

Expertise Beyond Borders: Practical Roadmap on Piloting Diaspora Co-working Hub in the Higher Education Sector in Moldova

Authors:

Dr. Dorina Baltag, Olga Bostan, Mariana Plamadeala

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About the Project

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EUDiF is a pilot project funded by the European Union (EU) and implemented by the [International Centre for Migration Policy Development \(ICMPD\)](#). EUDiF strives to foster an informed, inclusive, and impactful diaspora-development ecosystem through knowledge and action, working together with partner countries, diaspora organisations in Europe, the EU, and its Member States.

The [Bureau for Relations with Diaspora \(BRD\)](#) is a directorate of the State Chancellery, under the direct subordination of the Prime Minister, which coordinates state policies in the field of diaspora engagement.

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About the Authors

[Dr. Dorina Baltag](#) has gained over 12 years of professional experience working at universities in the Netherlands and United Kingdom, and currently holds a position as a postdoctoral researcher at the Institute for Diplomacy & International Governance at Loughborough University-London. Her areas of specialization include the EU democratization agenda, Eastern partnership countries, EU diplomacy, migration, and diaspora. Since 2013, Dorina has been an active member of the diaspora community, and as of 2020, she serves as the CEO of the Noroc Olanda Foundation, a Moldovan diaspora organization. Within the diaspora community, she shares her expertise on topics such as community development, problem-based learning, research for advocacy, and networking.

[Olga Bostan](#) is a junior researcher in the field of migration. In her role as a junior teaching fellow at University College Maastricht, she gained valuable professional experience teaching and designing courses in the field of sociology and cultural studies. She is currently advancing her expertise in anthropology at Leipzig University in Germany, with an academic interest in anthropology of infrastructure and anthropology of water. Olga has been an active part the Moldovan diaspora since 2014 and accumulated over 6 years of experience in community and project management as the Research and Development Officer at Noroc Olanda Foundation in the Netherlands.

[Mariana Plamadeala](#) holds an MSc in Quality Management Systems in France and has over 7 years of professional experience gained in France and the United Kingdom. Besides her activity as Quality Systems Engineer, Mariana has over 6 years in auditing processes in automotive field at European and global level. Her areas of specialisation are process mapping, continuous improvement, product and process ideation and implementation, customer and supplier management. From 2012 she initiated cultural diaspora activities in Strasbourg, France dedicated to the integration of Romanian speaking migrants. Since 2019, she founded the R.U.D.A NGO in the UK with the aim of reducing the stereotypes about the Romanian speaking community through social injustice issues, and cultural and networking activities as well as community-driven development.

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Abbreviations

ADS	Armenian Diaspora Survey
BA/BSc	Bachelor of Arts / Bachelor of Science
BRD	Bureau for Relations with Diaspora
CDL	Capacity Development Lab
DCH	Diaspora Coworking Hub
DEH	Diaspora Engagement Hub
DEG	Diaspora Excellence Groups
DIP	Diaspora Innovative Projects
DP4D	Diaspora Professionals 4 Development
ECPR	European Consortium for Political Research
EU	European Union
EUDIF	European Union Global Diaspora Facility
HE	Higher Education
IOM	International Organization for Migration
IT	Information Technology
LLR	Lessons-learnt Report
MA/ MSc	Master of Arts/ Master of Science
MER	Ministry of Education and Research
MOST	Moldovan Office for Science and Technology
MSU	Moldova State University
NARD	National Agency for Research and Development
NAQAER	National Agency for Quality Assurance in Education and Research
NGO	Non-governmental organisation
OSI	Open Society Institute
PBL	Problem-based Learning
PhD	Doctorate in Philosophy
PRD	Professional Return of Diaspora
PDCA / PDSA	Plan-Do-Check-Act / Plan-Do-Study-Act
READ	Research Expertise from the Academic Diaspora
REP	Returning Expert Programme
R&D	Research and Development
SDC	Swiss Agency for Development and Cooperation
SWOT	Strengths-Weaknesses-Opportunities-Threats
UACES	University Association for Contemporary European Studies
UN	United Nations
USA	United States of America

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Introduction

The latest migration statistics for Moldova indicate that a staggering 1,159,400 Moldovans have migrated, making it the country with the highest emigration rate globally¹. This has a significant impact on the country's growth prospects, as 28,98% of Moldovans now reside abroad, representing the departure of around 42% of the economically active population². In the higher education (HE) sector specifically, despite ongoing efforts to improve its quality³, its universities ranked 14,291st out of approximately 28,000 globally in 2023, representing a 25% decline from 2012⁴. This, in combination with lack of trust in the education system and difficulty securing employment in Moldova, are strong factors driving talented individuals to pursue their education and careers abroad⁵.

In response to such migration trends, the first Diaspora-2025 National Strategy⁶ and the current Sectorial Program for diaspora 2024-2028⁷ were elaborated with the aim of recognising and utilizing the human capital of the diaspora and engaging them in Moldova's sustainable development – indicative of the subjects' priority on policymakers' agenda. At the same time, survey results from Moldovan highly skilled migrants reveal that diaspora is eager to engage with national institutions and contribute with their knowledge and expertise to their home country. In the HE sector in particular, diaspora recognizes the value of their know-how in relation to research, teaching, and the capacity building of institutions⁸.

Contrary to popular belief, the process of migration is no longer seen as 'brain drain' for the sending country. Instead, it is increasingly recognized as an opportunity for the transfer of knowledge, skills, and expertise that can benefit various groups of actors. This is because the social remittances⁹ of the diaspora can modify social, economic, and political attitudes and norms, can target key audiences, including policymakers, which, in turn, makes diaspora a valuable stakeholder for their home country.

¹ IOM GMDAC (2021). Migration Data Survey Report for Moldova, available at:

https://moldova.iom.int/sites/g/files/tmzbd1626/files/documents/GMDAC%2520MOLDOVA%2520Report_EN_010621_0706.pdf

² BRD (2016). National Strategy Diaspora-2025, available at: https://brd.gov.md/sites/default/files/sn_diaspora_2025_web.pdf

³ e.g.: the National action plan regarding the quality assurance of higher education in the Republic of Moldova for the period (2021-2023), the Operational Manual for the Improvement of Higher Education

⁴ According to Webometrics, a ranking tool measuring global performance of universities, , available at:

<https://www.webometrics.info/en/europe/moldova%2C%20republic%20of>

⁵ ZdG (2022). Young people's inclusion in the labor market or why do young students leave? Available at:

<https://www.zdg.md/blog/editoriale/incluziunea-tinerilor-in-campul-muncii-sau-de-ce-pleaca-tineretul-studios/>

⁶ BRD (2016). National Strategy Diaspora-2025.

⁷ BRD (2023). Policy development workshop elaborated with the support of MIEUX- developing the concept of a sectorial programme for diaspora.

⁸ Information derived from survey findings which can be consulted in the Assessment Report *The Moldovan Brain Gain: A Profile of Skilled Diaspora in the Higher Education Sector*, as well as the 4 focus groups conducted in the elaboration of the roadmap on March 29th, April 5th and April 26th 2023.

⁹ Social remittances are defined by the ideas, behaviours, identities, and social capital that flow from receiving- to sending-country communities as explained by Levitt, P. (1998). Social remittances: Migration driven local-level forms of cultural diffusion. *International migration review*, 32(4), 926-948.

