my interview may be recorded as confirmed by the signature below:

Signature:...Date: ....

The undersigned, responsible researcher, declares that the said person has been informed aurally and in writing about the study mentioned above.

Name:

Signature:...Date: ....

Interview code (to be completed by interviewer):

....

C

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SECONDARY DATA

1. Introduction

This module, as part of the IOM's Diaspora Mapping Toolkit, serves as a guide for researchers and implementers of diaspora mappings seeking to include components based on secondary data. This module offers an overview of different kinds of secondary data, what they might be useful for, and how to use them.

Secondary data is data that already exists and has been previously collected, often for a different purpose. Such pre-existing data may be qualitative or quantitative in nature. There are different forms of secondary data, some of which have a well-established use in diaspora studies. For example, administrative data is secondary data; it has been collected for administrative purposes, often through registration procedures (e.g. migration permit issuance, registration of a civil society organization), but may be used to support future research. Other kinds of secondary data that will be discussed within this module include literature review, different kinds of secondary quantitative data, big data as well as mapping of diaspora organizations.

Secondary data may be used at different stages of research and for different purposes. For example, existing data may be used to inform the design of primary data collection approaches; a study may use administrative data to identify settlement patterns of migrants with a particular nationality, which may assist in the identification of relevant sample sites from which primary data may later be collected. Please consult the Qualitative and Quantitative Method-Specific Modules for more information on sampling for the different methodologies and what role secondary data can play in this. As another example, secondary data may be used to complement primary data that has been collected by providing a different perspective. Secondary data may be relevant in in studies with different objectives. Table 1 provides an overview of what secondary data sources might be relevant depending on the objective of your diaspora mapping. It also provides examples of possible research questions that could be answered with the respective data/method.

Table 1

Matching study objectives and secondary data sources

Objective/ Stage of Research	Example research question	Possible relevant secondary data sources
Population profiling		
Mapping population of focus	What is the size and composition of the Syrian diaspora in Germany?	Literature review (existing diaspora mappings) Secondary quantitative data Big data
Understanding organizational landscape of the diaspora	How is the Syrian diaspora in Germany organized?	Diaspora organization mapping
Sustainable communication		
Understanding engagement of diaspora organizations	What organizations representing Iraqi ethno-religious communities in the United Stated regularly attend engagement or consultation events?	Diaspora organization mapping
Policy and programme design		
Understanding state of policies and programmes with regards to diaspora engagement	To what extent is the Georgian diaspora (and specific elements of that population, such as labour migrants, entrepreneurs, skilled migrants, or education migrants) systematically integrated into national, regional, and local Georgian development policies?	Literature review (policies and programme documents)
Identifying potential diaspora members for skills transfer programming	What types of sectors do highly skilled members of the Georgia diaspora work in abroad?	Big data (onomastics)
Selective roster development		
Identifying key diaspora stakeholders	Who are key interlocuters or influential members of the Venezuelan and Colombian diasporas residing in Spain who can support messaging to the diaspora community about return programmes?	Diaspora organization mapping
Developing overview of diaspora members with a specific profile	Who are health professionals within the South American diasporas residing in Spain with competencies related to the design of health behaviour change interventions targeted at irregular migrants?	Big data (onomastics) Diaspora organization mapping

A major challenge when working with secondary data is to distinguish diaspora communities or members from migrant populations or migrants more generally. As discussed in the Step-by-Step Guide to Conducting Diaspora Mappings, the element of self-identification and belonging are often a core part of the operationalizing diaspora and in many cases this factor will not be considered within existing data sources. The specific challenges associated with this when it comes to working with existing literature, secondary data and big data will be discussed in each respective section, but it is important to already point to this at this stage as it is an important factor to take into account when making the decision about working with secondary data.

2. Literature review

2.1 Intuition

In all field of studies, literature review helps researchers to get essential ideas, information and thoughts from existing literature on the potential research topic. Moreover, such a review is helpful to identify research gaps, limitations, different viewpoints and ideas for how to develop the methodology and theoretical framework for a study. In the framework of a diaspora mapping, a literature review is also helpful to see changes in diaspora topics/fields over time and to know which topics were studied more often, where they were studied, and which topics or themes are emerging. For example, Kral (2020) found that the emerging themes included in diaspora studies are eco-criticism, disability studies, queer studies, and gender studies. Such new themes may suggest issues of importance to either end users of diaspora studies or to the diaspora themselves, and as such they may inform further study approaches.[1]

The gaps and trends in the literature can help you in shaping your research objectives and questions. Moreover, the review of past studies can indicate what methods have been used to study diaspora(s) and how effective those methods were. In turn, this can help you to make more cognizant choices in terms of research design and how the diaspora can be conceptualized and defined. The decision on diaspora conceptualization and definition within any given study should be aligned with its objectives as discussed in Part 1 of the Step-by-Step Guide to Conducting Diaspora Mappings.

Literature review can be conducted in different ways such as systematic review, rapid review, scoping review and narrative review (see Textbox 1). Therefore, depending on the objectives of the study, one can chose an appropriate literature review method. In diaspora mappings, rapid, scoping or narrative reviews tend to be the more common types of literature review methods, while systematic reviews might be more useful to understand what has been done more widely in the field of diaspora studies. For instance, see recent studies on the Filipino diaspora and diaspora in sports.[2, 3]

TEXTBOX 1: TYPES OF LITERATURE REVIEW

Systematic literature review: A systematic literature review identifies, selects and critically appraises existing research (and other publications) with a systematic approach to answer a posed question. This type of review should follow a clearly defined process based on inclusion and exclusion criteria, which need to be stated

1. Kral, F. (2011). Mapping Diaspora Studies:(Un) settled Past, Heterogeneous Present, and Multidisciplinary Future (s). *Diaspora*, 20(3): 391–397.
2. Pacoma, M.A. (2020). Mapping the 'home': A literature review on Filipino migration and diaspora. Indonesian *Journal of Communications Studies*, 4(2): 259–281.
3. McSweeney, M., and Nakamura, Y. (2020). The "diaspora" diaspora in sport? A systematic literature review of empirical studies. *International Review for the Sociology of Sport*, 55(8): 1056–1073.

and all steps need to be documented transparently. It is a lengthy and resource-intensive process.

Rapid review: A rapid review is a systematic approach method in a simplified manner to search and appraise research in a timely manner.

Scoping review: A scoping review is exploratory in nature and aims to get an overview of what exists in terms of literature on a given topic and where the gaps are.

Narrative review: A narrative review is a type of review which identifies, and reviews published literature on a topic of interest. It then employs a narrative approach to reporting the findings of the review.

For more information see:

Liberati, A., Altman, D.G., Tetzlaff, J., Mulrow, C., Gøtzsche, P.C., Ioannidis, J.P.A., Clarke, M., Devereaux, P.J., Kleijnen, J. and Moher, D. (2009). The PRISMA statement for reporting systematic reviews and meta-analyses of studies that evaluate health-care interventions: Explanation and elaboration. Annals of Internal Medicine,151(4).

Pare G., M.-C. Trudel, M. Jaana and S. Kitsiou (2015). Synthesizing information systems knowledge: A typology of literature reviews. *Information and Management*, 52(2):183–199.

2.2 Searching and selecting literature

Before searching and selecting literature, it is important that you have identified the objective(s) and research question(s) of your overall diaspora study as well as the specific aim you want to achieve based on the review of the literature. Then you can search for existing documents that may be relevant in the context of a diaspora study. These are usually available in different forms such as journal articles, books, policy briefs and research reports. In fact, research reports are the most common form in which you will find existing diaspora studies and mappings. A well-reasoned search strategy is crucial in identifying and accessing the diversity of relevant, available diaspora studies. You can search for these studies on the existing indices such as Google Scholar (includes academic and grey literature)[4], Web of Science (includes journals and conference proceedings), Scopus (a largest database of peer-reviewed journals), Research Gate and Academia. In particular, there are also some specific journals focusing on diaspora and migrants such as Diaspora Studies, African Diaspora and the Turkish Journal of Diaspora Studies as well as other rich resources such as the IOM Bookstore and the resources page of iDiaspora.

