Some thoughts on

Learning

Competence development

Roles

in transnational diaspora working groups

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Background

Diaspora, refers to any people or ethnic population who are forced or induced to leave their traditional homeland. Europe has a population of roughly 830 million, or about 11% of world population. In 2007, the EU-27 population continued to grow, and reached 497 million.

European history has always been associated with movement of people from a variety of reasons from colonialism and slave trade, changing borders between countries to an opened labor market.

Current research (e.g. Nimwegen and Erf, 2010) puts international migration as one of the most critical challenges facing Europe and, indeed, many countries of the world. Essentially migration and globalization has become a phenomenon profoundly impacting the modern world.

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⁺₋ For Countries of Origin and Residence

- **Brain drain;** the country of origin educates for export

- **Brain waste;** diasporas skills are not used in the country of residence

- **Brain gain;** experienced diaspora return to the country of origin

Trends:

- The countries of origin recognize the potential of diaspora through diaspora ministries, cultural exchange, return programs, etc
- The countries of residence engage diaspora in trade, development programs, etc
- The diaspora recognizes their value in development and investment programs, etc

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Diaspora engagement

Ways of engagement

- Diaspora entrepreneurship

- Diaspora investments

- Diaspora tourism

- Diaspora philanthropy

- Diaspora volunteerism

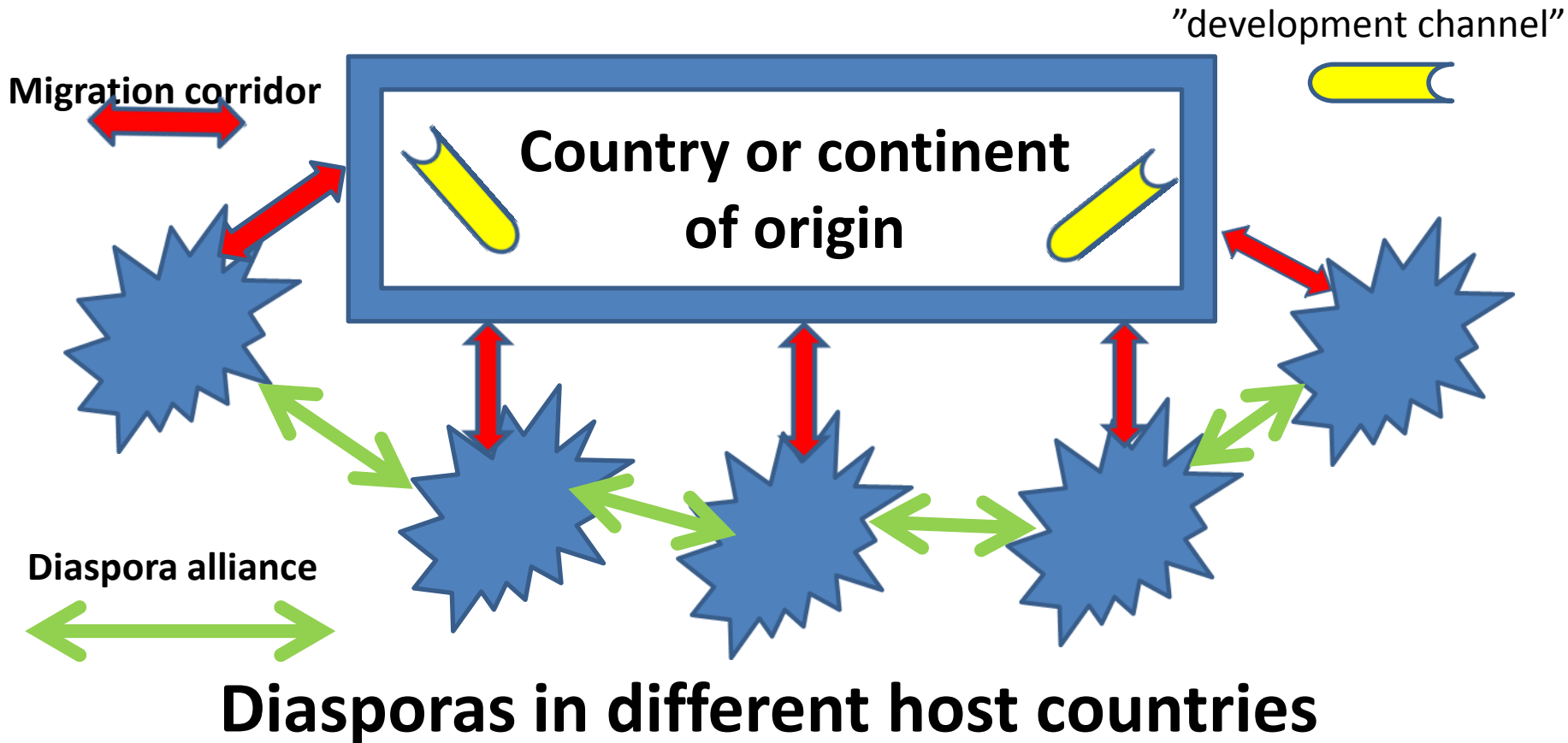- Diaspora advocacy

Channels of engagement

- Networking (the Africa net, US)

- Mentoring (the Indus Entrepreneurs, US)

- Training (IntEnt, NL)

- Investment (Afford, INAFI)

- Venture capital and partnerships (homestrings)

- MPI/USAid initiative Diaspora Alliance

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The Diaspora landscape

"development channel"

Migration corridor

Country or continent of origin

Diaspora alliance

Diasporas in different host countries

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The Transnational Diaspora Teams

The different forms of diaspora engagement call for a wide variety of transnational teams or organizations, linking diaspora to the country of origin.