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Against this background, the practical information outlined in this roadmap assists policy practitioners in articulating their strategic thinking and presents a clear plan for achieving the desired policy outcomes on mobilizing diaspora. To maximize diaspora's willingness to engage in the HE sector and capitalize on the favourable political context in the country, the creation of a Diaspora Coworking Hub, which this Roadmap envisions, becomes a crucial step in harnessing their potential in a systematic and meaningful way.

Roadmap Purpose

The main purpose of the roadmap is to provide the Bureau for Relations with Diaspora (BRD) with practical tools and procedures for piloting a human capital transfer scheme in the HE sector by creating a coworking hub (Diaspora Coworking Hub) involving Moldovan highly skilled diaspora.

Roadmap Objectives

To achieve the set purpose, the roadmap envisions the following objectives:

- To establish the diaspora coworking hub.
- To operationalise the diaspora coworking hub.
- To offer practical tools for the piloting of the diaspora coworking hub.

To guide the overall process, this roadmap is developed as a comprehensive plan that outlines the key processes and tasks required to establish and implement the coworking hub as well as the targets that should lead the Diaspora Coworking Hub activities.

Roadmap Context

The evidence collected and analysed between August-December 2022, presented separately in the Assessment Report *The Moldovan Brain Gain: A Profile of Skilled Diaspora in the Higher Education Sector* (hereafter: Assessment Report), informs the plan and approach of this roadmap. In the creation of the document, data was processed to understand the context for which the roadmap is required; the roles and responsibilities of stakeholders involved in diaspora, migration and development; the goals pursued by the BRD and stakeholders involved in the development of the HE sector; the categories of needs in the targeted sector; the profile of Moldovan highly skilled migrants involved and/or interested in the development of HE; as well as existing practices of engagement with diaspora in Moldova and other countries.

The roadmap responds to the specific objective of the Diaspora-2025 National Strategy and the follow up Sectorial Program for Diaspora 2024-2028 aimed at leveraging the country's human capital as well as to the different identified categories of needs for engagement with diaspora in the HE sector. At the same time, targets for the diaspora coworking hub (presented in section 2

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of the roadmap) are developed based on the challenges identified within the targeted area such as: the need for modernisation of HE through upgrading teaching & learning methods; the need for advancing research practices through developing collaborations with diaspora; the need for internationalisation of the HE sector through enhancing institutional capacities.

This document comes with an innovative proposal of establishing a Diaspora Coworking Hub (hereafter: DCH) in HE as a mechanism through which diaspora's potential is mobilized in a systematic and meaningful way. Coworking has become a global phenomenon and refers to a working arrangement in which people from different teams and companies, with different knowledge, skills and professional background come together to work in a single shared space. Since 2012, several ways of attracting and mobilizing the Moldovan human capital have been used by BRD and the Moldovan government (*inter alia*: the Professional Diaspora Return or the Diaspora Excellence Groups programmes); these are sporadic, not sector-specific or have been terminated. Taking this into consideration, the Diaspora Coworking Hub is conceptualised as a more sustainable instrument for knowledge and skills transfer.

Throughout the roadmap clear guidance to the BRD and other relevant stakeholders on mobilizing diaspora knowledge and skills in the HE sector specifically are provided by emphasizing the necessary actions to be taken in establishing a DCH. Even though the actors directly targeted in this roadmap are the BRD, the Ministry of Education and Research (MER), Moldovan HE universities and highly skilled diaspora interested in HE sector, it can also become an instrument that helps advance education and research reforms in the country. Further stakeholders could represent actors involved in diaspora engagement (BRD; the Presidency; line ministries such as the Ministry of Foreign Affairs and European Integration; development partners); actors involved in the development of HE (the MER, national universities; national agencies such as the NARD or NAQAER); actors from the civil society and private actors and, of course, diaspora actors (NGOs and highly skilled diaspora).

Establishment of the Diaspora Coworking Hub

The establishment of the DCH in HE and research starts with the following processes:

1. design the recruitment strategy.
2. integrate the DCH candidates.
3. define the collaboration principles.
4. implement the outreach activities.
5. decide on a financial scheme for supporting the DCH.

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1. Design the recruitment strategy

The design of the recruitment strategy includes establishing the scope of recruitment and the selection criteria that take into consideration the skillset and knowledge of diaspora professionals, as well as identifying the recruitment style and the duration of deployment for DCH members.

Define the scope of recruitment

To establish the DCH it is important to differentiate between the two groups of candidates to be recruited: 1/management board of the DCH and 2/sectorial deployments.

BRD should first start selecting candidates for the DCH management board by identifying and reaching out to qualified candidates interested in an administrative and leadership position (further details explained under the DCH governance structure section). Once these candidates have been selected, they should assist BRD in further recruitment of the DCH membership, tasked with sectorial deployment.

To identify DCH board members, BRD can make use of the existing diaspora professional networks and/or initiative groups dedicated to HE: *e.g.*: Diaspora for Excellence in Education & Research (detailed in Box 1).

BOX 1: Moldovan Diaspora Professional Networks in HE

- **Diaspora for Excellence in Education & Research for Republic of Moldova:** is an initiative launched in 2022 by a group of diaspora professionals. Its main objective is to create a framework that enables Moldovan academic diaspora members to share their expertise with the Moldovan HE sector. To achieve this goal, the initiative has implemented several activities, including policy documents evaluating the current development in the HE sector; the involvement of diaspora professionals in the evaluation of quality processes of vocational and HE institutions in Moldova with NAQAER, the transfer of expertise through publicly accessible webinars on research and teaching methodologies, and thematic discussions among academic diaspora representatives and with Moldovan stakeholders to share their experience and expertise on how to improve the research and education sector in Moldova.

Design the selection criteria

To create the selection criteria that target members for the DCH in HE implies understanding their profile (as presented in the Assessment Report). Table 1 below provides a starting point for developing selection criteria for identifying potential members, for the DCH board and for the sectorial deployment candidates, that includes a person's qualifications and professional experience, differentiated according to the three categories of needs identified in the HE sector. Use the table below and populate it with further selection criteria such as:

- specific core competences particular to the DCH tasks.

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- experience that demonstrates cross-functional competencies.
- experience that demonstrates leadership and management competencies.
- experience in transferring their know-how to Moldova in the HE sector.

TABLE 1: Selection criteria for DCH candidates (in relation to existing needs in HE)		
<i>Research</i>	<i>Teaching</i>	<i>Internationalisation</i>
Qualifications		
<ul style="list-style-type: none"> - PhD and above. - in the discipline for which expertise is needed (e.g.: European studies, international relations, public policy, social science, political science, migration & development or other disciplines). 	<ul style="list-style-type: none"> - MSc or studying towards achieving a PhD. - in global learning, education, education and technology, education management and other related disciplines. - in the discipline for which expertise is needed (e.g.: European studies, international relations, public policy, social science, political science, among others). 	<ul style="list-style-type: none"> - PhD (or MA/MSc; BA/BSc and professional experience that compensates for the degree). - in management, public policy, social science, law, political science, international relations, economic sciences, or other related disciplines.
Professional experience		
<ul style="list-style-type: none"> - 5-10+ years of experience - strong theoretical, conceptual and methodological research experience. - outstanding research qualities demonstrated through an established publication record. - relevant academic network. - experience in development cooperation in HE. 	<ul style="list-style-type: none"> - 2-4+ years of experience - proven ability to guide an entire design and iteration process of the curriculum. - experience in Problem-based Learning (PBL) and other student-centred philosophies. - proven record of use of innovative education instruments. - experience in research-led teaching. 	<ul style="list-style-type: none"> - 7-10+ years of experience - excellent general knowledge and understanding in management and leadership. - additional expertise in coaching, training, competences development. - proven track record in capacity building, stakeholders' engagement, policy development, including monitoring, evaluation, and learning. - relevant network of communities of practice.
<p><i>Note:</i> Table developed based on the profile details of Moldovan skilled diaspora and needs categories presented in the Assessment Report as well as various examined ToRs in the HE sector made available to authors.</p>		



Source: Authors' compilation

Identify the recruitment style

In parallel with establishing the selection criteria, it is important to decide on the style of recruitment: targeted (the practice of tailoring your recruitment efforts to a specific audience based on distinguishing criteria serving the needs of the project/activity) or open (the practice of attracting talent without regard for specific criteria such as skill set, experience, or geographic location). The advantages and disadvantages of both styles are explained in Table 2.