4. Grey literature is a term that is used to describe to research that has not been unpublished or that has been published in a non-commercial form. Common examples useful for diaspora studies are government reports, research reports and dissertations.

TEXTBOX 2: CITATION PEARL GROWING

Once you locate the most relevant or key publications relevant to the diaspora mapping you plan to conduct or are conducting, you can take the search for literature further by looking at the references or works cited in those publications. This is also called citation pearl growing, which refers to a process where you look though the sources of a relevant study or report to find other relevant sources on a topic of interest. You can search for refences from an existing document both backward and forward.

- Backward reference searching means that you go through the reference list of the relevant source you identified and look at whether other works were cited to examine whether these might also be relevant for your own diaspora mapping.
- Forward reference searching means that you review documents that cite the relevant source you identified. Doing this you can identify other potentially relevant documents, which have been published more recently than the one you had initially identified.

Additionally, you can search and find diaspora studies and mappings on the websites of organizations and universities who are engaged in migration and/or diaspora research. For example, the International Organization for Migration (IOM), the Center for International Migration and Development (CIM), International Centre for Migration and Policy Development (ICMPD), Danish Refugee Council (DRC), Migration Policy Institute (MPI), Sussex University and the Migration and Development Research Group at Maastricht University/UNU-MERIT. Some studies are available on the websites of the cited organizations or universities, while others are conducted but not freely available online, possibly due to donors' policy or for political reasons.

For searching and selecting literature, is it important to define inclusion and exclusion criteria as they are the boundaries which can help you to find the exact information or studies that will help you meet your objectives. Determining the criteria depends on the goals, focus and coverage of the review. The inclusion or exclusion criteria should be mentioned clearly by you as the researcher, along with the keywords you used for searching, as this contributes to increasing the reliability of your study as others should then find the same documents. Common criteria that can be considered for inclusion and exclusion in searching and selecting literature specifically in the context of a diaspora study are publication date, study design, countries of origin and/or residence, generation/cohort of migrants, and definition of diaspora used. The latter is crucial to know how exactly the diaspora is defined for the purpose of and how it compares to your own operationalization as there is no universally accepted definition for the term diaspora and it is important to be careful what you are comparing when reviewing existing literature. Diasporas can be referred differently in different countries such as permanent immigrants, nationals abroad, transnational citizens, expatriates, etc. As discussed in the Step-by-Step Guide to Conducting Diaspora Mappings several factors like place of birth, time of arrival, identity and citizenship can be taken into account when conceptualizing the diaspora. According to IOM, diaspora is defined as: "Migrants or descendants of migrants whose identity and sense of belonging, either real or symbolic, have been shaped by their migration experience and background. They maintain links with their homelands, and to each other, based on a shared sense of history, identity, or mutual experiences in the destination country".[5] It is important to note that all migrants are not diaspora, and despite their ancestors as migrants all diaspora are not migrants. This is important to keep in mind when looking at existing literature in terms of looking closely at how diaspora was defined in the respective publication and how this compares to your own conceptualization.

In terms of the process, you first search and gather literature on the diaspora study topic from the existing indices and ensure to note the keywords that you used to gather the search results. It might also be useful to search in local languages to ensure you are not missing any relevant literature by limiting your search to English, though the majority of academic research in some fields is published in English globally. You then scan their abstracts, keywords, methodology, findings/results, conclusion and references section to get an initial understanding of the respective document The latter can also help you to find additional relevant sources on the topic. You then review all the collected articles based on the inclusion and exclusion criteria that you defined based on the objective of your study. Finally, you select and use the most relevant literature for your study and exclude the rest. Ideally, this process is documented and included in your report so that it is clear to the reader how you identified the literature that is included in your diaspora study in the end.

2.3 Evaluating and synthesizing sources

After searching and finding the literature, the next step is evaluating and then synthesizing them. This can help you to understand what the key concepts are in the selected literature, the research questions they address, theories and methods used as well as their main findings and arguments.

Once the sources are identified, the next step is to see the relationship between them. This step can help you to identify where the sources agree and disagree, what topics and methods have recurred overtime, what are the research and knowledge gaps and what are the common themes used in the selected literature. Looking at the available diaspora studies, some common themes and keywords include diaspora mapping, diaspora engagement, transnational communities, remittances, skills/knowledge transfer, trade and investment.

It is important to note that a literature review should not be a simple summary of the various selected sources, so it is best to find a way to organize the information from those sources in a clear way to make the next step (writing process) simpler. One way to do this is to develop a table, in which you can systematically enter the most relevant information about each document. An example of such a table is included in Appendix A. This table includes columns that contain information on the title of each publication, publication date, thematic areas, geographical focus, focus population, methodology, data source, objective, special interest, country of origin of diaspora and country of destination of diaspora. This is just an example, and you can of course adapt the table to fit your needs or find your own way of structuring the different documents you identify as relevant.

5. IOM (2019). International Migration Law, No. 34 – Glossary on Migration. IOM, p. 49.

2.4 Writing up

The write up of literature review for diaspora mapping studies can generally be divided into three main parts: introduction, body and conclusion. How to write the literature review section depends on the types of the audience (e.g. academic or non-academic) as well as your research objectives. In any case, for a strong literature review section, you should not only summarize the findings of the other studies in the body section but discuss, evaluate the strengths and weakness of other study's findings, and where necessary add your own interpretations, especially in terms of how the review helps you to identify relevant research gaps and contributions to answering your own research questions.

To be critical in the write up part is important. Possible points of critical evaluation relate to, for example, methodological choices such as sampling approaches to diaspora members (such as time of arrival/migration waves, age, gender, sample size, country of origin/residence), sampling of diaspora organizations (such as their fields of engagement and structure), and specific methods and tools (e.g. qualitative, quantitative or mixed methods (see Textbox 3), surveys, interviews, focus group discussions, etc.). Data on migrants/immigrants as it is not consistent across countries. It is therefore important to look at all of these details to note the respective relevance of past works for your own study.

TEXTBOX 3: MIXED METHODS RESEARCH

A mixed methods research approach is one that combines quantitative and qualitative research methods to answer a research question. Such an approach can help with gaining a more complete picture than possible based on a single method as it integrates the benefits of both methods.

Benefits of using such an approach include:

- Mixed methods research can help with better understanding and explaining findings and with contextualization of findings. Using qualitative data to explain quantitative findings can provide context and richer detail to explanations of these findings.
- Mixed methods research can make your results more credible, especially when you use the data from different sources for triangulation of your findings.
- Mixed methods research can contribute to generalizability. Qualitative research often has a smaller sample size and findings are generally not generalizable. Combining this with externally valid quantitative research is then beneficial.

Textbox 4 summarizes some key suggestions to keep in mind to ensure that you conduct a strong literature review that can help you with meeting the objectives of your diaspora study.

TEXTBOX 4: TIPS FOR GOOD LITERATURE REVIEW

Select credible and diverse academic and non-academic sources.

- Be transparent about your search method by noting keywords and inclusion and exclusion criteria. Consider using mixed search approaches, potentially also relying on forward/backward, particularly when trying to identify literature on a rare or specific trend or instance.
- Do not focus too narrowly on a population or topic, as there may be valuable insights that can be drawn from literature that relates to similar but not identical cases or trends.
- Do not simply summarize the findings of the available studies but analyse, compare and when necessary, add your own interpretation.
- Be mindful of the applicability of findings, and be conservative in the assumptions you make about the "truth value" of research conducted in different contexts, with different populations, and at different times.

2.5 Strengths and weaknesses

- ✔ Literature reviews are easily conducted from a distance and by non-specialists with less specific knowledge of a topic and are generally free or low cost.
- ✔ A well-done literature review may represent the state of knowledge derived from different contexts, particularly when literature is consulted that is produced in different languages and by different providers or contributors.
- ✔ Reviewing existing evidence can help you understand the history or evolution of (thinking on) a trend or phenomenon.

- ✘ It may be difficult to assess the quality of research upon which literature is based, particularly if insufficient detail is given about the underlying research process.
- ✘ Literature reviews may not be able to provide insight that is specific to the context or population under study, particularly when a current study has a particular or narrow focus or uses a different conceptualization of the diaspora or instead refers to transnational communities, emigrants, etc.