The transnational diaspora teams will be very diverse in a variety of ways:
* Size
* Objective
* Organization form
* Team member roles and competences
* Flexibility

It is possible to see some possible, but interchangeable roles:
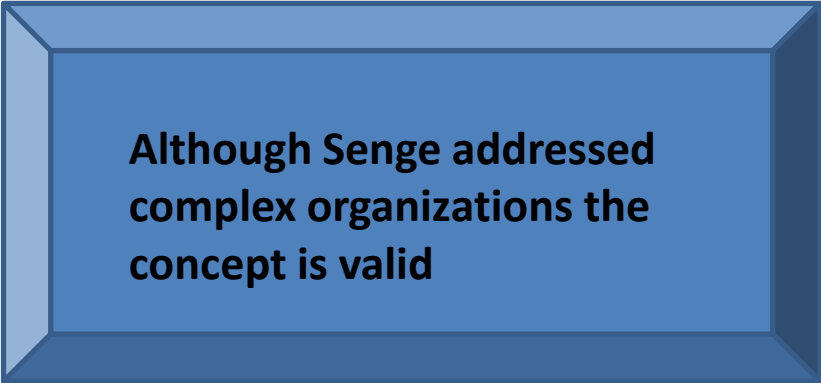* Entrepreneur
* Volunteer
* Investor/donor
* Mentor
* Logistics

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The learning organization

From the tentative description of the transnational diaspora teams it follows that they in some respect should be a learning organization.

In the early 90's MIT's Sloan School of Management (P.Senge) pioneered a concept of the learning organization with emphasis on:

1. Personal mastery

2. Mental models

3. Shared vision

4. Team learning

5. System thinking (5th discipline)

Although Senge addressed complex organizations the concept is valid

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Role distribution in the team

- Starting from an objective or a business idea a team can start to form and the required role distribution can be approached.

- As a next step the competence and motivation requirements can be approached.

- This should be seen as a learning activity and ideally be supported by cross-border cooperation between business development services and adult learning.

- The outcome would be a list of ideal competences fulfilling the role cast of the team

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Competence modeling

Based on the formulated role distribution and competence requirements the concept of competence modeling (Henoch et al, 2002) can be applied to compare the wish list of competences with the factual competences of the team members.

The outcome will be an individual learning program tailored individual needs and based on individual competence information and ideally encompass all skill, resource and organizational capabilities of a team partner. This includes:

- Skill profiles of the prospective team partner

- Anticipated role and business or production capacity

- Commitment to risk taking

- Organizational capabilities

The ITC media can be used as a facilitating tool

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The explosive development of the social media information society

1. Instant and individual access to all information
2. Blogs, interactive mini-sites
3. Complete networks: Facebook, MySpace supporting closed and open groups
4. Information sharing, video: YouTube, photo: Flickr, knowledge resources
5. Social book-marks, for recommendations, purchase
6. Social news services
7. Social localization and meeting services, e.g., GPS-based
8. Society or knowledge building services, such as Xing or Wikipedia
9. Tools for individualized and lifelong learning

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The craft of thinking

1. The immediate availability of information and the explosion of social media has lead to a new learning situation where the combinational use is more important. Recent studies (Arum & Boksa) of learning on American colleges indicate a decrease in learning and combinational use of information.

2. Lindgren suggests that we are moving from a knowledge economy to a knowledge-combination economy.

3. The selectively and individually accessible information certainly holds possibilities for a new e-based learning with matches individual learning with individual requirements as a team member.

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Learning challenges in transnational diaspora teams

The combination of:

1. **Individualized access to information**
2. **Tailoring of information to an individual profile (semantic web, continuous programing)**
3. **Curriculum that supports the different team roles, mentors, etc**
4. **Use of interactive meeting and learning places**
5. **Physical meetings (blended e-learning)**

Create as yet not realized possibilities for learning in transnational diaspora teams.

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Some e-concepts for team competence building

Roles and competences for members in the team in formation

Selecting the individual curriculum

Semantic web and "cloud" services

Top-down learning – starting from the role definition.

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Competence information encompasses all technical and organisational capabilities of an enterprise.

- skill profiles of the personnel of the enterprise,
- technical equipment and production capacity,
- business and management processes,
- organisational capabilities,
- products with their features and parameters.

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Thank you for listening

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