In the short-term, for the piloting phase (especially for recruitment of the DCH management board), it is recommended to use the targeted style and then to proceed with an open style (which will be useful for creating the expert roster). Ideally, a human resource specialist should be involved in this activity to facilitate the recruitment process (*e.g.*, collaborating with a HR diaspora professional or HR firm can facilitate this process).

TABLE 2: Recruitment styles		
Style	Advantages	Disadvantages
Targeted	<ul style="list-style-type: none"> - easier for the organisation to conduct targeted communication in the process of recruitment. - targeted recruits usually possess very specific knowledge and competences that respond to the DCH needs. - ensures that you select the most representative sample of candidates for the DCH needs. 	<ul style="list-style-type: none"> - given that the DCH is novel, and processes are yet to be consolidated, it will be difficult to calculate the immediate return on investment. - might exclude or underrepresent certain segments of society. - is time-consuming. - the sample may be too narrow.
Open	<ul style="list-style-type: none"> - the organisation is flexible and is interested in recruiting over-looked individuals. - offers access to a bigger pool of candidates. - ensures a more diverse hire (gender, age, minority groups etc.) 	<ul style="list-style-type: none"> - the sample size of applicants is too broad. - the selection process and matching may be timely and costly. - it will be difficult to calculate the immediate return on investment.

Source: Authors' compilation

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Determine the duration of deployment

It is essential to identify and differentiate between the various durations of assignments: the short-, medium-, and long-term deployment (advantages and disadvantages described in Table 3). Assignments can be conducted remotely (online) or on-site. Although virtual collaboration may present challenges in developing a hands-on understanding of the institutional context, it is highly valued by diaspora migrants as it increases participation accessibility in diaspora mobilization initiatives and offer flexibility in engagement. A blended approach, based on the experiences of projects such as EUDiF or MIEUX+, can balance the advantages-disadvantages scale.

TABLE 3: Duration of diaspora deployment		
Duration	Advantages	Disadvantages
Short-term (up to 2 months)	<ul style="list-style-type: none"> - accessible to a broader range of participants as it requires little logistical arrangement vis-à-vis one's employment condition. - can take place in-person, with in-country deployment. 	<ul style="list-style-type: none"> - the short duration of the stay can pose challenges towards establishing trust and long-term cooperation with stakeholders.
Medium term (2 -12 months)	<ul style="list-style-type: none"> - facilitates the transfer of expertise that transcends task-based participation and thus, increases the sustainability of the mechanism. - an accessible format that can allow a combination between virtual and physical assignments. 	<ul style="list-style-type: none"> - may require a variety of logistical arrangements (e.g., taking a leave of absence from work and family life).
Long term (1-3 years)	<ul style="list-style-type: none"> - allows the integration of participants in the daily operations of the institution. - can contribute to a potential return of diaspora. - increased sustainability compared to shorter-term engagements. 	<ul style="list-style-type: none"> - less attractive to those who cannot fit a long-term mobility stay in their professional trajectory. - has the potential of being financially unattractive.
<p><i>Note:</i> information derived from the survey and interviews conducted in the process of designing this roadmap.</p> <p><i>Source:</i> Authors' compilation</p>		

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2. *Integrate the DCH candidates*

The integration process includes the selection of DCH membership and the organisation of induction sessions.

Selection of the DCH members

In the recruitment process, BRD should first target and select those candidates that will be responsible for the strategic thinking and good governance of the DCH who, subsequently, will become representatives of the management board. The DCH board should be comprised of 3-5 people, appointed for 1-3 years. One DCH member should serve as liaison with BRD and, in this sense, co-share a secretarial role to support the administrative functions of the DCH. Additionally, representatives of public institutions could become members of the board or members of the DCH in a consultative role. DCH membership, should then be expanded with further members, who will be tasked with need-based sectorial deployment as well as be involved in the development of the DCH.

Organise induction sessions

To ensure DCH membership retention and better outcomes, investing in the induction process is quintessential. Once the DCH board members have been recruited, induction sessions for DCH members should be organised by the board together with BRD and will include:

- Orientation – introducing members to the DCH vision, governance structure and plan of actions.
- Matching – presenting the current state of affairs in the HE to match the sectorial needs with the member’s competences.
- Instruction – explaining to members the rules and norms in relation to the tasks to be delivered.

3. *Define the collaboration principles*

To establish a sustainable mechanism, it is recommended that the DCH remains autonomous from state institutions and functions as a self-governing body. In the initial meeting with selected members of the management board, it is important to identify the DCH governing structure and define collaboration principles. Other structural decisions could be taken together with the DCH members.

The DCH will foster a community of practice, a group of people who share common interests and concerns and come together to achieve both individual and group goals. Therefore, a participatory approach that offers gateways for diaspora to set, shape and advance the HE sector is key. To do so, the coworking environment requires a set of collaboration principles to facilitate the exchange of ideas, experiences, and know-how among members, leading to a culture of continuous learning and improvement.

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Below is the main list of principles applicable for the DCH that could be further extended if necessary:

- *Community* - involves accommodating the needs of members and fostering friendly relations among them. In this sense, interactions between members are key, where people can communicate ideas effectively and comfortably share their knowledge and skills to advance the hub's work.
- *Collaboration and Co-creation* - encourage the sharing of expertise, lessons learned, and joint ownership among members. By incentivising members to work together, DCH provides opportunities for individuals to give and receive support, while also learning from one another in the process of generating solutions to common problems through partnerships and, in turn, foster a culture of innovation, creativity, and shared success among members.
- *Openness & Transparency* - require everyone working on a task/project to have access to all the relevant materials and information. DCH members willingly share their work, invite others to join ongoing tasks/projects, and respond positively to requests for additional details and, in this way, create an environment of openness and trust.
- *Accessibility* - refers to both physical location and educational opportunities. Regarding physical location, it is crucial to ensure that members have clear information about the schedule and location of the workspace, whether it is remote or in-person. In terms of educational opportunities, the DCH should provide its members with various opportunities for growth, such as workshops, networking events, or other programmes that can help them learn and further develop their skills.

4. *Implement the outreach activities*

Outreach activities should be focused on developing an expert roster. This will allow to continuously extend the contact list of diaspora for the DCH. An expert roster (examples given under Box 2) centralises a list of diaspora representatives to be involved in the mechanism of knowledge and expertise transfer, who can be contacted and contracted by stakeholders on a need basis.