3. Secondary quantitative data: Administrative data, censuses and surveys

3.1 Intuition

Secondary quantitative data can serve different purposes within the context of a diaspora mapping study. This kind of data is derived from pre-existing numerical data collection instruments, including from regulatory processes (e.g. migrant residency permits), population censuses and one-off or panel surveys at community, household, or individual level. Such data can be used to establish the prevalence of trends or characteristics that you might be interested in within your diaspora study, including the option to analyse differences across (sub)populations if the data contains information in this regard. If this is the case, secondary quantitative data might provide you with the option to profile characteristics and size of (sub)populations, for example in terms of age, sex or location. Furthermore, existing data might allow you to predict outcomes of interest (e.g. remittance values) in causal or correlational models that allow identification of magnitude and direction of influence of particular factors.

Considering the differences in conceptualization of diaspora communities and specific objectives of your diaspora study, it is unlikely that you will find existing data that can fully help you to answer your research questions. Administrative data, censuses and existing surveys are main sources of secondary quantitative data. Typically this data does not capture affiliation or belonging, which may be central elements to your diaspora study. Yet, it is possible that it can help you with creating a first overview of the population of focus. Furthermore, secondary data might be useful in developing a sampling frame for subsequent primary data collection. As such, it is important to be aware of different possible sources of secondary data and the ways you might want to work with it in your own diaspora study.

3.2 Sources of quantitative secondary data

Sources of secondary data can be broadly distinguished between administrative sources, including registry data, censuses and sample surveys (which may have been compiled for statistical or research purposes). The different types of sources have different strengths and weaknesses and it depends on the specific diaspora study which one may be relevant. In any case, it is always important to check for what is available to make an informed decision about what might be most useful in the context of the respective study.

The main advantage of administrative data, which includes population registers, is that is generally representative, due to its main aim of recording the entire population (e.g. foreign citizens) or all events (e.g. naturalizations). This is a major difference to sample-based efforts, whether those are based on own data collection or existing surveys. This type of data is generally collected for administrative purposes as the name says and, as such, enshrined in national legislation in many countries where it is mandatory to, for example, register your place of residence. This, however, also relates to one of the main limitations of administrative data: it generally excludes those residing irregularly in a country, which might be of interest when it comes to diaspora studies. Countries might be able to estimate the number of irregular migrants of those whose residence permit expires and there is no record of the respective individual changing their status or leaving the country. Other populations, particularly those who enter irregularly or enter without the need to have a visa and then overstay the legal limit, are likely to remain fully invisible, however. Moreover, in some cases, foreigners are not obliged to register in the countries of destination due to different factors, as in the case of the EU regulations regarding freedom of movement for its citizens.

Another limitation is that this data is not generally collected for statistical purposes. Only data that is necessary is collected in these kinds of sources, which often leads to very limited indicators being available (see Textbox 5 for an overview of indicators that you can look for). When it comes to migration, this is often just the overall stock of migrants, sometimes with information on sex and age. Main sources of administrative data are either population registers or administrative records, which includes records on residence permits, border crossings or naturalizations, for example. This data will generally be available from National Statistical Offices and/or responsible Ministries. The specific institution will vary largely by country. As discussed in Textbox 8, in many cases you will have more success looking at those institutions in countries of destination than in countries of (ancestral) origin.

TEXTBOX 5: MAIN INDICATORS TO LOOK FOR IN ADMINISTRATIVE DATA

The main migration-related indicators provided based on administrative data include the following, where availability might vary significantly across countries:

- Migrant stock by citizenship, by age and sex
- Migrant stock by country of birth, by age and sex
- Immigration and emigration flows by citizenship, by age and sex
- Immigration and emigration flows by country of birth, by age and sex
- Immigration and emigration flows by country of previous/next residence, by age and sex
- Naturalizations by previous nationality, by sex
- Residence permits, by main reason and citizenship

Directly related to some of the main limitations of administrative data, the main advantages of existing sample-based surveys are that they allow for the inclusion of a wider range of variables as well as the possibility that they also capture irregular populations. They are generally designed in a way that they can capture more detail and more characteristics of respondents. This includes the fact that they may include irregular migrants, depending on the sampling design. However, when it comes to existing surveys, it might still be difficult to find data that includes information on the specific population of focus of your diaspora study, especially when it comes to the element of *belonging*.

TEXTBOX 6: MIGRATION-SPECIFIC MODULES AND INDICATORS IN LARGER SURVEYS

Sometimes when international organizations or national statistics offices run sample surveys (like the Force Survey (LFS), European Social Survey (ESS), etc.) they may include indicators related to migration regularly or in special (limited) time modules. This can reduce the cost of data collection while allowing better targeting of populations. Examples of this include the 2008 and 2014 ad-hoc modules of the European LFS on the Labour market situation of migrants and their descendants and the ESS waves in 2002 and 2014, which had a module focusing on immigration. Other existing surveys, including many household surveys, regularly collect some indicators of migration. A good example of this are the Living Standards Measurement Study (LSMS) surveys by the World Bank, which generally capture migration by asking about absent households members. In some cases, especially in contexts where migration is common, they also include more detailed questions on migration and sometimes also remittances. Another example is the Demographic and Health Survey (DHS), which also often includes questions on international migration.

In addition, several international organizations also provide data on international migrants and statistical characteristics of populations in different countries. These international organizations include, among others, the Population Division of the United Nations Department of Economic and Social Affairs (DESA), IOM (especially through its Global Migration Data Portal), Eurostat, the International Labour Organization (ILOSTAT) and the Organisation for Economic Co-operation and Development (OECD). Such datasets might be relevant to diaspora studies because they may provide supportive information related to diaspora distribution in a given country, demographical characteristics of diaspora and other relevant data and statistics.

Overall, these different sources of data are something to look into and identifying which exact source might have data of interest to your diaspora study. An important resource that is available for many different data sources is metadata, which contains information about the respective data set you might be interested in (see Textbox 7). What the data from the different sources generally will have in common is that they contain information on migrants, without being able to identify self-identified diaspora among this group. There are specific challenges with this, which will be discussed in the following section.

TEXTBOX 7: METADATA

Metadata is data that summarizes basic information about data, which helps finding, understanding and working with this data easier.

- *Typical elements of metadata include:*
- *Title and description of the data*
- *Keywords*
- *Source of data and responsible person/ institution*
- *When it was created and why*
- *Options for accessing and using the data*
- *Information that is included and any specific notes on definitions*
- *Possibly data collection tools, such as a survey*

3.3 Definitional issues

When you are collecting your own data, you can ensure that you sample participants based on the operationalization of diaspora that you developed for your study (see Decision 2 in the Step-by-Step Guide to Conducting Diaspora Mappings). This is especially relevant when you choose a definition of diaspora that includes the element of *belonging*. This characteristic is hard to measure and more or less impossible to measure without asking people about it — there are few proxies of belonging that would be available in other conventional indicators. In turn, this means that when using secondary quantitative data, this information is rarely included. In these cases, broader constructions of the diaspora may proxy the complex elements of identification through more easily defined and observed measurements like citizenship or country of birth. While not a perfect measure, using the stock of people with a certain nationality or country of birth allows at least to a certain degree to get an overview of a population with this shared characteristic, with the added bonus that it is generally possible to compare such numbers across countries. The main challenge of this approach is that it often systematically excludes second-generation diaspora members when using the country of birth metric, or those that have naturalized but also still identify with the country of origin and would self-identify as a member of that country's diaspora.