A starting point in structuring a roster is creating categories against which information will be collected on potential candidates. Use the selection criteria developed in the recruitment strategy and complete it with criteria such as:

- field of professional activity and interest.
- years of experience in the field.
- past and current employers.

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- preferences regarding the institution and domain of collaboration with Moldovan stakeholders.
- specification of individual time availability.
- specification of availability in relation to the type of assignment (virtual/homebased or on-site missions).

To achieve a sustainable instrument, the roster platform should provide a matching mechanism, which links the needs of the institutional actors with the offer provided by diaspora experts.

BOX 2: Examples of expert rosters

- **[Diaspora Professionals 4 Development \(DP4D\)/EUDiF](#)**: a small-scale human capital transfer initiative, providing support to partner countries via virtual and/or short-term onsite assignments of professionals from the diaspora in key sectors. The EUDiF expert roster is a community of experts who are interested in contributing to an impactful diaspora-development ecosystem. Currently, the expert roster is open to two categories of experts/professionals who can support EUDiF activities under the Capacity Development Lab (CDL) and Diaspora Professionals 4 Development mechanism. All assignments under CDL and DP4D are financially remunerated, and the roster is not being used for voluntary assignments.
- **[Mobility and International Migration /Expertise France](#)**: roster aimed to gather a database of on-call consultants, i.e., available on demand, with at least 8 years of experience. The applicants are qualified specialists who may reside in or have travelled extensively in the field/developing countries with qualifications in migration and development, diaspora mobilization, migrant remittances, return and reintegration, and other connected migration policies.
- **[Migration Network Hub/United Nations \(UN\)](#)**: The UN Network on Migration has established an experts' database featuring migration experts from around the globe. Academics and researchers selected to the database contribute their expertise and publications to further advance innovation in the field of migration studies, with a focus on topics related to the Global Compact for Migration. Their profiles provide links to their research.
- **[DiasporaConnect / Moldova](#)**: a platform that connects Moldovan diaspora members, aiming to foster collaborations among diaspora professionals and public, private, as well as civil society institutions in Moldova. The registration process requires members to indicate their areas of expertise and the desired directions of engagement with their home country. The platform serves as an instrument that allows interested parties to identify members according to a variety of filters, including expertise. Also, it offers options for distribution of in-country employment opportunities for diaspora professionals interested in sharing their expertise.
- **[Moldova4EU Diaspora Task Force/Innovative Governance Association](#)**: a platform that aims to involve highly skilled Moldovan migrants in the EU integration efforts of Republic of Moldova, considering its recently acquired candidate status. This is a small-scale roster portraying the competences, areas of expertise and willingness to engage with Moldovan stakeholders on EU related reforms, in view of providing support on the technical procedures of EU accession as well as facilitating knowledge exchanges among diaspora professionals and public institutions in Moldova.

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5. *Decide on financial considerations*

To ensure the financial sustainability of the DCH in the piloting phase, financial considerations should be established as soon as possible based on an anticipated list of costs, starting with the following categories:

- Operations (e.g.: DCH management board directing the administrative and logistical tasks, communication officer etc.).
- Technology (management software costs for communication, security system, data maintenance and storage; hardware & software).
- Logistics (capacity-building and other educational events).
- Contingency costs.

These costs should be calculated separately from the expenses necessary for Expertise, *i.e.*, to cover the costs of the work of DCH members delivering assignments, ad-hoc tasks, developing products and services and other activities. Expertise (and all related) costs should be covered through specific programmes managed by BRD.

In this sense, BRD can already make use of the existing short-term programmes for engagement with diaspora, such as the Professional Return of Diaspora (PRD) and the Diaspora Innovative Projects (DIP), detailed in Box 3, or re-launch the previous ones, such as the Diaspora Excellence Group (DEG). These will require modifications to better suit the DCH's requirements:

- the PRD, piloted under the Diaspora Engagement Hub (DEH) programme, terminated in 2019 and relaunched in 2023, is not financially attractive for highly skilled migrants developing intellectual products and services as their work is not remunerated.
- the DIP, on the other hand, could have an extended period for deployment, to allow implementation of projects in the HE as a medium-term scheme.

Furthermore, new programmes can be developed based on the selection provided in this Roadmap (*e.g.*, iGorts in Box 3; examples in Boxes 5 and 9).

BOX 3: Short-term diaspora engagement programmes (selected)

- **Professional Return of the Diaspora:** implemented by BRD under DEH, funds diaspora specialists directly in order to encourage the transfer of human capital and professional experience for the academic, social and economic development of the country. The duration of their stay is for a period of 2 weeks to 3 months. The programme was terminated in 2019 and re-launched in 2023.
- **Diaspora Innovative Projects:** implemented also under DEH, projects of diaspora experts are financed with the aim of implementing in Moldova innovative projects and activities from different fields, based on the transfer of knowledge, experiences and international best practices. The implementation period of the project runs from 2 weeks to 2 months.

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- **Diaspora Excellence Groups**: implemented by BRD with IOM Moldova to establish a collaboration mechanism between governmental institutions and highly skilled diaspora, allowing them to provide consultation on policies and institutional reforms, improve public services, and facilitate the transfer of expertise and innovation for the benefit of both the private and public sectors. The programme was active in 2017.
- **iGorts/Armenia**: the programme is run by the Republic of Armenia's Office of the High Commissioner for Diaspora Affairs, and it offers Armenian diaspora professionals the opportunity to serve in the public sector and the government of their country of origin. Following a rigorous selection procedure, the applicants are placed in state institutions according to their field of expertise, where they contribute towards the development of policies and initiatives within the hosting state agency. In 2022, 50 specialists were selected out of 300 applications submitted by diaspora professionals from 32 countries.

Implementation of the Diaspora Coworking Hub

After the DCH members have been recruited, the budget and governance structure have been set, the action plan for the piloting phase should be defined. The design of the DCH action plan should include targets, that serve as a guide for the pilot phase of the DCH (1- to 3-year), indicate a list of actions to be implemented and specify the relevant stakeholders to be involved under each target.

The analysis of data collected between August and May 2023 suggested the following three targets:

1. (T1) to enhance research & development collaboration in HE.
2. (T2) to upgrade teaching & learning methods in HE.
3. (T3) to develop institutional capacities in the HE sector.

To attain the coworking hub targets above, use the list of activities proposed below under each target to finalize the DCH action plan and identify timeframe and milestones.

At this point, we suggest making use of the process map – a management tool presented in the final section of this document.

1. *(T1) to enhance research & development collaboration in HE.*

For this target, the following stakeholders should be involved, depending on the chosen activity:

- HE institutions, Academy of Science, MOST, NARD
- BRD, MER
- NGOs & diaspora organisations

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- Development partners (active in the field of HE)

Below is a list of identified actions under this target to be used as starting points:

- initiate and implement joint research projects between national universities and diaspora academics and researchers.
- develop joint research grants (e.g.: bids for Horizon Europe or Erasmus programmes - used for both, academic mobility schemes as well as knowledge transfer).
- organise thematic events focusing on R&D between highly skilled migrants and national institutions (e.g.: science communication projects, Diaspora awards, Diaspora Forum World Congress of Latvian scientists, European Researchers Night; Research Methodology cafés etc. see Box 4).

BOX 4: Thematic events dedicated to research and development (selected)

- **World Congress of Latvian Scientists:** is one of the largest scientific gatherings in Latvia, attracting researchers, students, local and international partners, officials from national and international public administration agencies, and politicians from around the world. It was first held in 2018, with 750 Latvian participants residing in 24 countries establishing researchers' networks and advancing connection with their strategic partners through diaspora engagement. The Congress is part of the project No. 1.1.1.5/17/I/002 "Integrated national level measures for strengthening interest representations for research and development of Latvia as part of European Research Area".
- **European Researchers Night /transnational** aims to increase awareness of the impact of science on daily life, raise public recognition of researchers' work, and inspire young people's interest in research and science. The project seeks to offer enhanced opportunities for researchers to interact with citizens, students, and various authorities, building better communication skills and competencies to engage with non-research audiences. Participating organizations benefit from an increased reputation and visibility, opening their research projects to the general public and future students. The programme aims to make researchers' work more tangible and accessible to all, improving outreach to underrepresented audiences and strengthening opportunities for citizen engagement.

- organize study visits between national universities and diaspora academics and researchers.
- involve highly skilled migrants in developing a repository of scholarship focusing on Moldova (by using, *inter alia*, their research outputs).
- develop a programmatic framework specifically targeting the development of research (see Box 5).

BOX 5: Programmes of engagement for research & development (selected)

- **Research Expertise from the Academic Diaspora (READ)/Albania:** established by the Albanian-American Development Foundation in 2021 to offer the Albanian academic diaspora a formalised and structured opportunity through which they can support the growth of HE institutions in Albania. READ's first call for applications was issued in January 2022, and over the course of seven years, it will

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bring 100 researchers with Albanian ancestry who currently reside in OECD nations to work with HE institutions in Albania on cooperative research projects and capacity-building activities like PhD. supervision, curriculum co-development, and co-teaching for periods of 1 to 6 months.

- [Temporary return of scientific diaspora/Moldova](#): between 2010-2012 and 2014-2015 a programme of temporary return of expatriated Moldovan scientists and researchers, aiming to address the country's brain-drain was implemented by IOM and financed by the European Commission, as part of the Moldova-EU Mobility Partnership. This programme involved highly skilled migrants in the advancement of the research and development sector in the Republic of Moldova. The programme identified circa 30 representatives of Moldovan scientific diaspora, who participated in short-term visits to universities and research institutions in Moldova.

2. (T2) to upgrade teaching & learning methods in HE.

For this target, the following stakeholders could be involved, depending on the chosen activity:

- HE institutions
- BRD, MER, NARD
- NGOs & diaspora organisations
- Development partners (active in the field of HE)

Below is a list of identified actions under this target to be used as starting points:

- initiate and implement joint educational activities such as: course and curriculum development; summer and winter schools, supervision of BA, BSc, MA, MSc and PhD thesis.
- organise thematic teaching and learning events between highly skilled diaspora and national institutions (e.g: European teaching and learning conference; conference on learning and innovation; Teaching Methodology cafés; PBL workshops; guest lectureships; speaker series etc. see Box 6).

BOX 6: Joint teaching and learning activities (selected)

- [European Consortium for Political Research \(ECPR\) Method School/transnational](#): advances research and the discipline by bringing academics from across their global network of universities together. It promotes scholarly cooperation across boundaries through their events, publications, and research groups.
- [Conference on Learning & Innovation/the Netherlands](#): this yearly conference organized by Maastricht University is a great opportunity for academic and other stakeholders interested in the innovation of learning and teaching. It provides a platform to broaden knowledge on the topic, advance creative teaching strategies and active learning techniques, and expand participants' network.
- [UACES European Teaching & Learning Conference/ transnational](#): the conference aims to stimulate the sharing of experiences and perspectives on supporting the education of international students and mixed groups of home and international students. Academic staff and students come together

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annually to explore a different topic of mutual interest, with the 2022 edition focusing on Internationalisation, Student Diversity, and Peer Learning.

- develop joint teaching and learning grants (e.g., bids for Erasmus +; Jean Monnet Modules etc.).
- organize exchange visits for teaching staff at national universities and diaspora's HE institutions (see Box 7).

BOX 7: Academic exchange schemes (selected)

- **ERASMUS + academic staff mobility:** the programme supports teaching periods at HE institutions abroad for a maximum period of 2 months, and a minimum of 8 teaching hours per week. The mobility scheme is available to staff of HE institutions from partner countries of the programme, providing an inter-institutional agreement is in place.
- **Independent teaching partnerships between Moldovan HE institutions and diaspora academics:** such as: the collaborations between the Helmholtz Zentrum Berlin (Germany) and the State University of Moldova and the Academy of Economic Sciences of Moldova; Xavier University (USA) and Moldova State University (MSU); collaborations between the Institute of Chemistry of Natural Substances (France) and the Institute of Chemistry of Moldova.
- **Carnegie-Wits Alumni Diaspora Programme Africa/South Africa:** was established by the University of the Witwatersrand in South Africa, brings public health diaspora professional back to the university regularly to enhance teaching & research capacity. The programme has resulted in projects related to HIV, TB, maternal health, pediatric surgery, physiology, and anatomy. It has also provided training in writing grant applications and scientific papers and strengthened the supervision of graduate students and early career academics.

- develop a programmatic framework specifically targeting the development of teaching and learning (see Box 8).

BOX 8: Programmes of engagement for teaching & learning (selected)

- **OSI Academic Fellowship Program / former Soviet Union and Mongolia:** the Fellowship Programme was launched in 2004 by the Open Society Institute (OSI) to assist university departments in their efforts to achieve academic excellence and innovation. The programme selected highly qualified scholars in social sciences and humanities to advise and collaborate with receiving universities on curriculum development, academic planning, and the introduction of new courses. The returning scholars also share the latest developments in their discipline with departmental colleagues and encourage the development of critical academic skills.
- **Carnegie African Diaspora Fellowships/ Ghana, Kenya, Nigeria, South Africa, Tanzania and Uganda:** the Institute of International Education offers a scholar fellowship programme for educational projects at African HE institutions, which is funded by a grant from Carnegie Corporation of New York.

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The programme allows African universities to benefit from hosting an African-born scholar who can work on projects related to graduate student teaching/mentoring, curriculum co-development and research collaboration. The programme, which began in 2013, has awarded a total of 566 African Diaspora Fellowships for scholars to travel to Africa.

3. (T3) to develop capacities of institutions in HE.

For this target, the following stakeholders could be involved, depending on the chosen activity:

- BRD, MER, MFA, Presidency of the Republic of Moldova (Advisor for Education and Research, Advisor for Diaspora), the Government.
- NARD, NAQAER, HE Universities.
- Development partners (targeted in relation to the policy under consideration).

Below is a list of identified actions under this target to be used as starting points:

- invest in research and development capacity building of national stakeholders from HE.
- involve highly skilled diaspora in developing a virtual library useful for HE (policy) development.
- develop data-collection instruments to obtain data on highly skilled migrants continuously (see Box 9).

BOX 9: Data collection instruments on diaspora (selected)

- **“Mobilization of the highly qualified diaspora in the field of education and research in the Republic of Moldova survey”/ EUDiF:** For the data collection phase of the project, a survey was conducted, aiming to profile Moldovan diaspora that falls under the category of highly skilled migrants and identify their experience with knowledge-transfer schemes. The survey was carried out between August and November 2022 and it reached a sample of 100 responses from 22 countries.
- **Armenian Diaspora Survey/ Armenia:** the initiative is led by a group of academics, researchers, and professionals from diaspora and its main activity is conducting public opinion surveys in Armenian diaspora communities. These offer information on the problems, attitudes and challenges perceived by the members of the diaspora and aim to provide an evidence-based understanding of various aspects of diasporic life (e.g. identity, language, community, political involvement) for public institutions, policy-makers, as well as private and civil society organizations. The survey is conducted on an annual basis and in 2022, it reached 9458 respondents residing in 46 countries.