- Good practice: country of birth when available, but also consider issues around this (example of Kurdish case)
- Citizenship and self-defined ethnicity
- First-, second- and third-generation

TEXTBOX 8: USING COUNTRY OF DESTINATION DATA IN DIASPORA STUDIES

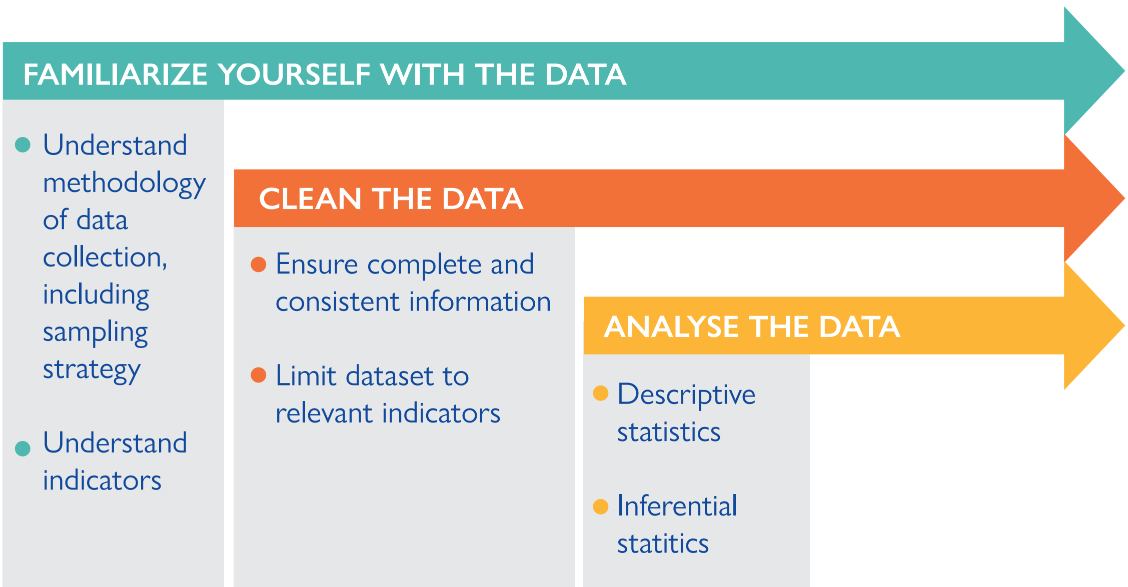
In general, it is much more likely that you will be able to find data on migrants (by citizenship or country birth) in data sources offered by countries of destination than country of origin. This is because immigrants are monitored more closely than emigrants in many contexts. Depending on the geographical scope of your diaspora mapping, looking to see what information is available from the national statistical office/s, ministry/ies mandated with migration or other relevant stakeholders that might be useful within the context of the study.

3.4 Data analysis, dissemination and visualization

The process of analysing the data and reporting your findings involves multiple steps as outlined in Figure 1. As can be seen, the process should always start with familiarizing yourself with your data and to bring it into a format that you can work. Firstly, this means that you should understand the underlying methodology/sampling strategy used in each data source you want to use, as any biases introduced by choices like sampling cannot be changed but can be identified, considered and possibly addressed through during the data analysis, for example by applying population weights (see more information below).

Figure 1

Working with secondary quantitative data



Getting your data ready might then also include compiling your indicators of interest from one or several data sources into one database and, specifically in the case of existing surveys, cleaning the data. With regards to the first this refers to constructing the database that allows you to meet the objective which you aim to meet with the secondary data. You might, for example, find different indicators that are relevant for you to create a good picture of the diaspora community that you are interested that you can download in one file each. For further work with the data, you can then combine them into the same file, so you have everything in one place. An example might be that you can download one spreadsheet that has information on the stock of people with a certain nationality per year, and another that has information on how many people that previously had this nationality naturalized to get the nationality of the country of residence, also per year. When combining indicators from different data sources care needs to be taken. It is, for example, important to be cautious about taking indicators with different refence years, taken from different populations or using different definitions for same concepts.

Existing surveys ideally come with metadata and/or accompanying material such as a codebook or the survey tools. You should therefore have information on the name of the variable and a short explanation of what information it contains. This should help with familiarizing yourself with the data and ensuring that it is indeed relevant to your own study. Depending on the source of the data and the shape in which it is once you have combined it in the way you want to use it, you may then need to clean the data, which involves ensuring complete and consistent information. In the context of existing surveys in particular, this means that you should remove responses from people that do not actually fit your population of focus as well as those that did not complete the survey or where responses to different questions conflict with each other and you therefore cannot establish which is the correct answer. When doing such modifications, it is important to have clear rationales for each decision and to document them. The latter would enable replication of the dataset by others and overall leads to a transparent and ethical way of treating data. If, for example, they were asked about year of birth and year of migration and the latter is dated earlier then it will be impossible for you to recreate the migration history of the person or establish their age as one or the other (or both) must be incorrect. In these cases, a judgement call needs to be made. If you anticipate that it might be a typo and otherwise the observation seems consistent, it might be best to replace the specific variables with a missing value. If such an issue arises with a key variable, however, it might be better to eliminate the entire observation from your dataset. This step is important because if you do this carefully, you will end up with a dataset that allows you to produce the best analysis relevant to your diaspora study's objectives. If you skip this step or do it poorly, you risk reducing the credibility of the findings.

Another aspect to take into consideration is to understand the sampling and to assess the level of representativeness of the data. When it comes to administrative data, which aims to capture the entire population this is less of a concern (with the limitation discussed above regarding possible exclusion of irregular migrants), but in surveys you might want to then work with population weights to ensure representativeness for the population of focus that you are interested in. Population or sampling weights values associated with the individual observations in the sample-based dataset that then ensure that you can make the data representative of the entire population. In order to use such a weight, you need to have a clear overview of the entire population of focus and how it relates to the sample, which might be challenging depending on the way you operationalize the diaspora for you study. If based on an indicator such as citizenship or country of birth of the country of interest, this might be developed based on administrative data.

Once you have a cleaned and made the data consistent, the actual process of data analysis can start. There are essentially two different forms of analysing quantitative data:

- **Descriptive statistics** can be used to describe the basic features of the date you collected and to provide simple summaries about the sample, often in the form of tables and/or figures.
- **Inferential statistics** are used to reach conclusions that extend beyond the immediate data collected.

When it comes to descriptive statistics, they really serve the purpose of understanding your data and what it can and cannot tell you. Common statistics calculated to describe a sample of data include the sample mean (average) or standard deviation (dispersion of the dataset relative to its mean). Using administrative data, means that you generally have information on the entire population, with the exception of those systematically excluded, which might allow you to develop a profile of the population of focus, for example all those born in a specific country and residing in your country of interest. You might find information on age, sex, residence status, duration of stay, employment status or location within the country. This allowed you to get a good overview and might serve as a good basis for sampling for your own primary research.

One easy way to get to know your data is to use cross-tabulations to better understand your study population, especially when you are interested in specific subgroups such as by gender, ethnic groups, first- and second-generation or age groups. You can then see if these different subgroups show different trends in their responses. In a descriptive way, these tables show relationships between variables. An example of a cross-tabulation is presented in Table 2. In this case the respondents were asked to indicate which best describes the relationship to the country in which they currently reside. In the example, a total of 500 people responded to the survey, of which 350 were first- and 150 were second-generation diaspora members, where the distinction is made based on whether they were born abroad in the current country of residence. You can see clear differences between the two subgroups in terms of their relationship to the country from the cross-tab in so far that second-generation diaspora members are, for example, much more often a citizen in the country and, likely related to that, less likely to have a long-term residence permit, which they will not need as a citizen.

Table 2

Example cross-tabulation

	First-generation diaspora member		Second-generation diaspora member	
	Yes	No	Yes	No
I am a citizen of this country	125	225	110	40
I was born in this country	0	350	150	0
I have resided in this country for at least one year	210	140	150	0
I have a long-term residence permit in this country	175	175	30	120

Note: Respondents were asked to select all answers that applied to them.

When analysing your data and especially when drawing conclusions, it is also very important you ensure that the findings are accurate and that you are not overstating what your data actually shows. An important distinction here is the difference between correlation and causation. A causal relationship between two factors means that factor A causes outcome B, for example a household's well-being is higher because they receive remittances. Correlation on the other hand says that there is a relationship between factor A and factor B, for example a household with higher well-being is receiving remittances, but they were already better off than others before the remittances started coming in. In this case it might actually be the opposite (*reverse causality*), that a higher level of well-being enabled a household member to migrate and contribute to the household through remittances. It commonly happens that correlations are interpreted as if they were causal effects, even when this is not the case.