- involve highly skilled diaspora in the elaboration, implementation, and evaluation of strategic policy frameworks in HE, including different policy instruments (diaspora should be involved at different stages: from agenda-setting to evaluation).
- develop training and coaching sessions to advance the knowledge and expertise of stakeholders at central and local levels.

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- design mentorship and career accelerators involving staff at national universities, other stakeholders and diaspora (see Box 10).

BOX 10: Diaspora mentorship schemes (selected)

- [HÖOK Diaspora Mentoring Program/Hungary](#): seeks to use a variety of peer support mechanisms to integrate students from the Hungarian diaspora into HE institutions and Hungarian culture by providing students with individualised mentorship to help them complete their academic requirements or overcome any other special hurdles. The programme puts mentor teams within the student’s grasp for assistance with administrative or academic duties.
- [MentorME/ transnational](#): the organization carries out a transnational mentorship programme for students and young professionals residing in Moldova and abroad, involving a global community of mentors. Through various activities such as “JobAccelerator”, the team provides career counselling that targets the development of mentees’ entrepreneurial skills as well as their insertion into the labour market.

Tools and Procedures for Diaspora Coworking Hub

The design of such a knowledge and skills transfer framework requires the continuous use of tools and procedures for ideation, maintenance, monitoring, evaluation, and learning. The following are recommended to be used during the piloting phase:

1. Needs assessment
2. SWOT analysis
3. Process Mapping
4. PDCA
5. Lessons-learnt report

1. Needs Assessment

To achieve better results on the three identified targets, a needs assessment activity (per each target) is helpful in identifying gaps, opportunities, and anticipated challenges. It is recommended for this tool to be conducted immediately after the DCH has established its plan of action and implies two tasks: stakeholder identification and mapping out their needs.

Stakeholder identification

To recognize the diverse dimensions of specific needs to be addressed under each target, it is important to first identify the relevant actors and categorize them according to their level of involvement for achieving the targets as well as their practices in collaborating with skilled diaspora. The stakeholder identification will be conducted after the DCH management board

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members have been selected and will be further expanded with relevant stakeholders throughout the activity of the DCH.

Use the table below as example to map out all stakeholders.

TABLE 4: Stakeholder identification tool				
Stakeholder identification criteria	Addressed target	Name the identified stakeholder	Roles and responsibilities	Existing collaboration practices
Governmental institutions responsible for the development and implementation of policy in the field of education and/or research.	T1, T2, T3			
Governmental institutions and other affiliated agencies involved in the evaluation and accreditation of educational institutions.	T1, T2, T3			
(other) Educational institutions willing to engage in partnerships with the DCH.	T2, T3			
Research institutions open for collaborations with the DCH.	T1, T3			
Development partners invested in the field of education and research.	T1, T2, T3			
NGOs active in the field of education, research and capacity-building.	T1, T2, T3			
Diaspora initiative groups and organizations active in the field of education and research.	T1, T2, T3			
<i>Source: Authors' compilation</i>				

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Needs mapping

After stakeholders have been identified, it is important to gain valuable insights into the stakeholder's experience, resources, and capabilities to determine the best method to implement the DCH action plan. Mapping needs will show how to fill in the gaps between the stakeholder's current and desired state. It will also help differentiate between perceived needs (what people say they need) and normative needs (measurable against accepted standards, research, or expert opinion). To do so, consider conducting desk research to review existing published reports, and other publicly available documents. Corroborate these with insights from consultation meetings with selected stakeholders by conducting short (30 minutes) semi-structured interviews. This should be conducted by the DCH member selected for a specific deployment activity. At the same time it can be repeated throughout the activity of DCH by the board, if such a need arises.

Use Table 5 below to guide the needs mapping process.

TABLE 5: Stakeholders' needs mapping guide		
Type of question	Purpose of question	List of questions
Contextual understanding	- to obtain an overview of the position and the needs of the institution regarding its engagement with the DCH and/or target.	
Experience	- to uncover the existent institutional practices regarding the collaboration with highly skilled migrants.	
Resources and capabilities	- to map the institutional resource availability regarding its collaboration with highly skilled migrants through DCH.	
Forward-looking	- to outline the institutional vision regarding the sustainability of coworking mechanisms with highly skilled diaspora.	
<p><i>Note:</i> This serves as a guiding framework and does not limit the number and type of questions that can be asked. <i>Source:</i> Authors' compilation</p>		

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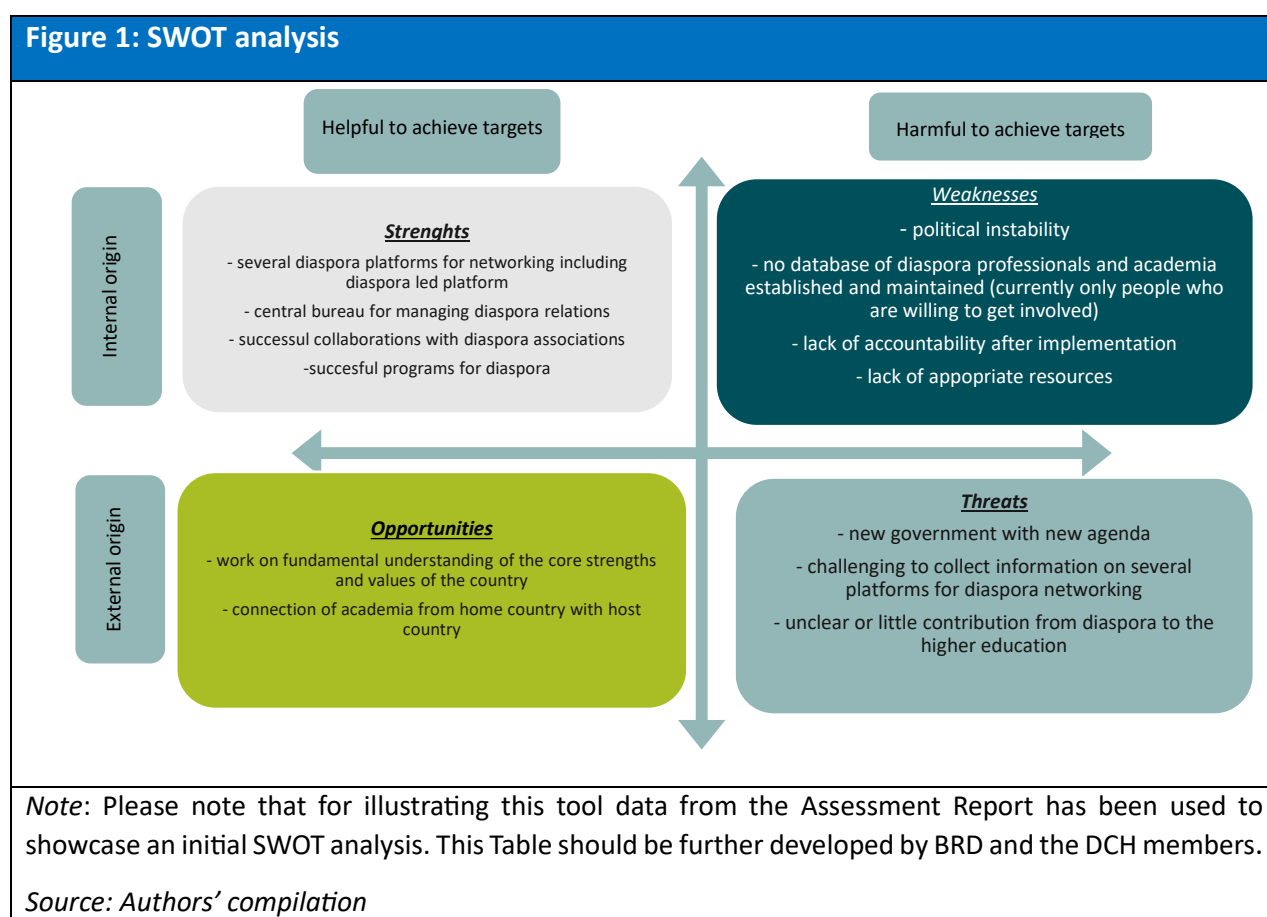