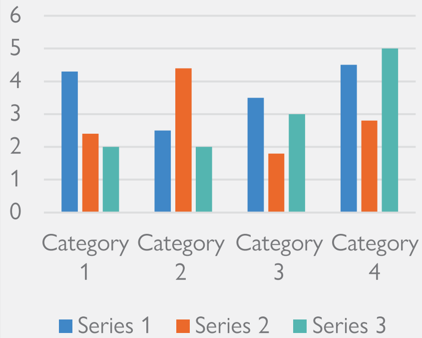
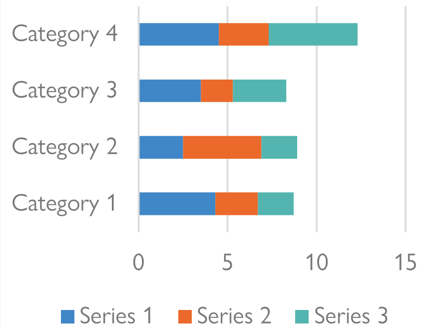
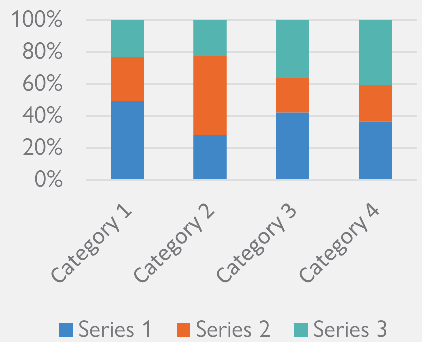
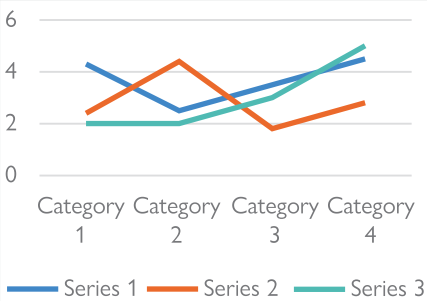
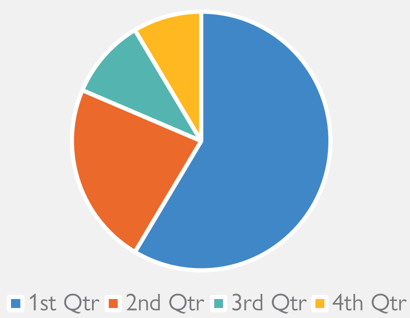
This is where inferential statistics come in; they can be used to draw conclusions that extend beyond the immediate data collected and to establish causal relationships. Inferences can, for example, be made about what the population of focus might think or what experiences are present if this is what you asked respondents about. A simple inferential technique is the estimation of parameters. You can, for example, take the sample mean (average) for a specific indicator such as age to say something about the mean (average) age of the entire population of focus. Hypothesis testing, on the other hand, allows you to test a hypothesis you have on the population of focus based on the data collected among your sample. It is important to note that for your inferences to be valid, the sampling procedure needs to ensure that your sample is representative of the total population of focus. If you do not have a representative sample, it is better to stick to descriptive statistics to ensure you are not drawing false conclusions for the wider population of focus. Overall inferential statistics can be rather complex, and you need to have a good understanding of your data, what you can and cannot do with it and which methods are appropriate to use with it. It is therefore very important to ensure that you have the right skills within the research team, or consult with an expert to make decision in this regard and to execute the analysis so you can ensure reporting conclusions based on sound analysis.

Finally, there are different ways to report and visualize findings from secondary quantitative data. Common tools to report quantitative data include tables as well as figures/graphs/charts. An example of a table was shared above (Table 2) and, as can be seen there, it is a straight-forward way to present statistical data. You just need to be careful to not put too much information in one table to keep it accessible for the reader. Figures, on the other hand, are a visually appealing way to present and share data. When designing a figure you can work with different colours and/or patterns to make it easy to understand the message of the graph with one look. In doing so it is important to use a type of figure that matches your data and is easily accessible for the readers. Table 3 provides an overview of commonly used types of figures, though there are also many others which can be useful.

Beyond tables and figures, many other ways to communicate your diaspora study findings exist. For a discussion of these please refer to Part 3 of the Step-by-Step Guide to Conducting Diaspora Mappings. Please also ensure to closely follow the advice provided there in terms of ensuring responsible representation of results and aligning audience, messaging and platform as the general advice can be applied to survey research reporting whether it is the only method you used or whether it is part of a bigger diaspora study.

Table 3

Common types of figures to report survey data

Type of figure	Explanation	Example
Clustered/ paired bar chart	Best for comparing data that is grouped by discrete categories (clustered in example, paired if there are two series). Do not have too many groups (make sure it is readable). Can be vertical (see example) or horizontal.	
Stacked bar chart	Best for showing composition of a total by discrete categories and when the parts are based on ordinal dimensions. Do not have too many groups (make sure it is readable). Can be vertical or horizontal (see example).	
100% stacked bar charts	Great choice if you not only want to convey the size of a group relative to other groups, but also illustrate the parts that make up the whole group. Can be vertical (see example) or horizontal.	
Line chart	Great to show resulting data relative to a continuous variable — most commonly time or money.	
Pie chart	A great choice if you want to understand the parts of a whole. Order the pieces of your pie according to size. Always ensure the total of all the pieces add up to 100%.	

3.5 Strengths and weaknesses

- ✓ Often held and managed by institutions with thorough and well-documented data validation and quality control measures, which allows for identification of the limits of existing data.
- ✓ Often low cost or free and immediately available for download and use.
- ✓ May support cross-country or cross-population comparison, particularly when part of standardized data collection tools (e.g. Census, Labour Force Survey) that are implemented in similar formats across a range of countries.
- ✓ Secondary quantitative data might serve as a good input in designing a sampling frame for primary data collection within a diaspora study.
- ✗ Secondary quantitative data may not be able to represent specific factors or elements that are important in current research, as such data is often generated for non-research purposes.
- ✗ It is likely that existing data sources capture migrant rather than diaspora communities, a limitation that is important to keep in mind and needs to be consciously dealt with within a diaspora study that includes the element of belonging.

4. Big data and onomastics

4.1 Intuition

Although it is difficult to find an agreed-upon definition of *big data*, the term generally refers to data that is generated by individuals and compiled through an inadvertent process in databases of companies and service providers.[6] Such data can be generated through phone calls, text messages, internet-based activities, social media interactions, satellites and other related manners.[7] Big data is characterized by their huge volume, real-time and speed of data generation, and wide range of variety. Big data can be retrieved from structured data such as financial transactions, governmental records, and from unstructured data as in the case of social media communications and activities. In order to extract meaningful information from such huge volumes of data, advanced technologies or programmes are generally needed.[8] For example, if your aim is to analyse all comments on a certain Facebook page, it is impossible to implement the exercise manually, instead, you need a computational software such as Facepager, which is an open-source software that extract comments from Facebook.

Data extracted from big data sources can provide statistical information on internal and international migration stocks, flows, and trends which are difficult to obtain from other traditional sources. In addition, data extracted especially from social media can potentially inform public trends and information on migrants in destination countries including their distribution and behaviour. When it comes to diaspora studies, big data may be specified to diaspora (for example, by focusing on social media accounts that explicitly concentrate on diaspora), but identifying individuals as diaspora members according to the belonging dimension can be difficult.

4.2 Different sources of big data

Sources of *big data* are numerous.[9] The category of data includes anonymized data collected from mobile phone and internet-based platform users or via digital sensors or meters, including GPS and satellite imagery.[10] Access and permissions to such sources vary for many reasons. While some sources can be available to the public, others are restricted or securely safeguarded. Following are some examples on sources of big data that can be useful in the context of a diaspora mapping: [11]

6. Global Migration Group. (2017). Handbook for Improving the Production and Use of Migration Data for Develop-ment. Global Knowl-edge Partnership for Migration and Development (KNOMAD), World Bank, Washington, D.C.
7. Villars, R. L., Olofson, C. W., and Eastwood, M. (2011). Big data: What it is and why you should care. White paper, IDC, 4:1–14.
8. Global Migration Group. (2017).
9. Tjaden, J. (2021). Measuring migration 2.0: a review of digital data sources. *Comparative Migration Studies*, 9(59), https://doi.org/10.1186/s40878-021-00273-x
10. Villars, R. L., Olofson, C. W., and Eastwood, M. (2011).
11. Hughes, C., Zagheni, E., Abel, G. J., Sorichetta, A., Wi'sniowski, A., Weber, I., and Tatem, A. J. (2016). Inferring migra-tions: traditional methods and new approaches based on mobile phone, social media, and other big data: feasibility study on inferring (labour) mobility and migration in the European union from big data and social media data.

Internet-based data: Internet-based data includes results of searches through websites and search engines, including also searches from cell phones, and actual views/traffic to specific websites that are associated with a particular country (i.e. national news/media sites). In general, searches carried out online can be broad and largely dependent on key words. In addition, communication through emails and online financial services can be counted as internet-based activities. Social media is also internet-based, but can be considered a separate, important category of big data discussed below.

Studies based on big data from internet-based sources have only recently emerged, especially in the field of migration and diasporas, and are still scarce, yet the number is growing. There have, for example, been efforts to estimate the number of migrants in a given country based on anonymized search query records of specific terms. Estimates produced in this way were close to numbers published by the national statistical agency in the case of a study on Polish, Lithuanian and Romanian nationals in the United Kingdom.[12] While there are concerns about the quality of such data, it might also be useful in diaspora mappings in terms of understanding, for example, what topics are of interest to specific migrant communities.

Social media analysis: Social media can be simply defined as means of communications that use a computer or smart phone as medium, through which users create profiles and interact with each other in different manners to share and exchange information and other types of data. The increasing popularity and use of social media that offer user-friendly virtual environments have led to the availability of massive amounts of data on the servers of their respective platforms.[13] Given the numerous types of social media platforms that can be geo-tagged and that offer different ways of interactions, such as texting and video and audio sharing and calling, data collected through social media platforms can cover significant types of information about their users. Such information includes data on age, gender, education, geographical locations, preferences, occupations, movement and mobility, places of stay and residence and visited places, skills, health, behaviour, social networks, origins and backgrounds, ethnicity, political affiliations and views, and many others.

As will also be discussed in the following section on organizational mapping, data available on social media can be of great importance in the context of diaspora mapping. That is, searching social media platforms based on geographical location, ethnicity, background, affiliation, origin, place of birth, language, or other criteria can support mapping certain diaspora in a given location. Moreover, such data can enhance our understanding of diasporas' activities, organizations, opportunities and challenges, among other aspects. For example, Twitter can be used to track hashtags related to a certain popular event in a country to measure its diaspora abroad through linking users' reactions to their geographical locations.[14]

Nevertheless, data available on social media platforms can be biased or deceiving for multiple reasons. Firstly, it is not always representative of an entire population or target group, as access to internet or computers/smartphones can differ per geographical location and country. Secondly, information that users provide on social media platforms can be

12. Williams, S., and M. Ralphs (2013). Preliminary Research into Internet Data Sources. Presentation delivered at the 18th Methodology Symposium of the Government Statistical Service of the United Kingdom, cited in Global Migration Group (2017).

13. Garha, N.S., and Domingo, A. (2019). Indian diaspora population and space: national register, UN Global Migration Database and Big Data. *Diaspora Studies*, 12(2): 134–159.

14. International Organization for Migration (IOM) (2019). *Skills Mapping Through Big Data: A Case Study of Armenian Diaspora in the United States of America and France.* IOM, Geneva.

misleading or missing, as most of platforms allow users to provide their personal information without validation on their accuracy, in other words, they depend on users' willingness to provide information which can be influenced by personal incentives. Thirdly, most social media platforms offer their users the options to discretely use their services without sharing their information publicly, thus, such users might not appear in normal searches. Lastly, data available through social media platforms might need cleaning before being considered usable. That is, for example, while searching Facebook for users in a specific area with specific ethnicity can show plenty of results, many of them can be either fake accounts, wrong information, not available for public, or even not active. In addition, it is important to note that the data is not produced with the intention of being used for research, so that ethical issues around the use of big data need specific attention as discussed below when talking about the strengths and weaknesses of such methods.

4.3 Big data mining: Onomastics

Onomastics is defined as a "branch of sociolinguistics examining the morphology of names". It can be used to analyse datasets in order to classify individuals based on their first and last names in addition to other identifiers such as gender, origin or culture.[15]

In the context of diaspora mapping, the main importance of using onomastics lies in the possibility of locating individuals whose names belong to a certain country or culture. Nevertheless, with globalization and advanced mobility means which facilitate rapid cultural exchange among different ethnicities and nations, it can be challenging to identify a person's origin based on his/her name. For instance, if a researcher is mapping Lebanese diaspora in Canada, using onomastics approach can lead to piling results on all Arab diaspora there. That is because it is very common to find similar names and surnames in different Arab countries such as the Syrian Arab Republic, Lebanon, Jordan, Iraq, etc.

There are, however, also examples of diaspora mappings that have used onomastics to profile a diaspora community. Recently, IOM has published a study profiling the Armenian diaspora in the United States and France based on big data mining techniques using the ORCID and ZoomInfo databases.[16] These were analysed to create a profile of diaspora members in terms of demographic characteristics and skills. This served to have an overview of the potential among the Armenian diaspora in these two countries and was complemented with diaspora members, key stakeholders and experts to understand how such skilled individuals can be involved in development efforts in the country of (ancestral), for example through a knowledge transfer programme. A similar effort to create a diaspora database and engage more with diaspora members for development is underway in Georgia and Kazakhstan.

Onomastics are relatively resource intensive but can be really useful when the mapping has the aim of identifying specific skill sets among the diaspora and developing specific programming priorities for diaspora engagement. It is, however, also important to treat the results of onomastics carefully when reaching out to diaspora members based on this due to the sensitivity associated with these methods discussed in the following section.

15. International Organization for Migration (IOM), (2019).
16. International Organization for Migration (IOM), (2019).

4.4 Strengths and weaknesses

As discussed above, big data can be retrieved from different sources and can cover wide ranges of information on numerous topics including diaspora mappings. It is recommended, however, to keep in mind strength and weakness aspects of using big data. The following Table 4 summarizes the main strengths and weaknesses of using big data in the context of diaspora studies.

Table 4

Strengths and weaknesses of big data

Aspect	Strengths	Weaknesses
Diversity of sources	Big data can be derived from a diverse range of sources, including internet-based sources, social media platforms, satellite imagery and mobile phone data.	Different sources have different criteria and biases for data collection, thus, relevance of data for different topics can vary in quality, especially when it comes to diaspora mappings. The weakness of analysing information retrieved from big data can be especially noticed when comparing results coming from different sources of big data. Given that each source utilizes different methods in collecting data, different segments of populations might be covered based on the data collection method applied by different sources.[17]
Diversity of information	Different sources of big data can provide a considerable range of information, including socioeconomic data, demographic and geographical information, on certain populations.	Information retrieved from sources of big data usually require cleaning, that is, to filter true and relevant information.
Coverage of target populations	Different sources of big data can cover entire populations in given geographical areas.	Inclusion-related challenges: For example, sources of big data which target an entire population in a given geographical area can miss a considerable number of individuals for different reasons including laws and criteria of classification and legal implications or systematically excluding those that do not use the internet or a mobile phone, for example.
Quality of data	Some sources of big data can provide updated and accurate data.	The quality of data relies heavily on the type of the source of big data and the criteria used in the source. For example, data retrieved from social media platforms can be of low quality as users have the right to provide data without accountability or checking, which can result in the emergence of false and misleading information.