2. SWOT Analysis

To identify areas of strength, weakness, opportunity, and potential risks for the activities of the DCH, a useful tool to be used is the SWOT analysis (as conducted in Figure 1). This analysis can be used in the initial meetings of the DCH by the DCH management board but also throughout it and compare if the same items identified are still valid, solved, or new items occur and need to be added to the SWOT.

Continue populating Figure 1 to indicate the strengths and weaknesses identified (linked within the internal framework of the organisation), and the opportunities and the threats (of external nature to the organisation).

After identifying the strengths, weaknesses, opportunities, and threats, as presented in Figure 1, use Figure 2 to prioritise them as high, medium, or low priority and start action on the high priority items.



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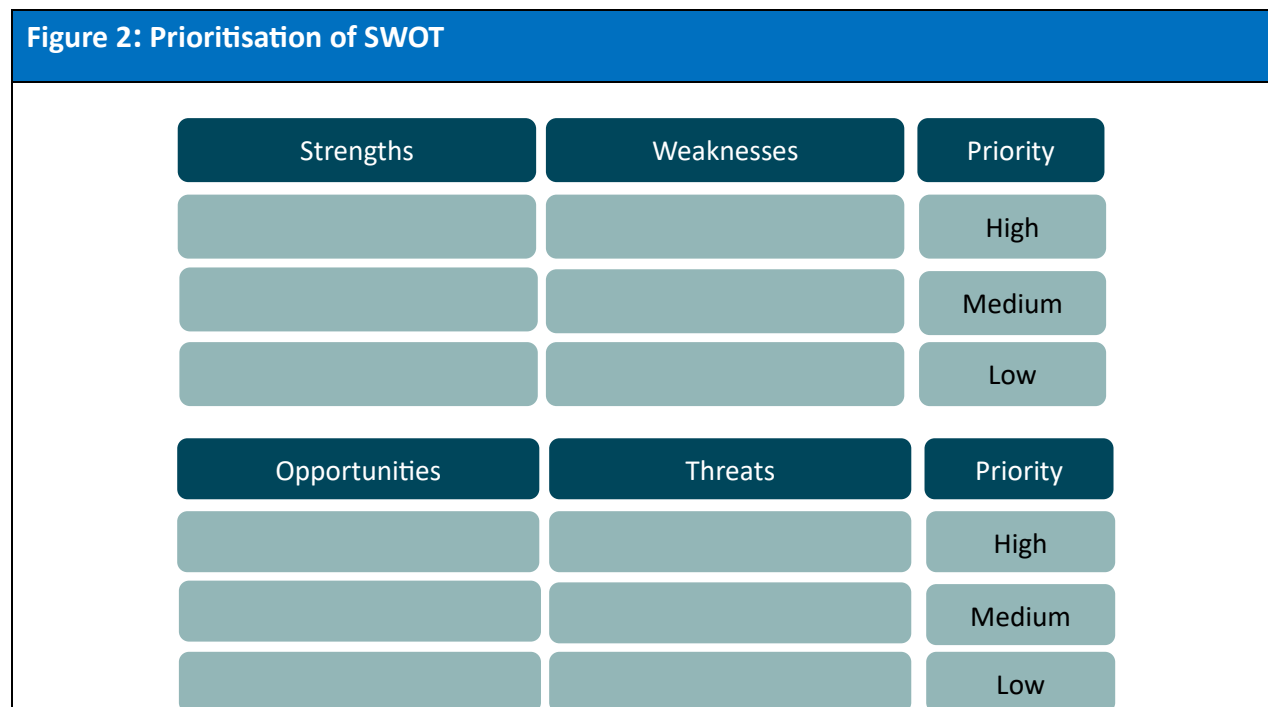


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3. Process Mapping

To implement the DCH, a process map should be used as a tool for visualising the overall process, planning and managing the DCH, that illustrates the overview of the work being done, but also its progress. Use Figure 3 below as a starting point for developing the process map for the DCH and use it regularly to understand if, in practice, everything that was conceptualized and developed - is working. By creating this map, the DCH management board can gain a better grasp of how the DCH operates overall and spot inefficiencies or opportunities for improvement by outlining the complete process from beginning to end.

Keep in mind that a Process Map should have the following components:

- Inputs:
 - data, information, or materials that are needed to carry out the process.
 - input data is transformed by the process activity to produce the output.
- Outputs/Outcomes:
 - goods, services, data, feedback that results from the process.
 - output data is created by the process.

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- Process:
 - answering the following questions “What”, “Who”, “How”, “What results” for the process viability and sustainability.
 - a Process Owner is responsible as an overall decision maker in the event of a process related dispute (in this case ownership can be co-shared between BRD & DCH management board).