17. International Organization for Migration (IOM), (2019).

Accessibility and ethical considerations	Big data can be accessed through some sources in different ways. Many sources of big data, such as social media platforms, provide explanations on their privacy policies and ethical consideration through their terms of use documents.	Access and permission to use data from big data sources are not always granted to the public or researchers. In some cases, obtaining access to datasets can be costly. One of the main ethically urging considerations when using big data lies in privacy and confidentiality of the information linked to the individuals whose data are accessed. While nowadays most companies explicitly state the possibility of using personal data to different degrees and for varying purposes in their terms of use agreements, third parties – such as researchers – have the ethical responsibility to seek direct and personal consent from the concerned individuals to use their data for scientific purposes. To avoid any ethical issues, researchers should fully aggregate and anonymize data accessed. In other words, researchers should guarantee that no personal identifiers of any kind can be linked to individuals or their profiles, and that data should be anonymized and safe-guarded on secured servers that can be accessed only for the purposes of their studies by individuals who are directly involved in analysing the data.[18]

18. International Organization for Migration (IOM), (2019).

5. Diaspora organization mapping

5.1 Intuition

Diaspora organizations can be considered as important agents of development, who contribute to development processes in the country of origin via a diverse range of practices. As such, they often serve as safety nets for diaspora communities as many organizations play a key intermediary role between the individual members of a diaspora, origin country and country of residence.[19] Many organizations implement projects with the aim of promoting civil society, community development, and humanitarian aid and, hence, support development, reconstruction and reconciliation in the country of origin. Diaspora organizations may also act as intermediaries, by channelling collective remittances of diaspora members to assist vulnerable communities in the country of (ancestral) origin.[20]

The role of diaspora organizations often goes beyond addressing the needs of their communities, as they play an important role in the mobilization, expression and cultivation of collective identities and links with the country of origin. Many definitions see migrants' homeland belonging and a sense of collective identity as a major feature of diasporas.[21] As such, organizations and other community structures can be considered as an important aspect of diasporas, since they build a framework for community building and the creation of collective identities and senses of belonging.

Focusing on the collective level of diasporas, the main aim of organizational diaspora mappings is to get a deeper understanding of how and for what purposes diasporas organize and what community structures are present in different context of residence.

You should consider making diaspora organizational mapping a method of choice, if the objective is:

1. To get a deeper understanding of how the diaspora is organized in terms of size and level of organization.
2. To develop a comprehensive database of diaspora organization (networks, associations, etc.) in selected countries of residence.
3. To provide a capacity assessment of the diaspora civil society landscape, focussing amongst others on the size, aims/objectives and practices of the organized diaspora in order to identify areas of potential collaboration.
4. To identify diaspora organizations as intermediaries to reach out to individuals within the different diaspora communities.

19. Ghorashi, H. (2007). What has the metaphor of 'bridging' to do with hybridity? Discourses on identity within Irani-an-American organizations. In: Ajaya Kumar Sahoo and Brij Maharaj (eds.) Sociology of Diaspora: A Reader 2v. New Dehli: Rawat Publication: 542–557.
20. Brinkerhoff, J.M. (2011). 'Diasporas and Conflict Societies: Conflict Entrepreneurs, Competing Interests or Contribu-tors to Stability and Development?' Conflict, Security & Development 11(02):115–43.
21. Adamson, F. B., and M. Demetriou. (2007). 'Remapping the Boundaries of `State' and `National Identity': Incorpo-rating Diasporas into IR Theorizing'. *European Journal of International Relations,* 13(4):489–526; Sökefeld, M. (2006). 'Mobilizing in Transnational Space: A Social Movement Approach to the Formation of Diaspora'. *Global Net-works,* 6(3):265–84.

5.2 Definition and types of diaspora organizations

Diaspora organizations constitute pools of aggregated interests and claim representation of their members and their interests. Bush defines diaspora organizations as "complex, formal, informal or semi-formal organizations that articulate and pursue goals that are asserted to be representative of the interests and aspirations of 'the diaspora' as a whole".[22] Diaspora organizations capture a wide spectrum of community structures, ranging from hometown associations, religious and cultural clubs and development, humanitarian and human rights organizations to professional and business networks and political organizations.

Diaspora organizations can be considered as civil society structures that connect individuals based on a common interest with the purpose of achieving a collective goal. The bases for their identity as well as their goals can be based on ethnic, cultural, political, scientific, religious or philanthropic considerations. The table below, provides an overview of the different goals or mandates diaspora organizations can have and it is important to note that one organization may work on multiple of these goals/mandates.

Table 5

Goals and mandates of diaspora organizations

Category	Description
Business networks	Networks linking entrepreneurs abroad and business opportunities in the country of (ancestral) origin, relating diaspora to origin country projects, efforts to attract foreign investment at home, etc.
Professional networks	Networks of persons in certain professions such as engineers, trade persons, doctors; formation or expansion of decentralized cultural, social and economic networks.
Skills capacity	Organizations working on capacity-building in country of (ancestral) origin; mobilizing resources to promote development, jobs, skills, etc.
Community initiatives	Organizations supporting local development, microenterprises and local community projects in country of (ancestral) origin; local development projects may target improvement of educational services, health-care services, etc.
Gender and development	Organizations targeting women in diasporas.
Diaspora networks	Organizations that bring together diaspora organizations, alliances or coalitions of diaspora organizations; also called umbrella organizations in some cases.
Co-development initiatives	Organizations that aim to strengthen the contact between origin and residence countries, such as friendship associations.
Finances initiatives	Organizations that channel remittances back home for various purposes.
Cultural and social organizations	Organizations working on the maintenance and the development of an own collective identity through events, preservation of cultural heritage, activities, informal gatherings, etc. or social cohesion with the host community.

22. Bush, K. (2008). 'Diaspora Engagement in Peacebuilding. Empirical and Theoretical Challenges'. In Whose Peace?: Critical Perspectives on the Political Economy of Peacebuilding, edited by Michael C. Pugh, Neil Cooper, and Mandy Turner, 191–205. New Security Challenges Series. Basingstoke [England] ; New York: Palgrave Macmillan, p. 195.

Humanitarian organizations	Organizations that are engaged in promoting human welfare and support disadvantaged communities (mostly their own community).
Political organizations	Sub-office of a political party in homeland or organizations that articulate a certain political vision and work towards this goal in relation to the country of (ancestral) origin.
Diaspora think-tanks	Organizations that are formed by a group of experts engaged in the study of policy issues in relation to country/ies of (ancestral) origin or diaspora communities.
Human rights-based organizations	Organizations that protect the rights of victims, transitional justice or reconciliation.

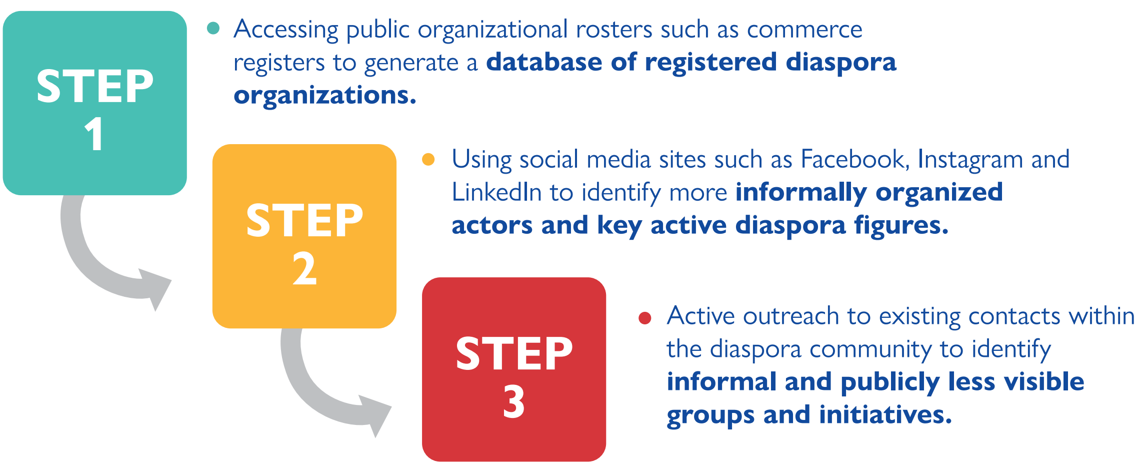
Source: Diker, Khalaf, Vanore and Youssef (2020). *Iraqi minorities in diaspora mapping of community structures, perceptions on return, and connections to the homeland.* International Organization for Migration (IOM).

5.3 Organizational mapping process

The process of mapping diaspora organizations can be divided into three main steps as graphically presented in Figure 2. More details on each of these steps is provided below. Typically, the information collected during this process will be collected in a strcutured way. A good way to do this is to use a table, where the same information for each included organization is collected. An example of such a table is included in Appendix B. In addition to this, it is important to keep record of the inclusion and exclusion criteria (see below) so that it is very clear to the reader based on what criteria the respective mapping was compiled.

Figure 2

Diaspora organization mapping process



STEP 1: Public organizational rosters

Assessing public organizational rosters and commerce registries that list organizations/associations presents the first step to generate a database of the formally registered diaspora organizations in a specific country of residence. Using keywords, such as the origin country name or a specific ethnicity, helps to identify relevant organizations, but also consider cross-thematic mandates or regional diasporas such as *Maghrebins* or Latin-Americans.

Different kinds of registries can be used for this purpose as different countries have different levels of formalization of organizations, use different kinds of registries, etc. Some examples include the Common register portal of the German federal states common register portal of the German federal states, United Kingdom charity register and the dataset of associations in France. In some country's registers, organisations and businesses are included in the same database, while in other countries they are separated. If it is of interest to the diaspora mapping to also include diaspora businesses you might therefore have to look into additional sources of information (see Textbox 9).

TEXTBOX 9: IDENTIFYING DIASPORA BUSINESSES USING PUBLIC RECORDS

Using public records to identify diaspora businesses is a complex task as in most cases origin of a business owner is not publicly available data recorded in business registers. When searching for the keywords proposed for searching for organizations, businesses that have these keywords in their names will also appear in registers that jointly include organizations and businesses, such as Chambers of Commerce that register both profit and non-profit organizations. These would be the businesses registered in the country of residence in this case, but likely would only include a small subset of all businesses owned by diaspora members as it systematically excludes any business that does not have an explicit mention of the origin of the owner in the name. To identify businesses with links to the country of (ancestral) origin, national investment promotion agencies or economic development boards, might have helpful records, where they exist.

For more information on mapping diaspora-owned firms please consult IOM's previous publication Contributions and Counting, especially Step 2, Action 3.

A register of organizations, associations, foundations, etc., might not exist for every country and even when they do exist working with them is not always straightforward. Common challenges in the use of association registries include:

- Not all countries have them or have a legal environment for civil society organizations or requirements to register them.

- They tend to list limited information on the organization, sometimes only the name and the postal addresses.
- They tend to be outdated and may list organizations that have resolved or are inactive.
- It is difficult to identify associations comprised of larger diasporas, which are not nation-based.

To complement the information that is possible to get from such a register it is good practice to conduct an internet search with the aim of gathering additional information. This includes contact details as well as a description of the organizations and its activities, which is often needed to generate a more comprehensive database and to understand which organizations might be relevant in the context of the diaspora mapping. Moreover, the web search also helps to uncover organizations that are not officially registered (see Step 2 below).

An additional possible source for a list of diaspora organizations might be embassies or consulates of the country of (ancestral) origin in the relevant residence countries. These might not always be available, but many countries engage with members of their diaspora through such organizations for joint events or cooperation on development or humanitarian issues. Some examples include a list of Cameroonian diaspora organizations in Germany or an overview of Indonesian organizations in the United Kingdom. Other embassies might have similar lists, which they do not post publicly on their website, so contacting them about this might be worth it, especially if identifying organizations through the other channels is not fruitful. Such a list comes with its own list of challenges since they are mostly limited to the ones they work with and/or have a good relationship with. This risks exclusion of other members of the diaspora, which might be problematic depending on the aim of the diaspora mapping.

TEXTBOX 10: INCLUSION AND EXCLUSION OF ORGANIZATIONS IN AN ORGANIZATIONAL MAPPING

The initial search in registers and on the internet might include results that are not actually diaspora organizations when taking a closer look. It is therefore important to defined inclusion and exclusion criteria for which organizations to include in the final diaspora organization mapping. Some possible things to consider to define inclusion and exclusion criteria include:

- ***Diaspora organization?*** Are diaspora members actual members of the organization or is this an organization run exclusively by people in the country of residence with an interest in the country of interest? The latter type of organization is not relevant for a diaspora mapping. In some cases, diaspora members and others jointly start organizations, especially when they work on the topics of development and humanitarian aid. Whether to include or exclude these, should be a conscious decision, which depends on the objective of the mapping.

- ***Organization still active?*** Based on the internet search and looking at websites and/or Facebook and other social media sites of organizations, it can be understood whether the organization is still active. If not, it can be excluded from the mapping, which should focus on currently active organizations.
- ***Is it a business rather than an organization?*** In some cases, businesses and organizations are registered in the same databases and have similar names. Depending on the aim of the mapping, businesses could also be interesting. If not, you will want to exclude them.
- ***Are the organization's mandate and activities relevant for the mapping?*** You might want to exclude organizations that are not working in the area of interest for a mapping if the aim is to identify organizations relevant to specific future programming.
- ***No contact details available?*** Can you find contact information for the organization or a representative? If not, including them in the mapping only makes sense if there is no interest/ need for directly engaging with the organization either during the research or as a result of it.

STEP 2: Social media sites

The above first step allows to identify formally established and registered diaspora organizations. In many contexts, diaspora members also organize outside of such formal structures. This means that it is important to do additional searches to identify more informally organized actors and key active diaspora figures. The latter might be of interest within a mapping in itself, but such individuals are also often well linked. Reaching out and asking about organizations might therefore be a valuable step in competing a comprehensive organization mapping.

To identify informal groups of diaspora members, using keywords such as the origin country, ethnicity, etc., in combination with the name of the country of residence helps to identify relevant organizations or groups. Again, it is important to also consider cross-thematic mandates or regional diasporas. Doing this both through a search engine and ion social media sites, can yield different results that ensure capturing different kinds of groups. On Facebook groups consisting of members with a specific background in terms of country, region, ethnicity, etc., either in a specific country or city are common, while on LinkedIn people often organize around professions and residence or origin country.

Once such a group is identified, it makes sense to get a bit of an understanding of what their purpose is and what the level of activity is. This can be done by looking at the number of followers and likes, but also about recent posts and engagement with these posts as well as the kind of topics that are discussed. Again, defining inclusion and exclusion criteria is important here to have a consistent and transparent way of deciding what is included in the final mapping.

STEP 3: Outreach to personal contacts

Finally, reaching out to existing contacts within the diaspora community as well as key stakeholders makes sense to ensure being as comprehensive as possible in the mapping. They might be able to contribute to the identification of additional gatekeepers and know about additional relevant informal and less publicly visible groups or initiatives of the diaspora. This becomes especially important where there is a risk that some less visible subgroups of a diaspora, such as women and youth, might otherwise be overlooked.

5.4 Combination with other tools

No diaspora is unified and homogenous; there is a need to understand the heterogeneous interests, aspirations, institutions and objectives of diaspora communities. While the mapping exercise helps to generate a data set as well as a general overview of the diaspora civil society landscape, other methodological tools can help to gain more detailed insights on both the capacity and aspirations of diaspora organizations.

Given the heterogeneity among diaspora actors there is a need to understand the different aspirations, narratives and institutions of diaspora groups as well as the underlying factors such as class, professional, ethnic and gendered hierarchies that shape their practices and interactions. Semi-structured in-depth interviews with representatives from diaspora organizations and key individuals, such as political activists and community leaders are useful tools to gain further insights into the more underlying dynamics of diaspora engagement, including potential lines of divisions within the diaspora as well as perceptions on their willingness of cooperation. For more information on such interviews, please consult the Qualitative Method-Specific Module.

Surveys, on the other hand, can help to conduct a capacity assessment of the diaspora civil society, by collecting data on the structure and size of membership and financial capacity among other things. For more on surveys as a research tool, please consult the Quantitative Method-Specific Module.

Appendix A

Literature review template

Title	Publisher	Year of publication	Conceptualization of diaspora	Country of (ancestral) origin	Country of residence	Summary/ abstract	Methodology	Data source	Inclusion/ exclusion	Notes

Appendix B

Diaspora organization mapping

Name of organization	Year of establishment	Contact details	Category[1]	Goals/ mandate	Activities	Location of activities[2]	Notes

1. e.g. development, humanitarian aid, professional, political, integration, etc., (ensure to define relevant categories for your mapping).
2. residence country, origin country, both.

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