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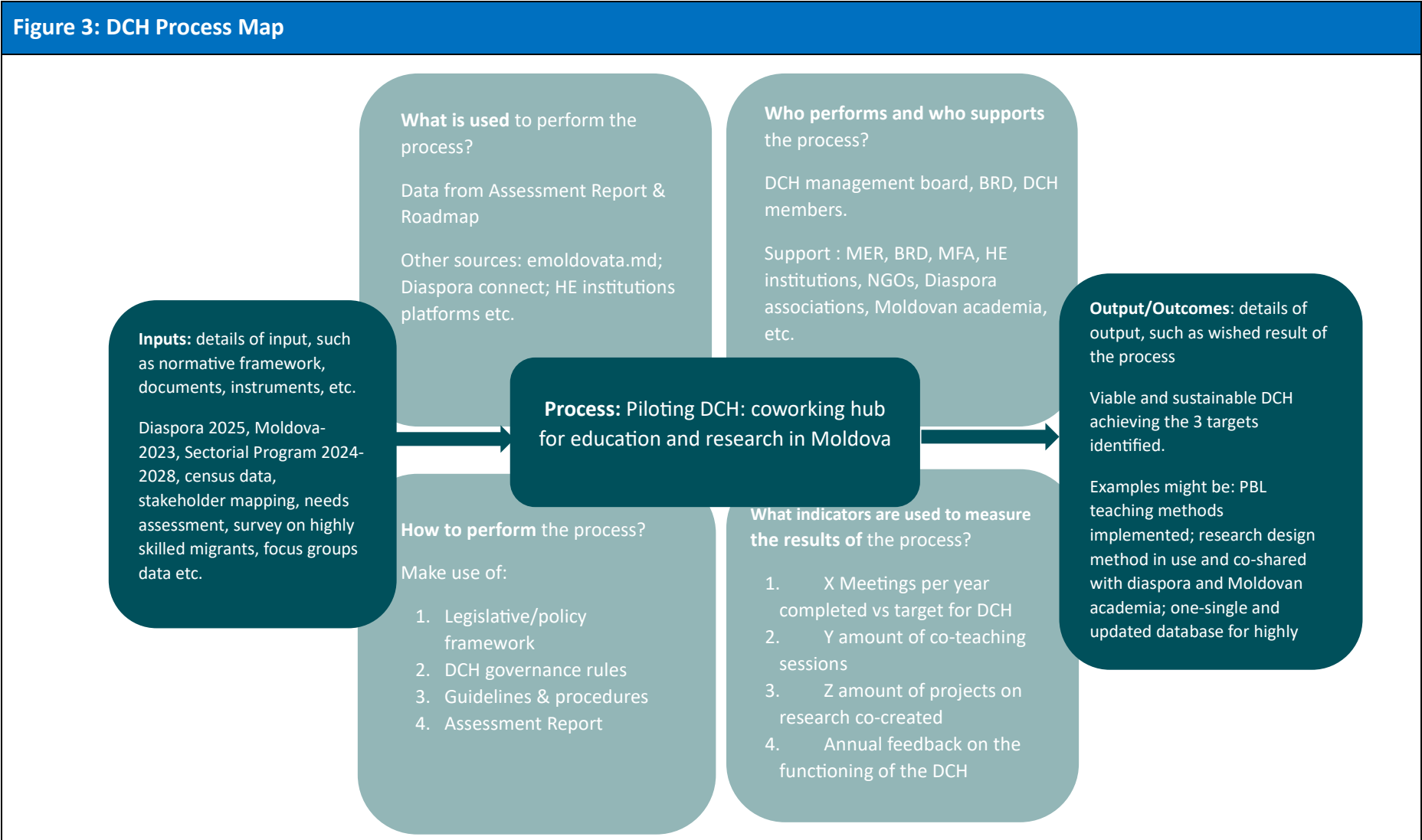
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Figure 3: DCH Process Map



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Note: this Figure has been populated with data collected by the authors in the process of designing this Roadmap.
Source: Authors' compilation

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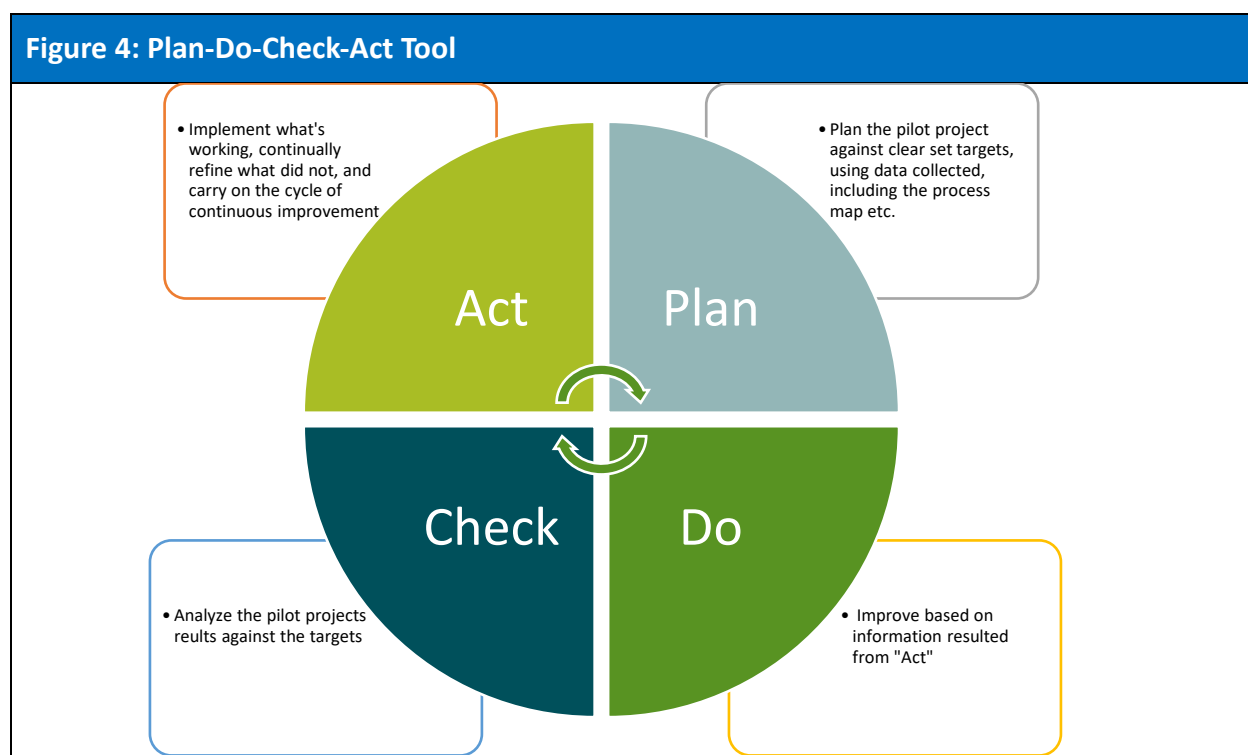


4. PDCA

After the Action Plan of the DCH has been developed, the Plan-Do-Check-Act (PDCA) tool, also known as Plan-Do-Study-Act (PDSA) should be used to ensure that the implemented activity does not stop.

The planning, doing, checking, and acting (PDCA/PDSA) cycle is an ongoing process and it can be used by the DCH management board, but also by the DCH member at various levels of the piloting phase: for small scale activities, bigger projects as well as for managing change and even as an overarching tool for the DCH.

Figure 4 presents the PDCA tool with the quadrants explaining the four phases of the continuous improvement.



5. Lessons-learnt Report

At the end of each year, BRD together with the DCH management board should elaborate a Lessons-learnt report (LLR). For capturing knowledge while it is still current, it is advisable to hold a lessons-learnt session at the conclusion of each milestone set in the Action Plan. This will enable the team to assess what went right, what went wrong, and what lessons can be drawn from it.

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To create an LLR, the next five steps should be used: identify, document, analyse, store, and retrieve, as follows:

- Identify: during this step, the Process Owner (BRD and the DCH management board) as defined in the process map shares with all DCH members a survey/feedback form, schedule a lesson learnt session and conduct the lesson-learnt session (using a brainstorming technique) with all DCH members.
- Document: The DCH management board create a detailed report on lessons learnt.
- Analyse: The team understands the information until now on the project to improve the DCH for the future.
- Store: The DCH management board places the LLR in a repository where everyone has access. This also can be used for peer-to-peer review.
- Retrieve: The LLR can be retrieved at any point for similar projects to DCH, creating a source for inspiration for projects in different sectors.

Populate figure 5 with collected data to create a detailed report on lessons learnt for the DCH.

Figure 5: Lessons Learnt Report

Win or Issue	What happened?	What was the impact?	How does it affect the future of the project?	Mitigation Actions

Note: The first column includes Win - a positive outcome and by Issue - a negative outcome. Both serve as lessons learnt and should be further developed.
Source: Authors' compilation

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www.diasporafordevelopment.eu



EU-diaspora@icmpd.org



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ICMPD
Rue Belliard 159
1040 Brussels
Belgium

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